Millennials' Orientations Towards Passion For Work In Knowledge-Based Organisations

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MILLENNIALS' ORIENTATIONS TOWARDS PASSION FOR WORK IN KNOWLEDGE-BASED ORGANISATIONS

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Abstract

This thesis examines Millennials orientations towards passion for work, when engaging in knowledge-based work in Finnish organisations. To understand the experiences of the participants' passion for work, this thesis adopted a qualitative and inductive research approach with the aim of hearing the own voices of the participants at work using multiple data sources. The study provides a new typology of passion for work orientations. It also adds to the understanding of the antecedents of passion for work by explaining how they are experienced and articulated by young employees as well as how their various identity constructs inform the identified orientations.

The analysis revealed four orientations towards passion for work, namely boundaryless, expert, belonger and bystander. It also revealed four themes that characterise the antecedents of passion for work, that is, relating autonomously to one's work, having a sense of professional value, relating to co-workers and the work community, and having supportive supervisor and leadership relations.

An integrated literature review was performed to identify the theoretical foundations of the study and determine the critical question to be addressed. It also informed the choice of a qualitative inquiry and a social constructionist paradigm. The utilised data consisted of two sets of semi-structured interviews (52 altogether) augmented by a novel WhatsApp diary approach (181 text or voice messages and 44 photos or short videos). The study was conducted among 26 Millennials (young people born in the 1980s and 1990s) employed by four organisations in Finland.

The findings extend the established passion theories with a new typology of four different orientations, which provides insights into how young employees act and react, in addition to what they need from their organisations, supervisors and leaders, when they exhibit a specific orientation. In addition, the findings reveal that experiences of the enablers of passion for work within organisations are highly personal and contextual. The results also emphasize the significance of meaningful work and psychological safety at work. Moreover, findings highlight the importance of good relationships as well as attentive and mindful communication within organisations, especially those experienced during everyday moments, sometimes micro-moments, which sometimes lead to tipping points in terms of passion for work.

To Miro, Marius and Minea

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I am lucky to have friends who have been following my progress and supporting me during these challenging times. I am grateful to Elina Juutilainen-Majakari, Kirsi Norros, Riitta Granath and Dr Irma Kunnari for the encouragements during these long years.

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Declaration

I declare that all the material contained in this thesis is my own work.

1. INTRODUCTION

1.1 Background

In this thesis, drawing on relevant literature from the field of passion for work as well as on studies concerning Millennials, I examine how Millennials orientate towards passion for work, with a particular focus on those engaged in knowledge-based work within Finnish organisations. Passion for work is at the heart of the emotional experiences at work, contributing to the overall success of the organization by increasing performance and productivity (Cardon & Kirk, 2015; Curran et al., 2015; Ho et al., 2011; Vallerand et al., 2007). Today, emotions are recognised as a significant aspect of organisation research (Ashkanasy & Dorris, 2017) and therefore passion studies have shown their significance as they have increased during the past two decades.

The prior literature shows how identities are embedded within individuals' passion (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon, Post, et al., 2017; Cardon et al., 2009; Perttula & Cardon, 2011; Vallerand et al., 2003), which indicates that a great deal can be understood about individuals' orientation towards passion for work by investigating the identity constructs present within the small stories regarding their experiences of passion for work and the sources of their passion. The notion of orientation is seen as a person's basic attitude, beliefs, or feelings in relation to a particular issue (e.g. Green, 2019, p. 22). It can also be seen as a mindset toward the issue in concern.

Research regarding emotions has been key within the field of organisational studies (Ashkanasy & Dorris, 2017) since the so-called 'Affective Revolution' (Barsade et al., 2003, p. 3), which has taken place during past 30 years. Importantly, emotion is always caused by something. Indeed, emotion is sometimes described as a social construct because most emotions are caused by other people, take place in a social context and serve various social functions (Parkinson, 1996; Parkinson et al., 2005). Research interest in emotions has grown rapidly over the past two decade, particularly research concerning a strong positive emotion: passion.

Most passion studies are based on Vallerand et al.'s (2003) pioneering dualistic model of passion, followed by various streams of literature related to, for example, entrepreneurial passion (Cardon et al., 2009) or passion in the work context (e.g. Perttula, 2004; Perttula & Cardon, 2011). Despite the existence of various definitions and interpretations of passion, some common characteristics on the part of passion can be found in the literature. Passion implies both intense positive feelings for an activity and identification with it, which are the two factors considered to operationalise passion for work in the present thesis. Individuals internalise the work they love within their identities and, therefore, identities represent an embedded aspect of passion for work (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon et al., 2009; Perttula & Cardon, 2011; Vallerand et al., 2003). However, most prior passion studies, as well as most definitions applied to date, have been provided by Western passion scholars, mainly those working in the United States and Canada (Pollack et al., 2020), leading to a univocal view of passion in different cultural contexts.

Identities develop during adolescence and young adulthood (McLean, 2008a), and they are revised through adulthood when new experiences arise, reflecting personal experiences and life situations. Sensemaking (Weick, 1995; Weick et al., 2005) provides useful lenses for understanding young employees' identities. As passion for work implies a connection to individuals' identities (e.g. Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon et al., 2009; Vallerand & Houlfort, 2019), studying how Millennials' make sense (Weick, 1995; Weick et al., 2005) of their identities should serve to elucidate their passion for work. Thus, exploring the identity constructs of the participants in this study should enhance our understanding of passion for work and, consequently, facilitate the construction of a typology of how Millennials orientate towards passion for work.

The literature indicates passion for work to be at the heart of employees' well-being, job and life satisfaction, subjective happiness, flow experience, effectiveness, productivity, engagement, sense of purpose, innovation and creativity (Cardon & Kirk, 2015; Chen et al., 2015; Curran et al., 2015; Ho & Astakhova, 2018; Ho et al., 2011; Houlfort et al., 2014; Johri & Misra, 2014; Klaukien et al., 2013; Liu et al., 2011;

Perttula, 2004; Pollack et al., 2020; Vallerand et al., 2007; Yukhymenko-Lescroart & Sharma, 2022; Zainal Badri et al., 2020). Therefore, passion can be viewed as a fuel that leads to positive results within both individuals and organisations in multiple ways, thereby leading to successful work communities. Equally, prior studies report various factors to enhance people's passion within organisations. For instance, research suggests that there exists a shared understanding that organisations, specifically the leaders and managers, should support employees' autonomy in order to enable their passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Slemp et al., 2021). Research also shows that having a sense of performing meaningful work is internalised in individuals' passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003). However, the issue of whether support for autonomy is equally important for all employees, as well as what the meaningfulness of work means for different groups of employees, remains underexplored.

Previous studies show that passion can be experienced in all professions (Chen et al., 2015), although the contexts in which passion has been studied lack diversity. In fact, passion has most commonly been studied in such contexts as sport and the arts (e.g. Curran et al., 2015; Lopes & Vallerand, 2020; Swanson & Kent, 2017; Vallerand et al., 2008) as well as among teachers and in the contexts of education and learning (e.g. Bonneville-Roussy et al., 2013; Caudroit et al., 2011; Curran et al., 2015; De Clercq et al., 2013; Fernet et al., 2014). Thus, there remains a dearth of studies concerning the specific context of knowledge-based work. Moreover, the passion research lacks an understanding of how different groups of people (e.g. young employees) orientate towards passion for work.

Various studies demonstrate that passion exists among people of all ages (e.g. Mageau & Vallerand, 2007; Philippe et al., 2009; Rousseau & Vallerand, 2008; Vallerand, 2008). Yet, research on passion for work within the Millennial age group remains scarce. While Millennials have been studied for nearly two decades, most research concerning them remains controversial and inconsistent. For instance, some studies on generational differences have identified differences in terms of work-related values, whereas others have not (Parry & Erwin, 2011). Furthermore, although it has been suggested that young people do not value traditional employment to the same extent

as their parents (Myers & Sadaghiani, 2010), evidence from Finland does not support the suggestion that young people's work orientation is growing weaker (Pyöriä et al., 2017). It has also been argued that status, respect and money are more important to Millennials than they were to previous generations, while Millennials are said to report lower altruistic values (i.e. attitudes towards helping others) than Baby Boomers (Twenge, 2010). Such findings contradict widely reported beliefs that Millennials are socially conscious and exhibit a strong desire to both help others and solve the world's problems (e.g. Brack & Kelly, 2012; Ng & Johnson, 2015; Ng et al., 2010). However, there is widespread agreement that Millennials value the content, interestingness and meaningfulness of work more than other generations (Brack & Kelly, 2012; Central Management Institute [CMI], 2014; Kultalahti, 2015; Ng & Johnson, 2015; Rentz, 2015).

The key difference between Millennials and members of previous generations is the fact that they were born and raised during a time of rapid technological change and development, which is why Millennials are labelled as 'digital natives', that is, native speakers of digital language (e.g. Hershatter & Epstein, 2010; Kultalahti, 2015; Pyöriä et al., 2017). Digital natives differ from so-called 'digital immigrants', who are members of previous generations who did not have the same access to digital technology early in life (Pînzaru et al., 2016). The traditional narrative concerning digital natives suggests that young people are by nature technologically savvy and by circumstance capable of using technology. However, scholars now often rely on more nuanced understandings of digital natives and so criticise the simplistic and generalising views of young people's use and capacity regarding technology (Bennet & Maton, 2010; Bowe & Wohn, 2015; Pyöriä et al., 2017; Tiidenberg et al., 2017). Regardless, Millennials live and breathe technology, which together with their desire for autonomy at work may cause paradoxes in their lives, as will be discussed in this study.

This thesis focuses on Millennials working in four Finnish organisations. The rationale behind this choice of empirical context is the fact that work in Europe is currently undergoing significant changes as the number of people working decreases and the number of people retiring increases. Europe is now the oldest region in the world in terms of its population, and it will likely retain that distinction through to 2050 (Kulik et

al., 2014). This means that not only will the retirement age have to increase, but also that the fewer people who are working will need to be more efficient to meet the economic challenges facing their country. This will lead to new challenges within organisations when it comes to understanding what keeps people inspired and passionate as well as how to create good relationships with the young employees in whose hands the company's success will lie when older generations retire. Indeed, in the near future, the Millennial generation, that is, those born between 1980 and 2000 (Cennamo & Gardner, 2008; Rentz, 2015), will dominate the labour market (Kuhl, 2014) alongside members of Generation Z.

The number of Millennials within the Finnish labour market has increased rapidly in recent years. In 2020, 45% of the workforce were Millennials, whereas in 2010 only 20% of the Finnish workforce were Millennials (Alasoini, 2010). This indicates a rapid demographic shift in the workforce and so suggests the need to understand the experiences, views and emotions of Millennials at work. A special characteristic of Finnish companies and organisations is that their success is said to be based on the emphasis placed on personnel well-being and competence development (Laakso-Manninen & Viitala, 2007), which are together thought to form the basis for Finnish economic competitiveness. Thus, the need to understand the significance of the high number of Millennial employees in the future, as well as how they will come to dominate the labour market, represents a sound a basis for choosing this generation as the participants in this study.

From a practical perspective, the rationale behind this research is that most organisations and companies fail to consider the significance of their employees' emotions (especially passion), which affect their well-being and, consequently, the productivity of the organisations. Rather than maintaining organisational cultures that focus on measurement, hierarchy and external motivation, we need to understand that the key to the future success of organisations is employees' passion for work and, therefore, their well-being (Chen et al., 2015; Zainal Badri et al., 2020) and engagement (Hardgrove & Howard, 2015; Ho & Astakhova, 2018). Hence, this study wants to understand how young employees orientate towards passion for work in order to enhance the success of organisations.

Often, younger employees are the chief innovators within organisations because they are less constrained by old ways of thinking and more willing to step 'outside of the box'. Like plants that require fresh air, water and solid ground in which to grow and flourish, employees require a fresh, positive and enthusiastic atmosphere as well as a solid foundation on which to become established. With that in mind, what do we need to know if we are to enable young employees' passion to flourish at work? How can understanding young employees' identities help us to comprehend their passion for work, its antecedents and the different orientations towards passion for work? How can supervisors and leaders contribute to the development of an enthusiastic and passionate atmosphere at work? What kind of water and fertiliser do employees, especially younger ones, need if they are to be passionate and grow within an organisation?

1.2 Research setting and objectives

The approach of this thesis is based on the ontological assumption that reality can be understood as subjective. Thus, the participants provide their own interpretations of their experiences concerning passion for work, what they need to do to maintain their passion and what might serve as critical tipping points for change within their small stories. Moreover, the small stories of passion for work represent sensemaking devices with regard to participants' identity constructs during times of changes and challenges. As the choice of knowledge source in this study is the participants (i.e. the Millennials themselves) and as the knowledge is received through their interpretations, this study has an interpretivist epistemological foundation. It is situated within the theory of social constructionism, which posits that people exist in mutual relationships with each other. As a consequence, individuals both shape and are shaped by social experiences during everyday interactions and conversations.

The study sample included 26 Millennials working in four organisations situated in Finland. I interviewed the participants twice, meaning that I analysed a total of 52 interviews (with an average length of approximately one hour each). Between the two interview sessions, the participants used WhatsApp as a diary, sending me a total of 225 textual and visual messages, thereby providing a considerable amount of

multimodal data (181 text or voice messages and 44 photos or short videos). I first conducted a thematic analysis to reveal four thematic groups of passion antecedents. Next, I applied sensemaking lenses to understand the identities within the thematic groups so as to explore the different orientations the participants have towards the work they feel passionate about.

The main research question addressed in this study is as follows: *How do Millennials orientate towards passion for work?*

1.3 Motivation and contributions

The three main sources of motivation for this research are academic, practical and personal, and I will introduce each of them in this section. These main sources of motivation give rise to contributions to both knowledge and practise, which I will discuss in detail in Sections 11.2, 11.3 and 11.4.

The academic motivation for this study stems from the aim of contributing to the literature concerning passion for work by providing new insights into its antecedents as well as into the orientations towards passion for work within organisations, especially among Millennials. Thus, this study combines the passion for work literature with prior studies concerning Millennials, and applies sensemaking lenses, to provide both a novel research setting and new knowledge regarding the phenomenon of interest. Another academic motivation stems from the desire to contribute to the literature by detailing new insights and experiences concerning the use of novel data-gathering methods through the use of WhatsApp as an interactive mobile diary.

The practical motivation at the beginning of my thesis journey developed from the opportunity to work as a member of the research consortium involved in the 'Leading passion – how to create a culture of engagement' research project in Finland. The project involved three research organisations, which each tackled the issue from different angles. My aim as a researcher was to tackle the issue from the perspective of young employees. Therefore, the project provided frames and resources for this study, which enabled data collection among the participating organisations in Finland. Passion was the focus of the research consortium. TEKES, which is now called Business

Finland, funded the three-year research project from 2015–2017. During that period, I wrote several conference papers as well as chapters for the final outcome of the project, namely a book on leading passion, which enabled me to conduct an in-depth investigation into passion for work among young employees.

The personal motivation for this research comes from my personal experiences. First, as a mother of three youngsters who were born in the 1980s and 1990s, I have a strong personal interest in studying an area that could enhance their professional lives in the future. I also have a special interest in knowing how to better support my team at Haaga-Helia University of Applied Sciences, who are all members of the Millennial generation. Moreover, as a Project Director aiming to develop, together with five other universities, the new Ulysseus European University for students from the Millennial generation and Generation Z, I have an interest in learning how we can support our students as future employees and enhance their passion for the professional paths they choose to follow. One more practical motivation concerns the desire to show that people can do anything at any age. As the grandmother of a little girl, I want to show her that learning and self-development never need to end if you are persistent and passionate regarding what you do.

Drawing together prior knowledge concerning passion for work, this thesis produces both empirical and practical contributions. Understanding Millennials' passion with regard to knowledge-based work has been the subject of almost no previous studies. Based on my research, I suggest that an understanding of how the four orientations towards passion for work (i.e. boundaryless, expert, belonger and bystander) are applied in relation to knowledge-based work may help supervisors, leaders and human resources (HR) practitioners to support and maintain young employees' passion for work and, therefore, enhance both their well-being and the overall success of the organisation. Thus, this thesis contributes to the passion literature by introducing a new typology of Millennials' passion for work orientations, as revealed through small stories in which the voices of the young employees were heard.

I also introduce a new quartet of antecedents of passion for work, namely relating autonomously to one's work, having a sense of professional value, relating to co-workers and the wider work community, and having supportive supervisor and

leadership relations. Consequently, each thematic group of passion enablers reveals new findings of relevance to the literature. For instance, the established passion research has identified support for autonomy as a significant antecedent of passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Slemp et al., 2021; Zigarmi et al., 2009, 2011), albeit without referring to its situational, contextual and relational characteristics unfolding supervisors' and leaders' considerate acts of support. Hence, I shift the focus from the univocal, traditional and narrow scope of autonomy as an aspect of the enablers of passion to dynamic and relational views of autonomy and its inherent paradoxes, which may decrease the well-being of autonomous and flexible young employees who are constantly connected by technological devices and, consequently, always available for clients, colleagues and supervisors.

Meaningfulness, as an aspect of passion for work, has previously been discussed by passion scholars (e.g. Johri et al., 2014; Perttula, 2004; Perttula & Cardon, 2011; Vallerand, 2008; Vallerand et al., 2003). However, the current passion research lacks a thorough examination of what meaningfulness, as an aspect of passion, constitutes for Millennials. The data reveal two categories of meaningfulness, 'making a difference' and 'making the self', indicating that employers should address the fact that employees need to make a difference in other people's lives or that an individual's work must be in line with their identity.

In this thesis, I also shift the research focus to the significance of psychological safety at work (e.g. Edmondson, 2018; Edmondson & Lei, 2014; Frazier et al., 2017; Newman et al., 2017) as an aspect of passion for work. Psychological safety has been shown to be related to various positive outcomes, including enhanced divergent thinking, creativity, risk-taking and engagement in learning (Edmondson & Lei, 2014), although it has not previously been related to passion for work. Yet, psychological safety plays an important role as an antecedent of passion for work, which suggests a new angle for investigating passion for work and, therefore, a new contribution to the knowledge in this area. Moreover, I extend the understanding of the significance of communication and conduct on the part of supervisors and leaders, revealing that they need to be more attentive, compassionate and mindful in the future (e.g. Dunoon & Langer, 2011; Reb et al., 2014).

Furthermore, I identify the significance of fleeting moments as turning points in terms of change. I refer to these moments as tipping points from which there is no return to the previous level of passion and excitement concerning work. These tipping points are caused by supervisors' and leaders' inattentive communication, toxic behaviour and lack of mindfulness and empathy. Supervisors' and leaders' behaviour is of utmost important to Millennials (e.g. Kultalahti, 2015; Kultalahti & Viitala, 2014; Martin, 2005), meaning that the findings concerning participants' sensitivity to tipping points that may have significant consequences for their motivation and passion for work extend the literature on Millennials.

This study also provides insights into a novel data-gathering method involving the use of WhatsApp diaries as sources of multiple data that can be used alongside in-depth interview data. Given that young employees are high users of internet technology who are comfortable communicating through text, the use of digital diary method is surprisingly still lacking. WhatsApp has not previously been used as an interactive diary method for gathering emotions and experiences in situ when investigating Millennials engaged in knowledge-based work. Yet, WhatsApp provides rich, multimedia insights into the thoughts and emotions of young people that cannot be readily accessed through other methods. Prior studies have used a range of data collection modes, for example, instant messaging interviews conducted using WhatsApp, although they have not used WhatsApp as a diary (Gibson, 2020; Kaufmann & Peil, 2020). Therefore, by using interactive WhatsApp diaries in this thesis, I can offer novel insights into its usability and potential improvements as a research method.

The findings of this thesis provide practical contributions by generating an understanding of how to support young employees' passion and foster conditions in knowledge-based workplaces in which passion for work is enabled and enhanced. The findings also elucidate how to develop fruitful relations and attentive communication, which provides new insights into how to benefit young employees and keep their passion alive. Doing so should contribute to the well-being and productivity of employees and, at the same time, to the overall success of the company. Moreover, this study makes important practical contributions by providing supervisors, managers, leaders and HR professionals with practical knowledge, advice and suggestions

concerning what will enhance passion for work among Millennials, who will soon be a major part of the workforce in European companies. The insights derived from this research are, to some extent at least, applicable to employees of all ages. Finally, the findings also have implications for education due to providing educational contributions in the field of organisational and business studies by emphasising the significance of passion for work within organisations.

1.4 Outline of the thesis

This thesis is organised according to the qualitative style of reporting and compiled into 11 chapters. In this introductory chapter, I set out the background, research setting, objectives, motivations and contributions of the present thesis. In the second chapter, I introduce the relevant literature, focusing first on studies concerning emotions within organisations and then moving on to more specifically focus on passion for work. I discuss the definitions and studies regarding passion for work, together with the theories related to it, the outcomes and sources of passion, as well as the dark sides of passion. In the third chapter, I consider studies on Millennials and their controversial nature, thereby establishing the empirical context of this research. The fourth chapter explains the sensemaking lenses that I use in this study, focusing particularly on sensemaking with regard to identities. In the fifth chapter, I introduce the methodological approach applied in this thesis. First, I discuss the philosophical background, including the ontological and epistemological assumptions. I also introduce the qualitative research approach and related analysis methods. Moreover, I introduce the data collection methods, the data and sample, as well as how I analysed the data and constructed the antecedent themes and typology of orientations. In the chapters six, seven, eight and nine, I introduce the results and discuss the findings (the four themes of the antecedents of passion for work and the participants' multiple identity constructions) in relation to the prior literature. In the tenth chapter I introduce the four orientations towards passion for work with narratives illustrating them. In the final chapter, I draw conclusions based on the findings and discuss the academic, methodological and practical contributions of the study. I also set out the limitations of the research and offer suggestions for further research.

2. PASSION FOR WORK

2.1 Introduction

In this thesis I want to increase the understanding on how Millennials orientate towards passion for work when engaging in knowledge-based work in Finnish organisations. Therefore, in this chapter I examine the development of knowledge related to the study's main area of interest: passion for work. The purpose of this literature review is to elucidate and synthesise prior research in the field of passion with a view to critiquing the way in which the subject has been explored by scholars to date.

I will start by discussing emotions within organisations. Then, I will continue by focusing on the passion research. I will introduce the various definitions of passion offered to date, mainly provided by Western passion scholars as well as the close relationship of passion and identity. In addition to Vallerand et al.'s (2003) dualistic model of passion, there exist various studies and definitions of passion within the entrepreneurial literature (e.g. Cardon et al., 2009) as well as passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011).

Only a few attempts have been made to operationalise passion for work in a qualitative setting. I will explain how I have formed the basis for the operationalisation of passion for work in this thesis, as captured from the literature and various definitions of passion. In this thesis strong positive feelings and identity connections with work form the locus of the operationalisation of passion for work.

I will also discuss passion concept and its relations to similar conceptualisations, for instance intrinsic motivation (Ryan & Deci, 2000), flow (Csikszentmihalyi & Csikszentmihalyi, 1992) and work engagement (Bakker et al., 2011; Schaufeli & Salanova, 2011; Schaufeli et al., 2002). Moreover, I will discuss the outcomes and enablers of passion in psychological, personal and organizational levels, in addition to the dark sides of passion. I will end the chapter by offering some concluding remarks

and discussing the unique research needs (i.e. gaps) that render my research setting unique.

2.2 Emotions within organisations

Following the so-called 'Affective Revolution' (Barsade et al., 2003, p. 3), studies on emotions in general have played a significant role in the organisation research (Ashkanasy & Dorris, 2017), as have studies focusing specifically on passion (Pollack et al., 2020; Smith et al., 2020; Vallerand et al., 2019). There is growing evidence that positive moods, affects and emotions have a number of positive impacts in the workplace, enhancing creativity, work engagement, positive coping, performance, leadership, teamwork, collaboration, commitment, job satisfaction and customer service (Amabile et al., 2005; Barsade & O'Neill, 2016; Brief & Weiss, 2002; Diener et al., 2020), which are all crucial for organisations' success. Hence, organisational studies cannot neglect the effects that positive emotions have within work environments. Indeed, emotions not only influence how people perform in organisations, but also play a key role in how individuals make sense of their environments (Holt & Cornelissen, 2014; Maitlis & Christianson, 2014; Maitlis & Sonenshein, 2010; Sandberg & Tsoukas, 2014), thereby providing an extra layer of understanding of the significance of emotions within organisations.

When seeking to study experiences of emotions such as passion, we must first understand what emotion means and how it differs from similar concepts. Moreover, we need to understand the diverse research streams concerning emotions within organisations that have led to research with a very specific focus: passion for work. A particular issue with regard to the emotion literature is the fact that four constructs (emotions, affects, moods and feelings) are often used interchangeably even though they are actually quite distinct from one another. Scholars should avoid using the term emotion as an umbrella term for all the distinct affective phenomena and be more consistent in relation to the definitions of the basic terms, especially the terms affects, emotions, moods and feelings (Ashkanasy & Dorris, 2017; Gooty et al., 2009). In particular, the concepts of emotion and feeling are often applied interchangeably. In fact, when describing passion, scholars use them both, with passion being described as

both a positive emotion (e.g. Baum & Locke, 2004; Perttula & Cardon, 2011) and a positive feeling (e.g. Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Jachimowicz et al., 2018) towards an activity.

In this thesis, I do not differentiate emotions from feelings. However, I do not refer to passion as an affect or mood. Emotion is said to be the experience of a form of biological response to an environmental stimulus, resulting in both physical and psychological changes and, subsequently, readiness for action (Frijda, 1986). The basic or primary emotions include joy, love, anger, fear, sadness, disgust and surprise (Ekman, 1992; Ekman & Cordaro, 2011), although the precise numbers and identities of discrete emotions remain subjects of much debate (Barsade & Gibson, 2007).

To help us understand the differences among the various concepts, it is important to distinguish emotion from core affect and mood. The simple state of feeling good or bad, energised or drowsy, forms the basis of core affect (Barrett et al., 2007; Russell, 2003; Yik et al., 1999), which gives us a simple answer to the question of how people are feeling at specific times. It can be extremely intense at times and milder at other times. Moreover, core affect is pancultural (Russell, 2017), as it is the same in all cultures and language groups.

Emotion, core affect and mood all belong to the family of emotional experiences. Thus, they are overlapping yet distinct concepts. Russell (2017) argues that whereas emotional experiences can be said to begin and end, individuals are always in some state of core affect, which varies over time without beginning or ending. Core affect is also part of what we commonly call mood, which can be thought of as a prolonged and mild core affect without an object (Russell, 2003, 2017).

Core affect and mood are not necessarily directed towards anything, although emotional experiences and episodes (and emotional meta-experiences) are generally directed towards some object that can be specifically described (Russell, 2017). This thesis deepens our understanding of a specific positive and strong emotion (or feeling), namely passion, as directed towards work, as well as of the specific orientations of Millennials towards the work they are passionate about. As passion has an object, it cannot be seen as a core affect or a mood.

Emotion, including passion, is always caused by something. As most emotions are caused by other people, take place in a social context and serve various social functions, emotion is considered a social activity (Parkinson, 1996; Parkinson et al., 2005). For example, in the workplace, what other people do or say represent the things that affect us the most. Thus, emotions play a key role in all the experiences, activities and interactions within organisations. Today, emotions are recognised as a significant aspect of organisation research (Ashkanasy & Dorris, 2017).

As a result of the 'Affective Revolution' (Barsade et al., 2003, p. 3), prominent conceptualisations were introduced into organisational studies, such as emotional work or emotional labour, emotional intelligence, social intelligence and emotional culture. Emotional labour (Hochschild, 1983) refers to the management of feelings based on the requirements of the job, and it is founded on the idea that employees are often forced to display emotions that are at odds with what they truly feel (Ashkanasy & Dorris, 2017). Emotional intelligence is the ability to understand and manage moods and emotions in both the self and others, as well as to discriminate among them, meaning that it consists of inter- and intra-personal skills (George, 2000; Goleman, 1995; Salovey & Mayer, 1990; Spector, 2005). The idea of social intelligence was introduced later, and it is defined as 'a set of interpersonal competencies built on specific neural circuits that inspire others to be effective' (Goleman & Boyatzis, 2008, p. 3), which gives rise to the idea that employees mirror their leaders' emotions. The emotional culture represents a critical aspect of an organisation's success, consisting of the shared affective values, norms, artifacts and assumptions that govern the emotions people can have and express at work (Barsade & O'Neill, 2016).

Emotional labour and emotional intelligence are subjective concepts when manifested by individuals, while social intelligence consists of social interaction and emotional culture is an essential part of an entire organisation. Emotional labour, as well as emotional and social intelligence, are all needed to enable and enhance employees' positive emotions, including passion, within organisations operating in all industries. The emotional culture can be seen to include passion for work: people may or may not feel passion, and it can be enabled or obstructed by different human, social and organisational phenomena.

2.3 Definitions of passion

Over the last two decades, research interest in passion as a strong positive emotion has increased and spread to various fields, including work. Passion is a driving force behind positive performance at both the individual and the organisational levels. Passion for work lies at the heart of the strong emotions influencing people within organisations. Moreover, passion for work motivates people in terms of their creativity (Liu et al., 2011), well-being (Chen et al., 2015; Zainal Badri et al., 2020), engagement (Hardgrove & Howard, 2015; Ho & Astakhova, 2018), performance and productivity (Cardon & Kirk, 2015; Curran et al., 2015; Ho et al., 2011; Vallerand et al., 2007). Passionate and engaged employees are consistently and continuously emotionally focused on creating value for their organisations, exhibit higher morale, are more loyal, creative and innovative, are prepared to 'go the extra mile' in order to delight customers (Hlupic, 2014) and, most importantly, are more effective (Bakker & Bal, 2010; Demerouti et al., 2010). A company's results are likely to be more impressive when its employees are passionate, fully engaged, committed and contribute all their skills and abilities, which leads to new innovations and solutions (Hlupic, 2014).

Many passion scholars have introduced their own definitions of passion. Therefore, it is useful to examine the different definitions of passion and determine their differences and similarities. Vallerand et al. (2003) define passion as 'a strong inclination toward an activity that individuals like (or even love), that they find important, and in which they invest time and energy' (p. 757). They also present a dualistic model of passion. Two distinct types of passions are harmonious passion, which engenders a sense of volition and personal endorsement regarding the activity in question, and obsessive passion, which creates an uncontrollable urge to engage in the activity (Vallerand et al., 2003).

In addition to Vallerand et al.'s (2003) dualistic model of passion, there exist various studies on passion within the entrepreneurial literature. Entrepreneurial passion has been defined as 'consciously accessible, intense positive feelings experienced by engagement in entrepreneurial activities associated with roles that are meaningful and salient to the self-identity of the entrepreneur' (Cardon et al., 2009, p. 515). This

definition is similar to Vallerand at al.'s (2003) conceptualisation of passion, although it is targeted towards the specific activities of entrepreneurs. Again, when defining passion for entrepreneurial activities, Baum and Locke (2004) see it as a reflection of the extent to which people 'love' to work, with passion contextualised as 'emotions of love, attachment, and longing' (p. 588). Thus, passion for entrepreneurial work can be considered a personal resource (Baum & Locke, 2004).

The concept of entrepreneurial passion has been widened to include team-level passion through the introduction of the concept of new venture teams (Cardon, Post, et al., 2017, p. 2). Here, team entrepreneurial passion is defined as a team-level construct representing the level of shared intense positive feelings towards a collective and central identity for new venture teams. Such team-level shared emotions have positive outcomes for businesses and organisations. For example, shared emotions such as team emotional passion or joy help to improve the quality of social processes that enhance team members' abilities to collaborate and work together and to introduce effective change into business relations (Rhee, 2006). Moreover, shared positive emotions can help people to learn from one another. Thus, team entrepreneurial passion can also influence team performance and processes. Ultimately, team entrepreneurial passion emerges when team members experience intense positive feelings towards a shared, collective team identity in new venture teams (Cardon, Post et al., 2017, p. 5).

It has also previously been revealed that individuals who consider the entrepreneurial identity to be more central and important to themselves experience greater levels of passion (Murnieks et al., 2014). Equally, research has shown the roles of people's learning orientation and passion for work in moderating the instrumentality of their perceived ability to become a successful entrepreneur as well as perceptions of the attractiveness of becoming an entrepreneur (De Clercq et al., 2011). In sum, studies concerning entrepreneurial passion suggest that passion is a resource that can be helpful at both the individual and the group levels. As a resource, it helps to improve the performance, processes and learning in the relevant community or organisation.

Aside from Vallerand et al.'s (2003, p. 757) definition of dualistic passion, Cardon et al.'s (2009, p. 515) definition of entrepreneurial passion and Baum and Locke's (2004,

p. 588) definition of passion for work in the entrepreneurial context, there exist a wide range of definitions of passion in the context of work. Many of these definitions are built on passion research from the social-psychological literature as well as on more recent studies on entrepreneurial passion. Table 1 presents the distinct yet intertwined definitions of passion that have emerged over the last two decades. The definitions are presented in chronological order.

Table 1 Definitions of passion

Authors	Concept(s)	Definition
Vallerand et al. (2003, p. 757)	Passion: dualistic model =>Harmonious and obsessive passion	A strong inclination toward an activity that individuals like (or even love), that they find important, in which they invest time and energy.
Baum and Locke (2004, p. 588)	Passion for work (in entrepreneurial context)	A reflection of the extent to which people 'love' to work and passion is contextualized as 'emotions of love, attachment, and longing'.
Cardon et al. (2009, p. 515)	Entrepreneurial passion	Consciously accessible, intense positive feelings experienced by engagement in entrepreneurial activities associated with roles that are meaningful and salient to the self-identity of the entrepreneur.
Zigarmi et al. (2009, p. 310)	Employee work passion	An individual's persistent, emotionally positive, meaning-based state of well-being stemming from continuous, reoccurring cognitive and affective appraisals of various job and organizational situations, which results in consistent, constructive work intentions and behaviors.
Ho et al. (2011, p. 28)	Job passion	A job attitude comprising both affective and cognitive elements that embody the strong inclination that one has towards one's job.
Perttula & Cardon (2011, p. 193), based on Perttula, 2004, 13)	Passion for work	A psychological state characterized by the experience of intense positive emotions, an internal drive to do the work, and a sense of meaningful connection to one's work.
Hardgrove and Howard (2015, p. 17)	Employee work passion	A positive emotional state of an employee that comes from engagement in work related to employment, and results in persistent and productive engagement in work related activities, and which further results in harmonious congruence with a worker's life beyond the workplace.

Bergkvist and Eriksson (2015, p. 17)	Work passion	As consciously accessible positive feelings experienced by engagement in activities such as work—any work—associated with roles that are meaningful for the self-identity.
Cardon, Post, et al. (2017, p. 2)	Team entrepreneurial passion (TEP)	The level of shared intense positive feelings for a collective team identity that is high in identity-centrality for the new venture team.
Jachimowicz et al. (2018, p. 9980)	Passion	A strong feeling toward a personally important value/preference that motivates intentions and behaviors to express that value/preference.
Chen et al., (2020, p. 142)	Work passion	Positive affect towards engaging in the work, considering the work an important part of one's identity, and being motivated to engage in the work.

These definitions of passion have been constructed by combining job, employee or work passion into attitudes or orientations towards an individual's job or work. Ho et al. (2011) conceptualise job passion as a 'job attitude comprising both affective and cognitive elements that embody the strong inclination that one has towards one's job' (p. 28), while in their operational definition, Zigarmi et al. (2009, p. 310) incorporate the concept of appraisal—both cognitive and affective—into a larger construct of employee work passion, which is associated with both one's job and the organisation itself.

In contrast to definitions of passion that frame it as a strong emotion towards an activity itself (e.g. Baum & Locke, 2004; Ho et al., 2011; Vallerand et al., 2003), other definitions see passion as a positive emotion towards work roles connected to identity. Thus, passion is also considered to be 'consciously accessible positive feelings experienced by engagement in activities such as work—any work—associated with roles that are meaningful for the self-identity' (Bergkvist & Eriksson, 2015, p. 17). Consequently, work passion can be considered a positive orientation towards any work where the individual takes on a role that is in line with the 'self'. Similarities with Cardon et al.'s (2009, p. 515) definition of entrepreneurial passion are evident due to the emphasis on the role being significant to the individual's self-identity, although a difference exists due to specifying the work itself (considering any work rather than very specific work).

Again, similarities with both Vallerand et al.'s (2003, p. 757) and Cardon et al.'s (2009, p. 515) definitions are evident in Hardgrove and Howard's (2015, p. 17) view of

employee passion for work, which emphasises the positive emotional state of an employee to stem from engagement in work related to employment. However, their definition expands the influence of passion, stating that is results in harmonious congruence with a worker's life outside the workplace.

Furthermore, Perttula (2004, p. 13) discloses the significance of feeling a meaningful connection with the work itself in her conceptualisation of passion for work. She defines passion for work as a 'psychological state characterized by the experience of intense positive emotions, an internal drive to do the work, and a sense of meaningful connection to one's work' (see also Perttula & Cardon, 2011, p. 193). The meaningful connection refers to how an individual's identity is intertwined with her or his work (Perttula, 2004; Perttula & Cardon, 2011).

Having a sense of doing meaningful work is internalised in one's sense of passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003). However, the construct of meaningful work is affected by conceptual ambiguity (Both-Nwabuwe et al., 2017), meaning that it has been subject to critical reviews in recent years, both in light of its definitions and in terms of its outcomes (Both-Nwabuwe et al., 2017; Lysova et al., 2019). The critical reviews suggest that significant gaps still exist with regard to understanding the meaning of meaningful work, which hinders the creation of a single consistent construct. However, Both-Nwabuwe et al. (2017) suggest an integrative definition of meaningful work as 'the subjective experience of existential significance resulting from the fit between the individual and work' (p. 12). By 'subjective experience of existential significance', they refer to the process of personally perceiving work as contributing to, or making sense of, one's reason for existing. By 'result of the fit', they refer to the fulfilment of different dimensions— inherent in every human being—through work.

Steger et al. (2012, pp. 324–325) conceptualise meaningful work as consisting of three primary facets: psychological meaningfulness, meaning making through work and greater good motivations. Martela and Steger (2016, p. 531) provide another trichotomy of facets, suggesting that the general sense of meaning can be divided into purpose, coherence and significance. Allan et al. (2019) define meaningful work as 'the global judgement that one's work accomplishes significant, valuable, or worthwhile

goals that are congruent work with one's existential values' (p. 502). Thus, work is meaningful when it fulfils personal values and is perceived as being worth doing, which are both needed to generate a feeling of passion for work. Chalofsky and Krishna (2003, 2009) also segregate three themes within the construct of meaningful work: sense of self, the work itself and the sense of balance, thereby focusing on an individual's identity and its link to the work being done.

The similarities and differences among the concepts of motivation and passion, as well as how the passion research has evolved from motivational theories, will be discussed in Section 2.5. However, in terms of the definitions of passion in the work context (Table 1), only Chen et al. (2020) underline how work passion is essentially a motivational concept and experience. They identify three key elements of work passion: positive affect towards engaging in the work, considering the work to be an important part of one's identity and being motivated to engage in the work. Thus, together with positive emotions and identity relevance, they add the significance of motivation to engage in the work for which one feels passion. They argue that each of these psychological states are related to one another and, further, that they collectively characterise the experience of work passion as holistic, with all the elements of work passion being intimately connected with one another.

In contrast to the established definitions of passion in the work context that emphasise a strong positive feeling towards the activity in question, Jachimowicz et al. (2018) suggest that passion is a strong feeling, an intense affective state, which is not limited to positive feelings. Their study of how individuals ignite work passion from within shows how grit requires both passion and perseverance. Moreover, they define passion as a 'strong feeling toward a personally important value/preference that motivates intentions and behaviours to express that value/preference' (Jachimowicz et al., 2018, p. 9980). The emphasis on a personally important value/preference signifies that the target of passion reflects an attribute that has a high personal value to the individual (Jachimowicz et al., 2018).

It is important to note here that most prior passion studies, as well as most definitions offered to date, have been provided by Western passion scholars, most commonly from the United States and Canada, although passion research is now on the rise in

Western Europe (Pollack et al., 2020). Therefore, I consider attempts to define passion to still be something of 'Wild West' of passion definitions.

There have been attempts made to divide the conceptualisations of passion into sub-categories, such as the trichotomies provided by Perttula and Cardon (2011) and Pollack et al. (2020). All the conceptualisations of passion that are divided into three categories based on their level of abstraction and specificity are introduced by Perttula and Cardon (2011). They argue that the three levels of passion are as follows: passion in general (Vallerand et al., 2003), passion for work (Perttula, 2004) and entrepreneurial passion (Cardon et al., 2009). Vallerand et al.'s (2003) work on passion is the most general, while the work by Cardon et al. (2009) is the most specific. Each perspective provides different insights into both the concept and the definition of passion (Perttula & Cardon, 2011).

Despite the comprehensiveness of the work by Perttula and Cardon (2011) and their attempt to shed light on the different streams of passion research, I have several points I wish to raise. For example, they argue that when discussing passion for work, a distinction between passion for work and *job* passion is made. They suggest that the body of job passion research has focused on a formal set of responsibilities, whereas the research on passion for work has focused on what employees actually do. However, I criticise this view. For instance, in the research by Ho et al. (2011), job passion is discussed, although in the measurement scale, they discuss the phenomenon of 'work' (e.g. 'I pay a lot of attention to my work'). Therefore, I argue that job passion and passion for work should be understood as equivalent concepts. Moreover, I criticise the decision to analyse only some of the definitions of passion in the work context in Perttula and Cardon's (2011) article. There are other conceptualisations (see Table 1) than job passion and passion for work within the stream of research on passion towards one's work or job, including the passion for work of Baum and Locke (2004, p. 588) and the employee work passion of Zigarmi et al. (2009, p. 310), which are not considered in Perttula and Cardon's (2011) analysis.

Another trichotomy of passion conceptualisations has been provided by Pollack at el. (2020) in their meta-analysis of work-related passion and its outcomes. They recognise three dominant streams of literature concerning work passion: general passion,

dualistic passion (i.e. harmonious passion and obsessive passion) and role-based passion (i.e. passion for developing, passion for founding and passion for inventing). They provide examples of all three streams, such as general passion, which is defined by Baum and Locke (2004, p. 588) as one's love of work, dualistic passion as formulated by Vallerand et al. (2003, p. 757) and role-based passion as developed from the entrepreneurial passion work by Cardon et al. (2009, p. 515). They argue that general passion is distinct from the other two types of passions because the latter both include an identity element, meaning that passion not only involves positive feelings towards work, but also incorporates the work into one's identity (Cardon et al., 2009; Vallerand et al., 2003). In addition, they claim that role-based passion, which is primarily examined in the entrepreneurship context, distinguishes three roles played by entrepreneurs—developer, founder and inventor—whereas the dualistic model distinguishes between two ways in which work is internalised into one's identity (i.e. in an autonomous or controlled fashion) (Pollack et al., 2020).

However, even if the three streams of passion definitions are recognised as distinct streams based on different motivational theories, I criticise the divisions. Baum and Locke's (2004, p. 588) argument that passion for work represents 'one's love for work' cannot be considered merely 'general' passion, as it has been studied in the entrepreneurial context and, therefore, is also a role-based passion akin to Cardon et al.'s (2009) entrepreneurial passion.

The trichotomies put forward by Perttula and Cardon (2011) and Pollack et al. (2020), both separate entrepreneurial passion into its own stream. Yet, controversy exists when it comes to defining 'general' passion. Perttula and Cardon (2011) argue that Vallerand et al.'s (2003, p. 757) dualistic passion is the general form, which is distinct from entrepreneurial passion and passion for work, while Pollack et al. (2020) argue that Baum and Locke's (2004) definition represents 'general' passion, which is distinct from both dualistic passion and role-based passion (i.e. entrepreneurial passion).

To conclude the discussion concerning the different definitions, which I refer to as the 'Wild West' of passion definitions, I argue that all passion for work conceptualisations have commonalities. Passion for work captures a strong positive emotional aspect of people's approach to work (e.g. Baum & Locke, 2004; Vallerand et al., 2003), although

it also relates to cognition because passionate people tend to intensively engage in knowledge processing (e.g. Cardon et al., 2009; Ho et al., 2011; Perttula & Cardon, 2011; Zigarmi et al., 2009). Thus, most definitions of passion for work contain both cognitive (meaningful connection and internal drive) and emotional (positive feelings) aspects. Regardless of the nuances of the conceptualisations, studies on passion in the context of work deal with a more or less similar phenomenon, and they share two key commonalities in that they all encompass strong positive feelings or emotions as a defining feature as well as the connection to one's identity.

2.4 Passion as love and identity

Despite the multitudinous definitions of passion, relatively few attempts have been made to operationalise the construct in qualitative research or to relate it to the knowledge-based work context. Most prior passion studies have followed a quantitative approach and used scales for measurement, meaning that the operationalisation of the concept requires adaptation to the specific setting of this thesis based on the established passion literature. The most commonly utilised and referenced measurements of passion are Vallerand et al.'s (2003) dualistic model of passion and Cardon et al.'s (2009) scale for entrepreneurial passion.

Table 2 The streams, dimensions and operationalisations of passion

The stream	Locus of conceptualization	Dimensions or types of passion	Operationalizations/ measurement
Dualistic model (Vallerand et al., 2003)	Liking/loving the activity. Finding the activity important. Investing time and energy.	Harmonious Obsessive	Two scales (harmonious and obsessive) for passion focused on how passion fits with the rest of the life. Sample items for HP: "My work reflects the qualities I like about myself." "My work is in harmony with the other activities in my life." Sample items for OP: "I have almost an obsessive feeling for my work."

			"The urge is so strong. I can't help myself from doing my work."
Entrepreneurial (Cardon et al., 2009)	Having intense and positive feelings for entrepreneurial activities. Entrepreneurial roles are meaningful to the self-identity.	Passion for inventing Passion for founding Passion for developing	Scales with three dimensions (Inventing, founding and developing) Sample items for intense positive feelings: "Searching for new ideas for products/services to offer is enjoyable to me." "Establishing a new company excites me." Sample items for identity centrality: "Being the founder of a business is an important part of who I am." "Nurturing and growing companies is an important part of who I am."
Passion for work (Perttula, 2004; Perttula and Cardon, 2011)	Intense positive emotions and internal drive. Having a sense of meaningful connection to one's work.	Joy Vitality Meaningful connection Internal drive	Scale with four dimensions: joy, subjective vitality, meaningful connection and internal drive. Examples: Joy: "I really love my work.", "When I get up in the morning, I am very happy about going to work." Vitality: "I have energy and spirit when working." Meaningful connection: "I feel a strong connection between my inner self and my work". Internal drive: "There is an inner force driving me in my work".

Table 2 shows that the locus and core of Vallerand et al.'s (2003) dualistic model of passion are love for the activity, activity valuation and time spent on the activity. Moreover, the model measures the relative importance of harmonious and obsessive passion in one's life.

In the case of Cardons et al.'s (2009) entrepreneurial passion scale, all three dimensions distinguish between the target activities of passion in an entrepreneurial setting. Thus, passion is targeted towards either inventing, founding or developing

activities related to one's business, thereby providing different perspectives on the experience of entrepreneurial passion.

The passion for work scale (Perttula, 2004; Perttula & Cardon, 2011) contains both cognitive and emotional aspects. The cognitive aspects include meaningful connection (identity connection to one's work) and internal drive, while the emotional aspects include joy (feelings of enjoyment, happiness and love towards work) and subjective vitality. In addition, the four dimensions of passion focus on the subjective experience of passion. Thus, the components that construct the passion experience are said to be joy, subjective vitality, meaningful connection and internal drive, and they must all be realised when having passion for work.

All three perspectives suggest that passion helps to direct one's attention and actions and, further, that passion is a domain-specific motivational construct. It is domain-specific because one needs a target for one's love, such as a specific form of work or set of activities, in order to feel passion in the work context. All three scales have commonalities, which can be noted when operationalising passion for work. However, the scales have been developed for use in quantitative research and, therefore, they are not applicable as such to this study. Moreover, the dualistic model also focuses on obsessive passion, which is not a focus of this study. The concept of entrepreneurial passion is targeted towards entrepreneurship activities, which are also not a focus of this study. However, Cardon et al.'s (2009) entrepreneurial passion is a role-based passion, as is passion for work in relation to knowledge-based work. In sum, the aspects that are common to each conceptualisation and measurement are the love for the activity and the significance in terms of the identity.

Using a measurement scale in passion research can be criticized, because scales often take on a life of their own in practice, as scholars frequently adapt and revise measures, often without paying attention to content validity (Smith et al., 2022). For instance, after conducting a content validation by investigating item-by-item the most used passion scale, developed by Vallerand et al. (2003), Smith et al., (2022) argue that there exists an overall lack of content validity (i.e., content correspondence and distinctiveness) of the passion scale in question. Their results suggest that some of the passion scale's items do not capture work passion, but the scale appears to measure

only a handful of work passion facets and thus they are not fully theoretically aligned with the nature of the constructs of harmonious and obsessive passion.

Other attempts have been made to operationalise passion for work, for example, by focusing on work engagement and workaholism as two motivational concepts that indicate passion for work (Gorgievski et al., 2010). The authors follow a dualistic approach analogous to that of Vallerand et al. (2003), meaning that their approach is not suitable for this study. There also exists passion research conducted in a qualitative setting, although such studies have been performed without operationalising the concept (e.g. Halonen & Lomas, 2014). Rather, they focus on a passionate way of being and interview people already assessed as being passionate individuals.

Only a few attempts have been made to operationalise passion for work in a qualitative setting, such as the qualitative phenomenological research on entrepreneurial passion conducted by Cardon, Glauser, et al. (2017), which has inspired this study through its approach and operationalisation. They apply an inductive approach, viewing the individual's interpretation of an experience as an essential part of the experience itself. Their goal is to discover how entrepreneurs themselves experience and make sense of their passion and its sources. They utilise the conceptual definition of passion suggested by Cardon et al. (2009) to guide their analysis. Therefore, Cardon, Glauser et al. (2017) focus on specific words such as 'passion', 'love', 'excitement' and 'who or what I am' (identity), as well as on the context and subtext related to them. The goal of their analysis is to identify common themes within the interviews, particularly as they relate to what entrepreneurs are most passionate about in terms of their entrepreneurial experience. They holistically assess what entrepreneurs are describing concerning the *intense positive feelings* and *identity-relevance* of the object of the feelings they experience, thereby focusing on the two main common elements within the passion literature (loving the activity and having an identity connection with the activity).

The qualitative research and operationalisation of passion by Cardon, Glauser, et al. (2017) capture the two significant elements of passion, which are parts of most passion research conceptualisations in a somewhat distinct manner. In Table 3, I have gathered the elements and expressions that incorporate both strong positive emotions

and identity constructs, which form the basis for the operationalisation of passion for work in this thesis, as captured from the literature and various definitions of passion.

Table 3 Passion towards an activity as incorporating strong positive emotions and significance for the identity

Authors	Strong positive feelings	Identity constructs
Vallerand et al. (2003)	Strong inclination towards an activity that individuals like (or love)	The activity internalized into one's identity.
Cardon et al. (2009)	Intense positive feelings	Activities associated with roles that are meaningful to the self-identity.
Perttula and Cardon (2011), based on Perttula (2004)	Experience of intense positive emotions	Sense of meaningful connection to one's work.
Bergkvist and Eriksson (2015)	Positive feelings by engagement in activities	Associated with roles that are meaningful to self-identity.
Cardon, Glauser, et al. (2017)	Intense positive feelings	Identity relevance.
Chen et al. (2020)	Positive affect towards engaging in the work	Considering the work an important part of one's identity.

Strong positive feelings refer to loving or liking one's work and/or the feeling of excitement, happiness, engagement and enjoyment while working. Identity connection refers to the work's meaningfulness and relevance to one's identity as well as to the inner alignment of the work with the 'self'.

The activities in which individuals are engaged occupy a significant, albeit not dominant, space in individuals' identity, and they exist in harmony with other aspects of individuals' life (Vallerand et al., 2010). Ho et al. (2011) argue that because feeling passion work is part of one's identity, passion should have a longer lasting influence on outcomes than, for example, motivation for work, which may have a short-term impact. Passion for work appears to capture a unique phenomenological experience whereby one's passion for work remains part of one's identity in the long term, which allows researchers to predict specific consequences over time (Ho et al., 2011). In fact, identities serve as a foundation of an individual's passion.

Based on an analysis of the main conceptualisations, dimensions and operationalisations of passion (Bergqvist & Eriksson, 2015; Cardon et al., 2009; Chen et al., 2020; Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003), as well as on the qualitative operationalisation suggested by Cardon, Glauser, et al. (2017), in this thesis, *strong positive feelings and identity connections with work form the locus of the operationalisation of passion for work.*

The existing passion literature offers many insights into the characteristics and processes of passion generally as well as the benefits and sources of passion for work within organisations. Yet, the literature lacks an understanding of the identity dynamics underlying individuals' passion for work experiences. Even though passion is often defined and seen as consisting of love for the relevant activity and as embedded in one's identity (Bergqvist & Eriksson, 2015; Cardon et al., 2009; Cardon, Glauser, et al., 2017; Perttula & Cardon, 2011; Vallerand et al., 2003), the role that passion experiences at work plays in the way individuals construct or revise their identities has not previously been examined.

To understand the uniqueness of passion for work in relation to organisational studies, it is also important to investigate how the concept of passion is related to other phenomena and concepts concerning the idea of loving one's job and identifying with it.

2.5 Passion and related concepts

The passion research has evolved from early motivational theories (Maslow, 1971) to the self-determination theory (SDT) suggested by Ryan and Deci (2000), which then influenced the development of the dualistic model of passion (Vallerand et al., 2003). Maslow's (1971) theory is considered to be seminal in the field of organisational behaviour. In the work of Maslow (1971), there are five classes of needs, which are organised into a hierarchy from the basic psychological needs to the higher-order needs for self-actualisation. According to the SDT, there are three basic psychological needs: autonomy, competence and relatedness (Ryan & Deci, 2000). The dualistic model of passion (Vallerand et al., 2003) is heavily influenced by the SDT. In addition,

various studies of passion have been based on the dualistic model.

However, entrepreneurial passion (e.g. Cardon et al., 2009) and other work-related passions, including passion for work, employee work passion and job passion (e.g. Hardgrove & Howard, 2015; Ho et al., 2011; Perttula, 2004; Perttula & Cardon, 2011; Zigarmi et al., 2009), represent distinct streams of research, despite being inspired by Vallerand et al. (2003). Related concepts such as flow and engagement, which are often used in organisational contexts to define positive emotional states, are said by passion scholars (e.g. Vallerand et al., 2003) to be consequences of (harmonious) passion. I acknowledge that flow, employee engagement and work engagement, as well as intrinsic motivation, are also separate streams of research, which I will discuss in this section.

Passion is sometimes understood as involving the experience of a state of flow. Flow can be described as an 'optimal experience' (Csikszentmihalyi & Csikszentmihalyi, 1992, p. 3) in which a person becomes highly involved in an activity and experiences effortless concentration. It can also be viewed as a holistic sensation that people experience when they act with full involvement (Csikszentmihalyi & Csikszentmihalyi, 1992; Csikszentmihalyi et al., 2016). Flow is a short-term peak experience at work, which may consist of work enjoyment and intrinsic work motivation (Salanova et al., 2006). Yet, the concept of flow implies that work activity is not necessarily meaningful for the individual or connected to the individual's identity. Rather, flow is a phenomenon that emerges from the interaction with the task and, therefore, is limited to the time it takes. In addition, passion is a more stable and less transient property than short-term, in-the-moment experiences such as flow (Pollack et al., 2020). A flow experience in which everything is effortless is argued to be a consequence of passion (Curran et al., 2015; Vallerand et al., 2003; Vallerand et al., 2007), not a determinant of it. Thus, passionate people experience more flow than those who are less passionate (Vallerand, 2008). Passion is a fuel that can lead to flow experiences at work.

Intrinsic motivation is related to passion for work through the key idea that people should be motivated in relation to their work and find the associated tasks meaningful in order to perform it effectively. The main factors that create possibilities for intrinsic motivation and both support and maintain people's motivation concern three basic

human needs that form part of the SDT. The SDT concerns intrinsic motivation and its connection to the human needs for autonomy, competence and relatedness, which have been proven to be universal and predictive of psychological well-being (Ryan & Deci, 2000). Intrinsic motivation refers to performing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000, p. 71). Thus, it means that a person is engaging in an activity due to its inherent satisfaction rather than to achieve various separable consequences, such as pressures or rewards, which drive extrinsic motivation. An intrinsically motivated person acts due to the fun, joy, satisfaction or challenge entailed. However, it is important to note that, although intrinsic motivation exists within individuals, intrinsic motivation also exists in the relationship between individuals and activities. People are intrinsically motivated with regard to some activities more than others, and it must be acknowledged that not everyone is intrinsically motivated in relation to any particular task (Ryan & Deci, 2000).

Undoubtedly, there is a close affinity between the concepts of motivation and passion; however, the difference between them is subtle yet significant. Motivation may be more significant in terms of non-passionate activities that we still need to perform in our lives (e.g. going to school, cleaning our rooms or offices), while passion may be especially important to the relatively few activities that allow us to thrive in our lives (Vallerand, 2012), especially at work. Ho et al. (2011) argue that, because feeling passion for work is part of one's identity, passion should have a longer lasting influence on outcomes than, for example, motivation for work, which may have a short-term impact. As passion involves an activity becoming part of one's identity, it is distinct from motivational constructs that lack this identity aspect and, therefore, passion has a unique place in the motivation literature (Ho & Astakhova, 2018; Pollack et al., 2020).

Not only are there flow and motivation, but there also exists a close affinity between engagement and passion for work. Personal engagement, as initially introduced by Kahn (1990, p. 694) in the field of organisational research, is defined as 'the harnessing of organisation members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances' (see also Bakker et al., 2011). Since the term was first introduced, there has been rapid growth in the body of research on engagement (Bakker et al., 2011;

Schaufeli et al., 2002). A common definition of work engagement is a positive mental state of fulfilment related to work that is characterised by vigour, dedication and task absorption (Bakker et al., 2011; Schaufeli & Salanova, 2011; Schaufeli et al., 2002). Here, vigour refers to high levels of energy and perseverance in relation to accomplishing a task, while dedication refers to feelings of enthusiasm, inspiration, pride and involvement in a job. Moreover, absorption signifies a state of full attention and concentration with regard to a task, as well as to a feeling that time flies while working. Therefore, it is clear that engagement is the concept that could lead to the greatest confusion among passion and related concepts.

There seem to be at least three different engagement constructs, all with different implications. These constructs are employee engagement, work engagement and task engagement. Similar to passion for work, work engagement has also been found to offer multiple benefits for both individual employees and organisations. The reason that engaged employees are more productive at work is because they experience positive emotions (Bakker & Demerouti, 2008), which are core phenomena in relation to passion for work. However, an important distinction to be made is that engagement may occur in the absence of love for work (Vallerand et al., 2019).

Aside from flow, intrinsic motivation and engagement, there also exist various other concepts related to emotions within organisations but not emotions per se. Such concepts include job satisfaction and organisational commitment. For example, the term commitment is itself intrinsically related to emotion, as it is a psychological state that binds an employee to an organisation (Ashkanasy & Dorris, 2017), although it should not be considered purely an emotion.

Accordingly, job satisfaction is related to positive and negative emotions people have with regard to an organisation. However, it is more than an affective reaction because it has an inherent attitude element (Brief & Weiss, 2002; Weiss, 2002). Weiss (2002) defines job satisfaction as 'a positive (or negative) evaluative judgment one makes about one's job or job situation' (p. 6). Job satisfaction can be considered one of the key factors when it comes to the efficiency and effectiveness of business organisations (Aziri, 2011). Passion scholars argue that both job satisfaction (Pollack et al., 2020;

Vallerand et al., 2003) and commitment (Pollack et al., 2020) are outcomes of (harmonious) passion for work and, therefore, separate concepts from passion.

Passion and the related concepts are distinct, although they share certain similarities. The main similarity is a positive state of mind within a person, which is experienced by engaging in a specific activity. The positive emotions are self-imposed and related to positive effects for both individuals and organisations. What differentiates work engagement and intrinsic motivation from passion for work is both the role of emotions and the enduring state of passion. In terms of work engagement and intrinsic motivation, affects and emotions are perceived as passing, whereas in the passion literature, emotions are centre stage. The positive emotions associated with passion are less temporary than those associated with work engagement, motivation, flow, job satisfaction and organisational commitment. For example, engagement may change on a day-to-day basis, while passion is more stable and freer from the daily input of working details (Perrewé et al., 2014; Vallerand et al., 2003; Zigarmi et al., 2009). However, even if concepts are related yet distinct, passion scholars accentuate the primary role of passion because engagement, flow, job satisfaction and commitment are all results and outcomes of passion for work (Curran et al., 2015; Ho & Astakhova, 2018; Pollack et al., 2020; Vallerand et al., 2003), which highlights the importance of studying passion for work.

I acknowledge that it might prove challenging for participants to differentiate between these concepts; therefore, during the interviews, I asked about both motivation and passion, and for the present thesis, I analysed the accounts related to passion. Moreover, in Finland, the concept of engagement is closely related to the concept of commitment, although they are used in different contexts, meaning that engagement could not be confused with the phenomenon of passion. Yet, the question of how the concept of passion is defined per se is not a focus of my thesis. Rather, I want to understand the phenomenon of loving one's work and identifying with it when engaged in knowledge-based work, especially through the antecedents of passion, the identity constructs within the participants' small stories of passion and how they inform the typology of multiple orientations towards passion for work.

Even if much remains unknown in the research on work-related passion and its outcomes (Pollack et al., 2020), scholars have identified a multitude of positive outcomes of passion for work, which I will discuss in the following section.

2.6 Outcomes of passion

Passion scholars have identified several positive consequences of having passion for work. Organisations profit from having passionate employees due to their enhanced productivity and increased performance (Cardon & Kirk, 2015; Curran et al., 2015; Ho et al., 2011; Vallerand et al., 2007; Vallerand et al., 2019). Furthermore, passion also has positive emotional and cognitive outcomes at the individual level.

In fact, at the individual level, (harmonious) passion is positively correlated with both general positive affect and psychological adjustment indices (e.g. Vallerand et al., 2003). For example, harmonious passion is positively associated with positive experiences during activity engagement, such as positive emotions and flow (Vallerand et al., 2003). Moreover, studies show that feeling passion for work can have direct or indirect outcomes for employees within organisations. Indeed, passion for work leads to greater creativity (Liu et al., 2011), innovation (Klaukien et al., 2013), organisational citizenship behaviour (Astakhova, 2015), positive work performance (Ho et al., 2011), job satisfaction (Houlfort et al., 2014; Pollack et al., 2020), effectiveness (Perttula, 2004) as well as life satisfaction, subjective happiness and sense of purpose (Yukhymenko-Lescroart & Sharma, 2022). In addition, passion effects individuals' well-being (Chen et al., 2015; Johri & Misra, 2014), which has also proven to be the case within the specific age group of Millennials (Zainal Badri et al., 2020) as well as holding true for men and women of all ages (Philippe et al., 2009). Hence, passion for one's work does make a difference in terms of individual behaviour.

At the organisational level, passion for work is strongly related to companies' overall success due to its multitudinous positive effects on individual employees (Hlupic, 2014; Vallerand et al., 2019). Strong emotions always manifest when people confront work issues that matter to them and their organisational performance (Barsade & Gibson, 2007). Passion promotes both vocational well-being and success (Chen et al., 2015), in

addition to entrepreneurial performance and financial success (Cardon & Kirk, 2015; Ho & Pollack, 2014). Passion is also related to greater work commitment (Pollack et al., 2020) as well as to flow and work performance (Curran et al., 2015), which benefits organisations. Success can be promoted by enabling employees' inherent passion in the workplace. By contrast, it can be extinguished, destroying the great potential that employees' passion brings to organisations (Hardgrove & Howard, 2015).

It is argued that passionate people have something to look forward to when they wake in the morning (Philippe et al., 2009). People who are driven by passion and engagement are eager to do their best and go the extra mile (Hlupic, 2014). At the end of the day, passion results in work exhibiting harmonious congruence with a worker's life outside the workplace (Hardgrove & Howard, 2015). Vallerand et al., (2003, p. 756) answer the question 'How can people's lives be most worth living?' with the following suggestion: 'By having a harmonious passion toward an activity', as passion can fuel motivation, enhance well-being and provide meaning in everyday life.

Thus, passion matters because it makes a difference in people's private life as well as their working life. At work, passion is not just a psychological or philosophical matter of 'feeling good'. Rather, it is a phenomenon that affects organisational effectiveness and, consequently, the overall success of companies due to the positive outcomes of passion being prominent. Therefore, it is important to determine how passion for work is enabled.

2.7 Sources of passion

Prior studies have identified various sources of passion. The concepts of source, antecedent, enabler and determinant are all used in the literature to signify the same thing: what exists prior to the strong positive emotion (i.e. passion). These concepts all refer to the factors (individual, organisational, social and environmental) that impact or affect an individual's passion.

Vallerand et al., (2003) suggest that passion develops from two psychological processes: valuation of an enjoyable activity (the extent to which an activity is highly valuable and meaningful for someone) and the internalisation of an activity into one's

identity. They further argue that a common determinant of harmonious and obsessive passion is the extent to which the activity is highly valued and meaningful. This valuation process will ensure that the activity is internalised into one's identity. The way in which the internalisation is performed results in either harmonious or obsessive passion. If the internalisation is performed in an autonomous fashion, harmonious passion will develop (Vallerand et al., 2003). Therefore, valuing work and finding it meaningful can help a person to develop the passion that they feel towards an activity such as work.

Thus, passion not only involves positive feelings towards work, but also incorporates work into one's identity (Bergkvist & Eriksson, 2015; Cardon et al., 2009; Cardon, Glauser, et al., 2017; Perttula & Cardon, 2011; Vallerand et al., 2003). Moreover, when passion becomes a central feature of a person's identity, it serves to define that person. People who exhibit a passion for playing the guitar or for selling do not merely play the guitar or do sales. Instead, they are 'guitar players' or 'sales professional'. Hence, passionate activities form part of a person's identity (Vallerand et al., 2003; Vallerand et al., 2019). Other studies show that there are three processes influencing the development of passion towards an activity: activity selection, activity valuation and the type of internalisation of the activity representation in one's identity (Vallerand, 2008).

Personal factors, such as age and gender, do not to have an impact on people's passion for work. Indeed, studies have shown that neither harmonious nor obsessive passion differ among age groups, which suggests that passion remains relatively stable across a human's life. Some studies show that passion exists at all ages (e.g. Mageau & Vallerand, 2007; Philippe et al., 2009; Rousseau & Vallerand, 2008; Vallerand, 2008). In addition, it has been demonstrated that there is little or no difference in passion with respect to gender (Mageau & Vallerand, 2007; Vallerand et al., 2003). Thus, people of all ages and genders can feel passion for work. Moreover, research shows that passion can be experienced in all professions (Chen et al., 2015), although the contexts in which passion has previously been studied lack diversity. Passion has most commonly been studied in contexts such as sport and the arts (e.g. Curran et al., 2015; Lopes & Vallerand, 2020; Swanson & Kent, 2017; Vallerand et al., 2008) as well as in education

and among teachers (e.g. Bonneville-Roussy et al., 2013; Caudroit et al., 2011; Curran et al., 2015; Fernet et al., 2014).

Perttula (2004) provides a theoretical framework for passion that focuses entirely on work, which renders it distinct from Vallerand et al.'s (2003) dualistic model of passion. The framework suggests that the antecedents of passion for work are autonomy, self-esteem and perceived organisational support. Perttula (2004) also provides the following clarifications concerning what these antecedents mean or contain. Job autonomy concerns the extent to which individuals can perform the job in their own way or style, for instance, having freedom to select appropriate work behaviours, decide the order and pace of job-related tasks and determine how to coordinate those activities with co-workers. Thus, autonomy provides employees with substantial freedom to tap into their internal drive, use their talents and experience passion for work. Self-esteem concerns notions of trusting in one's own abilities and having confidence in one's right to experience both success and personal fulfilment. Hence, people with high self-esteem are likely to believe that they are worthy of positive and fulfilling work experiences. Perceived organisational support involves feeling valued and supported, a sense of safety and trust, comfortable at work and secure as to one's own importance. Higher perceived organisational support leads to greater passion for work because when an individual feels valued and supported, they also experience a sense of safety and trust. Employees who believe that their contributions are highly regarded feel a greater emotional involvement in their work. Individuals who feel that the organisation values them are apt to consider their work to have importance. This personal sense of importance heightens the meaning and connection a person feels in relation to their work, which refers to a person's identity connection to their work.

Passion for work is said to be a dynamic phenomenon that can be influenced by the context in which one is embedded (Perttula & Cardon, 2011); therefore, passion can also be influenced by the context in which one is embedded. Perttula and Cardon (2011) argue that positive social and organisational actions support and influence employees' passion for work. They also call for empirical research on what fosters passion within organisations, suggesting that even if autonomy, organisational

support, self-efficacy and self-esteem appear to be related to greater passion, it is salient to study how one actually achieves it.

Aside from psychological factors, studies have investigated the organisational enablers of passion for work. To date, research shows that passion is influenced by organisational support providing a healthy, flexible and secure environment in which employees are valued, redesigning the job so that it is both more meaningful and more inspiring, and providing feedback (Vallerand et al., 2003). Passion research conducted in an organisational setting has also revealed the importance of autonomy. It is known that social or environmental factors are empirically related to passion, for example, creating an autonomy-supportive organisational environment (Bonneville-Roussy et al., 2013; Liu et al., 2011; Perttula & Cardon, 2011), having job autonomy (Fernet et al., 2014; Zigarmi et al., 2009) or job crafting and leader autonomy support (Slemp et al., 2021). Thus, it is evident that organisational support enables passion for work.

Studies have shown that the perceived meaningfulness of work is related to passion. Vallerand et al., (2003) argue that a common determinant of harmonious and obsessive passion is the extent to which an activity is valued and considered meaningful. Moreover, meaningfulness has been referred to by passion scholars as a self-evident aspect of passion because it forms part of their definition of passion (Cardon et al., 2009; Perttula, 2004; Perttula & Cardon, 2011).

Redesigning and crafting the job so that it is more meaningful and supportive (Slemp et al., 2021; Vallerand et al., 2003) can contribute to the extent to which employees value their job and become passionate about it. However, the exact meaning of 'meaningfulness' is not covered in the passion literature. What meaningfulness means for Millennials in particular is also not covered. More specifically, the meaning that meaningfulness holds for young people in different positions, professions and organisations remains unknown. Therefore, to gain a more nuanced understanding of meaningfulness as an aspect of passion for work, we need research how Millennials themselves make sense of it.

Employee work passion is also influenced by less systemic relationships, such as relationships with the boss and colleagues, as well as more systemic organisational factors, such as fairness, career growth and recognition (Zigarmi et al., 2009). Hence,

organisations that value the contributions of their employees and make efforts to provide their employees with a healthy, flexible and secure work environment create optimum conditions for promoting passion. Zigarmi et al. (2011) reveal that an individual's intent to perform at peak levels is directly influenced by various organisational and job factors, with the most important such factors being task variety, meaningful work and autonomy.

Chen et al. (2015) argue that two contradictory lay perspectives have emerged regarding how passion for work is attained, which they distil into the 'fit' and 'develop' theories. They suggest 'fit' theorists to believe that passion for work is achieved through finding the right fit with a line of work ('follow your passion'), while 'develop' theorists believe that passion is cultivated over time in a particular line of work ('passion will grow over time'). However, their results show that these beliefs elicit different motivational patterns, although both can facilitate vocational well-being and success. Most importantly, their results show that passion can be cultivated in any profession (Chen et al., 2015). Therefore, passion is not a privilege of people who work in vocations or professions that are perfectly compatible with their inner selves. Not all people have found their 'unique calling' or 'life's mission', although passion for work can be found in relation to all jobs and organisations, including knowledge-based work, which represents the focus of this thesis.

In the work context, how can supervisors, leaders and managers create an environment in which employees' passion can flourish and grow? Perttula (2004) suggests that, in order to develop and sustain passion, managers should empower their employees and design jobs characterised by greater autonomy and more self-management opportunities. Too often leaders fail to analyse what drives the passion of their employees (Hardgrove & Howard, 2015). Yet, research suggests that there exists a shared understanding that organisations (leaders and managers) should support autonomy so as to enable their employees' passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Slemp et al., 2021). The experience of supported autonomy in the workplace is argued to be universally beneficial due to the way it nurtures people's innate psychological need for autonomy (Deci & Ryan, 2008; Slemp et al., 2021).

Passion studies, excluding those concerning obsessive passion, have revealed positive outcomes fostered by positive support. However, every phenomenon has its dark sides, which I will discuss in the next section.

2.8 Dark sides of passion

Passion generally has a positive connotation both in people's minds and in the literature. The concept of passion has a long history, especially in the field of philosophy. At its best, passion is a strong positive feeling that prompts people to work at their best. However, there is no light without darkness. Indeed, passion also has its dark sides, which need to be considered. Pollack et al. (2020) call for more research on the negative effects of passion, as we have relatively little knowledge of how and when passion is related to negative employee or organisational outcomes, meaning that there exists a need to also acknowledge the potential dysfunctions of passion.

At the individual level, the dark side of passion appears as obsessive passion. Vallerand et al. (2003) first introduced the dualistic view of passion into the social-psychological research. Harmonious passion leads to positive outcomes such as general positive affect, whereas obsessive passion leads to negative outcomes such as negative emotions during activity engagement, rumination when prevented from engaging in the relevant activity and rigid persistence (Vallerand et al., 2003). Moreover, obsessive passion is a controlled form of internalisation whereby employees feel compelled to do something rather than wanting to do it out of free will. Thus, obsessively passionate employees cannot help but pursue a task in such a manner that it consumes them and often leads to conflicts with other aspects of their life (Forest et al., 2011).

Studies conducted in different contexts have shown that obsessive passion is associated with multiple negative impacts. For example, obsessive passion is associated with short- and long-term increases in depression (Houlfort et al., 2013), an uncontrollable urge to engage in activities (Lafrenière et al., 2008), procrastination (Doty et al., 2020) and negative feelings such as distrust (Ratelle et al., 2013). People who suffer from obsessive passion have not internalised the activities in an autonomous way (Vallerand et al., 2003) and, therefore, cannot master their activities.

Hence, when the activity controls the person, they are in danger of being controlled and exploited by the activity itself (Burke & Fiksenbaum, 2009) or by those with power over them.

People can be exploited by their passions in the form of workaholism and burnout (Karlsson, 2015), which leads to a situation in which employees overwork or make sacrifices that benefit their employer, leader or manager. The way in which obsessive passion leads to or is associated with burnout and exhaustion has previously been studied among groups such as nurses, teachers, athletes and college students (e.g. Fernet et al., 2014; Lopes & Vallerand, 2020; Saville et al., 2018; Vallerand et al., 2010; Zito et al., 2022). Obsessive passion is also seen as a form of work addiction, which is associated with more obsessive job behaviours leading to less satisfying and more stressful work experiences, thereby resulting in both lower levels of psychological well-being (Burke & Fiksenbaum, 2009) and higher levels of burnouts (Lavigne et al., 2012; Slemp et al., 2021). Furthermore, obsessive passion when it comes to the use of the internet is related to procrastination among users across cultures (Doty et al., 2020). As a result, obsessive passion leads to personal tragedies and long sickness absences from workplaces.

As the activity controls the person suffering from obsessive passion (Burke & Fiksenbaum, 2009) and not the other way round, it is challenging for workplaces to understand the driving forces behind employees' engagement in activities—are they healthy and controlled or are they obsessive and uncontrolled? At the personal level, obsessive passion can cause great personal suffering (Burke & Fiksenbaum, 2009; Lavigne et al., 2012), which undoubtedly affects the whole organisation. Therefore, leaders and managers on the one hand, as well as colleagues on the other hand, are responsible for recognising if an employee is working under obsessive passion.

Emotions play an important role both inside and outside organisations, manifesting in political actions and social movements among other things. For example, emotions are present in every aspect of a protest because they motivate individuals, are generated in crowds, are expressed rhetorically and shape both the stated and unstated goals of social movements. Thus, emotions can be the means and the ends in social movements, often being fused to each other (Jasper, 2011). The exploitation of

passion might occur in societies in multiple ways. Almost on a daily basis, there are examples in the media of masses of individuals carrying out unhealthy activities due to obsessive passion. Radical mass movements, for example, are signs of the dark sides of passion that express obsessive, not harmonious and healthy, passion towards a given activity. Studies show that obsessive passion for an activity is associated with inter-relational difficulties and aggression, especially when accompanied by identity threats (Donahue et al., 2009; Lafrenière et al., 2008; Philippe et al., 2009).

In addition to leisure and professional activities, obsessive passion seems to also activate aggression within political or religious movements. Rip et al. (2012) state that passion appears to energise and direct both peaceful and violent ideologically inspired movements. They define ideological passion as a strong inclination towards a loved, valued and self-defining cause, ideology or group in which people invest considerable time and energy (based on Vallerand et al., 2003, p. 757), which is a motivational factor suggested to underlie people's choice of activist tactics. Rip et al.'s (2012) study concerning political and religious activists shows that obsessive ideological passion can lead people down an extremist and violent activist path in circumstances that symbolically threaten their passion-derived sense of identity, at times via the intermediary of strong and negative emotions such as hatred. By contrast, harmonious ideological passion can lead people down a peaceful activist path (Rip et al., 2012).

Obsessive passion is also associated with engagement in radical environmental behaviour (Gousse-Lessard et al., 2013). Moreover, rousing people's passions in an effort to achieve opportunistic, selfish or downright immoral ends has long been a trademark of demagogues, ultimately leading to immoral actions, especially when people act as members of a crowd (Lindebaum et al., 2017).

As discussed above, strong negative emotions and obsessive passion can lead to multiple challenges both at the individual level and within organisations and societies at large. Emotions clearly matter, and their various roles need to be discussed when developing healthy work environments for all citizens.

2.9 Critical remarks and research gaps

In this section, I will sum up and critically discuss the literature concerning passion for work, starting by offering some critical remarks regarding the lack of diverse contexts within previous passion studies and ending by illuminating the research gaps left by prior research.

Although the research on passion for work has progressed rapidly over the last two decades, much still remains unknown (Pollack et al., 2020; Smith et al., 2020; Vallerand et al., 2019). Scholars have called for more research on what fosters (or otherwise) passion (the antecedents and boundary conditions) in the work context (e.g. Ho et al., 2011; Perttula & Cardon, 2011), which is a focus of this thesis. With regard to the wide range of possible antecedents, more research is needed on aspects beyond supporting autonomy within organisations (Pollack et al., 2020).

My review of the literature did not cover all the contexts in which passion has been studied, omitting passion for hobbies, arts or teaching as a calling, among others. My focus was on covering the main areas of passion research: the dualistic model, entrepreneurial passion and passion for work. The review of the passion literature revealed how various interesting research areas have been overlooked, which this thesis will cover. For example, no passion study focusing on passion in the work context has taken an interest in the role of mundane yet significant micro-moments (Stokes & Harris, 2012; Stokes et al., 2015; Stokes et al., 2019) as tipping points in relation to experiences of passion within organisations and the role of colleagues and supervisors in causing such moments. Additionally, the ways in which individuals create and narrate their identities (Alvesson et al., 2008; Cunliffe & Coupland, 2012) within different contexts of passion antecedents have not been investigated by prior studies.

Passion for work is under-researched in terms of qualitative research, with the exception of Cardon, Glauser, et al. (2017), who presented the operationalisation of passion that inspired this thesis. A qualitative approach should serve to extend the established passion research, uncovering the nuanced intricacies of the phenomenon of passion. My literature review showed that the prior passion research can be divided into three levels of conceptualisations according to the level of abstraction (e.g.

Perttula & Cardon, 2011) or the basis in different motivational theories (e.g. Pollack et al., 2020). However, all of the research included in these categories used and discussed measurement scales, which meant that the research was concluded quantitatively.

Most of the quantitative passion studies are based on Vallerand et al.'s (2003) original passion scale and its modified versions. However, Smith et al. (2022) argue that Vallerand et al.'s (2003) passion scale lacks content validation. The results of the content validation Smith et al. (2022) conducted indicate that only a small number of items in work passion scale do in fact capture work passion, providing one more argument to criticize quantitative approach in passion studies. Even if Smith et al. (2022) do not criticize quantitative measurements in their article, yet they ask in their headline 'Was the Passion Ever There?', thus questioning the validity of the most popular passion scale. Therefore, instead of measuring passion, I want to understand the phenomenon at hand in a larger perspective – focusing on the own voices of the participants and hearing their experiences.

No prior studies have used sensemaking lenses when analysing passion for work experiences and the identities related to one's passion experiences at work. Focusing on Millennials' identity formation within the passion for work accounts should elucidate a very specific and nuanced research focus that is missing from the current research, thereby extending the mainstream passion research. Scholars argue that more empirical studies should be conducted on the antecedents and boundary conditions that enable or constrain passion for work (Egan et al., 2017; Ho et al., 2011; Perttula & Cardon, 2011). In addition, to achieve a more nuanced understanding of the phenomenon, qualitative research that dives into people's own experiences of the enablers and constraints is required.

By examining the previously established enablers, we can see that, apart from autonomy support and the meaningfulness of work, there is a gap in the research concerning what renders young employees passion at work. Zigarmi et al. (2009) argue that employee work passion is, among other things, influenced by the relationship with the boss. As explained above, organisational support is a clear source of passion (Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003; Zigarmi et al., 2009), although prior knowledge does not cover how supervisors' conduct and

communication influence employees' passion for work. Hence, the prior research has not covered how passion is related to mundane tipping points during the workday, after which there is no return to the initial strong positive feeling at work.

Previous studies have not indicated how multiple identity constructions inform passion, especially how they inform the multiple orientations towards passion for work and how having different orientations informs how individuals act, react and feel in relation to the work they feel passionate about. Passion orientations have not really been covered by researchers, even if there exist studies focusing on orientations in contiguous fields. For instance, Park et al. (2009) examine orientations towards happiness and life satisfaction in 27 nations using happiness and subjective well-being as synonyms. The orientations towards the seeking of happiness occur through pleasure, engagement and meaning. Moreover, the entrepreneurial passion research has covered how learning orientation and passion both moderate individuals' perceptions of being attracted to and actually becoming an entrepreneur (De Clercq et al., 2011). Thus, there is room for studies that will fill this gap in the research.

Informed by the literature and the gaps identified in it, I want to provide a nuanced understanding of Millennials' experiences of passion for work, especially those factors that enable their passion in ordinary work settings in four different organisations in Finland as well as how the identity constructs revealed from their small stories inform the various orientations towards passion for work. This aim will be achieved by addressing the following research question: How do Millennials orientate towards passion for work?

In answering this question, I will provide a voice to the participants, Millennials who are engaged in knowledge-based work, and allow them to define, perceive and construct (through interviews and mobile diaries) their own experiences of moments and events when they have experienced passion or lost it. I will also allow them to talk about themselves in order to discover their identity constructs. Prior to this, it is necessary to understand the established research concerning Millennials in the workplace, which I will discuss in the next chapter.

3. MILLENNIALS AT WORK

3.1 Introduction

This chapter will present and discuss the findings of prior research regarding the empirical context of this study, that is, the Millennial generation. I will present the ongoing and controversial discussion about this generation. In the near future, the generations dominating the labour market will be the Millennials (Kuhl, 2014) and Generation Z (Cseh-Papp et al., 2017). Yet, there is currently little evidence of the real differences among the generations, and the empirical evidence concerning generational differences in terms of work values is, at best, mixed (Parry & Urwin, 2011). In fact, although a considerable amount of research has been conducted on the characteristics of Millennials, the results of such studies seem to be controversial by nature, which makes it challenging to explain how best to characterise them.

As there is no widespread agreement among scholars concerning a general definition of a generation or the most apt birth years of Millennials, which means that a definite time frame is hard to determine (Bolton et al., 2013; Kultalahti, 2015; Parry & Urwin, 2011; Pyöriä et al., 2017), I follow a definition that many scholars have previously used, which holds that Millennials were born between 1980 and 2000 (e.g. Cennamo & Gardner, 2008; Rentz, 2015).

In this chapter, I will discuss how Millennial generation is defined and what kind of labels are put on them. Among all definitions describing the members of this generation, most commonly they are labelled as 'digital natives', that is, native speakers of the digital language (Hershatter & Epstein, 2010; Kultalahti, 2015; Pyöriä et al, 2017). I will then continue by illustrating the research results concerning this generation, especially what the research has to say about their values and expectations with regard to work as well as the contradictory claims about Millennials. I will continue by discussing the research regarding Millennials within organisations, with a particular focus on the significance of good relationships with their supervisors and colleagues (e.g. Kultalahti, 2015; Kultalahti & Viitala, 2014). Towards the end of the chapter, I will discuss the research needs (gaps) when it comes to studies of Millennials.

3.2 Who belongs to the Millennial generation?

Most researchers argue that Millennials and Generation Y are identical, with no differences in their years of birth (Ferri-Reed, 2014; Galdames & Guihen, 2020; Glass, 2007; Kultalahti, 2015; Stewart et al., 2017; Twenge & Campbell, 2008; Urick et al., 2017). Millennials have been the subject of a large number of studies seeking to identify their characteristics, attitudes and behaviours when compared with the number of studies concerning previous generations (MacKenzie & Scherer, 2019). A review of the literature regarding Millennials (as the generation of participants involved in this thesis) indicates that most scholars have used the concept of either Millennials or Generation Y to define this particular age group. However, I will solely use the conceptualisation of Millennials for the sake of readability and consistency.

There are multitudinous ways of defining what a generation means. For example, it has been stated that a cohort whose length approximates the span of human life and whose boundaries are fixed by peer personalities defines a generation (Salahuddin, 2010). Moreover, various studies define a generation as a group of people who share a common experience and an awareness of the distinctiveness of their own age-related cohort vis-à-vis others (Costanza et al., 2012; Parry & Urwin, 2011). A generation's characteristics are based on life events that affect the development of the individual, especially during childhood or early adulthood (Smola & Sutton, 2002), and every generation reflects the culture in which its members are born (Twenge, 2010). Hence, life events and common experiences (e.g. wars, natural disasters, terrorist attacks, technological development and popular culture) form the joint mindset or collective memory of a generation (Arsenault, 2004).

Another way of defining a generation is to address the ages and years of birth (Urick et al., 2017), which represents the most common way of describing who belongs to the Baby Boomer generation or to Generations X, Y or Z, the four generations currently involved in the labour market. Members of the Baby Boomer generation were born and came of age after the Second World War (Lyons et al., 2007; Parry & Urwin, 2011; Smola & Sutton, 2002), when the economy was facing prosperity and affluence. There have been various suggestions as to when Generation X began, with some stating it

started in 1965 (e.g. Lyons et al., 2007; Smola & Sutton, 2002), while others define it in a more general way as encompassing those born and coming of age during the 1960s and 1970s (e.g. Arsenault, 2004; Parry & Urwin, 2011; Pyöriä et al., 2017). It is argued that members of Generation X have witnessed layoffs and inflation, which is why they are investing efforts in their growth (Anantatmula & Shrivastav, 2012).

There is no widespread agreement or consensus among scholars concerning a general definition of a generation or the most apt birth years of Millennials, which means that a definite time frame is hard to determine (Bolton et al., 2013; Kultalahti, 2015; Parry & Urwin, 2011; Pyöriä et al., 2017). As my purpose is to listen to the voices of Millennials and focus on their stories and experiences, rather than to focus on their general generational characteristics, I follow a definition that many scholars have previously used, which holds that Millennials were born between 1980 and 2000 (e.g. Cennamo & Gardner, 2008; Rentz, 2015).

By the 2010s, a major part of the Baby Boomer generation had exited the labour market, which the Millennials had entered in the 2000s, thereby forming an important part of the Finnish labour force (Pyöriä et al., 2017). This suggests that Millennials within the labour market represent a significant group of employees whose emotions, values and attitudes are worth identifying in the interests of increasing productivity and success. Today, a new generation has entered labour market, namely Generation Z, members of which were born between mid-1990s and after 2000s (Rothman, 2016; Seemiller & Grace, 2016). They form the first generation born into an integrated and globally connected world in which the internet has always been available (Rothman, 2016) in a more imperative manner than for the previous generation.

Although this thesis focuses on understanding the orientations towards passion for work seen among Millennials, it is inevitable that the study will simultaneously tackle employees who are young and at early stages in their careers. Therefore, it should be noted that some of the findings presented in this thesis concerning Millennials may not be distinguishable from findings concerning young people at work and in early career stages. In light of this, the present study is contextual, providing insights into Millennials who are relatively young and have less work experience than older members of the workforce.

3.3 Describing and labelling Millennials

Millennials is an established term for describing this generation. However, scholars and practitioners have assigned multiple alternative definitions and labels to Millennials. As members of this generation were born and raised during a time of rapid technological change and development, Millennials have often been labelled 'digital natives', that is, native speakers of the digital language (Hershatter & Epstein, 2010; Kultalahti, 2015; Pyöriä et al, 2017), which also refers to their capability and willingness to harness technology to serve their needs on a 24/7 basis. This generation has also been referred to as the 'Feel-Good Generation', 'Searching-for-an-Identity Generation' and 'Generation Me' or 'GenMe' (Anderson et al., 2016; Martin, 2005; Twenge, 2010; Twenge & Campbell, 2008). As Kultalahti (2015) states in her dissertation, prior research concerning Millennials has relied on many different concepts in its attempts to understand this generation's relationship with working life, with this conceptual jungle representing a considerable challenge when it comes to working life research in general.

What makes Millennials different from previous generations is the fact that they have lived in a world in which almost every decision and act they will make or have made during their adolescence is preserved and catalogued on social media, whereas previous generations did not preserve every mundane aspect of their life online (McKenzie & Schrer, 2019). Thus, Millennials are also labelled with various definitions related to technology, including the 'MySpace Generation', 'Generation www', 'Digital Generation', 'Net-generation' and 'NetGeners' (e.g. Leung, 2005; Martin, 2005; Tapscott, 2009; Rosen, 2007). Despite the various names assigned to Millennials, researchers stress that the use of digital technology affects their lives to a great extent, which means that the technological coordinate stands as a distinctive and paramount feature of the generation (Pînzaru et al., 2016). However, not only the Millennial generation, but also the youngest generation to enter the work force, Generation Z, has been referred to as 'breathing' technology and using it as both a tool and the primary milieu in their life (Bencsik et al., 2016; Cilliers, 2017; Rothman, 2016). Moreover, the youngest generations are growing and living in world in which the

adoption of artificial intelligence-based solutions are characterising as well as facilitating their lives (Alamäki & Marttinen, 2021), which will affect their ways of working in the future more than older generations.

Thus, Millennials have been assigned various labels, but it might be misleading or stereotyping to state that Millennials have certain characteristics, they can be associated with specific terms or said to experience passion in a specific way. My aim is to apply contextual sensitivity when referring to Millennials. Indeed, Millennials are a highly heterogeneous group of people whose characteristics and perceptions of the world vary depending on the time, place, gender, family and educational backgrounds, nationality, culture and sub-culture, age, personality traits, notions of personal identity construction—the list goes on. However, there are multiple, albeit contradictory, studies concerning Millennials that must be explored in order to understand these employees, who will dominate the labour force and influence our economy in the near future.

3.4 Contradictory research concerning Millennials

Prior research findings concerning Millennials are mostly controversial by nature. Yet, there are studies that confirm this generation to be associated with certain characteristics and beliefs. An interesting issue when it comes to Millennials is whether they possess similar values and the extent to which their values regarding work can be argued to represent a generational view of working life. According to Parry and Urwin (2011), some studies on generational differences identify differences in work values, whereas others do not. They also emphasise the problematic nature of the concept of a generation as a predictor of values and attitudes. Equally, they state that various external forces in both society and each historical context influence the creation of a shared value system among people, and as the world is continually changing, so are the shared value systems among generations.

However, despite the contradictory results concerning the values of Millennials and their differences with previous generations, some common claims can be found in the literature. For instance, there exists agreement that Millennials tend to highly value

the content, interestingness and meaningfulness of work (Brack & Kelly, 2012; CMI, 2014; Kultalahti, 2015; Ng & Johnson, 2015; Rentz, 2015). It is argued that Millennials' search for meaningful and interesting work suggests a generation of employees who are increasingly crossing sectoral boundaries to achieve fulfilment in their work lives (Ng & Johnson, 2015). This has been confirmed by research stating that Millennials are socially responsible, exhibit a desire to 'save the world' and require ethical behaviour from their employer (Johnson & Chattaraman, 2020; Ng et al., 2010).

Even if there is consensus that Millennials value meaningfulness and interestingness at work, it has been suggested that the generations exhibit significant distinctiveness according to the valuation of work itself, gainful employment as well as job satisfaction. Moreover, it has also been suggested that young people do not value traditional wage employment to the same extent as their parents (Myers & Sadaghiani, 2010). However, the valuation of work cannot be proven in all cultural contexts. In Finland, the evidence gathered by Pyöriä et al. (2017) does not support the suggestion that young people's work orientation is weakening. They argue that, regardless of age, the value assigned to work has remained consistently high over the past three decades. They further suggest that family and leisure are most important to young people, although this has not undermined the value attached to gainful employment. The doctoral thesis written by Kultalahti (2015) about the Millennial generation at work in Finland suggests that Millennials do not separate being an employee from being a human being as a whole, which means that, in order to feel well at work, Millennials need to have enough time for the things they love, namely hobbies, physical exercise, family and friends. Consequently, family and leisure are recognised as being most important to Millennials, although the value given to gainful employment cannot be underestimated (Pyöriä et al., 2017).

People from each generation—who have been raised in different social and technological contexts—bring different attitudes, values and ethics to the workplace (Anantatmula & Shrivastav, 2012). A distinctive feature of the Finnish education system is the fact that most students gain significant work experience while still studying. Therefore, in Finland, young people bring their knowledge, capacities and attitude towards work to organisations at an early stage of their career (Pyöriä et al.,

2017). However, it is difficult to distinguish Finnish young people's work values, skills and attitudes from those of others due to the lack of comparative research in this area.

Another research area associated with controversial claims comprises studies concerning the psychological characteristics of Millennials. For instance, the reason behind Millennials being termed 'Generation Me' refers to this age group having higher self-esteem, personal admiration, anxiety and depression, as well as a lower need for social approval and a more external locus of control (Andersson et al., 2017; Twenge, 2010; Twenge & Campbell, 2008). Twenge (2010) argues that status, respect and money are more important to Millennials than to previous generations and, further, that Millennials report lower altruistic values (i.e. attitudes towards helping others) than Baby Boomers. This appears to contradict the widely held belief that Millennials are socially conscious, have a strong desire to help others and seek to solve the world's problems (Johnson & Chattaraman, 2020; Ng et al., 2010). Moreover, the notion of 'Generation Me' valuing leisure time and material rewards more than previous generations (Andersson et al., 2017; Twenge, 2010; Twenge & Campbell, 2008) is questionable. Pyöriä et al. (2017) note that the younger generations are wealthier than their predecessors, which has left its mark on their values and attitudes, increasing their possibilities to invest more in leisure. With reference to Millennials' apparent wish to help both others and the world while investing more than previous generations in leisure because they have the resources to do so, I argue that the definition of a selfish 'Generation Me' is—if not a prejudice—at least not justified.

One of the most widespread but also widely criticised beliefs concerning the Millennial generation relates to their constant internet use, which has led to them being labelled 'digital natives' (e.g. Hershatter & Epstein, 2010; Kultalahti, 2015; Pyöriä et al., 2017), as explained in Section 3.3. Being a digital native differs from being a 'digital immigrant', that is, a member of other generations that lacked the same access to digital technology early in life (Pînzaru et al., 2016). The common narrative concerning digital natives suggests that young people who have grown up during an era of widespread availability of networked technologies are by nature technically savvy and by circumstance capable of using such technology. However, scholars have called for a more nuanced understanding of the general argument regarding digital natives and,

further, criticised the simplistic and generalising view of young people's use and capacity when it comes to technology (Bennet & Maton, 2010; Bowe & Wohn, 2015; Pyöriä et al., 2017; Tiidenberg et al., 2017).

Millennials grew up using mobile phones and online social networks, which renders them different from earlier generations (Hershatter & Epstein, 2010). Moreover, Millennials are commonly characterised as highly competent users of information and communications technology (ICT) as well as technological multitaskers (e.g. Brack & Kelly, 2012; Hershatter & Epstein, 2010; Martin, 2005) who spend most of their time using digital devices such as computers, mobile phones and tablets (Botterill et al., 2015). Yet, the illusion of the digital natives persists, continuing to influence how people make sense of young people's social media use and ICT capacities (Tiidenberg et al., 2017). When comparing different generations, it remains questionable whether Millennials are explicitly superior in terms of their ICT and social media use. This is particularly the case in Finland, which has been rated among the world's leading information societies (Castells & Himanen, 2002). Thus, because Finland is a highly advanced information society, all people of working age use ICT more or less regularly (Pyöriä et al., 2017). However, the findings concerning social media use may differ across generations. For instance, research shows that, in Finland, Millennials are not only more active social media users for work purposes when compared with older generations, but also experience higher rates of technostress and burnout than members of former generations (Oksa et al., 2021).

An additional issue concerning Millennials relates to what causes them to thrive and what motivates them at work, which is close to the issues of what makes them passionate regarding work and how their driving forces and sources of motivations differ from those of previous generations. Various studies show that Millennials thrive on opportunities for progression and having room for growth at work (Brack & Kelly, 2012; CMI, 2014; Kultalahti, 2015; Kultalahti & Viitala, 2014; Rentz, 2015). They also relish challenging work and creative expression (Botterill et al., 2015). Additionally, while Baby Boomers and Generation X seek job security and structure, Millennials seek freedom and flexibility (Brack & Kelly, 2012; Cennamo & Gardner, 2007; Martin, 2005). Millennials are more attracted to a role and work when there is a high level of work–

life balance, which is why they place less value on work for its own sake and more on leisure (Buzza, 2017; Cilliers et al., 2017; CMI, 2014; Hershatter & Epstein, 2010; Lyons & Schweitzer, 2017; Pînzaru et al., 2016; Rentz, 2015; Twenge, 2010). It is argued that the Millennial generation attaches more importance to freedom-related work values—balance in their personal and working lives—than previous generations (Cennamo & Gardner, 2008; Pînzaru et al., 2016).

Millennials are also driven by independent and entrepreneurial thinking, and they relish responsibility (Martin, 2005). It has also been argued that, when compared with previous work generations, Millennials are more assertive, outspoken and likely to pursue a task that they like rather than doing tasks they feel compelled to do (Deal et al., 2010). Millennials are proactive, generally exhibiting an entrepreneurial orientation or mindset (Rodriguez et al., 2019) and, therefore, possessing qualities needed in the constantly changing labour market.

Again, there is controversary associated with the research on Millennials' motivational sources when it comes to work, although empirical evidence on generational differences in relation to motivational sources in the workplace is limited (Wong et al., 2008). It is argued that it is mainly money and career opportunities that motivate young adults to stay at a company (Bencsik et al., 2016). Other studies show that interesting work content, flexibility with regard to schedules, the possibility to learn and develop at work, a good atmosphere and cordial relationships with colleagues and supervisors in the work community are all significant factors associated with the motivation of Millennials (Kultalahti, 2015; Kultalahti & Viitala, 2014), informing that Millennials are driven by intrinsic motivation. Therefore, it is challenging to state the sources of the incentives at work among Millennials. In addition, the effect of the age of the participants cannot be underestimated, as their views of work may change as they mature.

There are equally contradictory claims concerning the importance of feedback. Millennials tend to require immediate feedback (Glass, 2007; Martin, 2005). However, members of Generation X have also been said to want immediate feedback (Wong et al., 2008), albeit not as frequently as Millennials (Glass, 2007; Martin, 2005). It has also been argued that Millennials experience difficulties accepting feedback. This is the

reason why negative feedback needs to be consistent and ongoing. Moreover, feedback must be perceived by Millennials as benefitting them either now or in the future (Anderson et al., 2016). Mencl and Lester (2014) suggest Millennials to value immediate feedback and recognition the most among the three generations presently involved in the labour market. Yet, it must be acknowledged that they address Baby Boomers, Generation X and Generation Y without considering Generation Z, the latest generation to enter the labour market.

Often, the reality is that different generations work together within organisations, which is why the perceptions of work among Millennials deserve attention. Millennials enter the workplace with a unique perspective and view of their job as well as with a different approach to networking and communicating. Members of each generation create their own traditions and cultures through a shared collective field of emotions, attitudes, preferences and dispositions, which indicates that generational differences represent legitimate diversity issues that need to be addressed in workplaces (Arsenault, 2004).

One major challenge facing companies today concerns the retention of talented and productive employees, especially among the newest recruits. As much as employers wish to retain Millennials, however, some employer-driven practices and industry standards must be critically examined (Campione, 2015). Indeed, the so-called 'generation gap' is said to be an issue in workplaces, although its consequences might vary depending on the type of industry and the composition of the workforce.

I have a concern regarding the generational stereotypes that underlie most prior studies of Millennials at work. There exist various studies on the differences between the generations at work. For instance, these differences are manifested in ethics, values and beliefs about work and organisations as well as in work-related goals and expectations from working life (Gursoy et al., 2008; Kupperschmidt, 2000; Smola & Sutton, 2002). Yet, it is argued that generational similarities may outnumber generational differences (Mencl & Lester, 2014). The common stereotypes associated with Millennials at work, which prior studies confirm to be paradoxical, also infiltrate workplaces in practise. There is evidence, for example, that older generations tend to view younger ones as less hard-working and more entitled, and these stereotypes can

intensify perceived divisions among generational groups in the workplace, thereby leading to intergenerational conflict (Weeks et al., 2017).

Deal et al. (2010) crystallise the current situation by claiming that the relatively sparse empirical research on Millennials is confusing at best and contradictory at worst. Thus, generational differences are related to people's different life situation, age, job tenure and career length. After discussing the general yet contradictory views and research findings concerning Millennials at work, it is also worth examining a specific issue related to Millennials, namely their relationships with others at work.

3.5 Significance of co-workers and supervisors

During my research, I became aware that, together with research concerning Millennials' work–life attitudes, Millennials' experiences of supervisors and leaders represent popular research subjects. From the leadership and management perspectives, Millennials want to be seen as individuals. They also want to be respected, valued and heard by their supervisors (Kultalahti, 2015; Kultalahti & Viitala, 2014; Rentz, 2015). In addition, they tend to be extremely resistant to micromanagement (CMI, 2014; Kultalahti, 2015; Martin, 2005), and they need to be able to trust their organisations' leadership (Brack & Kelly, 2012). Gursoy et al. (2008) suggest that Baby Boomers respect authority, while Millennials believe in collective action and teamwork. For Millennials, a nice supervisor serves as a source of motivation in the workplace (Kultalahti & Viitala, 2014). Salahuddin (2010) argues that Millennials appreciate leaders who are caring, whereas previous generations find ambitious leaders more desirable. Millennials prefer their supervisors to be coaches or mentors at work (Kultalahti, 2015; Pînzaru et al., 2016). Moreover, Millennials want clear directions and managerial support on the one hand, while they demand freedom and flexibility to get tasks done in their own way and at their own pace on the other hand (Martin, 2005), which is reflective of the controversial needs of Millennials.

From a practical perspective, research suggests that leadership, management and HR practices must change to fully meet the requirements of the younger generations and support them as active and productive members of an organisation. Such changes

affect communication, motivation and the development of corporate culture (Bencsik et al., 2016), in addition to recruitment. Kultalahti (2015) suggests that recruiting motivated and skilled supervisors, as well as building good teams and fostering conducive work climates, represent important means of supporting the work-related motivation of Millennials within organisations. Additionally, HR practices need to take into account the needs of Millennials and promote increased flexibility at work (time, place, equipment, etc.), varying job responsibilities and the need for continual change in relation to at-work challenges. Therefore, Kultalahti (2015) suggests that HR professionals should be challenged to devise tailor-made roles and career paths that make it possible for Millennials to move from one task to another while meeting gradually increasing demands.

The concept of a work–life balance must be seriously considered when creating the preconditions necessary to foster the work motivation of Millennials (Kultalahti, 2015). Campione (2015) argues that, to keep Millennials content in the workplace, providing pay rises or promotional opportunities with pay rises is not enough. The negative aspects of jobs and work, such as employer-driven practices, industry standards or anything else that Millennials deem unfair, unreasonable or unmanageable, will cause them to quit a job. Millennials reject the 'realities' of the workplace, unpalatable employer practices, lack of supervisor support and guidance, as well as the lack of meaning and importance of their work as underlings, and they often protest with their feet by walking away from a job (Campione, 2015). Therefore, it is an organisational challenge to implement and maintain managerial and leadership processes that keep Millennials committed.

Even if the research findings concerning Millennials' wishes in terms of supervisors and leaders are contradictory by nature, there is consensus as to the notion that Millennials are highly connected to and highly value their work community and colleagues. Thus, the wider work community, immediate team and colleagues are particularly salient for Millennials (Bensick et al., 2016; Kultalahti, 2015; Kultalahti & Viitala, 2014; Martin, 2005; Myers & Sadaghiani, 2010; Pînzaru et al., 2016). In their research on Millennials in Finland, Kultalahti and Viitala (2014) reveal that, when

talking about a company, Millennials link all their stories to the closest working community, which highlights the importance of co-workers.

The relationships between leaders and employees may occur in the smallest moments between individuals, and they may be significant when it comes to employees' passion for work. Ladkin (2010) defines the 'leadership moment' as a moment that 'identifies the "pieces" of leadership which interact in order for leadership to be experienced' (p. 27). The overall organisational culture is built by each leadership moment as well as other interactive moments within the organisation. Successful and sustainable organisational life is accomplished through building responsible values and principles in multitudinous micro-situations (Stokes & Harris, 2012).

Most companies pay little attention to how their employees are feeling and how central emotions are to building the right workplace culture (Barsade & O'Neill, 2016). Furthermore, prior studies lack an understanding of employees' emotions and their changes in relation to leadership moments. It is argued that, to obtain a comprehensive read of an organisation's emotional culture, we must ensure that what is codified in mission statements is also enacted in the 'micro-moments' of daily organisational life, which consist of small gestures rather than bold declarations of feelings (Barsade & O'Neill, 2016). These passing moments, generally brief encounters with colleagues and supervisors, may consist of small acts of compassion, kind words, genuine attention, true listening and encouragement, and they add up to the emotional culture and passion for work in organisations.

These micro-moments represent incidences during the working day where a person engages within another person. Thus, every moment represents an opportunity to develop or diminish various aspects of relationships (Stokes et al., 2019), which affects employees' passion for work. During every short and passing moment, one-to-one interaction becomes a seminal moment of choice of action. Sometimes, a micro-moment in organisations becomes a turning point in people's working lives. Turning points can instigate processes of change (Khaw & Hardesty, 2007), and they may be understood as triggers for change. A micro-moment can become the 'thin end of the wedge' (Stokes & Harris, 2012, p. 598), thereby building the macro-level sustainable organisational life. Comprehending turning points increases our understanding of

changes in processes within human relationships (Murray et al., 2015). Mundane occurrences in organisations are inherent in the moments of passion for work that I am investigating. In this thesis, I use a new concept of a trigger for change and passing yet significant moments: the tipping point for change.

3.6 Critical remarks and research gaps

We need to be critical when it comes to the research concerning this age group, including avoiding stereotyping and forgetting the cultural imbalance in claims concerning Millennials and what still needs to be studied. It is challenging to say 'how' and 'what' Millennials 'are' without falling into stereotyping. The results often label the Millennial generation as different from previous generations. As such, labelling, generalising and stereotyping are minimised in this study.

There are various challenges in relation to studying generations. For instance, the field of generational research is still relatively young (Kultalahti, 2015). The inferences regarding a generation's characteristics are limited in the absence of another generational comparison group (MacKenzie & Scherer, 2019). Accordingly, revealing and justifying generational characteristics requires longitudinal studies lasting several decades (Kultalahti, 2015). Therefore, this study does not claim to provide factual evidence of generational differences; rather, it offers a more nuanced and descriptive understanding of their realities (Berger & Luckmann, 1966).

The cultural context in which research has been conducted is always salient. Thus, we need to be critical when discussing research on Millennials (or any generation), as the majority of the literature is dominated by research conducted in the Western context. This distorts thinking on 'how Millennials are'. When scholars talk about the values and attitudes of 'Millennials', they are talking about Western Millennials, mostly those in the United States (Parry & Urwin, 2011; Pînzaru et al., 2016), which skews the discussion towards Western views and overlooks the cultural settings and differences. In Finland, studies of Millennials at work remain scarce, with the exception of the works by Kultalahti and Viitala (2014, 2015) and Kultalahti (2015) and studies focusing on generational differences, for instance, that by Pyöriä et al. (2017). There are

national variations in generational characteristics, but as globalisation is continuing to increase, this may not be the case in the future (Parry & Urwin, 2011), which suggests a new perspective to consider in the coming years.

While this review is associated with what the literature has to say about Millennials, how much more can be drawn from them regarding the subtlety and richness of their personal experience is open to question. Generating a deeper understanding from a more nuanced and individualistic perspective is important in terms of underpinning their identities and passion for work when engaged in knowledge-based work. To date, studies have failed to examine the sensemaking of socially constructed and temporal identities (Alvesson et al., 2008) of young employees' related to their experiences of passion for work. As identities are embedded in one's passion (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon et al., 2009; Perttula & Cardon, 2011; Vallerand et al., 2003), a great deal can be understood about different orientations towards passion for work by focusing on the identity constructs of the participants.

Thus, drawing from the literature, the aim of this study is to understand how Millennials orientate towards passion for work. In addressing this issue, I will give a voice to the participants when it comes to defining, perceiving and constructing (through interviews and mobile diaries) their own experiences of moments and events when they have experienced passion or lost it. The established research on passion for work only offers a partial and narrow understanding of the phenomenon, which suggests that it would benefit from the application of sensemaking lenses, which I will discuss in the next chapter.

4. MAKING SENSE OF IDENTITIES

4.1 Introduction

In this chapter I illustrate both sensemaking and identities. The literature review presented in Chapter 2 revealed how the conceptual diversity of passion for work, together with the dominance of the positivist-quantitative research paradigm in multitudinous contexts, have dominated the passion for work research over the past two decades. Equally, prior studies show how identities are embedded into an individual's passion (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon et al., 2009; Perttula & Cardon, 2011; Vallerand et al., 2003), meaning that a great deal can be understood about Millennials' passion for work by diving deeply into their identity constructs. Chapter 3 discussed the controversial results of studies concerning the specific age group of the participants of this thesis, that is, the Millennials. By using sensemaking (Weick, 1995; Weick et al., 2005) as a lens, this thesis provides a more nuanced understanding of passion for work and identities, as affected by 'changes' in a given organisation (e.g. Balogun & Johnson, 2004; Bien & Sassen, 2020; Brown et al., 2015; Kieran et al., 2020; Maitlis & Lawrence, 2007).

A specific issue concerns how Millennials make sense of their identities when facing challenging situations caused by, for example, offensive micro-moments (Stokes & Harris, 2012) involving supervisors or co-workers, which affect both their feeling of passion for work and their personal or professional identities. I use sensemaking lenses (Weick, 1995; Weick et al., 2005) and focus on identity constructs within small stories concerning passion for work (Bamberg, 2004; Bamberg & Georgakopoulou, 2008). Thus, the small stories are accounts that display the contextualised identities (Bamberg & Georgakopoulou, 2008) of the participants. These accounts provide a basis for sensemaking in the organisational context (e.g. Brown et al., 2008; Hay et al., 2021; Lindebaum & Cassel, 2012; Maitlis, 2005; Maitlis & Lawrence, 2007; Sturges et al., 2019; Ybema, 2010). Therefore, focusing on accounts of experiences of passion for work can reveal much about the enablers of passion for work as well as about the participants' identity processes within organisations.

I will first discuss the sensemaking approach in organisational studies and the specific phases of sensemaking. Then, I will discuss identities, focusing specifically on the

identities of Millennials as well as on identities at work context. I will end this chapter by offering some concluding remarks.

4.2 Framework and applications of sensemaking

Sensemaking is a theory often applied when examining how individuals make sense of the past or present, which allows for a nuanced investigation of the phenomena of interest (Brown et al., 2008; Weick, 1995). Sensemaking is largely applied in organisational studies to reveal how people explain or communicate the events and experiences they have faced.

In this context, sensemaking generally refers to the processes by which people seek to understand and label novel, ambiguous, equivocal or confusing issues or events (Brown et al., 2015; Maitlis, 2005; Maitlis & Christiansson, 2014; Weick, 1995; Weick et al., 2005). Moreover, it is widely acknowledged that sensemaking is processual by nature (Brown et al., 2015; Maitlis & Christiansson, 2014; Weick, 1995; Weick et al., 2005) and, further, that it represents a multifaceted approach, providing various properties as the foci for researchers to dive into during their analysis.

The sensemaking framework (Weick, 1995; Weick et al., 2005) provides a detailed description of the processes involved in sensemaking regarding individual-level events and experiences. It also serves as a means of understanding the core aspects of sensemaking (Maitlis & Christiansson, 2014; McKee et al., 2008). This study concerning passion for work is situated in the prominent stream of research that makes use of individual-level sensemaking lens, with related studies previously tackling such profoundly personal phenomena as, for example how individuals make sense of their job loss, work-family issues, occupational downgrading or workplace spirituality (Buzzanell et al., 2005; Fernando & Patriotta, 2020; McKee et al., 2008; Zikic & Richardson, 2007).

Weick (1995) distinguishes seven socio-psychological properties or characteristics that provide a means of understanding how individuals make sense of the complicated organisational settings in which they do their daily work. These distinguishing characteristics suggest what sensemaking is, how it works and where it can fail, in

addition to serving as an observer's checklist (Weick, 1995) when analysing the passion for work accounts offered by Millennials.

The first and most prominent sensemaking characteristic is *identity construction*, which will be explained in greater depth in Section 4.3.1. Briefly put, this characteristic implies that, through interactions, one's identity is continually being redefined as a result of contact with others (Weick, 1995; Weick et al., 2005). As employees are in close contact with colleagues and managers in their everyday work setting, all such interactions influence their identity construction. Identity tension may occur when expectations or demands associated with one's identities (e.g. salient self-identity or social identity) threaten the expectations or demands of another and, therefore, generate uncertainty, confusion, stress or predicament (Koerner, 2014). Thus, to understand what specific lived experiences mean to each participant, it is necessary to understand both what they are influenced by and what they want to represent within the particular setting. Identity construction highlights the complex nature of social construction as reflected in contemporary organisational change processes (Thurlow & Mills, 2009). Hence, our personal experiences, including those at work, define and redefine our identities by means of sensemaking.

Second, sensemaking is *retrospective*, as we rely on previously lived experiences to interpret the meanings of current events (Weick, 1995; Weick et al., 2005). This characteristic highlights the property of sensemaking that suggests things can only be conceptualised after an occurrence has taken place (Weick, 1995; Weick et al., 2005). Thus, we are able to make sense of something that has already happened through reflection, articulation and conceptualisation, for example, in an interview situation. By examining past events and experiences, the sensemaker (i.e. the young employee) can use this understanding to link them with future events, thereby excavating their own understanding (Brown et al., 2008). How individuals make sense of their lived experiences depends upon whether the outcomes are seen as good or bad (Weick, 1995), which influences whether they enable or prevent passion for work.

Third, sensemaking is *enactive of a sensible environment*, meaning that individuals address a situation through (re)creating their own environment as they interpret events by extracting cues from it (Weick, 1995). Sensemaking represents an active

process in which actors enact their environment, rather than involving a passive act of discovering reality (Termeer & van den Brink, 2013). This property of sensemaking focuses on the role of the action the participants take due to their experiences of passion for work. Enactment is first and foremost concerned with action in the environment, not only conceptual images of it (Weick, 1995). However, the acts that never get done, get done too late, get dropped too soon or for which the time never seems right are seldom senseless acts (Weick, 1995, p. 37). Hence, through action, whatever form it takes, individuals can shape the environment and impact how it is experienced.

Fourth, sensemaking is *social* because it is influenced by a variety of social factors (Weick, 1995; Weick et al., 2005). Therefore, sensemaking never occurs in a vacuum. It is contingent upon interactions with others, and it is also closely influenced by physical or metaphysical factors, including previous discussions with colleagues (Weick et al., 2005) and rules, norms, routines and symbols within organisations (Lehtimäki & Kujala, 2017), which provides for multiple interpretations that can help to improve the understanding of the situation (Termeer & van den Brink, 2012). Thus, this characteristic of sensemaking can reveal the impact of co-workers, managers, leaders and organisational rules and codes of conduct.

Fifth, sensemaking is both *continuous and sequential* (Weick, 1995). Even though sensemaking can most clearly be studied in situations that challenge the routine or the normal, it is constant (Lehtimäki & Kujala, 2017). To understand sensemaking is to be sensitive to the ways in which individuals take moments out of the continuous flow of moments (Weick, 1995). Hence, it is impossible to identify when sensemaking concerning the participants' experiences starts or when it ends. When sense has been made, it becomes virtually redundant, which initiates further sensemaking (Weick, 1995), for instance, in situations where the participants repeat their experiences to the researcher using a nuanced difference in its interpretation.

The sixth sensemaking characteristic focuses on concrete *cues* from the environment (e.g. Maitlis, 2005; Weick, 1995; Weick et al., 2005). Cues, signs and signals are seen to help people to decide what information is important. Individuals expand such information into an acceptable explanation, that is, a story that provides clarity and is

elaborated upon and used to develop plausible stories of events and experiences (Maitlis, 2005; Weick, 1995). Cues represent the concrete foundation of sensemaking—the raw material from which sense is ultimately made, for example, something as concrete as wind or heat, or even technical information, spoken words or written texts (Maitlis et al., 2013; Weick, 1995). Cues are the seeds from which people grow a larger sense of what may be occurring. This metaphor of a seed shows the open-ended nature of sensemaking when extracted cues are used (Weick, 1995). Sensemaking is also a process in which new cues are critically evaluated and used to replace one another as accounts are incrementally revised (Maitlis et al., 2013). Sensemaking is 'triggered' when people extract cues, that is, when they notice ambiguous events or experiences that interrupt normality (Sturges et al., 2019).

Finally, the seventh characteristic of sensemaking concerns the fact that it is driven by *plausibility rather than accuracy*, as people tend to rely on cues that render their sensemaking acceptable rather than accurate (Weick, 1995; Weick et al., 2005). Sensemaking is not about truth and getting things right. Instead, it is driven by a need for plausibility and narrative rationality in relation to other people (Cunliffe & Coupland, 2012), for example, co-workers, managers or leaders, or even the researcher. It involves a continuous redrafting of an emerging story in such a way that it becomes more comprehensive and more resilient in the face of criticism (Weick et al., 2005). However, plausibility may be contested, as what is plausible for one group may not be so for another (Cunliffe & Coupland, 2012). For example, a situation in which leaders' and managers' sense of the plausibility of an experience contrasts with individuals' perceptions of what is acceptable within organisations, thereby leading to identity tensions (Koerner, 2014) that the individuals wish to avoid by making sense of the experience in a plausible manner.

Sensemaking entails turning circumstances into a situation that can be comprehended explicitly in words and that serves as a stepping-stone to action (Weick et al., 2005), as the data gathered in this study will show. To develop the sensemaking literature further, Weick et al. (2005) restate sensemaking, for example, in ways that render it more boldly meshed with identity and more infused with emotion, widening the sensemaking perspective and providing more empirical data in the sensemaking arena.

Scholars argue that there exists a need for sensemaking studies involving novel research methods, diverse contexts and under-represented areas (Brown et al., 2015; Sandberg & Tsoukas, 2015), in addition to a requirement for further research emphasising the role of emotions in relation to sensemaking (Maitlis et al., 2013; Weick, 2005). There is also a need to refine the research methods used so as to capture more of the nuanced nature and complexity of the sensemaking processes, for example, by performing real-time analyses of situations and events or incorporating visual elements into sensemaking (Baber et al., 2008; Brown et al., 2015). In this study, these research needs are addressed by capturing passion for work events and the identity constructs associated them through WhatsApp diary accounts, both textual and visual.

Maitlis (2010) argues that the focus of organisational sensemaking theory has long been on top management. This tendency continues to the present day because even the most recent organisational sensemaking studies focus on managers' or leaders' sensemaking in diverse organisational contexts, including strategic changes and transformations within businesses, project implementations or educational reforms (e.g. Bien & Sassen, 2020; Da'as et al., 2021; Kieran et al., 2020; Kutsch et al., 2021; Mizrahi-Shtelman, 2021; Penttilä et al., 2020; Reid, 2021), leading to a dearth of research on significant organisational actors such as employees.

Emotions play a key role in how individuals make sense of their environments and their identities (Holt & Cornelissen, 2014; Maitlis & Christianson, 2014; Maitlis & Sonenschein, 2010; Sandberg & Tsoukas 2014). Thus, passion for work experiences are used in this study as sensemaking devices when searching for the participants' identities and passion orientations. This study reflects the tendency that has emerged over the past decade by focusing on evocative language, narratives and stories as sensemaking devices used in exploring emotions, identity constructions or definitions of organisational realities (Maitlis & Lawrence, 2017; Ward, 2018). Hence, the use of small stories concerning passion for work experiences as a sensemaking device accords with the stream of research in which the emphasis is on the importance of highly personal stories as sensemaking devices, for example, research on identity changes (Ybema, 2010), self-understanding of the addictive mind (Tiidenberg et al., 2017) and

experiences of organisational politics (Ward, 2018). The use of language, stories and narratives represents a means by which individuals make sense of their experiences and evaluate both their actions and their intentions (Cunliffe & Coupland, 2012).

Challenging, surprising, ambiguous, discrepant and unexpected events within organisations and institutions can all trigger sensemaking (Maitlis, 2005; Maitlis & Christianson, 2014; Weber & Glynn, 2006; Weick, 1995), as it is understood that macro-level contexts easily influence and affect micro-level actors (Weber & Glynn, 2006). Surprises and the associated discomfort drive the need for individuals to construct accounts of what happened and why in such a manner that restores their cognitive equilibrium (Weick et al., 2005).

Research shows that when individuals have a calling for a specific form of work (where a calling is interpreted as having passion and purpose), the various challenges they encounter at work often prompt shock, surprise and strong negative emotions, which represent sensemaking triggers (Schabram & Maitlis, 2017). Maitlis et al. (2013) argue that the triggering process and the role of emotion in relation to it are more nuanced than has previously been theorised, which provides a stepping-stone for this thesis by emphasising sensemaking concerning identity formation when the participants have faced a triggering situation that affected their passion for work and professional identity, as the data will reveal.

The trend has been to use sensemaking as a lens for exploring major (e.g. strategic or structural) organisational changes within organisations (e.g. Balogun & Johnson, 2004; Bien & Sassen, 2020; Kieran et al., 2020; Maitlis, 2010; Termeer & van den Brink, 2013). However, this thesis focuses on micro-level changes triggered by rare cues that occur during times of crisis or puzzlement (Weick et al., 2005) within the contextualised realities of the participants.

Thus, working with sensemaking entails an appreciation that the small (Weick et al., 2005) and mundane moment-to-moment interactions and events that occur daily within organisations (Maitlis, 2005; Patriotta & Brown, 2011) result in significant accounts of passion for work. As Weick et al. (2005) state, 'small structures and short moments can have large consequences' (p. 410). Therefore, it is not only among big organisational changes that sensemaking occurs, as the significance of micro-moments

equally affects the sensemaking (Stokes & Harris, 2012; Stokes et al., 2015) and, consequently, the identity construction of individuals.

Although all of the characteristics of sensemaking may be seen in the participants' accounts of passion for work, and while they will be introduced when it is relevant to do so, the key focus of this thesis is the first characteristic, identity construction, which will be studied in relation to the themes of passion for work antecedents as well as in the context of mundane yet challenging situations triggered by supervisors or leaders.

4.3 Identities

Together with understanding the antecedents of passion for work, the other key areas of research interest in this study concern the participants' identity-related sensemaking during times of changes and insecurities at work as well as how the articulated identities inform their orientations towards passion for work. The concept of identity comes from the Latin word 'idem', which means the same, sameness or remaining the same. When discussing identity, it is normally a question of who we believe we are, where we belong and what we should do now and in the future (Ashforth et al., 2008; Ropo et al., 2015). The constructs of identities and identifications are crucial in terms of understanding how individuals and organisations are connected (Koerner, 2014). Therefore, identity scholars emphasise the need for more research on how identification occurs as well as the processes associated with both identity constructs and identity work (Ashforth et al., 2008; Ibarra & Barbulescu, 2010; Koerner, 2014; Pratt et al., 2006; Sveningsson & Alvesson, 2003). The identity construct focuses on how individuals define themselves (Koerner, 2014), while identity work is a multifaceted concept embedding various modes and types (Caza et al., 2018), although it generally refers to the activities individuals engage in, actively and continuously, as they create, preserve, repair, revise and strengthen their identities in social contexts (Alvesson & Willmott, 2002; Pratt et al., 2006; Sveningsson & Alvesson, 2003). Studies that focus on multiple, shifting identities have the potential to generate a more comprehensive understanding of the identity construct (Koerner, 2014).

4.3.1 Sensemaking and identities

Weick (1995) contends that 'sensemaking begins with a self-conscious sensemaker' (p. 22), an insight that highlights the establishment and maintenance of identity as a core preoccupation in relation to sensemaking (Maitlis, 2005). The passion literature shows how passion for a specific task or action, for example, at work, incorporates the object of the strong positive emotions into one's identity (e.g. Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Cardon et al., 2009; Perttula & Cardon, 2009; Vallerand et al., 2003). However, what the literature lacks is an understanding of how identity is made sense of within experiences of strong positive emotions in the context of work.

Identity is one of the key foundational concepts that help to explain why people think about their environments the way they do as well as why people do what they do in those environments (Ashforth et al., 2008). Thus, in this study, identities are considered when understanding Millennials' orientations towards passion for work. Identities are mainly defined through talk (Ropo et al., 2015), meaning that the use of language, stories and narratives represents the means by which individuals evaluate and make sense of their experiences (Cunliffe & Coupland, 2012). In fact, narrative sensemaking concerning identities (Cunliffe & Coupland, 2012) offers an interdisciplinary and multidimensional lens for better understanding the processes through which individuals make sense of their socially constructed and temporal identities (Alvesson et al., 2008), while its changing nature can be viewed as a form of 'becoming' (Chia, 1996). Identity construction through the use of language can be understood as an identity by acknowledging the following premises: identity is formed through linguistic processes; it can be manifested in several ways, including through talk, performances or images; it can be analysed through positioning vis-à-vis to the self, others and the context; and it is a tool for making sense of one's life and experiences (Bamberg, 2004; Bamberg & Georgakopoulou, 2008; Georgakopoulou, 2006; McLean, 2008a, 2008b; Ropo et al., 2015; Weick, 1995; Weick et al., 2005). The present thesis agrees with these premises, as it focuses on analysing Millennials' identities as part of their passion experiences through interview talk and WhatsApp texts and images (photos), and it uses insights from the participants' articulations of how they position themselves in their small stories using sensemaking lens.

When it comes to more specialised stories, the dynamics within the smaller stories are psychologically revealing in and of themselves, even if they do not reflect broader narrative tendencies (McAdams, 2018) in the organisational context. Small stories are the 'real' stories of people's lives (Bamberg, 2004). They offer ways of examining how the participants are developing and managing their sense of self—a sense of who they are—in contexts that require interactive accounting (Bamberg, 2004; Bamberg & Georgakopoulou, 2008), such as the work context with co-workers and managers. Telling personal stories about the self is also significant for people's well-being, for example, after experiencing challenging situations within organisations. Bamberg and Georgakopoulou (2008) argue that the validity of analysing small stories for the purposes of identity research lies in the ways it allows us to examine the inconsistencies, contradictions and moments of trouble and tension, in addition to the tellers' constant navigation between different versions of selfhood in local contexts.

Small stories also offer a useful perspective when studying identities by focusing on how the participants position themselves in the accounts. Positioning may occur, for example, by distancing oneself from others or the 'self', disagreeing with someone or feeling ambivalence and, therefore, navigating between identities (Bamberg & Georgakopoulou, 2008). The data gathered in this thesis explain how the Millennials position themselves (Bamberg & Georgakopoulou, 2008) and face identity tensions (Koerner, 2014) in their accounts of passion for work, which involve other people from inside or outside the workplace. For instance, identity tensions occur when the participants' expectations or demands associated with personal identity are threatened by obligations or demands concerning someone else in their organisation. Thus, the identity tensions cause uncertainty and confusion.

Identity construction is an ongoing and temporal process (Cunliffe & Coupland, 2012; Weick, 1995; Weick et al., 2005). Within a sensemaking environment, as individuals rarely act alone, their identities are often constructed and reconstructed as responses to ongoing interactions with others in a specific social context, such as organisations (e.g. Brown et al., 2008; Cunliffe & Coupland, 2012; Weick, 1995; Weick et al., 2005). Hence, individuals' personal experiences at work define and redefine their identities through sensemaking regarding the relevant situations and events. Identity

construction provides an accurate picture of the insecurities (Knights & Clarke, 2014) and changes (Thurlow & Mills, 2009) in the organisational environment by examining the emotions as a key player in the sensemaking process (Maitlis & Christianson, 2014; Maitlis & Sonenschein, 2010; Sandberg & Tsoukas, 2014). The social processes associated with identity constructions are complex and multifaceted, and they are constantly contested and articulated so as to produce a socially negotiated temporary outcome from the interplay between internal strivings and external prescriptions (Ybema et al., 2009), which are apparently affected by the organisational context.

As sensemaking entails turning experiences and circumstances into explanations that can be comprehended explicitly in words (Weick et al., 2005), and as social reality and everyday life are understood and constructed by language and communication (Berger & Luckmann, 1966; Fairhurst & Grant, 2010), this thesis focuses on identities as linguistic representations of the passion for work experiences of Millennials and how such representations inform their orientations towards passion for work. Identity is considered a form of narrative, in contrast to the cognitive conceptualisation of identity, because narrative identity is seen as dynamic, changeable, subject to constant reconstruction (Bamberg & Georgakopoulou, 2008; Ropo, 2015) and manifesting in communication, including stories or small stories about the self.

4.3.2 Identities of Millennials

Millennials have been termed the 'Searching for an Identity' generation (Martin, 2005) due to them apparently constantly asking the question 'Who am I?', which is the main question associated with sensemaking concerning identities. However, Millennials at work are among the youngest generations in the labour market, meaning that they are particularly prone to identity confusions due to their young age. Identity construction occurs in adolescence and continues in young adulthood and it is revised as new experiences occur (McLean, 2008a, 2008b). Thus, the searching for an identity claim is based on Millennials' young age and so not necessarily linked to this specific generation. Given that, in the field of organisational studies, Millennials' values and sources of motivations are often emphasised in discussions of their age group, identity is likely to play a major role in their experiences and constructions of reality.

Identity construction during young adulthood can be compared to plants establishing their roots. McLean (2008b) suggests that once the roots are established, the plant (the adolescent) can grow in a variety of ways, changing over time. Emerging adulthood is an age of instability, and it is a distinct period in terms of both identity explorations and feelings of uncertainty (Arnett, 2000). Research shows that older and younger individuals exhibit differences in their stories of the self. Older individuals tend to have more thematic coherence and relate more stories representing stability, whereas younger people are in the midst of transitions and focus on constructing the self in terms of change (McLean, 2008a).

People express their identities in multiple ways. Generational identity refers to an individual's awareness of his or her membership of a generational group and the emotional significance of that group to the individual (Joshi et al., 2010; Lyons & Schweitzer, 2017; Urick, 2012). Through the internet, a central component of Millennials' identity is their constant connectivity with others (Galdames & Guihen, 2020). Thus, orientation towards technology forms a significant basis for framing generational identity (Lyons & Schweitzer, 2017) among the youngest generations in the labour market. Moreover, belonging to a wider group of people allows them to express their social identity, which is an individual's perceptions of her- or himself as a member of the group (Alvesson et al., 2008; Ashforth & Mael, 1989; Burke & Stets, 2009). Ashforth and Mael (1989, p. 153) define social identification as the 'perception of oneness with or belongingness to some human aggregate', suggesting that it includes the notion of 'seeing the self as an embodiment of the in-group prototype' (Stets & Burke, 2000, p. 231), which is typical for people of a young age who are searching for their identities.

Millennials want to be seen as individuals (Kultalahti, 2015) and therefore, also express their personal identity, which refers to unique personal attributes (Alvesson et al., 2008). At the personal level, individuals make sense of their identities by reflecting on the chosen personal and somewhat intimate attributes of themselves. For instance, an individual may express a gender identity, which refers 'to the extent to which a person experiences oneself to be like others of one gender' (Steensma et al., 2013, p. 289).

Hence, individuals' sense of being male or female in a normative sense determines how people see themselves as a group of the same gender.

Aside from gender identity, another personal and intimate attribute is an individual's religious or spiritual beliefs. Thus, the individual themself is also the locus of spirituality, leading to the construction of a spiritual or religious identity. The content of a spiritual identity is idiosyncratic, being dependent on individuals' religious orientations, personality characteristics and previous spiritual experiences (Poll & Smith, 2003). Religion offers a spiritual context in which a young person can explore issues related to identity development, a sense of identity that transcends the self and promotes concern for the social good (Ebstyne King, 2003). Identity construction in a religious sense provides a lens for individuals to understand the world and also serves as a starting point for what to focus on when making sense of what is being experienced (McKee et al., 2008). Consequently, people with a spiritual identity need a new kind of belongingness, a space where they perceive their sense of self, which exists in the divinity (Kiesling & Sorell, 2009). However, it must be noted that, because prior research on adolescent religiousness and identity has predominantly been conducted in a Judeo-Christian context (Ebstyne King, 2003), the claims concerning young people's spiritual and religious identities cannot be generalised.

Self-identities are said to be tied to an individual and to remain consistent across roles and situations, although role identities are tied to a person's position, for instance, as an employee (Burke & Stets, 2009). Relational identities are tied to role-based interpersonal relationships such as supervisor–subordinate (Sluss & Ashforth, 2007), while social identities are based on a person's membership of a salient group, for example, a team or organisation (Alvesson et al., 2008; Burke & Stets, 2009). The difference between social and relational identities is that people's individuality remains quite salient when they identify with a relationship, such as mentor–protégé or co-worker–co-worker (Sluss & Ashforth, 2007), whereas social identity refers to a collective identity and, therefore, people's individuality may fade in favour of the superordinate identity (Ashforth et al., 2008).

Within organisations, passion is developed when an employee develops a stronger identity aligning themselves with their job (Perrewé et al., 2014). Thus, the

participants' multiple identities, as well as any possible identity tensions (Koerner, 2015), will be examined in this thesis in the context of knowledge-based work, to inform the participants orientations towards passion for work.

4.3.3 Identities at work

Identity forms the core of why people join organisations, why they may voluntarily leave them, why they approach their work in the way they do and why they interact with others in certain ways during that work (Ashforth et al., 2008). In the small stories concerning their passion for work experiences, the Millennials make sense of their identities in work-related situations, thereby indicating who they are in terms of given situations and experiences. Pyöriä et al. (2017) argue that young people who started their careers in the strong labour market of the early 2000s have more resources for self-realisation than older generations did and so no longer orient towards work as a value in itself, although they identify more strongly with the work community. Hence, 'others' within the work community matter vis à vis the 'self'.

Identity in all its various conceptualisations offers creative ways to understand diverse organisational settings and phenomena while bridging the gap from the micro to the macro (Alvesson et al., 2008). Within organisations, individuals have multiple identities and roles. A work role identity focuses more on the role one adopts when carrying out daily activities, while a professional identity is restricted to certain professions (Ashforth et al., 2008). Moreover, a professional identity involves two components: work content and work context (Ashforth, 2001; Ramarajan, 2014). A relational identity within organisations is equally significant, as it is tied to role-based interpersonal relationships, such as employee–manager, focusing on the nature of their relationships (Sluss & Ashforth, 2007). In addition, at work, career identity informs both how employees make sense of an organisational change and their willingness to engage in it (Lysova et al., 2015). Millennials tend to view personal identification as more salient than generational identification, and they often interact with both their own generation and older generations to co-produce and role model their career identities (Boyle, 2021).

In the workplace, unexpected events, contradictions and tensions tend to elicit identity work because they increase emotional arousal, self-doubt and openness to new possibilities (Alvesson & Willmott, 2002). There are several situations in which young employees' identity work may occur. For example, identity work is instrumental in creating a professional identity (Pratt et al., 2006), experimenting with a new identity, transitioning to a new role (Ibarra & Barbulescu, 2010) and recovering from a workplace trauma, such as bullying (Lutgen-Sandvik, 2008).

Sometimes, an individual's identity is severely threatened due to unexpected changes at work. Insecurities within organisations or the working community render professional identity increasingly fragile and precarious (Knights & Clarke, 2014), which causes varieties of self–other talk to emerge as the critical ingredient in processes of identity formation (Ybema et al., 2009), including re-forming the 'self' in line with organisational reality, indicating the involvement of colleagues and supervisors of the individual employee.

By making sense of the 'self' within their accounts of passion for work experiences, Millennials can manifest their identities in the work context at various levels and in various manners, such as personal or social (Alvesson et al., 2008), professional (Ashforth et al., 2008; Ramarajan, 2014), relational (Sluss & Ashforth, 2007) and generational (Lyons & Schweitzer, 2017; Urick, 2012). Therefore, the different narrated manifestations of the participants' selves are socially constructed meanings for making sense of their identities in given contexts. Self-identities, such as gender or spiritual, tend to be consistent across roles and situations, while role identities are tied to a person's position and social identities are based on membership of a salient group (Burke & Stets, 2009), such as a team, wider working community or company.

4.6 Concluding remarks

The existing passion literature offers many insights into the content and processes of passion for work as well as its antecedents, benefits and consequences within organisations. However, what is missing from the established passion literature is an understanding of the identity dynamics underlying Millennials' experiences of passion

for work and how they inform Millennials' diverse orientations towards passion for work.

This thesis draws on Weick's (1995) sensemaking theory and is inspired by the prior identity research (e.g. McLean, 2008a, 2008b). The uniqueness of this thesis lies in the use of sensemaking lenses, as well as the provision of a novel set of qualitative data, which enable a critique of the burgeoning quantitative literature in the field of passion for work and an understanding of how Millennials orientate towards passion for work.

As people act their way into their identities (Weick, 1995), and as identities shape and are shaped by the organisations in which people work (Burke & Stets, 2009), experiences of the enablers and preventers of passion for work have the potential to impact the identities of young employees within organisations. By focusing on the participants' small stories concerning passion for work, enables me to understand how the participants make sense of their identities and, consequently, facilitate the development of a new typology of orientations, which represents a novel contribution to the passion for work literature.

5. METHODOLOGICAL APPROACH

5.1 Introduction

In this chapter, I will elucidate the overall methodological approach applied in this study. Based on my worldview of the constructionist philosophical foundation and informed by the research aim, I consider a qualitative research approach to be the most appropriate for achieving the research objectives of this thesis. As my literature review revealed, prior empirical studies of passion for work have used quantitative methods. Therefore, I will use an alternative approach, a qualitative approach, to dive deeper into Millennials' experiences of their passion for work and the multiple identities unfolding in their small stories.

Using a qualitative approach enables me to understand more profoundly the voices of young employees and to gain a more nuanced understanding of the phenomena of interest. In light of this, the present chapter explains the philosophical choices and methodologies applied to achieve the overall aim of this thesis.

The chapter begins by introducing the philosophical approach as well as the ontological and epistemological assumptions that informed the methodological choices associated with this research. It then presents the qualitative research approach and explains the chosen methods, starting from the multiple data analysis process, continuing to the specific research methods and leading to the narrative configuration, which I will use at the end of the thesis. The chapter also discusses the data collection methods as well as the data and sample. Finally, I reflect on the ethical considerations and quality of this research. As the philosophical approach forms the basis of any research study and informs both the methodological choices and the analysis methods, a discussion of the research philosophy will start this chapter.

5.2 Philosophical approach

In this thesis I want to increase the understanding of how Millennials orientate towards passion for work. The research challenged my views regarding the dominant quantitative (and positivistic) assumptions that passion can be studied (and even

measured) without hearing the voices of the participants and suggested the need to instead adopt an interpretivist and constructionist ontological position.

Social constructionism, that is, recognising the fundamental role of language and communication, inspired this study, which adheres to the belief that language does not mirror reality, but actually constitutes it (Fairhurst & Grant, 2010). Language has its origins in face-to-face situations, such as the experiences of the reality of work of the participants vis-à-vis their colleagues and supervisors, although it can be detached from such situations because the detachment of language lies in its capacity to communicate meanings that are not direct expressions of subjectivity in the here and now (Berger & Luckman, 1966).

My approach is based on the assumption that reality is understood as subjective and, further, that no objective truth exists. In this thesis, my choice of ontology and epistemology is subjectivist by nature. Thus, I understand the reality of the participants as based on their personal experiences, which change over time and context. No access to the external world is possible beyond our interpretations. Consequently, applying subjectivist epistemology, I view reality as being socially constructed and knowledge as being only available through social actors (i.e. the Millennials). In addition, the subjectivist epistemological view is associated with interpretivism, which guides this thesis. The source of knowledge in this study was the informants, the Millennials themselves, and the knowledge was received through their interpretations (Eriksson & Kovalainen, 2015), as expressed in the interviews and mobile diaries. An interpretivist approach and epistemology was required to capture the complexity of the subjects (Hollway & Jefferson, 2000).

I echo the view that the reality of everyday life is shared with others and, further, that the most important experiences of others take place in face-to-face situations and social interactions (Berger & Luckmann, 1966). Hence, the reality that the participants shared with me took place via the use of language and shared meanings in communication, as everyday life is, above all, life with and by means of the language people share (Berger & Luckmann, 1966). Moreover, I used a social constructionist research approach to investigate perceptions of non-material concepts in everyday life (Berger & Luckman, 1996; Savin-Baden & Major, 2013), such as passion and identity.

While I chose to use a qualitative approach backed by the social constructionist research philosophy, a viable alternative would have been to employ a phenomenological approach. Social constructionism has its roots in phenomenology (Berger & Luckmann, 1966; Cunliffe, 2008), which refrains from offering causal and genetic hypotheses, instead challenging the established research of everyday life by emphasising a descriptive means of analysis (Berger & Luckman, 1966). Furthermore, phenomenology seeks not only to uncover what individuals experience, but also how they experience the phenomenon in question (Savin-Baden & Major, 2013). As this thesis primarily aims to determine how Millennials perceive and experience passion for work, phenomenology provides the foundation on which the thesis' social-constructionist views are based.

Traditionally, as explained in Chapter 2, much of the passion for work literature is rooted in a positivist framework, where the intention is to measure passion in different settings as well as to quantify and measure an individual's passion and relate it to aspects of organisational performance. However, this thesis pursues a different approach to examine an underexplored line of inquiry, using an interpretivist approach involving sensemaking (Lindebaum & Cassell, 2012) to gain access to, detail and understand how the participants interpret and make sense of their identities using passion for work accounts as a sensemaking device. Therefore, to achieve the goal of this thesis, the accounts of passion for work could not be studied using the methods generally applied in passion studies (i.e. variables and measures). A nuanced understanding of the phenomena required 'richer methodologies', that is, qualitative methods that could capture the dynamics as they were narrated and as they happened in situ. Passion experiences were present and enacted in the interviews as well as in the mobile messages of the participants, which captured the essence of the accounts.

Hence, the methodology—the techniques I used to explore 'reality'—in this thesis is based on well-established notions of social constructionism and sensemaking (Berger & Luckmann, 1966; Weick, 1995), and it is aligned with narrative research (e.g. Cunliffe & Coupland, 2012; Riessman, 2008) using small stories (Bamberg, 2004; Bamberg & Georgakopoulou, 2008) as the unit of analysis. When conducting this study, I also used

reflexivity and confidentiality, both embedded within social constructionism (Eriksson & Kovalainen, 2015), which I will discuss in more detail in Section 5.7.

To achieve my goal, I drew on Weick's (1995) sensemaking theory, as applied in the form of a lens or approach (Brown et al., 2015), which is strongly associated with interpretative and social-constructionist approaches (Brown et al., 2015; Lindebaum & Cassell, 2008), to engage in sensemaking, which involves constructing, filtering, framing and rendering the subjective experience into something more tangible (Weick, 1995).

5.3 Qualitative research approach

My interpretive research orientation aimed to apply a subjective effort in order to understand the phenomena at hand (Welch & Piekkari, 2017). In this study, my aim was not to formulate a generalisable theory; rather, I sought to understand and interpret the passion for work experiences within organisations. When the aim is to hear and understand the subjective voices of the participants, the approach cannot be anything other than qualitative.

Language, which is well grounded in the qualitative social and human sciences, including the organisational research over the last 20 years, was accessible for empirical investigation and considered the central source of data (Alvesson & Kärreman, 2000; Bamberg & Georgakopoulou, 2008). Thus, a linguistic approach was present in the research process due to the use of linguistic means in the form of either in-depth interviews or messages from mobile diaries.

I applied a linguistic approach by concentrating on the small stories of events within organisations (Bamberg, 2004; Bamberg & Georgakopoulou, 2008). Focusing on these small stories of passion for work as accounts made it possible to understand the participants' engagement in constructing a sense of the phenomena, who they are and their future prospects (Bamberg & Georgakopoulou, 2008). Narratives in general, and in this thesis small stories in particular, provide a basis for sensemaking in organisational contexts (e.g. Brown et al., 2008; Hay et al., 2021; Lindebaum & Cassell, 2012; Maitlis, 2005; Maitlis & Lawrence, 2007; Sturges et al., 2019; Ybema, 2010).

Hence, the approach to using the accounts of the small stories involved displaying the situated language use and contextualised identities (Bamberg & Georgakopoulou, 2008) of Millennials engaged in knowledge-based work. While the role of the stories and narratives is generally recognised as crucial to achieving a fuller understanding of organisational phenomena (Balogun & Johnson, 2004; Boje, 2001; Brown et al., 2015; Brown et al., 2008; Kieran et al., 2018), the use of small stories (Bamberg, 2004; Bamberg & Georgakopoulou, 2008) concerning passion for work as sensemaking devices remains underexplored.

Using both a thematic analysis (Braun & Clarke, 2006) and a sensemaking lens (Weick, 1995; Weick et al., 2005), I explored retrospective accounts of the participants' sensemaking regarding their identities (e.g. Dong, 2014) and passion for work experiences. Sensemaking answered the questions 'Who am I?' and 'What's the story?', which emerged in retrospect and based on connections with past experiences (Weick et al., 2005).

To answer the research question that informs the present thesis (i.e. How do Millennials orientate towards passion for work?), I constructed a typology of orientations towards passion for work. Types are always constructions, which are dependent on the attributes that form the basis for the typology, while a type can be defined as a combination of attributes (Kluge, 2000). As the construction of typologies is of central importance in the qualitative social research tradition (Collier et al., 2008; Kluge, 2000), and because it was considered as an illustrative way of explaining the findings, I used a typology to illuminate the outcomes of the research (Collier et al., 2008) concerning the participants' orientations towards passion for work.

By the end of the research journey, I had illustrated the results in the form of narratives with a beginning, a middle and an end, which I achieved using narrative configurations (Polkinghorne, 1995; Riessman, 2008) of the four identified orientations. My aim during the final phase of the research was to discern a storyline (plot) that united and gave meaning to the elements and patterns from the interviews and WhatsApp diary materials. Thus, in this thesis, the narratives are written in participants' own voices (e.g. Prokki, 2013) and serve as an illustrative way of reporting the results.

5.4 Data collection and sources

This section outlines the specific decisions I took in relation to collecting the data. It begins by outlining the organisations involved in order to illustrate where the participants were chosen as well as the nature of the data. Then, I explain my choices of data gathering methods before presenting the gathered data in detail as well as the timeline in which the data was collected.

5.4.1 Organisational context and sample

The participants in this study worked in four different organisations: three companies and one interest organisation. The companies belong to different industries, namely the creative, traditional industry and financial industries. The interest organisation works for the benefit of people with a higher education in a specific academic area, which means that it has a different organisational setting than the three companies.

Organisation 1 (O1) is an international business-to-business (B2B) sales company in the creative industry. Over the last few years, the importance of the creative industry has greatly increased so that it is now a key driving force for economic growth, accounting for nearly 4.5% of the European economy (Boccella & Salerno, 2016). O1 is a company that creates and provides outdoor advertising for companies. The headquarter is located abroad, although the company has approximately 45 employees in Finland. Its turnover in 2015 was 19,000,000 euros. The company has one office in Finland, which is located in Helsinki. It hires mostly Millennials to work in the areas of design and sales, thereby providing a good sample of participants for this thesis. The seven participants (six women and one man) worked in an open-plan office, meaning that they had their own desks but not their own offices. I conducted most of the interviews behind closed doors. Two of the participants wanted to be interviewed outside the office, so I met them in a meeting room at my workplace.

Organisation 2 (O2) is also an international B2B company, albeit in the field of finance. Companies in the financial sector provide their customers with banking, insurance, investment and financing services. The financial sector is of crucial importance to

Finnish society and the national economy. Efficient banking, insurance and financing services are prerequisites for economic operations, and they have a significant impact on Finnish competitiveness (https://www.finanssiala.fi). The headquarters of O2 is located in Southern Europe. It has approximately 150 employees and 150,000 clients. The office in Finland is located in Helsinki. Its main activity involves offering and selling loans to individuals and companies, in addition to conducting debt collection when necessary. The company has a balance sheet of 1.3 billion euro. During the research period, the top management, including the chief executive officer (CEO), changed in the Finnish office. When I conducted the interviews, I was unable to enter the office facilities where the participants worked due to confidentiality issues. Thus, I waited for the interviewees in the lobby and then went with them to meeting rooms where I conducted most of the interviews. I interviewed seven participants (six men and one woman) from O2.

Organisation 3 (O3) is a private international company in the industrial field, which has subsidiaries in 26 countries in Europe and United States as well as more than 3000 employees worldwide. The major industrial sectors in Finland are the metal industry; chemical industry; forest industry; food, beverage and tobacco industries; and other manufacturing industries. O3 is representative of the traditional manufacturing industry. It has around 135 employees in Finland, who work in several factories and facilities located throughout the country. The main office is in Central Europe. By 2013, its turnover had reached 36,387,000 euros. O3 is the only member organisation outside the Helsinki region, being situated in Northern Finland. The company has received multiple awards for being a good employer in Finland. The six participants (two women and four men) were based in two different cities with their own factories. I interviewed them in office facilities or kitchens in both cities. During the second interview round, due to changes in the participants' lives, I conducted two interviews outside the offices: one in a cafeteria and another in a quite space at my hotel.

Organisation 4 (O4) is the only interest association (rather than a private company) involved in this research, which means that it offers a different social environment when compared with the other three companies. The interest organisation comes under the non-governmental organisation (NGO) umbrella. In Finland, the overall

number of registered NGOs is around 135,000, with the number of active organisations being nearer to 70,000. There are 80 interest organisations in Finland. Interest organisations support their members through employing lawyers and other experts to protect their professional interests in every working life situation, offering salary advice, providing support in unemployment situations and offering job-seeking services. O4 is a central organisation for graduates from a specific higher education group of professionals. It is an interest association working as an advocacy group in Finland. O4 looks after the interests of graduates in a specific academic field and defends their rights in the labour market. Additionally, it provides different services for its members, including career- and job-seeking services and legal assistance. The association has 50 employees and more than 50,000 members. Its main office is in Helsinki. When the project started, O4 had no managing director, although a search was underway at the time. Later, when I returned after two years, the managing director had changed again. I interviewed six Millennials (four women and two men), and I conducted all of the interviews in their meeting rooms.

The final sample consisted of multimodal data obtained from 26 Millennials, which represented an average and recommended sample size for use in qualitative in-depth interviews in dissertations (Dworkin, 2012; Mason, 2010). I collected the data as part of the 'Leading Passion – How to Create a Culture of Engagement' project led by Haaga-Helia University of Applied Sciences (2015–2017) and funded by TEKES (the Finnish Funding Agency for Technology and Innovation). My reason for participating in the project was to have sufficient resources to start the thesis with external funding. Being part of the research group provided me with, for example, the possibility of using some of my working hours to conduct the research. Moreover, it allowed me to travel to the northern part of Finland to conduct the two sets of interviews, rather than restricting me to finding participants in the Helsinki area. I recruited the participants from four organisations involved in the project. For the project's purposes, I addressed different research questions to that answered in this thesis. When the project was over, I analysed the data in light of the aim of my thesis.

The Leading Passion project, which facilitated my research in terms of the resources required, sought to enhance the capabilities of Finnish companies to lead their

employees' passion for work, to create cultures of engagement, and to increase their competitiveness in the post-industrial era. Building on research findings concerning work engagement, passion for work, self-determination theory and practice theory, the interdisciplinary research consortium involved in the Leading Passion project conducted various qualitative and comparative studies, in addition to producing conference papers and other literature. Young generations at work represented my target group during the project as a researcher representing my employer, Haaga-Helia University of Applied Sciences. Researchers representing Aalto University focused on the best leadership practices and new ways of working, while researchers from Filosofian Akatemia concentrated on studying intrinsic motivation and organising workshops for staff from the participant organisations. The overall aim was to create collaborative cultures of engagement in Finnish companies. One result of the project was a book on the subject, for which I wrote the chapter on young employees titled 'This is so super cool!' and collaborated in writing a chapter titled 'Passionate chaos of concepts', which discussed the concepts of engagement, intrinsic motivation and passion for work. Moreover, I collaborated with two other researchers, Tuukka Kostamo and Reima Launonen, in writing a full paper for the European Group of Organizational Studies (EGOS) conference in 2017, which was titled 'Constructing a research program to study leadership and passion at work' (25 pages). Later, the publication was nationally honoured and used as entrance exam material for all business schools in Finnish universities of applied sciences.

Recruiting the sample proved easy because the organisations were already involved in the aforementioned project. The organisations represent different professional and industrial areas, meaning that they provide a good sample of Finnish working life and the work realities of the participants. Prior to the analysis, I anonymised the participants by assigning them acronyms. In addition, after identifying the final material, I excluded four participants because one was outside the target age range, one was not involved in knowledge-based work and two could not provide all the necessary data due to being on parental leave. Thus, the final sample consisted of 26 Millennials who participated in the entire research process. Of the 26 Millennials, four did not participate in the WhatsApp session, although they were included in the final

sample because they had valid reasons not to be part of the mobile diary study (e.g. maternity or study leave). The gender balance, which indicates a nearly equal number of women and men in the labour market, is higher in Finland than the average in the European Union (Grönlund et al., 2017). This gender balance is reflected in the present research sample, which consists of 14 women and 12 men. Table 4 presents specific information concerning the participants, such as the acronym, gender, professional level, organisation and participation in the different data collection stages.

Table 4 Anonymised participants

Partici pant nr	Organi sation	Prof. level or position	Name/ acronym	Gender	1. interview	Mobile diary = WhatsApp	2. interview
1	1	2	Diana	F	yes	yes	yes
2	1	3	Iris	F	yes	yes	yes
3	1	3	Joseph	M	yes	yes	yes
4	1	2	Ann-Marie	F	yes	yes	yes
5	1	3	Anna	F	yes	yes	yes
6	1	1	Joanna	F	yes	no	yes
7	1	2	Mia	F	yes	yes	yes
8	2	1	Adam	M	yes	yes, but by e-mail	yes
9	2	3	Jade	F	yes	no (on study leave)	yes
10	2	2	Sam	M	yes	yes	yes
11	2	2	Leo	M	yes	yes	yes
12	2	2	Paul	M	yes	yes	yes
13	2	2	Nicholas	M	yes	yes	yes
14	2	1	Heather	F	yes	yes	yes
15	3	1	Alexander	M	yes	yes	yes
16	3	2	Samantha	F	yes	yes	yes
17	3	2	Leonora	F	yes	yes	yes
18	3	3	Tim	M	yes	yes (a joint WA group)	yes
19	3	2	Michael	M	yes	yes	yes
20	3	3	John	M	yes	yes (a joint WA group)	yes
21	4	1	Nina	F	yes	no (maternity leave)	yes
22	4	1	Julius	M	yes	Yes	yes
23	4	3	Melissa	F	yes	yes	yes
24	4	1	Sandra	F	yes	yes	yes

25	4	1	Wendy	F	yes	yes	yes
26	4	1	Peter	M	yes	yes	yes
Total		1=9 specialist 2=10 Executive 3=7 support		14 F, 12 M	26	20 yes, 2 joint WA, 1 e-mail, 2 no	26

As Table 4 shows, a major part of the final 26 informants participated to all three sets of data collection. It shows the gender balance (14 females and 12 males) as well as the balance in the level of professions. Moreover, there was a balance in the number of participants from each organization, six or seven from each.

In this thesis, the participants are also categorised in three groups according to the professional level (work role or position) that is most closely related to their educational level, as presented in the Table 4. Group 1 consists of nine participants said to hold a 'specialist' position, all of whom have a university degree. Most of the participants in this group (eight) also have a master's degree and work as financial, legal or marketing advisors or specialists. Group 2 consists of ten participants said to engage in executive work, mostly as 'sales' persons, most of whom have a Bachelor of Business Administration degree. Group 3 consists of seven participants involved in 'support services', which varied from assistant roles to IT support. The participants in this group were all educated to lower than a bachelor's degree level.

By the end of the data collection period (2016–2017), three participants had left their occupation. Thus, at the end, the participants worked in a total of seven different organisations. One participant had left the industrial company and, at the time of the second interview, had not yet started in a new position within the industrial sector. Therefore, this new company was not discussed. The second participant who had changed occupation had left the company, although he had returned to his former employer to participate in a project at the time the second interview was conducted. The third participant had left the media company and joined another company within the same industry. Thus, even though there were changes in occupations, the industries remained the same.

Although the involved organisations vary by industry, size and location, there are factors that remain the same for all participants: all of them were born in the 1980s and 1990s. Moreover, they were all involved in knowledge-based work, as defined in a broad sense as work in which knowledge is regarded as something people do (Blackler, 1995; Vanthournout et al., 2014). The concept of knowledge-based work can be understood in various ways, but it is best understood as an ideal type because, in reality, knowledge workers do not constitute an empirically homogeneous category (Pyöriä, 2005). Even those participants who worked in the company within the creative industry were involved in knowledge-based work, not creative work. More specifically, they were mostly involved in B2B sales. In the traditional industrial organisation, the participants were not involved in traditional industrial work in the factory, but more or less in 'office jobs'. The professional titles or roles of the participants varied from financial specialist and lawyer to accounts or sales manager to assistant and IT- or digital manager, among others. They worked in areas such as sales, law, quality, design, IT, assistance and support services, which involved of a wide range of different types of knowledge-based work. In total, 18 participants had an academic degree, mostly in economics, but also in engineering and law.

5.4.2 In-depth interviews

The main source of data comprised 52 interviews conducted in two in-depth interview rounds among the 26 participants. My aim was to use qualitative research methods to develop an in-depth understanding of the phenomena of interest through interviews. In-depth interviews are inductive and emergent in the process (Dworkin, 2012), and the approach was, therefore, suitable for achieving the research aim. The way I conducted the interviews was inspired by the concept of appreciative inquiry, which emphasises the co-evolutionary search for the best in people, their organisations and the world around them (Cooperrider & Whitney, 2000; Watkins et al., 2011).

I used open-ended questions to allow the participants to openly relate their opinions, experiences and perceptions. The temporal length between the two rounds of interviews was around two years, which allowed me to consider the participants'

everyday lives as being structured temporally and an episode in an externally factitious stream of time (Berger & Luckmann, 1966).

The second interview round allowed me to ask more profound questions than during the first round of interviews, which was a new situation for the interviewees. It also increased the level of confidentiality between the participants and myself. During the second interview round, I was able to examine the possible changes over the two-year time period, resulting in different identity constructs and feelings of passion. As a researcher, I positioned myself in a 'not-knowing and curious' position (Etherington & Bridges, 2011), asking open 'how' questions. I used open-ended questions as a way of initiating a research conversation that reflected an organic and dialogical process (Etherington & Bridges, 2011).

5.4.3 Mobile diaries

Between the two rounds of interviews, I used a mobile phone diary to collect additional data, receiving a total of 225 WhatsApp messages (181 textual messages and 44 visual messages). Today, mobile phones are part of most people's everyday lives, especially the younger generations. Therefore, it was both appropriate and efficient to use mobile phones to capture the young employees' thoughts, feelings and experiences. Although Millennials are high users of internet technology who are comfortable communicating via text, the use of digital diary methods remains relatively rare in the literature. The existing research uses a range of data collection modes, for instance, using WhatsApp to conduct instant messaging interviews (e.g. Gibson, 2020; Kaufmann & Peil, 2020). New and emerging technological data-capturing tools, notably smartphones, as well as web-based applications and platforms (e.g. e-mails, weblogs, social media) are often both cost-effective and user-friendly, and they have altered the nature of diary writing (Kaufmann & Peil, 2020). However, to date, no study has used an interactive WhatsApp diary approach to conduct research among young employees.

Mobile phones were always available for the participants, which meant that using them as diaries was a suitable way to get the participants to engage with the diary

method. Using the diaries, the participants provided frequent reports on events and experiences from their daily lives (Bolger et al., 2003), capturing their feelings and intents in situ. I also used a diary study approach to minimise the effects of myself as a researcher on the participants (Carter & Mankoff, 2005), which may occur during interviews. The participants recorded their feelings and events as they happened.

When I collected data from the mobile diaries, I advised the participants to send me text or voice messages, photos or short videos answering questions such as the following: What has inspired you today? What influenced your passion today? What constrained your inspiration/passion today? Moreover, the participants were given the possibility to send whatever occurred to them during the day by answering another question: What else would you like to say? In this way, I gave them a free hand to use the diary in a way that suited them in situ (as in the case of traditional diaries).

I used both pre-defined open-ended questions and diary recordings as prompts for discussion during the second round of interviews (Carter & Mankoff, 2005), with the latter referring to the main content or theme of the messages. I used carefully considered open-ended and broad questions to ensure the effectiveness of the diary method (Bolger et al., 2003), as I wanted to focus on passion for work on the one hand, but to provide space for the participants' own voice and give them freedom to express their views and emotions on the other hand.

Before the second-round interviews, when I used the diaries as a prompt for discussion (Carter & Mankoff, 2005), I prepared myself by reading, looking and listening to each participant's diary. If I spotted a frequently emerging phenomenon (theme), I asked them to define its meaning for them. For instance, if the participants had talked a lot about freedom at work or colleagues, I went back to those themes during the second interviews by asking further questions of the concrete essence of those themes. Through doing so, I was able to better understand their sources of passion as well as their identity constructs and orientations towards passion for work.

When collecting the data by interviews and mobile diaries, I used 'innostus', sometimes alongside the Finnish concept of passion or 'intohimo'. The concepts of 'innostus' (excitement, enthusiasm, inspiration) and 'intohimo' (passion) were also

sometimes confused by the participants. Yet, the broad understanding of the phenomenon of strong positive emotions remained the same.

Recent technological advancements have increased the ease of providing diary reports (Bolger et al., 2003), meaning that it was an easy and convenient technique for the participants in this thesis, who were members of the generation referred to as 'digital natives' (e.g. Hershatter & Epstein, 2010; Kultalahti, 2015; Pyöriä et al., 2017), to capture their everyday life as it happened. I chose WhatsApp as the means of data collection after considering alternatives, such as a simple text message sent by phone. WhatsApp is an instant messaging application for smartphones, and it allows users to make calls and send and share messages, PDF documents, videos, voice-recordings and photos free of cost.

I made the choice based on several criteria. For example, WhatsApp and Facebook have the highest usage frequencies worldwide (Global Web Index [GWI], 2016). WhatsApp is a major go-to application for simple messaging behaviours. Moreover, globally, digital consumers access the internet via an average of 2.8 different devices. The most commonly used mobile messaging app is WhatsApp, a free-of-charge, secure, advertisement-free yet commercial mobile messaging service with more than two billion users in 180 countries worldwide (WhatsApp, 2022). Young people's familiarity with WhatsApp empowers them to express themselves via text (Gibson, 2020). Working Millennials (i.e. those who were 25–34 years old in 2016) lead the multi-device users among all the working generations, with an average of 3.02 devices per person (GWI, 2016). Therefore, it was easy for them to engage in mobile diary research. In addition, the latest survey by Economic Research in Finland (www.taloustutkimus.fi), which was conducted in April 2018, found WhatsApp to be the most popular social media service in Finland. Some 72% of the participants reported using WhatsApp for communication. There was no major difference between the genders in terms of WhatsApp usage.

Thus, I chose WhatsApp because it is one of the two most commonly used applications worldwide, in addition to being the most popular social media service in Finland. Moreover, it is multimodal, allowing users to send both voice and text messages, as

well as videos and photos. It is also free of cost, meaning that it was accessible to all of the participants. Thus, its use was easy to justify for the participants.

5.4.4 The data in detail and timeline

I conducted the first round of interviews between December 2015 and March 2016. I captured a total of nearly 19 hours of tape recordings. The second interview round was conducted between September and December 2017, and it consisted of around 28 hours of recordings. Thus, I captured a total of 47 hours of interview recordings.

The time period between the two rounds of interviews was approximately two years. The reasoning behind this specific timeline for the data capturing was that two years is long enough to indicate changes in the participants' personal or professional life, a change of employer or changes in their emotions and attitudes towards their job, colleagues or supervisors. This allowed me, not only to capture their experiences of passion for work, but also to follow the changes that may arise during two years in working life of a young employee. During the second round of interviews, I had the chance to deepen my understanding of the phenomena of interest by asking questions that had arisen based on data from the first round and the WhatsApp messages that the participants sent me between the interviews.

The approximate length of each interview was nearly 1 hour, ranging from 45 minutes to 1 hour and 30 minutes. The average length of the first interviews was 45 minutes, ranging from 25 minutes to 1 hour and 40 minutes. The second interviews were longer, with the average length being 1 hour 4 minutes (ranging from 37.6 minutes to almost 2 hours). The second interviews being longer indicates that trust and confidence were increased because the informants were more open and willing to discuss matters with me, as a rapport had developed during the first interview as well as during the interactive WhatsApp diary period. Several participants indicated that they had been waiting for the opportunity to tell their stories and experiences over the past two years. The longer-lasting second interviews also indicated increased confidentiality between the researcher and the participants. Moreover, a young woman discussed a very private issue for a long time (her artificial fertilisation), while a young man started

to cry when talking about his past, with both examples indicating a high level of trust between the participants and the researcher.

Between the two interview rounds, I collected the mobile diary data. A total of 225 WhatsApp messages were collected (44 visual messages and 181 written or spoken messages). The highest number of messages sent by an individual participant was 34, while the lowest was zero. The variation in the number of messages was due to the participants' life situation or commitment to the diary method. Two participants did not send any WhatsApp messages due to personal reasons (being on parental or study leave). Two participants sent only one message, one apologising for her busy life with hard work and two small children, and the other directly stating that sending diary messages was not really 'his thing'. Generally, the participants were committed to sending WhatsApp diary messages, as the average number of WhatsApp messages sent by the participants was ten.

The most common genre of message was a simple text message, of which I received 178, followed by a photo message, of which I received 36. Three voice messages were also sent. They were considered and analysed as text message, as they were transcribed into a written form. The two short videos were analysed as 'photos'. The reason for considering them photos was the length (less than a minute) and the lack of a storyline to be analysed as a video. While digital technology has facilitated a range of different communication methods, including video and audio communication, textual and image-based communication often make up the largest part of young people's digital interactions (Gibson, 2020), as revealed in this thesis. There is also a nuanced difference in the preference for sending text messages or photos according to gender. In this study, the male participants preferred sending text messages more than the female participants, who were more eager to send photo messages.

5.4.5 Piloting the data collection methods

To ensure the quality and usefulness of the data collection means, I conducted thorough pilot studies involving both collection methods: interviews and mobile diaries. I conducted test interviews in August–September 2015 before preparing

suitable interview guidelines for the first-round interviews. Additionally, by conducting the test interviews, I was able to learn and rehearse my interview technique as well as to practice using the recorder. Three Millennials participated in the test interviews. I selected them from my work among young employees born in the 1980s and 1990s as representing the age group of the real participants. I applied a snowball sampling method (Flick, 2014), choosing the first participant from my own team and then asking her to suggest two more. I recorded the interviews, although I did not transcribe them. After each interview, I discussed the questions with the interviewee. After deriving new insights, I considered their suggestions and modified the interview guideline on the basis of examples of appreciative inquiry (Cooperrider & Whitney, 2000; Watkins et al., 2011). I also asked for feedback about my interview technique. Moreover, I had the chance to practice my interview technique with a media teacher and television journalist, who taught me how to capture opinions, experiences and perceptions by making the participants talk for longer after asking each question.

Furthermore, I piloted the use of a mobile diary with five young colleagues in August–September 2016 and spring 2017. I also considered it necessary to test the use of WhatsApp as an application. More specifically, I sought the answers to the following questions: What are the technical possibilities and constraints of using WhatsApp? How do the pilot participants experience the use of WhatsApp? What are their opinions of using WhatsApp as a diary? The participants formed a pilot group for a three-week test period. First, I asked them to send voice messages when reporting their day, as they might do in a normal life for a friend. I also encouraged them to send photos. After the first two-week period, I led a group discussion to uncover their experiences. I investigated if the assignment and instructions were understandable. The participants reported positive feelings about the assignment and the pilot in general. In addition, the assignment was considered open and sufficiently wide to provide enough space for the answers. However, some of the participants reported that it was difficult to find a space in which to talk, especially in an open office where it was difficult to discuss private issues. Some felt a bit peculiar talking into the mobile phone without receiving any feedback.

After the first group discussion, I decided to continue the pilot for another week. During this time, I promised to provide small feedback messages (a simple 'thank you' was sometimes enough). Then, I evaluated the interactive method through a further group discussion. Drawing on the participants' feedback, I added interactivity to the method. During the pilot, interactivity had revealed its usability for catching the participants' feelings and experiences of work. I also modified the instructions for the target group by underlining all of the different means of messaging: voice, texts, photos and short videos.

To conclude, I carefully piloted both data collection methods and made changes based on feedback and lessons learned. I received new insights in terms of adequately capturing the sensemaking and perceptions of Millennials. In the next section, I will introduce the utilised data analysis methods.

5.5 Data analysis

As the personal experiences of individuals are underpinned by social constructionism, a qualitative approach provided well-fitted data analysis methods rooted in the notion that there are no objective truths to people's everyday life (Berger & Luckmann, 1966). I used talk as data (interviews and voice messages) as well as data beyond talk (photos and videos), with both approaches providing a rich set of multimodal data with which to achieve the overall research aim (Flick, 2009). The data analysis process employed the theoretically well-established notions of thematic analysis, sensemaking, social constructionism and narrative analysis (using small stories) to reveal thematic patterns of the passion enablers and attendant consequences of the participants' identities and orientations towards passion for work (Bamberg & Georgakopoulou, 2008; Berger & Luckmann, 1966; Braun & Clarke, 2006; Riessman, 2008; Weick, 1995).

Initially, I conducted the research inductively, as the identified themes were strongly linked to the data and the coding process did not involve fitting them into a pre-existing coding frame or with analytic preconceptions (Braun & Clarke, 2006). Later, during the analysis process, the research was more abductive by nature and,

therefore, I moved between deduction and induction during the process (Eriksson & Kovalainen, 2015).

Inspired by prior research involving multimodal data (Höykinpuro & Ropo, 2014; Keats, 2009; Tregidga et al., 2013), the analysis process followed a number of phases, starting with identification and recording and then continuing with general reading and specific readings of all the gathered data. The process ended with relational reading, both intertextual and intratextual, to identify possible connections, contradictions and parallels in terms of the findings between different sets of data. Through the use of multiple data, I was able to analyse written texts, spoken texts and visual 'texts' (photographs), thereby increasing the understanding and strengthening the trustworthiness of the findings (Keats, 2009). Prior to answering the research question, I listened to all of the audio recordings and then read the data from all of the data sources at least six times to better engage with the data and increase the trustworthiness of the findings (Braun & Clarke, 2010; Nowell et al., 2017).

After reading through the data multiple times, I started the analysis process using first thematic analysis and then sensemaking lens. The analysis process consisted of several phases and during every phase I received more understanding of the content of the data and it's many layers.

When exploring the content of the material within the small stories, that is, both the interviews and the WhatsApp diary messages (i.e. what happened, to whom, where and how), I started with a preliminary thematic analysis to organise the data. In this thesis, a small story of passion for work experience represents the unit of analysis. I regard a small story as an account that contains some kind of action as well as characters, and I use the terms small story and account interchangeably in the analysis (e.g. Koerner, 2014).

After recognising the patterns both in and across different data, I began to integrate them into meaningful themes around the enablers of passion for work. After revealing the four themes of antecedents of passion for work, I went back to the data to see what else the accounts of the antecedents may consist of. Within each antecedent I revealed new findings, such as autonomy paradox, strong passion for sales among the sales persons, the various meanings of meaningfulness and the significant micro-

moments as tipping points for change and therefore I analysed more thoroughly what they consisted of. As there are no established ways of analysing micro-moments due to the novelty of their use in organisational research, I partially followed the method used by Stokes and Harris (2012) in their research on micro-moments in sustainable organisational change and transformation. I grouped a series of language-based entries that recorded a single moment that had struck the person experiencing that moment. Then, the extended micro-moment illustrations (accounts of tipping points within the small stories of passion for work) allowed me to consider in more depth the content and implications of these moments, thereby providing a more thorough understanding of the consequences experienced by the participants.

Then I explored that while talking about their experiences of passion for work, the participants constructed their identities within the small stories and therefore I started to analyse their identities. For that purpose, I used sensemaking lens as explained in the chapter 4. Finally, from the identity constructs I ended to analyse the final four orientations towards passion for work.

Thus, explaining in more detail the process, I used a thematic analysis in the initial phase as a method for identifying, analysing and reporting patterns (themes) within the data, following the six established steps forward from familiarising myself with the data to writing a report through finding initial codes, identifying themes, reviewing themes and naming themes (Braun & Clarke, 2006, 2010; Nowell et al., 2017). The thematic analysis offered an appropriate means of identifying, organising and offering insights into patterns of meaning (themes) across a set of multiple data. Moreover, the thematic analysis allowed me to find and make sense of collective or shared meanings and experiences (Braun & Clarke, 2006, 2010), thereby providing me with an iterative and reflective process that involved constant movement back and forward between the phases (Nowell et al., 2017).

I consciously aimed to increase the trustworthiness of the findings. I familiarised myself with the data, which involved immersing myself in the data by reading and re-reading the textual data (e.g. interview transcripts) and listening to the audio recordings or watching the visual data, prolonging my engagement with the data, documenting my thoughts about potential codes/themes, storing the raw data in well-

organised archives and keeping records of all of the data-related field notes (Nowell et al., 2017). Then, I generated the initial codes by describing the content of the data as well as moving beyond the participants' meanings to provide an interpretation of the data content (Braun & Clarke, 2006, 2010; Nowell et al., 2017). I continued the analysis by actively generating themes, which allowed the analysis to take shape, shifting from codes to themes. During the subsequent phases, I reviewed the potential themes in relation to the coded data and the entire data set, and I re-defined and named them (Braun & Clarke, 2006, 2010; Nowell at el., 2017). Each theme concerning the antecedents of passion for work had a clear focus and scope. Moreover, some of the themes were related but not overlapping and repetitive, and they all directly addressed the overall research question (Braun & Clarke, 2017).

Although there are many advantages to using a thematic analysis, I equally acknowledge the disadvantages of such an approach. While a thematic analysis is flexible, it can lead to inconsistency and a lack of coherence when developing themes (Holloway & Todres, 2003). Therefore, I took pains to be cautious when constructing the themes, bearing in mind the possible pitfalls by developing the themes in a consistent and coherent manner.

As I also had visual materials among the data, I used several visual analysis methods. At the beginning of the visual analysis, I used a simple content analysis to identify the main content and locations of the photos (Rose, 2016) (see Table A1 in Appendix 5). Then, I employed both a thematic analysis (e.g. Vince & Warren, 2012) and sensemaking (e.g. Baber et al., 2008) as means of understanding both the social construction of meanings and the reality (Eriksson & Kovalainen, 2015; Meyer et al., 2013; Riessman, 2008; Rose, 2016) beyond the words. This study follows the very recent approach applied in organisation and management studies, witnessing the growth of visual perspectives (Meyer et al., 2013; Vince & Warren, 2012). Visuality is a non-verbal story that is expressed using images rather than words (Höykinpuro & Ropo, 2014).

I analysed the visual empirical materials independently, but also in relation to the texts. The WhatsApp texts were either separate messages or linked to the photos, usually marked by a hashtag (#) denoting the content and emotions (Highfield &

Leaver, 2015) as well as emojis (😊) equally used to strengthen the message or emotions (Derks et al., 2008). All of the visual material was stored in NVivo, together with the interview transcripts and textual WhatsApp messages, which helped with the thematic analysis. I identified the key visual themes (Braun & Clarke, 2006, 2010; Nowell et al., 2017; Vince & Warren, 2012) by looking for recurring visual images, content or details in the images. I placed the visual data in the context of their meaning and significance for the sender (Spencer, 2010).

I asked the data many questions during the analysis of the photos. What are the main themes? What do selfies represent? What else is present in the photos and what is absent? Are there any contradictions with the written texts of the WhatsApp messages? What about similarities or contradictions with the interviews? How the participants chose to share the images was considered a form of reportage producing a set of images that provide a 'sense' of the relevant person's life, as opposed to photographs, which are considered in more aesthetic terms (Baber et al., 2008). Thus, the visual data raised the question of how the participants compose the content of their photographs as a means of making sense of their reality, identity constructs and moments of passion for work without using language.

After revealing the themes characterising the antecedents of passion for work, I went back to my data and conducted another round of reading to examine the participants' identity constructions. Using a sensemaking lens (Weick, 1995; Weick et al., 2005), I identified multiple identities and, accordingly, attributes that illustrated them. Then I continued by constructing a typology of four orientations towards passion for work. I constructed a descriptive typology that can be used to classify the cases and in which the attributes correspond to specific concepts (Collier et al., 2008), which I revealed based on the identity constructs from the participants' small stories.

Types are always constructions, which are dependent on attributes as the basis of the typology (Kluge, 2000), meaning that the construction of the typology of orientations was based on careful and substantively grounded conceptualisation of the findings. I followed the approach of Collier et al. (2008) by working systematically with the concepts, classifying cases and looking at the relationships among the concepts. I developed the concepts by first developing data clusters as categories of attributes,

then I named each category and, finally, developed a definition for each orientation (Morse, 2004).

As the presentation of typologies should be clear and readily understandable, typically involving either an explicit matrix and/or careful discussion in the text (Collier et al., 2008), I used a textual form after explaining the concepts and the related attributes in Table 12. Finally, I reported the results, first by presenting the typology in Table 17 and then by constructing narratives of all four orientations revealed by the typology (e.g. McAlpine, 2016), which are shown in Chapter 10.

5.6 Coding, generating themes and forming a typology of passion orientations

During the analysis process, I followed the instructions of Braun and Clarke (2006, 2010) and Nowell et al. (2017) concerning how to conduct a qualitative thematic analysis in a vigorous and trustworthy manner, as has been more thoroughly explained in Section 5.5.

To answer the overall research question (i.e. How do Millennials orientate towards passion for work?), I started the analysis by analysing the antecedents of passion for work through multiple readings of the interview questions that concentrated on the participants' experiences of passion for work. Following general discussions of their professional history and work values, the relevant questions included the following: Could you tell me about an example or situation when you felt passion for work? Could you tell me about a time when you lost your passion for work?

While inquiring about the participants' experiences of passion for work, at times I prompted them with additional questions so as to receive a more descriptive short story: What happened in that situation? What did you do? Were there other people involved? I also analysed the quotations in which the participants deliberately started talking about their passion for work without being asked about it or in which they talked about their work in a way that revealed their passion (or strong excitement) or lose of it.

The analysis of the mobile diary data focused on the text or voice messages, photos or short videos answering the pre-defined questions concerning what had inspired or

influenced their passion for work or what constraints they have faced in that regard. I also analysed their answers to the open-ended diary question that allowed them to say whatever came to their mind—as is usually the case when writing a diary.

Based on the gathered data, I identified 15 primary codes concerning the antecedents of passion for work. Figure 1 is a screenshot of NVivo, where the initial codes were stored. The figure shows the names of the codes and their frequencies.

RQ1 Antecedents of passion

Name	Files	References
Autonomy	40	74
Challenges	26	46
Comes from good leader	25	40
Diverse work, no bureauc	30	49
Feedback	28	40
Feeling of success	49	108
Hurry, being occupied	24	84
Meaningfulnes	34	70
Own development	32	44
Own influence to the com	14	19
Professional pride	26	49
Relationships or work co	49	139
Respect	14	25
Trust	15	31
Well-being	11	19

Figure 1 NVivo screenshot showing the names and frequencies of the primary codes

As Figure 1 shows, the most commonly cited antecedents were autonomy, feelings of success, feeling and wish to have challenges, having diverse work tasks and having relationships with co-workers (i.e. a well-functioning work environment, good team spirit). Having to hurry and being busy was also often cited as preventing passion. The other important categories included receiving feedback, passion coming from good leadership, personal/professional development, professional pride, respect and trust.

Table 5 Primary codes with excerpts from the interviews and WhatsApp messages

Primary code	Examples of coded transcripts (i1= first interview, i2= second interview, WAtext = WhatsApp diary text message, WAP = WA photo explanation)
Autonomy	…working from distance, the best, I can make my own calendar and decide what I do and when. (WA text) I get really anxious if I am given too many rules, then I can't function. So I guess it is the freedom the most important. Yes. (i1) … that I can do independently something… (i1) #distancework#easytocontact#peacetowork#great (WAP pic from working at home, laptop, coffee and papers)
Challenges	That you get new challenges.. (i1) …when I got into new development projects, like when a new tool is taken abroad, and then we do a new process. (i2) #profitabilitycalculations#todolist#worknotending#Iloveexcels (WAP pic from excel)
Comes from good leadership	Good leadership is especially about awakening passion.. (i1) Good morning diary…. My manager is super. He thinks I can work even from a horse back if the results are good. (WAtext) …the new manager was a real dick, all the time breathing to your neck…. [preventing it]. (i1)
Diverse work tasks, no bureaucracy	…for me it is the diversity of work tasks… (i1) …well the monotony of work…. you just do the excels and copy paste… then you think that wouldn't it be better that an automate would do it… [preventing it] (i1) ..I could brief a new worker, it brought some change to my ordinary work. (WAtext)
Feedback	…that success is not recognized… when it finally was solved… they just brought new problems to solve… [preventing it] (i2) Everyone gets a financial bonus. Nice!... (WAtext) …that we got it quickly to the goal…and the boss was like what, how did you do this… that I got positive comments... (i2)
Feeling of success	The best was a successful meeting… and a well done internal audit... (WAtext) Feeling is on top. We have done sales records. Successful action. (WAtext) …when I got a very big deal… and the CEO was talking and then the client said, that hey let Ann-Marie speak. I was like thanks. *(laughing)* (i1)
Hurry, being occupied	#nightshift ☺ ☺ One has to make hay when the sun shines. (dark WAP from home) It's been a nice week. Quite busy but rewarding. (WAtext) New inspiring cases. #onedoesntgetbored#newpeople#newcooperation… (WAP of screen)
Meaningfulness	Solving problems the whole work community benefits lifted my excitement. It's truly nice to feel that your work as meaningful. (WAtext) The values of sustainable development are important to me personally. So it's nice to be able to influence this at work… (WAtext) When you meet the client and you sell it for real… (i2)
Own development	"#travelling#tolearnsomethingnew# (WAP, tickets and coffee) …we discussed possibilities to move forward in career... (WAtext) … when I started to do debt collection…. then kind of... that you learn new... (i1)
Own influence	.. when I found from our systems some things that were not used… and I designated alert limits… and got to make a new tool… (i1) …then I realized this is going to be good... this is going to help everybody… (i1)

Professional pride	Somebody asks my opinion that can we give such a loan and I look thru the financial statements and give my opinion... (i2)
	We had this project.... the beginning was a basic resistance... but when I was able to explain and turn it so that all lads come around the same table and they got it... (i1)
	When I am with clients, I am happy...At the office I think I don't use all my capacity. My passion is momentary and it shows when I am with clients. (WAtext)
Relationships or work community	Work atmosphere has been good lately and it's nice to do things with colleagues and spend time with them also outside the office. (WAtext)
	Well the colleagues were such also, that when they are nice, the people around you, it inspired me to work. That it is nice to come to work every day. (i1)
	...and I have been able to enjoy the company of colleagues, and that always makes me happy. (WAtext)
	... and that we accept here mistakes and such, that people help each other. (i1)
	When there is a bigger constrain or a problem... but if I need help from someone else and I don't get, then the thing stops... [preventing it]. (i1)
	.. the team works excellently at the moment, cooperation functions. (WAtext)
Respect	You know, comes such a feeling, that do you think that I am not able to do more than to reserve you a trip, for example. (i2)
	...that if they want us to stay, then the respect has to stay. That there is no respect if salary goes down and budget increases. (i2)
	...if something need to be developed, we can be there to decide, that they ask us always our opinion, which is nice, that we are respected kind of. (i2)
Trust	...especially trust and that they ask you directly.... for me it's priority that I feel that I am trusted... (i1)
	The other day there was a situation that one of main leaders called from abroad.... and it showed that it had developed a trusting relationship. (i2)
	...then if there are same tasks every day, that there is no trust that I can do this, that I can do other things as well... [preventing it]. (i1)
Well-being	That when you are really tired and stressed, then it's a bit difficult to be passionate about your job. (i1)
	I think that there has to be a harmony, to get the job done....that basic things function and work environment stays good. (i1)
	This week has been putting off fires. Many people are off and we try to handle somehow. My strengths are finished. It's a bit difficult to find passion at the moment. ☹ (WAtext)

As Table 5 shows, I arrived at the 15 primary codes with plentiful tokens in each category. It presents the initial codes and examples of both translated and coded excerpts from the data to illustrate how I derived the categories. I have translated the excerpts from Finnish to English, trying to capture the essence of the meaning of each message.

After each excerpt, I noted which data set I collected it from (i.e. the first or second interview, WhatsApp diary text message or from text with a hashtag [#] below a photo

message) so as to provide the temporal aspect and the specific context when the information was received. I was careful to use all of the data sources to make the initial codes and, therefore, all of the possible codes were included, which accords with the approach of Braun and Clarke (2010). I used a research diary in which I marked the possible connections based on the interview data, such as 'The category that "comes from good leadership" is also connected with "feedback"'; 'In "feedback", there is inherently the meaning of "good leadership"'; and 'In "meaningfulness" you also find "own influence"'. In this way, I was reflecting and connecting the categories with each other. Many excerpts were coded in several categories, which helped to identify similarities between the participants' perspectives and connect them to the possible themes.

The next phase involved reviewing the coded data to identify areas of similarities and overlaps between the codes (Braun & Clarke, 2010). Thus, after generating the initial codes using NVivo, I reread the data, excluded any irrelevant excerpts and identified similarities and possible future themes. During this third phase of the thematic analysis, the trustworthiness was increased via diagramming to make sense of the theme connections and by keeping detailed notes concerning the development and hierarchies of the concepts and themes (Nowell et al., 2017). I made a mind map of the code categories (see Figure A1 in Appendix 4) and used it together with my diary notes to check my reasoning. I constructed four main codes around four conceptualisations as follows: autonomy, professional pride, relationships and work community, and good leadership. The other codes became sub-codes for the four main codes presented in the mind map in Figure A1 in Appendix 4. Under these conceptualisations, I collected related concepts from NVivo that could inform the essence of a possible future theme.

Table 6 illustrates the subsequent phases, including how I generated the themes, first by including all of the concepts (Column 1) and then by forming relevant categories from them and mapping the concepts together to more abstract and plentiful categories (Column 2). From these categories, after reading the content once again, I finally constructed and named the four main antecedents of passion for work, with the four generated themes (Column 3) being as follows: (1) relating autonomously to one's

work; (2) having a sense of professional value; (3) relating to co-workers and the wider work community; and (4) having supportive supervisor and leadership relations.

Table 6 Combining codes to construct themes of the antecedents of passion for work

Column 1: Preliminary sub-codes	Column 2: Mapping the concepts for sub-themes	Column 3: Constructions of main themes (antecedents of passion for work)
Autonomy Own influence Diverse work Hurry, being occupied Well-being	(1) Autonomy, freedom (2) Own control	Antecedent 1: Relating autonomously to one's work
Challenges Own development Feeling of success Professional pride Meaninfulness Own influence	(1) Sense of competence (2) Having meaningful job	Antecedent 2: Having a sense of professional value
Well-being Trust Respect	(1) Psychological safety (2) Professional relationships	Antecedent 3: Relating to co-workers and the wider work community
Feedback Respect Trust	(1) Communication and relationships (2) Micro-moment	Antecedent 4: Having supportive supervisor and leadership relations

Table 6 shows that some codes served as the content for two main codes, meaning that the content related to the future theme was moved in NVivo to its correct location, which involved further reading.

In Table 7, I present an explanation of the identified themes before discussing them in relation to the prior literature in the following sections and using a sensemaking lens to analyse the identity constructs revealed by the participants' small stories.

Table 7 Themes explaining the antecedents of passion for work

Theme	Explanation	Excerpts from the data
Relating autonomously to one's work	Relating autonomously to one's work maps the participants' experiences of work-related autonomy and freedom regarding the time, space, quantity and content of the work. It also highlights the tensions experienced when hoping to have autonomy, but not yet actually having it. Moreover, it focuses on resistance to too much control, routines and homogenous work tasks. The participants typically desired to be trusted to judge their own work priorities and work locations. Remote work was typically a symbol of autonomy, freedom and independency. In short, the participants wanted to work in their own way.	...that I can do the work that I like and I am allowed to do it, in the best way; that if someone starts to control me more I'll show that I'll open the door and I won't open it a second time. (*laughing*) I am working from home. The best. (WAdiary) #distancework #easytocontact #peacetowork #great (WAP pic from working at home, laptop, coffee and papers) Freedom, I want it... it enhances my well-being. Nice feeling. Sense of mastery. Orderings and offers done, but at a convenient speed. (WAtext) 40% of the time went to training, info and meetings. It was ... quite discouraging and I was thinking several times about whether this was the best way to use my time. (WAtext)
Having a sense of professional value	Having a sense of professional value outlines the ways in which the participants expressed the meanings of challenges, their own influence in the work community and the feeling of success as antecedents of passion for work. It focuses on the work itself, how it rewards when succeeding. The participants felt valued by others when they were able to overcome challenging situations and tasks. The need to feel the meaningfulness of the work highlights this theme as well. Professional pride was expressed when feeling competent. In short, the participants wanted to be valued within the organisation due to their professional capabilities.	#profitabilitycalculations #todolist #worknotending #Iloveexcels (WAP pic from Excel on laptop screen) ...when I got a very big deal... and the CEO was talking and then the client said, like, 'Hey let Ann-Marie speak'. I was, like, 'Thanks' [laughing]. The values of sustainable development are important to me personally. So it is nice to be able to influence this at work... (WAtext) ...then I realised that this is going to be good... this is going to help everybody... ...and of course learning all the time something new is important to me, so the work remains meaningful.
Relating to co-workers and	Relating to co-workers and the wider work community focuses on the	I think that there has to be a harmony... that basic things

the wider work community	degree to which the participants revealed the importance of relating positively with colleagues. It also outlines the appreciation for a well-functioning team and good team spirit. It reveals tensions when the participants did not feel valuation and respect from their colleagues. Moreover, it outlines the expressions of well-being related to a good work atmosphere and joy coming from colleagues, whether at work or outside the organisation. In short, young employees want to work together with others in an emotionally and psychologically safe work environment.	function and the work environment stays good. ...and that we accept here mistakes and such, that people help each other. The work atmosphere has been good lately and it is nice to do things together with colleagues and also spend time with them outside the office. (WAtext) ... the team works excellently at the moment, cooperation functions. (WAtext) Well, the colleagues were such that when they were nice, the people around me, it inspired me to work. It made it nice to come to work every day.
Having supportive supervisor and leadership relations	Having supportive leadership and supervisory relations and communication maps the expressions and experiences related to support from leadership. It reveals how the support is manifested as trust, respect and feedback. It highlights tensions experienced due to micromanagement. It also reveals the ways feedback is received or hoped for, either in a verbal or financial manner. In short, young employees want to have support from leaders, managers and supervisors.	Good leadership is especially about awakening passion... ...the new manager was a real dick, all the time breathing down your neck... [preventing it] The other day there was a situation that one of main leaders called from abroad... and it showed that it had developed a trusting relationship. ...that if they want us to stay, then the respect has to stay. That there is no respect if the salary goes down and the budget increases. Everyone gets a financial bonus. Nice. (WAtext) ...that we got it quickly to the goal... and the boss was, like what, how did you do this... that I got positive comments.

The excerpts featured in Table 7 have been gathered from both rounds of interviews, although if it says 'WAtext' at the end of an excerpt, it indicates that the excerpt came from a text message from WhatsApp. Table 7 shows how, based on the input from all of the participants, I generated the four themes. The themes are related to each other, although they do not overlap substantially, and linking them together tells the story (Braun & Clarke, 2010) of the antecedents of passion for work.

I continued the analysis by assigning an acronym to each participant, which I will include after any quotations. I also numbered the organisations as 01, 02, 03 and 04 (see Section 5.4.1). Furthermore, after mentioning the acronym and organisation number, I marked using a number the professional category to which they belong: 1 at the expert level (e.g. in law or marketing and with a master's degree), 2 at the executive level (e.g. mostly in sales, mostly with a bachelor's degree) and 3 at the support job level (e.g. an assistant or IT support, with a bachelor's degree or lower).

As the analysis process continued, I conducted an additional, in-depth analysis of the findings concerning each theme. Within the first antecedent, I revealed an autonomy paradox, whereas within the second antecedent I found exceptionally strong professional pride among the salespeople. I also analysed the meaning of meaningfulness for the participants. I will illustrate these steps below to indicate how I revealed the findings and conclusions.

Table 8 Excerpts concerning the autonomy paradox as part of the passion experience within Antecedent 1

Autonomy paradox excerpts
#nightshift ☺ ☺ One has to make hay when the sun shines (text under a photo of a dark room, as the participant was working at night). (Ann-Marie, O1-2-WA)
It seems to be great when someone is busy all the time and he works on weekends and evenings… somehow we lift up those 'work heroes' who sacrifice themselves for the company. (Alexander-O3-1-i2)
It's been good, as I have had my vacation with a reasonable amount of disturbing by others. It annoys me that some colleagues assume that everybody reads their e-mails during vacations… Maybe it's due to our culture of busyness. (Alexander-O3-1-WA)
#Workinginafatboy #airport #longdaybehind (with a photo of a laptop, working at the airport – a participant who tries to separate work and leisure time). (Iris-O1-3-WA)
I've noticed that nowadays people here work long days and leisure time and work time get mixed. I try not to mix them so much… I leave my computer at the office. Well, sometimes I take it home if I know something is coming up… (Iris-O1-3-i1)
It's quite hectic... Maybe that's why I became so sick a couple of weeks ago that my voice hasn't recovered yet (a participant who works a lot remotely [from home], including evenings and nights). (Ann-Marie-O1-2-i2)
Well, officially I'm off work, but if it concerns my sales, I answer the clients if they call or send messages. So if it is a question of closing a deal, I take care of it even if I am off work. (Ann-Marie-O1-2-i1)
This works well. Working from home remotely in the middle of construction with a sick child (with a selfie from home). (Anne-Marie-O1-2-WA)

I feel a bit anxious about the fact that when you are off work some people need something now now now. Well, luckily I can work from home as well. (Tim-O3-3-WA)	
At home with a fever (with a photo of an open laptop on the desk). (John-O3-3-WA)	

Table 8 presents examples of interview quotations and WhatsApp messages concerning the paradox of wanting autonomy and freedom but feeling anxious and stressed about being available and accessible on a nearly 24/7 basis. I will discuss the autonomy paradox further in Section 6.2.

With regard to the thematic category of Antecedent 2 (having a sense of professional value), which consists of professional pride and meaningfulness among other aspects, I have made explanatory Tables 9 and 10 to show my reasoning. I will discuss them later in Sections 7.2 and 7.3, respectively.
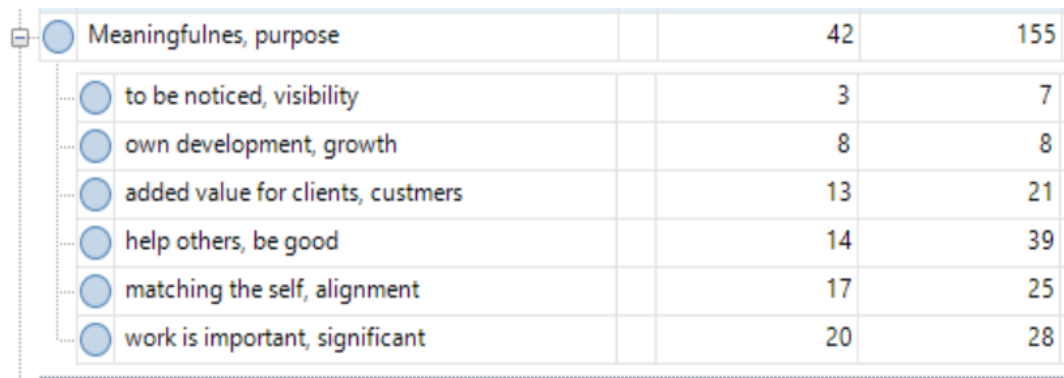
Table 9 Excerpts concerning passion for sales within Antecedent 2

Salespeople from all three private companies	Excerpts showing professional pride within salespeople
Company O1	When I got a very big deal… and the CEO was talking and then the client said, like, 'Hey let Ann-Marie speak'. I was, like, 'Thanks' [laughing]. (Ann-Marie O1-2-i1). It is my passion to win myself, to give a bit more than what I think I am capable of. It is a passion for the [sales] job. (Ann-Marie O1-2-i1). It is succeeding in my work. It lights my passion on fire. (Ann-Marie O1-2-i1) #Smiling because of the sun and nice work day… a lot of sales and nice feeling (with a smiling selfie). (Ann-Marie O1-2-WA) I have reached my goals and I am feeling good. With hard work I have come to this point. (Ann-Marie O1-2-i2) I have got new deals, for example, I closed the deal with XX for the whole of next year, which has not been the case for years. (Diana O1-2-i1) It is when I feel that I get good sales, I feel I can close a lot of them and I get a nice drive. (Diana O1-2-i1) When I make successful sales, I get a feeling of success and joy. In a way they [passions] are equal to that. (Mia O1-2-i1) If your goal is too high and you see that there is no chance, not even theoretically, to achieve it, then it [kills passion]. (Mia O1-2-i1) Every time I meet clients I am happy. (Mia O1-2-WA) Passion for work is momentary and it shows especially in sales situations. (Mia O1-2-i1)

	In a sales job, nothing defeats the joy of making a deal. (Mia O1-2-i2)
Company O2	Quite often [feeling passion], for example, when I have made new cooperation contracts with clients and then one can see that I have succeeded and so on. (Nicholas O2-2-i2) I feel a kind of passion when I go to a table that is too big kind of, when I approach a new client, which we haven't had yet in our company. (Sam O2-2-i1) Successes in sales job. Now they unfortunately come through euros, which is not a soft value, but that's how it goes. (Sam O2-2-i1) The campaign was launched successfully and we got extra sales. (Sam O2-2-i1).
Company O3	I had feelings of success today when I managed to do all the documents concerning the orders or X country. (Leonora O3-2-WA) Today, I felt success when I managed to make a deal with a big offer I made. (Leonora O3-2-i1) Feelings of success in my own [sales] job. (Leonora O3-2-i1) Going through all the schedules and everything with the client, those are the things I like. These are the daily jobs. (Samantha O3-2-i1)

Table 9 shows how a specific group, namely young salespeople, express their passion for work as success in relation to their sales job, making good deals, closing deals, meeting clients, and overcoming sales-related challenges. Of the four organisations that participated in this research, three were B2B or business-to-customer (B2C) companies. Young salespeople from all three private companies expressed the same kind of pride and passion for sales, which bring them joy and a feeling of success.

Next, I analysed meaningfulness by doing an extra round of reading those quotations in which the participants articulated the meaningfulness of work. I made a new category of codes and I gathered the information in NVivo. Figure 2 presents a screenshot of NVivo showing the conceptualisations and frequencies. The extended analysis (Braun & Clarke, 2006, 2010) revealed six primary sub-categories of what the participants articulated as the meaningfulness of work as part of their passion.

Meaningfulnes, purpose	42	155
to be noticed, visibility	3	7
own development, growth	8	8
added value for clients, custmers	13	21
help others, be good	14	39
matching the self, alignment	17	25
work is important, significant	20	28

Figure 2 NVivo screenshot showing the extended analysis of meaningfulness

The sub-categories are as follows: (1) providing added value for clients and customers; (2) helping others and being good to others; (3) one's own work is important and significant; (4) work matches with the self or is in line with the self; (5) work provides possibilities for development and growth; and (6) work provides possibilities to be noticed and visible at work. The first three mentioned sub-categories indicated the importance of others, such as providing added value for clients, helping people and considering one's own work to have a higher purpose. The other three sub-categories revealed the importance for the individual as a person, reflecting who the person is, thereby echoing their identity. I constructed two facets of meaningfulness, one concerning 'others' (clients, colleagues and the wider world) and the second concerning the 'self' (growth, visibility and alignment). I termed the related themes 'making a difference' and 'making the self', which I will discuss further in Section 7.2. Then, I gathered excerpts in Table 10 to illustrate my findings.

Table 10 Sub-themes of meaningfulness of work as part of passion for work and the related sub-categories and excerpts

Theme 1: Making a difference	Excerpts as examples
Added value for clients/customers	For me, it feels meaningful when the product is ready and the client is happy. (Alexander O3-1-i2) I get kicks when the campaign goes well and the client is really satisfied and happy. That's meaningful for me. (Ann-Marie O1-2-i2)

	Work is meaningful when I keep the customers satisfied. (Heather O2-1-i2)
Helping others and being good to others	That with my fine video I can help others, bring them joy and good feelings. (Wendy O4-1-i2)
	Most meaningful for me is that I can help people and feel that they get help. (Sandra O4-1-i2)
	I can help people, I can make a difficult situation easy or find a solution that can impact a person's life a lot. (Julius O4-1-i2)
Work is significant and important	Solving problems the whole work community benefits from lifted my excitement. It's truly nice to feel that one's work is useful. (Alexander O3-2-WA)
	Even if my work has meaning, I'd like in future to do something with more purpose. (Ann-Marie O1-3-i1)
	In practise, when I think that the business is running, that I have a significant role in it. (Joanna O1-1-i1)
Theme 2: Making the self	**Excerpts as examples**
Work matches or aligns with the self	I want to use my creativity. Somehow, I have found a way to use it. It's ideation, making videos as you create the story, write it, plan the filming… (Wendy O4-1-i2)
	My manager asked me to make coffee and there I was standing and waiting for the coffee to be ready. I thought that if this my job description, then… (Melissa O4-3-i1)
	If I could find a job that I feel is a matter of heart, then even the salary wouldn't count so much. (Jade O2-3-i1)
Enables development and growth	To learn something new all the time. It's important that it remains meaningful. (Joanna O1-1i1)
	I feel it's fun that I learn something new every day, that I realise it's like this, it needs to be done. (Anna O1-3i1)
Enables being noticed and visible	A simple thing like someone says thank you when you do a task. Then it has a meaning. (Alexander O3-1-i2)
	When it started to be ready, I realised this is going to be good, this makes sense, I can do this, I will be acknowledged. (Wendy O4-1-i1)

After analysing the small stories in which the participants indicated the significance of the support provided by supervisors and leaders (within Antecedent 4), I made a finding concerning the negative affect that a single moment can have in relation to passion for work. The unforgettable negative moment occurred when supervisors or leaders failed to act in a mindful and compassionate manner. I call these small moments 'tipping points for change', which are like nudges for actions caused by triggers within organisations.

Table 11 Excerpts concerning 'tipping points for change'

Now it's easy to tell this, as I have resigned myself. However, back then it wasn't so uplifting when my manager came to me and said, 'You know, at first we were supposed to fire not only one from this office but two people and you were going to be the other'. (Tim-O3-3-i2)
…after I went to the doctors and the exhaustion was diagnosed, I went to the office and I told her the situation. Then, surprisingly, she said that 'You sure have been irritated and you have snapped here for quite a long time'. That shook my ears. (Samantha O3-2-i2)
Then I met him in the corridor and asked him directly, 'Hi, hello, have you seen my e-mail? Could you please answer me so that I can proceed with the case?...'. He totally exploded at me and shouted like 'Don't you come and tell me when I should answer an e-mail from you!' … Events like that change, you know… It was a moment I wanted to shout at him, that he is disrespectful; it's irresponsible to act like that. (Ann-Marie O1-2-i2)
I applied for a senior-level job, but I did not get it. I remember that my manager justified her choice [of another person] by saying that 'You are so unsocial!' I was like 'Ahaa! Right! That's clear!...'. I wasn't sure I wanted to stay in this business anymore. (Jade O2-3-i2)
Our CEO can be nice when he wants to be, but he can also be very nasty sometimes… and then the CEO blamed me for it! … It was such a turning point when I realised he could be so mean. (Anna O1-3-i2)

Table 11 presents excerpts illustrating the participants' tipping points for change in relation to passion for work. They are small and passing moments from which there is no return to the level of passion for work that the individuals felt before. The tipping points occurred during toxic interactions with supervisors or the CEO of the organisation. These moments pushed some of the participants to make changes in their occupations, change employer or go on study leave. They had lost their passion for work.

The overall outcome of the research process is a typology of Millennials' orientations towards passion for work. As types in social sciences are constructions, which are based on attributes (Kluge, 2000), I looked at the attributes that each identity consisted of. The attributes of the identities illustrate the properties or patterns that the identity constructions entailed.

I constructed the orientations towards passion for work in the following way. After revealing the four antecedents of passion for work, I analysed the small stories to determine how the participants talked about themselves, thereby either directly or indirectly informing their multiple identities. Then, I worked through the examples of

the identity constructs and revealed the attributes of the different identities. Next, based on the identities and attributes, I formed the types of orientations towards passion for work and discussed them in relation to the literature (Chapter 10). I identified ten different identity constructions, which I will explain in more depth in Sections 6.3, 7.3, 8.2 and 9.4. In forming the orientations, I used the following eight identity constructions: border-crosser, competent, related, trustee, subordinate, victim, outsider and passionless. During the analysis process, it became clear that two identity constructions, namely border-keeper and beneficent, could not be explicitly placed underneath the four orientations, as they overlapped with the others. For the beneficent construction, meaningfulness is significant, and the meaningfulness of work was significant for all of the participants, regardless their orientations towards passion for work. Moreover, work–life balance was articulated strongly by the border-keepers, albeit not explicitly. I will discuss the inclusion and exclusion of the identities within the orientations in Chapter 10. In Table 12, I explain the process by elucidating the multiple identity constructions in Column 1 alongside the relevant attributes in Column 2 and excerpt from the small stories informing the orientations in Column 3.

Table 12 Four orientations towards passion for work: Identities, related attributes and excerpts

A. Boundaryless		
The border-crosser	Autonomy, flexibility, independence, work-heroism	…officially… I do a four-day week, but if it concerns my sales, I answer the clients… even if I am off work. (Ann-Marie O1-2-i1) #nightshift ☺ ☺ One has to make hay when the sun shines. (Ann-Marie O1-2-WA) I take the kids and then come back home, or my husband takes the kids, because this is precious work time that I can use at home. I see it as a big benefit that I can do [it] this way. (Ann-Marie O1-2-i1) … I can work from home… in sales work, you need freedom. I have done only sales… in my work, freedom shows as flexibility. (Diana O1-2-i1) At home with a fever… (with a photo of open laptop at night). (John O3-2-WA)

B.	Expert	
The competent	Professionalism, self-development, professional pride, challenges, success	… you don't just do the work with your left hand, even if you know it would be enough. I want to do the work well because it is my signature for whatever I do. Yes, professional pride is a pretty good word for it. (Michael O3-2-i1) I don't like to work if I don't see what happens and what doesn't [happen]. So if I need to make profit for the bank, I want to know how much I have made… (Adam O2-2-i1) Work is much more than just a place to go for the day and from which you are paid. When you work passionately, you are, first of all, proud of what you do… for instance, when a new person starts here… I kind of feel passion when I can transfer to this person all my knowledge as well as I can… (Adam 02-1-i1). I have had time to plan a bit of updating my education for developing at work. I found a good training session about legal proceedings… (Julius O4-1-WA)

C.	Belonger	
The related	Belonging, togetherness, joy, work community	… I think people here are really great. Otherwise, I wouldn't have come back here, would I? The industry feels just right. (Anna O1-3-i1) … when I was named as an employee of the year… This kind of recognition makes a difference. (Anna O1-3-i1) Having fun with John in [place X] … Must say we are two ugly lads. (John O4-3-WAphoto)
The trustee	Reciprocity, sense of trustworthiness, sense of capability	… Now I am given this task, purely because they trust me, and they believe I can do it completely. That kind of [situation] gives me fire. (Alexander O3-1-i1) … Then I have got new tasks and I have felt that my supervisor trusts me, that the things work... (Leonore O3-2-i2)
The subordinate	Follower, executor, supported, sense of trustworthiness	Well, if I have some of my own ideas for something, she supports those ideas… Maybe the support and trust are the most important [for experiencing passion for work]. (Leonore O3-2-12)
The victim	Offended, hurt, change	… It wasn't very uplifting when my supervisor came to my doorstep and said, 'You know, at first we were supposed

		to fire not only one from this office but two people and you were going to be the other one'. (Tim O3-3-i2)
D. Bystander		
The outsider	Loner, perception of redundancy, 'left-over'	I work, as I tend to say, in a 'left-over team'. It is a team where everyone not belonging to any other tea, belongs… (Melissa O4-3-i1). Respect… For me it's enough that the person who asks me the favour respects me. (Melissa O4-3-i1).
The passionless	Non-passionate, unenthusiastic	Am I now a bad interviewee? (could not give examples of passion for work). (Jade O2-3-i2)

I will discuss and provide more examples of the four orientations in Chapter 10, where I will also explain all of my findings and discuss how the new findings extend the previous literature.

To present my results in an illustrative and innovative way in the form of narratives, I used a narrative configuration consisting of a narrative structure entailing a beginning, a middle and an end (Polkinghorne, 1995; Reissman, 2008). When constructing the narratives, I went back to my findings as well as to the memos in the research journals I kept for each participant when reading the multimodal material I had gathered. I completed the memos throughout the process of re-reading all of the data. My raw data, my findings and my journal notes formed the basis for writing the four narratives. Interestingly, in the memos I had recorded my perceptions of the personal 'themes' that each participant repeated in their small stories, such as the urge for freedom, the desire for professional development opportunities or the lack of equality within the organisation.

5.7 Ethical considerations

In terms of my ethical considerations when conducting this study, I complied with the ethical standards established by the University of Westminster. I also pursued good research practices as informed by Research Ethics in Finland. The main ethical considerations involved official consent forms and confidentiality principles.

The participants all received official information about both the interview and mobile diary methods prior to the data collection (Appendix 2). The information sheet included the objectives and procedures of the study. They also received the participant consent form, which they signed to indicate their agreement to participate in the research voluntarily and to acknowledge that they had a right to withdraw from the research at any time (Appendix 3). Moreover, the CEOs of each organisation signed the consent form to indicate their approval for data to be collected from their employees for the purpose of the Leading Passion project, thereby consenting to data gathering from their employees for research purposes.

The need for confidentiality emphasised the close relationship between the participants and me as the researcher during the knowledge production process. In this thesis, I developed a confidential relationship with the participants, for example, by interviewing them twice and using mobile diaries in an interactive way. The principles of confidentiality were considered before, during and after the interviews. Prior to each interview, in addition to the written consent form, I highlighted the confidentiality principles verbally to each participant. Occasionally, it was necessary to consider confidentiality and safety issues when asking specific questions.

I conducted most of the interviews in the office or university environment, which had the facilities necessary to ensure health and safety (Code of Conduct, 2015). The fact that there were two rounds of interviews increased the confidentiality between the participants and the researcher.

I anonymised all of the data by assigning acronyms to the participants and the people they mentioned. After gathering the data from the WhatsApp messages, I deleted the messages from my mobile phone. The organisations that took part in this study are mentioned only by the industry they represent.

I echo Davies and Dodd's (2002) claim that ethics involve trustfulness, openness, honesty, respectfulness, carefulness and constant attentiveness, leading to the understanding that ethics should not be treated as a separate aspect of research. Indeed, ethics are intertwined in my approach to research, in the way I asked questions, how I responded to answers and the way I reflected on the material, which indicates how integral ethics are to the way I think about rigor (Davies & Dodd, 2002).

5.8 Rigor and quality of the research

The researcher in a qualitative study can be seen as an interpreter of the phenomenon of interest and, therefore, the subjective nature of qualitative research usually warrants attention. I follow qualitative and constructionist researchers in criticising the traditional notions of validity, reliability and generalisability (Eriksson & Kovalainen, 2015). The transference of these concepts across paradigms is inappropriate, although we cannot reject the concept of rigor (Tobin & Begley, 2004), which represents an authoritative evaluation of good research (Davies & Dodd, 2002).

Settling on a single set of criteria for judging qualitative research is neither possible nor desirable, which legitimises the use of diverse approaches for evaluating quality (Welch & Piekkari, 2017). Goodness represents one application of rigor. In the social constructionist research, trustworthiness is the 'goodness' criterion for research (Eriksson & Kovalainen, 2015; Welch & Piekkari, 2017). In this thesis, I applied the commonly used trustworthiness criteria reported by Lincoln and Guba (1985): credibility, confirmability, transferability and dependability.

I ensured the credibility, which is comparable with internal validity (Tobin & Begley, 2004), of this thesis by making sure that I am familiar with both the topic (passion) and the context (Millennials within Finnish organisations). As credibility can be demonstrated using a number of strategies, such as member checks, prolonged engagement and persistent observation (Lincoln & Guba, 1985), I achieved it through a combination of these strategies. I relied on prolonged engagement in data collection (over two years), spending a considerable amount of time with the participants so as to achieve a deep understanding of them as individuals as well as an understanding of their work environment and context. After the first round of interviews and the interactive mobile diary phase, the second round of interviews provided me with a deeper understanding of their emotions and their work, and they allowed me to discuss the early findings and interpretations with the key informants. While interviewing, I developed follow-up questions to confirm my understanding and I made small notes concerning their behaviours and ways of talking, thereby using observation even if it was not my research method. With the follow-up questions, I was able to

deepen my understanding of the participants' passion sources and orientations and, further, to increase the credibility of my research. The process throughout was open, and I discussed the data and my interpretations with my supervisors.

As for confirmability, which is comparable with 'objectivity' or neutrality, it is concerned with establishing that the data and the interpretations of the findings are not figments of the inquirer's imagination but are instead clearly derived from the data (Tobin & Begley, 2004). I used an external source to perform the transcription so as to avoid engaging in any interpretation at this early phase. When I interpreted the data, I used multiple readings and memo writing. I wrote memos in notebooks throughout the process, and I made memos concerning the participants in NVivo when I interpreted their experiences. Hence, I ensured the confirmability of the research by linking my findings and interpretations to the data in ways that could be easily understood by others.

Dependability, which is comparable with reliability, can be achieved through a process of auditing (Tobin & Begley, 2004). Therefore, I ensured that the research process was logical, traceable and clearly documented. Reflexivity is central to the audit trail, which is why I kept a self-critical account of my research process. I also kept a clear documentation bank and study protocol. Moreover, I produced a detailed report of the data collection, coding and analysis, as well as the means facilitating it (RefWorks and NVivo), in addition to writing short memos about the analysis process and each participant (Nowell et al., 2017), which I used when writing the findings. To ensure the transparency of the analysis, I set out the coding protocols in Section 5.6 to provide an audit trail for readers. While reporting, I provided a rich body of interview quotations to facilitate meaningful descriptions and transparent interpretations.

In terms of transferability, which is comparable with external validity and refers to the generalisability of the inquiry, I acknowledged that there is no single correct or 'true' interpretation (Tobin & Begley, 2004) and, further, that my qualitative research can be reliable, albeit not in the sense of replicability over time and across contexts (Davies & Dodd, 2002). I emphasised the transferability by linking the results of my study with the results of other research by discussing my findings in relation to previous findings, for example, the research results of Kultalahti (2015) concerning Millennials' sources of

motivation as well as the multitudinous research on passion. Equally, after constructing the typology of the four orientations, I introduced it to three Millennials I know well and asked if they could find an orientation that suited them, which resulted in one boundaryless, one belonger and one expert orientation being identified.

Coherence, consistency, plausibility and usefulness are important considerations when writing and explaining the research process, results and contributions, which is why I made a great effort in these regards throughout the research process. When writing the specific results and final narratives, I went back to my findings and the memos I had made about each participant when I read the transcripts at the start of the research process. As I completed the memos throughout the process when re-reading all of the data, my notes provided, together with the basic multiple data, a basis for writing the four narratives. In the memos, I had recorded the 'theme' of each participant and what they repeated in their small stories, such as the urge for freedom or the need for personal development. During the process, I adopted reflexivity as a means of reflecting on how I produced knowledge as a researcher as well as how the new knowledge was related to previously gained knowledge. This reflexivity meant that I constantly thought and re-thought through what I was doing, while I discussed the processes and findings with my colleagues and peers at the University of Westminster. I also reported the knowledge production phases thoroughly, as can be seen in Section 5.6.

To end this section, I want to remind readers of the suggestion by Davies and Dodd (2002) that meeting the needs of rigor in an adequate manner in relation to qualitative research requires incorporating the notion of ethics and its inherent terms, namely attentiveness, empathy, carefulness, sensitivity, respect, reflection, conscientiousness, engagement, awareness and openness, which I have done throughout my research process.

6. RELATING AUTONOMOUSLY TO ONE'S WORK

The overall aim of this study is to increase our understanding of how Millennials orientate towards passion for work in the knowledge-based work context. Thus, in the next chapters 6, 7, 8, 9 and 10 I will explain my results, first elucidating the four thematic groups of passion for work antecedents revealed by Millennials from four different organisations, starting by the first antecedent: Relating autonomously to one's work. All antecedents include contradictory claims regarding the enablers, tensions, identities and tipping points, which serve to increase my specific understanding of the orientations towards passion.

Thus, the first enabler, relating autonomously to one's work, echoes the findings of previous passion studies by emphasising the significance of having and supporting autonomy within organisations (e.g. Bonneville-Roussy et al., 2013; Fernet et al., 2014; Liu et al., 2011; Perttula & Cardon, 2011; Slemp et al., 2021; Zigarmi et al., 2009). The first antecedent maps the participants' experiences of their work autonomy, for example, having freedom and flexibility with regard to the time, space, quantity and content of their work.

Yet, autonomy is not solely a positive phenomenon, as the previous passion literature has shown. The data gathered in this study also revealed new knowledge of autonomy as an aspect of passion for work by indicating how the participants made sense of autonomy through extracting contradictory cues (Weick, 1995; Weick et al., 2005) from teleworking possibilities as well as from work autonomy experiences that caused tensions and negative consequences for the participants themselves. The first theme also illustrates how the participants manifested the desire to exert their own influence and voice regarding their work, thereby positioning themselves as the protagonists (Ibarra & Barbulescu, 2010; Koerner, 2014) in their small stories (Bamberg, 2004; Bamberg & Georgakopoulou, 2008) concerning passion for work, albeit with the exception of those participants who positioned themselves as 'subordinates' in their demands to supervisors and leaders.

The multifaceted and relational character of autonomy problematises mainstream assumptions that autonomy at work has an exclusively positive influence on passion for work (e.g. Bonneville-Roussy et al., 2013; Fernet et al., 2014; Liu et al., 2011; Perttula & Cardon, 2011; Zigarmi et al., 2009). Ultimately, the tensions and negative consequences of autonomy result from conflicts between work and non-work hours. Mazmanian et al. (2013, p. 1) dubbed it the 'autonomy paradox', which reflects knowledge professionals' ongoing navigation of the tension that arises between their need for personal autonomy and their professional commitment to their colleagues and clients. This autonomy paradox may affect employees' work–life balance, leading to decreased job satisfaction and well-being (Jang et al., 2011) and, therefore, stopping individuals from flourishing in their organisations. The small stories indicating experiences and wishes concerning fully autonomous and flexible work practices and timetables inform an orientation towards passion for work whereby boundaries are pushed and blurred.

Moreover, the accounts of autonomy as an enabler of passion for work inform multiple identities, which also consist of identity tensions (Koerner, 2014). Therefore, I argue that freedom and flexibility, as aspects of autonomy, are not static characteristics and enablers of passion for work; rather, they are dynamic, controversial and relational phenomena involving, for example, specific collective requirements regarding employees' conduct, including hidden norms of working beyond normal working hours.

In the following, I will first discuss freedom and flexibility as aspects of 'autonomously relating to one's work' and then present the tensions and paradoxes associated with autonomy (Mazmanian et al., 2013; Sewell & Taskin, 2015) as well as how they lead to such identity constructions as 'border-crossers' (Clark, 2000, p. 759) and 'border-keepers' (Clark, 2000, p. 761), which inform how the boundaryless orientation is formed. Next, I will discuss the multiple identities and, consequently, the identity tensions (Koerner, 2014) revealed by the data within the first thematic group of passion for work enablers.

6.1. Flexibility and freedom

For many of the participants, freedom and flexibility regarding the time and location of their work were among the most significant sources of their passion for work. They often described freedom as the possibility to work remotely, especially from home.

Diana is a young account manager who has a master's degree in economics. When I met her for the first time, she had worked for a year in the company in the creative industry. She made sense of the essence of freedom at work as involving having a say in how her workday passes and also pointed to her professional identity (Ashforth et al., 2008) as a salesperson in the following account:

> Well, it is freedom that is really one of the most significant things for me.
>
> **How does freedom manifest? How would you describe it?**
>
> For example, the fact that I can work from home. Well, in sales work, you need freedom. I have only done sales, so it is difficult to think how it is [to work] elsewhere. But in my work, freedom shows as flexibility. For example, in the morning, I can start my work at home, then I can go to the office and I can choose in which order I do what I do, that I can prioritise and so on. Surely, freedom shows as the choice of the place where I work and as how it is not necessary [to be there] from eight to four, but it could be from nine to five or sometimes longer, sometimes shorter days, a bit according to my own goings. (Diana O1-2-i1)

This quotation emphasises how the participant made sense of passion for work by extracting cues (Weick, 1995; Weick et al., 2005) from the mundane personal choices at work, which offered possibilities to choose when, where and how to work, without instilling clear boundaries (Ashforth et al., 2000) between the working places. Equally, it reveals how significant it is for Millennials to have a say over their own tasks, to have freedom and flexibility with respect to their work content and timetables. This contrasts with the preferences of previous generations, as Baby Boomers and Generation X are said to want job security and structure (Brack & Kelly, 2012; Cennamo & Gardner, 2007; Martin, 2005). Moreover, this quotation demonstrates how freedom and flexibility are crucially linked, not only to the individual's 'self', but

also to the salesperson's professional identity, which is argued to comprise both work content and work context (Ashforth et al., 2008; Ramarajan, 2014), doing sales and doing it in an autonomous manner, including teleworking. The suggestion of freedom and flexibility as an enabler of passion for work echoes the findings of prior studies regarding the factors that emphasise and encourage passion (e.g. Hardgrove & Howard, 2015; Liu et al., 2012; Mageau et al., 2009; Perttula, 2004) and extends the literature by highlighting the importance of teleworking possibilities.

The participants considered the possibilities for remote work to be a significant aspect of the first theme of passion enablers, as Ann-Marie describes in the following accounts. The need to feel freedom concerning one's work content, time and space was also encapsulated in the following WhatsApp message and interview excerpts from Ann-Marie. As a Millennial in her 30s, her two children are still young and require constant care, and she works in B2B sales in the creative industry. When making sense of the enablers of her passion for work, what she likes about her job and why freedom is significant to her, Ann-Marie emphasised her multiple identities in the accounts from all three sets of data gathered during the two-year study period:

> My workdays go a bit like, so in the morning, if I don't feel like going to the office, then I don't go there first thing in the morning. I have said that it doesn't make any sense that we have meetings at eight o'clock because I am so busy taking the kids to day care, and then I sit in a traffic jam for 45 minutes, it just doesn't make any sense. … I just don't see any use in it. Instead, I take the kids [to day care] and then come back home, or my husband takes the kids, because this is precious work time that I can use at home. I see it as a big benefit that I can do it this way. (Ann-Marie O1-2-i1)

> Good morning diary. I am working at home. [It is] the best, as I can make my own schedule and decide what I do and where I do it. My supervisor is the best. He said I could work even while horseback riding as long as my results are this good. (Ann-Marie O1-2-WA)

The importance of freedom and flexibility, which Ann-Marie articulated in relation to the possibility of horseback riding, was pointed out several times, indicating how significant that short 'leadership moment' (Ladkin, 2010, p. 27) was for her, when her supervisor gave her the authority to control her own work.

> [The most important thing] is that I reach my goals and that I can set for myself the goals and when they are to be reached. It is really nice. And then the fact that there [in the company] people can work in their own style… as my boss has said to me that 'Do your job even while horseback riding as long as there are results'. He is not interested in where I work. I see it as quite a big asset. (Ann-Marie O1-2-i2)

Ann-Marie made sense of the passion for work enablers by extracting cues (Weick, 1995; Weick et al., 2005) from the company's decision to provide her with the possibility of the freedom to decide her own schedule and work location. Moreover, as a Millennial, she articulated her satisfaction with a supportive supervisor (Kultalahti, 2015; Kultalahti & Viitala, 2014; Martin, 2005).

In the accounts, she also expressed her identity as a private person with a significant hobby. Second, she pointed out her professional identity, having the competence and ability to achieve the sales goals within the context of working autonomously in the company (Ashforth et al., 2008; Ramarajan, 2014).

For illustrative purposes, Ann-Marie made sense of autonomy using a metaphor (e.g. Cassell & Bishop, 2018; Lakoff & Johnson, 2008) that points out the importance of making her own choices regarding the time and place of work. Thus, the positive short and passing moment during the working day, which consisted of a gesture of support from her manager (Barsade & O'Neill, 2016; Stokes & Harris, 2019), signalled her freedom and autonomy within the company. When illustrating her autonomy, she enacted her environment (Weick, 1995; Weick et al., 2005), metaphorically emphasising her boss' trust in her and the possibilities to negotiate her freedom. Work–life balance is often referred to as an important aspect of individuals' satisfaction with their multiple roles and identities (Clark, 2000; Kirchmeyer, 2000), as reflected in the accounts by Ann-Marie. Achieving a work–life balance is a strong desire on the part of Millennials at work, who highly value their leisure time (Buzza, 2017; Cilliers et al., 2017; CMI, 2014; Hershatter & Epstein, 2010; Lyons & Schweitzer, 2017; Pînzaru et al., 2016; Rentz, 2015; Twenge, 2010), more so than previous generational cohorts (Cennamo & Gardner, 2008; Pînzaru et al., 2016).

Ann-Marie's accounts of her multiple identities and roles as a professional and as a mother do not demonstrate any identity tensions, as she did not feel the current situation to cause her any stress or predicament (Koerner, 2014) because she was satisfied with her ability to combine work and family. The autonomy support provided by her manager (Slemp et al., 2021) made it possible. Moreover, technology facilitated her autonomy, as it freed her to work at a most convenient time and place (Hershatter & Epstein, 2010).

Thus, the participants made sense of the passion for work enablers by emphasising the remote work possibilities. The data collection occurred prior to the lockdowns necessitated by the COVID-19 pandemic, which led workplaces to a new normal in terms of accepting teleworking. However, as the data revealed the significance of the role that remote work (telework) plays in autonomy as an enabler of passion during times when teleworking represented an exception, the findings provide new insights for the passion literature. Before the COVID-19 pandemic, teleworking was not a norm in most organisations; rather, it was an exception. Striving for autonomy (Cennamo & Gardner, 2008) on the one hand, while employing the technological skills and work habits of 'digital natives' who spend most of their time alongside digital devices (e.g. Botterill et al., 2015; Hershatter & Epstein, 2010; Kultalahti, 2015; Martin, 2015) on the other hand, render telecommuting an inherent and conceivable way of working for Millennials. Teleworking via the internet offers multifarious possibilities at work and, therefore, affects the formation of their multiple professional identities (Ashforth et al., 2008; Kay, 2018).

For Iris, the role transition involving teleworking was necessary to enable a work–life balance and the way of life she wanted to live. Iris is a young mother who works on a part-time basis in the creative sector, where many of her colleagues highlighted flexibility at work as the key driver of passion. However, in contrast to her colleagues, Iris wished to leave her work behind when she left the office.

> In fact, here [in the company] it is quite flexible, because I have always wanted to work part-time… at the moment I work three days a week.
>
> **Right, because you have a small child?**

Yes, and it is nice to do other things as well, if possible.

Right. Can I ask what else you do?

I do voluntary work. I am [explains the religious group she belongs to]. We do this kind of biblical [work]…

… I've noticed that nowadays, people here work long days, so leisure time and work time get mixed. I try not to mix them so much … I leave my computer at the office. Well, sometimes I take it home if I know something [important] is coming up … but I try not to work at home.

I have seen examples of how family life does not work if you only work. You cannot concentrate on other things. Of course, it is everybody's own choice, but somehow, I think it is just one piece of life, but not the priority piece. (Iris O1-3-i1)

… [the work] needs to stay at its own place, that it won't take too big a share in a way that would cause me stress, because the aim is to earn money and I don't think it [the work] is the key to deeper happiness. (Iris O1-3-i2)

The 'role transition' of Iris, as a 'boundary-crossing' activity in which she 'exits and enters roles' (Ashforth et al., 2000, p. 472) between her work, religious pursuits and motherhood, helps her to maintain a work–life balance in the flexible work context of the company. After finishing at the office, she exits her role as a worker and leaves it behind, entering the life she prioritises.

As a professional, a mother and a religious person, she tries to be a 'border-keeper', that is, a person who is 'especially influential in defining the domain and border' (Clark, 2000, p. 761). She does not expect her supervisors to provide her with the borders, but does so herself, for example, by choosing to work on a part-time basis and by leaving her computer at the office. Iris aims to set 'boundaries' (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kossek et al., 2006) and keep the two significant domains apart. Thus, having created her own boundary management strategy, Iris avoids family–work conflict (Kossek et al., 2006). Consequently, the data show that her multiple identities as a professional, a mother and a religious person remain distinct and without tensions (Koerner, 2014).

The accounts highlighting the first antecedent, autonomously relating to one's work, bring forth another intriguing point that highlights the extent to which the participants weigh autonomy and freedom at work. In fact, the participants extracted cues (Weick,

1995; Weick et al., 2005) from the comparison of the weight they assigned to external rewards, especially salary, when compared with the freedom they have at work.

In the following examples, both Ann-Marie and Anna, who work in the same company, articulated the significance of the work itself over the salary, with which they personally were not satisfied. Anna has a bachelor's degree in business administration, and she has just joined the company after completing her studies. Hence, she is at an early stage of her career, still developing her professional identity (Hirschy et al., 2015) and expecting a lot from her future in the company.

> I have a wonderful job. I love my job… but when you know that guys earn more for doing the same job…
>
> … certain salary issues and such annoy me a little here, but they are secondary because I can do the work I really like, as long as I am allowed to, in the best possible way I can. (Ann-Marie O1-2-i1)
>
> Sales is [the type of] work where you can generally earn a lot. Of course, we go to work to get money. It is one thing, but it is not the most important [thing] to me. I value the work itself and the freedom involved in it more highly than the salary. (Ann-Marie O1-2-i2).
>
> How would I say it… I am committed to the job … that I am ready to do everything for it ... And, for example about the salary, I am okay with it because I like to do this job. If I didn't like [the job], I would say goodbye. I am not here because of the money. (Anna O1-3-i1).

They both mentioned love and commitment with regard to their job, in addition to valuing the freedom associated with it more than the salary. These were the reasons they stayed at the company. Millennials are highly committed to the workplace, once they have found their chosen field (Pyöriä et al., 2017). Having found one's own field reflects having passion for it and, therefore, it is forming part of one's identity. Within the existing passion literature, the relationship between passion for work and salary remains under-researched. However, studies on work motivations, which closely resemble passion while still being distinct from it, among the age group of the participants in this study have been subject to critical reviews in recent years. Such motivation studies have shown contradictory findings concerning the primacy of extrinsic motivation, for example, salary versus intrinsic motivation. Bencsik et al.

(2016) and Twenge et al. (2010) state that salary motivates Millennials because status, respect, money and career opportunities are more important to them than they were to previous generations. Yet, Kultalahti (2015) argues the opposite, addressing the significance of intrinsic motivators, such as flexibility and work–life balance, over extrinsic ones.

The data gathered in this thesis suggest that the work people love (that they feel passion for), when it involves autonomy, is more significant for Millennials than external rewards, including salary. However, this nuanced finding only emerged in cases where the participants articulated not being satisfied with their salary. Those participants who regarded their salaries as sufficient did not bring up the comparison between freedom and extrinsic rewards. Anna and Ann-Marie made sense of their situations in a plausible yet not accurate manner (Weick, 1995; Weick et al., 2005), using the 'justification' of the choice to remain with the company by introducing the 'narrative rationality' of their own actions (Cunliffe & Coupland, 2012, p. 69) when drawing attention to other positive aspects of their work, such as freedom, flexibility and autonomy.

However, not all of the participants were able to set boundaries for themselves between work and family (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kossek et al., 2006), which autonomy would require. At times, they noted the significance of their supervisors' acts of giving directions, highlighting controversial claims of autonomous behaviour and managerial regulations. For example, Tim, who had worked for the manufacturing industrial company since he was a teenager and thoroughly understood the company's activities, elucidated contradictory desires for freedom and instructions, thereby illustrating his contradictory roles.

> I'd like to have a clear vision or explanation of the big picture of what we do, where we go, what the supervisor wants from me and what [role I play] in the big picture in terms of taking things forward. I need both clear frames and also a certain freedom to have the responsibility to do certain things, but to do them my own way. Then, if [the supervisor] sees that this is not working, then to come and say straightforwardly and honestly that 'This is not working, try something else'. (Tim O3-3-i2)

This account yielded ambivalent perspectives and requirements on the part of his organisation and supervisor. Tim's lengthy work experience with the same company and his insecurity regarding conducting all of his jobs are contradictory. By illustrating his supervisor's active role, Tim positioned himself (Bamberg & Georgakopoulou, 2008) in the role of a subordinate, rather than a fully autonomous employee. This contradiction suggests that supervisors and leaders remain salient by providing necessary boundaries and frames to guide individuals' work when they are in the early stages of their careers. Martin (2005) suggests that Millennials want clear directions and managerial support on the one hand, but also demand the freedom and flexibility to get tasks done in their own way and at their own pace on the other hand. This study extends the previous research, as it informs the contradictory wishes of young employees concerning control over work versus freedom to make decisions. The lack of security is explained by age, as the youngest generations in the labour market are still insecure in terms of their roles and authorities at work, although this will change over time as they gain more experience. Therefore, the contradiction is linked to the age, not necessary to the specific generation at hand. Regardless, the first theme not only encapsulates examples of autonomy within organisations as a source of passion, but also demonstrates equivocal desires related to autonomy, that is, having control over the work and also wishing for instructions and frames from management.

Thus, in emphasising the significance of supervisors, autonomy appears to be a relational conceptualisation. Here, 'relational autonomy' refers to a cluster of approaches to autonomy. It emphasises (rather than ignores) the socially embedded nature of agents (Sherwin & Winsby, 2011, p. 182), highlighting the intersection of employee autonomy and managerial guidance. A critical review of the data reveals that the established assumptions regarding autonomy as a source of passion have a narrow scope, focusing on traditional and univocal views of autonomy at work. Hence, the results problematise (Sandberg & Alvesson, 2011) the traditional conceptualisation of autonomy, redirecting it to its relational characteristic (Sherwin & Winsby, 2011).

Moreover, the relational view of autonomy is embedded in the relational identity, which is tied to the interpersonal relationships between the participants and their

supervisors (Sluss & Ashforth, 2007). The finding of autonomy as an antecedent of passion for work with a relational nature provides a new contribution to the passion for work literature, which presently espouses a simplistic view of autonomy. For instance, Perttula (2004) refers to job autonomy as the extent to which individuals can perform the job in their own way or style, that is, select the appropriate work behaviours and decide the order and pace of tasks. She argues that autonomy provides substantial freedom for employees to tap into their internal drive and so experience passion for work. With this argument, she tackles the internal attributes towards autonomy at work.

Scholars of dualistic passion (e.g. Fernet et al., 2014; Ho & Pollack, 2014; Lavigne et al., 2012; Vallerand et al., 2003) argue that individuals who exhibit harmonious passion have a strong desire to pursue the activity in question and can freely choose when to engage in it. This notion stems from the fact that they experience the autonomous internalisation of the activity, meaning that individuals choose to accept the activity as an important part of their identity, without any contingencies attached to it. Thus, the view of autonomy as an aspect of passion also contains an individualistic perspective, as Perttula (2004) notes, although it is concerned with the autonomous internalisation of the activity. Of course, the dualistic view of passion represents a social-psychological stream of research and, therefore, cannot be directly compared with the conceptualisation of relational autonomy as an antecedent of passion revealed in this thesis. However, the finding concerning the relational nature of autonomy as an antecedent of passion to some extent contradicts the theory of Perttula (2004) and provides new knowledge about autonomy as a factor that enables passion for work.

The WhatsApp diary photos also revealed the significance of autonomy, providing nuanced insights from immediate snapshots of moments of passion for work in a visual form. The following photo represents the view of freedom and autonomy as passion enablers. It shows the participant's sensemaking process using photos (Baber et al., 2008) by extracting cues from visual artefacts (Baber et al., 2008; Weick, 1996; Weick et al., 2005) of mundane moments while teleworking.
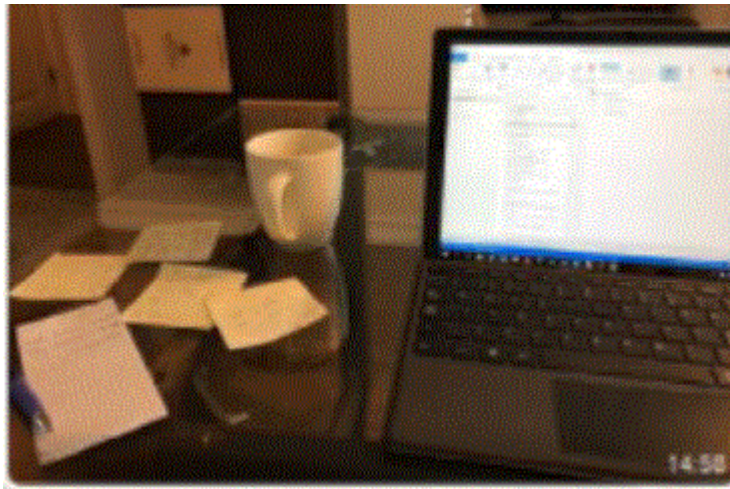
'#remoteworkday #easytomakecontacts #peaceofwork #great'.

Figure 3 WhatsApp diary photo of remote work

The photo in Figure 3 shows a typical way of visualising teleworking possibilities as a manifestation of autonomously relating to one's work. The participant visually constructed the situated reality of passion for work and teleworking by presenting mundane artefacts and particular aspects of the location, including a coffee mug, open laptop and post-it notes (Baber et al., 2008; Meyer et al., 2013), thereby pointing out that passion for work can be found in the 'ordinary' rather than the 'exceptional'.

As the sender of the photo seemed to work in the living room or kitchen, without having ergonomic working conditions, it could equally signal a negative perspective of remote work. However, the positive feelings related to the moment are revealed by the hashtags accompanying the photo. The word '#great' indicates the photographer's feeling about working remotely. The hashtags also illustrate the perceived benefits of teleworking, including '#easytomakecontact' and '#peaceofwork'. Thus, the hashtags denote and clarify the key contexts and emotions (Highfield & Leaver, 2015) of the photo. Figure 3 illustrates how the participant considered it splendid, effective and peaceful to work at home, thereby adding to the findings of the interviews that autonomy, freedom and flexibility are required to feel passion for work and highlighting the significance of teleworking possibilities. Interestingly, the visual data

revealed several photos concerning autonomy to offer similar kinds of content (open laptop, coffee pot and working remotely).

Thus, the desire for freedom and flexible work arrangements, whether enabling a work–life balance by establishing boundaries between home and work roles (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kreiner et al., 2009) or by choosing a boundaryless orientation through crossing borders and working at all hours by choice and preference, form a salient part of the first theme of the passion for work enablers. This echoes what organisational scholars have generally understood to be autonomy in the workplace: the ability to exercise control over the content, timing, location and performance of activities (Mazmanian et al., 2013). New technology renders this autonomy possible, but it also affects the formation of individuals' multiple identities (Kay, 2018), which will be discussed in Sections 6.2 and 6.3. Importantly, new technology, freedom and flexibility do not automatically lead to a work–life balance and job satisfaction, as I will now explain.

6.2. The autonomy paradox

As discussed in the previous section, the participants emphasised the importance of the opportunity to work remotely as part of their desire for freedom and autonomy. As contemporary work is increasingly mobile, it poses new challenges for scholars of passion for work. The established passion antecedents, such as a sense of autonomy and its support (e.g. Hardgrove et al., 2015; Liu et al., 2011; Mageau & Vallerand, 2009; Perttula & Cardon, 2011; Slemp et al., 2021; Zigarmi et al., 2009), must be reconsidered in a way that recognises mobile means of working and their multitudinous consequences. When a 'digital native' who has grown up alongside technology (e.g. Brack & Kelly, 2012; Hershatter & Epstein, 2010; Martin, 2015; Pyöriä et al., 2017) is passionate and engaged and chooses to invest time and energy in work (Hardgrove & Howard, 2015; Ho & Astakhova, 2018; Pollack et al., 2020; Vallerand et al., 2003), her or his tendency to be available 24/7 increases. This is especially true in relation to remote work, where the setting of boundaries between work and home (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kossek et al.,

2006) is particularly endangered. Mobile devices allow knowledge workers to be alert and available to a range of daily activities, believing it to enhance their freedom and help them to fulfil their commitments to the company and clients, although such availability actually creates an ongoing stream of interruptions that are externally generated (Chen & Karahanna, 2014; Mazmanian et al., 2013). This poses a challenge, especially for members of the youngest generations at work, who are constantly and globally connected via technology (Brack & Kelly, 2012; Hershatter & Epstein, 2010; Martin, 2015; Rothman, 2016). This trend of collective pressure from others to do more than is normally expected leads to a personal endeavour to position either oneself or others (Bamberg & Georgakopoulou, 2008) as 'work heroes', as the following accounts reveal.

Alexander is a young engineer who has worked in the manufacturing industrial company for three years. He has worked with quality issues, thereby being responsible for the quality of the production in the factory based on pre-defined standards. He praised his freedom and flexibility at work, although he criticised the company's work culture:

> I appreciate most that we are given a certain freedom to develop our activities, freedom and tools to proceed… it is not too hierarchical, like 'This is now your work and you do only that', but it is more like free and flexible. (Alexander O3-1-i1)
>
> It's been good [lately], as I have had my vacation without much disturbance from others. It annoys me that some colleagues assume that everybody reads their e-mails during vacations … Maybe it's due to our 'rush culture'. (Alexander O3-1-WA).
>
> It seems to be great when someone is busy all the time and works on weekends and evenings … somehow, we lift up those 'work heroes' who sacrifice themselves for the company. (Alexander O3-1-i2)

Alexander made sense of the situation by emphasising the social aspect (Weick, 1995; Weick et al., 2005) of the experience through pointing out his colleagues' disturbing behaviour when explaining the culture of hastiness and the positioning of colleagues as 'work heroes'. In his company, informal norms create expectations that workers will

check their e-mails in the evenings, on weekends and even while on holiday (Adkins et al., 2014), which creates a culture of constant connectivity. Interestingly, Mazmanian et al. (2013, p. 15) argue that individuals who are continuously connected and available at work tend to reaffirm and reinforce the view of themselves as 'work warriors' and high achievers, which echoes Alexander's views on the reasons behind his colleagues' tendency to work on weekends and in the evenings.

However, when positioning himself within these accounts, Alexander distances (Bamberg & Georgakopoulou, 2008) himself from 'those work heroes' who sacrifice themselves for the company. In doing so, he positions himself as someone who understands the significance of boundaries (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kossek et al., 2006) between work and leisure, while others do not. By distancing himself, Alexander tries to cope with the company's 'rush culture'—a way of working in which being busy is seen as a virtue. He also identifies himself as a 'border-keeper' (Clark, 2000), employing the strategy of enforcing the boundaries between leisure and work time. By distancing himself from the antagonists, he manifests being a 'victim', seeing his work culture as the perpetrator, that is, someone or something to be blamed (Pasupathi et al., 2017).

Again, autonomy is brought into a relational context by emphasising the significance of the work culture and relationships with colleagues who have the tendency to expect people to work at all times and to disturb others during their time off. For Millennials, the wider work community and colleagues mean a great deal (Bensick et al., 2016; Kultalahti, 2015; Kultalahti & Viitala, 2014; Martin, 2005; Myers & Sadaghiani, 2010; Pînzaru et al., 2016) and, consequently, they tend to identify with the work community, rather than valuing the work or the company (Kultalahti & Viitala, 2014; Pyöriä et al., 2017). Alexander, in this sense, is no exception, as he is distinctly sensitive to his colleagues' behaviour.

For Ann-Marie, the strategy for coping with connectivity was distinct. She claimed that she officially works four days per week, although she actually mixes her work and leisure time together. Ann-Marie described her off-work availability in the following way:

> In practice, I work that day [the weekly official day off] anyway.

> **So you work remotely from home? So you are not actually off work then?**

> Well, officially, I'm off work. I do a four-day week, but if it concerns my sales, I answer clients if they call or send messages. So, if it is a question of closing a deal, I take care of it even if I am off work. (Ann-Marie O1-2-i1)

This example shows that Ann-Marie 'invests a lot of time' in her work (e.g. Vallerand et al., 2003, p. 757), resulting in 'productive engagement in work related activities' (Hardgrove & Howard, 2015, p. 17), which demonstrates her passion for her work in sales. In the account, she emphasised her professional identity (Ashforth et al., 2008) as a responsible and hard-working salesperson who is always available for clients. This account demonstrates how remote work, as an aspect of autonomy, can lead to confusion between official workdays and days off. Ann-Marie brought out expectations associated with the organisation's work culture by positioning herself as a hard-working hero who works more than is expected. As a protagonist, she portrays efforts and long workdays as favourable and an embedded aspect of her passion for work. Later in this section, I will discuss a photo message (Figure 5) from Ann-Marie that equally portrays her identity as a work hero and a border-crossing young employee, illustrating her boundaryless orientation towards the work she is passionate about.

Millennials tend to enjoy independent and entrepreneurial thinking and to relish responsibility (Martin, 2005), as unfolds in Ann-Marie's quotation. Individuals in remote work environments cross the borders between work and family (Clark, 2000) as well as their own role boundaries (Ashforth et al., 2000), thereby shaping the worlds (or domains) of work and family physically, psychologically and temporally (Ashforth et al., 2000; Clark, 2000; Hughes et al., 2020). As a border-crosser, Ann-Marie displays the strategies for coping with crossing the borders between home and work by emphasising and praising the freedom and flexibility in the company norms. Her proactiveness and independence echo the entrepreneurial orientation or mindset required in sales work (Rodriguez et al., 2019).

Furthermore, Ann-Marie's quotes reflect autonomy/independence as a career anchor (Schein, 1990, 1996) or autonomous career orientation (Rodrigues et al., 2013). Career

anchors and orientations are something by which individuals define themselves in relation to their work as well as what they need and value at work, thus shaping career preferences (Rodrigues et al., 2013; Schein, 1990, 1996).

The data reveal that autonomy and remote work result in an inherent paradox. Although flexible work arrangements may provide benefits to employees in terms of balancing work and home life, they are also associated with costs that elucidate the complex nature of autonomy as a source of passion. It is sometimes argued that people need to be reachable via electronic communication during non-work hours even when it is outside of their flexible work hours, which results in a conflict between their work and non-work lives (Allen et al., 2013; Butts et al., 2015), casting a shadow over the multitudinous possibilities technology provides.

However, knowledge-based employees who constantly use mobile e-mail devices are enacting a norm and an expectation of continual connectivity and accessibility that produce several contradictory outcomes, such as work–family conflicts and ongoing navigation of the tension between their interest in personal autonomy on the one hand and their professional commitment to colleagues and clients on the other hand (Adkins et al., 2014; Mazmanian et al., 2013). Thus, while mobile e-mail devices offer flexibility, peace of mind and control over interactions in the short term, they also intensify collective expectations regarding users' availability, increasing their engagement and reducing their ability to disconnect from work. The autonomy paradox gives rise to tension between individuals' need for personal autonomy and their professional commitment to others (Mazmanian et al., 2013). Hence, the paradox reveals that the perception of autonomy actually results in a lack of autonomy because individuals are involved in work on a 24/7 basis due to mobile devices.

Ann-Marie, for example, illustrated the autonomy paradox by articulating her choice to working part time but still be available for clients during her days off. Employees' loss of control over their time, as well as their inability to disconnect from work, is a matter of personal choice (Mazmanian et al., 2013) on the one hand and of the informal norms of the workplace (Adkins et al., 2014) on the other hand, and it leads to the employee enacting the role of an ideal worker (Sewell & Taskin, 2015).

Tim, who was described in Section 6.1 as a long-time worker in the manufacturing industrial company, provided another example of the tension between autonomy and freedom at work versus the collective expectation of constant availability, which affects his positive emotions, in the following WhatsApp message:

> At home and sick. The beginning of the week went fine, but this stomach ache gets me down… I feel a bit anxious about the fact that when you are out of work, then some people need something now now now. Well, luckily, I can work from home as well. (Tim O3-3-WA)

Tim is a father of two children who needs the flexibility to take care of them, even if the collective norms of availability are stressful. He works in the same company as Alexander, where people are expected to check their e-mails during their time-off (Adkins et al., 2014) and where both a 'rush culture' and 'work heroes' are praised. Their accounts echo Mazmanian et al.'s (2013) contention that autonomy is not a static characteristic of work, but rather a dynamic capability involving specific individual and collective expectations, interests and norms.

Therefore, constant connectivity via technology diminishes true autonomy by escalating individuals' ongoing engagement with their communication network, which leads to tensions when trying to cope with the split between the traditional workplace and home (Mazmanian et al., 2013; Sewell & Taskin, 2015). As people feel varying levels of preoccupation in terms of responding quickly to messages from clients, colleagues and supervisors, and due to the availability of new message-based technologies, some people might experience workplace tele-pressure (Barber & Santuzzi, 2015) as well as the autonomy paradox (Mazmanian et al., 2013). Thus, the autonomy paradox problematises the established view that autonomy in workplaces is as such an overall positive phenomenon supporting and enhancing passion for work (e.g. Hardgrove et al., 2015; Liu et al., 2011; Mageau & Vallerand, 2009; Perttula & Cardon, 2011; Zigarmi et al., 2009).

Both the textual and visual material gathered here illustrated the autonomy paradox. Interestingly, once again, the main content of the various WhatsApp photos

concerning the autonomy paradox was an open laptop and a coffee pot in a remote work environment. The photos of remote work as representative of autonomy were captured not only from home, but also at a cafeteria or at the airport.

The significant amount of this nearly identical content (over a third of the visual data content) shows how the participants made sense of autonomy by pointing out how hardworking they were. In other words, by positioning themselves as 'work warriors' (Mazmanian et al., 2013) or, as Alexander put it, 'work heroes'. Of course, the visual manifestations of the self as a 'work hero' can also be interpreted as a way of showing off for the researcher— 'see how hard-working I am'. However, for the participants, teleworking represents an ordinary way of working, and I believe that they are committed to their work due to all of the visual manifestations they sent me concerning the 'hard-working self'. The participants were asked to send messages related to their passion for work situations in situ, and a photo is a suitable means of doing so. The open laptop screen, the specific tasks they were doing, were sometimes surprisingly visible, such as Excel spreadsheets, reports or open calendars as evidence of being a hard worker. For confidentiality reasons, I only include photos in which the content is blurry, as in Figure 4 below.

Prior studies have shown that passion has multitudinous positive consequences within organisations, including vocational and general well-being as well as satisfaction at work (Chen et al., 2015; Pollack et al., 2020; Zainal Badri et al., 2020). Autonomy is related to well-being because, when individuals are able to control their own workload and work times, they associate such freedom with well-being and positive emotions at work. However, if people encounter the autonomy paradox, their work satisfaction and well-being are endangered. This was revealed, for example, in the cases where the participants expressed feeling anxiety or dissatisfaction due to the companies' norms of constant availability. Figure 4, which was sent by John, provides an additional example of how the autonomy paradox can endanger well-being.
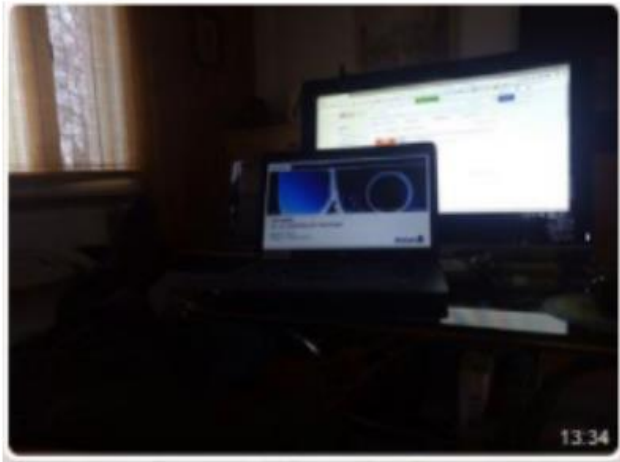
'At home with a fever. How is Tim doing?'

Figure 4 WhatsApp photo illustrating the autonomy paradox

John, who works for the manufacturing industrial company on tasks related to commerce, sent the photo in Figure 4 to show how he was working at home while also being sick. It represents a clear example of the work heroism and rush culture of his company, similar to what Alexander expressed and Tim confirmed. What separates their manifestations is the fact that John is not criticising the company's norms or the need to work without boundaries. The visual artefacts in his message echo the findings of Mazmanian et al. (2013), who describe the 'work warrior' culture of knowledge workers and the inherent collective norms of continuous availability that require someone who has a work laptop at home to work even when on sick leave. Through his actions and ways of working, John does not express resistance to the company's norms and, therefore, has a boundaryless attitude of working hard.

Interestingly, the captions reveal that even though the content of the photo in Figure 3 (Section 6.1) resembles that of Figure 4 (an open laptop outside of the workplace), the photo sent by John portrays the autonomy paradox rather than the satisfaction and joy of autonomy seen in the Figure 3. John's short caption of 'At home with a fever' eloquently captures the consequence of the paradox—transposing work time and sick leave time. John emphasises his diligence and work heroism, using sarcasm and asking for recognition (Hietalahti, 2015), without smileys or hashtags expressing joy.

Beneath the sarcasm, John tends to victimise himself by sending the photo at night. He positions himself as a victim of the company's culture and its hidden norms, which became perpetrators in relation to him (Pasupathi et al., 2017). Thus, John's visual message reflects the autonomy paradox, which leads to the criticism that autonomy is explicitly a pre-requisite for passion for work.

Turning now to Figure 5, which shows a photo that Ann-Marie took, we can see that it has the same content and transposition. She is teleworking during the night.
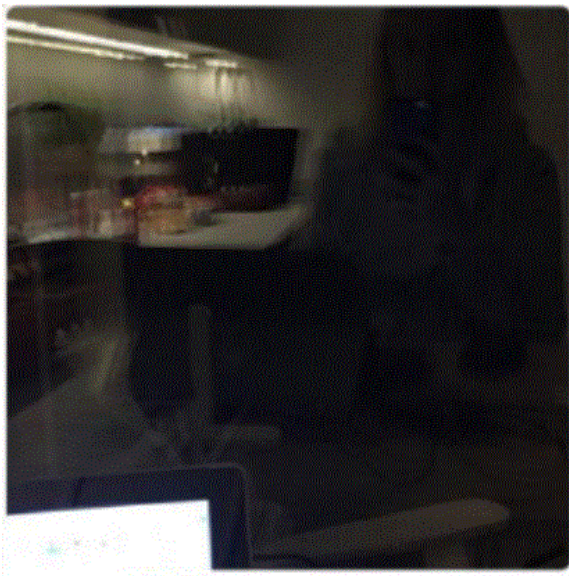
'#nightshift ☺ ☺ One has to make hay when the sun shines'.

Figure 5 WhatsApp photo illustrating the autonomy paradox with explanatory text

Earlier in this section, I discussed Ann-Marie's manifestations of her hard-working and border-crossing ways of working (Clark, 2000) without boundaries between work and home (Ashforth et al., 2000), which this photo illustrates, emphasising her boundaryless orientation towards the work that she loves.

While the visual content of Figure 5 (Ann-Marie's photo) is the same as that of Figure 4 (John's photo), telling a story about an effective worker who is always available, Ann-Marie's hashtag featuring smiley faces ('#nightshift ☺☺') is positive, addressing her professional identity as a salesperson, which she emphasised in the interviews. She

works hard and she enjoys doing so, as explained in Section 6.2. Research shows that engaging personal strengths in relation to an activity determines passion for work (Hardgrove & Howard, 2015). Ann-Marie's message extends such findings, adding the new context of tele-working.

Mazmanian et al. (2013) explain how professionals rationalise their diminishing autonomy due to increased online availability by framing it as essential to helping them to achieve flexibility in their work. Ann-Marie expresses this rationalisation via the contradiction between the photo and the text beneath it. While she sent a photo indicating that she works at night, she added smileys to the message, indicating positivity, liking her '#nightshift' and, consequently, enjoying her freedom. Thus, the autonomy paradox consists of tension between autonomy and commitment, as enacted with mobile e-mail devices in the professional workplace (Mazmanian et al., 2013), as the data showed.

The content of all three photos presented in this section and the rest that illustrate the same visual artefacts (Meyer et al., 2013) but cannot be included in this thesis due to confidentiality concerns, included a coffee pot and the virtue of hard-working individual as the content of the photo diaries.

Julius, an ambitious young lawyer who has a master's degree in law, also emphasised autonomy. During the research period, he was studying for a master's degree in economics, which would be his second academic degree. He is a young father of one and had worked in the interest organisation for six months when I first interviewed him. His professional background is the public sector, first in a student association and then in another interest association concerning another professional group of employees. Now, in the interest organisation, he works in the unit of lawyers providing help to members, for instance, in cases concerning employment, salaries, retirement or social benefits.

> I appreciate having quite strong autonomy [here] and what I do and how I do it... I appreciate also that I can work as an independent expert and decide quite a lot...

> … When you like to come to work and do the job you are doing so much that you even forget the coffee pause and when you think about those things also during evening and weekends. They are present in your life more than when you sit working on your laptop. That is a kind of passion for work [for me]. (Julius O4-1-i1)

Passion for work can be experienced in all professions (Chen et al., 2015). Julius offers a new context through his urge for autonomy, an organisation, which differs from private companies, where making profit is a priority.

The findings suggest that a significant antecedent of passion for work is autonomously relating to one's work, given that they have strategies for coping with teleworking possibilities and the associated risks, either by being boundaryless by choice or because the organisation provides a clear suggestion as to how to respect employees' boundaries between home and work. I propose an alternative relational interpretation of autonomy that addresses the critical issues that may arise in terms of autonomy, including the negative consequences it can have in remote work contexts as well as the multiple identity constructions and tensions it causes. These negative consequences arise if individuals are affected by organisations' hidden norms and co-workers' expectations of constant availability. Errichiello and Demarco (2020) argue that, as places play a key role in influencing remote workers' identities, constant hyperconnectivity poses a serious risk to remote workers' identity construction, together with the risks of stress stemming from perceptions of continuous availability. They refer to the 'dark side' of a state of hyperconnectivity in cyberspace, elucidating the risks that prolonged detachment from reality and a loss of 'places' may cause (Errichiello & Demarco, 2020, p. 153).

Thus, understanding the relational and paradoxical nature of autonomy leads to a richer and more nuanced understanding of how young employees make sense of their narrated and contextualised identities (Bamberg & Georgakopoulou, 2008; Cunliffe & Coupland, 2012) in the small stories concerning their passion for work experiences within the first antecedent. Based on the small stories revealing the need for autonomy, flexibility and freedom at work, as well as their possible consequences for the participants, I identified strong identity construction among the participants,

namely a border-crosser (Clark, 2000), unfolding the idea of being a 'work hero'. Hard-working, autonomous and flexible border-crossers have entrepreneurial mindsets as independent and proactive young employees. This finding led to the construction of the first orientation towards the work the participants felt passion for—a boundaryless orientation.

6.3. Multiple identities within Antecedent 1

From the participants' passion for work accounts, the data revealed multiple identities within all four thematic groups of passion for work antecedents. When asked to explain their experiences of passion for work, the participants sorted through associated and significant events and actions, simultaneously revealing their identity processes within organisations. In this section, I will discuss two identity constructs on the part of the participants, which were revealed in the examples under the theme of the first antecedent.

In terms of the first antecedent, autonomously relating to one's work, the participants articulated their identities in multitudinous ways, emphasising the 'self' through professional identity constructs or through highlighting the significance of the individual identity as a parent or a private person with important responsibilities outside of work. These individual identities, for example, as a salesperson, mother or spiritual person, did not inform how the participants orientated towards their passion for work, as they were more linked to their various personal roles at work or outside of it. Hence, the accounts revealed identity tensions and differing strategies for coping with work–family balance resulting from the autonomy paradox. For the border-crossers (Clarke, 2000), the boundaryless orientation was a personal choice and wish, consisting of hard work at jobs they loved, proactive attitudes and flexible ways of working. Among the examples of young employees with a boundaryless orientation are Diana, Ann-Marie and John (see the quotations and photos in Sections 6.1 and 6.2). Their opposites are the border-keepers (Clarke, 2000), who exhibited various manners and attitudes towards their own work and, therefore, do not form a clear singular orientation towards passion for work. Among the examples of the border-keepers are

Iris and Alexander, who clearly separated (Iris) or wished to separate (Alexander) the various roles and activities they had at work and home.

Table 13 Identities within the small stories of autonomously relating to one's work

Identities	Definitions and attributes	Examples from the accounts
The border-crosser	Individuals articulate their identities by positioning themselves as hard-working heroes. They situate themselves as autonomous protagonists in their small stories of passion for work. They display the strategies for coping with crossing borders between home and work by emphasising and praising the freedom and flexibility of the company norms. They have no boundaries between home and work by their own choice. They work in a self-directed manner, and they possess an entrepreneurial mindset. Attributes: Autonomy, flexibility, independence, work heroism	…officially… I do a four-day week, but if it concerns my sales, I answer clients… even if I am off work' (Ann-Marie O1-2-i1) #nightshift ☺☺ One has to make hay when the sun shines. (Ann-Marie O1-2-WA) I take the kids and then come back home, or my husband takes the kids, because this is precious work time that I can use at home. I see it as a big benefit that I can do [it] this way. (Ann-Marie O1-2-i1) … I can work from home… in sales work, you need freedom. I have only done sales… in my work, freedom shows as flexibility. (Diana O1-2-i1) At home with a fever… (with a photo of open laptop at night). (John O3-2-WA)
The border-keeper	Individuals display the strategies for maintaining the boundaries between home and work by emphasising their own choice to keep them apart and accentuating the 'individual self' and work–life balance. Individuals execute the given tasks, but they also bring out the expectations or demands associated with the organisations' work culture, either by positioning themselves as victims or by distancing themselves from the company norms of 'rush culture' and 'work heroes'. For some border-keepers, their real passion exists outside the current employment. Attributes: Work–life balance, boundaries	…people here work long days, and leisure time and work time get mixed. I try not to mix them so much … I leave my computer at the office. I think those two [religious activities and work] should be put in their own places. (Iris O1-3-i1). It seems to be great when someone is busy and works on weekends and evenings. (Alexander O3-1-i2) I feel a bit anxious… that when you are out of work, then some people need something now now now. (Tim O3-3-WA)

Table 13 shows that there are two oppositional identity constructs informing the ways in which the participants orientate towards passion for work. In the accounts, the

participants position themselves as either border-crossers and heroes at work (Clark, 2000; Cunliffe & Coupland, 2012) or as border-keepers (Clark, 2000) who occasionally see themselves as victims (Cunliffe & Coupland, 2012; Sims, 2005).

The border-crossers are 'work warriors' (Mazmanian et al., 2013) who present their efforts and long workdays as favourable and an embedded part of their passion for work. They praise their autonomy and enjoy their freedom and flexibility at work, thereby displaying an entrepreneurial mindset. At work, they are active and self-regulating, always available to clients or for new challenges. They orientate towards passion for work in a boundaryless manner.

Another dimension of the opposing identity constructs is formed from the dark side of technology and autonomy, that is, the 24/7 availability and constant connectedness (Errichiello & Demarco, 2020; Mazmanian et al., 2013; Sewell & Taskin, 2015). Teleworking offers multifarious possibilities for employees and, consequently, affects the formation of their multiple professional identities (Ashforth et al., 2008; Kay, 2018). The border-crossers (Clark, 2000) praise their freedom and flexibility at work and enjoy their autonomy and freedom to set their own timetables and work practices.

The border-keepers (Clark, 2000) prefer to keep their work and private lives separate, thereby enacting them in separate spaces. They set boundaries (Ashforth et al., 2000; Brannen et al., 2005; Chen & Karahanna, 2014; Kossek et al., 2006) for the sake of their well-being and work–life balance, which is typically important for them as members of the Millennial generation (Buzza, 2017; Cilliers et al., 2017; CMI, 2014; Hershatter & Epstein, 2010; Lyons & Schweitzer, 2017; Pînzaru et al., 2016; Rentz, 2015; Twenge, 2010). The border-keepers resist the organisations' rush culture, where hard-working with extra hours is viewed as an asset. Occasionally, a border-keeper (Clark, 2000) positions him- or herself as a victim (Cunliffe & Coupland, 2012; Sims, 2005) of a challenging company culture that requires constant availability. The victim views the work culture as a perpetrator, that is, someone or something else to be blamed (Pasupathi et al., 2017). The victim conceptualisation is related to the concept of 'endurance', where the participant (the actor) 'endures significant hardship and perseveres in order to reach an important goal' (Koerner, 2014, p. 70). Thus, the claims

of endurance in the accounts of the participants' passion for work experiences in which they keep going with the jobs they like, where they invest a lot of time and effort (e.g. Vallerand et al., 2003), involve distancing themselves from 'those' colleagues who are enacted as 'work heroes'.

The identity constructs of the participants related to the first antecedent of passion for work reveal how young employees cope with the autonomy paradox, thereby providing new insights into the notion of autonomy enhancing passion (e.g. Hardgrove & Howard, 2015; Zigarmi et al., 2011) by revealing two opposing identity constructs: the border-crosser, a hardworking and self-regulated individual with a boundaryless orientation towards passion for work, and the border-keeper, who emphasises the boundaries between home and work.

7. HAVING A SENSE OF PROFESSIONAL VALUE

The second enabler of passion for work, having a sense of professional value, focuses on the importance of the work itself. This section explores how it is rewarding to use their capabilities at work and do a meaningful job (and how doing so enhances their passion for work). In short, the participants made sense of 'having a sense of professional value' by articulating what it means for them to feel success and professional pride, to overcome challenges and to grow and develop at work on the one hand, and to have a meaningful job and influence the organisation's success on the other hand. Within this theme, the young employees feel that they provide an added value for the company and, further, that the work they do is worthy in relation to the organisation and its goals, illustrating an expert orientation towards the work they are passionate about.

I will start the discussion by explaining how overcoming challenges, pursuing success and feeling professional pride are all part of the second theme of the passion for work antecedents. I will continue by discussing how the participants made sense of the meaningfulness of work, which consisted of making a difference and making the self. At the end of this section, I will conclude by introducing the identity constructs linked

to this enabler of passion for work, namely having a sense of professional value and the orientation revealed by it.

7.1. Challenges and professional pride

The second antecedent of passion for work, having a sense of professional value, combines six conceptualisations drawn from the data gathered from the interviews and WhatsApp messages (see Table 5 in Section 5.6). In this section, I will discuss the first four: overcoming challenges, pursuing success, personal development and growth at work, as well as professional pride. Overall, these categories imply having a sense of competence and expertise. I will begin by discussing professional pride, which the participants expressed either directly or indirectly. Then, I will cover the participants' needs for challenges, success and personal growth. Moreover, I will introduce several identity constructs I identified in the participants' small stories of passion for work, reflecting the previously mentioned conceptualisations.

Michael is a cheerful young man who works in the industrial company in a three-dimensional (3D) planner role, with his main tasks being associated with product development. His means of communicating is rich, involving Finnish sayings and metaphors used in a humorous manner. His background is in vocational education, which he never completed. His work history features, for example, short periods in factories as well as a period in a shipyard in Norway. He had also experienced periods of unemployment. After hearing from a relative about a vacancy in the company, he started work there five years ago in the maintenance department. Later, he was promoted to his current role as a 3D planner, in which he had worked for a couple of years when I met him for the first time. He directly pointed out his professional pride:

> Passion for work, I see it as an interest in one's work or profession and that you are ready to invest a bit more time than required. Professional pride is a good word for it…
>
> … That you don't just do the work with your left hand, even if you know it would be enough. I want to do the work well because it is my signature for whatever I do. Yes, professional pride is a pretty good word for it.

Usually, I get a kind of passion peak when we, for instance, make an experimental moulding of a product and when I have planned it myself and we have gone through it in a group, and I know how it should be. Then, if someone says that it is ready now and I think it is not ready yet, then I work hard to get it as I wanted and planned it so that it would be good…

… Then [it shows] as joy and energy peak. (Michael O3-2-i1)

Research shows that organisations in which people feel professional pride are related to various positive aspects, including engagement and positive feelings (Borst & Lako, 2017; Doh et al., 2011), which echoes Michael's account. The experience of 'pride' characterised as perceptions and feelings of self-inflation (Osch et al., 2018, p. 404) and reinforced by achievement (Tracy & Robins, 2007) was manifested in his account by extracting cues (Weick, 1995; Weick et al., 2005) from concrete moments of self-appraised good work. By feeling and expressing pride, Michael enhanced his social status by informing his colleagues of his success (Tracy & Robins, 2017). The use of the common Finnish saying regarding not doing something 'with the left hand' only symbolised a well-done job, not conducted carelessly or in an off-handed fashion.

Michael articulated his expertise, urging and requiring himself to display the highest quality in his own work. He positioned himself as a hard-working and highly competent employee, exhibiting a high-performing mentality to himself and others. Interestingly, making sense of the situation, addressing investing time in it and feeling both joy and an energy peak directly reflect the definitions and descriptions of passion (e.g. Chen et al., 2020; Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003), which I discussed in Section 2.3. Moreover, when Michael narrated his example of passion for work, he articulated pride, a positive state of mind, barely influenced by extrinsic motivators (Borst & Lako, 2017). There exist discussions of professional pride in the organisational context, albeit not linked to passion for work, which means this account provides a new contribution to the passion literature. Michael brought out the professional identity claim, highlighting the content and context (Ashforth, 2008; Ramajanan, 2004) and relating it to his specific professional competence by providing a concrete example of his moulding experiences in the industrial company.

When Michael 'photo-messaged' me, which refers to digital photos taken with a mobile phone and sent to another mobile phone (Villi, 2007, p. 49), he sent a cheerful selfie, thereby mediating his presence (Villi, 2015; Villi & Stocchetti, 2011) in front of the two screens in his office. It was accompanied by a text saying:

> … we have here [in the north of Finland] already some signs of spring, even if yesterday we had snow and storms, but luckily the season has started, and one doesn't have time to observe the weather [emojis of a thumb and of laughter]. However, the feeling is good, and energy is sufficient [emojis of laughter and of an arm with big biceps]. Pushing projects with two screens [loudly and tearfully laughing emoji]. (Michael O3-2-i1)

The phrases ending with laughing emojis used to express humour (Derks et al., 2008) informed Michael's self-ridiculing manner (Hietalahti, 2015) as he narrated himself and his work. Perhaps due to his colourful background, he expressed pride in his current work but laughed at himself when addressing it. 'Having no time to behold the weather' is referring to a Finnish saying or means of ridiculing small talk in which people start by talking about weather. Michael laughs at his own way of starting his message, which represents a way of distancing himself from it. Finns are said, or stereotyped, to be modest (Daun et al., 2001). Therefore, for Michael, addressing professional pride in a text and photo message was not distinctive. Humour, consisting of irony and satire, is at times used to gain recognition (Hietalahti, 2015). Using humour is a complex way of expressing a direct message. Humour such as laughing at oneself also has its dark side, which reveals difficulties understanding what this 'self' is that the person is laughing at (Hietalahti, 2015), implying a tension between Michael's pride as an emotion and his capacity to manifest it to me as a researcher.

Another young man, Adam from the financial company, also directly expressed the significance of professional pride in relation to feeling passion for work, putting it in the context of the company's success.

> I don't like to work if I don't see what happens and what doesn't [happen]. So, if I need to make profit for the bank, I want to know how much I have made it…

I am in this sense a 'numbers man'. I like all kinds of indicators… My work history is such that I worked a few years in the military… what I was able to practice in the army has been very useful: being with people, doing things together, reaching the goals and the reasons behind, if we didn't reach them.

Work is much more than just a place to go for the day and from which you are paid. When you work passionately, you are, first of all, proud of what you do…

… people define themselves based on the work they do… How would I say it? I don't know if a cleaner is necessarily proud of his job, but he is maybe proud of what he accomplishes. He earns his living and can pay the bills and so on. I sure feel proud when I know I have succeeded in something. I couldn't be proud of something that goes wrong, could I?

… for instance, when a new person starts here… and I show him or her what to do and this person becomes a new member of the team, I kind of feel passion when I can transfer all my know-how as well as I can… We need to get everyone to work well to be able to manage as well as we do. A company these days in the financial market couldn't grow this much if we didn't do things properly. (Adam O2-1-i1).

Adam's quotation echoes what the passion literature says about identity relevance, namely that people in various occupations define themselves according to their work, thereby demonstrating a sense of meaningful connection to it (e.g. Cardon et al., 2009; Perttula, 2004; Perttula & Cardon, 2011). A major factor behind his passion for work was feeling professional pride, particularly when he had succeeded in his tasks, which the company benefitted from. Adam's sense of pride was linked to both a self-conscious emotion, the 'self', and a social emotion revolving about his relationships with others (Osch et al., 2018). Adam articulated his professionalism by making sense of his identity through emphasising his professional identity (Ashforth et al., 2008) in various ways. First, he positioned himself as the protagonist (Ibarra & Barbulescu, 2010; Koerner, 2014) when articulating himself as being a superior to his team through pointing out his capabilities as a person who possesses valuable knowledge for newcomers. Moreover, when he gave an example of someone else's passion for work, he emphasised his professional superiority by distancing himself (Bamberg, 2004; Georgakopoulou & Bamberg, 2008) from the fictional cleaner, 'not knowing' if he can feel passion regarding his activities but suspecting it.

Pyöriä et al. (2017) claim that Millennials do not necessarily identify themselves with the company, although Adam's example indicates the opposite. He identifies himself

with the company by talking in the plural ('we') and highlighting his company's superior position in the challenging financial market, thereby situating his professional identity in the context of the company's success. Adam expressed his professional value to the company by pointing out his competence (Ryan & Deci, 2000) and by referring to the lessons he learned in the army.

By bringing up his army background, he also claimed a gender identity (Steensma et al., 2013), emphasising his masculinity. He made sense of his self-identity by using the metaphor (Cassell & Bishop, 2018) of a 'numbers man', thus strengthening his masculine identity, indicating a gender-distance from women and other genders. Adam's gender identity, which largely determines how he views himself, but also provides the basis for his interactions with others (Steensma et al., 2013), was manifested through his strategies for coping with other people. Thus, Adam stereotyped his masculinity through stories from the army. Within the passion accounts included in this thesis, pointing out a gender (male) identity was exceptional. Moreover, Adam's male identity claim contradicts Millennials' opinions of male gender roles. It is argued that Millennials' perceived gender roles contrast with the idea of traditional masculinity more frequently expressed by, for example, Baby Boomers (Green & McClellan, 2019). By bringing forth his 'male' identity, Adam displayed the strategy of highlighting his gender when addressing his identity within the organisation and its activities.

When I interviewed Adam for the second time, he had experienced a positive professional change within his company. As a result of structural changes in the organisation, Adam was promoted to a 'senior' in his team, which gave him more responsibilities with regard to his team members.

> I think I am in this [new] position because people trust in my opinions and my help… It is quite daily based. It's nothing dramatic. If someone asks if he can make this loan decision, I check the financial statement and give my opinion to him. It is like asking my help and, at the same time, a bit like teaching [the team members] … as we seniors have been here longer, it is obvious that we help on daily basis, for instance, a person who started in June.

The job description of a senior is a such that people can disturb me [to ask advice], actually they must disturb me. In our team, we try to encourage people to ask. (Adam O2-1-i2).

The small stories concerning Adam's passion for work experiences emphasise his professional identity (Ashforth, 2008) as an expert in his team, which remained stable between the two interview sessions. However, what had changed was Adam's role as a member of a collective and superior group, the seniors. The identity work (e.g. Koerner, 2014) Adam displayed suggested a change in the locus of his emphasised expertise as a senior in the team, which gave him an official position over other team members. His pride in his position can be explained by his relatively young age, which positions him as someone who has been promoted for the first time. Moreover, his 'male' identity and army background may affect his attitude towards the promotion due to the hierarchical structure of the military. Nevertheless, Adam made sense of himself and his passion for work through his work role identity, focusing on the role he plays when carrying out daily activities (Ashforth et al., 2008) as a senior. Adam's emphasis on belonging to the group of seniors equally reflects his social identity, indicating his perception of himself as a member of that specific group (Alvesson et al., 2008). Thus, professional pride as an aspect of passion is a multifaceted phenomenon that can have different manifestations even within an individual person.

Professional pride related to positive feelings in organisations (Borst & Lako, 2017; Doh et al., 2011) was inherent in both Michael's and Adam's small stories. Succeeding as well as experiencing and overcoming challenges are inherent in the participants' sense of competence. Together with autonomy and relatedness, a feeling of competence—a desire to interact effectively with the environment—is one of the basic needs of most human beings (Ryan & Deci, 2000) and, therefore, it contributes to both intrinsic motivation and passion. Competence, which is concerned with a sense of efficacy wherein the individual feels capable of acting in a social context, such as work, and able to wholly utilise their own capabilities (Gagné & Deci, 2005; Ryan & Deci, 2000), was articulated by the participants who highlighted their expertise within the company. The close relationship between passion and intrinsic motivation was explained in Section 2.5. Passion and intrinsic motivation are somewhat overlapping

concepts, and a sense of competence is inherent to them both. In this thesis, a sense of competence is viewed as an aspect of the second antecedent of passion for work, having a sense of professional value. A sense of competence as a part of the participants' passion for work experiences appeared in examples such as being able to accomplish work better than before, being given challenging tasks, achieving difficult goals or acting as a mentor for new colleagues, which are all present in the excerpts in Table 7 in Section 5.6. The second antecedent of passion for work, having a sense of professional value, including a notion of professional pride, represents a novel finding with regard to the passion for work literature exploring the sources of passion.

Having a sense of professional value, as an antecedent, was also revealed in the visual data included in this thesis. The most common location for the WhatsApp photos was the office, while the dominant content was a computer screen, indicating the importance of the work itself and underlining the participants' own contributions to the organisations. The photos of computer screens were also related to the first antecedent, relating autonomously to one's work, as explained in Chapter 6, revealing important locations outside of the office. Within the second antecedent, the photos with the same content, that is, a computer screen, were taken inside the office and featured informative hashtags indicating professional value.

Iris, who was discussed in Sections 6.1 and 6.3 as a young employee who wanted to maintain a work–life balance by keeping boundaries, expressed her moments of passion for work through various photos of the tasks she was doing. The participants sent a total of 36 photo messages, with Iris being responsible for 15 of them, all of which consisted of her ongoing tasks on the table or the company products she was involved with. Thus, she emphasised her expertise and contribution to the company.
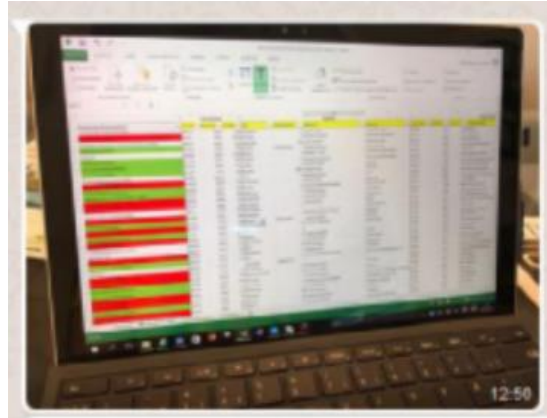
'#followupofprofitability #todolist #workdoesnotend #iloveexcels'

Figure 6 WhatsApp photo of Excels revealing a sense of professional value

The content of Figure 6 is typical and reflective of the content of the other photo messages included in this research. This is, of course, understandable, as the participants are knowledge workers who are in front of a computer for most of the day. Consequently, when they sent a mobile diary message concerning a current situation in which they felt or did not feel passion or enthusiasm, it generally consisted of the job they were currently doing on the computer. The reason for analysing such content as illuminating the idea of having a sense of professional value is the hashtags or, in other words, the hidden information they provide beneath the photos. Thus, Iris made sense of the passion moment in Figure 6 by emphasising the specific tasks that were on the table. Textually, they were informed by hashtags clarifying the context and emotions—at the office and 'loving Excels' (Highfield et al., 2015)—while visually the key artefact, the computer screen, was communicating and constructing the reality of the sender without words (Meyer et al., 2013). Hashtags such as #followupofprofitability, #todolist and #workdoesnotend clearly reveal that the participant has many significant tasks, whereas #iloveexcels reveals the participant's positive emotions. The following photo tells a similar story of a hard-working young employee.
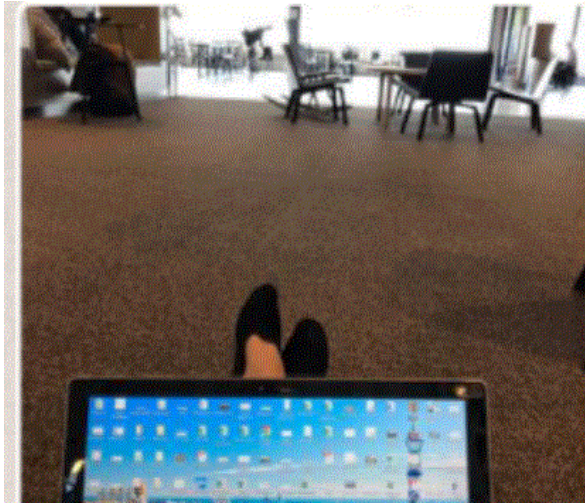
'#workingonafatboy #airport #alongdaybehind'

Figure 7 WhatsApp photo of working at airport revealing a sense of professional value

Grounded in identity construction, Iris's behaviour was influenced by the role she assumed in relation to the activity, for example, how she was posing for the camera (Baber et al., 2008). Visually, she enacted a sensible environment by drawing attention to specific features and aspects of the location (Baber et al., 2008). She pointed out how her contribution is needed, even at the airport after having #alongdaybehind, suggesting both her diligent nature and her value for the company.

Several hashtags beneath photos of open laptops also revealed the hard-working and diversely competent nature of the participants, thereby embedding metadata into the posts (Zappavigna, 2015). Among the hashtags serving as markers of the main subject of the photos are #challengingjob, #challenging, #rewarding, #investigationjob, #bettercontracts, #lotsofwork, #onemustbeefficient, #notimetogetbored and #bettercontracts. They serve as descriptive annotations (Zappavigna, 2015) produced by the participants to underline their professional value for their employer.

A sense of competence, as drawn from the data, combines conceptualisations of pursuing success, overcoming challenges and seeking to develop and grow in one's work. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 2012). Yet, self-efficacy is not concerned with the skills people have, but rather with their appraisal of what they can attain with the skills they currently

possess, positively affecting their passion and making them happy in the workplace (Johri & Misra, 2014).

Julius, who was introduced in Section 6.2, is a development-oriented young lawyer who is constantly seeking to develop himself at work, despite also studying for a second master's degree. He made sense of his passion for work by displaying moments of success in his clients' law cases as well as in development possibilities at work. His professional identity as a lawyer (Ashforth et al., 2008) working on behalf of members (clients) of the association was manifested in his accounts. In the following interview excerpt, Julius pointed out significant moments of achievement in his law cases, which was followed by a WhatsApp message illustrating his development orientation at work:

> … I remember such things as when I have rendered a member's [of the professional association] complicated situation in the manner the person initially wanted, or even if not as the member [precisely] wanted but in a way that everyone knows is really for the best for all. I have not had very big victories lately, but situations like this represent those [moments of feeling passion for his work]. Usually, our members are very polite, so they thank me afterwards and from that I also get the feeling that this went well. (Julius O1-1-i1)

> I have had time to plan a bit of updating my education for my development at work. I found a good training session about legal proceedings, and I suggested to my boss that I could join it. One learns by doing, but this would supplement my learning quite well. (Julius O4-1-WA)

The WhatsApp message indicates positive feelings when finding possibilities to develop at work through a 'good training session' that will complement his formal education as a lawyer. Thus, aside from professional pride, pursuing success and overcoming challenges, another conceptualisation is included in the sense of having professional value: career development and, therefore, having possibilities to develop one's competences. Looking towards the future and its possibilities is embedded in this orientation as an expert. Hence, Julius and the next participant I will introduce, Sam, are representative of typical Millennials, who are said to seek possibilities for personal growth and development at work (CMI, 2014; Kultalahti, 2015; Rentz, 2015).

For Sam, who worked in sales in the financial company and has a bachelor's degree in economics, possibilities for self-development are a matter of ensuring his future. After the first interview, which I conducted in the bank where he worked, I could not find him when I wanted to interview him a second time. Using the possibilities of social media, I finally found him and invited him to be interviewed at my own office. He explained that he had applied to a new degree programme in the IT sector. He illustrated his future plans by focusing on new learning and developing his skills and competences:

> The reason, at this point, why I went to a new school is, well, of course, that I could bring new knowledge to the company, but after all, it is something very personal. It is a certain safety for my future, because I am not going to be at this company forever… This means that, maybe, in the future, I could move into a managerial position. It is a possibility for a new job description. (Sam O2-2-i2)

Related to intrinsic motivation, which forms the basis for most passion theories, studies show that the need for competence compels individuals to seek challenges suitable for their competencies and draws them into developing themselves in order to enhance those competencies (Gagné & Deci, 2005; Ryan & Deci, 2000). A lack of learning opportunities or possibilities for development and personal growth was revealed to result in situations where passion was obstructed. Thus, the second antecedent included the desire to learn and develop while working as well as possibilities to advance in one's career. Support for current and future growth is recognised as a major organisational factor of relevance to employee work passion (Zigarmi et al., 2011), as illustrated in the accounts by Julius and Sam. Learning, growth and career plans were important sources of passion for the participants in all four organisations that took part in this research, which indicated their significance for Millennials in general, as also revealed in prior research (e.g. CMI, 2014; Kultalahti, 2015; Rentz, 2015). Thus, training opportunities and professional development are of great value to Millennials (Kuhl, 2014).

When analysing and comparing the content of the quotations among the different professional groups (1–3), one specific group of people were revealed by the data to

be ambitious, competitive and passionate. This specific group of young employees strongly expressed the desire to overcome sales challenges (to reach their sales goals) and be successful at work (secure deals) to be part of their passion for work experiences, thereby representing executive-level professionals at level 2. While I do not claim that salespeople are more passionate than any other professional group when it comes loving what they do, I include this example because it was revealed from the data, which were gathered from many salespeople, and so represents valid evidence. I have provided a considerable number of example excerpts concerning passion for sales in Table 8 in Section 5.6.

The young salespeople made sense of their passion by strongly emphasising their job in sales, thereby articulating their professional identities (Ashforth et al., 2008). For example, they reported surpassing their own sales objectives to be significant for enhancing their passion for work, as revealed in the following quotations from Ann-Marie:

> … I have said there quite straight… that I do my job and I give the best I can, and I hope that my contribution is appreciated…
>
> …when I have worked with an offer for quite long and then it gets to the goal, it is quite a good feeling to have done the sales. It gives a feeling of being a winner…
>
> I can do a job that I really like. I like to sell. I could not see myself in any other job than sales. It's really, really fun...
>
> … It is my passion to win, to give a bit more than what I think I am capable of. It is a passion to the [sales] job.
>
> … when I got back [from maternity leave), I was given such a budget, which is impossible to gain.
>
> **How did it feel?**
>
> Well, I have complained here that, before my maternity leave, I sold in a half a year all of my budget, and now [when coming back] it has been doubled. In practice, it is impossible, and when you cannot get back your old clientele, so I start from zero, it can't succeed. (Ann-Marie O1 -2-i1)
>
> Realising new little things, at least with my husband [who works in sales], we are mentoring each other quite a bit. I get kicks when he finds me a new thing and, therefore, I am turned on to that job, that 'Gosh'. This kind of success ignites it [passion]. (Ann-Marie O1 -2-i1).

Ann-Marie was a good participant in the sense that she was very articulate and talkative, providing many insights for me as a researcher. Again, as in the accounts previously presented in Sections 6.1 and 6.2, she emphasised her personal identity as a mother and a wife when narrating her passion for work, which for her implied a passion for sales. It is argued that the activities in which individuals engage occupy a significant yet not overpowering amount of space in their identity and exist in harmony with other aspects of their life (Vallerand et al., 2010), which is echoed in Ann-Marie's accounts and multiple identities.

Salespeople's passion is dampened when they cannot meet their sales goals. Mia, a young account manager working in the media sector, has been with the same company for five years. Before joining the company, she worked in sales elsewhere. Mia explained how achieving her goals as well as failing to do so affect her:

> I couldn't do any other kind of job; it would be a catastrophe. I get so much energy when with a client because it is a situation that, every time I meet clients, they are happy or enthusiastic. Then, I get enthusiastic myself as well. It's always so cool.
>
> … When you do a really good deal, you get a feeling of success and joy. They [success and passion] are kind of the same feeling.
>
> … Well, if your goal is too high and you see that there is no chance, not even theoretically, to achieve it, then it [kills her passion]. Then, you get a feeling that you are too tired to do anything, because you cannot even reach that [goal]. It is that moment. But it can turn around the next moment when you go to see clients or you get a request and you get it that 'Hey, I could provide them with this thing, this would help here' moment and then the situation changes. (Mia O1-2-i1)

The data show that young salespeople from all three private companies (in the creative, financial and traditional industrial fields) experienced same level of ambition regarding overcoming challenges and succeeding at work. Diana, an account manager from the media company, has worked in sales in the same company since graduating from university. At the time of the first interview, she was in her seventh year with the

company. She made sense of her profession by extracting cues from her past as an athlete. Thus, she made sense of her identity by emphasising both her self-identity and her role/professional identity, and she did so without tensions (e.g. Koerner, 2014).

> I am quite competitive [laughing]. I am a former professional athlete, which is, kind of, reflected in my activities in sales, because I have kind of an executor's character. Therefore, I want to succeed. If I can't reach my budget, it is quite tough for me…
>
> Now, it's been a good end of a year. November and December were brilliant. I was also able to close deals for next year…
>
> **Could you tell me a situation, you can take your time, where you felt such passion? What did you do? What was involved in it?**
>
> First, what comes to my mind are meetings with my clients, if I have had an extremely good meeting. This week, no sorry, last Friday, for instance, I was with [the client company] at the place [name of the location] and looking around… and we were ideating together, then it just kind of took wings, that 'Ha! Here it would be good to have this and that, here [the object] in a right size' moment and such. When you immerse yourself in something and you realise that the client is enthusiastic, then you are enthusiastic yourself also…
>
> … When my sales have started to roll, I feel that I can close a lot and I get a good drive. Then I push harder, and I think that just because of that, you succeed, and you want more and more…
>
> … Yes, I like [to sell]. But I can't deny that sometimes I am like 'Argh', that 'Oh gosh, doesn't this never end' moment. You have your budget and you have to do [more and more] … Sometimes, I am extremely too tired to go out to the clients, but when I get there, I get fuel and energy… (Diana O1-2-i1)

These quotations clearly illustrate her passion for sales, which is embedded into her identity. The desires to win and succeed were the themes in her narratives, in which Diana positioned herself as a protagonist (Ibarra & Barbulescu, 2010; Koerner, 2014). She constructs her identity by bringing out her competitive nature and demanding to be associated with the company's goals for her. However, when articulating the competitor 'self', she laughed (Hietalahti, 2015), mitigating the claim of modesty.

After two years, when I met Diana for the second time, she was more critical of the media company she works for. In her account, she extracted cues from the company's compensation politics, displaying a turnover intention for this reason:

I think that, because this is a sales company, it should be that we are encouraged to sell more all the time and that we would be appreciated so that okay, if you bring more, you get more and that's good for all. I think it is stupid, or I get such a feeling that we are fooled. I don't know how stupid they think we are. Why would we do more and get less… Okay, there may be satisfiers. I am not such. I have always been, I want to have drive and I want to develop and learn new things … my nature doesn't allow me to give that up and if I don't get that compensation, I will do something else. (Diana O1-2-i2)

She assigned a new meaning to the company, switching it from a media company to a purely sales-based company and pointing out its similarities to her salesperson identity.

The young salespeople who participated in this research were ambitious and passionate about their job (sales activities), which was revealed in both their ways of talking enthusiastically about their work as well as their direct quotations. The salespeople made sense of their professional identities as salespeople more strongly than any of the other professional groups. In the case of the salespeople, it can be argued that they do not feel passion for work in general, but rather 'passion for sales' or 'sales passion' in particular. Being a salesperson is strongly embedded within their identity. Therefore, people are not only employees who work in computers, management, or sales, they are computer analysts, managers, or salespersons, as work often defines us. Passion for work, in this case for sales, remains part of an individual's identity over the long term (Ho et al., 2011), as revealed by the data because the participants were fairly unanimous in their choices of jobs.

The salespeople's strong professional identity constructs were expressed directly and indirectly. They were revealed indirectly in specific notions of sales processes as an aspect of passion for work experiences, for example, by explaining how being with clients, securing a deal or successfully achieving sales goals provided them with passion. They also showed up directly in accounts in which the salespeople said that they could not see themselves in any other kind of job, as was the case for both Ann-Marie and Mia.

In talking about her professional group as 'we' or 'us salespeople', Ann-Marie also pointed out her social identity as a member of the specific group of sales professionals (Alvesson et al., 2008; Ashforth & Mael, 1989; Burke & Stets, 2009). We can see the salespeople's identity constructs in the following comments by Ann-Marie:

> We salespeople need to sometimes do things that we shouldn't do. Too much time goes to unnecessary systems and reports and other Excels, and all it needs to be filled. It is really annoying.
>
> It's so stupid that us salespeople are sitting in very small facilities, while the big bosses sit alone in their glass closets. It's so old-fashioned. (Ann-Marie O1-2-i2)
>
> I would like to, when coming from clients, send e-mails from my phone directly to the planning team, saying that 'I need this thing right now. Do it for me because I need to get this done soon'. It would be wonderful. But no, we must go to the computer, because the systems do not work from phones. It would help a lot… and make things faster. Anyway, our job is to sell, and we are a sales organisation. If we, as salespeople, do not sell, then others wouldn't have jobs either. (Ann-Marie O1-2-i2)

Ann-Marie has a strong sense of professional value as a salesperson in her company because she perceives her value to not only lie in making profit for the company, but also in ensuring that others can keep their jobs. Sales activities are incorporated into her identity and she values them highly, which leads to passion towards her sales activities. The data revealed that the young salespeople expressed a prominent ambition to succeed and secure deals, as well as strong positive feelings towards different sales activities, such as meeting clients and resolving their problems, including the specific everyday tasks. Passion for work occurs when the work has a meaningful connection with the individual's self-identity (e.g. Bergqvist & Eriksson, 2015, p. 295; Cardon et al., 2009; Perttula, 2004), which was clearly the case among the young salespeople.

In their accounts of passion for work, the participants who engaged in sales extracted cues from situations in which they experienced success and victory. When they succeeded, they were winners and heroes (Cunliffe & Coupland, 2012). Hence, when securing deals, the salespeople felt passion for work, which led to improved performance (Cardon & Kirk, 2015; Curran et al., 2015; Ho et al., 2011) and, therefore,

to the overall success of the company. Of course, there is a widespread perception that salespeople are energetic and triumphant individuals, so general claims will not be made about them here. However, this characteristic represents a nuanced detail of the insights revealed by the seven salespeople when compared with the other professional groups included in this study.

Additionally, the data reveal that the meaningfulness of work is an equally important aspect of the second antecedent. Yet, the meaningfulness of work is a broad and abstract conceptualisation. It is not clear how it differs in terms of its content within people's experiences of passion for work. Thus, in the following section, I will address this research gap.

7.2. Meaningfulness of work

People need to be aware of their role in the bigger picture and to be proud of it. Thus, the second category within the second antecedent of passion for work, having a sense of professional value, focuses on the importance of the work itself, which consists of a sense of the meaningfulness of work as well as an understanding of the individual's contribution to the results. Therefore, this section explores how the meaningfulness of the work is inherent in the participants' passion for work experiences as well as how it is perceived differently among them, being attached to either 'others', such as clients, colleagues and the world at large, or the 'self', referring to one's own growth, visibility and alignment. I refer to these two facets as 'making a difference' and 'making the self'.

The making a difference facet reveals how the participants made sense of meaningfulness by extracting cues from external implications, that is, by providing examples and explanations from outside themselves. For example, the data revealed a strong emphasis on satisfying clients (as others). The participants wanted to help their clients and customers, to win their trust, to solve their problems and to maintain their customer satisfaction. Again, Ann-Marie articulated it clearly:

> I find it wonderful to find new clients, because I work hard with new businesses, and when I get them to trust me and buy a campaign… when it starts from scratch… and I can do everything myself and when the campaign goes well, I get kicks because the client is really satisfied and happy. That's meaningful for me. Because I try to help those entrepreneurs. (Ann-Marie O1-2-i2)

Above all, Ann-Marie points out her B2B clients' needs for the services provided by the media company and, further, states that helping them is a priority. For her, meaningful work involves providing added value for the customer.

Another category of the making a difference facet, as revealed by the data, was 'helping people and being good to others'. In fact, it was the most prominent category. It consists of such notions as the work being meaningful when employees see that they have been able to help people or that their own input has led to a positive change in people's lives. It also included expressions of genuinely wanting to help other people. It is argued that helping others leads to happiness, especially when the helpers know they have assisted someone in a meaningful way (May et al., 2004).

Meaningful work was a popular concept in the participants' small stories of passion for work experiences, as a young lawyer described during her first interview. Sandra is a young mother of two who has a master's degree in law. When I first met her, she was quite new to the interest organisation, where she consulted and helped its members with legal problems. Before that, she had worked for more than five years in a law firm and was keen for a change, which she found in the interest organisation.

> It was a big law firm, international, and they prolonged the workday. I have two little children, so this was just [better], like this, I can do what I want to do, but at the same time, I can combine it with the family. It works…
>
> Well, I feel that it's really nice to solve someone's problems. Maybe it sounds a bit dull, kind of 'lawyerish', but to be able to solve a problem and see that someone finds a solution. Somehow, it is based on helping others, when I feel that I have been able to help someone and then the person says 'Thank you, this helped my situation'. So that motivates me to go further so that I can feel I am doing something right.
>
> … These things are quotidian: when I have completed a contract and the issue has not led to a conflict. They can be little things… that you try to explain to

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someone… in a way that the other would understand as well [the law terms]. (Sandra O4-1-i1)

Most meaningful for me is that I can help people and feel that they get help. (Sandra O4-1-i2)

For Sandra and many of the other participants, the most salient thing was to use their expertise to do something morally significant. As a lawyer, Sandra is enthusiastic about helping to solve people's challenging problems, although the reason behind it is to help the clients (in Sandra's case, the members of the interest organisation). Her identity constructs highlighted both her self-identity as a parent and her professional identity as a lawyer, without displaying any tensions while working with her current employer. In using the expression 'lawyerish', she uses sarcasm to distance herself from the 'dull' aspects of her job (Hietalahti, 2015), even though she loves doing it.

Through emphasising helping others, Sandra constructed a professional identity as both an expert in her domain and a 'beneficent'. Meaningfulness stems from a sense of benevolence (Martela & Ryan, 2015); hence, her passion is directed towards activities that she finds meaningful and is skilled at performing, manifesting in conduct that is intentional (Perrewé et al., 2014), namely helping others. In the passion literature, meaningfulness is recognised as a significant aspect of passion for work (e.g. Perttula, 2004; Perttula & Cardon, 2011; Vallerand et al., 2003; Zigarmi, 2009, 2011). Moreover, passion for work contributes positively to the sense of purpose at work (Yukhymenko-Lescroart & Sharma, 2022). However, the actual meaning of meaningfulness, which differs for different groups for people, remains under-researched within prior passion studies. Thus, it became a subject of interest when analysing the accounts in this thesis.

At work, Millennials highly value the interesting content and meaningfulness of their tasks (Brack & Kelly, 2012; CMI, 2014; Kultalahti, 2015; Ng & Johnson, 2015; Rentz, 2015). This was revealed by Alexander, who is responsible for quality issues in the industrial company, as discussed in Section 6.2. He articulated what is of significance or general importance to him at work in his WhatsApp message:

> Solving problems that the whole work community benefits from lifted up my excitement [today]. It's truly nice to feel that one's work is useful. (Alexander O3-2-WA)

This quotation shows how helping others consists of helping the whole work community and co-workers, not just others outside of the office. The work community matters a lot to Millennials (e.g. Kultalahti, 2015; Kultalahti & Viitala, 2014), so much so, that relating to the wider work community is recognised as an antecedent of passion, which I will discuss in Chapter 8. Thus, the effects of a variety of others, such as co-workers, on the meaning of work (Rosso et al., 2020) were expressed by Alexander. The data gathered during this study revealed that the others emphasised by the participants consisted almost equally of co-workers within the work community and significant groups outside of the office, such as clients and customers.

Making a difference echoes service/dedication as a career anchor, suggesting that individuals' core values consist of a wish to make the world a better place to live (Schein 1990, 1996). This encompassed Rodrigues et al.'s (2013) idea of helping others as a career orientation. Therefore making a difference and doing good can define individuals' career motivations. The data also revealed that making a difference for others and helping people enhances the passion for work by providing meaningfulness in relation to their work. It is argued that Millennials have a strong sense of social responsibility and, further, that they want to save the world (Johnson & Chattaraman, 2020; Ng et al., 2010). Even if the data revealed evidence in support of this argument targeted towards the youngest generations, it should be criticised. Each generation has members who are trying to save the world in their own ways. The difference today concerns the younger generations' constant access to information flows about the situation of the world.

Making the self is the other facet of meaningfulness. The three chosen examples, which I will introduce next, reflect the participants' selves. The content implicate issues intrinsic for each participant. 'Matching with oneself' suggests that the work is perceived as meaningful when it is in line with the self. Alignment with the self describes this category, as exemplified by Wendy. She is a young employee in the

interest organisation, where the majority of employees are lawyers. Her educational background involves diverse university studies and her professional background is equally diverse, ranging from accounting to banking and counselling. She has spent years trying to find herself. Now, in her current job, she has found what she wants to do, who she wants to be, as expressed in the following quotation:

> I want to use my creativity. Somehow, I have found a way to use it. It's ideation or making videos because it's a process. You create the story, write it, plan the filming. And when it's ready and someone likes it, then… It's the process to create something that gives joy and benefits someone…. Then it kind of ignites [raises] enthusiasm…. I have been thinking why I like making videos so much, but then I remembered that I already wanted to make them in my childhood! (Wendy O4-1-i2)

Thus, Wendy's identity construction indicates who she believes herself to be as well as where she thinks she belongs both now and in the future (Ropo et al., 2015). Doing the job is who she is; it is in line with herself. She is finally the protagonist in her own small story (Ibarra & Barbulescu, 2010; Koerner, 2014). Her sense of self includes striving to reach her potential and believing in her ability to do so (Chalofsky & Krishna, 2009), which echoes the processual nature of the finding from the data: making the self. Making the self reflects the identity construction of the participants. Moreover, alignment with the self as a source of the meaning of work conveys the idea that the underlying values, motivations and beliefs influence how individuals interpret the meaning and meaningfulness of their work (Rosso et al., 2019). In other words, the way individuals see themselves and how they are oriented towards their work activities play an essential role in the meaning of that work, as embedded in the feeling of passion for work.

Occasionally, expressions of the self have been considered to represent 'callings' (Rosso et al., 2010). The spiritual aspect was part of the meaning of life for Iris, who was featured in Section 6.2 (the autonomy paradox) as someone who wanted to be a border-keeper (Clark, 2000) and Section 7.1 as an employee who was proud of accomplishing her various tasks. She made sense of both meaningfulness and her

identity in light of her voluntary religious activities outside of work. Due to perceiving her (voluntary) work in a spiritual light, it took on a deeper sense of meaningfulness and purpose for Iris (Rosso et al., 2000). She explained that her voluntary spiritual work on weekends provided her with the 'meaning of life'. This was expressed in the exemplar quotation from the first interview round:

> These spiritual issues are the first priority in my life, they give me happiness and I think that, of course, work is important, that we provide ourselves with it, but the work is not the meaning of life.
>
> … I think that religious issues are the most significant for me, or they give me the most happiness. I think that work is important, of course, to be able to sustain the family, but in my opinion, it is not the meaning of life. (Iris O1-3-i1)

She returned to the same issue during her second interview, which indicates its significance for her. Iris told me about her religious activities and separated the meaningfulness of them from her work.

> I have, like, 20 places where I go regularly to speak with people. Well, I also go to knock the doors of unknown people as well, but then I have regular people who want me to visit them.
>
> **Okay. Can you tell me about it?**
>
> Well, our magazines are released once a month, so we discuss the subjects in them. They are subjects that people usually think of, like relationships, the world, and such… Then we exchange ideas on how modern people could benefit from the Bible, really good tips… usually we are two, but sometimes we go as family, sometimes with a friend.
>
> Here in Helsinki, there are around 20 congregations, and they are divided into teams and each one has a team leader. For instance, my husband is one of the team leaders and he organises reunions to discuss when we will go to the [religious] work. Last Saturday, we had a party at our home and there were children and grandmothers there. So, we help all age groups. It is good in the sense that when an elderly person needs help, the team leader organises it… So the help is organised, for instance, when someone dies, the loved ones get support immediately.
>
> I believe that life's meaningfulness is connected to these more profound spiritual issues and that genuine happiness comes from them… I consciously try

to keep work in its own place... of course, the [spiritual] beliefs affect the self at work, but it [the religion] is not any kind of obstacle [at work].

In what ways do you think that spiritual things affect your 'self', your 'work self'?

Well, I think that with my own conduct I can give glory to God that I worship and I kind of represent the matter, how should I say it, this is a bit difficult.

In my leisure time, when I study the Bible, I also try to develop my own personality in accordance with its rules and then apply them in practice and that affects it [the work]. I kind of think that work is not the meaning of my life, and that is why I do not feel an urge to get promoted to the highest [organisational] level, you know, so that I would be the best of all. (Iris O1-3-i2).

Passion for work involves having a meaningful connection with one's work (Perttula, 2004; Perttula & Cardon, 2011). In Iris' case, it stems from the voluntary work in her religious community, with which she closely identifies herself. Thus, her passion is engagement in specific religious activities, which are associated with specific roles that are meaningful for her self-identity (Bergqvist & Eriksson, 2015). However, the meaning of life needs to be separated from the meaningfulness of work. The fact that work has a particular meaning does not necessarily indicate that it is meaningful, as the construct of meaningfulness has greater positive valence than the more neutral attribution of meaning (Rosso et al., 2010). Indeed, meaningful work accomplishes significant, valuable or worthwhile goals that are congruent with one's existential values (Allan et al., 2019). Thus, for Iris, her biblical work is meaningful because it accords with her personal values, which explains why it is worth doing. Iris makes sense of meaningfulness through her spiritual self, which develops through the interplay of her spiritual experiences and spiritual self-constructions (Poll & Smith, 2003), thereby carrying her spirituality into the workplace (McKee et al., 2008) and affecting both her work self and her behaviour there.

Identity construction for Iris, due to her particular religious conviction, serves as a starting point for what she focuses on when making sense of what she is experiencing at work and outside of it (McKee et al., 2008). Her faith and identity as a religious person were enacted as internal cues for sensemaking (Sturges et al., 2019). Engaging in spiritual activities provides her with a sense of connectedness with both the divine and the human, providing her as a young person with an opportunity to experience

herself in the relationship to God or with a community of believers (Ebstyne King, 2003). Her spiritual identity requires contextual belongingness, that is, a space to perceive a sense of the self (Kiesling & Sorell, 2009) among other believers.

Iris makes sense of her identity by belonging to her religious group, which reflects a social identity (Alvesson et al., 2008; Ashforth & Mael, 1989; Burke & Stets, 2009). By means of social identification, that is, the perception of belonging to some human aggregate, she perceives the fate of the group to be her own (Ashforth & Mael, 1989). Religious congregations represent rich environments for young people's identity formation, offering values and behavioural norms grounded in an ideology (Ebstyne King, 2003). Importantly, the individual self and social identity of Iris do not compete with one another because the religious norms serve as a tool that helps her to produce an acceptable fit between the identities. The religious values are incorporated into her ways of behaving ethically when engaged in the secular work in which she enacts her expertise in the media company.

Iris' strong spiritual identity and religious activity contradict the widespread belief concerning Millennials. The common belief is that, unlike previous generations, Millennials have turned their back on religion, and they will not return to it (Cox & Thompson-De Veaux, 2019). Yet, for Iris, her spiritual self and her work self are inter-related through a coherent worldview (Ebstyne King, 2003), co-existing without any identity tensions (Koerner, 2014) based on the Bible's lessons and morals. Through her spiritual activities, she is constantly making the self in the religious context.

Iris has a purpose behind her acts, spreading the word of God and helping others. Purpose is said to be the quality people want to use to orient themselves towards life and work; therefore, it is also part of how people make sense or find meaning in their lives (Leider, 2015). In addition, Iris made sense of her identity through acts of benevolence, which are known to be related to people's well-being, happiness, meaning in life and self-esteem (Kwan & Hui, 2009; Martela & Ryan, 2015; Martela et al., 2017). Iris is an example of those individuals for whom meaningful work is a subjective experience of existential significance that results from the fit between herself and her voluntary work (Both-Nwabuwe et al., 2017). In this way, she has a subjective experience of existential significance, thereby making sense of her reason

for existing in the world and bringing it into her acts and tasks in the company, which requires her expertise and full potential.

The data show that at the heart of passion for work is the idea that it is crucial to find meaningful jobs that fulfil the needs to make a difference and make the self. For instance, expressing one's full potential and helping others are inherently meaningful experiences (Martela & Pessi, 2018). At its best, working is a process with a higher meaning. Millennials, due to having a stronger sense of social responsibility than previous generations (Brodeur, 2012; Johnson & Chattaraman, 2020; Ng et al., 2010), need to know the values of their companies and the meaning of their work. It is argued that young professionals prefer to work for socially responsible and ethically driven organisations that allow the whole self to be brought to work (Chalofsky, 2003).

Meaningfulness as an enabler of passion for work was encapsulated in the participants' perceptions of the areas in which they felt that they helped others or their selves aligned with the work, which indicates identity constructs. Even if the passion literature acknowledges the importance of meaningfulness as an aspect of the activity influencing passion (e.g. Cardon et al., 2009; Perrewé et al., 2014; Zigarmi at el., 2009), there is room for new knowledge regarding how meaningfulness is recognised and perceived among different groups of people. This section has introduced a new finding in this regard: the meaningfulness of work is constructed either by making a difference or by making the self.

7.3. Multiple identities within Antecedent 2

After using the participants' passion for work accounts as sensemaking devices, the data also revealed various identity constructs within the second thematic group, having a sense of professional value. These identity constructs are set out in Table 14. The participants made sense of their identities in multitudinous manners, emphasising their personal, role-based/professional or social identities. In their small stories of passion for work, the participants' role-based or professional identities were articulated by emphasising their own capabilities, pointing out competence as well as the urge for success, challenges and professional development. The participants'

personal identities were revealed, for example, in the forms of gender and spirituality, with the latter also being embedded into the relevant participant's social identity. Moreover, the data revealed that, in emphasising meaningfulness, the participants highlighted their benevolent activities and goals, either inside or outside of work. Table 14 explains how the 'competent' and 'beneficent' identities were constructed, thereby illustrating the main two categories within the second antecedent. I have omitted the personal identities from the table, as they were not generalised due to stemming from single cases within the gathered data.

Table 14 Identities within the small stories of having a sense of professional value

Identities	Definitions	Examples from the accounts
The competent	Individuals position themselves as hard-working and capable protagonists, proud of their achievements, with a high performing mentality and professional strategies for success and growth. They bring out the wish or expectation for themselves to be 'winners' in their activities, vis-à-vis either themselves or others. Occasionally, they bring out the demands associated with the organisations' goals for them. Attributes: Professionalism, self-development, professional pride, challenges, success	… you don't just do the work with your left hand, even if you know it would be enough. I want to do the work well because it is my signature for whatever I do. Yes, professional pride is a pretty good word for it. (Michael O3-2-i1) If you work passionately, you are, first of all, proud of what you do… I don't like to work if I don't see what happens and what doesn't [happen]. So, if I need to make profit for the bank, I want to know how much I have made... (Adam O2-2-i1)
The beneficent	Individuals display the strategies for finding meaningfulness at work by doing something good for others and helping people. Individuals either position themselves as a beneficent for the clients of the company or distance their true selves from the company's objectives and address benevolent work outside of the workplace. Being a beneficent accentuates their professional or individual identity, depending on the target of the beneficent activities. Attributes: Meaningfulness, benevolence, service, help	…to be able to solve a problem and see that someone finds a solution… it is based on helping others, that I feel that I have been able to help someone and then the person says 'Thank you, this helped my situation. (Sandra 04-1-i2) Solving problems the whole work community benefits from lifted up my excitement [today]. It's truly nice to feel that one's work is useful. (Alexander O3-2-WA)

Table 14 presents two distinct and oppositional identity constructs, revealing how the participants define themselves as well as what is significant for them to feel passion for work. The competent wishes to show their own capabilities at work, winning and developing themselves, while the beneficent wants to be seen helping others. They both reveal an expertise orientation towards the work they feel passion for, albeit with opposing focuses: one's own career or service for others. Those participants whose accounts mostly focused on articulations of competent types included Michael and Adam (see Section 7.1), whereas Sandra and Alexander (see Section 7.2) represent beneficents who want to help customers or co-workers, as shown in Table 14.

Among the participants included in this thesis, the salespeople had a strong professional identity as well as a strong social identity alongside colleagues who were also salespeople. For them, achieving financial goals was a priority. In achieving sales goals and securing deals, they felt themselves to have professional value in the company. The loss of a deal was an occasional tipping point that dampened their passion for work.

In contrast to the ambitious competents, the beneficents (Martela & Steger, 2016) orientate towards passion for work by emphasising their expertise through finding meaningfulness in work. The beneficents see their role identity as linked to their willingness to help people, which brings them a feeling of meaningfulness and happiness (Martela et al., 2018) as well as a sense of professional value. The beneficent identity construct resonates with claims that Millennials have a stronger sense of social responsibility than previous generations and want to save the world (Johnson & Chattaraman, 2020; Ng et al., 2010).

The identity constructs identified within the second antecedent of passion for work, having a sense of professional value, manifest the different coping strategies and orientations concerning the participants' perception of the aim of their work role and its value within the organisation. They either contributed to reaching the goals of the company or found meaningfulness in serving and helping others, with both manifesting an expertise orientation towards passion for work.

8. RELATING TO CO-WORKERS AND THE WIDER WORK COMMUNITY

The third theme focuses on the degree to which the participants revealed the importance of relating positively with colleagues and appreciating working in a good team. It reveals disappointment and tensions when the participants did not feel trust, valuation and respect from colleagues. Moreover, it outlines the expressions of well-being related to a good work atmosphere and joy stemming from colleagues, whether at work or outside of the organisation. It also encapsulates the participants' expressions concerning the significance of having a sense of security within the organisation, which suggests possibilities to fail without been judged. In short, the Millennials want to work alongside others in an emotionally safe and joyful work environment. The relational aspects of the work community, including the team spirit and sense of connectedness with colleagues, as well as having positive and trust-based relationships with colleagues, informed this third theme. Thus, the third category of passion enablers consists of a professional relationship and psychological safety.

Studies concerning passion in the work context that focus on the role of colleagues remain scarce, albeit with some exceptions, such as work by Zigarmi et al. (2011) and the team-level entrepreneurial passion research of Cardon, Post, et al. (2017). Yet, positive personal and professional relationships as well as shared positive emotions within teams and organisations affect passion in the work context, which influences individuals' work performance (Cardon, Post, et al., 2017; Zigarmi, 2011). Moreover, connectedness is one of the job and organisational environmental antecedents of employee work passion (Zigarmi, 2011). However, there remains room for new insights regarding the significance of good relationships between co-workers and how they inform individuals' orientation towards passion for work.

8.1. Professional relationships and belonging

As revealed by the data, colleagues were a significant source of the participants' passion for work, either enhancing it or reducing it, depending on the perception at

each moment. Anna was one of the youngest interviewees, having had less than six months' work experience since graduating. She started in the media company in an intern role related to her bachelor's degree studies and, after her summer holiday, she returned to work as a sales coordinator. In her small stories of passion for work, she detailed experiences of the role of colleagues and the wider work community, in addition to the recognition offered by them.

> [The atmosphere here is] really warm. I think people here are really great. Otherwise, I wouldn't have come back here, would I? The industry feels just right.
>
> I would say that the teams are a bit of an opposite, not really cliques or such, but sales versus the other strands, where there is development… we have discussed it a lot, that we do not know enough about what others are doing. It produces, not really conflicts, but… kind of ignorance… they [teams] differ quite a lot… it would be nicer to do things together, all working as a team…
>
> … I work quite a lot as an individual. Of course, I am part of the sales team, but then the sales team is also divided into smaller groups…
>
> … I value [at work] respect for other people, meaning that no one considers him or herself to be superior, even if, of course, titles are unequal in principal, but one shouldn't express it [in her company].
>
> **Could you tell me about a situation where you felt a special kind of motivation, like passion?**
>
> For instance, when I was elected as an employee of the year, and not just because I am nice, but because of how much I have given to this company… I got by far the most votes. This kind of recognition makes a difference.
>
> **Was it a surprise for you?**
>
> Yes, it was. Last Friday we had our kick-off day, so we were together the whole day, first with work issues and then we went to spend the evening together. Then we were given the voting papers… and the criteria, how this person should be… like 'conducting themselves according to the values of the company, is development-oriented and cooperative'… and yesterday they announced it! (Anna O1-3-i1)

Anna is a typical member of her generation, emphasising the importance of the closest working community and enjoying being connected to nice colleagues (Kultalahti, 2015; Kultalahti & Viitala, 2014; Myers & Sadaghiani, 2010). Pyöriä et al. (2017) argue that young people who started their careers in the strong labour market of the early 2000s,

who have more resources for self-realisation than older generations did, no longer orient towards work as a value as such, but rather identify more strongly with the work community. Anna preferred to work in teams with others and believed joint effort on the part of teams lead to success, as Millennials tend to do (Bensick, 2016; Pînzaru et al., 2016). For Anna, it was significant to belong to the wider work community.

In her accounts, Anna expressed a basic psychological need, namely relatedness, a desire to be connected to others (Ryan & Deci, 2000), by emphasising the significance of colleagues and the lack of team unity. She relies on others' opinion and support, meaning that she is reliant on her colleagues. She is closely connected to them, depending on others' closeness, company and attention. This will be confirmed in quotations later in this section as well as in Chapter 9.

As a Millennial, Anna desires recognition and feedback at work (Bensick, 2016; Glass, 2007; Kultalahti, 2015; Martin, 2005), which is said to be equally the case for members of Generation X (Wong et al., 2008), albeit not to the extent as Millennials (Glass, 2007; Martin, 2005; Menckl & Lester, 2014; Pînzaru et al., 2016). The reason for needing recognition and feedback is likely the young age of the participants. Indeed, they require such reinforcement more because of possible insecurities concerning their own contributions and capabilities at work, whereas the older generations have passed this phase. Those born earlier have been working for longer, which has given them more experience and all the associated changes (Cennamo & Gardner, 2008).

Anna highlighted the egalitarian values, which are not realised in her company to the extent she wished. She suffered due to the competition and separation between different teams, which led to tension in the workplace and reduced cooperation between individuals and teams.

Anna made sense of an experience of passion for work by extracting cues from a surprising event when the work community recognised her as both an individual and a good worker. She was seen and noticed in the workplace as herself, which is significant for members of her generation (Kultalahti, 2015). Anna's experience shows how the work community and colleagues, as well as their recognition, serve as an enabler of passion for work. For her, the surprising event became a meaningful tipping point,

serving as a trigger for professional self-confidence and acting as an enabling moment for her passion for work.

Anna was active in sending both textual and visual WhatsApp messages. All of her photo messages (Villi, 2007) included content emphasising relatedness and connectedness (Ryan & Deci, 2000; Zigarmi et al., 2011), in addition to highlighting the significance of belonging to the work community as part of her experiences at work. The photo in Figure 8 was sent from a concert organised by the company for its clients and staff, which the employees enjoyed together, leading to a situation of 'hanging out' with colleagues.

Figure 8 WhatsApp photo of belongingness and relating with colleagues

The above photo was sent to show me the sense of community that Anna felt with the colleagues she was enjoying a night out with. The concept of community is largely intangible, especially when expressed in photos, although it is nonetheless very significant element of the working life (Warren, 2002). The photo was accompanied by a hashtag saying #thecompanyinagigg and an explanatory text saying the following:

> On Wednesday, we celebrated at our traditional customer event at the Cultural Center with an acoustic gig by Sanni. Our main customers were invited. It was nice to discuss things freely and enjoy the offerings. The gig was really good and Sanni took her audience into account well. (Anna O1-3-WA).

Anna, similar to other young employees of her generation, enjoys the social aspect of the job and getting to know her co-workers (Anantatmula & Shrivastav, 2012), including outside of the office. I do not claim that this would not also be the case for members of older generations, but due to the lack of comparative generational research on this phenomenon, I point out that young employees seem to desire socialisation with colleagues. The content of Anna's photo message from the concert echoed what prior research has revealed about passion. For instance, it expresses shared joy, which represents an inner part of passion for work (Perttula, 2004). Moreover, connectedness with colleagues and the effort made to form interpersonal connections with them enhances employee work passion (Zigarmi, 2009).

In the photo in Figure 9, Anna again articulated a sense of community and belongingness via a symbol of a kind act towards members of her work community. Photos such as that of the little chocolate eggs (Figure 9) are captured to represent social rituals—something important in relation to the maintenance of group cohesiveness and friendship (Warren, 2002).

'Offerings today at the office. Have a nice Easter!'

Figure 9 WhatsApp photo of little chocolate eggs for colleagues

The last sentence accompanying the photo in Figure 9 ('Have a nice Easter!') was directed towards me personally, manifesting the interactive element of the WhatsApp diary approach. This interactivity, as part of a mobile diary, enhances trust and symbolises compliance between the researcher and the participant. Such interactivity

is a new element in mobile diary research, which will be discussed further in Section 11.3.

From the participants employed in the industrial company, I received two photo messages (Villi, 2007) illustrating how relating to colleagues is an antecedent of passion for work. One photo was taken by John, who also sent a photo revealing the autonomy paradox (Section 6.2). John's photo was of a close colleague who was drinking coffee with him in the office kitchen, but as it shows the identity of the colleague, it is not included in this thesis. A humorous text message was added to the photo itself, saying 'There, this is Tim slurping coffee again'. It further illustrated the significance of relatedness (Ryan & Deci, 2000) at work, in addition to showing humour and friendly sarcasm (Hietalahti, 2015).

Another photo was a selfie taken by Tim together with John. Sending a photo of oneself is an expression of mediated presence, with the sender wishing to say that 'I am here' (Villi, 2015). Again, the photo is not included in the present thesis for confidentiality reasons. A selfie with a colleague means 'we are here together', emphasising the relational nature of the identity, which is tied to role-based interpersonal relationships and emerges through the articulation of similarities (Sluss & Ashforth, 2007; Ybema et al., 2009). Tim's selfie with a colleague also expressed amusement and humour. Underneath the photo was a text message saying, 'Having fun with John in [place X]', which expresses what Perttula (2004) includes in the feeling of passion for work: joy. The text continued, 'Must say we are two ugly lads… hmmmm… I mean very handsome', which was accompanied by a tearfully laughing emoji, illustrating the humour and self-ridicule used to gain recognition (Hietalahti, 2015) from the recipient of the photo (the researcher). I answered, 'Very handsome [with a laughing smiley]. Looks like cheerful vibes. Have a good weekend'. The photo revealed a sense of belongingness, as obtained in situ.

The third antecedent, relating to co-workers and the wider work community, also revealed tensions when the participants did not experience a good atmosphere at the office, or when they did not receive valuation and respect from colleagues. Melissa is a 28-year-old office assistant who works on reception for her organisation doing, as she put it, what 'others will not do'. She has eight years of work experience with the same

organisation, including constantly changing tasks ranging from posting letters to receiving guests to organising events. She narrated in a contradictory manner her responsibilities within the organisation, emphasising the roles of other people in the work community.

> I work, as I tend to say, in a 'left-over team'. It is a team where everyone not belonging to any other team belongs… such as secretaries and other people working alone… In my work, I think I have been able to do all that is required. I have, for instance, taken Christmas hams to some people's doors, or prepared memos and such… Some people tend to have the impression that my job description involves cleaning coffee spots from the floor or such small things they could do themselves, but because they have spent ten years at university getting a degree, they do not lower themselves to it. They just think I should do it.

> Often, negative emotions are much stronger than positive ones. For instance, once, when I felt good, someone started to yell at me in the kitchen because there was no Finnish honey. That kills my passion for work quite efficiently… I think that the work of an assistant is such that when people have a bad day, they channel it towards me… sometimes I realise that I am not the cause of the problem, but the one where it must be unravelled.

> Respect… For me it's enough that the person who asks me the favour, respects me. (Melissa O4-3-i1)

In Melissa's accounts, the same theme of 'self' versus 'others' in the office continued during the second interview some two years later.

> I am a person who tries not to answer in the same manner when I am shouted at, or when someone's voice is raised, so that I don't go to the same level… but even if I try to stay cool, it ruins my day… Once, the sweets were all eaten from our store. I thought that, in an event for experts, sweets were not the most important thing, but it seems they were. Then they tried to blame me for it… even though it is not part of my job description… People talked to me in a very disrespectful way, saying that next time I must be more aware that we have them. But later, the person apologised to me.

> The most important thing for me is sociability. I like it when people trust me to organise, for instance, some coffee happenings and they know that I will take care of it. (Melissa O4-3-i2)

Melissa made sense of her identity by extracting cues from concrete and specific situations involving colleagues, which were coloured with expressions of emotions. When expressing her identity as a 'left-over employee', she positioned herself as a victim (Cunliffe & Coupland, 2012; Sims, 2005) of co-workers' neglective attitudes towards her in the work context. She narrated herself as an 'outsider' or 'bystander' in her own organisation. Her self-lowering identity claim was triggered by challenging situations during offensive micro-moments within the organisation (Stokes & Harris, 2012; Stokes et al., 2015). Moreover, being underestimated and shouted at are both forms of work-related bullying that affect, for instance, an individual's motivation at work (Bartlett & Bartlett, 2011).

Melissa's small stories revealed identity tension (Koerner, 2014) between the perceived 'left-over' identity, where she felt inferiority with regard of her real jobs, and true professional pride as her professional identity (Ashforth et al., 2008). At the same time as she discussed being underestimated by colleagues, she also experienced and expressed pride (Osch et al., 2018) in her positive achievements at work, thereby offering contradictory claims regarding her position and her identities at work. In her small stories, coffee spots, Finnish honey and sweets, among other things, were all symbols within social situations and moments (Lehtimäki & Kujala, 2017) that triggered conflicts in the office. The main theme of her small stories was herself versus other people (Koerner, 2014), which distanced herself from the 'villains' (Cunliffe & Coupland, 2012) who exhibited unwanted behaviour in the office and who were positioned as antagonists (Bamberg & Georgakopoulou, 2008; Riessman, 2005) in her experiences. She confirmed Weick et al.'s (2005) notion that short moments can have significant and lasting consequences.

Melissa's professional identity constructs (Ashforth et al., 2008) were filled with expressions of complexes concerning colleagues in superior positions and those with academic degrees, from whom she appeared to require respect and trust. The way she narrated the experiences and atmosphere in her work community lacked expressions of positive relationships with colleagues based on positive regard and a sense of respect, trust and appreciation, which are all associated with high levels of psychological safety (Carmeli & Speitzer, 2009; Zhang et al., 2010).

In a psychologically safe work environment, people exhibit positive intentions towards each other and feel that they are able to make mistakes without risking being rejected or blamed for them (Edmondson, 1999; Edmondson & Lei, 2014). Psychological safety involves removing fear associated with failing and replacing it with trust, respect and appreciation, which Melissa did not perceive to be the case at work. The role of the work community is salient because a supportive work context impacts psychological safety (Frazier et al., 2017), which is lacking in Melissa's case. Psychological safety focuses on beliefs concerning how a group or team concretely operates, rather than on what they think about each other (Newman et al., 2017), which highlights the significance of acts of kindness and appreciation.

Melissa represents her generation in that she desires recognition, public acknowledgment, constant positive feedback and gratification more than the members of previous generations are said to (Pînzaru et al., 2016). However, requiring recognition and constant positive feedback can be a sign of a young age and not of a particular generation. As people grow older, the importance of recognition by other people may diminish as self-confidence at work grows. Pînzaru et al. (2016) also argue that Millennials do not always feel respected by their older colleagues, which upsets them because they have a stronger preference for sociability and higher interpersonal sensitivity than members of previous generations.

Highlighting the importance of relating to colleagues serves to extend the passion for work literature. For instance, Zigarmi et al. (2009) state that connectedness with regard to colleagues, working in an environment where employees trust their colleagues and having colleagues who make an effort to form interpersonal connections enhance employee work passion. The passion research shows the significance of organisational support and respect as enablers of passion for work (e.g. Fernet et al., 2014; Perttula, 2004; Perttula & Cardon, 2009; Vallerand et al., 2003; Zigarmi et al., 2009). However, prior studies lack clear findings concerning how psychological safety affects individuals' passion for work.

When viewing this antecedent through a relational lens, it appears that all knowledge of the self and others involves co-dependent constructions that exist and are only known in relation to each other (e.g. Uhl-Bien, 2006). Therefore, individuals are not

really separate entities without mutual dependency. This assumption lies in the background while investigating Millennials' orientations towards passion for work. For instance, the examples of Anna and Melissa show how the self is constructed largely from experiences of how we react to the behaviours of others and how others react to us (Van Knippenberg et al., 2004). Thus, individuals are relational, rather than possessed and stable.

8.2. Multiple identities within Antecedent 3

Table 15 presents the two controversial identities revealed from the third antecedent of passion for work, the related and the outsider, which indicate the relational and social aspects among the participants' passion for work accounts. The third antecedent, having good relationships with co-workers and the wider work community, shows the significance of colleagues at work. The participants articulated significant events and actions in the work community, which also entailed their identity constructions concerning others within organisations. The participants articulated either belonging to the working community or being an outsider, with both identities revealing an orientation towards passion for work that reflects the idea that individuals are relational beings: they want to belong to others and be involved in interactions.

In terms of the third antecedent, the common identity constructs consisted of social identities based on the participants' membership of a salient group (Alvesson et al., 2008; Burke & Stets, 2009) as well as on relational identities tied to role-based interpersonal relationships (Sluss & Ashforth, 2007), which highlighted the importance of the interactions between the protagonist and the other. Here, the other was articulated as either the antagonist or the villain (Cunliffe & Coupland, 2012), who acted in a negative manner against the participant or as an accomplice, providing support, attention or positive moments of belonging. The acts of colleagues as antagonists resulted in a feeling of being underestimated and not belonging to the work community. One participant articulated this via a metaphor of belonging to the

'left-over team', where all of the employees who do not belong to any professional team are put.

Table 15 Identities within the small stories concerning relating to co-workers and the wider work community

Identities	Definitions	Examples from the accounts
The related	Individuals position themselves vis-à-vis others as related and connected. They enjoy and require colleagues' support and attention. They express desires or expectations for themselves as good colleagues to others and, at the same time, express demands or wishes associated with positive feedback and respect from others. Attributes: Belonging, togetherness, joy, work community.	'[The atmosphere here is] really warm. I think people here are really great. Otherwise, I wouldn't have come back here, would I? (Anna O1-3-i1) 'For instance, when I was elected as an employee of the year, and not just because I am nice, but because of how much I have given to this company… I got by far the most votes. This kind of recognition makes a difference'. (Anna O1-3-i1) 'Having fun with John in [place X]'… 'Must say we are two ugly lads'. (John O4-3-WAphoto)
The outsider	Individuals articulate self-lowering and colleagues' underestimation, which manifest as a lack of recognition. It is also articulated as positioning oneself as an outsider vis-à-vis colleagues and the work community. Attributes: Loner, perception of redundancy, 'left-over' team.	'I work, as I tend to say, in a 'left-over team'. It is a team where everyone not belonging to any other team belongs… such as secretaries and other people working alone (Melissa O4-3-i1). Respect… For me, it's enough that the person who asks me the favour, respects me.' (Melissa O4-3-i1).

The related participants made sense of their identities by articulating belonging to the work community and feeling connected to colleagues. Relatedness is one of the basic human needs, which leads to individuals' well-being (Ryan & Deci, 2000). Feeling part of the work community is essential, and the recognition of colleagues strengthens individuals' sense of 'self' as well as their professional identity. The orientation towards passion for work stems from belonging to the work community.

By contrast, the 'outsider' participants perceived being left out in the work community. For example, the conceptualisation of a 'left-over team' is a metaphoric expression of an employee who does not feel reciprocity or recognition at work. Millennials may not

always feel respected by their older colleagues, which upsets them because they have a stronger preference for sociability and higher interpersonal sensitivity than previous generations (Pînzaru et al., 2016). The 'left-over' employee mainly works alone, feeling like a bystander regardless of the hard work they are doing. Occasionally, the 'outsider' identity construct revealed identity tension (Koerner, 2014) between the perceived 'left-over' identity, where the individual felt professional inferiority, and true professional pride as a professional identity (Ashforth et al., 2008).

9. HAVING SUPPORTIVE SUPERVISOR AND LEADERSHIP RELATIONS

The previous chapter emphasised the significance of colleagues and the wider work community for the participants, highlighting the importance of relatedness and connectedness as well as of social and relational identities (Alvesson et al., 2008; Burke & Stets, 2009; Ryan & Deci, 2000; Sluss & Ashforth, 2007; Ybema et al., 2009; Zigarmi, 2011) embedded in the third theme of passion for work antecedents. The fourth theme is also concerned with relationships at work, although it maps together experiences of support from supervisors and leaders as well as various forms of relationships with them. In doing so, it reveals how the support manifests as articulations of perceiving trust and respect, as well as of receiving feedback, leading to positive outcomes and emotions. Moreover, it also demonstrates the participants' aversion to micromanagement. The theme maps the experiences of the participants illustrating the significance of 'visibility', that is, what it means for them to be seen and heard as themselves by supervisors and leaders. At the same time, it encapsulates the importance of small, passing and yet significant 'tipping points for change' that negatively affect young employees' passion for work, leading to significant turning points in their working life. Taken together, the findings related to theme four reveal an orientation towards passion for work whereby relationships with supervisors and leaders provide grounds for maintaining passion at work or losing it.

I will start by illustrating what support and acknowledgement on the part of their superiors mean for the participants, before continuing on to elucidate the significance of little acts of caring. Then, I will explain what 'tipping points for change' entail and

how they influenced the participants' passion for work. I will end this section with a discussion of the identities revealed within the fourth antecedent.

9.1. Being supported and acknowledged by supervisors

Leaders typically exert the clearest organisational influence on their employees, although all too often they fail to analyse what drives the passion of those employees (Hardgrove & Howard, 2015). The significance of leaders' and supervisors' support, as well as the salience of their trust, for employees often appeared in the participants' passion for work stories. Even if young employees require freedom and autonomy to enhance and enable their passion for work, as discussed in Chapter 6, they also rely on their supervisors' presence, attention and reassertion in everyday work situations.

Leonore is a young employee with a bachelor's degree in business and a versatile body of work experience, ranging from being a special needs assistant to a customer service operative and an export assistant, before she started working in the manufacturing industrial company. She had worked in the company for three years when I first interviewed her. She belonged to the customer service team and her main job involved handling the everyday orders placed by clients. She made sense of the enablers of her passion for work by pointing out her supervisor's reassertions.

> [Once] I got a feeling of succeeding when I managed to proceed with a client's problem, which was caused by our own internal systems. It was a case where I almost cried out that 'This is not working, it needs to be fixed'. When I went to tell my supervisor about it, she also said that this needs to be fixed, that this is now a priority. (Leonore O3-2-i1)
>
> Well, if I have some of my own ideas for something, she supports those ideas and then, of course... if my ideas do not fit with the situation, then she justifies them and discusses them. Maybe the support and trust are the most important [when experiencing passion for work]?
>
> **How does such trust appear?**
>
> In assigning responsibilities... that I am given responsibilities and they take me along... for instance, in future projects, in those new projects that we have internally alongside our main jobs, some development teams and such, that they take me along. Sometimes, I have hoped to get to develop our [company's] own things and so it has happened. Then I have got new tasks and

> I have felt that my supervisor trusts me, that the things work and that I my own ideas were [heard]. (Leonore O3-2-i2)

In Section 7.1, I elucidated how the participants' small stories concerning passion for work often included articulations of moments of success. Leonore provided an example of such a situation, framing it as a moment of acknowledgement by her supervisor and her own expectations regarding success at work. Leonore's supervisor is her backer, attending to her need to be recognised as someone who can be included in the social context of the company's advancement. By relating this fact, Leonore positioned herself as a subordinate who needs her supervisor's reassurance while occasionally lacking self-confidence at work.

Diana, who works in the creative industry and who was introduced in Section 6.1, articulated the significance of her supervisor's support by pointing out the decisive role played by the supervisor as a protector, helper and compassionate 'other' at work.

> [I have been satisfied with my supervisor] … in general in the situations where he supports us employees, takes our side. If I say something to him, he takes the issue forward. I think that it is important, and it also shows that he trusts us. With Charles, it has been easy because we both know how the other one works, and if I need help, I get it from him. Then, if he sees from my face that everything is not okay, he comes to ask how things are going. (Diana O1-2-i1)

By expressing a connection to her closest supervisor, Diana illustrated a relational identity whereby the supervisor's and the subordinate's role-based and dyadic relationship unfolded (Sluss & Ashforth, 2007). Her example also conveyed their mutual close professional relationship as well as the supervisor's keen attention. The examples of Leonore and Diana show how both Millennials require support from their supervisors as well as how they want to be seen and heard as individuals (Kultalahti, 2015; Kultalahti & Viitala, 2014: Rentz, 2015), which extends the prior research on Millennials. Of course, I am not suggesting that this need only exists on the part of Millennials; rather, it is evident among the youngest generations at work who are still

constructing their professional identity and so require close contacts with more experienced experts and professionals.

The participants brought out the significance of support within organisations, emphasising the role of their direct supervisor in providing it in conventional situations at work. The passion literature acknowledges that perceived organisational support is related to passion for work (Perttula, 2004; Perttula & Cardon, 2011), albeit without pointing out the relevant actor ('who' in the organisation is doing so). Therefore, this thesis problematises the assumption regarding perceived organisational support (Perttula, 2004; Perttula & Cardon 2011) as an antecedent of passion for work and extends it with the specific human touch and the role of both supervisors and leaders in organisational support. Millennials, such as Leonore and Diana, expect the communication provided by their supervisors to be affirming and supportive (e.g. Martin, 2005; Myers & Sadaghiani, 2010), providing them with a safe space in which they can feel passion for work.

Alexander, a young man working at a specialist level on quality issues within the industrial company (previously discussed in Sections 6.2 and 7.2 as someone who wants to help others) explained to me, with pride in his voice, a situation that he referred to at various points during the first interview. The following quotation also relates to the content of Section 7.1, where I discussed professional pride. However, I present it here because Alexander's main aim in this small story was to emphasise the significance of being acknowledged by a high-level company director.

> The other day there was such a situation … when one of the directors from the main office abroad called me directly by phone. People consider him to be a very distant person who is, of course, a top expert in his area. Everybody knows that he is a competent and good person, although his approach to things and his communication are considered difficult. Normally he only makes rude statements via e-mails. So, he called straight to me and he was really keen on cooperating … so much even that I had to think for a while whether he was the same person.
>
> … So, like this, he kindly made contact with me. It showed that a trusting relationship has been developed between us because he contacted me directly.
>
> … I can show that I can handle this task as well, even a bit better than before. Now I am given this new task, purely because they trust me, and they believe

that I can do it completely. That kind of [situation] gives me the fire, I feel it's great that I can now show what I am capable of. (Alexander O3-1-i1).

Professional pride at work, which affects engagement and positive feelings (Borst & Lako, 2017; Doh et al., 2011) as well as a sense of competence, thereby predicting psychological well-being (Ryan & Deci, 2000), unfolds in Alexander's account, as linked to acknowledgement by one's superiors. His account shows how being recognised ignites one's experience of passion for work. Within the passion research, investigations of the significance of the role of top management, including CEOs, remain scarce. The exceptions to this are studies concerning the impact of CEOs' own passion towards their employees (e.g. Baum & Locke, 2004; Cardon et al., 2009), which suggests a leader-centric perspective to dominate the leadership and passion research. As a young employee at an early stage of his career who is concerned about his future in the company (Sturges & Guest, 2004), Alexander made sense of his passion for work by pointing out a significant leadership moment (Ladkin, 2010).

In his small story, Alexander acted as a trustee, helping the top director, who was no longer positioned as a villain (Cunliffe & Coupland, 2012); rather, he was someone who was more approachable, indicating his trust and willingness to take risks when assigning Alexander a task (Schoorman et al., 2007). This provided Alexander with a perception of being trustworthy, that is, of being trusted with regard to his ability to conduct the task (Mayer et al., 1995). Of course, the top director might have had various motives for contacting him, such as being in a hurry and finding that nobody else was available. Equally, the top director may not have chosen him in particular, as a colleague or assistant could have suggested Alexander for the task. However, Alexander's small story of having a feeling of being trusted is what counts, indicating a moment that boosted his passion for work. Moreover, he made sense of the situation in a plausible rather than an accurate manner (Weick, 1995; Weick et al., 2005), driven by a need for plausibility and narrative rationality in relation to the top director (Cunliffe & Coupland, 2012).

Millennials need their leaders to see them as individuals (Kultalahti, 2015), and the top director's phone call and subsequent work request provided Alexander with such a

feeling. Consequently, the moment during the phone call, followed by his perceptions of being trusted professionally in relation to the given task and context, reinforced his professional identity (Ashforth, 2001, 2008; Ramajanan, 2014) as an aspect of his passion for work. In addition, the task assigned to him was associated with a role that is meaningful to his self-identity and embedded in his passion for work (Bergqvist & Eriksson, 2015; Cardon et al., 2009).

Alexander provided another example in which he mentioned perceived trust as a significant factor with regard to his passion for work. In the following quotation, he emphasised the importance of mutual trust between leaders and employees at the factory level, in addition to highlighting the salience of their work commitment. He also revealed the significance of employees trusting their leaders and managers, as well as of forming an interpersonal connection with them, as an aspect of employee work passion (Zigarmi et al., 2009).

> … There is general job satisfaction in the factory. You can see it in people's passion for their work and in the way the guys are really ready to fight for the factory. There is also flexibility from their side pretty naturally, without having to start longer discussions… The guys fully trust the leaders of the factory. It is very visible, in my opinion, in the everyday work. So, there is no unnecessary talking behind people's backs or such… one can easily go through problems and solve them… (Alexander O3-1-i1).

In this quotation, Alexander addresses social factors that influence employees' passion for work, the factory employees' commitment, which binds them to the organisation (Ashkanasy & Dorris, 2017), and employees' job satisfaction, which possesses an inherent attitude element (Brief & Weiss, 2002), leading to the efficiency and effectiveness of business organisations (Aziri, 2011). I extend the ongoing argument among passion scholars by stating that both commitment (Pollack et al., 2020) and job satisfaction (Pollack et al., 2020; Vallerand et al., 2003) represent outcomes of (harmonious) passion for work, which in Alexander's account manifested in the social context of an industrial company. Engaged and passionate employees are said to be willing to go the extra mile for the company (Hlupic, 2014) due to their interpersonal

trust (Korsgaard et al., 2015; Mayer et al., 1995) in the organisation, which leads to both commitment and job satisfaction.

In the passion literature, there remains room to consider interpersonal trust as an aspect of individuals' passion for work experiences. Zigarmi et al. (2009) argue that employee work passion is enhanced when they perceive an environment in which they trust their leader and the leader makes an effort to form an interpersonal connection with them. However, Zigarmi et al.'s (2009) argument emphasises one-sided trust, that is, employees trusting leaders. Thus, it lacks an understanding of employees' perceptions of being trusted by their leaders and managers, or of being trustworthy (Mayer et al., 1995), as revealed by the data. Hence, managers' judgments of employees' trustworthiness influence their future behaviour (Salamon & Robinson, 2008) and, equally, their positive emotions at work.

Moreover, as in the examples given in Section 8.1, Alexander's account revealed the need for and characteristics of a psychologically safe organisation, where trust is a critical input for achieving a positive interpersonal climate. Organisations in which employees feel safe to engage in constructive confrontations and where positive leader relations and supportive leadership behaviours exert a strong influence in creating a psychologically safe work environment (Edmondson et al., 2004; Edmondson & Lei, 2014; Frazier et al., 2017; Newman et al., 2017) are required by young employees.

The salience of feedback was expressed by participants from all four organisations that took part in this study as well as among all of the professional positions. Thus, it is not only trust and support on the part of leaders and supervisors that are significant for the Millennials, but also their respect and feedback (Kultalahti, 2015), as Diana explained. I introduced Diana as a young salesperson with a passionate way of working (Sections 6.1 and 7.1). She linked her occasionally negative emotions and lack of passion to perceived disrespect from the decisive management (CEO and directors) regarding the company's compensation model.

> I am fighting with management about the impossible sales goals we have... I earned more last year. This year I have sold more and received less salary. It's

not fair. Next year, again, we have a terrible budget, it's impossible to reach, meaning that I will receive even less. So, I have told them that I'm not doing it…

…. I can say that I feel extremely annoyed that I must fight about things that, in my opinion, are unnecessary. I think that as we are a sales organisation, when we are selling more and more, we should be respected so that when you bring in more [deals], you get more [compensation], which would be good for all. I think it is stupid here. I get the feeling that they try to bullshit us. I don't know how stupid they think we are… (Diana O1-2-i2)

As the protagonist in her small story, Diana demonstrated active resistance vis-à-vis the behaviour of 'the management', which she positioned as the antagonist (Ibarra & Barbulescu, 2010; Koerner, 2014) in moments in which she required recognition and respect that she did not perceive. Consequently, she made sense of her professional identity as a salesperson in the context of the company (Ashforth et al., 2008; Ramajanan, 2014) by linking her occasionally diminishing passion due to the company's reward policy to her frustration with it, which she has clearly expressed to managers. It is argued that, when compared with previous generations, Millennials are more assertive and outspoken as well as more likely to pursue tasks that they like rather than doing tasks that they feel compelled to do (Deal et al., 2010).

Diana's quotation encapsulates what the passion literature states: when people feel that they are not appreciated or respected, even if they enjoy their work, their passion for the job diminishes due to the lack of respect (Hardgrove & Howard, 2015). By contrast, when they are appreciated by their leader for their accomplishments, it positively influences employee work passion (Zigarmi et al., 2009). Continued negatively perceived feedback concerning the pursuit of challenging goals, as manifested in a lack of recognition, can result in an individual disengaging from the initial goals (Cardon et al., 2009). Diana did not feel well received within the company, which would have ignited her passion towards what she was doing (Hardgrove & Howard, 2015). I echo Zigarmi et al.'s (2009) claim that when employees perceive an environment in which they are praised, recognised and appreciated by their leader for their accomplishments, and in which they receive monetary compensation for those accomplishments, it has a positive influence on employee work passion.

It is said that early-career professionals need more feedback than later-career workers (Zaharee et al., 2018). Due to the early stage of their career, and because of their young age, members of the youngest generations at working life are more vulnerable to negative feedback or not receiving any feedback at all. They are still at the stage of developing their professional identity, which requires influential people and experiences, for example, interactions with supervisors (Hirschy et al., 2015). Among the early-career employees requiring feedback was Anna, who at the time of the first interview had less than a year of work experience following graduation. I introduced Anna in Sections 6.1 and 6.2 and discussed her more in Section 8.1, where she addressed the significance of professional relationships as well as the meaning of colleagues and their feedback as an aspect of her passion for work. In the following account, she articulates the perceived trust on the part of the CEO, as in the earlier case of Alexander mentioned in this section, and its effect to her sense of competence (Ryan & Deci, 2000) and self-esteem as enablers of her passion for work (Perttula, 2004).

> I consider it really great when I receive some big tasks that our CEO delegates to me. I think he trusts me and believes that I am capable of doing it and the task gets done. And, of course, it is great if afterwards I get good feedback… but of course, the feedback must genuinely come from the heart… But I feel the feedback I have got, for instance, from our CEO and my supervisor, has been genuine and I have got a good feeling about it. (Anna O1-3-i1)

I join Kultalahti (2015) in arguing that Millennials require genuine feedback. However, I do not suggest that this would not be the case for all generations—wanting the feedback to be authentic, not fake. Consequently, Anna wants to be recognised, which reflects the emerging nature of her professionalism and self-confidence.

For Anna, being acknowledged by colleagues with an award, as discussed in Section 8.1, or by the CEO and supervisor providing feedback, as in this section, is essential. This gives me the impression that she is a sensitive people-person who positions good relationships at work as a primary factor in relation to her passion for work, which unfolds a social identity, as referring to an individual's perceptions of her- or himself as

a member of a group (Alvesson et al., 2008; Ashforth & Mael, 1989; Burke & Stets, 2009).

John, who I discussed in Sections 6.2 and 8.1, works in commercial activities in the industrial factory. He has no formal education (either professional or academic) related to his present role. According to him, he has 'learned by doing' everything he knows. I met him in the kitchen of the office, where he first offered me a coffee. We started the interview with a long conversation about his professional story prior to joining the present company. John's background lies in various types of employments, ranging from driving a truck to storage activities (among others) and, finally, to the industrial company, where he had worked for two years at the time of the first interview, starting in logistics and moving on to commercial activities. He values his freedom, which sometimes leads to the autonomy paradox, as manifested in the photo shown in Figure 4 (Section 6.2), which he sent at night while working despite feeling sick. When we discussed his views of what dampens his passion for work within the company, he addressed the significance of good supervisor and leadership relations.

> At least bad leadership is a thing that hampers it straight away, and within bad leadership you can include a whole lot of things.
>
> **Could you describe a good leader in three words?**
>
> 'Leads from front'. Those are the three words.
>
> **Yes. Could you tell me about your own supervisor? Describe him?**
>
> Quick in decisions, very prompt, easy to access, in practice easy to talk to about everything, cooperation functions well on both sides. What else could I say? Overall, a fucking good lad, and a good supervisor. (John O4-3-i1)

When we met for the second time some two years later, John was still dealing with commercial activities. The interview took place towards the end of the year. He appeared tired, which is a fairly normal state in northern Finland, where the sun sets in November and does not rise again until February. John's job had remained the same, although he had more tasks to do due to his evolving expertise. During the second interview, we returned to the issue of leadership.

… he is not interfering in my daily job at all, in a way that sometimes there is a need to talk and sometimes there is not.

… [I want the leader to be] someone caring, because there are also such leaders who are totally indifferent. In that way… that he cares about the subordinates… Yeah, that he notices the people and subordinates, kind of… Because the leader must look after people, that they do their jobs and so on, that he minds, kind of, and also takes care [of the people]. If he sees that they have problems or so, and look very tired or whatever, then to interfere and talk.

So how do you want to be led?

Normally, I would echo Ehrnrooth [a much-awarded Finnish general who served in the Winter War of 1939–1940 and the Continuation War of 1941–1944 against the Soviet Union] and say that 'Leaders must lead the troops from the front'. But now, as you ask this question directly of me, then nobody needs to come to watch from behind my back what I am doing. How should I say it? How should I be led? I don't know. He should give some direction of what to do and then give me peace to work, and then I can implement it independently… At least to give me the peace.

…. It is nice to be here… The general management's attitude in this factory is good… it is easy to communicate... the employees are appreciated, and it shows as a good thing… Sometimes, when I feel irritated, I think back over what kinds of a places I have been before and what kinds of moments I have had, which makes me smile, because now all is well. Even if it doesn't always go as it does in the movies, but generally it is better than the average. (John O4-3-i2)

John's passion for work is enabled by good leadership, although he expressed ambivalent or even opposing views concerning the kind of leadership he prefers. He admires straightforwardness and the ability to give directions, while also wishing to maintain his autonomy. This contradiction unfolds, on the one hand, in his desire for independence, and on the other hand, in his need for an attentive and caring supervisor. John expressed what is said to be a significant competence among managers: to be empowering and, therefore, to provide both direction and autonomy (Lewis et al., 2012). It is equally argued that supervisors 'leading from the front' and stepping in to help out when needed, thereby taking responsibility, has a positive impact on employees' well-being through reducing work-related stress (Donaldson-Feilder et al., 2008), which was what John needed for his passion for work to flourish.

In contrast to not providing any feedback at all or even ignoring employees, leaders and supervisors can give too much attention or even snoop, which was not regarded as

positive by the participants. Micromanagement was regarded as the opposite of trust, which is required to have autonomy and freedom, as discussed in Section 5.2. In fact, micromanagement was viewed as the opposite of respect, as Ann-Marie argued:

> I can't stand it if someone is all the time breathing down my neck or watching my comings and goings even if I do my work well… I think it's the most important thing [not having someone breathing down the neck]. I hope our CEO understands it and doesn't hire an Excel-gazer as our new manager…
>
> … a manager who doesn't respect and only stalks. I hate stalkers, those who walk around the office and watch who is present. It manages to kill my feelings…
>
> … when you can do the work you like, and as long as you are allowed to do it in the best possible ways, and then if someone starts to pull with the string even more, then I will show that I'll open the door and won't open it again. (Ann-Marie O1-2-i1)

Ann-Marie, as a border-crosser with a boundaryless orientation towards work she is passionate about (see Sections 6.2 and 6.3) used metaphors, such as 'Excel-gazer' and 'pull with the string', to colour her argument that micromanagement limits her freedom at work. The use of 'Excel-gazer' was her own way of embellishing her description of an unwanted supervisor. To 'pull with a string' is a common saying in Finland when people want to emphasise a situation to be suffocating. Ann-Marie was not the only participant who used the expression 'breathing down the neck' when referring to micromanagement. Various participants used the same metaphor and addressed micromanagement as a 'passion killer' (e.g. the following quotation by Diana). Thus, Ann-Marie is, in this sense, a typical Millennial, resisting and disliking micromanagement (CMI, 2014; Kultalahti, 2015; Martin, 2005) and articulating such feelings in an assertive manner (Deal et al., 2010). Micromanagement was mentioned as a factor influencing passion for work among the participants from all four organisations, regardless of the industry. Diana made sense of her feelings towards micromanagement by extracting cues from a past employer.

> I have resigned from a previous job because of it [micromanagement]. It sure killed my passion for work. I did a good job there. Then the management

changed and I got a new supervisor who was, simply put, a real dick, all the time breathing down my neck. (Diana-O1-2-i1)

The micromanagers in Ann-Marie's and Diana's small stories were distinctly positioned as villains (Cunliffe & Coupland, 2012), while the narrators positioned themselves as protagonists (Ibarra & Barbulescu, 2010; Koerner, 2014) exhibiting turnover intentions or substantiating having previously resigned.

The participants' WhatsApp messages featured relatively few references to leaders and supervisors, with just a few exceptions. For example, Anna's message about spending a pleasant moment outside the office with her supervisor while discussing work and career development, which caused her to experience a positive and interactive leadership moment (Ladkin, 2010).

> Yesterday I had a development discussion with my supervisor. He took me to the city centre to a nice place to have lunch, which was a comfortable environment to go through things together. Sometimes it is nice to sit down peacefully and talk about everything without bigger challenges. At the same time, we went through my career development possibilities. (Anna O1-3-WA)

For Anna, belonging strongly to the work community and having good relationships with colleagues were sources of passion for work (see Sections 8.1 and 8.2). The work community also included her supervisor, with whom she wanted to communicate openly and receive support.

It must be noted that among the visual material gathered in this study, there was nothing featuring leaders or supervisors. Of course, it is understandable that young people prefer to take photos of themselves, colleagues or artefacts symbolising significant emotions or actions associated with a particular moment. Selfies are common, especially among young people. They express the mediated self, 'I am here' (Villi, 2015), at work or home, alone or with friends. The lack of visual material concerning the fourth antecedent of passion for work, having supportive supervisor and leadership relations, is understandable because it is easier to capture a moment featuring oneself than one featuring a leader or supervisor.

Positive support from supervisors and leaders, as discussed in this section, impacts psychological safety (Frazier et al., 2017; Newman et al., 2017), which is recognised as essential for young employees to experience passion for work. Often, such support is manifested in short yet significant dyadic moments between leaders or supervisors and employees, which I will explore next.

9.2. Little acts of caring

Receiving face-to-face feedback and being provided with concrete support by leaders and supervisors, as discussed in Section 9.1, are reflections of young employees' need to be visible at work. They are also reflections of minor yet significant inter-relational moments, which have an impact on individuals' emotions within organisations. Any actions in our lives, including leadership or supervisory activities and relationships, cannot occur without human actors interacting in the moment. An organisation's emotional culture is enacted in the fleeting moments of daily organisational life, which typically consist of small gestures rather than bold declarations of feelings (Barsade & O'Neill, 2016). The data revealed two categories of small moments. The first category concerns the wish to be visible, and it consists of the presence of leaders and supervisors, the wish to be seen and heard, as well as positive leadership communication. It also encapsulates examples of significant moments of feedback. The second category consists of toxic and unforgettable moments with supervisors and leaders that serve as tipping points for change, which I will discuss in the next section.

Alexander, for whom the top director's attention provided professional self-confidence, as explained in Section 9.1, returned to the same theme during his second interview by emphasising the compassion and acknowledgment of his direct supervisor. Equally, Michael, who was introduced in Section 7.1 in the context of professional pride, expressed a similar need.

> Today, when I was driving home, I called my supervisor, who was not at the office today, and he asked me how I was doing, not only about work… He is genuinely interested how we are doing… and what people have on their mind…

A simple thing, like when I do a task, he says 'Thank you', matters. (Alexander O2-2-i2)

… [I have been especially satisfied with my boss] … when in some situations, things… have gone less well, you get nice feedback… And then, if it has been a bit difficult at home or such, and you need some extra free time and so, then, when you have agreed on the issue, you have a feeling that 'Oh damn, he is nice, he actually might be interested in how things go at home', then I'm getting that feeling. (Michael O3-2-i1)

Alexander and Michael enacted a shared perception of the significance of their supervisors' presence and care, conveying a sense of mutuality between them in everyday work situations. To perceive being visible, a simple and mundane expression of supervisors' personal interest or gratitude is sometimes sufficient, shaping the relational landscape in which moments of attention and acknowledgement unfold, thereby enhancing passion for work. Compassion, an interpersonal process involving, for example, noticing and acting accordingly in a dyadic interaction (Dutton et al., 2014), was perceived by Michael as kindness and caring, for instance, when his personal domestic situation required attention. Thus, Michael's supervisor enacted empathy, a basic management competence in terms of preventing and reducing stress at work (Donaldson-Feilder et al., 2008), by taking an interest in Michael's personal life. Again, the participants positioned themselves as 'subordinates' for whom leaders' and supervisors' attention and support are essential.

Nearly all of the participants either directly or indirectly mentioned the significance of being visible to their supervisors. Iris mapped together all of the features of visibility when opening up about what comes to her mind concerning good supervisors or leaders as an aspect of passion for work:

… [I value a supervisor] who communicates openly about what is happening, and feedback is overall related to the communication, feedback in good and in bad. Also that he listens, concentrates on the moment, the time which is needed.

… I appreciate honesty… and then the open communication, and an interest, or a kind of empathy for the employees, and that kind of sincere interest in what the employees are doing and how they are. (Iris O1-3-i1)

Iris emphasised the importance of her supervisor's true presence and mindful concentration on her. What Iris encapsulates in the above quotations is the wish for attention during the leadership moment, implying an understanding of leadership, which is experienced through its human and symbiotic actors' interactions in a particular context, for a particular purpose, in the moment itself (Ladkin, 2010). Hence, a mindful leadership moment requires presence and awareness to conduct an interaction, giving full attention and staying attuned to what the employee communicates in the moment and being non-judgemental (e.g. Dunoon & Langer, 2011; Kabat-Zinn, 2015), which was required by the participants to enhance their passion for work.

Therefore, during short yet significant moments in which leaders and supervisors are present and direct their full attention and interaction towards a positive purpose (Ladkin, 2010), young employees become visible in an empowering manner, which enhances their passion for work. This finding extends the passion for work literature by emphasising the significance of organisational support (Perttula, 2004; Perttula & Cardon, 2011) through illuminating the importance of short leadership moments involving feedback, visibility and caring.

9.3. Tipping points for change leading to loss of passion for work

I consider the second category of significant moments with supervisors and leaders to be tipping points for change. The data revealed brief situations of inattentive or hostile communication on the part of supervisors or leaders to cause significant changes in the participants' passion for work. The macro level of organisational life, as well as its emotional, social and interactional culture, which is occasionally conflicting or even toxic, is built of individual moments and their influence on individuals. The tipping points are short, passing and unforgettable moments, emotionally injuring yet contextualised within different organisations. The tipping points presented in this thesis decreased the participants' passion for work. At times, such a moment led to a participant leaving the company and starting a new occupation.

In the following, I will show how the data revealed examples of tipping points, which the participants made sense of by articulating the lack of morally responsible relationships (Cunliffe & Eriksen, 2011) and mindful attention (Dunoon & Langer, 2011; Weick & Putnam, 2006). They also articulated events and interactions during the working day that diminished various aspects of their relationships (Stokes et al., 2019). Here, revealed from the data of this thesis, a tipping point is characterised as a one-to-one interaction with the boss that becomes a seminal point of choice of action in a Millennial's working life.

The example of Tim, who requires freedom and flexibility at work, as illustrated in Section 6.1, but also experiences the autonomy paradox (see Section 6.2), conveys a tipping point caused by communication during an interaction with his supervisor. Tim was 31 when I met him for the first time at his office. He had a long history with the industrial company, and he was dedicated to both his work and the company. Tim started to work in the production area of the industry when he was only 15 years old. Over the subsequent years, he had various jobs with the same employer. Like the other Millennials, he was eager to develop his skills and take on new challenges at work (Wong et al., 2008). The company also formed part of his personal life, as his father had worked there for decades. Tim 'belonged' to the company where he worked, seeing it as his place. During the first interview, Tim praised his job, his work community and his supervisor.

> The main reason I came here is that my dad still works here. He has been here for over 30 years. Since I was a little boy, I have been spending time in the factory. My youth was dedicated to ice hockey, studies were secondary. I guess that is the reason I never graduated.
>
> … We have a very good work community. Then [I have had] a nice change that I now have my own office and desk…
>
> ... We [have] an open atmosphere and nice drive. I like it myself…
>
> **You mentioned [earlier] that the leader of the factory is also your supervisor. Could you tell me about him?**
>
> He is very straight, clear. I like the way he says things straight, but correctly… I like that. Very professional. One can see that he has had a lot of followers before, that he is capable, kind of.

> … When we have meetings, he considers everyone, everybody's opinions… We always get feedback. Sometimes just as a cc in an e-mail and a comment like 'Great job, carry on' and such as 'Well done'. (Tim O4-3-i1)

Tim's quotations from the first interview reflect commitment and satisfaction with regard to his job, factors that are said to be outcomes of passion for work (Pollack et al., 2020). He also reported the feeling of being acknowledged by his supervisor. In his small story of a situation in which he had felt passion for work, which I will present next, he made sense of it by extracting cues from a concrete and mundane work situation in the factory.

> For instance, we had a project involving moulding maintenance, there at the rotation department. Those casting moulds, their maintenance, we started to develop it. At the beginning, there was a kind of traditional resistance to the situation that somebody comes to tell how things are done. But I was able to turn the heads of the old men and get them around the same table, I was able to explain that 'This is your job now, you start to develop it now'. When they realised that they had a true possibility to plan it, they got excited. And then you get excited yourself. It was cool to realise that. That is what first comes to my mind. (Tim O4-3-i1)

Within his small story of an everyday work situation, Tim expressed his professional identity by conveying details of his job within the context of the factory environment as well as his interpersonal skills in convincing his colleagues of what needed to be done (Ashforth et al., 2008; Ramajanan, 2014). This account entails professional pride and a feeling of success, the second antecedent of passion for work (as discussed in Chapter 7). Moreover, it entails elements of the third antecedent due to pointing out the colleagues. However, I present it in this context because I want to highlight the change in Tim's feelings and work situation that occurred after the first interview.

In fact, when I met Tim two years later, this time in a cafeteria, things had changed radically. Tim had resigned and, consequently, started a new job. He illustrated the tipping point, a memorable short and unpleasant moment with his supervisor, who

said the words that permanently changed Tim's passion for work in the company he was previously committed to.

> … [for financial reasons they fired] five people from another department and one person from our office… Now it's easy to tell this, as I have resigned myself. However, back then, it wasn't uplifting when my supervisor came to my doorstep and said, 'You know, at first we were supposed to fire not only one from this office but two persons, and you were going to be the other one'. (Tim O3-3-i2)

From Tim's way of being and talking, I could sense that he was both hurt and surprised by what he had experienced. The brief moment when the supervisor said the unforgettable words resulted in Tim losing his sense of professional value, which is seminal when it comes to feeling passion for work (as discussed in Chapter 7).

The organisational actions that triggered Tim's suffering were caused by downsizing within the company, with the threat of losing his job unsettling him to a significant degree (Dutton et al., 2014). From expressing a professional identity (Ashforth et al., 2008) as he did in the first interview, the tipping point caused a change and led to Tim positioning himself as a victim (Cunliffe & Coupland, 2011; Sims, 2005) during the second interview.

The tipping point occurred due to a lack of compassion and the supervisor's inattentive way of communicating (Dunoon & Langer, 2011). It is said that compassion communicates dignity and worth from one person to another, which helps people to feel valued at work (Dutton et al., 2012). Thus, the lack of compassion following the downsizing and in the moment the supervisor communicated Tim's potential job loss had long-lasting consequences for Tim's passion for work and, consequently, his career.

The same qualities he expressed two years earlier as assets on the part of his supervisor, that is, the ability to communicate in a straightforward and worthy manner, had assumed a different character in his mind. Tim's supervisor was not showing any compassion for him, which in the workplace context brings forth positive emotions, reduces anxiety and increases attachment and commitment to the

organisation (Grant et al., 2008; Lilius et al., 2008). It is argued that if young professionals lack pride in and satisfaction with the organisation, they tend to easily leave it (Doh et al., 2011). Without this particular moment when his supervisor came to his doorstep and hurt his feelings, Tim would likely still be a passionate and loyal employee of the same company he had worked for since his youth.

Another tipping point for change was articulated by a young woman, Samantha, who worked in the same company as Tim, albeit in a different department. Samantha had studied business administration and, after completing her internship at the industrial company, continued on there in a summer job. After the summer, she was offered a permanent role in the company. She was hard working and passionate about her job working in sales. During the first interview, she discussed her work with excitement in her voice, which was reflected in her body gestures, emphasising the importance of meeting the needs of her clients. However, when I met her for the second interview two years later, I noticed a change in her body language as well as her way of talking. She looked sad and the brightness of excitement had gone from her eyes. She had been diagnosed with severe exhaustion, including physical symptoms such as heart palpitations, dizziness and skin reactions, which ultimately led to several months of sick leave. After been diagnosed by doctors, she went to inform her supervisor about her condition, seeking support and empathy.

> **And then did you talk to your supervisor? How did she react?**
>
> I did. Well, she was kind of surprised because she said she hadn't noticed anything, only some 'irritability in me'…
>
> … I got support from the occupational physician, but [the supervisor] interfering in the issue here at work… or changing something here hmm… it's lacking. (Samantha O3-2-i2)

Shortly after telling me that, Samantha returned to the tipping point, relating the event as follows:

> Well, for example, after I went to the doctor and the exhaustion was diagnosed, I went to the office and I told her the situation. Then, surprisingly,

she said that 'You sure have been irritated and you have snapped here for quite a long time'. That shocked me. Couldn't she have asked me before if there was something wrong? She could have interfered before and asked… I sure got a feeling of big disappointment. If she had seen changes in me and she had not raised the question, then…

How would you have liked her to support you? How would you like your manager to act at work?

Of course, that she would listen and be present, in the ordinary work be present and sometimes ask how I am. (Samantha O3-2-i2)

Samantha made sense of the situation that caused her to lose her passion for work by extracting cues (Weick, 1995; Weick et al., 2005) from a negative leadership moment (Ladkin, 2010) during a stressful time at work. Her supervisor was seemingly not attuned and able to discern her non-verbal signals, noticing that Samantha was not herself but lacking the compassion capability to do anything about it (Dutton et al., 2014). It is known that managerial or supervisory practices can have unintended consequences for employees' well-being, either increasing or decreasing it (Grant et al., 2007; Nabawuka & Ekmekcioglu, 2021), while supervisors play a pivotal role in managing stress through showing empathy, noticing when team members are behaving out of character and managing employees' workload (Lewis et al., 2012; Lewis et al., 2010). Suffering due to prolonged stress and emotional exhaustion and requiring compassion, empathy and mindful attention from her supervisor (Dutton et al., 2014; Lewis et al., 2012; Lewis et al., 2010; Reb et al., 2014) caused Samantha to take sick leave, which ultimately made her less passionate about her work.

Repeating twice the situation of the disappointing dyadic interaction shows that, during the specific situation when Samantha needed support the most, she received a contradictory reaction, which was the tipping point for her. Remembering and experiencing what is known as 'remembered pain' from negative micro-moments make people wary of future interactions (Stokes & Harris, 2012, p. 598). Thus, Samantha's supervisor, who focused on negatively emphasising the critical organisational culture, dampened her employee's passion for work (Hardgrove & Howard, 2015). Similar to Tim, Samantha positioned herself as a victim of a villain

(Cunliffe & Coupland, 2012; Sims, 2005), namely the supervisor who lacked understanding.

Samantha also articulated the need to be listened to, indicating that she would have benefitted from an open dialogue, that is, a conversation without pre-judgments (Cunliffe & Eriksen, 2011). Hence, a supervisor who does not listen to employees obstructs those employees' passion for work. Active listening, which is recognised as a significant communication skill among supervisors and leaders (Lonka et al., 2019), is required by employees within organisations. Moreover, if a supervisor can manage the employees' workloads and resources by monitoring their workloads, it can prevent or reduce the employees' stress (Donaldson-Feilder et al., 2008).

Losing one's passion for work during a harmful tipping point is highly contextual. Tim and Samantha worked in the same company, albeit in different departments, reflecting the same organisational context at large, although the micro-contexts were different and influenced by different direct supervisors. The industrial company is famous of its good leadership approach and its investment in its employees, and it has been rewarded both nationally and internationally as a top place to work. The company is also famous for its CEO, who led the company from an economically poor situation into great success and who emphasises the participation of each employee. The CEO frequently points out that every employee deserves good leadership and, therefore, provides continuous leadership training for directors and supervisors. However, no matter how well-specified leadership strategies are, how much emphasis the company places on training leaders or how well the company is led from the top, if a supervisor chooses his or her words in an inattentive manner, a harmful fleeting moment can create a tipping point for change, diminishing an employee's passion for work.

In another organisational context, this time within the creative industry, a short and passing moment as a tipping point affecting passion for work can be seen in the following account by Anna. She has previously been discussed as a Millennial who values flexibility and freedom at work over salary (see Section 6.1) and who emphasises professional relationships and belongingness at work (see Section 8.1). She also brought out her satisfaction with the CEO's attention and positive feedback during the first interview (see Section 9.1). Thus, during that first interview, Anna was a

passionate young employee who worked hard and talked about her work in an enthusiastic and positive manner. Her body language and way of talking both revealed how much she liked her job. She also told me that she felt the field of work, the creative industry, fitted her well, which indicated her passion for work because the job reflected her identity (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Vallerand et al., 2003). Therefore, during the first interview, Anna was fully engaged (Bakker & Demerouti, 2008) with her present work. Yet, when I met her two years later, I sensed a change in her expressions, while her way of talking about her job, especially the company and CEO, had changed. Indeed, Anna had experienced a tipping point, as the following quotation indicates:

> Our CEO can be nice when he wants to be, but he can also be very nasty sometimes… [continues by explaining a task she completed based on the advice of the CEO, where an incident occurred due to the CEO's unclear instructions] … and then he blamed me for it!
>
> **Has your opinion on him changed during these two years [when we haven't seen each other]?**
>
> Well, yes, it has. I have seen new sides of him. In the beginning, he didn't show them. For sure, he can be nice sometimes. Let's say I have a love and hate relationship with him.
>
> **Did this previous episode with him affect you? [when the CEO blamed her]**
>
> It did. It was such a tipping point when I realised he could be so mean. (Anna O1-3-i2).

The unexpected behaviour and the unfair accusation made by the CEO caused Anna to lose her interest and passion regarding her work. Managerial support, which Anna did not receive in the related situation, is especially important to her as an early-career employee who is still in the process of creating her professional identity (Hirschy et al., 2015; Pratt & Foreman, 2000). The CEO's lack of 'relational integrity', encompassing the idea of being attuned to the situation and knowing how to respond and work during moments of differences (Cunliffe & Eriksen, 2011, p. 1438), brought forth the tipping point when Anna realised how the CEO's judgment of action and communication in everyday work situations was not as she had previously imagined.

Furthermore, Anna's perception of psychological safety was endangered because of the lack of leadership support (May et al., 2004) and leadership behavioural integrity (Palanski & Vogelgesang, 2011).

The next example comes from the same organisational context as in Anna's case. In the company, people generally expressed loving their work and finding it interesting. However, they experienced challenges involving the CEO, who did not always pay attention to his communication, as encapsulated in Ann-Marie's example of a tipping point concerning her passion for work.

About communication, can you give me an example?

One of our CEO's acquaintances wanted a service from us. I took care of it and I contacted him… Then I sent a message to Robert [the CEO] asking about [a significant detail] … I could not go on because Robert did not answer me in, like, three or four days or so. Then I met him in the corridor and asked him directly that 'Hi, have you seen my e-mail? Could you please answer me so that I can proceed with the case? I promised the client I would do it last week'. He totally exploded at me and shouted something like 'Don't you come and tell me when I should answer an e-mail from you!'

Then I was like, you know, 'I am truly sorry'. Then I had to go to his office and he attacked me, saying that he will answer when he has time, when he sees it is necessary... He was like, 'Don't you come and tell me about my use of time!' I was like, 'Okay, sorry, I definitely did not mean to offend, it's not in my good manners to say anything like that to anyone. I just asked if you could answer me so that I can proceed with the case I have to deal with.'

Yes, it was about the case itself.

Yes. I got punched, in a way. Later he answered, but then it was too late. The customer had agreed a deal with a competitor and so I lost a client because of him. Then Robert came and put his hand on my shoulder and looked at me like 'Is everything ok'? Sure. All good. Yeah, sure… Then he behaves like that… It changed everything.

I got a really bad feeling, especially because Robert knew how close he had been with me before. Especially when my dad died, he became kind of a second father to me… and still he behaves in such a low manner sometimes… After he died, we went on a work trip and I started to cry, he said that 'Don't cry'. Ok. Sorry. I don't cry. Fucking bastard!

… It changed [the relationship with the CEO] so that I do not feel like going to his office anymore. I thought before that I could tell him everything and have a good feeling, but now I do not dare to be myself anymore… Events like that

changes, you know... It was a moment I wanted to shout at him, that he is disrespectful, that it's irresponsible to act like that. (Ann-Marie O1-2-i2)

During the second interview, Ann-Marie was more critical when talking about her job and the company. The quotations show how Ann-Marie pointed out the lack of relational integrity (Cunliffe & Eriksen, 2011) in the related situations. Relationships between people that address their need to be respected and to establish trust (Cunliffe & Eriksen, 2011) were lacking in this situation, which led Ann-Marie to eschew future contact with the CEO. However, even if 'everything changed', Ann-Marie did not want to resign and change company, as she received support from her direct supervisor. She later mentioned that she has a remarkably good relationship with her closest supervisor and, therefore, has no turnover intentions. However, the communication with the CEO was the opposite of an open dialogue, which involves talking with others, not at others, as well as working out, dialogically, what is meaningful with others (Cunliffe & Eriksen, 2011).

During the second interview, Ann-Marie demonised the CEO. Demonising someone as a 'bastard' is a way of conveying to another party (in this case, me as the researcher) the view that someone really is a bastard as well as of maintaining that view for oneself (Sims, 2005). The use of 'bastard' was a result of Ann-Marie's disappointment in the changing nature of her relationship with the CEO. It is argued that if people are defined as bastards, such a definition offers clear characters that others can adopt in relation to them, for example, the character of a victim who suffers due to the bastard (Sims, 2005).

Ann-Marie mentioned that she can no longer be herself in the company, indicating that she has lost her sense of psychological safety (Frazier et al., 2017; Newton et al., 2017). In a psychologically safe environment, a person feels safe to voice ideas, provide honest feedback, take risks without fear of being rejected for being themselves (Edmondson, 1999, 2018; Edmondson et al., 2004; Edmondson et al., 2014). Like Anna, Ann-Marie had supportive relations with her direct supervisor, which rendered her close relationships safe for self-expressions (May et al., 2004). When

Millennials are seen as themselves (Kultalahti, 2015; Kultalahti & Viitala, 2014) and allowed to express themselves makes passion for work possible.

Similar to Tim and Melissa, Anna and Ann-Marie were highly committed and passionate about their work. Their organisational context was a modern office within the creative industry, where they both worked in sales. They expressed their passion for work by explaining that they liked it a lot, or even loved it, investing a lot of time (e.g. Vallerand et al., 2003) in succeeding in it. Consequently, they expressed identity constructions such as the job is 'fitting well to me' (Anna) or 'I couldn't think of any other job' (Ann-Marie), which reflects passion for work as the job was strongly part of their identity (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Vallerand et al., 2003). During the first interviews, they were both satisfied with their supervisors and CEOs. When I interviewed them again two years later, their opinions of their supervisors remained positive, although they were both disappointed and critical regarding their CEOs. In contrast to Tim's and Samantha's experiences of facing a tipping point with regard to their closest supervisors, for Anna and Ann-Marie it was their CEOs who had provoked a moment of change with their rude manner of communication. The CEOs had become 'perpetrators' (Pasupathi et al., 2017) who communicated and interacted in a disrespectful and malicious manner, thereby destroying the previously positive and open leadership relations.

The data elucidated relational views of leadership, emphasising the importance of good communication, relating, relatedness and relations (e.g. Ospina & Uhl-Bien, 2012; Uhl-Bien, 2006), in terms of passion for work, thereby adding to the scarce literature combining passion and leadership. According to relational views, everyday talk plays a significant role in producing leadership, which illustrates how leadership is performed in interactions and situations (Vine et al., 2008). The examples show that the participants' hurt feelings were still evident several months after the incidents. Thus, in the experiences of the participants, the everyday relationally responsive dialogical practices of leaders (Cunliffe & Eriksen, 2011) were lacking, leading to emotional injuries and dampening passion for work.

In the third private company involved in this study, Jade, a young woman working in an assistant-level job in the financial sector, had also experienced inattentive

communication from her supervisor. Jade's case differs from the previous examples because I could not sense any passion for work during the interviews. She seemingly did not feel enthusiastic about her job in the company, and her way of talking about it lacked excitement. Moreover, she could not give me any examples of experiences of passion for work. Therefore, she thought she had let me, as a researcher, down.

> Am I now a bad interviewee? (Jade O2-3-i2)
>
> … [I would like to do] something where I could truly help, for example, youngsters who have difficulties… to work with them, to help them get ahead in their lives… (Jade O2-3-i2)

Jade felt that the industry she worked in was not satisfactory for her and, therefore, not a good fit with her identity (Bergqvist & Eriksson, 2015; Cardon, Glauser, et al., 2017; Vallerand et al., 2003). She did not reveal any professional ambition or strong relations with her role or the company. She seemed 'passionless', working in a job that did not fit with her identity or future dreams. Accordingly, she dreamed of doing something more humane or social, of being able to help people. During the data collection period between the two rounds of interviews, when it was time to collect the WhatsApp messages, I could not contact Jade because she was studying her dream subject in the health sector. However, after finishing her studies, she returned to the same company due to a lack of new job opportunities. I wanted to know her reasons for going on study leave and found that, again, her supervisor's hurtful words had had an impact.

> **How do you remember your supervisor?**
>
> Well, maybe the worst supervisor ever, not a people person… I don't know if she has some personality issues or something… she favours some employees, who constantly please her and lie to her… no manners so to speak…
>
> … the biggest problem was the lack of meaningfulness of my job and the fact that my supervisor did not appreciate me… I have been in the team quite a long time… I have been a support person, I know a lot, and I cooperate really well with colleagues and people from other departments. These things are not noticed at all… It does not show in my salary or in access to a senior-level job.

> ... I have applied for a senior-level job, but I did not get it. I remember that my supervisor justified her choice [of another person] by saying that 'You are so unsocial!' I was, like, ahaa! Right! That's clear!
>
> ... So when I left [to go on study leave], I was frustrated and I had a lack of motivation... I wasn't sure I wanted to stay in this business anymore. (Jade O2-3-i2)

Thus, Jade's sense of the lack of respect and appreciation from her supervisor's side as well as the supervisor's inattentive words blaming Jade's social skills represented a tipping point that prompted her to pursue studies that suited her better. Her experiences with her supervisor indicated abusive supervision, consisting of, for instance, perceptions of hostile verbal or non-verbal behaviour, such as undermining and belittling, and, therefore, leading to a tendency to quit her job (Tepper, 2000; Tepper et al., 2007). The health sector is Jade's calling, providing her with a sense of meaningfulness with regard to work (Rosso, 2010). Thus, in Jade's case, it was not solely the supervisor's words that served as the tipping point suggesting a new educational path. It was also the lack of meaningfulness of the work, making her a 'bystander' in a company where many colleagues were enthusiastic and motivated to work in finance. However, the supervisor's hurtful words remained a moment that she will not forget.

To conclude, the literature shows that a lack of passion for work can lead to significant changes in individuals' working life as well as practical consequences, including affecting employees' well-being (Chen et al., 2015), engagement (Hardgrove & Howard, 2015; Ho & Astakhova, 2017), creativity (Liu et al., 2011; Vallerand et al., 2017) and career commitment (Chen et al., 2020). Evidence presented in this thesis shows how a lack of various factors, such as appropriate communication and relational integrity (Cunliffe & Eriksen, 2011), mindfulness in leadership situations (Dunoon & Langer, 2011; Guajardo, 2020; Langer & Moldoveanu, 2000), managers' empathy and attention to stressful workloads (Lewis et al., 2012; Lewis et al., 2008) or psychological safety within organisations (Edmondson, 1999, 2018; Edmondson et al, 2004; Edmondson et al., 2014; Frazier et al., 2017; Newton et al., 2017), negatively affect individuals' passion for work. Even if it is acknowledged that leaders are usually the

most visible organisational influence on employee work passion (Hardgrove & Howard, 2015), it is an area that has been under-researched in the passion for work literature.

Within prior passion studies, organisational support is related to an autonomy-supportive environment (Fernet et al., 2014; Mageau et al., 2009), which is also related to passion, as discussed in Section 5.2, although such studies do not provide any informative insights concerning the role of leadership. Organisational support (Perttula, 2004) does not occur in a vacuum, as it needs actors to perform it. In particular, there is lack of evidence regarding controversial actions, that is, how leadership may dampen employees' passion. As interactions change over time, passion fluctuates accordingly (Chen et al., 2020). Organisational support can be manifested in multiple positive ways in such situations as prolonged periods of stress, threats of layoffs or dyadic interactions with superiors. Evidence suggests that compassion within organisations may shape people's commitment to their workplaces (Lilius et al., 2008) and aid in their recovery from painful circumstances (Dutton et al., 2006), such as those the participants in this thesis had faced. Compassion, which is perceived as a positive regard from leaders, results in positive change and expands opportunities to sense vitality and drive (Carmeli & Russo, 2016).

Cameron (in Vallerand & Houlfort, 2019, p. 524) questions whether, in work settings, leaders and managers can create conditions that foster or enable harmonious passion as well as whether there are inhibitors that, when appropriately managed, could unleash passion throughout the workforce. Moreover, Egan et al. (2017) call for increased understanding of which leadership behaviours are impactful in terms of the creation of employees' work passion as well as how this process occurs. I address these questions, despite emphasising that there is no unique 'leadership behaviour' that could be said to impact passion for work. However, I argue that there are certain leadership approaches related to passion for work experiences, such as relational views of leadership emphasising relatedness, relationships and communication (e.g. Cunliffe & Eriksen, 2011; Fairhurst & Uhl-Bien, 2012; Ospina & Uhl-Bien, 2012; Uhl-Bien, 2006) or mindfulness (e.g. Dunoon & Langer, 2011; Guajardo, 2020; Langer & Moldoveanu, 2000; Reb et al., 2014), which emphasise interactions, empathy,

relationships, communication, compassion, open dialogue and the attentive use of language.

The data of this thesis informed only tipping points that occurred in relation with the participants' superiors. However, considering the significance of the colleagues, discussed in Chapter 8, I do not claim that it is only micro moments with superiors that may cause changes, but also the significance of other actor in organisations should be considered. However, my findings concerning when tipping points may occur within organisations, that is, when supervisors and leaders fail to display genuine listening, attention, attentive communication and encouragement, are new and extend previous findings regarding the relevance of organisational support to passion for work.

9.4. Multiple identities within Antecedent 4

In Table 16, I present the various identities revealed from the fourth antecedent of passion for work, having supportive supervisor and leadership relations. This antecedent emphasises the role of one unique person within the work community, namely the supervisor or the leader, whose behaviour and communication affect the employees' everyday work and emotions. The participants articulated the most significant events involving interactions with their superiors, either positive ones, which resulted from situations of support, acknowledgement and caring, or toxic and disappointing ones, which resulted in tipping points for them.

With regard to the fourth antecedent, all of the identity constructions were articulated in relation to superiors. They inform an orientation towards passion for work according to which the significance of belonging to the work community is articulated, emphasising the relationships with the significant other, that is, the supervisor or the CEO. Thus, the participants constructed their identities by pointing out the relational identity, which highlights the intersection of leader and subordinate (Sluss & Ashforth, 2007). The relational identity was concretised in three manifestations: subordinate, trustee and victim. A subordinate reported needing a supervisor's attention and care. A trustee was assigned a difficult task by a superior. The identity constructs also consisted of articulations of the protagonist and antagonist characters when the

participants discussed the tipping points for change. The acts of an antagonist often resulted in an attestation of being a victim at work. I also discussed the feeling of being a victim in Section 6.2, although there the victim was positioned in relation to a demanding organisational culture as the antagonist. Within the fourth antecedent, the antagonist is the supervisor or CEO. One more identity was revealed within the participants' small stories of passion for work, the passionless, which could occur within the other antecedents too. However, it is used as an example here because even a participant without passion for her work was affected by her supervisor's inattentive communication and belittling and inattentive behaviours. In Table 16, I illustrate these identities related to supervisors and leaders.

Table 16 Identities within the small stories concerning supportive supervisor and leadership relations

Identities	Definitions	Examples from the accounts
The trustee	Individuals position themselves as trustees or even heroes who have received a significant task from top management and so feel appreciated and respected. The individuals feel competent and trusted to accomplish the assigned task, which they regard as challenging. Attributes: Reciprocity, sense of trustworthiness, sense of capability	… yes! I can show that I can handle this task as well, even a bit better than before. Now I am given this task, purely because they trust me, and they believe that I can do it completely. That kind of [situation] gives me fire, I feel it's great that I can now show what I am capable of. (Alexander O3-1-i1)
The subordinate	Individuals position themselves as subordinates, with a high--performing mentality, but requiring support from their supervisors and leaders. Occasionally, they bring out the demands to be heard and seen as well as to require compassion. Attributes: Follower, executor, supported, sense of trustworthiness	Sometimes, I have hoped to get to develop our [the company's] own things and it has happened. Then I have got new tasks and I have felt that my supervisor trusts me, that the things work, and I got my own ideas [to be heard]. (Leonore O3-2-i2) With Charles, it has been easy because we both know how the other one works and if I need help, I get it from him. Then, if he sees from my face that everything is not okay, he comes to ask how things are going. (Diana O1-2-i1)
The victim	Individuals bring out experiences of negative and harmful encounters with supervisors and leaders (as villains) by positioning	… it wasn't very uplifting when my supervisor came to my doorstep and said, 'You know, at first we were supposed to fire not only one from this

	themselves as victims of their superiors' inattentive communication, leading to significant changes in their working lives. They relate hostile or toxic moments involving supervisors and leaders as tipping points for change. Attributes: Offended, hurt, change	office but two persons and you were going to be the other one'. (Tim O3-3-i2) … He totally exploded at me and shouted something like 'Don't you come and tell me when I should answer an e-mail from you!'… It changed everything. (Ann-Marie O1-2-i2)
The passionless	Individuals distance themselves from the work community due to a lack of passion. They have a sense of being outsiders due to the lack of relating to the companies' goals and strategies. Individuals have no passion for work in their jobs, although they may have passion or a calling in other fields of activity. Attributes: Non-passionate, un-enthusiastic	(Not demonstrating passion for work during the interview and not being able to provide examples of experiences of passion for work.) Am I now a bad interviewee? (Jade 3-3-i1)

Table 16 shows that the first two identity constructs are contradictory in terms of the ways in which the participants articulated their relationships with their superiors. In the small stories, the participants (or protagonists) positioned themselves either as heroes (Cunliffe & Coupland, 2012) and trustees who were chosen to independently execute a challenging task by top management or as subordinates who required support and reassurance from supervisors when conducting tasks. Occasionally, they lacked self-confidence at work. The role-based interpersonal relationships emerged through the subordinates' and supervisors' interactions (Sluss & Ashforth, 2007; Ybema et al., 2009). The subordinates conveyed their mutual close professional relationships with and attention from the supervisors, whereas the victims (Cunliffe & Coupland, 2012; Sims, 2005) related negative and harmful encounters with supervisors and leaders as villains (Cunliffe & Coupland, 2012). The trustees, subordinates and victims all articulated the need to belong to the work community through their manifestations of interactions with the supervisors, which were either positive or negative experiences.

The final identity construct was passionless, as not all of the participants were able to narrate situations and experiences concerning passion for work. The lack of passion could be caused by choosing the 'wrong' employer, one that is not aligned with the self, where the individual does not feel a sense of belonging. The passionless identity construct is not only related to supervisors and leaders. Yet, I discuss it within this antecedent because the passionless participant had also experienced a tipping point for change with her supervisor, which led to her studying in her field of true calling.

10. TYPOLOGY OF FOUR ORIENTATIONS TOWARDS PASSION FOR WORK

The passion for work accounts revealed multiple identities within all four thematic groups of passion for work antecedents. When asked to explain experiences of passion for work, the participants sorted through the associated and most significant events and actions, thereby simultaneously making sense of their identities. In this section, I will elucidate the typology of Millennials' orientation towards passion for work, which I contrast based on the participants' identity constructs and the attributes assigned to them (for more detail, see Table 12 in Section 5.6). The four types, as combinations of the given attributes of the identities (Kluge, 2000), which are discussed in Sections 6.3, 7.3, 8.2 and 9.4, are terms boundaryless, expert, belonger and bystander. They inform how differently the participants orientate towards their passion for work. In Table 17, I present the typology and the definitions of the four orientations towards passion for work.

Table 17 Four orientations towards passion for work

Orientations	Definitions
Boundaryless	The boundaryless orientation indicates passionate work in a self-regulating manner. The individual enacts his or her passion for work in an autonomous manner, needing freedom, flexibility and independence. The boundaryless possess an entrepreneurial mindset by working hard and dedicating themselves to work without

	boundaries between the working day and time off. The strongest enabler of passion for work in the boundaryless orientation is autonomously relating to one's work.
Expert	The expert orientation reflects an orientation according to which the individual executes actions with professionalism and pride. The expert exhibits a high-performing mentality and behaviour, seeking challenges and possibilities to succeed. Self-development and professional growth are highly valued. The most significant antecedent of passion for work in this orientation is having a sense of professional value.
Belonger	The belonger orientation indicates highly valuing the work community. The belonger has a tendency to act as an employee who provides services to colleagues. Belonging and relating to the work community form the basis for the belonger's passion for work. The orientation indicates a subordinate mentality, where the roles of both close colleagues and a supporting supervisor have primacy. The belonger wants to be trustworthy for colleagues as well as for supervisors and directors. For the belonger, the work community is an embodiment of a certain wholeness and togetherness. The main antecedents of the belonger orientation are the antecedents reflecting a relational nature, that is, having good relationships with colleagues and the wider work community as well as having supportive supervisor and leadership relations.
Bystander	The bystander orientation articulates the position of being an outsider in the work community. The bystander does not relate to the company's goals and strategies. The bystander may not have passion for work; instead, he or she may have a calling in another field of activity.

The four orientations indicate how differently young employees orientate towards passion for work. They also reveal the different antecedents of passion for work for the participants who enact the different orientations.

The first orientation is the boundaryless orientation, which reflects individuals' tendency to push their limits and cross boundaries when performing the tasks that they feel passionate about. The boundaryless conceptualisation has been used before, for example, in the contexts of career mobility, where individuals cross psychological and physical boundaries between careers (Sullivan & Arthur, 2006), in the context of knowledge workers' intensive ways of working (Pérez-Zapata et al., 2016) and in the context of international entrepreneurship (Korhonen, 2020). I introduce the boundaryless conceptualisation to the passion research as an orientation towards passion for work whereby the boundaries between work and home are pushed and individuals exhibit an entrepreneurial mindset, acting effectively in changing and

uncertain conditions (Haynie et al., 2010; Rodriguez et al., 2019) when performing the work they love.

The boundaryless young employees have no boundaries in time and space when it comes to their work. In fact, they choose to be available on a 24/7 basis. Moreover, as knowledge workers, they exhibit high demands for self-management and self-leadership (Pérez-Zapata et al., 2016; Stewart et al., 2011). Those who identify as border-crossers (Clark, 2000) are 'work warriors' (Mazmanian et al., 2013) who present their efforts and long workdays as both favourable and an embedded part of their passion for work. They have multiple roles and identities, including parent, spouse and professional, which they take with them when they cross the boundaries of work and home. However, these multiple roles and identities may not entail identity tensions, as the boundaryless orientation does cause stress (Koerner, 2014). The boundaryless orientation places an emphasis on remote work as well as on appreciation for freedom and flexibility at work.

Yet, the boundaryless orientation implies the danger of a decreasing work–life balance, as members of the youngest generation in the labour market are constantly and globally connected online via their mobile phones (Brack & Kelly, 2012; Hershatter & Epstein, 2010; Martin, 2015; Rothman, 2016). The endangered work–life balance may be caused by the autonomy paradox associated with intensified knowledge-based work (Mazmanian et al., 2013; Pérez-Zapata et al., 2016) due to the boundaries that are being pushed and blurring.

The prerequisites for passion for work within organisations for the boundaryless individuals are leaders' and supervisors' support for autonomy (Slemp et al., 2021) and the availability of technology, as it frees the boundaryless to work at the most convenient time and in the best place (Hershatter & Epstein, 2010). Occasionally, being able to work autonomously and without boundaries is perceived as more significant than external rewards, such as salary. The boundaryless orientation includes those young employees who display work heroism, positioning their efforts and long workdays as favourable and as an embedded part of their passion for work. The boundaryless orientation mainly requires and enacts the first antecedent of passion for work: relating autonomously to one's work. Moreover, the boundaryless individuals

anchor or orientate themselves to their careers in which they emphasize autonomy and independence (Rodrigues et al., 2013; Schein, 1990, 1996), that allow them to have their work life under their own control.

The second orientation is the expert orientation, which reflects a high sense of competence, an essential aspect of people's intrinsic motivation (Ryan & Deci, 2000). It echoes a role-based passion targeted towards the specific activities people love and consider meaningful to their self-identity (Cardon et al., 2009) as highly professional experts in their own field in the companies. This orientation also features elements of the views of employees' work passion introduced by Hargrove and Howard (2015), which highlight how employees' work passion stems from engagement in work related to employment, results in productive engagement in work-related activities and facilitates harmonious congruence with employees' life beyond the workplace. The expert orientation includes those young employees who construct their identities as competent professionals.

The expert orientation includes pride, as characterised by self-inflation (Osch et al., 2018) and reinforced by achievement (Tracy & Robins, 2007), which promotes professional pride in individuals' area of expertise. The source of passion for those young employees who enact the expert orientation consists of overcoming challenges, succeeding at work and engaging in self-development and professional growth. Occasionally, individuals with the expert orientation have a competitive mindset. The expert orientation requires the second antecedent of passion for work to flourish: having a sense of professional value.

In terms of the third orientation, the most significant antecedent of passion for work is related to others, either colleagues or superiors within the organisation. Therefore, the orientation is termed the belonger. It consists of those identity constructs related to close colleagues and the work community, in addition to the trustee, subordinate and victim positions in relation to supervisors and leaders. The people working within the same organisation, especially those with whom the young employees directly work, are what matters and keeps the belonger passionate. The belonger orientation involves a strong sense of relatedness as an aspect of intrinsic motivation (Ryan & Deci, 2000). It is not only good and friendly relationships with colleagues that form part of

the belonger orientation towards passion for work, but also the supervisor's attention and trust. The belonger orientation emphasises the significance of a psychologically safe environment, where trust, respect, risk-taking and supportive behaviour occur (Edmondson, 1999, 2018; Edmondson et al., 2004; Edmondson & Lei, 2014; Frazier et al., 2017; Newman et al., 2017).

The final orientation entails young employees acting as bystanders whose true passion lies outside their paid work and may be targeted towards a hobby or other meaningful activities outside their current employer. The identity constructs within this orientation involve being an outsider in the work community and being passionless. The bystander does not share the same passion for work as colleagues in the work community and may feel not appreciated by either colleagues or supervisors, which pushes the individual to feel like an outsider. Bystanders may like their job, but they are not passionate about it. The bystander orientation includes expressions of the self as a calling (Rosso et al., 2010), which may be targeted towards other fields of activities or domains. Occasionally, bystanders refer to themselves as passionless employees.

The four orientations, namely boundaryless, expert, belonger and bystander, provide a typology of young employees' orientations towards passion for work, consisting of insights into how they behave at work, what their main characteristics are and what they need to feel passionate at work. While there are four distinct orientations, they all consist of elements that are common to all of them. For instance, the meaningfulness of work is significant to them all, although a bystander may find such meaningfulness in activities outside of work. Moreover, the border-keeping (Clark, 2000) ways of working, that is, setting boundaries between home and work, may be part of the expert, belonger and bystander orientations. Only the boundaryless blur their boundaries. What is also common among the orientations is the fact all young employees suffer as a result of supervisors' and leaders' inattentive communication (Dunoon & Langer, 2011) and/or toxic behaviour. A lack of morally responsible relationships (Cunliffe & Eriksen, 2011) and mindful attention (Dunoon & Langer, 2011; Weick & Putnam, 2006) can become tipping points for individuals, thereby leading to change, for example in the form of turnover intention or sick leave. In every case, such deficiencies in the workplace diminish young employees' passion for work. However,

the belongers are likely to suffer the most here, as their relationships at work are the main source of their passion for work and they are especially sensitive to both positive and negative feedback and behaviour. Within the boundaryless and expert orientations, young employees are also affected by tipping points caused by supervisors and leaders, although after reflecting and solving the conflict, they keep on working. Yet, the relationship with the toxic person is still ruined. Even if the bystander does not feel passion for work, he or she is equally affected by tipping points.

10.1. Narratives of the four orientations

In this section, I will provide the results in a narrative form in order to add a human touch to the final outcomes of my thesis. As narratives represent a series of events related in a specific order (with a beginning, a middle and an end) that is based on a lived experience or an orientation (Riessman, 2008), I use a narrative configuration, organising and structuring the events, actions, experiences and emotions of the participants (Polkinghorne, 1995). People remember stories and therefore I want to present the different orientations in a form of narratives to offer the results for the reader in a memorable fashion. I use many voices to produce each of the following narratives. They are not the personal stories of a unique participant; rather, they are combinations of several participants' voices and experiences, thereby revealing the identity characteristics, experiences, events, emotions and actions of participants representing each orientation towards passion for work.

The narratives are categorised according to the typology as boundaryless, expert, belonger and bystander. They are written in a spoken language style and in a participant's voice (e.g. Prokki, 2013), that is, I have adopted the position of a young employee. The events are written about in an indeterminate order, although they reflect and follow the lived experiences of various participants. My purpose as a researcher is not to judge any narrative concerning a specific orientation to be better than the others. The four narratives offer an illustration of the different orientations and the realities associated with them.

A specific challenge for me was to choose whether to write in the third or first person.

I chose the latter, as I did not want to make claims related to gender within the narratives. Interestingly, writing in the first person would have been possible in my mother tongue, as in Finnish we do not separate genders in our language. However, as in English the gender is always identifiable, I used the first form 'I'.

10.1.1 Boundaryless – The sky's the limit

I love my job. I have been here for two years now, and I must say that I can't think of any other profession or job better for me than this one. In the morning, I take the kids to day care, or my spouse does, and then I usually come home for a couple of hours to do the tasks that take primacy that day. It would be crazy to drive to the office early in the morning because there is so much traffic in the centre of Helsinki, you know. Instead, by midday I drive to the office, and I make phone calls while driving. I know we shouldn't do so really, but it's a good time to catch up with clients.

What I most love here is my freedom. My boss has told me that he doesn't care where I work and when, as long as I reach my goals. Last week, I had a fever and so I stayed at home, but I still answered phone calls from my clients and I read my e-mails at night. It wasn't particularly uplifting to work while having a fever, but you know, my clients are everything to me. I want to help them succeed. I also answer the phone on weekends and late in the evenings, as I don't really care about official working hours.

The most important thing for me is that I accomplish what I have promised. Sometimes, especially in spring and summer, I like to sit in a cafeteria with my laptop and enjoy the sun and read my e-mails. I need a certain 'space' or the feeling that I have enough space to work and be creative. Then, I really feel passion for my work. Now and then we go to our summer cottage on weekends, but I always take my laptop with me. You never know who will need to contact you and when. I don't want to lose out on any opportunities, you know. That's how I am. It's my own choice to work in this way.

Quite often, I get a feeling of flow when I work. I don't realise how time passes when I am in that mood. I want to get the job done and only the sky is the limit when I have an interesting task. I want to do it and make it right, no matter what time it is.

Sometimes, my spouse mentions it, but we have a mutual understanding about it. We just need to arrange our schedules appropriately.

It's possible that I should discuss with my boss about introducing some regulations as to how much I should work, as this drive may exhaust me one day in the future, although up to now I have been okay with everything. What I have always liked here is the fact that my boss trusts me and gives me the freedom I need. Thank God he is not breathing down my neck. I couldn't stand that.

Well, that said, something happened two months ago that I can't forgive my boss for. He asked me to answer a client and promised to immediately send me some significant additional information concerning the offer. I waited for a couple of days and then I sent him a message asking for the additional information. He didn't answer me. Then, the following Monday, he told me that the client had contacted him and asked about the offer, so he asked me if I had done the job, if I have answered the client. Of course, I told him that I was still waiting for the additional information. I mean I could have done it at any hour of the day, but I needed the numbers. Then, you know what! He started to yell in my face that I should have been able to answer the client without any additional information. He blamed me for not having done the job, even though he knows that I always do my job and, because I love it, I do it well.

I was so astonished that I couldn't say anything to him. I just thought to myself that he was a fucking idiot, a moron who doesn't know how to behave at work. Can you imagine? He blamed me for his own mistake. That moment changed everything! Since then, I have disliked my boss and I can't trust him anymore. I have not thought to look for another job, not yet at least, because I have nice colleagues as well as the flexibility at work that I really need. What has changed is that fact that I don't chit-chat with my boss anymore. At times, I almost hate him because I can't forget what he did. Still, I do my job because I just love it and it fits me so well.

10.1.2 Expert – Let me show you how to do this

After finishing my master's degree, I worked in a company where I couldn't see any future for me. So, when I heard about this role, I immediately applied for it and I got it!

I think this role matches well with everything I have studied as well as with my previous work experience.

I am pretty proud of what I do here. I can show my boss and colleagues what I have learned, not only at university but also here through doing the work. I really want to succeed here. The other day, I was happy when my boss asked me to show my colleagues how I solved a problem that most of the team have been struggling with. In the evening, I was excited to go home and tell my spouse all about it. I was quite proud of my accomplishment, to be honest.

I like to work hard and always find new challenges, as I really like what I do. When it is necessary, I work for extra hours just to show that I can solve a problem. But usually, in the evenings, I want to forget all about it because we do have a life outside of work, don't we? I have my family, and I have my hobbies. They all give me joy and being a certain balance to my life.

What I like here is the fact that we have as many opportunities for training and development as we want. Well, not that we could study whatever we want, of course. It must match with the goals of the company. Anyhow, for me, it is significance that I can see how my career could advance here. I need to know the goals of the company and, in everyday situations, I need to know my personal goals as well. If I don't see where we are going and why, it troubles me. That's why I like my boss, as she can explain so well to me the strategies, visions, missions and stuff.

In this organisation, I was in the same role for nearly two years. Then a senior member of the company left, and her role was advertised internally. My boss encouraged me to apply, even though I had some doubts because I was quite young and so quite new to the department. I guess at least six people applied, but guess who got it? Yes, it was me. I was so excited, and I still am. I can see my future here if it is always so easy for me to get promoted. I am now the team manager, which suits me.

I love my profession and I like to be the person that people turn to for advice. I think my job is pretty interesting and that means a lot. Last week, a new colleague, who had just recently joined the firm, had problems with some financial issues concerning his new tasks. I said to him, 'Let me show you how to do this, let me show you how I have

solved the same problem'. Then we sat together for almost two hours and I showed him the best ways to handle such problems. This role fits me well, allowing me to be some kind of an adviser or mentor to others. I can show what I can do, I can help my colleagues and, I guess, I can learn from the process and from other people as well. I really want to succeed and develop within this company. If it wasn't possible, I would find another job. I think my role is important. For me, it is meaningful, not only to help our clients, but also to help people in my team.

I have plans for the future, for sure. I have been thinking about continuing my education at the university level. I am not sure yet if I want to move on from my master's or if I want to do another master's degree in a complementary field, just to give me more intellectual muscles, so to speak. Thinking about all these possibilities to learn new things and enhance my own role as an expert makes me tick.

10.1.3 Belonger – One for all and all for one

I am always happy to come to the office. We start the day with a little chat while having a nice cup of coffee. I think this job fits me well. It is in line with my values and myself, but the best thing here is the work community. There are 12 of us in this department, and I work in a team of four. We truly work well together, helping each other and watching each other's backs. And we have good laugh sometimes too when things don't go right. It's fun to work with them. Sometimes, we go out after work, to have a beer or glass of wine and just to talk and laugh about the day's events. My team gives me a lot of energy and joy, in addition to some sense of security. We are like the musketeers, you know, 'one for all and all for one'!

I need my colleagues and supervisor to trust me and my work. I think they respect me, just as I respect them. In a funny way, we belong together. I couldn't see any other ways of working than this—working together as a team. Sometimes, I take a little surprise into the office, like before Christmas when I brought a little present for everyone. Nothing fancy, just something to make them feel good. Once, I brought some homemade cookies into the office to have with the coffee. I like to show others that I care about them. And I am always ready to help if someone needs me.

Last year, we had a development day outside of the office, in a nice place, like an old manor with a spa. We first discussed the next year's strategy and then we did some teamwork. Then, suddenly, the CEO said that there was a competition. We had to choose an employee of the year, someone who had contributed the most to the well-being and nice atmosphere in the company. And guess what? I got the most votes! I was so surprised and happy. I think I almost jumped for joy. I couldn't believe it. I hadn't done anything special, but maybe my colleagues have seen that I care about them. I really love to work here, especially with my lovely colleagues. We always support each other. And if someone makes a mistake, we don't blame them. Mistakes happen to us all and we learn from them, right?

I really liked my boss when I first came here. I was so proud that he recruited me, and I always wanted him to recognise me and my work. I think he supported me as I wanted. I kind of need clear instructions and then I can work the best that I can. But you know, I don't like him anymore. I'm not as enthusiastic about my job as I used to be. It's sad. The reason is him. Last year, we had a difficult year financially. My boss said that the company had to let go of some employees. We were all shocked. Anyway, we kind of guessed who those employees might be because we had a couple of people whose roles were not clear and who did not contribute to the team's productivity like the rest of us. And we were right. They had to go. But… One day, at the office meeting, my boss said by way of a joke, 'It is nice that I can ask this young lady here to do the following task, as she was supposed to be one of those who were let go', which suggested I was lucky to still be with the company. And he laughed and so did some other people. That moment changed everything for me. I was shocked and humiliated. I have started to look for a new job. Even though I have loved this job, I can't stay. I have tried to convince myself that this is good for me, but there is no return to the wonderful feeling I had before. Not after what he said to me in front of everybody. In fact, tomorrow I am going to a job interview.

10.1.4 Bystander – My life is outside this window

I don't feel that I belong here. After finishing school, I didn't know exactly what to do with my life. There were so many interesting things, and I dreamed of many beautiful

things I could do and many places I could travel to. But dreaming doesn't put bread on the table, does it? I was looking for a suitable job, but I couldn't find anything that interested me at the time. Maybe now I would know a bit better.

Then I heard about this job. I applied and was recruited. Here, I do assistance and many things that are not very inspirational to me. People give me all the tasks that they don't want to do themselves, like writing boring memos or ordering coffee and stuff. Once, a woman, you know a true 'lady' so to speak, high heels and all, wanted me to go and buy a little something to celebrate the birthday of a colleague. So, I did what she wanted because she is in a higher position than me. It was a terrible day, cold and rainy, but I still went out because that lady asked me. I brought flowers and some really nice chocolate, but you know what, she was not happy! It was the wrong kind of chocolate; it should have been that Finnish special chocolate with blueberries inside. She was very nasty about it. I felt again like I was some kind of trashcan where people spit when they feel bad.

Of course, I have had my moments. For instance, once I had to organise a big event and, when it was over, people applauded me. It was nice. That moment I nearly liked my job. Just kidding. Even my boss said that it was well organised and the clients were happy.

My boss doesn't often thank me. A simple thanks would be enough, or she could acknowledge my existence in some other way, like asking me to have a coffee with her or just asking how I am. But no, it does not happen. I also wish my boss would sometimes sit down with me and ask me what I really want. I wish we could think of different options I could have. Once, there was another role here, a better one with more responsibilities, but my boss said that I shouldn't apply. I wouldn't be successful because I'm not sociable enough. I was like whaaat! It hurt my feelings. Then I thought that I should really look for something else.

I am here in a kind of 'no man's land'. This is not my place. I have stayed because until now I haven't found my own thing. I do have dreams though. When I sit at my desk, I think that my life is outside this window. Somewhere, quite far away. I dream that I could do something social, you know, like help young people in trouble or take care of sick people or elderly people or something. Maybe help refugees. It's like a calling,

right? I feel that then I would make a difference to the world. I don't think that arranging papers in this office makes any difference to anyone.

11. CONCLUSIONS AND DISCUSSION

11.1 Introduction

This chapter discusses the major contributions of the present research. The aim of my thesis was to gain insights into how Millennials orientate towards passion for work when engaged in knowledge-based work, especially through the antecedents of passion, the identity constructs within the participants' small stories and how they, at the end of the day, inform the typology of multiple orientations towards passion for work. I will first discuss the contributions to knowledge and the contributions and insights derived from the methodological choices associated with this thesis. Then, I will discuss the various practical contributions of the research and provide ideas for how the results can be implemented in practice. I will continue by explaining the limitations of this study and suggesting avenues for further research. My concluding remarks will end both this chapter and this thesis.

11.2 Findings and contributions to knowledge

My main theoretical findings are twofold. They contribute to the general passion literature on the one hand and to the literature concerning Millennials in particular on the other hand. The first group of findings entail a new quartet of passion for work antecedents, each also offering novel insights for the passion literature. The four thematic antecedents are termed relating autonomously to one's work, having a sense of professional value, relating to co-workers and the wider work community, and having supportive supervisor and leadership relations. The findings also revealed that young employees are highly sensitive to supervisors' and leaders' communication and behaviour, and I termed these small and passing micro-moments as tipping points for change. My main finding addresses research question concerning how Millennials orientate towards passion for work and, therefore, I extend the established passion

theories with a new typology of four different orientations, which provides insights into how young employees act, react and feel, in addition to what they need from their organisations, supervisors and leaders, when they exhibit a specific orientation. The second group of findings contribute to the research on Millennials by providing new knowledge about young employees involved in knowledge-based work and also extending the prior, somewhat controversial, research of that generation within the labour market.

Some of the research findings concerning the first antecedent, autonomously relating to one's work, are in line with the findings of previous quantitative studies on the antecedents of passion for work, such as autonomy being one of the major enablers of passion for work in Western countries (e.g. Bonneville-Roussy et al., 2013; Fernet et al., 2014; Perttula, 2004; Perttula & Cardon, 2011; Slemp et al., 2021; Zigarmi et al., 2009). Relating autonomously to one's work, thereby having flexibility, freedom, independence and a say in work practices and schedules, certainly enables individuals' passion for work. Autonomy support and managerial guidance were required by the participants. I bring to the theories concerning the sources of passion the argument that the established assumptions regarding autonomy as an antecedent have a narrow scope, focusing on traditional and univocal views of autonomy at work without referring to its situational, contextual and relational characteristics as unfolding in supervisors' and leaders' considerate acts of support. Thus, my findings problematise (Sandberg & Alvesson, 2011) the traditional conceptualisation of autonomy, pointing to its relational characteristic (Sherwin & Winsby, 2011) and inherent autonomy paradox (Mazmanian et al., 2013), which may jeopardise the work–life balance and well-being of autonomous and flexible young employees who are online on a 24/7 basis.

The data revealed several identity constructs through the participants' accounts of the first antecedent. The first two contrasting constructs were the border-crosser and the border-keeper (Clark, 2000), which revealed how the participants dealt with their freedom and autonomy on the one hand and their requirements and wishes for a separate private life on the other hand. More specifically, the border-crossers had no boundaries between their work hours and non-work hours, demonstrating an

entrepreneurial way of working and pushing their boundaries, whereas the border-keepers wanted to keep work and home separate.

The second antecedent, having a sense of professional value, consists of feeling professional pride, seeking challenges and pursuing success, having possibilities to grow and requiring a meaningful job. Meaningfulness, as an aspect of passion for work, has previously been discussed by passion scholars (e.g. Johri et al., 2014; Perttula, 2004; Perttula & Cardon, 2011; Vallerand, 2008; Vallerand et al., 2003). However, no study has explored what meaningfulness, as an aspect of passion, constitutes for individuals. I revealed two categories of meaningfulness, namely making a difference and making the self, suggesting that work should either address employees' need to make a difference in other people's lives or be in line with employees' identity. Additionally, having the opportunity to feel pride in one's own work as part of having passion for work represents a new finding. The importance of having possibilities to grow and develop at work has been discussed in prior research concerning how Millennials thrive and seek motivation at work (e.g. Brack & Kelly, 2012; CMI, 2014; Kultalahti, 2015; Kultalahti & Viitala, 2014; Rentz, 2015). I found that the requirements to grow and develop are an equally important factor in relation to passion for work.

Regarding the second antecedent of passion for work, I identified two identity constructs related to having a sense of professional value. The first is the identity construct of the competent, who highlights, challenges, desires to succeed and exhibits a sense of their own capabilities and professionalism. The other is the beneficent, who points out the need and wish to help others in order to find meaningfulness in their work.

As for the third antecedent of passion for work, relating to co-workers and the wider work community, I revealed how the participants articulated the significance of professional relationships at work as well as the significance of belonging to both the work community and a nice and well-functioning team. The data also revealed how the participants referred to various factors reflecting psychological safety at work (e.g. Edmondson, 1999, 2018; Edmondson et al., 2004; Edmondson & Lei, 2014; Frazier et al., 2017; Newman et al., 2017). Psychological safety, which was also underlined in the

small stories associated with the fourth antecedent, has previously been related to various positive outcomes, such as enhancing divergent thinking, creativity, risk-taking and engagement in learning (e.g. Edmondson & Lei, 2014), although it has not been linked to passion for work before. Based on the data, I argue that psychological safety plays a key role as an antecedent of passion for work, thereby providing a new contribution to the passion literature.

The identity constructs among the third antecedent consisted of two controversial identities: the related and the outsider. The related identity emphasised belongingness, togetherness and co-working, whereas the outsider identity emphasised being underestimated and not respected by colleagues and therefore, not belonging to the work community.

The fourth antecedent, having supportive supervisor and leadership relations, reveals how significant attention, support and care from supervisors and leaders are for young employees when it comes to their passion for work. The youngest generations at work are always more vulnerable than more experienced ones, meaning that the role of supervisors' and leaders' support, instruction and empathy cannot be underestimated.

The participants articulated various identity constructs in relation to the fourth antecedent. For instance, the trustee was proud to perform a challenging task at the request by the top director, which gave him a feeling of being trustworthy, trusted in terms of his ability to perform the task (Mayer et al., 1995) and self-confidence due to overcoming the associated challenges. Another identity construct, which I termed the subordinate, encompasses those participants who positioned themselves as followers (Baker, 2007; Crossman & Crossman, 2011), requiring clear instructions and support from their superiors to maintain their passion for work. The third identity construct was the victim. These participants were victims of their superiors' bad communication and toxic behaviour, which occurred during their interactions. The fourth identity construct was the passionless, where the participant defined herself as someone who does not feel passion for work because her real passion lies elsewhere.

Weick et al. (2005) claim that small structures and short moments can have large consequences, which my findings illustrated. The tipping points for change can have a significant impact on individuals' passion for work and, therefore, their well-being,

future activities and even career. I portray the tipping points for change as short and passing moments, which induce changes in individuals' passion for work caused by superiors' inattentive ways of communication and toxic behaviour, which lack compassion in given situations. This lack of compassion (Dunoon & Langer, 2011), in turn, affects individuals' dignity and sense of worth at work. When such tipping points occur, there is no return to the same enthusiasm and passion for work as before. The fact that these tipping points have such a significant impact on passion for work represents another new finding that contributes to the research on the enablers (or, more specifically, the obstructers) of passion for work. A tipping point for change is similar to a nudge, a little verbal push from leaders and supervisors, revealing how young employees' passion for work is easily affected. The data revealed the significant micro moments in only relation with superiors, but I do not claim that micro moments with colleagues could not have similar effects in young employees' working lives.

I found tipping points for change caused by supervisors or leaders among all four orientations towards passion for work. However, not all of the participants experienced them in the same way or with the same sensibility. The typology of four orientations towards passion for work, their attributes, their ways of working and the antecedents of their passion for work all significantly contribute to the passion research and studies on Millennials. The typology of orientations towards passion for work identified in this study includes the boundaryless, expert, belonger and bystander.

The boundaryless orientation implies the significance of a major antecedent of passion for work, namely individuals' perception of autonomy and the support for autonomy provided by organisations (e.g. Bonneville-Roussy et al., 2013; Fernet et al., 2014; Perttula, 2004; Perttula & Cardon, 2011; Slemp et al., 2021; Zigarmi et al., 2009). However, the boundaryless orientation towards passion for work also has its dark side, the so-called autonomy paradox, which is an increasing common phenomenon in relation to boundaryless and self-managed knowledge work (Mazmanian et al., 2013; Pérez-Zapata et al., 2021). I bring the conceptualisation of the autonomy paradox to the passion literature as a result of young employees' intensive and autonomous ways of working beyond time and space. The boundaryless conceptualisation has previously

been used in such contexts as career change, international entrepreneurship and self-managed and boundaryless knowledge work (e.g. Korhonen, 2020; Pérez-Zapata et al., 2016; Sullivan & Arthur, 2006). This thesis brings the boundaryless conceptualisation to the passion literature in the context of the young employees involved in knowledge-based work.

The boundaryless young employees are autonomous border-crossers, blurring the boundaries between their work and home life. The boundaryless individual is hardworking and available 24/7 for his or her clients and stakeholders. The boundaryless also works whenever needed, even during time off, thereby manifesting as an entrepreneurial mindset. For the boundaryless individual, autonomy, freedom and flexibility are essential to feeling passion for work. Yet, the boundaryless is not just a 'working being'; rather, the work is embodied within them, linked strongly to their professional and personal identities, which have no tensions between them. The most significant antecedent of the boundaryless orientation is the first, relating autonomously to one's work.

The second type is the expert orientation, which consists of young employees who feel passion for work by overcoming challenges, succeeding and feeling proud of their accomplishments. Similar to the boundaryless individual, the expert has a strong professional identity, indicating their passion for the job they are doing. The expert orientation includes young employees who have a strong sense of competence, which is an essential aspect of intrinsic motivation (Ryan & Deci, 2000), as well as exhibiting a high-performing mentality and behaviour. The expert orientation towards passion for work echoes the various ways of seeing and defining passion discussed in the literature. First, it echoes role-based passion, which is targeted towards specific activities that people love and consider meaningful to their self-identity (Cardon et al., 2009) as a highly professional expert in their own field in the company. Second, as the expert orientation does not blur the boundaries in the same way as the boundaryless orientation, it reflects elements of the views on employees' work passion introduced by Hargrove and Howard (2015). They posit that employees' work passion, which results in productive engagement in work-related activities, further results in harmonious congruence with employees' life outside of the workplace. Individuals

with the expert orientation constantly seek to grow and develop at work. Thus, the expert orientation includes young employees who manifest pride, as characterised by self-inflation (Osch et al., 2018) and reinforced by achievement (Tracy & Robins, 2007). The main antecedent of passion for work for an individual with the expert orientation is the second one, having a sense of professional value.

The third orientation maps together characteristics that are present within both the third and fourth antecedents of passion for work: relating to co-workers and the wider work community and having supportive supervisor and leadership relations. This reveals young employees who find the source of their passion for work in other people at work. For individuals with the belonger orientation, the work community is important. They want to belong to it and relate to their colleagues. The belongers want to meet the expectations of their supervisors and, equally, require support, instructions and frames for their work. Moreover, they want to be trusted by their superiors to flourish and be passionate within the organisation. The belonger orientation echoes relatedness, which represents a significant aspect of intrinsic motivation (Ryan & Deci, 2000). Young employees who have the belonger orientation towards passion for work need a psychologically safe environment, where trust, respect and supportive behaviour all take place (Edmondson, 1999, 2918; Edmondson et al., 2004; Edmondson & Lei, 2014; Frazier et al., 2017; Newman et al., 2017). A young employee with the belonger orientation is most affected by the tipping points caused by supervisors and leaders through inattentive communication, lack of compassion and toxic behaviour. Individuals who have the belonger orientation are strongly affected by their supervisors' or CEO's lack of open dialogue (Cunliffe & Eriksen, 2011) as well as by compassion and mindfulness in given situations (Don & Langer, 2011; Donaldson-Feilder et al., 2017; Dutton et al., 2006; Guajardo, 2020).

The bystander orientation includes young employees who may like their job but not feel passion for it. The bystander does not feel that they belong to the work community as strongly as the boundaryless, expert and, especially, belonger. The bystander may feel pushed aside within the work community and like an outsider in the office or the organisation. Thus, the bystander may find their sources of real passion and meaning of life in activities outside of the office, for example, hobbies. In

terms of the bystander orientation, employees typically feel that they are in the wrong job, occupation or company. Occasionally, a bystander perceives themself as a passionless employee who does not feel passion for the work in their current role but dreams of another area of work. A passionless employee does not perceive sources of passion in their current employment because their interest or real calling lies in another field (Rosso et al., 2010).

I have discussed the findings of this thesis in relation to those of previous studies on Millennials, especially the doctoral research of Kultalahti (2015) and related articles (Kultalahti & Viitala, 2014, 2015), which provide valuable information about Finnish Millennials' sources of motivations. As explained in Section 2.3, passion for work is a motivational experience as well as a concept that goes beyond merely an affective one (Chen et al., 2020; Vallerand et al., 2019). For instance, Chen et al. (2020) add the component of motivation to their definition of work-related passion, whereas most passion scholars define passion based on two main elements: loving one's job and the identity relevance of one's job. It must be noted that the dualistic model of passion (Vallerand et al., 2003) is based on the SDT, which provides insights into the sources of individuals' intrinsic motivation (Ryan & Deci, 2000). The other significant branch of the passion literature, that concerning entrepreneurial passion (Cardon, 2009), is based on the motivation theory suggested by Herzberg et al. (1959), which mainly focuses on the factors that create motivation. The motivation and passion for work conceptualisations are similar, albeit distinct and, at times, intertwined. As motivation at work and passion for work can be viewed as conceptual siblings, it is justifiable to discuss the results concerning motivational sources and passion for work sources among Finnish Millennials.

The findings of this thesis align with the findings of other studies on Finnish Millennials (Kultalahti, 2015; Kultalahti & Viitala, 2014, 2015). For instance, having an interesting and diverse job profile, in addition to having good relationships with colleagues and supervisors, keep Millennials motivated and passionate, which helps them to thrive at work. Moreover, based on the gathered data, young employees tend to resist micromanagement. Equally, I echo the finding regarding the importance of flexibility and possibilities to have a say on one's own work schedules, practices and other

arrangements. Moreover, the needs for work–life balance and opportunities for growth and development were also identified in this thesis, as in the studies conducted by Kultalahti (2015) and Kultalahti and Viitala (2014, 2015) among Finnish Millennials.

My findings extend the prior research on Millennials. Scholars argue that Millennials desire freedom and flexibility more than previous generations (Brack & Kelly, 2012; Cennamo & Gardner, 2007; Martin, 2005) and, further, place greater emphasis on work–life balance, thereby assigning high value to leisure (Buzza, 2017; Cilliers et al., 2017; CMI, 2014; Hershatter & Epstein, 2010; Lyons & Schweitzer, 2017; Pînzaru et al., 2016; Rentz, 2015; Twenge, 2010). These arguments were confirmed by the data gathered in this thesis. However, such ideas as to Millennials' needs and views, that is, requesting freedom and flexibility on the one hand and valuing work–life balance on the other hand, are presently considered controversial. Having freedom and flexibility during times of remote work may endanger the work–life balance due to intense and boundaryless ways of working and so result in the autonomy paradox endangering young employees' well-being.

Young employees' sensitivity to tipping points that may have significant consequences for their motivations and passion for work represents a new finding for the research on Millennials involved in knowledge-based work. Supervisors' and leaders' behaviour is of utmost important to Millennials (e.g. Kultalahti, 2015; Kultalahti & Viitala, 2014; Martin, 2005), and the tipping points are related to it. Moreover, the twofold characteristics of what the meaningfulness of work entails for Millennials (making a difference and making the self) have not previously been elucidated. Finally, the necessity of psychological safety at work represents a contribution to the research concerning the passion for work of Millennials engaged in knowledge-based work.

11.3 Contributions derived from the methodological choices

My methodological contributions relate to the adoption of a qualitative and inductive approach and the use of multiple data sources suitable for addressing the research question (i.e. How do Millennials orientate towards passion for work?). The established passion research is quantitative by nature, as discussed in Chapter 2, using

various passion scales. For instance, Vallerand et al. (2003) introduce the dualistic model of passion, while Cardon et al. (2009) investigate entrepreneurial passion.

This thesis extends the predominantly positivistic passion research with the suggestion of using qualitative and inductive approaches alongside interactive data-gathering methods to investigate passion for work in order to gather more nuanced insights into the phenomenon. Hence, by providing the Millennials who participated in this study with the opportunity to recount their small stories (Bamberg, 2004; Bamberg & Georgakopoulou, 2008) of experiences in the workplace and by using both a thematic analysis and a sensemaking approach (Braun & Clarke, 2006, 2010; Nowell et al., 2017; Weick, 1995; Weick et al., 2005) during the analysis process, this thesis offers new methodological insights to the existing passion literature. The research design, which consisted of interactive methods of data gathering (two sets of interviews and interactive WhatsApp messaging), allowed for an empirical examination conducted in an active and considered manner. Hearing the voices of Millennials describing what they require at work (Kultalahti, 2015; Rentz, 2015) and providing them with the option to use WhatsApp messaging (in either textual or visual forms) aided me in an innovative and contextualised manner in reaching the final findings of the typology of four orientations towards passion for work.

Millennials at work have previously been studied using both qualitative and quantitative approaches. However, there remains a lack of qualitative empirical research on Millennials (Kultalahti & Viitala, 2014), although this thesis sought to narrow the associated research gap. Using qualitative and inductive approaches, as well as using a familiar mobile messaging tool as a diary to complement the gathered data, represents a clear contribution to the generational research, especially that focusing on the younger generations in the labour market, who are referred to as technologically savvy digital natives. Chapters 6, 7, 8 and 9 showed how using the different methods to investigate multiple data (interview texts, WhatsApp text and voice messages, photos and short videos) helped to identify the antecedents of passion for work and the underlying identity constructs. Ultimately, it also helped to construct a typology of orientations toward passion for work in knowledge-based work settings.

This thesis also used an established method of data collection in the field of qualitative research, which resulted in 52 interviews being conducted. However, the study data were augmented by the use of a relatively new data gathering approach. WhatsApp is the most popular messaging application among young people of all genders in Finland (Economic Research, 2018), and it has more than two billion users worldwide (WhatsApp, 2020). Over the last couple of years, mobile instant messaging, for example, WhatsApp, has been subject to some methodological interest in the social sciences, although its capabilities have not yet been fully exploited (Kaufmann & Peil, 2020). I used WhatsApp in this study because young people's familiarity with it empowers them through providing easier access to the research, greater freedom to talk about sensitive issues and the ability to express themselves via text (Gibson, 2020).

Overall, this study utilised an interactive mobile diary method (i.e. collecting data from the participants while briefly answering their messages) as an interactive alternative to the traditional diary method, wherein participants' written diaries are used as the basis for analysis. While Millennials are high users of mobile technology and comfortable communicating via text and photo messages, the use of the digital diary method remains rare. Prior studies have used a range of data collection modes involving internet technology, for instance, instant messaging using WhatsApp when conducting interviews (e.g. Gibson, 2020; Kaufmann & Peil, 2020), although to date there has been no research on the use of WhatsApp to conduct instant interactive diary research among the youngest generations in the labour market.

Little is known about the effect of diary use itself on participants' experiences or responses (Bolger et al., 2003). Thus, I discussed the method with the participants during the second interviews (i.e. after the mobile diary data collection had been completion) to gain insights into both the method and the participants' messages. The methodological choice made in relation to this thesis provides a contribution to the diary research, not only through using WhatsApp, but also by adding the interactive element to it, which is not applied in either the traditional diary method or instant messaging diaries. Even if emerging data-capturing tools, especially smartphones and web-based applications and platforms (e.g. e-mail, weblogs and social media), have

altered the nature of the diary-writing process (Kaufmann & Peil, 2020), the element of constant interactivity with regard to the diary method has traditionally been lacking.

The interactivity was added to the method after the piloting of the WhatsApp diary, as explained in Section 5.4.5. The pilot participants reported that they felt odd sending texts or photos without receiving responses, which was what they were used to when communicating with WhatsApp. I obtained a total of 225 WhatsApp messages (181 textual and 44 visual messages), which confirmed the useability of the method. The use of traditional diary research would not have provided any methodological contributions to the existing research, and the Millennials would most likely not have been inspired by it because the way they communicate has changed as a result of technological advancements.

The benefits of interactivity in relation to WhatsApp research are notable. By using the same technological tool as the Millennials, namely WhatsApp, and by providing them with a short answer after receiving a message and so being present in the messaging, I was able to gain commitment and increase the kindred spirit with the young participants. Hence, while conducting the research, I provided the participants with brief feedback on their commitment and activity in the study. Sometimes a simple 'Thank you' was enough when receiving a message, whereas at other times I made a positive comment about a selfie (Villi, 2011) or other photos and text messages that the participants sent. However, I took pains to avoid starting a conversation and asking additional questions so as to separate the method from instant messaging interviews (e.g. Gibson, 2020; Kaufmann & Peil, 2020). Overall, the interactivity, as informed during the pilot study of WhatsApp research, increased the commitment of the participants and, therefore, the number of messages received.

The interactive mobile diary also served as a bridge between the two interview sessions. It acted as a trust-building tool before reaching the phase of the second interviews. The interactive mobile diary helped to deepen the conversations, resulting in more personal and intimate stories. Moreover, the second interviews were longer than the first, indicating the participants' increased trust in me as a researcher and their willingness to open up more due to us knowing each other better. While the average length of the first interviews was 45 minutes, the average length of the second

interviews was 1 hour and 4 minutes. Thus, using WhatsApp between the two interview sessions provided the participants with the possibility and ability to speak more openly about their experiences of passion for work. Their messages also helped to elicit and deepen the conversation during the second interviews, providing me with the possibility to ask questions about the content and specific meanings of their messages. In fact, the rapport between me and the participants became obvious. For example, some participants expressed at the beginning of their second interviews that they had waited to see me again so as to tell me more about their current situations at work, some of which consisted of tipping points for change, as explained in Section 9.3. Thus, the method I used in this study was adjusted to the needs and ways of life of the Millennials, who are constantly and globally connected online via their mobile phones (Brack & Kelly, 2012; Hershatter & Epstein, 2010; Martin, 2015; Rothman, 2016).

Importantly, this method allowed the participants to adjust the timing of the messaging to fit with their needs at both work and home. During the face-to-face interviews, the time available was fixed to a pre-agreed time and place. Overall, the WhatsApp messaging provided the participants with greater ease of access during the research when compared with the two sets of interviews. The approach enabled the examination of passion for work experiences deeply rooted in their everyday moments at work. It focused on the understanding and meaning of what the participants think, do, feel and experience in a given context, for instance, working remotely at home or in other locations.

As a researcher, I appreciated the flexibility that the WhatsApp diary method afforded me by allowing me to receive data without committing my time to pre-arrangements and without commuting to different places, for example, when to conducting an interview. Importantly, for research purposes, the WhatsApp technology offers assurances of high levels of security not provided by other social media, such as Facebook or Instagram, which are more commonly used for communication among young people (Gibson, 2020). Furthermore, as a researcher, I appreciated the other benefits of WhatsApp, which allowed me to engage in quick and easy transcription because the messages were relatively short, sent at different times and often comprised photos that only needed saving into the repository (NVivo).

The interactive mobile diary using WhatsApp augmented the data gathered from the interviews, thereby revealing that the four antecedents of passion for work and, consequently, the orientations were equally manifested in the textual and visual WhatsApp messages. Thus, the interactive mobile diary increased the trustworthiness (Eriksson & Kovalainen, 2015; Welch & Piekkari, 2017) of the results because the importance of autonomy and its paradoxes, the sense of professional value, as well as the significance of the work community and colleagues were also revealed by text and photo messages. In addition, when investigating the participants' identity constructs, the photos provided me with illustrative reflections of their self. A selfie is linked to identities that are negotiated between ourselves and others, denoting the mediated self and telling receivers that 'I am here' (Villi, 2015). Therefore, the method presented possibilities for me to investigate the identity constructs in the context of the participants' small stories of passion for work. I examined key visual themes from the visual messages (Braun & Clarke, 2006, 2010; Nowell et al., 2017; Vince & Warren, 2012) by looking for recurring images, content or details in the images. The hashtags that accompanied the photos, denoting and clarifying key contexts and emotions (Highfield et al., 2015), also provided me with an opportunity to make a novel contribution to the under-represented qualitative passion research as well as a suggestion to combine young people's communication manners with a compatible means of investigating them.

Despite the benefits associated with the interactive WhatsApp diary method, there are a number of critical points that I need to point out. From an ethical perspective, a crucial issue concerns the extent to which academic research should use commercial software based on private interests, where mobile messaging applications are usually part of privately owned corporations (Kauffman & Peil, 2020). Moreover, even if WhatsApp is more secure than other modes of mobile communication used by young people (Gibson, 2020), the issue of data security remains an open question that researchers using mobile devices need to address. In this study, after the data were stored in NVivo, I deleted the messages for data security reasons.

A specific benefit of the WhatsApp diary method is its flexibility with regard to the time and space of use. At the time of writing up this thesis, there were more than two

billion people in over 180 countries worldwide using WhatsApp. Thus, participants and researchers do not have to share a geographic location, while research can be carried out during the day and night. Accordingly, researchers can recruit participants independently of their place of residence, providing opportunities to, for example, conduct comparative research in large geographical areas consisting of various countries. Of course, globally, some people cannot afford smartphones, which means they are out of reach for WhatsApp diary research. However, the ongoing form of WhatsApp, its cost-effectiveness and its usage regardless of time and space suggest the need for an enhancement of the interactive WhatsApp diary method.

11.4 Practical contributions

I echo Prokki (2013) in stating that sometimes, when reading the scores of studies, there is a sense that the final aspect of a research report, the practical implications, is not considered particularly important. She continues by suggesting that researchers may have been warned to not act as radicals or to offer recommendations too early and too eagerly, meaning that the practical implications are often covered in just a couple of sentences (Prokki, 2013). This section detailing the practical contributions of the present study serves as an innovative part of the thesis, which is open for argumentation and critique. Hence, the practical implications flesh out the academic research results and provide added value.

I join Kultalahti and Viitala (2015) in urging the use of better human resource management (HRM) practises to adapt to the needs of Millennials, as they will dominate the workforce within a decade (Erickson, 2008). It is important for organisations, especially HR practitioners, to develop HRM processes that are appropriate for this generation. I suggest that, when designing HRM practices to meet the needs of young employees, it is essential to offer them the possibility of feeling passion for work and, therefore, of contributing to the overall success of the organisation.

Supervisors and leaders need to be informed about the findings of this study. More specifically, they need to receive information about what ignites young employees'

passion for work. Equally, the typology of the four orientations towards passion for work should be introduced with the aim of understanding how differently individuals with the boundaryless, expert, belonger and bystander orientations work, feel, act and react. For instance, young employees with the boundaryless and expert orientations are affected, similar to everyone else, by supervisors' and leaders' undesirable communication and behaviour, but after addressing such matters, they continue with the work they are passionate about. However, young employees with the belonger orientation, for whom other people and their respect and attention are significant, may be more sensitive to the words and acts of their superiors, which can lead to turnover intentions and sick leave. With the bystanders, supervisors and leaders could discuss what would bring them meaningfulness in their current job, even if they do not currently feel passion for it.

Autonomy support, consisting of possibilities for freedom and flexibility vis-à-vis their own ways of working, including having a say in their schedules and locations, is essential. The young employees must be provided with a feeling that they are seen and heard in their organisations. However, we must remember that the youngest employees involved in knowledge-based work are associated with constant connectivity via mobile devices, which endangers their well-being and work–life balance due to the autonomy paradox. This is especially significant in relation to young employees with the boundaryless orientation, who have an entrepreneurial mindset and blur the boundaries between home and work. Within the boundaryless orientation, the intense manner of working and the pushing of boundaries are self-chosen. Thus, some mutually developed regulations concerning when and how to contact colleagues, supervisors and clients should be discussed so as to prevent overwork and burnout. An intense knowledge-based work environment, especially in terms of remote work, may end up pushing employees close to their limits. The risks that have been identified in the increasingly boundaryless environment of knowledge-based work can have a larger effect on young professionals who need to put in more effort to signal their commitment and, therefore, their advance careers, identities and employability (Pérez-Zapata et al., 2020) when compared with more experienced workers. It is the responsibility of the employer to protect young employees and their

strengths, capabilities and emotional health, even if they have the possibility to autonomously relate to their work.

The importance of opportunities to grow and develop at work should be understood by supervisors and leaders when it comes to retaining young employees within organisations. HRM practices should provide and actively suggest opportunities to grow and develop at work, for instance, by offering and discussing an individual development plan, which should be constantly evaluated rather than forgotten in everyday practices. Possibilities for self- and professional development and training are especially significant for individuals who have the expert orientation towards passion for work, although their importance to young employees with other orientations should not be underestimated. For example, the bystanders may benefit from a professional development plan by finding another professional path within the organisation.

HRM practitioners could also develop a reciprocal mentoring model for employees from different generations. The youngest employees could learn tacit knowledge from the more experienced ones, while the Millennials (and, presently, the Zs) could provide their insights and knowledge to the older generations, for example, in terms of the latest technological innovations and working tools. This would increase not only knowledge and skills, but also the sense of professional value and belongingness among all the generations in the work community.

Moreover, the organisation should clearly articulate the 'big picture' as well as the meaning and purpose of the activities and the work roles. The youngest generations are more intensely concerned about the future of the world than previous generations due to the constant information flow from the media and social media. The Millennials and currently the Z's want to save the world. They are soon dominating the work force having socially conscious minds and strong desires to help and care for others and to solve the world's problems (Cseh-Papp et al., 2017; Johnson & Chattaraman, 2020; Ng et al., 2010). Therefore, to maintain the youngest generations' passion for work, supervisors and leaders should clarify the impact of everyone's work in relation to the overall aim of the organisation and explain how it benefits other people and, in the broader sense, the community or world. Understanding the meaning and purpose of

their jobs is significant for all young employees, regardless of their orientations towards passion for work.

Kultalahti (2015) suggests that HRM practitioners should consider recruiting motivated and skilled supervisors because building good teams and fostering positive work climates represent important means of supporting the work motivation of Millennials within organisations. This suggestion is linked to the third and fourth antecedents of passion for work, which highlight the importance of relationships with colleagues, supervisors and leaders. I add to the suggestion that not only is the recruitment of adequate supervisors necessary, but also offering training opportunities to current supervisors and leaders that focus on developing new leadership and management skills and competences.

Understanding the significance of open dialogue, attentive communication and mindfulness should help supervisors and leaders to question their youngest employees about their passion for work (or lack thereof). Moreover, the adoption of constructive means of interaction, mindful leadership and empathy should facilitate supervisors and leaders in their everyday interactions with employees. Millennials (and now the Zs) are the youngest employees in the labour market, and a young age is when both professional identities and skills are developed at work. Thus, it is supervisors' and leaders' responsibility to assist with such growth. Toxic communication and negative interactions lead to tipping points, after which there is no return to the same passion for work as before. I argue that the significance of mindful, empathetic and attentive communication and presence cannot be underestimated in organisations. Therefore, managers and leaders would benefit from, for instance, diverse mindfulness trainings or interventions that not only impact their own well-being and resilience, but also increase their leadership capacities and compassion (e.g. Donaldson-Feilder et al., 2019).

Supervisors and leaders must also learn to let go of the old ways of managing and leading if their leadership style is seen to be obstructing employees' passion for work. In particular, all means of micromanagement must be let go, as it has a significant negative effect on Millennials, Zs and, most likely, all other generations in the labour market. Recruiting supervisors with an understanding of the significance of modern

leadership with respect of autonomy, as well as training current supervisors to understand the negative effects of micromanagement, will benefit the organisation. Leaving behind the constant control of employees and their work requires trust regarding employees' capabilities and their ability to take risks, succeed or fail in a psychologically safe environment.

Consequently, I suggest that HR practitioners and superiors within organisations use a practical tool for evaluating the youngest employees' passion for work and the environment in which it can flourish. I suggest a tool comprising questions to be used to ask young employees with different orientations about the sources and pre-requisites associated with passion for work. The questions could be categorised according to the four thematic groups of passion for work antecedents.

For instance, it is essential to determine if the young employees have enough autonomy and freedom as well as a sufficient sense of professional value. The superiors should also monitor if the jobs being done by the youngest generations are challenging enough, if the work is meaningful enough for them and if they have enough possibilities for learning and growing within the company. Moreover, the superiors should be sensitive enough to recognise if the work community is providing a psychologically safe environment and promoting good relationships. They should also consider if their own conduct and communication are attentive and compassionate, in addition to ensuring that they provide feedback and possibilities for the youngest employees to be seen and heard within the organisation.

I do not argue that members of other generations would not benefit from the answers to the same questions, but as the questions are constructed based on data concerning Millennials with different orientations towards passion for work, the practical contribution is addressed to them. Most likely, the youngest generation currently participating in the labour market, that is, Generation Z, will benefit for the same questions as well as from superiors' genuine interest in and care for them as both people and employees.

Finally, as I have worked for over 20 within various forms of education settings, I suggest that the knowledge gained from this thesis could serve as educational material for universities, for example, in such academic domains as HRM, leadership and social-

psychology. The results may also provide valuable insights for teachers when it comes to how to organise a learning environment that enhances students' passion for learning. Fredericks et al. (2010) suggest several ways in which schools might better support the development of passion and better meet the needs of learners. They posit that teachers are more likely to create learning environments with the potential to ignite passion if they model enthusiasm, demonstrate caring, adapt their instruction to students' needs and interests, provide clear and frequent feedback, and foster a supportive social context. I extend Fredericks et al.'s (2010) suggestions by contending that Millennials also require autonomy, flexibility, trust and a sense of meaningfulness, insights from this thesis that can be transferred into a practical university context as well.

Although the data in this thesis were gathered from participants in Finland, I argue that the understanding of the four orientations towards passion for work and its antecedents, as well as the suggested development ideas and set of questions provided in this section, can also be used and implemented in other cultural contexts, provided that any cultural differences are taken into consideration.

11.5 Limitations and further research

As with all research studies, it must be acknowledged that the present thesis has a number of limitations. This section will detail some of those limitations and offer suggestions for future research.

Despite the fact that the WhatsApp data consisted of multiple sources of information, there was still a great variety in the number of messages sent by the participants. While one participants sent 34 messages, another sent only a few. In the end, the average number of messages sent was ten. The reason for sending only a few texts or photos may have been a lack of interest in the diary method. Generally speaking, most participants were eager to interact using WhatsApp. However, the fact that not all of them were equally interested in and committed to the approach represents a limitation. Therefore, if researchers intend to use this data collection method in the future, the related enthusiasm and commitment should be better studied in advance,

including choosing participants for whom this means of communication with the researcher is both acceptable and interesting.

An interactive WhatsApp diary could be used, for example, with an ethnographic research design, either as the main method or integrated with the qualitative interview or observation method. When using an interactive WhatsApp diary, certain topics that are only marginally touched upon or pose challenges in terms of receiving reliable data due to their intimacy, such as emotions and experiences within rarely known sub-cultures, sexualities or religions, could be more deeply examined because the researcher does not need to physically present or to ask pre-established questions. The interactive WhatsApp diary method provides participants with space to store thoughts and emotions with a higher level of intimacy, which means that the researcher can be more fully engaged with the lives of the participants. While a rather small number of studies have indicated that there would be value in using WhatsApp as a diary in studies involving young people, there is still much to learn about its potential and possibilities from both the researcher's and the participants' perspectives.

Despite the richness of the data collected in this study, there was a lack of access to a large quantity of visual data. The artefacts and selfies provided an interesting frame for visual analysis and sensemaking (Baber et al., 2008; Brown et al., 2015), but while 44 visual messages were obtained, no definite arguments could be articulated through solely analysing the photos. However, the photos served as an additional source of information, especially with the hashtags beneath them denoting and clarifying key contexts and emotions (Highfield & Leaver, 2015), thereby illuminating the reality and depth of the photos. Future studies could solely study photos to provide a visual analysis of passion for work images, which would represent a unique means of data collection and analysis—passion for work without words.

The main strength of this thesis is not its generalisability, but its ability to generate a new understanding of passion for work. Future studies could use other techniques to explore and expand the generalisability of the findings. Indeed, this study could be extended by performing a more in-depth analysis, while the data could be expanded through the inclusion of observations so as to reveal what really happens within

knowledge-based organisations. This would extend the qualitative passion research by using a method that goes beyond written words. It would be intriguing to see whether the same four antecedents of passion for work, as well as the same typology of orientations towards passion for work, would be revealed by data collected by other researchers among different generational groups. Moreover, the existence of tipping points for change could be investigated in other occupational contexts and using other research methods. Therefore, future studies could include interviews and collect additional data to investigate the passion for work among the youngest generation presently in the labour market, Generation Z.

A general criticism of generational research concerns the lack of longitudinal research (Kultalahti, 2015). A lifespan developmental perspective, rather than a generational perspective, represents a useful alternative to generational representations, as it is better able to capture age-related dynamics (Rudolph et al., 2018) that are relevant in, for instance, research on motivations and passion for work. Hence, a suggestion for future research would be to focus on investigating passion for work among Millennials and Generation Z over a longer time period. For this study, I collected the data over a two-year period between the two sets of interviews, although a much longer study period would provide essential information concerning whether the antecedents of passion for work change over time as the participants age and gain both more work experience and different roles at work.

Focusing on emotions, particularly the more intensive positive emotions at work, including passion, offers an intriguing avenue through which to contribute to the research on the differences between generations. Future studies could examine and compare how the four antecedents of passion for work are experienced among all four generations currently in the labour market: Baby Boomers, Generation X, Millennials and the youngest generation, Generation Z. They could also investigate if the tipping points for change occur equally and result in the same significant changes in the well-being and careers of employees of all ages.

My data revealed tipping points for change only when the micro moments occurred in relation with supervisors and leaders. However, Millennials are equally sensitive to colleagues' behaviours and communications. Therefore, it would be intriguing to know

if micro moments causing tipping points for change could be revealed also in interaction with colleagues or other actors in organisations and what consequences they might cause in young employees' emotions at work, working lives and careers. Moreover, I suggest further research focusing on positive micro moments as tipping points for change leading to positive and fruitful consequences.

Another potential avenue of research involves investigating the negative aspects of passion for work. Section 2.8 discussed the dark sides of passion, although future studies could consider adopting a generational perspective. In general, passion for work is viewed as a distinctively positive phenomenon, with its other possible features being glossed over. I argue that passion for work is a multifaceted phenomenon and, further, that overly positive connotations do a disservice when it comes to understanding all its layers. Thus, I suggest that future studies problematise (Sandberg & Alvesson, 2011) the overly positive treatment of the conceptualisation of passion for work and consider how it could be possible to think differently about passion in the context of work.

11.6 Concluding remarks

As organisations continue to devote vast resources to their success, the need for a better understanding of passionate employees continues to grow. Emotions are present in the work context as well as in all other contexts of humankind. This thesis highlights the importance of passion in work settings and suggesting that understanding its antecedents and orientations is critical to improving the performance of organisations in different fields and cultures. While not a final statement on the matter, this study adds to the growing body of evidence that passion for work is a critical factor and posits that it varies depending on individuals' orientations and contexts.

This thesis utilised multimodal data and applied qualitative and inductive methods to elucidate how 26 Millennials in Finnish organisations orientate towards passion for work when engaged in knowledge-based jobs. It has added new theoretical insights to the passion literature and operationalised questions concerning how to understand

and support passionate young employees working in increasingly complex digital and social surroundings on work that can be conducted beyond time and space. Individuals' positive emotions and well-being represent important and valuable resources, not only in knowledge-intensive organisations, but also in modern societies.

As an increasing number of employees are Millennials who operate in the field of knowledge-intensive work with digital devices and whose input will be needed to ensure the future success and productivity of organisations, it is essential to understand how their passion for work can be supported. Of paramount importance is the development of ways of putting such knowledge into practice by understanding the sources of passion as well as the significance of superiors' support, care and mindful communication and general conduct. Young employees are highly sensitive to their supervisors' and leaders' communication and behaviour, and when toxic situations and negative articulations occur, they may lead to tipping points for change in their lives and careers.

Eventually, success in knowledge-based work, from both the individual and the organisational perspectives, will require the fostering of the passion for work of young employees in such a way that recognises the different orientations towards passion for work as well as the ways individuals act, react and feel within each orientation. Where a young employee with the boundaryless orientation needs freedom and autonomy, such things should be provided to them, given that their well-being is not endangered by the autonomy paradox. Young employees with the expert orientation want to be recognised as competent and successful employees who desire constant professional development and take pride in their accomplishments, whereas young employees with the belonger orientation need to be seen as members of the work community, requiring support and acknowledgement from co-workers and superiors as well as opportunities to spend time with colleagues. Young employees with the bystander orientation might benefit from changes in their current tasks or consideration of changing employer in the near future. All young employees need to see the purpose and significance of their work in relation to the 'big picture'.

Together with the two sets of interviews, the instant messaging interactive diary proved particularly helpful in allowing me as a researcher to step into the technological

terrain where the young employees are the natives. Thus, as I shared the same technological space with the participants, I believe that it increased the connection between us and, consequently, the diversity and validity of the findings.

It is also of paramount importance that future studies do not settle for the belief that passion for work is univocally a positive phenomenon; rather, they must continue exploring its sources and outcomes to achieve a deeper understanding of the phenomenon. However, I would like to believe that the increased knowledge brought about by my research will influence emerging discussions concerning passion for work and Millennials and, therefore, increase both the theoretical knowledge and the practical implications, thereby providing additional opportunities for young employees to grow and flourish in their work as well as to experience it as meaningful for them and the world at large.

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APPENDIX 1. INSTRUCTIONS FOR USING WHATSAPP AS A DIARY

Hi!

Thank you for agreeing to participate in my research project.

I would like you to use WhatsApp as your diary over the course of the next six weeks. You can use it to send text messages and/or photos regarding relevant situations or preferences.

You can base your messages on explaining situations or experiences in response to questions such as those given below:

1. Can you tell me about or describe a situation in which you felt enthusiasm or passion at work? Please explain what made you feel that way.
2. Can you tell me about or describe a situation in which you were annoyed or your enthusiasm or passion for work was diminished?
3. Is there anything else you would like to tell me about your experiences today?

You should send your WhatsApp messages to telephone number 0404887204. You can send as many messages as you like as often as you like, including multiple messages a day, but please do send me at least one message per week.

PLEASE NOTE! If you send pictures, include a hashtag with each photo that describes the atmosphere associated with the image. To do so, press # and then encapsulate your feelings, the target of your passion or the reason you feel annoyed.

You can contact me about any issues related to the research project by e-mailing kitte.marttinen(at)haaga-helia.fi or calling/texting 0404887204.

Kind regards,

Kitte Marttinen

Doctoral student

University of Westminster

PARTICIPATANT INFORMATION SHEET

Research Project – Leading the young and passionate (final name might change)

Researcher: Kitte Marttinen

Supervisors: Director of studies, Dr Katalin Illes, University of Westminster

                       Professor Vlatka Hlupic, University of Westminster, London

You are being invited to be part of a research, which is part of Kitte Marttinen's PhD studies in University of Westminster London. The research data are utilised in dissertation, journal articles and presentations in seminars and conferences. The data are gathered through interviews and mobile diary.

Please note:

- Your participation in this research is entirely voluntary.
- You have the right to withdraw at any time without giving a reason.
- You have the right to ask for data to which you have an association to be withdrawn as long as this is practical, and for personal information to be destroyed.
- You do not have to answer particular questions in interviews if you do not wish to do so.
- Your interview and responses will be anonymised and reported in a manner that the names of interviews and other people will not be recognised. Individual identities will be kept confidential unless you provide explicit consent to do otherwise.
- The interviews will be recorded and transcribed into a written form. The recordings will be encrypted after the transcription of the interview.
- The researcher will keep research data and consent forms in a secure place and will comply with the requirements of the Data Protection Act. Documents can be scanned and kept electronically. Electronic data will be kept securely and in a locked cupboard, wherever possible on premises of Haaga-Helia University of Applied Sciences.
- All participants will be given the opportunity to get access to the electronic version of the study.
- The researcher can be contacted during and after participation by email kitte.marttinen(at)haaga-helia.fi or by telephone 0404887204
- If you have a complaint about this research project you can contact the supervisor k.illes(at)westminster.ac.uk

APPENDIX 3. PARTICIPANT CONSENT FORM

PARTICIPANT CONSENT FORM

Title of Study: Leading the young and passionate (final name might change)

Lead researcher: Kitte Marttinen

I have been given the Participation Information Sheet and its contents are explained to me.	Yes ☐ No ☐
I have had an opportunity to ask any questions about the intentions of the study and I am satisfied with the answers given.	Yes ☐ No ☐
I understand I have a right to withdraw from the research at any time and I do not have to provide a reason.	Yes ☐ No ☐
I understand that if I withdraw from the research any data included in the results will be removed if that is practicable (I understand that once anonymised data has been collated into other datasets it may not be possible to remove that data).	Yes ☐ No ☐
I would like to receive information relating to the results from this study.	Yes ☐ No ☐
I wish to receive a copy of this Consent form.	Yes ☐ No ☐
I want to participate to the first interview.	Yes ☐ No ☐
I want to participate to the mobile diary in the above research study.	Yes ☐ No ☐
I want to participate to the second interview.	Yes ☐ No ☐
I give my consent that the data can be used in the above research study.	Yes ☐ No ☐

Participant's Name:

Signature:

This consent form will be stored separately from any data you provide so that your responses remain anonymous.

_____

I confirm I have provided a copy of the Participant Information Sheet to the participant and fully explained its contents. I have given the participant an opportunity to ask questions, which have been answered.

Researcher's Name: Kitte Marttinen

Signature: _____   Date: _____

APPENDIX 4. CODING FRAMEWORK AND MIND MAP OF THE PRELIMINARY CONCEPTUALISATIONS

In this Appendix I show the preliminary coding framework as well as the paths and reasonings associated with the generation of the four types of orientations of passion used to address the overarching research aim of this study, as drawn using NVivo during the first phase of the analysis.

Table A1 The coding framework

Phase nr	Explanation	Examples
1.	Exclusion of not relevant sections of the interviews	- Stories of previous working life and education - Explanations of plans and dreams for future - Explanations of one's work values - Discussions of not relevant private matters
2.	Specific selection of accounts to be analyzed	- General accounts of experiences of passion for work - Accounts of passion for work enablers - Accounts of passion for work preventers - Other accounts informing experiences of passion for work
3.	Coding all remaining sections to create understanding of preliminary conceptualisations	Autonomy, challenges, good leadership, diverse work and no bureaucracy, feedback, feeling of success, being in a hurry and occupied, meaningfulness, own development, own influence, professional pride, relationships and work community, respect, trust, well-being.

Table A1 shows that the initial coding framework consisted of three main phases: exclusion, inclusion and creating preliminary conceptualisations. Using Nvivo, I first

excluded those sections from the interview transcripts that did not refer to the aim of the thesis and especially to its' research question. Then I went through the remaining parts of the interviews and selected more systematically the small stories concerning passion for work and answering the research question. The last phase consisted of coding all quotes within the first 15 preliminary conceptualisations from which I started to analyse the data in order to create themes for antecedents, specific findings under them, identities and finally the typology of four orientations (see Section 5.6).

Then I organised the 15 initial codes (preliminary conceptualisations) into a mind-map.
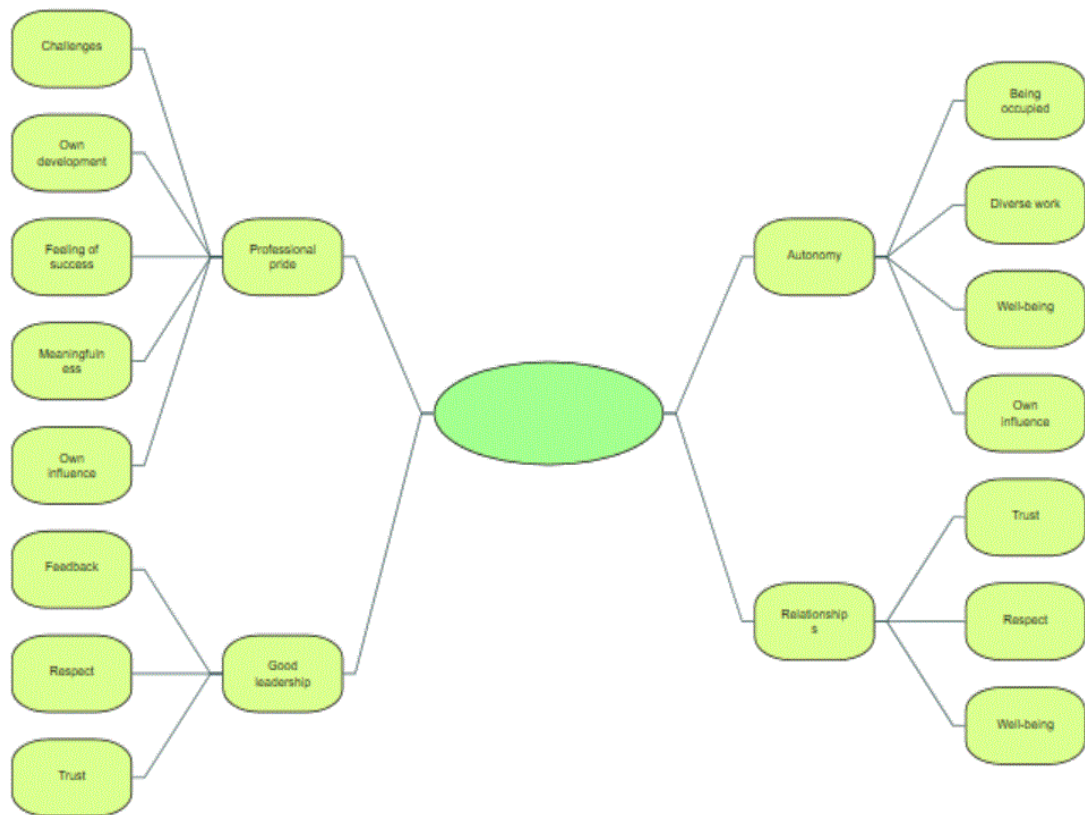

Figure A1 Mind map of the preliminary conceptualisations

Figure A1 shows how the four main categories were derived from the initial conceptualisations using the mind map technique. The categories were (i) professional pride, (ii) good leadership, (iii) autonomy and (iv) relationships, and they were later reconceptualised as the themes that inform the antecedents of passion. Furthermore, after several readings (Braun & Clarke, 2006, 2010), the content of the antecedents evolved and informed the four orientations.

APPENDIX 5. CONTENT OF THE VISUAL MESSAGES

Table A2 Content and locations of the visual WhatsApp messages

Content/location	Office	Home	Other remote work location	Other location (non-working hours)	Number
Open laptop	10	4	3	-	17
Work content	4	-	4	1	9
Selfie	2	2	-	2	6
Colleague	1	-	-	1	2
Other	4	-	1	5	10
Total	21	6	8	9	44

Table A2 shows that the visual messages most commonly consisted of photos and two short videos taken in the office, frequently featuring a computer screen, which indicate the importance of the work itself, professional pride and self-worth at work. Of course, in terms of knowledge-based work, the office is the most obvious place to take a photo. There were also several photos taken in remote work locations, either the home or other places, such as the airport or another office (e.g. abroad). Computer screens (i.e. open laptop) were also visualised in other locations than the office, indicating both autonomy and mobile work. As the participants were all young, there were several selfies, indicating the mediated 'self'. The significance of relating to colleagues and the wider work community was indicated by photos of colleagues and other content related to the work community, such as Easter eggs for colleagues. The 'Other' category consisted of photos of, for example, a drawing of a possible bonus trip, a fireplace, a sauna, a participant's own snowy backyard and a dog at the office.