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Bachelor in Global Communication

Final dissertation

**Leadership style 's
determinants on
motivation among the
workforces**

Evidence from a survey experiment

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“El mejor espíritu de sacrificio es la perseverancia en el trabajo comenzado: cuando se hace con ilusión, y cuando resulta cuesta arriba.”

The best spirit of sacrifice is perseverance in the work begun: when it is done with illusion, and when it is uphill.

— San José María Escrivá de Balaguer

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1. Introduction

Leadership. What is leadership? At first, we could think that leaders are only those that deal with big crowds, like government presidents, CEOs (Chief Executive Officer) of big companies, or politics working in international organizations. However, we find leadership in institutions that are much simpler and quotidian than that. Of course, those that deal with big crowds are leaders too, but the leaders that we find in our everyday life are in the families, in the schools, and in the groups of friends.

According to Peter G. Northouse (2018) leadership is “a process whereby an individual influences a group of individuals to achieve a common goal”. The way to motivate others is through motivation.

It is true that leaders could be “created”, through guidelines, patterns and trying to show them the characteristics that are needed and how they should act, yet leadership is very well related with personality, and someone’s personality is truly difficult and complex to change. Even when someone is taught to follow some characteristics in order to become a good leader, they will always go back to how their personality really is. However, leaders need to be constantly adapting to situations, changing, and improving their leader features.

In our world, we can find leaders and followers, and we can also find those that try to be leaders but instead they only know how to give orders and look for their goal rather than the group’s goal. Therefore, leadership and motivation go always hand in hand, or at least they should do it. As a leader you do not seek to give orders to your followers, instead you seek to motivate them, so they give the best that they have in order to reach a common objective.

Leadership influences employees’ motivation. This final dissertation aims to demonstrate which leadership style benefits employees’ motivation. We will be using online experimental surveys. In order to do so, and wary of the lack of space, the essay will argue as follows: first we will express the motivations and the reasons that have taken the author to choose this topic of motivation in leadership. Second, we will be analyzing how leadership and motivation have been already studied. Third, we will be explaining two different leadership styles as our theoretical framework. Fourth, the goals and objectives of this analysis will be presented. Fifth, the analysis of the online experimental

surveys will be carried out. Finally, we will expose the conclusions of our research and analysis, the limitations, and the future research avenues.

2. Motivations and reasons for research

One of the main reasons the author has chosen to investigate about this topic in particular is because she enjoys and likes leadership. Since always, both in the school and at university, the author has always tried to be the class representative (sometimes ending being class representative and sometimes not) with the aim of helping her classmates and with the aim of becoming a communication bridge between the students and the teachers.

The author believes that, even though there also are many theoretical aspects when becoming a leader, there are also natural and personality aspects, like we already mentioned. The author has always enjoyed being a leader, organizing and trying to help others with her leadership. However, she knows that, for her professional future, she still has many leadership aspects that she has to learn and improve. Therefore, she has decided to investigate more deeply about this topic, not only to know what type of leader is the one that motivates their followers best, but also to learn what characteristics the author should improve to become a better leader.

Furthermore, in her future professional plans in communication, the author believes that communication and leadership are directly related. There is a study about leadership and organization change that shows that even though “communication is an important element and transversal in any change process”¹ we must also consider that “the effectiveness that the leader shows in the change process will be an indicator of accepting the change”. (García, M; 2011) Leadership and communication must work hand to hand.

On the other hand, as mentioned earlier, the lessons learned from this investigation and from this TFG will not only help the author in her professional life, but also it will help her to become a better leader in her personal life, within her family or within her group of friends, for example.

¹ The original quote in Spanish is the following: “no se puede desconocer que la comunicación es un elemento importante y transversal en cualquier proceso de cambio, y por otra, la efectividad que demuestre el líder en el proceso de cambio será un indicador de aceptación al mismo” (García, M; 2011). It has been translated into English by the author of this final dissertation.

Therefore, what most motivates the author to conduct this investigation and this dissertation is her interest in leadership, something that she has always liked and enjoyed, in practice, but that thanks to the course of her fourth year of university Strategic Communication Skills: Leadership and Decision Making, now she also likes it in the theory.

3. State of the Art

In this section we will review the literature and the different investigations that have been chosen to get to know better about the topic. We will be focusing on the different leadership styles related with motivation in different areas.

The first study that the author is going to analyze will answer the question about how motivation has been studied in the labor force. The second study that the author is going to analyze will answer the question about how the relation between leadership and motivation has been studied in the labor force.

For the first question to be carried out, the author would like to focus on the paper written by Geert Hofstede (1980) *Motivation, Leadership, and Organization: Do American Theories Apply Abroad?* The aim of Hofstede's (1980) work is to investigate whether the American motivation theories can be applied in the rest of the world. He focuses on the influence that the culture of each country has on the different theories and if these theories can be applied to different countries. He (1980) declared that "I define culture as the collective mental programming of the people in an environment". So, for him culture is a number of characteristics that a group of individuals present because of the environment where they were born and raised and where they live. Hofstede found that culture can be analyzed in four different criteria: Power Distance, Uncertainty Avoidance, Individualism-Collectivism and Masculinity-Femininity. When analyzing a country's culture by these parameters, we must keep in mind that we are not describing individuals, instead we are describing "the national norm" (Hofstede, 1980).

Table 1: Hofstede’s dimensions of culture²

1. Power Distance
2. Uncertainty Avoidance
3. Individualism vs. Collectivism
4. Masculinity vs. Femininity

Source: Author’s own elaboration based on the cited work specified above.

Before getting deeper in the discussion, Hofstede (1980)³ describes the four criteria used when analyzing a culture. Power distance “indicates the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally”. Uncertainty avoidance “indicates the extent to which a society feels threatened by uncertain and ambiguous situations”. Individualism-collectivism implies whether individuals focus only on themselves or on the group. Finally, the masculinity dimension expresses “the extent to which the dominant values in society are “masculine””.

After describing the concepts of motivation, leadership and organization, the same author drawn his conclusion about how management theories have to consider different cultures. As the author wants to focus on motivation, we will be describing how Hofstede perceives motivation on his study. Among other authors, Hofstede (1980) uses Maslow (1943)⁴, who was American, to describe motivation with his “hierarchy of human needs” that “postulates that a higher need will become active only if the lower needs are sufficiently satisfied”. He believes that Maslow’s hierarchy “is not the description of a universal human motivation process – it is the description of a value system, the value system of the U.S. middle class to which the author belonged”. He also talks about Freud, who was Austrian, mentioning how his work “has been extremely influential in psychology, but rarely quoted in the context of management theories” (Hofstede, 1980). Following his theory about culture influencing on the motivation theories, he asks the

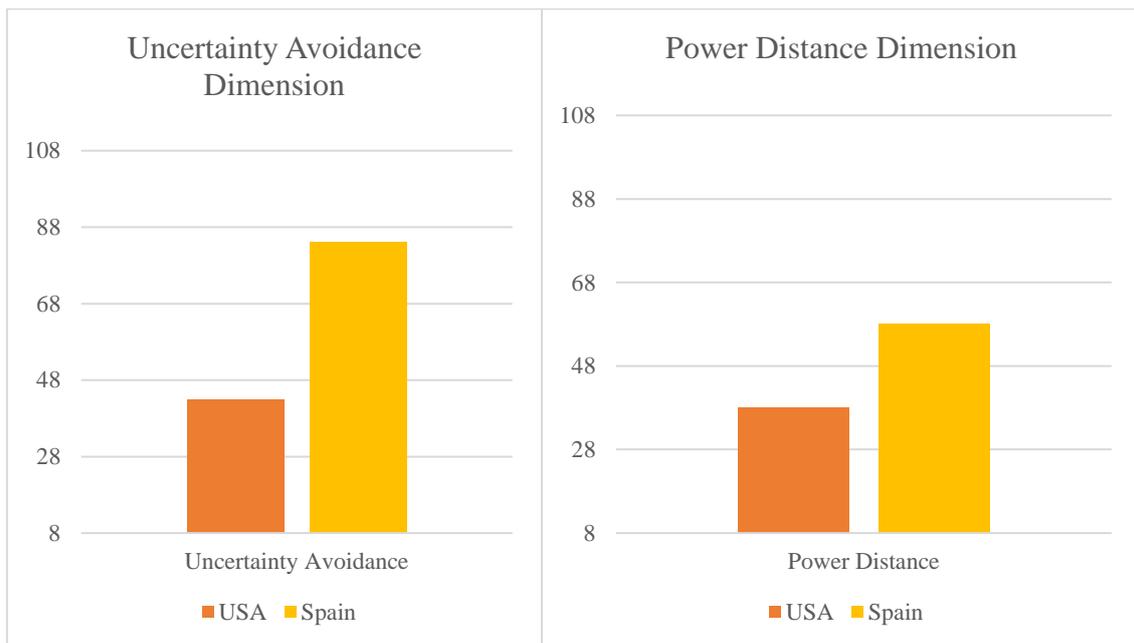
² The levels of the different dimensions of culture according to Hofstede is shown with charts in Annex I.

³ It is interesting to analyze the graphics that Hofstede uses in his investigation with the 40 different countries that he examines. Those graphics show that there is relation within the different dimensions. For example, the Power Distance Dimension is related with the Uncertainty Avoidance Dimension, it is shown in the graphic that those cultures that have a large power distance also have strong uncertainty avoidance.

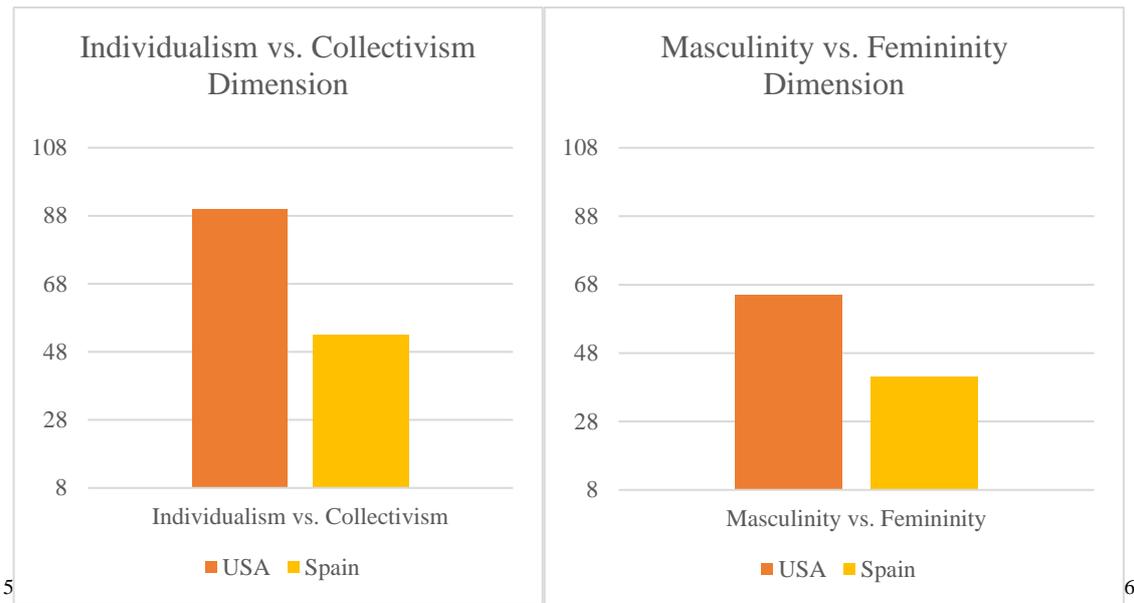
⁴ What Maslow’s motivation theory says is that humans are motivated by a hierarchy of needs, and more basic needs must be met before meeting higher needs. He identifies 5 stages: physiological needs, safety needs, love and belongingness needs, esteem needs, self-actualization needs.

following question “Why has Freudian thinking has never become popular in U.S. management theory, as has the thinking of McClelland, Maslow, Herzberg and Vroom?”. He answers to this question by analyzing the differences between Austrian culture and United States culture based on his four criteria mentioned above. The final answer shows that not every theory fits every culture. For example, Hofstede (1980) says that “The ultrahigh Individualism of the United States leads to a need to explain every act in terms of self-interest, and expectancy theories of motivation do provide this explanation – we always do something because we expect to obtain the satisfaction of some need”. That is why this theory would not work within the Spanish culture, because, if we observe the graphics, we can appreciate that Spain scores lower on Individualism than the United States. The following charts show the differences between the USA’s culture and the Spanish culture based on Hofstede’s dimensions:

Table 2: example of the difference between USA’s culture and the Spanish culture based on Hofstede’s dimensions



Source: Author’s own elaboration based on the cited work specified above.



Source: Author's own elaboration based on the cited work specified above.

Finally, Hofstede (1980) demonstrates his theory focusing on the two main motivation theories at the moment. The first one, by the American Fredrick Herzberg, is called “job enrichment” and “aims at restructuring individual jobs” (Hofstede, 1980). The second one, was developed in Europe, and “aims at restructuring work into group work” (Hofstede, 1980). Both of these theories move toward humanization of work. However, “what is seen as a “human” job depends on a society’s prevailing model of humankind” (Hofstede, 1980).

To sum up, he highlights that his theory affects most to multinationals: “the consequences of the cultural relativity of management theories are more serious for the multinational organization” (Hofstede, 1980). Multinationals use the same policies for different countries, but they deal with different cultures. In the same line, he finally believes that “the dilemma for the organization operating abroad is whether to adapt to the local culture or try to change it”. Taking Hofstede’s investigation into consideration, we must always keep in mind the influence of the culture on individuals and how each culture will probably react in different ways to the same motivation, leadership, or management theory.

⁵ In this graphic we must consider that the highest number corresponds to an Individualist culture, and the lowest number corresponds to a Collectivist culture

⁶ In this graphic we must consider that the highest number corresponds to a Masculine culture, and the lowest number corresponds to a Feminine culture

For the second question carried out the author would like to focus on the paper written by John E. Barbuto Jr. (2005) *Motivation and Transactional, Charismatic, and Transformational Leadership: A Test of Antecedents*. The aim of this author in this paper is to analyze the different types of leadership, as well as to analyze the different sources of leaders' motivation. Carrying out this analysis, he aims to find out which motivation source is related to which leadership style, and this way find out which leadership style most motivates the followers. What we must keep in mind is that different leadership styles motivate different types of followers.

Barbuto (2005) identifies three different leadership styles. The first one is the "*transactional leadership*" identified by Bass (1985), who believed that this leadership style included laissez-faire, management-by-exception, and contingent reward. Barbuto, based on what Bradford and Lippitt (1945) believed, said that this characteristic is "a leader's disregard of supervisory duties and lack of guidance to subordinates". In his work, Barbuto shows how studies including this leadership characteristic have showed "low productivity, resistance to change, and low quality of work". With the second characteristic, management-by-exception, "subordinates are rewarded or punished by a designated action" (Barbuto, 2005), which means that leaders "do not get involved with subordinates until failures or deviations in workflow occur (Bass, 1985; 1990)". What this leads to is to subordinates getting involved only when is needed, and not looking to give more than they are asked to, just what is necessary. "The behavior does not encourage or foster growth of the person or job performance" (Barbuto, 2005). The last characteristic that Bass (1985) includes in the transactional leadership style is contingent rewards, which means giving "clear indications of what they [employees] will get in return for meeting" (Barbuto, 2005) the goal they are expected to meet. To sum up, we could say that this leadership style does not motivate followers to get involved in the goal that the group is seeking, which leads to the group not being productive.

The second leadership style that Barbuto talks about on his work is the "*charismatic leadership*". The author affirms that "charisma is described as the leader's ability to generate great symbolic power".

The third leadership style in the same line is very related with the previous one, it is called "*transformational leadership*". This style was first described by Burn's, who, according to Barbuto, "described the transforming leaders as one who is able to lift followers up from their petty preoccupations and rally around a common purpose to

achieve things never thought possible”. As the transactional leadership style, these one to three different characteristics, which are intellectual stimulation, individualized consideration, and inspirational motivation. Individualized consideration is related to adapting to each follower and to consider the group as individuals who have different needs. “Intellectual stimulation describes leaders encouraging employees to approach old and familiar problems in new ways.” (Barbuto, 2005). Last, inspirational motivation means that the leaders communicate in a way which make followers want to reach the common goal. To sum up, leaders that use this leadership style, transformational leadership style, “achieve maximum performance from followers because they are able to inspire followers to raise their criteria for success and develop innovative problem-solving skills” (Barbuto, 2005).

Moving on with Barbuto’s work, in the second part of his investigation, he identifies five sources of work motivation that he links with hypothesis to the different leadership styles. In other words, this author creates a hypothesis to connect the different sources of the leaders’ motivation to the different leadership styles. The first source of motivation that is mentioned is the “*intrinsic process motivation*”, which occurs when “people are motivated to perform certain kinds of work or to engage in certain types of behavior for the sheer fun of it” (Barbuto, 2005), when people enjoy doing what they are asked to do. The first hypothesis that he presents is that this source of motivation is related to charismatic and transformational leadership behaviors, because “the leaders’ enjoyment of their work environment could inspire the followers to emulate the leaders’ behavior and incorporate enjoyment with work”.

The second source of motivation is “*instrumental motivation*” which is based on doing the work because the person who does it will get some certain tangible outcomes from it, such as pay, promotions, bonuses... In the same line, he relates this source of motivation to the transactional leadership behavior in his second hypothesis. “Instrumentally motivated leaders see the value in a reward system for employees” (Barbuto, 2005).

“*Self-concept-external motivation*” is the third source of motivation and it is related to the leader working in order to maintain a social standing, “individuals seek affirmation of traits, competencies, and values from external perceptions” (Barbuto, 2005). The hypothesis that emerges from this source of motivation is that it is “positively related to leaders’ transactional and charismatic leadership behavior” (Barbuto, 2005).

The same author talks about a fourth hypothesis called “*self-concept-internal motivation*” which is related to charismatic and transformational leadership behavior. This source of motivation shows how employees’ motivation shows that “individuals set internal standards for traits, competencies, and values that become the basis for their ideal”. Individuals are motivated to achieve goals because of their internal beliefs. Leaders who are inspired by this source of motivation are “likely to value individual employees and the inherent strengths and contributions each makes” (Barbuto, 2005).

“*Goal Internalization Motivation*” is the last source the author highlights. This source occurs when individuals get involve in the common goal. “Individuals motivated by goal internalization believe in the cause and have developed a strong sense of duty to work toward the goal of the collective” (Barbuto, 2005). The sources already mentioned, are all linked to some degree of self-interest, whereas individuals with goal internalization motivation “are driven solely by a belief that the goals of the organization are both worthwhile and achievable” (Barbuto, 2005). This source of communication drives the author to his hypothesis about goal internalization motivation being positively related to transformational leadership behavior.

Table 3: Relationship between the source of motivation and the leadership style

	Transformational leadership	Charismatic leadership	Transactional leadership
Intrinsic process motivation	X	X	
Instrumental motivation			X
Self-concept-external motivation		X	X
Self-concept-internal motivation	X	X	
Goal internalization motivation	X		

Source: Author’s own elaboration based on the cited work specified above.

Barbuto’s investigation is closed by dividing the five sources of motivation in two main categories. The first category is denominated “*intrinsic/internal comprised of*

intrinsic process, self-concept-internal and goal internalization". The second category is known by extrinsic/external and is "*comprised of instrumental and self-concept-external*". The author's last hypotheses are, first, that intrinsic/internal motivation is related mainly to charismatic and transformational leadership behaviors; second, that extrinsic/external motivation is mainly related to transactional leadership behaviors.

Taking everything into consideration, Barbuto's study explains how the leader's motivation is related to his/her leadership behavior. Furthermore, it shows how the employees' motivation will more likely be driven by the leaders' leadership style and source of motivation.

4. Theoretical Framework

4.1. Leadership styles

This dissertation requires an introduction on what leadership is and how it has evolved throughout the history, and also what motivation is, in order to relate both concepts to come up to the perfect leadership style. Defining the concept of leadership is not an easy job, "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (Stogdill, 1974). "I heard there are approximately 1,400 definition of the words leader and or leadership" (Volckmann, 2012). We could say that throughout history, there has not been an agreement on how to define the concept of leadership. In order to try to get a holistic view of the different leadership's definitions, the author will do a review of the different definitions throughout history.

Even though there is not one clear definition for the concept of leadership, we could say that after analyzing the different definitions, we can identify a common factor that the majority of the definitions involve. "Most definitions reflect the assumption that leadership involves an influence process whereby intentional influence is exerted by the leader on the followers" (Takala, 1998). At the beginning, some authors defined leadership just as a personal quality, and this idea is summarized in Carlyle's (1841) theory of the "*great man*", where he stated that leaders are heroes that use their characteristics, such as intelligence, charisma, or wisdom, to influence others. As we can see, this idea did not consider the followers, it considered that leadership is just about the

leader. However, as history went on and the definition evolved, authors realized that leadership was related to both leaders and followers. For example, Rost (1993) believed that “leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes”. We could focus on all the different examples that there can be found about the definition of leadership, but Alberto Silva (2016) in his investigation about the definition of leadership, stated that “it is now understood, at least by some scholars, that leadership is much more than an individual trait since it is a complex phenomenon in which the followers and the context have a very important role”.

There exist different ways of motivation, and different theories, such as Maslow’s Hierarchy of Needs, Herzberg’s (1968) Two-Factor theory⁷, or McClelland’s (1961) Trichotomy of Needs⁸. All these different theories show where motivation comes from. However, the author will not be focusing on the different motivation theories, as the main goal of the dissertation is to find which leadership behavior most motivates followers.

In order to later carry out the online experimental surveys, the author would like to focus the theoretical framework in the different behaviors that later will be the main characters of the praxis. We will approach two main leadership behaviors: transformational leadership behavior and transactional leadership behavior. We will be describing each leadership style, and also highlighting their weaknesses.

Transformational leadership behavior was first introduced by James Macgregor Burns in 1978. However, Bass and Avolio are the authors that have introduced it to management with modifications (Jung & Sosik, 2002). Robins and Coulter (2007) stated that transformational leaders are the ones that, in order to achieve a common goal, stimulate and inspire their followers. The relationship between leaders and followers is helpful for both parts. On the one hand, according to Warrilow (2012), there are four characteristics that compose a transformational leader:

1. “*Charisma or idealized influence*”: the leader behaves in a way that followers are identified with the leader, and the leader acts as a role model for the followers.

⁷ Herzberg’s Two Factor theory states that job dissatisfaction is influenced by hygiene factors, including work conditions, relationships, rules... And that job satisfaction is influenced by motivator factors such as recognition, personal growth, or achievement.

⁸ What McClelland says in his Theory of Needs is that, of all the human needs, there are three of them that are more important for the human being. These three needs are the need for achievement, the need for affiliation, and the need for power, and these three needs influence each human being behavior and, as a consequence, their motivation.

2. “*Inspirational motivation*”: the leader shares a vision with the followers in order to create a meaning for them to achieve the common goal.
3. “*Intellectual stimulation*”: the leader encourages, inspires, and challenges the followers so they are able to discover how much of them they can give to the common goal.
4. “*Personal and individual attention*”: “the leader attends to each individual follower’s needs and acts as a mentor or coach and gives respect to and appreciation of the individuals contribution to the team” (Odumeru, J. A., & Ogbonna, I. G., 2013).

To sum up, the transformational leader is someone who sets a common goal and a common vision. In order to achieve that common goal, the leader encourages and challenges the followers, mainly as individuals, to pay attention to each follower’s needs.

On the other hand, Yukl (1999) detected the seven weaknesses of transformational leadership behavior that are listed below:

1. “The theory fails to explain the interacting variables between transformational leadership and positive work outcomes” (Odumeru, J. A., & Ogbonna, I. G., 2013).
2. The theory focusses on the leader’s interest on individuals instead of on the group as a whole.
3. “The partially overlapping content and the high inter-correlation found among the transformational behaviors raise doubts about their construct validity” (Odumeru, J. A., & Ogbonna, I. G., 2013).
4. Yukl (1999) found some characteristics from the original transformational leadership behavior that were missing, and which’s empirical evidence was relevant, such as inspiring, developing, or empowering followers.
5. Bass (1998) believed that transformational behavior was beneficial not only to followers but also to organization regardless of the situation. However, studies have shown that the situation can affect the outcomes of this behavior.
6. “The theory does not explicitly identify any situation where transformational leadership is detrimental”. For example, according to Yukl (1999), followers can become so emotionally involved that they can end up being stressed and burned out.

7. The leader that the transformational leadership behavior describes is the heroic leader stereotype that influences followers to obtain a better performance.

Despite the weaknesses that the transformational leadership behavior presents, studies have shown that leaders from different fields following the transformational leadership behavior are usually more effective, higher performers, more promotable, and have more interpersonal sensibility (Rubin et al, 2005; Judge and Bono, 2000). A good example of the transformational leadership behavior is Steve Jobs, who was able to inspire his employees in order to adopt the company's values so all the team worked as one, giving the best that each member could give.

As mentioned before, the second leadership behavior that the author wants to focus on is the transactional leadership behavior. According to Burns (1978):

“Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by leaders and followers. The nature of those goals is crucial. They could be separated but related; that is, two persons may exchange goods or services or other things in order to realize independent objectives. This is transactional leadership.”

In other words, in a transactional leadership behavior, the leader realizes what the followers want in exchange of the work they get done and the goals they achieve, the leader sets rewards for followers so they get immediate self-interests and rewards for the work they get done (Bass, 1985). Furthermore, Bass (1985) identifies two characteristics that compose a transactional leader. First, he believes that transactional leaders lead based on “*management-by-exception*” meaning that leaders “do not get involved with subordinates until failures or deviations in workflow occurs” (Barbuto, 2005). Second, Bass (1985) bases transactional leaders on a “*contingent rewards*” behavior, that is to say, leaders set rewards for followers, so when they get the work done, they get the reward the leader promised them. This transactional leadership behavior is used in the McDonald's company, where employees are rewarded if they are good enough, not only economically, but they also have the tradition of pointing out the month employee, so everyone else can see who they have to be like in order to become the best employee.

The transactional leadership behavior has two main weaknesses that must be mentioned in order to get an objective view of it. As stated by Burns (1978) the first main weakness that the transactional leadership behavior presents are that the relationship that arises between the leader and the followers is usually a short-term and superficial relationship, because in order to increase the gain from the transaction, followers do what pleases their leaders. Also Burns (1978) believed that transactional leadership behavior does not challenge followers, because what motivates followers in this type of behavior is rewards, and when followers have sufficient rewards, additional rewarding does not motivate them in order to keep improving and in order to give to the group the most of them.

Once both leadership behaviors are clear and explained, it is time to bring them into praxis in order to answer this paper’s question about which of the leadership behaviors most motivates followers in the work force. As we have seen, both behaviors are highly different, each having its own characteristics and its own weaknesses. After analyzing the online experimental surveys, the author aims to come up with the leadership behavior that is most preferred by those answering the experimental survey.

Table 4: Differences between transformational and transactional leadership behavior

Transformational leadership characteristics	Transactional leadership characteristics
Focus on vision	Focus on goals
Use charisma and enthusiasm for motivation	Use rewards and punishments for motivation
Proactive	Reactive
Self-interest	Group-interest

Source: Author’s own elaboration based on the cited work specified above.

4.2. McGregor’s theory

Once we have analyzed the different types of leadership it is important to mention McGregor’s Theory X and Theory Y, “these theories describe two views of people at work and may be used to opposing management styles” (Thinker 026, 2015). What these theories explain is that leaders might act one way or another depending on how they see their employees.

McGregor's Theory X says that employees are seen by the leaders as people that does not have ambitions, desire for responsibility and that are selfish and with no aim to change or improve. (McGregor, 1957). As a consequence to this behavior, managers "adopt a traditional low-trust view of the need to direct and control the efforts of their staff towards the achievement of organizational objectives" (Morden, 2004).

On the other hand, McGregor's Theory Y states "more adequate assumptions about human nature", believing that employees are active rather than passive, they are open to change and responsibility, and they look for the good of the organization. As a consequence of this behavior, the leader's task is not only to direct and control the efforts of the employees, but also to "organize the resources of an enterprise to meet its objectives, whether they be human or material" (Gannon, D; Boguszak, A; 2013).

What the author wants to highlight about McGregor's theories is the importance of the leader knowing his or her employees in order to know how to motivate them. The leader must know that there exist different types of employees and that each type, or even each employee, needs different ways of leadership and motivation.

5. Goal, research question and hypothesis

In the next section, the author will reflect the objectives of this dissertation. First, the general objective. Second, the specific goals. Also, the author will reflect the research question of the dissertation.

5.1. The general goal of this essay is:

- To relate the different leadership styles and the employee's motivation in order to find the leadership style that best motivates its followers.

5.1.1 The specific goals are:

- To study different leadership styles.
- To carry out an experimental survey.
- To draw conclusions from the experimental survey on what leadership style beneficiates employee's motivation.
- To understand what characteristics a leader must have in order to motivate its employees.

5.2. My research questions are:

- Does leadership influence the employees' motivation? If so, what leadership style motivates leaders the most?
- What characteristics constitute this leadership style?

5.2.1. And the departure hypothesis is:

- It is expected that the online experimental surveys show that, indeed, leadership influences employees' motivation, therefore depending on the leadership style and the type of leader, employees would be more, or less, motivated to achieve that common goal that the leader proposes. Also, the leadership style that is expected to be the most beneficial for the employees' motivation is "*transformational leadership*" (Burn, 1978), because this type of leader is the "one who is able to lift followers up from their petty preoccupations and rally around a common purpose to achieve things never thought possible" (Barbuto, 2005).

6. Methodology

In this section of the final dissertation, we will be discussing the method that has been chosen to reach the goal of carrying out an experimental survey in order to draw conclusions on what leadership style beneficiates employees' motivation. On the first place we will be talking about the data collection techniques. On the second place we will be talking about the data analysis techniques. Finally, we will talk about the data visualization.

6.1. Data collection techniques

Data collection is needed to analyze very different aspects in very different fields. Even though there are different methods when collecting data, such as focus groups, interviews, or observations, here we will be focusing on the survey technique as it is the one that will be used in this investigation. The main objective of this final dissertation is to find out what is the leadership style that motivates employees' the most. In order to try to demonstrate what this leadership style is, a survey will be carried out which will help us to draw the conclusion on which leadership style do employees prefer and what do employees expect from their leaders.

According to Fritz Scheuren a survey is “a method of gathering information from a sample of individuals”. This survey will consist of 20 different questions that can be divided into two different groups. The first group of questions is made of demographical questions to get to know the respondent, these questions including the age, the gender, which sector does she/he work, their income, their ideology depending on which political party they voted for in the last elections, and the studies that they have. The second group of questions will be addressed to investigate about the leadership style preferred by the respondents depending on the characteristics that correspond to each leadership style. As for the answers, in the case of the first group of questions, the answer will consist of multiple-choice answer where the respondent can only choose one answer. In the case of the second group of questions, the questions will be affirmative sentences for which the respondent will have to choose a number between 1 and 5 in order to show how much he or she agrees with the statement.

This survey will be carried out with Google Forms⁹, because it is a platform which is easy and comfortable to work with. It is easy not only when creating the survey, but also when distributing it and when analyzing the data collected. This Google application shows you the results in different ways, all the questions as a together with different graphics and the percentage of people that has answered each question, but it also shows you the individual survey that each respondent has answered, always being anonymous. Furthermore, the Google application, Google Forms, lets you download an Excel with all the answers to all the questions, which makes it easy to analyze.

It is intended to survey a minimum of 50 persons that work, or that have worked, in the private sector. It is also important to indicate that the distribution of the survey will be made mainly via instant message, but also via different social media platforms.

The survey of this dissertation is not a normal survey, but an experimental survey. This experimental survey consists of questions related to a video, which you can see a screenshot of in Annex IV. Also, the author has chosen to make two different experimental surveys, each one with a different video. Each video relates to a leadership style. What the author looks for carrying out this survey experiment is to find out if the respondents have different answers to the survey’s questions depending on the video they

⁹ The link to the main page of Google Forms is the following: <https://www.google.es/intl/es/forms/about/>
To be able to create your own survey, you must have a Google account.

have watched. Each survey has been sent to different respondents, making sure none of the respondents answer both surveys. Even though the questions of the survey will be written down in Annex II, in Annex III the reader can find the links to each survey and a screenshot of both videos used in each survey in Annex IV. It is also important to mention that the survey has been made in Spanish, as the author is Spanish and the public available for her is more likely to understand Spanish rather than English.

Table 5: Survey scheme

<p>Questions 1 – 7</p> <ul style="list-style-type: none"> - Socio-demographical information - Multiple-choice answer <p>Video</p> <p>Questions 8 – 10: questions related with the video. In each of the two surveys these questions are different</p> <p>Questions 11 - 20</p> <ul style="list-style-type: none"> - Best leadership style information - Rate 1 to 5 depending on how the respondents agree with the affirmation

Source: Author's own elaboration in order to make clearer the dynamic of the survey experiment.

6.2. Data analysis techniques

Once all the answers of the respondents are obtained, it will be time to analyze the data collected. This analysis consists of a quantitative analysis, as the aim of the survey is to collect data, that is to say, the survey is mainly orientated to the result, it does not look for an extensive view of the respondents. It looks for a quantifiable answer that can be compared with other answers afterwards, in order to be able to find out the percentages and the numeric results. This is the method used in the analysis of the survey even though the questions are about qualitative information like leadership or motivation. It is a quantitative analysis because the answers are closed answers, and we look for the respondent to choose an only answer without explaining why she or he chose that answer. (Pita, S; Pértegas, S; 2002) However, it would also be interesting to also carry out a qualitative analysis through a dynamic, such as a group interview, to find out the reasons

why the respondents think in one way or the other. In addition, we are talking about a deductive method because it is intended to analyze the theory instead of developing it. Traditionally, the quantitative methods have been associated to the deductive method. (Abreu, J; 2014) In order to analyze the data collected from the survey, two steps will be conducted.

Table 6: differences between qualitative and quantitative methods

Qualitative method	Quantitative method
Takes into consideration the individual's background and environment	Does NOT take into consideration the individual's background or environment
Not controlled observation	Controlled measurement
Subjective	Objective
Inside perspective	Outside perspective
Oriented to the inductive and exploratory discovery	Oriented to the deductive verification
Process orientated	Result orientated

Source: Author's own elaboration based on the Edgar Ortiz's (2013) research

In the first place, all the different answers from the respondents to the different questions will be reflected in a chart. The aim of this first step is to see which are the most common answers without relating them with any other questions, just comparing the answers of all the respondents to the same question.

In the second place, the analysis will consist of relating the different answers. Overall, the demographic answers will be related to the other questions in order to find out if there is a pattern on the answers related to the demographical information. For example, analyze if all the respondents of the same generation agree in the different questions. If we are able to find a pattern, we will also try to explain the possible reasons of the pattern.

Therefore, the analysis of the data collection will lead us into two different aspects. The first aspect will be what leadership style is preferred between the respondents. The second aspect will be to identify whether the leadership style chosen depends on the demographic variables of the respondents.

6.3. Data visualization

Once the data is collected and analyzed, different charts and graphics will be used to visualize the data. In order to visualize the socio-demographical answers the author will be using an infographic to cluster all the socio-demographical data and make it clearer to see the big picture of those who answered the survey. However, the infographic only shows part of the data, so the author has decided to show all the results of the socio-demographic questions in different charts, like with the rest of the questions of the survey. As for the application that the author has used to make the infographics it is called Canva, and the author has used this application because it is an easy application to use and available for everyone.

As we can see in the analysis of this dissertation, the author has chosen to use two different types of charts. On the one hand, the author has used the pie chart, which is a very useful chart in order to show data such as age, gender, level of education... because it shows all the percentages with number, but also with an area that helps visualize how many people voted each answer. However, for those questions that have more than ten possible answers, it is not very useful, as the information would not be as clear. That is the reason why the author has decided to use a bar chart in those questions that had more than ten answers like that on asking about the working sector of the respondents. This chart makes it easier for the reader to see how much people chose each option and to see if there is a big difference between the different options. The author has also chosen to use bar charts for those questions asking whether the respondent agreed or disagreed with the different statements. As the answers in this type of questions consist on choosing a number between 1 or 5, being 1 “completely disagree” and being 5 “completely agree” it is easier and more visual to use the bar chart. Also, it is the type of chart that Google Forms uses to show you the answers to this type of questions, and the author thought that it was the best option of chart.

7. Analysis

In this section we will be describing and analyzing the relationship between leadership and motivation based on the answers to the questionnaires¹⁰. The arguments will make use of the authors mentioned in the Theoretical Framework and the

¹⁰ The questions of both questionnaires can be found in Anex X.

methodology used will be that of questionnaires. The aim of this analysis is to demonstrate that motivation is, indeed, related to leadership. The argument will be structured as follow: first, the author will analyze the answers to the questionnaire as a whole, not analyzing each question separately. Second, keeping in mind that there are two questionnaires, each of them focused on a different leadership style, the author will analyze the answers to those three questions to see which leadership style is preferred by the respondents. Third, the answers to the questions about leadership and those to the questions about motivation will be analyze together to figure out if there is coherence with the theory. Last, questions about leadership and motivation will be compared to the demographic questions to see if there is a pattern that relates what respondents think about leadership and motivation and their lifestyle, age, profession, etc.

In order to be able to analyze the responses to the questionnaires, it is important to know the socio-demographic information of the respondents. For this analysis, the author will take both questionnaires as one. Later, on the analysis of further questions, the differentiation between each questionnaire will be made. Before looking at each question closely, the author wants to insert an infographic that will help understand the type of public that has answered these surveys.

SOCIO-DEMOGRAPHICAL INFORMATION



AGE

The majority of the respondents are between **52 and 71** years old, with a **41%**, followed by those between **40 and 51** with a **31%**

GENDER

61% of the respondents are **female**, while the **39%** remaining are **men**



LEVEL OF EDUCATION



55%: College Degree
31%: Masters Degree

EMPLOYMENT SECTOR



70 out of the 384 respondents work in **Administration**

64 out of the 384 work in **Library, education and training**



60 out of the 384 respondents work in the **Legal sector**

TYPE OF ORGANIZATION



Private organizations: **53%**



Public organizations: **40%**

INCOME

The income of a **29%** of the respondents is between **3,999 and 4,999**

The income of a **23%** of the respondents is between **1,500 and 1,999**



POLITICAL PARTY

Partido Popular: 33%

VOX: 25%

Ciudadanos: 10%

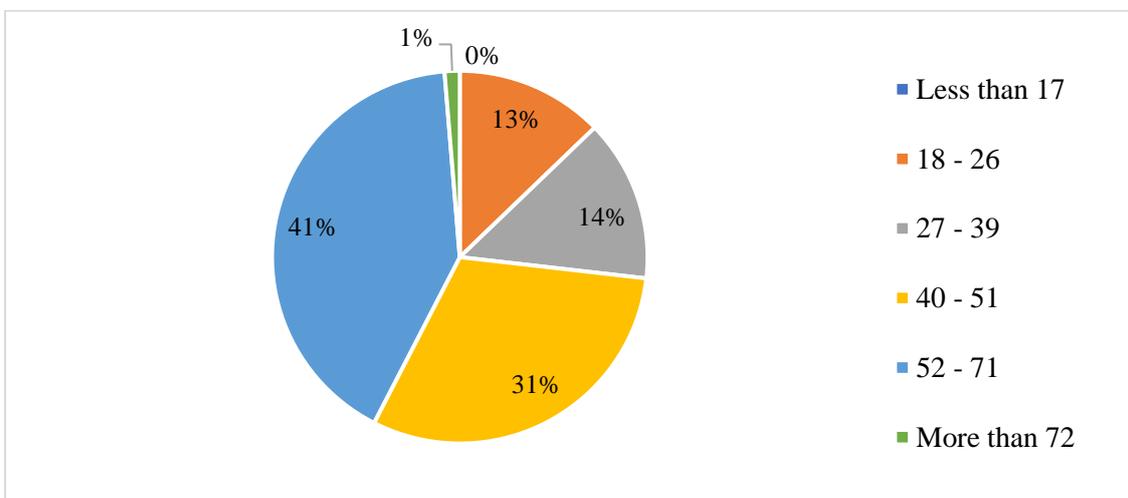
PSOE: 8%

Podemos: 2%

Source: Author's own elaboration based on the data collected from the surveys

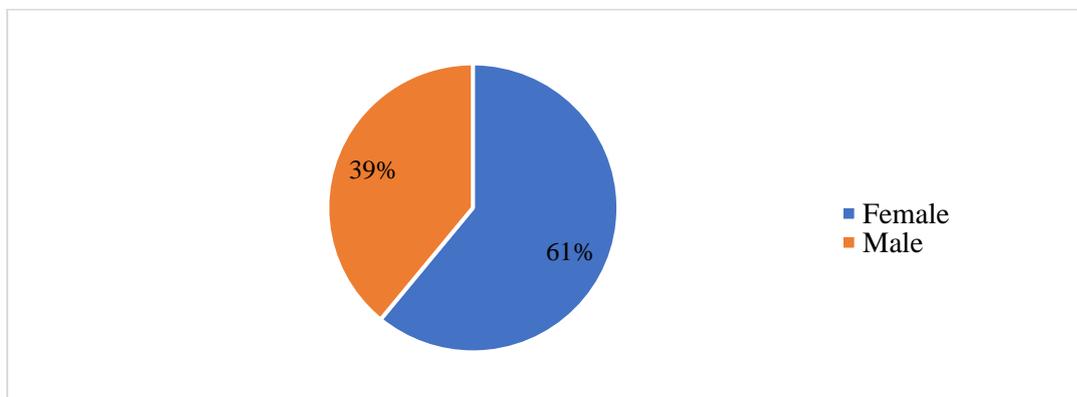
Going into the analysis of each question, the first questionnaire, the one focused on the transformation leadership, received 222 answers. The second questionnaire, the one focused on the transactional leadership, received 162 answers. The majority of those who answered were between 52 and 71 years old, being a 41.1% of all of those who answered the questionnaire. Followed by those between 40 and 51 years old, being a 30.7% of those who answered. Those between 27 and 39 make up the 14.1% and those between 18 and 26 make up the 12.8%. Only 1.3% of the respondents were older than 72 years old. You can see this percentages clearer on graphic 1.

Graphic 1: respondents' age



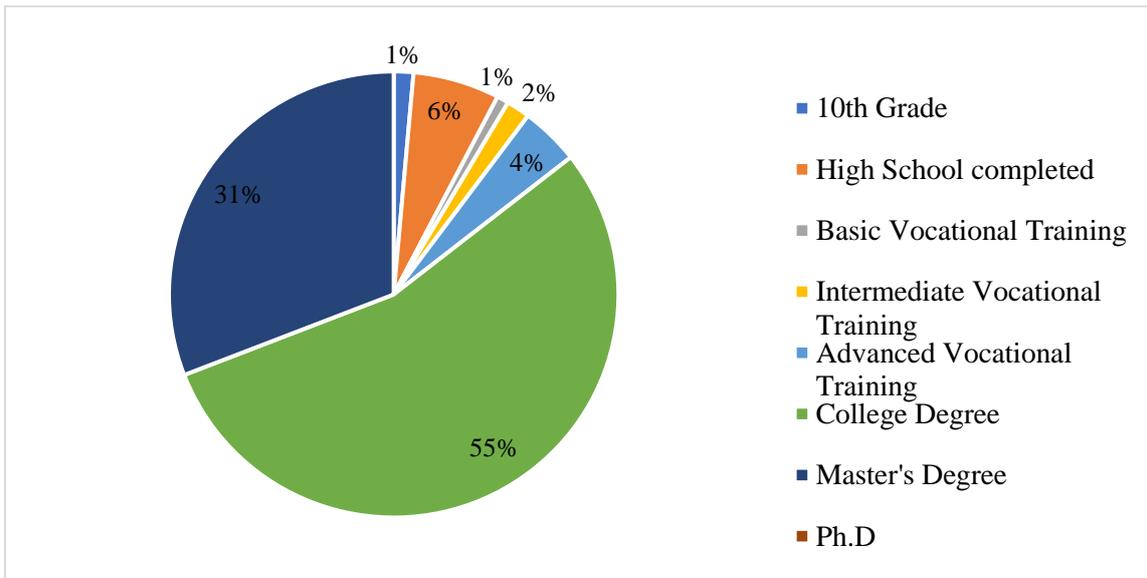
The second question aimed to know the gender of the respondents. 60.9% of those who answered the questionnaire were female. The 39.1% remaining were male. The following graphic, graphic 2, shows this information.

Graphic 2: respondents' gender



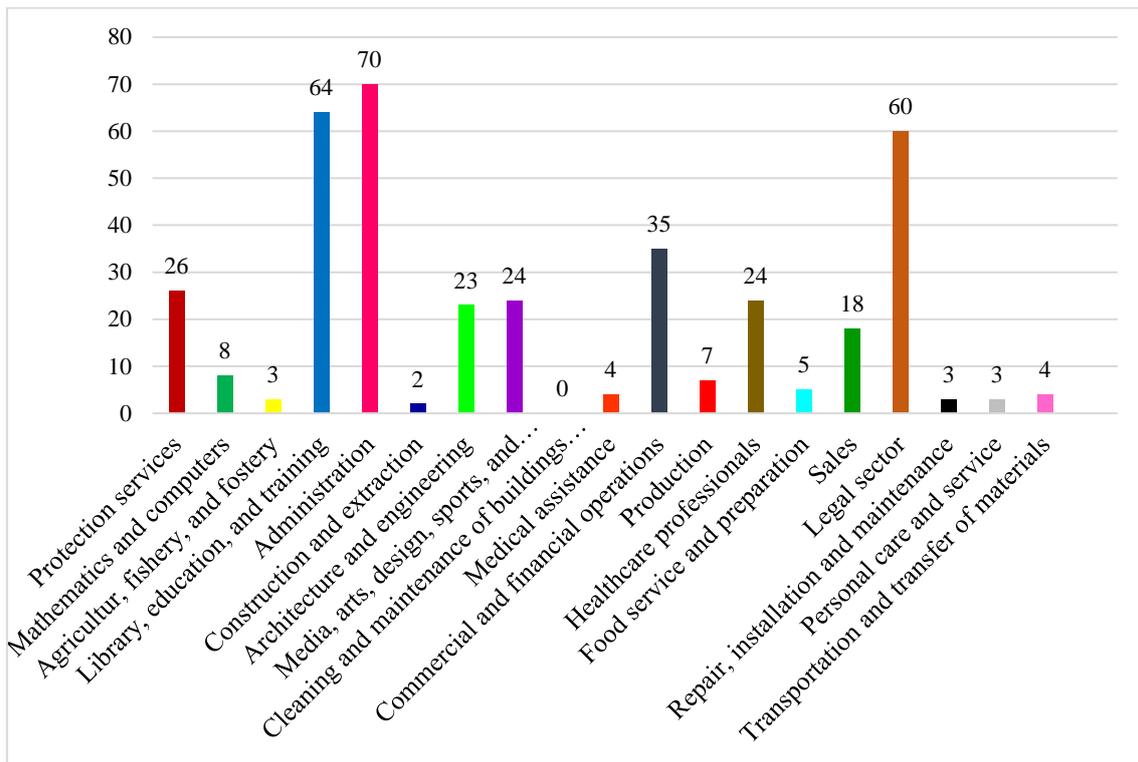
In the third question, the author wanted to know the highest level of education that the respondents have attained. In graphic 3 we can see the results. A 50.3% of the respondents have a university degree as their higher level of education. Followed by a 28.4% that have studied a master’s degree at university. An 8.1% of those who answered have a Ph.D. A 5.7% of the respondents finished high school.

Graphic 3: educational level



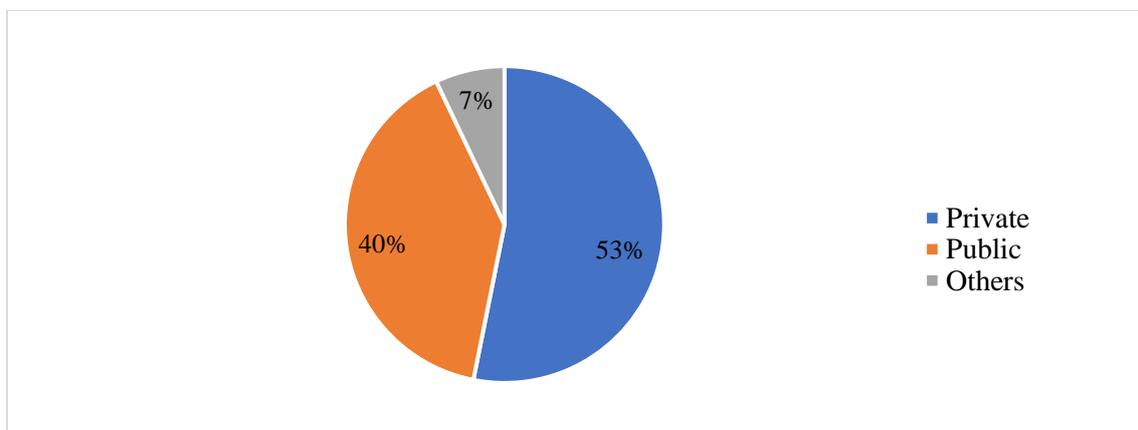
In the fourth question, the author wanted to know in which sector did the respondents worked. The answers are very varied, as we can see in graphic 4. The majority of the respondents work in the administration sector. However, this majority just makes up a 18.2% of the answers, because of all the different sectors. Following the administration sector goes the educational sector with a 16.7% of the answers. 15.6% of those who answered the questionnaire work on the legal sector. People working on these three sectors make up the 50% of all of those who answered the questionnaire.

Graphic 4: employment sector



Question number 5 is about the type of organization on which the respondents work. The 53.1% of those who answered the questionnaire work in private organizations, while a 39.8% of the respondents work in a public organization. As we can see in graphic 5, the 7% remaining do not work in either of this type of organization, but they work in other type of organization such as NGOs or concerted ventures.

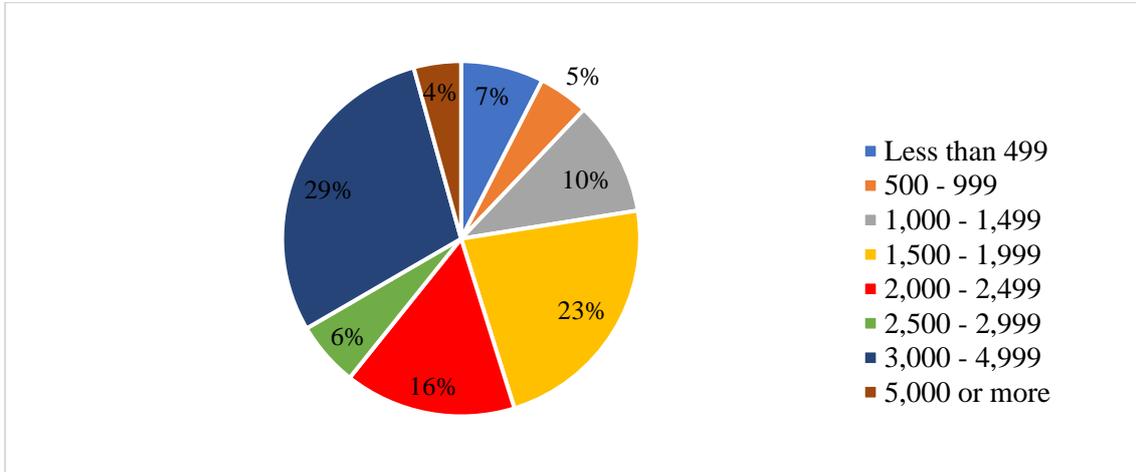
Graphic 5: type of organization



When talking about the income of the respondents, a 28.4% of those who answered the questionnaire have an income between 3,000 and 4,999 euros per month. A

22.1% of the respondents have an income between 1,500 and 1,999 euros per month. This information is available in graphic 6.

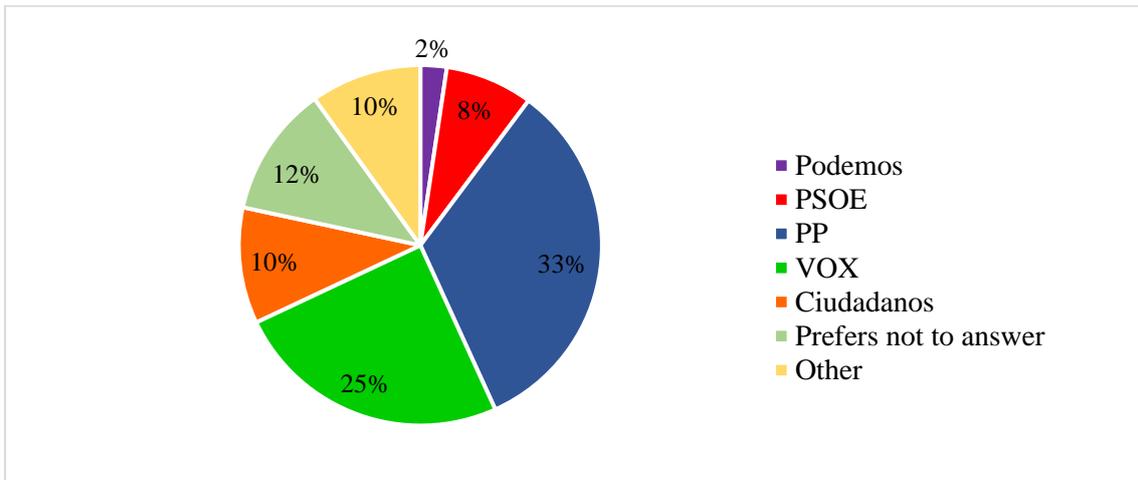
Graphic 6: income



The last question that has to do with sociodemographic information is about the political party¹¹ that the respondents voted for in the last elections. The political party most voted between the respondents to these questionnaires was Partido Popular, making up the 33.1% of the answers. In the second place, the political party most voted by those who answered these questionnaires was VOX, representing the 24.7% of the respondents. These two were followed by Ciudadanos with a 10.4% and Partido Socialista Obrero Español making up 7.8% of the respondents. An 11.7% said that they would rather not answer. The remaining 20.1% answered either a different political party or that they did not vote in the las Spanish general elections. This information is available in graphic 7.

¹¹ As the questionnaire was distributed between Spanish people, the political parties that are mentioned in the analysis are Spanish political parties.

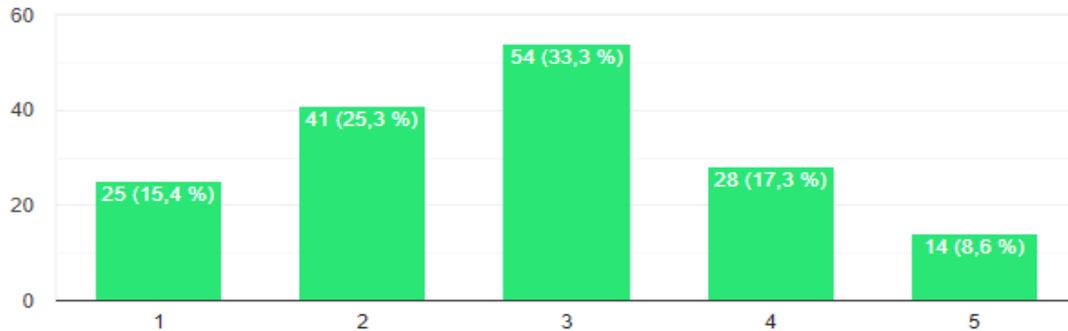
Graphic 7: political party



In the second part of the analysis, the author will examine the three questions related to the video that the respondents had to watch about the two types of leadership. In the first place the questions will be analyzed individually. Once the questions have been analyzed individually, they will be examined relating some questions with others. It is important to keep in mind that the following questions that are going to be analyzed were answered by the respondents by choosing a number between 1 and 5, being 1 “totally disagree” and being 5 “totally agree”.

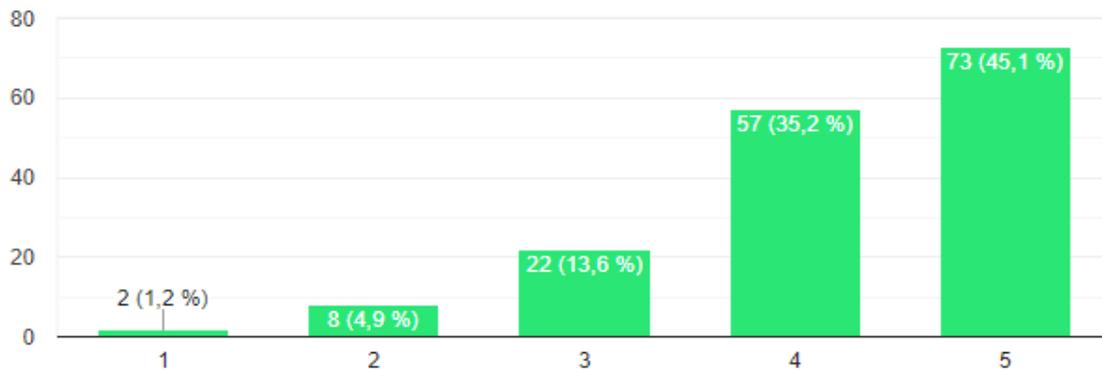
First, the author will start analyzing the questions of the questionnaire with the transactional leadership video. The first question related to the transactional leadership video asks to the respondents to which extent they agree with the following statement: “the best way to motivate employees is by sanctions and rewards. For example, economic rewards like shown in the video”. As we can see in graphic 7, a 33.3% of the respondents believed that it is not the best way to motivate employees, but is not the worst either, as they chose a 3 out of 5 on agreeing with this statement. However, there are more respondents that disagree totally or partially with this statement, as a 40.7% of the respondents chose either a 1 or a 2 out of 5 on agreeing with the statement.

Graphic 8. “The best way to motivate employees is by sanctions and rewards. For example, economic rewards like shown in the video”.



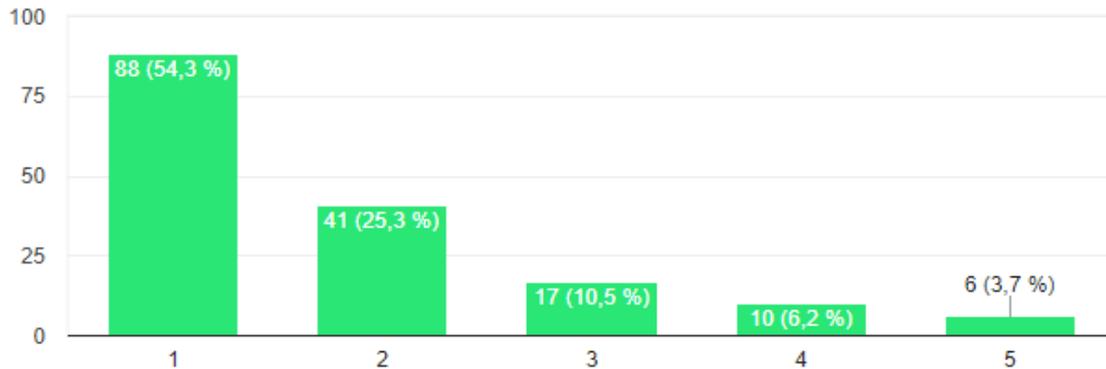
The second question related to the video, asked the respondents whether they agree or disagree with the following statement: “the leader must consider everyone’s opinion when taking decisions”. As we can see in graphic 8, more than the 80% of the respondents either totally agreed or partially agreed with this statement. Only a 6.1% of those who answered the questionnaire disagree totally or partially with this statement.

Graphic 9. “The leader must consider everyone’s opinion when taking decisions”.



The last question related to the video about transactional leadership asked the respondents if they agree or disagree with the following statement: “the leader do not have to explain the global objective of the organization or of the team, the leader must simply focus on the tasks to be completed”. More than the 50% of the respondents strongly disagree with this statement, as we can see in graphic 9. Only 9.9% of those who answered agree partially or completely with the statement.

Graphic 10. “The leader does not have to explain the global objective of the organization or of the team, the leader must simply focus on the tasks to be completed”.

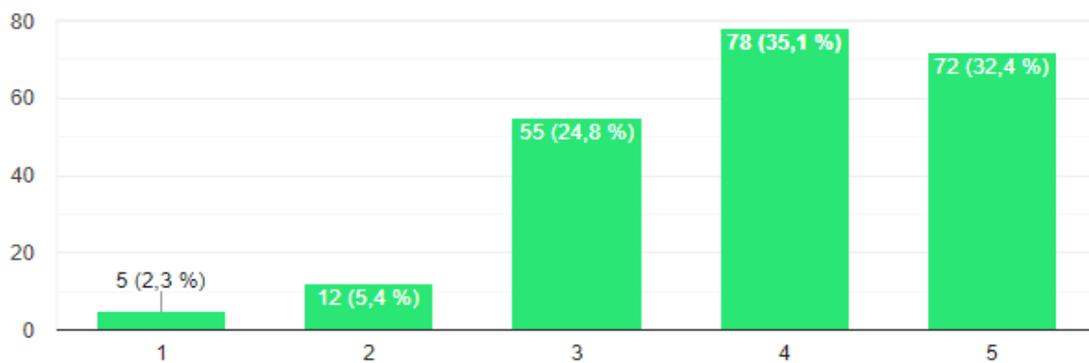


Once these three questions related to the video have been analyzed individually, it is interesting to examine whether or not there is a relation between the three of them and between the demographic information about the respondents that we have already analyzed. Questions 1 and 3 are characteristics of transactional leadership, so those who agree with those statements should disagree with the second statement as it is a characteristic of transformational leadership. However, if we take a look at the profile of the respondents who completely or partially disagree with the second statement, we can see that, in this case, the respondents do not agree totally with the transactional model of leadership as 8 out of 10 of the respondents do not agree with the statement that says that the leader does not have to explain the global goal and has to focus only on tasks, which is a characteristic of the transactional leadership model. Also, if we take a look into those who totally or partially agree with the third statement, which is a characteristic of the transactional leadership style, 9 out of the 16 respondents agree also with the first statement, which is also a transactional leadership style characteristic. However, only 1 out of these 9 respondents disagrees with the second statement, which is a transformational leadership style characteristic. So, as we can see with this analysis, the respondents, so far within these three questions, do not have a preferred leadership style.

The next step is to repeat the last step but with the second questionnaire. We will be analyzing the three questions related to the video, which in this case is about the transformational leadership style. Respondents had to answer to the following questions by choosing a number between 1 and 5 depending on if they agree or not with the statements, being 1 “totally disagree” and 5 “totally agree”.

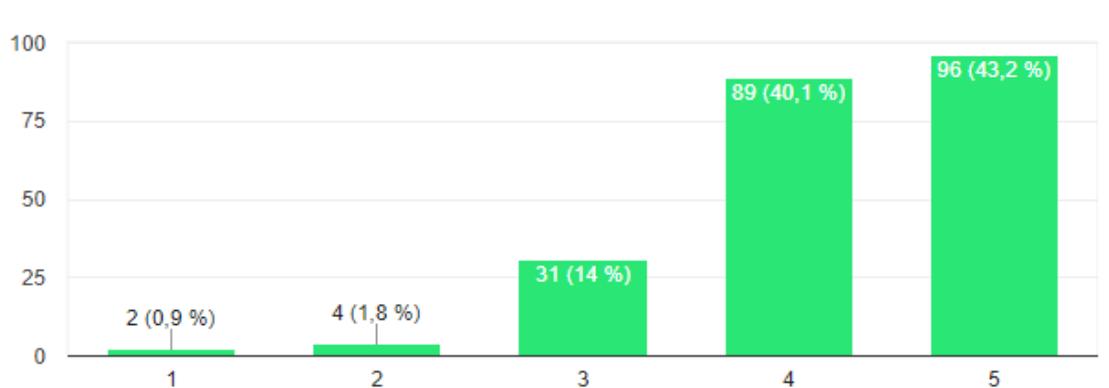
The first statement says: “the leader must have a more personal relationship with the employees (within the professional, talking about personal life like appears in the video)”. Keeping in mind that this questionnaire was answered by 222 persons, we can see that more than the 65% of those who answered agree partially or completely with this statement, as we can see in graphic 10. Only a 7.7% of the respondents disagree partially or completely. The remaining 24.8% neither agree nor disagree.

Graphic 11. “The leader must have a more personal relationship with the employees (within the professional, talking about personal life like appears in the video)”.



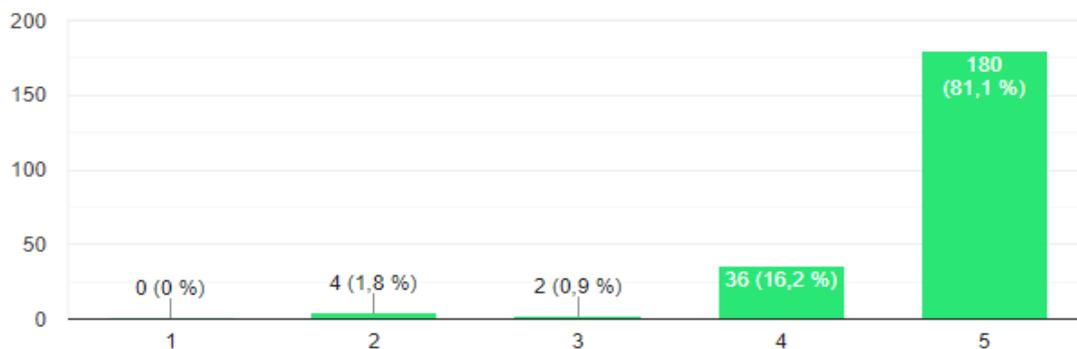
The second statement of this questionnaire establishes that “the emotional approach is a good way to motivate employees”. As we can see in graphic 11, more than the 80% of the respondents agree partially or completely with this statement, while only a 2.7% of those who answered the questionnaire are against this statement partially or completely. The remaining 14% of the answers chose the number 3, which is on the middle, so it means that they neither agree nor disagree.

Graphic 12. “The emotional approach is a good way to motivate employees”.



The third and last statement that has to do with the video states that: “Making each individual feel part of the work team, as shown in the video, is important for employee motivation”. More than the 80% of respondents show that they agree completely with the statement. Only a 1.8% disagree partially with the statement. The remaining either agree partially or neither agree nor disagree. None of the respondents completely disagree with the statement. The results are shown in graphic 12.

Graphic 13. “Making each individual feel part of the work team, as shown in the video, is important for employee motivation”.



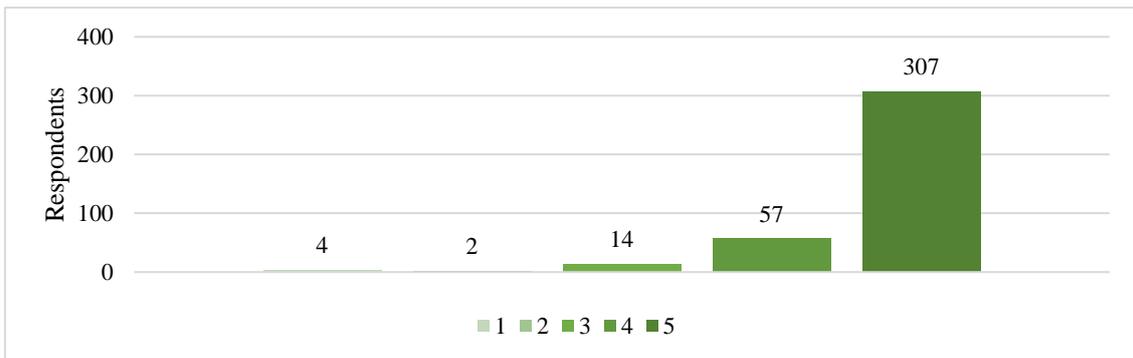
As we can see with the graphics, in this questionnaire the answers of the respondents are very polarized. We need to analyze to which leadership model belongs each statement and draw a conclusion on whether the respondents fit with transactional or transformational leadership style, or whether it happens like in the first questionnaire and they just agree with characteristics of both styles. If we take a look at all statements, they are all characteristics of the transformational leadership style. In each of the statements, more than the 50% of the respondents agree partially or completely with the transformational leadership model statement. This could mean, contrary to the previous case, that the respondents of this questionnaire prefer the transformational leadership style. However, we cannot state this 100%, since in this case we have not been able to compare it with the transactional leadership statements. In the following step, we will be able if this continuous to happen or not.

Finally, the last step of the analysis is to examine the 7 remaining questions that both questionnaires have in common. For these questions the same as in the first step will be done, that is, examine both questionnaires as one and, if applicable, compare it to the sociodemographic data to figure out if there exists any pattern on the answers. Analyzing these questions will give us the answer to both of our objective questions, whether people

think employees' motivation is related with leadership or nor, and what leadership style does the public of these questionnaires prefer. As the questions before, for these questions the respondents had to answer with a number between 1 and 5, depending on whether or not they agreed with the statements. 1 being “totally disagree” and 5 being “totally agree”.

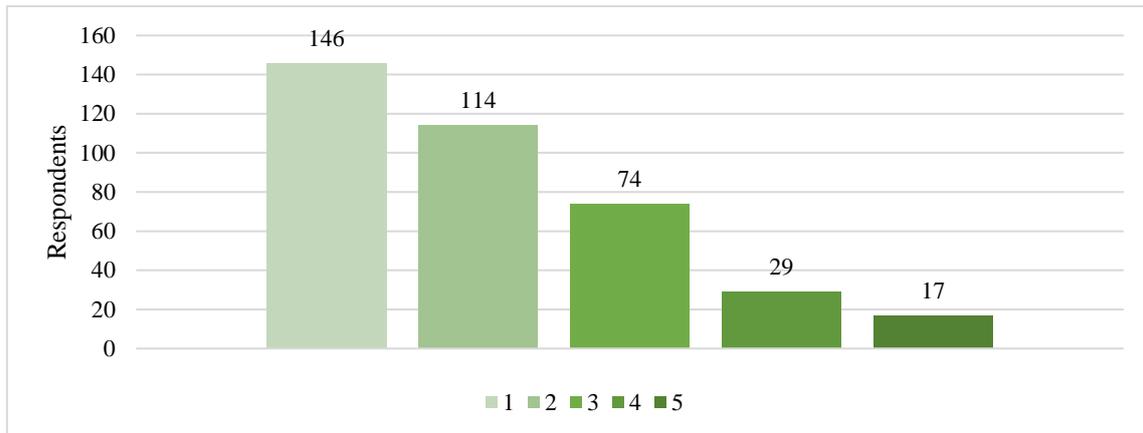
The first statement affirms that: “the presence of a good leader in a work group (bigger or smaller) is necessary”. Of the 384 individuals that answered to this question, 307 individuals agree fully with the statement, that is the 79.9% of the respondents, and a 14.8% of them agree partially with the statement. Only 6 out the 384 individuals disagree partially or totally with this statement. The remaining 3.6% neither agree nor disagree with the statement. We can see this information on graphic 13.

Graphic 14. Statement 1: “the presence of a good leader in a work group (bigger or smaller) is necessary”.



The second statement says: “the leader should limit her or himself to organize the work group and assign tasks”. Even though there is a clear disagreement with this statement by the majority of the respondents, the answers to this statement are more diverse than those to the previous statement, as we can see in graphic 14. On the one hand, the 38% of the respondents disagree completely with the statement, and a 29.7% of the public disagree partially. On the other hand, those who agree completely with the statement make up the 4.4% of the respondents. 20.3% of the public position themselves in the middle, neither agree nor disagree.

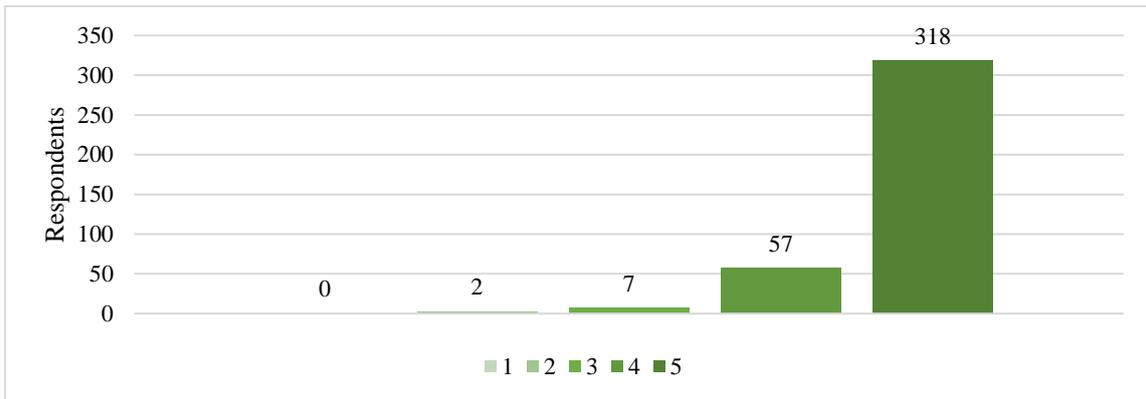
Graphic 15. Statement 2: “the leader should limit her or himself to organize the work group and assign tasks”.



If we take a look to these two statements so far, out of the 6 respondents that disagree partially or completely with the statement on a leader being necessary in a work team only two of them agree completely or partially with the statement on the leader focusing only on organizing and giving tasks. On the other hand, out of the 307 respondents that completely agree with the first statement, 34 of them, also agree completely or partially with the second statement. This means that there are at least 40 respondents that do not show, so far, a preferred leadership style. However, they make up only the 10.4% of the public, which is not a significant number.

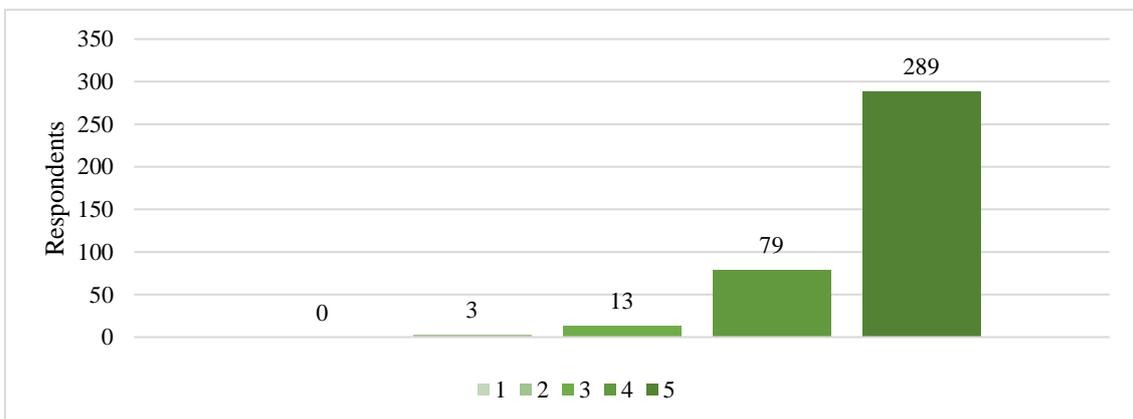
Moving forward to the third statement: “a leader must know the strengths and weaknesses of his or her team”. 82.8% of the respondents agree completely with this statement. As we can see in graphic 15, 0% of the respondents disagree completely or partially with the statement. 14.8% of the respondents agree partially with the statement. The remaining 2.4% neither agree nor disagree with the statement. This means that, so far, none of the respondents fully prefer one or the other leadership style.

Graphic 16. Statement 3: “a leader must know the strengths and weaknesses of his or her team”.



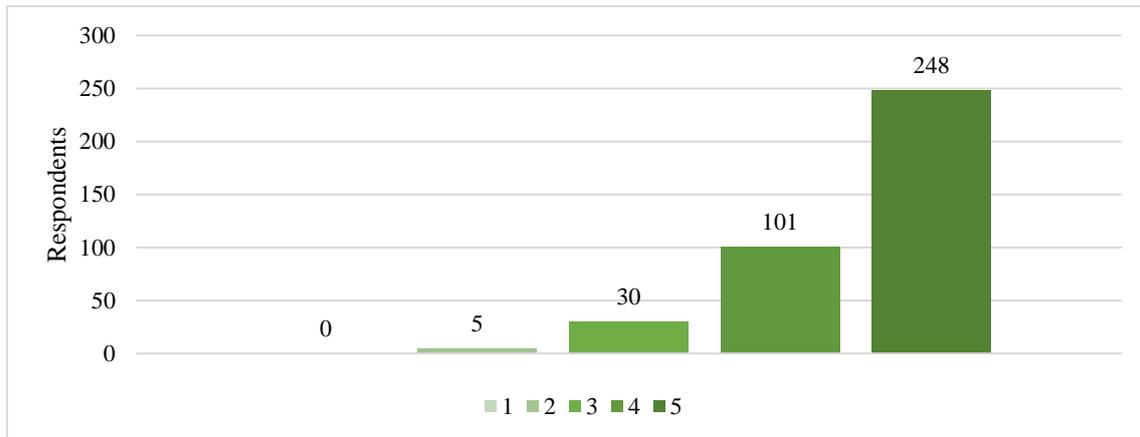
The fourth statement affirms that: “the leader should look for different ways to motivate each member of the team”. This statement shows the same pattern as the previous one. Only 1.4% partially disagree with the statement, while none of the respondents fully disagreed. 75.3% of the respondents completely agree with the statement, while 20.6% partially agree, which means that the 95.9% of all of those who answered the questionnaire agreed partially or completely with the leader having to motivate each member of the team in a personalized way. This information is shown in graphic 17.

Graphic 17. Statement 4: “the leader should look for different ways to motivate each member of the team”.



“The leader should innovate and look for new ways of working, thus motivating employees” says the fifth statement. Once again, we can see that the majority of the respondents agree fully or partially with the statement, making up the 90.9% of all the public. Once again, as graphic 18 show, we can see that those who disagree with this statement make up only the 2.3% of the respondents.

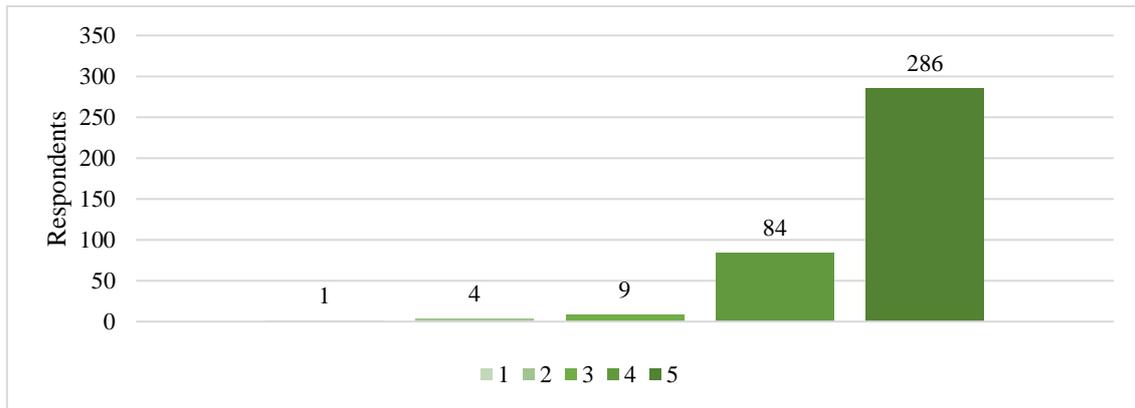
Graphic 18. Statement 5: “the leader should innovate and look for new ways of working, thus motivating employees”.



Even though we have said that we could not be 100% sure of the leadership style preferred by the respondents, these last three statements show that a great percentage of those who answered the questionnaires prefer the transformational leadership style, as these three last statements are all characteristics of the transformational leadership style. If we take a look into the three statements, we can see that the one with more partial or complete disagreement is the fifth statement, the one saying that “The leader should innovate and look for new ways of working, thus motivating employees”. It is important to remark that, out of those 5 respondents only 2 of them also disagree completely or partially with the other two statements, meaning that, so far, within these last three statements, only 2 respondents prefer the transactional leadership style.

To finish with this part of the analysis we still have to more statements. The sixth statement: “the leader must proactively contribute to achieving the team’s objective”. In this statement we can see that only 1.8% of the respondents disagree partially or completely. 95% of those who answered to the questionnaires agree completely or partially with the statement. The remaining 3.9% are positioned in the middle, they neither agree nor disagree. As we can see in graphic 19, the pattern is repeated.

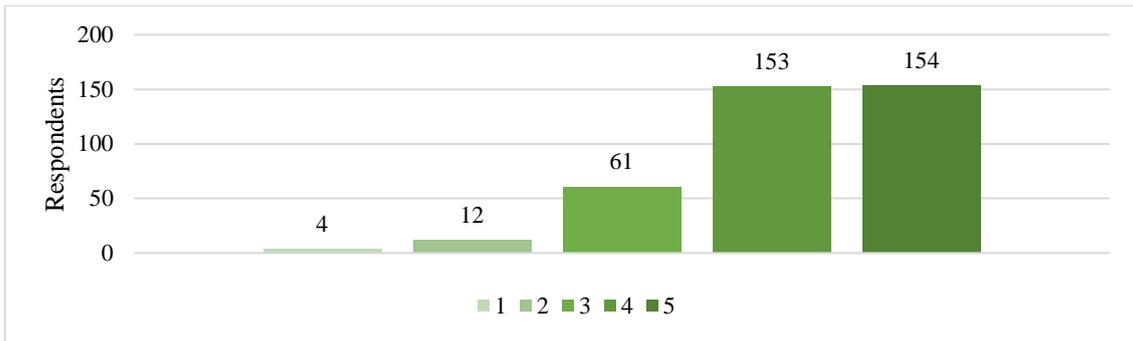
Graphic 19. Statement 6: “the leader must proactively contribute to achieving the team’s objective”.



As the last statement is not a characteristic of neither of the two leadership styles, the author has decided to briefly analyze the six statements that talk about the different leadership styles relating them with each other, as it has been done before. These six statements are all characteristics of the transformational leadership style, but the second one, the one that states that “the leader should limit her or himself to organize the work group and assign tasks”, which is a characteristic of the transactional leadership style. As mentioned before, if we take a look to those five statement’s graphics, we can see that the pattern that is repeated is the majority of respondents agreeing with the transformational leadership style statements. There were two respondents mentioned before for being the only two respondents that seemed to prefer the transactional leadership style because they had disagreed with statements four, five and six. What we must remark is that those two respondents, as shown by their answers, do not completely prefer the transactional leadership style, because they both disagreed with statement number two, which was a transactional characteristic, and they did not disagree with statement number 6, they both answered that they neither agree nor disagree with the statement.

To end, we must examine the last statement: “employees’ motivation is, partly, related to leadership”. 79.9% of the respondents believe that this statement is true, completely, or partially. Only 4.1% of those who answered the questionnaire believe that the statement is false, either partially or completely. This information is shown in graphic 20.

Graphic 20. Statement 7: “employees’ motivation is, partly, related to leadership”.



Now, we must relate the information from the different statements with the sociodemographic information. However, as the answers regarding the statements about the different leadership styles have shown that in all of them the majority of the respondents agree with the characteristics of the transformational leadership style, this shows that there is no pattern within this information. If we focus on the statement about the relationship between motivation and leadership, what we can see is that out of those respondents that disagree with this statement, 68.7% of them are female, and that 81.2% of them have more than 40 years old. Graphic 20 show this information.

8. Conclusion

This dissertation has aimed to look deeply into two of the different leadership styles, as well as in the relationship between motivation and leadership. The author has done an exhaustive research on the topic in order to be able to provide a foundation on which to build the dissertation and in order to offer a valid conclusion.

Once the analysis has been done, it is time to gather up all the information collected from both questionnaires in order to draw the conclusion and answer to the hypothesis questions.

The first question that must be answered is whether or not motivation is related to leadership. As we have seen in the analysis, the majority of the respondents believe that motivation is related to leadership. Not only they are related, but also one affects the other. What we have seen with this dissertation is that one of the main tasks of the leader is to motivate its employees. Also, as mentioned before, as there exists different types of workers, the job of the leader is to get to know and understand each of its followers in order to offer each one the best way of motivation to get to the team’s or the organization’s

main goal. However, it is also important to mention that, even leadership affects motivation, this is not the only factor that goes into the employees' motivation. Other factors such as the type of worker they are, their personality, working conditions, also affect the motivation of the employees.

The other question that must be answered in order to be able to conclude this dissertation is which leadership style do employees prefer. What the questionnaires have shown is that the majority of the respondents prefer the transformational leadership style. Before beginning to distribute the questionnaires and before beginning to obtain the responses, the author believed that the transformational leadership style was preferred by the general public because of the characteristics that describe this style, that are, in general, more humane than those that describe the transactional leadership style, that we could say that are colder. However, the author did not expect the huge difference that exists between the appreciation to one style and to the other. One of the main ideas the author kept in mind before carrying out the analysis was to look for a pattern in the answers and to look for the profile of those who believe that the transformational leadership style is better and for those who believe that the transactional leadership style is better. However, we cannot come up with a pattern for neither of the leadership styles because the majority prefer one leadership style, and that majority is made up by very different profiles. From different ranges of age to different genders, political beliefs, education, and economic status. Knowing all this, we could say that the experimental survey has not worked, as the videos of each of the different leadership styles have not influenced the respondents of each question, because the vast majority of respondents believe that transformational leadership behavior is better, no matter what video they have previously watched.

Taking everything into consideration and basing our conclusion on the answers obtained from the questionnaires, we can affirm, from these questionnaires, that the public believe there is a relation between leadership and motivation, and, also, that the preferred leadership style by the public of these questionnaires is the transformational leadership behavior.

As for the proposition, it would be very interesting to keep working in the future to get to know more about this topic. The author would like to focus in two main propositions.

On the one hand, it would be interesting to investigate deeply on the fact that there exist different types of workers and that this fact can affect the way of leadership that the worker prefers and the way on which the leader must motivate the employees. In this dissertation we have talked about the different types of workers but only in passing, and it would be interesting to analyze the way the different type of workers gets motivated, and, from that information, figure out which type of leadership best fits the different types of workers. Also, it would be interesting to investigate about more types of leadership behavior to see the differences they have with the transformational and the transactional leadership behaviors and to figure out if adding more leadership styles would change the respondents' answers.

On the other hand, to keep working on this project the author has two different propositions that are more practical than theoretical. In order to get to know the opinion of the respondents more deeply, a focus group could be carried out so the respondents could be able to explain their responses and see if their opinions would be the same after listening to the opinion of others. Also, it would be fascinating to carry out a simulation on a real team. That is to say, train the leader to be a transactional leader for a day and a transformational leader for a day in the same team to see how the employees react, and after the simulation, interview the employees to get to know their opinions on the different leadership styles that they have experience firsthand.

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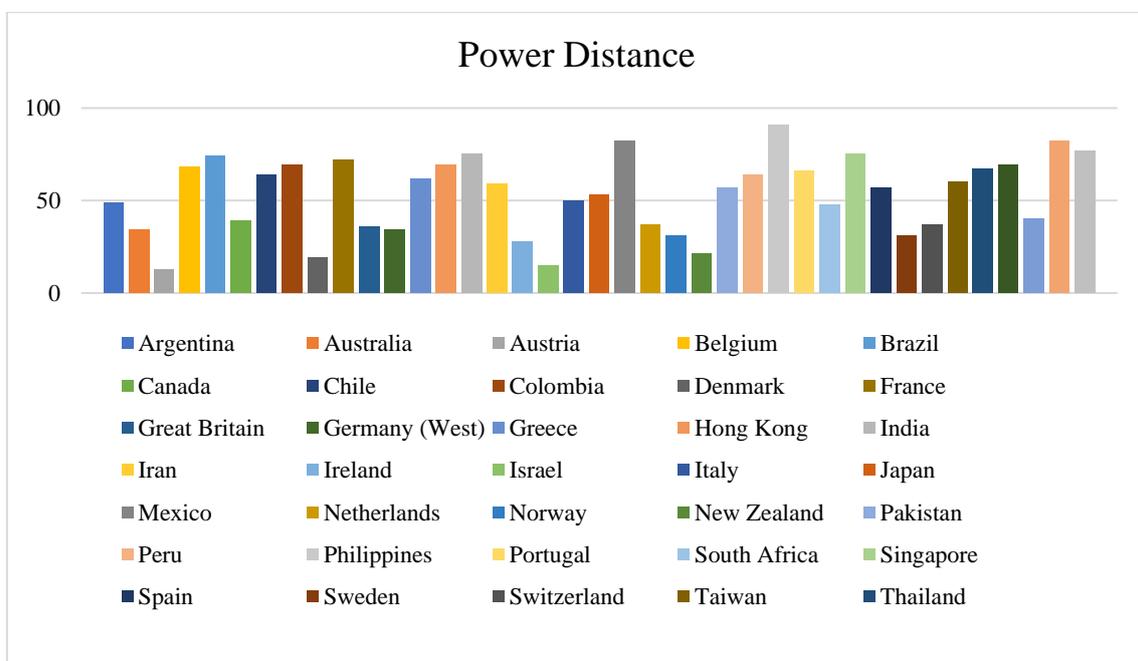
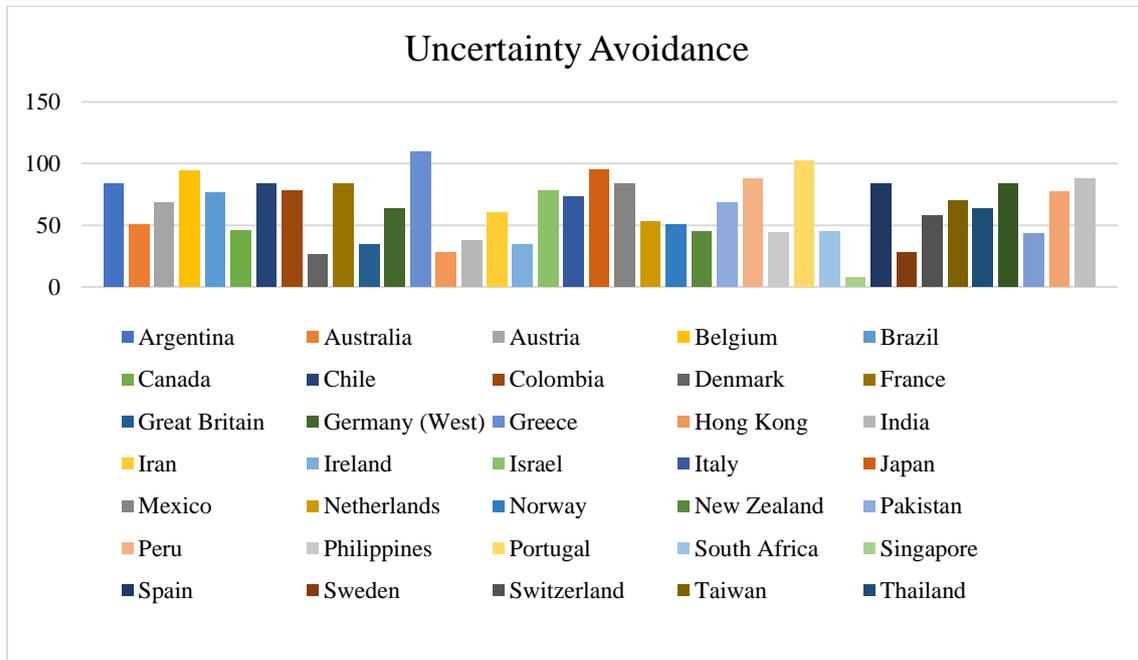
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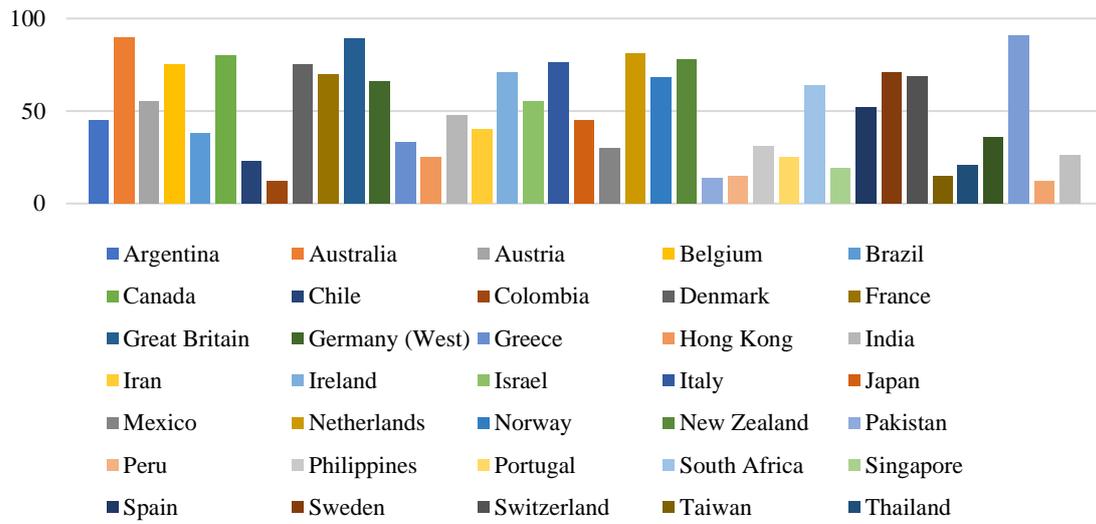
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ANNEX I: Hofstede's dimensions of culture

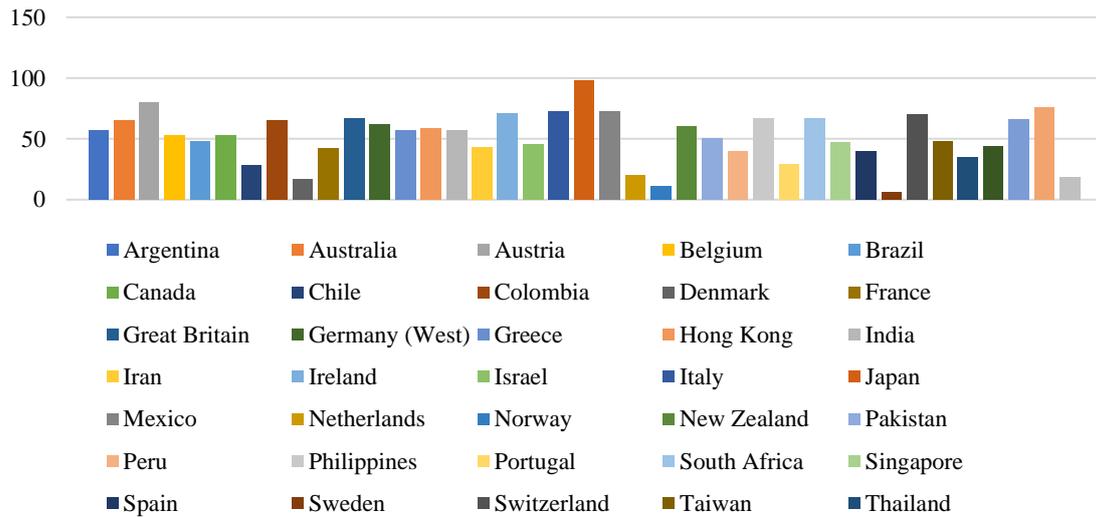
These charts show the levels on the dimensions of culture according to Hofstede for the different countries. The data from the charts has been obtained from his work: *Motivation, Leadership, and Organization: Do American Theories Apply Abroad?* (1980).



Individualism



Feminine (0) vs. Masculine (150)



ANNEX II: Questions to both experimental surveys

As the questions were in English, the author will show the questions as they were asked, and she will be putting the translation under each question.

Introduction to the experimental survey:

Mi nombre es Ana Otamendi Fudio. Soy estudiante de último curso en la carrera de Traducción e Interpretación y Comunicación Internacional en la Universidad Pontificia Comillas. Estoy llevando a cabo un trabajo de investigación sobre la relación entre la motivación de los trabajadores y el liderazgo, para lo que he decidido lanzar una encuesta que demuestre si realmente existe relación entre la motivación de los trabajadores y el liderazgo, y qué tipo de liderazgo prefieren los encuestados.

Se trata de una encuesta completamente anónima. Los datos que se recojan con esta encuesta se utilizarán únicamente para este trabajo de investigación para la Universidad Pontificia Comillas.

Muchas gracias por su tiempo y su colaboración para poder llevar a cabo este trabajo de investigación.

Ana Otamendi Fudio

Translation:

Mi name is Ana Otamendi Fudio. I am a last year student in the Translation and Interpreting and Global Communication Double Degree at Universidad Pontificia Comillas. I am conducting research on the relationship between employee motivation and leadership, for which I have decided to launch a survey to show whether there really is a relationship between employee motivation and leadership, and what type of leadership the respondents prefer.

This is a completely anonymous survey. The data collected with this survey will be used only for this research work for Universidad Pontificia Comillas.

Thank you very much for your time and collaboration to carry out this research work.

Ana Otamendi Fudio

Socio-demographical questions

1a. Indique su rango de edad:

- a) Menos de 17*
- b) 18-16*
- c) 27-39*
- d) 40-51*
- e) 52-71*
- f) 72 o más*

1b. Indicate your age range

- a) Less than 17
- b) 18-16

- c) 27-39
- d) 40-51
- e) 52-71
- f) 72 or more

2a. *Indique su sexo*

- a) *Femenino*
- b) *Masculino*

2b. Indicate your gender

- a) Female
- b) Male

3a. *Indique su máximo nivel de estudios alcanzado*

- a) *Educación primaria obligatoria*
- b) *Educación Secundaria Obligatoria*
- c) *Bachillerato*
- d) *Formación Profesional Básica*
- e) *Formación Profesional de Grado Medio*
- f) *Formación Profesional de Grado Superior*
- g) *Grado Universitario*
- h) *Máster Universitario*
- i) *Doctorado*

3b. Indicate your highest level of education¹²

- a) 10th Grade
- b) High School completed
- c) Basic Vocational Training
- d) Intermediate Vocational Training
- e) Advanced Vocational Training
- f) College Degree
- g) Master Degree
- h) Ph. D

4a. *Indique su profesión según su sector*

- a) *Servicios de protección*
- b) *Matemáticas y computación*
- c) *Agricultura, pesca y silvicultura*
- d) *Biblioteca, educación y capacitación*
- e) *Administración*
- f) *Construcción y extracción*
- g) *Arquitectura e ingeniería*
- h) *Medios de comunicación, arte, diseño, deportes y entretenimiento*
- i) *Limpeza y mantenimiento de edificios y jardines*

¹² The author has adapted the educational levels to those on the United States in order to make it clearer.

- j) *Asistencia médica*
- k) *Operaciones comerciales y financieras*
- l) *Producción*
- m) *Profesionales de la salud*
- n) *Servicio y preparación de alimentos*
- o) *Ventas*
- p) *Ámbito legal*
- q) *Reparación, instalación y mantenimiento*
- r) *Servicio y cuidado personal*
- s) *Transporte y traslado de materiales*

4b. Indicate your profession according to you industry

- a) Protection services
- b) Mathematics and computers
- c) Agriculture. Fishery, and forestry
- d) Library, education, and training
- e) Administration
- f) Construction and extraction
- g) Architecture and engineering
- h) Media, arts, design, sports, and entertainment
- i) Cleaning and maintenance of buildings and gardens
- j) Medical assistance
- k) Commercial and financial operations
- l) Production
- m) Healthcare professionals
- n) Food service and preparation
- o) Sales
- p) Legal sector
- q) Repair, installation, and maintenance
- r) Personal care and service
- s) Transportation and transfer of materials

5a. *Indique el tipo de organización en la que trabaja*

- a) *Pública*
- b) *Privada*
- c) *Tercer sector/sector social/ONG*
- d) *Otra*

5b. Indicate the type of organization in which you work

- a) Public
- b) Private
- c) Third sector/social sector/NGO
- d) Other

6a. *Indique el rango en el que se sitúa su nivel de ingresos anual*

- a) *Hasta 499 euros al mes*

- b) *De 500 a 999 euros al mes*
- c) *De 1.000 a 1.499 euros al mes*
- d) *De 1.500 a 1.999 euros al mes*
- e) *De 2.000 a 2.499 euros al mes*
- f) *De 2.500 a 2.999 euros al mes*
- g) *De 3.000 a 4.999 euros al mes*
- h) *5.000 euros al mes o más*

6b. Indicate the range where your monthly income level is situated

- a) Up to 499 euros per month
- b) Between 500 and 999 euros per month
- c) Between 1,000 and 1,499 euros per month
- d) Between 1,500 and 1,999 euros per month
- e) Between 2,000 and 2,499 euros per month
- f) Between 2,500 and 2,999 euros per month
- g) Between 3,000 and 4,999 euros per month
- h) 5,000 euros per month or more

7a. *Indique a qué partido votó en las últimas elecciones generales*

- a) *Podemos*
- b) *PSOE*
- c) *Ciudadanos*
- d) *PP*
- e) *VOX*
- f) *Prefiere no contestar*
- g) *Otro*

7b. Indicate the political party to which you voted in the last general elections

- a) Podemos
- b) PSOE
- c) Ciudadanos
- d) PP
- e) VOX
- f) Prefers not to answer
- g) Other

Video

Questions related to the transformational leadership behavior video

Vea este breve vídeo y después conteste a las preguntas eligiendo un número del 1 al 5 según esté de acuerdo o no con la afirmación. Siendo 1 "totalmente en desacuerdo" y 5 "totalmente de acuerdo". Se trata de un vídeo creado por David Fischman.

Watch this short video and then answer the question choosing a number between 1 and 5 depending on if you agree or not with the statement. Being 1 “totally disagree” and being 5 “totally agree”. It is a video created by David Fischman.

1a. El líder debe tener una relación más personal con los trabajadores (dentro de lo profesional, hablando de la vida personal como hace en el vídeo).

1b. The leader must have a more personal relationship with its workers (within the professional, talking about personal life as it happens in the video).

2a. El enfoque emocional es una buena forma de motivar a los trabajadores.

2b. The emotional approach is a good way to motivate employees

3a. Hacer a cada individuo sentirse parte del equipo de trabajo, como aparece en el vídeo, es importante para la motivación de los trabajadores.

3b. Making each individual feel part of the work team, as shown in the video, is important for employee motivation.

Questions related to the transactional leadership behavior video

Vea este breve vídeo y después conteste a las preguntas eligiendo un número del 1 al 5 según esté de acuerdo o no con la afirmación. Siendo 1 "totalmente en desacuerdo" y 5 "totalmente de acuerdo". Se trata de un vídeo creado por David Fischman.

Watch this short video and then answer the question choosing a number between 1 and 5 depending on if you agree or not with the statement. Being 1 “totally disagree” and being 5 “totally agree”. It is a video created by David Fischman.

1a. La mejor manera de motivar a los trabajadores es mediante sanciones y recompensas. Por ejemplo, recompensas económicas como aparece en el vídeo.

1b. The best way to motivate employees is through sanctions and rewards. For example, financial rewards as shown in the video.

2a. El líder debe tener en cuenta las opiniones de todos los miembros del equipo a la hora de tomar decisiones.

2b. The leader must consider the opinions of all team members when making decisions.

3a. El líder no debe explicar el objetivo global de la empresa o del equipo, simplemente debe centrarse en las tareas que se deben completar.

3b. The leader should not explain the overall objective of the company or the team, but simply focus on the tasks to be completed.

Leadership and motivation questions (the same questions for both questionnaires)

1a. La presencia de un buen líder en un grupo de trabajo (de mayor o menor tamaño) es necesaria.

1b. The presence of a good leader in a work group (large or small) is necessary.

2a. El líder debe limitarse a organizar el grupo de trabajo y a asignar tareas.

2b. The leader should limit itself to organizing the work group and assigning tasks.

3a. Un líder debe conocer las fortalezas y debilidades de cada miembro de su equipo.

3b. A leader must know the strengths and weaknesses of each team member.

4a. El líder debe buscar maneras personalizadas de motivar a cada miembro de su equipo.

4b. The leader must look for personalized ways to motivate each member of its team.

5a. El líder debe innovar y buscar nuevas formas de trabajo, motivando así a los trabajadores.

5b. The leader must innovate and look for new ways of working, thus motivating workers.

6a. La motivación de los trabajadores está, en parte, en manos del líder.

6b. Employee motivation is, in part, in the hands of the leader.

7a. El líder debe contribuir de manera proactiva a alcanzar el objetivo del equipo.

7b. The leader must proactively contribute to achieving the team's objective.

Annex III: link to the experimental survey

Experimental survey number 1: transformational leadership style.

Link: <https://forms.gle/WCYwutGiGMkqTcob8>

Experimental survey number 2: transactional leadership style.

Link: <https://forms.gle/8ujma6U2qVPqn3bw5>

Annex IV: screenshot of the videos used in the experimental survey

Screenshot for the first video, the one about transformational leadership style.

Vea este breve video y después conteste a las preguntas eligiendo un número del 1 al 5 según esté de acuerdo o no con la afirmación. Siendo 1 "totalmente en desacuerdo" y 5 "totalmente de acuerdo". Se trata de un video creado por David Fischman.



Screenshot for the first video, the one about transactional leadership style.

Vea este breve video y después conteste a las preguntas eligiendo un número del 1 al 5 según esté de acuerdo o no con la afirmación. Siendo 1 "totalmente en desacuerdo" y 5 "totalmente de acuerdo". Se trata de un video creado por David Fischman.

