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Young professionals' perceptions of authentic leadership in Sweden.

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Young professionals' perceptions of authentic leadership in Sweden

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Business Administration

Johannesburg

August 2013

ABSTRACT

The purpose of this study is to investigate how followers working in Swedish multinational corporations from the millennium generation (Generation Y) perceive their leaders in terms of the authentic leadership (AL) model.

The literature reviewed on the subject of authentic leadership showed different views on the topic. Gardner and Avolio (2005)'s authentic leadership model was adopted as a guideline for the study.

A semi-structured interviewing technique was used to gather data from respondents. Twenty young professionals from five conglomerates and two universities in Gothenburg were interviewed. Data collected was analysed using content and thematic analysis. Clusters were created using three categories that are founded on the authentic leadership model as depicted by Gardner and Avolio (2005).

Key findings demonstrated that young professionals (Generation Y) in Sweden have different perceptions of authentic leadership from their leaders. It was evident that young professionals have set criteria that they use to measure their leadership authenticity. Generation Y professionals revealed that their view of authentic leadership pertains to leaders that show attributes of self-awareness, self-efficacy, trust, give clear guidance, are competent and comfortable within their own abilities, move with the whole group rather than with specific individuals, who always get promotion, or get called on when there are rewards and incentives to be given away in the workplace, they wanted secured leaders and to work with leaders that were self-developed to deal with different characters in the business. These leaders had to be comfortable with their own capabilities.

This research hopes to assist business and educational leaders to change their scepticism about young professional's capabilities and commitment to the workplace and to view them as valuable contributors.

DECLARATION

I, Jane Nelisa Freitas, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Jane Nelisa Freitas

Signed at ……

On the …….. day of …… 2013

DEDICATION

This research is dedicated to three men that I adore dearly - they are my son Dumile Sukati, my husband Anders Käll, and my nephew Roza Lisa - your unwavering belief and faith in my ability to complete my MBA studies has lifted my spirits and steered me in the right direction.

ACKNOWLEDGEMENTS

Firstly, my greatest gratitude and appreciation goes to my supervisor, Professor Terri Carmichael. I thank you for pushing me beyond my limitations and for being there to guide me. I will always remember the laughs we have had despite the tasks that lay ahead of us.

Secondly, I want to thank my husband, my sponsor, and my friend, Anders Käll - without your financial, emotional and moral support this research would not have been a success.

Thirdly, to my son Dumile Sukati - thank you for sacrificing 2012 for me so that I could come to Johannesburg to study - without your love, advice and encouragement in hard times, I know that I would not be writing this research report.

Finally I want to thank the following people:

- My parents, Nompi and Axel Kamase, and my brother, Vukile Sukati, for their support and love.
- My dear friends, guardian angels and classmates on the Full time MBA programme of 2013: Yolanda Sompondo, Rannibele Nju, Karabo Moloko and Liziwe Mda. I will forever hold you, and the fond memories of my MBA studies, close to my heart.
- Jenny Croll - thank you for helping me when I was in SA and when I was abroad by loading electronic theses, and by being available at all times.
- I want to thank the young professionals in Sweden that gave me their time and answers to my interview guide questions with passion and zeal.
- Finally I want to thank all the human resource managers in the five companies that I worked with in Sweden.

TABLE OF CONTENTS:

ABSTRACT II

DECLARATION III

DEDICATION IV

ACKNOWLEDGEMENTS V

TABLE OF CONTENTS: VI

LIST OF TABLES VIII

LIST OF FIGURES VIII

CHAPTER 1: INTRODUCTION 1

1.1 RESEARCH PURPOSE 2
1.2 CONTEXT OF THE STUDY 3
1.3 RESEARCH PROBLEM 3
1.4 SIGNIFICANCE OF THE STUDY 3
1.5 DELIMITATIONS OF THE STUDY 4
1.6 DEFINITION OF TERMS 4
1.7 ASSUMPTIONS 5

CHAPTER 2: LITERATURE REVIEW 6

2.1 INTRODUCTION 6
2.2 DEFINITION OF AUTHENTIC LEADERSHIP 6
2.3 A BRIEF HISTORY OF THE SWEDISH LABOUR MARKET 10
2.4 THE MILLENNIUM GENERATION 13
2.4.1 FOLLOWERS' PERCEPTIONS OF AUTHENTIC LEADERSHIP 15
2.4.2 FOLLOWERS TRANSCENDENCE INTO CORPORATE BUSINESS 17
2.4.3 GENERATION Y'S EXPECTATION FROM LEADERSHIP 19
2.5 LEADERSHIP MODELS 22
2.5.1 AUTHENTIC LEADERSHIP 23
2.5.2 TRANSFORMATIONAL LEADERSHIP 25
2.5.3 CHARISMATIC LEADERSHIP 27
2.5.4 SPIRITUAL LEADERSHIP 28
2.5.5 ETHICAL LEADERSHIP 29
2.6 PHASES OF THE AUTHENTIC LEADERSHIP MODEL 33

2.7 Flaws in the authentic leadership model 37
2.8 Authentic leaders and followers 37
2.9 Conclusion of the literature review 38
2.10 Research question 39

CHAPTER 3: RESEARCH METHODOLOGY 40

3.1 Introduction 40
3.2 Research methodology/paradigm 41
3.3 Assumptions 41
3.4 Research design 42
3.5 Advantages and limitations to qualitative approach 42
3.6 Population and sample 43
3.7 Sample and sampling method 43
3.8 Participation and interview guide administration 43
3.9 A list of actual respondents and their companies 44
3.10 The research instrument 46
3.11 Instrument Advantages 46
3.12 The procedure for data collection 46
3.13 Data analysis and interpretation 47
3.14 Limitations of the study 48
3.15 Validity and reliability 48
Internal and External Validity 48

CHAPTER 4: RESULTS AND DISCUSSION 51

4.1 Introduction 51
4.2 Demographic profile of respondents 51
4.3 Young professionals expectations and perceptions of authentic leadership 53
4.4 Discussion by specific theme 56
4.4.1 Self knowledge 56
4.4.2 Vulnerability 57
4.4.3 Integrity 57
4.4.4 Positive modelling 58
4.4.5 Inspiring followers into action 58
4.4.6 Transparency 58
4.4.7 Reliability and loyalty 59
4.4.8 Situational vulnerability 59
4.4.9 Engagement 59
4.4.10 Communication 60
4.4.11 Ability to handle stress 61
4.4.12 Collaboration 62
4.5 Comments made about leadership in general 63
4.5.1 Scanning the business environment for competitor activities 64
4.5.2 Gender equality 66

4.5.3 Ineffective leadership 67
4.6 Research findings summary 68

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS 71

5.1 Introduction 71
5.2 Conclusions of the study 72
5.3 Recommendations 74
5.3.1 Educational leaders 74
5.3.2 Business leaders 75
5.3.3 Overall recommendations to both stakeholders 75
5.4 Suggestions for further research 77

REFERENCES 78

APPENDIX B 86

APPENDIX C 87

APPENDIX D 88

LIST OF TABLES

TABLE 1: AUTHENTIC LEADERSHIP DEFINITIONS 8
TABLE 2: YOUNG PROFESSIONALS COMPANY PROFILES 45
TABLE 3: FOLLOWERS EDUCATIONAL PROFILES 52
TABLE 4: YOUNG PROFESSIONAL'S PERCEPTIONS AND EXPECTATIONS OF AUTHENTIC LEADERSHIP 54

LIST OF FIGURES

FIGURE 1: GENERATION Y 15
FIGURE 2: THE GENERATION GAP BETWEEN LEADERS (GEN X) AND FOLLOWERS (GEN Y) 21

CHAPTER 1: INTRODUCTION

The purpose of this study is to review how followers working in Swedish multinational corporations from the millennium generation (Generation Y) perceive and have expectations of their leaders in terms of the authentic leadership (AL) model. These are people born between 1980 and 2000. However, this study focuses on those individuals who are now aged 18-32. The population is referred to in this study as “young professionals”.

The nature of the study in recording their views, opinions, fears, aspirations and goals, is qualitative and should not be generalized, but is hoped to be useful to leaders and followers in Swedish multinationals. The foundation for the study is discussed in the literature review (Chapter 2) of this report. Other driving forces in this study are made according to Gottlieb and Fogarty (2003), as they state that there are speculations in the market place made by government, educational institutions and the public that young professionals are not necessarily committed to their home country, as they can easily move to other geographical areas for economic reasons if they find a need to do so.

However, according to Smith (2011), this might not necessarily be so, as these young professionals have a greater variety of career options than their parents had. Smith says that as these young professionals move from school life into working life, they bring along with them their own set of personal values and ideologies that might impact on the way they interact with other people. Young professionals evaluate the fitness of their leaders and the working environment of their potential employers before they commit themselves to new job prospects. Thus, their perception of leadership and its authenticity could be different from the way their parents might have viewed it. Moreover, a young professional’s view of authentic leadership might differ from country to country. The findings, recommendations and conclusion in chapters 4-6 of the report bring about interesting viewpoints on the topic under study.

Avolio and Gardner (2005) define authentic leaders as:

> “those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character” (p. 4).

They point out that the word authenticity has its origins from Greek philosophy “To thine own self be true”. This statement reflects the essence of the authentic leadership model proposed and refined by Goffee and Jones over a period of time (Goffee & Jones, 2005, 2006, 2007, 2010). The essence of their model is that authentic leaders are in touch with their own strengths and weaknesses and do not try to hide them, they portray who they really are to their followers. Thus, by definition, they do not “change hats” as suggested in the cover graphic of their first article, although they are sensitive to context and situation. Authentic leadership cannot “be an act” (Goffee & Jones, 2005: 83). The authors make the point that leaders can, and should, up-skill and differentiate themselves, but without becoming something they are not. They do acknowledge that caring about the organization and about employees is fundamental, but also that this notion is overused and barely taken with the seriousness that it deserves. It is, nonetheless, intrinsic to their thinking.

Bill George (B. George & Sims, 2007) develops these ideas further in describing how authentic leadership is built on trust (trustworthiness on the part of the leader implied). It is about living one’s values and principles, not about personality, styles or characteristics. Following a formula does not lead to authenticity. He describes a great insight into the nature of true leadership when he recalled how, in his early days, he thought leadership was mainly about improving the efficiency of his employees, rather than about seeking ways to make their work more meaningful and satisfying as well as effective.

1.1 Research purpose

The purpose of this study is to review how followers working in Swedish multinational corporations from the millennium generation (Generation Y)

perceive their leaders in terms of the authentic leadership model, coupled with their expectations of authentic leaders.

1.2 Context of the study

According to Lowney (2003), leadership is not determined by the magnitude of the opportunity to lead. However, it is defined by the quality of the response that followers feed back to leadership. The context of this study is to establish young Swedish professionals' perceptions and expectations of authentic leaders.

1.3 Research problem

The research problem is to establish followers / young professionals' (Generation Y) perceptions of their leaders as being authentic leaders in Sweden.

1.4 Significance of the study

The study fills a gap in that it seeks to establish the role played by young Swedish professionals in formulating their perceptions about their leaders' authenticity as leaders in businesses today. Moreover, the report tries to examine the thought that there might be a difference in the way that young professionals view their leadership to the way in which leaders were viewed by their parents. Some internal and external factors are reviewed in order to establish the determinants of the follower's perceived authenticity of their leaders. According to Nusair, Bilgihan, Okumus, and Cobanoglu (2013), information technology has sped up the way the markets react to the company's product value proposition and the way business is done to date in the market place, and in the entire world. Therefore, the global economic crisis, industry competition, and the socio-economic challenges facing the European Union are evaluated in order to understand the challenges facing follower's perceived separation from their leaders. Over the years no specific study on this topic has been located that has considered authentic leadership in Swedish business and other spheres representing the Swedish community. However, there

have been studies on authentic leadership in education, which have their basis in the social aspect of education. These studies were conducted by authors such as Arlesig and Johansson (2010) and a few others.

The Swedish government, educational institutions and the business world have expressed concern that young professionals are self-centred, inexperienced and will only work if it suits them (N. Howe, W. Strauss, & R.J. Matson, 2000a). However, according to Gottlieb and Fogarty (2003) there are on-going debates about young professionals and misunderstandings surrounding them by government, educational institutions and the business community. It is also important to state that there is no generalizability to this research, but it is hoped that this study will bring some clarity to these factors by looking at the expectations and perceptions of authentic leadership expressed by young professionals in Sweden.

1.5 Delimitations of the study

This study only focuses on the role of the followers as workers in conjunction with the role played by their leaders as organizational leaders and their being perceived as being authentic leaders by their followers. According to Smith (2011), followers are understood to be seeking authenticity in the way they interact with and are treated by their leaders. Therefore understanding what followers want is pivotal to the success of this study. It is important to state that there are many different ethnic groups in Sweden, but for the purpose of this study, this demographic will not be used.

1.6 Definition of terms

Generation Y: these are people born between 1982-2000 (S. P. Eisenbeiss, 2005a)

Generation X: people born between 1965-1980 (Howe et al., 2000a).

1.7 Assumptions

- The sample will be sufficiently aware of the issues around leadership and their own views of such leadership to be able to contribute meaningfully to this study.
- The Swedish culture will not be a barrier to information gathering data.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This section considers the literature on followership (young professionals, sometimes referred to as Generation Y) and their perceptions of their leaders as being authentic leaders (AL). It also considers the meaning and scope of the authentic leadership model by linking literature reviewed and the definition of AL by well-known and lesser-known authors on the topic of authentic leadership in order to find a suitable definition of authentic leadership that will be used as a guide throughout the study. According to Algera and Lips-Wiersma (2012), the purpose of authentic leadership is two dimensional as, firstly, it can serve as an ethical and moral guide that can be used to encourage an ethical culture. Secondly, it can also be used to assist people to locate significance and association in their work.

2.2 Definition of Authentic Leadership

There are many definitions of Authentic Leadership in the literature. Taking the key points from those summarized in Table 1, themes are more about how authentic leaders behave, how they "show up" in their true colours, rather than following a formula. Authenticity is demonstrated in many ways, requiring the leader to be self-reflective in order to be effective and be trusted. The descriptions presented in Chapter one from Goffee (2005) and from George (2003) sum up the notion of authentic leadership most satisfactorily and are the ones used in this study.

Source	**Key points**
J. M. George (2000); Kernis (2003); Luthans and Avolio (2003a); Avolio and Gardner (2005) and Ilies, Morgeson, & Nahrgang (2005)	One's awareness of, and trust in, one's own characteristics, values, motives, feelings and cognition

Source	Key points
Kouzes and Posner (2002)	A person that finds and speaks with his/her own voice by aligning behavour to his/her own voice rather than mimicking others represents AL.
May, Chan, Hodges, and Avolio (2003)	To help people find meaning and connection to their work
Luthans and Avolio (2003)	The kind of leadership that can restore confidence comes from individuals who are true to themselves, and whose transparency positively transforms or develops associates into leaders themselves.
George (2003)	Showing the real true self and being the person that you were created to be by being natural and not animating or imitating others.
Avolio and Gardner (2005)	"authentic leaders are those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character" (p. 4). AL operates at multiple levels like the way that a leader behaves and the ethical climate created thereby as well as multiple constructs such as levels of transparency, self awareness, ethical values and fairness in decision-making.
Eagly (2005)	The emphasis is on leaders being true to self so that they can influence others through values and beliefs.
Sparrowe (2005)	AL should emerge from the narrative self progression in which others play a constitutive role in the self.

Source	Key points
Goffee and Jones (2006)	Authentic leaders are in touch with their own strengths and weaknesses and do not try to hide them. Leaders can, and should, up-skill and differentiate themselves, but without becoming something they are not. They are self-, other- and situationally aware, and care for the meaning in life as well as business effectiveness. 'Be yourself with skill"
Algera and Lips-Wiersma (2012)	AL is not just a matter of "being true to self" but it is also about true to self in relationship to others.

Table 1: Authentic leadership definitions

According to J. M. George (2000); Kernis (2003); Luthans and Avolio (2003a) and Avolio and Gardner (2005) authentic leaders are people that are true to themselves first. These types of leaders are aware of their own capabilities, characteristics, values, motives, and feelings and are connected with recognizing and understanding things. Their arguments, though valuable, focus on the leader and self and the aspect of followers is left to scholars to try to understand on their own. Earlier, Kouzes and Posner (2002) described that an authentic leader is someone who speaks with a true voice by modelling his or her desired business aligned shared values to his or her followers.

Even though this concept does give an understanding of what AL should be it again leaves the reader wondering what the shared business values are or could be, since the shared values could also differ from business to business, which could make it difficult to detect or keep them consistent during the research study. However B. George (2003)'s concentration on the natural person is that one needs to be bona fide in all aspects of his or her life. His view gives the description of AL as a holistic view where it illustrates that a person shows his or her true self even when angry and by so doing they live a purposeful and a meaningful life.

Hence inauthentic leadership is the opposite of this as it showcases a leader

that copies another person's leadership style (which cannot by definition be authentic) and literally imitates that person without tailor making the style to suit the person that he or she created, based on his or her own uniqueness. On the other hand, Luthans and Avolio (2003), Avolio and Gardner (2005) and Sparrowe (2005) propose that AL is about self-awareness in leadership which then uses transparency and trust in order to self-regulate themselves to serve their business needs for personal development and those needs of their stakeholders, including followers. These authors' focus point is to build around the leader modelling the desired outcomes and the followers replicating the same actions. However, the pinnacle of their argument is that it portrays consolidated and collective efforts between the leader and his or her followers. According to Goffee and Jones (2006), authentic leaders look at their followers as people that are leaders in their own right and that they hold potential leadership skills within them that can be groomed so that they too can become authentic leaders someday in the near future. They expand on their analysis of AL by using the analogy of an army of soldiers in a war combat situation where each solder is equipped and expected to take leadership at any time during an attack in order to save the lives of other soldiers and/or civilians that might otherwise be put in danger by poor leadership decision making during combat. Therefore, real leadership involves others playing a pivotal role in the on-going role in helping the leader to emerge as an authentic leader. This description of authentic leadership is inclusive and acceptable as it creates a platform where perceptions of followers about their leaders as being authentic leaders can be viewed.

There are other sources that incorporate the aspect of others in the formation of an authentic leader. As they present a genuine leader as someone that uses his or her life stories, either positive or negative, to benefit self and those around him or her. This is said to be done through a process of authentic self-actualization and personal development that is acquired through collective work between the leader and the led (B. George, 2003); (Luthans & Avolio, 2003a); (Eagly, 2005); (Ilies et al., 2005) and (Sparrowe, 2005). A simple description of AL that goes on to explain how a leader can become an authentic leader is the one that is discussed hereunder by Goffee and Jones (2006) as they give

detailed examples of leaders that have used self-knowledge based on engaging with others.

Goffee and Jones (2006) suggest that “self-knowledge” with skill is more appropriate than “self-awareness” in authentic leadership. They justify their views by stating that self-knowledge is more involved as it showcases an authentic leader as someone that is constantly evolving and that he or she is able to do this without threatening his or her followers while transforming him/herself. Therefore, they portray authentic leaders as people that become better at self-management and at information handling by making sure that their actions do not compromise others and especially their follower’s perceptions of them as leaders. Therefore, these writers concur that leaders, through their actions, should give positive signals to their followers that they want to lead them and reciprocally, followers should also send messages that they want to be led by such leaders, as authentic leadership encompasses relational leadership founded on trust and respect between leadership and followership. Hence their description of AL is suitable for this research report. In addition to this, Algera and Lips-Wiersma (2012) explain that authentic leadership is not a matter of being true to self as it goes deeper than just that but this has to be done in relation to others. So these authors concur that in order to be perceived as being authentic by followers, one has to be in a relationship with the followers. This could be in a working or in a social aspect but it requires contact and engagement with followers in order to build up trust and understanding between the leader and the follower.

2.3 A brief history of the Swedish labour market

According to Forsgren and Pahlberg (1992), Swedish multinationals might be using structural powers to secure their networks in emerging markets. Lazear and Oyer (2004) argue that Generation Y is the one that is affected the most when multinationals relocate their businesses and plants to low cost zones. They elaborate by saying that in internal labour markets, businesses hire more people. However, this argument is weakened by Goffee and Jones (2007) as they argue that clever people with information technology savvy, even though

they might feel that they bring in innovative ideas that bring in lucrative return on investments for their companies have to realize that they cannot just leave their current employment as they please as the opportunities of hopping around from one geographical area to another to work for another business entity are limited.

Therefore, the latter authors suggest that these smart young professionals are forced to stay in their current positions and are forced by circumstances to try to be successful in their local countries rather than moving around the globe while looking for better prospects. Despite the challenges of doing business abroad, Ekholm and Hakkala (2008b) state that technology is used by Swedish multinationals to optimise networks and to minimise risk factors related to doing business in new and unknown markets. These authors assume that followers in Sweden begin their working careers with job employment security by unions and legislation. In the end, the very same jobs are taken away from them when multinationals move their plants abroad and their employment that was protected by legislation and trade unions, becomes null and void as unions can only protect them if the companies are still operating their businesses within the local country of origin.

Even though unions have strong bargaining powers in terms of salary negotiations, the cost of labour is expensive in Sweden and business has to look at the interests of the business, which at times is very different from the interests of the union. Appendix A is an illustration of the youth unemployment rates in countries that are under the European Union from 2009 to 2011, while the information on Appendix B shows Sweden's youth unemployment rates from 2000-2012. This is important as it provides a vivid picture pertaining to young professionals' unemployment rates in Sweden in comparison with other countries in the European Union.

This information demonstrates that the rate of unemployment is increasing. Ekholm and Hakkala (2008a) provide the following lengthy description of the situation relating to the Swedish labour market. There was a shift that had motivated Swedish multinationals to relocate their operations abroad which has proved to have a negative impact on local unskilled labour as these jobs are

now filled by people in foreign countries and back in Sweden young professionals are holding on to their current jobs unless they are forced to leave due to retrenchments.

According to these authors, people with good information technology backgrounds, coupled with good academic qualifications, are usually people in high-income positions and they are said to gain from these shifts in employment trends. Hence companies in low-income zones want to employ them. Multinationals may lose their middle and top managers due to these individuals relocating to low cost zone geographical countries, the young professionals remain in the mother country. They are left without employment opportunities and without knowledgeable and strong leadership to lead and guide them. The labour market becomes highly volatile due to fewer high earners and a high rate of attrition as high calibre young professionals migrate to countries that can offer them better prospects than their country of origin. Whilst young people are mobile and dare to go to other geographical areas, lack of communication and / or misunderstanding by government, educational institutions and business cause problems for young people wanting to stay in Sweden. However, the scourge of unemployment continues and the battle is on. Appendix A shows unemployment rates in the European Union between 2009 and 2011. This appendix lists all the European member countries, including Sweden. Appendix B, however, is a graph that illustrates all the labour market fluctuations which are not only caused by unemployment, as business cycles also contribute to unemployment.

Moreover, the graph in Appendix B shows the Swedish labour market for people who are between the ages of 15-24, and the average unemployment rate is 24%. Therefore the shift in the job market might have either a positive or a negative contribution towards the attitudes of the followers towards their leadership, as being perceived as people who are authentic leaders. Therefore, it is important to understand whether the actions of the Swedish multinationals inside Sweden and abroad could have a cause and effect in the way that followers perceive their leadership back at home in Sweden. However, Crevani, Lindgren, and Packendorff (2010) suggest that this does not happen in Sweden

as, when multinationals relocate their business operations, they take away with them this aspect from the internal labour market. Therefore, according to Nusair et al. (2013), businesses dig themselves deeper into misfortune, as they continue to relocate plants abroad as this appears to be the cheaper option currently, yet is costly in the long run. This study seeks to establish the notion that followers perceive their leaders as being authentic leaders. Even though some companies are starting to realize that relocating to low cost zones is not necessarily cost effective.

2.4 The millennium generation

Since this study is focused on the millennium generation, the next few paragraphs set the scenario about the generational gap that has been created since World War 2, resulting in some of the challenges that are experienced by Generation X and Generation Y in the workplace today. When referring to Generation Y in this study it will be talking about our 2 groups of young people of which 85% are made of young professionals whilst 15% encompasses students from Chalmers University of Technology and the University of Gothenburg. This will be taken up in the research methodology chapter. According to S. P. Eisenbeiss (2005b), the working force is becoming younger and he denotes that there are now four generations namely:

(1) The traditionalists: People born before 1945
(2) Post war Baby Boomers: Were born between 1945-1964
(3) Generation X: They were born between 1965-1980
(4) Generation Y: Born between 1980-2000

According to S. P. Eisenbeiss (2005a) the expansion of the generations is a cause for inauthenticity in leadership as there are more and more demands for information, technology know how and things in the market place are changing daily, presenting frustration and pressure for the older generation, who might otherwise find it hard to deal with people belonging to the generations after their own generation. Eisenbeiss goes on to say that for a long time, the working world only consisted of 3 generations. However, after the Second World War

there was a baby boom, children that were born from the baby boomers were Generation X and thereafter there was Generation Y, suddenly the world had 4 generations and it does not know how to deal with it. Therefore these generations are in contradiction to each other in terms of their work ethic and work values and this has created a misalignment in the workplace, which needs urgent attention. This author suggests that perhaps forming collaboration and tolerance between the leaders and their followers could bring about synergy in the business environment. Contrary to the views stated by S. P. Eisenbeiss (2005b), K. W. Smola and C.D. Sutton (2002) state that Generation Y entering the business environment may look promising, as these workers seem to be high performing people who are driven by technology which is in high demand in this present dispensation. In addition to this, Southard and Lewis (2004) endorse the fact that our world today sees young professionals as assets to the business. Therefore, they suggest that Generation X needs to form a quick understanding of how Generation Y operates by considering the specific emotional needs of the millennium generation and to cater for them if they want to create a healthy and a sustainable working environment. The cartoon in Figure 1 demonstrates that Generation Y think that they are being perceived differently by their leaders who are mostly Generation X, than their own self-perception.



Figure 1: Generation Y

Source: Howe et al. (2000a)

It is apparent that a study such as this one is important in order to gain an understanding of how these generational groups can improve their working relationships so that they can better serve the needs of the organization.

The next section looks at what Generation Y expects from its leadership, if followers are to be effective and efficient in the workplace by using their true potential and show business leaders and educational institutions that they are a generation that can make meaningful contributions to their organisations by using their skills, competencies, intellectual capacities and more.

2.4.1 Followers' perceptions of authentic leadership

Goffee and Jones (2006) state that a real leader is good at knowing how to select life stories that are not going to embarrass the leader in front of his followers. He or she carefully chooses stories that gives him or her credibility

and shows his or her vulnerabilities in a way that allows followers to learn and also to give the leader respect because as the story unfolds, the leaders emerge as conquerors who have to overcome enormous adversity and difficulties to emerge as the people that they are now.

According to George and Sims (2007), follower's perceptions of authentic leadership are also about having leaders that shares their life stories with their followers, in order to provide guidance and inspiration for their followers. These authors encourage leaders to share the fact that their experiences might not have come from positive experiences so that followers can learn that one can learn to be self-motivated by a negative experience as well. These are experiences like losing a job and then becoming motivated to study then later on find a better job than the one that was lost. Even though sharing life stories with followers makes up for a genuine leader, a real leader has to be well positioned and self confident enough to know which stories they can share with their followers and which ones they should not share. Ladkin and Taylor (2010), Walumbwa, Wang, Wang, Schaubroeck, and Avolio (2010), and Hannah, Avolio, and Walumbwa (2011) concur that followers are driven by positive behaviours towards themselves from their leaders. This has reciprocal results as it influences their organizational citizenship behaviour. The notion is that if followers feel that they are cared for, trusted and treated with integrity by their leaders, they will reciprocate in the same way towards leadership. These authors suggest that it is possible to establish a positive correlation between followers receiving good treatment from their leaders and the followers behaving positively towards their leaders.

Based on the various definitions of authentic leadership that have been explored, authentic leadership is not only achieved through followers receiving positive emotions from their leaders. Positive emotions are an outcome of a leader that knows what to do, when to do it and how to do things that will benefit the leader and the followers. This does not only consist of feelings as feelings are a result of the actions that are taken by both parties in order to achieve authenticity in the workplace. Even though these authors claim that a positive relationship exists between followers and leaders due to the positive treatment

that followers receive from their leaders, that is the puzzle that one hopes to disentangle through this study as the followers give their views of how they want to be led.

However, the literature fails to explain determinants of this positive correlation between followers' treatment and their positive response towards their leaders. Hence, the research on followers' perceptions is vital in order to understand the latter. Therefore, if the study discovers that there is a negative relationship, it would be interesting also to understand the root causes of the difference in relationship.

2.4.2 Followers transcendence into corporate business

Earlier, Lorange and Roos (1992) reiterated that Swedish business leaders (like others) are expected to run their businesses effectively and efficiently by delivering good returns on investment for shareholders so that the firm balances its financial returns, with a good portfolio mix of business products and services, maximizing the use of administrative systems and divisions like human resources skills and capabilities to reward and incentivise staff by creating a good and reliable integrated planning system. This is pivotal to the successful retention of young professionals as they are viewed as people that want structure and focus in the workplace in order to strive and achieve their personal and business goals.

Moreover, these authors state that young professionals transitioning from being school pupils to being employees of an organisation bring along with them diversified opinions. K. W. Smola and C.D. Sutton (2002) warn the business community that it needs to take cognisance of how it perceives the millennium generation and they themselves should be mindful of how they behave in this group of peoples' presence as people's values change over time and this change influences the business outcome in a negative way in most cases. Therefore these authors are adamant that keeping a good and a happy organizational climate is fundamental to the fostering of authentic leadership. However, the concept of organizational climate is in contradiction with the

previous definitions of AL. As none of the various sources that were explored do not mention an organizational climate as they focus on self-knowledge and / or self-awareness and self-regulation as being fundamental concepts of authentic leadership.

Sparrowe (2005) argues that positive modelling is an outcome of self-awareness by an authentic leader. So the argument is that a leader needs to know who they are and understand what motivates them before they can lend a hand to another. However, Gardner and Avolio (2005) suggest that leaders need to avail themselves by giving support to their followers in times of difficulty and in good times and through these emotional initiatives and kind gestures, the follower would be able to gauge for him/herself the authenticity of the leader of the millennium generation. This view does not seem to be synchronized to the definition of authentic leadership that is used for this research, as the definition of AL suggests that the leader get in touch with him/herself by reaching out to those around him or her for support in self-reflection which is then used to modify and transform the leader to a better self. On the other hand B. George and Sims (2007) depict an authentic leader as someone who is able to pick up the broken pieces of his or her life, both good and bad, and make something beautiful out of it. These authors also state that in order for a person to become a genuine leader they have to be real to themselves by making certain that they do not imitate other people but they are unique and are being themselves. Hence followers trust leaders that are not a replica of another person. These authors also narrated that becoming an actual leader starts with self-development.

Therefore, one deduces from this statement that even followers should be able to create an environment in the workplace where they can experience and create opportunities for authentic leadership to exist through self-development. Whilst Smith (2011) mentions that young professionals have their own set of values and ideologies that may influence the way that these followers engage with other people, other personalities and business enterprise priorities, even then, according to the authentic leadership model, followers need to be self-aware of their behaviour in the job so that they can become effective in their

work. Furthermore, Smith elaborates by stating that young professionals enter the workplace with their own mental idea of how they expect their leaders to treat them, therefore there seems to be a gap between what followers want and what employers and business leaders think that followers want and this could impact on the followers' job behaviour and produce the opposite of the desired outcomes by the company.

Deducing from Smith (2011)'s theory of how followers enter employment with self-awareness, this connects with some of the ideas that were discussed earlier by Goffee and Jones (2006) where they suggest self-knowledge is paramount to authentic leadership. It does seem as though followers start their working careers in Sweden with self-knowledge of their skills and abilities and how they expect to be treated in the workplace. However, it is hoped that through this study, the voices of the followers will bring clarity and a deeper understanding of what they perceive genuine leadership should do if they want to keep, groom, nurture and harness these young professionals to become effective, efficient and better equipped future leaders of tomorrow. The perceptions of followers are not absolute and the answers given are determined through the interview guide that encompasses questions that are asked of the young professionals. This is done in order to ascertain whether these perceptions exist or whether they are mere speculations.

2.4.3 Generation Y's expectation from leadership

K. W. Smola and C.D. Sutton (2002) warn that generational work values do differ as times change and that as people from one generation grow older, so their values change. Southard and Lewis (2004) and Macky, Gardner, and Forsyth (2008a) suggest that Generation Y people are team orientated people. However, they want instant rewards even when they have not earned them. These authors say that this generation will not invest in a long-term job as they like flexibility to be able to have time to do their own thing at their own convenience.

Collaboration and team work in the workplace

According to Southard and Lewis (2004) and Macky et al. (2008a), leaders who want to lead and manage Generation Y effectively would require superior people skills in order to manage this group, even though it is amicable and jolly. As they state that the millennium generation is believed to be always on the go and that they cannot be easily swayed by leaders who lack direction and ability to lead their teams effectively. Therefore collaboration and teamwork is a prerequisite from both leaders and followers in the workplace. According to George and Sims (2007), an authentic leader is not necessarily someone that is born with extraordinary personality traits. However, these authors argue that a person chooses to become an authentic leader and develop self through self-awareness and self-regulation. The point that these writers illustrate in their discussion is that authentic leaders are passionate about change, they have a meaningful purpose and they lead their followers with their hearts and their heads. Authentic leaders are self-aware and they have regular self-introspection and through these exercises, they spot unwanted character traits and change those in order to improve on self. These views are going to be checked when interviewing followers to see whether the literature reviewed does link to the young professional's perceptions of authentic leadership in Sweden.

Self-regulation

Southard and Lewis (2004) urge business to build workplaces that allow young professionals to thrive and that a leader should check that his or her followers are well taken care of by being transparent and by making sure that their voice, actions and values are one with heart so that all that their conduct is seen as being authentic by his or her followers.



Figure 2: The generation gap between leaders (Gen X) and followers (Gen Y)

Source: K. W. Smola and C.D. Sutton (2002)

These writers suggest that positive actions by leaders create long lasting connections between leaders and their followers. This information is useful as it builds a foundation and serves as a warning during the research process to rather let young professionals say what they perceive needs to happen in their leadership that does or does not display their description of authentic leadership. Figure 2 depicts Generation X's perceptions of the millennium generation and from this one gathers that there is a disjoint in these groups' perceptions about one another. Therefore, knowing the perceptions of Generation X through the literature reviewed is vital as it can be used as a self-assessment tool and a guide during the data gathering process, so that young

professionals feel that their input is purely from them and that they are respected and valued as individuals. According to Smola and Sutton (2002), the cartoons in Figures 1 and 2 talk about Generation X's (leaders) perceptions of Generation Y (followers).

This provides a brief background into Generation X even though this is not the topic of interest on this research project. It reveals Generation X's view of young professionals (Generation Y) and their different conceptions about this group of people. Southard and Lewis (2004) mention that leaders need to speed up their learning and build up processes and systems that will encourage diversity in the workplaces. This is important to the study as it not only bring challenges faced by the two generations, but it also proposes some interventions if these perceptions hold true about young professionals' perceptions of authentic leadership by their leaders in Sweden.

2.5 Leadership Models

The brief discussion of five leadership models and the authentic leadership model in this context is done in order to demonstrate that the authentic leadership model is a better choice for this study as its advantage is that it discusses followership versus leadership and it includes attributes of some other leadership models. Luthans and Avolio (2003a) state that AL has aspects of ethical, charismatic, transformational leadership styles. Hence they are discussed in the study.

These leadership styles are discussed in order to find synergies and their contrast to the authentic leadership model. This is done through looking at the characteristics of each leadership style. Thus authentic leadership has added character traits that these other models lack, hence using them as a comparison to our model of AL makes the authentic leadership model beneficial for the phenomenon under study.

2.5.1 Authentic leadership

According to Collins (2001), great leaders sit on level five (top) of his hierarchy pyramid and he demonstrates that these leaders are people that have humility and a strong will to promote the greatest good for all through social engagement, and he also depicts them as people who build lasting greatness. Hence, Collins denotes leadership as a complex aspect and it needs both leaders and followers to work in unison if they are to achieve an organizational ecosystem that portrays authentic leadership in the business entity. This thinking does create synergy with the authentic leadership model and it will be taken into consideration during the research project. Figure 3 is an illustration of the Collins hierarchy of leadership that aligns with authentic leadership at level five.

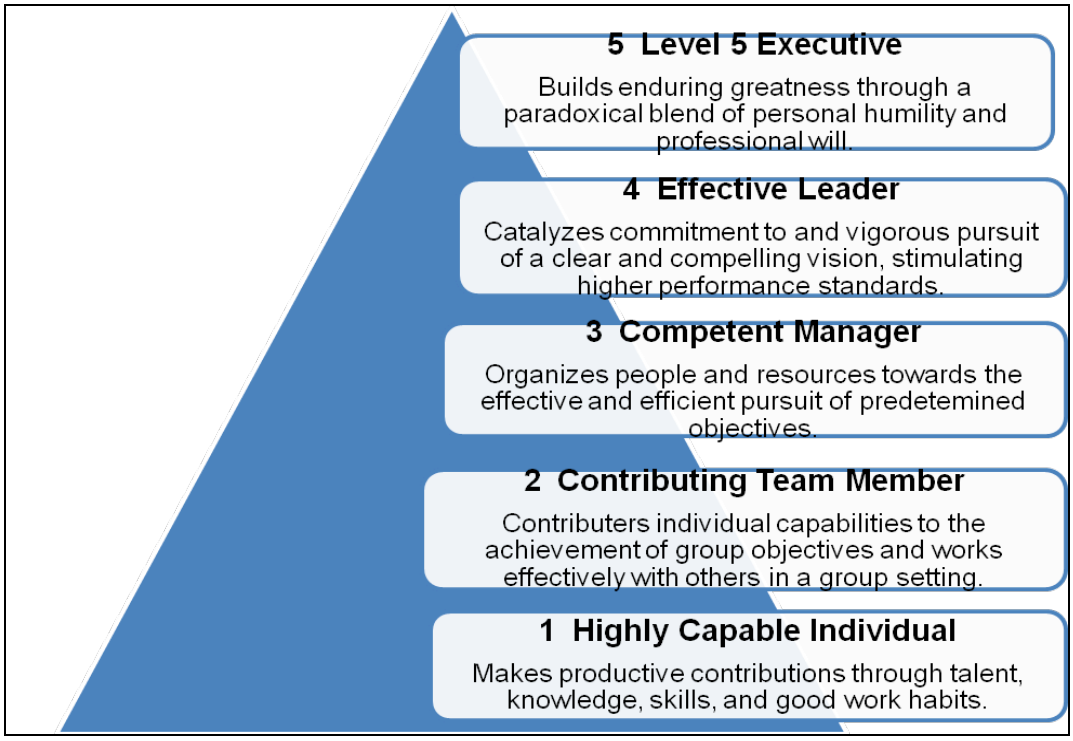


Figure 3: Level 5 hierarchy of leadership

Source: Collins (2001)

In Figure 3, Collins illustrates the different levels of leadership and the functionality of effective leadership, and in so doing, he agrees with Shamir and

Howell (1999)'s concepts as their view of leadership is that of social engagement by all stakeholders including followers. Therefore, Collins' hierarchy of leadership does have elements of authentic leadership and some of its attributes have been taken up to form elements of our propositions. However, according to Lowney (2003), the leadership concept is often associated with people in high powered positions, and in most cases, there is a concern that people assume that leadership is supposed to be a one-way command-like relationship. However, Collins' arguments refutes Lowney's view when Collins states that the leadership concept is not often associated with people in level five of leadership since leadership is an evolved discipline and it encompasses many stakeholders and many aspects of leadership, including authentic leadership.

According to Eagly (2005), leaders enter into pyschological contracts and social engagement with their followers, and these are build on trust. Therefore, part of great leadership is to facilitate organizational stakeholders to assist one another and to create synergy and genuine citizenship that results in positive emotions. This synergy extends beyond the relationship between leaders and followers; George and Sims (2007) highlight the fact that many leaders nowadays credit their successes to other leaders that coached them to become the authentic leaders that people acknowledge as great leaders. Followers should not be intimidated by the seniority of their leadership and should approach their leaders for coaching, since authentic leadership addresses these concerns as its attributes of self-awareness; self-regulation, self-discovery. A key to learning should be based on knowing that one is lacking a particular skill and then going out there and acquiring it.

Even though Covey (2006) and Cook and Howitt (2012) concur that a leader needs to find his or her own voice and in so doing the leader inspires others to find their own voices too, these authors fail to state how their claim helps followers to perceive their leaders as being authentic leaders. These authors are describing leadership in a broad sense, hence the authentic leadership model is a better choice for this study as its advantage is that it discusses followership versus leadership and it includes attributes of situational and

relational leadership. Moreover according to Goffee and Jones (2006), a leader should be someone that has a vision, purpose and energy.

They elaborate by stating that if people are stern about leadership, they should not try to act or be like someone else, they should be their authentic self in all situations and in all places and through that, they will have a greater impact on their followers and this synergy building between leader and follower, to these authors, mean great leadership. According to Covey (2006), DeChurch, Hiller, Murase, Doty, and Salas (2010) and Crevani et al. (2010), leadership is emphasized as a process that engages employees by helping them to become the best that they can be through enforcement of good principles and by communicating the company's goals and vision.

These authors' portrayal of leadership focuses on various practices and procedures of leadership where leaders are more concerned about the methodology that is used to show their leadership style instead of demonstrating the real self. Hence the view given by these authors is very broad while this study is specifically looking at the authentic leadership model.

2.5.2 Transformational leadership

Burns (2003) depicts transformational leadership as the leader's innate ability to strike a balance between his intention to produce change and his courage and unrelenting pursuit to try out many strategies in order to bring in the change that is suitable to the need at hand. According to Burns, to transform is to be able to effect an alteration in form or in structure. Therefore he states that change is conditional and it has to happen internally first then the results are seen externally. Therefore this aspect of the transformation leadership model forms an integral part of the authentic leadership model where leaders and followers have to transform their behaviours, values and norms if they are be perceived as authentic leaders in the workplace.

However, this model puts a lot of emphasis on the leader being the doer whilst Goffee and Jones (2006) present authentic leadership at equilibrium when they state that leaders are needed at every level of the organization. They use an

analogy of an army of soldiers in a battle that uses a strategy whereby all the members of the army are leaders in their own right at each stage of the battle and this is needed in order to have a successful mission. Therefore, both leaders and followers are leaders in their own rights and each one needs to take up leadership positions, be it a significant role or a smaller role, all are equally important.

On the other hand, Rowold and Heinitz (2007) debate that transformational leadership means that it's leaders are change agents through the formulation of vision while forming strong emotional ties between the leader and the led in order to transform the followers' beliefs, systems and attitudes. Hence in this type of leadership the leader has to be seen as trustworthy and representing a system of conduct that allows the process of change to be introduced smoothly to followers. These authors' views are congruent with the authentic leadership concept as according to the literature reviewed both followers and leaders must have a common ground where there is synergy and alignment in their desires. In alignment to these authors views on AL. B. George and Sims (2007) comment that people can perceive authentic leadership, even in negative situations, if they are willing to change their life stories and experiences to learning experiences that enriches their persona through leaders that excite their followers with their personal stories through positive modelling. B. George, Sims, McLean, and Mayer (2007) concur that all people have the ability to enthuse and to build up others to be the best they can be. However, people need to be willing to invest time and effort in their own personal growth and personal development as leaders before trying to empower others. Therefore this model will not be used exclusively as it is already included in the AL model.

Cavazotte, Moreno, and Hickmann (2012) argue that the transformational leadership model is grounded on the leader's personality and emotional intelligence and that these leadership character traits must positively influence the company's output in order for the model to work effectively. They go on to say that the transformational leaders' ability to produce desired results for the organization is impacted by the leaders' direct function as a transformational leader. Therefore transformational leadership begins with the leaders' ability to

change his or her behaviour to suit the needs of the organization. This research requires a model whereby both leaders and followers are transforming themselves in order to reach common goals.

Hu, Wang, Liden, and Sun (2012) say that the focus of the transformational leadership style is on influencing followers by engaging them in a class of behaviours including intellectual stimulation, visions of the future and many more specific behaviour patterns. However, they do not state the process by which the leader is able to do what these authors claim.

Moreover, this model lacks a focus on the emotional side of the follower and it also does not try to understand what the needs of the followers are. The shortfalls found in this leadership style are compensated for in the authentic leadership model as it covers those aspects, and the attributes that are found in this model are also found in an authentic leadership model. Therefore, its relevance to the follower's perception of authentic leadership in Sweden is limited and it would not benefit or answer the study's enquiry. The transformational leadership model is not sufficient for this study as its focus is on transforming the leader and not the followers, whereas the purpose of this study is focused on the follower in relation to the leader.

2.5.3 Charismatic Leadership

According to Sosik (2005), charismatic leaders use social influence to gain support from their followers. He relates to leaders in this model as people whose power originates from their principles, individuality, and behaviour. The author indicates that these kinds of leaders provide insight to others through inspiring cooperative deeds. These attributes of the model assume that there is already an existing and healthy relationship between the follower and the leader and therefore it should be easy for the leader to use social influence to gain support from followers, however, this style does not explain how the model can be used in situations where there are non-existing relations, for example, if a young professional has just joined their employer's employment.

In contrary Sosik, Juzbasich, and Chun (2011) define the charismatic leadership

model as being founded on the leaders' vision, drive, passion and their ability to inspire their followers into action. However, according to these authors, the danger in this model is that some leaders that have managed to operate well in this model have ended up being dictators, rather than being leaders. Therefore, using the concepts of leadership as stated in this leadership style, will not address the propositions. In contrast to these authors, Wilderom, Van den Berg, and Wiersma (2012) look at charismatic leadership from an organizational culture point of view and its impact on the overall performance of the organization, and challenge the fact that leadership has a pivotal role in making their organizational cultures conducive to the organizational citizens.

Even though these authors work is around the organizational culture and its importance to the organization, their suggestion fails to give this study the necessary guidance that it finds in the authentic leadership model. Whilst this model is interesting, it would be detrimental to this study since, in order for this research to bear fruitful results, the model that is being used has to be fair. Hence the authentic leadership model could help to derive fairness, especially by using the tool that is developed from its framework. The advantage of the tool is that it looks at both followers' and leaders' expectations and brings in a pathway that is used to explore follower's perceptions of their leaders as authentic leaders in Sweden.

2.5.4 Spiritual Leadership

According to Reave (2005) spiritual leadership and effective leadership are interconnected through leadership values of veracity, honesty, and humility. She justifies her argument by stating that the principles that are illustrated in this model are not new concepts into leadership, however they have existed for some time, therefore Reave demonstrated that spiritual values are inseparable from effective management. Despite the suggestion that has been brought forth by Reave, there is still no clear distinction about the benefit of using the spiritual leadership model in this study. Fry and Kriger (2009) proposed a theory that comprises five levels. They argue that this kind of leadership is based on (1) the physical world, (2) the world of images and imagination, (3) the level of the

soul, (4) the level of the spirit and (5) the non-dual level.

Their point of view is that this theory is focused on being, rather than other theories that have their focus on having (traits), and doing (through competencies). However, this model does not address follower's perceptions of authentic leadership. According to Chen and Chun (2013), and in contrast to the other leadership models that have been discussed in this report, the spiritual leadership model is concerned with the sharing of vision, hope or faith and philanthropic love by the leader with his or her followers in order for this model to work successfully. Despite their narrative on this leadership style for the purpose of this study, this leadership model is inappropriate as it would be difficult to apply this model in a Scandinavian working environment, because the business ethics and the cultural ethos in Sweden discourages open and public discussion about issues of the spirit, the soul and public demonstration of philanthropic love, as these matters are considered to be personal and private matters (Thoughtforce, 2013). Moreover, a theory that requires spiritual maturity for followers might be too advanced for most people in the Generation Y category. Hence this model would not be suitable to this study.

2.5.5 Ethical Leadership

This leadership model, as stated by Brown and Treviño (2006), is concerned with the moral aspect of the leaders and how their actions impact the organizational setting. This model has its focus on business ethics and how leaders can act as watchdogs and as agents acting on behalf of their shareholders and their business enterprises. This model concerns itself with stakeholder value (aside from financial aspects), but does not go into follower's perceptions of their leadership authenticity. Even though S. A. Eisenbeiss (2012) states that there are four pillars to the ethical leadership model and these are namely: (1) human orientation, (2) justice orientation, (3) responsibility and sustainability orientation, and (4) moderation orientation these aspects are complex and require more peeling down of the four layers that make up this leadership style and due to time and limited resources this model will not be used for this study. Even though this model does take into account the people

aspect, especially followers, it is still pitched at a high business level and considers leaders from a high moral perspective level and does not include follower perceptions about their leaders.

Therefore this model is inadequate for this study as it leans more towards senior leaders of the organization and its emphasis is on displays of morality and of good conduct within and outside the company by leadership. It cautions leadership against public humiliation of the organization by leadership's immoral actions. Some aspects of this model are useful as they are found in the authentic leadership model where there are discussions about business ethics. On its own this model does not suffice the need for a holistic leadership model that will assist in answering the research question so it will not be utilized. Figure 4 is a brief illustration of the various attributes that make up the authentic leadership model.

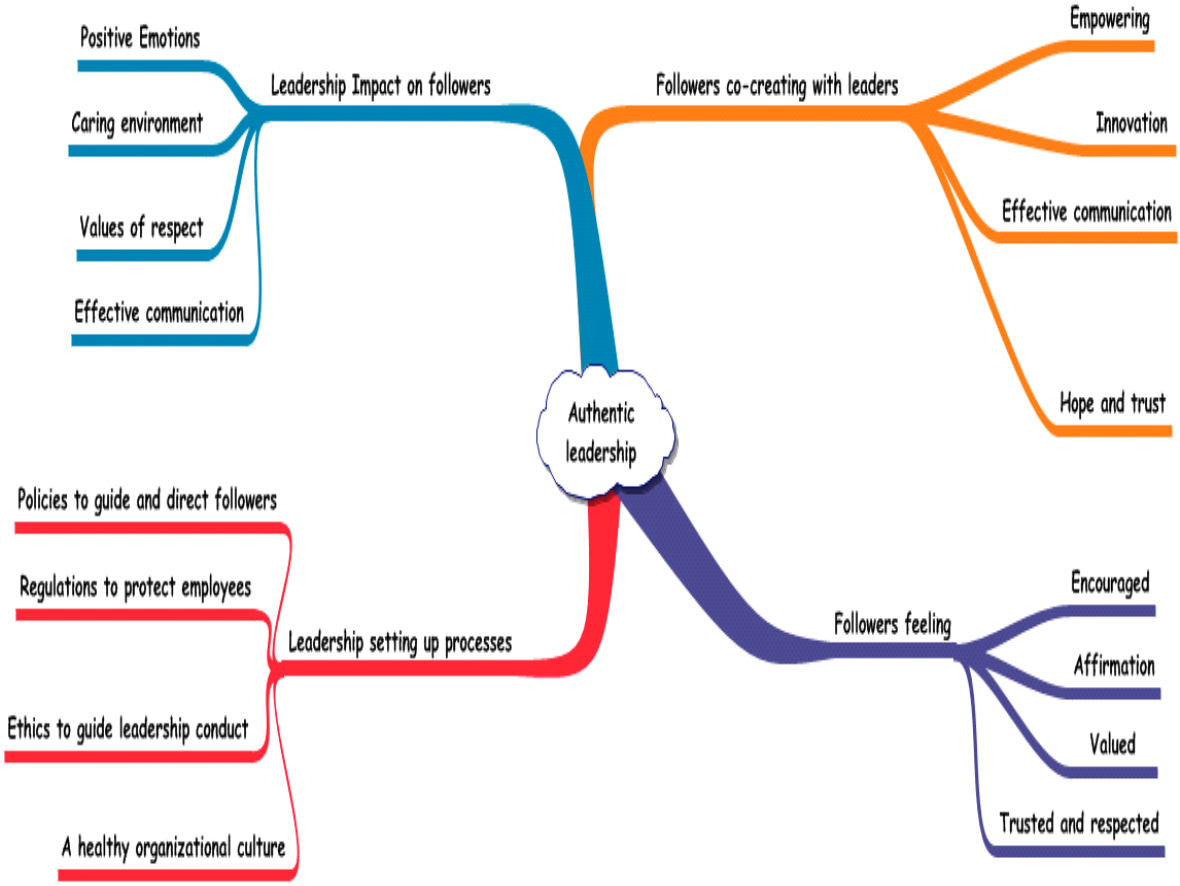


Figure 4: Attributes of authentic leadership

Figure 4 depicts followers and leaders views on the authentic leadership concept as laid out in the literature reviewed. On the left hand side of the diagram (in blue and red) is an illustration of how leadership could impact on followers, whilst on the right hand side of the figure (in orange and purple), it is concerned with followers and their perceptions of authentic leadership, and how their leaders could meet these perceptions. There are five main aspects to authentic leadership that are stated in Figure 4 and they are:

a) The impact of leadership on followers and the results of that in the far left

b) Leadership setting the scene through installation of proper processes on the left in the bottom section

c) The main connector or the glue to all this is authentic leadership in the centre of the diagram in the white cloud

d) Followers co-creating authentic leadership attributes in conjunction with leadership (middle in brown) and its fruits can be seen next to it on the far right

e) Finally, followers' feelings are taken into account and the result of doing so is shown in the far right at the bottom

Some of the suggested ways are that leaders could demonstrate positive feelings towards their followers through giving them positive affirmation, recognition and implementation of their views and ideas when and where necessary in the workplace. The earlier argument was that values, character display and more are a result of an authentic leader acting out the required aspects of AL. The model also focused on the leaders having self-knowledge if they want to gain trust and loyalty from the young professionals. According to Lowney (2003), self-awareness is a cornerstone to developing authentic leadership. He elaborates by stating that followers and leaders should aspire to discover their blind spots and weaknesses by seeking feedback and then use the feedback to remedy these aspects of their characters. This suggestion by this writer is in agreement with what is described as self-knowledge by Goffee

and Jones (2006).

Therefore for purposes of this study “self-knowledge with skill” will be used instead of self-awareness. Like Goffee and Jones, Lowney suggests that leadership is not a one-dimensional aspect because it requires both followers and leaders to form an alignment if there has to be success in their attempts to form individual and organizational authenticity. However, Luthans and Avolio (2003b) have determined that authentic followers and leaders are driven by a set of end values that distinguishes them as people who have an orientation towards doing what is right and fair for both the leaders and for their followers. Despite the above authors’ views, May et al. (2003) deduce that authentic leaders raise their real behaviours through high levels of social identification by the creation of high moral values, and by a demonstration of honesty and integrity during their interactions with their followers, the followers reciprocate this behaviour towards their leaders, suggesting that leaders show positive modelling and followers reciprocate. In contrast to this point of view, Field, Gottlieb and Fogarty (2003) state that young professionals are defined as people who are always mobile and they are always willing to relocate to other geographical areas for economic and quality of life reasons. Young professionals are seen as people who receive attention from business managers. However, Avolio, Gardner, Walumbwa, Luthans, and May (2004) suggest that the authentic leadership model emphasizes role modelling as its critical success factor.

Bruce et al., (2004)’s argument is supported by Kidder (2005) by adding to the previous authors proposition that the modelling that is required for the authentic leadership theory’s success should be focused on the development of moral courage of followers by leaders. According to Gardner and Avolio (2005), a self-regulated leadership is internally driven by self-determination processes that the leader concerned uses to show unbiased behaviour when interacting with his or her followers. These authors state that these attributes in authentic leadership create self-esteemed leadership and it is said to be needed by followers if leaders want to be recognized as genuine leaders in the workplace.

On the other hand, Fields (2007) specifies that the model that followers use to judge their leaders affect the ratings that they allocate to their leaders. It is only once this study has been conducted and concluded that one will be able to review whether young professionals do have perceptions of authentic leadership or not, and if they are in the affirmative then it would be another area of interest to see whether the interview guide and the responses gained from followers can shed light on the topic under study.

2.6 Phases of the authentic leadership model

According to Collins (2001), leaders that are great are different from those that are good, and it is this kind of leader that leaves long lasting impressions of their dynasty long after they have handed over their reins to their successors as people continue to talk of their greatness. He elaborates by saying that great leaders turn their life stories of misfortune or hardships in early childhood into inner strength and resilience that rubs off positive attributes onto their followers. Shamir and Eilam (2005) are in agreement with Collins as they state that authentic leaders are people that constantly build connections with others through the continuous action of positive leadership towards their followers.

According to Goffee and Jones (2006), genuine leaders have an inherent ability to use their inner strength in good and in bad situations, as they suggest that real leaders can balance their response to followers and are able to tailor make appropriate and adequate responses when needed. This means that when these leaders find a need to use discipline to address a situation they do so and if they find that they need to use different means for different situations or individuals, they do so for the benefit of all the people that are affected. Avolio et al. (2004) had earlier suggested this when discussing the situational adaption characteristic of authentic leaders. In this way, the AL model incorporates a key aspect of Situational Leadership (Hersey & Blanchard, 1969), a model that has shown itself to be effective and widely used over the past 40+ years (Alimo−Metcalfe, 2013), reinforcing the notion that the AL model is probably stable enough to be of value as a research topic.

They elaborate by stating that authentic leaders are resilient and have inner strength to sustain themselves even in difficult periods. However, Lapidot, Kark, and Shamir (2007) focus their views on leadership by looking at the effect that is caused by the leaders' ability to show situational vulnerability to their followers and debate whether the demonstration of situation vulnerability creates continuous trust of followers in their leaders. These authors stress that the leader's behaviour manifests integrity and benevolence, thus enhancing followers' trust in the leader. Hence trust building within an organizational setting requires that leaders are willing to show their situational vulnerability to their followers and in return followers are expected to accept their leader's demonstration of vulnerability so that the trust building relationships can begin on a good foundation of openness and honesty from both parties. Furthermore Hernandez, Eberly, Avolio, and Johnson (2011) describe how important it is to understand the roots from which the leader develops his or her leadership traits, as this is the cornerstone in determining the way that he or she interacts with followers.

In the literature reviewed, it seems that through the AL model, leaders can transcend into being better leaders by being vigilant of their working environmental situations and by displaying appropriate behaviours and appropriate remedies when a need to do so arise in the workplace. They also need to stay in tune with themselves in all situations and with all the people with whom they interact. Therefore, real leaders need to be coherent and consistent at all times (Goffee & Jones, 2006) if they want to be viewed as being authentic leaders by their followers.

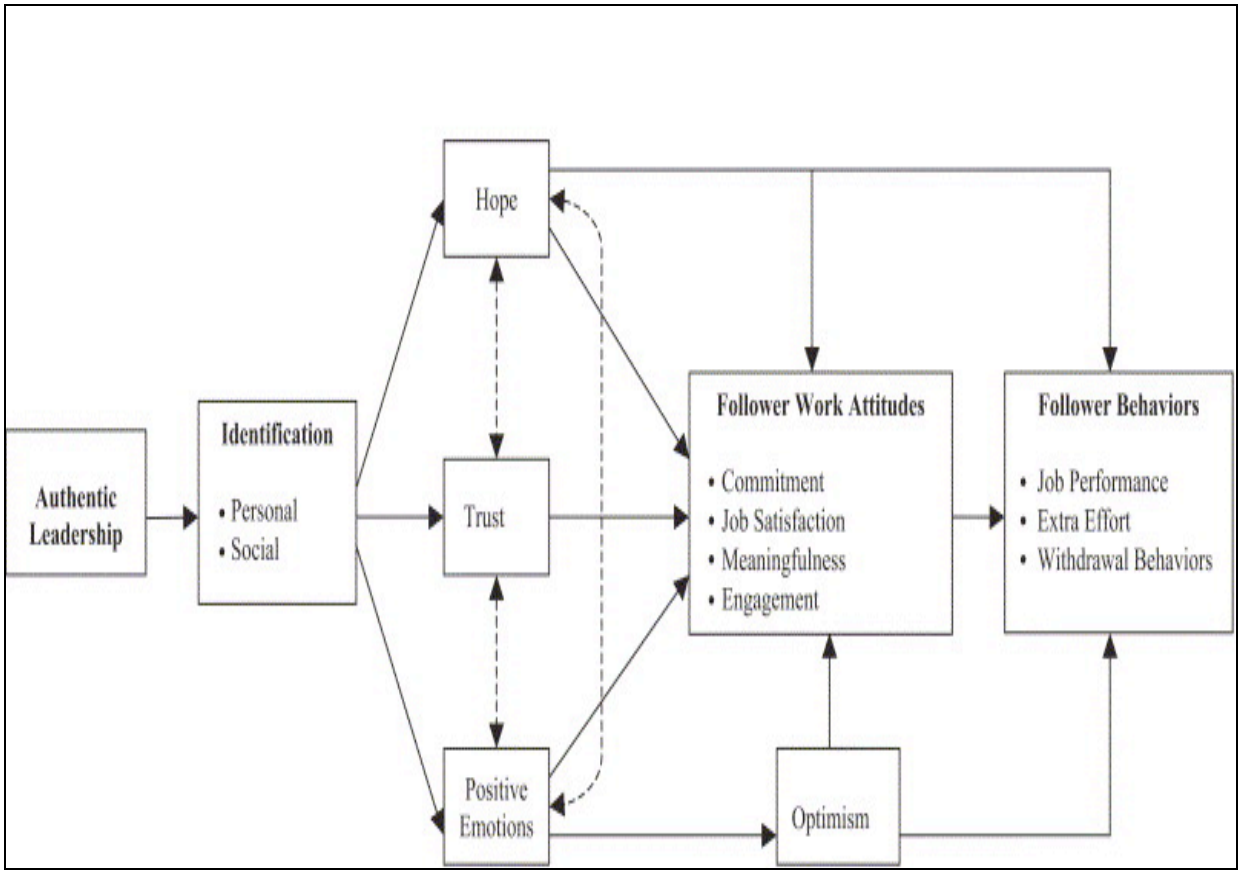


Figure 5: Phases of the authentic leadership model

Source: Avolio et al., (2004)

Figure 5 is an illustration of the phases of the authentic leadership model and each phase is interconnected to the other. It also represents a process in which followers and leaders can use these phases to transform self to become real leaders. The next few paragraphs describe each phase from the left to the right as it can be seen in small boxes in Figure 5. Here a genuine leader is showing a transcending being from knowing less about self into knowing more of self through social networks and building of relationship with people that care.

Authentic leadership

This box is filled with all the attributes of authentic leadership - these characteristic are formed by a leader that is self-engaged with his stakeholders into order to create a better personal brand of an authentic leader by

continuously improving on self through utilization of people around one to gain self-reflection and self-development (Eagly, 2005); this can be used by both leaders and followers alike. Once this happens the leader and the follower gain positive emotions, integrity, positive modelling and inspire each other into collaborative relations (Goffee & Jones, 2006).

Identification

These pertain to personal and social attributes that are found in the authentic leadership that relate to a leader's and followers' abilities to identify personal and social attributes that make others feel that they belong to their working group and that they bring in meaning and purpose to their lives and those of people around them. This aspect is important, as according to Eden (1992), people's expectations are important in an organization. Therefore leaders need to keep checking that they still identify their social and personal attributes with those of their followers if they are to be viewed as being authentic leaders in Sweden.

Moreover, according to Eagly (2005), knowing and feeling comfortable with self is the first step to self-discovery and that results in self-empowerment. Therefore, if the followers' personal and social expectations are not fulfilled or handled well, this could have a devastating effect on the person and this could affect the organization, which could perhaps show up through work absence, high attrition rates and demoralized workers, and in the end the organization's triple bottom line could be affected and the return on shareholder investment could depreciate. According to George and Sims (2007), when leaders are able to have this self-reflection and can demonstrate their true worth by engaging themselves with their followers at grassroots level, then it becomes easier for them to gain the trust from their followers and the followers themselves become authentic followers like their leaders. This benefits Sweden as she already has a 24% unemployment rate amongst Generation Y and she needs this workforce.

2.7 Flaws in the authentic leadership model

Diddams and Chang (2012) highlight the fact that there are weaknesses in the authentic leadership model as this model fails to discuss some of the hindrances and weaknesses that are associated with cognitive abilities, motivation, social cognition and group dynamics that arise due to the followers' need for belonging and acceptance, even though authentic leaders encourage and mentor their followers so that followers can grow into supervisory levels in their work. Their inner needs for fulfilment and integration into the work environment are still left unsatisfied. According to Diddams and Chang (2012), one of the weaknesses of authentic leadership is that authentic leaders are not transformational leaders because, even though they may possess the qualities of integrity and trust, they are unlikely to motivate their followers through vision and intellectual stimulation.

In contrast to these authors, Eagly (2005) argues that an authentic leader has to obtain permission from his or her followers to act on their behalf. She describes this transaction between followers and leaders as relational leadership because a relationship of trust has to be granted by followers first. However, Covey (2006) infers that self-discovery is key for both followers and leaders –in order to regulate themselves by inculcating a balanced work process, thereby creating a culture of transparency by showing personality traits of authentic behaviour towards one another.

Finally, this tool consolidates all the positive characteristics of transformational, charismatic and ethical traits and builds on them a holistic and a well-rounded model in the form of an authentic leadership model. In conclusion, and as mentioned by Diddams and Chang (2012), the authentic leadership model does have its own weaknesses and limitations, however, that is not in the scope of this study.

2.8 Authentic leaders and followers

According to Southard and Lewis (2004), Generation Y need leaders that are

confident in their capabilites as leaders and are therefore not intimidated by the millenium generation that seem to have information technology savvy and are easily demotivated by leaders that seem to lack direction and focus in the workplace. These authors state that even though this generation of people are jolly and friendly they still need leaders with superior organizational skills in order to drive collabation and synergy in the workplace, therefore Generation Y has high expectations from their leadership which includes having leadership that builds workplaces where young people can thrive.

The perceptions of followers are not absolute and the answers given are determined through the interview guide and through responses that are gained from the participants to this research report. This is done in order to ascertain whether these perceptions exist or whether they are mere speculations. Gardner and Avolio (2005) suggests that leaders need to avail themselves by giving support to their followers in times of difficulty and in good times, and through these emotional initiatives and kind gestures, the follower would be able to gauge for him/herself the authenticity of the leader.

2.9 Conclusion of the literature review

The literature reviewed showed that Generation Y want to have leaders that can prove to them that they are worthy to be followed by them. The other aspect that was brought forth through the literature was that the millennium generation expect their leadership to collaborate with them so that together leaders and followers can be innovative in the marketplace. In addition to this, followers want their leaders to excite them through value creation, effective and engaging leadership. Followers want leaders that are not afraid to show their weaknesses and vulnerability as this makes it easier for followers to follow them because, through these acts, leaders attest to their followers that they too are human, sociable and do have bad days at times. It has also been mentioned in the literature that leadership is something that is done with others and not what one does to others. Therefore collaboration and working together by leaders and followers is important in order for AL to be effective. Moreover followers anticipate their leaders will possess strong empathy towards their followers

when the need to do so arises. In the end, followers want to have leaders that use rationale when dealing with them so clear goals, objectives and boundaries are set for both leaders and follower in the working environment.

Young professionals expect their leaders to prove to them that they are worthy to be followed by them by selectively showing their vulnerability to their followers. They want leaders that administer situational leadership and instinct to solve work issues at suitable periods and with fitting measures. They perceive authentic leaders to be people that genuinely care about their employees by using tough understanding which might mean being able to instill appropriate discipline when needed (Goffee & Jones, 2006) and finally Generation Y want leaders that capitalize on what is unique about themselves by not trying to copy someone else but by being their real selves in all situations (B. George, 2003).

2.10 Research question

What are the perceptions and expectations of young Swedish professionals of the authenticity of their business leaders?

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This part of the research proposal outlines the methodology used; a brief description of the data collecting process and an explanation of the design of the research tool that was used and finally the topic on data reliability and data validity was explored. The sample came from followers in the Gothenburg and the Orebro area of Sweden. These are employees of any one of the following companies: Ericsson, Sandvik Bearings, Atlas Copco, Volvo and AstraZeneca. There were two samples used for the research. The first sample comprised seventeen Swedish young professionals who came from a blend of backgrounds.

The second sample consisted of three young professionals from 2 Swedish Universities. The total population for the main study was twenty people and this was done in accordance with Leedy & Ormrod (2010) who advises that in order to gather sufficient data the number of participants interviewed should be between 5-20 participants, so that maximum benefit is gained from the interviews and thus the researcher has a more solid and concise grasp of the data given during the interview. Prior to the main study, pilot interviews were conducted in late October 2012, in order to test whether the instrument included the relevant questions that would elicit appropriate responses to the propositions.

In addition, according to Zimund (2009), a pilot study is used to formulate an understanding of how the research might develop and to gauge how long the real research might take to complete. The pilot was helpful as its results showed that some questions in the interview guide were not going to assist in gaining answers to the research questions, and the research instrument was changed accordingly. The candidates for the research project were selected by company human resource managers who were contacted to assist on the project for that purpose.

An interview guide containing eight questions was used to gather information from the young professionals. Young professionals were briefed on the interview process before the interviews were conducted with them. Moreover respondents were advised that an audio machine was going to be used to record the discussion and an explanation for its usage was given to the applicants and permission to use it during the interviews was obtained by the interviewer. Appendix D is the research instrument that was used to gain information from respondents. Once the human resource manager had provided a list of respondents who had agreed to participate on the research project, they were contacted via email and/or a telephone call to confirm date, time and venue. Thereafter, interviews were scheduled as agreed upon with the participants. All interviews in Sweden were conducted in person and at the client company's premises during the time that was suitable to the respondent.

3.2 Research methodology/paradigm

This study used the qualitative approach out of the three approaches (qualitative, quantitative and mixed). The qualitative approach was chosen for this research because it was suitable for gathering research data for the young professionals' perceptions of authentic leadership in Sweden.

3.3 Assumptions

The rationale is that followers need to believe in their leaders' authenticity before followers can be effective in the workplace. However, Garcia-Morales, Llorens-Montes, and Verdu-Jover (2007) state that personal mastery is being capable of growing and learning on a personal level. Therefore, followers themselves can articulate their own learning and thus impact positively on their leaders, given a chance and willingness from their side and from their leaders to allow this to happen.

3.4 Research design

According to Creswell (2007), the research design is usually done in an informal and a simple way. For this study, this was done and it took on a semi structured form. Zimund (2009) advises that the research design should be determined at the early stages of the study so that there is a clear path for the way in which data was to be collected. This was done accordingly in order to minimise problems early in the research process. The graph in Appendix F shows the research design.

3.5 Advantages and limitations to qualitative approach

According to Willig (2008), the qualitative approach has its advantages and it also had its own limitations. The advantages are that it affords a researcher a purposeful chance to study the meaning of the phenomenon that is being studied, while the limitation is that the approach gives no certainty to the researchers as it leaves the study open to various interpretations, therefore the complexity of the qualitative approach is that it is concerned with complex problems and psychological processes and at times, it might be difficult to interpret by an ordinary researcher who is not a specialist in psychology, even though the approach gave the researcher perspectives and interpretations from participants.

However, the qualitative approach does facilitate the exploration of authentic novel insights and new comprehension. It however, limits the researcher from recognizing generally applicable laws and causes and effects in a study. It also provides in depth small sample sizes, even though it may allow a researcher to pay more attention to all the data and information acquired with even those that may look irrelevant added to provide exceptional data. The advantage to the qualitative approach is that it is open. The danger though, with this method is that it is concerned with description and explanation but not with prediction, which is what a qualitative researcher might be looking for.

3.6 Population and sample

The population group for the study is the young professional/Generation Y, people aged between 18-32 years. The total sum of 20 people were interviewed for not more than an hour per person. The research comprised two populations. The research focused on five Swedish multinationals that have operations in South Africa and the sample was drawn from the organizations in Sweden although the pilot was done on people in South Africa.

3.7 Sample and sampling method

The first sample consisted of 17 young professionals whilst the second sample comprised 3 university students from the Gothenburg area of Sweden - all 20 young people made up the real research, the pilot was not incorporated into the study.

The research data acquired from the 3 students was used for enrich the data for the study. Patton (2002) says that a general sample would be chosen due to its ability to reflect to the ordinary man, situation or instances of the phenomenon under study, hence this population was deemed appropriate for this study. Whilst Merriam (2009) denotes that a non-probabilistic method is the most appropriate sampling strategy, so this study used this method.

3.8 Participation and interview guide administration

(1) A letter of intent was acquired from the University of the Witwatersrand, Johannesburg, South Africa. It was emailed to human resource managers responsible for hiring university graduates into their respective companies.

(2) Follow up calls and/or emails were sent to respective company human resource managers who then approached young professionals in their organizations.

(3) The human resource manager compiled lists with email addresses and contact details of young professionals that they had already spoken to about the

project at hand.

(4) In one or two occasions, the researcher was given a go ahead to look for people within the company herself.

(5) Thereafter the young professionals were contacted via email and interviewing times were arranged accordingly.

(7) Interviews were administered in the month of November 2012.

3.9 A list of actual respondents and their companies

Table 1 is a list of the respondents that were interviewed in accordance with the target group and the demographics chosen for this study.

The brief description about each sample is provided hereunder.

a. Young professionals

17 participants' were either trainee managers or fully-fledged managers and they mostly come from an engineering background. The greater majority of these people had studied at Chalmers University of Technology and they came from a varied background educational background and they had worked for a minimum of 2 years.

b. University students

The three university students were also Generation Y and were at various stages of their studies. One was studying towards a PhD and two for Masters degrees.

Company Name	Resp	Age	Tenure	Background
Volvo Trucks		32	3	Buying & purchasing
Volvo Trucks	1	26	2	Trainee manager business
Volvo Trucks	1	25	1	Science & navy
Volvo Trucks	1	29	3	Materials buying & purchasing

Company Name	Resp	Age	Tenure	Background
AstraZeneca	1	32	3	Scientist, research & chemistry
AstraZeneca	1	32	4	Scientist in biomedicine (biologist)
AstraZeneca	1	31	3	Physician
AstraZeneca	1	29	3	Scientist, physics & chemistry
Ericsson	1	25	1	Physicist & economics
Ericsson	1	32	6	Software engineering
Ericsson	1	32	4	Mechanical & software designing
Atlas Copco	1	29	2	Production & engineering (rigs)
Atlas Copco	1	32	4	Engineering
Atlas Copco	1	30	2	Business & commerce
Sandvik	1	30	4	Engineering & commerce
Sandvik	1	29	2	Engineering
Sandvik	1	28	2	Engineering & projects
Gothenburg University	1	32	6	International Relations
Gothenburg University	1	31	5	Engineering & commerce
Chalmers University	1	21	1	Commerce
Totals	20			

Table 2: Young professionals company profiles

As seen in Table 2, this research is conducted with young professionals who come from a variety of educational backgrounds. This is good for the study as it gives it a good spread of respondent's educational profiles and this was proven to be a plus as these young people answered the questions with diversity of thought and they engaged with the interviewer by creating interesting dialogues about the phenomenon under study. Their charisma and their enthusiasm made this project exciting and a pleasurable event.

3.10 The research instrument

Merriam (2009) advises that a pilot study is used only to test the instrument, therefore pilot studies were conducted and five young professionals were interviewed, the outcome of which was used to test the research instrument. On the other hand, Leedy and Ormrod (2010) state that a research project where the researcher needs to establish people's perceptions and perspectives is a business case where the researcher also tries to understand a particular situation, therefore lengthy interviews are needed.

Therefore, bearing in mind this author's suggestion, interviews were unstructured and semi-formal and notes were taken during the interviews. This was done in order to understand the background to the situation. Questions were formulated in an easy manner so that they were easy to understand and their nature was based on the authentic leadership model. The actual interview guide that was amended after the pilot studies had been conducted is attached to this document (Appendix D).

3.11 Instrument Advantages

I. It was easier for the participants to understand the interview questions as they were being asked by the interviewer.

II. They did not need a lot of time to complete. However the participants were required to think so that their responses were authentic and participants were able to reflect on their perceptions of their leadership.

III. Futuristic and positive questions were posed and these were designed so that they would be interesting to the participants.

3.12 The procedure for data collection

Data collection was conducted through interviewing of young professionals. The interviews were recorded as far as possible, then transcribed. Thereafter data analysis was done through usage of content and thematic analysis and no

attempt was made to generalize the findings, but the research is hoped to be useful to the business and the education sector in understanding what young professionals want from their leadership in Sweden.

3.13 Data analysis and interpretation

In order to strategize and have better planning for data gathering and data coding into clusters, content and thematic analysis methods were used. This was done according to the literature on the data gathering and coding as outlined by Neuendorf (2002). The use of this method assisted the project planning by setting up a standard for a contingency plan that would later on become fundamental in seeing the continuance of the research project through even though there had been minor challenges facing the completion of this project. This was supported by literature from Merriam (2009) where she proposes that data analysis must happen as soon as the data is received and one should not wait until all the data is received from the participants. Therefore content and thematic analyses were used in order to eliminate forgetting later on in the process some earlier impressions and valuable inputs that were gained earlier from respondents. In this way, data were coded and clusters were formed from the various themes that emerged from the data.

This process kept the project scope, financial resources and human resources in line with the project timelines. Moreover, the data was reviewed on a daily basis in order to remain familiar with the contents and scope of the research as it progressed. A ten step stage process for data analysis was followed as outlined in accordance with Creswell (2009) and Merriam (2009). Hence emerging trends and patterns in the data were identified timeously and thus maximized time, project scope and budget whilst eliminating scope creep, which if not dealt with properly might cause bottlenecks and digression from the research problem, and the project date deadlines might be missed. Fortunately this was not the case for this project as it was monitored well.

3.14 Limitations of the study

- The potential to omit important data in the data gathering process.
- Had to find another company in the middle of the research to make up 5 companies due to the earlier company's human resource management taking too long to commit to the research study
- Subjectivity, which can lead to procedural challenges or problems
- Replicability is very difficult to establish
- Qualitative data needs an in-depth comprehension and a committed approach to data at all stages of the project
- A possibility of missing background information exists

3.15 Validity and reliability

Internal and External Validity

Lincoln and Guba (1985) proposed four step criteria for judging data from qualitative research. This includes credibility and transferability, dependability, generalizability and confirmability of data. The next section outlines each step accordingly.

a. Credibility

This pertains to the assessment of the credibility of the data for accuracy and how well the data reflects the theory behind the phenomenon under study. Leedy & Ormrod (2010) suggests that one needs to watch out for research participants who change their behaviour during the research as this is called the Hawthorne effect and it distorts the data. Fortunately this was not the case during this research study. However, one had to be mindful of this potential

behaviour.

b. Transferability and generalizability

According to Neuendorf (2002) and Merriam (2009), this relates to the applicability of the results to groups other than that under study.

Although these research findings are not generalizable to the wider population (Leedy & Ormrod, 2010), because of statistical issues such as the fact that sampling was not random and the sample size was small, it is anticipated that they may be useful in contexts similar to that in the study, particularly to leaders or potential leaders of the millennial generation.

c. Dependability

Each unique respondent's perception is transcribed directly from the person and the recordings were treated in the same way. Therefore the data that is used in this research is dependent upon the followers' own perceptions of authentic leadership of their leaders.

d. Confirmability

It was attempted to establish whether one can confirm the data findings with observations. Finally it was deemed important to use triangulation of methods and data sources to create a holistic understanding of the group and/or the setting of interest. To increase credibility, the researcher repeated the answers and read out her notes to the participants during and after the interviewing sessions. The emphasis was on being transparent to the participant about the intentions of the study (Merriam, 2009). Bias was avoided by all means and interviewers were left to voice their own true perceptions of their leadership. The two primary criteria are transferability and confirmability. Peer debriefing and member checking was encouraged in order to promote open and clear communication.

e. Reliability

In order to gain reliable results, the written notes were checked with

respondents at the end of each interview and the taped recordings of the followers were revisited to check that the results still matched the original data that had been acquired from the respondents. As, according to Neuendorf (2002), the results of the findings of the research are expected to be consistent and trustworthy.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion thereof in order to answer the research question about what are the perceptions of young Swedish professionals of the authenticity of their business leaders.

The results are presented according to the two samples with the first one being 17 young professionals and the second one comprising three university students. The thematic analysis was used in order to give a good sense of the participant's responses. In addition to that, the research results have been presented in two broad clusters which were designed using the description of authentic leadership as discussed in the literature review and checked for alignment to followers' data responses during the interviews. The seven questions in the interview guide were set in accordance with the authentic leadership model.

The Inspiration Software Version 9 (Inspiration Software, 2013) was used for mapping a graphic demonstration of the concepts within the clusters which were derived from the responses to the research question, the literature reviewed and also from the participant's responses during the interviews.

The software made it easier to group the data into two categories that were centred around (1) self–knowledge, and (2) self-regulated leadership. This tool was also chosen because it is simple to use, cost effective as it can be downloaded from the internet for a free 30 days trial period. It can be used by schoolteachers and their pupils, facilitators and business executives and literally anyone can use it hence it was found to be the best tool to use in this research.

4.2 Demographic profile of respondents

Demographics of the young professionals in sample one came from a selection of respondents by relevant company human resources managers at their

respective companies. The three university students were a convenience sample selected by the researcher. University students' comments on the subject are also noted as this sample is used to supplement those of the young professionals. The mean age, median and the mode tenure of young professionals are relevant to the study as they were used to gauge the role that is played by unemployment rates for Generation Y in Europe and in Sweden as shown in Appendix A and Appendix B.

Table 3 below is an illustration of the educational levels of the interviewed young people by gender and by educational qualification.

Table 3: Followers educational profiles

Gender	Level 1 Bachelor	Level 2 Masters	Level 3 Post Doc
Male	0	5	4
Female	1	3	7
Total	1	8	11

Young professionals and university students had similar thoughts around what they expect from their leadership if they were to be perceived as being authentic leaders by them. In the next paragraph each heading will have its description according to the way that followers felt it fits their criterion for their perception of authentic leadership. Initially the follower's responses are divided into the two samples, young professionals and university students, but it later became evident that they were largely of the same views with the exception that the students had lecturers as leaders rather than bosses as leaders, so have been presented as a single group in some sections.

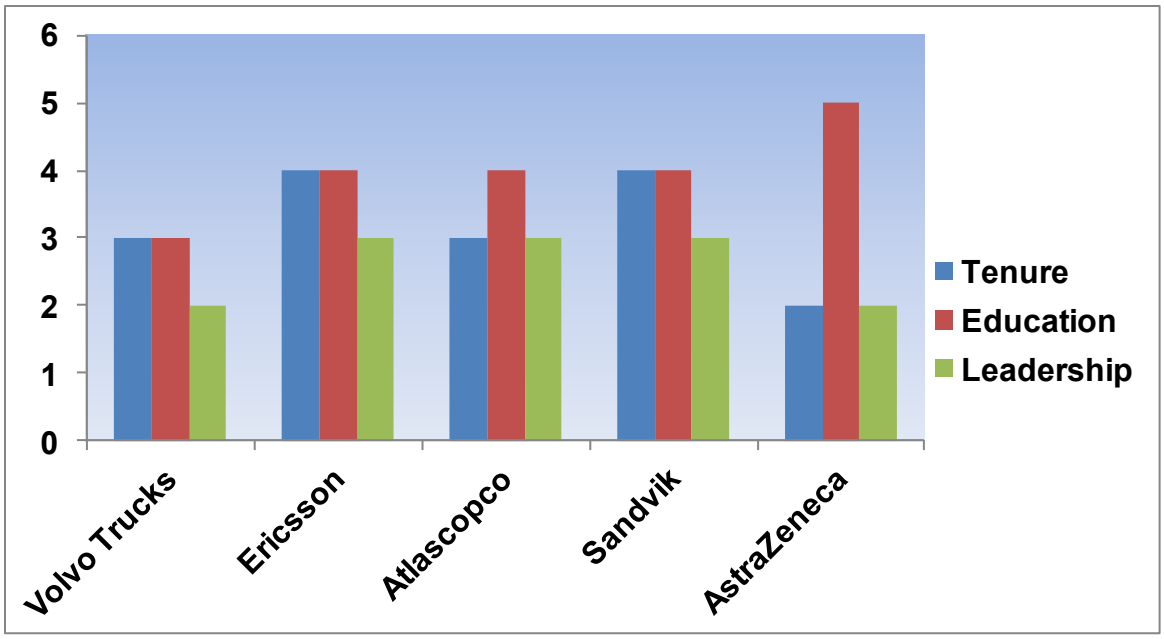


Figure 6: Tenure, education and leadership demographics of young professionals

The y-axis represents years whilst the x-axis is young professionals current company names. Figure 6 shows the mean tenure of working experience as 4 years. Respondents from AstraZeneca tended to be older than their counter parts at Eriksson, Volvo Trucks, Atlas Copco and Sandvik. This is due to the fact that all the young professionals that were interviewed at AstraZeneca were scientists with 3rd level university qualifications. The literature stated that young professionals leave school with their own set of goals on how they want to be led.

4.3 Young professionals expectations and perceptions of authentic leadership

The respondents answered the questions about perceptions and expectations as though the words were synonymous. This suggests that they are in favour of authentic leadership and generally like what they see – they expect their leaders to demonstrate what these attitudes and behaviours should be. It must be noted that some of the young professionals had experienced what they felt

was poor and/or inauthentic leaders and were quite outspoken in these cases. Table 4 summarizes the stated perceptions and expectations of authentic leaders, reported separately for the young professionals and university students and grouped into the categories of self-knowledge, self-regulation and collaboration and teamwork.

Table 4: Young professional's perceptions and expectations of authentic leadership

Attributes	**Young professionals**	**University Students**
Self knowledge: 12/17 followers said that they perceive that real leaders are not afraid to show their weaknesses to their followers. 7/17 Want leaders that show integrity and benevolence. 3/17 Assumes that authentic leaders are competent people and are competent within their own selves and are not trying to be someone else		2/3 students stated that they expect leaders to inspire and excite them into action through a series of positive interventions 1/3 Prefers leadership that is engaging and collaborative 2/3 Want leaders that are rational when dealing with them 3/3 Would like their leadership to show vulnerability and weaknesses as this builds trust and solidarity between followers and leaders

Attributes	Young professionals	University Students
Self-regulated: 10/17 respondents want their leaders to be able to reflect continuously on their own behaviour and results to keep themselves on track. 15/17 Want leaders that have spent time building their own personal brand and they know which pace to move at and are not intimidated by followers' questions in the workplace		3/3 concurred that genuine leaders know how to command a great balance between leading with hard empathy and being soft and caring when a need to do so arises. 3/3 want leaders that are comfortable with who they are and they know what makes them successful and that they can rub this off to their followers.
Collaboration and teamwork All the young professionals want to be happy in their work, have meaningful purpose to life and feel appreciated and have a sense of belonging, which they expect leaders to provide. 15/17 expect effective communication and collaboration in the workplace – from co-workers as well as leaders 10/17 Leaders should inspire their followers through goal setting and by modeling desired behaviors 11/17 Leaders should build programs in the work place and at universities that will allow social engagement and positive emotions with their followers		The university students were also unanimous in this desire. 2/3 students mentioned the importance of communication in their studies, especially in relation to supervisors All three students felt that they would be unable to complete their studies without this. 1/3 students intimated this sentiment

The interview questions were answered by followers and they were able to

articulate young professional's perceptions of authentic leadership in Sweden. Some of the claims that were raised by authors like K. W. Smola and C. D. Sutton (2002) pertaining to Generation Y being mobile people, therefore if they felt that their needs were not being met by their current employers they could quickly move on to other geographical areas and out of Sweden, did not hold though, as the young professionals were all stationed at their current companies and voiced that they had no intention to move. Therefore the argument raised by Goffee and Jones (2007), when they suggested that clever people also need their employers in order to be successful seemed to ring true. Since both employees and employers were in need of each other's services hence clever people are not found looking for lucrative employment opportunities outside of their geographical areas. Moreover some of the questions that had been raised in the literature reviewed, where it was unclear whether young professionals were worried about unemployment as suggested by Ekholm and Hakkala (2008a) were answered by young professionals when they stated that they were worried about retrenchment and unemployment that was taking place in Sweden with big companies, and that there was a need for more competent leaders in the workplace. Young professionals said that they want engagement in the workplace in order to optimize resources. Generation Y stated that they feel good when their leaders engage with them on a human level.

4.4 Discussion by specific theme

The responses that were attained from the young professionals and those that came from the data gathered from the university students was used in triangulation and it was discovered that almost all of the time the general responses from these two samples were congruent and therefore this part of discussion will talk about the millennium generation in this study as a single group.

4.4.1 Self knowledge

The interviews revealed that followers want leaders that have spent time getting

to know positive and negative attributes about their character traits, therefore they can use these characters appropriately to connect and bond with their followers. These leaders need to know what to discuss in public and what to keep as private and exclusive information in order to protect their personalities as leaders. Numerical details are in Table 4.

4.4.2 Vulnerability

This has been categorized along with self-knowledge in Table 4. Twelve of the employed young professionals made this statement and all three of the students. According to Eagly (2005), genuine leaders use feedback gathered from other leaders about themselves to develop self awareness about their weaknesses. and they develop the act of introspection to connect with their followers and thus to meet followers needs for belonging and citizenship in the workplace. Covey (2006) is of the same view as Eagly (2005) when he says that self-awareness and self-reflection are paramount to self-discovery.

In addition to this, Goffee and Jones (2006) suggest that genuine leaders know when and what to use to show their vulnerability and that these leaders are aware of which information about self can jeopardize their leadership. Hence they selectively choose when to show their vulnerability to their followers and which stories to share and which ones they will not to share with followers.

4.4.3 Integrity

This is also categorized with self-knowledge in Table 4, showing that seven of the working respondents mentioned this spontaneously; the students did not, but, that does not mean that it is not important – just that it was not top of mind. According to George and Sims (2007) leaders that openly discuss and examine their authenticity with the followers are more trustworthy in the eyes of their followers than those that dare not expose themselves. During the research study, the followers voiced that some of their leaders do not always act in ways that shows integrity, therefore the followers' concerns form part of a proposal made by Casson (2000) where this author suggested that an organization

should set up regulatory policies that protect the moral actions of leaders.

4.4.4 Positive modelling

The results show that 13 of the 20 young people wanted leaders who “walked the talk” – under the heading of Positive Modelling in Table 4. This was seen to be one of the most obvious characteristics of authenticity and integrity. The information gathered from both groups attested to the fact that the authentic leadership model reflected accurately and concisely that followers do perceive leaders that show positive modelling as being authentic leaders. Fields (2007) infers that followers look at their leaders’ actions and rate them according to these actions, whilst George and Sims (2007) say that leaders have many voices. However, a real leader has his or her own voice. Therefore this can be modelled to followers until they learn and understand their leadership style of leading.

4.4.5 Inspiring followers into action

This is covered in Table 4 under the headings of Collaboration and Teamwork, and in Self-knowledge. Reave (2005) suggests that leadership motivate their followers effectively when they are interconnected to the followers through values of honesty and humility. Whilst Chen and Chun (2013) stipulate that sharing of love, vision and hope to followers by their leader encourages followers to do better.

4.4.6 Transparency

This aspect was an expansion of the integrity, vulnerability and positive modelling themes, and the term was used specifically by 11 respondents. One said, “my leader let me down. She didn’t meet my expectations of telling us exactly why some of those decisions were made”. This put an obstacle on the follower’s loyalty towards the leader, as there was suspicion from his side. The majority said that leadership owes it to them to be transparent where it matters

in the business place.

4.4.7 Reliability and loyalty

Seventeen of the followers said that they want leaders that are reliable. This gives the follower a sense of security in knowing that the work that they are being given by their leaders is shared fairly amongst them and each young professional gets an opportunity to do both simple and complicated tasks evenly and at proper intervals.

4.4.8 Situational vulnerability

According to George and Sims (2007), leaders should not be afraid to show their vulnerability in front to their followers. All twenty participants said they approved of ideas that leaders open up and talk to their followers even if it is about things that concern their areas of weakness. Just doing this they end up gaining respect from their followers, as followers can identify with the leaders on some levels. Being flexible in leadership activities depending on context or specific situation was generally important, with several respondents saying “it depends . . “ in response to questions. The Situational Leadership model of Hersey and Blanchard (1969) is founded on this principle. Therefore the literature reviewed and the data gathered were consistent.

4.4.9 Engagement

The majority of the respondents (just over half) from Generation Y felt that engagement in a working setting is enhanced by self-regulated processes and systems. Casson (2000) had stipulated that self-regulation promotes learning and social engagement in the workplace. However, according to Eagly (2005), knowing oneself in real leadership is the first step to self-discovery, therefore, engaging self is a process that allows the leader to gain feedback from colleagues and by so doing, broaden his or her sphere of influence and recognition by peers, and gain him or her the credibility that is needed in order to become an effective authentic leader in the business. According to

Ladkin and Taylor (2010), Walumbwa et al. (2010), and Hannah et al. (2011) followers are driven by positive behaviours towards themselves from their leadership. Therefore this concept was proven to be in congruence with the literature reviewed, as the followers stated unanimously that they feel discouraged and unwanted by their leadership when their ideas and efforts are not appreciated or implemented in the workplace.

According to Gardner and Avolio (2005), the authentic leadership model can be used to bridge the gap between follower's expectations of their leaders by modelling corrective and desired behaviours. In addition, the same model can be used by followers to demonstrate their real feelings towards their leaders. There were similarity between the followers need for leadership engagement and their needs that were affirmed through various authors' views in the literature reviewed. The proposition that was identified under this section stated that young professionals expect their leaders to demonstrate commitment and engagement in the workplace by supporting followers with unusual and sometimes complex tasks. This was directly aligned to the suggestions that were made in the literature review. During the one-on-one interviews with Generation Y professionals, it was revealed that their view of authentic leadership pertains to leaders that show attributes of self-awareness, self-efficacy, trust and not pity, give clear guidance, are competent and comfortable within their own abilities, move with the whole group and not with certain and specific individuals, who always get promotion, or get called on when there are rewards and incentives to be given away in the workplace, they wanted secure leaders and to work with leaders that were self-developed to deal with different characters in the business. These leaders had to be comfortable with their own capabilities. Fourteen of the young professionals stated that to them genuine leadership encompassed leaders that give good and reliable guidance to their followers. In a nutshell all the attributes that were echoed by the followers are aligned with the reviewed literature.

4.4.10 Communication

Sixteen of the young people indicated that communication was a major factor in

differentiating effective from ineffective leadership, especially in building constructive work relationships. One illustrated this by saying that, “when job specs and expectations are unclear, you can waste a lot of time and brain-power working on a project that is not going to be completed because of lack of understanding between the manager and the rest of us”. Another relayed that in the beginning of a working relationship, when each party tries to gain credibility and understanding from the other, clarity is essential. Some valued rationality in interactions with leaders to enable better engagement in the workplace. One respondent complained that it was “exhausting dealing with misunderstandings”. One gentleman complained that his leader would send him out to help in other departments, which sometimes involved cleaning up work that had already been started by other engineers. His difficulty arose when new and difficult tasks were not adequately explained to him and that in the end his teammates thought that he was a struggling in the workplace.

Covey (2006) concurs with Lowney (2003)’s opinion, when he states that leaders need to aspire towards communicating to their followers their worth and their true potential so vividly that the followers will see themselves in that way as well. Therefore, communication is fundamental to the successful implementation of the authentic leadership model. Another respondent stated that leadership often has good intentions but the lack of clear communication backfires, affecting people who may seem to be doing the wrong thing, which is not necessarily always the case. Overall, the participants were of the view that with “a bit of good communication”, things would run smoothly, with less frustration and more profitability.

4.4.11 Ability to handle stress

Three of the respondents mentioned that a leader’s ability to handle stress was important in his / her relationships with the followers. According to Smith (2011), leaders’ authenticity and integrity begins by the leader having personal values that are grounded in morality, and the taking care of self, including self-management, so that they can earn respect from their followers. Young professionals said that leadership is a multidimensional sphere as it requires a

leader to be physically, mentally and socially fit by eating well, sleeping adequately, going to gym, talking to his colleagues at work, while putting the family needs ahead of his business, work colleagues or other colleagues in similar business circles.

The followers' perceptions are in line with some authors that had stated that leadership was a journey and not a one day event; it is rather an everyday activity that should be engraved in the leaders' work ethic. The followers also stated that to them, authentic leadership is about the leader's ability to hold the fort, and to be able to handle stress even during critical times. This thought is aligned to the literature reviewed where Gardner and Avolio (2005) suggest that leaders need to avail themselves by giving support to their followers in times of difficulty and in good times, and through these emotional initiatives and kind gestures, the follower becomes more open to accepting their leaders as authentic leaders.

4.4.12 Collaboration

Seventeen people out 20 respondents stipulated that they expect authentic leadership to demonstrate leadership that is collaborative with others. The literature reviewed revealed that bona fide leaders possess leadership constructs such as self-sacrificing, moral management, and transformational behaviours, improve adaptable performance from their followers. During discussions with the participants, it was apparent that they too are in agreement with the findings that came out of the literature reviewed. In addition to that, they noted that real leaders are rare to find as they need to have abilities to collaborate with teams within the workplace in order to encourage a cohesive and an interrelated workplace that caters for the needs of all its citizens regardless of which tribe a follower comes from. One respondent shared his experience of the problem:

"I come from France and my manager is based in France but we meet every two weeks. The other young professionals in my team feel that my leader favours me because I am also French like him. I do not like these comments as

they affect my working relations with my cohorts. I do not necessary think that what they say is correct but I do see differences in the leadership styles as the Swedish leaders are more conservative and they like to engage everybody in decision making and this often result in important decisions never taken when they are critically needed. The French leaders are sometimes viewed as being rude and abrupt and they call meetings and make decision themselves without getting a buy in from the teams things get done but people are not happy doing them as they feel they are being pushed to doing things that they would otherwise not do or rather do them differently"

Moreover, followers said that when leadership does not engage them in the decision making phase, then followers do not have a commitment to the new ideas or projects and yet they are the ones that make new and innovative products.

This exclusion in the initial stages of the project initiative creates resistance and a barrier to change by followers. In chapter two of this report and under literature reviewed, we learnt that according to Eden (1992), people's expectations take on a pivotal role in an organization. Therefore, if the followers' expectations are not fulfilled or handled well this could have a devastating effect on the organization, which could perhaps show up through work absence, high attrition rates and demoralized workers.

4.5 Comments made about leadership in general

Some followers highlighted the following concerns about leadership activities that are not attributes of a leader, and have a broader frame of reference than authentic leadership. They were raised by at least a quarter of the respondents, so have been included since they are clearly of importance to this group of young people and could be investigated in future research.

4.5.1 Scanning the business environment for competitor activities

Half (ten) of the participants stipulated that the leaders ability to scan the business environment and feedback to the team is of utmost importance to them as their work is to design products and they have seen leaders that are out of tune with what is going on in the markets and delays with internal processes frustrates these young engineers as they may get their designed products long after the market had been exhausted by their competitors. Liu (1998) stipulates that scanning the business environment pertains to the leadership's ability to consolidate industry and business related information using information technology. This is similar to comments that were made by some of the followers as they mentioned their need to make innovative, quality and speedy products before the competition gets an opportunity to do.

Sethi and Guisinger (2002) address scanning the business environment by stating that local companies' desires has to be founded on wanting to understand the business operations in other foreign countries where they have subsidiary companies. This knowledge is required by followers from their leaders as they felt that young professionals are a representation of conducting business in foreign lands as their business ethics were formed in their countries of origin. Therefore leaders need to start understanding their followers first, and then understand how to operate business in foreign countries comes second and more easily. However, Nicolau (2005) is of a different view as he sees that scanning the business environment is a daily exercise and it is on-going. He maintains that the firm's ability to stay ahead of its competitors is based on this daily ritual, where leadership continuously checks the business environment and acts accordingly and timeously when the need to do so arises. This supports the follower's sentiments of wanting their leadership to come up with initiatives that keep the followers ahead of the industry competition by allowing them to produce products ahead of time and to create a demand for them in the market place and thus increase the firm's profitability. According to Wakefield (2005), it is essential that entrepreneurs and business leaders are able to make good strategic business decisions despite the fact that they have limited

information at their disposal. Human intelligence could be used to gain knowledge about the industry and the rivalry of competitors. Hence the aspect of constantly scanning the business environment is fundamental to the ecosystem of the business enterprise.

Xu, Ong, Duan, and Mathews (2011) support the earlier proposition that was made by Liu (1998) regarding the use of artificial intelligence to gauge competition and then to strategize effective counteractive activities in order to gain an advantage against the competitors of the firm. However they elaborate further on the topic by using artificial intelligence in order to understand the firm's executive behaviour pertaining to designing strategic creativities in order to stay ahead of the competition by filtering and scanning industry competitive intelligence. Moreover, Lynch, Mason, Beresford, and Found (2012) advocate that firms scan their business environment for opportunities and threats by focusing their efforts on having a commercial alignment that is based on tacit knowledge regarding the rivals' actions. Even though the literature reviewed came from different disciplines of business, all the information that was studied revealed that through the authentic leadership model, a leader can transform the business environment to be conducive to followers.

One participant highlighted that even where the organizations are bringing improvements to systems, the process is not always the most efficient, saying, "decision-making can still be a barrier when it takes too long for the leaders to agree on certain matters". Four followers implied agreement with this principle in saying that it is unhealthy to the business' ecosystems when delays end up creating problems for customers and personnel - leaders must make decisions when they need to make them, instead of spending hours in meetings engaging with everybody in the business in order to gain consensus when it is not even needed. There were some followers that felt that leaders could be too cautious and that their cautiousness makes them lose vision of the future by focusing more on the mistakes and the successes of the past, and use more examples from the past than daring to use models and products that are futuristic. One said, "some leaders don't move with the times and are not being innovative and

creating new products long the markets know that they even need them".

4.5.2 Gender equality

This topic was raised by five of the followers as a concern. Hogue and Lord (2007) had pointed out that gender inequality encourages gender bias in the workplace which in return affects women's performance (particularly) at leadership level in a negative way. These authors mention that the concept that gender inequality requires individual maturity from a leader so that women get into leadership positions positively and perform by producing positive results. Chaturvedi, Zyphur, Arvey, Avolio, and Larsson (2012) approached gender inequality by questioning whether leaders are born or made. They suggest that there are aspects to leadership other than skills and values, and, further, that leadership is also about the way the leader feels in their leadership role and that this has nothing to do with gender. One respondent who came from Iran where she had worked as an arts director for six years prior to relocating to Sweden to pursue her studies in information technology engineering shared her experience:

"I was born in Iran and worked as an arts director before coming to Sweden six years ago and I studied information systems engineering. I was fortunate to get this job. Within six months of joining the company my leader made me a team leader in a man dominated team. At first I was excited by the comments that came from my man colleagues who often commented on how happy they were to have a woman amongst them. However, I later on discovered that this was not a complement but rather an insult. I was often treated as though I was weak and that I knew very little. I had to keep on proving myself as being worthy to be a team leader. In the end I called the culprits and put the matter in the open after a few discussions I resigned as a team leader and I have never been happy since the challenges that I had were not gender related they were real work issues which a senior male that took over from me is experiencing and has since come to me to apologize" This aspect was raised by both young professionals and university students.

She, and another young professional said that there was no authenticity in these leaders, saying that “they only hear their own voices, and they never allow new people into their circle of influence” and suffered from group-think (Aldag & Fuller, 1993) in that “these leaders have the same opinions and thoughts and they could not correct one other as they see the same things the same way”. They said that fresh ideas were needed and a fresh look at leadership was central if their companies wanted to keep young professionals in their organisations. One follower felt that, “it’s no longer just a fashion statement to talk about gender equality, it’s a business imperative. It can get in the way of how leaders think”.

Another follower said that she felt that the voices of women were not heard as there has been no woman representation in the boardroom despite women being in the majority in her company. The implication from these young people was that they viewed gender inequality as a hindrance to leadership authenticity.

4.5.3 Ineffective leadership

Six of the participants were distressed with experiences of what they judged to be incompetent leadership. A common theme was that they (the followers) studied topics such as engineering and information technology in order to build innovative, quality products. However, when leaders’ lack of knowledge and/or competence about the specific topics or even the external environment has limited their vision along with their ability to interpret and respond to the competitor’s actions, results can be loss of the business opportunity. In addition, enormous pressure may be put on followers to create innovative products to catch up, or to try to beat the competition, which may be almost impossible at that stage. According to De Leenheer, Christiaens, and Meersman (2010), leadership competency comprises many aspects. Figure 8 demonstrates the key areas that leadership need to build their competencies on.

Followers elaborated by saying that in most cases, too much effort may be put into doing the wrong things. Some respondents said that their leadership often

seems confused with what the markets are looking for and they do not seem to move with the times. Products are usually designed way ahead of time.

However, Generation X leaders with their low inclination to take calculated risks and their cautiousness, delay the process through setting up and sitting in many meetings while trying to gain consensus and cover their backs, and end up losing the window of opportunity to take the products to the markets ahead of time and be able to make a profit for the business before their competitors do so. Young professionals said that this is due to lack of self-awareness and lack of confidence in their leadership. They went on to say that they feel that their leaders constantly required approval from their peers even when this is not needed. This was seen as something that was rooted in the Swedish culture where almost everything has to be democratic and inclusive of everybody.

4.6 Research findings summary

Table 4 on page 24 depicts the research findings that came out from the data gathered during the research process and there are similarities to the literature reviewed. The followers said that they perceive their leaders as being authentic leaders when they display their values through benevolence, humility, accountability and acknowledgement. These traits are similar to the ones that came out from the literature reviewed. In the literature reviewed there were characteristics that were focused on leadership self-regulating themselves by engaging with followers. The similarity to the information gathered from followers and that gained from the literature reviewed is that they talk about stakeholder collaborating and engaging with each other.

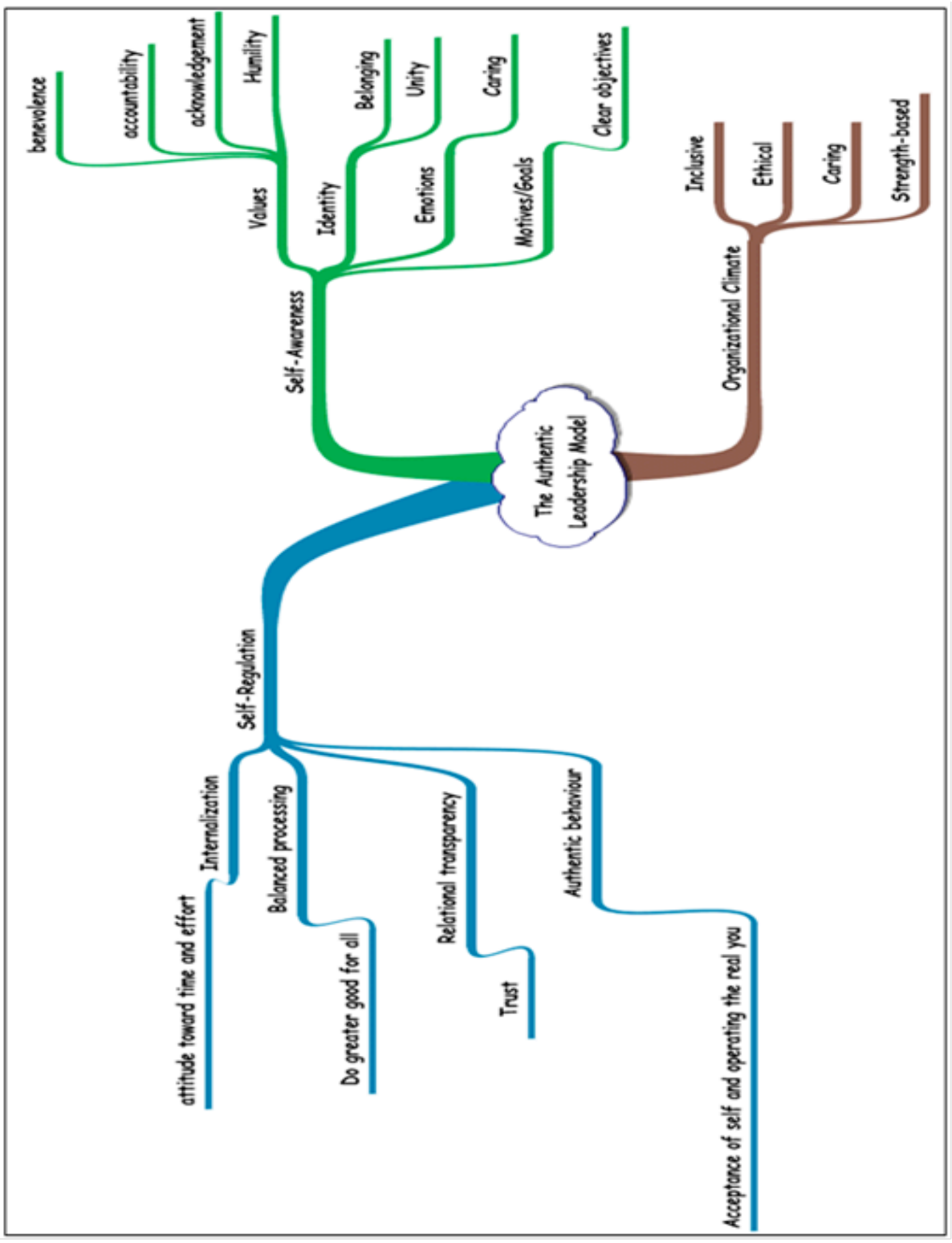


Figure 7: Concept mapping of clustered findings

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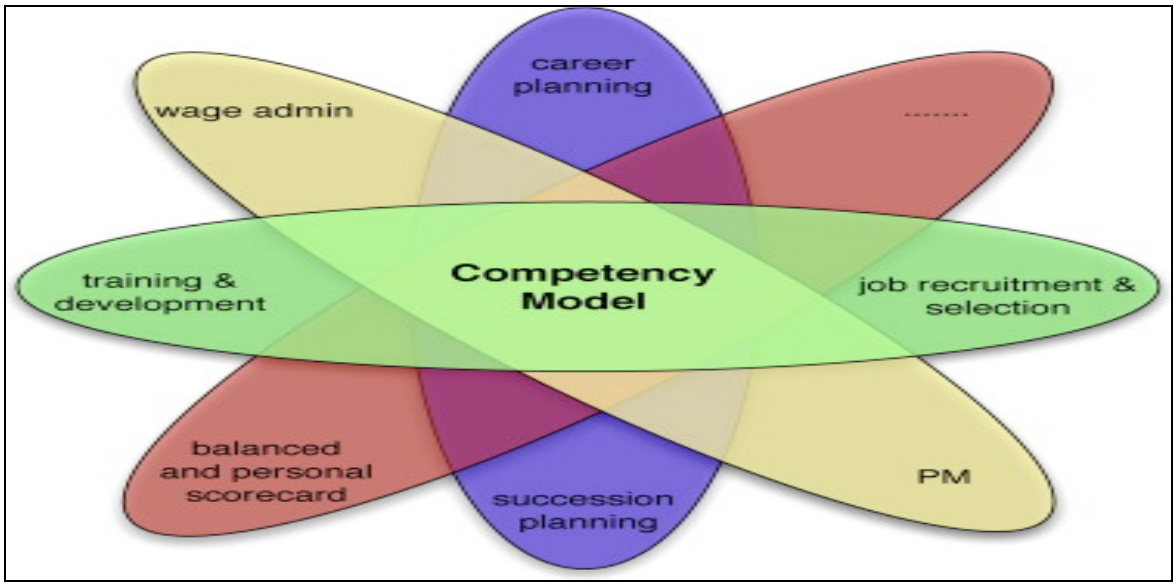


Figure 8: Competency model

Source: De Leenheer, Christiaens, and Meersman (2010)

Figure 8 represents a competency model that 15 of the followers perceive to be important for authentic leaders. They stated that they want to be led by leaders that are on a continuous path of self-discovery and self-development so that they can influence them with new and innovative ideas. They said when these leaders do this they will earn credibility and respect from their followers.

Followers' needs for competence in their leadership are aligned to the those that are discussed by Braun, Peus, Weisweiler, and Frey (2013) as these followers state that leaders in the 21st century are required to inspire their followers by motivating them. Participants stipulated that in order for a leader to be an effective engineer, one need to have undergone formal tertiary education training and must have spent the years that it takes to become effective engineers. One specified that "this aspect of training gives me (as an engineer) a solid foundation and self-discipline to earn recognition".

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of four main sections and some sections have sub sections. Section 1 is the introduction to this chapter, section 2 talks about the actual conclusion of the study, whilst section 3 discussed some recommendations for the study and finally, section 4 ends with suggestions for further studies into the phenomenon under consideration. The purpose of this study was to answer the research question:

"What are the perceptions and expectations of young Swedish professionals of the authenticity of their business leaders?"

Young professionals comprised people aged between 18 and 32. They came from various cultural backgrounds, different educational levels and different geographical areas. It was discovered that their diversity of origin had no impact on their need for authentic leadership as they were unanimous in discussing their need and their criteria for authentic leadership if their leaders wanted to be perceived as being real leaders. They all had perceptions of what authentic leadership is about and what it is not about. Their views were similar and yet different in one way or another.

Furthermore young professionals have shown through this report that they are to be more highly valued than was conveyed by some authors like N. Howe, W. Strauss, and R. J. Matson (2000b) who suggested that young people were downtrodden and that their efforts for authenticity is their desire and need to be understood by government, educational and business leaders. These authors suggest that through the authentic leadership model, followers are able to rise from the state of being downtrodden to a state of being honoured as valuable business citizens, yet young professionals set their bar for authentic leadership as having leaders that lead by example, this forms synergy between followers'

perceptions of authenticity in leadership and the suggestions that were stated in the literature reviewed by Avolio et al. (2004), where they stipulate that an authentic leader is someone that is able to communicate good news to his followers even in times of great distress. During the interviewing process, followers said that they want encouragement and not self-pity from their leaders, as they perceive self-pity to be undermining their self-morality. It became obvious that young professionals might have been misunderstood by the community, and if so, that is a pity because it seems as though they are people that are grounded in their values, focused on their working careers, hard-working, goal oriented and that they put their trust and hope in their leader's ability to give them clear and achievable objectives so that the variety of work is evenly spread for all employees, including young professionals in the workplace and that fairness prevails.

Also, according to the followers, the aspect of having leaders that possess superior skills in balancing processes was fundamental in keeping followers stimulated and motivated to realize their innovative skills. Young professionals suggested that their need is to be led by leaders that are more competent and more knowledgeable than they are. They said that this is pivotal to keeping young professionals moderately stretched and challenged at times. The final analysis proved that various authors, as portrayed in the literature review, were correct in their propositions about young people and job insecurity.

It was clear that these followers felt like this due to the fact that their current employers retrench people in the local country and invest more resources in low cost zones, leaving Generation Y unemployed and fearful of the future without work. In addition to these, young professionals that were most concerned about job losses were those that were working for conglomerates that had already announced at the end of October 2012 that they would be retrenching 1000 employees at the end of March in 2013.

5.2 Conclusions of the study

The research question is aligned to self-knowledge by authentic leaders and

their using this aspect to become better leaders. Young professional's answers to the research question were aligned to the meaning of authentic leadership as discussed in the literature review. The aspect for this study, which is finding out what young professionals perceptions are of authentic leadership from their business leaders, were founded on their expectation that their leaders should have skills and display authenticity (Goffee & Jones, 2006). Leaders need to spend time getting to know who they are, then revert to followers by showing their genuine self and removing any false images of who they really are, so that they can be trusted by their followers. (B. George et al., 2007).

According to Ladkin and Taylor (2010), Walumbwa et al. (2010), and Hannah et al. (2011) self-aware leaders are able to better influence their followers through a series of positive actions, as outlined in the literature review. These authors suggest that leaders that find strength from the fundamental principles of positive psychology are better equipped to understand positive human processes within an organizational setting, but the people interviewed implied that they were often not aware of this positivity and authenticity in the Swedish workplace.

This all happens when business leaders are self-aware of their actions, carry a positive self-concept about themselves and their surroundings and that they feel self-worth, as this encourages high self-esteem in leaders which, in turn, rubs off onto their followers. In the end, the literature review stated that leaders that are self-aware show unbiased processing in decision-making and in supporting their followers. This benefits the followers as it is exactly such interventions that they said they want to have in order to fully engage themselves with their leaders. Finally Followers want to identify themselves with their leaders and this can be done through the creation of understanding in the workplace by showing transparency and vulnerability at times by both leaders and followers.

According to Gardner and Avolio (2005), a self-regulated leader is internally driven by built-in self-determination processes that he or she uses to show unbiased behaviour when dealing or interacting with his or her followers. This creates self-esteemed leadership and it is said to be needed by followers if

leaders want to be recognized as genuine leaders in the workplace. As deduced from the follower's responses during the interview sessions, followers perceive leadership to be genuine when they regulate themselves so that the attributes of collaboration, engagement, and vulnerability are displayed to followers.

There was also a concern that regulations around employment of senior management need to be put in place in order to prevent employment of incompetent people, and also to encourage promotion into senior leadership positions by junior professionals, as this, according to followers, hurts the organisational ecosystem. In addition to this, followers highlighted the fact that in Sweden good networking lands one a job. However, sometimes the wrong people are employed simply because they know other people in high positions within the hiring organization. In the end, self-regulated leadership must reduce the number of issues around employment of wrong people into wrong jobs. One follower claimed that he had a right to be shielded, saying, "leaders have to protect young professionals by sticking to legislation and avoiding unfairness".

5.3 Recommendations

5.3.1 Educational leaders

According to Kilpatrick, Johns, and Mulford (2010), educational institutions fill a pivotal role in their communities by providing them with knowledge skills that allows people in those communities to identify resources that will assist in optimising these resources in a beneficial way, therefore, according to the research study, followers felt that educational leaders only see young professionals as young students even when they have completed their studies. This view is a negative view according to the respondents because it suppresses young professionals by sending a message to the business world by the educational leaders that followers are inexperienced and therefore have no value and no contribution to the business world, until they have at least spent a couple of years in their current roles when they are deemed experienced. Therefore the recommendation is for educational leaders to

engage with the business world, emphasizing the value of the qualifications held by young professionals. When this is done the respect and the recognition that followers deserve will rise and followers will feel a sense of belonging to their environment and thus will perform well and feel that their leaders are authentic leaders.

5.3.2 Business leaders

Earlier in the literature review, Macky et al., (2008) pointed out that there are generational differences at work that need to be handled with care if one wants to be perceived as being an authentic leader by his or her followers. This proposition is further elaborated by Markham (2012) when he states that organizations are meant to be places where learning is encouraged. However, the researcher gathered from young professionals that this is not the case as they said that their business leaders never take them seriously. According to Gursoy, Chi, and Karadag (2013), general attitudes in people have changed, therefore leaders needs to study professional work attitudes and be prepared to deal with professionals in a way that is acceptable and conducive to the business environment by training themselves and their followers to cope with general changes well in advance. Therefore the recommendation is that business leaders need to take time to understand Generation Y and what their attitudes are in the workplace then build up processes and systems that encourage positive behaviours by implementing supporting processes that helps the followers and leaders alike to deal with behavioural attitudes in the workplace. In the end the business and its employees can strive towards one common goal which is to maximize shareholder value, keep competitors at bay and be successful by sustaining itself now and in the future.

5.3.3 Overall recommendations to both stakeholders

It is noteworthy that synergy and alignment of thoughts and creativity is pivotal to the success and the profitability of the business entity. Leaders have to interact with followers on activities that demonstrate to the followers that

leadership is willing and able to change old ways of thinking and that they are ready to embark on a paradigm shift that benefits all, including business, educational and government leaders. Moreover, if all these stakeholders want to be perceived as being authentic leaders by their followers, they have to start with self-reflection, self-development and self–regulation as this allows one to deal with all aspects of human needs in the workplace. All three areas of leadership in these stakeholders have to build organizational and public systems that support young professional's initiatives in order to demonstrate that leadership is in line with young people's needs and that leadership supports followers in their initiatives to advance in their careers. Innovation should be encouraged as this not only benefits the business community but benefits the whole nation through payment of employee tax by employees and payment of other taxes like value added tax of goods bought or sold by individual people in individual households which includes young professionals. In addition, leadership has to illustrate to followers that they are moving with the times and that they want to close the generational gap that was spoken about earlier in chapter two of this report.

In the end, the proposal is that business leaders try to demonstrate their willingness to change by taking more calculated risks and reducing dependency on democratic decisions and seizing the moment by constantly looking for gaps and opportunities in the market place, in order to increase their business' profitability so that young professionals stop worrying about retrenchment and focus on creating innovative quality products. Education leadership aspirations must be underpinned by a desire to learn from Generation Y and to embrace the generational gaps with positivity so trust and positive future engagements with young professionals are built on solid and fundamental principles that allow all those that are engaged in these activities, positive interactions and beneficial social engagement that will have a positive impact on the economic activities in Sweden.

Leaders and followers alike need to enter into social and psychological agreements that build the parties' abilities, not based on financial and cost benefits, but based on a genuine desire to connect with other workers at a

higher level so that working with each other become smoother and more enjoyable. In the end, followers want to connect with their leaders.

In order to increase gender equality, perhaps these companies should engage their human resource division in efforts to promote internal female employees into senior positions in work disciplines that were previously dominated by male employees. This is an advantage, not a hindrance, as according to followers, their female counterparts seem to work harder, easily show vulnerability and demonstrate more feelings of compassion and understanding during times of distress than their male counterparts.

5.4 Suggestions for further research

This study is of a qualitative nature and it was focused mostly on perceptions - perhaps conducting a similar study using a quantitative approach is necessary in the near future. The following aspects could be worth investigating:

- Inauthentic employment practises by international and local leadership
- Effects of being led by leaders that are based in other geographical areas for young professionals.
- Gender inequality as a hindrance to authentic leadership in the workplace.
- The role of business, government and education in building a prosperous business culture.
- Creating hope and trust in leadership by followers is a multi-dimensional process.
- Collaboration and social engagement form part of successful authentic leadership modelling.

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APPENDIX A

The European Union Unemployment Rates 2009-2011

	Youth unemployment rate				Youth unemployment ratio		
	2009	2010	2011	2011Q4*	2009	2010	2011
EU-27	20.1	21.1	21.4	22.1	8.7	9.0	9.1
Euro area	20.2	20.9	20.8	21.4	8.7	8.7	8.7
Belgium	21.9	22.4	18.7	17.5	7.1	7.3	6.0
Bulgaria	16.2	23.2	26.6	28.2	4.8	6.7	7.3
Czech Republic	16.6	18.3	18.0	18.3	5.3	5.7	5.4
Denmark	11.8	14.0	14.2	14.3	8.4	9.4	9.6
Germany	11.2	9.9	8.6	8.3	5.8	5.1	4.5
Estonia	27.5	32.9	22.3	25.1	11.0	12.6	9.1
Ireland	24.4	27.8	29.4	30.5	11.5	11.8	11.7
Greece	25.7	32.8	44.4	49.3	8.0	10.0	13.0
Spain	37.8	41.6	46.4	48.9	17.1	17.8	19.0
France	23.9	23.6	22.9	22.7	9.2	9.0	8.5
Italy	25.4	27.8	29.1	30.5	7.4	7.9	8.0
Cyprus	13.8	16.7	22.4	26.8	5.7	6.8	8.5
Latvia	33.6	34.5	29.1	27.4	14.0	13.9	11.2
Lithuania	29.2	35.1	32.9	34.3	8.9	10.4	9.6
Luxembourg	16.5	15.8	15.6	16.0	5.5	3.5	4.2
Hungary	26.5	26.6	26.1	26.7	6.5	6.6	6.4
Malta	14.4	13.1	13.7	14.0	7.4	6.7	7.1
Netherlands	7.7	8.7	7.6	8.5	4.8	6.0	5.3
Austria	10.0	8.8	8.3	8.7	6.0	5.2	5.0
Poland	20.6	23.7	25.8	26.9	7.0	8.2	8.7
Portugal	24.8 (e)	27.7 (e)	30.1	34.1	7.9	8.2	11.7
Romania	20.8	22.1	23.7	24.8	6.4	6.9	7.4
Slovenia	13.6	14.7	15.7	16.4	5.6	5.9	5.9
Slovakia	27.3	33.6	33.2	33.8	8.6	10.4	10.0
Finland	21.5	21.4	20.1	19.9	10.9	10.6	10.1
Sweden	25.0	25.2	22.9	22.8	12.8	13.0	12.0
United Kingdom	19.1	19.6	21.1	22.0	11.4	11.6	12.4

* The quarterly youth unemployment rate is seasonally adjusted.

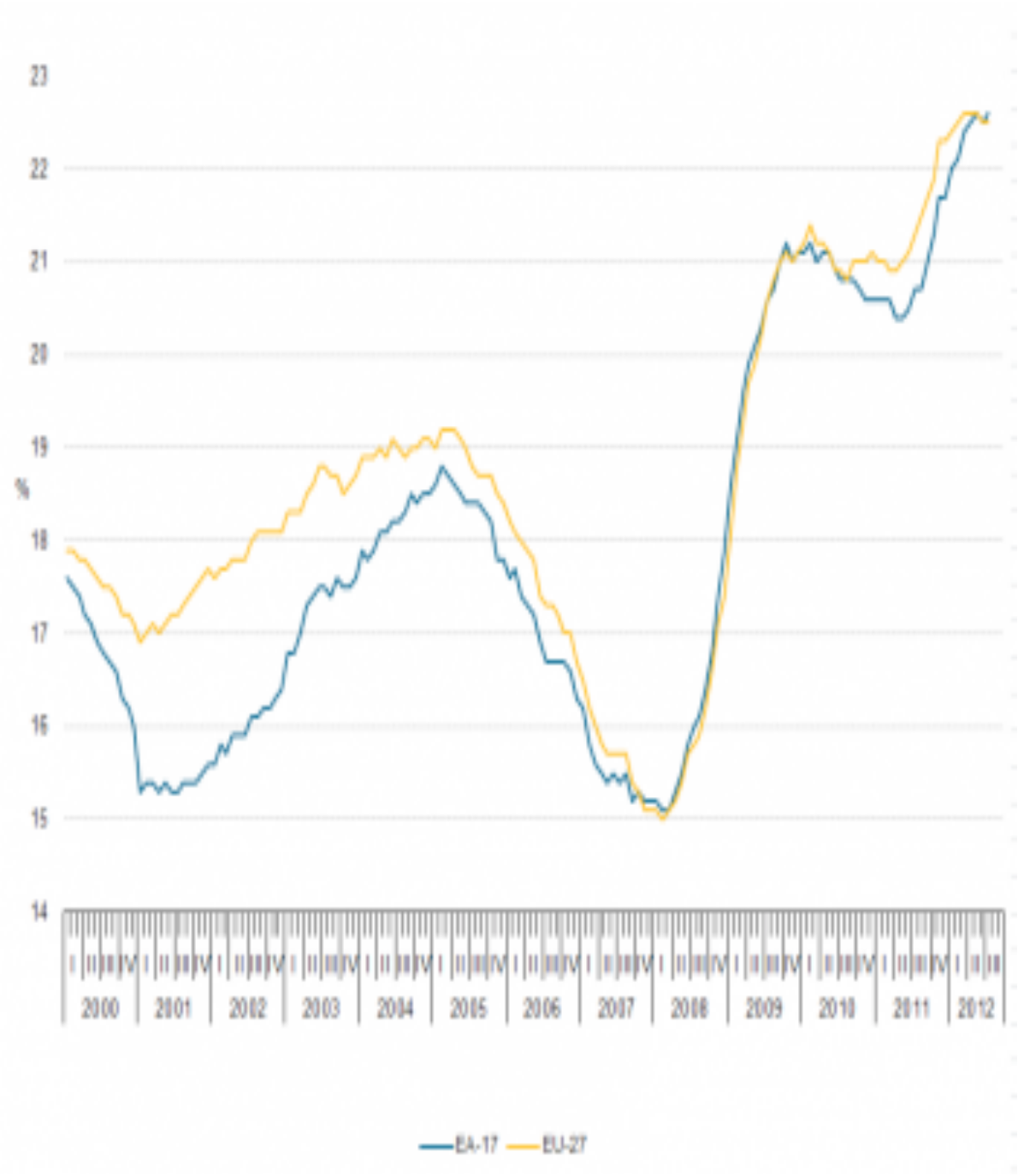
e: estimate

Source: Eurostat (une_rt_q, lfsi_act_a)

Source: http://www.scb.se/Pages/PressRelease____339257.aspx

APPENDIX B

The European Union Unemployment Rates 2000-2012 (15-24 years)



Source: http://epp.eurostat.ec.europa.eu/statistics

APPENDIX C

LETTER TO RESPONDENTS

Dear Respondent,

I am completing an MBA at The University of Witwatersrand, Johannesburg (Wits). My MBA thesis is on young professionals perceptions of authentic leadership in Sweden. Towards gathering data on this subject, I would be grateful if I could get permission to conduct 1 hour interviews with each respondent.

My target group is people between 18-32 years of age and I am looking for 3 people in your organization in order to enable me to gain an understanding of how young professionals in Sweden think about their leadership. I understand you are extremely busy, and your agreement to contribute to my research is greatly appreciated.

The interview will not involve questions on the company leadership strategy. However, the focus will be on a general manner in which young professionals perceive their leadership to be. Confidentiality will be observed throughout the thesis and the final report will be used for academic purposes only.

I will be available to meet with the young professionals at a location and time of their convenience.

Thank you for your kind assistance

Yours sincerely,

Jane Nelisa Freitas

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APPENDIX D

ACTUAL RESEARCH INSTRUMENT

At the beginning of each interview the meaning of the authentic leadership model as discussed on the literature review is briefly explained to the participants.

1. What do you understand by authentic leadership?
    a. What would you expect from a leader who claimed to be authentic?
    b. What are some of the characteristics you associate with authentic leadership?
2. How would you know that your leader had a high degree of self-knowledge?
    a. What would they need to know about themselves?
    b. How would they get to know themselves better?
3. What would make work really enjoyable in terms of leadership? What would make you not enjoy it?
4. What would you think of a leader who treated everybody the same most of the time? Would this make them a good or bad leader?
5. What do you see as the downside to authentic leadership in the workplace?
6. What self-regulatory systems and processes can authentic leaders put in place to keep themselves on track?
7. What aspects and types of communication would you expect from an authentic leader?
8. How would an authentic leader behave?