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Leadership Expectations of Different Age Groups in Hybrid Work Environments: A Comparative Analysis

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ABSTRACT:
Generational differences in working life have been examined for a long time, but currently there are up to four generations in working life and the establishment of hybrid work has significantly changed the nature of work and leadership. Traditional leadership styles may no longer meet the expectations of all age groups, so leaders are required to have the skills to adapt to different leadership preferences. The aim of this study was to determine how the expectations of different age groups differ in terms of communication, flexibility, feedback and team spirit in a hybrid work environment. In addition, the study compared how the amount of hybrid work affects these expectations.

The study is based on a theoretical framework that is based on an extensive literature review on leadership and generational theories. The data for the study were collected using an electronically sent questionnaire, which was answered by 100 people from different age groups. The data obtained from the study were analyzed using t-tests and ANOVA analysis, which were used to identify statistically significant differences.

The study presents many interesting results regarding the preferences of different age groups in leadership expectations. The results found that differences in leadership expectations between age groups do exist, but they are generally smaller than the literature has suggested. Younger respondents emphasize autonomy, flexibility and less control, while older respondents emphasize consistency, clarity and transparency. Regarding leadership style, it was found that the importance of participatory leadership varied depending on the amount of hybrid work, which means that hybrid work affects leadership aspirations. The importance of feedback style and amount did not differ between age groups, but again the amount of hybrid work had a significant effect on how the importance of feedback was assessed. The more hybrid work an employee did, the more important continuous feedback was assessed. The importance of community and team spirit was also significantly affected by the amount of hybrid work than by differences between age groups.
The key finding of the study was that the amount of hybrid work had a greater impact on the experience of leadership than generational differences. Successful leadership in a hybrid work environment requires clear communication, trust-based leadership, and a balance in work structure and flexibility.

The study expands the practical understanding of leadership in this changing working world and provides organizations with insights into how to develop leadership. Based on these research results, leadership styles should be more focused on trust, employee-oriented flexibility, and interactivity, which can help different age groups experience their work as more motivating and meaningful in a hybrid work environment.

KEYWORDS: Leadership, Hybrid work, Generations, Flexibility, Communication, Feedback, Organizational behaviour

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TIIVISTELMÄ:
Sukupolvien välisiä eroja työelämässä on tarkasteltu jo pidemmän aikaa, mutta tällä hetkellä työelämässä on jopa neljä sukupolvea sekä hybridityön vakiintuminen on muuttanut työnteon ja johtamisen luonnetta merkittävästi. Perinteiset johtamistavat eivät välttämättä enää vastaa kaikkien ikäryhmien odotuksia, joten esihenkilöiltä vaaditaan osaamista mukautua erilaisten johtamismieltymyksien mukaan. Tämän tutkimuksen tavoitteena oli selvittää, miten eri ikäryhmien odotukset eroavat liittyen viestintään, joustavuuteen, palautteeseen ja tiimihenkeen hybridityöympäristössä. Tämän lisäksi tutkimuksessa vertailtiin, miten hybridityön määrä vaikuttaa näihin odotuksiin.

Tutkimus pohjautuu teoreettiseen viitekehyksen, joka on perustettu laajasta kirjallisuuskatsauksesta johtamis- ja sukupolviteorioista. Tutkimuksen aineisto kerättiin sähköisesti lähetetyllä kyselyllä, johon vastasi 100 henkilöä eri ikäryhmistä. Tutkimuksesta saatu aineisto analysoitiin käyttäen t-testejä sekä ANOVA-analyysiä, joiden avulla saatiin selville tilastollisesti merkittäviä eroja.

Tutkimus esittää monia mielenkiintoisia tuloksia liittyen eri ikäryhmien mieltymyksiin johtajuusodotuksissa. Tuloksista havaittiin, että ikäryhmien välisiä eroja johtajuusodotuksissa on kyllä olemassa, mutta ne ovat yleisesti vähäisempiä, mitä kirjallisuus on esittänyt. Nuoremmat vastaajat korostavat autonomiaa, joustavuutta ja vähäisempää valvontaa, kun vanhemmat vastaajat korostavat johdonmukaisuutta, selkeyttä ja läpinäkyvyyttä. Johtamistyyliin liittyen havaittiin, että osallistavan johtamisen tärkeys vaihteli hybridityömäärän mukaan, joka tarkoittaa, että hybridityö vaikuttaa johtamistoiveisiin. Palautteen tyylin ja määrän tärkeys ei eronnut ikäryhmien välillä, mutta jälleen hybridityön määrällä oli merkittävä vaikutus, miten palautteen merkitys arvioitiin. Mitä enemmän hybridityötä työntekijä teki, sitä tärkeämmäksi jatkuva palaute arvioitiin. Myös yhteisöllisyyden ja tiimihengen tärkeyteen vaikutti huomattavasti enemmän hybridityön määrä, kuin ikäryhmien väliset erot.
Tutkimuksen keskeisenä havaintona oli, että hybridityön määrä vaikutti johtajuuden kokemiseen enemmän kuin sukupolvien väliset erot. Hybridityöympäristössä onnistunut johtaminen vaatii selkeää viestintää, luottamukseen perustuvaa johtamista sekä tasapainotusta työn rakenteessa ja joustavuudessa.

Tutkimus laajentaa käytännön ymmärrystä liittyen johtajuuteen tässä muuttuvassa työelämässä ja antaa organisaatioille näkemyksiä, miten esihenkilötyötä pystytään kehittämään. Näiden tutkimustulosten perusteella johtamistyyliä pitäisi painottaa enemmän kohti luottamusta, työntekijälähtöistä joustavuutta ja vuorovaikutteisuutta, joiden avulla eri ikäryhmät voivat kokea oman työnsä enemmän motivoivaksi ja merkitykselliseksi hybridityöympäristössä.

AVAINSANAT: Johtaminen, Hybridityö, Sukupolvet, Joustavuus, Viestintä, Palaute, organisaatiokäyttäytyminen

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1 Introduction

The hybrid work environment (a flexible working arrangement that combines remote and in-office work) has been in the spotlight in the post-pandemic period, it has been used a lot and is predicted to grow even more in the next few years. Hybrid work and leadership in general are multidimensional and complex topics. Leadership has been studied a lot over the years, but it plays an even more important role due to the constantly changing work environment. (Ebojoh & Högberg, 2024).

Currently, there are four different generations in working life, which creates a challenge for leaders to manage the different perspectives, priorities and values of the generations (Lowe et al., 2020). The transition to hybrid work has shaped the work landscape of different generations. So, the next step is to understand how leadership styles for different generations can adapt and develop in a hybrid work environment. This calls for research on how effective leaders can bridge generational differences, build better trust, and increase cohesion in this intergenerational workforce. (Saxena et al., 2024).

Lyons & Kuron (2014) discuss that studies have revealed that there are differences between generations in critical factors from the point of view of organizations, such as work values, attitudes, leadership, teamwork and personality.

1.1 Research Gap

Articles on generational differences in the workplace are a popular topic, but they usually contain a lack of empirical basis and are often based more on generalizations than systematic evidence. (Rudolph et al., 2018).

There is a real need in the business world for strong data on how to motivate, manage, and retain the talents of all the current four generations in work life. Generational identity studies have been carried out so far with little effectiveness, but it has the potential to identify the problem of generational differences within organization. For the last two decades, studies have tried to solve two basic questions about differences between different generations in working life: do such differences exist and what are they? (Lyons &

Kuron, 2014). Bertsch et al., (2022) discuss that This topic requires further research, for instance on how leadership styles affect different generations and how they influence individuals.

Current information and research tend to be more focused on U.S.-centric analytics, predominantly written by the Baby Boomer -generation. As a result, understanding of the newer generations is imbalanced, as these groups are relatively new to the workforce. Better data is needed to help organizations focus on engaging the best and brightest from all generations globally. (Warner & Sandberg, 2010).

Liden et al., (2024) discuss that it needs to be further investigated, can these traditional leadership theories and concepts work in the leadership of the digital age? What are the most effective leadership behaviors and characteristics in hybrid work? And how can a manager effectively motivate, influence, guide and organize hybrid teams and employees? Also, Krajac & Samardzija (2024) discuss that after the pandemic, with hybrid work on a huge increase, the effect of these work arrangements on the motivation of different generations should be studied. Research into the effects of certain leadership styles on the motivation of different generations could increase understanding of the subject.

1.2 Research question and objectives

The motivation of this study is to investigate how generational differences in a hybrid work environment affect perceptions and expectations related to leadership. This research provides valuable data related to modifying leadership styles to meet the versatile needs of multiple generations. In this study, “leader expectations” mean different behaviors, characteristics and ways of working that different generations consider important in good leadership (Northouse, 2021).

These expectations are influenced by gender-specific factors such as technological and social experiences. The research focuses on the views of different generations on leadership expectations and the effects of these characteristics on the dynamics of supervisors and employees in a hybrid environment. As the research focuses on comparative

analysis, both similarities and differences between generations are shown, then recommendations are suggested.

Hybrid work is part of everyday working life today, combining the benefits of remote and office work. Hybrid work has changed employees' perspectives about communication, flexibility, and trust, highlighting independence and increasing the need for supportive leaders regardless of employees' location. In this world, effective leadership now requires balancing both face-to-face leadership and digital collaboration. (Contreras et al., 2020; Microsoft, 2021). For this reason, hybrid work provides a useful context to compare how generational differences affect leadership expectations.

The purpose of this study through this research opportunity is to answer the following research question:

What are the preferences of leadership by different generations in a hybrid work environment?

To clarify the scope of the research, this final thesis does not focus on work that uses only office or remote working methods, because the way of managing these is significantly different from hybrid management. The research also does not examine cultural, political or macroeconomic factors, nor does it focus on planning or implementing leadership training related to the topic. The research focuses on identifying trends based on the findings of this empirical study. Through these set boundaries, the research offers a practical and targeted analysis of how leadership expectations vary between different age groups in a hybrid work environment.

Through these findings, the practical implications are emphasized, which can be used to promote management practices and adaptation to the management of different age groups in a constantly evolving working life.

1.3 Structure of the thesis

This study is divided into five different main chapters, which form a coherent whole, where the research topic in question is discussed in its entirety. The introduction

presents the background of the research, goals and limitations according to which the work will be carried out.

The second main chapter contains the theoretical basis of the study, which reviews leadership theory, hybrid work features and leadership expectations of different age groups. With the help of this main chapter, we get a better understanding of the research and get to know the key concepts through which the research problem is studied.

The third main chapter focuses on research methods, where the material-collection method of the research, the structure of the research and the method of analysis are reviewed. This chapter focuses on justifying the suitability of the chosen methods for the research itself.

The fourth main chapter focuses on the research results themselves and their presentation. This chapter presents the results obtained from the survey and various analyses made on them. Statistical analyses, such as t-test and ANOVA model, are used to test the results and examine the validity of the hypotheses regarding the different preferences of age groups.

The fifth chapter analyzes the results obtained from the research and compares them with the theoretical basis of the work in order to identify significant connections and differences between them. This final chapter also presents recommendations for organizations to develop leadership practices. Finally, this chapter presents the limitations of the study and suggests different directions for future research that could help deepen the understanding of leadership expectations between different age groups in a hybrid work environment.

2 Theoretical background

The theoretical structure of this study includes two key elements. The first part focuses on leadership and examines how the leadership expectations of different age groups may differ. It also examines leadership more widely, analyzing various leadership styles and how different age groups shape their expectations of leadership.
The second element focuses on hybrid work, which combines office and remote work. This section addresses the challenges brought by hybrid work, such as employee engagement, communication, trust, and team management.

"Whatever the nature of the problem or opportunity, leadership is seen as being necessary to make progress." (Wilson, 2016)

2.1 History of leadership

Throughout history, leaders have been defined and analyzed as people think about how they can succeed. However, leadership itself and its development have not changed significantly, but our understanding and perception of leadership have developed. (Spitzer, 2009). Leadership is not a simple thing, and it comes in many different styles. This raises the question whether the current simply models are appropriate. The Great Man theory, which suggests that leaders lead while employees simply follow, does not fit. But is transformational leadership also suitable in this time? (Witzel, 2019)

History is filled with various leaders, for example Napoleon Bonaparte, Alexander the Great, and Abraham Lincoln. Nevertheless, leadership continues to create discussion today, and many studies are conducted to better understand what leadership really is. Today's leadership is usually associated with business and management, as well as how individuals inspire, motivate, and influence within an organizational environment. (Keele, 2023). Research on leadership is a forever developing field. Study of the field has evolved from studying individual leaders to the study of qualities related to leadership, its formation and evolution (Hunt & Fedynich, 2019).

2.2 Leadership Theory

What is leadership? Leadership consists of a range of behaviors and ways of thinking that align individuals towards a common direction, facilitate the achievement of shared goals, and help adapt to an ever-changing environment. (Mckinsey, 2024). Eikenberry and Turmel (2018) Discuss that leadership is usually considered a person or a role. Leadership is not what we have or own, it is what we do. And if leadership is what we do, leadership is not a position or title. If people follow you, you are a leader. If they don't follow, you don't lead either. The leader has more responsibility than just himself and his own results. You must be sure that the direction you are going and leading is valuable and useful. This responsibility can be ignored but the meaning of the role does not change.
"Leadership isn't management" Management skills focus more on plans, processes, methods, forecasts and budgets. Leadership skills focus more on influence, people, development and guidance. Both skills are still valuable, and you may need all of them to be successful in your role. However, it must be remembered that good managers are not necessarily good leaders and the same is also true the other way around.

Figure 1 shows the differences between leadership and management, but also how their functions are equally close to each other.

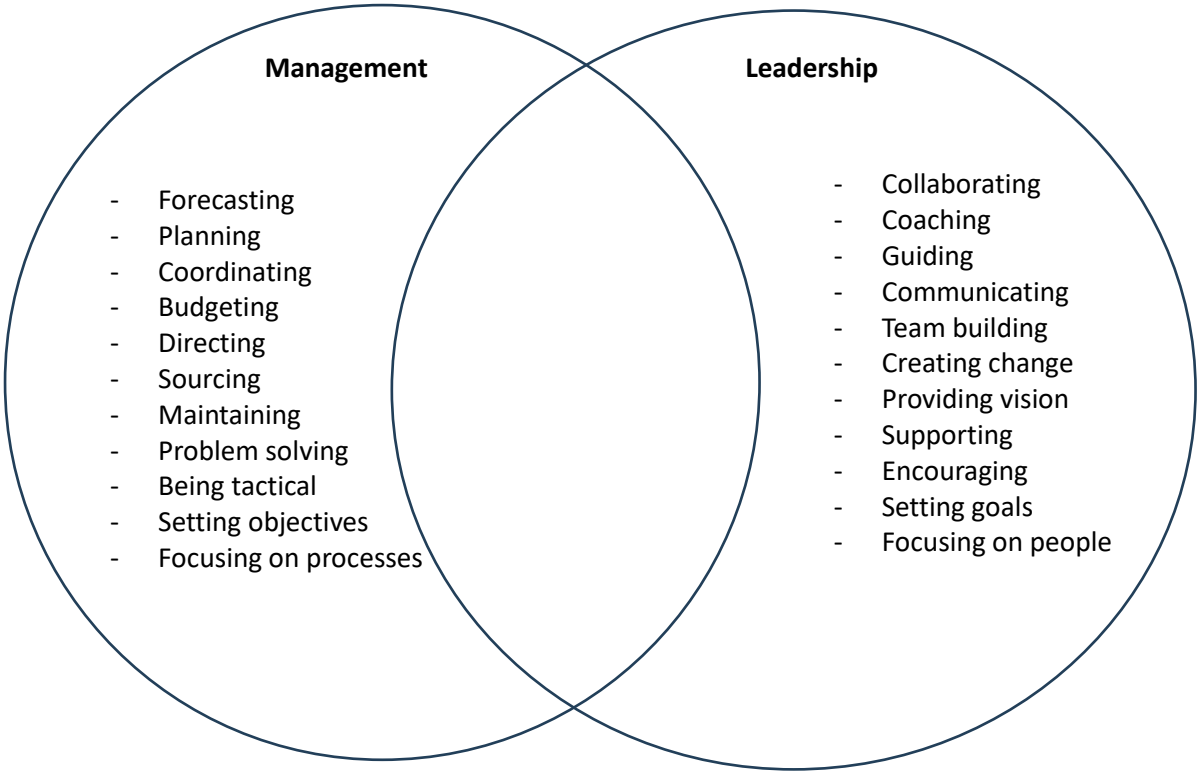

Figure 1. Management and leadership characteristics (adapted from Eikenberry & Turmel, 2018)

Leadership has become increasingly important and highly valued over the years. People are interested in what makes a good leader and actively strive to develop their own leadership skills. (Northouse, 2021). Leadership and leadership skills are not natural for everyone. Great leadership is usually seen as a behavior rather than a personal trait, meaning that leadership is a skill that you can always learn. (Mckinsey, 2024).

Effective leaders are associated with high morale, successful teams, and peak performance. In contrast, ineffective leaders are linked to low commitment, dissatisfaction, and poor performance. (Stashevsky & Burke, 2006). Also, Howieson (2019) emphasizes that *"The most commonly used measure of leader effectiveness is, however, the extent to which the leader's organizational unit performs its task successfully and attains its goals, whatever they may be."* Smarter leaders understand that by reducing a certain amount of power, they can potentially create a more enthusiastic work community. Without great collaboration, nothing can be accomplished. (Witzel, 2019).

Many definitions of leadership have been used for a long time. The influence mechanism that aids various groups in achieving their objectives is a feature shared by all classifications. According to this concept, leadership is essentially about inspiring and directing people towards a common goal. (Northouse, 2021). The effectiveness and success of leaders are sometimes measured by how much they influence team cohesion. This is observed through the perceptions of outsiders or employees. (Howieson, 2019). The strength of leaders partly depends on the strength of their subordinates. Therefore, leaders must ensure they have the right people in the correct positions. (Witzel, 2019).

There is not just one right way to lead and be a leader. Everyone is an individual, just as all the organizations and teams are personal in their own way. Everyone needs a personal way of leading. However, many leaders belong to a certain general group of leadership styles, but each leader has different strengths and weaknesses related to leadership. Next, two general leadership styles are presented, which appear several times in different literatures related to leadership. (Parsons, 2024). Leadership has been evaluated with many different practices. Strictly task-oriented approaches and those that improve more employee development and commitment. There are really many leadership frameworks. The most frequently discussed leadership styles include for example transformational, transactional, servant and adaptive leadership. But this thesis focuses only on transformational and transactional leadership, because these two mentioned leadership styles are the most cited and validated styles in literature. (Northouse, 2021).

2.2.1 Transformational leadership

Transformational leadership is a leadership style where followers experience positive changes. Transformational leaders are generally enthusiastic, passionate, and energetic. In this leadership approach, the focus is not only on being concerned and involved in processes but also on helping employees succeed. The aim of this leadership style is for both employees and leaders to elevate all to higher levels of morality and motivation.

(Downton, 1973, as cited in Kirimi et al., 2010). According to Viitala and Jylhä (2019) this type of management promotes innovation, promotes job satisfaction and the work atmosphere.

These leaders strive to create perspectives and ideas that will bring prosperity and growth to the organization. Transformational leaders strive to develop passion, loyalty, and loyalty among staff and leaders and then strive to mobilize them to make major changes to the company's foundation. Transformational leaders try to list higher performance figures and move to new better directions. (Korejan & Shahbaz, 2016).
Transformational leadership is an approach in which leaders aim to transform organizations or teams by communicating, creating, and modeling the organization's vision while still inspiring employees to achieve this vision (Kirimi et al., 2010).

2.2.2 Transactional Leadership

A transactional leader focuses more on results, evaluates success through a reward system, and aligns with the organization's structure. Transactional leaders are formally authoritative and hold a position of responsibility within the organization. Such leaders oversee routine tasks, managing employee performance, and working to improve group performance. (STU, 2014).
A transactional leader does not fully trust his employees, and because of this, he feels that it is one of his most important tasks to take a role on problems, deviations and mistakes. A transactional leader does not challenge for change but is more about maintaining status. This kind of leadership can be effective in routine situations and in the short term. (Viitala & Jylhä, 2019).

Ebojoh and Högberg (2024) Discusses that hybrid work requires a necessary leadership style that meets the challenges and requirements of remote working. However, there is a lack of a clear definition for such leadership methods.

Organizations must find ways to combine the harmonies of generations, or else conflicts will grow and threaten the effectiveness and continuity of the corporate culture (Salkowitz, 2008). Remote work brings its own challenge of leading people of different ages, so it is important to know how to lead different generations in a hybrid working environment.

2.3 Leadership in Hybrid Work Environments

Hybrid working – a mix between office and remote working. This became inevitable in 2020 and now it has become the new norm in the world. According to several studies, the majority prefer a flexible way of working, even though more workplaces want their employees back physically in the office. (Doherty, 2023).

The transition to this remote work has led to the fact that the operations of the organizations and the employees' experiences of working have changed significantly. Remote work has seen many different advantages, such as increased productivity, flexibility, better work and private life balancing, and the motivation of some employees has also improved. Remote working, however, brings with it its own challenges, which are job satisfaction, the deterioration of the work culture, cooperation, and for some employees, motivation decreases. (Sfetcu, 2024).

Currently, an arrangement is generally used where the employee is at the office part-time and the other part at home. This arrangement has become very common, and organizations try to mix the implementation of these two working locations to be able to utilize the strengths of both. (Banhidi, 2024).

As a result of the shift to hybrid work, dealing with coworkers and team members now mostly takes place with a variety of virtual communication methods, such as video conferencing, and instant messaging. (Schwarzmüller et al., 2018, as cited in Bellis et al., 2024). In order to manage and lead hybrid and remote working successfully, it requires the use of technological infrastructure and tools. By investing in the right tools,

organizations can improve their productivity and make their remote workforce more efficient. (Grey, 2023).

Situations vary across workplaces. Some employees work mostly remotely, some spend more time in the office, while some combine both styles. However, recent surveys have shown that up to 90% of organizations are planning a hybrid work model, where all or at least some employees will work both on-site and remotely. (CCL, 2024). It is important to understand the variables at the individual and organizational level that can be used to promote employees' remote work (Bullini Orlandi et al., 2024). Doherty (2023) mentions that if hybrid working is not possible at the workplace, it is difficult for the organization to get good new talents, and their current employees leave with a lower threshold for other opportunities. Also, Sfetcu (2024) emphasizes that it is important for leaders to understand the preferences of their employees if they want to hold and attract talents. If this is ignored, it can lead to valuable employees switching to a competitor that offers better arrangements related to remote working.

2.3.1 Hybrid work characteristics

Effective communication is one of the most important characteristics of hybrid work. Success depends a lot on communication, because there lies a great risk. Errors in communication can cause weak information sharing, lack of knowledge, alienation of employees and obstacles to effective teamwork. (Buła et al., 2024).

Hybrid work can have potential negative effects on employees' communication, so it is important to make sure of the right kind of communication and create a remote work environment for employees where they can get the necessary support. This is reinforced by the fact that hybrid employees require high-quality communication in remote working conditions. (Mikkelson et al., 2024).

It is important that employees who work from home feel that they have the same opportunities and access to management and team interaction as those who work in the office (Buła et al., 2024).

Annanya & Hemakumar (2023) discuss that according to their research, collaboration has a significant difference when compared to a hybrid work model and a normal office model. Cooperation is higher in hybrid work. If the right communication style and tools are used in the organization, it improves hybrid work, because it is significantly more flexible than in the office model, without reducing efficiency.

Santillan et al., (2023) discuss that in their conducted research, it was noticed that in hybrid work, collaboration and the performance of tasks were in a significantly better state. However, challenges arose in terms of deadlines and deliverables.

It is therefore important to strive to promote collaboration and various activities that can strengthen the relationships between the team. These include, for example, brainstorming, virtual meetings and various project work to increase convergence. By positively promoting team dynamics, it is possible to reduce the number of conflicts and enhance the problem-solving ability among the team. (Management concepts, 2025).

Working remotely has many effects on commitment and motivation. Remote work can increase motivation through better control of the own work environment and better autonomy. Flexibility from remote work where employees have a better chance to influence their own work-free time balance, which can increase engagement and motivation. According to studies, it has been found that the greater autonomy at work, the better the employee's engagement and motivation are related to work. (Sfetcu, 2024). Jindain & Gilitwala (2024) states that in a study that they concluded employee engagement is better with a hybrid work model.

In hybrid work, improving the motivation of the organization's employees is also critical in terms of engagement. High motivation in hybrid work is achieved when individual and collective motivators are understood, relevance is provided, recognition is given, and clear goals are set. (Omolambe & Menon, 2024). Also, employees who feel valued by colleagues and managers are much more likely to be significantly more committed to the project which can be seen in engagement (Jindain & Gilitwala, 2024).

However, on the flip side, remote work can bring challenges to work motivation. In remote work, social interaction and support from colleagues are lost, which can lead to a decrease in motivation, a feeling of loneliness and weaken commitment. In remote work, the boundaries between personal and professional life weaken and thus can cause burnout and weaken work motivation. The motivation factors you get in the office, such as feedback and recognition, are also reduced when working remotely, which are critical for engagement. (Sfetcu, 2024).

Research has shown that remote working and job satisfaction have positive connections. According to the results, it has become clear that those who work remotely are generally more satisfied with their job than those who do not take advantage of remote work. This is generally since in remote work, autonomy and flexibility are at a better level, leading to better job satisfaction. (Sfetcu, 2024).

According to some studies, remote work also improves the productivity of employees. It is said that about two-thirds of remote workers experience better productivity due to better time management and a more comfortable work environment. For example, when the time spent commuting to the workplace is removed, it enables better use of time for the work tasks themselves, which can increase efficiency. Working from home can reduce disturbances that generally happen in the office, such as disturbances from colleagues or several meetings. At the home office, employees can adjust their working days to their peak productivity periods, which results in higher quality work results. However, in contrast, distractions can occur in a home office, such as family responsibilities, technical problems, and housework can reduce productivity. Also, tasks that require face-to-face collaboration or certain equipment cannot be performed remotely in the first place. (Sfetcu, 2024).

This is confirmed by a study conducted by Aprilina & Martdianty (2023), which states that hybrid work/working from home provides better starting points for work-life balance, making it easier for employees to focus on the task at hand. Employees also have better flexibility in starting, ending and organizing their own workload. Through these factors, job satisfaction and productivity increase.

However, the conflicting results obtained from many different studies show that remote working is not the right solution. This is influenced by personal circumstances, organizational support and job characteristics. (Sfetcu, 2024).
This can be influenced, for example, by the preferences of different age groups. Next, we compare the expectations of different age groups for leadership and what they want from the modern workplace.

When managing hybrid teams, leaders face uncertainty in managing the atmosphere. Due to remote work, they only have limited visibility into processes and employees' workloads. The opportunities for bilateral discussions are much more limited and fewer. (Scharf & Weerda, 2022). Workplaces that utilize a hybrid work model, leaders must be fair, lead with empathy, enhance social learning, use different hybrid communication methods, and build strong networks. (EY, 2021).
The emphasis in hybrid or remote work should be on maintaining human relationships and people-centered leadership. It is proposed to focus on empathic checks, maintaining and building cohesion, and creating an environment that promotes trust. (McLinden & McLaughlin, 2023). Leading in a hybrid environment must therefore focus on understanding the pain points of the employees (Doherty, 2023). The constantly evolving values and preferences of employees also require adaptive and personal leadership from managers (Banhidi, 2024).

Technology and its continuous development have promoted managing and organizing distributed teams. The rise of the global workforce and constant competitive pressures have even made virtual teams mandatory for some organizations. (Lepsinger & DeRosa, 2010) In order for us to be able to respond to such continuous changes, the systems, organizational structures and various processes have become more efficient, flexible and more adaptable. Many organizations have switched from "traditional" work to virtual teamwork. Virtual teams enable organizations to reach experts without having to worry about space and time barriers (Mehtab et al., 2017). Managing teams remotely is still leadership, and the general principles of leadership have not changed. The only thing

that has changed is that the employees perform their work in different places. (Eikenberry & Turmel, 2018).

Lepsinger & DeRosa (2010) discuss that the best virtual team leaders stood out from others with the following five things: the ability to create a collaborative work atmosphere, the ability to inspire team members, good interaction skills, the ability to communicate the right direction and goals to the team, and the ability to manage changes.

Almost all organizations work either completely or partially in the environment. Multinational organizations are dependent. Creating a virtual environment for an organization is not difficult with the help of software and modern infrastructure, but leadership itself is a challenge in this kind of environment. (Mehtab et al., 2017). Effective management, openness and trust are vital elements in hybrid and remote work. The organizational culture must aim for flexibility, continuous learning and autonomy. It is necessary to increase the amount of regular feedback, provide opportunities to develop one's own skills, and promote the balance of work and family life. These elements play a crucial role in employee well-being and commitment. (Grey, 2023).

in addition to leading remote team, managers must involve employees in making decisions that affect cohesion, communication and cooperation among the team. In leadership, the focus must therefore change from decision-making to managing employee relations. Leaders must focus on spending more personal time with their employees and ensure that cohesion improves. (Banhidi, 2024).

Hybrid working – a mix between office and remote working. This became inevitable in 2020 and now it has become the new norm in the world. According to several studies, the majority prefer a flexible way of working, even though more workplaces want their employees back physically in the office. (Doherty, 2023).

The transition to this remote work has led to the fact that the operations of the organizations and the employees' experiences of working have changed significantly. Remote work has seen many different advantages, such as increased productivity, flexibility, better work and private life balancing, and the motivation of some employees has also improved. Remote work, however, brings with it its own challenges, which are job

satisfaction, the decline of the work culture, cooperation, and for some employees, motivation can decrease. (Sfetcu, 2024).

2.3.2 Hybrid leadership advantages

After surviving the pandemic, several organizations have adopted a flexible way of working to stay in the work life. This hybrid work can significantly improve employee satisfaction and productivity. (Gratton, 2021). Mierzejewska et al., (2024) also say that remote work can have positive effects on the organization and its employees. With remote work, employee commitment, productivity, commitment and motivation are at a better level. However, the positive effects depend on the social interactions in the organization and the leadership style of the managers.

Although remote work brings problems, for example for organizations communication and creating a common atmosphere, it also has its own positive aspects.
According to research, remote workers work just as much, maybe even harder than their office-based colleagues. According to study, remote workers may be up to twice as likely to work more than 40-hour weeks, and in addition to this, remote workers are 20% more efficient when it comes to doing creative projects remotely. This is because a home office lacks distractions from colleagues, which results in achieving goals faster. A Chinese call center tested the theory and found that remote workers called 13% more customers than those working in the office. (Stewart, 2016).

2.3.3 Hybrid leadership challenges

There are many challenges associated with remote leadership. When employees do not see each other face to face, it can be difficult to create a work environment where respect and trust are at a good level. In addition to this, supervisors may not be able to participate in employees' informal discussions and interactions, which are used to build

relationships. (Laker, 2023). Remote work can bring many different challenges, most related to social isolation, increased stress and communication (Mierzejewska et al., 2024). When all employees work under the same roof, it is much easier to maintain and define a common work culture (Eikenberry & Turmel, 2018).

In a study on leadership in the United Kingdom, it was found that nearly 75 % of employees felt a lack of leadership during the pandemic. Issues such as motivation, problem-solving, team strengthening, emotional intelligence, and empathy were highlighted among leaders. As hybrid work becomes the new normal, it means that leaders can leave behind poor leadership practices and embrace the new better habits. It’s time to stop speculating and focus on the present. (EY, 2021).

In remote work, it's essential to recognize that each employee is unique, with their own communication and work styles. That’s why creating a work environment where every employee feels comfortable sharing their emotions, ideas, and feedback is important. This may need regular one-on-one feedback sessions to help maintain motivation. Additionally, providing employees with autonomy in their work is important. Regular video meetings can also be beneficial, helping everyone stay on the same page and making it easier to build better relationships. (Laker, 2023).

The hybrid work model can make it difficult to separate work and free time, which can lead to increased stress or even burnout. Because of this, it is important for organizations and leaders to prioritize work-life balance and emphasize employees' well-being by offering resources to support mental health, encouraging taking breaks and encouraging for more flexible schedules. (Jindain & Gilitwala, 2024).

Leaders must also create different nodes to enable better communication between team members and to encourage them to build a better network and make employees feel more empowered. This means that leaders must be ready to give up certain control and create new processes and behaviors for hybrid leadership. Some leaders generally find this a difficult change, some even impossible. However, this can be achieved by following a certain consistency, focus and effective communication. With this way, the team's opportunity for better commitment and productivity can be expanded. Leaders must create a virtual system that enables employee engagement, open communication, publicly

recognizing employee achievements, and giving more responsibility and autonomy to their work. The workplace team may be virtual, but the leadership must nevertheless be transparent and authentic. (Stewart, 2016). Leaders must be transparent in their approach to hybrid working so that all employees in the organization know the common goal (Doherty, 2023).

As organizations continue to struggle with the complexities of hybrid leadership and balancing remote work, a significant new contemporary complexity is also emerging, which is the participation of multiple generations in the workforce. These people of different ages bring several different and unique expectations, motivational factors and communication styles to the world of work. These can either be consistent or completely at odds with current management practices in a hybrid workplace. The needs and preferences of these age groups can affect many aspects at the organizational level, so it is critical to examine how the differences between generations affect leadership in hybrid work. By understanding generational preferences, managers can tailor their own approaches to be most effective and ensure that arrangements meet the changing expectations of employees and contribute to the organization's success.

2.4 Performing leadership in hybrid work environment with diverse generations

2.4.1 Generational differences in leadership expectations

It is important for organizations and leaders to be aware of generational preferences because in the 21st century, more generations are working together (Arsenault, 2004). Analyzing generations has become common in both academic and sociological fields today. It is important for organizations to understand different generations and their unique differences. (Mccrindle, 2024). The current multigenerational workforce in today's world presents unique opportunities as well as challenges. Leaders need to have

the right skills to navigate generational differences flexibly, empathetically, and support the commitment. (Perham-Lippman, 2024). Generalizing "one specific" leadership strategy and organizational planning does not necessarily increase motivation and employee satisfaction among so many different generations (Chao, 2005 as cited in Al Safi, 2019).

Throughout history, leaders have faced and had to overcome challenges that are part of the nature of leadership. When leaders have encountered an obstacle, they have relied on their advisors, past similar cases or their teams to determine the most suitable delivery method. Leaders rarely face challenges that no one else has found a solution to before. Usually there has always been a similar event in the past, but not anymore. Managers will face unique challenges, because for the first time in working life there will be four genders working. All these four generations bring their own different challenges with their generational and personal preferences. (Hobart & Sendek, 2014).

In this paragraph, the focus is more on the generations currently in working life, i.e. excluding Generation Alpha.
Table 1 shows different age groups and what they prefer in hybrid work environment. If you ask about the birth years of generations, you will certainly get a lot of different answers. However, the years are not far from each other and usually only differ by a year or couple. (Grubb, 2016). All four of these generations (excluding Generation Alpha) are currently more or less active in the workforce, and each group can be characterized as a separate whole shaped by different formative years. These age groups have been influenced by a variety of economic, political, technological and social factors in each generation. (Warner & Sandberg, 2010).

Table 1. Generational leadership preferences (Mccrindle, 2024).

Category	Baby Boomers	Generation X	Generation Y (Millenni-als)	Generation Z	Generation Alpha
Born in	Born ~1946-1964	Born ~1965-1979	Born ~1980-1994	Born ~1995-2009	Born ~2010-2024
Leadership style	Directing	Coordinating	Guiding	Empowering	Inspiring
Ideal leader	Thinker	Doer	Supporter	Collaborator	Co-creator
Learning style	Structured	Participative	Interactive	Multi-modal	Virtual

Cebollero (2022) states that generation X is currently leading in the workforce, but Millennials are quickly catching up. That's why it is important to continue preparing future leaders within the workplace. This can be achieved through openness and honesty, sharing experiences, and developing learned skills. As we move forward across generations and Generation Z increasingly enters the workforce, our expectations and leadership styles have had to change. Authoritative and command-based leadership is a thing of the past. This old style of leadership is fading, and a new era of leadership is taking its place.

In 2025, generation Y will be the largest share of the world's workforce, which will be about 75 percent (Hobart & Sendek, 2014).

When these four generations share a common office at the workplace, how should you lead to get all generations to work towards the company's goal evenly? Leaders and HR employees must be ready to lead these generations adaptively, because all generations have different ideas about career goals, work ethics, balancing work and leisure time, among many other topics. All generations bring their own goals, motivations, expectations and experiences to a shared office, so leaders must be ready to understand these differences to create a productive work environment. (Grubb, 2016).

There are currently several generations in the workforce. While motivators may differ across these generations, many similar desires unite them. Employees from all

generations want to work in an environment where they can trust and care about each other. Therefore, creating a team dynamic that serves everyone is critical. Because of this, a list of tactics has been put together to help leaders lead spirits across generations and overcome stereotypes. It includes the next 10 tactics: Learn from others, promote well-being at work, show respect and share values, be reliable, promotion of psychological safety, communicating about the change, breaking silos, doing the right things to retain talent, creating a learning culture and building coaching skills. (Deal & Worminton, 2024).

Many managers currently in the working world assume that managing many generations is challenging because of the ages of their generations and other differences. Although there are generational cultural differences, such as the acceptance of tattoos, the expectations of effective management are relatively similar for all people in working life. Managers at all levels benefit from understanding that regardless of the age of the manager or leader, effective leadership is effective leadership. (Deal et al., 2014).
Lowe et al., (2020) Says that leaders should not switch leadership styles between generational stereotypes but rather treat all generations as a diversity of individuals and a social identity. As Uhlmann et al., (2023) also say, the leader’s responsibility is not only to lead each employee individually and to listen and support, but it is also important to consider each age group's own needs.
It is therefore crucial to know how to solve the demands of different generations, so that the organization can get the cooperation ability it needs from its employees of all ages. Differences in attitudes between generations affect all workforce interactions and social interactions. (Salkowitz, 2008).

At the current situation the trend is towards employees being more self-centered and more independent, and not so much committed to the organization and moving more in their careers. The search for personal fulfillment is even more common among employees. Employers and managers who allow employees to fulfill their growth needs have a positive effect on engaging interest and maintain employees. You can accept these

current trends and get used to the new present day, which involves several organizational changes and employees focusing more on themselves, or you must know how to offer flexible enough working conditions, the right job offers and the right kind of leadership. While also trying to meet the needs of these several generations. (Lyons & Kuron, 2014).

As employees prefer their own promotion in their careers more than staying in their own organization, leaders must figure out how to adapt to changes related to employee loyalty (Grubb, 2016). The employee's age also has an impact on commitment to the workplace. Older employees are usually more committed than younger ones. A connection between resources and age was found. Older employees are more committed than younger employees due to greater resources and abilities, such as their own emotional life and the ability to maintain their own career identity. (Alam et al., 2023). In a study conducted by Gallagher (2021) there were also found differences, where it was shared that in the post-pandemic period, younger employees emphasized a flexible way of working more than older employees. Generation Z wanted twice as much flexibility in their work as the baby boomers.

Although it is important to know about the different expectations of the generations, it is nevertheless important to inquire not to stereotype too much based on the age of the employees. When managing individuals, it must be kept in mind that everyone has their own personal needs, which come from the individual's personal goals and life situation. Even though the difference between the generations can become obvious, it must be remembered that everyone is treated as an individual, and not only according to the assumptions brought by the generations, so that they can achieve their own personal best. (Grubb, 2016).

2.4.2 Baby boomers

Slepian et al., (2024) as cited in Keister & Deeb-Sossa, (2004) describe that this generation was born between 1946 and 1964. These birth years are the only ones of the generations that are kind of universally accepted (Grubb, 2016). Their upbringing took place

in the immediate post-war period, during which, for example, the U.S. economy was "booming" after World War II. At the same time, the Civil Rights Movement began as social consciousness was on the rise. Because of this, this generation is seen as a hard-working group of people who have strived to create a good life for themselves and their families. Baby Boomers are also more prosperous than previous generations. (Slepian et al., 2024, as cited in Keister & Deeb-Sossa, 2004)

The Baby Boomer generation generally works hard and is loyal to their employer. This generation is willing to collaborate with others and expects the same treatment in return. Baby Boomers accept more hierarchy and directives in leadership style. They also expect to receive guidance from their supervisors toward organizational goals. However, this generation is not highly skilled with technology, and they generally do not appreciate change. (Yu & Miller, 2005). This generation has also adopted a more authoritative leadership style, and they are able to focus on the demands of leaders and follow strict rules (Herrmann, 2024).

2.4.3 Generation X

Generation X includes people born between 1965 and 1980, although many resources vary in their year ranges. This generation is sometimes referred to as the "middle child" generation, as it follows the well-known Baby Boomers and precedes the Millennials. Generation X grew up during a time of increasing single-parent households, children of divorce, and dual-income families compared to the previous generation. Many of them returned to empty homes after school as their parents were still working. They were also the first to grow up with private computers, making them tech-savvy, and they experienced the widespread availability of cable television. (Mckenna, 2024).

Generation X values more personal satisfaction over hard work. They are usually more loyal to their profession than to their employer. They continually seek to improve their skills. With a high value on autonomy, and flexibility in both work and personal life, they

want less direct leadership. This generation is excited about updating their knowledge, given their strong technical abilities, developed as they grew up surrounded by massive information amounts and quickly changing technology. (Yu & Miller, 2005, as cited Keaveney, 1997). This generation is looking for more equality and balance in working life. As employees, they look for flexibility, enjoy independence and are a little skeptical. (Herrmann, 2024). They are also seeking money and autonomy (Grubb, 2016).

2.4.4 Generation Y (Millennials)

This generation is also referred to as Millennials, and they were born between 1981 and 1996, although the years can vary by a year or two. This generation remembers significant events, such as various terrorist attacks. They are also the first generation to have access to smartphones and computers starting from a young age. That's why they were early consumers of streaming services and social media. Many individuals from this generation have started successful social media applications, Mark Zuckerberg being perhaps the most well-known. However, many individuals of this generation entered the workforce during one of the worst economic times. Millennials faced very high unemployment rates, and those who found jobs were either in positions not equivalent to their degrees or significantly underemployed. (Zelazko, 2024).

Millennials are currently the largest generation in the workforce, emphasizing new values and expectations that do not go good with traditional leadership styles. This generation challenges old leadership approaches, demanding greater relationship-building, communication, and empowerment in the workplace. (Post, 2024). Millennials have an opportunity to make independent decisions, focusing more on personal freedom than job content. They also value continuous interaction with their leaders, with many of them expecting feedback as often as weekly. While teamwork is particularly important to them, millennials don't necessarily aim to work with friends. (Bersman, 2014). Millennials want personal guidance and connection from their leaders. This generation likes to challenge the current situation and is constantly looking for improvements. (Herrmann,

2024). Grubb (2016) discusses that along with this, millennials want recognition more often in a team environment.

2.4.5 Generation Z

Gen Z is now the second-youngest generation. Only Generation Alpha is the younger generation, who have not yet entered the workforce. Every generation as well as Gen Z's behavior has been influenced by the conditions in which they grew up. This generation has grown up during pandemic restrictions, climate concerns, and an uncertain economy. The earliest group of Generation Z were born when the internet became a part of everyday life. This generation also covers a wide period: the older individuals have been in the workforce for a while and own their own homes, while the younger ones are just stepping into adulthood. It is estimated that by 2025, up to a quarter of the population in the Asia-Pacific are Generation Z. (Mckinsey, 2024).

This generation wants a workplace where they are not just part of mass but can make a significant contribution. Generation Z values flexible working hours, a fun work environment, and paid time off work. Unlike the millennials, generation z is not looking for rapid career advancement, instead, they aim to gain value more quickly. (Turner, 2015, as cited in Gabrielova & Buchko, 2021). This generation appreciates softer leadership methods, where leaders offer a collaborative work environment to their employees. (Herrmann, 2024).

2.4.6 Generational expectations when working in hybrid work environment

Research has shown that leadership expectations differ across generations, and these differences influence how employees engage with leaders in hybrid environments. Baby Boomers, for example, often favor more hierarchical leadership with clear authority. Generation X, while appreciating structure, places a higher value on autonomy and

independence in their work (Cebollero, 2022; Herrmann, 2024). Millennials emphasize collaboration, frequent feedback, and a supportive leadership style that promote development. Generation Z seeks more flexibility, meaningful work, and leaders who offer guidance and support while embracing technology (Cebollero, 2022; Herrmann, 2024).

In hybrid work, these generational expectations become even more clear. As employees part their time between working remotely and in the office, leaders must balance structure and flexibility, using technology to maintain team cohesion and engagement. Research states that hybrid work brings unique challenges for leaders, including maintaining employee commitment, building trust, and ensuring equal treatment, no matter where employees are working (Doherty, 2023; Schwarzmüller et al., 2018).

Studies suggest that effective hybrid leadership requires a deep understanding of how different generations interact with technology and how they expect leadership to adapt in virtual settings. It is well recognized that Millennials and Generation Z are more comfortable with technology and digital communication, which influences how they feel virtual leadership (Lepsinger & DeRosa, 2010; EY, 2021). This means that the leadership strategies that work for Baby Boomers and Generation X may not be as effective for younger generations in hybrid environments.

While the literature on leadership in hybrid work environments is growing fast, significant gaps remain in generational leadership styles in hybrid work. Although different generational leadership expectations have been explored in traditional office settings, there is limited research on how these expectations shift in hybrid work environments (Ebojoh & Högberg, 2024). As organizations continue to accept hybrid work models, it is important to understand how these generational preferences change when work is done across both settings.

There are not enough studies on how different generations experience virtual leadership. Hybrid work is strongly associated with the use of various digital tools, but it is still unclear how all generations want to be managed in a hybrid work environment. While

Millennials and Generation Z prefer a more informal and repetitive style of communication digitally, older generations may prefer more formal, scheduled communications. Understanding these things is important to be sure that leaders can effectively motivate their teams regardless of their generation.

There is a need for more research on how hybrid leadership can promote cohesion and trust among a multi-generational workforce. Studies emphasize the importance of emotional intelligence, empathy, and flexibility in hybrid leadership (Lepsinger & DeRosa, 2010; EY, 2021), However, further research is required to determine how various generation's view and value these attributes in a hybrid work environment.

Each generation has their own preferences for leadership and working styles in a hybrid work environment. (Mccrindle, 2024; Lyons & Kuron, 2014). The literature states that while some employees are more into flexible schedules and digital communication, others prefer clear routines and scheduled interactions. (Grubb, 2016; Herrmann, 2024).

Baby boomers and Generation X are loyal and hardworking employees to their employers (Yu & Miller, 2005). Baby boomers support extensive communication, share responsibilities, and value others' autonomy (Arsenault, 2004). They are able to adapt to digital communication but still value direct and clear face-to-face interaction and traditional leadership styles (Grubb, 2016; Singh, 2014).

Older generations typically value defined processes and clear goals more, while the younger Generation X wants more balance between family and work life (Mckenna, 2024). Bertsch et al., (2022) states that Generation X favored participative leadership significantly more than Baby Boomers. In leadership style, baby boomers accept more the authority line. They also want their leaders to guide them closer to the organization's goals. The literature has concluded that baby boomers and Generation X need different leadership styles if they want to be productive in today's work environment. (Yu & Miller, 2005).

Younger generations, like Millennials and Generation Z, generally prefer regular feedback, digital workplace communities, and meaningful work. (Post, 2024; Turner, 2015, as cited Gabrielova & Buchko, 2021). Millennials value frequent open conversations with their leaders and independent decision-making. (Grubb, 2016; Myers & Sadaghiani, 2010). Generation Z, who grew up with many different digital tools, value more real-time feedback and more participative leadership that includes a supportive work environment and brings community more together (Herrmann, 2024; Brachle & McElravy, 2023). They want to hear praise from their leader in front of others so they can feel important (Bertsch et al., 2022). This generation not only values receiving feedback but also receiving appreciation and recognition as individuals (Baker Rosa & Hastings, 2018). However, these younger workers may feel alienated from their teams if managers fail to maintain employee cohesion in a hybrid work environment where employees are both in the office and remote (Lepsinger & DeRosa, 2010). Many Millennials have entered jobs that already include virtual and remote work. It is unclear whether Millennials are effective in this space. (Myers & Sadaghiani, 2010).

Several studies highlight the important role of understanding these preferences, which can help leaders tailor their leadership style to maximize employee satisfaction and engagement in hybrid work (Gratton, 2021; EY, 2021). Effective hybrid leadership requires ensuring that feedback, communication styles, and workload organization are aligned with the values of different generations (Banhidi, 2024; Doherty, 2023).

In addition to this information, there are considerable gaps in awareness. It is not fully understood how generational expectations differ from leadership in a hybrid work environment. Insight into whether different generations experience virtual leadership in different ways and how they wish it to happen is missing. In addition to this, further clarification is needed regarding which leadership styles improve the efficiency and commitment of different generations in a hybrid work environment. A key area of research is understanding how organizations should change their management practices to meet the needs of different generations in a hybrid work environment. Getting answers to

these questions is crucial in order to be able to improve leadership practices, improve employee engagement and overall job satisfaction.

Understanding the leadership expectations of different generations in a hybrid work environment is essential in order to optimize leadership practices and improve employee performance and job satisfaction. Uniform management is not necessarily the most effective management style in a hybrid work environment, where the preferences and expectations of many different generations intersect. Leaders who understand the differences between different generations and are able to adapt accordingly are better able to increase communication, trust and create a better work environment for a multi-generational work community.

Due to the increasing prevalence of hybrid work, fixing these problems plays a major role in maintaining cooperation, productivity and innovation in the hybrid workplace. With hybrid work being the new norm, it is crucial that organizations know how to develop their own management strategies that correspond to the current multi-generational working community. When you understand how management can be modified to meet the expectations of different generations, it not only improves employee satisfaction, but also improves the organization's competitiveness in this digital world.

2.5 The theoretical framework of the study

This research aims to gain a deeper understanding of what expectations about leadership different generations have in a hybrid work environment. The research focuses on examining key dimensions: Which leadership practices are considered important by different age groups in a hybrid work setting. The key challenges and opportunities hybrid work presents to leadership, as seen from the perspective of different generations. And lastly the expectations different generations have in leadership.

The figure below (Figure 2.) presents the theoretical framework of the work. It presents the main features of the work on the expectations of different age groups about leadership in a hybrid work environment including the hypotheses.

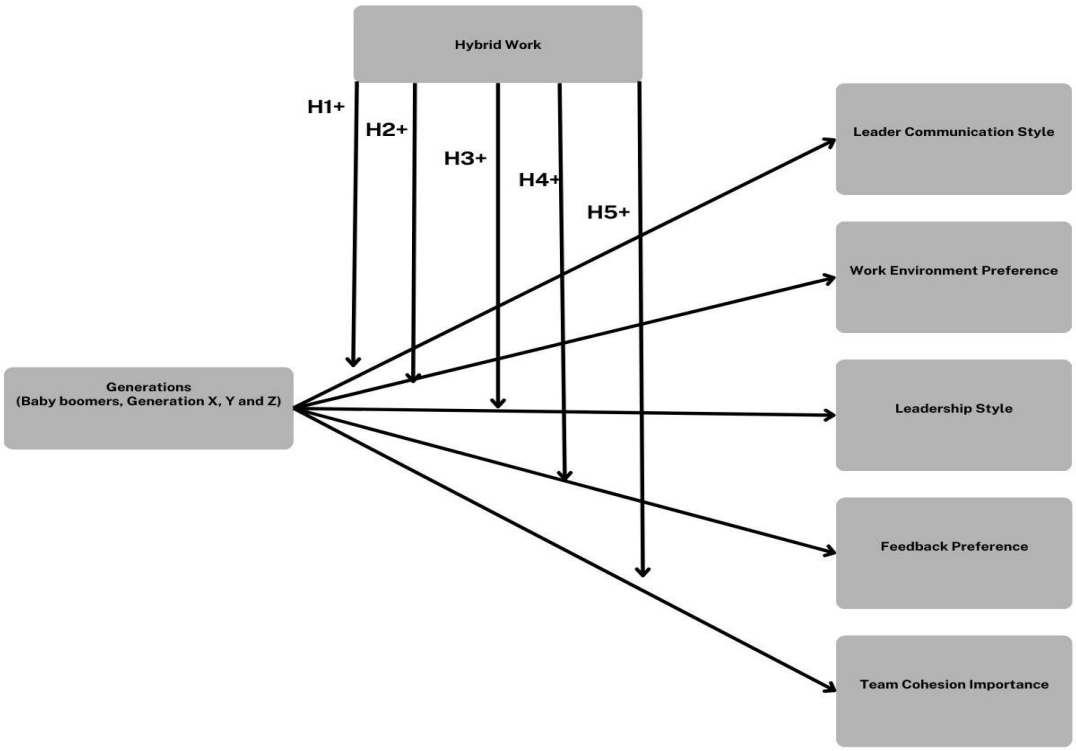

Figure 2. Theoretical framework.

Based on the theoretical background and as illustrated in Figure 2, the following hypotheses emerge:

H1: Between generations there are differences in their preferences for communication in hybrid work environments.

H1a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer more structured and formal leadership communication.

H1b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more frequent, informal, and digital communication from leaders.

H2: Between generations there are differences in their preferences for flexibility and structure in the work environment.

H2a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer clearer structure and boundaries.

H2b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer greater autonomy and flexibility.

H3: Between generations there are differences in their preferred leadership styles in hybrid work environments.

H3a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer more transactional leadership styles.

H3b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more transformational and collaborative leadership styles.

H4: Between generations there are differences in their preferences for feedback frequency and formality in hybrid work environments.

H4a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer less frequent and more formal feedback.

H4b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more frequent, informal, and real-time feedback.

H5: Between generations there are differences in their perceptions of leader-driven team cohesion in hybrid work environments.

H5a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer more leader-driven, in-person cohesion activities more than virtual ones.

H5b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more virtual cohesion strategies and value peer-based cohesion.

In order to draw meaningful conclusions, the following variables according to the survey structure are examined:

Leadership communication: Clarity and effectiveness of communication between managers and employees as measured in a hybrid work environment.

Participative leadership: The extent to which leaders involve employees in decision-making processes.

Generational expectations: Different generations' preferences and expectations for leadership in hybrid work.

Feedback frequency: The type of feedback employees expects from their managers in a hybrid work environment, such as scheduled vs. continuous feedback.

Team cohesion: The scope to which employees expect their leaders to promote a sense of community and team cohesion in hybrid work environments.

The hypotheses are further tested in empirical study.

3 Methodology

This chapter examines methodological issues related to this study. First, the approach and philosophy of this research will be examined, then the company involved in the research will be discussed. Thirdly, the data collection and analysis of the study is examined, after which the quality of the data is assessed.

3.1 Research approach

The purpose of research is to try to find answers to problems that have not yet been solved using scientific methods, and to understand phenomena scientifically as well (Bairagi & Munot, 2019). Research has a certain characteristic; it uses different scientific methods to help produce results and evidence-based findings. (Byrne, 2017). A clear and comprehensive research question tells what is being researched in your work and what is the purpose of the research (Saunders, 2023). In order to expand the vision and knowledge a literature review was conducted to evaluate already existing knowledge and research without gaps. Understanding the previously studied context allows this work to enhance insights that build on previous work which is an important part. It is crucial to know the results and knowledge of other publishers in the chosen field (Bairagi & Munot, 2019).

Research designs are usually called "qualitative", "quantitative" or "mixed" methods. These indicate whether the research data has been collected from numerical data, non-numerical data (images, words, recordings) or a combination of these. In this study, the research design has been quantitative method, because this study aims to find similarities and differences in the leadership expectations of different age groups in a hybrid work environment using a structured data collection method. (Saunders, 2023).
Byrne (2017) discusses that one of the general characteristics of quantitative research is that data is collected in order to test different hypotheses. In this research, data is collected in a structured way, and the answers are converted into numbers so that the data

can be analyzed statistically. The aim of this study is to identify patterns and trends that indicate generational differences and similarities in leadership expectations in hybrid workplaces. For example, younger generations may prefer more informal feedback and coaching leadership, while older generations may prefer a more structured and directive leadership style. Through this approach, the study aims to provide a comparative perspective of what different generations wish for without subjective interpretations. As hybrid work changes leadership and its dynamics, the attitudes of different generations towards leadership have remained unexplored in this context. Because of this, a quantitative research method is suitable for identifying trends and patterns.

In this study, choosing a quantitative method is crucial, because it enables a systematic analysis of the differences and similarities between generations in terms of leadership expectations. When a larger sample is used in research data, it is possible to ensure wider generalizability than in qualitative methods, which focus more on deeper analysis.

The research follows the "research onion" framework which consists of 6 series or ovals (see figure 3). Inside each oval is a topic or example illustrating the theory. This model ensures a systematic approach in research planning, which includes philosophical expectations, research approach, different strategies, data collection techniques and time horizons. (Saunders, 2023).

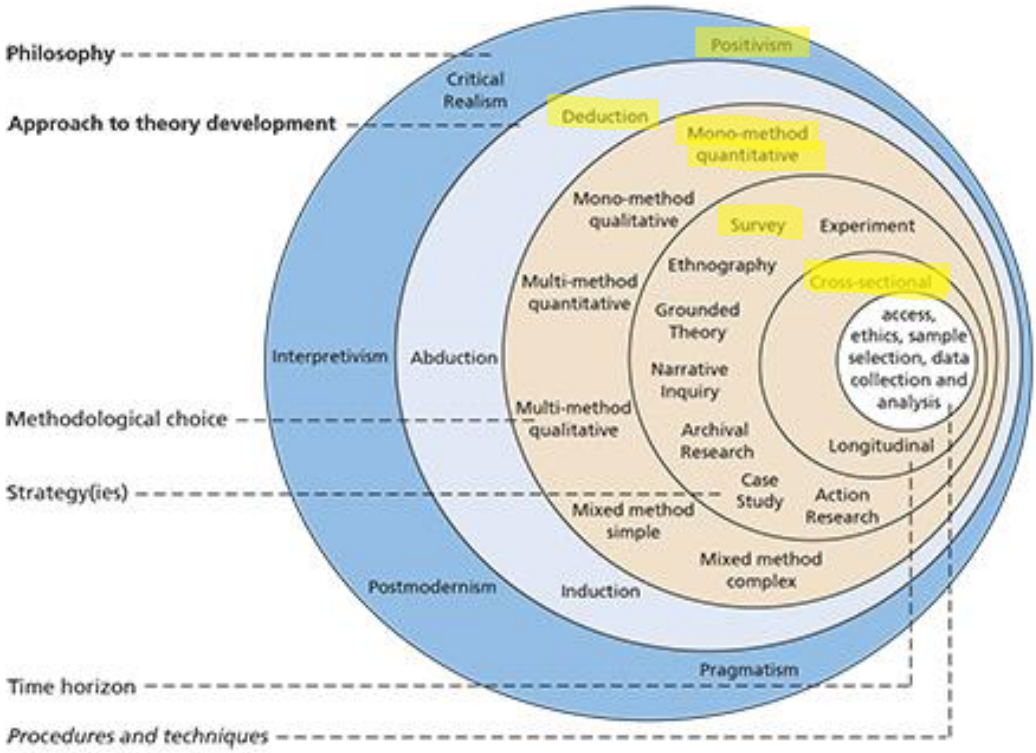

Figure 3. Research onion (Saunders, 2023) and methodology choices made in this study.

The first outer shell of research onion (see. Figure 3) is Philosophical Assumptions. Saunders (2023) discuss that when a large number of people are asked the same questions in quantitative research, it is generally associated with positivism. In this study, positivism is the philosophical basis. Positivism is characterized by the notion that information is gathered from observable, empirical evidence and not from subjective interpretation. (Sachdeva, 2008). Since this study collects data with a large sample using a structured online survey, positivism is the right approach. Positivism makes it possible to generalize observations to a larger population, which is why it is a suitable philosophical position for answering this research question. However, there is not only this one specific best management philosophy. Each of these philosophies presents a valuable and unique opportunity for the organizational world and can provide different insights in different settings. (Saunders, 2023).

The next shell is regarding different approaches to developing theories. According to Saunders (2023) when data is collected and analyzed to test theories in quantitative research, it is generally associated with a deductive approach. Another option is an inductive approach, which uses the results to develop different theories. In the study, for example, quantitative results can be examined in order to create hypotheses to be tested through past studies. Since this research is based on already present theories related to leadership and the different expectations of generations, this study follows a deductive structure and examines the validity of the theories in a hybrid work environment. Saunders et al., (2015) discuss that an important feature of Deduction is that the concepts are operationalized so that they can be measured quantitatively. A deductive approach is most appropriate in this study because the aim of the study is not to build a new theory but to test the theoretical assumptions of previous studies. The deductive approach enables empirical testing of hypotheses with quantitative research. This method allows us to determine whether theoretical relationships hold in a hybrid work environment and to draw reliable conclusions.

Next is different methodological choices. Quantitative studies usually analyze the ratios of different variables collected as a standard. These variables are measured numerically and finally examined using various graphical techniques and statistics. Quantitative selections usually use different probability sampling calculations in order to find different generalizations from the results and be sure of them. This study follows a mono-method quantitative strategy. With the help of quantitative research, data is collected with standardized measures that enable statistical comparison and the identification of trends. The purpose of this study is to analyze the expectations of different generations regarding leadership in a hybrid working life, so the survey is the primary data collection method, through which comparable and measurable results can be obtained. The online survey enables a versatile and wide sample, which improves the reliability of the results and conclusions. (Saunders, 2023).

The next section is the different research strategies related to the studies. Saunders (2023) states that quantitative research is usually conducted using experimental or survey-based research strategies. This study uses a survey strategy to help with the research objective of looking at the leadership expectations of different age groups in hybrid work. The survey enables the collection of standardized data from a larger sample, which can be used to analyze relationships and patterns between generations. The key advantage of using a research strategy is its ability to answer the "what" question, which is central to a descriptive research plan. This study aims to answer, "What are the leadership expectations of different age groups in a hybrid work environment?" This questioning approach is often combined with a deductive research method, where the aim is to test existing theories against empirically collected data. One of the most important measurement areas of applied research is survey research. All measurement methods are included in the broad area of survey research, and this includes getting answers from respondents to questions. (Sachdeva, 2008).
This study focuses on respondents self-administered online survey because it is efficient, scalable, and easy to use for employees working in a hybrid work environment.

Next up is the time horizon. This section depends a lot on the research question as well as the time constraint in the research. Very often, for example, academic courses have time constraints, which is why big parts of research's are cross-sectional. A cross-section examines a selected phenomenon over a certain period of time. In this way, for example, a survey strategy can be used, in which case the occurrence of the condition is described using quantitative design. (Saunders, 2023).
This study uses a cross-sectional approach as it aims to obtain employees' current expectations of leadership in a hybrid work environment. A longitudinal study could also offer good insights into research in a constantly evolving hybrid work environment, but in this case, a cross-sectional study is the most practical option due to the schedule and scope but also because the changes over time are probably not that significant. The cross-section framework makes it possible to obtain a situational analysis of the current expectations of different generations in relation to leadership.

The last section is about research techniques and procedures. While this research relies on a survey strategy, the survey must be easy to read, attractive and easy to fill out. It must be made sure to ensure that the questionnaire is piloted before it is distributed, as this can be used to assess the functionality of the questionnaire as well as the reliability and validity of the questions. (Saunders, 2023). The survey is distributed on an online platform because it enables better reachability, accessibility for hybrid employees and cost efficiency.

By ensuring accurate and structured data collection, this research aims to provide reliable additional information on how different generations want to be managed in a hybrid work environment. The methodological choices explained above support the research and its goals of presenting more data for the field of hybrid management.

3.2 Data collection

In this study, data collection is carried out using an online survey. The survey is aimed at employees of the organization where there are a wide variety of different age groups. This data collection method was chosen because it helps to find a way to collect standardized data, which can be analyzed statistically and tested for hypotheses. (Saunders, 2023). The online survey was designed after an extensive theoretical and empirical review of leadership expectations in hybrid work environments. The survey was built around five key categories that feature prominently in the literature: leadership communication, inclusion and decision-making, trust and relationship building, opportunities and challenges of hybrid work, feedback, and leadership style. Most of the questions related to these were asked using a Likert scale. To enable the best possible analysis, a few multiple-choice questions have also been included in the survey. The planning of the survey and the carefully chosen questions ensure that the expectations, preferences and experiences of different age groups regarding leadership can be systematically captured.

The survey mostly consists of closed questions, using a Likert scale and multiple-choice questions. The Likert scale used in the survey uses five response options. These range from 1 (strongly disagree/not at all important) to 5 (strongly agree/very important). This response scale is used to achieve simplicity for respondents and sufficient variation for analysis. This five-point Likert scale is a well-known method in research, which can be used to reduce respondent confusion while still providing sufficient response differences between perceptions and values. (Joshi et al., 2015).

This survey structure enables a quantitative comparison between different generations. It is important to select a structured survey that permits analysis and guarantees consistent data collection from a large sample. (Williams et al., 2022). To improve the validity and reliability of the research data, the survey was tested before sending it to the employees. This test plays a significant role in ensuring that survey respondents understand the questions in the same way, thereby minimizing misunderstandings. In addition to this, testing the survey ensures that the data is stored without problems and that it is built efficiently for data collection. (Saunders et al., 2007).

The data was collected from employees of a real estate company operating in Finland. The organization employs approximately 250 professionals. The survey was carried out in Finnish as the company operates exclusively in Finland so that all respondents could answer the survey in their own nature language and thereby also reduce the amount of misinterpretation.

This research seeks to understand how different generations experience leadership in a hybrid work environment within the context of this organization. More specifically, practices and characteristics of leadership: The study examines which different leadership qualities are valued by different generations in hybrid work. It examines how expectations related to leadership can vary according to generations and what is related to communication, trust and decision-making.

The research examines the most important opportunities and challenges that hybrid work poses to leaders from the perspective of different generations. This means

exploring how leaders can effectively manage hybrid employees of different ages to ensure productivity and engagement.

The research also examines the leadership expectations of different generations and how these expectations affect employee motivation, commitment and efficiency in a hybrid work environment.

3.3 Data analysis

The data obtained from the study is analyzed using statistical methods, which enable the testing of different hypotheses and the identification of results that occur in different age groups. Descriptive statistics help to give a better overview of the preferences and expectations of different age groups in relation to leadership, while inferential statistics reveal significant differences between generations. Correlation and regression analyze are used to evaluate the relationships between leadership expectations between different generations.

Quantitative analysis enables identification of differences and trends in leadership expectations. This provides a variety of generalizable conclusions that greatly influence existing knowledge. The results of the study were analyzed using statistical methods, which allowed testing of different hypotheses, as well as identifying differences between different age groups. First, descriptive results are presented in the results, so that the reader can get an overview of the material and can illustrate the general trends of the results. The main analysis was performed by the tests themselves, and hypothesis testing was performed using t-tests and ANOVA using the SPSS application.

The independent samples t-test was used to compare means between two independent groups, which were younger (18-39 years old) and older (40-55+ years old) respondents. The t-test is based on the assumption that the dependent variable is continuous, the groups are independent, and the variances are approximately the same. The t-test is generally considered a robust analysis method when the sample size is large enough, in

this study N=100. The t-test is a commonly used method to determine whether the differences between the means of different groups are statistically significant or whether they are due to random variation. (Tilastokeskus, 2025).

Two-way ANOVA was used to determine whether there was a relationship between age group and the amount of hybrid work intensity in the differences in responses. The analysis was comparative, and the aim of the study was to identify statistically significant age group differences. In SPSS, the analysis was carried out using the type 3 sum of squares method, which allowed the main effect to be determined. (Laerd Statistics, 2025). Due to the sample size (N=100) and design of the study, t-test and ANOVA were considered appropriate analysis methods for testing hypotheses. The assumption of normality was not tested separately, as both analysis methods are known to be tolerant of small deviations. (Heikkilä, 2014.)

The use of t-test and ANOVA is supported by the fact that the sample size in this case is large enough and the distribution is approximately normal. Norman (2010) also states that parametric methods (t-test and ANOVA) are good for violations of the normal distribution and can be used for Likert scale data without introducing significant bias in the analysis of the results. Therefore, t-tests and ANOVA were considered good analysis methods in this study for exploratory and comparative analyses.

However, before ANOVA analyses were performed, the main assumptions of the tests were examined. The independence of the results was ensured by confirming that all respondents were only allowed to answer once. The assumptions of homogeneity were interpreted using Levene's test, which showed that the variances were sufficiently equal in the different groups ($p > 0.05$ for most variables, see Appendix 2).

The data were collected through an online survey, which was from 13 to 26 May 2025. The survey was distributed via employees' emails and shown on the intranet page. The survey was distributed to a total of 257 employees, of which 100 responded, giving a response rate of approximately 39%. The survey included closed-ended questions, mostly using Likert-type scales. This survey was designed to answer questions related to

perceptions and preferences regarding leadership style, communication, flexibility, feedback, and belonging in a hybrid work environment.

3.4 The assessment of the quality of the data

The reliability and validity of the research result depend on the objective method and design in order to have a repeatable and reliable research.
A clear line was followed in the construction of the questionnaire to measure the theory. Communication preference was distinguished between face-to-face communication and informal digital communication, which are based on previous definitions of leadership theories. Similarly, flexibility preference was distinguished between autonomous and structural importance, which is related to previous observations of generational differences. By linking each item on the questionnaire directly to a theoretical definition, measurement errors were minimized, meaning that something other than what was intended would be measured. This strengthens content validity, which means that all areas are examined, and construct validity, which ensures that the desired concept is measured. In addition, the operationalization of the variables was carefully checked. This ensured that all results obtained from the study were accurately related to supervisor expectations and generational preferences in terms of sustainable measurement methods in a hybrid work environment. (Taherdoost, 2016).
An important part is a proper analysis method and data collection method and through this a consistent interpretation of the results. If the research method is incorrect, the results of the research may be misleading, and the production of the research may thus be impossible. Understanding the principles of research methods is therefore essential. (Garg, 2016).

The validity and reliability of the research are key issues that ensure the applicability and correctness of the research. Reliability refers to the consistency of the results, which means that similar studies using the same measuring instruments produce similar results under similar conditions (Carmines & Zeller, 2011). Validity refers to how well the

research measures the intended measurement of the research (Kirk & Miller, 2011). Both factors are essential in guaranteeing the quality of research.

To guarantee the reliability of the research, the research used a standardized and consistent questionnaire structure, which can be used to reduce the possibility of interpretation errors by the respondents. Questions utilizing the Likert scale were used to measure the country's expectations and attitudes systematically, which enables quantitative analysis and ensures the consistency of the results. Williams et al. (2021) emphasize that a carefully prepared questionnaire minimizes random errors and thus increases the reliability of the study.

Before the actual distribution of the questionnaire, the questionnaire was piloted with the help of a small group of respondents, with the help of which possible ambiguities were found out and the understanding of the questions was improved. This helped to ensure that the survey is uniformly comprehensible and that it measures precisely the desired things, which also improves validity and reliability. (Saunders et al., 2007).

To minimize measurement errors in the survey, the survey was implemented using a digital platform, which made it possible to make sure that the questions were presented uniformly to all respondents. In addition to this, all respondents remained anonymous in the survey, which reduces the possibility of socially desirable answers and thus improves the honesty of the answers. The research method has been carefully designed to ensure the reliability, accuracy and validity of the material. The structured survey, the theoretical basis and the piloting of the survey help to collect high-quality research results, in which case it offers valid and reliable findings of the leadership expectations of different generations in a hybrid work environment.

4 Findings

This chapter reviews the results of the study. First, the characteristics of the respondents and the data collection for the analysis are reviewed. Next, the reliability of the measures is assessed using Cronbach's alpha. Finally, the results of statistical analyses, such as independent samples t-tests comparing cohorts of younger and older generations, are reported. These results are interpreted in relation to the hypotheses.

All questions were coded using the same method on a Likert scale of 1-5 (1= strongly disagree, 5= strongly agree). Missing values in the survey were insignificant in all questions, as they were less than 1% in each case, and therefore could be ignored in the analysis.

Based on the index analyses, only some of the entities were sufficiently reliable. Only team cohesion index (α=.73) and feedback index (α=.61) exceeded the acceptable limit. On the other hand, communication, flexibility and leadership style did not achieve sufficient reliability (α < .40), so the survey results are reported in the confirming or rejecting hypotheses section at the statement level, which increases the transparency of the analysis. Individual questions have been analyzed under the correct hypothesis, but no indexes have been formed from these.

4.1 Descriptive statistics

Table 2 shows that the largest age group was Gen X millennials (36%), followed by millennials X (32%), followed by Baby Boomers (29%) and Gen Z (3%). For the purposes of the analyses, the younger generation was classified as Gen Z and millennials (n = 35), while the older generation was classified as Gen X and Baby Boomers (n = 65). This distribution provides enough for both younger and older generations.

Table 2. Age of the respondents

Generational cohort	N	%	Group
Gen Z	3	3	Younger
Millennials	32	32	Younger
Total Younger	35	35	-
Gen X	36	36	Older
Baby Boomers	29	29	Older
Total Older	65	65	-
Total	100	100	-

Table 3 shows the number of days in the office for respondents by younger and older generations. The results show that the most common number of days in the office were two days a week. 37% of younger respondents reported working two days in the office, while almost half of older respondents (49%) reported working two days in the office. The results also show that the younger generation is more focused on being in the office (4 days or more ~31%), while the older generation (~26% four days or more)
Only a small proportion reported working one day or less in the office (younger generation ~6%, older generation ~8%).

Table 3. Distribution of hybrid workdays per week by age group

Office days/week	Younger N	Younger %	Older N	Older %	Total N	Total %
0 days (only remote work)	0	0.0	2	3.1	2	2.0
1 day	2	5.7	3	4.6	5	5.0
2 days	13	37.1	32	49.2	45	45.0
3 days	9	25.7	11	16.9	20	20.0
4 days or more	11	31.4	17	26.2	28	28.0
Total	35	100.0	65	100.0	100	100.0

Table 4 shows the results of the three communication questions (Q3.1, Q4.5 and Q10.3). Clear communication from the supervisor clearly received the highest score for both age groups, with averages in both being over 4.4, which indicates that clear communication

from the supervisor is considered very important in hybrid work. Leadership transparency (Q4.5) was rated the least important of these questions in terms of averages, which indicates more of the variations in views regarding its importance. The impact of communication on engagement (Q10.3) was also rated relatively high, with averages around 3.6.

Table 4. Results regarding leadership communication

Item	Younger mean 1–5 (SD)	Older mean 1–5 (SD)
Q3.1: Clear communication	4.59 (0.70)	4.42 (0.70)
Q4.5: Transparency	3.32 (0.91)	3.48 (0.92)
Q10.3: Comm. affects engagement	3.56 (0.75)	3.60 (1.12)

Table 5 shows that both age groups consider flexibility in hybrid work important, but younger workers consistently scored higher than older workers. A clear difference was seen in question 3.3, where younger workers unanimously value flexible working hours (Younger 4.74 and older 4.18).

To ensure that all the questions were scored in the same direction, questions 4.3 and 3.6 were reverse coded. Meaning that a higher answer now means less need for routines and a lower answer means more need for routines.

Question 4.3 asked about the need for routines, where younger workers felt they needed more routines than older workers (Younger 2.57 and older 2.94). But in question 3.6, which also used reverse coding, younger respondents believe that leaders should monitor employees' performance less (younger 3.56 and older 3.11).

Table 5. Results regarding flexibility

Item	Younger M 1–5 (SD)	Older M 1–5 (SD)
Q3.3: Flexibility in scheduling	4.74 (0.51)	4.18 (0.98)
Q4.3: (rev) Need for routines	2.57 (0.98)	2.94 (1.09)
Q3.6: (rev) Remote performance monitoring	3.56 (1.01)	3.11 (0.96)

Table 6 shows the results of the two questions and question 3.6 which were shown in the previous table. The younger age group does not consider participative leadership as important (M=3.94, standard deviation 0.92) as the older age group (M=4.06, standard deviation 0.72).

Table 6. Results regarding leadership style

Item	Younger mean 1–5 (SD)	Older mean 1–5 (SD)
Q3.2: Participative leadership	3.94 (0.92)	4.06 (0.72)
Q10.2: more committed when supervisor treats employees equally	4.18 (0.76)	4.14 (0.86)
Q3.6: (rev): Remote performance monitoring	3.56 (1.01)	3.11 (0.96)

Table 7 shows question 6, which asked respondents to choose the leadership style they considered most important in hybrid work. The options were collaborative and supportive (coaching), autonomy-emphasizing (low supervision), and finally direct and based on clear procedures (supervision and guidance). More than half of the younger respondents, 57% (n=20), chose a collaborative and supportive leadership style, 34% (n=12) an autonomy-emphasizing style, and the least, 9% (n=3), a direct and directive style. Of the older respondents, 66% (n=43) chose a collaborative and supportive leadership style, 22% (n=14) an autonomy-emphasizing style, and 12% (n=8) a direct and directive style. The most preferred option for both age groups was a collaborative and supportive leadership style. However, younger respondents placed slightly more emphasis on leadership that emphasizes autonomy, while older respondents slightly more often chose direct and directive leadership.

Table 7. Desired leadership style

Leadership style	Younger %(N)	Older %(N)
Collaborative and supportive (coaching)	57% (20)	66%(43)
Autonomy-emphasizing (low supervision)	34% (12)	22%(14)
Direct and clear (supervision, instructions)	9%(3)	12%(8)

Table 8 shows results of feedback-related questions. The younger age group gave slightly higher ratings to three questions. The answers focused most on receiving regular feedback (3.4), receiving regular feedback (Q4.7) and that regular feedback increases commitment (Q4.10). The older age group responded that they prefer more informal feedback (Q4.6) and need more feedback in hybrid work (Q4.9).

Table 8. Results regarding feedback

Item	Younger mean 1–5 (SD)	Older mean 1–5 (SD)
Q3.4: regular feedback in hybrid work.	4.06 (0.81)	3.76 (0.93)
Q4.6: Prefer informal feedback rather than formal discussions.	4.18 (0.67)	4.32 (0.79)
Q4.7: I prefer to get feedback in hybrid settings regularly	3.65 (1.18)	3.61 (0.97)
Q4.9: I need more feedback in hybrid settings	2.12 (0.84)	2.28 (0.78)
Q4.10: Frequent feedback boosts engagement	3.09 (1.11)	2.82 (0.93)

Table 9 shows question 7 asked respondents about their preferred way of receiving feedback from their supervisor in hybrid work. The options for this question were informal and spontaneous during work, regularly scheduled one-on-one discussions, and when needed or requested. Of the younger respondents, 77% (n=27) chose the first, i.e. spontaneous feedback during work, 11% (n=4) regular 1–2–1 discussions, and 11% (n=4) feedback when needed or requested. Of the older respondents, 83% (n=54) chose spontaneous feedback during work, 15% (n=10) regular 1–2–1 discussions, and 2% (n=1) feedback when needed or requested. Spontaneous feedback during work clearly received the most responses from both age groups. Older respondents placed slightly more emphasis on regular 1–2–1 conversations.

Table 9. Desired feedback style

Feedback style	Younger %	Older %
Free-form and spontaneous during work	77% (27)	83%(54)
In regularly scheduled 1–2–1 discussions	11% (4)	15%(10)
When necessary or requested	11%(4)	2%(1)

Table 10 presents the results of the team cohesion questions. The responses reveal very similar views in both age groups. The older age group considered the role of the supervisor to be slightly more important in maintaining team spirit than the younger age group (Q3.5) and in the implementation of virtual meetings (Q4.8). The older age group also feels that it is better for a supervisor to focus more on results than on physical presence (Q10.4). The younger age group considered it slightly more important that they feel more committed when the supervisor fosters community in hybrid work (Q10.1).

Table 10. Results regarding team cohesion

Item	Younger mean 1–5 (SD)	Older mean 1–5 (SD)
Q3.5: Supervisor's role in maintaining team spirit	3.94 (0.92)	3.98 (0.92)
Q4.8: Regular virtual meetings are necessary	3.50 (1.13)	3.56 (1.02)
Q10.1: Engage when leader fosters community	3.91 (0.93)	3.77 (0.94)
Q10.4 More important for a supervisor to focus on results than on physical presence.	3.76 (1.21)	3.88 (1.08)

4.2 Testing hypotheses

This chapter tests the validity of hypotheses (H1-H5). The chapter tests whether the results support the expected generational differences in communication, flexibility, leadership style, and team cohesion. T-tests were used to compare means between younger and older respondents. In addition, ANOVA was used to analyze the questions to find differences between age groups and hybrid intensity combinations. The analyses are comparative and exploratory, attempting to find patterns and statistically significant

differences. The results emphasize statistically significant findings ($p < .05$) and nearly significant results ($p < .10$) are considered more indicative.

H1 communication

Hypothesis 1: Between generations there are differences in their preferences for communication in hybrid work environments.

H1a: In hybrid work environments, older generations (Baby Boomers and Gen X) are expected to prefer more structured and formal leadership communication.

H1b: In hybrid work environments, younger generations (Millennials and Gen Z) are expected to prefer more frequent, informal, and digital communication from leaders.

Table 11 shows questions regarding communication. In question Q3.1, which asked about the importance of clear communication from a supervisor in hybrid work, both younger (M=4.57) and older (M=4.43) respondents considered clear communication to be very important. The differences were not statistically significant (t=.95, p=.34, d=.200 small effect size; ANOVA age p=.31), and the amount of hybrid work or the interaction between the two did not affect the result. The hypothesis was not supported.

In question 4.5, which asked whether transparency in leadership is more important in hybrid work than in office work, younger (M=3.31) and older (M=3.49) respondents rated the importance of transparency quite similarly. The differences were not statistically significant (t=–0.93, p=.35, d= -.193)

Age difference (ANOVA age p=.026, partial η^2 =.050 small effect size) was at significant level which suggests that older and younger employees feel differently about leadership transparency in hybrid work.

Question 10.3 which asked about the impact of the supervisor's communication style on commitment, and both age groups rated this as important (younger M=3.54, older M=3.61). However, no statistically significant differences were found (t=–0.35, p=.55, d= -.066; ANOVA age p=.59, hybrid p=.45, interaction p=.34).

Based on these results, hypothesis 1 was not supported. No significant differences were found between younger and older age groups regarding communication in a hybrid work environment.

Table 11. Hypothesis 1 results

Item	Younger M	Older M	t-test p	ANOVA age p	ANOVA hybrid p	ANOVA interaction p	Result
Q3.1	4.57	4.43	t=0.96 (.34)	.31	.57	.88	**Rejected**
Q4.5	3.31	3.49	t=-0.93(.35)	**.026**	.057	.084	**Nearly significant**
Q10.3	3.54	3.61	t=-0.32(.55)	.59	.45	.34	**Rejected**

H2 Flexibility

Hypothesis 2: H2: Between generations there are differences in their preferences for flexibility and structure in the work environment.

H2a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer clearer structure and boundaries within hybrid work models.

H2b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer greater autonomy and flexibility.

Table 12 shows question regarding flexibility. Hypothesis H2 examined whether generations differ in their need for flexibility in hybrid work and whether the amount of hybrid work itself affects this relationship.

Question 3.3 asked about the importance of flexibility in terms of working hours, and younger people (M=4.74) rated flexibility as clearly more important than older people (M=4.17). The differences were statistically significant in both the t-test (t=3.24, p=.002, d= .680 moderate effect) and ANOVA (age p<.001, partial η^2= .143 large effect size, hybrid p=.053, partial η^2 = .061 small effect size). This supports the hypothesis.

Question 3.6 asked about the importance of supervision by superiors in hybrid work, the results of which were coded identically to the other questions. This revealed that younger people (M=3.57) want less supervision than older people (M=3.09). The difference was statistically significant (t=2.30, p=.024, d= .489 moderate effect size).

Question 4.3 asked about the importance of clear routines, where younger people (M=2.57) reported less need for routines than older people (M=2.93), which suggests a greater desire for flexibility. However, the difference was nearly significant (t=1.72, p=.09, d= -.349).

Hypothesis 2 was supported. Younger people emphasized more flexibility (Q3.3) and less control (Q3.6). A similar difference was seen in the question about the need for routines (Q4.3), but the result was only not significant.

Table 12. Hypothesis 2 results

Item	Younger M	Older M	t-test p	ANOVA age p	ANOVA hybrid p	ANOVA interaction p	Result
Q3.3	4.74	4.17	**t=3.24 (.002)**	**<.001**	**.053**	.062	**Supported**
Q3.6 (rev)	3.57	3.09	**t=2.30 (.024)**	.49	.30	.33	**Supported**
Q4.3 (rev)	2.57	2.93	t=-1.72 (.090)	.30	.47	.99	**Rejected**

H3 Leadership style

Hypothesis 3: Between generations there are differences in their preferred leadership styles in hybrid work environments.

H3a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer more transactional leadership styles.

H3b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more transformational and collaborative leadership styles.

Table 13 shows questions regarding leadership style. Hypothesis H3 examined whether generational preferences regarding leadership style differ in hybrid work and whether hybrid work affects this relationship.

Question 3.2 asked about the importance of a supervisor's participatory leadership style, with younger (M=3.94) and older (M=4.06) respondents rating the importance of participatory leadership quite similarly (t=-0.67, p= .51, d= -.150. However the ANOVA interaction showed a significant difference between age groups (p = .018, partial η^2= .060 moderate effect size), meaning that older employees value participative leadership slightly more than younger ones.

Also age × hybrid interaction was significant (p=.013, partial η^2= .090 moderate effect size), suggesting that the importance of participatory leadership depends on the amount of hybrid work.

Question 3.6 asked about the importance of supervisor supervision and the inverted measure showed that younger (M=3.57) respondents prefer less supervision than older (M=3.09). The differences were statistically significant.

Question 10.2 asked whether equal treatment by a supervisor increases hybrid workers' commitment and both age groups rated equal treatment as very important (younger M=4.17, older M=4.14). The difference was not statistically significant (t=0.18, p=.85, d= .037; ANOVA age p=.47, hybrid p=.67, interaction p=.26). Differences between age groups were evident in the preference for supervision (Q3.6, rev) and an age × hybrid interaction was observed for participative leadership (Q3.2). Hypothesis 3 was rejected although results consistent with the hypothesis were visible.

Table 13. Hypothesis 3 results

Item	Younger M	Older M	t-test p	ANOVA age p	ANOVA hybrid p	ANOVA interaction p	Result
Q3.2	3.94	4.06	t=–0.67 (.51)	**.018**	.22	**.013**	**Nearly significant**
Q3.6 (rev)	3.57	3.09	**t=2.30 (.024)**	.49	.30	.33	**Supported**
Q10.2	4.17	4.14	t=0.18 (.85)	.47	.67	.26	**Rejected**

H4 Feedback

Hypothesis 4: Between generations there are differences in their preferences for feedback frequency and formality in hybrid work environments.

H4a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer less frequent and more formal feedback.

H4b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more frequent, informal, and real-time feedback.

Table 14 shows questions regarding feedback. Hypothesis 4 examines whether age groups differ in their preferences regarding the amount, form, and meaning of feedback in a hybrid work environment.

In question 3.4, which asked about the importance of regular feedback from a supervisor, Younger people (M=4.06) rated regular feedback as slightly more important than older people (M=3.75). The were no statistically significant differences.

Question 4.6 asked whether they preferred informal feedback to formal appraisal discussions. Both age groups preferred informal feedback (younger people M=4.17, older people M=4.32). The difference was not significant.

Question 4.7 asked whether they would rather receive feedback regularly than occasionally, and the averages of younger (M=3.66) and older (M=3.60) respondents were almost identical, with no statistically significant differences (t=0.25, p=.81, d= .055).

Question 4.9 asked whether they need more feedback in hybrid work than in traditional office work. Older (M=2.30) respondents reported a slightly higher need for feedback than younger (M=2.09), but the difference was not statistically significant (t=–1.22, p=.23, d= -.264).

Question 4.10 asked if regular feedback increases commitment to hybrid work and younger people (M=3.06) responded that feedback increases commitment slightly more than older people (M=2.83).

Hypothesis 4 was not supported. All responses showed that the age groups' results of the amount, form, and impact of feedback were very similar.

Table 14. Hypothesis 4 results

Item	Younger M	Older M	t-test p	ANOVA age p	ANOVA hybrid p	ANOVA interaction p	Result
Q3.4	4.06	3.75	t=1.70 (.093)	.82	.64	.24	**Rejected**
Q4.6	4.17	4.32	t=–1.02 (.31)	.45	.72	.17	**Rejected**
Q4.7	3.66	3.60	t=0.25 (.81)	.77	.53	.81	**Rejected**
Q4.9	2.09	2.30	t=–1.22 (.23)	.18	.18	.14	**Rejected**
Q4.10	3.06	2.83	t=1.03 (.31)	.97	.73	.33	**Rejected**

H5 Team Cohesion

Hypothesis 5: Between generations there are differences in their perceptions of leader-driven team cohesion in hybrid work environments.

H5a: In hybrid work environments, older generations (Baby Boomers and Gen X) prefer more leader-driven, in-person cohesion activities more than virtual ones.

H5b: In hybrid work environments, younger generations (Millennials and Gen Z) prefer more virtual cohesion strategies and value peer-based cohesion.

Table 15 shows questions regarding team cohesion. Hypothesis 5 examined whether age groups differ in their preferences regarding team spirit and community in hybrid work and whether this relationship changes with the amount of hybrid work.

Question 3.5 asked how important the role of the supervisor as a maintainer of team spirit and community is. Younger (M=3.94) and older (M=3.98) respondents rated the role of the supervisor as a maintainer of team spirit very similarly. No statistically significant differences were observed (t=–0.22, p=.83, d=-.045)

Question 4.8 asked whether regular virtual meetings are essential in maintaining team spirit in hybrid work. Both age groups rated the importance of virtual meetings as quite similar (younger M=3.49, older M=3.57). The differences were also not significant (t=–0.37, p=.72, d=-.079)

Question 10.1 asked whether they feel more committed when their supervisor supports community in hybrid work. This was rated at the same level in both age groups (younger M=3.91, older M=3.77). The difference was not significant (t=0.74, p=.46, d=.155).
Question 4.1 asked whether hybrid work fits their role, so younger respondents (M=4.86) assessed hybrid work as fitting their role better than older respondents (M=4.52). The differences were statistically significant (t=2.22, p=.029, d=.465). ANOVA also supported the findings (age p=.014, partial η^2= .060 small effect size, hybrid p<.001, partial η^2= .290 large effect size, interaction p=.002, partial η^2= .130 large effect size.)
Question 4.2 asked whether respondents felt that hybrid work increases efficiency at work. Both age groups assessed hybrid work as increasing efficiency to the same extent (younger M=4.34, older M=4.29). There was no difference between age groups (t=0.24, p=.81, d=.050), but the amount of hybrid work had a significant effect (ANOVA p<.001, partial η^2= .290 large effect size).
Question 4.11 asked whether respondents felt that virtual meetings can be as effective as face-to-face meetings in terms of collaboration. The responses of both age groups were similar (younger M=3.49, older M=3.63), and no age group differences were observed. Instead, the amount of hybrid work had a significant effect (ANOVA p<.001, partial η^2= .160 large effect size).
Question 10.4 asked whether it is more important for a supervisor to focus on results than on physical presence in hybrid work. Both age groups assessed focusing on results as slightly more important than presence (younger M=3.74, older M=3.89). No age-group difference was observed (t=–0.61, p=.55, d=-.13), but the amount of hybrid work had an effect (ANOVA p=.022, partial η^2= .080 moderate effect size).

Hypothesis 5 was not supported. There were no significant differences between age groups, other than the fact that younger people felt that hybrid work fit their roles better than older people (Q4.1), but the amount of hybrid work had a significant impact on several statements (Q4.2, Q4.11, Q10.4).

Table 15. Hypothesis 5 results

Item	Younger M	Older M	t-test p	ANOVA age p	ANOVA hybrid p	ANOVA interaction p	Result
Q3.5	3.94	3.98	t=–0.22 (.83)	.54	.61	.35	**Rejected**
Q4.8	3.49	3.57	t=–0.37 (.72)	.18	.89	.31	**Rejected**
Q10.1	3.91	3.77	t=0.74 (.46)	.96	.98	.19	**Rejected**
Q4.1	4.86	4.52	t=2.22 (.029)	**.014**	**<.001**	**.002**	**Supported**
Q4.2	4.34	4.29	t=0.24 (.81)	.35	**<.001**	.094	**Rejected (hybrid effect)**
Q4.11	3.49	3.63	t=–0.57 (.57)	.68	**<.001**	.38	**Rejected (hybrid effect)**
Q10.4	3.74	3.89	t=-0.61 (.55)	.66	**.022**	.97	**Rejected (hybrid effect)**

Table 16 shows results regarding tested hypotheses.

H1: Communication

No significant differences were observed between age groups in terms of communication, transparency or the effect of communication on increasing engagement. Only in the transparency question there was a significant difference in the effect of ages and trend-level effect in age x hybrid.

H2: Flexibility

The younger age group clearly assessed flexibility of working hours as more important and wished for less supervision than the older ones at a significant level. A similar difference was observed in terms of the need for routines, but the result remained at the trend level.

H3: Leadership style

The preference for leadership style was adjusted by the combined effect of age and the amount of hybrid work, which means that leadership expectations are adjusted by hybrid work. In addition, younger employees clearly wanted less supervision than older

employees. However, no differences were found in the question related to equal treatment of employees. Thus, the hypothesis received no full support.

H4: Feedback

All statements and preferred feedback style showed similar ratings for young and older people. Only younger people rated regular feedback slightly more important than older people which showed a trend-level difference.

H5: Team cohesion

There were no differences between age groups in the role of the supervisor as a team spirit maintainer, the importance of virtual meetings, or the impact of community on commitment. However, the amount of hybrid work had clear effects. The more there was hybrid work in employees' work, the more emphasis was placed on the fit of hybrid work to the role, effectiveness, effectiveness of virtual meetings, and the importance of focusing on results were all statistically significant.

Table 16. All results from hypothesis

Hypothesis	Results	Result
H1: Communication	No significant differences (Q3.1, Q4.5, Q10.3).	**Rejected**
H2: Flexibility	Younger employees emphasize more flexibility and want less control.	**Supported**
H3: Leadership style	Younger employees preferred less supervision, while the preference for participative leadership depended on hybrid work intensity.	**Rejected**
H4: Feedback	No statistically significant differences were found, although minor non-significant results were observed.	**Rejected**
H5: Team cohesion	Hybrid work strongly influenced how employees experienced team cohesion and community, no significant age differences were found.	**Rejected**

5 Discussion

5.1 Theoretical contribution

This study adds to the literature on leadership and hybrid work by expanding theoretical knowledge through survey research. Previous studies have focused more on the leadership preferences of different generations in traditional work environments, but this study provides new perspectives by testing whether the expected preferences remain in a hybrid work environment, where autonomy, flexibility, and digitalization significantly shape the dynamics of leadership.

The preferences of the older age group were more aligned with structure and control, which is consistent with the transactional leadership theory. Previous studies (Lyons & Kuron, 2014; Herrmann, 2024; Grubb, 2016) have highlighted that leadership expectations differ across age groups, but most studies have focused more on traditional office environments. By examining these expectations in a hybrid environment, this study provides further empirical evidence that the expected differences are partially maintained in a hybrid work environment, but the results also suggest that hybrid work can modify generational differences by creating a new framework related to communication, autonomy, and commitment.

Regarding the first hypothesis, which investigated *"Between generations there are differences in their preferences for communication in hybrid work environments."* and the differences regarding different age groups. According to previous studies, clarity and transparency of communication have been important points related to leadership competence, when communication is done digitally (Ebojoh & Högberg, 2024; Doherty, 2023; Lepsinger & DeRosa, 2010). Consistent communication is also reported to increase engagement, but hybrid work brings more difficulties because communication is done through many different channels and trying to maintain engagement, it requires transparency. (Northouse, 2021; Viitala & Jylhä, 2019). However, the study did not find

significant differences between generations regarding communication or its effect on engagement. These results suggest that communication expectations are high in all age groups, and it is considered an important factor in a hybrid work environment across age groups. This could also indicate that digital tools have become common and familiar among all age groups and are standardizing communication expectations. (Deal & Wormington, 2024).

However, the findings from the results support the theory only to a minor degree, as the older age group rates communication transparency slightly higher. This suggests that older employees trust more in formal and structured communication. (Lyons & Kuron, 2014; Herrmann, 2024).

Overall, the findings on communication show that communication clarity is a highly valued leadership requirement without major generational differences.

According to the theory, younger age groups clearly emphasize digital and informal communication, but the lack of these differences calls these assumptions into question. (Myers & Sadaghiani, 2010). Which suggests that the hybrid work has possibly reduced the generational differences.

The next hypothesis examined *"Between generations there are differences in their preferences for flexibility and structure in the work environment."* and the differences regarding different age groups. Theory has shown that autonomy and flexibility are high motivators for younger age groups (Grubb, 2016; Lyons & Kuron, 2014; Herrmann, 2024). This study confirmed this finding. Younger employees clearly emphasized flexible working hours and less need for supervisory work compared to older age groups.

Hybrid work provides an environment that enables the desired harmony of flexibility and control. The results also support the theory of transformative leadership (Northouse, 2021), which emphasizes autonomy over commitment. The near significance in the difference in the need for routines between age groups shows that although both age groups value flexibility, the need for structures is important for everyone to feel safer. (Viitala & Jylhä, 2019).

The results of the study therefore support the theoretical basis that the younger age group values autonomy more and associates it with trust, while the older age group prefers a more predictable structure and transformative leadership.

The next hypothesis investigated *"Between generations there are differences in their preferred leadership styles in hybrid work environments."* and the differences regarding different age groups. The results obtained from this research provided an important new result. The results showed that the age x hybrid was statistically significant regarding participative leadership and indicated that the value on participative leadership practices depends on hybrid work intensity as also the age of the employee. The perceived value of participative practices depends on both the age group and the amount of hybrid work.

This result supports the theory that hybrid work requires more coaching, participative leading and trust-based leadership from leaders. (Ebojoh & Högberg, 2024; Northouse, 2021). The results also support the theory that younger employees prefer less monitoring, but hybrid work affects leadership expectations by elevating the leader's support and coaching beyond control. Grubb, 2016; Doherty, 2023).

The results suggest that leadership style preferences change with the intensity of hybrid work, indicating that hybrid work reduces generational differences and extends previous theories that assumed age-based effects were always similar.

Hypothesis 4 examined *"Between generations there are differences in their preferences for feedback frequency and formality in hybrid work environments."* and the differences regarding different age groups. The theory states that the form and frequency of feedback are important points regarding employee engagement and motivation. (Viitala & Jylhä, 2019; Doherty, 2023). Younger generations are described as expecting more informal and immediate feedback (Grubb, 2016; Lyons & Kuron, 2014).

However, this study did not find results regarding differences between generations, but the results showed that the amount of hybrid work affects the preference regarding how feedback affects commitment.

Both age groups rated the form and importance of feedback at the same level, which suggests that hybrid work, which has been ongoing for several years, has evened out the feedback expectations. However, one significant difference emerged in the hybrid work variable, where the amount of hybrid work affected how feedback affected employee engagement. This means that the amount of hybrid work may have a greater impact on feedback expectations than generational differences. This result also supports the theory that digital leadership requires accessible and consistent communication regardless of the age (Ebojoh & Högberg, 2024).

In the final hypothesis, which examined *"Between generations there are differences in their perceptions of leader-driven team cohesion in hybrid work environments."* The results of the study did not show differences between different age groups regarding how employees feel about team cohesion or the role of the leader in this regard. However, again, the amount of hybrid work had a significant effect on this.

This finding highlight that the structure of hybrid work is a more significant factor than age in shaping team cohesion and shared motivation. Theory that emphasizes face-to-face communication for cohesion (Lepsinger & DeRosa, 2010) must now be considered in the hybrid work environment, where cohesion is attempted to be maintained through digital inclusion and communication (Doherty, 2023).

This study therefore extends existing theory by demonstrating that hybrid work significantly determines the formation of team cohesion and community.

5.2 Managerial implications

The results of this study provide many practical insights for leaders in organizations operating in hybrid work environments. While there are differences between generations in the results, the findings nevertheless hold that hybrid work management is not entirely about identifying and managing preferences according to different age groups, but rather about changing leadership styles to suit the intensity and structure of hybrid work.

The results of the first ones showed that transparent and clear communication is truly valued in hybrid work and becomes a solid foundation for leadership. All of the employees in hybrid work value honesty, openness and consistency from their leaders. Therefore, it is important for organizations that employees who act as supervisors are trained to communicate with supervision in both digital and face-to-face interactions. It is important to choose the right channels, open information sharing and clear ways of communication, through which trust and commitment can be strengthened in hybrid work.

As a second point, the results show that it is important to balance flexibility and structure in hybrid work. Younger employees value independence and autonomy more, while older employees who have been in the workforce for a longer period of time value clear routines and clarity of procedures. Leaders should therefore strive to offer employees the necessary flexibility in how and where they do their work, while at the same time maintaining the goals and expectations desired by the organization. This will create a hybrid work environment that adapts to the working styles and wishes of different age groups without compromising performance.

Third, leadership in a hybrid work environment should focus more on participatory and trust-based practices. The results of the study revealed that participatory leadership and leadership styles were experienced differently depending on how much an employee does hybrid work. Leadership style must therefore adapt to the working patterns of different teams. Leadership in a hybrid work environment needs to shift to a combination of coaching, empowerment, and shared decision-making. Hybrid leaders who focus on building trust among the team are more likely to achieve higher engagement from their employees.

The role of feedback culture is crucial in terms of motivation and engagement. The results showed that feedback expectations did not differ significantly by age group, but

consistent and regular feedback was nevertheless valued by all. Therefore, managers should share feedback more, both online and in the office, and avoid detailed evaluation discussions. Spontaneous and quick guiding feedback and recognition help to tighten the physical distance that comes from hybrid work and make leadership more present, even if there is a lot of hybrid work.

It was also found that team cohesion depends more on the amount of hybrid work and its implementation. Managers must continuously promote cohesion and involve employees more in a hybrid work environment. This can be done, for example, through regular meetings, team routines or meetings where everyone's opinion is heard equally. It is extremely important for a remote worker to feel equally visible and fair in terms of engagement.

In summary, the results suggest that hybrid leaders need to shift to more adaptive, trusting, and inclusive leadership that takes structural and individual factors into account. The study found that while age differences in hybrid work are not necessarily a big deal, when the differences in preferences are minimal, it is important for leaders to create work environments where each generation can thrive and feel motivated. This is achieved by focusing on clear communication, maximizing flexibility, trust, and a strong sense of community. Organizations that consciously focus on developing these areas are better able to influence employee engagement, performance, and cohesion in hybrid work environments.

5.3 Limitations

This study has many limitations that should be considered when interpreting the results. First, the sample size was sufficient overall for statistical analysis, but the distribution between age groups and hybrid workload was not overall balanced, which may have a weakening effect on the effectiveness of the comparisons. Although the assumptions of the analysis methods (normality, homogeneity and independence) were considered,

small deviations may affect the reliability of the results. However, considering the sample size and the ability of the ANOVA analysis to handle slight violations of the assumptions, the analyses are considered reliable. The results of the study should be still interpreted as indicative and not considered generalizable to all Finnish hybrid workers.

Second, the reliability of the analyses posed challenges. The hypotheses were analyzed at the question and item level, because most question group indexes did not achieve high enough consistency to form a reliable index. However, reliability was tested and improved to the best of researcher ability, but refining the survey question body and questions could increase the credibility and reliability of the results.

Third, the study was conducted as a cross-sectional study, where the findings related to the study were measured at a single point in time. Therefore, it is unclear whether the differences observed in the study are permanent or whether they are affected by various factors, such as hybrid work adaptation or changes in working methods. The study also did not consider the respondents' changing factors, such as work autonomy, task type and other work practices that can affect leadership preferences in different ways.

In addition, one limitation is the researcher's limited personal experience with quantitative research, which is good to consider. In this regard, the lack of previous extensive quantitative research may have influenced the choices of selected questions and formulations. In these, attempts were made to improve reliability, but there is always room for improvement. The choices of data analyses and indices can also be critically examined, because different analysis methods can produce different findings.

Finally, various factors related to the survey group, such as industry, organizational culture, and implementation of hybrid work, are likely to influence leadership preferences. The results must therefore be interpreted in relation to the time period and environment in which the study was conducted.

5.4 Suggestions for future research

Leadership and hybrid work are multidimensional topics and involve many different factors. Therefore, there are many different opportunities for future research to deepen the current database.

A similar study in a different organization, region, and with a more diverse sample would define whether the findings from this study are consistent and generalizable across different operational and work environments. Expanding the sample to different sectors could provide a comprehensive view of broader leadership expectations in hybrid work environments.

This study also addressed broad themes such as communication, flexibility, feedback and team cohesion. These could be examined in more depth by refining individual sets of questions related to one specific theme. Future research could focus on developing measurement scales or even combining two analysis methods, where a combination of quantitative and qualitative research would provide a richer picture of leadership expectations from different age groups.

While this study focuses on employee perspectives, it would be valuable to examine the same perspectives solely from the perspective of leaders and how leaders themselves perceive the differences between different age groups and how they adapt their practices in a hybrid work environment. This research could uncover different differences or similarities in views, through which organizations can further improve leadership practices.

Finally, future research could examine longer-term outcomes and how they develop as hybrid work becomes established or shifts back to more office-based work. Since hybrid work is still a relatively new work model, it is likely that behaviors and attitudes are still changing over time.

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Appendices

Appendix 1. Survey

Eri ikäryhmien esihenkilötyön odotukset hybridityöympäristössä

Tervetuloa vastaamaan kyselyyn!

Vastaat kyselyyn nimettömänä. Vastauksen yhteyteen ei tallenneta tunnistetietojasi, sähköpostiosoitettasi tai tietoja selaimestasi tai käyttöjärjestelmästäsi. Näin suojataan henkilöllisyyttäsi.

Osa 1. Taustatiedot
Tämä osio kerää perustietoja vastaajasta, joita käytetään tulosten taustamuuttujina. Tiedot auttavat ymmärtämään vastausten vaihtelua eri ikäryhmien välillä. Kaikki vastaajat pysyvät anonyymeinä.

1) Mikä on ikäryhmäsi?
18–24 vuotta (Z-sukupolvi)
25–39 vuotta (Millenniaalit)
40–54 vuotta (X-sukupolvi)
55+ vuotta (Suurten ikäluokkien edustajat)

2) Kuinka monta päivää pääsääntöisesti työskentelet toimistolla viikon aikana?
En yhtään, työskentelen vain etänä.
1 päivän
2 päivää
3 päivää
4 päivää tai enemmän

Osa 2. Esihenkilöodotukset

Tämä osio kartoittaa kokemuksiasi esihenkilötyöstä hybridityössä ja sitä, mitkä esihenkilön ominaisuudet ovat mielestäsi sinulle tärkeimpiä.

3) Esihenkilöodotukset

Arvioi asteikolla 1-5 seuraavia asioita: 1= Ei lainkaan tärkeä, 2= Ei tärkeä, 3= Neutraali, 4= Tärkeä, 5=Erittäin tärkeä

3.1 Esihenkilön selkeä viestintä hybridityössä.

3.2 Esihenkilön osallistava johtamistapa, kuten työntekijöiden osallistaminen päätöksentekoon hybridityössä.

3.3 Joustavuus työaikojen suhteen hybridityössä.

3.4 Esihenkilön säännöllinen palaute hybridityössä.

3.5 Hybridityössä arvostan esihenkilön roolia tiimihengen ja yhteisöllisyyden ylläpitäjänä.

3.6 Esihenkilöiden tulisi valvoa työntekijöiden suoritusta tarkemmin etätyössä.

Osa 3. Hybridityön vaikutukset työhön ja johtamiseen

Tässä osiossa selvitetään, miten koet hybridityön vaikutukset työtehokkuuteen, palautteeseen ja esihenkilötyöhön. Kysymykset liittyvät myös siihen, miten eri työskentelytavat vaikuttavat arkeesi.

4) Hybridityön vaikutukset työhön ja johtamiseen

Arvioi asteikolla 1-5 seuraavia asioita: 1= Täysin eri mieltä, 2= Eri mieltä, 3= Neutraali, 4= Samaa mieltä , 5= Täysin samaa mieltä

4.1 Hybridityö sopii hyvin työrooliini.

4.2 Koen, että hybridityö lisää tehokkuuttani.

4.3 Tarvitsen selkeitä rutiineja hybridityössä.

4.4 Tunnen saavani yhtä paljon tunnustusta ja arvostusta, työskentelenpä etänä tai toimistolla.

4.5 Johtamisen läpinäkyvyys on tärkeämpää hybridityössä kuin perinteisessä toimistoympäristössä.

4.6 Suosin epämuodollista palautetta ennemmin kuin virallisia arviointikeskusteluja.

4.7 Haluan saada palautetta mieluummin säännöllisesti kuin satunnaisesti.

4.8 Säännölliset virtuaalitapaamiset ovat olennaisia tiimihengen ylläpitämisessä hybridityössä.

4.9 Tarvitsen hybridityössä enemmän palautetta kuin perinteisessä toimistotyössä.

4.10 Koen, että säännöllinen palaute lisää sitoutumistani hybridityössä.

4.11 Virtuaalikokoukset voivat olla yhtä tehokkaita, kuin kasvokkain pidettävät kokoukset yhteistyön kannalta.

5) Mitkä seuraavista esihenkilön toimintatavoista ovat sinulle tärkeimpiä hybridityössä? Valitse kolme mielestäsi tärkeintä, vedä ne hiirellä oikealle ja laita nuolista tärkeysjärjestykseen.

5.1 Strukturoitu ja ohjeistava

5.2 Luottamusta työntekijöihin osoittava

5.3 Itsenäiseen työhön kannustava

5.4 Empaattinen

5.5 Kehitysmyönteinen ja rakentavaa palautetta antava

5.6 Yhteistyöhön perustuva

5.7 Innostava ja motivoiva

5.8 Tasa-arvoa ja oikeudenmukaisuutta edistävä

5.9 Vahva päätöksenteko

5.10 Avoin ja läpinäkyvä

6) Millaista johtamista toivot esihenkilöltäsi hybridityössä? Valitse yksi vaihtoehto.

Suora ja selkeisiin toimintatapoihin perustuva (selkeät ohjeet ja valvonta)

Yhteistyöhön perustuva ja tukeva (valmentava ja avoin vuorovaikutus)

Autonomiaa korostava (vähäinen valvonta, täysi luottamus)

7) Mikä on sinulle mieluisin tapa saada palautetta esihenkilöltäsi? Valitse sinulle mieluisin tapa.

Säännöllisesti aikataulutetuissa 1-2-1 -keskusteluissa

Vapaamuotoisena ja spontaanina palautteena työn ohessa

Tarvittaessa tai pyydettäessä

8) Mikä hybridityöjohtamisessa mielestäsi on suurin haaste? Valitse yksi.

Tiimihengen ylläpitäminen

Yhdenvertainen huomioiminen

Selkeä viestintä digitaalisilla alustoilla

Suorituksen ja vastuun hallinta

Jokin muu, mikä?

9) Mikä teknologinen työkalu on tärkein hybridityössä? Valitse mielestäsi tärkein.

Videoneuvottelu ja pikaviestimet (Teams)

Sähköposti

Pilvipalvelut (SharePoint)

Puhelut / Tekstiviestit

Osa 5: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen

Tämä osio kartoittaa, miten esihenkilön toiminta vaikuttaa työmotivaatioosi ja sitoutumiseesi hybridityössä.

10) Sitoutuminen ja esihenkilötyöskentelyn kehittäminen

Arvioi asteikolla 1-5 seuraavia asioita: 1= Täysin eri mieltä, 2= Eri mieltä, 3= Neutraali, 4= Samaa mieltä , 5= Täysin samaa mieltä

10.1 Tunnen olevani enemmän sitoutunut, kun esihenkilöni tukee yhteisöllisyyttä hybridityössä

10.2 Tunnen olevani enemmän sitoutunut, kun esihenkilöni kohtelee työntekijöitä yhdenvertaisesti hybridityössä.

10.3 Esihenkilöni viestintätapa hybridityössä vaikuttaa merkittävästi sitoutumiseeni organisaatioon.

10.4 Hybridityössä esihenkilön on tärkeämpää keskittyä tuloksiin kuin fyysiseen läsnäoloon.

Appendix 2. Levene's Test results for homogeneity of variances

		Levene's Test for Equality of Variances	
		F	Sig.
3.1: Esihenkilöodotukset: Esihenkilön selkeä viestintä hybridityössä.	Equal variances assumed	,119	,731
4.5: Hybridityön vaikutukset työhön ja johtamiseen: Johtamisen läpinäkyvyys on tärkeämpää hybridityössä kuin perinteisessä toimistoympäristössä.	Equal variances assumed	,323	,571
10.3: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen: Esihenkilöni viestintätapa hybridityössä vaikuttaa merkittävästi sitoutumiseeni organisaatioon.	Equal variances assumed	7,203	,009
3.3: Esihenkilöodotukset: Joustavuus työaikojen suhteen hybridityössä.	Equal variances assumed	14,855	<,001
Q3_6_rev	Equal variances assumed	1,789	,184
Q4_3_rev	Equal variances assumed	,002	,968
3.2: Esihenkilöodotukset: Esihenkilön osallistava johtamistapa, kuten työntekijöiden osallistaminen päätöksentekoon hybridityössä.	Equal variances assumed	,486	,487
10.2: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen: Tunnen olevani enemmän sitoutunut, kun esihenkilöni kohtelee työntekijöitä yhdenvertaisesti hybridityössä.	Equal variances assumed	,279	,599

3.2: Esihenkilöodotukset: Esihenkilön osallistava johtamistapa, kuten työntekijöiden osallistaminen päätöksentekoon hybridityössä.	Equal variances assumed	,486	,487
10.2: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen: Tunnen olevani enemmän sitoutunut, kun esihenkilöni kohtelee työntekijöitä yhdenvertaisesti hybridityössä.	Equal variances assumed	,279	,599
3.4: Esihenkilöodotukset: Esihenkilön säännöllinen palaute hybridityössä.	Equal variances assumed	1,256	,265
4.6: Hybridityön vaikutukset työhön ja johtamiseen: Suosin epämuodollista palautetta ennemmin kuin virallisia arviointikeskusteluja.	Equal variances assumed	2,814	,097
4.7: Hybridityön vaikutukset työhön ja johtamiseen: Haluan saada palautetta mieluummin säännöllisesti kuin satunnaisesti.	Equal variances assumed	1,745	,190
4.9: Hybridityön vaikutukset työhön ja johtamiseen: Tarvitsen hybridityössä enemmän palautetta kuin perinteisessä toimistotyössä.	Equal variances assumed	,004	,949
4.10: Hybridityön vaikutukset työhön ja johtamiseen: Koen, että säännöllinen palaute lisää sitoutumistani hybridityössä.	Equal variances assumed	2,495	,117
3.5: Esihenkilöodotukset: Hybridityössä arvostan esihenkilön roolia tiimihengen ja yhteisöllisyyden ylläpitäjänä.	Equal variances assumed	,089	,766
4.8: Hybridityön vaikutukset työhön ja johtamiseen: Säännölliset virtuaalitapaamiset ovat olennaisia tiimihengen ylläpitämisessä hybridityössä.	Equal variances assumed	,663	,418
10.1: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen: Tunnen olevani enemmän sitoutunut, kun esihenkilöni tukee yhteisöllisyyttä hybridityössä.	Equal variances assumed	,460	,499
4.1: Hybridityön vaikutukset työhön ja johtamiseen: Hybridityö sopii hyvin työrooliini.	Equal variances assumed	21,960	<,001
4.2: Hybridityön vaikutukset työhön ja johtamiseen: Koen, että hybridityö lisää tehokkuuttani.	Equal variances assumed	,039	,844
4.11: Hybridityön vaikutukset työhön ja johtamiseen: Virtuaalikokoukset voivat olla yhtä tehokkaita, kuin kasvokkain pidettävät kokoukset yhteistyön kannalta.	Equal variances assumed	,052	,820
10.4: Sitoutuminen ja esihenkilötyöskentelyn kehittäminen: Hybridityössä esihenkilön on tärkeämpää keskittyä tuloksiin kuin fyysiseen läsnäoloon.	Equal variances assumed	1,719	,193