Change Through Transformation
An exploratory case study on leadership in contrasting organisational contexts of IKEA Sweden.

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Abstract

As corporations have to adapt to an ever-faster spinning global environment they often turn to projects as a facilitator to positive change. With the increase in temporary projects more line managers are faced with leading projects in the permanent organisation, a task that can be widely different from leadership in the permanent organisation. Our purpose is to expand the theoretical and practical knowledge on how managers view the contrast on leadership in the temporary organisation in comparison with the permanent organisation in our case company IKEA and how organisational culture influence this leadership. Which lead us to our research question, How do managers at IKEA compare their leadership styles between being a line manager in comparison with a manager in a temporary organisation?

In order to answer the research questions we conducted a qualitative method study, using semi-structured interviews as a tool we interviewed nine senior managers at IKEA who have significant experience from leadership in both organisational contexts. The managers also answered a leadership test for us to better understand their leadership; furthermore we interviewed an HR-experienced manager for context. To interpret the data, an exhaustive theoretical frame of reference was constructed with regards to our purpose, built mainly of leadership theory, organisational culture and differences organisational contexts. After presenting our data based on our main themes, a thematic analysis was conducted on the data gathered that summarized and discussed the important findings discovered in our transcribed interview material. The themes constructed were “leading to succeed”, “communication is key”, “focus on the individual”, “supportive surroundings” and “strength through unity”. Further, a framework is assembled and presented, highlighting the contrasts between the organisational contexts in regards to our constructed thematic frameworks.

In our conclusions we found that the basis of our participants transformative leadership does not change between the organisational contexts, it only slightly adapts to organisational routines that differ. Furthermore we establish a connection between IKEA’s transformative organisational culture and leadership in the organisation, which are analogous in their cornerstones. The theoretical contributions complements previous research within leadership in temporary organisations, with the additions of organisational culture and the managerial perspective. And our practical contributions assist IKEA and similar companies in their understanding of their managers’ views on the fundamental contrasts in leadership in the different organisational contexts.

Keywords; transformational leadership, transformational culture, organisational culture, IKEA, temporary organisation, permanent organisation, project management, leadership, managerial perspective.
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"One key to successful leadership is continuous personal change. Personal change is a reflection of our inner growth and empowerment".

- Robert E. Quinn
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1. Introduction

The introductory chapter aims to provide the reader with a clear understanding of the background of our research problem based on previous theoretical, practical and societal contributions. It also provides the reader with our motivations for choosing our topic, along with an introduction of our research company. We also present our research purpose and our research question, and define the essential concepts of our study. This chapter ends with a chapter guide over the thesis as a whole.

1.1 Choice of topic

The choice of topic was influenced by several factors. First we evaluated our competences and previous knowledge, this to ensure a high competence in the chosen research field. Our interest fell on the field of project management, as it was a field that one of the authors had interest and previous experience from. While conducting a literature review on the subject to specify the topic we contacted a professor at the Umeå University management department. He assisted us with the initial inspiration and ideas where to find relevant project management journals as well as providing us with a few suggestions of areas for modern research. We found an interest in the broad topic of leadership in a temporary organisation, which after further literature review we narrowed to the first version of the research question we outlined our research from.

1.2 Practical background

Throughout the span of human history from ancient times to the modern age we live in today humanity has undertaken projects on a grand scale. One of the most famous projects undertaken that we still can view and admire to this day are the pyramids of Giza and there are few people in the world that have not seen or heard about them (Encyclopaedia Britannica, 2016b). History has also witnessed projects that have changed the very surface of the earth, the Panama Canal created a link between two worlds that were largely separate by digging a manmade canal through the entire land strip of Panama in the early 1900’s (Encyclopaedia Britannica, 2016a). While the costs were great in terms of human lives, it is hard to argue against the impact and positive change it created for ships that no longer had to round the stormy waters of Cape Horn to deliver goods to America's pacific coast (Encyclopaedia Britannica, 2016a). A more modern scientific project that has provided a great service to humanity is human genome project that between 1990-2003 mapped out a human beings entire DNA code (Encyclopaedia Britannica, 2016c). Projects have changed the world that we live in today, and it still continues to innovate to create positive impact for humanity at this very moment.

A project requires a leader that is capable of steering the project safely into harbour while at the same time account for any mishaps or obstacles that the project might face during its process, at the same time as a he care for his followers. The decision on who should be a leader could potentially make or break an endeavour from the start, or at least seriously harm the projects outlooks. Throughout time there have been examples of great leaders who has seen tremendous success, but where there is success there is also great failure. A
great historical leader who changed the course of civilization under his lifetime was Alexander the Great of Macedonia (Kets De Vries, 2003, p. 1). With his strategic mind and military proficiency he conquered most of the civilized world, a great accomplishment to say the least (Kets De Vries, 2003, p. 1-2). While Alexander’s accomplishments might not be as relevant today, the demand for excellent and innovative leaders remain to this day, but the skills that are required today are not the same skills as it was during Alexander’s time. Today’s leaders are faced with an ever-changing rapid environment and globalization that puts high demands on leaders and organisations to constantly adapt to the changes. Selecting leaders for business projects in this globalized and digitalised age is not always a simple process and therefore there is a need to evaluate leadership in projects and acquire the leader's personal opinions regarding leadership today.

1.3 Case company description

IKEA is a global furniture retailer that was first founded in 1943 in Älmhult, Sweden. At the age of 17 the IKEA founder, Ingvar Kamprad, started his business selling pens, wallets, picture frames, etc. (IKEA, n.d.). Through the years the business evolved to produce and sell furniture and the flat packaging and self-assembling became a part of the concept at a later stage, and in 1958 the first IKEA store opens in Älmhult (IKEA, n.d.). During the 1960s IKEA expanded internationally as they opened IKEA stores in Denmark and Norway, to be followed by opening several stores throughout Europe during the 1970s, and a getting a strong global presence during between the late 1970s and 1990s (IKEA, n.d.). During the 2000s IKEA is noted for its success in social and environmental projects, and its opening of the most international IKEA store in Haparanda, Sweden (IKEA, n.d.).

As of today (2016), IKEA is reportedly the world’s largest furniture retailer, with 328 IKEA stores, employing 155 000 employees and operating in 43 countries (Gustafsson, 2015; Farrell, 2016; IKEA Group, 2015, p. 6). The furniture retail giant had more than 771 million store visits globally and IKEA Group resulted in €31,9 billion in sales for the fiscal year of 2015 (IKEA Group, 2015, p. 6). Besides the business model of the flat packaging and low prices of the goods, one of the success factors of IKEA could be the organisational culture in form of the strong beliefs in the values of the founder Ingvar Kamprad (IKEA Group, 2015, p. 24). In 1976, Kamprad published ‘The Testament of a Furniture Dealer’. The Testament is the pillars of IKEA’s organisational and tells how IKEA shall conduct its business and builds the organisational culture (Kamprad, 1976). Although the Testament was written 40 years ago, it is still believed to be highly relevant today with its fair and humble viewpoint on leadership and organisational values.

IKEA consists of an advanced corporate structure with entities in different countries that according to IKEA Group (2015, p. 38) ensure independence and a long-term approach for the IKEA franchise. The corporate structure of IKEA Group can be seen in figure 1 and IKEA Group and Inter IKEA Systems B.V ultimately own the IKEA concept. In our study we are focusing on IKEA Group, and more specifically the Swedish division of IKEA Group. IKEA Group operates throughout its value chain and holds the core
functions of the business, such as production, range and supply, retail and expansion, finance, HR, etc. (IKEA Group, 2015, p. 38). The Swedish division of IKEA Group will hereafter be referred to as “IKEA”.

1.4 Theoretical background

Permanent organisations such as corporations use temporary projects or organisations on a more frequent basis than ever before, as Tyssen et al. (2013, p. 52) writes, the competitive landscape in the global markets requires organisations to constantly adapt to changes in their dynamic environments and be prone to adapt innovations to combat these challenges. Malone and Laubacher (1998, p. 146) also state that there is a widely shared perception that economic actions across the business environment are taking place in small temporary organisations rather than grand permanent organisations. This increases the need for these large permanent organisations and their line managers to be able to manage effective temporary organisations. A temporary organisation’s main purpose is to create positive change within the organisation, as Lundin and Söderholm (1995, p. 437) writes, “efforts to renew businesses and to change existing operations in business firms are often organized as projects”.

Further reviewing the different views on what a temporary organisation is, you see that while the definitions differ in their wording their connotation remains comparable. For example Goodman and Goodman (1976, p. 494) held that “temporary organisations involve a set of diversely skilled people working together on a complex task over a limited period of time”. While Morley and Silver (1977, p. 59) defined temporary organisations as systems “limited in duration and membership, in which people come together, interact, create something, and then disband”. The definitions share the same characteristics of time, goal and ending, in the time since these early definitions of a temporary organisation the rationale behind a temporary organisation has remained the
same at the hearth but has been refined further. We describe this further in the theoretical frame of reference in section 3.

The definition of a permanent organisation in comparison with a temporary is elementary and the difference lies within the implications of the words themselves. A permanent organisation is infinite, meaning that it is intended to last indefinitely. An entity that is temporary is set to only last for a certain period of time in other words not permanent. Permanent organisations use these temporary organisations or projects as a way of creating change in the permanent organisation. Keith (1978, p. 195) proposed “temporary systems are structures of limited duration that operate within and between permanent organisations”.

The early rendering of Turner’s definition of a project defined projects as the following:

“A project is an endeavour in which human, financial, and material resources are organized in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives” (Turner, 1999, p. 3).

Turner (2009, p. 2) later reformed the definition, in a subsequent updated edition of his book, into the more precise definition: “A project is a temporary organisation to which resources are assigned to do work to deliver beneficial change”. As projects aim to create beneficial change for organisations they also face features that are essential to temporary organisations such as a project. Turner (2009, p. 4-5) depicts these features, as firstly, a project is unique, and no project before or after will be exactly the same. Secondly, it is undertaken using novel processes: different projects will use different methods, and the methods will never be exactly the same as circumstances always change. Lastly, a project that is a temporary organisation is transient by nature, meaning it has a beginning and an end; it is finite (Turner, 2009, p. 4-5). The features that hold for projects create pressures on projects that correlate with the nature of the essential features of a temporary organisation. Projects are unpredictable, you cannot be convinced that the project plans will deliver the expected outcomes or the sought after beneficial change. Projects create the need for integration of the resources to undertake the project, integrating the different parts of the project, and integrating the project into the business (Turner, 2009, p. 4-5). Finally, projects face the pressure of urgency, as they have to deliver the expected outcomes within a determined timeframe. Turner argues that these are the main characteristics of project management, and means that if an endeavour would have these characteristics it would be better managed as a project (Turner, 2009, p. 4-5).

What differs temporary project and organisations from non-temporary ones is that they perform time-limited tasks and after completion the group is disbanded (Chen et al., 2004). The view on time is different for permanent and temporary organisations, for a temporary organisations time is viewed as something linear, it has a beginning and an end, the team members involved can see the progress and see the end coming. While a permanent organisation view time as a cyclical entity, time moves as a circle and tasks performed often becomes repetitive (Bakker, 2010). This is something that creates
different demands on the leaders of temporary organisations than in permanent organisations to be able to properly manage and motivate their teams. As well as the time, the aspect of uncertainty in projects compared to a permanent line organisation is much greater, a project can be stopped for various reasons at any time during its lifetime, while there is uncertainty in the line organisation it is much less than in a temporary organisation such as a project. Which creates additional demand on leaders for temporary organisations for their control over the organisation is not as great as in the permanent line organisation (El-Sabaa, 2001, p. 1).

By reviewing leadership theories of transformational and transactional leadership, which are the most prominent in today’s temporary organisational studies, as cited in Tyssen et al. (2013). Previous studies arguments on one leadership over the other, the questions arises how these leadership theories functions in a real life setting. As corporations today implement more temporary organisations, managers will face other requirements on their leadership as the characteristics of a temporary project or organisation demands other leadership aspects (Chen et al., 2004). Barber and Warn (2005, p. 1034) states that transformational leadership is about creating motivation and encourage imagination, whilst the transactional leadership is a reactive style of leadership, and will not create constructive effort, but at best meet status quo expectations. Furthermore, Müller and Turner (2009, p. 445) states that an engaging leadership profile is the most suitable leadership profile for more demanding project work, defining an engaging leadership profile as empowering and involving in a highly transformational context and measuring this from empirical project work success. Meanwhile transactional leadership is more suitable for relatively simple project work. The studies revised regarding leadership in temporary organisations mainly focus on transformational leadership and which is currently viewed as the main leadership style in temporary organisations (Tyssen et al., 2013). But as Keegan and Den Hartog (2004, p. 615) finds in their comparative study is that although line managers and project leaders of temporary organisations share the same traits as transformational leaders the line managers have more impact on employee’s than project leaders. Keegan and Den Hartog’s (2004) speculates on the reasons to as why this is in their results and also that there is a need for further research to examine the reasons for this.

Zwikael and Unger-Aviram (2009, p. 415) states that there are different mechanisms and effective practices in the personnel management and team development between permanent and temporary organisations. Due to employees in permanent organisations relying on their managers who are responsible for their promotion, training, and so forth, and managers in temporary organisations partially or fully lacks this hierarchical power towards its subordinates. This in theory creates an issue for line managers in permanent organisations that are tasked with running a temporary organisation in the company, as they cannot rely on the same instruments of motivation as they do in their role for the permanent organisation. As Keegan and Den Hartog (2004, p. 609) writes, a leader with charisma or transformational leadership can attract followers to a mission or vision, they also need to provide individuals with individual personalised consideration to help the individual team members achieve their utmost potential.
Building further on leadership competency in temporary organisations or projects Müller and Turner (2009) researched what leadership profiles in successful project managers at a deeper level than previous studies. In their findings they state that with increasingly complexion of project requirements there is a demand for an increasing emotional transformational leadership in the projects, but they also state that for simpler projects low emotional transactional leadership is more important for success (Müller & Turner, 2009, p. 446). Their study is quantitative in nature and used questionnaires distributed to managers of successful projects and the authors recommend that further studies take into account organisational or national culture in leadership profiles (Müller & Turner, 2009, p. 446-447).

The work environment of the temporary organisations within the permanent organisations can be different from the traditional environment of projects, instead of the project team working together at the same location, they are instead working on the temporary project from their usual location under supervision of their line manager (Keegan & Den Hartog, 2004, p. 610). This creates issues for project managers as they cannot influence their members on a daily basis and have to rely solely on meetings and social events, as they cannot rely on the same instruments for motivation and follow up such as practical career matters as they would have as a line manager (Keegan & Den Hartog, 2004, p. 610). For a line manager that also runs a temporary organisation or has ran one, it can be troublesome to create a working leadership as settings and tools change when you are not in the permanent organisation.

1.5 Purpose and research question

As the global business environment grows faster paced and companies adapt to temporary organisations to create positive organisational change, more line managers are faced with running temporary organisations within as a change or on top from their line manager position (Tyssen et al., 2013). IKEA present an engaging research opportunity as a global company with a particular organisational culture. Müller and Turner (2010, p. 446) state in their article over leadership competency in project managers, that there is a need to incorporate organisational culture into leadership research in temporary organisation.

From our literature review we have been able to identify a gap in the knowledge within the area of leadership in temporary organisations. While the reviewed literature has thoroughly investigated leadership in temporary organisations they have almost exclusively looked at leaders whose sole responsibility lies in temporary organisations. The literature does not investigate or touch upon the increasing roles of line managers in permanent organisations who had or has leadership positions in temporary organisations, and how they from a managerial perspective view leadership in the temporary organisation in contrast to the permanent organisation and it has not incorporated the influence of organisational culture (Müller & Turner, 2010, p. 446; Tyssen et al., 2013, p. 52-53).
The purpose of this paper is to improve understanding of the managerial views on leadership in temporary organisation in contrast with leadership in the permanent organisation. To gain an understanding how a distinct organisational culture, such as IKEA’s influence the leadership within the contrasting organisations, this leads us to our proposed research question.

*How do managers at IKEA compare their leadership styles between being a line manager in comparison with a manager in a temporary organisation?*

We argue that by interviewing participants with vast experience in both positions it adds another dimension to the research and targets the research gap. Instead of interviewing project leaders and line managers and comparing these answers, our research only include participants with ample experience in both positions. To achieve this ambition we undertake an exploratory research approach. By doing this, we intend to further the theoretical understandings of leadership in temporary organisations, as well as contributing to IKEA’s practical knowledge in how their managers regard leadership in the contrasting organisations.

1.6 Chapter guide

The structure of our thesis can be seen in figure 2, in order to provide a better understanding and an overview of our study.

![Chapter guide of our study](image-url)

*Figure 2. Chapter guide of our study.*
2. Methodology

The methodological chapter displays the pre-understandings and preconceptions of the authors and present the paradigmal, epistemological and ontological assumptions that this research builds upon. Further, the research process, strategy and design are presented and discussed in order to provide an overview of how the research is conducted.

2.1 Pre-understandings

Gummesson (2000, p. 67) claims that pre-understandings are created by the two components: personal experience and intermediaries, and he calls this first-hand- and second-hand pre-understanding. The traditional researcher’s pre-understandings is mainly consistent of second-hand information, which is the experience and knowledge of others, which can be transferred via books, research papers, lectures and so forth (Gummesson, 2000, p. 67). The positive aspects of learning through intermediaries are the ability to pass on knowledge beyond the limits of our own experience and having knowledge of things we never have experienced (Russell, 1912, p. 59). The negative aspects of second-hand information is the risk of misunderstanding the information, or the risk of being led astray to accept information that is untrue or false (Gummesson, 2000, p. 68). Gummesson (2000, p. 81) further explains that researchers require a balance between first-hand experience and second-hand knowledge. Most importantly researchers should have a sound attitude towards new information, in order to prevent blocked pre-understandings, as blocked pre-understandings creates bias and limits creativity and innovation (Gummesson, 2000, p. 81).

I, Karl, inhabit pre-understandings from both first-hand and second-hand experiences. From second-hand experiences such as from books and lectures, I have read a master levels management course that contained a course in project management as well as strategic management elements (Gummesson, 2000, p. 67). I have also read several books on leadership and bibliographies on famous leaders such as Winston Churchill, while they are not academic books; they are for me valuable intermediaries and second-hand pre-understandings. Personal experiences comes from personally working on projects within the business school's student union HHUS, along with having taken part of a practical course in management, consisting of a project in business development for a local firm in Umeå, this is mainly my first-hand pre-understandings (Gummesson, 2000, p. 67). I also have a general interest in conducting my future career as a project manager. So, my preconceptions regarding temporary projects and leadership are based on my limited work experiences and on the courses I have read. Furthermore, as our connection at IKEA is a family member of mine, I possess second-hand experiences from the case company IKEA, but they are limited.

I, Mathias, possess first-hand and second-hand pre-understandings within the subject of project management. I have gathered my first-hand pre-understandings as I have been leading and being part of projects (Gummesson, 2000, p. 67). Ranging from organizing events for students at Umeå University and around Umeå, to planning and carry out
projects in my working position at a Swedish bank. The second-hand pre-understandings I possess consists of University courses I have taken in leadership and strategic management, whereof one is a basic level course and the other is an advanced level course (Gummesson, 2000, p. 67). In order to catch up on the theoretical knowledge of leadership and project management I dedicated time to reach a satisfactory level of knowledge before and in the early stages of writing the degree project. I have had a genuine interest for management in practice and can see myself working within a leadership role or project leader role in the future.

2.2 Ontological and Epistemological assumptions

In this section we present the paradigmal, epistemological and ontological assumptions that this research builds upon.

2.2.1 Paradigms

A paradigm is the set of different practices that define a scientific discipline during a certain period of time (Eriksson & Kovalainen, 2011, p. 16). It is a term derived from the history of science and influence what should be studied, how research should be conducted and results interpreted (Bryman & Bell, 2011, p. 717). Paradigms are formed by and in three philosophical areas in business research, ontology which concerns the nature of reality, epistemology which refer to what constitutes acceptable knowledge and axiology which takes into account the role of values within business research (Saunders et al., 2016, p. 136), our axiological or our ethical considerations are depicted in section 4.7 in the practical methodology chapter. A paradigm is created by the different values contributed by each of these philosophies and takes on different characteristics depending on which values it rests upon; examples of two different paradigms are the functionalist and interpretative paradigms (Bryman & Bell, 2011, p. 24).

Burrell and Morgan (1979) argue that a paradigm in business research can be viewed as either Objectivist or Subjectivist from the ontological perspective. Objectivism assume an ontological viewpoint that the social world can be viewed to exist independently of social actors, and their actions and beliefs (Eriksson & Kovalainen, 2011, p. 13). Subjectivism assumes that reality is created by the social actors that interact through social means, which imply that the social world as we view it is in constant change as social actors change through interactions (Eriksson & Kovalainen, 2011, p. 14). As subjectivism assumes that everything is flowing it also views the world as chaotic, with everything being in a constant flow of change and adaptation (Saunders et al., 2016, p. 129). Objectivism assumes that the world has an order that is set in stone and in contrary to subjectivism it does not change with the social actors (Saunders et al., 2016, p. 129).

The interpretivist stance is one of the current paradigms in business research method and has a subjectivist nature (Bryman & Bell, 2011, p. 24). As it is subjectivist it assumes the position that questions if organisations exist to any meaning apart from the interactions and conceptions of the social actors within the organisation, so any knowledge or theory generated through research must be based on the experiences of the social actors in the organisation (Bryman & Bell, p. 24). This is in line with our research design as we aim to
explore the personal assumptions of managers within IKEA regarding leadership soft issues in temporary in contrast to permanent organisations, and we believe that these assumptions are prone to change as the subject managers experience new interactions. As we assume that the assumptions change when the social actors change, meaning that any theory or knowledge generated would only be drawn for this point in time. The objectivist viewpoint was ruled as not suitable to our study’s purpose, we believe that important insights and knowledge from assuming an objectivist cause-effect reality would be forfeit. We have taken the standpoint that the world is subjectivist for us to be able to evaluate our collected data and create increments; therefore our chosen research paradigm is the Interpretivist. As we have now argued for our chosen paradigms, we will now review in depth our ontological considerations as well as our epistemological assumptions.

2.2.2 Ontological considerations

Ontology considers the nature of social reality and its entities, whether they are external and objective by nature or that if they are made up of social constructions created by actors participating (Bryman & Bell, 2011, p. 20). Our ontological assumptions shape the way we view the world for our research purposes and how we choose to study and answer our research question (Saunders et al., 2016, p. 127). Considering the nature of our study, which we want to gauge managerial perceptions upon temporary leadership in contrary to permanent organisational leadership, we adopt a subjectivist stance. As it is a key factor for the thesis to assess the opinions of the managers interviewed at IKEA to understand and interpret the responses, and for us to be able to interpret these answers.

Subjectivism as an ontological philosophy grants us the opportunity to pursue our research question in a suitable manner. It interprets reality as being rich and complex, a stance that we have assumed in our research philosophy paradigm (Saunders et al., 2016, p. 136). We assume that managerial opinions are not objective at nature, humans are not mechanical constructions with a cause-effect relationship to every decision made, but instead they change with the manager’s experiences and development. From an ontological viewpoint subjectivism considers the nature of reality to be laden with rich narratives, several interpretations of reality and its implications, which allows you generate alternative theories from data collected (Saunders et al., 2016, p. 136).

As the concepts we intend to explore are drawn from the experiences and opinions expressed by the interviewed IKEA managers’ narratives, we intend to construct the nature of reality built on the answers provided to us. It is imperative for our thesis aim that we make the assumption that managers perceptions are social constructions, as it is our position that essential knowledge is lost if we assume an objectivist ontological standpoint.

2.2.3 Epistemological considerations

Epistemology as a philosophy concerns what represents acceptable knowledge, what is considered valid and reliable (Saunders et al., 2016, p. 136). Our epistemological position is assumed in line with our subjectivist ontological assumptions and general research
design; therefore our chosen position is the interpretivist stance (Saunders et al., 2016, p. 136). As our thesis assumes that managerial perspectives and practices are based on social constructions, we ruled out the positivist stance as it inhabits a natural scientific approach and are in line with the ontological assumption objectivism (Saunders et al., 2016, p. 136). Social reality is assumed as an complex entity and there is no single objective truth to be concluded from researching it, to be able to attain acceptable knowledge for our thesis we are obligated to focus on the narratives, stories, perception and interpretations derived from the interviewed managers, which the interpretivist stance allows us to do (Saunders et al., 2016, p. 136).

For our thesis it was considered vital that to explore the perceptions upon leadership we interview the managers with the prerequisites of having occupied a leadership role both in the line organisation and in a temporary organisation within the organisation. The stories, narratives and perceptions obtained from the semi-structured interviews are assumed to represent acceptable knowledge for our research purpose. We also explicitly assume that the managers’ perceptions are representative of the organisation IKEA as a whole and that their knowledge is considered to be on an expert level due to the extensive experience of our participants. Interpretivism as an epistemological philosophy aspires to contribute with new understandings and worldviews as its enhancement to research and for us to be able to contribute we are compelled to make the assumptions described, otherwise the reliability and validity of our study would be significantly lowered (Saunders et al., 2016, p. 136). As we have presented and argued our ontological as well as our epistemological standpoints the following section will review our research approach.

2.3 Research process

For business research there are three different research processes one can pursue when conducting social science research, they are deductive, inductive, and abductive (Bryman & Bell, 2011, p. 10-11; Saunders et al., 2016, p. 145-146). Out of these three approaches the deductive and inductive processes are the two major approaches on how to conduct the research process. The idea of deductive reasoning is built on the idea that a researcher is able to deduce hypotheses from previous studied events (Eriksson & Kovalainen, 2011, p. 22). Deductive research implies that the researcher draws conclusions from a set of premises, and in order for the conclusions to be true it strictly requires the conclusions to follow the premises set up (Ketokivi & Mantere, 2010, p. 316). In a research context, a deductive reasoning would mean that the research starts with theory, developed from reading previous research, and the research would be about testing the theory (Saunders et al., 2016, p. 145). As the deductive reasoning nature is not in line with the explanatory and subjectivist stance of our research, we do not employ it in our research and it will not be explained further. The third direction, abduction, refers to the process of generating new ideas and hypotheses from examining the premises that could explain the conclusion (Eriksson & Kovalainen, p. 23; Saunders et al., 2016, p. 144). Compared to the previous approaches, abduction starts from the conclusion, which is supposed to be a surprising fact, and aims to find evidence to support the premises behind the conclusion (Saunders et al., 2016, p. 145). Since our research premises are not based on an eye opening
concluding fact of the sort described in the abductive process we do not instigate an abductive research process.

In comparison to the deductive approach the inductive approach begins the research from analysing empirical material, to building theory to explain generalizations from particulars, inductive reasoning is driven by the collection of the data (Eriksson & Kovalainen, 2011, p. 22-23; Ketokivi & Mantere, 2010, p. 316; Saunders et al., 2016, p. 51). In the inductive approach often you need to become adept in relevant theories in our chosen area of research before constructing the final version of the research question, as theories emerge from the data collected inductive reasoning still allows you to formulate your research question using existing theory (Saunders et al., 2016, p. 52). The inductive approach is inclined with the subjectivist stance of our research, rather than attempting to determine a cause-effect such as in the deductive the inductive reasoning accounts for the complex social reality and instead creates theory from the data gathered (Saunders et al., 2016, p. 147). Furthermore inductive reasoning allows for alternative theories and explanations to be in contrary to most of deductive reasoning, where they would be limited by the rigorous methodological construction (Saunders et al., 2016, p. 147). Furthermore the inductive approach tends to use a smaller sample than the deductive approach, and use a number of different methods when collecting data (Saunders et al., 2016, p. 147). With these implications presented the chosen approach to our research is that of the inductive theory building approach as its nature are inclined with our research purposes. However inductive reasoning comes with its challenges, as inductive studies only studies certain events and not generalities, a problem arises as there might be uncertainty about how well one is able to generalize and predict with help of the results, meaning that it can be a gap in the logical argument between the conclusion and the premises discerned (Ketokivi & Mantere, 2010, p. 316). But by being aware of these limitations one can take precautions against their potential impact on our research conclusions. In the next section our research strategy and its fit with our inductive research approach are made evident.

2.4 Research strategy

A research strategy is either of a quantitative nature or of a qualitative nature, and it determines the way in which we collect and analyse our data (Saunders et al., 2016, p. 129. Quantitative research is strongly connected with the epistemology positivism and also with the deductive research process where the focus lies in examining data in order to verify the constructed theory (Saunders et al., 2016, p. 166). This is in contradiction with the nature and assumptions of our study, therefore the quantitative research strategy proves to be incompatible with our study and is ruled out as your research strategy.

Taking into consideration the nature of our study with our assumed ontological and epistemological assumptions of a subjectivist nature, combined with the fact that our study does not intend to create any statistical correlation, a multi-method qualitative research strategy was chosen (Zikmund et al., 2009, p. 132). There are two main forms of qualitative research that are used, mono method and multi-method qualitative study (Saunders et al., 2016, p. 168). Mono method employs only a single method of data
collection for the study, such as semi-structured interviews or shadowing a relevant target for a pre-set period of time, and then conducting the corresponding analytical method of choosing (Saunders et al., 2016, p. 168). The multi-method qualitative as its terminology describes utilize several different methods of data collection of the same nature as mono method, this method in general provides a better grasp and a wider understanding of what could be a complex social construction (Saunders et al., 2016, p. 168-169). As our study conducts several different data collection methods such as semi-structured interviews with the suitable managers, a leadership personality test on the managers and as we also interview an HR-person to put the data collected from the first round of interviews in a context, we argue that the multi-method qualitative research strategy is suitable for our study. Exactly how the practical data collection is done is explained in detail in the practical methodology chapter 4.

2.5 Research design

Robson (2002, p. 178) states that doing a case study is a strategy to conduct research using empirical investigation upon a current matter within its real life context. A case may take form as a person, a group, an organisation, an association, a change process, an event, among others (Saunders et al., 2016, p. 184). There are two approaches to how we could undertake the research design, either a single case study or a multiple case study. Doing a multiple case study could give a broader understanding of the topic and give more generalizing results, but we would not receive as detailed results as we would not be able to focus as much on each case, and therefore we would lose focus on our research purpose. A single case study is deeper going and we would be able to investigate one organisation and extract more descriptive information (Bryman and Bell 2011, p. 60).

For our thesis we perform a single case study on IKEA in order to get a deeper understanding upon our aim to evaluate the managers’ perceptions upon leadership in line- and temporary organisations and the organisational cultural influence on leadership. This was also due to practical reasons as the access to the case company was easily manageable and a large amount of time was not invested in searching for companies, which would be willing to participate. Also, arguments could be made against the use of employing a multi case study as our research incorporates the aspect of IKEA’s particular organisation culture.

2.6 Research approach

The research design of a thesis can have four different approaches; exploratory, descriptive, explanatory, and evaluative. The approaches differ from each other in the way of formulating the research question and the purpose of the study. Exploratory studies wishes to discover and understand what is happening and explain vague situations (Saunders et al., 2016, p. 174; Zikmund et al., 2009, p. 54). Descriptive studies are conducted to describe the characteristics of the research object. Unlike exploratory studies, descriptive research is conducted on a situation that is unambiguous and focuses on specific matters (Zikmund et al., 2009, p. 55). To discover causal relationships between variables in a situation, researchers may use an explanatory approach to their
studies (Saunders et al., 2016, p. 176). The final approach is the evaluative approach, which gives the purpose of finding out how efficient or how well something works (Saunders et al., 2016, p. 176).

We use an exploratory approach to our study as we aim to gain a deeper understanding within our topic by holding in-depth interviews with candidates who hold experience and knowledge of our subject. As the current situation of managers’ perspectives upon leadership is vague when comparing leadership in the line-organisation and the temporary organisation, the exploratory approach suits our thesis. Zikmund et al. (2016, p. 54) mentions that often exploratory studies are conducted with the expectation that future studies will provide further evidence, and the study will function as a guide for future research. Also we argue that IKEA’s organisational culture is particular and will influence the answers of the participants, which in some ways creates a unique case suited for an exploratory research approach.
3. The Theoretical frame of reference

The theories and previous studies presented in this chapter are deemed relevant to the study and critically appraised to their relevance to the study. The presented theoretical frame of reference serves as a basis from which the empirical findings of the study are comparatively analysed, it will also assist in moving the study forward and will not be a simple presentation of theories and previous studies.

3.1 Leadership definitions and the development of leadership theory

Through defining leadership and describing the development of leadership research and theories throughout its history we demonstrate how the relevant leadership theories today came to be, as well as further developing our understanding of leadership.

There are numerous definitions of the leadership concept. A well-known, and well cited, definition of leadership is Yukl’s definition of the concept. Yukl (2006, p. 8) states that leadership is the “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”. This is a concept that Yukl originally stated in his early studies and we use this as our definition of leadership in our studies, along with the immersed definition of leadership Yukl has given. Yukl (1989, p. 253) further explained the concept of leadership as he broadened the definition by stating that the role of a leader also included “influencing task objectives and strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification, and influencing the culture of an organisation”.

Müller and Turner (2009) review different leadership schools of theory in their paper regarding their applicability to project leaders. The leadership school has undergone several changes throughout the years it has been researched, which started in 1930-1940’s (Müller & Turner, 2009, p. 438). At the start we focused on the leader's traits, such as physical appearance, capabilities and personality, these studies are called the trait school of leadership. Studies that still are of relevance, which could represent the trait school, would be the studies of general leadership made by Kirkpatrick and Locke (1991) and the studies of leadership in project management by Turner (1999). Following the trait school leadership research focused on the behaviour leaders and first started to research the assumption that leadership can be learned and it is not something that you can be born with, this was called the behavioural school. The behavioural school is represented by the studies of Blake and Mouton (1978) and Hersey et al. (2013). Evolving the behavioural approach leadership, researchers focused on connecting leaders and their traits with situations and placing them into what context they believed they would excel at, it became known as the contingency school (Müller & Turner, 2009, p. 438). Studies that could represent the contingency school could be the studies made by Robbins (1997) and Fiedler (1964; 1967; Fiedler et al., 1976).

By the 1980’s the visionary and charismatic school were developed, it was concentrated on organisational change and led to the development of the transformational and
transactional leadership styles, which has been researched by for example Bass (1990), and remains relevant to this day (Müller & Turner, 2009, p. 438). Transformational leadership is affiliated with emotions and charisma to inspire your followers, it has gained support in research within temporary settings as temporary organisations intends to create change and charisma provides goals with a higher meaning (Tyssen et al., 2013). Its counterpart transactional leadership focuses on formal settings with determined goals and present rewards to create motivation, unlike its counterpart it has not received the same support for its effectiveness in temporary organisations but has been accredited to be effective for simpler projects (Müller & Turner, 2009, p. 446). As transformational and transactional leadership has received a lot of research as the forms of leadership that are most applicable towards temporary organisations forms they are further explained in sections 3.2.1 and 3.2.2 as they are suitable theories for our research.

As transformational received more support a leadership school focused on emotional intelligence were developed, this in turn led to the development of the most recent leadership school, the competence school (Müller & Turner, 2009, p. 438). The competence school is mainly represented by the studies of Goleman (1995; Goleman et al., 2002) and consists of all the previous schools described combined, leadership competence is now described as a specific combination of knowledge, talent or personal traits that the previous leadership has described. Dulewicz and Higgs (2005) performed an extensive review of current theories and their assessment tools, and they identified three key competencies for leaders; intellectual, emotional and managerial. These key competencies have a 15 dimensions framework used to assess leadership competencies and where their specialities lie. The framework can be seen in table 1.

<table>
<thead>
<tr>
<th>Leadership Dimensions Questionnaire</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical analysis and judgement</td>
<td>-</td>
<td>E, I</td>
<td>G</td>
</tr>
<tr>
<td>Vision and imagination</td>
<td>-</td>
<td>E</td>
<td>G, I</td>
</tr>
<tr>
<td>Strategic perspective</td>
<td>-</td>
<td>E, I</td>
<td>G</td>
</tr>
<tr>
<td>Engaging communication</td>
<td>-</td>
<td>G, I</td>
<td>E</td>
</tr>
<tr>
<td>Managing resources</td>
<td>E</td>
<td>I</td>
<td>G</td>
</tr>
<tr>
<td>Empowering</td>
<td>G</td>
<td>I</td>
<td>E</td>
</tr>
<tr>
<td>Developing</td>
<td>-</td>
<td>G, I</td>
<td>E</td>
</tr>
<tr>
<td>Achieving</td>
<td>-</td>
<td>E, I</td>
<td>G</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>-</td>
<td>G</td>
<td>E, I</td>
</tr>
<tr>
<td>Emotional resilience</td>
<td>-</td>
<td>-</td>
<td>G, E, I</td>
</tr>
<tr>
<td>Motivation</td>
<td>-</td>
<td>-</td>
<td>G, E, I</td>
</tr>
<tr>
<td>Interpersonal sensitivity</td>
<td>-</td>
<td>G, I</td>
<td>E</td>
</tr>
<tr>
<td>Influencing</td>
<td>-</td>
<td>G</td>
<td>E, I</td>
</tr>
<tr>
<td>Intuitiveness</td>
<td>-</td>
<td>G, I</td>
<td>E</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-</td>
<td>-</td>
<td>G, E, I</td>
</tr>
</tbody>
</table>

Table 1. Assessing leadership styles: (G) goal oriented, (E) engaging, and (I) involving.
Source: Adapted from Dulewicz & Higgs (2005, p. 115).
The framework developed by Dulewicz and Higgs (2005, p. 115) lead to identification of three different leadership styles that were prominent in temporary organisational change projects:

- **Engaging** a style based on being an empowering leader that has a high level of involvement in transformational surroundings and is focused on producing rapid change through engagement and commitment.
- **Involving** a style that faces change in organisations but not the radical change that the engaging style is more prominent in.
- **Goal Oriented** is focused on delivering change in a stable context with clear goals determined.

In the following section we discuss the leadership schools that are relevant to our research and the reasoning why we have chosen to delve into these leadership schools.

3.2 Transactional and Transformational leadership

As Müller and Turner (2009, p. 445) stated that an engaging, transformational leadership profile is the most suitable leadership profile for more demanding project work, and transactional leadership is more suitable for relatively simple project work, we are focusing upon the meaning and implementation of the leadership types.

3.2.1. Transactional leadership

Transactional and transactional leadership was developed and described by Burns (1978), who described transactional leaders as the leaders who lead through social exchange (Bass & Riggio, 2006, p. 3). As Burns (1978, p. 3) describes the difference between transformational and transactional public leaders, he states that transactional leaders “approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions”. In a study by Bass and Steidlmeier (1999, p. 184) they describe that transactional leadership carries out through contingent reinforcement, and the followers are motivated through praise, promises, and rewards from the leader. If the followers do not hold their part or do not perform, they are corrected through negative feedback, criticism, threats, or disciplinary actions (Bass & Steidlmeier, 1999, 184). Behaviour that is characterizing transactional leadership would be contingent rewarding, active and passive management-by-exception, and laissez-faire leading (Bass & Steidlmeier, 1999, p. 184). Contingent rewarding is about creating tasks or objectives and in exchange of fulfilling the tasks the followers receives rewards and the desired resources, active and passive management-by-exception is managers, either actively or passively, monitoring the followers to correct them as mistakes happen, and laissez-faire leaders are leaders who avoid leading (Bass & Steidlmeier, 1999, p. 184). Those who pursue only transactional approaches have been found with lower levels of development that are built around their own immediate needs, feelings, and interpersonal connection (Bass, 1990, p. 807). It is important for us to describe transactional leadership due to its relation to transformational leadership and as well because like its counterpart transformational leadership it has a high prevalence in current leadership research into temporary organisations, although not to the same extent (Tyssen et al., 2013, p. 52-64).
In permanent organisations the performance of the employees, individually and in group, depends on several factors. In order for the employees to reach the goals of the tasks given and perform well depends on the competence, motivation, energy level, and direction of the employees (Bass, 1990, p. 339). Bass (1990, p. 339) states that effective leadership is about developing understanding for the roles of the leader and the employees. A transactional leader can reach this through clarifying what is expected of the employee and the purpose of their performance, how to meet this expectations, explaining the criteria for performing effectively, providing feedback, and rewarding in relation to how well the objective is met (Bass, 1990, p. 339). Bass and Steidlmeier (1999, p. 185) presented the moral elements and ethical issues of transactional leadership. The moral legitimacy of transactional leadership is demanding for the leader and depends on telling the truth, keeping promises, giving the same liberty and opportunities as the leader claims for oneself, applying legitimate incentives and sanctions, and informing about the due process (Bass & Steidlmeier, 1999, p. 185). During stressed situations transactional leadership may provide structure and consideration among the employees, and can be seen as very influential to these groups (Bass, 1990, p. 652). This is because transactional leaders will provide solutions for urgent problems, but that will most likely have no effect in the long term (Bass, 1990, p. 652). Seltzer et al. (1989) performed studies on how transactional leadership affected stress and burnout and found that contingent rewarding was moderately related with less stress and burnout, and management by exception was related with more stress and burnout.

3.2.2 Transformational leadership

Further developing transformational leadership and its components as outlined in section 3.1, transformational leaders are those who spark and inspire followers to accomplish great outcomes and in the process evolve their personal leadership scope (Bass & Riggio, 2006, p. 3). They facilitate the growth of their followers by being adherent to their needs by empowering them and aligning the organisational and leader objectives with the followers (Bass & Riggio, 2006, p. 3). Furthermore they motivate and inspire followers to accomplish tasks greater than originally intended and believed possible by challenging expectations (Bass & Riggio, 2006, p. 4). Moreover transformational leaders tend to have more loyal and satisfied followers as a result from their empowering of followers, while paying to their attention to their needs and personal development (Bass & Riggio, 2006, p. 4). Transformational leadership is in certain areas a development of transactional leadership that is described in the previous section. Transactional empathizes the exchanges between leaders and followers and is focused on the conditions specified by the leader and the subsequent rewards one will acquire if you meet the proposed conditions, transformational leadership raises leadership to the next level (Bass & Riggio, 2006, p. 4). Instead of relying on transaction to assert leadership and motivation, transformational leadership inspires followers to the vision and goals of an organisation and provokes them to solve problems with innovation, the means through this is achieved is coaching, mentoring with a balance between challenge and support (Bass & Riggio, 2006, p. 4). Moreover recent research has shown that transformational leadership is influential in every environment and setting and not only in the military where it has
Transformational leadership is measured by four different components, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Riggio, 2006, p. 5-6). These four different components are measured by a multifactor leadership questionnaire (MLQ), which has been created based on previous research conducted on the components of transformational leadership (Bass & Riggio, 2006, p. 5-6). In the following paragraphs the components are described in detail.

**Idealized Influence**, transformational leaders act as role models for followers, they are respected, admired and trusted, moreover followers identify with the leader and want to mimic the leaders as followers view the leader as an individual with extraordinary capabilities, steadfastness and fortitude (Bass & Riggio, 2006, p. 6). Therefore there are two aspects of idealized influence the transformational leader's behaviour and the attributions the followers view the leader to inhabit (Bass & Riggio, 2006, p. 6). Leaders who possess a large portion of idealized influence are risk taking and consistent rather than erratic in their behaviour, you can count on them to do the right thing, both morally and ethically (Bass & Riggio, 2006, p. 6).

**Inspirational Motivation**, transformational leaders act in a manner that inspires and challenges their followers by providing meaning and vision to the work objectives (Bass & Riggio, 2006, p. 6). Team spirit is incited through displays of enthusiasm and optimism of followers’ future states; they create clear and well-communicated expectations for their followers to meet, along with a shared and inspiring vision (Bass & Riggio, 2006, p. 6).

**Intellectual Stimulation**, transformational leaders vitalize worker’s efforts to solve problems and be innovative through questioning assumptions, angling issues, and seeing old situations in a new light (Bass & Riggio, 2006, p. 7). Individual mistakes are never publicly criticized and creativity is heavily encouraged, workers are included in the problem solving process and assist the leader in finding solutions and exploring new ways, and an idea is never shot down if it is not in line with the leaders idea’s (Bass & Riggio, 2006, p. 7).

**Individualized Consideration**, special attention is provided to workers need for individualized growth and achievement followers are continuously developed to higher levels by mentoring and coaching from the transactional leader (Bass & Riggio, 2006, p. 7). Through a supportive climate individual consideration is taken for new learning occasions, account is also taken for the individual differences and the transformational leader shows acceptance for them by personally providing a follower with their needs, such as extra encouragement or more autonomy (Bass & Riggio, 2006, p. 7).
does not always need to seek out the transformational leader for an exchange, but the leader instead goes around in the workspace encouraging a two-way exchange and treating workers as individual persons, listening to their stories or concerns (while remembering them) (Bass & Riggio, 2006, p. 7). Tasks are delegated to followers by the leader as a mean of development and are monitored continuously to ensure that the worker does not need additional support while also assessing progress, this is ideally done in a way in which the worker does not feel checked up on (Bass & Riggio, 2006, p. 7).

A previous study conducted on transformational leadership in the context of comparing line managers with project managers’ leadership styles is Keegan & Den Hartog's study from 2004. Although their study review workers opinions regarding their respective line or project manager and our research will instead focus on the manager’s perspective the research is still highly relevant for our study as it is one of the few studies which compares both leadership in both organisational forms that we could acquire. Their study indicates that line and project managers does not differ significantly in their transformational leadership approach, but the impact of project managers may be shakier in the context of employee motivation, commitment and stress (Keegan & Den Hartog, 2004, p. 615). The reasons for this are unknown to the authors but they discuss in the terms if it is possible that the project managers cannot offer the same career options as the line manager or are the project manager’s influence and ability to inspire workers impaired by the temporariness of a project (Keegan & Den Hartog, 2004, p. 615). The article contributes to our understanding of why leaders may act or lead different in the two organisational forms as their authority on certain areas are impaired in the temporary organisation in comparison to the permanent organisation.

3.3 Contingency school of leadership

The contingency school focuses on situational leadership. The meaning of situational leadership is how well the leader can adapt or how agile the leader is in his or her leadership to match the shifting environment of the process and its life cycle (Lee-Kelley, 2002, p. 463). In order for projects to meet its objectives in the shape of delivering on time, to budget and to specification it is partly reliant on situational control, such as leader-member relationship, task structure, and position (Clift & Vandenbosch, 1999). We focus upon Fiedler’s Contingency model, Hersey-Blanchard Tridimensional leader effectiveness model, and Tannenbaum-Schmidt Continuum of Leader Behaviour to explore how the relationship between the leader and the subordinates can enable effective situational leadership.

3.3.1. Tannenbaum-Schmidt Continuum of Leader Behaviour

In 1973 Tannenbaum and Schmidt presented a revised model of their original Continuum of Leader Behaviour published in 1957. The Continuum of Leader Behaviour is a model that describes the leadership behaviours in the depending on the leader, followers, and the situation, in relation to the degree of authority used by the leader and the amount of freedom the followers have (Hersey et al., 2013, p. 87; Tannenbaum & Schmidt, 1973, p. 163). Despite the fact that the model relatively old, it is still of relevance because of its
usefulness has not been threatened, the same rules abides today. As it is proposing a range of leadership depending on the level of democracy or autocracy, it works well together with other models and can help clarify, describe, and understand a person’s leadership (Tannenbaum & Schmidt, 1973, p. 166). Tannenbaum and Schmidt (1973, p. 166) state that the model alone may lack the ability to identify causes and effects that is influencing the interrelationships between the leader and the follower.

As seen in figure 3 the actions seen to the left of the continuum describes a leader who maintains a high level of control and to the right of the continuum describes a leader who releases a high degree of control (Tannenbaum & Schmidt, 1973, p. 163). The extremes are referred to as manager power and influence and non-manager power and influence (Hersey et al., 2013, p. 87). Leadership behaviour found on the left side of the continuum is related to a more task-oriented leadership style as they use their power to influence, and leadership behaviour found the right side is related to a more group-oriented or relationship oriented leadership as they give freedom and encourage the followers to take initiative (Hersey et al., 2013, 87-88).

3.3.2 Fiedler’s Contingency model

Fiedler’s contingency model is a model that predicts a leader’s effectiveness. The model has been discussed over half a decade, but is still valid and relevant to research today. The original work of Fiedler has been refined and concepts have been added to the original model by Fiedler himself, and together with other researchers (Fiedler, 1964; Fiedler, 1967; Fiedler et al., 1976). The contingency model predicts a leader’s effectiveness from the two main factors, a leader’s attributes and a leader’s situational control. A leader’s attributes can either be relationship- or task motivational orientation. Managers with a relationship motivational orientation means that they are having a major goal of developing close interpersonal relations, whilst managers with a task motivational orientation have the major goal of accomplishing the task. The other factor, a leader’s situational control, refers to the degree of which the situation enables the leader to
exercise their power, control and influence over the outcome. Situational control is measured through the degree of group loyalty and support, how well the task is structured and defined, and the leader’s power to punish and reward their employees (Fiedler, 1981, p. 623-624).

The contingency model predicts that a manager with a more task motivational orientation will be more successful in high- or low-control settings, while relationship motivational oriented managers will be more effective in medium control settings (Fiedler 1981, p. 625). Fiedler (1981, p. 625) states that according to the contingency model a manager’s effectiveness can be improved by either the manager changing the personality to suit the situation, or through changing the situational control to suit the personality of the manager. Leader-manager relations can be manipulated through the manager becoming more, or less, accessible to employees and changing the structure of the task by either giving clear and detailed instructions, or broad and challenging problems (Fiedler 1981, p. 628). Fiedler further states that the manager can manipulate the position power, and the position power can be either increased or decreased by the following steps. The manager can increase position power by becoming an expert in the subject of the task, or working on the interrelationships and becoming one of the group, and the manager can decrease the position power by a more participative management style, and show confidence to the employees in understanding the task and how it should be done (Fiedler, 1981, p. 628).

According to Fiedler (1967, p. 13-14) task-oriented leaders are likely to perform better in situations that are either very favourable or very unfavourable for the leader, and relationship-oriented leaders tend to perform best in situations that are moderately favourable for the leader. This can be seen in figure 4. Fiedler states with his continuum that there are two basic leadership styles, but as Hersey et al. (2013, p. 89) claims that when mapping leadership behaviour, there should be two separate axes on the continuum. Therefore we discuss the Hersey-Blanchard Tridimensional Leader Effectiveness Model in the next section.

### 3.3.3 Hersey-Blanchard Tridimensional Leader Effectiveness Model

The tridimensional leader effectiveness model is a model that attempts to combine the concepts of leadership style with a situational demand, and when the leadership is appropriate for the given situation it is described as effective (Hersey et al., 2013, p. 93). The first two dimensions of the model are the leadership styles of task behaviour and...
relationship behaviour, which are equivalent to the concepts of initiating structure and consideration that used in the Leadership Behaviour Description Questionnaire (LBDQ) created by the Ohio State researchers and Fleishman, that we have asked the sample to perform (Hersey et al., 2013, p. 91; Fleishman, 1967). Task behaviour is described as the extent to which leaders are likely to organize and define the roles of the group members, and to explain the objectives and the time when it is due and how it is supposed to be done (Hersey et al., 2013, p. 92). Relationship behaviour is described in which extent leaders are likely have dialogues with the group members and having open channels of communication and active listening to the group members (Hersey et al., 2013, p. 92). Task behaviour is characterized by aspiring to create well-defined patterns of organisation, channels of communication and ways to meet the objectives, meanwhile relationship behaviour is characterized by the leader providing socioemotional support and encouraging independence and continuous high performance (Hersey et al., 2013, p. 92; Stogdill & Coons, 1957). As can be seen in figure 5 the model consists of four parts describing the leadership behaviour: high task and low relationship, high task and high relationship, high relationship and low task, and low relationship and low task.

![Figure 5. Hersey and Blanchard’s Two Dimensional Model: Basic Leader Behaviour Styles](image)

Reddin (1967) was the first to add the third dimension of effectiveness to a comparable model to Hersey and Blanchard’s model and influenced Hersey and Blanchard to develop their model further (Hersey et al., 2013, p. 92). As mentioned, adding the third dimension of effectiveness the model attempts to the combine leadership style with a situational demand, in a real life context the third dimension is the environment and can be seen in figure 6 (Hersey et al., 2013, p. 93).
Figure 6. Hersey and Blanchard’s Tridimensional Leader Effectiveness Model
Source: Adapted from Hersey et al., (2013, p. 93).

Doing this tells whether a leadership style is effective or ineffective for the given environment the leader is operating in (Hersey et al., 2013, p. 93). In comparison to other leadership models the Tridimensional Leader Effectiveness Model does not portray an ideal leadership style that is optimal in every situation, but rather proposes that depending on the situation some type of leaders will do better than others (Hersey et al., 2013, p. 93-94). Hersey et al. (2013, p. 93-94) proposed various ways of how leader styles can be seen as effective by some and ineffective by others, as can be seen in table 2.

<table>
<thead>
<tr>
<th>Basic Style</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-task and low relationship behaviour</td>
<td>Seen as having well-defined methods for accomplishing goals that are helpful to the followers.</td>
<td>Seen as imposing methods on others: sometimes seen as unpleasant and interested only in short-run output.</td>
</tr>
<tr>
<td>High-task and high relationship behaviour</td>
<td>Seen as satisfying the needs of the group for setting goals and organizing work, but also providing high levels of socioemotional support.</td>
<td>Seen as initiating more structure than is needed by the group and often appears not to be genuine in interpersonal relationships.</td>
</tr>
<tr>
<td>High-relationship and low-task behaviour</td>
<td>Seen as having implicit trust in people and as being primarily concerned with facilitating their goal accomplishment.</td>
<td>Seen as primarily interested in harmony; sometimes seen as unwilling to accomplish a task if it risks disrupting a relationship or losing a &quot;good person&quot; image.</td>
</tr>
<tr>
<td>Low-relationship and low-task behaviour</td>
<td>Seen as appropriately delegating to followers decisions about how the work should be done and providing little socioemotional support where little is needed by the group.</td>
<td>Seen as providing little structure or socioemotional support when needed by members of the group.</td>
</tr>
</tbody>
</table>
3.4 Organisational culture

Van Maanen describes organisational culture as the knowledge shared between the members of the group. The type of knowledge of the sort “inform, embed, shape, and account for the routine and not-so-routine activities of the members of the culture” (Van Maanen, 1988, p. 3). Further Van Maanen argues that culture is expressed through the actions and words of the organisation members, and the culture itself is only visible through representation (Van Maanen, 1988, p. 3).

3.4.1 Schein’s Organisational Culture Model

Schein (1985) divides organisational culture it into three levels: artefacts and creations, values, and basic assumptions are the three elements of his framework. Artefacts and creations would be the constructed social and physical environment of the group, such as physical space, the technological output of the group, visible and audible behaviour patterns, and artistic productions of the group (Schein, 1985, p. 13-14). Both outsiders and members of the group easily distinguish the level of artefacts and creations, but outsiders may find it hard to grasp (Schein, 1985, p. 13-14). Values are created as a group faces new tasks and the group cannot determine on a shared basis what is the correct way to go about it and the group will adopt values as they collectively share the success in the problem solution (Schein, 1985, p. 15-16). The values that do not go through this process can be adopted through social validation, such as certain beliefs must be held in order to maintain the group (Schein, 1985, p. 15-16). If values are not based on cultural learning they are espoused values. Espoused values means that the group may give signs of doing one thing, but in fact doing the opposite (Schein, 1985, p. 16-17). But if the espoused value is somewhat in line with the original values, it can grant the group a philosophy or strategy to bring the group together and move towards a common goal (Schein, 1985, p. 16-17). The third level of organisational culture is the basic underlying assumptions. These are the implicit assumptions of the group that guide behaviour, for instance tell group members how to perceive, think about, and feel about things (Schein, 1985, p. 18-21). This level is among taken for granted by the group as it is within the group’s preconscious (Schein, 1985, p. 18-21).

3.4.2 Leader influence and Transformational organisation cultures

Common values in an organisation stay strong over time and influence the norms and decisions taken by the groups and individuals and shape the reputation of the organisation for outsiders and insiders, the organisational culture is kept intact by traditions although the members change (Bass & Riggio, 2006, p. 99). Organisational culture is shaped by its founders' preconceptions and personal beliefs along with their values of what an practical organisation should be (Bass & Riggio, 2006, p. 100). Examples of successful organisational cultures that were heavily influenced and shaped by their founding leaders are Kellogg's and Disney, we would argue that IKEA is such a company based on the influence of the founder Ingvar Kamprad, his vision for IKEA can be viewed in the testaments of a furniture dealer in section 5.1.1 (Bass & Riggio, 2006, p. 100). Norms in an organisation evolves from what the leaders focuses on, how they handle extreme situations, what example they set, and what people they attract to the organisation (Bass & Riggio, 2006, p. 100). An organisational culture affects the leaders in an organisation
as much as the management affects the culture itself. Leaders need to consider the rites and norms embedded in an organisation in order to be efficient (Bass & Riggio, 2006, p. 100).

Similar to the adaptive organisational culture, which embraces an adaptiveness and anticipation to change, there exists the transformational organisational culture (Bass & Riggio, 2006, p. 101-104). The adaptive organisational culture much like the transformational are in general founded by transformational leaders who view themselves as curators of the corporate culture and take pride in the core values of an organisation, which they are prone to speak about (Bass & Riggio, 2006, p. 101). The transformational organisational culture possess a sense a purpose in accordance with a family feeling, long term commitment as well as an interdependence of leaders and followers (Bass & Riggio, 2006, p. 104). In contrary to the transactional organisational culture leaders are viewed as role models, mentors and they focus to integrate new organisational members into the transformational culture (Bass & Riggio, 2006, p. 104). The norms and values of the organisation are adaptive like the adaptive organisational culture and are emphasized in the purpose, visions and missions of the organisation; challenges are viewed as a source of learning and not in a threatening manner (Bass & Riggio, 2006, p. 104).

The transformational organisational are not excluded from members with self-interest and goals, but it works to align the organisational purpose with the goals of the organisation's members in order to create a central purpose (Bass & Riggio, 2006, p. 104). Management and members of the organisation go out of their way of their self-interests in order for the best interest of the team and the overall organisation (Bass & Riggio, 2006, p. 104). Groves (2004) discovered that transformational leaders are more effective if the organisational culture and its included members are transformational by nature, they demonstrated a higher aptitude towards organisational change and overall adaptation. When measuring an organisation's level of transformation items such as the following are included in the organisational description questionnaire (ODQ), “People go out of their way for the good of the institution, individual initiative is encouraged, we trust each other to do what’s right” (Bass & Riggio, 2006, p. 104-105). This theory of transformational culture was made relevant to our research purposes due to the particular organisational culture of IKEA that we were aware of due to our preconceptions of IKEA and it is well known organisational culture. It was important that we described and defined organisational culture and this particular organisational form due to their relevancy to our case study.

3.5 Temporary and permanent organisations

There has been research within the area of temporary organisation throughout the academic world for a substantial amount of years. Early research can be traced back to the 1960s and 1970s, as temporary organisations were discussed and researched by Miles (1964), Bennis and Slater (1968), and Goodman and Goodman (1972). From this point, the concept of temporary organisations researches has studied and developed different perspectives of the concept. Goodman and Goodman (1976, p. 494) and Morley and Silver (1977, p. 59) defined temporary organisations as a group of people coming
together to work on a task or create something, and then disbanding the group after a limited period of time. Other researchers contributed with other defining characteristics of the concept, such as Grabher (2004), who discusses the topic of temporary organisations as transient, interdisciplinary institutions focusing on the achievement of a single task and Whitley (2006, p. 78) who defined temporary organisations as legal and financial entities that are set up for a project and are disbanded after completion. Similarly to the other definitions, Keith (1978, p. 195) adds the aspect that temporary organisations operates within a limited timeframe and between the permanent organisation, and Kenis et al. (p. 59) argues that although there is plenty of characteristics for temporary organisations, the only true characteristic that makes temporary organisations unique is temporariness. Expanding our understanding of the temporary organisation is essential for us in order to understand and interpret our primary data.

Table 3. Cleland’s adapted comparison of temporary and permanent perspectives.

<table>
<thead>
<tr>
<th>Phenomenon</th>
<th>Temporary perspective</th>
<th>Permanent perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line-staff organisational</td>
<td>Traces of the hierarchical model remains, although line functions are placed in a supportive position. A network of authority and responsibility remain.</td>
<td>Line functions have direct responsibility to achieve the directed objectives, the line controls and the staff informs.</td>
</tr>
<tr>
<td>dichotomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scalar principle</td>
<td>Aspects of the vertical chain of command are in place, but an horizontal and diagonal work flow are stressed. Business is conducted based on the legitimacy of the undertaking.</td>
<td>The chain of authority is vertical and key business is conducted throughout the vertical line, from superior to subordinate.</td>
</tr>
<tr>
<td>Superior-subordinate relationship</td>
<td>Peer to peer, project manager to specialist, co-worker to co-worker relationships are used to administer notable business.</td>
<td>This is a key relationship, if preserved in a good state accomplishment will follow. All notable business flows through the hierarchy pyramid from superior to subordinate.</td>
</tr>
<tr>
<td>Organisational objectives</td>
<td>A project emerges as a joint enterprise of the involved interdependent organisations in the project, the objective becomes multilateral.</td>
<td>Overarching objectives are determined by the parent unit working within its environment, thus the objective becomes unilateral</td>
</tr>
<tr>
<td>Unity of direction</td>
<td>The project manager steers the inter-organisational lines towards the common organisational directive.</td>
<td>The general managers coordinate the groups working towards an shared objective.</td>
</tr>
<tr>
<td>Parity of authority and responsibility</td>
<td>Ample opportunities exist for the project manager to eclipse his authority as project members often reports to permanent managers for practical matters.</td>
<td>In line with conventional organisational practices the integrity between manager and subordinate is maintained through standard authority.</td>
</tr>
<tr>
<td>Time Duration</td>
<td>In a project time is finite.</td>
<td>In a permanent organisation time is cyclical and infinite.</td>
</tr>
</tbody>
</table>

Source: Adapted from Cleland (1967, p. 66).
Cleland (1967, p. 65) describes the differences between the functional line organisations with the project organisation in order to understand the difference in authority the organisational forms extend as they affect the managers *modus operandi*. The differences are conceivably more theoretical than physical, but they do exist, and they are important to consider (Cleland, 1967, p. 65). The authority of a project manager is different to that from the organic power of general executive in a permanent organisation, decision are made constantly in a project environment by the project manager and the manager must deal directly with other organisations outside of his control on a daily basis (Cleland, 1967, p. 65). As seen in table 3, Cleland's (1967) comparison between a project organisation and the permanent organisations are presented.

3.5.1 The permanent organisations view on projects

Turner and Müller (2003, p. 3-6) outlined three perspectives the permanent organisation has towards projects.

1. An agency for change. As permanent organisations are reluctant to change, a project is established to bring beneficial change to the organisation. Comparing the temporary organisation to projects, projects are more efficient at bringing change to an organisation as they are more flexible and respond better to uncertainties, while the temporary organisation is designed for the management routine and therefore not suited for change.

2. An agency for resource utilization: as permanent organisations assign resources for projects, the projects utilize the resources effectively. There lies a conflict of interest between the functional manager and the project manager. As functional managers wish to maximize the productivity of resources, it clashes with the project manager's objectives to spend resources according to project cost objectives. As they are incompatible, it is difficult to effectively combine the role of a line manager and project manager in one person.

3. An agency for managing risk: through creating projects the organisation will minimize the risk in executing unique, transient and novel endeavours. Treating risks and uncertainties is the main transaction cost associated with projects.

For our research purposes these three perspectives aided us in understanding the differences between the organisational forms, as well in contributing to our knowing in managerial differences. Furthermore Turner and Müller (2003, p. 7) states that the permanent organisation should evaluate the situation carefully before deciding whether having the endeavour done by the permanent organisation or the project organisation. Turner and Müller (2003, p. 5-6) also state that the project managers should act as the chief executive officer of the project. Just as the chief executive of the company should make decision for the good of the entire company, so should the chief executive of a project balance the objectives in order to achieve results that is benefiting the entire company and not just individual projects (Müller 2009, p 76).
3.6 Critique against our theoretical frame of reference

A certain amount of the literature and research used for our theoretical frame of reference was conducted in a different setting. Meaning it was conducted in a different country, company or culture from our case study of IKEA Sweden, which could be argued to have a special organisational culture. This implies that certain theories, concepts, results might not be applicable or comparable to our research purpose. However, all the described concepts or theories has been evaluated and deemed relevant and to be contributing to our research purpose and circumstances. The applied articles and books in this chapter all contribute with important insights for our research process, despite their potential disadvantages due to shifting research circumstances.

Furthermore some of the applied articles or theories are quite old, and were published between 20 to 40 years ago. This implies a risk that certain parts of the theoretical framework could inhabit a reduced relevance and to our research circumstances as the circumstances and time that they were conducted in are needlessly to say not the same as the one we are researching today. Despite these obvious risks the potentially out-dated theories applied in this chapter are still applicable to our research due to the nature of the theories. The potentially out-of-style theories are created and defined by well-known and respected research, and the theories are of such nature that there is little risk in that circumstances today has changed dramatically enough to deem these theories irrelevant for our research purposes, also more up to date articles have applied these facts for their research. Also it was in our intentions to understand how the theories and concepts were viewed back in the day in comparison to how they are viewed today.

Also as our intentions are to explore leaders perceptions regarding leadership and not to measure their leadership, some of our theories are less applicable to our research purpose as they have models that measure their prevalence in leaders. But nonetheless they are relevant to our understanding and ability to interpret the primary data we collect in our research.
4. Practical Methodology

In this chapter we review the practical methodology of our study, which is aligned, and lead in line with the qualitative research approach of our thesis along with our research question. The data collection method is also presented along with our sampling, interview guide, interview process, data analysis, as well as our ethical considerations. Finally we present our critique against our practical methodology.

4.1 Primary and secondary data

Collecting data is mainly performed in two different ways, either you collect the data yourself, specific for the purpose of your research, or you use secondary data collected by another party for a different purpose (Blumberg et al., 2011, p. 236; Saunders et al., 2016, p. 316). Using secondary data could at times save significant amount of time and other costs if easily accessible, but it could also be time consuming arranging the data to be suitable for your analysis purposes (Blumberg et al., 2011, p. 236). One also does not have to make a conscious choice between primary data and secondary data, as secondary data could work as supplementary data to enforce the primary data gathered for your specific purpose (Blumberg et al., 2011, p. 236-238; Saunders et al., 2016, p. 316-317). But as secondary data has been gathered for another purpose than your own, it is critical that you evaluate it meticulously from your aspect and how it fits in your research (Blumberg et al., 2011, p. 237-238). As Blumberg et al. (2011, p. 238) describes one can use five different factors to evaluate a source, purpose, scope, authority, audience and format. By applying these five factors on a secondary data source and then comparing them with our research factors one can see how well the source fits your research purpose. By doing this you get an understanding of the data’s accuracy as well how detailed it is (Blumberg et al., 2011, p. 237-238).

Our research mainly uses primary data that we have collected ourselves for the specific purpose of this research. Our primary data is collected through several means in accordance with our multi-method qualitative strategy, the means that we collect our data through interviewing senior project managers and a person within human resources, as well as conduct a leadership test. All methods for data collection are thoroughly described in the following sections. The secondary data that we use for our research works as a complement to the primary data. It consists mainly of previous research relevant to our study, which is depicted, in chapter 3 of our research, and corporate information acquired from IKEA such as the testament of a furniture dealer outlined in section 5.1. The previous research used has been surveyed and evaluated and as with most secondary data it is not a perfect complement to our research, but it is applicable on certain areas as outlined in section 3.6 our critique against our theoretical frame of reference.

4.2 Sampling

To be able to acquire a representative sample for our study we considered what our options and limitations were. Firstly, we determined to use non-probability sampling, which introduces a number of methods to sample which use subjective aspects to
determine appropriate samples for the research (Saunders et al., 2016, p. 295). As we have specific prerequisites regarding the persons we want to interview to gather our data, we decided that it was not in line with our research purpose to employ a sampling method in which we could not make an informed decision regarding who to include. The criteria we determined when sampling research participants was that any participants should have substantial amounts of relevant experience regarding leadership in both the line organisation as well as in the temporary organisational form, this in order to acquire both sides to be able to explore and answer our research purpose.

As we do not have direct access to IKEA’s employee records and history, we were unable to identify suitable interview candidates on our own. Therefore we decided that we would employ snowball sampling which is a form of convenience sampling, snowball sampling works in the way that you create contact with one case in the population and with his or hers assistance you identify further cases that are suitable for interviewing (Saunders et al., 2016, p. 303, Zikmund et al., 2009, p. 394). In our case it was important that any participation in our study would be voluntarily, this to also assist our data collection as persons who volunteers for a study are more willing to offer personal experiences, which is key to a qualitative study of our nature (Saunders et al., 2016, p. 421). To accomplish this snowball sampling we contacted our initial case contact at IKEA, he had been thoroughly informed about our research participant criteria and he possessed a wide contact grid, he was also used as the subject for our pilot interview. Therefore we decided that we, with his assistance would identify and contact suitable interview candidates. After our contact person had written an introductory email and received a positive response, we would contact them by email, asking them if they were willing to participate in our study.

Through this process we were able to identify a number of suitable participants that volunteered to participate in our research. That said, snowball sampling rarely produces a sample that is representative of the population and it is therefore hard to generalize as well as external validity can be hard to claim (Bryman & Bell, 2009, p. 193). But as our study is of a qualitative nature and does not mean to draw any generalizations, it was therefore deemed as an applicable sampling method for our research.

4.3 Data collection method

Data gathering is a key aspect to any kind of research and can be performed in several ways, qualitative data gathering is designed to be able to acquire deep insights and narratives, interviewing is one method of qualitative data collection that allows these insights (Saunders et al., 2016, p. 388). When we considered the nature of our research we decided at an early point in the writing process to employ the use of semi-structured interviews as our data collection method for a number of reasons.

Interviews allow us to gather valid and reliable data that are applicable to our research and research purpose (Saunders et al., 2016, p. 388). As our research question intends to employ an exploratory research purpose to explore a “how” question, semi-structured interviews allows us to explore our relevant themes and questions at a large extent with
the ability to ask pertinent follow up questions when needed (Saunders et al., 2016, p. 391). Semi-structured interviews also allows us as the interviewing party to guide the interviewee to the relevant topics that we wish to explore, unlike the structured interview method that uses predetermined questions in the form of a questionnaire or similar (Eriksson & Kovalainen, 2011, p. 78; Saunders et al., 2016, p. 391). The structured interview is simply too limited in its depth and are generally used in research that has a positivist approach and is designed to gather facts to answer “what” questions. this is not aligned with the nature of our research approach (Eriksson & Kovalainen, 2011, p. 81). Semi-structured interviews are aligned with the interpretivist nature of our research as they allow us to explore insights of social reality, a major advantage is also that material produced are moderately systematic and comprehensive if an appropriate sample is gathered (Eriksson & Kovalainen, 2011, p. 82). Another benefit with the semi-structured interviews is that they resemble everyday conversations and it creates trust between the research and the interviewee, which allows us to explore the questions deeper than in a structured interview format (Eriksson & Kovalainen, 2011, p. 78, Saunders et al., 2016, p. 389).

In our study we have selected semi-structured interviews as our mean to collect data for our research, but these interviews were not conducted face to face with our research participants, but was instead performed over phone and all interviews were recorded and transcribed for further analysing. This interview form has both disadvantages and advantages compared to face-to-face interviews; it can ease access, speed and also lower cost (Saunders et al., 2016, p. 421). It also allowed us to interview participants that would have been unable to participate in the study due to distance or impractical related issues (Saunders et al., 2016, p. 421). This was of relevance for our study as it would have been both impractical from a cost and time perspective therefore we deemed it was convenient for us as it would have been hard for us to acquire the same participant sample otherwise. By doing this method we enabled us to set the date and time for the interviews that suited both parties the best.

But this interview tool also comes with its disadvantages, as it is the goal for the semi-structured interview to create trust between the researcher and the interviewee prior to the interview to enable and encourage reflective and detailed personal responses (Saunders et al., 2016, p. 421). To establish this trust without meeting the interviewee face to face at any point in the research process can be challenging. To counteract this potential disadvantage we have undertaken certain precautions, in our communication with our interviewees prior to the interviews we have been transparent, polite and positive. Through keeping a polite and positive tone in our mail conversations with the participants it is our belief that we increase the trust and reduce the uncertainty before the interviews. And by informing the interviewees before the interview about the questions and the interview process we hope to reduce any perceived discomfort the interviewee’s have regarding the interview format. These steps are undertaken to minimize the risk of reliability reduction, which can occur if the participant becomes uncomfortable with the interview format, and avoids or refuses to answer questions (Saunders et al., 2016, p. 421). Another disadvantage is that we as interviewers are unable to read the body
language of the participants to potentially read more into the answers than just verbally, instead we had to focus on voice tone changes if required.

Despite these format disadvantages there have been numerous cases where researchers have reported success in collecting data through phone interviews (Saunders et al., 2016, p. 421). Holt (2010) and Trier-Bienek (2012) argues that the benefits with phone interviewing goes above the access, cost and time advantages, they argue that the fact that they did not meet their participants face to face actually contributed to the participants bringing forth wide and complete accounts. One argument for this is that the anonymity through the phone interview assisted participants to open up regarding personal experiences (Saunders et al., 2016, p. 422, Zikmund et al., 2009, p. 213). As all participants volunteered to be interviewed for our study we assume that they are interested in our research topic and are enthusiastic about answering our questions, which adds to the interview context in a positive way. A list with information over each interviewee can be viewed in table 4 below. Since we promised our participants confidentiality we renamed each participant to secure their confidentiality. We decided to give them typical names in order to provide the reader with a more descriptive narrative. Since all our participants are from the same company there is no need to separate and group them.

<table>
<thead>
<tr>
<th>Position</th>
<th>Interviewee</th>
<th>Date of the interview</th>
<th>Length of interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial review coordinator</td>
<td>George</td>
<td>2016-04-05</td>
<td>43 minutes</td>
</tr>
<tr>
<td>Business developer</td>
<td>Daisy</td>
<td>2016-04-06</td>
<td>43 minutes</td>
</tr>
<tr>
<td>Project manager</td>
<td>Harrison</td>
<td>2016-04-06</td>
<td>66 minutes</td>
</tr>
<tr>
<td>Project manager</td>
<td>Lucas</td>
<td>2016-04-07</td>
<td>32 minutes</td>
</tr>
<tr>
<td>Competence development manager</td>
<td>James</td>
<td>2016-04-08</td>
<td>38 minutes</td>
</tr>
<tr>
<td>Country implementation leader</td>
<td>Anthony</td>
<td>2016-04-08</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Project leader</td>
<td>Mark</td>
<td>2016-04-13</td>
<td>66 minutes</td>
</tr>
<tr>
<td>Business navigator</td>
<td>Kenny</td>
<td>2016-04-15</td>
<td>43 minutes</td>
</tr>
<tr>
<td>Project manager</td>
<td>Carrie</td>
<td>2016-04-18</td>
<td>38 minutes</td>
</tr>
</tbody>
</table>

Furthermore we conduct an interview with a human resource project manager, who has relevant experience from recruiting and training individuals for projects. This interview did not follow the same interview guide as the other interviews and was conducted after the first round of interviews with the managers were recorded. The purpose of this single interview is to create a basis of reflection for the analysis and discussion section of the study. It assists us with insights as well as a mean to further our analysis of the data acquired from the main round of interviews with the participating managers. It is not intended to be the basis of the analysis but to work as a contextual complement to the answers recorded. As such the interview guide for this interview is specific for this single interview and is constructed based on the interviews conducted in the first sweep, the interview guide construction is further described in section 4.4.2. All research participants except the human resource individual were also asked to conduct a leadership
test as a complement to their interview responses, which is described in the following section.

4.3.1 Leadership test collection and implications

In Ekvall and Arvonen’s (1994) article about leadership styles they performed a massive research upon leadership styles and its effectiveness among leaders and how the subordinates perceived the leaders. The outcome of the leadership styles in their study builds on leadership tests and questionnaires that evaluate leaders made by Ohio and Michigan researchers (Ekvall & Arvonen, 1994, p. 141). One of the tests they perform is the Leader Behaviour Description Questionnaire (LBDQ) that was developed by the Fisher College of Business of Ohio State University. There are different forms of the LBDQ, where some are preferred over the others in order to get more precise and descriptive answers. Since we neither had the time to perform, or the access to the subordinates that would be required when performing the more embracing test, we conduct the LBDQ-Self only on the leaders. The LBDQ-Self is a questionnaire for the leaders themselves to answer 40 questions about how they act in a given situation. Unfortunately the LBDQ-Self test itself might not provide a result that would be valid as a standalone, as self-ratings of one’s leadership behaviour are exposed to bias, but we see potential in using it as a complement to our core parts of our study (Bass & Riggio, 2006, p. 20). The test is copyrighted to Fisher College of Business, The Ohio State University, but it has no cost and do not require permission to use for academic purposes.

The LBDQ-Self test focuses upon the two indices of consideration and structure. These two indices are comparable to the task-oriented leadership and relationship-oriented leadership used in leadership theory of the contingency school (see section 3.3). Fleishman (1967, p. 365-366) defines consideration as “the behaviour of mutual trust, respect, and a certain warmth and rapport between the supervisor and his group”, and a concern for the needs of the subordinates and allowing participation in the decision-making. Further, he defines structure as the behaviour of organizing group activities in relation to the group. This dimension emphasizes to achieve organisational goals through the leader defining the roles he expects from the subordinates to assume, assign tasks, plan ahead, establish new ways of doing tasks, and pushing for production (Fleishman, 1967, p. 366). All of the project managers in our data collection were asked to perform this questionnaire and the answers are dealt with confidentiality.

Originally we wished to use the Multifactor Leadership Questionnaire (MLQ) test, which is to some extent a similar test to the LBDQ. The MLQ focuses mainly on the four elements of transformational leadership and is the most accepted instrument measurement of measuring transformational leadership (Bass & Riggio, 2006, p. 5-6; Bass & Avolio, 2000; Mind Garden, n.d.). As previous studies about transformational and transactional leadership have been built upon results from gathering data via the MLQ, we believe it would have been of even more relevance to our study (Bass & Riggio, 2006, p. 229). Similarly to the LBDQ there is two forms of the test, the MLQ Rater Form for the subordinates to rate the leader and the MLQ Leader Form for the leader to rate the frequency of his or her leadership behaviour. Our original plan was to ask the participants
of our sample to perform the test, as we did not have access to the subordinates required for the MLQ Rater Form. The main problem we faced that prevented us from using this test is our almost non-existing budget. In contrast to the LBDQ, which is free to use, the MLQ requires the researcher to purchase a license from Mind Garden to use it.

4.4 Interview guide construction

Developing Interview questions require effort, thinking and reasoning (Eriksson & Kovalainen, 2011, p. 83). The questions were constructed with our research purpose in mind, along with our interpretivist epistemological assumptions, we designed the questions to in a majority be open and neutral to allow for detailed responses and rich interpretations (Eriksson & Kovalainen, 2011, p. 84, Bryman & Bell, 2011, p. 248-249). For the construction of the interview guide questions focus was weighed upon the main themes of this thesis, organisational setting, leadership and organisational culture, which are outlined in chapter 3, in the context of temporary and permanent organisations.

4.4.1 Interview guide construction for managers

We started the interview guide with direct and simple questions regarding the interviewee, this to gather more personal information about the interviewee, but also to create comfort for the interviewee by answering easy direct questions before continuing to the theme questions (Eriksson & Kovalainen, 2011, p. 84). They were also there for us to be able to grasp the person and his or hers viewpoints as an experienced leader, so that follow up questions could be specified (Bryman & Bell, 2011, p. 477). The thematic questions were designed with the semi-structured interview format strength’s in mind; they are neutral, indirect and simple once the concepts have been explained (Eriksson & Kovalainen, 2011, p. 84). But they are designed so that we as researchers could ask secondary follow up questions in order for us to fully exhaust and cover each theme in a rich interpretative way. This was important for us to be able to fill our research gap and we wanted to extract as much descriptive information about social reality as possible, so that the description of the social reality would be vivid and descriptive (Eriksson & Kovalainen, 2011, p. 85). The order of the questions also has purpose; we purposely initiated the broader thematic discussion with the organisational setting (temporary and permanent) in order to set this as the main overarching theme of the interview. As our three themes, organisational setting, culture and leadership are viewed from the leadership perspective and any secondary questions would be asked with this angle in mind.

4.4.2 Interview guide construction for human resources

The interview guide for the single interview with the Human Resources (HR) project manager was constructed on the same premises as the first interviews. It was constructed after the initial round of interviews with the managers was completed and the questions created were based on the responses we received. The interview guide was mainly based on the previous questions asked in the initial round that can be viewed in appendix 3, the interview guide for the HR interview can be viewed in appendix 4. This, because the themes we wished to explore remained the same. Instead of exploring new themes we
wished to pursue the same themes from an HR perspective rather than a managerial perspective. As a result from this the questions seen in appendix 4 remained similar to the initial interview guide, with a revision of the perspective the questions takes, as well with one or two additions and removals.

4.5 Interview process

In this section we describe the interview process and the precautions we took from start to finish. We go through the four steps that were involved in the interview process, learning, pre-testing, conducting the interviews and transcribing. We depict these steps in order to present the precautions that we went through in order to assure that the data collected would be as rich and descriptive as possible by our means, as well as ethically sound.

4.5.1 Learning

Interviews are not easy to conduct, to be able to hold a successful interview novice interviewers as us need to put in time and effort to improve in order to develop our abilities as interviewers (Eriksson & Kovalainen, 2011, p. 81). In order to ensure that we were prepared and could get the most out of our interviews we researched interviewing and semi-structured interviewing.

Interviewing is a technical skill that as mentioned requires a lot of practice to master, but it also requires common sense from the interviewing party. Zikmund et al. (2009, p. 452), provides seven basic principles for the interviewing party. These can be seen in table 5. This list of basic principles described by Zikmund et al. (2009, p. 452), worked as a code of conduct in our approach to interviewing. Following these steps did not only improve our own interview skills, but they also assisted us with increasing the trust between the research participants, and us as well as following our ethical considerations.

<table>
<thead>
<tr>
<th>The Basic Principles of Interviewing</th>
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<tbody>
<tr>
<td>1. Have Integrity, and be honest.</td>
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<tr>
<td>2. Have patience and tact.</td>
</tr>
<tr>
<td>3. Pay attention to accuracy and detail</td>
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<tr>
<td>4. Exhibit a real interest in the inquire at hand, but keep your own opinions to yourself.</td>
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<tr>
<td>5. Be a good listener.</td>
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<tr>
<td>6. Keep the inquiry and respondents’ confidential.</td>
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<tr>
<td>7. Respect others’ rights.</td>
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</table>

After expanding our initial knowledge and interviewing skills we focused on the interview format we employ in this study, semi-structured interviewing. Wengraf (2002,
p. 5) states that novice researchers often perceive semi-structured interviewing as easy, this he states is a mistake, semi-structured interviews require as much preparation as structured interviews. Furthermore Wengraf (2002, p. 5) describes that semi-structured interviews in comparison with fully structured interviews require the following, “as much preparation before the session, probably, and certainly, more discipline and more creativity in the session, and certainly, more time for analysis and interpretation after the session”. This we kept in mind, throughout the interview process we prepared for each interviewing by discussing possible follow up questions and similar notions. In each interview session we worked to improve our follow up questions from the last interview, and after each interview we discussed and analysed what we could improve for the next interview. The interview learning process was on going throughout the conduction of the interviews.

4.5.2 Pre-testing

Before conducting the real interviews, Wengraf (2002, p. 187) recommends the researcher to perform a pilot interview, meaning that one rehearses the interview with one or more volunteers. This allows the researcher to try out their interview guide to ensure that the interviewees have no problem in understanding and answering to the questions, but also tries out the equipment used to record the interviews (Saunders, 2016, p. 474; Bryman & Bell, 2011, p. 262-263). This process improves the design and the practice of the interview, as the researcher might discover flaws in the questions, i.e. in the way they are asked or in the order of the questions, and find ways to improve this (Wengraf, 2002, p. 187; Bryman & Bell, 2011, p. 263).

We conducted a pilot interview on April 3rd 2016 with a project manager at IKEA, who matched the prerequisites of our sample group. This allowed us to get a better understanding on how well our interview guide performed and if there were any uncertainties or any needs of improvement or modification. As the pilot interviewee holds the same prerequisites, as we require from our sample group the reactions, answers, and feedback we received were highly relevant. We decided to exclude the pilot interview from our data collection because of the risk of bias, as of the family ties the pilot interviewee holds to one of the authors. During the pilot interview the interviewee was encouraged to give feedback immediately, as well as reflect upon the interview and the interview guide afterwards. The feedback received helped us to clarify some questions and concepts that were too complex or difficult to answer. A couple of follow-up questions were developed during the pilot interview in order to get richer descriptions of some of the themes. We also had the chance to try out the recording gear, which worked flawlessly. As for our leadership test questionnaire, we had an acquaintance that performed the leadership test for us to see if all technicalities worked, as well to get an estimation of how long time it takes to answer the questionnaire for us to rely this to the main research participants.

To record our interviews we used a smartphone application called TapeACall Pro created by Teltech (2015), which can be found on AppStore for iPhone. This application allowed us to record outgoing calls and render it in an MP3-format for us to listen to while
transcribing. It also allowed us to directly upload the MP3 files to our cloud storage and send them to our emails, this to avoid any kind of problem with the MP3 file, i.e. if the phone would break and to reduce the risk of file corruption. The equipment was tested before and during the pilot interview and everything worked as stated. The smoothness of the application and its perks made recording the interviews a quiet process without any major incidents.

4.5.3 Conducting the interviews

Prior to the interviews we made sure to book a group room at the University for a quiet recording environment, we also confirmed the interview time and phone number with the interviewees two days before the interview took place. The participants were also sent an informative email, which could be viewed in Appendix 2, which contained all relevant information. On the interview day we made sure to be in good time prior to the interview time in order to prepare and discuss how we would conduct the interview. After calling up the participant we engaged in small talk to ease any tension before moving onto to the pre-set questions. After the small talk, we asked for permission to record the interview, at the same time we also repeated the anonymity guarantee and also that we transcribe the interviews word-by-word and send it back to the participant for approval before using the interview for analysis. Finally before we followed the interview guide we asked the participant if he or she had any questions. After that we followed the interview guide from start to finish and asked follow up questions that occurred. When we had exhausted the interview guide and was satisfied with our questions, we inquired if the participant had any questions to us. When we had answered these questions, we offered the participant a copy of our thesis once finished. To end the interview we offered the participants our thanks and wished him or her a good day. Once the interview ended we secured the recording by uploading it our cloud storage, and then re-downloading to our computers in order to avoid file corruption. When that was concluded we took a certain time to reflect over the interview and what our general impressions were.

4.5.4 Transcribing

As the interviews were performed over the phone the interviews were recorded to enable further analysis with the approval of each interviewee. This allowed the interviews to be thoroughly analysed in order to gain rich insights about social reality, as described in detail in the data analysis section. This was also done so that the interview process was interrupted by pauses to take notes or similar and as we had a limited amount of time with each interviewee. After recording the interviews they were transcribed. Jenks (2011, p. 5) defines transcripts as text-based documents, which allow the analysis of dialogues or interviews in retrospect. Transcriptions can be recorded in numerous ways for example as a narrative or as we did in our transcriptions, word by word (Jenks, 2011, p. 2). While it is a time consuming way, it is an excellent method for the researchers to get more acquainted with the interviews and the interviewees (Eriksson & Kovalainen, 2011, p. 85). Eriksson and Kovalainen (2011, p. 85) also states that recording business research word by word is most often enough, except if you are doing a discourse analysis or a conversations analysis. Since our analysis is thematic, word-by-word transcription is suitable. Jenks (2011, p. 7) further argues that transcripts are an invaluable empirical
utensil as they document all the intricate details that the interactive communication in the interview procedure.

It is also important to stress the fact that transcripts are in their nature secondary data and it is the interviews themselves that are the primary data, since transcripts are second-hand interpretations of the interviews (Jenks, 2011, p. 4). But due to the transcribing method one get to re-live the interview and therefore receive a better understanding of the primary data, as the process of transcribing is time-consuming you receive the opportunity to listen to certain sections several times. Transcripts are also used by the academic community to verify claims made by researchers, by examining the transcripts one can correlate or not the claims made in the research (Jenks, 2011, p. 6). It also served us the purpose of sending the word-by-word transcripts to the participants for approval for us to be able to use the data collected. This also to ensure transparency and legitimacy for all data collected through the interviews by verifying the transcriptions with the research participants.

4.6 Data analysis

Data analysis is the interpretation of the collected data in order to gain an understanding of relationships, patterns and significant details found in the data collection (Zikmund et al., 2009, p. 70). In qualitative studies there is a great amount of data collected and it can be hard to find an analytical direction through the data, which can result in poor results (Bryman & Bell, 2011, p. 571). To prevent this, there is a set of analysis strategies and techniques established by researchers on how to treat the data and help interpret one’s analysis (Bryman & Bell, 2011, p. 571).

In our study we use an inductive approach to our analysis, which is one of the main analysis approaches developed by Robert Yin (2002). The inductive analysis approach is based on development of the characteristics of the case, in comparison to the deductive analysis approach, which is based on pre-formulated propositions (Saunders et al., 2016, p. 570-571; Eriksson & Kovalainen, 2011, p. 129). As of the nature our study, we find more interest in the themes, categories, activities and patterns found in our data collection, rather than only relying on theoretical framework and pre-formulated propositions (Eriksson & Kovalainen, 2011, p. 129). Bryman and Bell (2011, p. 573) states it can be difficult for an inductive research strategy to make sense of the analysed data with the theory gathered before conducting the interviews. As semi-structured interviews may lead to collecting data that lays outside of the range of the early gathered theory, Bryman and Bell (2011, p. 573) encourages the researcher to return to gather more theory after collecting the data in order to gain a better understanding of the data collected. For us to make the most of our analysis we gather theory before we conduct the interviews to get an understanding of the findings, and in order to perform a better and more deep going analysis we return to gather more theory after conducting the interviews if needed.

The analysis process of our study follows Attride-Stirling’s (2001) framework on analysing thematic networks, as can be seen in table 6. The framework has six steps
divided into the three stages; the reduction and breakdown of text, the exploration of text, and integration of exploration (Attride-Stirling, 2001, p. 390). The six steps of the analysis are coding the material, identifying themes, constructing thematic networks, describing and exploring thematic networks, summarizing thematic networks, and interpreting patterns (Attride-Stirling, 2001, p. 390-394).

<table>
<thead>
<tr>
<th>Table 6. Thematic Analysis Process.</th>
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<tr>
<td>Source: Adapted from Attride-Stirling (2001, p. 391).</td>
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<tr>
<td><strong>Analysis stage A: Reduction or breakdown of text</strong></td>
</tr>
<tr>
<td>Step 1. Code material</td>
</tr>
<tr>
<td>Step 2. Identify themes</td>
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<tr>
<td>Step 3. Construct thematic networks</td>
</tr>
<tr>
<td><strong>Analysis stage B: Exploration of text</strong></td>
</tr>
<tr>
<td>Step 4. Describe and explore thematic networks</td>
</tr>
<tr>
<td>Step 5. Summarize thematic networks</td>
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<tr>
<td><strong>Analysis stage C: Integration of exploration</strong></td>
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<tr>
<td>Step 6. Interpret patterns</td>
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The first step is to prepare the data in order to perform the actual analysis. Coding the transcribed interviews allows us to label and classify features, issues and themes found in the collected data (Eriksson & Kovalainen, 2011, p. 129). We coded the data by going through the transcripts and highlighting interesting themes and reflections. Strauss & Corbin (1990, p. 61) refers to this as open coding. In our thesis we use the coding process axial coding, which means that “a set of procedures whereby data are put back together in new ways after open coding, by making connections, to patterns of interaction, and to causes” (Strauss & Corbin, 1990, p. 96). This is done due to our wish to find relationships between the categories in our coded data, and for us to explain the influences of concepts and how they are being managed within its specific context (Saunders et al., 2016, p. 599).

Once the data is coded, one will identify themes from the material. By extracting common or significant themes from the coding, one can identify underlying patterns and structures. The found themes from the coding should then be refined so that the themes are specific and unique, meanwhile being broad enough to cover a set of ideas found in the data (Attride-Stirling, 2001, p. 392). We could derive underlying themes from the coded material as we compared the highlighted transcripts. Moving further with the themes identified in the previous step, one should group the themes based on the content and on theoretical grounds (Attride-Stirling, 2001, p. 392). By mapping out the identified themes and grouping them we achieved our basic themes. This is wherefrom larger, common issues create the organisational themes of the analysis (Attride-Stirling, 2001, p. 392). Through further examining and investigating, the basic themes revealed the organisational themes of our study. With regard to the basic themes, summarizing the
main claims, arguments, and assumptions from the organisational themes we reveal the
global themes of our study (Attride-Stirling, 2001, p. 392-393). The global themes are the
core, principal metaphors that cover the main points of the collected data (Attride-
Stirling, 2001, p. 393). In order to ensure that the acquired networks are relevant and
representing the collected data, we cross checked that the themes reflect the collected
data and that the collected data supports the acquired themes (Attride-Stirling, 2001, p.
393).

As the thematic networks were derived from the data, the analysis itself commenced.
This was done by first describing the contents of the thematic networks, followed by
interpreting and exploring of underlying patterns in the content (Attride-Stirling, 2001, p.
393). As the networks were explored and described, they are summarized to present the
patterns found in the exploration of the data (Attride-Stirling, 2001, p. 394). The final
step of the analysis process was to interpret the patterns. This was done by compiling the
reasoning of the summaries of the thematic networks, and linking it to relevant theory in
order to explore themes, concepts, patterns and structures found in the text (Attride-

4.7 Ethical considerations

When conducting research the researchers face ethical dilemmas or consider the ethical
implications of the study. Saunders et al. (2016, p. 239) defines research ethics as the
standards of behaviour of your research in relation to the rights of those who are either
affected by, or subject of the research. The researcher should be considerate of the field
of study they conduct the research in, as well as the institution's and local code of ethics
(Saunders et al., 2016, p. 240). In our study we are following the ethical guidelines for
social science research published by UNESCO (n.d.) and Codex (2016, March 12), which
are relevant for research conducted at Umeå University and Umeå School of Business
and Economics. In the publication process we made sure to follow the policies for
scientific publishing at Umeå University (2011, December 20). Code of ethics was
created with the intention to reduce poor practice, malpractice or harm, and to promote
ethical practice for private or public good (Saunders et al., 2016, p. 245). We are fully
aware of the consequences we would meet if we would break the code of ethics or the set
of rules that Umeå School of Business and Economics and Umeå University have
presented (Umeå University, n.d.; Umeå School of Business and Economics, 2010,
February 07).

In our line of study and in the nature of our thesis there are certain topics of ethical
consideration that receives the most attention. The attention of the ethical considerations
varies during the research process depending on the stage of the research (Saunders et al.
2016, p. 249). Zikmund et al. (2009, p. 98) mentions three main considerations:
objectivity of the researcher, misrepresentation of results and confidentiality. In the early
stages of the study the focus is to recognize and assess the responsibilities towards the
involvement of other parties, and objectivity (Saunders et al., 2016, p. 249-251). In the
stages of getting access to the sample group, and collecting and storing the data the main
considerations is the confidentiality of the research partakers (Saunders et al., 2016, p.
The main considerations of the final stages of analysing and presenting the data, is not to misrepresent data, maintain the objectivity and to avoid creating any harm (Zikmund et al., 2016, p. 98-100; Saunders et al., 2016, p. 259-260).

The ethical considerations of the interviewing are highly relevant and there are several of ways of handling the ethical matters when recording, transcribing and interpreting the interviews (Wengraf, 2002, p. 184). Before the every interview commenced, we followed the recommendations on how to treat the ethical considerations by Yow (1994, p. 111) and asked the interviewee for permission to record the interview and then we presented our study, how the recorded information would be used and ensured them that only the researchers will have access to the recorded information and the transcription. We sent the transcriptions of the interviews to the interviewees and asked them to go through it and give us the permission to use it for the study. If they wished to edit it by leaving out certain parts of the interview, that they felt was out of order, we would contact them and find a solution both parties agreed upon. Wengraf (2002, p. 184) claims this protects the position of the interviewees, but can be troublesome for the researcher, who may find him or her in a position where he is not allowed to use or publish the interpretation of some or all of the material.

In Wengraf’s (2002) publication about interviewing in qualitative research, he discusses the distinction between anonymity and confidentiality. Wengraf (2002, p. 187) states that anonymity is vague and it is harder to define what level of anonymity is sufficient. Compared to confidentiality, that is a stronger requirement since it implies that the confidential material is not to be used in any form, if it is not made unrecognizable (Wengraf, 2002, p. 187). In this study the participants are not anonymous, because of the nature of our sampling method, but protected by confidentiality. During the interview the interviewee was told that the identity of him or her would be disguised and confidential information would be published in such a way so the interviewee could not easily be identified (Yow, 1994, p. 111). We ensured that we treated personal data with care, as it abides with the Swedish Personal Data Act (Sw. Personuppgiftslagen) (SFS 1998:204).

4.8 Critique on practical method

We tried to limit the risk by formulating the interview questions in such a way, we would not be too leading in the discussion. We were considerate to use formulations such as explain in order to have them talk from their own perspective and their own reflections. As some participants did not fully understand some of the concepts or the phrasing of questions in the interview, we asked follow-up questions and provided richer descriptions or an example of the concept for the question in order to minimize the risk of misunderstanding. The follow-up questions that were asked to help the understanding can be seen as leading and overhang the subjectivity of the answers, but it was necessary in order for us to receive a relevant answer and gain useful data. In the end it was hard to determine if any of the answers were impacted by clarifications or a leading question.
5. Empirical results

In this chapter our collected data from our interviews are presented and we also present the organisational values of our case company IKEA in further detail for us to better be able to understand the motivation of our interviewee. In addition the results from the Leadership Behaviour Description Questionnaire and the human resource project manager perspective are presented.

5.1 The case company IKEA Sweden

Our case company IKEA Sweden has particular organisational culture that was influenced heavily by its founder Ingvar Kamprad, and the company continuously works with value-based recruiting, meaning that persons recruited into the company must share the company’s values on top of their desired skills. And since all our interviewee’s have worked for IKEA in more or less their entire career or at least 20 years, it is of importance that we understand IKEA’s organisational culture and the impact it has on its members. In order for us to understand the IKEA culture and values besides from what we learned through our data collection we also learned the basic company information depicted in section 1.3. But more importantly for our understanding of the organisational culture we have read and understood Ingvar Kamprad’s testament over IKEA’s culture, which is outlined in the following section.

5.1.1 The Testament of a Furniture Dealer

1. The product range - our identity.
“We shall offer a wide range of well-designed functional home furnishing products at prices so low that as many people as possible will be able to afford them” (Kamprad, 1976, p. 8-9). The products of IKEA shall hold certain characteristics, such as the range of products, the profile of them, the function and quality, and the low prices. The Testament says that these values will never change, as this is the value that has built the framework that made IKEA a unique company (Kamprad, 1976, p. 5-9).

2. The IKEA spirit - a strong and living reality.
Kamprad defines the IKEA spirit as “[...] built on our enthusiasm, from our constant striving for renewal, from our cost-consciousness, from our readiness to take responsibility and help out, from our humble approach our task and from the simplicity of our way of doing things. We must look after each other and inspire each other. Those who cannot or will not join us are to be pitied” (Kamprad, 1976, p. 10). Kamprad (1976, p. 11) mentions the importance of having a leadership style as a motivator and team player, and compares the IKEA leadership to coaching a team in football. Additionally Kamprad (1976, p. 11) wish to emphasize the importance of, and thank, the hard working helping people that are “taken for granted”.

3. Profit gives us resources.
“The aim of our effort to build up financial resources is to reach a good result in the long term. [...] To achieve our aim, we must have resources – especially in the area of finance. We do not believe in waiting for ripe plums to fall into our mouths. We believe in hard,
committed work that brings results” (Kamprad, 1976). Kamprad (1976) states that IKEA accomplishes this through finding the perfect balance of low prices and good quality products. This pushes them to develop their products more economically and find smart solutions to achieve the needed cost savings.

4. Reaching good results with small means.
“Time after time we have proved that we can get good results with small means or very limited resources. Wasting resources is a mortal sin at IKEA. [...] Expensive solutions to any kind of problem are usually the work of mediocrity” (Kamprad, 1976, p. 13). Kamprad (1976, p. 13) believes one cannot understand a solution’s worth until it is put in relation to its cost, and likewise to reach good results means that one should limit their wastes.

5. Simplicity is a virtue.
“Simplicity is a fine tradition among us. Simple routines mean greater impact. Simplicity in our behaviour gives us strength. Simplicity and humbleness characterise us in our relations with each other, with our suppliers and with our customers” (Kamprad, 1976, p. 15). Kamprad (1976, p. 15) believes that less is more, in the sense that a company would function smoother with less bureaucracy and complicated planning, and more simplicity in routines and common sense in planning.

6. Doing it a different way.
“By always asking why we are doing this or that, we can find new paths. By refusing to accept a pattern simply because it is well established, we make progress. We dare to do things differently! Not just in large matters, but in solving small everyday problems too” (Kamprad, 1976, p. 16). By opposing conventionality IKEA ensures that they develop and improve, as maintaining the dynamism of the business (Kamprad, 1976, p. 16).

7. Concentration - important to our success
“The general who divides his resources will invariably be defeated. Even a multitalented athlete has problems. For us too, it is a matter of concentration – focusing our resources. We can never do everything, everywhere, all at the same time” (Kamprad, 1976, p. 17). What Kamprad (1976, p. 17) means is that they can never satisfy all tastes, so aiming at having a product range for everyone would be unwise and a waste of resources. By concentrating and taking one step at a time, IKEA will manage to reach their aims with the using fewer resources.

8. Taking responsibility - a privilege
“In our IKEA family we want to keep the focus on the individual and support each other. We all have our rights, but we also have our duties. Freedom with responsibility. Your initiative and mine are decisive. Our ability to take responsibility and make decisions” (Kamprad, 1976 p. 18). The eighth commandment tells about the importance of learning from your mistakes and taking responsibility. Kamprad (1976, p. 18-19) believes this reduces bureaucracy and is essential to run the operations smoothly and successfully. Kamprad (1976, p. 19) adds the importance of modesty in the times of winning, and taking the possibility to prevent creating a loser. Calling these the finest victories.
9. Most things still remain to be done. A glorious future!

“Happiness is not reaching your goal. Happiness is being on the way. It is our wonderful fate to be just at the beginning. In all areas. We will move ahead only by constantly asking ourselves how what we are doing today can be done better tomorrow. The positive joy of discovery must be our inspiration in the future too” (Kamprad, 1967, p. 20). The final commandment of the Testament tells us that there is no excuse to slow down and feel accomplished. Through developing humbly as an individual and co-worker, keeping a positive attitude, and respecting the value of time, one will achieve greater things (Kamprad, 1967, p. 20-21).

5.2 Data presentation

In total ten interviews were conducted at IKEA. Nine out of those were conducted with senior professionals with experience in both a line manager position and a project manager related position, and out of those nine, seven were men and two were women. One interview was conducted with a Human Resource project manager. The length of the interviews was at average 45 minutes long and resulted in 106 pages of transcription. Furthermore each of our nine main interviewees except two took the Leadership Behaviour Description Questionnaire (LBDQ), which assisted us in interpreting the type of leadership qualities, each interviewee inhabited as described in section 4.1.1.

![LBDQ results plotted on Hersey and Blanchard’s two dimensional model](image)

Figure 7. LBDQ results plotted on Hersey and Blanchard’s two dimensional model

With an overview of the data collected presented the next sections describes in detail all the primary data collected, in the designated coded themes of organisational context, leadership and organisational culture. It is also important to remember that almost all questions asked in the interview guide was answered from a managerial or leadership perspective, therefore all data presented in this chapter is from a leadership perspective that includes organisational context and culture as well as leadership in general. But first we present the results of the leadership behaviour test we conducted and can be seen in
figure 7. To illustrate how the participants scored on the LBDQ test, the test scores (scored from 1-100%) in the axes of initiating structure and consideration were plotted on the Hersey and Blanchard two dimensional model that has the equivalent components of task behaviour and relationship behaviour.

Our results from the LBDQ we conducted indicate that in general our participants showed both a high task and a high relationship orientation. We also further want to state that these results does are not statistically proven and that we merely use them as a indication to further our understanding of our participants’ leadership tendencies. The test is biased since the leaders have evaluated themselves instead of the subordinates evaluating their view of our participants’ leadership, which would create less bias. These are the reasons why the test scores are not presented with each participant. To further assess these results a complementary test based on the subordinate's viewpoints would be needed, therefore these results are only used in a complementary manner.

5.3 Organisational context

In our interviews we explored the two organisational contexts contrasts with our participants, we wanted their professional and experienced opinion on the differences between temporary and the permanent organisational forms. In this section the data gathered on this theme is presented and outlined for further analysing in chapter 6.

5.3.1 Temporary organisations

In general the answers we received in regards to the contrasts between the organisational contexts were quite consistent. The recurring central themes regarding the temporary organisation debated the concept of time, clarity, recruitment, and uncertain circumstances, among others. What all the participants touched upon was the aspect of time. They thought that the aspect of time was perceived in different ways in the organisational contexts. Lucas said that “in a project there is a starting point and an end point. It means that one has to achieve the results within a set timeframe. Which is usually the biggest difference between working within projects and in the running business”. Harrison had similar thoughts as Lucas, but further added that “[...] one has to accomplish hell of a lot, but also be realistic about time”. When Anthony shared his experience of failed projects he mentioned that they were not respecting time; “[...] we are setting a deadline of six months, but would have needed a year. This happened due to the lack of a more deep going analysis and not understanding the steps of the project that has to be done, before starting the project”.

When discussing the importance of clarity in a temporary organisational form such as a project, the participants stresses the need for clarity and understanding in project to ensure success. Carrie said that “When we create goals in a project they are incredibly clear, we discuss heavily here at IKEA [...] why we are doing this, to make it better for the customer and the staff, we are trying to create a better day to day environment for everyone”. Further, James states that “[...] I would say that in the initial stage it is very important to be clear with where we are going, so that everyone feels that they understand the objective”. Similarly Lucas stated that “if you have a clear goal of what
they are to achieve, you know where to start and where to finish and what you must finish along the way [...] so I think that I believe that it’s easier to work in a project in that case”. Daisy found a relationship between clarity and motivation in the temporary organisation; “In my experience of working in projects, due to the strict timeline the competency of the employees becomes crucial, but there is a need for the fundamental motivation. I believe it is easier to build motivation if there is competency, because then it is about clarifying the scope, what we have to do, connect it to the bigger picture, be clear about expectations, and so on”. Lucas gave a hands on example in regards to the importance clarity in the temporary project organisation when constructing a department store, which in a furniture company as IKEA can be a common project, “[...] it’s like I said before, first and foremost it’s about being clear, because in a process like constructing a department store there are ten, hundred, a thousand details or even ten thousand details to put together an store”. George pointed out the importance of that “the co-workers have to understand and see the same goal as I see, or IKEA sees. You have to explain so they understand that they are a part of the journey. [...] It is like a cleaner at NASA who said that he took part in sending a spaceship to the moon. Everyone is needed”. Carrie further describes the importance for communication in projects, and in her thoughts their correlation with project success, “I know that in the projects that I have ran, communication has been a contributing factor to success, we have communicated well with the boards in the respective units and have informed to ease, we have discussions, nothing happens without it being detailed and planned out [...] I think that communication is connected to success and is relevant that you have a red thread throughout your communication plan”.

Also when discussing the temporary organisational form with our participants, they brought up the at times the uncertain circumstances in a project. Carrie states that “it’s a very big difference, it’s very abrupt, and straight to point with messages, change in a project compared to a line organisation. [...] ‘This is the deal my friends, we have been stopped, 50 workers get to go home, we can’t go on, we are stopped’, [...] and then everyone has to live with that, but you have to remember that these persons have a permanent employment in the end, they never lose their job, but they can be thrown back into their permanent position very quickly”. Kenny mentions the anxiety of the employees without permanent employment; “Project members think about the next step. There is a set end date, and as a person that is not permanently employed you would want some kind of security, ‘what happens in August when the project ends?’, they will still have their bills to pay. [...] You know that everyone thinks about this”. George talks about the uncertainty for the project manager as the role is exposed due to the responsibility of the project; “[...] in a project there is usually a single person that holds the responsibility, and if the project won’t deliver there is no safety net. [...] In the department store it is not as easy to track the liable person as in projects, where it is more apparent”.

Among our participants, several mentioned and reflected about the importance of the focus on the objective in a temporary organisation. A popular thought in a project environment, is that the project manager and the project members should understand and work towards the objective set for the project group, and not take upon other tasks that
steal focus from the main objective. As Kenny describes his view on the differences in organisational contexts: “ [...] as one creates a temporary organisation to run a project, you are more task-oriented, you have a specific task set out, and the most important within project management is that the task you set out to complete doesn’t grow out of the scope set out to complete the task”. Further our participants discusses how the project tasks should not extend out of the of the scope if not necessary. Harrison talked about using a third party to help focus on the objective: “ [...] it is not certain that we need to be a part of the entire process, [...] as you can buy or hire the competence needed in order to have the specifications done after your framework of your requirements. [...] We tend to do that principal mistake, [...] where we build a competency needed for creating a product that is a one-time-shot, when we are never creating the product again but simply using and servicing the product”.

Recruitment and staffing was another heavily mentioned subject when it came to the temporary organisation. Our participants often highlighted the importance of assigning the correct persons to a project, and in general were in agreement regarding this. For example Carrie stated that, “I want a high competence in different areas on different persons, I want cutting-edge competence” Similarly Daisy states “but if I search for persons for a temporary organisation, I can’t take a chance about their competences but I have a certain specification on the person that I need”. Furthermore Lucas says, “Yes, since time is limited you don’t have time to work with persons that you need to train. You have to work with persons that know what it's all about, that has a competence within the different specialities needed to accomplish the project. That’s a given, that competence becomes higher in a project than in the running business where you let people grown into the role”. James also states the need for specialists from a managerial perspective, “I know the overall process in for example the stocktaking process, but I can’t go in on details and discuss it with co-workers. I can challenge managers in the process, but I can’t challenge co-workers in these separate matters. So that’s a thing I have to cover, it’s the specialist knowledge that I need for the project”.

5.3.2 Permanent organisations

In general the answers we received in regards to the permanent organisation were anticipated, but there were certain angles or insights that we had not anticipated. Topics in the permanent organisation context regarded themes such as, longer horizons, personnel development, structure, and importance of culture, values, and others. Mark shared a simile of the organisational context in a permanent organisation: “it is a little bit like getting on a train that is already moving, we can make it go a bit faster, we can make it a bit more comfortable, we can make it a better atmosphere, etc. There are things you can change to make the train a slightly different train, but the train is essentially moving. [...] The train stopping is never an issue, it is only a question of my performance, did I reach my goals?”. As George discussed the differences between the organisational contexts, he said that when recruiting a sales co-worker “they don’t need to have five or ten years of experience in order to learn how to sell couches in the IKEA department store, it can be a baker that we educate and invest time in”. George reflected upon the
perception of time and said that in the line organisation “there is more tolerance to extend the deadline [...] and the follow-ups are less frequent”.

There was red line throughout the answers of our participants in regards to personnel development in the permanent organisation, For example Carrie states, “[...] then it’s about developing and exporting persons that should move on, that are great in IKEA that we can move along persons and broaden our knowledge base”. Anthony states in a similar opinion that, “In the permanent organisation you are able to, even if there is a rotation of personnel there to and things occur, as I said earlier, you are able to work more hands on with people and their development”. Daisy provides us with an example that show lights the differences between the two organisational forms in regards to personnel development, “When you run an organisation within a permanent organisation it’s a lot about taking decisions, and to drive and support people, and to approach it from a longer perspective. Which creates different demands for you in regards to the people agenda for example, or the individual, to develop persons and the store together over a longer period of time. Initially I put a stronger and heavier effort in when I enter a managerial position, or I do it when I enter a managerial position in a permanent organisation. While in a temporary organisation it revolves much around getting to know the person that is there, but pretty quickly move on to, ‘what are we to accomplish? And what are our premises, what do we need and what’s the scope?’”.

Harrison stated that normally the permanent organisation is pre-existing it is unusual to set up a brand new department that has not been done before, Mark noted that “normally in a line organisation the department is pre-existing and I would inherit another person’s role, and the biggest change would be my style and how I approach problems. [...] But it is largely known that the organisational structure has strong escalation, strong reporting and set frames to operate within”. Carrie described her way of handling the situation where she is appointed as manager for a permanent organisation; “[...] when appointed as a leader in a permanent setting and inheriting the position, from that point find the level of readiness in the organisation before starting adjusting the group. Because it is supposed to correspond when you appoint a new manager, because a lot happens within the group”. James describes similarly; “We have it pretty structured what work tasks that needs to be solved, we have found a work methodology that works, of course it depends on how long the organisation has been there, it’s not like that the organisation starts up at once and everyone is new there, this running business, you change players as you go and the players are already there”.

Several of our participants talked about deeper relations in the permanent organisations. Kenny said that “in a running business it important to manage your relations and network, in order to work through others in a line organisation” and Harrison pointed out the importance of networking; “today at IKEA, as in other companies, if you don’t have a network there is not much going for you, as everything is related to networking”. Daisy shared an experience where she pointed out the importance of building relationships in the permanent organisation: “I thought that it would be no match coming back to the department store, how hard could it? I think I was nonchalant as I did not work enough on the relationships and went straight into the business plan. This resulted
in me losing half of my group, and this could have been avoided if I did not take that shortcut by not spending time with my group members”. James provides an interesting example in regards to relationships he states that, “I can imagine that values and culture is not something that you need to work with in the same way in a project organisation as you do in a permanent organisation, meaning that if I have a worker that gets on the wrong foot in regards to what our values and culture allows, then I don’t have to deal with it as a manager, leader, in a project organisation I can let it be depending on how long the task stretches”.

In line with the longer horizons in the permanent organisation, Carrie describes how she has handled restructuring in the permanent organisation, “Then I have experienced to go in and telling an organisation of several hundred workers that now IKEA has decided to restructure. And then you do it much, much, much more diligently with long explanation processes, not that the objective should be long, it can be very clear, but it’s how we handle it and informing that it’s not about going home [...] instead if all about much, much more slow explanations in how you don’t make people fall of their chairs, so these big changes you deal it in totally different ways, I have done it in both organisations, and it’s quite the interesting difference”.

5.4 Leadership

When we pursued the matter of leadership, both personal and in the context of the different organisational contexts we received a plethora of individual interpretations regarding our participants leadership and their general view on leadership in the different organisational forms, but they all shared similarities. For example George described his leadership in general, “[...] my job is to make sure that someone else performs their job so to speak, I can’t run, I can run faster to a certain extent but it’s not enough, you notice that the organisation and group becomes important regarding such a matter, like that we have the right amount of people at the right time and that they know what to do, like so I can work with my matters and instead support and develop persons. [...] I’m pretty goal oriented and deadline focused, demanding, but in an engaging and interesting way”. Furthermore George describes in detail how his leadership works in terms of creating motivation, “Yes, it’s partly much happiness, that they should think it’s fun, like a laugh helps a lot, a good feeling, a lot of warmth, consideration, caring about people. I ask about how people feel and how it went in the golf competition this weekend, stuff like that, not because I think it makes me popular, but because I have an interest in people, because I think it’s fun to know not only what happens at IKEA but also in general what’s going on, if they have purchased a new car or whatever”. As Lucas described himself, “I’m very present in my leadership, very approachable and present, a lot together with my co-workers. I can be very delegating to ensure that my workers get a sense of ownership for the different work tasks. And at a coaching level assist and support, and you do that by being present in everyday work”. James on the other hand focuses on goals, “If we are to return to leadership we are returning to the objective, what is the objective of the organisation, in particular when working on a project everything revolves around what we are to achieve”. Furthermore James describes his leadership as situational on a person-to-person level “Yes, I would continuously say that situational
leadership is the cornerstone of my leadership, that because I need to adapt my leadership on base of the individuals”.

Mark described his leadership style as being transparent, approachable and “extremely painfully honest about where we are speeding as a company and where we want to go”. To engage people and have them work at their full potential Mark is “trying to simplify what it is we are asked to achieve, and then once I have broken it down to different component parts and simplified then even, then I can get people engaged”. He adds, “I like to engage with people. I like to find out what they are really good at and then try and really use them for what they are really good at”. Daisy describes herself as a people-oriented leader with focus on business. When asked about her leadership, Daisy said “I have a pretty informal style of leadership and I am transparent. I make sure to surround me with people who possess the knowledge I need around me. […] I make sure to listen a lot to my co-workers and trust in their competencies and their willingness to accomplish, their experiences and their knowledge”. Anthony said that the visions and goals that IKEA has, but also group specific visions and goals gives him a strong drive and passion, which in turn reflects on his co-workers. He added, “I work a lot with coaching. I have a talent for instructive leadership but I try also having the ability for a more natural style of coaching. I rarely give them detailed answers, but rather try discussing and coaching them to find the answer themselves”.

When we asked Kenny to describes himself as a leader he said that his leadership is “[...] customer oriented, since the goal is to improve the business and the goal is reached through creating customer satisfaction, maybe better career opportunities and a higher efficiency at IKEA. It is connected to the goals and visions of the business”. As Kenny further specified about his leadership style he said “[...] I do not delegate very much, I am the one who ignites the fire in my groups. I come to the groups with a blank sheet of paper and we brainstorm a joint agenda and together we decide how things will be done and the members can choose their own responsibilities. I often ask my group members how I can help them, rather than ask them to help me”. Harrison stated that he would not take on a project he does not believe in or is willing to accept the challenge in order to keep him motivated and passionate. Harrison says he, in order to be successful in operations and the execution, leads with passion and being supportive and motivating for his co-workers. “I always see it from a development perspective, because we grow together. If my co-workers do not grow, I don’t grow. So I make sure to have the same expectations on myself. […] A group should have a transparent environment and you should rather be laughing than crying, even if it can be dreadful. […] Always try to find the positive aspect of things and learn from your mistakes, so you can take a different approach and won’t fall for it again”. Carrie connects her leadership to the different organisational forms, “I have an ambition that I try to work through, so you have different leadership styles if you are in a project or if you are in a line organisation. It’s completely different perspectives, when you have your leadership in projects, sometimes you must, it’s not always you can lead and prepare personal growth, but you must step turn into yourself and make the decision. And it could be with quick, stern and hands-on decisions, sometimes. I still try to develop persons throughout a project”.

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When it comes to creating motivation from a leadership position our participants in general regarded the concept of engaging as central in their attempts to create motivation for their workers, exactly how they engaged their workers differed though. For example Carrie states that, “Since we work so hard with our business plans and that they are connected to our fundamental values and our business idea, like to the greater plan, it’s not hard to be a visionary in the projects. [...] So it’s not a great difference if you are in the running business or in project, because in IKEA we have such clear goals. [...] So we participate actively in why we are doing this, it’s because things should get better for the customer and the staff, we are trying to create a better everyday together”. Lucas further describes how he works with involving persons when it comes to motivation, “For me it’s important to involve people, or to involve people that work together with me. Involving, informing and through this I believe creates a sense of participation, and when you create participation you become more motivated as a worker to perform a good job. [...] So that you feel all the time that you are a part of everything, and that the manager does not sit around navel-gazing and instead is participating and working in the business. That is the way that I work, to create motivation, but of course with a clear goal and we are to work towards it”. Kenny further describes involvement and trust as a tool for motivation, “Motivation, to me it’s important to build trust and I build trust through being very transparent with what I think, feel and I assume courage to appear a little bit vulnerable. [...] I also build trust through consistency, and trying to maintain a certain level of integrity and not being a turncoat. [...] When you invite workers to shape you as a manager and also showing them that their viewpoints matters to you, then you give your co-workers influence over their everyday situation, and that creates motivation”.

George similarly develops his people-oriented leadership when it comes to motivation; “It’s through a genuine interest for people, then I set demands and create goals together, but it doesn’t build on me at the start. I try to get co-workers to see what needs to be done, some with interim goals and with others big goals, and then when I follow I do not control, but it is my enthusiasm and my interest in how it went”. Harrison provides an interesting point on how he manages motivation in temporary organisations: “[...] if I take on a challenge I want to have ‘40-60% knowledge’ when starting the project so I can contribute from the start, and the respective ‘40-60%’ is new or unknown to me. This is how I reason when I’m recruiting, so I have co-workers who have a sense of security but are attracted to, and spurred by the challenge the coming 2-3 years. Contrary to recruiting someone who is a ‘100%’ but might not have the same strive”. Kenny emphasizes the value of feedback in his leadership. “Feedback is an extremely powerful tool to have in your leadership ‘toolbox’. You have to give and receive feedback, you have to make sure your co-workers give and receive feedback, you have to make sure that you work with feedback between business units. If something is wrong along the line, you will have to solve it in a professional way. This is more vague in project leadership, because in a project you have your objective and when it is done, you are done”.

When asked about if their leadership were different in the two contrasting organisational contexts George provides a descriptive overview, “Well, in a permanent organisation there is much more learning, and supporting in a completely different way. [...] Often when you’re appointed the position, you want a period of studying, where you view how
the different persons work in a group and individually, to get the most out of everyone. It can be everything from that they are not in the right position or that they don’t like it there. [...] It can be a lot of things like this, and you have to be more supportive and see where they need to make things even better and feel better at work. In contrast in a project organisation, [...] there I have pushed very much on working in a group, working right, how does thing work when you get stressed, can you work for twelve hours in a day and not eat much, working towards deadlines, how do you then become if you run long nights working on a department store under construction. [...] There are so many deadlines in a project compared to in a permanent organisation, which makes me tougher and more combative in a project manager role”. As Kenny was reflecting about the differences in leadership between the organisational forms he perceived it as the permanent organisation required a bigger ‘tool box’ for your leadership. Comparing these two Kenny stated “although you are project leader you have to use situational leadership, but my perception is that the permanent organisation requires a wider leadership competency of the leader” and further stated that as a project manager “you devote more time to be a goalkeeper for your project group, so there won’t be any other obstructing the main objective”.

Some of the participants mention that the fundamentals of their leadership do not change severely, such as Harrison who says that “it is the same leadership in both organisational forms, but in the permanent you have another framework to work after”. Anthony made a similar statement, but further stated; “some of my skills might be more challenged because of the amount of administration in a project organisation. [...] I have to become more agile, because there is changes every day”. Kenny also discusses from the perspective that a project group is more independent and self-driven than a permanent organisation, something that more participants also argue for, “that you use, because you have probably created a group with different competencies to reach their goal, and that often means that you let the group solve the task from A to Z with the plan, the total cost and quality becomes lower respectively higher than if you, yourself would try to deliver the plan. So using the group competency and nailing the plan becomes very important”.

Also to be mentioned in this section is when we enquired about the participants’ formal leadership trainings within IKEA, all participants stated that they have at least participated in two or three different leadership development programs within IKEA, some had partaken in even more. These ranged from training for aspiring leaders at the start of their career, other programs were formal such as department store manager train both domestic and international, as well as formal project management training from an IKEA perspective. One of the participants was even an instructor in some of these programs. There was a general agreement among participants that these different trainings contributed to their development as leaders, and in general had a positive view on the programs and their impact.

5.5 Organisational culture

In general our participants describes the organisational culture of IKEA as revolving around “all together” and a sense of openness, this was a red thread in all of our
interviews. For example James describes this togetherness and the concept of “kraftsamla”, which can be described as joint effort, “so together is a word that has really established itself in me. Another word that is really strong, that is joint effort, that when it is really needed we will all be there, and that connects back to the sense of togetherness, if it’s needed then it’s nothing wrong with asking colleagues for assistance”. Lucas states similarly, “Without a team you are useless and a strength that I think we have at IKEA is the concept of joint effort, we join a hell of a lot of people together to get things moving, it's something that to me is quite typical to IKEA, you make a decision and then you do it, together, that's it”. Harrison further states, “Yes, the entire foundation is that we do everything together, that together we are strong. It’s a bit of a socialistic approach one can say, [...] but it is cooperation, it is teamwork, that we can make a joint effort and so on”. James states his depiction of how he views the organisational culture of IKEA, “I would say we come back to openness and togetherness, and that together we are strong. It’s a bit of a socialistic approach one can say, [...] but it is cooperation, it is teamwork, that we can make a joint effort and so on”. Lucas provides another interesting depiction that is shared between a majority of our interviewee’s, “simplicity, humility, closeness between manager and staff one could say, closed doors doesn’t exist, I can call the highest superior at IKEA and talk with that person today, there are no barriers or stops when it comes to these things. It’s very open, transparent when it comes to these things”. Many of the participants talked about how important the IKEA values are in recruiting. James says, “We recruit a lot. We succeed in the way we recruit individuals who share our culture and values. It facilitates the processes as we focus upon how their culture and values accord with ours during the recruitment”. Anthony reflects about the individuals who do not possess the culture and values; “to be honest, it becomes really obvious when an individual does not consort with IKEA’s values, especially in teams”. George summarized how some of IKEA’s values live through their way of working. He said “looking at IKEA’s values in recruiting, giving honest, simple people the possibility. To work with individuals and the needs of individuals, the individual is important essential and we understand that at IKEA. No one can do it by himself or herself, so we have to build up good individuals and give them the opportunity to grow, and there is potential to grow at IKEA and you have the right to do mistakes, you learn from your mistakes. [...] We understand that the sofas will not sell themselves, the customer needs a greeting smile”. Anthony gave his view upon the matter: “it is actually about our values that is infused in everything we do at IKEA. [...] Some of the values we have is the reason why we are working at IKEA, that’s how it begun. One of our values is about responsibility that responsibility is a privilege, and it has contributed to my leadership. As I mentioned earlier it works through coaching and encouraging by giving the individual the responsibility of developing and growing. That is how it functions and that is how I do my job. I have the values as my pillar, that shapes me and my leadership”. Harrison further talks about the open climate, and how it has changed throughout the years, “One of the shared values is daring to be different and also embracing making mistakes. I think we have become a very conservative organisation and that is thing is largely because of the amount of money we are talking about now. [...] If we take a decision that negatively impacts IKEA by 1% today, then we start to talk about 350 million euros. If you stop and
think about that for a minute that becomes truly, truly scary. That’s 4-5 reasonably sized
stores. I can understand why people would get frightened of changing, but we can’t stay
stuck on that forever. I think the corporate culture, it feels to me that there is a new breed
of managers that wants to fully embrace the corporate culture and that tells us how we
should be working. I think we are going to start to make some really positive changes
soon”.

Mark reflected on how his leadership is affected and has been affected by the
organisational culture and said “IKEA also gives the space to find out, I don’t want it to
sound like a hippie commune but I have worked for people who have let me make
mistakes and I am working for people like that right now, and I have worked for people
that have been terrible. [...] I have learned from those negative experiences as well. [...] But still, exposure to these people, genuinely inspiring people, that in combination with
formalized learning which has really added tools into my management and leadership
‘toolbox’ and then the last part, the space to try it. [...] It’s really not a very complicated
equation, right. It’s a bit of training, inspiring people and space”. Carrie who previously
had worked in a hierarchical organisation before joining IKEA’s flat organisation
depicted the impact it had on her, “But for me as a person has evolved much, much more
in an organisation with a clear culture and values, it has been incredibly beneficial to me
as a person”. Anthony stated that “once again it is the element of our values that impacts
teamwork, as you possess the values as a leader and lead by them. Once you see and feel
that the values are adopted by your team, you can create a momentum from it and use it
for good”.

5.6 The human resource perspective

To complement the gathered data from interviewing the participants, we contacted a
project manager who is working with Human Resource (HR) projects. Our HR contact
has experience from working within the permanent organisation and the temporary
organisation, have been working and is working to this date as a project manager in HR
projects, and recruits and trains project members and leaders. Hereafter in this section the
HR contact is referred to as ‘HR’. When asked about temporary organisations and the
leadership required in that organisational setting HR said that “in a projects you usually
work with less regulated tasks and might not need the width in competencies, but rather
being more specialized”. In the recruitment process for group members in a project HR
said that “you look for skilled individuals who possesses the competencies needed,
meanwhile in the line organisation the individual has more space for growing and then
you look for a talented individual with potential”. When describing the role of the project
manager HR stated that “usually you are knowledgeable in the area that the project
works within and you might possess other competencies than you need for a line manager
job. I see that common skills among project manager are problem solving, the ability to
escalate things and the sense of urgency. Of course you might encounter these situations
in a permanent organisation, but not often as you are not exposed to the stress and time
limits”.

HR states that the project group should be able to focus on the objectives to the utmost, but it is not the same within the permanent organisation. “If you work in the line organisation you have the possibility of working with several tasks or in several business areas. It depends on the horizon of the tasks, if it is a year, a week, or only a day, it depends on the task. In the line organisation you have a longer horizon and you the way you manage the organisation differs from how you do it in a project. […] There is more of a safety net in the line organisation than in projects. If you would miscalculate or misjudge something you have a bigger chance to go back and adjust it, than in a project”.

When asked about the ideal leader for IKEA and the kind of individual that would fit in as a leader at IKEA, HR said: “the superior attribute is to lead through individuals, and that means that we want to give individuals to have the potential to grow and take responsibility and we as leaders have to support them with this. In general we look for leaders who are more people-oriented than task-oriented, and a desire to expand the business and produce good results. […] We look for leaders who can inspire and clarify for their co-workers. By inspiring you create energy and by clarifying you help everyone go in the same direction’. Further HR said “we want our leaders to be good at developing and finding better ways of doing your job, and to support change. These are the attributes we look for in our leaders, and it applies to both line organisation and projects”.

We went on to discuss IKEA’s corporate culture with HR. HR said “the best thing about our culture is that it removes the fear of doing mistakes, it is the most distinctive value to me. Because we do not have the type of hierarchy that is more apparent in other cultures and companies. […] The most beneficial with our ‘flat organisation’ is the transparency that exists, as it removes fear and creates creativity”. HR further pointed out the togetherness that IKEA has in their values and is a big part of their culture. “One of our fundamental values is togetherness, it is about doing it together to produce a better result. Our business unit uses the parole: ‘together everyone achieves more’, which I believe is true. Together we can accomplish much more and with this business climate, the prestige less, humble, transparent climate, we become a strong team”.
6. Data analysis and discussion

In this chapter we will present the analysis of our empirical findings where we distinct the differences between leading in the organisational settings. We will feature a framework of our findings to summarize and illustrate for the reader to clarify and ease the understanding. Finally we will discuss our analysis and compare it to the perspective of the human resource project manager.

In our collected data there were plenty of basic themes that were merged into organisational themes as we found patterns and relationships between the basic themes. The thematic analysis follows the steps of Attride-Stirling’s (2001) thematic network analysis, which can be seen in section 4.5. The organisational themes cover the abstract principles of our collected data and the organisational themes are the following: leading to succeed, creating motivation, personal development, work environment, and teamwork. To summarize the organisational themes and cover all the gathered data, the global theme of our analysis is leadership, as our gathered data is from a leadership perspective and the thematics relates to the leadership styles they practice. The way the participants described their leadership styles corresponds well with Bass and Riggio’s (2006, p. 5-6) description of the transformational leader, as they say that they give idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

6.1 Leading to succeed

One of the more pertinent themes discussed in our interviews is success, this was not a surprise since our participants were project managers and used to setting and achieving goals. They shared their experiences and perceptions on how success is reached and there were clear patterns in how the participants strive for success. The basic themes for our participants to reach success are goal orientation, clarity and focus, and removing the fear of making mistakes. The participants have all described that they are goal oriented in that they connect the vision they create with the organisational goals. According to our participants they are keen on maintaining a good relationship with their followers, but oriented towards the focus on objectives. They further stated that the relations to their co-workers were not as deep in temporary organisations as in permanent organisations. This coheres with the indication from the results of the Leadership Behaviour Description Questionnaire (LBDQ). Hersey et al. (2013, p. 94) states that leaders with this type of leadership can be effective as it satisfies the needs of the group by setting goals and also providing socioemotional support, and further states that this can be ineffective if the leader is seen as he or she is establishing extensive structure or if the relationships to the co-workers is perceived as dishonest. According to the participants the line managers gives the co-workers functions after the set goals and limits by the managers, some participants mentioned that they wish to see the co-workers autonomous and that the leader's task is to coach and support. This would have the line managers to the far right on Tannenbaum-Schmidt’s (1973, p. 164) Continuum of Leader Behaviour, seen in figure 3, which indicates that the leaders would be prominently relationship oriented with a high level of democracy. The participants described the leadership style in a permanent
organisation as slightly less democratic, as the manager would present the objectives of the project whereas the co-workers would help create the project outline. This would have the project managers to the right of the centre on Tannenbaum-Schmidt’s (1973, p. 164) Continuum of Leader Behaviour. Müller and Turner (2009, p. 445) states that an engaging and transformative leadership profile is more successful in demanding projects and according to Fiedler’s (1981, p. 625) contingency model, more relationship oriented managers will be more effective in medium control settings and more task oriented managers will be more effective in either high or low control settings.

A common topic for our participants as they discussed success was communication and clarity, which is an attribute of a transformational leader (Bass & Riggio, 2006, p. 7). Both in temporary and in permanent organisation there was an importance of clarifying the objectives and circumstances for the group to function efficiently and stay motivated. Further the participants were referring to the organisational value of concentration in the testament of IKEA. As Kamprad (1976, p. 17) states that one has to focus his or her resources in order to reach success, the participants accorded to this statement, especially in project groups. They said that the project group members should have full focus on the objective for the project to be successful, but not that important in the line organisation.

The participants also discussed that a sizeable contributor to success at IKEA is the lack of fear in making mistakes, which can be considered an artefact in IKEA’s organisational culture, although this is affected on the cost of the mistake it still a part of everyday interactions in IKEA according to our participants. This stems from the testament written by Kamprad (1976) and Bell and Kozlowski (2008, p. 300) supports this by stating that mistakes and setbacks are a normal process in developing. This element of the organisational culture improves the overall success of IKEA but also personally for the leaders as they feel that they have a greater room for manoeuvring because of it. And it is this room, which improves their development as leaders and enables them to learn from their mistakes, instead of agonising over the potential punishment they would suffer if the organisational culture did not allow mistakes. Between the contrasting organisational forms there was a greater acceptance of this element in the permanent organisation, than in the temporary project organisation. This was mostly explained due to the different time constraints the organisational forms faced. As leaders in IKEA and therefore our participants adapt this element, it contributes to the factors that make them transformational leaders. An individual transformational leader does never publicly criticize individual mistakes, as this inhibits creativity in the organisation and in the long term potential success factors are missed for fear of the leader’s criticism (Bass & Riggio, 2006, p. 7).

6.2 Communication is key
A salient theme was communication, how a leader works to inspire and communicate in their organisation tells a lot about a leader and leadership in general. In the organisational theme communication, we identified three different basic themes, transparency, clarity and motivation. Our participants in general described transparency in their communication with their organisation as important to their leadership, both in the
permanent and in the temporary organisation. Rawlins (2009) describes that transparent communication is a procedure that produces trust and credibility, which in turn is a potential driver for employee engagement. This is in line with our findings as our participants expressed belief that through transparency in their communication and involving their workers created motivation, such as being straightforward with their intentions and feelings to their workers to increase the feeling of belonging and participation in the organisation’s and manager’s objectives. Wayne et al. (2007) supports the importance of the management's communication environment in affecting engagement. The benefits of transparency is further enforced by Jaworski & Kohli (1991) that argue that employee engagement stays high when employee’s discern that they are receiving authentic guidance.

The next basic theme in communication is clarity, which is closely related to transparency, our participants stress the importance of clarity in their communication. The importance of clarity in the communication for our participants became clear in both organisational contexts, in similar but contrasting ways. In the temporary organisation clarity was stressed in communicating objectives to all stakeholders to increase understanding of objectives to ensure that all stakeholders know exactly what their task is, since time is of the essence. Our participants imply the importance of clarity in the permanent organisation, but in permanent organisation clarity focuses on values, culture and being on board in the team, something which is at times left out in the project due to time constraints.

The final theme within communication is motivation, motivating and inspiring workers and how you perform it was a reoccurring theme among our participants. There was a general agreement from the managers IKEA in how they worked to create inspiration in their followers. They connected firm organisational objectives with vision, involvement and by challenging their followers they meet these objectives. The managers described on how they created motivation by being present and involving in the everyday life of their subordinates, and displaying emotions in regards to completing or settings objectives. This method was employed in both organisational forms, as it was a fundament of the leadership our participants employs. The general implications from motivating were heavily connected to that of the transformational leader. Transformational leaders act in a manner that inspires and challenges their followers by providing meaning and vision to the work objectives (Bass & Riggio, 2006, p. 6). Team spirit is incited through displays of enthusiasm and optimism of followers’ future states; they create clear and well-communicated expectations for their followers to meet, along with a shared and inspiring vision (Bass & Riggio, 2006, p. 6).

6.3 Focus on the individual

One organisational theme that became clear to us was personal development. The participants pointed out that personal development was a major ambition at IKEA for the organisation and the individuals, and they had similar perspectives on how personal development for the individuals was reached. According to our participants a major key in personal development is coaching, feedback and supporting as a leader. The first basic
The theme of personal development is coaching. Coaching is a typical behaviour of a transformational leader, and is used to challenge and support the individual (Bass & Riggio, 2006, p. 4). The project managers of IKEA had a way of coaching where they would not instruct by giving the answer, but rather support to have the co-worker finding a solution himself or herself, which shows that the coaching style at IKEA is transformational. The second basic theme is the importance of IKEA’s values. As a way that both the testament states and our participants describe personal development, they say that individuals grow because of the climate at IKEA where you are not afraid to make mistakes, and when you do mistakes you take responsibility and learn from them. Bell and Kozlowski (2008, p. 300) supports this by stating that mistakes and setbacks are a normal process in developing. This is a result of the openness or transparency at IKEA, and the sense of togetherness. This differs between the organisational contexts, as mistakes and the outcome are usually less dramatic in a permanent organisation. The third basic theme is the importance of feedback. The participants’ states that feedbacks allow the individual and the group to grow together, as the group grows through its individuals and the individuals grow through the group. Hunt and Weintraub (2002, p. 40) states that feedback allows the coach to assess the gap where improvement in performance is needed to reach the set goals. IKEA encourages both giving and receiving feedback that will further grow the group’s competency.

The personal development differs between the organisational contexts. As project groups are pressured with deadlines and more exposed to stress, the participants’ learning accelerates according to our participants. But as Kanfer and Ackerman’s (1989) study presented that difficult and specific goals can hinder the learning of complex task skills, especially for individuals with lower ability. IKEA aspire that their project group members possess sufficient competence when recruiting a project group. As the participants stated that it is not unusual that the permanent organisation of IKEA uses project organisations to develop individuals and for the individuals to then shed their gained knowledge and skills among their co-workers, when or if they return to the permanent organisation. Our participants also displayed concern over the growth of project members who after the project ended, returned to their home organisation and the original development plan was no longer accurate due to the growth in the project. They asked for better connection between the home organisation and the project organisation to coordinate development plans to avoid this discrepancy. In the permanent organisation it is more of a long-term approach and the individuals are given time and space to grow into the positions. The individual faces day-to-day tasks as well as reaching long-term goals. Beck et al. (2009) states that leaders can coach individuals with this through setting high goals, providing feedback on the progress, and finding the incentives for development. Similarly like the participants have described their way of coaching.

6.4 Supportive surroundings

The contrasts between the organisational contexts became visible when we constructed our thematic networks; the contrasts were anticipated and hardly surprising. The basic themes of the work environment are the perception of time, organisational culture and the uncertain circumstances, as well as the contributing factor of recruitment. In the
permanent organisation they wanted potential in persons, rather than hiring fully developed individuals they wanted persons with a lot of growth left to do, so that they could mold them to fit into the permanent organisation. In the temporary project organisation there was elements of this, but in general the perception was that they needed specialist competence in order to succeed. This is we argue an direct link between the differences in how the two contrasting organisational forms view time, the temporary project organisation is focused on deadlines and meeting them, as our participants need to be able to deliver right away, there is less room for growing into the role. These differences relates to the contrasts outlined by Cleland (1967). This did not mean that there were no deadlines in the permanent organisation, but they were fewer and usually there were more room for pushing deadlines in the permanent organisation. In general the work environment was described as more forgiving in the permanent setting than in the temporary project setting, which they related to the longer horizons.

The atmosphere in the workplace, in regards to both organisational contexts was heavily connected to the organisational culture. Togetherness, trust and transparency were an essential part in both organisational contexts, but it was more prevalent in the permanent organisational form than in the temporary form. This was derived to stem from the different time perceptions in the organisational forms, which are described by Cleland (1967). There was not simply enough room to at certain times take culture into consideration, although it was basically there at most times, but the deadlines focused temporary project organisation forced our participants to take quick firm decisions. Another basic theme described from several of our participants is the at time uncertain circumstances in the work environment. In a temporary project organisation, if a steering committee would cancel the project, everyone would have to return home to their mother organisation. This put pressure on the project managers to be able to deal with these sudden events and also prepare their project organisation for events as these. In the permanent organisation situations like these were handled with comprehensive consideration and were never handled in abrupt ways as they were in the projects. This was explained by the contrasting implication in the permanent organisation, in the permanent organisation the involved persons actually were at risk at losing their employment in a restructuring situation.

Contributing to the work environments is the recruitment methods employed at IKEA, where they employ a value-based recruitment procedure, where they on top of an individual's skills, emphasizes the individual's values and how they correspond to IKEA’s. The participants say that in the recruiting the individual's set of values should cohere with the corporate values of IKEA, otherwise they will not function as anticipated in the organisation. When assembling a project group the participants stated that the group members should be sharing the values as to quicken the process of forming, norming, storming, and performing.

6.5 Strength through unity

The project managers talks about how the values of togetherness and the ways in which they build the strong team spirit at IKEA. The basic themes are the values of
togetherness, openness, and trust and responsibility that are part of IKEA’s values. Van Maanen (1988) and Schein (1985) have discussed organisational culture and how it is created and developed, it accords with the attributes and history of IKEA’s organisational culture. The participants say that when the group understands and lives the values, it creates momentum for the group to excel. The basic themes of IKEA’s organisational culture create a strong team morale. This is by some of our participants described as one of the reasons behind IKEA’s global success. The togetherness refers to the unlocking potential as joint effort produces more outcome than individual effort and the openness refers to the informal, flat organisation (Conti & Kleiner, 1997, p. 26). In the study by Morley and Heraty (1995, p. 60) they declared that factors such as work variety, autonomy, and job satisfaction are drivers for high-performance work teams. Morley and Heraty (1995, p. 60) adds that feedback on performance, and work allocation and regular meetings is another significant factor on high-performance work teams.

A common element in the mentioned organisational values and in teamwork is trust and responsibility. The participants state that they have to trust each other and that everyone does their part that you can rely on them. That means that individuals also have to take the responsibility and make sure to provide others with what you expect from them. Trust is an important element in the functioning and wellbeing of teams and high levels of trust may lead to higher performance because of higher levels of cooperation and more positive attitudes (Costa, 2003, p. 618; Dirks & Ferrin, 2001, p. 451). IKEA’s organisational culture consorts well with the transformational organisational culture. Bass and Riggio (2006, p. 104) associate the transformational organisational culture with family feeling, long term commitment as well as an interdependence of leaders and followers. According to the participants there is no significant difference in the matter of teamwork between a permanent and temporary organisation.

6.6 Summary thematic analysis
A framework of the analysis can be found in table 7.
Table 7. Thematic Network Framework.

<table>
<thead>
<tr>
<th>Temporary organisation</th>
<th>Permanent organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leading to succeed</strong></td>
<td><strong>Goal oriented in their vision, maintains relationship to the co-workers.</strong></td>
</tr>
<tr>
<td><strong>Communication is key</strong></td>
<td><strong>Goal oriented in their vision, gains a deeper relationship to the co-workers.</strong></td>
</tr>
<tr>
<td><strong>Focus on the individual</strong></td>
<td><strong>Learns from mistakes, generate creativity, not as forgiving.</strong></td>
</tr>
<tr>
<td><strong>Supportive surroundings</strong></td>
<td><strong>Important to clarify objectives to motivate and engage.</strong></td>
</tr>
<tr>
<td><strong>Strength through Unity</strong></td>
<td><strong>Very important to clarify objectives to meet expectations on delivery.</strong></td>
</tr>
<tr>
<td><strong>Coach to support and challenge the individual.</strong></td>
<td><strong>Learns from mistakes, more creativity, very forgiving.</strong></td>
</tr>
<tr>
<td><strong>Transparency to involve and create motivation among co-workers.</strong></td>
<td><strong>Important to clarify organisational values.</strong></td>
</tr>
<tr>
<td><strong>Time is perceived as finite.</strong></td>
<td><strong>Build on the individual's potential.</strong></td>
</tr>
<tr>
<td><strong>The group understands and lives the values, creates momentum for the group to excel.</strong></td>
<td><strong>The group understands and lives the values, creates momentum for the group to excel.</strong></td>
</tr>
</tbody>
</table>

6.7 Discussion of the analysis

Our analysis of the organisational themes displays a number of implications relatable to our theoretical framework and also connected to new theory, as in line with our inductive reasoning. Our analytical results were not surprising and were in most cases in accordance to our anticipations, but the analysis display a number of engaging diverging indications. The contrasts between the two organisational contexts were apparent in a few organisational themes, but in others they were harder to differentiate.

Between the two organisational settings the most evident difference was the work environment and the supportive surroundings. This due to the different perception of time, the skill requirement and uncertain circumstances in the temporary organisations, which required more from the manager's leadership in terms of adaptability. These results were anticipated and are well anchored in previous research (Tyssen et al., 2013). In the
sense of teamwork and how IKEA builds strength through unity there was no distinct difference between the organisational settings. This did not come to us as a surprise, as we perceived that the organisational culture soaked the organisation in its entirety. Our findings displayed that the organisational culture of IKEA was still prevalent in both organisational contexts. We consider these findings to be logical, as our impressions on the organisational culture of IKEA with its focus on togetherness, trust and joint effort are so strongly anchored in all areas in the organisation. Although the organisational contexts shifts to the extent that they do between the contrasting organisational forms, it is only natural that the organisational culture is strong in both organisational forms as it is still the same individuals working in both organisational contexts, and one cannot simply abandon these values. We argue that the prevalence of the organisational culture could be explained partly from the fact that a majority of the persons working at IKEA are recruited based on their values and their cohesiveness with IKEA’s values, as well as IKEA’s continuous effort to educate and school the co-workers in their values.

Furthermore the contrast in leadership between the organisations was limited, the basis of our participants’ leadership does not change, and it remains of transformative nature in both organisational contexts. This is in line with Keegan & den Hartog's (2004, p. 615) study where they compared line managers and project managers transformational leadership, which drew the conclusion that the two managerial contexts are likely to be very similar in both contexts. This is also seen in the way IKEA focuses on the individual to generate personal growth. The way the manager coaches and supports, gives and receives feedback, and allows errors and mistakes. The leadership divergences stemmed from the differences in the organisational contexts hard issues, which more or less forces managers to a certain extent adapt to their surroundings. In the temporary organisation our participants adapted to the deadlines focused project environment, and at certain times were forced to make quick decisions, that in the permanent context would possibly have been discussed with team before making them. They stated that project group members accelerated their growth as of the more intense endeavours. In the permanent organisation our participants focused on developing individuals for overall organisational purposes, with a more long-term approach working with their potential. In the temporary project organisation the participants was unable to do this to the same extent, and from our perspective the growth of the individuals in the project was left to organisational format itself to a large extent. In itself our opinion is that the project environment is a valuable school for the development for individuals with large experiences in the permanent organisation, due to the difference in time constraints, which forces individuals to adapt and grow.

In IKEA’s campaign for success we discovered differences in the way relationships were built, the purpose of clarity, and the exposure to and the gravity in doing errors and mistakes. A similarity between the two is the goal oriented vision the managers shared and the organisational values supporting growth. We learned that the managers at IKEA were to a high degree task oriented and relationship oriented, and our perception was that they were primarily relationship oriented. This is supported by all participants and seemingly indicated by the leadership questionnaire. The participants described their style of leadership as slightly more task oriented and less relationship oriented in
temporary organisations and vice versa for the permanent organisation, which is supported by previous research (Müller & Turner, 2009; Keegan & Den Hartog, 2004). The leadership style among the managers is evidently transformational, which can relate to the transformational organisational culture of IKEA. We believe that as IKEA nurses their values and the culture they foster leaders out of the individuals that naturally conform to the values, in order for the values to prevail. This can be questioned as the testament states the value of “daring to be different”, where they encourage to “refuse to accept a pattern simply because it is well established” (Kamprad, 1976, p.16).

The importance of communication was high in both organisational contexts, mainly comparable but differentiating in how the situation demanded different clarity. The similarities are the ways of challenging and involving the co-workers and the impact of a transparent manager. Communication was a organisational theme which importance we had not considered to a large extent before collecting the data, but as the data was processed and presented the its applicability became apparent. It was in their communication that our participants conveyed their leadership; it was the prime way for us to describe our participants’ leadership as leadership theories describe how leaders communicate with their followers. The contrasts in communication in the organisational contexts were not diverse; differences lied in the hard matters of the organisations and how they were communicated. But in general their communication in both organisational contexts revolve around the same methods for motivation, clarity and transparency. Which goes back to the transformative leadership they have demonstrated in their answers, with a focus on individuals, coaching and challenging their followers to excel and grow.

6.7.1 Comparing to the human resource perspective

In this section we compare the difference between our findings and the perspective of the human resource project manager (HR). The results from the HR interview correspond to a high degree with the statements from our main participants. HR mentioned the need for specialists in projects in contrary to broad competence, which is mainly sought after in permanent organisations, HR further highlights the difference in growing capabilities and the opportunities described by our research participants. The leaders focus on leading through individual is also emphasized, HR describes that IKEA looks for leaders which inspire and clarify for their followers to create motivation and energy. Additionally the HR perspective on the organisational culture is in accordance with the culture described by our main participants, including the sense of togetherness, the removal of fear for making mistakes. A quote from HR worth repeating is “Our business unit uses the parole: ‘together everyone achieves more’, which I believe is true. Together we can accomplish much more and with this business climate, the prestige less, humble, transparent climate, we become a strong team”. 
7. Conclusion and Implications

In chapter seven we will present the conclusion from our study, this includes the theoretical, practical and societal implications our study has. Furthermore we will present our recommendations for further studies. Finally we present our research limitations in the truth criteria.

7.1 General Conclusion

In this section we present and argue for the general conclusion our analysis has implicated, in order to do that we will revisit the purpose of our thesis. The purpose of this paper is to improve understanding of the managerial views on leadership in temporary organisation in contrast with leadership in the permanent organisation. To gain an understanding how a distinct organisational culture, such as IKEA’s influence the leadership within the contrasting organisations. We aimed to fulfil this purpose through interviewing nine senior managers at IKEA who have significant experience in leadership in both organisational contexts. This brought us to our research question, which we will answer in this section, based on our results gathered and the consecutive analysis in the previous chapter.

How do managers at IKEA compare their leadership styles between being a line manager in comparison with a manager in a temporary organisation?

Based on our results and the subsequent analysis of our findings, we draw several conclusions in nature with our research question and purpose. When comparing the contrasts in leadership between the organisational contexts, we conclude that the differences were not significant. In both organisational contexts our participants demonstrated a leadership focused on the individual, with clear communication and a structured modus operandi. The participants demonstrated a genuine care for their subordinates and their personal development and growth, this was given more focus in the permanent organisation due to the higher levels of stress and deadline focuses in the temporary organisation. But our participants still displayed an concern for the lack of structured personal development plans in the temporary organisation and expressed a desire to expand this. It was through this genuinely and openness that our participants motivated their followers, by connecting organisational goals in both contexts to a visionary “bigger picture”. By challenging their followers to meet this vision they argue that they create inspiration and engagement not only for the objective but also for the organisation as whole.

Further the lack of fear for making mistakes was central point in both our participants’ leadership but also in organisational culture of IKEA, this cultural factor was more affluent in the permanent organisation as it was considered a more forgiving work environment. These leadership traits that became evident for us leads us to our second conclusion, that in general our participants displayed a high grade of transformational leadership in both organisational contexts. The baseline of their transformational leadership remained the same between the organisational contexts; only minor situational
adjustments were made in how their leadership was conducted (Bass & Riggio, 2006). In addition, by observing the task and relationship oriented leadership traits of our participants, which is further indicated from the results from the leadership test we conducted on the majority of our participants, we can conclude that in general our participants show a high level of task and relationship oriented leadership.

We conclude that the organisational culture in IKEA was affluent in both organisational contexts; its sense of togetherness, openness, and flat organisation had a large influence on our participants in their leadership. Further we argue that the organisational culture was additionally influencing in the permanent organisation over the temporary organisation, which concluded to stem from the differences in the work structure such as deadlines, extra stress and uncertain circumstances, which we can conclude forced our participants to adapt. Finally, in conclusion we argue that there is a correlation between IKEA’s transformative organisational culture and our participants’ transformative leadership due to the close resemblance in influential factors. This we claim emanate from the lengthy experience of working in IKEA that our participants has. Their integration into the organisational culture are significant and corresponding to the organisational culture as of the time they have stayed with the company, as well as IKEA’s effort to educate and school co-workers in their values.

7.2 Theoretical contributions

The previous theoretical contributions in our research field, focused on comparing transformative leaders in the temporary project organisation in contrast to the line managerial role, but only compared actual line managers with project managers, and not leaders with experience in both contexts as we do, or they only researched leadership in the temporary organisation format (e.g. Keegan & Den Hartog, 2004; Müller & Turner, 2009; Tyssen et al., 2013). By reviewing temporary leadership in depth in comparison with permanent leadership, with the prerequisite that all participants having significant leadership experience in both contexts, as well as taking organisational culture into consideration. We argue that our thesis complements previous research conducted within the research field, by providing further in depth knowledge of leaders personal views on leadership in both organisations through a qualitative case study of IKEA. Specifically it contributes to the research gap outlined by Müller & Turner (2009, p. 446) that promotes the need for incorporating the organisational culture into temporary leadership research. Our complements are limited due to the single case study, but it still establishes a relationship between transformational leadership and the transformational culture of IKEA, in their shared similarities. Which can assist researchers in understanding in developing supplementary needs and understanding for research, into the connection between transformational organisational culture and the connection to transformative leaders, because our contributions are modest and in need for further research.

Moreover, we provide in depth insights into managerial views on the leadership contrasts in being a leader in the permanent and the temporary organisation, and the motivation behind them. We also argue that our contribution complements previous research comparing transformative line managers and project leaders such as Keegan & Den
Hartog (2004), by adding the prerequisite dimension that all research participants inhabits experience in both organisational contexts. Which to best of our knowledge hasn’t been conducted earlier, we argue that our findings contribute to theoretical understanding of this research area. Also since, that we present the managerial perspectives on their own leadership in both contrasting organisations complements previous research, which focused on leaders answering questionnaires (Keegan & Den Hartog, 2004; Müller & Turner, 2009). Furthermore we provide additional credibility to Keegan & Den Hartog (2004, p. 615) findings that line managers and project managers are likely not that different in their transformative leadership behaviour, which our conclusion to a certain extent asserts.

7.3 Managerial/Practical contributions

The current need to contribute to the practical knowledge of leadership in the temporary organisation in comparison with the permanent organisation, based on the ever faster spinning global market larger actors such as IKEA compete in, change becomes as important as ever. And project of small and large scales are often the facilitators of change that large organisation rely to be able to adapt on changing market conditions and stay competitive in the market. Our study contributes to managers’ understanding about leadership in different organisational contexts and the implication of a strong organisational culture. We argue that our study provides leaders and managers of IKEA with insights and understanding within the area of leadership in temporary and permanent organisations.

Further this could lead to a higher awareness of the influence of organisational culture and what their leadership in each organisational setting, which could come to use in a situation where a manager is transferred to lead in another organisational setting, requires. It is important for managers both at IKEA and similar companies, to not only have knowledge of the practical structure and tools employed in a temporary project context, but also to understand the differences their fundamental leadership will have to adapt, including the proposed difference in the organisational culture. And by contributing with the experiences and opinions of senior managers at IKEA and our following analysis, we help to bridge this practical gap and improve the knowledge at IKEA at how managers perceive the different challenges they face in a temporary project organisation. And in doing that improving their routines or training programs issued for line managers who intend to shift roles into the project manager role.

As this is a case study of IKEA and is particularly going in depth on the organisational culture of IKEA, we cannot generalize our findings and the transferability is limited. We see potential transferability for companies within the same industry or with similar operations, and with comparing characteristics of IKEA’s organisational culture.

7.4 Societal implications

From a societal perspective our thesis contributions are narrow, our thesis contributes with an improved understanding on how leadership is perceived in the contrasting organisations by the leaders themselves and how organisation culture plays out in both
contexts. In our society the amount of projects are on a steady rise as organisations rely on projects as a facilitator for positive change. Through our research we have contributed with increased knowledge for project-based organisations in how their managers might be educated to deal with the challenges they will face as they are put in charge over projects. Generally knowledge and information is a key factor for success in all aspects of life, and by us contributing with furthering the knowledge in regards to leadership in temporary organisations in contrast to permanent. One can say that in theory our narrow contributions could increase the project success rate in an ever more projectified society.

7.5 Further research and limitations

As every research has its limitations, our research is no exception. In order to validate our empirical results it is important that we declare the limitations of our research and how we have tackled these. Our limitations relates to convenience, time, and funds. Out of the convenient nature of the access gain we limited our research to only IKEA managers, rather than conducting a longitudinal study of companies with a similar organisational culture, which would have been excessively hard to accomplish within our designated time frames. Further due to the time constraints and our limited research funds we had to limit our interviews to be conducted over the phone, this in two different parts due to our participants not being gathered in a single location and the geographical distances between us and the proposed locations would have been too large and expensive to traverse, also the planning for this would have been exhaustive. Preferably we would have interviewed our participants face-to-face, even though we didn’t meet face-to-face, we didn’t perceive any impact on our data quality, and we have thoroughly described our interview method in the practical method chapter.

For further research we propose that in order to create more generalizable results one should conduct a similar but longitudinal study into organisations with a similar transformative organisational culture such as IKEA to collect a broad set of data, in order to better analyse, compare and understand the underlying patterns. This due to the limitations from our single case study. Furthermore incorporating the temporary organisations work teams into the research by conducting a mixed-method study, could further examine if our findings based on the managerial perspectives, matches the subordinates. Finally another interesting perspective would be to continue to research the connection between a transformative culture and transformative leadership.
8. Truth criteria

In the truth criteria of our research we use the recommended truth criteria presented by Tracy (2010). In Tracy’s (2010) conceptualization of the truth criteria she states that a higher quality research consists of a worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. Comparing to other researchers’ proposed truth criteria, we perceive that Tracy’s (2010) recommendation is modernized and more comprehensive than alternative approaches (Miles & Huberman, 1994; Saunders et al., 2016; Sekaran, 2013).

Worthy topic
Tracy (2010, p. 840) states that good quality research should have a timely and interesting topic, that is relevant and significant. Tracy (2010, p. 840-841) further states that research that are counterintuitive and challenges common sense or studying traditional ideas to show change or stability, are likely to be worthy topics. We were inspired to find our research gap by discussing with a Professor at Umeå University who planted the idea, and further studying systematic reviews done by researchers in our research field. We argue that our topic is of relevance and significance as other researchers have touched upon the idea as well (Müller & Turner, 2009; Tyssen et al., 2013; Keegan & Den Hartog, 2004). We argue that the topic is both timely and interesting, as companies today increase the use of projects to implement change in an organisation, research within leadership between the organisational settings become relevant. Our research participants stated that this is occurring at IKEA too and they further stated that they thought the topic was interesting and fruitful. Miles and Huberman (1994, p. 290) states that studies that are merely opportunistic or convenient usually lack significance and are shallow in its data and will most likely be of less quality. Although the case company of IKEA was opportunistic for us we oppose that our study would be in risk of shallow data or lack of significance.

Rich rigor
Richness in research is gained through having variety of tools to measure the data and adapted to the performed study in order to see different nuances and understand the complexity (Weick, 2007, p. 16; Tracy, 2010, p. 841). Tracy (2010, p. 841) further states that the data must be rich enough and gathered in an appropriate way. It is proposed to reach this by using theoretical constructs, data sources, context and samples (Tracy, 2010, p. 841). In our study we interviewed nine senior project managers with long and varying experiences from working at different organisational settings at IKEA. With their experience we consider them as splendid participants for our purpose. The interviews resulted in 106 pages of transcription, which we believe is enough and rich enough data to support our claims. There could have been done further studying and data gathering of our participants’ subordinates in order to evaluate our participants’ responses further, but this was not possible due to the time perspective and the nature of our access. We argue that the methods we have used are well qualified for a study of this magnitude. This through conducting semi-structured interviews with the senior project managers and a human resource project manager, as well asking the project managers to conduct a leadership test to further validate our findings.
**Sincerity**
Tracy (2010, p. 841) describes sincerity as the ability of a researcher to be honest and transparent of the goals, joys, biases, faults, and mistakes of the study. This is reached through honesty, transparency, data auditing and self-reflecting throughout the study (Tracy, 2010, p. 841). We have made sure to be sincere and state potential bias that might have occurred in the methods of our study and we have made sure to perform and display our progress with transparency. The data collection and treatment of data has been sincere and transparent, as we transcribed all of our interviews word-by-word and gave our participants the opportunity to go through the transcript and censor or remove parts they were not satisfied with. In the sense of self-reflection we have many times gone through and discussed the methods of the study in order to find flaws and weaknesses to try figure them out and improve our study. As some flaws are not easily helped, we have had to work around them and being aware of them in order to move on. We have also disclosed that we gained access to IKEA through a family connection.

**Credibility**
Credibility refers to the trustworthiness, authenticity and the plausibility of the study and is achieved through rich description, triangulation or crystallisation, and multivocality and partiality (Tracy, 2010, p. 842). We hold that we are providing a rich description, as partially we show and explain in a manner that allows the reader to draw his or her own conclusions, but in later parts we are more leading in our descriptions and analysis in order to guide the reader to finish at a similar conclusion to ours (Tracy, 2010, p. 843). In the sense of triangulation and crystallisation, we argue that we to a limited extent achieve triangulation through collecting several sources of data when complementing our primary data with the leadership test and the human resource perspective and achieving similar results. Denzin (1978) states that having triangulation makes the conclusion more credible. Considering multivocality, we are building our study upon our participants, which makes it important that we have understood our participants correctly and possible cultural differences in order to cite them correctly. As all our participants are from Western Europe and have been living Sweden for a meaningful amount of time, we consider the only cultural difference is the age difference. To make sure that we have heard and understood them correctly and to show partiality of our participants, we gave them the opportunity to go through their transcribed interviews and correct or censor parts of it they were displeased with. Further we have lightly discussed our processes and findings with the contact person at IKEA along our research process.

**Resonance**
In order to achieve a higher quality of the study, the researcher should consider the resonance of their work (Tracy, 2010, p. 844). Resonance refers to the ability of sharing knowledge the to reader, and a high quality study should even be able to do this to readers who have no experience in the field of study (Tracy, 2010, p. 844). This is achieved through writing in an illustrative manner and the transferability of knowledge (Tracy, 2010, p. 844). The language in this study is written in an efficient academical manner, where we decided to keep a personal approach and writing it interactively to give the reader a more familiar and belonging impression. As of our study’s nature there
is no potential of doing any formal generalisations, but there is a conditional possibility of transferability. We see potential in companies with similar operations or in the same industry, and with a strong organisational culture, transferring knowledge from our study.

**Significant contribution**

The significant contribution of the study is measured how well the study extends knowledge, improves practices, generate on-going research, liberate or empower, to contribute the understanding (Richardson, 2000, p. 254; Tracy 2010, p. 845-846). Further the significance of the study can be heuristic, practical, or methodological (Tracy, 2010, p. 847). For the theoretic, heuristic and practical contributions of our study, we refer to the contribution sections in chapter 7. As for the methodological contributions, we perceive them as limited. Although we are mixing our data collection methods, we are not performing any ground breaking methods. However this study could be inspirational for future researchers who are performing a study on a similar level as us.

**Ethics**

For the ethical considerations of our studies and the precautions we have taken during our research process we refer to section 4.7. As for our ethical considerations for the exiting process, we have been cautious how we ended our relations with the participants and shared our results. We have ensured and held, and will hereafter hold, the confidentiality of our research participants, as we strive for mutual respect and dignity between both parties. We argue that we have presented our participants’ thoughts and reflections in a just way, and there is the least possible risk that our study jeopardizes any participant’s reputation or work life situation in any respect.

**Meaningful coherence**

Finally the study should be coherent. Tracy (2010, p. 848) states that a meaningful coherent study achieves the stated purpose, accomplishes the objectives, and uses methods and representation that suits the theories and the research philosophy. We find our study coherent as we manage to link our research design, data collection method and analysis to our theoretical framework and purpose, and this done in a logical order to provide a smoother reading and learning. An indication of that our work is coherent could be that our findings and conclusion pairs up well with our purpose and research question.
References


Trier-Bieniek, A. (2012). Framing the telephone interview as a participant-centred tool for qualitative research: A methodological discussion. Qualitative Research, 12(6), 630–644.


Appendix

Appendix 1: Introduction email to managers

Hi!

Our names are Karl and Mathias and we are two business students at Umeå University who are currently doing our degree project for our M.Sc. in Business Administration (Civilekonom). We have specialized ourselves within the field of Project Management and Leadership. Our degree project is exploring and comparing managerial leadership experiences in both a line manager positions with project leader positions (and a similar position). We are now searching for relevant candidates to interview for our research that has had experience managing both positions.

The interviews will be conducted via Skype or phone and will last around 60 minutes (based on the extent of your answers). Before the interview we will ask you to participate in a leadership test that will consist of short one-answer questions regarding your personality, i.e. a simple personality test.

If you are willing to participate in our study you will receive more information regarding the full nature of the questions we intend to ask you. We also guarantee full anonymity to all participants to ensure confidentiality.

If you have any questions do not hesitate to contact us, hope to hear from you!

Thank you

Regards,

Karl Gårlin                                    Mathias Kostet
070- xxx xx xx                                 073- xxx xx xx
Appendix 2: Preparing email for managers

Hi,

In order for you to be more prepared for the interview, we are hereby sending you the relevant information that we will cover during the interview. We have attached the interview guide which contains all the questions we intend to cover during the interview.

We would also like to ask for your consent for us to be able to record the interview. We would also remind you that all participation in the study will be fully anonymous and we will take precautions so that any participants can’t be identified by any other party than we, me and Mathias. After the interview is conducted we will transcribe the interview word by word and then send it back to you for approval before we use any of the material in our study.

We would also like for you to take a short test consisting of 40 multiple choice questions that will provide us with an indication of your self-assessment of you as a leader, the test should take somewhere between 10 to 15 minutes to complete and will also be fully anonymous for any external party. You do not need to complete the test before the interview, but it does not matter if you complete it before or after the interview. Additional information regarding the nature of the test and how to answer it can be found in the link below where you will also find the test itself, also remember to fill in your name as the reference code when taking the test.

“Link”

The interview will be conducted in the language of your choice, which ever you are most comfortable with, English or Swedish.

For us to be able to record the conversation we will be calling you, otherwise our recording program won’t work. Therefore we would like to confirm your phone number that we can reach you at, is it “Number”?

If you have any questions regarding the information in this email, please don’t hesitate to call us and we will try to clarify.

Best regards,
Karl Gärlin Mathias Kostet

070- xxx xx xx  073- xxx xx xx
Appendix 3. Interview Guide: Managers

Hi, we are Karl Gårlin and Mathias Kostet business students from Umeå University currently writing our degree project within the field of project management and leadership. We are glad that you are willing to participate in our research, below are all the questions we intend to explore during our conversation. Our intentions with the interview is to explore the different themes and questions below on a personal level, therefore the interview will be informal and shaped more like a conversation rather than a formal interview.

The purpose of our study is to explore IKEA managers perceptions on leadership in the line organisation in comparison with leadership in a temporary organisation.

Phase 1, Background/standard information (around 5 minutes)
1. Name
2. Age
3. Current position
4. How long have you worked for IKEA, and how long have you held a line-manager position and how long have you held/hold an managerial position in an temporary organisation?
5. Describe yourself as a leader /or/ your leadership style.

Phase 2, Themes
Organisational setting (around 5-10 minutes)
6. Explain the difference in the setting of a permanent and temporary organisation (project).
   a. Explain the main challenges in each setting?

Leadership (around 20 minutes)
7. Explain the style of leadership you employ in a temporary setting.
   a. Could you illustrate the leadership style with some examples/example situation?
8. Explain the style of leadership you employ in a permanent setting.
   b. Could you illustrate the leadership style with some examples/example situation?
9. If found any perceived differences: what are the reasons, in your opinion behind the differences?
10. In your experience you might have faced more successful and less successful projects.
   a. In your successful projects, can you explain in what way your leadership (style) may have contributed to the success?
   b. In your less successful projects, could you explain in what way a different leadership approach may have changed the outcome?

Organisational culture (around 10 minutes)
11. How would you describe IKEA’s contribution in shaping and developing your leadership competences?
   a. Have you attended any of IKEA’s leadership-education?
12. Explain how IKEA’s culture has an impact on teamwork?
Appendix 4: Interview guide: HR

Hi, we are Karl Gårlin and Mathias Kostet business students from Umeå University currently writing our degree project within the field of project management and leadership. We are glad that you are willing to participate in our research, below are all the questions we intend to explore during our conversation. Our intentions with the interview is to discuss and explore the different themes for our degree project from an HR perspective, the goal with the interview is to have an informal conversation.

The purpose of our study is to explore IKEA managers perceptions on leadership in the line organisation in comparison with leadership in a temporary organisation.

Phase 1, Background/standard information (around 5 minutes)
1. Name
2. Age
3. Current position
4. How long have you worked for IKEA, and how long have you held a line-manager position and how long have you held/hold an managerial position in an temporary organisation?

Phase 2, Themes
Organisational setting from an HR perspective (around 5 minutes)
5. Explain the difference in the setting of a permanent and temporary organisation (project).
   a. Explain the main challenges in each setting?

Leadership (around 10 minutes)
6. Explain the style of leadership you look for in the ideal leader in a temporary setting within IKEA.
   a. Could you illustrate the leadership style with some examples/example situation?
7. Explain the style of leadership you look for in the ideal leader in a permanent setting within IKEA.
   b. Could you illustrate the leadership style with some examples/example situation?
8. If found any perceived differences: what are the reasons, in your opinion behind the differences?

Organisational culture (around 10 minutes)
9. How would you describe IKEA’s contribution in shaping and developing managers at IKEA?
10. Could you briefly explain what different leadership educations IKEA offers their managers?
11. Explain how IKEA’s culture has an impact on teamwork?