Aalto University
School of Science
Degree Programme in Engineering Physics and Mathematics

Jori Jämsä

On Passion and Leadership: A Discourse Analytic Approach

Master's Thesis
Espoo, Thursday 9th March, 2017

Supervisor:	Professor Matti Vartiainen
Advisor:	PhD Candidate Tuukka Kostamo

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ABSTRACT OF

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Author:	Jori Jämsä
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Both passion and leadership have had elevated exposure in the main stream media and in popularized management journals, being framed as essential component of a thriving work community. Nevertheless, the academic area connecting these two disciplines is practically non-existent. Combining the previous fact with a qualitative research design, my research setting is unique.

This research was data driven. After the first interpretations of the data, I decided to relate my data on excitement, flow, and passion to theoretical concepts of work engagement, flow, intrinsic motivation, and passion. On leadership, I decided to use a procedural theory of implicit leadership models by DeRue and Ashford. I obtained my data through 23 interviews, consisting of 10 superiors and 13 subordinates in three small organizations. I utilized discourse analysis to analyze the data, conducting two rounds of analysis.

The results indicate that excitement, flow, and passion are all predominantly positive and individualistic experiences. Excitement has the most normative character, whereas flow is not considered as essential for working life. Passion seems to divide interviewees, some suggesting it is too emotional and strong for work context whereas others regarding it as desirable. The concepts seem to be interwoven and fit the existing literature quite well, while bringing some new insights. On leadership, I identified four archetypes that facilitate and two archetypes that prohibit excitement. Additionally, I presented two more normative archetypes. Leadership talk was scarcely produced before the term was introduced, but after introduction leadership was labeled as crucial and important indicating a potentially normative origin of speech. All of the above concepts hold subjective differences, but there were little differences between the organizations or organizational layers.

The results on excitement and leadership are interwoven. The connections between archetypes as well as facilitators and inhibitors of excitement seem to form two groups, one related to freedom and revising job description and the other to social factors of the phenomena. To conclude, more integrative work is needed to bring closer the research streams of leadership and passion.

Keywords:	Leadership, passion, work engagement, flow, excitement, intrinsic motivation, critical leadership studies, negative ontology, qualitative research, discourse analysis
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Sekä intohimo että johtaminen saavat valtamediassa ja populaarissa organisaatiokirjallisuudessa paljon huomiota. Ne kuvataan oleellisina osina hyvinvoivaa ja menestyvää työyhteisöä. Kuitenkin näitä kahta tutkimusalaa yhdistävää tutkimusta ei juuri ole. Tämä puute yhdistettynä laadulliseen tutkimusotteeseen tekee tutkimusasetelmastani ainutlaatuisen.

Tämä tutkimus on toteutettu aineistolähtöisesti. Ensimmäisen aineiston tulkintakierroksen jälkeen päätin verrata aineistoani innostuksesta, flowsta ja intohimosta työn imun, flown, sisäisen motivaation ja intohimon teoreettiseen käsitteistöön. Johtajuutta tutkiessani päätin käyttää DeRuen ja Ashfordin kehittämään implisiittisten johtamismallien prosessiteoriaa. Aineistonkeruun toteutin yhteensä 23 haastattelulla kolmessa pienessä organisaatiossa, joissa haastattelin yhteensä 10 esimiestä ja 13 alaista. Analysoin aneistoani diskurssianalyyttisesti kaksi kertaa.

Tulokset viittaavat siihen, että innostuminen, flow ja intohimo ovat pääasiassa positiivisia ja yksilökeskeisiä ilmiöitä. Innostuminen kuvattiin normatiivisimmin, kun taas flowta ei pidetty yhtä tärkeänä työelämän kannalta. Intohimo jakoi haastateltavien mielipiteitä osan kuvatessa intohimon liian voimakkaaksi tunteeksi töihin ja osan pitäessä sitä toivottavana ilmiönä. Edellä mainitut konseptit liittyvät vahvasti toisiinsa ja tulokset sopivat nykyiseen tutkimustietoon hyvin, kuitenkin tuoden uusia näkökulmia ilmiöihin. Johtajuudessa kuvailin neljä innostusta mahdollistavaa ja kaksi innostusta haittaavaa arkkityyppiä. Johtajuuspuhetta ei juuri tuotettu ennen teeman esittelyä, mutta esittelyn jälkeen johtajuutta pidettiin välttämättömänä ja tärkeänä tekijänä. Tämä saattaa viitata puheen normatiiviseen alkuperään. Kaikissa yllä olevissa ilmiöissä oli yksilöllisiä eroja, mutta vain vähäisiä organisaatioiden tai organisaatiotasojen välisiä eroja.

Tulokset innostumisesta ja johtamisesta ovat tukevat toisiaan. Tunnistetut arkkityypit sekä innostumista auttavat ja estävät tekijät voidaan jakaa vapauteen ja työn ohjaukseen liittyviin tekijöihin sekä sosiaalisiin tekijöihin. Lisää poikkitieteellistä tutkimusta tarvitaan intohimon ja johtamisen tutkimusalojen lähentämiseksi.

Asiasanat:	Johtajuus, intohimo, työn imu, flow, innostuminen, sisäinen motivaatio, kriittinen johtajuustutkimus, negatiivinen ontologia, laadullinen tutkimus, diskurssianalyysi
Kieli:	Englanti

Acknowledgements

Supposedly, writing the master's thesis is the hardest thing one needs to do in order to graduate as Master of Science in Technology. Ten months into writing this thesis, I am forced to agree with that statement. Fortunately, I have had the most amazing people around me supporting me in my endeavour. They have provided me with both academic guidance and emotional support during this demanding project, making this experience tolerable, educational, and occasionally even fun.

First and foremost, I must express my utmost gratitude to my advisor Tuukka Kostamo. He has supported and guided me during my journey towards the depths of critical leadership literature, epistemology, and passion. Without his insightful advice, profound knowledge on the academic subjects, and everlasting passion for academic debates, I would have not been emancipated from the conventional and thus imprisoned by the contemporary.

Additionally, I would like to thank several people that are tightly linked to my academic development. First, along with Tuukka, the two other teachers of Leadership as Practice course, Jari Ylitalo and Peter Kenttä, have contributed significantly to the development of my understanding on leadership. Similarly, I would like to thank other people involved in Leading Passion project, namely Johanna Vuori, Jonna Pääkkönen, Kitte Marttinen, Maria Ruotsalainen and Reima Launonen. The project group meetings and conference trips have really brightened up my day. Finally, this thesis would have not been completed without the input from my supervisor Matti Vartiainen, for which I am grateful.

The funding for this undertaking was provided by TEKES. Needless to say, I am grateful for the funding I have been given to complete this thesis. Additionally, I am thankful for the time the employees of the three organizations granted me for conducting the interviews and for the organizational support these three organizations have presented during this process.

Writing a master's thesis is not only a great challenge in the academic sense, but also requires mental stamina. This stamina was sustained by my closest friends, family, and other acquaintances. Additionally, I must thank FK, PaRaati, Ultra-bRaati, AYY, AYYH'13, VT, AKY, PK, 4play, and Rairairai along with all the people associated with these groups for providing disturbances whenever called (or uncalled) for.

Finally, I must give my most profound acknowledgement to my fiancée Pauliina. Her unwavering support and patience during my occasional mental breakdowns, moments of apathy, and passionate outbursts of academic mumbling have contributed greatly to the completion of this thesis.

Espoo, Thursday 9th March, 2017

Jori Jämsä

Personal Preface

This personal preface is a short tale of how a systems sciences major ended up doing his master's thesis on linguistic and discursive perspectives of leadership and passion. This preface is to remind me of where I come from and simultaneously enlighten many of my perplexed friends on the matter, while enabling the reader to better understand my background.

I have always been interested in the topic of leadership, possibly because of the positive connotations and potential glamour attached to it. I had figured out that when aiming to be a good leader someday, learning about leadership and organizational studies wouldn't hurt. In high school, I had had interest for psychology and the questions related to the mind still intrigued me. Thus, choosing the minor in leadership and work psychology was obvious. However, majoring in systems sciences (kind of applied mathematics), I had a hopelessly deterministic world view, considering anything outside the dominion of natural sciences unscientific. Therefore, it is not surprising that I was mostly bound by the idea that everything could and should be simulated through numbers and deterministic models. I simply did not see the value in qualitative research, and did not know much about it. Similarly, I did not pay much attention to the subjective nature of human experience, but had a belief that for most things, there was the right answer available based on predetermined facts.

The pivotal point of my personal development was the year in the board of Aalto University Student Union in 2013. This year provided me with experiences unfamiliar to the student of mathematics, forcing me to understand the nature of subjectivity and politics, where the definition of "right" depends on individual perspective, context, and on the way individuals frame things. Decisions could not always be well informed and Excel could not always be used to determine the best possible scenario. Additionally, I was fortunate to meet people who turned my world upside down with their humanistic logic and emphasizing peoples' feelings as decision making criteria. Therefore, it is easy to say that getting outside my physicist bubble was probably one of the best things that has ever happened to me. I learned how to open my mind for diversity of human reasoning, no longer stating that people not founding their decision on "rationality" but emotions are usually wrong. I was forced to embrace the diversity of characters, irrational behaviour of human beings, and fuzziness related to decision making.

After that spectacular year, my development continued in the Esa Saarinen's course "Philosophy and systems thinking", where I continued to explore the cu-

riosities of my own rationality and trained myself on self-reflexivity. I had finally embraced and started to foster the philosophical and people-centered side in me, which had always been present but left stunted in the technologist-utilitarian education in my department. Simultaneously, I started to read non-fiction books, such as Nassim Taleb's Black Swan. However, at this point my progress was slow and I focused on performing my studies as well as I could, while being active in the association field of Aalto University. This trend continued while I did my exchange in Tsinghua University in fall 2015. The international experience embedded me with deeply multicultural mindset and more understanding of the complexities related to different contexts and backgrounds.

However, the most radical period related to my progress in the field of leadership and work psychology was the spring of 2016. The revolutionary course of "Leadership as Practice" by Tuukka Kostamo, Jari Ylitalo, and Peter Kenttä drastically widened my perspective on leadership, introducing me to the philosophical and more complex side of leadership studies. I was drawn to the subject, thirsting for more. Finally, I decided that instead of doing a mathematical master's thesis, I should aim for master's thesis on my minor to expand my knowledge on this area. Luckily, I was able to land a job as a master's thesis worker in the Leading Passion project. Already back then I knew that being instructed by Tuukka would enable me to dive deep into more critical leadership research and epistemology, while bringing me understanding on passion as an organizational phenomenon and learning about qualitative methodology. These were the main reasons for choosing this subject and not driving for a position in the industry.

Retrospectively, this was probably one of the best decision I have ever made. During the last ten months, I have been able to radically enhance my knowledge on leadership and explore how it is linked to the more epistemological questions. Similarly, I have been able to narrow my focus on how I want to utilize and cultivate my interest in leadership issues while starting to work outside academia. This journey has equipped me with confidence to embrace my newly ignited passion for interweaving academic knowledge and praxis on this field. I hope that this will not be my last academic output, as I wish to help to narrow the gap between the more critical leadership studies and practitioners out there.

To conclude this longish preface, this thesis is the end product of a long journey from a mathematically oriented third year student towards a more open minded, reflexive, and cross-disciplinary Master of Science in Technology. I hope you, my reader, enjoy reading this work and find yourself entertaining new thoughts afterwards.

Espoo, March 2017
Jori Jämsä

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Chapter 1

Introduction

1.1 Topic and Background

This thesis will delve into the subjects of passion and leadership, attempting to answer a fundamental question: "How can we lead passion? Or can we?" This question fuses two very popular streams of research, namely leadership and positive organizational psychology. Both of these streams of organization studies have gained tremendous momentum, emerging both in the popularized business literature and the main stream magazines while simultaneously accumulating academic knowledge. The question is indeed intriguing and answering it could benefit both the organizations and their members by cultivating passionate and excited working life, where passion is utilized for the good of both employee well-being and organizational outcomes. Indeed, what can a manager do to help his/her subordinates flourish? Is there anything they can do? We set out to find answers for or at least some hints regarding these questions.

Regardless of the evident potential in the area, there exists little integrative research on the subject of leading passion. This lack of research and the fascination of the question at hand formed the basis for our research agenda. Project, named Leading Passion, was formed to thoroughly investigate this area of organizational studies during a three year undertaking. This project merges three independent streams of research, conducted respectively by Haaga-Helia University of Applied Sciences, Academy of Philosophy, and Aalto University. This collaborative undertaking between the three organizations aims to address the above questions from multiple perspectives, using different methodological and theoretical approaches. This thesis is part of the contributions of Aalto University. During the planning phase of the project, the scope of this thesis was specified. It was to be a study of the linguistic perspectives related to passion and leadership, conducted by interviewing in the collaborating companies. The analysis method was to be discourse analysis.

Given the above, the theoretical and especially the methodological aspects of

this study were well grounded and specified. However, there was still plenty of room for maneuvering. First, I adopted the epistemological stance of social constructionism, suggesting that language does not merely describe reality but also constructs it and allows multiple interpretations of situations and topics. Therefore, there does not exist a single objective truth when it comes to the topics of the social realm. Furthermore, I had been fascinated by language as a social construct and as a tool enabling and restricting our sense making and communication. I was interested in how the words we use enable or disable us to take action in certain contexts. Therefore, the discourse analytical approach combined with the social constructionism stance formed an excellent foundation for my research and satisfied my personal interests as well.

These methodological and epistemological choices steered me to abandon the more conventional stance to leadership and explore the domain of critical leadership studies. This journey proved to be an exhilarating experience, leading me to the most fundamental questions of leadership: "What is leadership?" and "Does leadership even exist?". These question invited me to provide an answer for them by myself, simultaneously providing the theoretical background for this thesis. Finally, this thesis allowed me to familiarize myself with the concepts of passion, flow, and work engagement. They provided interesting insights into how positive mental experiences were described in the literature, while enabling a conceptually integrative work. Overall, the qualitative methodology combined with the relativistic epistemological stance provided an interesting perspective, from which I could provide new insight into research streams of passion and leadership dominated by quantitative methodology.

Now with these ambitious research goals in place, I will finally set out to find answers for the question: "How can we lead passion?". First, however, I will elaborate on the structure of this thesis and how it was written to enable the reader to grasp the whole picture.

1.2 The Structure and the Writing Process

The conventional way to conduct scientific research might be first to determine the research questions, then familiarize oneself with the theory, and finally move on to conducting the research itself. However, my study is structured differently. I have chosen a data driven approach in my study, meaning that I will first have a glimpse on the theory to gain some basic knowledge of my field and then move on to conducting the research. After analyzing the data and understanding what it comprises of, I will re-examine the theoretical field to see if there are theories matching my data. Therefore, the theories are fit to the data, rather than fitting the data into some theory or theories. By doing this, I attempt to construct the study as unbiased as possible, trying to avoid confirming some specific theory. What I seek is to form a holistic overall picture of the phenomena under study, not validate some existing theory.

1.2.1   The structure of the thesis

Although the methodology of this study is not the most conventional one, I have structured the thesis in accordance with the scientific tradition. First, I will introduce the necessary theoretical concepts related to passion and leadership, constructing the theoretical frame of this thesis.

In the passion section, I will introduce four closely interwoven concepts, namely work engagement, flow, intrinsic motivation and passion. In the leadership section, I will introduce the historical perspective to the leadership studies and navigate myself through the conventional, plural, and social constructionist streams of leadership research to find my position in the field. Finally, I will introduce my personal view to leadership and a social process theory compatible with my leadership stance. I will conclude the theory section with a joint section of passion and leadership, discussing the theoretical perspectives in joining these two independent fields of research. Throughout the theory section, I will elaborate on my research agenda to form a specific set of contributions I attempt to make with my research.

After introducing the theoretical frame, I will move on to methodology. First, I will elaborate on my epistemological view to clarify my stance on social phenomena and to form a foundation for choosing the epistemologically compatible methodology. Having introduced my stance, I will present the used methodology, namely interviewing and discourse analysis. After introducing my set of methods, I will discuss the role and methods of quality assurance in qualitative research. To conclude this section, I present how this study was actually conducted.

After setting my theoretical frame and methodology, I will move on to introduce the results of this study. I will first independently introduce the results of passion and contrast them with the theoretical frame and my research agenda. Thereafter, result on leadership shall be introduced in the same manner. Finally, I will combine the two discussions to elaborate on leading passion. To conclude my thesis, I will enlighten the practical implications, possible limitations, and future research areas related to my study.

1.2.2   Writing process

As my study was conducted inductively, the thesis was not written from beginning to end. Next, I will illustrate how the process of writing this thesis went.

First, I familiarized myself with the methodology. As this research was data driven, methodology needed to be developed first to be able to conduct the research. Therefore, I introduced myself to the epistemological questions first and then moved on to learn about the art of interviewing and qualitative research in general. Simultaneously, I familiarized myself with the basics of passion research and positioned myself on the field of leadership studies. Having the sufficient

foreknowledge, I conducted the interviews and obtained the data.

During and after the interviews, I continued to educate myself on the matters related to leadership and especially discourse analysis. This enabled me to reliably conduct the first round of analysis and gain insight on what kind of data I had obtained. Additionally, I developed and refined my leadership stance. After the first round of analysis, I moved on to study passion, work engagement, flow, and leadership. This enabled me to choose the theoretical concepts and complete my theoretical review. Having an idea of what the data embodied, I was also able to construct and focus my research agenda related to the themes. Methodological chapter was also completed, as I had learned enough about the epistemological questions, interviewing, and conducting discourse analysis.

Having completed the theoretical and methodological review and the first round of discourse analysis, I moved on to conduct the second round of analysis. This time I narrowed my perspective to the material that was related to my research agenda (which was constructed on the basis of the data). This second round of analysis yielded the results of this thesis, enabling me to present my findings and contrast them with my theoretical frame and research agenda. Finally, having everything else in place, I inspected the practical implications, enlightened limitations, and inspected the possibilities for future research while injecting the study with descriptions of how this study was done. To finalize my thesis, I wrote introduction, summary, abstract, acknowledgements and personal preface.

1.3 Research Questions

To conclude the introduction, I will shortly introduce my research questions. First and foremost, as stated above, I will look into how we can lead passion. To answer his interdisciplinary research question, I must study leadership and passion literature while interweaving them. As this study is an iterative process, the research questions can also evolve during the process. Consequently, the research question above will mold into a more specific question: "how can we help people utilize their passion in their work?" as passion is revealed to be individualistic phenomena that can only be facilitated, not dictated.

Regarding passion, my main research question stem from the lack of qualitative research and normativeness of passion literature. The research questions are as follows:

RQ1: How do people describe excitement, flow, and passion? How does it feel to experience these phenomena?
RQ2: What are the downsides of the above phenomena?
RQ3: What are the interdependences and relations between the three concepts?

These research questions remain constant during the research process. Next, I will move on to introduce the theoretical concepts related to this study.

Chapter 2

Theory Review

In this chapter, I will introduce the main theoretical concepts related to my thesis. First, I will introduce some necessary terminology to help the reader understand the rest of the theory review. Second, I will review literature and research on passion. Third, I will introduce the general history and the more relevant research and theories related to leadership. Finally, I will briefly elaborate on the subject of combining these two fields.

2.1   Introduction of the Key Terminology

This thesis will be relying heavily on two concepts related to each other. First is the notion of *social constructionism* as an epistemological stance, second being the notion of *discourse* as a way to conceptualize the world and *discourse analysis* as a way to analyze discourses. I will now introduce both of the concepts briefly to ensure that the reader is able to comprehend the rest of the theory review. I will elaborate on these subjects more thoroughly in sections 3.1.3 and 3.3.

2.1.1   Social constructionism

Social constructionism is an epistemological theory, theorizing about the nature of knowledge. The basic thesis of social constructionism is that people make and construct their social worlds through their actions and do not merely describe and live in them. Social reality is not something that that we can merely discover through positivist methods, as there are multiple realities competing for legitimacy. Social constructionism challenges the idea that the social world can be observed objectively and that empirical methods can produce objective, replicable, or generalizable results. The notion of knowledge is remarkably different from that of natural sciences. Knowledge is constructed in situ, is highly contextual and subjective, and is being constructed in a multi-faceted and perhaps

even chaotic process. Individuals construct their reality in respect to their own beliefs and presumptions, the contextual factors, and their foreknowledge. In social constructionist stance the world is seen as a system of competing meanings which spread through language and other forms of communication. (Suominen, 2009)

2.1.2 Discourse analysis and discourse

The most central concept in discourse analysis is of course *discourse*. There is no unanimous definition of discourse available. In this thesis, discourse will be treated as something that emerges from a shared collection of texts and has influence on the organizational reality. My focus will be on the more deeply lying discourses, searching for the meaning behind the actual words. The words are not in the focal point, but the underlying concepts and their interrelations are. The concept of discourse is not merely confined within the domain of spoken language, but extends to written documents and other mediators. Discourses can overlap, compete, non-compete, endorse, and/or diminish each other. There is no single "right" discourse, but there can be multiple different discourses competing for legitimacy and/or co-existing in the same social structure (Kvale and Brinkmann, 2009). (Phillips and Oswick, 2012)

Discourse analysis was born as a part of larger linguistic turn during the post-modern era of science, when logical positivism was countered and language lost its meaning as a simple information mediator. Discourse analysis consists of different approaches to conducting research into organizational discourses. The main focus is in the way language constructs organizational reality, rather than just describes it. In discourse analysis, one is interested in studying the process of creating social reality through absorbing, using, and sharing discourses with each other, thus constructing social reality. Furthermore, the interest is in how people create, maintain, manipulate, consume, and destroy these discourses. (Phillips and Oswick, 2012)

Next I will elaborate on passion and related concepts, namely work engagement, flow, and intrinsic motivation. There are multitude of concepts interwoven with each other, describing similar phenomena in organizational contexts.

2.2 Passion

In this section, I will elaborate on concepts revolving around passion. There are many concepts tightly linked with passion, such as excitement, engagement, enthusiasm, inspiration, motivation, and positive feelings. I will not review all concepts available, as the scope of this thesis is limited. The concepts introduced are work engagement, flow, co-passion, intrinsic motivation, and passion. These concepts were chosen on the basis of the first round of analysis. I will ground my

review on the work of **Schaufeli, Csikszentmihalyi, Ryan and Deci, and Vallerand**. I will simultaneously formulate a more specific research agenda to supplement and support my research questions.

2.2.1 Work engagement

The research field of engagement is a relatively new one. Kahn (1990) was the first to address the concept of engagement, describing personal engagement as follows: "...; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances". Thereafter, there has been a growing number of studies inspecting engagement. Consequently, there are various forms of engagement proposed and researched by different streams of research. In this thesis, I will focus on *work engagement*, as it is closest to my research interest. Most of the research on the field defines work engagement as "a positive, fulfilling, work-related state of mind that is characterize by vigor, dedication, and absorption." (Bakker et al., 2011, see Kostamo et al., 2016; Schaufeli et al., 2002, see Kostamo et al., 2016)

Vigor, dedication, and absorption are seen as the core factors of work engagement. Hakanen et al. (2008) defines these factors as follows (in accordance with rest of the literature, e.g. Schaufeli et al. (2006, see Sweetman and Luthans, 2010)):

Vigor *refers to high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties.* ***Dedication*** *is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge. [....]* ***Absorption***, *a sense of being fully concentrated and happily engrossed in one's work, so that time passes quickly and detaching oneself from work may seem difficult.*

Work engagement is seen as a "state-like" phenomenon, which does not fluctuate as freely as, for example, mood, but is not as persistent as general personality traits (Sweetman and Luthans, 2010). This brings forth one of the key elements overlooked in research. As Kostamo et al. (2016) suggests, the role of emotions has been downplayed in the research of work engagement. Although explicit focus on emotions is rare, there is some research indicating that positive emotions lead to higher levels of engagement and most researchers have included an energy dimension in their work (Wright and Staw, 1999, see Sweetman and Luthans, 2010; Leiter and Bakker, 2010). For example, Fredrickson (e.g. 2001; 2003) suggests in her famous broaden-and-build theory of positive emotions, where positive emotions broaden individuals cognitive functions and thus facilitate work performance (Fredrickson, 2001, see Kostamo et al., 2016; Fredrickson and Branigan, 2005, see Kostamo et al., 2016; Fredrickson, 2003, see Sweetman and Luthans, 2010). I will take this theory under inspection, as it would suggest that there are no organizational or personal downsides in engagement. To conclude, lack of qualitative research is evident while browsing through the contemporary research. I will use qualitative methods to shine some new light on passion and

simultaneously broaden our perspectives on work engagement. I will specifically focus on the role of emotions and social aspects in this study.

To summarize, I will contribute to work engagement research through my study on passion by including three marginalized aspects in my study. First, I will study the emotional and social aspects related to work engagement. Second, I will do a qualitative study in contrast to the mainstream quantitative research on this subject. Finally, I will take into consideration the negative aspects of work engagement and passion.

2.2.2   Flow

Next, I will introduce the concept of flow, as described by Nakamura and Csikszentmihalyi (2014).

Flow research focuses in understanding experiences during which individuals are fully immersed in the present activity. The origin of flow research stems from the 1960s, when Csikszentmihalyi conducted research into intrinsically motivated activity in artistic settings. As the research widened into other play and work settings, the reported experiences were remarkably similar across the settings. The conditions for this optimal experience, defined as flow, were identified as perceiving the action suitable (not too easy or difficult) for one's skill, and clear proximal goals and feedback about the progress. The subjective experience could be described as taking on feasible challenges through achievement of proximal goals and receiving feedback during the activity. (Nakamura and Csikszentmihalyi, 2014)

Nakamura and Csikszentmihalyi (2014) describe the characteristics of the flow experience as follows: A) holistic concentration on the present moment and activity, B) fusion of the action and consciousness, while loosing sense of oneself as a social actor, C) perceived competence to complete the tasks and respond appropriately to difficulties, D) distorted temporal experience (e.g. loosing the sense of time), and E) the experience of the activity being satisfying per se. This experience has been proven to be the the same across cultural backgrounds, gender, age, social class, and different kind of activity settings.

Furthermore, Nakamura and Csikszentmihalyi (2014) posit that the flow research emphasizes the dynamic relation between the person and the environment. They continue that *the subjective skills and challenges* determine the access to flow, as they shape the one's experience. The personal experience is seen as a product of interplay between the individual and the environment, taking into consideration history of both. Furthermore, individuals value being in flow differently, some preferring apathy (low challenge, low skill) experience to flow (high challenge, high skill). To conclude, the basic epistemological stance of flow research is well compatible with my social constructionist stance.

The described flow experience is very fragile. If the actor feels that the his/her

competence is not sufficient for achieving the proximal goal or the goals are perceived too easy, one of the conditions is violated resulting in disturbance of flow. Similarly, if the proximal goals become too intangible or unachievable, flow will be disturbed. The different states of mind related to the perceived competence and challenge are shown in figure 2.1 (Csikszentmihalyi, 1997, see Nakamura and Csikszentmihalyi, 2014):
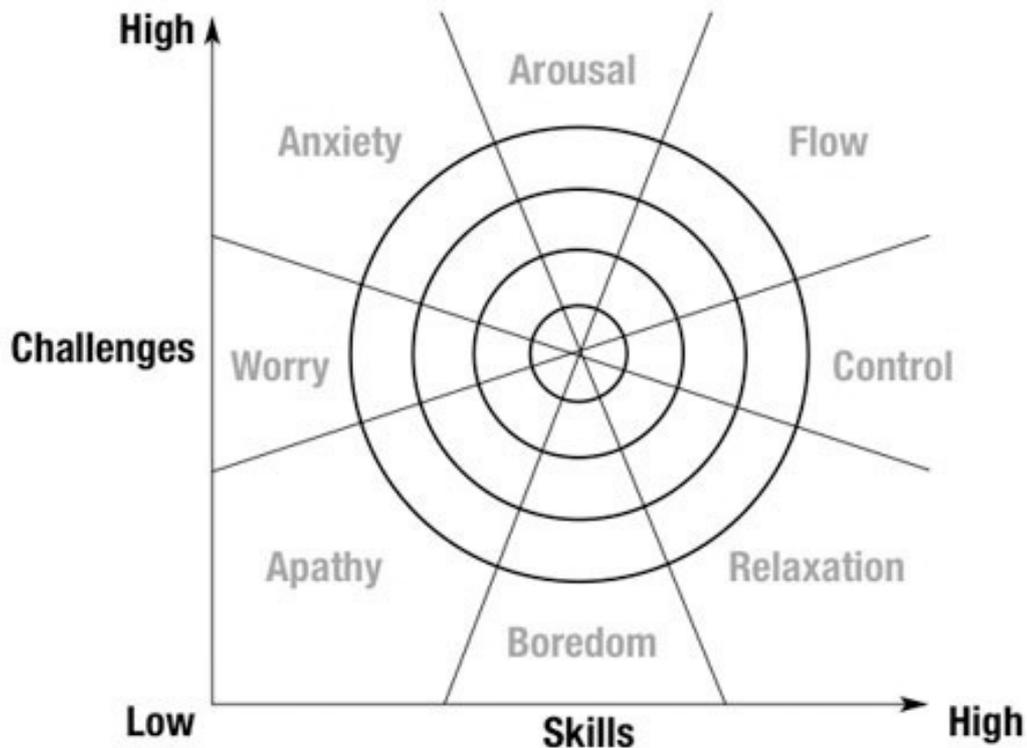
Figure 2.1: The current flow model.

The description of flow in figure 2.1 states that flow can only be achieved when the challenges and skills related to the task at hand are both above the individual's average. Furthermore, the experience is more immerse in nature when we move away from person's average levels. Therefore, it is possible to identify and study outer or inner rings of each channel. One could, for example, concentrate in looking into the most intense form of apathy, requiring minimum skill and providing minimal challenge. In my case, the interest relies on the flow channel. Although the apathy channel does fulfil the necessary conditions for flow and one could argue that they are the same phenomena in the experimental level, these concept diverge and are distinct from each other. In flow, the skills of the actor are strained resulting in the optimal experience and joy, whereas in apathy this is not the case (Nakamura and Csikszentmihalyi, 2014). Apathy can be achieved while sitting in a car, but can hardly be described as an optimal experience.

To conclude this section, I inspect the shortcomings of the current research stream and introduce my own research agenda. First, while reviewing Nakamura and Csikszentmihalyi (2014), it is evident that this field of research suffers from the lack of qualitative studies. Most of the studies represented are quantitative in

nature. Second, the researchers have focused extensively on free-time activities, such as sports, writing and social activism, rather than regular office work or other work contexts. Third, the literature is overly positive neglecting the negative aspects of flow, describing it as "the optimal experience". These negative aspects could include, for example, people to seek flow to conduct amoral activity that damages the self, others, or organizations (Csikszentmihalyi and Larson, 1978, see Nakamura and Csikszentmihalyi, 2014). Finally, too little research has inspected the possibility of shared flows, taking place in groups (Nakamura and Csikszentmihalyi, 2014). My research design will address each of these deficiencies, as I will conduct a qualitative study focusing on work context while taking into consideration the possible negative and social aspects of flow.

2.2.3   Intrinsic motivation

Basics of Self-determination theory (SDT)

In this section, I will introduce some main concepts of self-determination theory (SDT) created by Edward Deci and Richard Ryan. More specifically, I will introduce the underlying assumptions of SDT and one specific mini theory within SDT, namely Cognitive Evaluation Theory describing intrinsic motivation. SDT has been developed for decades by various researchers seeking to understand humans' motivational factors. Instead of being a theory in itself, it is rather a hypernym for collection of mini theories being formed and valuated over the years (Ryan and Deci, 2002). SDT is not complete but rather expands as more knowledge is gathered and mini theories built.

Self-determination theory is grounded on Aristotelian view of human nature, where people are inclined towards individual growth and integration to the surrounding society. This tendency leads to the full actualization of human potential, as people seek ways to improve themselves, and integrate both more knowledge and cultural practices into themselves (in other words, learn). People are seen as proactive agents striving for eudaimonic fulfilment and integration. This is in steep contrast with more functionalist ideals, where individuals are seen as reactive beings responding in accordance with external stimuli. Both Aristotelian and functionalist perspectives have attracted researchers to develop a multitude of theories backed up by extensive empirical support. SDT does not strive to separate but to integrate these viewpoints. Self-determination theory suggests that although humans are inclined towards proactive and "Aristotelian" behavior, the effect of environment cannot be understated. The environment can both cultivate and completely impede the natural tendencies for eudaimonia and integration. This natural tendency should not be treated as a given but rather as a dynamic potential that requires a nurturing environment. (Ryan and Deci, 2002)

In addition to the above definition of human nature, the second built-in theoretical concept serving as a basis for the mini theories is the distinction of three fundamental needs of human beings. These needs are the need for *competence*,

relatedness, and *autonomy*. Environments that facilitate (rather than impede) fulfilment of these needs can expect more thriving, more eudaimonic behavior, and elevated actor well-being. SDT posits these attributes as universal necessities that each and every individual needs in order to fulfill their inherent and constant psychological needs. These needs are analogous to psychical needs such as food and water. Therefore, individuals unconsciously and naturally seek situations that provide these three nutriments for our psyche. However, SDT does not state that there are no other psychological needs, but that there is no other need that has been empirically tested sufficiently to be included in SDT. (Ryan and Deci, 2002)

Competence is the individual feeling of being capable to execute one's activities in the social context (let it be work or home environment) and that one is able to wholly utilize his/hers capabilities. The need for competence compels people to seek for challenges suitable for their capabilities and draw people into developing themselves to enhance their capabilities. *Relatedness* stands for the need to feel connected to other human beings and craving for the feeling of belongingness in a psychologically safe manner. Individuals need support and care reciprocally. The third and final need is *autonomy*, referring to sense of being in control rather than being controlled. When acting autonomously, people feel they are expressing themselves. Autonomy is not to be confused with control or independence, as one can still express him/herself through autonomous action although being asked to do the action. All of the above needs have received extensive empirical support from various researchers in versatile settings, such as medical clinics, university teachers, and parenting. (Ryan and Deci, 2002; Gagné and Deci, 2005)

In addition to the above assumptions, self-determination theory consists of several mini theories. The current mini theories are *Cognitive Evaluation Theory (CET)*, *Organismic Integration Theory (OIT)*, *Causality Orientations Theory (COT)*, *Basic Psychological Needs Theory (BPNT)*, *Goal Contents Theory (GCT)*, and *Relationships Motivation Theory (RMT)* (Deci and Ryan, 2017). My particular interest relies with Cognitive Evaluation Theory, as it describes the distinction between intrinsic and extrinsic motivation. Extrinsic motivation is described in more detail in organismic integration theory, but as my main focus is on intrinsic motivation I will not review it here. (Ryan and Deci, 2002)

Cognitive evaluation theory

Cognitive Evaluation Theory (CET) describes the distinction between *intrinsic* and *extrinsic* motivation, defining intrinsically motivated behaviour as actions taken for their inherent satisfaction per se. This kind of motivation is distinct from learned or imposed motivators. While being intrinsically motivated, people will engage in such actions without any external pressure and will draw satisfaction, interest, and joy out of these events. These acts have non-instrumental focus. In contrast, extrinsically motivated behavior aims for satisfaction of contingent needs separated from the action itself. It is important to notice that intrinsic-extrinsic dichotomy constitutes a continuum. CET links intrinsic motivation directly to the need of autonomy via perceived locus of causality, suggesting that

rewarding for intrinsically motivating action undermines feeling of autonomy via transferring the perceiving locus of causality outside the actor. On the other hand, events transferring the perceived locus of causality to the intrinsic end of the dichotomy continuum will enhance intrinsic motivation. The important aspect is whether people feel that they are doing actions for external rewards or for themselves. Furthermore, CET underlines the importance of *perceived* competence, as it increases intrinsic motivation whereas overly hard actions dwarf feeling of competence. (Ryan and Deci, 2002; Ryan and Deci, 2000, see Kostamo et al., 2016; Gagné and Deci, 2005)

In conclusion, cognitive evaluation theory states that *controlling* aspects of social environments undermine and weaken intrinsic motivation, whereas *informational* aspects maintain and strengthen it. The majority of research has focused on controlling factors, such as punishment, deadlines, surveillance, tangible rewards, negative feedback, competition, and evaluation. Only a few researchers have paid attention to informational aspects of job environments, such as positive feedback, empathy, and non-controlligness. All of the above aspects can hold both controlling and informational nature, depending on the social context. For example, positive feedback can be administered in a controlling manner and competition can be interpreted as non-controlling factor in the right conditions. The way different aspects are communicated and the dynamics of the social environment affect the way individuals perceive actions, thus affecting their interpretation of control. (Ryan and Deci, 2002)

Research agenda

As we can see, there has been plenty of research regarding intrinsic motivation's relationship with the individual needs of competence and autonomy. However, there is only a little research on intrinsic motivation's link to relatedness, the third psychological need. Furthermore, there is need for inspection of the environmental aspects enhancing intrinsic motivation. Finally, SDT research assumes that intrinsic motivation is positively related to well-being and health (Kostamo et al., 2016). There is only cursory knowledge about ill-being effects of intrinsically motivated behavior.

In my research, I will enlighten above areas while conducting research into passion. I will inspect the relational aspects of passion and seek to identify description of informational environmental factors. This will provide some insights on the less researched areas of Cognitive evaluation theory. Furthermore, I will pay attention to the "dark side" of intrinsically motivated actions, presumed to be nonexistent. Finally, I will conduct my research in qualitative manner to enrich the knowledge regarding intrinsic motivation, in contrast with the mostly qualitative research of self-determination theory.

2.2.4 Passion

Finally, I will introduce the concept of passion. I will ground my thesis on Vallerand's work on passion. He defines passion as "a strong inclination toward an activity that people like that they find important, and in which they invest time and energy." They propose two types of passion, namely obsessive and harmonious passion.

In *obsessive passion* an activity has been integrated to one's persona in controlling manner, resulting in uncontrollable urge to engage in this activity. The action is regarded pleasurable, but the manner of engagement is not healthy, but leading to ill-being and rigid persistence. The passion forces one to engage in activity in obsessive manner, even when the individual should not. On the other hand, *harmonious passion* represents autonomous internalization of activities into one's persona. This leads to pursuit of enjoyable actions in an adaptive manner with no uncontrollable urges to do so. People choose to engage in activity rather than being compelled to do so. Furthermore, there are no negative effects in prohibition of task engagement or forced activity disengagement, in contrast with obsessive passion. Harmonious passion results in more positive experiences during task engagement, leading to increased positive feeling and flow. To summarize, in obsessive passion the passion controls the individual, rather than person controlling the passion as in harmonious passion. Obsessive passion can be described as an addiction, whereas harmonious passion fits the conventional description of passion. (Vallerand and Houlfort, 2003)

Both harmonious and obsessive passion are tightly linked to Deci and Ryan's work on intrinsic and extrinsic motivation. Obsessive passion is closely linked to their definition of internalized external motivation, where highly internalized motivators (so called integrated regulation) lead to urge to engage in activities. In both the locus of agency is located within the actor. However, they differ in the *feeling* of conducting the activity. Actions motivated by highly integrated extrinsic motivators are done for instrumental purposes, whereas obsessively passionate actions are done for their own sake as they are enjoyable per se. Furthermore, both harmonious and obsessive passion are tightly linked to Deci and Ryan's concept of intrinsic motivation. Both of these concepts highlight the importance of activity being inherently enjoyable. However, in obsessive passion the passion is linked to ill-being and obsessive behavior, whereas harmonious passion is more closely linked to described effects of intrinsic motivation. To conclude, Vallerand and Houlfort (2003) suggest that harmonious passion towards work facilitates the three basic needs (autonomy, competence, and relatedness), whereas obsessive passion does not.

In addition to Vallerand's research stream, there is an active research stream focusing on entrepreneurial passion. For example, Cardon et al. (2009) define entrepreneurial passion as "consciously accessible, intensive positive feelings, experienced by engagement in entrepreneurial activities associated with roles that are meaningful and salient to the self-identity of the entrepreneur". The link to

Vallerand and Houlfort (2003) definition is evident. However, there is a focus on people's feelings, whereas Vallerand's definition revolves more on energy and effort. Branzei and Zietsma (2003, see Cardon et al., 2009) also identify dysfunctional effects of passion, such as obsession and discounting negative information. To conclude, entrepreneurial passion stream relies heavily on quantitative methods, building causal models and identifying factors affecting passion.

In my research I will contribute to passion research mainly in two ways. I will conduct qualitative research on the area, as most of the research is quantitative. This will broaden our understanding on the matter. Second, I will focus on negative effects of passion. Although not completely absent in Vallerand's research, more needs to be done in this area. Furthermore, I will not focus on the identity aspect of passion heavily emphasized by passion research, but I will study how people perceive passion as a phenomena. I will focus on feelings and conceptions, not on identity issues. To conclude, Kostamo et al. (2016) argues that understanding of contextual in this stream of research is lacking. I will elaborate on this in my research, as my research method is build on discourse analysis and social constructionism.

2.2.5 Summary of the Research agenda

All of the above mentioned concepts have their own distinct research streams and concepts. However, it is easy to notice that they share a large factor of quantities. All of these concept relate to some positive state of mind experienced while working or conducting some specific activity (Kostamo et al., 2016). Expect for the obsessive passion proposed by Vallerand and Houlfort (2003), all the above terms embody the freedom of choice to engage in activities to achieve positive personal and organizational outcomes. Above concepts are not easy to distinguish from each other and the resemblance has been evident to the authors as well (Kostamo et al., 2016). However, there is an important distinguishing factor between the streams of research related to my study. Work engagement, flow, and self-determination theory literature downplay the role of emotions, whereas passion literature emphasizes it.

Next, I will illuminate my contribution to the above research streams. **First and foremost**, almost all of the research conducted on above fields is quantitative. This leads to narrowed understanding on these subjects, as qualitative research can yield more comprehensive and rich descriptions of the phenomena. Furthermore, especially in passion literature, there is too little emphasis on the effect of context. I will contribute to these areas of research by conducting a qualitative study paying special attention on contextualization. **Second**, I will highlight the role of emotions in my study, contributing to this field in work engagement, flow, and self-determination theory research streams. **Third**, I will enlighten the negative aspects of work engagement, flow, intrinsically motivated action and passion. Especially work engagement and flow literature has not paid enough attention on negative effects on their field. I will elaborate on the "dark side"

of all the above concepts to hinder the overly positive connotations associated with especially passion and flow. Furthermore, I will inspect discourses related to the normative "goodness" of passion, enthusiasm, work engagement and so forth. **Fourth**, I will inspect flow and engagement as social phenomena and focus on work context, bringing forth more insight on flow and work engagement. **Finally**, I will contribute to a specific mini-theory of self-determination theory, namely Cognitive evaluation theory (CET). I will highlight the informational aspects of organizational environment to enlighten what employees perceive to be the factors supporting intrinsic motivation. Furthermore, I will inspect the role of relatedness in intrinsic motivation.

Next I will elaborate on the subject of leadership. Together with the above concepts, they form the basis for my research on passion, leadership, and leading passion.

2.3 Leadership

In this section, I will introduce leadership as a field of research. I will first introduce the more traditional theories and perceptions on this field, then navigate through different schools of leadership research to find my own stance. Finally, I will introduce a leadership theory that is compatible with my view and is utilized in this study.

The introduction to leadership will be based on several popular taxonomies illustrating the general conceptual differences between schools of leadership. Furthermore, the introduction will act as a base for the more precise location of my research interest. The introduction will be mostly based on Yukl (2010).

Next, I will ground my own research stance and exact position on the field on two very thorough conceptual papers about leadership. First, I will introduce the taxonomy of plural leadership research outlined by Denis et al. (2012) in their publication *Leadership in the Plural*. Second, *The Social Construction of Leadership: Sailing Guide* by Fairhurst and Grant (2010) will provide me with a taxonomy of the social constructionist leadership literature. These taxonomies will enable me to locate my own research on the field of social constructionist leadership research. Third, I will introduce *my agnostic view on leadership*.

In the final section, I will introduce a leadership theory compatible with my view on leadership derived from several leadership theories. This theory will act as reference while inspecting my empirical results. However, it is essential to notice that these theories do not constrain my research, as the whole research is data driven. The data is not fit into these theories but rather the theories are fit into the data. I have chosen this theory since it helps me to interpret the data and provides us with interesting insights. Similarly to the passion section, I will formulate a more specific research agenda to supplement and support my research question on leading passion.

2.3.1 Historical perspectives on leadership

The notion of leadership is an extremely old one. Even the Bible holds descriptions of ancient warlords and kings governing over troops and cities. Needless to say, the perception of leaders has often revolved around male characters holding dominant attributes, such as certain type of charisma, intellect, power, or determination. The prominent figures holding power during significant events are introduced to us as the key individuals and leaders of their time. The leaders are portrayed as heroic figures (Raelin, 2005), determining the course of history. Furthermore, many events are personalized. Hitler is blamed for the second world war and Julius Cesar credited for building the Empire. This interest does not seem to subside, as everything from global warming to the Iraq war seems to be blamed on lack of leadership (Grint, 2005a). Furthermore, leadership is seen as the solution for every problem in existence (Alvesson and Spicer, 2011a), and as a tool to do both good and bad deeds (Fairhurst, 2011). Both the academic and layman discussions often revolve around the individual, the godly character, and what they do to their followers (i.e. how they lead) (Virtaharju, 2016). Leaders are seen as omnipotent and essential necessity for functioning organizations (Gemmill and Oakley, 1992)). Similarly to a modern day ghost dance, organizations failing to locate and nurture its leadership is doomed to fail (Gemmill and Oakley, 1992).

Despite the interest in leadership and leaders, the scientific research on the matter did not begin until the twentieth century (Yukl, 2010). These studies originated from the field of applied psychology. The first wave of leadership research between 1930s and 1950s focused on the traits of leaders (such as height, intelligence, sex etc.). The search for these universal characteristics that would separate leaders from the non-leaders did not yield any universal results. Consequently, the interest shifted towards behavioural aspects of leadership, focusing on actual behaviour of the leaders (often in laboratory settings). This second wave of leadership studies was prominent in 1950s and 1960s. The third wave of leadership scholarship was more focused on the situational factors of leadership. This contingency approach peaked in 1970s. Its focal point was in how situational factors interacted with leaders' personality and behaviour. During this period, the whole scholarly field started to attract criticism, resulting in a recession in leadership studies. However, the resurgence of studies appeared in the late 1970s and continued to enlarge during the 1980s and 1990s. During this period, the *neocharismatic* theories, such as charismatic and transformational leadership theories, started to emerge marking the comeback of old trait approaches. These theories drew their influence from old approaches, but included more emphasis on the followers' emotional reactions towards leaders. Nevertheless, these theories continued to be extensively leader-centric. Only during the early 21st century, some leadership scholars have began to introduce ontologically, epistemologically, and methodologically more heterogeneous studies in leadership. These studies share only their scepticism towards the prevalent leadership ethos. This final strand of research (let us call it *post-heroic* wave of leadership studies) is where I position my research stance. (Virtaharju, 2016)

Regardless of the centurial efforts of leadership scholars, there is no single definition of leadership available and the notation "leadership" is anything but conceptually intact (Raelin, 2016; Alvesson and Spicer, 2012). Grint (2005a) and Alvesson and Sveningsson (2003b) even argue that a common definition is unlikely to emerge. The only thing researchers seem to agree on is that leadership is about *influence* (Yukl, 2010). Leadership might be destined to remain as an essentially contested, "blurred" concept (Gallie, 1956, see Fairhurst and Connaughton, 2014; Wittegenstein, 1953, see Fairhurst and Connaughton, 2014). What is more, none of the above waves seem to have lost their relevance but continue to attract attention from both practitioners and scholars to this date (Glynn and Raffaelli, 2010, see Virtaharju, 2016).

To summarize, there has been thousands of leadership studies focusing on wide spectrum of phenomena linked to leadership. These have produced thousands of models, theories, and definitions regarding leadership (Alvesson and Sveningsson, 2003b), many of which have also contributed to extensive "how-to" -literature of leadership targeted for leadership practitioners (Cunliffe, 2009). These teachings often promote top-down hierarchical models, where followers are seen as something to be controlled, basing the theories on an overly negative imagery of human nature (Ghoshal, 2005). The mainstream research has been dominated by studies focusing on leaders while using quantitative methods. According to Glynn and Raffaelli (2010, see Virtaharju, 2016), 80% of published leadership studies are quantitative. This positivist stance aiming to universalize and quantify the knowledge of the objective, independently existing phenomenon of leadership has dominated the leadership literature and research, and continues to do so (Glynn and Raffaelli, 2010, see Virtaharju, 2016; Alvesson and Spicer, 2012; Alvesson and Sveningsson, 2003b). Only during the last decades, this paradigm has started to be questioned. I will locate my research stance on this post-heroic strand of leadership research. These more critical studies have been heavily influenced by the social turn in social theory focusing on the constructive role of language (Fairhurst and Connaughton, 2014). However, I will first introduce more conventional leadership studies, locate myself on this field, and then start to navigate myself through contemporary and more critical leadership research to identify my position on the field.

2.3.2 Short introduction to the more conventional leadership studies

In this section, I will shortly introduce leadership as a general field. There are many taxonomies available for categorizing leadership theories and research streams. I will lean on Yukl (2010) in my introduction, providing taxonomies of leadership theories based on key focus areas and underlying assumptions of these theories. Finally, I will introduce two additional dichotomies acting in the very core of leadership theories, explaining some key differences between them. I will concurrently reveal my own position related to this taxonomy and start navigating myself through the field of leadership.

Different approaches and bi-polarizations by Yukl (2010)

Yukl (2010) introduces five categories of leadership theories, each more focused on some type of key variable than the other. These categories are *the trait approach, the behavior approach, the power-influence approach, the situational approach, and the integrative approach.*

The trait approach underlies the assumption that some people are born as natural leaders and therefore have some qualities that make them leaders. These characteristics are often very masculine (in a conventional sense), neglecting attributes that are culturally considered to be feminine (Ford, 2006) or stemming from other racial, cultural, or sexual positions than white heterosexual men from the West (Liu, 2016). The trait approach was common from 1930s to 1950s (Virtaharju, 2016). Regardless of the efforts put into trait research, it generally failed to identify universal traits linked to effective leadership (Virtaharju, 2016). Between 1950s and 1960s **the behavior approach** took hold of the leadership studies, and researchers focused on actual behavior of the leaders to explain the outcomes of organizations and groups.

Thereafter, the array of leadership research has widened drastically. **The power-influence approach** focuses on the power relations of the leaders and the followers, including both leader centric and follower empowering theories. **The situational approach** emphasizes the contextual factors of leadership situations, research focusing mostly on the possible universality of the leadership processes and identifying leader attributes that could be utilized in different contexts depending on the situation. This contingency view was especially prominent in the 1970s (Virtaharju, 2016). The final **integrative approach** contains elements from any of the previous streams of theories. Most of the streams identified by Yukl (2010) are leader centric, only the power-influence approach considering the role of so called "followers" in the social process. It is evident that leader centric models are in the very core of both traditional and contemporary leadership theories (Yukl, 2010; Grint, 2005a; Virtaharju, 2016). Conventionally, leadership is seen as a manifestation of leaders' attributes and functions, and "goodness" of leadership is determined by the performance induced by leaders' characteristics (Barker, 2001). Furthermore, definition of performance is often very conventional and rigid. Performance is mostly seen as production of value, achievement of goals, and generation of organizational competitiveness rather than caring for the employees and treating well-being of the employees as an end in itself (Ford, 2006).

Moreover, Yukl (2010) suggests that in addition to the key variables considered above, leadership theories can be categorized according to the following bipolar continua: *leader- vs. follower-centred theories, descriptive vs. prescriptive theories, and universal vs. contingency theories.* **Leader- versus follower-centric theories** are differentiated based on the focal point of the research. Most of the leaderships studies are focused on leaders' attributes, behaviors, and social processes from their perspective, while neglecting the viewpoint of the follower. Leaders are to persuade followers to act according to organizational targets, while

followers are seen as responsive (not proactive) elements of the social interaction (Barker, 2001; Fairhurst, 2011). The interaction between the two actors is seen as linear, instead of it being recursive and bidirectional (Raelin, 2016). **Descriptive versus prescriptive theory** distinction describes the difference in how the observations are interpreted and investigated. Descriptive theories attempt to explain why certain behaviour or effects are observed in the research, whereas prescriptive theories attempt to formulate advice for leaders to utilize. Finally, the **universal versus contingency theories** continuum describes how theories attempt to explain leadership phenomena. Universal studies try to find generalizable and universal rules, whereas contingency theories focus on contextual knowledge.

According to the bi-polarizations above, I position my own interest to be on more follower-centric, prescriptive, and contingent theories. In the former taxonomy, I locate my interest to be in integrative theories taking into account both behavioral, situational, and power-influence aspects of leadership phenomena. In other words, the theory should be non-centric, prescriptive, contingent, and take into account what leaders/people actually do, what is the situation/context, and how the power relations form and effect the context and the social interaction.

More general dichotomies

In addition, Yukl (2010) suggests that a more general division of leadership theories can be done based on the way theories describe the nature of leadership. **Individualistic theories** suggest that only leaders exercise leadership and the origin of leadership is from within the leader. On the other hand, **process theories** share a conception that leadership is a shared influence process. Scholars of the first school are more keen to conduct research into characteristics, traits, and habits of the leaders. One of the key paradigms of this strand is the division of people between leaders and followers, the former showing the direction and making the decisions. This dichotomy has generally served as the starting point for leadership discussion (Raelin, 2011). The second strand of theories focuses on the social processes of leadership phenomena, based on the rationale that leadership is an emergent property of groups and is diffused between the members of the group (e.g. Alvesson, 1997, see Virtaharju et al., 2012). This school breaks the distinction between leaders and followers, suggesting that any member of the organization can exhibit leadership at any time and influence the social process of the group. (Yukl, 2010)

In addition to leader-follower dichotomy, there is a persistent convention to separate leaders from managers, therefore defining **leadership** and **management** as two separate phenomena. In this convention, managers are seen as bureaucrats that value and maintain control, organizational stability, routines, and efficiency acting in risk averse manner, while leaders are described as innovative, visionary, flexible, and adaptive leaders aiming for progress and formation of long term goals (Yukl, 2010; Grint, 2005a; Alvesson and Spicer, 2011b; Raelin, 2016; Virtaharju, 2016). Management aims for predictability and solves "Tame" problems (problems that are of limited degree of uncertainty and solvable by applying appropriate

processes), while leadership aims for organizational change and solves "Wicked" problems (problems of great uncertainty with no unilinear solutions) (Rittel and Webber, 1973, see Grint, 2005b). As Grint (2005a) puts it: "*Management is the equivalent of* **dèjá vu** *(seen this before), whereas leadership is the equivalent of* **vu jádè** *(never seen this before)*" (emphasis added). There is some discussion about how the leaders and managers mix in an organization and whether these qualities can emerge in a single individual (Yukl, 2010), but little debate over if this distinction is necessary. As a result, leadership and management have an established position in the universal business vocabulary (Virtaharju, 2016).

In this study, I will adopt the process view on leadership, as I am more interested the process of emergent leadership and do not share the view of leadership as an individual property. Additionally, although I will not try to break down the leader-manager dichotomy, I will use terms leader/manager and leadership/management interchangeably (drawing from Virtaharju, 2016). As I am more interested in the social process of leadership, the position of the actor as a "manager" or a "leader" (or a "follower") is irrelevant. Furthermore, this view will allow multiple leadership actors to function within one group.

My position on the taxonomies

To conclude, I will abandon both the leader-follower and the leader-manager dichotomies in my study. I believe that leadership is a shared influence process taking place in a complex social system. Any organizational member can exhibit leadership at anytime and individuals can hold multiple positions in the social network at once, having more influence on some matters than others. Furthermore, I will not divide leadership according to leader-manager dichotomy, but rather I will use "leadership" as a general term to describe the phenomena under study. Each individual can act as a leadership actor in a social system. Finally, I locate my interest in non-centric, prescriptive, and contingent theories taking into account full range of contextual attributes and power issues (if possible). My interest is in the theories that challenge the current leadership ethos revolving around individuals and their attributes in a one-way process of leadership.

There are many researchers that share this perspective on leadership, focusing on the social construction of leadership in situ where actors are both leaders and followers of the conventional dichotomy. During the next two chapters I will identify my position on this field of research. First, I will look into plural leadership theories taking account multiple leadership actors. Second, I will elaborate on leadership theories that have a social constructionist foundation.

2.3.3   Leadership in the plural

As suggested above, I think there are more leadership actors in play than in conventional leader-follower-models. Thus, a review on plural leadership studies is needed. I will next position myself on the taxonomy created by Denis et al.

(2012).

Many leadership theories and definitions suggest that leadership is about influence (Alvesson and Sveningsson, 2003a). Naturally, each of the individuals in the system can influence each other, regardless of their formal position in the organization. Therefore, there must be more leadership actors involved than merely the leaders having formal authority over a group of people. Authority and leadership thus diverge (Raelin, 2005). This leads to the conclusion that leadership as a phenomenon is more plural than singular, where leadership actors act in complex and dynamic social system alone and/or in a group. Furthermore, no-one is a leader while being alone. In order to "leadership to occur", there need to be other people to interact with. Therefore, leadership does not reside inside individuals or their traits, but rather it is constructed, manipulated, and utilized in interaction and in situ between people interacting with each other. This reasoning is well compatible with the stance described in the previous section.

There is a multitude of theories offering some kind of plural leadership model. They use a wide range of terminology to describe the plural nature of the phenomena (such as "relational", "connected", "shared", "distributed", "collective", and "collaborative") (Denis et al., 2012; Raelin, 2011; Raelin, 2016; Virtaharju, 2016). Denis et al. (2012) created a taxonomy based on a very thorough review on plural leadership theories. The authors suggest that these theories can be divided into four general categories, each describing a different phenomenon and having different epistemological assumptions. These four categories are *sharing leadership in teams*, *pooling leadership at the top of organizations*, *spreading leadership across boundaries*, and *producing leadership through interaction*.

First of the research streams is concerned with sharing leadership within teams where team members lead each other to elevate team's effectiveness, while the second stream focuses on how small groups can lead organizations. Third of the streams focuses on spreading of leadership across levels over time to achieve outcomes. In this stream, the leadership roles are distributed and dispersed across organizations and people, changing when needed to achieve needed outcomes. None of the above streams are epistemologically compatible with my social constructionist stance. Furthermore, they are not aligned with my theoretical interest described above. In addition, the two latter streams hold leaders in the center of the organizations and retain their "speciality" acting as "containers" of leadership, while the first stream focuses too narrowly on teams and neglects the social constructionist aspects of leadership.

Only the fourth of the suggested streams brings us closer to the social constructionism. This final stream suggests that leadership is an emergent property of relations that is co-created through communication. This stream has adopted democratic values in the research, which is well compatible with my own thoughts. Needless to say, I will be searching for a plural leadership theory from the fourth stream, as it is epistemologically compatible with my social constructionist view on leadership. This stream converges with the process theoretical view of leadership described in the previous section, while removing the leader from the centre

of the social interaction. Furthermore, theories in this category are contingent and descriptive due to their social constructionist epistemology.

Some major sources of criticism on this strand of research are the neglected power structures, dilution of the concept of leadership, and the almost normative idealization of plural leadership disregarding the dysfunctional side of the plural leadership practices and theories (Denis et al., 2012). I join this criticism as my theoretical interest was also in power-influence relations of leadership. However, my research does not contribute to these areas, as the scope of master's thesis is limited. The second source of criticism concerns that social constructionist stance on leadership will dilute the term "leadership", making it ambiguous and hard to research. Making leadership distributed and available to every organizational member turns nearly anything into leadership and everyone into leaders (Alvesson and Spicer, 2012). I argue that leadership is merely a very institutionalized discourse that has no value in itself. If the concepts related to teamwork or empowerment are more useful in describing the experienced phenomena, the term "leadership" should dilute and fade. Finally, I will contribute to the research of dysfunctional side of plural leadership in my research.

Next, I will introduce the social contortionist research stream and locate myself in this field.

2.3.4   The social construction of leadership

Thus far I have positioned myself in the conventional and plural leadership theories and research. Next, I will further position myself in the field of socially constructed leadership strand. After doing so, I will elaborate on my own thoughts to form my own stance on leadership. Finally, I will introduce a leadership theory utilized in this study.

First, I will define leadership in respect of the social constructionist stance of knowledge. Through this definition, I will illustrate the differences between conventional leadership and social constructionist theories. A working definition on leadership as proposed by, for example, Collinson (2006, see Fairhurst and Grant, 2010), Grint (2000, see Fairhurst and Grant, 2010; 2005b, see Fairhurst and Grant, 2010), and Gronn (2000, see Fairhurst and Grant, 2010; 2002, see Fairhurst and Grant, 2010) is the following:

"Leadership is co-constructed, a product of sociohistorical and collective meaning making, and negotiated on an ongoing basis through a complex interplay among leadership actors, be they designated or emergent leaders, managers, and/or followers."

This definition leads to two realizations. First, leadership should be considered more as something located in the eye of the beholder than part of an "objective" reality. Leadership is what people in the context make of it. Therefore, good leadership depends on the context, on the expectations of the individuals, and

cannot be determined in any "objective" matter. This is in steep contrast with many more conservative, ego-centric and/or positivist stances on leadership. The second, striking conclusion derived from this definition and the social constructionist stance of leadership is the following (inspired by Fairhurst and Grant, 2010):

Leadership is not a natural phenomenon but a conceptualization of human actors in a social situation. The current conceptualization of leadership is neither predefined nor everlasting. It is a concept that we have created and is thus both changeable and disposable.

Next, I will locate myself on the social constructionist leadership field of research. The taxonomy proposed by Fairhurst and Grant (2010) has four dimensions. These dimensions are not exclusive, but a scholar can maneuver in many of the dimensions simultaneously. Furthermore, the ends of the axis are meant to be neither polarizing nor competing. The four dimensions and their endpoints are represented in figure 2.2. I will concurrently position myself on these axes.
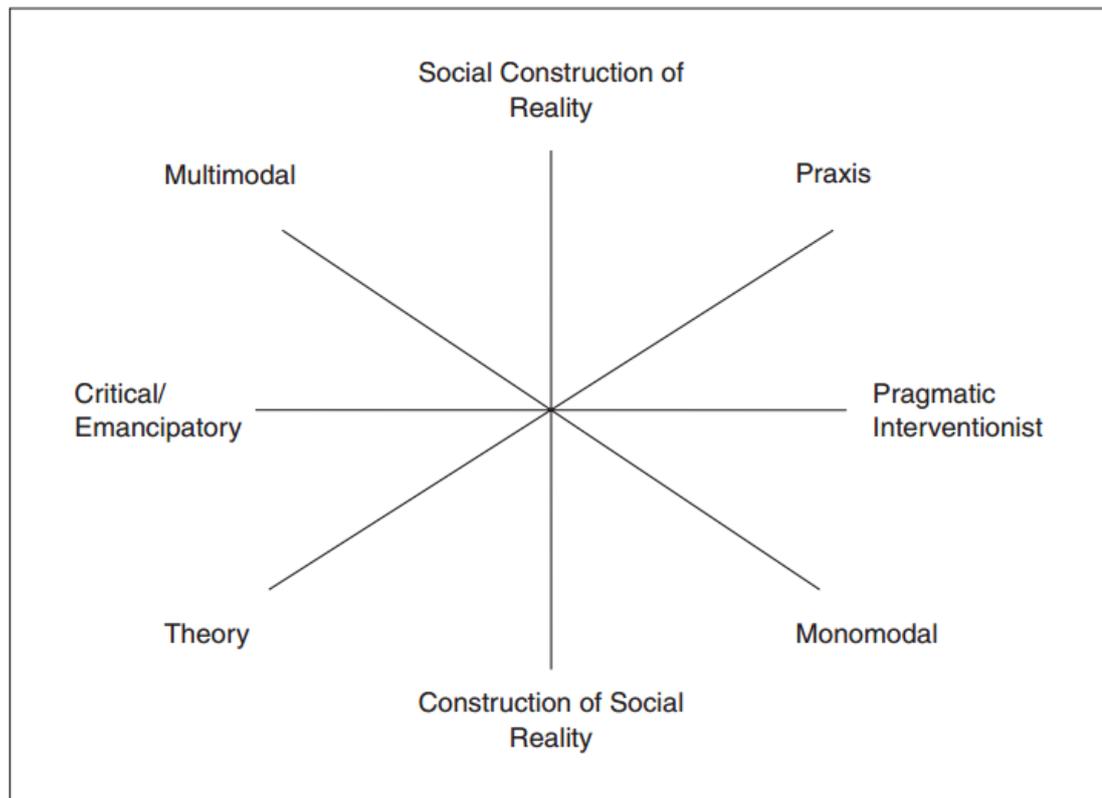
Figure 2.2: Dimensions of the social construction of leadership.

The first dimension is the distinction between the construction of social reality versus the social construction of reality. The former emphasizes the sense-making accounts and other products of social interaction, whereas the latter underscores the *construction* of reality, focusing on the process. My research will locate in the former, as I am mostly interested in the theories, concepts, and the way of sense-making of the subjects. Therefore, I position myself on the very end of the axis.

The second dimension of the framework is theory versus praxis. This axis represents the objectives of the study. Theory focused researchers are more concerned with emancipatory and theoretical value of the leadership theories, often holding a critical stance towards the current leadership ethos. In the other end, the leadership studies and theories are aimed for "practical wisdom", underscoring the practical value of the theories. I adopt both the leadership agnosticism proposed in Alvesson and Sveningsson (2003a) and Kelly (2014), while aiming for practical value and suggestions for practitioners. From my perspective, the emancipatory and practical knowledge interests are not contradictory, but rather complementary. The emancipatory knowledge about leadership contexts holds practical value, as we can expose hidden structures to create practical knowledge for practitioners, emphasizing the issues with, for example, different power structures, dominant discourses, and predominant ideological stances. In Fairhurst and Grant (2010), this focus on utilizable knowledge is described as *applied social constructionism.* The aim of this field is to change leadership as we know it, abandoning the current ethos and emphasizing the power of language as a way to construct reality, not merely transmitting knowledge. Thus, the emancipatory goals are to be reached through practical means. Emancipation is achieved through praxis.

The third dimension of the framework is the emancipatory versus pragmatic intervention. The former posits critique towards current dominance and power of the leaders and managers. On the other end of the axis are the more pragmatic stances engaging the issues of power and dominance more subtly to engage the leaders and managers. The former is very explicit about the power dynamics in social systems engaging in a straightforward act of criticism, whereas the latter uses "the logic, grammars, and task of the participant involved" (Fairhurst and Grant, 2010). I need to position myself between the two polars, as I seek to be explicit and clear in my criticism towards current ethos but simultaneously seek to have impact. Drawing from Cunliffe (2009), impact cannot be achieved by aggressively attacking the worldviews of the practitioners whose status and future career are dependant on the current ethos. This can bring forth the end of any meaningful exchange between the scholar and the practitioner and result in critical stance being neglected as an academic curiosity. Deriving from Alvesson and Spicer (2012), the aim should be at using discourses as a tool for both emancipation and bringing something of practical value into organizational lives.

The final dimension of the framework presented by Fairhurst and Grant (2010) is the distinction between monomodal and multimodal research. This dimension concerns itself with methodology of the study. Monomodal studies are solely focused on the language aspects while studying leadership. In contrast, multimodal studies take into account the effects and usage of, for example, technology, processes, spaces, and gesture. The multimodal studies focus on institutional and material aspects of the organization and actors in addition to the language perspective of leadership. This stance is a result of criticism towards the argued disconnection of the language studies from the physical world, as described in Phillips and Oswick (2012) and Virtaharju (2016). I do not counter this critique, but merely state that this study is monomodal due to the limited scope of the

thesis. I will solely focus on the linguistic aspects of leadership and passion in the organizations.

Having positioned myself on the field of leadership, I will now elaborate on my own view on leadership.

2.3.5   My agnostic view on leadership

Arguably, most of the leadership literature underscores the importance of leadership, it holding special value in organizational lives and social systems. One of the effects of this discourse is that the acts of the leaders are elevated above that of everyday life and even mundane tasks (such as chatting and listening) become more meaningful and graceful, being labeled as leadership. As Alvesson and Sveningsson (2003a) puts it, *"rather than certain acts being significant in themselves, it is their being done by managers that gives them a special, emotional value beyond their everyday significance."*. Most of the leader-centric literature and research is focused on the leader-follower dynamics from the perspective of the leader (e.g. attribution theory (Martinko et al., 2007)) (Alvesson and Sveningsson, 2003a). This perspective mythologizes leaders and describes leadership as something transcending every day human interactions. It is something that enables the one using leadership to gain exceptional organizational results. This is a good example of the power of the conventional leadership discourse. Drawing from Suominen (2009) and Grint (2005b), leadership is a powerful rhetorical tool used to convert normal activities to something of significance. Methodological discourse on leadership also enables leaders to create action spaces, legitimate their actions and choices by simply appealing to this kind of leadership discourse. They are able (consciously and unconsciously) consume discourses (and parts of it, such as metaphors (Fairhurst, 2011)) for their advantage when needed (Suominen, 2009; Liu, 2016).

Furthermore, mainstream theories have adopted a deterministic view on leadership (and on social interactions in general), where using leadership method X in situation Y leads to results Z (Barker, 2001). This stance incorporates a view that social sciences exist to produce predictions about human behavior, find immutable laws that govern these interactions, and tools to manipulate the outcomes of social interactions (including leadership). The research is expected to accumulate ever increasing quantity of knowledge through developing and verifying hypotheses (Alvesson and Spicer, 2011b), while being oblivious about how the construct of leadership is dependent on the context and the individual (Alvesson and Spicer, 2012; Garcia, 2009). This view neglects the continuous and complex nature of human interaction and instability of social dynamics. As Alvesson and Sveningsson (2003b) puts it: *"The rich variety and diversity of the social world is suppressed for the sake of fitting procedures that give the impression of objectivity and make generalizable theory and results possible."*. Furthermore, these theories often concentrate on micro-systems, omitting the effects of the surrounding macro-system on the micro-system (e.g. the industry's effect on a single team

within a company) (Barker, 2001). This view also neglects the role of discourse in these systems. For example, cultural and racial differences are often treated as variables explaining different behaviour or performance, rather than discourses effecting the leadership actors (Liu, 2016). Leadership might reflect our need to reduce the complexity of our environment and translate these complexities into leadership (Bligh et al., 2011). Leadership seems to offer a sense of comfort and security, while providing feeling of agency and control (Meindl and Becker, 2004, see Bligh et al., 2011). When antecedents can not be correlated with the outcomes, the all inclusive antecedent has become "leadership" (Hansen et al., 2007, see Bligh et al., 2011). Finally, great deal of contemporary leadership theories and research still posits leadership as something inherently *positive* and *essential* for well-functioning organization (Virtaharju, 2016). I suggest that we should inspect also the negative aspects of leadership.

The literature on this subject is vast and I will not try to criticize current leadership ethos thoroughly. Some of the neoclassical leadership theories displace the leader from the central of the social dynamics, but only a few are willing to questions the existence of leadership as a phenomenon. Most studies assume that leadership exists and is somehow tangible (Alvesson and Spicer, 2011b; Alvesson and Sveningsson, 2003b). However, there are several studies suggesting that we should have a more agnostic view on leadership issues. Alvesson and Sveningsson (2003a) suggest that we should take more into account the mundane aspects of leadership and entertain a possibility that leaders/managers might not be different from other members of the organization and that their actions are neither more remarkable nor different from actions of other people in the organization. They problematize the existence of leadership as many of the central acts of leadership are very mundane in nature. Similarly, Alvesson and Sveningsson (2003b) suggest that "the act of doing leadership" tends to break down, when managers are asked to specify what they actually do while doing leadership and the acts of leadership could be easily considered *not*-leadership in some other context. Finally, Kelly (2008) and Kelly (2014) suggest that leadership could be altogether a myth, a empty container, and a meta-language containing all aspect people wish to see as leadership. In addition to the above agnostic view, I will draw from the concept of chaotic social systems from Barker (2001) describing social systems as highly fluctuating, complex, and open system that can spontaneously rearrange due to external or internal stimuli (or no stimuli at all) (Virtaharju et al., 2012). Furthermore, these systems are not random but chaotic, meaning that there is some underlying determinism involved but reactions to stimuli are quite unpredictable (but still within some set of possible outcomes).

My own view on leadership as a phenomenon can be mainly drawn from Virtaharju (2016), Alvesson and Sveningsson (2003a), Alvesson and Sveningsson (2003b), Kelly (2008), Kelly (2014) and Barker (2001). I perceive leadership as a social phenomena that is neither well defined nor immutable. Leadership is what the spectators define it to be, acting both as a scapegoat and the ultimate solution for organizational problems (Meindl et al., 1985, see Denis et al., 2012; Virtaharju et al., 2012; Alvesson and Spicer, 2012). Drawing from Virtaharju (2016), leadership is an socially constructed explanation for the perceived phenomenon. This

explanation (i.e. leadership) is born, when (mundane) actions are linked to spectators leadership beliefs. Thus, leadership should be understood as a myth, a language, and an empty signifier that can take any form, depending on the context. Drawing from Kelly (2008) and Kelly (2014), leadership is a empty concept that contains anything one wants to put in it. When inspected closer, the myth of leadership breaks down and reveals only mundane actions (such as talking, listening, and being friendly) and concepts that belong to other domains (such as budgeting, holding team meetings and planning strategy). The ingredients of leadership consist of what people wish to see as part of leadership. The ontologically positive pursuit for "true" leadership will not lead us to concrete results, as there is no ontologically intact or precise definition of leadership. As Kelly (2014) puts it: *"Unlike other forms of description or expression, "leadership" does not signify anything specific or fixed, but instead serves to create the conditions of possibility for many competing and complementary definitions, meaning and interpretations. As such, it is suggested that "leadership" as a term has a distinctly ideological rather than ontological character."* Therefore, we should focus more on the ways the term "leadership" is used instead of searching for a single conceptual definition for it (Pondy, 1978, see Kelly, 2014).

Furthermore, I suggest that followers make themselves followers by adapting to the norms and dominant discourses of leadership (Gemmill and Oakley, 1992). They give away their decision power to the perceived leader thus subjecting each other to the general leader-follower dynamic. In this dynamic, the follower expects extraordinary acts and guidance from the leader and the leader expects the follower to comply to organizational rules and goals. Furthermore, in accordance with Watzlawick (2011), this will form a self-fulfilling prophecy creating dynamics that help the leader seize more power and act more influentially in the system. This will reinforce the idea that leaders are having some kind of special role in the organization and wielding some special power called "leadership", resulting in the actualization and repetition of the above dynamics. As the power, legitimacy, and authority are granted to the leader, their impact in the chaotic system indeed could surpass the impact of other individuals. Finally, the followers can easily neglect the effect they are having in the chaotic social system (Barker, 2001), where their influence could bring forth formidable change. Individuals may strip themselves of critical thinking and agency (Gemmill and Oakley, 1992), while embracing a role of inefficiency and passivity (Carsten et al., 2010, see Bligh et al., 2011).

However, the above traditional dynamics do not need to remain. Inspired by Alvesson and Sveningsson (2003a), I suggest that we should look into the aspects we expect of good leaders and manifest those attributes and actions in ourselves while displacing the leader from the focal point. This could result in more democratic organizations, where individuals share task generally attributed to managers/leaders and inherit a feeling of agency in the community. Drawing from Barker (1993), bureaucratic control structures could be replaced with coercive peer pressure and commonly agreed rules and mission statements. This should result in flourishing individuals that can access their full potential, therefore resulting in more satisfied employees, less burdened managers, and elevated

organizational outcomes. Instead of leadership being regarded as individual, controlling, and dispassionate, it could be regarded as collective, collaborative, and compassionate in nature (Raelin, 2005).

To summarize, I suggest that the organizational power of the leaders is inherited from the individuals given-away-power and the authority granted by the hierarchical structures of the (more traditional) companies. The leader identity is constructed through social reciprocal process, where individuals enact learned discourses and leadership theories, acting mostly according to authoritarian leadership theories. This in turn enables them to gain significance in the chaotic social system, thus elevating their importance. Furthermore, I suggest that the expectations of a good leader might be the same as the expectation of any organizational member. However, these qualities are given significance due to the current ethos of leadership discourse. If same expectations would be imposed on the employee, the employee would not be considered extraordinary at all. This agnostic view on leadership questioning the very existence of leadership itself is needed in organizational studies and practice to empower employees to take control of their working environment. I see leadership as a *myth*, as a dominant discourse that has prominent effects on organizational lives not through the phenomena itself (as it is nothing but a empty container), but through people linking activities to what they perceive to be leadership. Where we see "leadership happening", we are actually inspecting the effects of the myth. The specifics of the myth depend on context (e.g. social, discursive, economical, cultural, physical aspects of the system) and actors involved, interpretation process being affected by all the biases of human perception. This myth could and should be steered towards more collective, collaborative, and compassionate imagery instead of the current heroic portrait. To conclude, it is crucial to notice that this agnosticism does not promote disposing of leadership research ("if there is nothing to study, why should we study it?"). Instead we should focus on studying the *myth*, not trying to search for the non-existent phenomenon.

Next, I will introduce a theory that is compatible with my agnostic and mythological view on leadership.

2.3.6 The social process of leadership identity construction

In this section, I will introduce the theory of social leadership identity construction process on the basis of DeRue and Ashford (2010). This theory is well compatible with my beliefs and data. After reviewing the most relevant parts of the original model, I intertwine it with my discursive view, examine the weaknesses of the theory, and suggest improvements according to my stance.

The social process of leadership identity construction

The very core insight and suggestion of DeRue and Ashford (2010) is that in-

dividuals co-construct leader and follower identities through reciprocal social interactions. Through this process individuals embed themselves with leader and follower identities. The theory detaches leadership identity from the structure of the organization, defining leadership as "a mutual influence process among individuals". The process is contextual and thus it yield different leadership structures in different settings (even if the actors would remain the same). The negotiation process is continuous and the obtained identities are not static, but fluctuate freely through this process.

In addition to the process described above, the second key insight of this theory is that the leadership-structure schemas affect the resulting dynamics and absorbed indentities. If both parties have the same leadership-structure schema, the resulting dynamic will be stable. For example, if both parties have a hierarchical leadership view, this can result in a "regular" leader-follower dynamic where the commonly accepted structure allows the leader to exert more influence over the one jointly identified as a follower. Similarly, if both hold a schema of shared leadership, this can result in more equal relationship between the parties. In these cases, little tensions exists over leadership issues, and follower and leader identities are well-defined and stable, being reinforced by the consensual dynamics. Finally, if the schemas differ, the negotiation process will result in a non-clear relationship where more conflicts between the individuals arise. The effect of leadership schemas in the negotiation process is presented in figure 2.3 (adopted from DeRue and Ashford, 2010). (DeRue and Ashford, 2010)

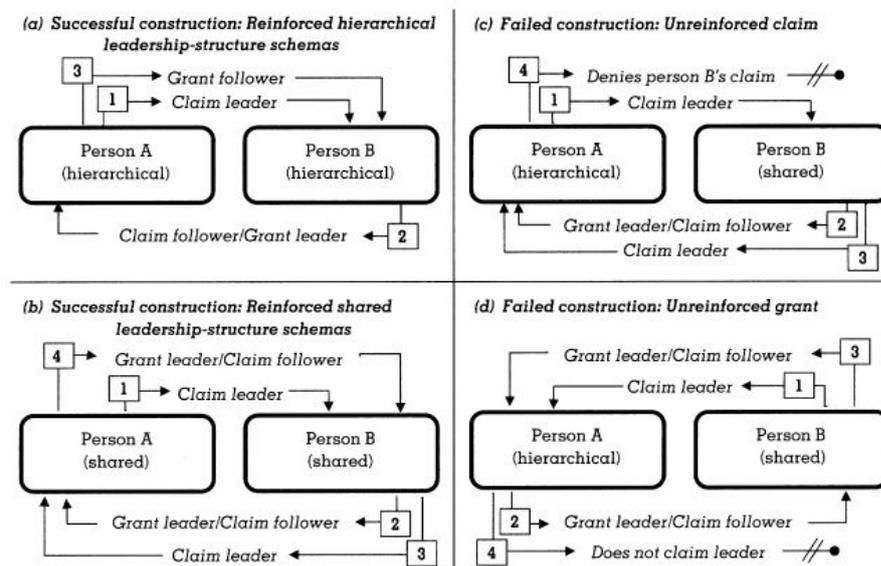Figure 2.3: Impact of different leadership structure schemas on the negotiation process.

The process helps to explain why some supervisors are not seen as leaders and why some subordinates are seen as leaders despite them lacking the formal position. It further helps to understand the mechanics of fabled democratic organizations without designated leaders. This theory suggests that leader and follower iden-

tities are available to everyone in the system, and granting them is a product of a social negotiation process rather than result of the formal position. In shared leadership-structures, individuals hold both leader and follower identities, while in hierarchical structure there is only one individual with leadership identity. (DeRue and Ashford, 2010)

The negotiation process is enacted through grants and claims of identities. When the identities are granted reciprocally according to each others leadership structure schemas, the identities reinforce each other. Consequently, if the whole group reinforces the supervisor's leader identity and their own follower identity, the respective identities will grow more stable. The identity construction is done by individuals projecting their perceived identities and others reflecting and legitimizing (or not legitimizing) the identity (Hatch and Schultz, 2002, see DeRue and Ashford, 2010). The identity construction process is affected by the context (collective endorsement), interpersonal relationships (relational recognition), and individual aspects (individual internalization). As stated, the whole construction process is contextual and dynamic, taking into account ultimately everything related to the context (as everything is part of the context). (DeRue and Ashford, 2010)

It is crucial to notice that leader and follower identities mentioned above are individual. Each person holds unique conceptions of what are leaders and followers. These conceptions vary thought time and are socially constructed, dynamic, and contextual, simultaneously affecting the continuous process. Likewise, the individuals' conceptions of the best (or possible) leadership-structure are individual, varying from hierarchical to shared structure-schemas. This also affects the unfolding construction process. The schemas proposed in figure 2.3 are merely archetypes of leadership-structure schemas and each individual in the negotiation process holds a unique view on leadership. (DeRue and Ashford, 2010)

Furthermore, the process itself is not fixed, but is affected by many factors, for example the visibility, clarity, and credibility of grants and claims affect the process. Similarly, the history of claims and grants affect the process. For example, individuals holding reputation of a leader might carry this reputation to other contexts. He/she might me more keen to claim leadership identity or people in the new context might be more willing (or unwilling) to grant the leadership identity to the one with the reputation. Furthermore, the history of claims and grants might result in a very rigid status quo, where the negotiation process hardly fluctuates over time or does not converge but is under major fluctuation constantly. (DeRue and Ashford, 2010)

Implicit model of leadership and discursive approach

Finally, DeRue and Ashford (2010) suggest particularly prominent factors affecting the claiming and granting process. I will introduce two of these ascendants, namely implicit theories of leadership (individuals' beliefs of what constitutes an effective leader) and the institutional structures. The motivational risk and rewards associated with claiming or granting the identities I will exclude from my

review (although reviewed in DeRue and Ashford, 2010), as it holds mechanistic assumptions about human behaviour and the factors discussed fall outside the scope of this thesis.

First, implicit leadership theories affect the way individuals perceive leaders and followers, thus affecting whether individual first tries to claim or grant these identities. When there is consistency between their own or others' attributes and their implicit leader/follower model, they are more likely to claim/grant the respective identity. For example, if one sees that he/she embodies many characteristics that he/she thinks that constitutes a good leader, he/she is more likely to claim a leader identity. This whole process may be conscious or unconscious. **Second**, the institutional structures affect the way groups grant and claim identities. These structures might be residual effects of past negotiation circles, such as formal structures and practices formed around supervisory "leadership" roles or shared, more democratic principles. Individuals having supervisory roles are more easily granted leader identities and are more eager to claim them (at least in traditional/stereotypical organizations). These structures also hold implicit expectations of behavior in certain positions, enabling individuals to enact certain behaviour more easily than in other positions. Individual in "leadership position" may be more encouraged to attempt do things he/she regards being part of doing "leadership". Similarly, these structures affect follower identity construction, expectations, and preferred behavior. (DeRue and Ashford, 2010)

These viewpoints add significantly the compatibility of this theory with my own beliefs. Implicit leadership theories provide an excellent frame to help inspect leadership issues through expectations of what constitutes a good leader. These expectations undoubtedly affect the behaviour and mindset of the individuals under such expectations, imposing rules on the actors. Furthermore, the implicit leadership theory is well compatible with my discursive approach. Implicit models can be very well be seen as deeply embedded discourses, such as descriptions of decisive and masculine leaders. Implicit models merely project our internalized discourses of leadership. Additionally, drawing from Spicer and Alvesson (2011a), the implicit model serves as a frame which shapes the observation process of individuals, paying more attention and memorizing actions that are compatible with the internalized model. For example, if one thinks that good leaders inspire their subordinates, one will most likely pay attention "inspiring" behaviour instead of focusing on the mundane or non-inspiring acts of the leader's actions, thus forming an self-fulfilling prophecy. It is also important to notice that the attributes in implicit leadership theories are not necessarily anything more than social constructs describing merely what people *think* constitutes a good leader. The models might be learned, not derived from subjects own experience. Hence, they are often constructed according to prominent macro-discourses. Nevertheless, the implicit models are real, meaning that failing (or succeeding) to fulfil the (sometimes imaginary and arbitrary) demands of the models has real life consequences.

Similarly, the latter point on institutional structures aligns with discourse analytic perspective. The institutional structures can mirror the organizational level

discourses that affect the way individuals are able to act in the context. For example, strategy is a good example of an institutionalized discourse in organizational level, as everything is evaluated based on how well they fit the company strategy (Mantere and Vaara, 2008). These kind of discursively constructed structures and practices clearly affects the identity construction process. Furthermore, the individual leadership-structure schemas are discursively constructed, embodying learned and experienced factors of leadership. Summarizing the above, discourses affect this process by constituting the leadership-structure schemas (learned discourses of how leadership-structures should be) and implicit leadership models (embodied discourses of what constitutes a good leader), thus affecting the claims and grants of the individuals. Similarly, discourses are embedded in the institutional structures governing the action space of individuals.

Finally, this theory seems to be well compatible with respect to my agnostic view on leadership. The embodied leadership-schemas and implicit models certainly can be seen as manifestations of the myth, indicating how people fill the empty container.

Limitations

Overall, the above model suggested by DeRue and Ashford (2010) provides an excellent viewpoint on leadership issues. It takes into consideration many crucial aspects of social constructionism and is well compatible with my agnostic-discursive stance. There are, however, some aspects I would like to criticize.

First, the theory proposes that there are distinctive leader and follower identities to negotiate over. I argue that in many cases these identities are anything but clear. Especially in shared leadership-structure organizations, leader and follower identities could have merged into one (let us call it ”employee”) identity. Additionally, in normal school work situation, for example, having a leader is not necessarily even considered beneficial or necessary. Naturally, some members of the team might hold more influence over others than the average member of the group. However, in these situations they might not internalize a ”leader” identity but rather claim and grant more voice over some matters than others. The theory suggests that there are some identity factors attributed to ”leaders” and ”followers”, although these attributions are in fact completely socially constructed. The above identities can serve as stereotypes to help conceptualize the model, but should not be considered as something ”real” in the sense that there would (or should) exists a ”leader” identity or a ”follower” identity. These identities surely exist in some context, but certainly not in all contexts. The above theory should not be tied to the leader-follower dichotomy, but broadened to include multitude of possible identities to negotiate over. Consequently, I would suggest that the negotiation process of grants and claims is done over non-specific roles, where some expectations of others (i.e. roles) are negotiated over through conscious and unconscious grants and claims. The roles available for negotiation are influenced by discourses related to the given topic and context.

Second, the theory does not take into consideration (or does not explicitly state)

that there are multiple negotiation processes underway at all times. In the school work example some individuals could hold more voice in other matters than others. The roles suggested above are negotiated for each subject in a continuous process. An individual can hold different roles in different subjects in the same group and interaction event, and these roles can vary through time. The suggested model merely enables us to conceptualize the process of negotiation. I suggest that there are multiple different contextual negotiation processes underway constantly creating, transforming, and dismantling the social reality and the influence relations. Furthermore, in accordance with Solano (2006, see Virtaharju, 2016), the implicit models are not constant and can vary with the context.

Third, the above theory contributes to the romance of leadership (see Bligh et al., 2011), as it suggests that only the implicit models of what constitute a *good* leader are considered affecting the negotiation process. Once again, leadership is seen as a positive phenomenon. In accordance with Schyns and Schilling (2011), leaders are also attributed with highly negative characteristics, such as leaders being *not communicative*, *unpleasant*, and *tyrannical*. To some, leadership in general might be a negative phenomenon and they might even consider leader identity unattractive (Alvesson and Spicer, 2011b). Individuals holding a deeply embedded negative mindset on people they consider leaders (or followers) surely affect the negotiation process. The implicit models are not merely reflections of good attributes, but consist both of good and bad characteristics (Schyns and Schilling, 2011). Furthermore, the characteristics in implicit models can be interpreted as effective or ineffective depending on the interpreter, the given social context, and the person being interpreted.

Fourth, the above model is very leader-centric, suggesting that the implicit leader models are the most important ones. Most research focuses on what leaders think and do (Fairhurst, 2011), neglecting the "follower" perspective. Implicit follower models and followership-structure schemas should also be considered to form a holistic view on the topic.

Finally, the implicit leadership models are posited distinctive from the general leadership-structure schema. However, similarly to leadership-structure schemas, incoherence in implicit leadership (or follower) models will lead to tension and disturbance in social dynamics (Alvesson and Spicer, 2011b). Deriving from above, I suggest that the leadership-structure schemas are in fact a part of the implicit leadership model, positing how the leaders/followers/employees should act in the structure. Thus, the two concepts are interwoven and embedded into each other, and are not distinctive. Conflicts in any parts of the implicit leadership model (including leadership-structure schemas) results in conflicts and disturbed negotiation process.

To summarize, the theory I derived from DeRue and Ashford (2010) suggests that we are under continuous role/identity negotiation process where we grant and claim identities consciously and unconsciously with each other. The identities and roles available vary according to every subject, individual, and context, not being well defined in general. The process is taking place constantly and

there are multitude of processes taking place. Each group has multiple processes underway as they negotiate and form the influence structure for each topic. In leadership issues, the leadership-structure schema of the individual affects the resulting dynamics of the context and the negotiation process. These schemas are practically embodied discourses derived from macro-level discourses and own experiences (among other contextual factors). Furthermore, the negotiation process is affected by the implicit leadership models of the individuals (constituting of desirable and non-desirable characteristics), affecting how people grant and claim identities. Conflicting schemas and models may lead to tensions and dysfunctional dynamics. Both the schemas and the implicit models are individual and hold both leadership and followership attributes. The leadership-structure schema can be seen as a part of the more general implicit leadership model. This grand implicit leadership model encloses both implicit leadership models (what constitutes the leader/follower) and what are the leadership-structures. Other affecting factors of this negation process include organizational structures and practices, and the history of claims and grants.

2.3.7 Research agenda

Now I will develop a more specific research agenda to supplement and support my research questions. Deriving from the above concepts, my research will focus on the leadership-structure schemas and implicit leadership theories proposed by DeRue and Ashford (2010). More precisely, I will inspect the leadership schemas and implicit leadership theories in the context of passion. In other words, I study what roles and expectations people hold regarding leadership when considering the question "how can leadership/leaders help/prevent people to feel excited and enthusiastic at their work". The attained data is aimed to enlighten what kind of dominant leadership-structure schemas and implicit leadership models the given context has, enlightening the content of the leadership myth in these organizations. I will contribute to the field with a qualitative study to ensure a rich description of the phenomenon. Inspired by Spicer and Alvesson (2011b), I will merge these implicit models into archetypes of leaders.

As suggested above, the leadership research has been too narrowly focused on the leaders and neglected the followers' perspective. Therefore, it would be interesting to focus on followership schemas and implicit followership models in addition to the more conventional leadership focus. As suggested, this study is data driven and choosing the above model took place after the data collection. Therefore, as the results did not incorporate almost any descriptions of implicit followership models, this study does not contribute to the lacking field of followership research. Additionally, my research did not yield any procedural data to support the criticism of the first two critiques regarding model presented in DeRue and Ashford (2010). Nevertheless, this study will give new insights to the leadership research although focusing exclusively on the leadership schemas and implicit models.

Additionally, most of leadership research has focused exclusively on leadership from the viewpoint of the executive level personnel. Superordinates on other organizational levels have been overshadowed (Virtaharju et al., 2012). Furthermore, it is important to notice that most of the superiors have their own supervisors and act as "followers" in the traditional dichotomy (Virtaharju et al., 2012). I will elaborate on these perspectives by conducting most of my research on lower organizational layers, including employees without subordinates ("followers" who are not "leaders").

Furthermore, the empirical research on leadership taking into consideration the contextuality of leadership has been limited (Liden and Antonakis, 2009, see Virtaharju et al., 2012). My research will contribute to this field while using qualitative methods (in contrast with positivist mainstream of leadership research). Due to limited scope of this study, I will solely focus on the linguistic aspects of leadership and passion in the organizations.

In this section, I have introduced the general history of leadership studies and navigated my way through different disciplines of leadership. Thereafter, I introduced a procedural leadership theory compatible with my view on leadership and considered its limitations. Finally, I have proposed a research agenda on this field. Next, I will quickly examine the existing literature on leading passion and summarize my research agenda.

2.4 On Passion and Leadership

Having inspected the literature on passion and leadership, I will next elaborate on the combination of these two: leading passion. I will briefly introduce the existing literature linking leadership to the introduced concepts of passion. I will exclude the leadership literature regarding flow on the basis of data, as it does not incorporate any descriptions on leadership and flow. Finally, I will summarize the research agenda before continuing towards the methodological aspects of this study.

The leadership literature on the subject of passion is scarce. There are only few studies investigating leadership and intrinsic motivation and most of the leadership literature linked to the concepts introduced in section 2.2 are looking into leadership and engagement. Furthermore, there are apparently no studies studying leadership and passion. (Kostamo et al., 2016)

Bakker et al. (2011, see Kostamo et al., 2016) suggests that there is limited attention towards leadership and engagement. Furthermore, the little research is mostly focused on effects of transformational leadership on engagement and motivation. This famous leadership theory is not compatible with my view on leadership and therefore the research done is of little value to my study. Furthermore, in accordance with positivist dominance of leadership studies, the little research done is quantitative. (Kostamo et al., 2016)

As the above indicates, my research will bring considerably more knowledge on leading passion. There is next to none research on this field and the little work done is mostly leader-centric and quantitative. Therefore, a qualitative research agenda for leading passion is well justified. (Kostamo et al., 2016)

2.4.1 Summarizing the research agenda

To conclude this chapter, I will once more clarify the research agenda of this thesis supporting the research questions presented in section 1.3.

I will seek to expand our understanding on leading passion. There is almost no literature available on this matter and a qualitative research on this subject is called for. Simultaneously, I will elaborate on implicit leadership model research and inspect employees' leadership-structure schemas in the context of passion. This will be done in lowest organizational levels, focusing on lowest level of organizational hierarchy and middle managers. Furthermore, I will seek to elaborate on negative aspects attributed to leadership. The analysis will be done through discourse analysis, as it functions well for identifying implicit models, leadership-structure schemas, and other prominent (and/or normative) discourses. Although monomodality is often criticized in the critical leadership studies, the scope of this thesis prohibits broadening the focus from linguistic aspects of the phenomenon to the physical aspects of work organizations.

While investigating the leadership issues, I will also contribute to the lacking qualitative research into passion, intrinsic motivation, flow, and work engagement. As for leadership studies, the qualitative research on the area is limited. Additionally, I will inspect the negative aspects of passion, work engagement, and flow. Similarly to leadership agenda above, I will use discourse analysis as the main method, therefore identifying normative discourses on the matter and providing a rich description on the subject. Furthermore, I will inspect the emotions related to each of the above concepts, as their role has been downplayed in the research. Finally, I will contribute to the understanding of group flow, informational aspects of organizational environment in Cognitive evaluation theory (how people perceive factors supporting intrinsic motivation), and the role of relatedness in intrinsic motivation.

Having introduced theoretical framework and the research agenda of my study, I will next elaborate on methodology of this research.

Chapter 3

Methodology

In this section, I shall introduce the ontological, epistemological, and methodological background of this thesis. The chapter will illuminate my stance on both ontological and epistemological questions regarding the nature of phenomena and knowledge, and introduce the applied set of methods compatible with my stance on ontological and epistemological questions. Next, as my study is qualitative, I will address questions related to quality assurance in qualitative research and introduce alternative research and quality assurance methods used in this study. Finally, I will elaborate on how this research was conducted.

3.1 On Ontology and Epistemology

In this thesis, I have adopted *a social constructionist epistemology*. Next, I will describe this stance in more detail to demonstrate the incorporated assumptions, the ontological and epistemological implications, and the reasoning behind my choice. I will approach this subject through the history of science to explain the roots of this epistemology.

3.1.1 Short history of qualitative research

Historically science has been separated into two broad categories, qualitative and quantitative research. The roots of these two main streams of research can be drawn from Aristotle and Plato. Aristotelian research tradition aims to uncover and describe phenomena and unalienable truths, whereas Galilean research tradition, stemming from Plato's rationalism, aims for predictability and theory building. These strands have been also described as descriptive and theoretical research streams. Both of them hold widely different conditions that the research needs to fulfill in order to be considered as scientifically accurate. However, it would be erroneous to consider either of these streams to be "right" or "wrong".

Both hold value as a way to describe and understand the world. (von Wright, 1970, see Tuomi and Sarajärvi, 2009, chap. 1)

Qualitative research is generally described as descriptive study, drawing from the Aristotelian research tradition. The aim is to understand and describe the phenomena under research. On the other hand, quantitative research drawing from Galilean tradition with positivist stance keeps unity of methods, mathematical presentation, and theory building in high regard. In essence, Galilean tradition sees human actions similar to any other activities in nature. They can be measured, forecast, and researched in similar manner to any other natural phenomena. People are seen as subjects reacting to stimuli from outside the subject. Additionally, knowledge is founded on empirical results. Theories are to be built based on evidence and their reliability is measured by comparing the theoretical model to the empirical data. (Tuomi and Sarajärvi, 2009, chap. 1)

In contrast, Aristotelian tradition suggest that there are subjective elements under control of the subject itself, resulting in causality stemming from inside the subject. Theories effect the empirical results, as people enact them and these theories are validated based on the purpose of the theory and knowledge. Furthermore, as qualitative research often draws its theories from the empirical observations and emphasizes theory building, it is clear that qualitative research is not a "pure" manifestation or descendant of Aristotelian tradition. Rather, qualitative research was born to counter positivist methodology use of natural sciences on social phenomena. (Tuomi and Sarajärvi, 2009, chap. 1)

Overall the subject of study is very different in previously mentioned stream. Contrary to the natural sciences and Galilean tradition, qualitative research, which is generally linked to social sciences, investigates the sense making process of the individuals and the conceptual world as constructed by humans themselves. The subject of study is not in the physical world, but in the world constructed by the subjects. (Tuomi and Sarajärvi, 2009, chap. 1)

All in all, qualitative research is not a clearly defined field. It is a set of heterogeneous research traditions unified by their counter of positivism and (mathematical) methodology used in natural sciences. There are considerable differences in the epistemological and ontological stances within qualitative research. Next, I shall introduce hermeneutic phenomenology, which will serve as a starting point for unraveling my stance and social constructivism. There are several other branches, e.g. Marxism and critical theory, but I will not introduce them in this thesis. (For more information on the history of science, please refer to Tuomi and Sarajärvi (2009).)

3.1.2 Hermeneutic phenomenology and postmodernism

Hermeneutic phenomenology is a branch of the more general hermeneutic research tradition. Hermeneutic phenomenology searches for the meaning of the observations which have been acquired through study of individuals' world of personal experiences and meaning. Knowledge can be obtained by observing this conceptual, "hidden" world. Generally, phenomenology is an epistemological view that perceives the world experienced by individuals worth investigating and that these individual perceptions grasp some point of the "real" reality. In other words, the phenomenological stance expects there to be a some "real" essence of reality that individuals are investigating. (Kvale and Brinkmann, 2009, chap. 2)

The hermeneutic influence in hermeneutic phenomenology can be seen as the need to interpret the results, as the knowledge is not objective but in need of clarification and interpretation. Furthermore, previous knowledge of the interpreter, namely the researcher, is under inspection and consideration. The new knowledge can only be obtained through previous knowledge, which will constitute the interpretation. Therefore, it is important to understand the presumptions and knowledge the researcher has while doing the research and bring this reflection forth to the readers of the research. Moreover, so called hermeneutic circle is a key factor in the hermeneutic tradition. It suggests that understanding of a phenomenon increases and changes in iterative cycles, as whole cannot be known without understanding of the parts of the whole and vice versa. Thus knowledge building is a cyclical process of investigating the parts of the whole and whole through its parts. However, it should be noticed that hermeneutics does not include any step by step method, but is a more general set of principles (Kvale and Brinkmann, 2009, chap. 12). Overall, the hermeneutic phenomenology combines the hermeneutic methodology and phenomenology's epistemological stance. It is interested in the world individuals are interpreting and giving meaning to, simultaneously taking into consideration the researcher as an actor in the iterative knowledge creation process. (Tuomi and Sarajärvi, 2009; Kvale and Brinkmann, 2009, chap. 12)

Phenomenological orientation suggests that although the meaning of the observations and the research subject need to be observed through interpretation, there exists something "true" outside human interpretation that can and needs to be investigated. This is in great contrast with the post-modernistic research tradition. Although the post-modernist research is more like an umbrella term for research critical of modern science, there are still three common nominators in this strand of research, namely relativism, "death of the subject", and "extinction of grand theories". *Relativism* suggests that there is no absolute "true" knowledge of social phenomena. The knowledge is constructed in situ and depends on context and structures. Second, *subjects are discarded* as individuals are seen as pressured by the surrounding society. This second claim is closely connected to Habermas' famous interests of knowledge. The three interests of knowledge are technical, practical, and emancipatory interests, linked respectively to positivist,

hermeneutic, and critical traditions of science. Post-modernistic research is connected to the emancipatory interest of knowledge, seeking to provide knowledge to free people from the suppression of the dominating power structures. The technical knowledge interest seeks knowledge to control nature and practical knowledge interest seeks to describe and understand the phenomena in the world. Finally, *the extinction of grand theories* draws from the relativistic nature of knowledge. If there can be no knowledge outside a specific situation or context, there can be no universal theories. Post-modern research aims to break the barriers between different schools of science and endorses eclectic research, in contrast to methodological fundamentalism. The method used in research needs to be bound to the applicability of that method to answer the given question, not some methodological tradition or rule of thumb. Only requirements in post-modern research are the compatibility of methods to the ontological and epistemological stance researcher has embodied. The research only needs to be justifiable to others and form a coherent whole that is persuasive in nature. (Churton and Brown, 2000, see Tuomi and Sarajärvi, 2000, chap. 1)

The hermeneutic phenomenology has many good elements in it. Hermeneutic approach constitutes the cyclicity of knowledge production and recognizes the role of foreknowledge in the interpretation process. However, it still posits that there is something "real" to be observed. Foreknowledge and other contextual factors are seen as "interference" making it harder to grasp the true essence of knowledge, rather than elements constituting the subjective reality. As I do not agree with this view, I will next turn into post-modernistic research tradition and introduce an epistemological stance closely related to my view, namely social constructionism.

3.1.3 Social constructionism

Social constructionism is said to have its roots in symbolic interactionism and phenomenology. The basic thesis of this stream of research is that people make and construct their worlds and do not merely describe them. Reality is not something that that can be discovered through positivist methods. There are multiple realities competing for legitimacy and "truth" may be a consensus or the most dominant of these realities. The constructionist stance neglects completely the positivist epistemology in the social realm. As this epistemology emphasizes relativity of knowledge and relativity of meaning construction, this stream highly appreciates research of language and communication. They act as the constructors and mediators of the creation of subjective realities, therefore being worthy of investigation. This appreciation has contributed to the resent discourse and linguistic turn in social sciences. (Fairhurst and Grant, 2010)

Social constructionism is an epistemological theory claiming that knowledge is constructed through social interactions. It adopts an opposite epistemological stance to modern science and Galilean tradition, which embraces more positivist stance on social knowledge. As the knowledge is constructed and investigated

thought language, it is natural to link social constructionism to qualitative research methodology and Aristotelian tradition. It challenges the idea that the world can be observed objectively and that empirical methods can produce objective, replicable, or generalizable results on social systems. This stance acknowledges previous knowledge and "lenses" of the interpreter as critical to consider in research, which posits it close to hermeneutics in this sense. In contrast with hermeneutic phenomenology, individuals construct their reality in respect to their own beliefs and presumptions, the context, and their foreknowledge. Knowledge is constructed in situ, is highly contextual and subjective, and is being constructed in a multi-faceted and perhaps even chaotic process. (Suominen, 2009)

Ontologically social constructionism therefore suggests that there is nothing to be observed without the observer her/himself (in social reality). This is in stark contrast to ontological positivism suggesting that the world exists independently of human action or interpretation. This might be the case in physical phenomena, but with social phenomena this is not certainly the case according to constructionist ontology.

3.1.4 My stance

As post-modernism is not a strict framework but an umbrella term for the research stream criticising modern science, I am free to maneuver within the different traditions of science as long as I can fully justify my research based on my epistemological and ontological beliefs. Hence, I will locate my research as post-modern research stemming from hermeneutic phenomenology. However, my epistemological view is more connected to social constructionism. I abandon the idea of unalienable truths as anticipated in phenomenology and endorse the relativistic nature of knowledge in social contexts. I believe that social phenomena are mostly bound by context and situation and although all social interactions are based on brain chemistry, the system is too chaotic to be analyzed through positivist methods. Thus, it is more practical and justifiable to envision the knowledge of social phenomena as contextual and subjective.

Furthermore, as knowledge is mostly contextual, the knowledge created in the research is not universal, but applicable only to that specific context. However, as the contexts can be vast, the knowledge can still be useful in that specific context. This stance merely underlines the importance of context and reminds us that the knowledge created can not be recklessly utilized in another context. As the practical value of studies is also important to me, I would locate my study as more practical than theoretical. This is linked to more practical interest of knowledge. Moreover, I will take an emancipatory stance, while seeking to understand the phenomena under investigation. Therefore, I would suggest that I am aiming for both emancipatory and practical knowledge.

In accordance with hermeneutic tradition, I want to minimize the effect of my own lenses and make them as visible as possible to the readers of this thesis.

Therefore, I will try to describe my presumptions, my foreknowledge related to this area, the given context, and my subjectivity to improve the understanding of the reader. I will further improve the transparency of my interpretations by using the singular form while writing this thesis in accordance with Alvesson and Sköldberg (2000, see Suominen, 2009). Additionally, this thesis and its theories will be derived from data. I did not select theoretical frames and try to validate or invalidate them, but rather I sought to see what observations I could make of the data. Only afterwards I would seek for any possible theoretical frames. Nevertheless, as the foreknowledge and presumptions affect the way the whole research has been devised and executed, there is no way to posit this thesis independent of myself or my beliefs.

Finally, according to the language and communications interest of social constructionism and myself, I will be focusing my studies on the language use in these contexts. I have adopted the idea of language not merely reflecting the reality but also "constructing, maintaining, and renewing" it (Alvesson and Kärreman, 2000, see Suominen, 2009). Therefore, language does not merely project the world through itself but further constitutes it and is therefore well worthy of investigation.

3.2 Interviewing

In this section, I will introduce the data collection method used in my study.

Some common data collection methods in qualitative research are interviews, questionnaires, observations, and documents provided by the organization. In this thesis, the main data collection method will be the interviews held in the organizations. It is important to remember that as the data is constructed in situ together with the interviewee (according to the social constructionist epistemology), the interviews should not be thought as simply "data collection" but as a co-creation processes (Kvale and Brinkmann, 2009). The interviews are production sites of data where the interviewer creates a shared reality with the interviewee thus having an active role in the process (Suominen, 2009). Often the answers can be spontaneous and therefore even more contextual. The answers are dependant on the general mood, the way interviewer asks the questions, the room the interview is held, and so on. To conclude, production of objective knowledge would require accurate reconstruction and averaging of past experiences (Nakamura and Csikszentmihalyi, 2014). This would be impossible, as memories are known to be inconsistent and fluctuating. Therefore, it is easy to conclude that the knowledge produced in interviews is highly contextual and subjective.

In addition, as I am searching for homogenisation of themes in the interviewing material, I do not need huge sample sizes. The saturation can be obtained with relative ease. If I was searching for heterogeneity and all possible different angles, then I would need an immerse amount of interviews to able to state that "this is

all there is". In contrast, in search of homogenous themes, I am not claiming that "this is all there is" but merely identifying common themes within the interviewees expressions. The purpose of searching for themes is not to generalize the obtained insight and knowledge outside the given context. The practical usefulness of this contextual knowledge is manifested when the readers gain new insights which may help to sprout new research, identify new themes, and enrich the contextual understanding of the reader. (Tuomi and Sarajärvi, 2009, chap. 3)

Finally, I state my research stance as inductive and data driven. Rather than trying to fit the data into a specified model (as in deductive, theory driven research), I create new conceptualizations based on the data. However, as some foreknowledge is required to conduct the research, the concepts presented in these studies have implicitly affected the way I conduct research. (Tuomi and Sarajärvi, 2009, chap. 4)

Next, I will introduce my main data collection method, interviewing, more thoroughly.

3.2.1   Interviewing as a craft

The idea of the interview as a method is simple. If one wants to discover and study the subjective, socially constructed world the subject is experiencing, the best method could be asking from her/him directly (Tuomi and Sarajärvi, 2009, chap. 3). However, it would be a mistake to misunderstand the text produced in this situation as "pure" knowledge or description of the subjects reality. The whole contextuality of the situation will ensure that the rich description acquired through the interview will not provide true description of the individuals perceptions but merely an interpretation of it. It is even questionable whether there is a "true" subjective reality that would be constant within a person.

Interview is a conversation where people share their lived world (Kvale and Brinkmann, 2009). However, there are some common elements in different interviewing styles. Each of them has an informant or informants and one or more interviewers. The situation is not as structured as a questionnaire would be, letting the informant speak freely. The whole process is often quite flexible, leaving room for maneuvering within the situation for the interviewer and letting the informant express her/himself freely.

There are different kinds of interviewing techniques that one can use in the interview. A general taxonomy to illustrate these differences is to separate these conventions to structured, semi-structured (or thematic), and free interviews. These three conventions form a continuum and the boundaries are not fixed. The most structured way to carry out an interview is to hold a form questionnaire. This kind of a method is often utilized in quantitative research, but can also be utilized to conduct qualitative research. As this kind of interview limits the construction of meaning in the moment, assumes similar understanding of the questions be-

tween interviewees, and lacks the depth of less structured interviews, it does not fit to be my interviewing style. I seek to have a holistic understanding of the subjects stance on the research issues and understand the way they conceptualize the world. The most important thing is to describe the observed phenomena as thoroughly as possible (Merleau-Ponty, 1962, see Kvale and Brinkmann, 2009). (Tuomi and Sarajärvi, 2009, chap. 3)

Clearly my interview must be less structured than questionnaires. However, even thematic interviews lack the approach I need, as the questions expect the interviewee to interpret and understand the given concepts similarly in order to produce comparable results (Tuomi and Sarajärvi, 2009, chap. 3). As each of us have unique lenses and concepts of the world, this is certainly not the case. As I am interested in understanding how these conceptualizations differ, it would be contradictory to presume that they do not. Evidently, a more free fashion to conduct the interviews is needed and I would posit my interviews to be free in nature.

Regardless, there will be some pre-contextualization and assumptions infused with the questions as I will use a fixed set of questions to do the inquiry and not merely talk freely with my interviewees. I will attempt to minimize this problem by using as unspecific questions as possible and stay aware of my own presumptions. In addition, I need to conduct training interviews to further develop my interview questions while gaining some experience on the craft of interviewing, as suggested by Kvale and Brinkmann (2009, chap. 5).

Furthermore, it needs to be noticed that even the interviewer is not the same after each interview. As an interviewer, I will develop my understanding on the matter and shift my interests wildly during and between the interviews. Therefore, even the way I conduct the interview changes every time. Similarly, the interviewee is not a static source of knowledge but has the ability to create knowledge on the spot, conceptualize and re-conceptualize everything during the interview or have a need to retain self-consistency even while it would not be necessary. The interviewees can even contradict themselves within the interview, underlining the fact that the subjects are not static or "rational" beings. They will use substitution techniques to answer questions that they find hard to answer, for example by treating terms "motivation" and "excitement" as synonyms while thinking about their answers.

There are no clear normative rules or methods for conducting interviews. Many of the methodological decisions are made during the interview, making it a craft that needs to be learned through practice. An able researcher does not think interviewing as a method that needs to be executed precisely, but he/she concentrates on the interviewee and the knowledge sought. However, there are plenty of "how to" guides available due to "bureaucratic and positivist approaches to the social sciences", as described by Kvale and Brinkmann (2009). I will neglect these guides, as I believe that interviewing is a craft needed to be learned in practice. Although I argue there is no step-by-step method for conducting interviews, there are a few issues one needs to keep in mind while interviewing informants

and conducting the analysis. (Kvale and Brinkmann, 2009)

First, there is a clear power asymmetry in the interview situation. Although the interview should be constructed to be as non-oppressive as possible, the conversation is not held between two equal individuals. For example, the researcher is often the more knowledgeable one on the research subject, resulting in an asymmetrical co-creation process of knowledge; the interviewer has the power to set up and end the interviewing situation; and the interview holds scientific meaning presumably only to the interviewer. This power asymmetry may result in subjects' counter measures by withdrawing or making up knowledge. The interviewer needs to carefully consider his/hers actions towards the interviewee to ensure the ethically and reliability of the study. (Kvale and Brinkmann, 2009)

Second, the stances of the interviewer towards the interviewee can differ remarkably. The interviewer can choose a more therapeutic approach challenging the views of the interviewee and seek to facilitate realizations of the interviewee. He/she may also ask many "why" questions to try to uncover more fundamental concepts and thoughts of the subject. The approach I will be using in my interview is more passive, trying to give away as few of my presumptions, interpretations, and personal biases as possible. Furthermore, I will not confront or challenge the interviewee in any situation. My stance is more "journalistic" in a sense that I will not try to induce any change within the subject, but merely describe the subjects world from his/hers perspective as thoroughly as possible. (Kvale and Brinkmann, 2009)

As I attempt to discover discourses related to my research interest, my interview method can be described to be conceptual as suggested by Kvale and Brinkmann (2009, chap. 8). I will try to find my subjects' taken for granted assumptions and values related to my research topic. I will try to unveil the macro and micro level discourses assimilated and used by the subjects.

To conclude, I will attempt to construct a holistic understanding of the conceptualization of the researched phenomena. I will let the interviewee to conceptualize the given questions themselves and try to avoid feeding them any assumptions of my own. I will ask follow-up questions to enrich the data and use my personal judgement to skip questions and reorder them as I may. Next, I will elaborate on the analysis method of my research.

3.3 Discourse Analysis

Thus far I have introduced necessary theoretical concepts related to passion and leadership, positioned myself on these research fields, and derived my social constructionist stance regarding social knowledge. Furthermore, I have introduced my main data collection method. In the final two sections, I will introduce my main analysis method and address the quality assurance factors related to conducting qualitative research. Thereafter, I will move onto the study itself.

As suggested, in this section, I will introduce the most essential method to my research, namely discourse analysis. As discourse analysis is heavily grounded on social constructionist epistemology, it is well compatible with my epistemological stance. This approach to studying and conceptualizing the organizational reality has been increasingly popular in management sciences, gaining momentum in the research community (Phillips and Oswick, 2012). I will ground this introduction on Phillips and Oswick (2012), who elaborate thoroughly on the subject.

3.3.1   Discourse analysis as a method

Discourse analysis was born as a part of greater linguistic turn during the post-modern era of science, when logical positivism was countered and language lost its meaning as a simple information mediator. The role of language in social construction was emphasized as early as in the 1960s in the structrualist stream (Sturrock, 2003, see Phillips and Oswick, 2012). Structrualists studied how relationships between words and concepts constitute systems of meaning. This formed the basis for post-structrualist studies conducted by e.g. Foucault. Ever since adoption of constructionist approaches, scholars started to pay more focus on communications (Fairhurst and Grant, 2010). Although social constructionist stance was not swiftly embraced by the organizational studies, the impact has been substantial. The view on organizations evolved from immutable, countable structures to socially constructed systems, where meanings are formed and interpreted through language. Observing organizations as social phenomena rather than inanimate structures has enabled new approaches to organizational studies. New interest areas were formed, such as power structures, knowledge creation, and meaning construction in organizational settings. (Phillips and Oswick, 2012)

Discourse analysis consists of different approaches to conducting research into organizational discourses. This field is interested in the way language constructs organizational reality, rather than just describes it. Discourse analysis is a part of the linguistic turn in social sciences (Alvesson and Kärreman, 2000, see Phillips and Oswick, 2012). However, as discourse analysis focuses on the way language *constructs* social reality and is therefore differentiable from more conventional methodologies focusing on language use, such as linguistic analysis focusing on the grammar and usage of words (Kvale and Brinkmann, 2009, chap. 13).

In addition to constructions of meaning, discourse analysis further inspects the process of how these constructions come forth. Discourse analyst is interested in studying the process of creating social reality through absorbing, using, and sharing discourses with each other, thus constructing social reality. He/she wants to find out why some texts and discourses are more prominent and influential than others. Furthermore, the interest is in how people create, maintain, manipulate, consume, and destroy these discourses. (Phillips and Oswick, 2012)

It is important to notice that discourse analysis does not seek to find a "definite" answer. It merely inspects different forms of discourse and identifies different

discourses, all from the viewpoint of the researcher. There is no single "truthful" discourse, but there can be multiple different discourses competing for legitimacy and/or co-existing in the same social structure (Kvale and Brinkmann, 2009, chap. 13). Each individual speech, document, and other form of text describes a multitude of different discourses even contradicting each other or holding incompatible underlying premises and assumptions. Furthermore, individual actions are not bound by discourse, but actors can produce texts freely, i.e. they do not need to walk the talk. A further implication of this approach is that there is no objective "truth" of social phenomena and structures, but merely subjective interpretations of them while some hold more prevalent position than others. Stemming from this, one of the main challenges of discourse analysis (at least in respect of conventional science) is that the produced results cannot be generalized (Suominen, 2009). However, according to above descriptions of qualitative research, one should view the results as interpretations of reality providing the reader with new insights and concepts to formulate his/hers surroundings with. Different interpretation should not be regarded as a sin but as a virtue (Kvale and Brinkmann, 2009, chap. 13).

3.3.2 Discourse

The most central concept in discourse analysis is of course *discourse*. There is no unanimous definition of discourse available, but the concept is highly contested and ambiguous. Even the word itself is used in many different settings. For example, discourse can be the used language, words, and gestures in a social interaction, translating more or less to "conversation". In organizational research (and in my research), discourse has a more fundamental meaning. Instead of focusing on the language, the focus is on the wider discourses shared by people. The words are not the focal point, but the underlying concepts and their interrelations. The concept of discourse is not merely confined within the domain of spoken language, but extends to written documents and other mediators. (Phillips and Oswick, 2012)

Furthermore, discourse is not confined within any of these factual items or mediators, but rather they express part of the actual underlying discourse. At the same time, these different texts constitute the discourse itself (Phillips and Oswick, 2012). No ideas/structures can be conveyed without usage of language (or other information mediums) and production of texts. The aim of discourse analysis is to understand how these discourses (i.e. particular sets of texts) are formed, how they are conveyed through social spaces, how they affect the social reality, and how they are transformed, consumed, and eventually dismantled. More formally, Phillips et al. (2004, see Phillips and Oswick, 2012) state that discourse analysis *"involves analysis of collections of texts, the ways they are made meaningful through their links to other texts, the ways in which they draw on different discourses, how and to whom they are disseminated, the methods of their production, and the manner in which they are received and consumed."*.

Researchers have formalized many ways to categorize the focal point of discourse analysis. One of the more institutionalized taxonomies is the separation based on "levels of discourse". A popular example is the distinction to small "d" discourses and capital "D" Discourses introduced by Alvesson and Kärreman. The analysis focusing on the former inspects discourses at close-range, in small contexts and dominantly focus on conversation analysis. Studies focusing on capital "D" Discourses are more interested in wide contexts and dominating paradigms with socio-economically prominent effects. This stream has been heavily influenced by Foucauldian discourse analysis focusing on political, historical, and societal manifestations of discourse. The focus has been on emancipatory value of studies, inspecting how people are bound and controlled by the Discourses on macro-level. Discourse is seen as historically rooted ideas, assumptions, and talk patterns that form linguistic resources for actors (Fairhurst and Grant, 2010). Between the above layers are so called meso-level studies, where the focus is on above single organizational events or interactions and can constitute of discourse analysis in many different social contexts. Finally, Phillips and Oswick (2012) describe so called multi-level studies integrating many layers of discourses, forming a more holistic perspective on the discourses relying in the specific context. (Phillips and Oswick, 2012)

As suggested before, these different level discourses can overlap, compete, non-compete, endorse, and/or diminish each other. Furthermore, similarly to texts and discourse, micro-level and macro-level discourses constitute and are embedded in each other. Macro-level discourses are exhibited in micro-level interactions and exchanges, and simultaneously these micro-level interactions form the macro-level discourse. The above taxonomy is (in a sense) arbitrary, merely offering us a way to conceptualize the world of discourses. It is hard or even impossible to clearly distinguish the different levels of discourse or know the exact "level" of analysis conducted. This categorization merely enables scholars to crystallize the foci of their research. (Phillips and Oswick, 2012)

There are two remarks I want to emphasize. First, it is crucial to keep in mind that social reality is not constructed merely through discourses and language. More factual aspects of organizations, such as practices, location, processes, and technology, are likewise responsible for creating organizational realities (Mantere and Vaara, 2008) and impacting actors in the system (Virtaharju et al., 2012). Therefore, forming a more holistic view of the organizational discourses in play requires more understanding on the organization context in its physical form. Discourses do not merely effect reality, but the physical reality also effects discourses. Second, people are not completely bound by discourses, as implied by many Foucauldian scholars. Drawing from Suominen (2009), individuals are not merely absorbing, enacting, and emitting discourses. They are also able to, both consciously and unconsciously, *consume* discourses in their advantage (and disadvantage), creating maneuvering and action spaces for themselves to operate in. One can, for example, draw from general masculine leadership discourse to underline one's masculine attributes to underline his/her capability as a leader, thus utilizing the discourse rather than being bound by it. This framing of problems through available discourses was thoroughly presented by Grint (2005b). It

is then obvious that discourse can (but is not forced to) become a self-fulfilling prophecy as people start to enact according to their words and own predictions.

3.3.3 Practical value, critique, and my research agenda

Ever since its introduction, discourse analysis has brought new insights on various fields of organizational studies. For example, Mantere and Vaara (2008) inspect effect of discourse in participation in strategy processes. The results indicate that certain discourses undermine the desired strategy processes and therefore diminish organizational results. This exemplifies how discourses can indeed impact our material world and practices. As organizations are linguistically created, analysis based on language is meaningful and is of practical value.

Although discourse analysis has been one of the trending methodologies in organization research yielding fresh knowledge, there has been criticism towards it. For example, criticism has been awarded for not taking aspects outside the realm of language into consideration, focusing extensively on language in expense of other methods, and creating too many and indefinite concepts regarding organization studies. Furthermore, Phillips and Oswick (2012) issue their own criticism towards lack of multilevel discourse analysis and favoring of particular methods in each "level" of discourse analysis. This one-layer-one-method approach narrows the possibilities of discourse analysis. (Phillips and Oswick, 2012)

My study is done with discourse analysis focusing on meso-level structures, but not deliberately excluding or searching for macro-level discourses taking into account how they form linguistic resources for individuals. Therefore, I will respond to above criticism, as meso-level studies are often done with narrative analysis (Phillips and Oswick, 2012). This narrows their interest mainly to stories and plots, whereas my discourse analysis approach will focus on meaning construction (Kvale and Brinkmann, 2009, chap. 13). As the scope of this thesis is limited, I cannot take into consideration the physical aspects of organizations, address the issue of expansive number of concepts, or widen my scope to multilevel analysis. However, especially the physical aspect will be addressed in the follow-up study to this thesis, where the focus is in studying everyday practices of organizations. Furthermore, using practice theory on this approach will contribute to micro-level analysis therefore promoting multilevel research while linked with this discourse analysis.

3.4 Reliability, Triangulation, and Ethics

Thus far I have given a thorough introduction of the theoretical and methodological concepts related to my study. However, until now I have not addressed the questions related to quality assurance in qualitative research. Traditionally it is required for a study to be as reliable as possible. In quantitative research, this

is conventionally ensured by using statistical methods to assess the reliability of the results in contrast with the data.

It is evident that this kind of approach is not possible to use in the field of qualitative research. This is due to the fact that the results in qualitative research are descriptive in nature, not relying on numerical representation. Furthermore, my social constructionist stance suggests that there is no objective "truth" to be found but merely different perspectives to a matter. The researcher will consciously or unconsciously decide which voice to promote. As Suominen (2009) suggests: "In the research some actors and voices are more privileged while some remain hidden". Consequently, the results can and should be "unique" as researchers interpret the data uniquely through their own lenses. Therefore, two researchers can draw two wildly different conclusions from the same data.

How can I estimate the reliability of a study in quantitative research when even the results can vary depending on the researcher? There are varying perspectives and traditions in this matter as the epistemological stances vary. In general, qualitative research underlines the coherence of the study as the main factor ensuring reliability. This means that the study should be both ethically and purposefully conducted while retaining its epistemological and methodological coherence. Furthermore, the report (in this case the master's thesis) should be written so that the reader can follow the whole process of the research and see how the researcher has drawn his/hers conclusions. This will enable the reader to assess the reliability of the study. Therefore, I should describe thoroughly my reasoning and presumptions I have made or have identified, as suggested by Suominen (2009). (Tuomi and Sarajärvi, 2009, chap. 6)

3.4.1 Triangulation in my study

In my study, I utilize so called triangulation. Triangulation stands for combination of methods, data sources, theories, and researchers to ensure many viewpoints on the subject (Tuomi and Sarajärvi, 2009, chap. 6). Through triangulation I can describe the phenomena under research more thoroughly and comprehensively. The idea is not to ensure that the "truth" is found (as there might be no such thing in social constructs), but to broaden the understanding on the matter. Denzin (1978, see Tuomi and Sarajärvi, 2009) suggests that there are four main types of triangulation, namely triangulation related to the data, to the researcher, to the theories, and to the methods.

Data triangulation stands for gathering data from many sources. This is conducted by interviewing both employees and supervisor on research topics to form a holistic view of the discourses in the organizations.

Triangulation related to the researcher means that more than one researcher should take part in the data gathering and analysis. In this study, my advisor Tuukka Kostamo has taken an active role in following my research, thus providing

additional insights to my analysis. He will also conduct validation on my results to ensure reliability of my study. Furthermore, I will use so called face validation (Tuomi and Sarajärvi, 2009, chap. 6). In this method, results of the analysis are reviewed with the interviewees to gain additional insights and validate my results.

Third form of triangulation, theory related triangulation, suggests that one should consider multitude of different theories in the study. In this study, I have deliberately not broadened my theoretical basis as the scope of master's thesis is limited. Furthermore, I have not utilized any other method but discourse analysis, again a restriction set by the scope of this thesis. Thus methodological triangulation is not utilized.

To summarize, will try to enhance the reliability of this study by the following methods: methodological compatibility with my social constructionist stance, ethical interviewing process and analysis (as described in section 3.4.2), using an iterative process (or hermeneutic circle) in analysis in accordance with hermeneutics, conducting the research inductively, using two main types of triangulation (as described above), and emphasizing the coherence of the study. With these measures I hope to be able to produce ethically sound, reliable, and high quality research.

3.4.2 Ethics

Now that I have introduced the epistemological stance, utilized data collection methods, and triangulation, I must consider the ethics related to my research. In general, ethical question related to research can be divided into two categories: questions related to conducting of research and questions related to usage of the results. Ethics can be considered merely as a problem to be solved in methodology, meaning that one needs to merely work ethically while conducting research. On the other hand, one can also consider ethics as part of every decision the researcher makes. (Tuomi and Sarajärvi, 2009, chap. 5)

In my research, I have followed the introductions and recommendations given by Tuomi and Sarajärvi (2009, chap. 5). They introduce seven basic principles that a qualitative study should follow while conducting research, thus giving guidelines to how to conduct research (so called Mengele problem). In summary, these principles include making sure that subject knows the topic of the study, methods used, and possible risks involved regarding the study. Furthermore, the subjects are volunteers, have permission to deny using of the material at any point of the research, and have the right to stop the inquiry at any time. Finally, the well-being of the subject is prioritized over the study, all the material is anonymous and confidential, and is not distributed or used in any other way than indicated to the subject. I will follow these principles in my study and hope to ensure that the rights of the subjects are met.

In addition to these ethical requirements regarding the data collection process, the analysis and the publication of the results must be conducted ethically and in accordance with good scientific practices. Accordingly, I must embrace the liabilities of a researcher, meaning that I must pledge to be honest and, for example, will not willfully falsify or manipulate the words of the subjects to fit my own agenda. Therefore, I must genuinely attempt to form a holistic view on the subjects' thoughts on the research topic and emphasize the coherence of the research with my social constructionist stance. Ethics and following good scientific practices is not merely a necessity from the moral perspective, but will further improve the quality of the study.

Finally, I need to also consider the effects of my research, thus addressing the questions about "how to use the results of the study" (so called Manhattan problem). As this study is both emancipatory and practical, the results are aimed at practitioners to widen their perspectives on the matter of leadership and passion. Therefore, I deem that my research does not have any major ethical drawbacks, as it merely attempts to bring new perspectives on leadership and passion. Both of these fields are in need of qualitative and discursive approach, which I am providing.

To conclude, I will embed the above principles to my research in attempt to meet high ethical standards. This will further contribute to the quality of my study. Next, I will introduce how the research was done in practice.

3.5 Conducting the Research

In this section, I will introduce the organizations under investigation and elaborate on how the interviews and analysis were done.

The organizations participating in this study were all part of Leading Passion project. I will now briefly introduce the three organizations to provide contextual information about this study.

The first organization (O1) is an outdoors marketing and advertising company employing approximately 40 employees. The company is part of a global outdoor advertising corporation with operations in over 50 countries. The Finnish company operates in one location in Helsinki, with some of the employees conducting their jobs around Finland. I conducted four manager and five subordinate interviews in this company. All the interviewees were office workers in Helsinki, conducting their work in the office in a knowledge-intensive environment.

The second organization (O2) is a labor market organization advocating the interest of economic graduates in Finland with approximately 60 employees. The organization has offices around Finland, with headquarters located in Helsinki. I conducted three manager and four subordinate interviews in this organization. All the interviewees were office workers in Helsinki, conducting their work in the

office in a knowledge-intensive environment.

The second organization (O3) is a bank specialized in small consumer loans with approximately 170 employees. The company is part of a global bank group with operations in over 30 countries. The Finnish company is located solely in Helsinki. All the employees conduct their work in the Helsinki office. I conducted three manager and four subordinate interviews in this company. All the interviewees were office workers in Helsinki, conducting their work in the office in a knowledge-intensive environment.

To summarize, my interviewees were all office workers stationed in Helsinki working in knowledge-intensive organizations. The three organizations represent three wildly different industries, making discursive inspection potentially beneficial. Inspecting the discourses from such a diverse sample enables me to compare the prominent discourses related to passion and leadership in three presumably independent sets of interviewees with no probable interconnections.

3.5.1 Conducting the interviews

In order to conduct a thematic interview, one will need to assembly a questionnaire to structure interview. My questionnaire was divided into three sections. First section was about excitement, flow, and passion. Through these concepts I attempted to form a holistic view on the phenomena from the perspective of the interviewee. Second part of the interview was about social factors related to above concepts, the goal being to inspect the relational aspects of the concepts. Finally, I introduced a new topic, leadership. I was careful not to mention leaders or leadership before this part to see whether the interviewees would mention it before it was deliberately introduced as a concept. Furthermore, I was careful not to ask about effect of *leaders* but *leadership* to enable the subjects to describe their conceptions on the matter freely. Had I introduced the term leader first, it might have damped the possible descriptions of the experienced collective leadership.

After formulating the initial interview questionnaire, I conducted two pilot interviews (as suggested by Kvale and Brinkmann, 2009). This helped me to understand the structure and flow of the interview and further improve it. Furthermore, it provided me with crucial experience of interviewing. After all, interviewing is a craft and needs to be learned in action. After having improved the questionnaire, I started collecting the data in the three organizations. During the interviews, the questionnaire was further improved. The final questionnaire and its translation in English can be found in appendixes A and B. All interviews were held in Finnish.

The interviewing phase lasted approximately eight weeks, due to the summer vacation period and limited availability of interviewees. During this period, I interviewed 23 people in total. Ten of the interviewees were superordinates and

13 from lowest level of the organizational hierarchy. Most of the interviewed superordinates were middle managers (although in small organizations they could be very close to executive level). The interviews where then transcribed by an transcribing agency. After having the transcribes, I utilized ATLAS.ti, Microsoft Excel, and Microsoft Word to analyze the data.

3.5.2   Conducting the analysis

As I discussed previously, my research is data driven. Miles and Huberman (1994, see Tuomi and Sarajärvi, 2009) suggest that the inductive, data driven analysis process can be divided in to three phases. However, as the methods described are not compatible with my research stance (as they have strictly phenomenological origin), I will merely use the process as a guideline to illustrate the different step I took to conduct the analysis.

First round of analysis

In the first part of the process, data is reduced and condensed. In my case, this meant condensing the transcribed interviews into a few pages long individual summaries describing the essence of the individuals thinking regarding my research questions. I identified the discourses each individual expressed and categorized them by topic (for example text about passion, excitement, leadership etc.). I did not use the original statements from the data, but tried to condense the meaning of each of the statements to suppress the amount of data and to enable me to form a holistic view on the individuals' perception on the matter at hand. This also enabled me to find contradictions between individuals' statements. My approach is also compatible with the meaning condensation phase of the analysis described by Giorgi (1975, see Kvale and Brinkmann, 2009), although not following it relentlessly. Giorgi's first three steps of the five steps of analysis are reading of the whole interview, identifying "meaning units" of the text, and condensing these units into essential themes. In my research, all of the three steps were executed simultaneously.

The final step of Giorgi (1975) converges with the second step of Miles and Huberman (1994). In this phase, I clustered the found individual statements/ about topics and formed possible discourses within the organizations. This was done by combining the individual statements of the interviewees in one organization together to form wider organizational level discourses. Finally, I formed a holistic view of the whole data by combining the organizational discourses.

During the final stage of the analysis process, I conceptualized the discourses I had identified. I did this conceptualization in two different levels. First, I described discourses within one organization. Second, I described the discourses of the whole data set. For both of these levels I chose the relevant discourses regarding my research questions. Therefore, I did not conduct the fourth step of Giorgi's analysis (fourth step of Giorgi being "interrogating the meaning units in

therms of the specific purpose of the study") until this phase of my analysis, as my research was data driven and therefore it was hard to determine the interests of the study beforehand.

According to hermeneutic philosophy discussed above, the whole can not be understood without its parts and individual parts cannot be understood without the whole. Therefore, an iterative process is needed to form a holistic view of the data. The first round of analysis gave me the general view of the data I had and yielded preliminary results. Thereafter, I decided which topics would be the most relevant to my study and introduced myself to the theories relevant to my findings. After this phase, I conducted a second round of the analysis.

Second round of analysis

In the second round of analysis, I first returned to the original data and validated the personal condensations I had made during the first round of analysis. I wanted to ensure that Giorgi's steps one to three were done in appropriate manner during the first round. This was also done by the adviser of this thesis as a method of triangulation. As the quality was sufficient, I decided to conduct rest of the analysis based on these personal condensations, not going through the whole of the original data.

Thereafter, I conducted the discourse identification phase, where I sorted the meaning condensations of each interviewee into categories (while sometimes condensing them even more) and then inspected each category separately to form discourses and label them. I inspected the whole data set first, then moving on to the comparison of the organizational discourses. Finally, I condensed the discourses for super- and subordinates. An example of the discourse identification phase in the second round of analysis can be found in appendix C.

This second round of analysis produced my results represented in the next chapter. The whole analysis was conducted in Finnish, I translated only the final results into English for this thesis. This was done to ensure that the richness of the descriptions was perceived until the very end of the analysis. The results were validated through face validation, as discussed in section 3.4.1.

Next, I will introduce the main results of my study and compare them to the theoretical concepts introduced in chapter 2.

Chapter 4

Results and Discussion

In this chapter, I will introduce the results of my research. Thereafter, I will discuss these results in respect to the theory introduced in chapter 2.

4.1 Results on Passion

As described in section 3.5.1, first part of my interview was about excitement, flow, and passion. I have gathered the results under the banner "passion", as the three concepts were closely interwoven together in our results. These descriptions shared similarities and were closely linked to each other.

4.1.1 Excitement

Most of my research was concentrated around subject of excitement (in Finnish: "innostuminen"). The results were fairly similar across the field. Next, I will introduce different aspects that represent the data.

Excitement as a phenomenon

Excitement was described as a feeling of joy, a state in which individual feels energized and satisfied. This feeling radiates, as the people around the individual can also sense the excitement stemming from this person. As one of the managers in O1 puts it:

"(Excitement in the workplace) is visible in the way people behave. People are genuinely cheerful... When people accomplish something, it can be seen physically in people and in the way they act. The person is genuinely happy..."

In addition to the above, people attach a more instrumental value to excitement. They describe it as something that elevates performance and helps individuals to

get things done better and more effectively. Thirdly, the experience is occasionally linked to intense concentration and losing sense of time. Together with the link to performance, these descriptions highly resemble the mental state described in flow (see section 4.1.2). Referring to one subordinate in O2:

"... Furthermore, it (excitement) helps you to do your job. If you are not excited at all, everything feels burdensome and time goes by slower. Excitement helps you to do everything more effortlessly and time passes faster."

Together these two viewpoints illuminate two different aspects related to excitement. On the one hand, excitement is linked to work well-being, meaningfulness of work, and generally joyous existence at work. On the other hand, excitement is attributed to elevated work performance. These viewpoints coexist and coincide within discourses of individual interviewees. They do not represent any dichotomy between people but merely two alternative points of view to the "usefulness" of excitement. The well-being standpoint is more commonly expressed in the data.

In addition to the above distinction, there were major differences in understanding the temporal nature of excitement. Some described it as a brief feeling that passes in couple of hours, whereas others described excitement as something that can last from days to weeks. My hypothesis is that these differences relate to the perceived focus and source of excitement. Some interviewees seemed to relate excitement towards certain activity or projects, which can then last for a long while. This excitement could stem from the inside. Additionally, interviewees described that excitement can be contagious. This kind of excitement seemed to last a shorter time than the above definition of excitement. These descriptions coexisted within texts of single individuals, not excluding one another. I will introduce the relational aspects of excitement in more detail later in this section.

Downside of excitement

When asked about the possible downsides of excitement, interviewees were generally reluctant to describe any. The following descriptions were generally not very spontaneous and most of the interviewees could come up with one or two descriptions of the downside of excitement. Therefore, it would be false to say that downsides of excitement would be evenly matched with the good sides of it. Nevertheless, the descriptions of these downsides were remarkably consistent across the data. The downsides of excitement are represented in table 4.1. The categories are ranked according to the perceived strength of the discourse.

Social aspects of excitement

Most of the interviewees described that excitement can stem from both within the person or be achieved through a social process. Excitement is described to spread from person to person. Furthermore, the majority of interviewees described that there are some people that they feel are easier to get excited with, making it a matter of "chemistry". Similarly, people perceived negative were described to

Label	Description	Quote
Rationalism	Excitement can lead to doing the wrong things from the organizational point of view. Other tasks may be compromised and the individual might lose sight of the bigger picture.	”... you might lose the sight of the big picture. You can get so immersed (in what you are excited about), you get too excited and cannot see how it fits into the whole. Additionally, you might end up doing the wrong things..” - A manager in O2
Well-being	Individual's health and mental well-being could weaken and work-life balance waver due to doing too much exciting work.	”I must say that personally I would not appreciate if I would be so excited and passionate about my job that I could not stop (what I am doing) and proceed to enjoy my free time.” -A subordinate in O2.
Emotional reactions	Being very excited could annoy, paralyze, or trigger emotional responses in people.	”I you are physically very excited and loud, you might disturb others. Furthermore, if you want to discuss about the matter extensively, it might annoy people.” - A manager in O1

Table 4.1: A classification of the downsides of excitement.

dwarf excitement. This effect of perceived negativity also extends to the general atmosphere of the work community. If the atmosphere is considered negative, it will prohibit excitement and vice versa. It is easy to conclude that excitement is seen as a phenomenon with an inherently social character, although stemming from the inside. Many interviewees described excitement to stem from within and be more related to the task at hand. Other people merely facilitate or prohibit excitement, but do not dictate it.

Importance of excitement

One of the more interesting observations of excitement was the clear normativeness of it. The vast majority of the interviewees described excitement to be of importance in their organizational lives. This importance stems from what was described above. People deem excitement to be important as it elevates personal well-being and work performance. Well-being factor was more represented than the work performance point of view. Nonetheless, excitement was considered to be important. Moreover, the tone while talking about the importance of excitement was often very strict, suggesting that everyone should be excited in their jobs or that it would be at least very beneficial. This normative tone is illustrated by two subordinates from O2:

"(Here) you have a permission to (not be excited), but I hope that if somebody is not excited, he/she could keep it to him/herself and not spread the attitude around."

"... I think that if you don't have that excitement you should probably consider (doing) something else. It is important, because I don't want to just go to work, so to speak. (I don't want to) just go somewhere (to some job) and just do some things [laughs shortly] to get paid."

There even was a manager that considered him/herself to be a failure as a supervisor as he/she did not feel that he/she was adequately excited about his/her job and thus not showing good example for his/her subordinates. He/she felt discouraged, although liking the job, getting very positive feedback about the performance, and doing otherwise well on his/her career.

However, these are two of the more extreme examples (although not unique in the data set). There are also many descriptions of more tolerating approaches, where not being excited is not considered to be a problem as everyone is welcome to be as they may. Nevertheless, these descriptions could relate to tolerance for not being excited about *everything*, thus providing essential feedback about new ideas. This is illustrated by a subordinate in O3:

"... If one feels that something is in direct conflict with one's values or such, it's is okay or even mandatory to say it out loud. ... There is nothing bad about it, on the contrary it might even build up the business or improve the company culture. ... I think that these kinds of people should be silenced by no means. Everyone should have the right to express themselves. ..."

Nevertheless, being excited about your job seems to be in every case better than not being excited. It seems that excitement is a *norm*. Excitement seems to be described as something so essential for work that one should change jobs for lacking it.

Facilitating and prohibiting excitement

When asked about things that facilitate or prohibit excitement, the answers can be categorized into three categories. These categories are represented in table 4.2. The categories are ranked according to the perceived strength of the discourse, although the two first categories were practically equally represented in the data. The third category was considerably weaker compared to the other two.

Manager and subordinate level differences

When analyzing manager and subordinate level discourses and their differences, there were a couple of prominent differences. First, only one of the managers described that the importance of excitement stems from instrumental values, such as getting things done better and faster. This discourse was clearly more prominent in the subordinate level. Second, managers were more eager to describe getting excited about the wrong things as a negative side of excitement (the

Label	Description	Quote
Learning new things and doing intriguing tasks	Taking on tasks that feel meaningful, challenging, versatile, and teach you something new, support excitement. Similarly, routine tasks wither excitement.	*"I believe that if you have more challenge in your job, especially if you have more versatile (job tasks),... (it) would motivate (you) more and bring more passion into doing your job.* - A subordinate in O3
Work community	The well-being of the colleagues, generally positive atmosphere, positive feedback, and inspiring individuals facilitate excitement, negativity and bad atmosphere wither it.	*"... When the general atmosphere is weaker, it effects my own mood. Similarly, if you notice that there is a good atmosphere at work or everywhere (in general), your own mood improves. And when you listen to people complain about ... everything [laughs shortly], then you get into more negative mood ...* - A subordinate in O3
Target-orientation	Targets and objectives help you to get excited.	*"It matters that ... you have goals. You understand well why you aim at it and when things start to move towards the goal, it excites. That kind of target-orientation, it excites."* - A manager in O2

Table 4.2: A classification of the factors facilitating and prohibiting excitement.

rationalist perspective). Finally, subordinates seemed to describe more "flow-like" attributes related to excitement.

Organizational differences

There were some distinctive differences between the three organizations. First, O1 had lots "flow-like" descriptions of excitement. Moreover, O1 had the most descriptions regarding long-lasting excitement (related to some project, for example). When stating the negative sides of excitement, O2 had lot of descriptions from the well-being point of view, whereas nearly all of the descriptions about annoyances came from O1. Additionally, O2 had lot of descriptions of the impor-

tance of targets and goals as facilitators of excitement, whereas O1 had practically none. Finally, O1 had a very prominent discourse about the normativeness of excitement, often stating that one should seek to change jobs if they were not excited about their job.

There were two distinctive discourses apparent in O1 that were not prominent in other organizations. First, they described the link between success and excitement very frequently. For example, when a subordinate from O1 was asked to describe where does the excitement stem from, he/she described that it stems *"... from some success, generally.".* Second, they seemed to relate excitement to personal characteristics, stating that some people are by nature more excited than others.

4.1.2 Flow

Next, I will introduce my results regarding flow (in Finnish: "flow" or "työn imu"). Neither flow nor passion have as rich descriptions as excitement due to more limited set of questions related to the concepts.

Flow as a phenomenon

Flow is generally described as a state of mind, where individual is very concentrated on the task at hand and the work progresses well. Distortion of temporal experience is something very often associated with flow, as time seems to pass faster. While being in flow, the feeling is described as satisfied and energized, although a few subjects described it as being neutral and doing things on "autopilot". The tasks at hand seem to move forward at a fast phase. The experience can last from hours to a complete day. Some interviewees described that flow can last for weeks. This descriptions seemed to relate to a "project-flow", a feeling that there is some good progress made each time some project is being advanced. The most general feelings related to flow can be illustrated by a quotation from a manager in O3:

"... it (flow) is more like relaxing somehow. ... You enter an another world ... and you lose sense of everything else and you (just) do it and are concentrated in that world..."

Flow is clearly considered to be induced by doing something. You must first do something to get into flow, not the other way around. If the flow was interrupted, most of the individuals regarded as annoying. Flow seemed to be something people valued and did not want to waste over nothing.

Downside of flow

Flow did not seem to have downsides worth mentioning. Most of the interviewees described that flow does not have any downsides at all. There were some descriptions about the possible negative well-being effects of constantly working

in flow, but they were not very well represented in the data and were produced only when asked directly. Similarly, some speculated that shutting out of the environment to facilitate flow or waiting for flow in order to do some particular tasks were described as possible negative consequences of flow. All of the above descriptions were very limited and the most dominant discourse was clearly the "naive" perception that flow does not have any downside.

Social aspects of flow

Interestingly, interviewees described that there can be more people involved in a flow experience. Although being dominantly individual experience, they described that other people can be present, for example, through attending the meeting or being part of a project where flow is present. This seems natural due to the different definitions related to the duration of flow experience. This is described well by a manager in O1:

"Yes there can be (other people present). ... It is brainstorming some subject or something similar. ... But then (again), the individual, self-possessed work-flow is something more durable."

Importance of flow

According to my inquiry, flow doesn't seem to be as important in working life as excitement. Many described it to be not very important at all, merely making working more effective and pleasant. Although being a very favorable phenomenon, it is something one should not be worried about should it not emerge. Not being in flow seemed to be part of normal organizational life. This was perfectly illustrated by a subordinate in O2:

"... it is great, if you have that (flow), but ... excitement is a lot more important. ... Flow is like that it comes or it doesn't. It's great if it does come, but it not a necessity in that way."

Facilitating and prohibiting flow

While discussing what facilitates or prohibits flow, the identified factors were generally very well in line with the above definition of flow. These factors are represented in table 4.3. The categories are ranked according to perceived dominance in the data. The third category was considerably less represented compared to the first two.

Manager and subordinate level differences

The descriptions of flow were very similar in the manager and subordinate level. There were no notable differences.

Organizational differences

The descriptions of flow were very unanimous across the data. The only promi-

Label	Description	Quote
Serenity	Working in a silent space or other non-disturbing environment facilitates flow, whereas disturbances and fragmented job description/tasks prohibit it.	*"... It (flow) requires (that) ... you can be undistracted and arrange yourself a space without disturbances or other people... it can facilitate (flow), definitely."* - A subordinate in O3
Targets and goals	Having a clear target or considering the task meaningful facilitates flow.	*"... At least for me it is just that there (needs to be/is) some kind of target, some kind of objective, a goal towards which (I) want to go."* - A manager in O1
Work community	Having good people around you and having a good atmosphere helps you to get into (meeting) flow.	*"... written outputs require me to have peace and a possibility to concentrate... and everything else, meetings and such, ... require good people around you, and good conversation, and energized feeling for everyone. Nobody ... steals other people's good mood for having a conversation by exchanging ideas in their bad mood (and thus conveying their mood)."* - A manager in O1

Table 4.3: A classification of the factors facilitating and prohibiting flow.

nent difference was the fact that all of the "project-flow" descriptions came from O2. Otherwise, there were no distinctive organizational discourses or major differences.

4.1.3   Passion

Finally, I will introduce my results regarding passion (in Finnish: "intohimo"). The amount of data was not as vast as in excitement. There was not enough descriptions of the social aspects or facilitating and prohibiting factors regarding passion. Nevertheless, I was able to identify some interesting discourses.

Passion as a phenomenon

Passion was described as a deep commitment towards some activity. If one is passionate about something, he/she must gain more knowledge about the subject and wants to do the activity particularly well. Individual feels strongly about the subject, wanting to continuously do the activity regardless of whether he/she has been instructed to do so or not. While being passionate, one will generate new tasks related to the subject even when it is not necessary. One is bound to some subject and feels strongly about it. Passion is described as something more than regular working, being a deeper and longer form of excitement. A manager from O3 describes passion as follows:

"... Passion... is ... a burning sensation (towards something). ... Your passion can be shoes or whatever. It is something transcending the job community, it is your desire/burning towards something. ... It carries you and can flare up anywhere.

Moreover, passion is often characterized as penetrating all aspects of life. If one is passionate about some subject, he/she does not drop the subject even during his/her free time or while at work. Passion is described as something that can last for a lifetime, although there were some interviewees describing passion as a burst of emotion. These temporally differentiating descriptions almost never overlapped within interviewees. The differences between the two conceptions are illustrated by the following two quotes. First is a description by a subordinate in O2, simultaneously highlighting the differences between passion and excitement (as described above). The second quotation is by a subordinate in O1.

"I think that passion can last for a lifetime. You might be passionate about something for your whole life. ... Then again ... it (excitement) can be very short. ... You can be excited about something for a day or so, but ... you'll lose the excitement while sleeping. ... It (excitement) ... is cut into shorter periods."

"Well, excitement is something longer (than passion). ... Passion is ... more flashy and momentary."

Downside of passion

There were many descriptions about the downside of passion. I interpret that passion is seen as the most contradictory of the three concepts (excitement, flow, and passion) as the descriptions seemed to be generated more effortlessly than in the case of excitement. These descriptions were versatile and nearly no-one

described that there were no downsides in passion. Nevertheless, passion is seen generally as a good phenomenon that enhances one's performance and well-being. The negative aspects of passion are represented in table 4.4. The aspects are again ordered according to the perceived prominence of the factor. The first aspect was clearly more prominent than the other two.

Label	Description	Quote
Rationalism	Passion can lead to doing the wrong things from the organizational point of view. Other tasks may be compromised and the individual might lose sight of the bigger picture.	*"Definitely there can be (negative sides in passion), since ... you can be quite blind if you are very passionate about something. Then, if someone thinks differently (about the subject), it might be hard for you to take that perspective into account."* - A manager in O3
Well-being	Individual's health and mental well-being could weaken and work-life balance waver due to doing too much work with passion.	*"... you (might) have a burnout, it is of course a risk, if you are too excited and passionate (about your job). You do too long hours."* - A subordinate in O3
Emotional reactions	Being very passionate could annoy, paralyze, or trigger emotional responses in people.	*"Passion might have socially negative sides. It could be that a co-worker is really irritating, if he/she is totally passionate about something. ... It can be socially burdensome."* - A manager in O2

Table 4.4: A classification of the negative aspects of passion.

As we can see, the negative aspects are very similar to the one described about excitement. This brings to question the possible connections between excitement and passion. These connections will be further inspected later in section 4.1.4.

Importance of passion

Passion did not seem to be as important in the job as excitement. Many even consider passion to be something too emotional to be regarded as part of the

working life or something that they simply did not feel in their jobs but only in their free time. This is illustrated by a manager from O1:

"Somehow I think that it (passion) is something related to free time. ... I don't know how to describe it ..., but I don't associate passion with work."

Passion was again described important from two perspectives regarding work-life, being linked to increased work performance or personal well-being. This was similar to the discourses found on excitement. However, the normative tone of passion was not as strong as in talk about excitement. As stated above, many people did not associate work with passion or would describe themselves more excited than passionate.

Manager and subordinate level differences

The descriptions of passion were very similar in the manager and subordinate level. There were no differences worth mentioning.

Organizational differences

There were some organizational differences. First, O1 did not have any descriptions of the well-being aspect of the negative outcomes related to passion. Second, O3 was the only organization that did not describe passion as a burst of emotion. Finally, interviewees in O1 were the only ones to describe passion important from the perspective of personal well-being. However, the two other organizations did not have many descriptions about this topic in the first place, so one should be careful while making deductions on this topic.

4.1.4   Entanglement of the concepts

As described above, the concepts of excitement, flow, and passion seem to be interwoven. Descriptions of excitement often included aspects more generally related to flow. Similarly, passion was described as being a more deep form of excitement, lasting longer and being more emotional and strong. They also shared the described downsides and perceived importance from the perspectives of well-being and performance. All of the three concepts were inherently positive. Both the feeling and outcomes induced by these experiences were positive. Finally, they all seemed to embody some social character, although stemming from the inside. To conclude, it is evident that the three concepts seem to link to each other inseparably.

During the interviews, I asked the interviewees to describe these connections and the resulting model can be seen in figure 4.1.

The flow chart was constructed on the base of following descriptions. First of all, almost every interviewee described that it easier to access flow state about subjects that they are passionate about. There were very few interviewees sug-
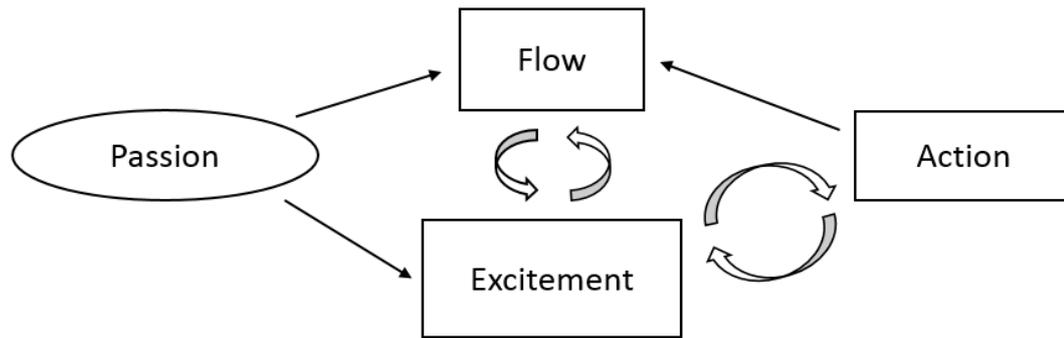
Figure 4.1: Interconnections between passion, excitement, flow, and action.

gesting that flow and passion are not connected in any way. Second, there were many descriptions about excitement facilitating flow and vice versa. One could get excited about something and enter flow, whereas in flow one might get excited about the activities or accomplishments. Thirdly, passion was said to facilitate excitement. Finally, taking action was said to lead to excitement or that excitement can lead to taking action. In other words, getting excited can lead to doing something and doing something can lead to getting excited about the matter at hand. In contrast, almost no one described that flow state could lead to taking action, as vast majority seemed to think that flow is a result of doing something. One cannot merely wait for flow to appear and then start doing something.

Finally, it seems that each of these concepts hold different value in organizational lives. Excitement is described to be the most important of all, as it seems to constitute the meaningfulness for many at work. However, there can be some negative aspects in excitement as well. Flow is seen as something more inherently positive, with no downsides. Flow was not considered irreplaceable and not having flow was not considered anything more than an annoyance. Thirdly, passion seemed to be the most intense and deep concept of the three, lasting the longest and being something constituting one's whole life. However, many did not associate passion with working life or feel passionate at work. Passion also had the most spontaneous description of the negative sides. Passion seemed to be the most contradictory of the three, as some did not consider it be essential or even wanted in the daily working life.

4.1.5 Summary

To summarize, excitement was described as a feeling of joy, where the individual is energized and satisfied. This feeling radiates and can be seen by others. Overall, the experience stems from the inside, but can be facilitated by other people and the work community in general. The utility of excitement comes from contributing to personal well-being and work performance. The downsides of excitement seem to be related to the possible negative effects on well-being, performance

(the rationalism perspective), and social relations. There were differences in the temporal experience, some linking excitement to projects and others to shorter concepts. Furthermore, excitement seemed to be a norm and of real importance in the organizational lives. Many regarded it as an essential part of working life. Excitement was described to be facilitated by learning new, being part of a well-being work community, and having targets.

In flow, people are very concentrated on the task at hand and the work is progressing well. Distortion of temporal experience is often associated with flow, as time seems to pass faster. The experience can generally last for couple of hours, but some described it to last for weeks (when associated with some projects). Other people could be present in flow, especially if flow was part of a meeting. Nevertheless, the phenomenon was described to be more individual than social. Flow did not seem to be as important as excitement, but was not described to have any downsides. Flow was described to be facilitated by a non-disturbing environment, targets and goals, and a well functioning work community.

Finally, Passion was described as a deep commitment towards some activity, penetrating all aspects of life. Passion was described to last for a lifetime, although some defined it to be a short emotional burst. Downsides and perceived benefit of passion seemed to converge with that of excitement's, benefits being in increased well-being and performance, while possible downsides being linked to task-performance, well-being, and social aspects. Passion did not seem to be as important as excitement, but more important than flow. However, it was more contradictory than flow and excitement, some interviewees even describing it as something not related to work-life or even harmful in work environment.

The entanglement of the above concepts is evident. They all hold a positive character and stem from the inside, although embodying some social characteristics as well. Flow and excitement seem to share some characteristics of the lived experience, some describing both flow and excitement as being concentrated and losing the sense of time. Similarly, passion is described to be a longer, more emotional, and stronger version of passion. They also share the perceived downsides and benefits. The relations between the facilitation of the concepts are visible in figure 4.1. Excitement seemed to be the most important of the three concepts, whereas flow was not seen something essential for a good working life. Passion was the most contradictory of the three, some suggesting that it is an important part of working life and some describing it as harmful or non-essential for working life. Finally, flow was the most positive of the concepts, passion being less positive than excitement due to the contradictory nature of it.

The differences between different levels of hierarchy did not seem to be of much relevance. There were some distinctive discourses in different organizations, but they did not change the big picture. Overall, the descriptions of the phenomena converged significantly. I summarize the essential organizational differences as follows:

In O1, emotional downside, "flow-like" descriptions, and normativeness of excite-

ment were highlighted. Similarly, the "success leads to excitement" discourse and linking passion to increase in personal well-being were prominent. In contrast, importance of goals and targets as facilitators of excitement and the well-being aspect of the negative outcomes of passion were almost non-existent. In summary, O1 seemed to perceive passion only from the positive perspective of personal well-being. They describe it as more important than people in other organizations.

In O2, targets and goals were especially important while facilitating excitement. Interviewees in O2 were the only ones to describe project-flow lasting for weeks. Finally, the possible negative well-being effects of excitement were highlighted.

In O3, there was little deviation from the overall picture. The only prominent difference was the lack of descriptions of passion as a burst of emotion.

Having presented my results in the field of passion, I will next compare the results to my theoretical frame and draw some implications.

4.2 Discussion on Passion

In this section, I will revise the concepts and research agenda introduced in section 2.2. Finally, I will discuss the results in contrast with the current understanding of the phenomena and my research agenda.

4.2.1 Revision of the concepts

For revision, I will next reintroduce the most essential parts of the four main concepts in my theoretical section about passion, namely work engagement, flow, intrinsic motivation, and passion.

Work engagement is described as "a positive, fulfilling, work-related state of mind that is characterize by vigor, dedication, and absorption." (Bakker et al., 2011, see Kostamo et al., 2016; Schaufeli et al., 2002, see Kostamo et al., 2016). Hakanen et al. (2008) defines vigor, dedication, and absorption as follows (in accordance with rest of the literature, e.g. Schaufeli et al. (2006, see Sweetman and Luthans, 2010):

***Vigor** refers to high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties. **Dedication** is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge. [....] **Absorption**, a sense of being fully concentrated and happily engrossed in one's work, so that time passes quickly and detaching oneself from work may seem difficult.*

Nakamura and Csikszentmihalyi (2014) describes the characteristics of the **flow** experience as follows: A) holistic concentration on the present moment and activ-

ity, B) fusion of the action and consciousness, while loosing sense of oneself as a social actor, C) perceived competence to complete the tasks and respond appropriately to difficulties, D) distorted temporal experience (e.g. loosing the sense of time), and E) the experience of the activity being satisfying per se. The described flow experience is very fragile. If the actor feels that the his/her competence is not sufficient for achieving the proximal goal or the goals are perceived too easy, one of the conditions is violated resulting in disturbance of flow. Similarly, if the proximal goals become too intangible or unachievable, flow will be disturbed.

Intrinsically motivated behaviour is an actions taken for their inherent satisfaction per se. This kind of motivation is distinct from learned or imposed motivators. While being intrinsically motivated, people will engage in such actions without any external pressure and will draw satisfaction, interest, and joy out of these events automatically. These acts have non-instrumental focus. In contrast, extrinsically motivated behavior aims for satisfaction of contingent needs separated from the action itself. It is important to notice that intrinsic-extrinsic dichotomy constitutes a continuum. CET links intrinsic motivation directly to the need of autonomy via perceived locus of causality, suggesting that rewarding for intrinsically motivating action undermines feeling of autonomy via transferring the perceiving locus of causality outside the actor. On the other hand, events transferring the perceived locus of causality to intrinsic end will enhance intrinsic motivation. The important aspect is whether people feel that they are doing actions for external rewards or for themselves. Furthermore, CET underlines the importance of *perceived* competence, as it increases intrinsic motivation whereas overly hard actions dwarf feeling of competence. (Ryan and Deci, 2002; Ryan and Deci, 2000, see Kostamo et al., 2016; Gagné and Deci, 2005)

In conclusion, cognitive evaluation theory states that *controlling* aspects of social environments undermine and weaken intrinsic motivation, whereas *informational* aspects maintain and strengthen it. The majority of research has focused on controlling factors, such as punishment, deadlines, surveillance, tangible rewards, negative feedback, competition, and evaluation. Only a few researchers have paid attention to informational aspects of job environments, such as positive feedback, empathy, and non-controlligness. All of the above aspects can hold both controlling and informational nature, depending on the social context. For example, positive feedback can be administered in a controlling manner and competition can be interpreted as non-controlling factor in the right conditions. The way different aspects are communicated and the dynamics of the social environment affect the way individuals perceive actions, thus affecting their interpretation on control. (Ryan and Deci, 2002)

Vallerand and Houlfort (2003) defines **passion** as "a strong inclination toward an activity that people like that they find important, and in which they invest time and energy." They propose two types of passion, namely obsessive and harmonious passion.

In *obsessive passion* an activity has been integrated to one's persona in controlling manner, resulting in uncontrollable urge to engage in this activity. The action is

regarded pleasurable, but the manner of engagement is not healthy, but leading to ill-being and rigid persistence. The passion forces one to engage in activity in obsessive manner, even when the individual should not. On the other hand, *harmonious passion* represents autonomous internalization of activities into one's persona. This leads to pursuit of enjoyable actions in an adaptive manner with no uncontrollable urges to do so. People choose to engage in activity rather than being compelled to do so. Furthermore, there are no negative effects in prohibition of task engagement or forced activity disengagement, contrary to obsessive passion. Harmonious passion results in more positive experiences during task engagement, leading to increased positive feeling and flow. To summarize, in obsessive passion the passion controls the individual, rather than person controlling the passion as in harmonious passion. Obsessive passion can be described as an addiction, whereas harmonious passion fits the conventional description of passion. (Vallerand and Houlfort, 2003)

4.2.2 My research questions and research agenda

As presented in section 1.3, I set out to find answers to the following research questions:

RQ1: How do people describe excitement, flow, and passion? How does it feel to experience these phenomena?
RQ2: What are the downsides of the above phenomena?
RQ3: What are the interdependences and relations between the three concepts?

In addition, I will recap the more specific research agenda supplementing and supporting my research questions. **First and foremost**, almost all of the research conducted on the above fields is quantitative. This leads to narrowed understanding on these subjects, as qualitative research can yield more comprehensive and rich descriptions of the phenomena. Furthermore, especially in passion literature, there is too little emphasis on the effect of context. My aim was to contribute to these areas of research by conducting a qualitative study paying special attention on contextualization. **Second**, my goal was to highlight the role of emotions in my study, contributing to this field in work engagement, flow, and self-determination theory research streams. **Third**, I strove to enlighten the negative aspects of work engagement, flow, intrinsically motivated action, and passion. Especially work engagement and flow literature has not payed enough attention on negative effects on their field. I aimed to elaborate on "dark side" of all the above concepts to hinder the overly positive connotations associated with (especially) passion and flow. Furthermore, I wanted to inspect discourses related to the normative "goodness" of passion, excitement, work engagement and so forth. **Fourth**, I sought to inspect flow and work engagement as social phenomena and focus on work context, bringing forth more insight on flow and work engagement. **Finally**, I aimed to contribute to a specific mini-theory of self-determination theory, namely Cognitive evaluation theory (CET). I wanted to highlight the informational aspects of organizational environment to enlighten

what employees perceive to be the factors supporting intrinsic motivation. Furthermore, I wanted to inspect the role of relatedness in intrinsic motivation.

4.2.3 Discussion

As noted before, my interviews were mainly about excitement, flow, and passion. These concepts are not explicitly represented in the above research streams, as my study was data driven and thus great deal of the theory review was done after the actual interviewing. Next, I will match my own results with the theoretical concepts and inspect how well I managed to implement my research agenda.

Work engagement and excitement

First, it is easy to match work engagement with the concept of excitement. Excitement was described as a feeling of joy and satisfaction, which improves individual well-being and work performance. Some even related excitement to losing the sense of time. This description fits well with the description of work engagement, especially what is defined as vigor and dedication. Absorption character was identified by some interviewees, linking both excitement and work engagement to feeling of flow. However, there are some distinctive differences between excitement and work engagement. First, the willingness to invest effort and persistence in the face of difficulties, i.e. the resilience components of vigor, were not described in my data while talking about excitement. They were more represented in my data on passion. Moreover, most of the respondents did not describe the absorption component at all. Finally, significance and challenge components of dedication were not described as characteristics but as *facilitators* of excitement. Based on the above, I would suggest that excitement is *the positive emotional component of work engagement*, lacking the components of resilience, significance, challenge, and absorption. Furthermore, I find the interpretation that significance and challenge facilitate excitement and thus work engagement more appealing than the description that while being engaged, work feels challenging and significant. Therefore, I would suggest that work engagement is a combination of excitement (i.e. the positive emotional component) and flow. Thus, work engagement could be interpret as a more positive version of flow, where flow is combined with excitement and fueled by significance, meaningfulness, challenge, work community, and goals (some of which being a requirement for flow).

In respect to my research agenda, I have certainly provided a rich description on the field of excitement (and thus work engagement) describing the feeling related to excitement, suggesting that I have succeeded in these parts of my research agenda. I also provide descriptions of the social antecedents related to excitement, suggesting that excitement is an individual phenomenon, but can be contagious and affected by work community and other people. Therefore, I suggest that I have also managed to provide valuable insight to the social nature of excitement, thus providing new perspectives to the contextual nature of work engagement. The contextual knowledge is further improved by the identification of facilitating

and prohibiting factors related to excitement. Furthermore, I have inspected the normativeness of excitement, suggesting that the positive emotional component has become a *norm*, regarded as an essential part of work related well-being and good performance. Finally, I have provided much needed viewpoints on the possible negative outcomes related to work engagement, being described as loss of rationality, diminishing personal well-being, and emotional reactions of others. Especially the loss of rationality is a interesting insight in comparison to the famous broaden-and-build theory, where positive emotions broaden individuals' cognitive capacity. Nevertheless, generally excitement was seen as facilitating work performance, not hindering it. Next, I will contrast the flow literature and research agenda with my findings.

Flow

When comparing my results with the definition given above, nearly all components are well represented. Both my results and the theory describe flow as a holistic concentration event, where the world around vanishes and the temporal experience is distorted. Additionally, many described the flow experience to be energizing and satisfying. However, there were two deviations when comparing to the theory. First, the defined fusion of the action and consciousness (characteristic B) was somewhat represented in the data and the absolute concentration in the "individual flow" could certainly be interpreted as loosing the sense of oneself as a social actor. In contrast, my results indicate that there exists a collective flow experience, e.g. brainstorming in a meeting with colleagues. Certainly in these contexts social action is rather highlighted than diminished. These collective flows seem to fulfill all other proposed characteristics of flow, as described in the theory. Second, my data did not incorporate many distinctive descriptions of the role of competence in flow, as described in the theory (characteristic C).

With respect to my research agenda, I have represented a qualitative description of flow, thus enriching our understanding of this phenomenon. Similarly, the feelings related to flow are exposed, leading to increased knowledge in this area. The contextual and social factors related to flow are inspected, as the existence of collective flow and the facilitating/prohibiting factors are studied and represented. Finally, I have contributed to the understanding of the possible negative outcomes of flow, being described as non-existent. Additionally, I have inspected the normative assumptions regarding flow, leading to a conclusion that although being valued, flow is not considered very essential in everyday working life. Next, I will compare passion and intrinsic motivation literature with my results, simultaneously taking into consideration my research agenda.

Passion and intrinsic motivation

Matching the definition of intrinsic motivation and passion with my results, the similarities are evident. In my results, people describe passion as something that people want to do particularly well, they feel strongly about and want to conduct the activity without any external pressure. Passion is generally a positive feeling, a burning sensation towards some subject. This fits both the definition of

intrinsically motivated action and passion very well. However, the characteristics of harmonious and obsessive passion were not very well presented, as the questions seemed to shed little light towards the integration of activity into one's persona. Additionally, the ill-being effects of passion could easily be linked to either of the two types of passion.

With respect to my research agenda, I have again provided a rich qualitative description of passion. Similarly, I have described the emotional aspects of passion, while highlighting the possible downsides of it, namely loss of rationality, endangering one's well-being, and causing emotional conflicts. Additionally, I have inspected the normativeness of passion, describing passion as a contradictory concept with some highlighting its importance and others not linking passion to working life.

The other parts of my research agenda related to passion and self-determination theory were highlighting the contextual factors in passion and studying the informational aspects related to Cognitive evaluation theory. To inspect these areas of research agenda, we must first acknowledge the connection between my descriptions of excitement and passion, and the theory of intrinsic motivation. First, as my data suggests that passion is a deep form of excitement, it could be deduced that the contextual features of excitement could also apply to passion. Nevertheless, this is merely a suggestion, as my data did not incorporate enough data about the contextual features regarding passion explicitly. Second, the link between my description of excitement and theoretical definition of intrinsic motivation is evident, as both describe an inherently satisfactory action, where the motivation seems to stem from the inside. However, the role of external pressure could be possible in excitement, whereas intrinsic motivation is defined as completely self-regulatory. Nevertheless, the facilitating and prohibiting factors of excitement could be easily interpreted as informational and controlling aspects of intrinsic motivation, as described by the theory. The above provides some perspectives and hints of how things could be thorough the auxiliary concept of excitement. Next, I will summarize the discussion and then move to results on leadership.

Summary

In this section, I have reintroduced my main concepts related to work engagement, flow, intrinsic motivation, and passion, then comparing these definitions with my results on excitement, flow, and passion. Additionally, I have inspected my contributions in comparison with my research agenda. In the field of work engagement, my contributions came from my research on excitement. These concepts overlapped, having many similar characteristics. As a result, I proposed that excitement is the positive emotional component of work engagement, concurrently suggesting that flow was also a part of described work engagement. Finally, I stated that work engagement could be a more positive version of flow, where flow and excitement merge and are fueled by perceived meaningfulness, challenge, and significance of the task while being facilitated or prohibited by the work community and other contextual factors.

Similarly to excitement, the descriptions of flow also fit very well with the theoretical concepts. However, there were some deviations from the theory, as collaborative flow seemed to violate the non-social characteristics of the theory.

The definitions of passion and intrinsic motivation fit well my descriptions of the data. Additionally, the need for qualitative research, descriptions of emotional side of passion, and the possible negative sides of passion were satisfied. However, I failed to explicitly fulfil the research agenda on Cognitive evaluation theory and contextual factors related to passion. These areas were inspected through an auxiliary concept of excitement.

The deemed value of the above concepts varied. Excitement was described as the most essential for working life, as lacking it was considered fatal for well-being in work environment. Flow was considered most positive of the three concepts, as it seemed to have no downsides. Nevertheless, it was not regarded as essential as excitement in working life, merely a bonus. Passion was the most contradictory of the three, some suggesting that it is very important to have passion in your job and others stating that passion is too emotional or strong a feeling to be beneficial at work.

To conclude, I posit that my research has successfully answered the research questions. Fulfilling the more specific research agenda ensured that the main questions were answered thoroughly. Next, I will introduce my results on leadership and then compare these results with my research agenda and theoretical concepts.

4.3   Results on Leadership

In this section, I will introduce my findings on leadership. As described in section 3.5.1, the third and final part of the interview was about leadership (in the context of excitement). I was careful not to mention leaders or leadership before this section of the interview, as I wanted to follow whether or not the interviewees would mention anything related to the topic before it was introduced. At this point, the interview had typically lasted around one hour and inspected the concepts from different angles, including social factors. Additionally, I was careful not to talk about *leaders* but *leadership* in my questioning to allow the interviewees to decide freely what they mean by leadership. Finally, I tried to ask questions in a neutral tone to ensure that the subjects would not indicate any other normative assumptions than their own. For example, I did not ask whether leadership was "important", but how did they perceive the possible effects of leadership in this subject. Next, I will introduce my results on leadership.

4.3.1 Romance of leadership

As stated above, I was careful not to impose any expectations on the interviewees about importance of leadership and did not bring up the concept before it was introduced in the end of the interviewee. The most interesting finding is that generally interviewees did not mention leaders or leadership before the concept was introduced by the interviewer. Some mentioned them beforehand, but generally these descriptions were anecdotal and related to some person rather than the importance of leadership itself. After the term was introduced, interviewees started to elaborate on how important and crucial leadership is in respect to excitement. Almost all of the respondents were certain that leadership has a crucial role in excitement. This normative stance can be illustrated by a manager in O2:

"I think it (leadership) has a really great impact. ... Leading by example, I think it has a really great impact. ... If the leaders are not unified, it will instantly reflect (badly) down (the organization)."

These kind of statements were not unusual in the data, as most considered leadership important although not emphasizing it before the term was mentioned. Additionally, all of the interviewees interpreted "leadership" straight to "leaders" and "leading". None of the interviewees described anything that would have suggested that the interviewee had had mental models related to shared leadership or leaderless organizations.

It is easy to conclude that this is a case example of the prominence of the traditional leadership discourse. Overall, the respondents were keen to express the importance of leadership, although not mentioning it beforehand. They seemed to regard leadership something related to the leader and they described that leaders should be excited and excite their followers. There were no prominent differences in the different organizational layers or organizations, as this discourse penetrated the whole data.

4.3.2 Implicit leadership models

In addition to the importance of leadership, other part of my leadership results consists of descriptions of what leaders should be and how could they facilitate or prohibit excitement in the working life. Therefore, they fit very well with my research interest of implicit leadership models. Next, I will describe what interviewees described that leaders *should* be in a strict, normative sense. Then, I will move on to the prohibiting and facilitating actions of leaders. Inspired by Spicer and Alvesson (2011b), I will organize these results to form archetypes of leaders. The following discourses were interwoven, not separating interviewees into groups.

More normative models

The interviewees were not explicitly asked what one needs to do to in order to be regarded as a leader, but nevertheless they described what they thought was important and explicitly needed by a leader (in the context of excitement). In comparison to the facilitating and hindering aspect of leadership described later, the following statements are more normative answers to an implicit question: "what leader should do or be?". These statement could be classified into two distinctive categories forming the following archetypes.

Director leads by example, shows direction and steers the excitement of his/her subordinates towards right goals. This perspective was very unanimous across the field, being exemplified by a subordinate in O3:

"Leaders role is, of course, to show direction and set the constraints for action ... and take things forward by example. Certainly, if the leader is not very excited or does not support excitement, it has an effect (on excitement)."

Facilitator facilitates the actions of followers, creating the optimal conditions and framing the environment to enhance excitement. Similar to Director, this discourse was very unanimous across the data. A good example of this description was produced by a subordinate in O1:

".... Tools and everything (else that is needed) is up to date. Of course, the compensation systems and everything works appropriately. ... In a way, the conditions are being taken care of."

The above roles were overlapping and interviewees described both roles regularly. However, the director discourse was more prominent across the field.

Furthermore, there was a strong inclination towards a norm that leader should excite his/her followers and be excited him/herself. This stance is tightly linked with Director archetype and was illustrated by a subordinate in O3:

"... If we have a project, in which we are encouraged to be excited, but then if the leader is not (excited), it will show in a way that it is just talk ... in the strategy pamphlet and does not reflect to the actual business. It decreases credibility, if the leader is not interested or excited in any way. Or does not show it. ... It must be shown somehow."

The above descriptions of the required leadership resemble examples from textbooks. The excitement discourse is familiar from the transformational theories of leadership, underscoring the importance of affecting follower emotions (Bligh et al., 2011). Director and Facilitator models could be found from any contemporary leadership textbook.

Facilitating and prohibiting models

The following facilitating and prohibiting aspects of leadership were mostly pro-

duced through an explicit questions about the matter. The tone of these descriptions was not as normative as in the previous descriptions, and these aspects could be regarded as "nice-to-have" characteristics of the leader. The facilitating aspects grouped as archetypes are described in table 4.5. The resulting roles are represented in the perceived prominence of the discourse. Conversationalist was clearly the most dominant description, whereas Liberator and Giver were close to each other in prominence. Shaper was the least prominent, but still described through several organizations.

Archetype	Description	Quote
Conversationalist	Talks about goals and projects. Asks questions and opinions, listens to people, and gives positive feedback.	*"Of course feedback has an effect (on excitement). Additionally, (if superior) listens to ... employee's opinions ... and takes them into account, it has an effect (on excitement). ... Moreover, communication between superior and employee (has an effect), ... (if) the supervisor doesn't talk much with his/hers employees, ... it will surely have a negative effect (on excitement)."* - Subordinate in O3
Liberator	Gives responsibility and freedom, does not monitor closely. Trusts people.	*"... trust is very important ... as a basis. ... (You) trust that employees know what they are doing and ... (the leader has) a certain positive perception of people. ... Giving responsibility and giving support, if necessary, is very important. No micro managing or (anything) similar."* - Subordinate in O2
Giver	Is positive, mentally present, and constructive. Does not shoot down ideas and shows respect.	*"... I think helping people to comprehend new things, being present, being positive, bringing forth and being (like that) ... affects (and facilitates) it (excitement)."* - Manager in O1
Shaper	Gives guidance and goals, shapes the job description to facilitate excitement and growth.	*(As a leader), I seek to (shape) the job descriptions so that ... the person could (do things where he/she) could be good at. And from what I know (about the person), what could make him/her excited."* - Manager in O2

Table 4.5: Leadership archetypes described to facilitate excitement.

One of the interesting remarks related to table 4.6 is that there are no signs of hard skills. All of the above are related to human interactions, empowerment, and shaping the work description, not related the tasks per se.

The prohibiting aspects grouped as archetypes are represented in table 4.6. The two types described in the table are nearly equally represented in the data.

Archetype	Description	Quote
Dictator	Dictates, micro manages, restricts action space, and leads in an authoritarian manner.	*"In knowledge-intensive organizations ... giving ... direct orders like, "this must be done this way" (prohibits excitement at work)."* - Subordinate in O2
Alienator	Is indifferent, negative, overly critical, and distant, while giving negative feedback, resisting change, shooting down ideas, and being offensive.	*"By being too negative (leader can prohibit excitement). ... For example, one attempts to find something negative about all the good things. ... (One is) assuming the worst (in people)."* - Manager in O1

Table 4.6: Leadership archetypes described to prohibit excitement.

As we can see, the the facilitating and prohibiting types form dyads, where Dictator is the antithesis of Liberator and Shaper, and Alienator the antithesis of Conversationalist and Giver. Hence, the descriptions of facilitators and prohibitors seem to be consistent.

Differences in the hierarchy and different organizations

When inspecting the different organizational layers, there were two key differences. First, managers described more Director archetype than subordinates, whereas Facilitator role is clearly more prominent in the subordinate level than in the managerial layer. Second, superordinates describe considerably more Liberator and Giver archetypes. These are represented in the subordinates level, but are clearly more prominent in the managerial layer. This is interesting, since the normative expectations and the "nice-to-have" features of leadership seem to contradict each other in the different organizational layers. Although describing less Liberator and Giver archetypes compared to managers, the followers seemed to hold Facilitator characteristic more tightly knitted to the normative expectations of leaders.

Regarding different organizations, there were some differences. First, O1 had less description of Shaper archetype than the other organizations, where as Giver role

was clearly most prominent in O1. Second, in addition to the already described prohibiting archetypes, O2 had two additional strong discourses that were not represented in other organizations. They described that not trusting and giving instructions past organizational hierarchy could prohibit excitement, forming archetypes of Sceptic and Circumnavigator. This discourse was very prominent and did not appear in other organizations. The archetypes are represented in table 4.7. Both of these archetypes seem to be linked to Dictator archetype in table 4.6. Third, O3 had little descriptions of Dictator archetype, whereas in O1 and O2 it was clearly visible. Fourthly, regarding the more normative descriptions, O2 had close to none descriptions of the necessity of leaders to excite followers and be excited themselves.

Archetype	Description	Quote
Sceptic	Does not trust his/her subordinates and does not respect them or their expertise.	*"... we should be lead like an expert organization, our expertise should be trusted and valued.* - Subordinate in O2
Circumnavigator	Gives orders circumventing the formal hierarchy.	*... leading past formal hierarchy (does not facilitate excitement).* - Manager in O2

Table 4.7: Leadership archetypes described to prohibit excitement in O2.

4.3.3 Summary

To summarize, leadership is seen as a very important aspect in the context of excitement. Nevertheless, the interviewees do not generally describe anything related to importance of leadership before the actual term is introduced. This is a case example of the romance of leadership, where leadership is raised to a pedestal. Not surprisingly, all participants redirected and phrased all questions about leadership to be about *leaders*. This suggests that the interviewees do not hold any notion of shared leadership models or mere presumed that I was asking about leaders when I was asking about leadership. Regardless, the descriptions did not incorporate any implication of shared leadership models or leaderless organizations.

While exploring the implicit leadership models of interviewees, there were two types of expressions. The first held a more normative tone, suggesting what the interviewee considers as an integral part of leadership. The second is less imperative and describes what the interviewee would like to see in a good leader in the context of excitement. The first tone described to stereotypical models of directing and facilitating leaders, the first discourse being more evident in the managerial layer and the second in the subordinate level. Additionally, the interviewees seemed to expect leaders to excite followers and be excited themselves.

In the case of facilitating and prohibiting excitement, the descriptions formed two dichotomies. First, the Dictator archetype was countered by Liberator and Shaper. Second, Alienator was paired with Conversationalist and Giver.

Finally, when inspecting the differences in different organizational layers and organizations, there were some distinctive divergences. First, managers and subordinates seemed to hold different assumptions about the role of the leaders, managers describing more Director archetype and subordinates Facilitator. In contrast, superordinates produce more text about Liberator and Giver types, being somewhat contradictory with the previous statement. Differences of the organizations were the following. **O1** had less Shaper descriptions, but more Giver descriptions. **O2** had two additional archetypes linked to Dictator archetype regarding prohibition of excitement, namely Sceptic and Circumnavigator. Furthermore, O2 had close to none descriptions of the necessity of leaders to excite followers and be excited themselves. **O3** had less produced text about Dictator archetype of prohibitive action. Having represented my result, I will next contrast them with theory and research agenda.

4.4 Discussion on Leadership

In this section, I will revise the theory and research agenda introduced in section 2.3. Finally, I will elaborate on the results in contrast with theoretical frame and my research agenda.

4.4.1 Revision of the concepts

My theoretical review on leadership first introduced the historical aspects or leadership and then navigated through conventional, plural, and social constructionalist streams of leadership research to position myself on the field. Then, I described my own agnostic view on leadership and a theory compatible with this view. Next, I will revise these concepts to help us recall what are we relating the results to.

To summarize my personal view on leadership, I suggested that the organizational power of the leaders is inherited from the individuals given-away-power and the authority granted by the hierarchical structures. The leader identity is constructed through social reciprocal process, where individuals enact learned discourses and leadership theories, acting mostly according to authoritarian leadership theories due to the prevalent macro-level leadership discourse. This in turn enables them to gain significance in the chaotic social system, thus elevating their importance and creating a self-fulfilling prophecy. Furthermore, I suggest that the expectations of a good leader might be the same as the expectation of any organizational member. However, these qualities are given significance due to the current ethos of leadership discourse. If same expectations would be imposed on

the employee, the employee would not be considered extraordinary at all.

This agnostic view on leadership questioning the very existence of leadership itself is needed in organizational studies and practice to empower employees to take control of their working environment. I see leadership as a *myth*, as a dominant discourse that has prominent effects on organizational lives not through the phenomena itself (as it is nothing but a empty container), but through people linking activities to what they perceive to be leadership. Where we see "leadership happening", we are actually linking actions to this empty container and inspecting the a effects of the myth. The specifics of the myth depend on context (e.g. social, discursive, economical, cultural, physical aspects of the system) and actors involved, interpretation process being affected by all the biases of human perception. This myth could and should be steered towards more collective, collaborative, and compassionate imagery instead of the current heroic portrait. To conclude, it is crucial to notice that this agnosticism does not promote disposing of leadership research ("if there is nothing to study, why should we study it?"). Instead we should focus on studying the *myth*, not trying to search for the phenomenological core of a non-existent phenomenon.

Finally, the actual theoretical frame of this study I derived from DeRue and Ashford (2010) suggests that we are under continuous role/identity negotiation processes where we grant and claim identities consciously and unconsciously with each other. The identities and roles available vary according to every subject, individual, and context, not being well defined in general. The process is taking place constantly and there are multitude of processes taking place. Each group has multiple processes underway as they negotiate and form the influence structure for each topic.

In leadership issues, the leadership-structure schema of the individual affects the resulting dynamics of the context and the negotiation process. These schemas are practically embodied discourses derived from macro-level discourses and own experiences (among other contextual factors). Furthermore, the negotiation process is affected by the implicit leadership models of the individuals (constituting of desirable and non-desirable characteristics of leaders), affecting how people grant and claim identities. Conflicting schemas and models may lead to tensions and dysfunctional dynamics. Both the schemas and the implicit models are individual and hold both leadership and followership attributes. The leadership-structure schema can be seen as a part of the more general implicit leadership model. This grand implicit leadership model encloses both implicit leadership models (what constitutes the leader/follower) and what are the leadership-structures. Other affecting factors of this negation process include organizational structures and practices, and history of claims and grants. Next, I will reintroduce my research agenda in the context of excitement and implicit leadership models.

4.4.2 My research question and research agenda

To recap, the main research question of this study was to answer the question "how can we lead passion? Or can we?"

Additionally, the theoretical concepts represented above are procedural in nature. However, my research did not yield any procedural data and thus these aspects of the theories could not be investigated. As my study was data driven and great deal of the theory review was done after the actual interviewing, the postulation of research agenda afterwards is methodologically justified. Concurrently, I set my agenda to inspecting the leadership-structure schemas and implicit leadership theories proposed in DeRue and Ashford (2010) in the context of passion. In other words, I aimed to study what roles and expectations people hold regarding leadership when considering the question "how can leadership/leaders help/prevent people to feel excited and passionate in their work". I aimed to enlighten prominent discourses related to leadership-structure schemas and implicit leadership theories through qualitative research and construction of leader archetypes form these qualities.

Finally, I aimed to contribute to the lacking field of leadership research from the perspective of non-executive level managers and lowest level employees. I further sought to provide rich information of the contextual features of leadership, mainly from the linguistic perspective.

4.4.3 Discussion

In this section, I will first interpret my result through the lens of my ontologically agnostic leadership view. Then, I will move on to fit my results to the theoretical frame I derived from DeRue and Ashford (2010). Finally, I will verify that my study has fulfilled my research agenda.

Results through the agnostic's lens

The results represented in the romance of leadership section are well aligned with the general knowledge of the leadership ethos. Leadership was not underscored before introduction of the subject. After introducing leadership as a topic, interviewees stated that leadership is important and leaders can affect excitement in individuals. This seems to resonate with my agnostic view, supporting the perspective that people reproduce learned discourses (leadership is important, leaders have power). Similarly, while inspecting the more normative statement about leadership, the introduced archetypes are straight copies from the textbook examples about facilitating and transformational leadership. These results converge with (Kelly, 2008), stating that "... leaders are able to successfully recognize this grammar and seamlessly take part in a language-game about leadership." Recognizing the need to produce leadership talk, they start to talks as they have learned that one should talk about leadership. This does not hold true

only for managers, but for subordinates as well.

The results of the facilitating and prohibiting archetypes seem to fit quite well with my agnostic view. If we inspect the provided descriptions, the only aspects requiring the formal power of a leader are the actions related to shaping of the job descriptions. Descriptions related to Liberator request the leader to *not* explicitly use that power but give freedom instead, whereas for Shaper the power should be used to shape the description towards more interesting and exciting activities. In contrast, abusing that power is linked to Dictator archetype.

Conversationalist, Giver, and Alienator are more related to personal communication between people. Arguably, the above archetypes could be expressed by any member of the organization and benefit the work community. The importance of these attributes seems to elevate due to them being done by leaders. Furthermore, especially the social requirements for leadership are quite demanding. Supposedly, people do not expect others to be perfect. However, once a managerial position is adopted, increased requirements are imposed and the leader is expected to become a saint without individual flaws.

The above is what actions and attributes people link to the empty container of leadership, i.e. what they perceive as good and bad leadership. These descriptions illustrate how the myth of leadership is visible in this context. The myth manifests itself in different forms in different contexts, but the core characteristic remains: leadership is seen as important and trough this perceived importance, the leadership myth operates and impacts our lived experience.

Results in respect of the theoretical frame

My results are very compatible with the theoretical frame. I set off to inspect the implicit leadership models that describe what people attribute to good and bad leadership, while searching for implications about the leadership-structure schemas. In my research, I found two normative implicit models, namely Director and Facilitator. They represent the traditional bi-polarization of facilitating and dictating leadership practices. Additionally, there was a normative assumption that leaders should be excited and excite others. In the case of facilitating and prohibiting excitement, I claimed that the descriptions formed two bi-polars. Dictator archetype could be paired with Liberator and Shaper, whereas Alienator could be paired with Conversationalist and Giver.

There seemed to be an interesting tension between the more normative implicit models and the facilitating and prohibiting implicit models. On the one hand, managers are expected to show direction, while on the other hand freedom and non-interference is required. This tension was especially prevalent in the texts produced by managers. This is once again an example of possible tensions between discourses within an individual, stemming from the inconsistency of human speech. Additionally, managers described considerably more Giver archetype. Combining with the prevalence of Conversationalist role, it could be speculated that managers feel that they need to be friends with their subordinates.

To conclude, the results on the leadership-structure schemas are not very surprising. Interviewees immediately converted questions of leadership to be about leaders per se. There were no indications of shared leadership assumptions, therefore suggesting that within these organizations the most prevalent leadership structure-schema is a traditional, authoritarian one.

Fulfillment of research agenda

Regarding my research agenda, I managed to provide some enlightenment to the implicit leadership models and general leadership structures in the context of excitement. The qualitative approach provided me with a versatile data set, enabling me to produce rich descriptions of the experienced phenomenon. Additionally, my results embodied the lived experience of middle managers and subordinates, providing us with a much needed insights in the lower organizational layers. The comparison between managerial layer and subordinate level was very beneficial, granting us with novel insights.

It must be noticed that my results are about excitement, not passion. However, the inherent connection between excitement and passion ensures that these results can be of some relevance in the context of passion. Nevertheless, the research on this field was not explicitly successful, but the contributions come (once again) through the auxiliary concept of excitement. Furthermore, the contextual factors of leadership were not fully grasped, as the analysis focused narrowly on only some aspects of the linguistic side of the whole context, rendering my research lacking in this area.

Summary

To summarize, the results incorporate rich descriptions of leadership in the context of excitement due to the qualitative methodology. They provide new insights to the lived experience of middle managers and subordinates. They confirm that the normative assumptions about importance of leadership are present. The current leadership ethos was strongly represented in the organizations, both in the perceived leadership structures and in the general romanticization of leadership. Additionally, interviewees seem to reproduce textbook examples of the required characters of leaders.

The described archetypes demonstrate the elevated importance of everyday actions, as they are done by managers. Most of the descriptions did not hold characteristics that would prohibit any member of the organization to express and hone these qualities. Formal power was mostly absent in the descriptions. Furthermore, the imposed requirement seem to form unreasonable expectations towards managers (or any individual at that).

The produced implicit models of leadership in the context of excitement seem to consist of two components, managerial activity and general social attributes. Restricting actions, such as micro managing represented by Dictator archetype, are seen as prohibiting action, while Liberator giving freedom and trusting his/her

employees was described to facilitate excitement. Shaper archetype seems to fit between the two extremes, using formal power to shape the job descriptions towards the better. The social attributes can be generally divided to being nice to your colleagues and subordinates or alienating other people.

Overall, the research brings new insight to the field of leadership. However, the resulting link between passion and leadership is somewhat vague. Therefore, my research question on leading passion remains still largely unanswered. In the next section, I will elaborate on the connections between my research streams of passion and leadership to answer my research question.

4.5   Discussion on Leadership and Passion

As suggested above, my leadership results are mostly related to the implicit leadership models in the context of excitement. Therefore, it is impossible to universalize and decontextualize the results. The models give us perspectives of what people expect of leaders in the context of excitement, not passion per se. However, recalling figure 4.1, it is evident that facilitating excitement can enable passion to be utilized more extensively. Furthermore, as excitement is the positive emotional component of work engagement and further helps getting into flow, it is evident that facilitating excitement can have benefits in achieving work engagement. Similarly, passion can fuel work engagement as it provides the sense of significance and meaning to certain tasks. Therefore, through facilitation of excitement, we can contribute to the organizational upsides stemming from passion.

Additionally, linking the facilitating and prohibiting implicit models to the descriptions of the facilitating and prohibiting factors in excitement and flow yields interesting deductions. In excitement and flow, Work community label can be easily linked to Conversationalist, Giver, and Alienator archetypes in the implicit models, while Target-orientation in both excitement and flow might be more easily connected to Shaper and Dictator. In contrast, both Learning new things and doing intriguing tasks and Serenity could be linked to Liberator and Dictator, as giving individuals the freedom to facilitate flow themselves or take on exciting tasks was described to be beneficial for excitement and flow. Therefore, none of the facilitating and prohibiting archetypes lacked a connection to the facilitating and prohibiting aspects of excitement and flow. The described connections form two separate groups, suggesting that social factors along with freedom and direction related to the action are the most prevalent factors in facilitation and prohibition of excitement.

As the above suggests, my research yielded little direct input to the question "how can we lead passion". However, it might be questionable if it is even possible. Passion seems to be something inherently personal that stems from deep inside the individual. Therefore, I would theorize that passion cannot be facilitated, but we can help people to utilize their passion. This is done through creating and

sustaining an atmosphere, where excitement is encouraged and flow accessible. Reforming my research question to "how can we help people utilize their passion in their work", the above results yield some guidelines. As Liberator archetype is linked to both the perceived top facilitator of excitement and flow, this kind of behaviour could both help the perceived leader to fulfill the implicit models of leadership and simultaneously be perceived to facilitate flow and excitement.

Nevertheless, as the descriptions produced are not very spontaneous and emerge only after introducing the topic of leadership, it is justifiable to suggest that leadership does not play a crucial role in the context of excitement and by extension, passion. This perspective is supported by the character of excitement, flow, and passion. Although holding inherently social aspects, it seems that they stem from the inside and are above all individual experiences. Therefore, the above can be merely considered as hints of what could be possibly done in this field, if any. The normativeness of leadership discourse ensures that leadership is considered important in this context. Through the self-fulfilling prophecy and other effects of the leadership myth, this might be even possible. However, the lack of descriptions during the first two thirds of the interview undermine this assumption.

Having represented my results and discussion, I will move on to the conclusions to inspect the possible practical implications, limitations, and future research subjects in this area.

Chapter 5

Conclusions

5.1 Practical Implications

In this section, I will highlight the practical implications and the possible benefits of my research for practitioners. I will organize these advices in forms of proposals to sum up my suggestions.

As suggested by the results in section 4.4.3, managers are bound to meet contradictory expectations. This is natural, as each of us hold individual implicit leadership models. Even when the expectations are aligned in some subject, they form an image of a saint holding all the possible virtues of human nature. It would be ridiculous to assume that anyone can fulfill these needs. Nevertheless, failing to fulfil these needs could result in a conflict between the implicit leadership models, creating a possibility for negative self-fulfilling prophecies where negative perceptions accumulate. Other dysfunctional dynamics could also emerge. Therefore, it is important for managers to take their subordinates' expectations seriously, while embracing the individuality of these expectations.

Although leadership does not exists as a distinct phenomenon, it does not mean that the expectations and other discursive resources do not affect the world. Concurrently, managers could aim to influence their subordinates' implicit leadership models and make implicit expectations explicit. This could build rapport between the superior and subordinates, making both sides understand their assumptions and perhaps make them more convergent. This practice would fall into convectional category of leadership as meaning-making and expectation management, but with a discursive twist. Additionally, managers could seek to develop individual relationships with his/hers subordinates based on the implicit models instead of using the same practices on everyone.

Proposal 1: *Superiors should seek to understand the individual implicit leadership models of his/her subordinates. He/she should build his/her actions in accordance with these models to establish rapport and aim to cultivate conver-*

gence or mutual understanding of these models, while inspecting the expectations they incorporate.

When it comes to subordinates, they should consider their own assumptions towards managers and see if achieving these assumptions is humanly possible. They could also seek to expose the implicit models his/hers superior hold in order to build rapport and mutual understanding. Furthermore, it is important to notice that not only managers are able to shape others' implicit leadership models. As social interactions are not limited to uni-linear communication from leader to follower, everyone is able to participate in the shaping.

Proposal 2: *Subordinates should aim to understand their own and their superordinate's assumptions and expectations of leadership. Similarly to managers, they could also aim to mould mental models of others.*

As noted in the previous sections, the normative expectations of leadership incorporate often the need for leaders to be excited and excite others. Leadership textbooks are full of descriptions of the need for leaders to plant motivation and excitement in followers. However, as I have suggested in this thesis, there is little one can do to create excitement or passion. Inspiration for these stems from the inside. Instead, we are able to cultivate the social aspects of our surroundings to help people to tap into these resources, clearly contributing to the work community and individual well-being. Therefore, it would be ideal to stop motivating and exciting people, and start to ask the right questions, such as "what excites you and how can I help you to do that".

Proposal 3: *Managers should stop worrying about exciting and planting passion and excitement into people and aim to cultivate the surroundings instead.*

Given the limited mental resources of managers (and all other human beings), adopting the first proposal could prove to be challenging midst the hectic working life. If adopting a single strategy is necessary, we could learn something from the results of this thesis. As passion itself cannot be implemented on people, we can only hope to facilitate its utilization. Therefore, facilitating flow and excitement should we considered. As suggested in section 4.5, actions attributed to Liberator archetype should be the first to be considered as it is linked to the most prominent facilitating factors of flow and excitement. Additionally, this archetype was well represented in the descriptions of subordinates. Furthermore, Conversationalist strategy should be considered as it was the most dominant one in all of the descriptions of the implicit leadership models.

The results of this study suggest that excitement, flow, and passion are inherently individual phenomena stemming from the inside, thus emancipating the leaders from the discourse of transformational leadership. Furthermore, I have suggested that leadership is not that important in the context of excitement. However, it would be foolish to interpret this more lenient perspective as suggestion that managers can and should do nothing. As suggested in the results, all of the three concepts have a social characteristic as well and are dependant on the work

community and other people. Therefore, managers should still take their role seriously in this subject (as should every other organizational member). This is especially true, as statements about excitement explicitly stated that excitement is important. Being indifferent about facilitation of excitement could result in the manager's actions being seen as lack of leadership.

Proposal 4: *To facilitate excitement and flow, superordinates could seek to form stable, reciprocal, and communicative relationships with their subordinates, while trusting them and giving them freedom.*

As suggested above, leadership in itself could be a myth without any "real life" essence. This means that leadership is what we make it up to be, making interpretations of leadership as we go. However, the mythological nature of leadership does not mean one cannot change it. As the liberation of any organization of the current ethos of leadership could prove to be extremely challenging, one should aim for micro-level changes in the prominent discourse in one's organization. Drawing from Alvesson and Spicer (2012) and Alvesson and Sveningsson (2003a), one should keep in mind that what people associate with leadership often ultimately consists of simple and mundane actions, therefore making these resources available to everyone. As individuals may deskill themselves due to the current leadership discourse promoting helplessness and damping the agency of followers (Gemmill and Oakley, 1992), all members of the organization should work towards releasing everyone from this myth.

Proposal 5: *All members of the organization should work for empowering subordinates to take control of their organizational lives and fates.*

In addition to opening themselves to the possible non-existence of leadership and promoting employee empowerment, managers could also critically inspect their current ethos on leadership. For example, instead of enacting traditional masculine leadership, organizations could also benefit from shift towards more feminine leadership models. Such leadership would value the promotion of supportive an collaborative behaviour and generally caring for employees (Gemmill and Oakley, 1992; Ford, 2006).

Proposal 6: *Managers could open themselves to more feminine approaches to leadership.*

Similar to the implicit leadership models, people also hold individual conceptions of excitement, flow, and passion in the phenomenological sense. This should be taken into account while talking about these subjects. For example, in a workshop situation having contradictory assumptions what people are talking about could result in hasty conclusions.

Proposal 7: *While having conversations about leadership, excitement, flow, and passion (or any other subject for that matter), the conceptual differences should first be addressed and accepted.*

As we can see in my proposals, most of these remarks boil down to creating

mutual understanding of the concepts under discussion and emancipating both managers and subordinates from the current ethos of leadership posing inhuman expectations on leaders and stripping followers of agency.

Having presented some practical implications for organizational members to consider, I will move on and elaborate on the limitations of this study.

5.2 Limitations

I will divide this section into three sections. First, I will elaborate on the limitations inherent in the theories, attempting to criticize my own conceptions of leadership. Then, I will inspect the methodological limitations, concluding this section by highlighting limitations regarding my results.

Theoretical limitations

Regarding the passion literature I reviewed for my thesis, I do not find much to comment on. The scope of this thesis was limited, which prohibited me to increase the amount of concepts incorporated in my analysis. Nevertheless, the theoretical review in the area of passion could have benefited from adding theories related to emotions. As my study focused (amongst other things) on emotions' role in excitement, flow, and passion, this certainly could have brought new insight into this side of my thesis. Finally, it would have made a cross-disciplinary synthesis possible, further elevating the scientific contributions of this thesis.

In contrast, the theoretical limitations in the leadership section are more salient. My own stance is grounded on the social constructionist theories that incorporate plural elements and have an inherently strong tendency towards negative ontology on leadership. This grounding has many possible limitations.

Although independently parsed, the leadership view I introduced in section 2.3.5 is hardly unique. It represents the fields of interpretive leadership studies containing elements of critical leadership studies (as described by Spicer et al., 2009, and Alvesson and Spicer, 2012). My view incorporates the dysfunctional and oppressing aspects of leadership as power structures and sees leadership as a form of language game that is socially constructed (within social, cultural, economical, and physical context). Although my view withstands many aspects of the criticism imposed to interpretive and critical leadership studies, there are some aspects I need to highlight in my critique.

Alvesson and Spicer (2012) criticize interpretive studies for focusing too narrowly on the discursive elements of leadership. Although my own view acknowledges the effect of the non-discursive contextual elements in leadership, I do not study them due to the limited scope of this study. Clearly, understanding other parts of the context would have provided me with additional insight to the phenomenon. Additionally, my study does not inspect the preconditions for, for example, why

some discourses are able to manifest themselves in the context or are used as discursive resources. I do hold a critical perspective while interpreting the produced text and identifying discourses, but do not go under the first layer of discourse. This was called for by Alvesson and Spicer (2012). Additionally, I hold a cynical view towards leadership, criticized as rather nonconstructive by Alvesson and Spicer (2012). Similarly, according to Kelly (2014, see Virtaharju, 2016), the post-heroic stances have sidelined the characteristics of leaders as a whole. Instead of treating it as one aspect amongst the others, they have completely sidelined them. Nevertheless, it would be unwise to neglect this aspect completely.

Instead of the above view, I could have adopted a more contemporary and complex view and build my study on these premises. Built on an interpretive and critical stance, Alvesson and Spicer (2012) and Spicer et al. (2009) suggest a *critical performativity* stance for leadership. This stance utilizes in-depth qualitative methods to describe the process of social construction of leadership, while holding both non-cynical and non-heroic view of leadership, taking into account all possible contextual resources available, and neither under- or overestimating the power of leadership. Furthermore, it aims to make critical leadership studies performative, i.e. bring forth results and practical value. Alvesson and Spicer (2012) suggest this could be achieved through working with existing organizational discourses (rather than merely criticizing them), respecting managers' (and follower's) views on the issue, and aim for bringing forth potentials for good organizational outcomes. This is in deep contrast with the more conventional critical leadership research, were the main focus is in criticizing the current ethos rather than building anything new. Clearly, my own study falls into the latter category. Instead of attempting to "liberate" organizations through critique, critical reflexivity aims to produce "mini-emancipations", and facilitate reflexive and critical discussion within organizations. Critical performativity incorporates a goal towards active intervention into discourse and practice.

The critical reflexivity is a stance I can certainly agree with. Especially the contribution it makes on the interface of academics and practices is formidable. Although having incorporated a leader-centric stance, it still manifests new ideas in how to cultivate the dialogue between academia and corporate world. However, I could not have adapted this view before the study was conducted. As the whole study was data driven, my leadership view was iteratively constructed during the process, and I did not encounter this view before the end of this thesis project. Furthermore, the extensiveness of the proposed approach would exceed any possible scope of a master's thesis. Perhaps this view is something that could be incorporated and utilized while conducting research in the future or writing a doctoral dissertation.

Finally, my leadership stance is clearly normative and Utopian. It holds an ideological preference for Western democracy and advocates the messianic power of Western democracy (Kelly, 2014). However, this empowerment of the people may not lead to optimal organizational structures, but can also cultivate dysfunctional outcomes. For example, "leaderless" organizations may establish hidden organizational structures and cliques of power that are not under any la-

bel. This might inhibit critique towards these organs and facilitate formation of hidden power structures. Thus, power vacuums could be filled by something far more hideous than the displaced leaders. Furthermore, the empowered employees might still prove to be passive receptors and lack the will, ability, and/or time to embrace the possibilities for independent action (Fairhurst and Connaughton, 2014). Needless to say, it would be unethical to claim that democratized work organizations are the only one workable solution for all organizations. Of course democratization might have some negative outcomes and may not fit to all contexts. The organizational life is not black and white nor about good versus evil, but of shades of gray and heterogeneity. Furthermore, democratic structures are argued to converge towards oligarchy, as people eventually start to mimic the previously learned organizational structures as they know no other (for an example, see Barker, 1993) (Gemmill and Oakley, 1992). Therefore, breaking out of the iron law of oligarchy is needed to be considered while injecting democratic values into originally hierarchical communities.

Methodological limitations

Methodological limitations of this thesis are easily brought forward. First, the interview itself holds many possible limitations. The questioning patterns were constructed to structure the interview, therefore creating possibilities for confirmation biases. I did not know exactly what I was looking for while devising the interview questions and it is hard to know what important questions I did not ask. Second, I found asking the follow-up questions hard in cases where the interviewee had surprised my with an unexpected description of, for example, passion. Therefore, I did not investigate the unexpected descriptions as thoroughly as the more familiar ones, thus subjecting the interview to a confirmation bias. Third, the whole interview methodology is subject to different challenges, such as people aiming to be self-consistent and producing learned texts. Similarly, people construct much of the knowledge in situ, as they had not thought of some of the concepts before. It is easy to conclude that my interviews were far from perfect. It is a craft, which I am yet to master.

Additionally, the analysis phase has some clear limitations. First and foremost, the interviews were held in Finnish and this thesis was written in English. Therefore, undoubtedly there is some meanings lost in translation. Additionally, it is always possible to interpret the meaning condensations wrongly while doing the analysis as they were produced some time before the interpretation was done. Similarly, the actual production of meaning condensations is prone to confirmation biases and sloppiness. Finally, the actual analysis and discovery of discourses is always subjective and thus always under the influence of subjective conditions, such as mood, stress, haste, and joy. Similarly, I have developed my understanding on the subject during the analysis, shaping my attention process simultaneously. Therefore, I have conducted the analysis through multiple different lenses, determined by the context and my subjective influence. The above is also true for the interview process, where I learned to pay attention to different things as the data collection phase progressed. Similarly, the subjective factors influenced my attention during each interview.

However, we must remember that the meaning behind doing qualitative analysis is to bring fourth new insights. Accordingly, missing some statements in the raw data or falsely condensing some of them does not endanger the contributions of this study. Therefore, I would not render my thesis useless.

Limitations regarding the results

Finally, I must inspect my results critically. First, the results should not be carelessly generalized outside the context of these three organizations. Although there were little organizational differences, the homogeneity within these three organizations does not necessarily portray everything regarding the general context of knowledge-intensive organizations, let alone service companies or factories. It merely produces interpretations of the given data set, hopefully bringing forth some new insights. Therefore, the benefit of this study can be put into questioning for lacking a broader and/or more heterogeneous context. Second, the discourses represented in this thesis are merely my own interpretations. Consequently, they are heavily influenced by my own lenses and thus subject to my own personal biases. I could have inspected and introduced my own biases more thoroughly to improved the quality of this study.

Regarding the leadership results, there are some possible additional interpretations. One could argue that instead of people reproducing the texts learned from leadership books, the books are originally originating from these texts, thus challenging this perspective in my thesis. Additionally, the lack of leadership descriptions could also be interpreted to be a consequence of the interviewing pattern, focusing mostly on the individual phenomenon (although inspecting social and contextual factors). Therefore, while being concentrated on the self, the social factors did not come into interviewees' minds. Similarly, the methodological choice to introduce leadership as a topic late into the interview could have depleted the mental stamina of the interviewees, thus resulting in more stereotypical descriptions and learned texts. Finally, a possible explanation for the lack of descriptions is also that leadership was generally functional in these organizations. If people had considered leadership as having failed in their organizational context, they could have been more prone to elaborate on these subjects early into the interview.

In conclusion, as Kelly (2008) and Alvesson and Spicer (2012) posit, through conducting this study I have actually contributed to the general enthusiasm about leadership. Although aimed to weaken the current discourse and bringing alternative perspectives to leadership, I cannot deny that I have also contributed to this discourse and once again promoted the importance of leadership.

5.3   Future Research

First, the results implicating that excitement is the positive emotional component of work engagement should be inspected more thoroughly. Similarly, as

excitement is said to facilitate flow and flow is a part of work engagement as well, inspecting this relation should prove to be interesting. A study condensing theoretical knowledge about excitement, (positive) emotions, flow, and work engagement could shed some new light on work engagement as a whole.

Second, passion literature could still benefit from more integrated connection to self-determination theory. The link is evident, but a quantitative or qualitative study inspecting the link of these two theoretical fields could illuminate new features in this area.

Third, regarding leadership studies, we should focus more on the study of the myth and process of mythologization. Similarly to the research of Virtaharju (2016), studying the charismatic myth is not the same thing as raising the leaders back to their godly pedestal. Rather, it acknowledges the possibility of the existence of leaders as myths, where they carve their own action space, create myths around them, and/or are bound by these myths. In accordance with Kelly (2014, see Virtaharju, 2016), we should focus more on the signified form of leadership, i.e. what we conceptualize to be leadership. We should not only accept the existence of leadership as an empty container (and thus having no ontological foundation), but also focus on the studying of the ways this concept is used to justify policies and analyze actions (Kelly, 2014). This kind of research could help the leadership research community to refocus their interest in the myth instead of attempting to define leadership in a phenomenological sense. Additionally, we could incorporate critical performativity in our research stance to provide us with more versatile and constructive perspectives on leadership.

Fourth, as Alvesson and Sveningsson (2003b) and Chen and Meindl (1991, see Bligh et al., 2011) have noted, media plays a central role in distribution of the leadership discourse and ideals. One of the interesting research possibilities would be to inspect the leadership discourse and the usage of leadership myth in the mass media, movies, and the public in general to illuminate how embedded this discourse really is and where does the leadership discourses originate from.

Finally, there is a clear lack of integration between passion and leadership knowledge. Transformational and emotional leadership theories underline the importance of feelings, but are inherently leader centric. It would be interesting to see what kind of theoretical manifestations would arise if one would examine the link between self-determination theory and leadership or how less leader centric theories can be utilized to generate suggestions for facilitating work engagement.

Having introduced possible directions for future research, I will conclude this thesis by condensing a brief summary.

5.4   Summary

In the beginning of this thesis, I set out to find an answer for the question: "How can we lead passion? Or can we?". I utilized qualitative methodology to produce rich descriptions of the phenomena circulating around passion to enrich the scientific knowledge on this area. Additionally, I formulated three research questions regarding passion. Similarly to leadership research, the research in the area of passion was mainly quantitative and a descriptive study was in order. Furthermore, there was next to none unifying research on passion and leadership. This resulted in a vast space for research, which I attempted to start occupying with my study.

During the journey, the study expanded to include the concepts of work engagement, excitement, flow, intrinsic motivation, and passion simultaneously. Each of these terms seem to revolve around an inherently positive and individualistic experience. The descriptions of the phenomena were strikingly similar in different organizations and organizational layers. Additionally, they seemed to be closely interwoven conceptually. To conclude, excitement seems to have reached an institutionalized position in organizational lives, constituting the meaningfulness of work. Therefore, it can be said that need for excitement constitutes a prevalent macro-discourse.

Similar to the prevalent excitement discourse, leadership descriptions seemed to stem from the general leadership ethos underlining the importance of leadership. Nonetheless, these descriptions started to emerge only after being directly asked to elaborate on the subject. This is a prime example of the dominance of the current leadership discourse. Additionally, I identified implicit leadership models describing what people expect of leaders when they should facilitate excitement. These descriptions were versatile and hold even contradictory expectations, underscoring the subjectivity of the implicit leadership models. To conclude, the question of leading turned into questions of facilitation. As passion and excitement seem to be something of internal origin, they are something leaders (or other people in general) cannot dictate. They can only help employees to utilize these virtues in their organizational lives. My suggested strategies could help practitioners to cultivate the organizational atmosphere and help people and business to flourish.

To conclude, my goal was to conduct research into leadership and passion. I managed to bring forth rich insights on these subjects and answer my research questions thoroughly, while providing some integration between the two disciplines. Nevertheless, this research can only be thought as the beginning of the integrative work between these streams of research. Hopefully, there will be more studies on this subject illuminating the conceptual convergences and distinctions between the concepts around work engagement and passion, deepening our understanding on the mythological nature of leadership, and integrating these two distinctive streams to help practitioners utilize these positive powers present in organizations. The main question of "how can we help people utilize their excite-

ment and passion in their work" remains still largely unanswered. I have given some insight on the matter, but hopefully this research is only a glimpse of the knowledge that the future research will uncover.

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Appendix A

Interview Questionnaire (in Finnish)

VALMISTELUT
- Me olemme / minä olen...
- Haastattelu kestää...
- Haastattelu liittyy Leading Passion -projektiin. Oletko kuullut siitä?
- Tutkimushankkeessa tutkitaan innostusta ja intohimoa työssä sekä sen johtamista.
      - Aalto-yliopisto, Haaga-Helia ammattikorkeakoulu, Filosofian Aka-temia
- Tutkimuksemme on kaksiosainen. Nyt tehtävissä haastatteluissa tutkimme miten innostuksesta puhutaan. Haastattelut tehdään kesällä, tuloksia tulee syksyllä. Tuloksista tiedotetaan organisaatiossa (esim. workshopit tms.) Ensi syksynä alkavassa toisessa osassa tutkitaan työnteon arkea. Tarkoituksena on selvittää, mitä innostuksesta puhutaan ja miten innostus käytännössä
näkyy työssä.
- Innostus ja intohimo ovat teemoina nyt pinnalla. Me tutkimme, mistä
tässä ilmiössä on kyse. Emme ole edistämässä innostuksen ilosanomaa, vaan tutkimassa ilmiötä.
- Aineistoa käsitellään luottamuksellisesti, ainoastaan hankkeen tutkijat pääsevät siihen käsiksi. Litteroinnissa käytetään firmaa, joka toimii luottamuksellisesti. Aineistosta etsitään laajempia teemoja, eikä yksittäisiä haastateltavia nosteta esiin. Loppuraportissa ja tieteellisissä julkaisuissa saatetaan käyttää suoria lainauksia kuvaamaan löydettyjä tuloksia; nämä valitaan niin, etteivät ne sisällä yksilöiviä tietoja. (Julkaisut hyväksytetään etukäteen hankkeen ohjausryhmässä.)
- Osa kysymyksistä on tarkoituksellisesti hieman haastavia.
- Saanko tallentaa haastattelun?
- Kysyttävää?

1) Esittelisitkö itsesi ja yrityksesi/työpaikkasi vapaamuotoisesti?
a) Minkä ikäinen olet, mistä olet kotoisin, kauan olet ollut töissä täällä?
b) Mitä aikaisempaa kokoemusta sinulla on alalla? Entä muuta työkokemusta?

c) Millaiset tulevaisuuden suunnitelmat sinulla on yrityksessä?
d) Miten luonnehtisit työpaikkaasi?

INTOHIMO/INNOSTUMINEN
Muistutus, että liikutaan työkontekstissa.

2) Millä tavalla innostuminen ja intohimo näkyvät mielestäsi työympäristössä-si? Kerro vapaasti.
a) Mitä innostus/intohimo sinulle merkitsevät?
b) Näkyykö intohimo työssäsi?
c) Mitkä ovat sinun intohimojasi?
d) Kuvaile miten pääset hyödyntämään intohimon kohteitasi työympäristössä.
e) MÄÄRITTELE INTOHIMO

3) Kuvaile vapaasti (mahdollisimman monia) tilanteita, joissa innostuit josta-kin.
a) MÄÄRITTELE INNOSTUMINEN
b) Voisitko kuvailla tapahtumaa vielä hieman tarkemmin?
i) Ketä ihmisiä oli läsnä, missä tapahtuma oli, mitä konkreettisesti teitte, mitä tu-loksia...
c) Olivatko tilanteet pitkäkestoisia?
d) Onko tällaisia tilanteita ollut toistuvasti?
e) Mikä tilanteen aiheutti, mistä innostus kumpusi?
i) Oliko tekeminen jollakin tavalla merkityksellistä? Miten?
f) Osaatko kuvailla, miksi innostuit niistä asioita, joista innostuit?
i) Olitko ensin innostunut ja aloit sitten tekemään jotakin vai toisinpäin?
g) Miksi kävit tekemään asiaa, joka innosti? Mikä oli tekemisen päämäärä?
h) Olivatko tilanteet energisoivia? Oliko olosi energisempi vai voipuneempi tilanteen päätyttyä?
i) Millaisia tuntemuksia tilanteen päättyminen herätti?

4) Tiedätkö, mitä on flow/työn imu? Kuvaile vapaasti (mahdollisimman monia) tilanteita, joissa tunsit työn imua tai pääsit flow-tilaan.
a) MÄÄRITTELE FLOW/TYÖN IMU
b) Voisitko kuvailla tapahtumaa vielä hieman tarkemmin?
i) Ketä ihmisiä oli läsnä, missä tapahtuma oli, mitä konkreettisesti teitte, mitä tu-loksia...
c) Olivatko tilanteet pitkäkestoisia?
d) Onko tällaisia tilanteita ollut toistuvasti?
e) Mikä tilanteen aiheutti, mistä flow kumpusi?
i) Oliko tekeminen jollakin tavalla merkityksellistä? Miten?
f) Kuvaile, miksi aloit tekemään flow-tilaan johtaneita asioita.
i) Olitko ensi flow-tilassa ja sitten aloit tekemään? Vai aloitko tekemään ja sitten pääsit flow-tilaan?
g) Miksi kävit tekemään asiaa, joka innosti? Mikä oli tekemisen päämäärä?
h) Miten kuvailisit flow-kokemusta?
i) Millainen kokemus se oli yleisesti? Oliko se energisoiva vai uuvuttava?
j) Millaisia tuntemuksia tilanteen päättyminen herätti?
k) VOITKO HALLITA/EDESAUTTAA FLOW-TILAN SYNTYMISTä?

5) Mieti edellisiä tilanteita. Huomaatko jotakin yhteistä tekijää innostumisten ja flow-tilojen välillä tai niihin johtaneissa tilanteissa? Osaatko sanoa millaisissa tilanteissa yleisesti ottaen innostut tai pääset flow-tilaan? Kuvaile näitä tilanteita.
a) Millaisissa tilanteissa olet päässyt flow-tilaan tai innostunut jostakin? Onko yhteisiä nimittäjiä?
b) Mitkä asiat ovat olleet tukemassa tilanteiden syntymistä?
c) Mitkä ovat estäneet niitä?
d) Mikä on mielestäsi tärkeintä innostuksen syntymisessä? Entä flowÂ´hun pääsyssä?

6) Näkyvätkö innostuksen ja intohimon KOHTEET myös työpaikan ulkopuolella?
a) Entä toisin päin?

7) Koetko, että innostus on tärkeää työssä? Millä tavalla? Miksi?

8) Voiko intohimosta/flowsta/innostumisesta olla jotakin haittaa?

9) Näetkö intohimolla ja flow-tilalla yhteyttä? Entä eroja? Miten kauan kestää?

10) Näetkö intohimon ja innostumisen välillä yhteyttä? Entä eroja? Miten kauan kestää?

11) Näetkö innostuksen ja flow-tilan välillä yhteyttä? Entä eroja? Miten kauan kestää?

12) Kuvaile tilanteita, joissa et ole innostunut.
a) Mitä tilanteessa tapahtui? Miksi et ollut innostunut?
b) Mitä olet tuntenut näissä tilanteissa?

13) Kuvaile tilanteita, joissa et päässyt flow-tilaan.
a) Mitä niissä tapahtui? Miksi ei flow:ta?
b) Mitä olet tuntenut näissä tilanteissa?

14) Ennen kuin siirrytään seuraavaan teemaan: Innostuminen, flow yms. ovat nyt pinnalla. Onko tämä yhteiskunnallinen keskustelu vaikuttanut ajatuksiisi innostuksesta tai vastauksiisi tässä haastattelussa? Entä yleisemmin työilmapiiriin yrityksessä?
a) Ovatko ne sinusta olleet pinnalla? Oletko kuullut aiheesta jotain kautta?
b) Miten näkyy työorganisaatiossa?
c) Entä sinun vastauksissasi?

MUUT IHMISET

15) Kenen seurassa olit innostuessasi/päästessäsi flow-tilaan? Onko tiettyjä ihmisiä, kenen kanssa pääset flow-tilaan?

16) Vaikuttivatko muut ihmiset jotenkin tuntemaasi innostukseen tai flow:hun?
a) Miten kuvailisit muiden ihmisten vaikutusta innostukseen/flowhun?
i) Mitä he tekivät?

ii) Miten he vaikuttivat tunnetilaasi?

iii) Olivatko he merkittäviä innostuksen/flow'n synnyn kannalta?

b) Olivatko muut ihmiset myös innostuneita/flow:ssa?

i) Mitä luulet, vaikuttiko sinun toimintasi innostuksen/flow'n syntymiseen?

17) Kuvaile omaa vaikutustasi muiden innostumiseen

a) Miten tärkeänä näet oman toimintasi muiden innostumisessa?

i) Millä tavalla koet vaikuttavasi muiden innostumiseen?

ii) Pyritkö vaikuttamaan muiden innostumiseen?

iii) Onko toiminnallasi ollut vaikutusta?

b) Oletteko keskustellut innostumisesta kollegoidesi kanssa? Mitä puhuitte?

18) Miten työyhteisönne vaikuttaa intohimon syntymiseen?

a) Tukee/estää?

b) Onko intohimon tai innostuksen esittämiseen "lupa" ja tilaa? Onko lupa olla innostumatta?

c) Miten innostuksen esittämiseen suhtaudutaan?

d) Mikä voisi olla paremmin? Millä tavalla?

JOHTAMINEN

19) Miten kuvailisit johtajuuden vaikutusta innostuksen/flow'n kokemuksiin?

a) Tukee/estää?

b) Onko merkityksellistä? Miten?

c) Miten johtamisjärjestelmät vaikuttavat innostukseen?

i) Prosessit? Käytännöt?

ii) Muuta?

20) Kuvaile esimiehesi vaikuttamista innostumiseesi.

a) Miten tärkeänä näet esimiehesi toiminnan innostumisessasi?

i) Millä tavalla koet esimiehesi vaikuttavan innostumiseesi?

ii) Näetkö, että esimiehesi pyrkii vaikuttamaan innostumiseesi? Millä keinoil-la?

iii) Onko sillä vaikutusta?

b) Oletteko keskustellut innostumisesta esimiehesi kanssa? Mitä puhuitte?

21) Johtajille: Mikä on sinun mielestäsi oma roolisi alaistesi innostumisessa?

a) Miten tärkeänä näet oman toimintasi alaisten innostumisessa?

i) Millä tavalla koet vaikuttavasi alaisten innostumiseen?

b) Pyritkö toiminnallasi saamaan aikaan innostusta? Millä keinoilla?

i) Mitä teet innostaaksesi alaisia?

ii) Onko toiminnallasi ollut vaikutusta?

c) Oletko keskustellut alaistesi kanssa innostumisesta?

i) Oletko saanut palautetta toiminnastasi?

22) Kuinka paljon esimies pystyy vaikuttamaan innostumiseen ja miten?

Appendix B

Interview Questionnaire
(in English)

PREPARATIONS

- We are / I am ...
- This interview will last for about...
- This interview is part of Leading Passion project. Have you heard of it?
- In this project we study excitement and passion at work and how it is connected to leadership.
    - Research organizations are Aalto University, Haaga Helia Applied University and Academy of Philosophy
- Our research has two parts. In this part, we investigate how people talk about excitement and passion. The interviews will be done during the summer and results presented during the fall. The results will be introduced via workshops. After this part, we will study how people actually do their jobs by observing work in the office. The aim of this study is to investigate how people speak of excitement and passion, and how they are visible in everyday practices of the organizations.
- Excitement and passion are present in the public discussion, but we are here to observe the phenomenon. We do not aim to contribute to the "hype" around these subjects.
- All the material will be handled confidentially. Only researchers of Leading Passion project are allowed to access this material. The interviews are transcribed by an agency, which works confidentially. We are searching for broad themes, not aiming to highlight single interviews. The results (reports, articles etc.) might include some quotations, in which case the quotations will be anonymous and strip of any information that might indicate who the informant is. These quotations are used to illustrate broader themes.
- Some of the questions might be some what challenging
- Can I record this interview?
- Do you have any questions about the interview?

1) Can you broadly introduce yourself and your organization?
a) How old are you, where are you from, and how long have you worked here?
b) Do you have experience on the field of this organization? What kind of other work experience do you have?
c) Do you have some kind of plans about your future in this organization?
d) How would you describe your organization?

PASSION/EXCITEMENT
Remind the interviewee that we are interviewing about the job context and we should stay in the context if possible.

2) How are excitement and passion visible in your work environment? Describe freely.
a) What do excitement and passion mean to you?
b) Is passion visible in your work?
c) Can you describe how you get to contribute to the areas you are passionate about in your work?
d) DEFINE PASSION

3) Describe freely some situations in which you were excited about something.
a) DEFINE EXCITEMENT
b) Can you describe the situation in a little bit more detail?
i) Who were present, where this situation took place, what did you actually do, what kind of results did the activity yield...
c) Did these situations last long?
d) Have you often had these kind of situations? How frequently?
e) Where did the excitement stem from?
i) Was the activity some how meaningful?
f) Can you describe why you get excited about the things you get excited about?
i) Were you excited first and started to do something or did you first start to do something and become excited?
g) Why did you start to conduct the activity you were excited about? What was the end goal of that particular activity?
h) Were these situations energizing? Were you more energized before or after the activity?
i) What did you feel after the situation was over?

4) Have you heard about the concept of flow? Please describe situations, where you had a flow experience
a) DEFINE FLOW
b) Can you describe the situation in a little bit more detail?
i) Who were present, where this situation took place, what did you actually do, what kind of results did the activity yield...
c) Did these situations last long?
d) Have you often had these kind of situations? How frequently?
e) Where did the flow stem from?
i) Was the activity some how meaningful?
f) Can you describe why you entered flow?

i) Were you in flow first and started to do something or did you first start to do something and entered flow?

g) Why did you start to conduct the activity the flow experience stemmed from? What was the end goal of that particular activity?

h) How would you describe the feeling while being in the flow?

i) Were these situations energizing? Were you more energized before or after the activity?

j) What did you feel after the situation was over?

k) CAN YOU CONTROL/FACILITATE THE FLOW SOMEHOW?

5) Think about the above situations. Can you name some common attributes between experiences of flow and excitement or things that led to these experiences? Can you describe situations in which you mostly had experiences of excitement and flow?

a) In which kind of situations have you entered flow or been excited? Are there some common predecessors?

b) What has facilitated the forthcoming of these experiences?

c) What has prohibited them?

d) What is the most important aspect that affects the feeling of excitement? How about flow?

6) Can you find the things you are excited or passionate about outside your job?

a) What about your free time passion and excitement? Are they visible in your job context?

7) Do you think that excitement is important in your job? How and why?

8) Can there be any harm in being excited or passionate about something?

9) Are there any connections between passion and flow? What are the differences? How long do they last compared to each other?

10) Are there any connections between passion and excitement? What are the differences? How long do they last compared to each other?

11) Are there any connection between excitement and flow? What are the differences? How long do they last compared to each other?

12) Please describe situations, where you were not excited.

a) What happened in these situations? Why were you not excited?

b) How did you feel in these situations?

13) Please describe situations, where you were not in flow.

a) What happened in these situations? Why did you not enter the flow?

b) How did you feel in these situations?

14) Before changing the subject: excitement, passion, and flow have been in public discussion lately. Do you think that the public debate about the subject has affected your thoughts on the matter or your answers in this interview? Has

it affected you work environment somehow?
a) Do you think that these subjects have been increasingly present?
b) Does this affect your organizations atmosphere?
c) Did the debate affect your opinions and answers?

OTHER PEOPLE

15) With whom were you when you got to the flow? Are there certain people that enable you to get into flow easier?

16) Did other people affect your feeling of excitement or flow?
a) How would you describe the effect of other people on your excitement/flow?
i) What did they do?
ii) How did they affect your experience?
iii) Were they some way significant in respect to your experience?
b) Were other people also excited/in the flow?
i) How do you think that your actions affected their excitement/flow?

17) Describe your own influence on other people's excitement.
a) How important do you think your actions were in respect to their feeling of excitement?
i) How do you think you affected their excitement?
ii) Did you attempt to affect their excitement?
iii) Do you think your actions have had impact?
b) Have you discussed about excitement with your colleagues? What did you talk about?

18) How does your work community affect the formation of passion?
a) Facilitates / prohibits?
b) Is there a "permission" to show passion and excitement? Is there a "permission" to not to be excited or passionate?
c) How do people react to excitement?
d) What could be done better? How?

LEADERSHIP

19) How would you describe the effect of leadership on excitement/flow?
a) Facilitates / prohibits?
b) Is it significant? How?
c) How does your leadership structure affect excitement?
i) What kind of processes and practices are there?
ii) Something else?

20) Describe your supervisor's effect on your excitement.
a) How important do you think the supervisors actions are in respect to your excitement?
i) How do you think your supervisor affects your excitement?
ii) Do you think that your supervisor attempts to affect your excitement? How does he/she do that?

iii) Do these actions have any affects?
b) Have you discussed excitement with your supervisor? What did you discuss about?

21) For supervisors only: What is your role in your subordinates' excitement?
a) How important do you think your actions are in respect to your subordinates' excitement?
i) How do you affect their excitement?
b) Do you attempt to have impact with your actions? How do you do that?
i) What do you do to excite your subordinates?
ii) Has your actions had any affect?
c) Have you discussed about excitement with your subordinates?
i) Have you had feedback about your actions?

22) How much can the supervisor affect his/hers subordinates' excitement and how does he/she do it?

Appendix C

Example of the Analysis Tables in the Discourse Identification Phase (in English)

It is important to notice that this appendix does not hold full descriptions of any subject and is only exemplary. These kind of tables were created only in the second round of the analysis. As described in section 3.5.2, the first round was done mainly to gain a better understanding of the data. All of the following was translated from Finnish to English, as the interviews were held in Finnish.

Table C.1 shows the meaning condensation phase of the analysis, where the original texts were condensed and categorized. The table does not hold all descriptions of passion by the manager, but merely shows how I conducted the condensation. The condensations were produced during first round of analysis and the categories were created during the second round of analysis.

Table C.2 describes how meaning condensations of a category (similar to the third column in table C.1) originating from multiple interviewees is further categorized into labels seen in the thesis.

Original text	Meaning Condensation	Category
"Well, maybe I have been kind of supporter of customer (oriented) thinking. And again, I am passionate about marketing. (These things) I do at work and (they are) my area of interest."	Supporter of customer (oriented) thinking and marketing.	Misc (not included)
"Probably passion, well I don't see for myself, it's about how people think about these words, so passion is maybe some kind of deep burning towards some subject."	Passion is a deep burning towards something.	Passion as a phenomenon
"But yes they are that kind of subjects, which I like to work on, they encourage to be at work and cope with the job you are doing, if you didn't have anything like that, I would have bored quickly and left."	Helps to cope with the job, without passion would have already been bored and left."	Importance of passion
"My (passion) leaks and comes from, as I told before, what interests (me) or what has always been good in my work is that I can make the expedition and learn new and that is my passion, to be interested about everything, which is visible through my whole life."	Passion penetrates your whole life.	Passion as a phenomenon
"Yeah. It has. Can definitely have (negative sides), because passion can be, you can be very blind if you are completely passionate. Then, if someone thinks differently, it is hard to take into consideration."	You can turn blind if you are passionate about something. It's hard to be considerate of others.	Downside of passion

Table C.1: Meaning condensation and sorting of texts. Example texts are from a single manager in O3 on the subject of passion.

Interviewee	Meaning Condensation	Label
Manager 1 in O1	Does not have bad sides, really.	Naive
Manager 2 in O1	Can't see anything negative in passion. Provided that excitement/passion doesn't erupt as one hour long dances of joy.	Emotional reactions
Manager 3 in O1	Passion is too strong a feeling for work. Can end up doing work blindly, risking the whole picture. Cannot see the whole picture or understand one's work description right.	Rationalism
Subordinate 2 in O1	Passion cannot be bad if it is directed towards the job.	Misc (not included)
Subordinate 1 in O2	If you go too far with the passion and cannot tell where the limit is.	Well-being
Manager 1 in O2	A passionate guy in the work place can be annoying.	Emotional reactions
Manager 1 in O2	So deep in the own thing that becomes blind.	Rationalism
Subordinate 4 in O2	Does things excessively, work identity is disrupted.	Well-being
Subordinate 4 in O3	When being passionate, you can be really stubborn and go through with things even when others completely disagree.	Rationalism

Table C.2: Categorization of discourses based on meaning condensations. Example condensations are about negative sides of passion.