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Master's Dissertation

What Team Members Need from their Leaders and how Leadership Impacts People's Performance

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Supervisor:

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Summary

The analysis tries to identify the needs of the team members on their working environment in relationship to their leader behaviour and attitude. We try to understand what the members need from their leaders and how those needs affect their performance. We present a literature review which we combine with our quantitative method results. We collected answers of 40 participants from the European Mediterranean countries and we decode those answers based on the existing literature. The analysis indicates four main elements which affects the team performance. Those elements are the feeling of content of the team members, the ability to identify with the leader, the effect of rewards in the workspace and trust towards leader. This analysis argues that if those four elements are provided inside the team it is plausible that the team will enhance performance

Table of Contents

Introduction

Every business as a social entity interacts with its environment in order achieve its goals using its inputs in the most efficient and effective way. The external environment of each organization plays a major role in decision making, while the internal environment of values and culture contributes in the quantity and quality of the outputs of the business (Worthington, Britton, 2014:13). How the leaders of the organization manage their personnel is vital to the longevity of the business and contributes to its outcomes. A strong and consistent culture based on socially acceptable values, inspires people working in the team, and defines the goals of the whole in a way that reflects the needs of the individuals. Those values inspire positive attitudes, motivate and direct proper action while guiding personnel in the same direction (Rovira, 2012:217). How managers manage their personnel and how leaders lead their teams are approaches to take into consideration with regards to what the team receives from the top managers and how they behave in the working environment (Bateman, Snell, 2015:7).

It feels that due to a general tendency of disconnection between in-person relationships, combined with the eagerness to use social media and information through faceless algorithms, we tend to become more awkward in our person-to-person transactions creating communication problems in the working environment.

 A manager, a supervisor or a leader, needs to stay in touch with what the dependent team members outcomes are in their working hours. Except form the results of projects, milestones achieved or general progress, a person who would like to lead needs to acquire certain behaviours and strengthen relationships every day in order to achieve long term goals, cohesion between the team members and achieve the vision of the organization. Being constantly under the pressure of delivering outcomes, people forget to treat others to their needs, emotional or inside their working environment.

Maximizing profit, improving position or at least maintaining status quo inside the organization is probably more demanding than it used to be. With the growth of

internet use, companies can have multiple divisions in multiple countries where time is different, resulting in companies who never "sleep" or never stop progressing.

Organizations do not want to fall behind from their competition, so a constant attention to the operations is needed. With the accessibility that people have from devices, virtual meetings, emails and chats, constant communication can be achieved and coordination of any and each individual, within any department in any part of the world with any operation, is more probable than ever. The possibility exists to demand extra effort, expectations to go the "extra mile," extra working hours, and availability most hours of the day.

I believe there is problem of communication and therefore understanding on both sides of the ladder. Due to high task working days that a manager usually goes through; their attention is demanded on various subjects and the span of control is getting wider with every year or just more complicated. On the one hand, being a manager implies that this person should have a lighter day, or a more flexible one. It is usually implied that a leader should occupy the corner office or have privileges while others do their tasks, have freedom of breaks and timetables and generally oversee other team members. But the reality is sometimes very distant from it. A manager who is trying to become a leader is processing information and new ideas inside and outside of working hours. Sometimes working hours are not clearly defined, working at work, from home, on vacations and being attached to the phone or laptop or even attached mentally with the problems to overcome before the next work day begins. There is a growing necessity to be connected to the internet, and refresh emails to stay updated. If a problem comes up then, the manager should take responsibility, inform the superior, communicate with the team members involved and use as less time as possible to find the best solution.

It is common to focus on success and milestones using metrics which are rather tangible or numeric. Raise net income by 2% until the end of year, or reduce turnover by 8% in a three-year period. Managers are getting caught up with numbers and calculations because those are probably more easily understood creating a clear measure of improvement, lack of effort or absence of it. Interpretation of numbers is a straightforward and fast method to see the progress inside the organization, and facilitate comparisons with the competition and the market. It can also attract new

customers by using the best numbers as a promoting mechanism and structure marketing proposals based on the most attractive percentage available to the organization.

Managers are getting caught up with tangible and numeric statistics but something more complex is supporting those descriptive figures. Humans are difficult to measure or interpret. People are complex entities with various needs and wants, which sometimes have conflicting interests. How beautiful and seemingly problematic is the fact   that every day each and every human wakes up having interests – inside the concept of capitalism and the competition that manifest - that usually are against the interests of other people, but we could bet with high certainty that the next day will go as similar as the day before. No major clash between colleagues or nothing that will completely overturn the status quo has a high probability to occur.

 As humans we are as complex as we can be, with similar emotions but very different reactions to those emotions when they occur. Everybody is driven by different motivations, or at least not the same one, but everybody forms a team which below the leadership of the manager should go on with its task of the day.

The management of these complex workers is a responsibility of the team leader. A manager should not only manage numbers and measure success based on them, but also manage human beings. A leader should be present in the most difficult problems, motivate their team, guide them, educate and maintain a contact with them.

The objective is to collect data from of employees in order to understand how team members receive their environment, their leaders, their behaviour on decision making and communication skills. The intention is to try to define what those skills needed are for a manager to be effectively leading, how to approach employees in the working environment and what benefits can rise from different approaches.

We emphasize on communication and how managers are actively present in the everyday working life of the team members: which form they communicate decisions in, how regularly and actively present they are in the team´s life and how they assist the team members' needs.

CHAPTER 2: Literature Review

This chapter will discuss the literature background of the paper which will serve as foundation for the discussion below. The review was done mainly online using articles and book excerpts which are published on websites accessible to our university. In addition, books from past year classes and notes from previous lectures add up to the discussion. All of the findings were in the English language except from one reference of a social media term, which was found in an electronic version of a Greek newspaper.

Firstly, the review starts with a more general explanation of what is an organization in relation to the members of the team, and their leader. Afterwards it follows a brief explanation of what leadership is, and what a leader does. In addition, the review tries to explain the association between attitude and behavior, and the idea of the psychological contract and how it benefits the team. Lastly, the discussion shifts to the Behavioural and Leader-Member exchange theories, and concludes with the notion of trust within the context of the post Covid-19 era. This section of the discussion will be followed by the chapter about research of data and the design of the methodology.

2.1 Organization as a system

Due to the volatility of our economic systems and the interconnection between local economies, national and international systems, we experience many economic crashes as a domino effect of inflation or major global events like war, political changes, legal restructuring or government decisions. Companies and their shareholders which all operate in this unstable environment pursue the effective and efficient management of resources and therefore compete against the fear of losing, bankrupting and not being able to continue production. This pressure is passed down to the hierarchical ladder where we find managers of all levels pushing to maximize profit. Therefore, working environments tend to be more demanding, neglecting the human nature of the employees which are vital to the organization. Managers always ask for more and try to maximize efficiency through mechanisms which affect the employees as humans (Worthington, Britton. 2014:20).

The interaction between all those different parties which creates an organization, such as people, technology, structure, culture and environment, are the main drivers

of managing the human capital and directing activities towards the achievement of common goals (Worthington and Britton, 2014:22). The responsibility of the coordination between those parties lies upon the manager who should become a leader in order to achieve all targets set on the strategic, tactical and operational level (Worthington and Britton, 2014:24).

2.2 Leadership

Naturally a concept that we will discuss in depth in this paper should be how a leader should operate. As mentioned by Stephen Robbins and Timothy Judge, leadership is described as "the ability to influence a group towards the achievement of a vision or set of goals" (Robinson, Judge. 2013:178). In today's dynamic world, managers are usually the ones who are entitle to use this ability. But any given position may not be filled by a capable leader to better influence a group. This may happen for a number of reasons. It could be lack of experience due to the fact that everybody should start from somewhere. It could be that the manager does not have the right skills to be a leader, or is in the process of acquiring or refining them. It is possible that the requirements at that specific moment of the position filled are different from the skill set of the person. Another possibility is that the presence of leadership is sometimes too much or too little preventing a person from accurately guiding a group of people forward. Finally, bad luck and unfavourable circumstances may also inhibit a manager's efforts. All in all, a manager is not always the best fit leader and a leader cannot always accurately manage the team.

Generally, business leadership provides a working vision for the future, clear guidelines which motivate the workforce, presents plans and uses skills to assist the fulfilment of the common target (Robinson, Judge. 2013:191). It is not a matter of whether a manager is a competent leader or not. It is often observed that the ones who are on the right spot in the right moment and with the right tools can achieve great things and are known in their community, organization or are even world renounced. In this case things are going generally very well and their progress benefits all. But the situations that arise for the supervisor or the leader of the group, considering the context of the business environment, are volatile with a high degree of difficulty in its interpretations, and therefore complex (House et. al. 2002:5).

2.3 Attitude to behavior

Research generally concludes that people do seek consistency among attitudes, and between attitudes and behaviour. Imagine a father who insists that his children read books. After some time, the children put together the fact that although their father, who is seen as an authority figure on almost all aspects of their lives including their education, insists that his children are consistent with reading books he spends his time on social media. As a result, the kids will start to disbelieve and second guess any commands their father - authority figure - gives them or will even confront him. Maybe if we overstretch it, the kids will start to doubt any further indications from the same person.

In the same way, a leader needs to be consisted with what he/she does and says. If not, people will start to doubt the authority and control will be lessened. The cognitive dissonance as explained by Leon Festinger, a social psychologist, is the discovery of the incompatibility of an individual's understanding between two different attitudes or between behaviour and attitude (Robins, Judge. 2013:34).

Irregularity among the reception of different cognitions such as attitudes, behaviours values or beliefs, creates disagreeableness and a negative state which drives us to the need of change of one or many cognitions in order to restore equilibrium (Miller et. al. 2015:2). If the leader shows signs of inconsistency as described above, s/he will start to lose authority or respect on the subject, or even worse his/her status which will lead to weakening the bond with the team. The fact that people in the 21st century operate in their working environment generally under stress or with accelerated speeds can only suggest that the coherence of the attitudes and behaviours with the actions of the manager is always questionable and under heavy pressure for continuous confirmation.

2.4 Psychological Contract

A very interesting term that comes out of the Human Relations Management theory is the psychological contract. This term can serve between the organization as a system and the need for coherence of attitudes and behaviours.

The first step in the conclusion of the selection process and recruitment of an employee is in the compositions and signing of the legal contract. This agreement between all parties indicates the working conditions, payment, benefits, rights and

responsibilities of the newest member of the team. This contract is usually, and under legal constrains written and as much comprehensive as the needs of the company dictates. This agreement results in the exchange of goods and services for an employee's time and effort. The employers will be obliged to pay for the successive fulfilment of the working position (Robbins, Judge. 2013:193).

Moreover, at that exact moment, a new, unspoken contract is being agreed. The psychological contract, which from nature is not a written one, is concerned with the expectations that all parties involve have from each other. It includes all those variables that can create a successful relationship in the short and long term between employee and the organization. It exists inside the perception of the people and includes what each party involved tries to accomplish with the help of the other. (Torringhton et. al. 2014:20).

The main idea is the fact that there is an ever-volatile relationship which is much more sophisticated and complex that the bullet points of the legal-written agreement. The legal contract states our clearly and with as much precision the future of the relationship. Any deviance from the agreed terms could have legal consequences and the dispute could be solved by law or a formal agreement. In the other hand, a psychological contract has a more unclear but as important consequence. Any party involved, can suffer lower levels in motivation and trust for the "other" and reduce loyalty or commitment to individual and shared targets (Torringhton et. al. 2014:163). If employees feels that this contract is violated, they may start to display a negative behaviour towards their organization, withholding information, expressing feelings of unhappiness or anger, produce problems in the working environment, commit mistakes and eventually leave the organization.

The sense of justice and fairness, in the workplace is an important and ever-growing term. It's interconnected with its surroundings, ages with cultures and evolves with its environment. Operations, are usually perform all around the organized group, are identified by the teams needs and fairness is associated to payment and career opportunities (Martin, A. 2004:411). But is not an all-clear term or boxes ready to be checked. Is a volatile idea, which is subject to the perception of the people under leadership.

One reality is that, managers on their behalf, operating under this unclear constrain they have to fulfil the obligation created from their team members to keep up with their emotional needs, such as control stress and workload and provide the feeling of justice in order to promote the idea of human principles exists. (Torringhton et. al. 2014:259).

2.5 Behavioural Perspective

The theory of the behavioural perspective is based on the fact that there is a strong relation between the leader's behaviour and the follower's performance (Escrig et al. 2019:1). Humans are interested in socialization and interaction with other humans; therefore, we create different teams and societies in which we feel comfortable. Those teams need norms in order to stay intact. In the workspace, exists the possibility that great units, can affect, maintain or completely change the norms in the environment of the team. Also, a possibility exists that a great and healthy working environment can affect its units.

It is possible that team members are affecting and being affected by the group dynamics, it's norms, and respond to the social context of the workplace as proposed in the Hawthorne studies (1927 - 1932). The studies which took place in the Hawthorne plant tried to associate the production with luminosity of the workplace, with a combination of rest-breaks and modified working hours. (Winkstorm. 2000:363). The result of those studies is criticized by some academic papers due to the Hawthorne effect which indicated results were not accurate. The workers on those studies, they were observed and therefore they were working more efficiently and with high level of motivation. They felt special, and the positive reinforcement by the researchers and their presence in the facility gave them a reason to go the "extra mile."

The validity or dismissal of those studies in not something that we are interested in this paper. What the Hawthorne effect provide to our discussion, is the fact that when people actually feel important, they act like it. When a worker is being observed or given positive reinforcement tend to be more productive.

In similar fashion, Mary Parker Follet, describes in her work, the interdependence between subject and object. The true nature of organizational behaviour is the relationship created in the beginning and the maintenance and evolvement between

the subject which should be the worker and its object which is the daily task, the milestone of the project, the resume of the work or even the vision of the company. All is related, as the daily activity is "mutually causal" and influence the relationship of the two (Mendenhall, et. al. 2000:196).

Individuals in a leader's position are responsible for key developments inside the organization and the evolvement of their team member. They are the ones who are accountable for enforcing trust, improving collective performance and promote the feeling of justice and confidence inside the workplace. Although the organization has an important role in the evolution of its members, this is only expressed through the accountability of key individuals and their ever-constant development (Stephen et. al. 2016:811). Is crucial for a supervisor to have, enough insights about the needs of their business environment. It is important to acquire working knowledge and be aware of the different possibilities of how learning and teaching it's subordinates. This can only be achieved by paying constant attention to the people's needs and opportunities that arise inside the organization (Wilson, Yip. 2010:54). Furthermore, behavioural analysis assumes that people can be trained to be leader (Robbins, Judge, 2013:180). It's suggested by some behavioural scientists that the most important focus of their work is to create and implement those programs of development that will allow the culture of acceptance, promote respect and enforce dignity, providing the appropriate mechanisms to co-work with followers and maintain strong organizational culture (Wallace et. al. 2020:225).

2.6 Leader – Member exchange theory:

One important part of business is the interpersonal relationships. Communication is an important key to form a relationship between two parts. A supervisor's common practice is to communicate with the team members, give feedback and share knowledge in order to motivate, let the followers know the expectations and give out any necessary guidelines (Li et al. 2014:750). The relation between co-workers can be dictated by the culture and behavioural attributes as mentioned above. The idea that an individual can develop different types of relationships inside a team is something natural.

The notion of Leader-Member exchange theory is based on the fact that a leader forms different kinds of relationships with different members of the team (Jiang et al.

2014:224). Particular individuals or small teams enjoy or suffer the exchange of Leader-Member relations. The leaders tend to establish special bonds which yield disproportionate attention to some with possible special treatment and privileges. On the other hand, is the other group which will suffer less benefits and produce more stress (Robbins, Judge. 2013:184).

As natural as this sound, it impacts the overall performance. Those relationships which can be marked out as "high-quality" ones, impact the team members in a positive way. They can also enforce job satisfaction, committing to the goals and culture of the organization and create the sense of belonging (Yang. 2017:555). The followers that enjoy these high-quality relationships appear to have more trust to the cause and enjoy more emotional stability. Finally, those relations are consider from the organization as its "social capital" which can improve the performance of the team, division or company (Jiang et al. 2014:224).

To continue with, the positive leader-member exchange can yield positive results, but the opposite can also be possible. Leaders create distinct relationships with different followers which could lead to increase productivity or even behaviours that can be characterized as negatives (Fernandez et al. 2020:374). When these relationships cannot be cultivated in a healthy and positive way, when one of the members of the relationship creates blocks in the growth of a relationship for any circumstantial reason, or even bad luck and timing, then it is a possibility that negative outcomes will be created. This scenario can lead to stress, unbalance of the team, department or organization and tensions which only lead to unfavourable results for the team, possible failures of task, projects and difficulty in the organization's continuity (Jiang et al. 2014:224). Furthermore, a leader failing or a project failing, can often influence another team member's life, even if this member is not directly connected with the particular function or department. It could create new dynamics, allocate resources or suffer the effects of downsizing. An individual's career is related to the ever-changing environment and the relationships created, and it should be seen as such (Mendenhall, et. al. 2000:193).

2.7 Trust

Trust is an important parameter in the working environment. Trust is an attribute which indicates that a person chooses to be open and therefore vulnerable to others,

because it will bring positive outcomes (Robbins, Judge. 2013:193). In this state, people are willing to let go of control at some level, with the expectation that others will take the lead and guide them to a better direction. Trust is an important requirement for the team and the relationship with its leader. Higher level of trust could indicate that the functions of the team are more productive. The tasks can be allocated with more ease and cooperation could be enhanced. Team members who enjoy higher levels of positive relationship with their leader often share similar values and trust. In this context, the performance, satisfactions and commitment to the common goal is being affected positively (Lux et al. 2019:1).

Moreover, it could also indicate that less arguments and faster devolvement of any negative emotions can take place if this state exists between leaders and their followers. The members of a team could be predisposed to believe that in any conflict the rights of the team will be respected. This is possible to enhance confidence in the projects of the team, the directions of the leader and the cooperation with their colleagues which could yield more productive outcomes for the organization. It is beneficial if there is trust that the leader will not steal ideas or manipulate outcomes. Moreover, trust in the recognition of the extra work encourages workers to be more committed to the goal (Robbins, Judge, 2013:193).

Finally, the description of a leader as a trusted person in the group will force the team members to see their manager as a role model and follow, his/her delivery of justice, directions, and perception of correct practices to achieve the milestones and vision of the whole organisation (Kerse. 2021:601).

On the contrary, if a team member does not operate in the psychological state of trust s/he can prevent the sharing of information between the group that could result in less effective work and collaboration between colleagues and bring overall productivity to lower levels (Robbins, Judge, 2013:194). This complex situation can lead to poorer results of the team. Today, after the health crisis of the Covid-19 pandemic – which will be discussed later in this paper – there are more and more employees who are suffering low levels of trust, and are operating in the limits of "quiet quitting."

The term "quiet quitting" is a recent term which was firstly introduced on social media platforms, and more accurately on the work-oriented platform of LinkedIn. The term

as described in the electronic version of "Ηλεκτρονικός Ταχυδρόμος" is the trend of some employees to show up at work, completing their shifts, finalizing the minimum of tasks in order not to be noticed, and end the day without making extra effort to complete the goals of the team (ot.gr. 2022). Those individuals refuse to exceed any further obligations, completing the minimum of tasks, refusing overtime or answering calls outside of working hours. Due to the lack of trust for their supervisors, the vision of the company and the belonging to the team, some employees choose to work less as long as it does not endanger their position and salary in the organization.

2.8 Post Covid-19 era

This analysis could not be concluded if it was not put into context. It would be useful for this discussion on leadership, to acknowledge the fact that in the last three years the world has unexpectedly changed and therefore, economies, businesses and leadership in the workspace.

The Covid-19 pandemic was a global phenomenon which occurred at the beginning of the year 2021 (WHO, 2021:9). Gradually the whole population confined itself closing workspaces, schools and limiting in person communication between people. The challenges for businesses were modified and problems arose for the teams in order to stay active and continue the production.

As J.W. Johnson explained, the modern society which changed radically in a few months now demands from leaders to acquire and develop different kinds of strengths than they used to have. After the first "hit" of the pandemic, leaders needed to learn to manage teams which were not in the same office and made them function although scattered all around the country or even the world. Furthermore, it was necessary to ensure the safety of the team in relation to its longevity and guide them through uncertainty for the future and unclear new roles for the followers. Lastly, adaptation was needed for communication and improvement of operations but also high-speed adaptability to the fulfilment of the needs of their customers (Johnson, 2021:123).

An obvious innovation was needed in order for businesses to push through the new challenges that arose from the worldwide pandemic. Leaders have the responsibility to create and promote, with their behaviour, innovation, and lead through the

uncertainty of the "new" in order to improve the organizations performance and the employees' working experience (Escrig et al. 2019:1).

Chapter 3: Research Design and Methodology

As mentioned above, in the introduction of the paper, we will try to evaluate the feedback of the team members for their leader in the context of the environment that they work in. The idea of the quantitative process that was selected is to understand the level of happiness and trust that the subjects enjoy inside their working space. One of the intentions was to link the theoretical findings mentioned in Chapter 2 with the questions and therefore findings. Furthermore, the questions try to discover if the psychological contract holds in the environment of the people who received the questions, evaluate the behaviour of their leader, identify the level of trust towards leader and other members as well as the and the quality of working experience.

This chapter includes the design of the research, the research methodology and the approach followed. In the following chapter we will analyse and discuss the results.

3.1 Research Methodology and Approach

To start with, the time frame of each step, milestone formulation and completion dates of this analysis as well as the research setting and variables was decided one year prior to the composition of the current analysis. The purpose was to receive feedback from employees via questionnaires delivered, about the leadership that they experienced in their working environment and how this experience is affecting their performance. The reason that in this analysis we used the method of questionnaire, is due to the fact that questionnaires ensure anonymity for the responders, therefore the answerers will likely respond with honesty (Roopa, Rani 2012:273). In addition is a common method which is used frequently in many research analyses; therefore, people are very comfortable to answer them.

To continue with, the quantitative method that we selected was applied to the societies of the western culture and mores specifically with data extracted from the four Mediterranean nationalities of Spanish, Italian, Greek, and Cypriot participants. The reasoning of setting the research space was that it was highly accessible to the researcher. Instead of conducting research in just one country which would limit the results and probably the applicability of the findings in a broader context, we decided

to share the questionnaires, with a higher degree of difficulty to the four countries that constitute the Mediterranean zone of Europe, or include in the sample people from only those four nationalities. As mentioned above this choice has its ethical issues. In our opinion it is preferred to have as much nationalities as possible in order to get results from all points of view and samples from different socio-cultural groups. Due to restricted budget and high difficulty in receiving adequate samples from a lot of nations, we decided to constrain the research in the Mediterranean zone where the accessibility was somewhat easier.

In the setting of the research methodology, we decided to indicate as objective to receive as many questionnaires as we could gather. We manage to include in our collection of primary data 40 samples, all from Mediterranean countries. The answer sample are mainly from Cyprus with 16 answers, while received eight answers from Italy, eight from Spain and eight from Greece.

The participants were approached mainly via email and by sending questionnaires on social media. In fewer cases we contacted people on the street with the printed version of the questionnaire. The profile of the respondent that we were interested in observing were adults of 18 years old and older, in order to have at some working experience. As our analysis is based on workers performance the interviewees needed to have work previously or currently in order to answer our questionaire. As mentioned above we were handing questionnaires only to the four nationalities of the Mediterranean European area. The last constrain that we had, before delivering a questionnaire, is that the subject, was working with a supervisor, in other words the responders were not autonomous, or they did not own the company that they were working at. In that way the person could answer based on the current experience in their working environment and give us the feedback of the leader of the team.

To continue with, during the weeks of receiving answered questionnaires and approaching people in order to complete questionnaires, we had to face a certain refusal rate. Although the majority of questionnaires were delivered through social media and emails, we received in some cases the refusal of completing the questionnaire. People have the habit of deleting emails that they do not understand or do not have time for. To add to this, it is possible that the non-response rates of our questionnaires could affect the data received and the analysis that follow (Lyman

et al. 2001:181). In some cases, the reasoning that they briefly gave us was that they did not have time at the moment, or in one case that the subject of research was not of importance to that specific person. An improvement in our research methodology could be to have a separate rate, a percentage which could indicate the exact amount of people that refused to answer the questionnaire, a rate of refusal, in comparison to the ones that they accepted it. If it was possible, we could even ask some questions as to why they were not interested in completing the questionnaire.

For the current research, and considering the limited budget for the data collection we decided to conduct primary-data collection, which is the collection of new observation specifically for the purpose of the current research (Saunders et al. 2009:256). The research instrument was a two-page questionnaire, titled as simply as it could, "Leadership & Feedback" and explained in a brief note at the beginning which was included for the purpose of the research, the time needed to complete the questionnaire, which was up to 7 minutes and concluded with a "Thanks in advance." We selected the questionnaire method to collect information for the current research as this technique offers the same predetermined order of questions to all responders and gives the possibility of extracting with more accuracy the answers providing a more efficient way to conduct a statistical analysis of the data (Saunders et al. 2009:361).

The primary data was collected by questionnaires which in their majority were self-admitted by the responders via automatic submit button on the digital version of the questionnaire. In fewer cases questionnaires were completed by hand and were digitalized by the researcher.

3.2. Questionnaire design:

The first part of the questionnaire is the section of the demographic data, where the respondents are asked to give basic information about themselves, with category questions in which the answer can be of one and not the other (Saunders et al. 2009:376). Basic data was asked such as nationality, sex, education, years of working experience and years of work in their current organization.

To continue with, the main part of the questionnaire the respondents are asked to answer Likert-scale answers. We gave the possibility of five response alternatives. In most of the answers we applied a ranking from "Absolutely NO" to "Absolutely YES." In fewer cases we constructed frequency questions where the possibility of answers was from "one time every month" to "Every day." We selected this method for our collection of primary data, due to the fact that there is a considerable level of difficulty to translate personalities, experiences and attitudes into quantitative data but the Likert-scale method is a well-known and used tool for the analysis of those data (Boone, Boone, 2012:1). Furthermore, the questions were aiming to include the different data variables, such as opinions (if the responder believes something is correct or wrong) and behaviour which explains the actions of the people in the past or how to behave in future (Saunders et al. 2009:368). Anonymity was ensured in all parts of the process for the respondents.

Lastly, the questionnaire was separated into seven small parts where each part included around seven to nine questions. After the demographics section we grouped questions measuring the happiness of the responders in their current workspace, quality of relationships with the members of the current organization and feedback about their supervisor / manager / leader. We continued with, identifying of how they feel about the organization that they work at and how the rewards and workload are divided among the team members. We finished our questionnaire with questions which try to understand the relationship between the leader and the members of their team and we attempted to measure trust levels from the perspective of the employee. Anonymity was ensured in all parts of the process for the respondents.

After we finished composing the questionnaire, we had a pilot period of two weeks. Pilot testing is an important process in order to identify any problems with the structure or the wording of the questions, or even the record and analysis of the responses (Saunders et al. 2009:394). We shared it with people who would not be included in the process due to the fact that they work as autonomous owners of a business or they are already informed about the idea of this analysis, and therefore it would be unethical to include them in the research. We asked them to complete the questionnaire and give us feedback on the experience, any difficulty that they may have had with the questions or their meaning, while we were timing the duration

needed for the completion. The first pilot questionnaires that we handed out, needed some adjusting due to the fact that the responders needed around 20 minutes to complete them. We readjusted the structure and we trimmed out any unnecessary questions in order to reduce the time of completion. The next challenge was wording. Based on the feedback received, we needed to simplify or restructure questions in order to have a clearer meaning and faster comprehension of what was asked for. Some questions were deconstructed in two different inquiries in order for each question to have only one variable.

Chapter 4: Presentation of results and analysis

The main objective of this chapter is to organise the information received from our questionnaire and present the results. We will try to communicate the information given by decoding the answers of the sample, extract useful information and outline findings.

Before we continue, it is important to mention that the 40 questionnaires were collected from November 2022 until February 2023. We entered the data collected in Microsoft Excel and we tried to decode it with the assistance of the tools given by the software.

4.1. Demographics:

The only variable that we tried to "artificially" balance out was the one of the genders. In the first part of the questionnaire where demographic attributes are being collected, we had as a variable the option "Male," "Female," or "Prefer not to say." The latter refers to a different approach to the classic division of female and male, which represent individuals with separate gender identity and expression (Westbrook, Saperstejn 2005:538). In our analysis we had 1 response out of 40 where the answer was "Prefer not to say" on the gender enquiry, while 50% of the answerers identify as females and 47.5% as males. In the last weeks of response collection, we actively tried to approach more males in order to balance out as much as possible the results closer to 50% to the classic Male / Female division.

In the demographic section, we asked our sample their "Nationality" having as constrain that the only answer should be one of the four European – Mediterranean cultures (Spanish, Italian, Greek and Cypriot). We received 16 responses from Cyprus which amounts for the 40% of the answers while the other three nationalities participated with 8 responders each, which equals to 20% each. At this point we can criticise our analysis based on the fact that if we had more balanced data sample the results could be more applicable and representative of the European – Mediterranean working environment.

To continue with, we managed to receive various responses with different education and marital status. In our responses, we have 75% of tertiary education which is divided into 45% participants with college or bachelor's degree, 30% with a Masters or Doctorate degree and a sum of 25% with college credit but not a full degree, a technical education and high school education. This could indicate our sample represent a workforce of specialized occupations, which requires a more specific knowledge and degree acquisition. Furthermore, more than the half of our responders (55%) are Single while the other 45% are living with partners, married or divorced. In our point of view this result could indicate that our responders were of a rather younger age.

In the section of demographics, we did not ask for age. However, based on the nature of our analysis which evolves around working life and experience, we chose to ask the years of experience in the current position that the responders occupy, while we followed with the question of the sum of years of total working experience they acquired.

More than half of the responders (56.4%) indicated that they have 6 to 15 years of total working experience. Applying a quick mathematical approach, having as a given that people usually start to work legally from the age of 18, and following the average 10.2 months of transition from school to work (Eurostat, 2012) we can add up those 6 to 15 years of total experience and suggest that more than half of our responders age is between the range of 24 to 33 years old which also explains the 55% of singles (in marital status question). An equal percentage of the sample (17.9%) responds with less than 5 years of total experience or 16 to 25 years. Lastly,

a minority of 7.7 percent indicated that they acquired more than 26 years of presence in the workforce of their respective country.

Although more than half of the responders indicated a total working experience of 6 to 15 years, a huge number of them (69.2%) responded that the occupy their current position for less than 5 years which will be an indicator of a trend for mobility between positions.

4.2. Current working environment:

In the first section of the questions given we tried to identify the level of satisfaction, as well as the working conditions that the sample is experiencing in their current position and environment.

More than three out of four answerers indicated in our questionnaire that they are satisfied with their current position (77,5%). Furthermore, highly increased is also the number of people who also enjoys their working environment (75%). These are positive news due to the fact that it is important for people to feel content with what they occupy their time with and their productivity and behaviour are more beneficial to them and their organization (Argyle 1989:3). In the subsection of how protected the subjects feel we received balanced answers, with responses varying equally from Somewhat "NO" to Absolutely "Yes." A further study could be done to investigate deeper the support rates that employees enjoy, what that means for them and how it can affect their performance. It is worth mentioning that the answers Absolutely "NO" on the levels of support they are receiving, guidance and protection enjoyed in the workplace were always the answers with the fewer responses.

In equal importance we could highlight at this point that we can identify a difference between female and male respondents in relation to the support that they receive for any physical or psychological damage. Although the majority of both genders indicated that they feel supported if any physical harm occurs at their working space, women seem to feel less supported if a psychological need arises or damage occurs. In that sense 12.5% more women, in comparison to male respondents, indicate that they do not feel supported if any psychological harm occurs to them.

4.3. Working relationships:

In this next section we tried to identify the relationships inside the organization, between team members and leader as well as to compare if success is measured through the achievements of the leader.

For instance, the majority of the answers indicated that our responders have good relationships with their colleagues (85%) as well as with their supervisor (75%). The answers were more equally distributed when the questions required to consider personal success with the leader's success. Responses to the questions "Consider my superior as a symbol of achievement and success" and "Consider my superiors success, my success" were spread evenly. In spite of that, in the last question of this section where the sample was asked about the importance of working with a supervisor the answers were more positively skewed towards the "Somewhat Yes" or "Absolutely Yes" option. The comparison of the last questions could indicate that although replies, and therefore consideration for the personal success and the leader success vary between members of the team, employees prefer to work with a leader and consider it important to have a person supervising them. Additionally, the importance of the position of the supervisor in relation to the importance of positive interactions between the co-workers can reinforce the psychological contract of the individuals with their organization (Torringhton et. al. 2014:20) as well as increase engagement in the tasks, availability between team members and psychological belonging to the team and its vision (Ariani, 2015:35).

4.4. Supervisor:

Consequently, with the findings of our questionnaire, we present the next important result of our analysis which is the feelings towards supervisor capabilities. The enquiries presented in the questionnaire tried to identify and decode the participants' beliefs in the leader's ability to guide and preserve the team. The majority of the responders indicated that they feel they can do the same work as their supervisor but when asked if they can perform better than their supervisor in the same position

the curved tildes towards "No" with a percentage of 75%. The same negative answers were given when asked if they can deliver better results than their supervisor (70%) and if their manager should lose his or her position for being inadequate to fulfil his duties with a negative answer of 82.5%. From the above we can extract the fact that although workers believe that they can do the same work as their supervisor, they are reluctant to pursue the position for themselves due to the fact that they do not think that they can deliver better results and perform better than their leader.

 Furthermore, it is important to mention the fact that respondents who acquired high school education and did not continue their studies in superior institutes, they do not consider their supervisor as a symbol of achievement and success, neither consider leader success as their success. The 60% of them who answered the above, comes in contrast with the 30% of the same response to the same subject of the group of participants who achieved a Master's degree or a Doctorate Degree from a superior institute. The above observation should be researched further to conclude as to why it is occurring, focusing especially on the level of education and in an in-depth analysis as to the correlation of education achieved and leadership perception.

4.5. Behaviour towards the organization:

Equally important, in our questionnaire we included a section about the feelings of the respondents inside their working place. The first observation is that in all questions, participants avoided to answer "Absolutely No" and favoured a more positive response. All in all, the workers gave much more positive feedback to this set of questions evolving around the feelings that they have towards their organization. The result of the answers given has a very similar curve which leans towards positive in all questions.

This section measured how proud the participants are in their organization, how comfortable and how happy they feel. Furthermore, the questions evolved around the good communication between leader – member and member – member. The most popular answer given in all of the above was the "Somewhat Yes" with almost half of the participants choosing this option. Lastly, this section tried to evaluate the

relationship (happiness) between the supervisor and the team, with the majority of the answerers, 65%, giving a positive answer. As great levels of happiness increase work engagement and problem solving to every day tasks, positive attitudes and working behaviour improve minimizing unwanted behaviour which could result to internal problems and instability (Argyle 1989:3).
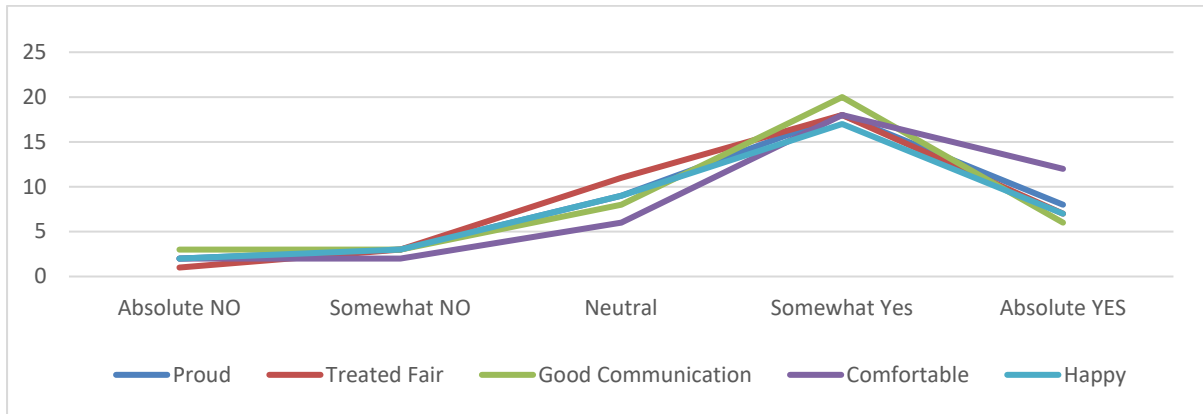
4.6. Rewards:

Rewards in the working experience are an important motivator for the working force. Getting a promotion, a salary raise or positive feedback from the leader can enhance the relationship and therefore the communication with the team members, uplift their morale and result to higher productivity (Robinson, Judge. 2013:130).

In the following section, we focused on salary and financial rewards, as well as treatment received by the members of the team which includes equal task distribution or fair treatment and economic benefits distribution.

The participants answered in a generally positive way in this section. Most of the respondents, although the fact that they avoided the extremes – "Absolutely Yes" or "NO" - indicated that the salary received is similar to the salary of other co-workers inside the organization as well as similar to workers who occupy similar positions in other homogenous companies. In relation to the Leader – Member exchange theory, 65% of participants gave us a positive response as to the feeling of content and enjoyment inside their organization as well as a productive relationship with their leader. To finish with, the majority of the responders indicated to us that they feel that their leader is generally treating all members equally. To add to this, participants

gave positive answers as to the distribution of workload being balanced between members of their team.

Furthermore, it will be important to mention that in the enquiry if the leader / supervisor has favourite team members the answers were more spread out to all possible answers. The most popular response, with one every three respondents to select it, was "Neutral" while "Absolutely YES" gathered 27.5% and Somewhat "NO" a 20%. In our understanding this could indicate that every leader has a distinct level of preference or way to show preference for certain members of the team. It is also a possibility that members see their leader in various different ways, in accord to his or her preferences on individuals. All in all, we believe that a more extensive and in-depth analysis could be made about this point.

Finally for this section, employees indicated a fair treatment inside the organizations as well as fair performance review which will be analysed more in the next section.

4.7. Frequency of review and relationships:

To continue with our analysis through our quantitative method of the questionnaire, we attempt to understand the frequency of "contact" that the members of the team have with their leader in the working environment. We tried to identify the volume and quality of the "contact" by the recurrence of times that the employee receives performance-based review/feedback, interactions with the team leader through emails, calls, videocalls, text exchanges, in-person group meetings and private conversations. This segment examined behavioural variables, which consist of information for people's actions in the past or actions that are currently undertaken and are forming behaviours (Saunders et al. 2009:368). In this section the answers were time bound. The choices varied from "one time each month", which we consider minimum time of interaction, to "Every day."

To begin with, almost half of our respondents (47.5%) indicated that they received a performance-based review or feedback for their tasks as rarely as 1 to 2 times every month. Considering the fact that feedback shapes motivation and changes attitudes (Robbins, Judge, 2013:57), this finding could receive better analysis, which will be attempted in the next chapter. Despite that, participants in our questionnaire indicated in their majority, that they have everyday communication with their leader

or supervisor. In addition, they indicated through their answers that they work in the same space as their supervisor and they have private conversations as frequently as 1 to 2 times per week. In our point of view, the comparison of those findings, meaning the given feedback once or twice every month in combination with the everyday interaction between members and leader could indicate conversations lacking quality interactions, one-way instructions from the leader to the members in relation to the tasks of the day, or even conversations about unrelated topics. The absence of feedback, constructive criticism and performance review is something that we should expand on in the next chapter.

In relations to the forms of communication, the most unused or unusual way that leaders and members communicate with each other is videocalls and virtual meetings. In addition, unpopular seems to also be the exchange of emails for interactions. In our survey, we can identify that usually the preferred way is text message exchange and in person meeting which includes team reunions, or private meetings with the leader. This could be a subject to study in depth in some other analysis.

4.8. Trust

Lastly, in our survey we tried to identify the levels of trust that employees enjoy inside their organization. As mentioned earlier trust is an important attribute which leads to openness and healthy cooperation with the members of the team (Robbins, Judge. 2013:193). As a result, high trust levels inside the team results in high rate of commitment in the collective mission. Furthermore, it nurtures workers who believe in the same goals and values as their leaders guide them in a more productive working experience (Lux et al. 2019:2).

In our research we identified that, generally speaking, all participants had increased levels of trust to their leader and co-workers. Specifically, 77.5% of the respondents gave a positive answer to the questions "Do you trust your team?" and 65% in the question "Do you trust your leader?"
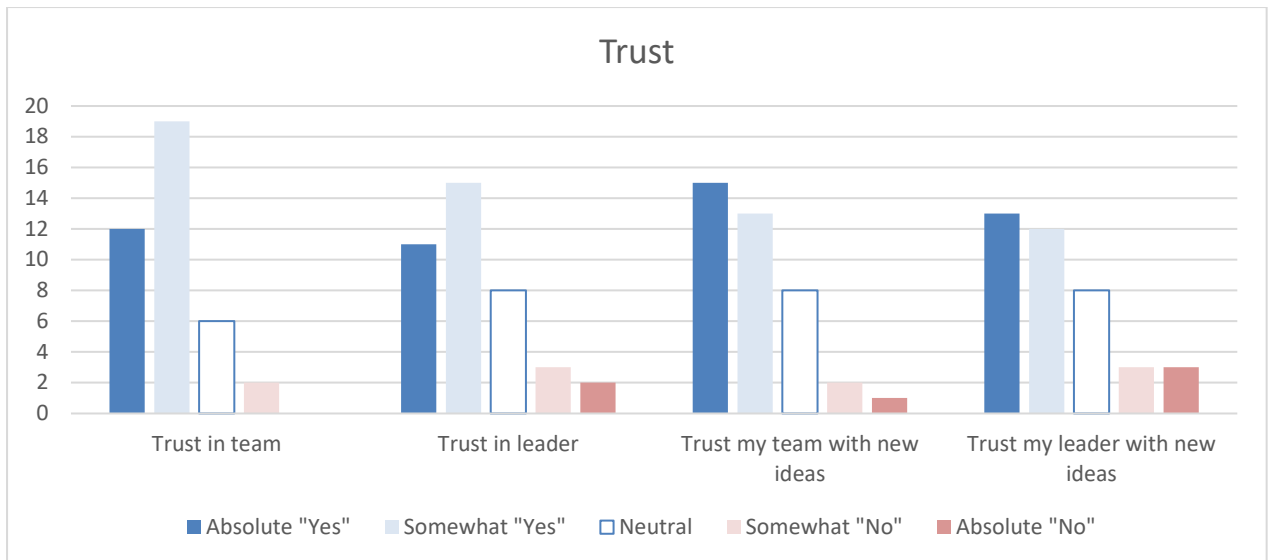
Trust

In addition, an important component of trust, is to be able to create a culture where innovation is rewarded and on the contrary failures are not penalized. Such an environment can cultivate people who are willing to create new ideas, improve their organization and evade a working experience under the fear of punishment for possible errors (Robbins, Judge. 2013:272). In this context the responses that we received were positively skewed as to the sharing of new ideas with the team and the leader. If there is something to be noted here, is the fact that trusting the leader with new ideas was a bit less favourable in comparison with trusting the team with new ideas.

In relation to any error that the members of the team could commit only a small percentage of 12.5% identify that they will not ask for help from their colleagues to correct the mistake and an even smaller percentage of the sample (7.5%) will not trust their leader with the assistance for correction. Lastly, more than half of the participants in our survey are indicating that they feel comfortable to innovate, and try new ideas in their current working environment while 70% of our sample indicated to us that they generally trust the supervisor that they are working with.

Chapter 5: Discussion of findings

In the next step in our discussion, we would take a more analytical approach to the results of our quantitative method that we extracted above and associate the findings with our literature review.

5.1. Team satisfaction is important for the system

Firstly, we extracted a general satisfaction from our sample for their organization that they are part of. Although the nature of the position for a leader in team demands to maximize efficiency of the production (Worthington, Britton. 2014:20) with various mechanisms and means that it could affect – positively or negatively – the team members, the consensus through the responses of our participants was that they are content with their organization and their leader.

As a result, this could indicate that the mechanisms applied by their supervisor to achieve the collective goals are acceptable. In this context, we can assume that is created a notion of "availability" from both parts – leader and member – which is beneficial to every day operations and the psychological wellbeing of the members of a team. (Ariani 2015:35). In addition, the psychological contract is valid and strong between the members of the team fulfilling the obligations for satisfying emotional needs, minimizing stress and promoting order in the workplace (Torringhton et. al. 2014:259).

It is imperative to note here the fact that participants who indicated that they do not have good communication with their leader, they also indicated that they are every day in the same space with him or her. Additionally, although they are in the same space, they have private conversations only once a week and the 75% indicated that they rarely get a performance-based review or feedback, which in our questionnaire was less than twice a month. Here we can observe a part of the survey which indicates a meaningless interaction between members and leaders, missing the opportunity to take advantage of the abilities of all employees. This group of workers is possible to acquire less benefits and suffer more stress as well as feelings of unsatisfaction (Robbins, Judge. 2013:184). The absence of quality interaction deprives certain team members the opportunity to feel included, weakens their

identity in the team and reduces opportunities to contribute to the goals of the company (Ariani 2015:35).

In the context of the Leader – Member exchange theory we can discuss the fact that the majority of the workers enjoy a quality relationship with their leaders. The fact that 80% of our responses show content workers, suggests a great dynamic relationship between the team and its leader. Moreover, it is indicated by the answers given a good quality of life for the sample due to the fact that an individual's career is affecting the social identity and the relationships created outside of their working team (Mendenhall, et. al. 2000:193). In addition, the value of having a healthy environment and productive relationship with the leader of the team extends beyond task completion or salary and into daily life, motivation inside and outside of the work while providing a strong sense of happiness for the members of the team (DeNeve, Ward, 2017:2).

5.2. Identify with the leader

What is also important as far as the impact of leadership on workers' performance is concerned, is identifying with their leader as we have extracted from this analysis.

The respondents answered positively to the fact that they feel the success of their supervisor as their own success. Furthermore, the sample indicates that they consider their superior to be a symbol of achievement and success. As we discussed above, when the leader provides clear guidelines for future tasks than need to be fulfilled and associates his or her success with the prosperity of the members that he or she works with, s/he can motivate the workforce to operate with more efficiency, better cooperation and better use of their skills to achieve the collective goals (Robinson, Judge. 2013:191). A way to achieve the above for a leader is to avoid creating conflicting messages in the minds of the team members. What is expected from the leader and what the norms dictate for the team should not come in contrast with how the leader of the team behaves. Irregularities among the perceived attitudes and how the members receive them could create disagreeableness. If the leader is inconsistent with the norms will start to lose respect and therefore authority (Miller et. al. 2015:2).

In order for us to be have a more complete analysis it will be beneficial to outline the fact that from our responses we extracted an absence of feedback from the supervisor to the members of his or her team. As we mentioned above, we recognise a deficiency in quality interaction with the leader according to the team members' perception. Feedback is an important tool that can reorganise and establish correct means to enhance performance. Moreover, accurate and constructive feedback could be an agent of overall mental health, in the sense that employees know how their production is rated, the needs and wants of their superior, and are guided out of confusion on how to operate in the future (Ariani 2015:37).

5.3. Rewards

We dedicated a section of our quantitative analysis on the importance of rewards inside the working experience. In general, those tangible or intangible rewards, given directly or in an indirect form, increase motivation for the employee. The general consensus that workers should be seen as a resource in which purposeful work and befitting rewards would enhance productivity, is dominating in today's working environments (Daft 2008:285). In our analysis half of the respondents gave a positive answer as to receiving satisfactory rewards, which includes salary, bonuses, performance review or equally distributed workload. Furthermore 31.25% used the neutral responses, leaving less than 1 responder out of 5 giving a negative response for the rewards that he or she receives. Comparing this result with the generally high percentage of responders who indicated satisfaction in their workplace we can draw the conclusion that rewards are influencing positive attitudes towards the organization.

An efficient leader could deliver specific review or feedback to the members of the team, while being able to assess accurately the performance, set goals for the future as well as future rewards (Daft 2008:302). Those rewards would motivate the team to work more productively, cooperate with efficiency and complete the tasks given. The completion of the tasks will give out more benefits or rewards and this cyclical movement will benefit everybody.

At this point we could argue that the initiator should be careful when setting up the reviews or the goals, in order for everything else to fall into place and provide a healthy environment which will benefit all: employees, management and organization. Moreover, for a future study it would be interesting to examine if there is a strong correlation between the fairness, quantity and type of rewards given to the members, and the overall satisfaction of those members with their leader.

It could not be a coincidence the fact that in our analysis the majority of the participants (93.75%) who indicated that they are content with their occupation and working environment, also indicated that they are satisfied with the distribution of rewards inside the team and satisfied with the fair distribution of the workload. Furthermore, out of this majority, all of them, indicated that they are content with their leader and most of them (87.5%) responded that they received a fair performance review from the supervisor.

5.4. Trust

To finish with, the last point that we would extract from our analysis is that the performance of the team is affected by how trustworthy the leader and the organization are. In our questionnaire, a high percentage of responders chose to give a positive answer as to if they trust the organization, the team and the leader. More accurately, 77,5% indicated that they trust the team that they work with, and 75% answered that they trust the leader that they work for. To add to it, three to every four responders trust their team and their leader with communicating their mistakes and feel supported in finding a way to correct those mistakes. The openness and vulnerability that the emotion of trust comes with give the opportunity to the team to bond together (Robbins, Judge. 2013:193). Through those emotions, better communication could be achieved which is very important for the resolution of problems and efficient task completions. The general satisfaction of the group is rising and higher levels of trust provide commitment and a strong goal orientation from the members of the team in the organization (Lux et al. 2019:1). When the leader of the team can be described as a trusted person then the directions provided by him or her are more respectable. Furthermore, justice delivered and the acceptance of correct practices are more acceptable (Kerse 2021:601). The

performance of the workers is improving due to the fact that inside the team and around the working environment that it operates, trust gives a lot of tools for corrections guidance and eases collaboration of the members, while reinforces the position of a leading figure as an agent of the organization, to guide, to deliver justice and to give out metrics upon which success will be measured.

Conclusion

Organizations in the 21st century, operate in a volatile and fast paced environment, where changes are constant and the requirement to readjust is an everyday need for success. In this unstable environment, the supervisor of the team needs to lead the members and improve their performance. Leadership is a concept which enables specific individuals to influence the team. It could change the processes of a working group and form norms in which the members should operate in order to complete everyday tasks, enhance productivity and achieve common goals. Business leadership provides a vision for the future and the measure of success for the team. This role demands consistency of behaviour by the role-holder and careful transmission of guidance through action without deflection from the norms that holds the team together. For this reason, the maintenance of the psychological contract inside the organization is of high priority, in order to keep the teams as coherent and focused on the company's mission as possible. The quality of the communication between leader and team members is a bond which will dictate the quality of the working experience of the members of the team. In this context, trust is an important element which can glue the members together with their leader and promote positive feelings which will help the longevity of the team and the success achieved.

From our analysis we extracted four points which can support the above This was achieved through the analysis of our quantitative method combined with the review of the literature which we detailed on the second chapter of the current paper.

Firstly, we identified that an organization being a live system of working units needs team satisfaction in order for all the parts to work efficiently and in harmony. The happiness of the members of the team, through meaningful communications

between members and leader, consistency of behaviour by the leader and the conservation of the expected behaviours and attitudes (psychological contract), will improve the team functions, coherence and output.

Furthermore, it is vital for the members to be able to identify themselves with their leader. The responsibility of the supervisor is to promote openness and communication, guide accurately and lead the team through example, in order to form a culture of cooperation, and mutual support inside the team.

In addition to the above, we were able to identify the importance of rewards in the workplace. Rewards being intrinsic or extrinsic offer an extra motivation for the members indicating their progress and the quality of their performance. Moreover, the giveaway of rewards gives a moral boost to the workers and useful feedback upon which they can improve their performance.

To conclude with our analysis, the last piece of important outcomes that we were able to derive from our research is the significance of trust in the performance of the members of the team. When the team enjoys increased levels of trust towards their leader, they see him or her as a person worth following. The manager becomes a role model, a leader and the balance of freedom and justice is set up for the members to operate in. Thus, the coherence of the team becomes stronger, the results come faster and the general performance improves.

All in all, the present holds a lot of challenges for the workers of all sectors and all ages. Leaders of the workforce should ascent and guide their team into better results. The obstacles of the future, although unknown, are certain, and only with wise and appropriate leadership we could improve the performance of our teams in the workforce and we can provide better days for the generations to come.

Appendix I (Questionnaire)

We would appreciate 6 minutes of your time, in order to complete this questionnaire for us. The aim is to receive a broader understanding of the leadership role inside the modern working environment and it will be for the purpose of a Master's Degree. Thanks in advance.

Nationality: ☐ Spanish ☐ Italian ☐ Greek ☐ Cypriot	
Sex: ☐ Male ☐ Female **Age** ☐ 18-25 ☐ 25-35 ☐ 35-45 ☐ 45-55 ☐ +55	
Education: ☐ High School ☐ Technical Training / Course Degree ☐ College credit (No degree) ☐ College degree/Bachelors ☐ Masters / Doctorate Degree	
Marital Status: ☐ Single ☐ Married/Domestic Partnership ☐ Divorced/Separated ☐ Widowed	
Years of total working experience: ☐ 1-5 years ☐ 6-15 years ☐ 16-25 years ☐ 26-35 years ☐ 36-45 years ☐ 46+ years	
Years of experience in CURRENT job: ☐ 1-5 years ☐ 6-15 years ☐ 16-25 years ☐ 26-35 years ☐ 36-45 years ☐ + 46 years	

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	I enjoy what i work on					
2	Generally, enjoy the environment of my work					
3	I felt guided when i started working in my current occupation					
4	I felt supported to make mistakes in the start of my current working occupation					
5	I feel protected if any physical damage occurs in my workplace					
6	I feel supported if any psychological/ personal need is arisen					
7	I feel guided when i have a working obstacle in my current position					
8	I feel supported when i make mistakes in my current position					

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	I have good relationship with my colleagues					
2	I have good relationship with my supervisor					
3	The ideals/ethics/values of my superiors are the same as mine					
4	I consider my superior as a symbol of achievement and success					
5	I consider my superiors success, my success					
6	Is important for me to work with a supervisor, in order to be guided					

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	I feel can do the same work as my supervisor					
2	I feel i can do better than my supervisor					
3	I deserve to be a supervisor					
4	My supervisor does not deserve to have he/her position					

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	I feel proud of the organization i belong to					
2	In my organization we are treated fairly					
3	There is good communication between team members and their leaders					
4	I feel comfortable with my colleagues / teammates					
5	I feel happy of my relationship with my supervisor					
6	I have good communication with my team leader / supervisor					

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	My salary is satisfying in relationship to others coworkers					
2	My salary is satisfying in relationship to other companies offers (similar position)					
3	My workload is equal to the other team members					
4	My leader / supervisor has favourite team members					
5	It treats members in a different way based on he/she 's preferences					
6	Rewards inside the team are distributed based on performance and not in leader / supervisor preferences					
7	Tasks are distributed equally inside the team based on performance and not in leader / supervisor preferences					

#		1 time a month	2 time a month	1-2 times a week	3-4 times a week	Every day
1	I get performance review/feedback					
2	I communicate with my team leader / supervisor:					
3	I am in the same space as my leader / supervisor:					
4	I have in-person conversations with my leader / supervisor:					
5	I have telephone / videocall exchanges with my leader / supervisor:					
6	I have **email** exchanges with my leader / supervisor:					
7	I have **text exchanges** with my leader / supervisor:					
8	I **have in-person meetings** with my team (2 people or more):					
9	In the in-person meetings leader/supervisor is present:					
10	I have **videocall / virtual meetings** with my team (2 people or more):					

#		Absolutely NO	Somewhat NO	Neutral	Somewhat YES	Absolutely YES
1	I trust the team am working with currently:					
2	I trust my leader / supervisor that am working with:					
3	If i make a mistake i trust my colleagues will help me correct my mistake					
4	If i make a mistake i trust my leader / supervisor will help me correct my mistake					
5	I trust my colleagues with my new ideas (they will not steal the credit for my ideas)					
6	I trust my supervisor / colleague with my new ideas (they will not steal the credit for my ideas)					
7	I feel comfortable to try new ways of doing my work					
8	I trust the team am working with currently:					
9	I trust my leader / supervisor that am working with:					

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Last Page

Word Count: 13168