How can organizational leaders increase their employees sense of intrinsic motivation?

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PREFACE

The KaosPilot education is very practical in nature. All cases we work on are real-life cases. In Oslo this practical education is combined with a bachelor degree. The final assignment of my KaosPilot education is a combination of these two worlds through an academic case-study thesis.

Formulating the study question of this thesis has been a journey on its own. From top-athletes recipe to success to how big organizations deal with teamwork. In both cases I have asked questions from why to how, and from history to future; and the topic has always been motivation. I wanted to find a suitable purpose to embraces both the practical and academic aspect of the KaosPilot education, in combination of a topic I was excited about on a personal level. Exploring how leaders, in an efficient way can motivate their employees to work with effortless enthusiasm, came to be the final purpose of this thesis.

ACKNOWLEDGEMENTS

CONTENTS

1. INTRODUCTION

In the autumn term of 2007 I was the leader for project Outpost. During this period I found that shortcoming to participation was often blamed on "lack of motivation". This led me to wonder if this motivation could be increased by me as a leader, and if that was possible, what would increase another person's sense of motivation. The following year there were some discussions in media about lack of motivation being a more and more common justification for sick-leaves in organization. Out of personal, educational and social interest I started reading about motivation and factors that have effect on motivation. The interest grew and when time was to start working on my bachelors thesis I started exploring what came to be the study question for this paper:

How can organizational leaders increase their
employees' sense of intrinsic motivation?

The first piece of work for this bachelor's thesis was to find theories that could be relevant and appropriate to be able to answer the study question. These theories led to three theoretical propositions. The proposition made the foundation for deciding what and how research on this subject could be made. After defining what research was needed to answer these theoretical propositions, I had to decide what methods would be used to gather this information. The results of the research were finally compared to the theoretical propositions, which have resulted in suggestions that may answer the study question.

2. THEORY

2.1. THEORY INTRODUCTION

Kaufman and Kaufman (2007) divided psychological theories on motivation into four different sectors:

- Need-theories
- Cognitive-theories
- Social-theories
- Job characteristics theory

In this thesis, part of Need- and Cognitive-theories are chosen to understand and do research on motivational strategies in organizations. These two directions are compared with their similarities and differences. Out of these theories, theoretical propositions are created.

The two theory directions selected for this bachelor thesis have separate approaches to motivation. Need theories have a focus on how our needs are our driving forces, and that the constant wish to satisfy these needs are what motivates us to action. Cognitive theories suggests, in difference to need theories, that we can understand, handle and control our level of motivation through knowledge, experience and thought. Both theories focus on how consciousness and awareness can affect our experience of motivation.

I have chosen these theories because I believe they are relevant for answering the study question: *How can organizational leaders increase their employees' sense of intrinsic motivation?* The theories will lead to theoretical propositions, which will be investigated through research in the method chapter and result in a discussion.

2.1.1. THEORIES ON MOTIVATION

Motivation, can metaphorically be thought of as a burning platform or a carrot. The concept burning platform symbolizes the need to be moving away from something. The direction of that movement is 360°, you will go any direction to get away from the pain. The

focus is on what you need to get away from. The carrot symbolizes the conscious choice where the goal is set on a 1° direction. The motivation focus is on the scenario you wish to move towards. A suggestion is that the carrot-perspective is both more efficient and more pleasurable. If you know where you want to go, and what you are motivated by, you will use less effort and be more precise to get there.

The theories of needs focus on our basic, almost instinct, needs of motivation. Some chosen need theories and what they suggest about motivation is presented here. I focus on theories by Abraham Maslow (Maslow 1954, of Kaufman & Kaufman 2007), Clayton Alderfer (Alderfer 1972) and Frederick Hertzberg (Hertzberg 1968), since these theories have similar view with variation. Need theories focus on how our needs affect our level of motivation.

Cognitive theories such as "Self-Determination Theory", "Two-factor theory" and the concept of "Self-efficacy" are chosen because they are in contrasts to the Need theories. They suggest other ways of how to gain and maintain motivation. These cognitive theories have a focus on how we through consciousness can affect our own, and others level of motivation.

2.2. MOTIVATION

Motivation comes from the Latin word "movere" which means "to move". Motivation is the driving force that leads to a particular behavior. The behavior is considered in contrast to earlier behavior, and therefor a change in acting and doing. Motivation is in everyday-life thought of as the positive feeling that makes you want to move in a direction. The direction shows us from what, or to what we move. The feeling we often refer to as motivation is a result of this progression.

Studies on motivation have been on how our needs affect our level of motivation; how motivation affects us, or what causes an increased level of motivation. I notice difference in the following theories between the understanding of motivation as being affected by our inner desires, and whether we can consciously affect the level of motivation. The theories do not exclude each other, but have different points of views, which will be presented below.

What motivates us could generally be thought of as a want to gain pleasure or avoid pain. This is a question of direction. There is also a factor of how much effort you put into your activity, the higher the effort, higher is the motivation. The last important factor to consider is the how persistent you are in your activity, whether you keep going no matter hinders. Physiological, social, biological and psychological aspects affect motivational forces.

2.2.1. NEED THEORY

Need-theories on motivation have a focus on the basic needs in a person, and how these needs affect our behavior. If there is a need that is unfulfilled, we will (more or less automatically) be driven to fulfill it.

American psychologist Abraham Maslow (1954, of Kaufman & Kaufman 2007) was the first to discuss and create an accepted theory on motivation. Maslow discusses motivation in the needs of a person. Maslow suggests we have five levels of needs, presented in his hierarchy of needs model:

1. Physiological- basic needs such as food and water. In work the wages will fulfill this basic need.
2. Safety- shelter from harm and disease. This could be a safe work place, also a feeling of safety with your employment.
3. Belongingness- social conditions. In an organization this would be to feel the working environment is friendly and nice.
4. Esteem- respect and admiration from others. Such as colleagues giving you positive feedback.
5. Self-actualization- exploring and achieving your potentials. In an organization this would be to evolve in a positive direction you wish to proceed and succeed.

Self-actualization — exploring and achieving your potentials. creative, spontaneous problem solving

Esteem — self-esteem, confidence, respect and admiration from others

Belongingness- Social conditions — friendship, connection, social gathering

Safety — shelter from harm and disease, security of physical and social standards

Physiological — basic needs such as food and water, breath, sleep etc.

(Model inspired from: http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs)

Maslow say these needs are in a hierarchic and specific order, whereas we need to fulfill our physiological needs before our safety needs can be prioritized, or even restrained from moving on to the following need. Maslow argues that a person who does not have the physiological needs satisfied, such as food, will not have any motivation in trying to reach self-actualization. (Kaufman & Kaufman 2007, 45-47) Although some might say that we always reach for self-actualization, and that motivation will not be stopped by physical hinders.

All the following motivational theorists have discussed Maslows´ hierarchy of needs. Kurt Goldstein argues that we are driven by a wish for self-actualization, to realize our full-potentials, and that our needs are not in hierarchic order. Goldstein suggests that our main motivational driving force to reach self-actualization is much stronger than the more basic needs of Maslows pyramid. (Goldstein 1939/1995)

Clayton Alderfer created the ERG-theory as a follow-up on Maslow's five-step hierarchy of basic needs. ERG stands for:

- Existence,
- Relatedness
- Growth

Existence could be compared to Maslows physiological and safety needs, whilst relatedness concerns belongingness, and Growth is about Maslows´ two top needs: esteem and self-actualization. (Kaufman & Kaufman 2007) Alderfer implies that motivations are hierarchic, and that if the higher levels of motivations, in his case growth, is not fulfilled, one will use more intense energy on expanding the more basic needs such as existence or relatedness. Alderfer, in contrast to Maslow, says there is no certain order to which the needs are arranged (Aldefer 1972). The "top" needs of growth can be filled even if the lower are not.

Another important theory for this report on motivation is Frederick Hertzbergs "Two-Factory Theory" (Kaufman & Kaufman 2007, 58). Hertzberg found that there are two independent factors that require to be considered when analyzing level of motivation at work. On one hand: the factors that are needed to make motivation available (hygiene factors), and on the other hand: the motivation increasing factors (motivators). These two are separately parallel, but independent of each other. A basic explanation of these are as following: Hygiene factors could be compared to the lower three in Maslows´ pyramid. Hygiene factors will lower the sensation of motivation if not filled, although they will not raise motivation when supplied. Motivators compares to the two top needs in Maslows pyramid. Motivators will raise the sense of motivation, but not lower them.

MASLOW'S HIERARCHY OF NEEDS
One direction
Step by step order
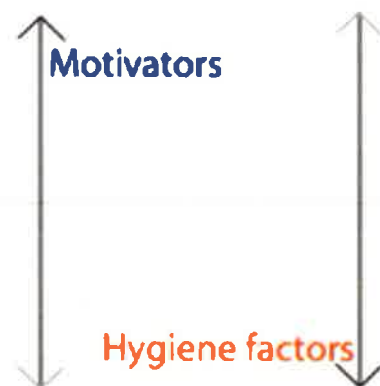
HERTZBERG'S TWO FACTOR THEORY
Two factors, two directions
No order
Hygiene: more or less dissatisfaction
Motivators: more or less satisfaction

In the business world the hygiene factors are such as the physical environment, the wages and the benefits of the job. Motivators are such as: the activity of the work, responsibility, achievement and growth. These are compared to Maslow's basic need-theory: hygiene is the lower two levels, and motivators are the top three. Lack of hygiene factors will decrease the experience of motivation. So you need the hygiene factors to be able to experience motivation. Although hygiene factors do not lead to increased motivation. For example the feeling of motivation will decrease if the working place is unclean, but the motivation will not increase just by having a clean work-environment. Motivators on the other hand will raise the experience of motivation when appearing. In business life this would mean that if an employee gets responsibility and gets to take part in decision-making he/she will probably experience a raised level of motivation. But if there is not so much responsibility, the motivation will probably not be of lower amount. Hygiene factors and motivators work independent of each other. Improving the hygiene factors give short-term motivation, although improvement of the motivators may cause long-term motivation with the employee. (Hertzberg 1959, of Gawel 1999)

In comparison with the earlier mentioned theories of Maslow and Alderfer, Hertzberg is implying that the needs are in fact also hierarchic, and the basic needs, here called the hygiene factors, needs to be in established before the motivators can be fulfilled.

2.2.2. COGNITIVE THEORY

The most well developed cognitive evaluation theory on motivation is one evolved by Edward L. Deci and Richard Ryan, called "Self-Determination Theory". SDT focus on to what extent a person's motivation is self-determined. SDT suggests three basic conditions: competence, autonomy and relatedness, that decides to what level motivation is internalized into a persons behavior. (Deci & Ryan 2000) SDT takes interest in the difference between extrinsic and intrinsic reasons of motivation.

Comparing this to the need-theories on motivation, this theory direction is focusing more on what needs are required to make a change in a persons behavior. Not how needs change our behavior. Therefor the focus is not on how needs affect our motivation, but how we consciously can affect our level of motivation through awareness of what increases the level

of intrinsic motivation. The SDT theory disagrees that the needs are hierarchic, and suggests all three needs (competence, autonomy and relatedness) to be filled for intrinsic motivation to grow.

The Self-Determination Theory focuses on what they call "intrinsic motivation", on how the activity in itself may provide the motivation for a certain behavior. When the activity is in alignment with your personal values, your motivation to do the activity is a part of you, therefor intrinsic. A study by Gagné and Deci suggests that intrinsic motivation makes employees more involved and make more effort to their job (Gagné & Deci 2005). I will present more of intrinsic and extrinsic motivation later in this chapter.

SDT is also focusing on how awareness of ones needs can increase motivation through conscious choices. In business this could be exampled with the leader who is clearly in touch with the needs of the company, and through the awareness of these needs can make clear decisions that is in agreement with the companies visions. Thereby the leader may perhaps also identify with the needs of their company. Since decisions are made from conscious understanding of the companies needs, this leader can communicate clearly the reasons of these decisions to her employees. A suggestion is that a conscious understanding will raise the leaders own personal experience of motivation.

As suggested by Self-Determination Theory there is a clear difference to what reasons lies behind a change in behavior. SDT separates these causes to motivation as: extrinsic and intrinsic motivation. When the motivation to an action is a future reward, it is called extrinsic motivation. Your activity is the tool to achieve a reward. It is not the action itself that motivates but the consequences of the action. Examples are tangible such as monetary and materialistic rewards, but also a feeling of belonging could be an extrinsic motivation. Three examples of extrinsic motivation are:

- If you do A it will lead to a raised salary (B). B being the motivator.
- A (action) leads to an experience of being thought of (B) as a person with more skills. The indirect reward of others regarding you as competent is the motivator.
- An action (A) that leads to belonging (B) to a group. The indirect reward of relatedness is the nominator.

These examples have the characteristics of B being a reward that comes after doing the activity (A), operates from the outside of the person.

Intrinsic motivation is when the activity in itself brings you a direct sense of competence, autonomy and relatedness, without the extrinsic results being the cause of the action. Intrinsic motivation is provided by the activity itself, and a person would perform this activity no matter operational consequences or rewards. The activity in itself gives the person a feeling of efficacy or competence as well as autonomy and perhaps also relatedness.

Intrinsic motivation is often thought of as a stronger experience of motivation than extrinsic motivation, since it is a more direct and essential experience of motivation. Accomplishments, fulfillment of meaningfulness are examples of intrinsic motivating conditions.

SDT suggests competence, autonomy and relatedness as the three conditions affecting the level of motivation. These will be exampled in organizational situations:

- Need for competence – the employee has a need to feel competent and capable to handle his/her tasks.
- Need for autonomy – the employee has a need to be a part of decision-making, to actively be self-governing.
- Need for relatedness – the need to feel a participation, belonging and connection to colleagues and also to the values of the organization. (Deci & Ryan 2000)

Examples of the characteristics of intrinsic motivation are:

- Interesting activity – the activity in itself is what interests you.
- Spontaneous satisfaction – the feeling of satisfaction is occurring without apparent external cause.
- The task of solving problems is experienced as possible to succeed. (Deci & Ryan 1985)

The difference between intrinsic and extrinsic motivation can also be clarified through a timeframe. Intrinsic motivation is something you experience at the moment, constantly evolving, while extrinsic will come to you in the future. The perspective of time makes us see that intrinsic motivation is more present, and therefore preferable. It is easier to relate to, since it is experienced presently, not as a future experience. As compared to the metaphor of the

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carrot, the extrinsic motivation also has a strong direction searching a future reward, whilst intrinsic motivation is giving a pleasurable experience while doing the activity.

Psychologist Albert Bandura developed a theory on how important it is for us to believe we can master activities we set out to do. Believing we have the ability to reach our own goals, Bandura calls "Self-efficacy". (1997) Relating Banduras self-efficacy-theory to Self-Determination theories view on motivational conditions being competence, autonomy and relatedness, there are many cognitive relations. Bandura suggests that the social aspect is clearly important in our cognitive belief system of ourselves, where we compare our own skills with others. This can be compared to the need of relatedness. Bandura writes that one may experience intrinsic motivation when encountering you have the ability yourself to reach your own goals. (Bandura 1998) This could be compared to the needs of autonomy and competence. A person who believes she can reach her goals, experiences a higher level of motivation to try. An employee who is convinced they have the competence and resources to solve their task will be likely to make the attempt, and probably also have persistence and stamina to go for the goal no matter challenges on the way.

The experience of intrinsic motivation will be higher for an employee who feels self-efficacy in her work. Since self-efficacy is a feeling of believing in the possibility to reach your own goals, there need to be goals set. In an organization there are often goals, but short-term goals are more often easier to grasp, whilst the long-term goals gives a more understandable perception of direction. Bandura says that for a person to understand her own capability of reaching her goals, the social settings are substantially important. This is because a person usually understands her own skills through comparison to others. (Banudra 1998)

In extension from Banduras theories on self-efficacy where the mere belief of ones ability to reach ones goals, Douglas Vermereen has done studies about why some people fail to achieve their goals. (Vermeeren 1997) Vermereen come to the conclusion that you need to have a conscious understanding of *why* one wants to achieve a goal (the motivating factors) and believe that one can achieve it.

2.3. SUMMARY

This is a summary of the differences between the two theory directions, and what they say about motivation that might be relevant to the empirical survey. I will also share the expectations I have on the results of the interviews, in correlation to these theories.

2.3.1. NEED THEORIES in short

In short, need theories say a persons needs is also her driving forces. The needs them selves are the cause of our motivation. What these needs are can be discussed, but more relevant and interesting for this thesis is how these needs affect our behavior. Abraham Maslow says we have a hierarchical arrangement of the order of our needs. A basic need has got to be contented before we will proceed to the next. This goes from basic physical needs to top level of self-actualization needs. Goldstein suggests that there is no preferred order to our needs, but that our self-actualization is our strongest desire. Alderfer implies that if one need is not able to be filled, we will focus more on the other needs.

These suggestions make me curious on how the needs of self-actualization or more basic needs affects the experience of motivation with an employee and a leader in an organization. Will she through the desire of self-actualization, have a need for development and to evolve professionally within the organization? If so, will she get motivated by this fact?

Hertzbergs two-factor-theory shortly say we need hygiene factors to be satisfied, and motivators to raise the sense of motivation. Hygiene factors such as wages, physically satisfactory environment and a feeling of security at work, are often met in organizations in Norway. In the organizations I will do my research on, these are met. That leads me to

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wanting to figure out if and how organizations try to use motivators to raise the feeling of motivation. I regard it likely to happen that I will find at least some conscious strategies leaders using motivators, and am curious to find out how they view their own and their employees sources to motivation.

2.3.2. COGNITIVE THEORIES in short

Self-Determination Theory has come to the conclusion that competence, autonomy and relatedness are the three factors needed to create motivation. Edward L. Deci and Richard Ryan say these three conditions all need to be met for motivation to grow. (Deci & Ryan 2000) The cognitive theories have a focus on cause of motivation, and SDT differentiates intrinsic- and extrinsic motivation, as sources on what increases the causes of motivation. Intrinsic motivation is a present sense of motivation when you are stimulated by the activity itself. The extrinsic motivation on the other hand, is a future rewarding consequence of the activity you do today. The activity itself is not very motivating, but the effect it will have is what motivates you. It is not suggested in the theories if the level of motivation is higher in either intrinsic vs. extrinsic motivation, but it shall be said that I do expect that the intrinsic motivation might be a stronger experience. I am curious to figure out what factors are motivating leaders and employees in their job. Since I will do my research on leaders, I will only get second hand input on what leaders believe motivates their employees. I am eager to find out if there is a link between what the leaders themselves are motivated by, and what they have experience might motivate their employees.

In accordance with the theory on intrinsic and extrinsic motivation, I am expecting to learn what of these factors leaders use (if any) to create a higher level of motivation.

Albert Banduras suggestion that self-efficacy, or the level of understanding our ability to reach our own goals, is relevant to what extent we experience motivation. (Bandura 1986) I suggest that raising self-efficacy is a possible method for a leader to affect and increase her employees' sense of motivation. Gagné and Deci suggests that verbal feedback is the most influential factor to what affects intrinsic motivation. Following, Bandura says intrinsic motivation possibly will be experienced with a high level of self-efficacy. I therefor wish to learn whether leaders use positive verbal feedback, and how they experience this. It is also

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suggested that verbal feedback is more likely to be trusted when given from someone close to you, or whom you respect/look up to. For that purpose I hope to get an understanding on whether the relationship between the leader who gives the verbal feedback, and the taker (the employee), is close or merely professional.

2.3.3 NEED THEORIES VERSUS COGNITIVE THEORIES

The Need theories I have presented consider our needs as in a hierarchic order. One fulfilled need can lead to us wishing to fulfill the next. It has been discussed whether there should be a certain order of fulfilling these needs or no order at all. The more hierarchic system would suggest a person does not put effort in self-actualization if she does not have food and shelter. Others would say the wish to live out your full potential is always present and the strongest need we have. No matter the physical needs. According to motivation, need theories sees how our needs have an effect on our motivation.

The cognitive motivation theories on the other hand focus more on what is it that increase our feeling of motivation, in a cognitive way, rather than need; and how motivation affect our behavior.

NEED THEORIES	COGNITIVE THEORIES
Focus on what inner basic needs drives us to change of action.	Foucs on how motivation is a result of ones mental pricesses. The awareness of these cognitive processes may make it possible to affect ones level of motivation.
Needs are biological or taught over a long period of time.	
Motivation is driven by our (more or less) hierarchic needs. We are driven to fill our needs such as physical, social and self-actualizing needs.	The level of competence, autonomy and relatedness will determine to what extent motivation is internalized in our lives. All three need to be filled.
It is our needs, and the need to satisfy our needs, that are the source and reason to our motivation.	Sees difference between intrinsic and extrinsic motivation. As apposed to the need theories, motivations can be affected by other means than ones that affect our basic needs.

To compare need-theories to the cognitive theory SDT, I have made a model:

NEED THEORIES
(Maslow, Hertzberg, Alderfer
et al...)

Minimizing pains or gaining pleasure.
FOCUS: Need satisfaction descides
direction.
If the need is not met direction is
towards it. If there's a threat to the
need, we move away. If need is
satisfied, direction stops.

DIRECTION
from - to

COGNITIVE THEORIES
(Self-Determination Theory,
Self-Efficacy)

FOCUS: Intrinsic & extrinsic motivational
factors affects direction. These can be
influenced by others, but it's ones mind
process that determines direction.
Intrinsic motivation-direction: now; the action
itself is the motivation. Extrinsic motivation-
direction: later; reward will be the motivation.

The level of how "satisfied" your needs
are will determine your input.

INPUT
how hard
you try

If you have an inner, self-determined
belief that you can, and you want to,
then you will try hard.
Ergo: input is determined by ones
awareness.

The need theories say our needs are so
basic (biological or well taught) that in
lack of them we will keep trying by
inner dedication. Our needs need to be
met. But when satisfied we might loose
motivation.

STAMINA
how long you
keep trying

A high level of intrinsic concious motivation
(you are aware that you love doing the
activity itself) will make your efford
longlasting, also when hinders appear.
Also extrinsic rewards that are like, or
higher than effort needed.

2.4. PURPOSE OF THIS STUDY

This study is done to see how mid-leaders can increase their employee's level of motivation. Knowing how leaders work with motivation today, can hopefully create consciousness of relevant and efficient methods and tools to increase motivation.
The reason for this topic is to hopefully find efficient ways to increase the employees' enthusiasm and motivation to their work. Understanding what approaches work, and what does not, may give a more precise and effortless method. This is created through awareness and an understanding of motivating methods, and may give the organization as a whole, more time to solve their tasks rather than figuring out how to create motivation, participation and enthusiasm. Making employees experience a higher level of motivation to their work might cause a higher level of ownership and enthusiasm for the whole organization.

Many theories show that there are factors that make employees more enthusiastic to their work and more passionate to their assignments. A reason for this study is to see if what we might understand theoretically, is practically implemented as everyday strategies to make

employees more motivated to do what they are doing. The Self-Determination theory may suggest extrinsic motivation can make one loose focus on the activity, and therefor such motivational factors as monetary rewards might even decrease motivation if used. (Deci & Gagné 2005) This raises a curiosity on whether activities one is intrinsically motivated to do should not be rewarded with extrinsically motivating methods.

As shown above there are studies who have suggested that close communication and relationship between giver and taker in verbal feedback, makes it more concrete, constructive and relevant; as well as easier to grasp. But there are few studies that have seen the relationship between verbal feedback and responsibility. Responsibility being given from the leader to her employee on setting and determining her own tasks. If there is a close communication and follow up through verbal feedback, it would be likely to believe that a leader could give her employees more responsibility of her own work activities.

2.5 THEORETICAL PROPOSITIONS

Maslow (Kaufman & Kaufman 2007) and Alderfer (Aldefer 1972) suggests that belongingness and relatedness, are needs that strongly affect our experience motivation. The social constructivistic perspective suggests that all our experiences are built on interactions between people. Self-determination theory suggests that all three conditions: competence, autonomy and relatedness are needed to be satsified for us to experience motivation. Based on these theories I assume that the social aspect has a large impact on how we experience motivation. The social interaction between a leader and an employee is often through communication on work tasks. Communication being a source to belongingness or relatedness, and influence being a source to autonomy, brings me to the assumption that formulates the first of three theoretical propositions:

Theoretical Proposition One

Close communication between leader and employee leads to employee having more influence on their own work tasks.

Bandura suggests that self-efficacy is our understanding that we can reach our own goals. Self-efficacy would, according to Bandura, lead to intrinsic motivation. (Banudra 1998, 62) If an employee belives she can reach her own goals, she assumingly has a high level of intrinsic motivation. The SDT theory on intrinsic motivation suggests that we are motivated by the activity itself. Assuming that intrinsic motivation is more pleasurable, a leader would prefer her employees to be intrinsically motivated, rather than extrinsically motivated. Gagné and Deci suggests that extrinsic motivation might take away the focus from the activitiy. The combination of self-efficacy, leading to intrinsic motivation, and the leader wishing her employee to keep being intrinsically motivated, brings me to assume the following proposition:

Theoretical Proposition Two

Employees whom have great responsibility such as creating their own goals and setting own work-tasks are intrinsically motivated, and therefor leaders will not have to use extrinsically motivating factors such as monetary rewarding bonuses.

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Since I will do research on leaders view on motivating methods, I expect to get an understanding of what they believe their employees are motivated by. The ethical philosophy of humanism and the social constructivistic perspective of this bachelor thesis makes me believe that a leader would expect her own view of what are good motivating methods, as a shared "truth" in the organization. Based on this I will assume to verify the following proposition through my investigations:

Theoretical Proposition Three

Leaders use the same methods to increase level of motivation with their employees as them selves are motivated by.

3. METHOD

3.1. INTRODUCTION

To test the theoretical propositions in real-life, the method in this thesis have the purpose to give an understanding through a systematically conducted research. The methods are used to give a clearer understanding of what way leaders work with motivation. Choice of methods, the process of recruitments and collecting information, and what the results are in this research, will be described; finishing of with what these research results might lead to.

3.1.1. SCIENTIFIC PERSPECTIVE

The research is done on cases where the social context might have an influence on how motivation works. Social constructivism is a perspective on knowledge that implies that phenomenon is socially constructed. This aspect of social impact, makes it highly relevant to accept this perspective to this bachelors thesis. Also this perspective implies that my role as a researcher is influenced by my background, knowledge, experience and interest. It should therefor be mentioned that my role as a KaosPilot student in Norway might have an effect on how I analyze the research results. Through this education I have learnt a lot about analyzing causes to be able to affect the effects. The theoretical propositions are written in a cause and effect formulation. Also the case-design of methods is probably affected by the KaosPilot educations pedagogical experience on using real-life case studies.

Seen through the perspective of social constructivism, no one can be entirely objective, but I need to be aware of how my social background might affect my analysis. It should be mentioned that with the social constructive perspective no one has is objective since all information are perceptions of reality, and these perceptions are created through experiences.

The ethical philosophy of humanism is also a scientific perspective that has an effect on this research. Through this perspective I accept that no truth is an absolute truth, but the view of wrong and right is experienced through humans and is interchangeable. With this I mean that the view of right or wrong is an ethical perspective accepted by one person, affected by compassion, understanding, experience, knowledge and perception, and is not a definite truth.

3.1.2 CHOICE OF METHOD

To be able to understand the work on motivation of the leaders I observe, I have chosen a qualitative research through interviews. The understanding of the organizations and their employees are viewed through the perspective of their leader. Seeing all information through a socially constructed perspective, believing ones truth might not correspond to another person's truth, and all truths are a summary of many social factors, that are individual and varied. My perception of the gained information, might not give the exact same propositions as someone else would get. Therefor choices of methods are important to clarify.

This study has a case-design, whereas observations through interviews are made on four organizations in Norway, through the eyes of a leader in each organization. The study question is "how can an organizational leader increase the sense of intrinsic motivation with their employees?". There has been made some propositions out of theory, transformed into theoretical propositions that are investigated through interviews. The correlation of theory to theoretical propositions and qualitative data are analyzed based on these propositions. The theoretical propositions all suggest a relationship between cause and effect, and the analysis are done to verify or decline these theoretical propositions. "They may either lead to confirming existing theories, develop the existing ones or suggest new theories." (Johannesen et al. 2004, 84-85)

Case-design is the approach for this research, and interviews are the tools on how to gain understanding on these subjects. The research methods are interviews with a few leaders in four different organizations, investigating the phenomenon of motivation in organization. Observing resemblances and differences of methods they use to increase and sustain motivation. This is a combination of a case study, observing occurring situations, with a phenomenological wish to understand the perceptions made with a hermeneutic approach to interpret these observations in the certain situations.

The phenomenon of working with motivation in organizations is seen through the eyes of the leaders the research is made on. This is phenomenology viewed through the ontological view of a socially constructed world. Considering that no truth is an absolute truth also means that the version of ones truth is the only reality I as a researcher can refer to.

3.2 PROCESS

The choice of what method to use was based on a wish to have a somewhat broad and varied task group to be able to see differences and similarities. Interviews were the desired tool to gain a depth in information. Interviews face-to-face gave a possibility to have follow-up questions, something interview per mail did not. I chose to do interviews, so that I could gain a first-hand information directly from the target-group.

The last two weeks of the month of February was used to figure out a leading question for this paper. The whole month of March and the first week of April were used to find relevant theories, and study these. The theses-question was revised many times during this period. The two last weeks of April I determined criterions for recruitment. This led to a limited time for interviews to be made. Finally this time limitation led to a changed strategy of research methods. The contacted interviewees simply did not have the possibility to meet for interviews, but still wanted to answer the interviews, so the interviews were sent per mail. The interview was reformulated to a set of open questions that could fit any of the companies asked, and sent out per mail. The interviewees could then answer them via mail, and thereby save their time. The problem of time was the only reason for changing research strategy.

Interviews that are answered this way have a tendency to be questioned on their reliability. There might be a "social desirability bias" in a conscious or unconscious wish to answer what is thought of as socially "right". (Fisher 1993) I have tried to avoid this by both when talking over the phone, per mail and on the interview sheet, telling the interviewees that there is no right or wrong answer and that it will be anonymous.

It was never an issue to discuss if the sexes influence the answers to these types of research, since it was never an issue in the theory. Therefore I have chosen not to take into consideration whether it could affect the results. All interviews were made on female leaders. It could perhaps be an interesting future research to see if sex has influence on what motivational factors leaders use.

3.2.1 ORGANIZATION SELECTION CRITERIA

These theoretical propositions are based on theories relevant to organizations in general. I wish to get a greater understanding of organizations operating in Norway. I got my education in Norway, and I will most likely be working and using my education. Considering the theoretical proposition on verbal feedback, I want to look at organizations which are spread around the country, to get an understanding if there are variable solutions on how to communicate and give feedback to someone you might not even meet. So my first criteria is:

- An organization in Norway, with offices not only in Oslo

The selected organizations wanted to be anonymous. Selected organizations for this thesis are labled: "Company One", "Company Two", "Company Three" and "Company Four".

3.2.2 TARGET-GROUP SELECTION CRITERIA

I want to examine leaders who are not on the top of the hierarchy in the organization, but whom have leaders above them as well as they have employees "under" them. The reason for this is that supposedly these leaders do not have the full power of economic means to use for raising motivation with their employees. I also personally am more fascinated with the positions of mid-leaders, since they have desires and demands from above and under to try to satisfy. So the target-group is:

- Individual mid-leaders whom have leaders above them to answer to, as well as employees under them.
- Mid-leaders who are able to make decisions on their own, but whom also have to answer to their CEO's.

3.2.3 SELECTION

To figure out whom to contact I wrote down a list on 11 organizations that matched my criteria list. These organizations were all organizations I had prior knowledge of, but only as a customer. These are the 11 organizations I narrowed down to:

- "Company One"

- Telenor
- "Company Four"
- Vita
- NetCom
- XXL
- Vinmonopolet
- "Company Two"
- H&M
- Nordea
- "Company Three"

Out of these 11 organizations I searched my network for people who might know anyone in these organizations. The following 9 companies became accessible through my network.

- "Company One"
- Telenor
- "Company Four"
- NetCom
- XXL
- Vinmonopolet
- "Company Two"
- H&M
- "Company Three"

I took contact with these companies, in order to ask for an interview. Six of them responded:

- "Company One"
- "Company Four"
- XXL
- "Company Two"
- H&M
- "Company Three"

Out of these six organizations I was able to get a connection through phone calls with mid-leaders in five of them, (not XXL) and to open up for a possible interview. One face-to-face interview was booked right away, with "Company One".

The respondents I got were all pre-occupied. Meetings face-to-face were hard to make possible. I therefore sent out the interview via e-mail to the four mid-leaders I had been in contact with. Three of them responded to the e-mail: "Company Four", "Company Two" and "Company Three". H&M did not, even after repeated contact with them. The reason of this was said to be lack of time.

3.3 DISCUSSION OF METHODS AND RESULTS

Qualitative research is preferable when wishing to attain understanding of a phenomenon in a specific case and explain motives to situations, since the answers are not alternatives, but the perceptions of the leaders. They are not measurable as quantitative data, but need analysis to bring out understanding. (Johannesen et al. 2004, 227-229) The analysis will not give an absolute truth, but in a case study like this where an understanding is the motive, not absolute facts, the qualitative method is suitable. The understanding is obtained through the perception of the researcher, and this perception is never totally objective, since it is based on the subjective mind of the researcher. The choice of scientific perspective has a great impact of how analyses are interpreted, by all observations being socially constructed.

The case method is suitable "when a how or why question is being asked about a contemporary set of events, over which the investigator has little control." (Yin 2003, 9) But as Yin also writes about the purpose of a case study it shall try to clarify why and how some decisions were made, and the results of this. (Yin 2003, 12) It should be mentioned that the reasons behind how and why the leaders decide to use motivating methods are not investigated in this report. This could perhaps be suggested to do in future research. In a reflection of the methodological process the research would probably have been more likely to answer these questions in depth-interviews, with follow up questions. This is relevant to consider for further future research on this topic.

3.3.1 RELIABILITY IN EMPIRICAL SOURCES

Qualitative research has some aspects which makes the reliability of the material needs to be understood in what context it is gathered. The gathering of information is made through interviews and through e-mail, so the gathered data is transformed through analysis of these conversations. Also the context in which the interview is made, the state and understanding of the interviewee and the knowledge, experience and context the researcher (me) is in will have an effect on the analysis. (Johannesen et al. 2004, 227-230) This is why the story of how the process of gathering research material was told. Following is reported how data is used and refined.

The research and investigation of such a qualitative research is impossible to measure total and absolute reliability, since the setting on the interviews can never be reproduced, and may have an impact on the results. (Johannesen et al. 2004, 227-228) The reliability therefore has to be valued through the validity of whether the study question has been properly investigated. In the same way as the choice of methods has been judged. I can in retrospect see it might have given a wider and deeper scale of understanding of the choices that lies behind the decisions of the leaders, if actually the intended face-to-face interview would have been possible to carry out.

This is a school assignment, and all-purpose of education is learning, through experience and reflection. The KaosPilot education has the pedagogic perspective: "learning by doing". This is a typical example of this. I as an investigator learn about the phenomena of motivation, and the process of research. As a student I hope this thesis can bring some new thoughts, information or experience to fellow students and who ever might read this.

4. EMPIRICAL FINDINGS

4.1 SUMMARY OF ANSWERS IN INTERVIEWS

The interviews were made in the period of 28th of April 2009 to 18th of May 2009. All interviews are enclosed in this paper. Following are a pin pointed summary of answers of interviews.

1a. What organization do you work for and what is your position/title?

- Head Executive of game section at "Company One"
- Administrative executive in "Company Two"
- Work counselor, social administration executive and replacing CEO at "Company Three"
- PR and Marketing Executive at "Company Four"

1b. Do you have anyone "over" and "under" you in the organization?
    -what position/title do they have

"Company Two": CEO over her; directly under, economy director, head of analysis, director of administration, project leaders and department leaders.
"Company One": CEO over her; all store managers under and also game-managers in stores.
"Company Three": CEO over her; under her: the 10 employees.
"Company Four": a sales support whom helps everyone at office, but no "direct reports"

1c. What positions are your closest colleagues?

"Company Two": CEO and economy, head of analysis, director of administration, project leaders and department leaders.
"Company One": Game-managers in stores.
"Company Three": CEO.
"Company Four": Managers in Sweden, and colleagues with less economic responsibility

2. How do you communicate with your colleagues over and under you in an everyday workday?

The communication form was varied. "Company Two" and "Company Three" had direct face-to-face contacts with both leaders and employees. "Company One" had nearly mainly telephone or e-mail contacts with their employees, and face-to-face with their boss. "Company Three" reported mostly informal communication forums, but also more formal meetings with CEO. All their communications were face-to-face.

"Company Two" reported most communications with CEO´s were in meetings, both ad hoc and leader-meetings. With employees communications are mostly informal throughout the day, also follow up-communications and evolve-meetings.

"Company One" communicates through mail and telephone, and once a year they all meet at seminars.

"Company Four": Mail and phone calls. Also meetings in Sweden once a month.

2. How do you communicate with your colleagues over and under you in an everyday workday?

X	X	X	**direct**
X		X	**indirect**
Company one	Company two	Company three	Company four

3. Do you know your employees on a personal level?

On the question if the mid-leader has an understanding that she knows her employees, the answers are very varied.

"Company Two answered "of course".

"Company One" on the other hand barely meet the employees, so she grows a personal relationship with them via mail, by asking and sharing a little personal information, or just some information that is not at all job-related.

"Company Three" answered she knows 2-3 of the employees well, and the rest she is working on getting to know, through a get-to-know-each-other-program they have set up themselves.

"Company Four": knows everyone at office in Norway, and also friends with Swedish colleagues.

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3. Do you know your employees on a personal level?

	X	**X**	**X**	**yes**
X				**no**

Company one   Company two   Company three   Company four

4a. Do your colleagues "under" you have an influence on making decisions that will affect their work tasks? –if so, how?

There were some variations and also some resemblances in the answers. The correlations were that yes, the employees in all organizations had to some extent some authority to make work-affecting decisions. But the answers show that in "Company One" the decisions were mostly on subjects that would show personal interest and enthusiasm around what games to focus on and sell.

In "Company Two" the decisions were said "can and should be taken by others than me" (me being the leader).

"Company Three" told they have a flat structure at work, so the decisions are to a high extent influenced or made by the employees. Everyone has great influence on his or her own work situation and tasks.

"Company Four": Colleagues and leader can influence their own and others work tasks.

4a. Does your colleagues "under" you have an influence on making decisions that will affect their work tasks? –if so, how?

	X	**X**	**X**	**yes**
X				**some**
				no

Company one   Company two   Company three   Company four

4b. Do the employees have any form of responsibility in creating their own work tasks and how to solve them?

This is only partly possible at "Company Two". The work-tasks for the customer-counselor as to answer the phone when it rings is not possible to change, but if there would be any kind of improvement suggestions they have a system for that at the intranet and the "morning-meetings" (twice a week) and also workshops.

In "Company One" the employees have a lot to say on what games to order, depending on what they see are in high demand. The employees work independently on those kinds of decisions, but do not have much authority to decide their own goals, except from personal improvement goals on how to for example be a better seller.

At "Company Three" the employees have divided themselves into two groups: practicalities and evolving-groups. They get to decide what group to be in and what to do, and how to solve the challenges they meet.

"Company Four": All tasks have a certain way of being executed, but all employees can find their own best solution to handle their work tasks.

4b. Does the employees have any form of responsibility in creating their own work tasks and how to solve them?

		X		yes
X	X		X	some
				no
Company one	Company two	Company three	Company four	

5a. Do you have short- and/or long-term goals in work tasks in your organization?

"Company Two" do have long-term goals for approximately 3-4 years, which they break down to short-term goals. This is both for the entire organizations, and for the individual departments.

"Company Three" use both short- and long-term goals.

"Company Four" has both short- and long-term goals for each 3-month periods as well as yearly goals.

5a. Do you have short- and/or long-term goals in work tasks in your organization?

	X	X	X	**short & long**
				long
				short
				no

Company one   Company two   Company three   Company four

5b. Do the employees make own personal goals for their work tasks?

The employees at "Company Two" set their own goals for their work-tasks in correspondence with their leaders on a weekly basis. In "Company One" they do not set short term-goals on tasks, but rather on seller-evolving goals.

In "Company Three" it varies, depending on how driven the employees are themselves. Although it is arranged so that they can get help to set personal goals.

"Company Four": yes, employees make own personal goals for their work tasks.

5b. Do the employees make own personal goals for their work tasks?

		X	X	**yes**
X	X	X		**some**
				no

Company one   Company two   Company three   Company four

6a. Do you give feedback to your colleagues? –if so, how?

Positive feedback in the "Company One" organization is most often shared through e-mail, both direct feedback, but also credit giving in e-mails to the whole company.

In "Company Two" the positive feedback is often handed out directly when something positive happens, face-to-face. And sometimes it is also followed up in a more concrete way

in one-on-one conversations. Positive verbal feedback is also given amongst the leader group on a monthly basis, where the feedback should always be reflecting earlier feedback given and with the intention of giving each other improvement possibilities.

In "Company Three" feedback is verbal and face-to-face at all times. She tries to be concrete and precise when giving feedback. She also reveals that it is easier to give positive than negative feedback.

"Company Four": Verbally every day, as well as colleague-meetings where issues can be brought up.

6a. Do you give feedback to your colleagues? –If so, how?

X	X	X	**direct**
X			**indirect**

Company one   Company two   Company three   Company four

6b. Do you receive feedback on your work? –if so, how?

On the question on how the mid-leader herself received feedback "Company One" answered: "Well, in a mid-leader position you are seldom the one who gets the feedback, but you are real good at giving." Continuing to admit she rarely gets very much feedback, but she has learned through experience that when she gets a positive feedback from her boss, it is really good.

At "Company Two" the feedback works both ways. So she (mid-leader) gets feedback just the same way as she gives it.

At "Company Three", the mid-leader gets verbal feedback from her boss. She rarely receives feedback to her colleagues/employees, which she thinks is a shame.

"Company Four": same as giving, verbally everyday as well as in meetings.

6b. Do you recieve feedback on your work? –If so, how?

	X	X	X	**direct**
no				**indirect**
Company one	Company two	Company three	Company four	

6c. Do you use any form of rewards?

"Company One" does not use any reward-systems, but she says that the verbal feedback is the most important reward they have.

"Company Two" uses bonus-rewards every 6th month.

A reward system has been up for discussion, but does not exist in real life in "Company Three".

"Company Four": a yearly bonus shared in three: personally, "Company Four" Norway and "Company Four" globally.

6c. Do you use any form of rewards?

	X		X	**yes**
X		X		**no**
Company one	Company two	Company three	Company four	

7a. What would you believe motivates your employees to work in your organization?

"Company Two" answered the question on what she believes are the highest motivating factors for the employees in her organization with a top five list:

1. Clear and joint established goals.

2. A good working environment with focus on good intentions.
3. A positive-feedback-work-culture
4. Coaching and present leaders, who also can step out of the leadership role when needed, and be a clear leader.
5. To celebrate success!

In "Company One" most employees supposedly work there because of a high personal interest in music. It was also mentioned that the high level of trust in alignment with working with something you live and breathe for (music) is a highly motivating factor.

"Company Three" reports the following as likely motivational factors:

- Satisfied clients
- Good days
- Positive feedback
- Direct boost of work
- Increasing salaries
- Other kinds of rewards

"Company Four" leader suggests their employees are motivated by a young and approaching work-environment with interesting products. (interesting to the employees) (Interview Four, own interpretation)

7a. What would you believe motivates your employees to work in your organization?

XX	XX	XXX	X	**intrinsic**
	XX	XXX		**extrinsic**

Company one   Company two   Company three   Company four

In the figure it was chosen to put "good working environment" as an intrinsic motivator, since it is not an effect of the work, but a cause itself that brings out a motivating feeling to the activity.

7b. What motivates you to work?

The mid-leader of "Company Two" answers that she is motivated to her work by observing people around her evolve and progress. And also by positive feedback.

The mid-leader of "Company One" gets motivated by good results and by having the freedom of making decisions and being creative.

Creating a better work environment; as well as creating a higher level of professionalism in work-projects motivate the mid-leader of "Company Three". In addition, positive feedback, a content boss, and also by the feeling of being good at her work motivates her.

"Company Four" leader is motivated by finding new solutions to work tasks, new exciting activities to bring out ideas out of their own market.

7b. What motivates you to work?

X	XX	XXXX	XX	**intrinsic**
X		X		**extrinsic**

Company one   Company two   Company three   Company four
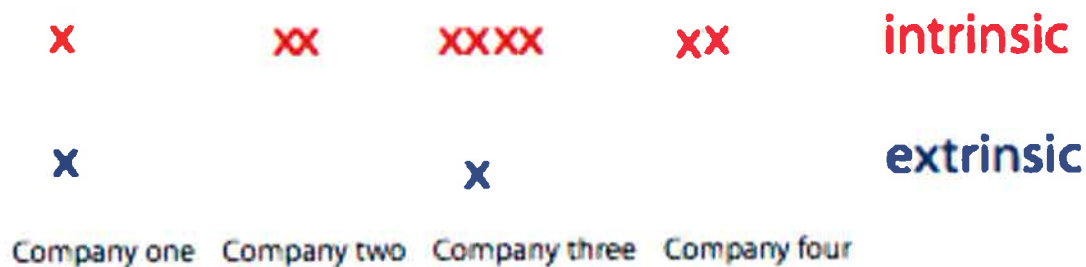
8. Does your organization have a vision?

"Company Two": "We make the everyday safer and better".

"Company One" answered she does not know if "Company One" has an articulated vision.

"Company Three" has a vision to be an established post on government economy plan as to receive consistent supports. And to be the best work-training program offered to drug-or alcohol addicted people in Oslo.

"Company Four" has a yearly "roadmap" with the visions of "Company Four" globally, and one for "Company Four" Nordic, describing their own visions.

5 DISCUSSION AND CONCLUSION

In the following I will apply the theory on the empirical material I have collected through my design method.

5.1 INTRODUCTION

In organizations we often hear about the company goals. Goals are measurable and possible to reach. The goals are often created to have a focus and a direction in the actions that the organization takes. The vision on the other hand, is impossible to reach, partly because it is immeasurable, but work as a guideline of direction of where to go. I choose to call it the "carrot" of the organization.

The employees of an organization with goals and vision need to believe that the work they are doing is bringing the company closer to their vision, by reaching the short- and long-term goals. If the employee sees that her action is bringing her company towards their vision, and can measure her action to the goals, she will experience self-efficacy.

Robert M. Gagné and Edward L. Deci (2005) assert that positive feedback enhances intrinsic motivation, but also that extrinsic rewards could undermine the experience of intrinsic motivation. (Gagné & Deci 2005, 332) This would be because the focus on the activity would be undermined by the extrinsic reward. The activity is merely something you have got to do to receive the reward. The reward is what motivates us. There would be a risk that focus is not on the work, and the effort we put into the activity might shrink.

Although it is suggested that intrinsic motivation is more powerful, there are situations where extrinsic rewards might be a more suitable and efficient means to motivation. In the article "Self-Determination Theory and Workmotivation" Gagné and Deci (2005) writes as follows:

> "Research by Koestner and Loisner (2002) has highlighted another important difference, namely that intrinsic motivation yielded better performance on tasks that are interesting but that autonomous extrinsic motivation yielded better performance on tasks that are not in themselves interesting but that are important and require discipline or determination." (Gagné and Deci 2005, 346-347)

5.2 VERBAL FEEDBACK – PROMOTING INTRINSIC MOTIVATION

Verbal feedback would bring a higher belief of self-efficacy than for example bonuses. Feedback given about a persons' capability and skills may motivate if given in relatively realistic measures, so that the responder will believe she can master a given task. It is important that the feedback is believable, otherwise it might have an opposite effect and may confuse the responder. (Bandura 1998, 61) Verbal feedback will not alone lead to a person reaching a goal, but it is more likely to give her a boost and confidence to try. It is all about focus. If one does not need to spend time on figuring out whether one has the capability to solve a task or not, one could merely focus on how to solve it, and how to handle possible difficulties along the way.

A company with a hierarchic structure may have distant acquaintances. Since the relationships then could be not very close, the feedback might be less trustworthy. And no matter if you believe the feedback, efficacy is not enough to solve a task, or handle a problem, or reach a goal, but we also need competence. But as Bandura writes: "Through the proactive exercise of efficacy belief in self-development, capacity is converted to capability." (Bandura 1998, 61)

5.3 ANALYSIS OF INTERVIEW RESULTS VERSUS THEORETICAL PROPOSITIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Theoretical Proposition one
Close communication between leader and employee leads to employee having more influence on their own work tasks.

It seems the closer the communication in the organization is, the more influence the employee has on setting her own goals. There is a link between close communication and close relationships, and a parallel to influence on own work tasks.

2. How do you communicate with your colleagues over and under you in an everyday workday?

Company one	Company two	Company three	Company four	
	X	X	X	**direct**
X			X	**indirect**

3. Do you know your employees on a personal level?

Company one	Company two	Company three	Company four	
	X	X	X	**yes**
X				**no**

4a. Does your colleagues "under" you have an influence on making decisions that will affect their work tasks? –If so, how?

Company one	Company two	Company three	Company four	
	X	X	X	**yes**
X				**some**
				no

The goal setting would according to theory lead to a higher level of self-efficacy. This could be a coincidental occasion, but it seems logical that a closer connection leads to more influence and a higher level of authorization of decisions. The proposition is verified.

The comparison of relationship and feedback shows that face-to-face communication and close relationship are related. And if this is true, the closer relationship might make the feedback more precise. And the receiver of the feedback might trust the feedback more. It could also be questioned what comes first? Communication leading to close relationships or close relationships leading to closer communication. The results do not show what might come first, and the theoretic proposition only investigates the causality of close communication having an effect on higher influence. It could be determined that no matter communication or relationship being the cause, it is not certain that it will give the opposite effect. But as all qualitative research with a case-design, the results are on these specific cases at the given time of the interviews. The theoretical assumptions are formulated as cause-and-effect propositions, based on theory. Concerning the first theoretical proposition, it can be

verified through the research materials, but on a following question on if the causality can be reversed there is not information in this research to answer this in a valid way. Therefore a suggestion for future research is to investigate if the opposite order also can be verified: *Does a higher level of influence on work tasks give the employee a closer relationship to her leader?* It might not be of the greatest interest to investigate this question, since a close relationship to the leader might not be something an employee strives for. But a leader might wish for her employee to be more self-sufficient, through having greater influence and responsibility on solving her work tasks. Therefore a proposition that could be suggested for future research is: *Does giving responsibility to an employee on her tasks, make her more self-sufficient?*

Albert Bandura suggests on the theme of feedback that it may be trusted if the respondee believes and respects the one that gives the feedback. (Banura 1998) This need of trust demands a somewhat close relationship to the leader, if this is the one giving the verbal information. Bandura indicates that feedback given in a constructive way, and with a positive intention by a respected person, and where the information is understood, will lead to self-efficacy. Douglas Vermeeren implies that according to setting own goals, one needs to understand why this task should be performed, to be able to understand how and that the goal actually can be reached.

In comparison with the three conditions the self-determination theory speaks of: competence, autonomy and relationship; these three should be satisfied to achieve intrinsic motivation. If intrinsic motivation is wanted, and you have a system with close relationship and verbal feedback the responsibility of the employee to set her own goals might lead to this kind of motivation increasing.

Theoretical Proposition two
Employees whom have great responsibility such as creating their own goals and setting own work-tasks are intrinsically motivated, and therefore leaders will not use extrinsically motivating factors such as monetary rewarding bonuses.

4b. Does the employees have any form of responsibility in creating their own work tasks and how to solve them?

	Company one	Company two	Company three	Company four	
yes			X		yes
some	X	X		X	some
no					no

5b. Do the employees make own personal goals for their work tasks?

	Company one	Company two	Company three	Company four	
yes			X	X	yes
some	X	X	X		some
no					no

7b. What motivates you to work?

	Company one	Company two	Company three	Company four	
intrinsic	X	XX	XXXX	XX	intrinsic
extrinsic	X		X		extrinsic

Deci and Ryan (2005) implies that assignments that might need extensive creative problem solving, should not be rewarded with extrinsic rewards. This is because it might distract the focus away from the assignment, to the reward instead. It could be suggested that if you are setting your own goals, defining your own tasks, using extrinsic rewards will move your focus from your assignment. This might also lead to a change in priorities, so that you no longer prioritize your assignments, since you would want to take a short cut to get to the reward as soon as possible. Deci and Gagné (2005) suggests that using extrinsic rewards might lower ones intrinsic motivation. So if an employee is intrinsically motivated, one should not use extrinsic rewards in risk of lowering it. Although they also say that some tasks are better off to be extrinsically rewarded. The research shows that employees with great responsibility and authority to set their own goals and work-tasks also tend to receive extrinsic motivators from their leaders. On the other hand also employees with none or just some responsibility of their own goals, receive extrinsic motivation. The theoretical proposition is therefore declined and proven wrong.

It cannot be determined whether the choice of extrinsic motivation has a connection to letting the employees take responsibility of their own tasks and goals. In comparison with the theory on self-efficacy by Albert Bandura (1997), it is suggested that being part of defining your own tasks may lead to self-efficacy. Further on Bandura suggests that self-efficacy may increase your feeling of intrinsic motivation to your tasks, since you get a little more ownership through responsibility, and therefore the activity gets more rewarding. If so the employee actually is motivated by the activity itself, a bonus reward might distract the focus from the task to the bonus that will follow. Therefore no matter if this is done or not, it cannot be verified whether this has a positive or negative effect on the motivation of the employee. Through this research this can only be logically interpreted, but never the less a suggestion for further research is the following theoretical proposition: *An employee who experience a high level of intrinsic motivation through responsibility to her own goal-settings, will be de-motivated through extrinsic rewards such as bonuses.*

It may be questioned whether these employees really are intrinsically motivated and if so, what affect the extrinsic motivational methods has on their level of motivation.

Theoretical Proposition three
Leaders use the same methods to increase level of motivation with their employees as they them selves are motivated by.

7a. What would you believe motivates your employees to work in your organization?

xx	xx	xxx	x	**intrinsic**
	xx	xxx		**extrinsic**
Company one	Company two	Company three	Company four	

7b. What motivates you to work?

x	xx	xxxx	xx	**intrinsic**
x		x		**extrinsic**
Company one	Company two	Company three	Company four	
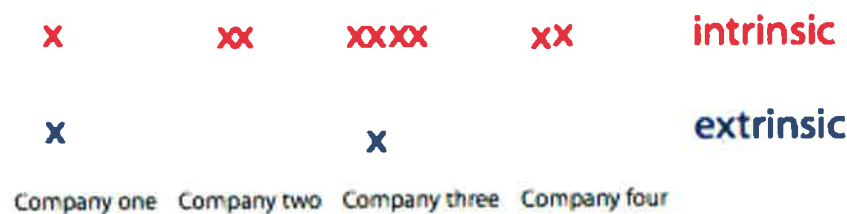
The results on what the leaders believe motivates their employees, shows that all leader are motivated by intrinsic motivating factors, to a much greater extent than extrinsic motivation. To interpret the interview answers to a numeric system, 82% of the motivating reasons are intrinsic. The leaders expect their employees to also be mostly intrinsically motivated, but to a lesser degree (61,5%). These numbers just show figures on the reasons mentioned in the interviews, but it shows us more clearly that yes, leaders do believe their employees are motivated by intrinsic motivation, but to a smaller degree than themselves. This would suggest that the theoretical assumption is verified. Although it cannot be shown whether leaders actually use the same motivating factors on their employees as they them selves would prefer.

When asked what the leaders themselves were motivated by, almost all answers were typically intrinsic motivating factors. Examples of this are: observing colleagues evolve, freedom of decision/authority and creativity, creating a better working place, being good at your work, positive feedback. On the question of what the leaders think their employees are motivated by, common answers were concerning the work environment being good. This shall not be compared to the hygienic factors of Hertzbergs two factor theory (Kaufman & Kaufman 2007, 58), since it is not concerning the physical state of hygiene, but a psychological and emotional state of environment.

A proposition is that leaders typically believe their employees are mostly motivated by intrinsic motivating factors that are a direct result to their work, but not to such an extent as they themselves. Comparing this to the third theoretical proposition, it is verified. Leaders do use the same motivating methods as they them selves prefer.

5.4 DISCUSSION

Comparing the belief of intrinsic motivators being a more common motivation than extrinsic, it can also be shown that leaders do use extrinsic factors as rewards. It is interesting to find that on "Company One" the suggestions given on what the employees are motivated by are only intrinsic motivating factors. But this company also hands out extrinsic rewards. The only other company which also uses rewards, believes their employees are equally

motivated by extrinsic as intrinsic motivators. This leads me to question whether the theoretical proposition really can be verified, since the proposition is that leaders use the same motivating factors as they them selves would prefer. No leaders mentioned extrinsic factors as more motivating than the intrinsic, and do believe their employees are mostly intrinsically motivated, but still two of the companies use an extrinsic motivating method such as rewards.

7a. What would you believe motivates your employees to work in your organization?

Company one	Company two	Company three	Company four	
XX	XX	XXX	X	intrinsic
	XX	XXX		extrinsic

Company one   Company two   Company three   Company four

6c. Do you use any form of rewards?

Company one	Company two	Company three	Company four	
	X		X	yes
X		X		no

Company one   Company two   Company three   Company four

Analyzing this, brings out some questions:

Could it be that the bonus rewards takes away the focus of the employees to their tasks, and decreases their motivation?

Could it be that the use of rewards maintains the distance between the leader and the employee in the organization?

This leads me to compare the two factors of rewards and relationship.

3. Do you know your employees on a personal level?

Company one	Company two	Company three	Company four	
	X	X	X	yes
X				no

Company one   Company two   Company three   Company four

6c. Do you use any form of rewards?

| | X | | X | yes |
| X | | X | | no |

Company one Company two Company three Company four

It can be shown that one leader who uses rewards, also does not have a close relationship to their employees. But at the same time, the other leader who also use rewards, does have a close relationship to her employees. It is therefore no correlation between these factors, but it could be suggested for further research to investigate whether bonuses and extrinsic rewards causes a distant relationship between the leader and her employee? Or maybe maintains a hierarchy in the organization?

Another couple of questions brought to interest of this research, and suggestions for further research are:

- Could it be that leaders have more ownership to the work task, and this ownership brings a higher level of intrinsic motivation?
- Could it be that leaders have misunderstood what their employees are motivated by?

The question on how a leader can increase motivation provides a proposition that one can increase another person's sense of motivation. This assumption is partially based on the two-factor-theory (Kaufman & Kaufman 2007, 58) that there are circumstances that contribute to an increased (and decreased) feeling of motivation.

5.5 CONCLUSION

The study research suggests a causal chain of events. Simply put, this is the causality: closer *relationship* between leader and employee leads to closer *communication.* Closer communication may give more precise and constructive *verbal feedback.* Trusted verbal feedback might give the effect of *self-efficacy.* This in its turn may lead to a *higher efficiency* of an employee reaching her *goals.* Reaching and setting your own goals is a result of *responsibility* and *self-efficacy.* Responsibility and self-efficacy may lead to a higher level of *intrinsic motivation.* Intrinsic motivation makes the employee more *passionate* and *enthusiastic* to the work activity itself, and therefore more *efficient* and *productive*.

RELATIONSHIP

EFFICIENT &
PRODUCTIVE

COMMUNICATION

PASSION &
ENTHUSIASM

VERBAL FEEDBACK

INTRINSIC MOTIVATION

RESPONSIBILITY

SELF-EFFICACY
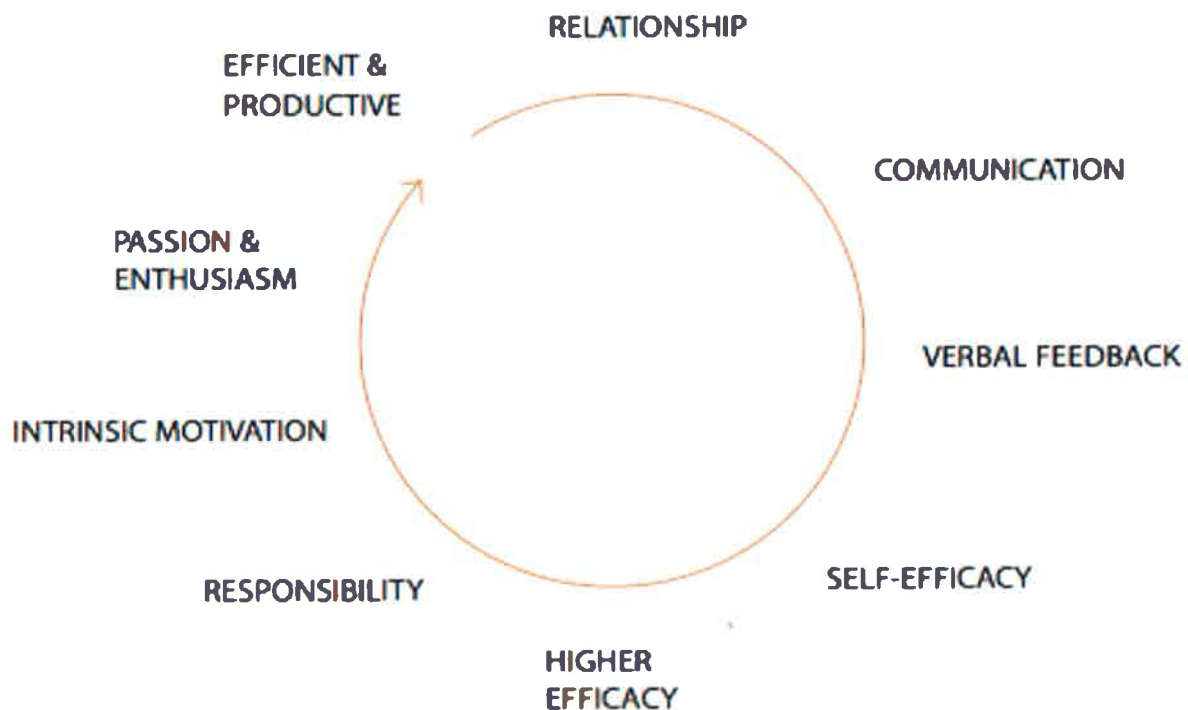
HIGHER
EFFICACY

So why would a leader in the first place, wish that her employees have a higher level of intrinsic motivation? Theories based on studies on intrinsic motivation shows that employees with a higher level of intrinsic motivation may give more effort (so results are higher) and may feel more involved (making the process of work more fun and pleasurable). (Gagné & Deci 2005).

To answer the study question: "How can organizational leaders increase their employees sense of intrinsic motivation?" it could be suggested that it all starts with a close relationship between leader and employee. The relationship will give smoother and more precise communications, which will support more self-efficacy, leading to a higher level of intrinsic motivation. The findings in my bachelor thesis could support ideas on restructuring organizations, and make them "flatter" and more network oriented, where people who are attracted to each other due to values, capabilities, actions and/or focus of work, are given the opportunity to both lead and follow each other. Network oriented companies will shorten the communication distance, and take the first step to increase the sense of motivation in their organization.

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PROPOSAL

En proposal er et skriftlig dokument som viser hva studenten(e) har tenkt å gjøre i sin oppgave og hvilke forutsetninger og begrunnelser som gjelder for denne oppgaven. Dokumentet benyttes som grunnlag for veiledning av studenten(e) og vurdering av oppgaven underveis i prosessen.

Kjernen i dokumentet er en gjennomarbeidet disposisjon med begrunnelser for de valg som er gjort. Videre beskrives rammer, forutsetninger og den sammensetning som oppgaven foregår innenfor. Dokumentet gir viktig informasjon til veileder om hva studenten(e) tenker om sin oppgave, og hvordan den er tenkt gjennomført. Dette danner utgangspunkt for veiledning frem til innlevering av oppgaven. Proposalen skal sikre at studenten(e) får veiledning ut fra de begrunnelser som er tenkt ut for oppgaven. Informasjonen som gis må formuleres slik at veileder kan få et godt innblikk i studenten(e)s tenking om sin oppgave.

Veileder vil basere veiledningen på opplysningene i dette dokumentet. Problemstillingen og fremdriftsplan til prosjektet kan, dersom ikke tilstrekkelig dokumentert eller gjennomførbar, forkastes av veileder. Dette vil i så fall skje i sammenheng med rettledning fra veileders side. Veiledningsdokumentet skal utfylles på alle punkter.

INNLEVERING: 16. januar 2009

Studium:	Studentnummer:	Navn:
Gruppemedlem 1	90110556	**Signe** Lisa Magdalena Munk **Wirell**

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Mål for prosjektet (inkl. problemstilling og begrunnelse, forutsetninger og avgrensninger)

Tema:

Jeg ønsker å at gjennom bacheloroppgaven undersøke hvordan mellomledere kan tilrettelegge for økt motivasjon i organisasjoner. Dette ønsker jeg å undersøke ved å utforske tema som ligger under selvledelse, selvbevissthet og motivasjon. Jeg har som målsetning å skaffe en forståelse for hva som kan bidra til økt og mer målrettet selvledelse ved å legge tilrette for å besvisstgjøre indre og ytre drivkrefter. Gjennom bacheloroppgaven ser jeg for meg følgende faser:
1. Undersøke gjennom litteratur på temaet; gjennnom observasjoner av lignende prosesser; og kvalitativ undersøkelse ved en relevant organisasjon.
2. Kartlegge metoder som fremmer motivasjon.
3. Skape en basis for nye teorier eller videreutvikle eksisterende teorier rundt temaet økt effektivisering av motivasjon i organisasjonsliv.

Problemstilling:

Jeg ønsker å undersøke en problemstilling som tar for seg relasjonen mellom selvledelse med bruk av bevisstgjøring av egne drivkrefter, i forbindelse med en aktiv bevisstgjørelse av hemmende og fremmende indre og ytre motivasjonskrefter. I hovedsak indre motivasjonskrefter.

Problemstillingen er idag relativt omfattende, men jeg ønsker å begrense den ytterligere. Jeg ser for meg at jeg må begrense målgruppe og mitt undersøkelsesgrunnlag. Problemstillingen har idag ingen geografisk begrenselse men jeg ser for meg at jeg kommer gjøre forskningen i en eller flere av de følgende storbyene: Oslo, Stockholm, København og New York.

Problemstilling:
- HVORDAN KAN KONSULENTVIRKSOMHET BIDRA TIL ØKT INDRE BEVISSTGJØRING AV INDRE DRIVKREFTER I PROFESJONELLE SAMMENHENG?
- HVA KAN BIDRA TIL ØKT MOTIVASJON NÅR MOTIVASJONSNIVÅET ER LAVT?
- HVORDAN KAN MELLOMLEDERE PÅ MEST EFFEKTIV MÅTE BIDRA TIL ØKT INDRE MOTIVASJON, ENTUSIASME OG EIERSKAP HOS SINE ANSATTE I EN ORGANISASJON?

Eventuellte problemstillinger:
- HVORDAN KAN ELITIDRETTSUTØVERE MOTIVERE SEG TIL ØKT FREMGANG NÅR SUKSESSEN ALLERREDE ER HØY?
- HVORDAN KAN MAN GJENNOM BEVISSTGJØRING BRUKE EGNE EVNER OG EGENSKAPER TIL Å BLI KLARERE OVER SINE DRIVKREFTER?

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- HVORDAN KAN LEDERE TILRETTELEGGE FOR ØKT MOTIVASJON HOS SINE ANSATTE?

Formål:

Formålet med min undersøkelse er at gjennom et forskningsgrunnlag kunne å skape/utvikle et konsulentvirksomhets opplegg som leder til økt bevisstgjøring av indre drivkrefter i form av motivasjonskartlegging. Jeg ønsker at forskningen skal lede til et opplegg av forelesinger, coachingveileding og workshops. Jeg ønsker at skape forståelse for hvordan arbeid med motivasjon foregår i praksis og bidra med forslag til hvordan det på en mest mulig effektiv måte kunne fungert.

Avgrensinger:

Jeg ser for meg at oppgaven grunnet tidsbegrensning er alt for svær så som opplegget jeg gjort til idag er. Jeg ønsker å avgrense tydligere målgruppe å skrive for og undersøke. Jeg ønsker videre å avgrense min forskningsmetode og fremfor alt problemstilling. Dette ønsker jeg å gjøre gjennom at se hva jeg selv har kapasitet for å utrette i bachelorforløpet og hvordan undersøkelsene skal mer presist gjennomføres. Jeg har allikevel interesse av å undersøke de ovenstående problemstillingene, men ønsker veiledning for hvordan en slik oppgave kan utføres, siden jeg selv ikke har erfaring av å gjennomføre en bacheloroppgave.

Utvalgsstrategi/rekruttering:

Jeg ønsker først å undersøke hvor jeg kan innhente informasjon og gjennomføre forskning om motivasjonskrefter, for å senere definiere en målgruppe og gjøre et relevant utvalg av undersøkningsgruppe hvor jeg vil gjennomføre min metodikk.
Sannsynligvis kommer jeg undersøke problemstillingen gjennom hypoteser stilt til mellomledere i organisasjonslivet i noen av de skandinaviske lenderne.
Kommer jeg frem til at problemstillingen som retter seg mot elitidrettsutøvere skal jeg søke å komme i kontakt med en slik undersøkelsesgruppe til å gjennomføre intervjuer og eventuellt gruppesamtaler.

Veileders kommentar:

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Metodebruk (forskningsstrategi og datainnsamlingsmetode)

Jeg ser det mest relevant å bruke kvalitativ forskningsmetode ved bruk av intervjuer med enkeltpersoner som opplevt endring grunnet bevisstgjøring av egen motivasjon. Videre ser jeg at observasjonsdelen blir en slags case study i en organisasjon for å innhente mer informasjon om hvordan selvbevissthet og selvledelse fungerer i organisasjonsform. Årsaken til at jeg ikke kommer utgå ifra en kvantitativ forskningsmetode er at jeg ønsker å gå på dypet og få innsikt i noen få erfaringer heller enn ur et fenomenologisk perspektiv.

Veileders kommentar:

Litteraturliste:
(Se side 11-18 i "Retningslinjer for semester- og bacheloroppgaver ved MH")

Jeg ser for meg at et utvalg av relevant litteratur skjer når problemstillingen er enda mer spisset. Her følger dog et utvalg av litteratur jeg idag ser som relevant for en start av bacheloroppgaven min:

- Robbins, Anthony. Awaken the Giant Within: How to Take Immediate Control of Your Mental, Emotional, Physical and Financial Destiny

- Robbins, Anthony. Unlimited Power: The New Science of Personal Achievement

- Robbins, Anthony. Giant Steps: Small Changes to Make a Big Difference : Daily Lessons in Self-master

- Moxnes, Paul. Fasettmennesket: Hvem er jeg?

- Kvale, Steinar. Det kvalitative forskingsintervju.

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Veileders kommentar:

Disposisjon/oversikt over planlagt oppbygging/struktur på prosjektoppgaven

Jeg ser for meg et opplegg hvor jeg først undersøker hvordan å bevisstgjøre indre drivkrefter, for å senere kunne undersøke individuelle indre drivkrefter og hvordan man i praksis kan ivareta disse. Videre ønsker jeg å lage et opplegg/en tjeneste portefølje for et opplegg som kan lede til større bevisstgjøring kring temaet bevisstgjøring av indre drivkrefter.

Veileders kommentar:

Fremdriftsplan (ansvarsområder, tidsfrister, milepæler etc.)

Jeg kommer sette opp en plan med milepæler i det selve arbeidet med bacheloroppgaven begynner på heltid. Dvs mandag 16 februar. Da vil jeg legge et opplegg som starter med definiering og spissing av problemstilling. Inntil da ønsker jeg å gå gjennom litteraturlisten min og utvikle den. Videre kommer innhenting av kunnskap i temaet i samarbeid med min veileder og så undersøkelse i praksis. Avslutingsvis følger faser av sammenstilling av innhentet materiale og skape et opplegg for hvordan å bevisstgjøre indre drivkrefter.

Jeg ser for meg følgende opplegg: teoriinhenting, teoridrøfting, teoriskriving. Hypoteseutvikling. Rekrutteringsplanlegging, forskningsstrategi og utføring av forskning. Analyse av resultater og sammenligne disse med hypotesene. Skrive flere utkast og slutvis skrive ferdig oppgave. Etterpå vil jeg for egen del evaluere mitt arbeid. Denne evalueringen blir dog ikke publisert, bare til for egen læring.

Jeg må helt klart jobbe mye mer med hvilket opplegg jeg skal ha for eget arbeid. Jeg trenger og ønsker veiledning for hvordan å gjennomføre bacheloroppgaven i alle faser.

Veileders kommentar:

Andre opplysninger

Godkjent:__ X __   **Ikke godkjent: _____**

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Dato: 13.03.09

Veileders signatur:

INTERVJU: HVORDAN KAN MELLOMLEDERE BIDRA TIL ØKT INDRE
MOTIVASJON HOS DE ANSATTE I SIN ORGANISASJON?

Takk for at du tar deg tid å svare på disse spørsmålen.

Det finnes ingen riktige eller gale svar. Prøv å være så ærlig som mulig.

Svarene har sekretess, kun Signe Wirell og hennes sensorer kan lese svarene.

Fyll ut så mye du kan i hvert spørsmål. Er det noe du ikke kan svare på, så bare hopper du videre til neste. Enn en gang, takk!

1a)   I hvilken organisasjon arbeider du og hva er din stilling?

1b)   Har du noen "over" og "unner" deg i organisasjonen?
-hva slags stilling har de?

1c)   Hvem/hvilke er ditt nærmeste ledd i organisasjonen din?

2)   Hvordan kommuniserer du med de over og unner deg i arbeidsdagen?

3)   Kjenner du noen av de du har "unner" deg?

4a)   Er dine kollegaer "unner" deg med på å ta besluttinger som påvriker deres arbeidsoppgaver?
-forklar gjerne hvordan

4b)   Har de ansatte noen form for ansvar for utforming av egne   arbeidsoppgaver, og hvordan de løses?

5a)   Bruker dere kort- og/eller langsiktige målsetninger i arbeidet i organisasjonen din?

5b)   Setter de ansatte egne mål for sine arbeidsoppgaver?

6a)   Hvordan gir du tilbakemeldinger til dine kollegaer?

6b)   Hvordan får du selv tilbakemeldinger på ditt arbeid?

6c)   Bruker dere noen form for belønningsordninger?

7a)   Hva tror du motiverer de ansatte i din organisasjon?

7b)   Hva blir du motivert av i arbeidet ditt?

8b)   Har organisasjonen din en visjon du kjenner til?

INTERVIEW GUIDE, ENGLISH VERSION

Q: 1a, 1b & 1c are all just for information about the organization, the position of the interviewed and to find out whom is her closest colleague.

1a)   I hvilken organisasjon arbeider du og hva er din stilling?
1a. What organization do you work for and what is your position/title?

1b)   Har du noen "over" og "unner" deg i organisasjonen?
       -hva slags stilling har de?
1b. Do you have anyone "over" and "under" you in the organization?
       -what position/title do they have

1c)   Hvem/hvilke er ditt nærmeste ledd i organisasjonen din?
1c. What positions are your closest colleagues?

Q: 2 is formulated to figure out in what way the leader communicates with her colleagues, since the communication channel might affect the way of communication and therefor also the results.

2)   Hvordan kommuniserer du med de over og unner deg i arbeidsdagen?
2. How do you communicated with your colleagues over and under you in an everyday workday?

Q: 3 is based on the theory that to raise self-efficicy through verbal feedback the reciever needs to know the sender. The hypothesis is that the leader who knows her employees well will be more precise and concrete in her verbal feedback.

3)   Kjenner du noen av de du har "unner" deg?
3. Do you know your employees on a personal level?

Q: 4a & 4b is based on the theory that employees must understand that they can, and why they should set goals to experience self-efficacy. The hypothesis is that employees should be a part of setting their own goals to better understand the reasons for these goals.

4a)   Er dine kollegaer "unner" deg med på å ta besluttinger som påvriker deres arbeidsoppgaver?
       -forklar gjerne hvordan
4a. Does your colleagues "under" you have an influence on makin decisions that will affect their work tasks? –if so, how?

4b)   Har de ansatte noen form for ansvar for utforming av egne   arbeidsoppgaver, og hvordan de løses?
4b. Does the employees have any form of responsibility in creating their own work tasks and how to solve them?

Q: 5a & 5b is based on the theory of the need of autonomy and competence to increase motivation. The hypothesy is that employees with clear goals who they are part of setting, have a higher likelyness to experience self-efficacy, and also intrinsic motivation.

5a)   Bruker dere kort- og/eller langsiktige målsetninger i arbeidet i organisasjonen din?
5a. Do you use have short- and/or long-term goals in work tasks in your organization?

5b)   Setter de ansatte egne mål for sine arbeidsoppgaver?
5b. Do the employees make own personal goals for their work tasks?

Q: 6a, 6b & 6c is based on the theory that intrinstic motivation is experienced stronger than extrinsic motivation. This leads to the following hypothesis: that the leader should rather give verbal feedback on the work than extrinsic rewards, and this will raise the intrinsic motivation.

6a)   Hvordan gir du tilbakemeldinger til dine kollegaer?
6a. Do you give feedback to your colleagues? –if so, how?

6b)   Hvordan får du selv tilbakemeldinger på ditt arbeid?
6b. Do you recieve feedback on your work? –if so, how?

6c)   Bruker dere noen form for belønningsordninger?
6c. Do you use any form of rewards?

Q: 7a & 7b is a way of finding out what the leaders think motivate their employees, and to understand awareness of motivational sources of the leader.

7a)   Hva tror du motiverer de ansatte i din organisasjon?
7a. What would you believe motivates your employees to work in your organization?

7b)   Hva blir du motivert av i arbeidet ditt?
7b. What motivates you to work?

Q: 8 is asked to hear what the "carrot" of the organization might be, if there is a verbalized one.

8.   Har organisasjonen din en visjon du kjenner til?
8. Does your organization have a vision?

INTERVIEW WITH Head Executive of gamesection at "Company One"

28th April 2009

Kan du forklare litt kort om din stilling på "Company One"?

-Ja, jeg jobber som produktsjef for varegruppen spill og min hovdoppgave er ren logistikk, innkjøp, og også dfiniere satsingsområder, hva vi har tro på og ikke tro på, markedsføring og annonsering og så går det mye på å utnytte de ressursene vi har i systemet, kunnskaper til andre medarbeidere både i butikk og i admin for å kunne hente ut maks potensiale av den varegruppen i "Company One" og også med motivasjon av spesielt butikkmedarbeidere. Det er spesielt viktig for spill, fordi det er en varegruppe som er forholdsvis ny som det i utgangspunktet er hverken stor interesse eller entusiamsme for, fordi de fleste som jobber i "Company One" er spesiellt musikkintersserte og sekundert filminteresserte. Det er ikke så veldig mange av i alt 200-250 butikkmedarbeidere som har spill som sitt hovedinteresse. De er ofte sånn at de tingene man ikke har så mye kunnskap om syns man ofte er skumle eller alternativt uinteressante. Jobbing med motivasjon går også mye på hæving av kunnskapsnivået sjenerellt i kjeden.

Hvilke har du "under" deg?

-De som jobber på sentrallagret bryr seg lite om det er et spill de skal distribuere eller en cd, det er ikke en utfordring egentli. Men i butikk går det egentli gjennom to ledd: den mest umiddelbare for meg er butikksjef, og den som har varegruppansvaret for butikk; det er ofte to forskjellige personer. Og så går det videre fra dem og videre til de som jobber heltid, og de som jobber deltid. Så det blir en informasjonssil som man skal prøve å sikre at alt flyter gjennom systemet sånn at alle plan er informert, men det hører også veldig inn i hele filosofien til "Company One" at man skal alltid prøve involvere folk som jobbe på alle plan i org i produktet, eksempelvis om man jobber i butikk og jobber to kvelder i uka, så kan man fremdeles finne en favoritt-cd som ingen andre har hørt om og kjøre kampanje intert om den og det til slutt kan bli ett satsingsområde og det finns det masse eksempler på i historien til plk og det er også maktstrukturen veldig desentralisert at den enkelte butikken sitter med ganske mye makt over sin egen situasjon ifht vareutvalg og hva man har lyst å ha fokus på, og det i seg selv er med på å skape veldig mye engasjement i butikkene.

Er butikksjefen din nærmeste ledd?

-I stort sett så er det veldig mye kontakt med den som er spillansvarlig i butikken, fordi det er det mest nærliggende fordi det er den personen som er do-ern i en butikk, både ifht å bestille varer og også ifht eksponering. Det er også den person som man er mest sikker på å ha kunnskap om spill og som er interssert i det og kan promotere varegruppen internt også. Butikksjefen er ikke nødvendigvis voldsomt spillinteressert.

Men bare sånn at jeg forstår det, det er en butikksjef, og også en spillsjef?

-Ja, det er vanligvis ikke samme, de fleste butikker har en butikksjef og en som er varegruppe ansvarlig for spill, en for cd og en for film. Og på de minste butikkene så er gjerne assisterende butikksjef ansvarlig for varegrupper, men i de litt større butikkene så er det egne personer som er heltidsansatte som sitter med varegruppansvaret.

Hvordan kommuniserer du med de spillansvarlige? På mail, telefon, eller sees ni, jobber dere på samme sted?

-Nei, med unntak av to stykker omtrent, sees vi aldrig, bare en gang i året på seminar. Så det går stort sett på telefon og på mail. Og så hver uke sendes det ut et sk bestillingsinfo, som er egnetli 15 sider med diverse informasjon om spill, hvilke varer som kommer inn, hvilke som skal sendes i retur, profileringsoversikt, lister på bestselgere, og bare sånn praktisk informasjon om diverse aktiviteter vi kjører og om annonsering og det oppdateres hver uke, så det sendes ut hver uke et sånnt skriv til alle.

Det er noe du sender ut?

-Ja, så jeg lager ett nytt hver uke som viser alle aktivteter vi gjør, hvilke pratkiske ting som må gjøres i butikk i forbindelse med de forksjellige aktivitetene, hva som annonseres, hvilken priser, osv, hvilke nye titler som kommer og hvilke varer som utgår.

Kan de då påvirke hvilke spill som tas inn eller hur ni skal jobbe med å promotere spelen foreksempel?

-Ja, før nye titler kommer, så sender vi ut alle de titler som kommer på høring. Dvs at alle enkelte butikkene skal si sin mening om hva de tror, og det reflekteres da i et antall, så hver måned så har vi disse releasene, og de blir lagt ut på en egen website, hvor de går inn og fyller ut hvilket antall de vil ha til sin butikk, og da ser man med en gang, når man henter inn tallene, på en måte hvordan stemningen er, sånn at de spilleansvarlige sitter jo i prinsippet og bestemmer selv hvilke varer de skal ha inn. Og så blir det også fulgt opp av distriktssjefer som hele tiden har et overlook-syn med varelager og om det er for mye eller for lite og gir beskjeder om det er noen problemer. Men i utgangspunktet så jobber de jo selvstendig med dette her. Og det tror jeg er utrolig viktig for den enkelte. Det å jobbe helt enkelt i en butikk er ikke nødvendigvis det mest attraktive men det at man får så mye ansvar, alltså, de sitter jo med bestillingsansvar for noen millioner i løpet av et år, så jeg tror at det er veldig vitkig for eierskapet og hvor mye energi og hvor mye fokus man putter inn i dette her da..

Men du snakker om eierskap i link til ansvar og å ta avgjørelser selv, har du fått noe feedback på om det motiverer dem på noen måter?

-Det er jo ikke sånn type feedback jeg får daglig forsåvidt, men jeg har jo vært på samme stedet selv (X jobbet som butikksjef på en "Company One" butikk i 5 år tidligere) og nettopp det å få kunne sitte og styre din egen hverdag og få lov til å styre det produktet du jobber med i ganske stor grad, det gjør det utrolig mye mer interessant enn om vi skal sammeligne med freerecord shop som ikke finnes lenger, hvord en butikksjef i praksis var en skiftleder, en som satt og holdt orden på timelister, og at det er ryddig i butikken så de hade ikke noen produktansvar på noen måter, alt var kjørt fra sentralbordet. Og det er klart at da, for det første, så beholder du ikke de beste folken, fordi de vil gjerne off to bigger and better things, og du får et dålig totalprodukt fordi at de som jobber i butikk de "skal jo bare være her fra da til da, og ekspidere de kundene som kommer innom" og så tenker man ikke igjennom jobben sin utover det, mens hvis du sitter med et produktansvar, så tenker du "hvilket produktansvar har denne her produkten her sånn, hva kan man gjøre med denne, og denne syns jeg er kjempebra den har jeg lyst å selge mer av, hvordan kan jeg gjøre det", sånn at man på en måte setter igang en tankeprosess da hos alle de som jobber i butikk, spesielt de som jobber i butikkledelsen men også de som jobber heltid på dagtid. Men jeg tror nettopp det at alle

ansatte uten unntak, har muligheten til å komme med innspill og sine meninger og ... asså noen ganger kommer det opp idéer som implementeres i hele kjeden, fordi at det var et eller annet genialt som ingen annen hade tenkt på før som tilfeldigvis en lørdagshjelp kom på, og det tror jeg for den enkelte er utrolig tilfrdsstillende å se at "wow, jeg har gjort noe, asså jeg jobbet deltid i plk da jeg studerte og kom på "Company One" sin slogan" og den blev bruk i ti år. Og det er klart at det er utrolig kult å se at på stamkundekortene er det trykt opp det som du kom på en eller annen dag. Altså, man blir jo glad fordi det er jo en eller annen form for annerkjennelse, det at det du kom på er bra nok til at det kan brukes av hele kjeden.

Om det er noe bra positivt som skjer hos de du har direkte kontakt med, hvordan kan du aktivt gi dem anerkjennelse på det?

-Stort sett sånn som jeg gjør det er hvis en som jobber i en butikk i sandvika har tipset meg om et eller annet eller kommet på et eller annet så sender jeg gjerne ut en fellesmail til alle butikkene, hvis jeg tenker at "ja, det her er en kjempebra idé" så informerer jeg at nå skal vi gjøre et eller annet denne måneden, og da er jeg alltid påpasselig med å si at feks "jeg har fått et kjempebra innspill fra vera i sanvika som mener at... og det syns jeg absolutt vi skal gjennomføre og det kjører vi i alle butikkene" så da ser hun at den mailen går ut og det er hun som får creden for det og at ikke det er jeg som tar creden, og det tror jeg er kanskje en av de to viktigste ting i ledelse. Det å for det første bruke de idéene som kommer fra kollegaene, og kunne bare innse det att jeg vet ikke alt og jeg kan ikke alt og jeg vet hvert fall aldri best omtrent og det er sannsynligvis en eller annen som vet et eller annet bedre enn meg og kunne bruke de ressursene man har rundt seg; men også å være utrolig påpasselig med at creden plasseres der den horer hjemme fordi det tror jeg er med på å motivere mange. Det er jo utrolig mye innspill som kanskje ikke er sånn kjempefornuftige og som ikke brukes men da har man i vært fall tankeprosessen igang hos folk og da er folk entusiastiske og bare "yeay".

Så da får de cred gjennom en verbal feedback på mail, eller telefon?

-Ja, alltså jeg sender jo gjerne tilbake en mail at "dette synes jeg er en kjempegod idé som jeg skal tenke litt på" og så blir jo på en måte den creden annonsert for hele verden når den fellesmailen går ut med at "hallo, det er faktisk denne personen her som har kommet på dette". Det verste jeg vet er ledere som stjeler idéer og presenterer de som sitt eget. Og jeg skjønner ikke hvorfor man gjør det for til syvende og siste føler man seg bare (KariAnne slår ut hendene i en "håpløs" gest). Man må jo føle seg litt sånn "sneaky" av det, og det føles så bra å gi heder til folk som fortjener det.

Jobber du med noe annet belønningssytem?

-Nei, vi har ikke noe bonusordninger eller noe sånt. Det er litt vanskelig å gjennomføre for de som jobber i butikk og sånn, men vi kjører ganske mange sånn intern-aktivteter da, konkurranser og sånne ting hvor det ofte er ganske kule ting man kan vinne. Det kan være en salgskonkurranse på en bestemt titel man har lyst å ha ekstra push på, hvor premien er en playstation 3 eller et eller annet sånt da ehm.. eller en tur til new york på konsert eller asså sånne ting.. Men ellers så tror jeg liksom den viktigste belønningen er feedback. Og den kommer jo da det er to ganger i året så kjøres det medarbeidersamtaler med alle ansatte, og da er det jo tilbakemeldigstid på godt og vondt og så tror jeg nok at sjenerellt så er folk flinke til å gi positiv tilbakemedling til de de har unders seg, i de situasjoner hvor det faller seg naturlig.

Får du selv noen feedback ifra de som du jobber med, øver eller under deg?

-Eh,.. ja, det er nok ofte sånn at når man sitter i en mellomlederposisjon så tror jeg at man ender opp å være den som er flink å gi feedback og gi tilbakemeldinger og da spesielt positive tilbakemeldinger. Jeg tror nok at toppledelsen det sitter nok litt lenger inne der, de er liksom ikke skrudd sånn sammen da.. Men på en annen side sånn som i "Company One" så kjenner jo jeg da han som er eiern/sjefen og har jobbet med han så lenge at jeg vet veldig godt hva som er en positiv tilbakemelding fra hans så selv om ikke han er den som på en måte nødvendigvis smører på med de lengste talene så vet jeg jo at når han sier "ja det var bra" da er det virkelig helt "over the top"-bra liksom.

Har de ansatte noe å si om hvilke mål dere setter for "Company One"?
Alltså, får de ansatte sette egne mål for deres arbeidsoppgaver?

-eh, nei. Det gjør vi ikke, i vært fall ikke sånne veldig målbare mål. Det er vanskelig å gjennomføre i et type butikksystem. Det foregår vel heller på den måten at man på medarbeidersamtaler setter noen sånne utviklingsmål: hva har jeg lyst å bli bedre på, hva har jeg lyst å gjøre mere av, di tingene der sånn..

Ok, men det kan de være med og bestemme selv?

-Ja, ja, men det er ikke sånn at vi setter sånn type salgsmål, det gjør vi ikke.

Har du noen anelse om hvorfor og hva som motiverer butikkssjefer til å jobbe på "Company One"?

-Det er nok noe med det at mange av di som, eller eh, egentli alle som er butikksjefer i "Company One" di jobber der utifra en ganske lidenskapelig musikkinteresse først og fremst.. ehm, jeg tror det også at man blir vist en veldig stor grad av tillitt, samtidig som man får jobbe med et produkt som man lever og ånder for. Det er veldig mye det som som, eh… og så er det en ganske stor grad av intern rekryttering også når man skal fylle høyere stillinger, da er et veldig unntaksvis at det rekrytteres utenfor "Company One". Og jeg tror at folk ser at det er muligheter i bedriften, og komme seg videre og få andre oppgaver hvis man ønsker det, det tror jeg er kjempebra.

Om vi hopper over til din rolle, hva er det som trigger deg? Hva blir du motivert av ifht jobben din?

-Eh, jeg blir vel motivert av (ler litt)... asså gode resultater (tenker litt..) og asså det å klare å så, asså det er den tallmessige siden av det, men alltså det som motiverer meg mye også er det å ha fullstendig fritt spillerom på den kreative siden da.. hvordan alt skal se ut egentli. Så jeg syns det er utrolig kult når jeg har fått laget ting, laget masse materiell til Sims 3 (et spill) for eksempel. Masse forskjellige, alt mulig ifra rollups til postere, ja masse gerier, stikkers og alt. Og bare få lov til å så sette sammen en hel kampanje og på en måte bestemme hvilke elementer vi trenger å ha, hva er det vi vil med dette her, hvordan skal det se ut, hva skal vi kommunisere, alle di tingene der og sitte og skru sammen et produkt og så sitter du der med et produkt som er veldig bra og at du ser at du har fått til en veldig bra helhetlig aktivitet på. Å være med på det kreative planet det er vel kanskje det aller morsomste.

Hvordan vet du da at den er bra?

-Hmm, det er et godt spørsmål, man på en måte bare vet det. Du ser det, du har på en måte planlagt det, og du ser på en måte at det er en bredde det er ikke bare sånn å sette det ut i hyllene og så får det gå som det går, istenen for å bare ta tak i det på forkant da og si hvordna skal vi nå ut best til kundene våre, hvordan skal det se best ut i butikk, og på en måte ha planlagt mange elementer da i en hel kampanje og bare vite at ok, hvis ikke det selger her nå, så er det kke innsatsen det går på, vi har virkelig gjort alt, og gått utenfor boksen og så. Men det er igjen det å så få helt carte blanche på å gjøre ting og bestemme hvordan det skal se ut og jeg trenger ikke å spørre noen om jeg kan, om det er greit at plakatene ser sånn ut . Det er sånn at når han ddesignern etter at jeg har vært inne og sagt, kanskje vi kan gjøre sånn og sånn og sånn og sånn så er de til slutt ferdige så er det jeg som sier ja, ok, da trykker vi og så trenger jo ikke jeg å spørre noen andre. Og det å så kunne ha både den friheten og selvrådigheten ovenfor ens eget ansvarsområde er utrolig viktig. At ikke det er sånn at når du jobber med prosjekter så skal du hele tiden ha en eller annen over deg som kommer inn og bare "nejmen, det er ikke helt bra…" det er ikke noen som skal komme og blande seg inn hele veien da. Men på "Company One" så er det hele tiden sånn at ingen blander seg inn med mindre de ser at du er på fullstendig bæretur, og det er heller ikke sånn at hvis sånne ting skjer så er det en mer sånn forsiktig innblanding. Det kommuniseres aldri noen som mener at du er udugelig eller ikke flink eller at du gjort en dålig jobb eller sånn da, det er mer sånn "nå skal vi se her, skal jeg bare dytte deg litt i riktig rettning her.." . Det tror jeg er en strategi som ligger for hele systemet.

Dine arbeidsoppgaver er ganske omfattende, hva kjenner du infor selve arbeidsoppgavene? Er du gira på å se resultater eller selve arbeidsoppgaver, eller bonuser eller?

-Jeg tror nok erfaringsmessig fra tidligere jobber så er egentli ikke den viktigste motivasjonsfaktoren det å få bonus eller bil eller playstation, for meg så er den viktigste motivasjonsfaktoren det å kunne kjenne i meg selv at jeg gjør en bra jobb. Og jeg gjør litt mer enn det som egentli er forventet av meg. Jeg leverer på en måte hele veien da, jeg kan sitte og si til emg selv at jeg er fornøyd med den jobben jeg gjør. Da er det bra. Og hvis ikke jeg har den følelsen så spiller det egentli ikke noe rolle hvor høy bonus jeg får. Det er for all del utrolig kult å få en stor bonus, men det er en veldig sånn kortsiktig glede. Den følelsen varer ikke så lenge. Det er mer den dere yrkesstoltheten som sitter i hele veien. Imens pengene bruker man jo bare opp.

Har "Company One" en visjon?

-Jeg vet ikke om "Company One" har en uttralt, nedfelt visjon, men det er klart at hvis man ser tilbake fra begynnelsen av og frem til idag så er jo strategien egenli uforandret, så man har jo en filosofi man lever ganske strengt etter.. som man ikke endrer så mye på og det er sikkert en fornuftig ting, fordi for det første så for alle som jobber der er tilværelsen ganske forutsigbar. Det er ganske stressende å jobbe i et miljø hvor visjonen endres hele veien, og du hele tiden skal tilpasse deg et nytt tankesett. Hvor er det vi skal, hvordan skal vi være, hvem skal vi være, hva skal vi jobbe med? Det å kunne få jobbe langsiktig med en ting og vite litt hvor veien går hen mer enn et halvt år fremover i tid det er ganske verdifullt for de fleste tror jeg..

Kjenner du og butikksjef eller spilleansvarlig hverandre?

-Jeg kan jo ikke si at jeg kjenner alle fordi at vi er jo ofte i veldig forskjellige byer og sånn så vi sese jo ikke. Men det blir jo at man føler at man kjenner folk allikevel etterhvert fordi man får en sånn bestemt lingo med di forskjellige på nett, selv om jeg ikke har møtt André i Arendal noen gang så føler jeg at jeg kjenner han så vi har vår humor gående, så det blir jo at man kjenner hveradre uten å kjenne hverandre. At man i vært fall har en på måte personlig forhold. At det blir en litt morsom samtale når vi snakkes på telefon. Jeg jobber ganske mye med å bygge personlige relasjoner med alle jeg har rundt meg.

Hvordan gjør du det?

-Det er sånn å bruke det ene minuttet ekstra i telefon, og spørre om andre ting, sånn "regner det vilt i bergen om dagen eller?" og bare sånn snakke om andre ting som ikke har noe å gjøre med den beskjeden du skal levere eller bare "hvordan var helgen?" "nå er det mandag, er du sliten?" bare å spørre folk og få dem til å fortelle litt om seg selv, fordi det tror jeg er noe alle mennesker setter pris på, å fortelle noe fra livet sitt syns nok alle er sånn ganske gøy og da får man en mye letter dialog med en gang da. Eller på mail, at man bare isteden for at det skal være sånne strenge kjedelige mail, at man har en morsom tone der også når det passer og at ikke alt skal være så alvorlig hele tiden og jeg tror at det er med å bidra til at det blir en ganske flat struktur da og at jeg er ikke liksom sjefen, som sitter der og ser ned på deg, men at vi er egentli på samme nivå at vi har felles mål da. Så jeg gjør alt jeg akn for ikke å sette meg over de jeg jobber med. Og alle er klar over at det er jeg som er sjef, men samtidig så har vi sånn veldig kompistone, og jeg har alltid vært, og kommer alltid å være en tilhenger av en positiv motivasjon da og motivere folk med positive tilbakemeldinger. Man må alltid gi tilbakemeldinger også når folk gjort feil, men det finns utrolig forksjellige måter å gjøre det på.
Jeg tror folk blir vesentlig bedre å få tilbakemeldinger på det som de gjør bra, versus det å bare få negativ tilbakemelding. Det må være en balansegang der, og man kan også legge frem di negative, eller ting som trenger forbedring, på veldig mange forksjellige måter som vil oppfattes på utrolig forskjellige måter av mottakeren også. Det vil bli som å si at "ja, da har du solgt 100 stykker av den cden" for eksempel ,hvis jeg hade regnet med at du skulle ha solgt 200 så kunne jeg si at "vetdu hva, du har solgt halvparten av det du skulle ha solgt liksom" (sagt med en litt tung/sur tone), det er en utrolig negativ tilbakemeldig, og da sitter du som mottaker og tenker "shit, jeg er fullstendig udugelig, jeg har ingenting å gjøre her liksom". Men så kan man også si at "100 stykker, det er faktisk mange skiver, men jeg tror faktisk du har potensiale å selge 200. Det vil jeg at du skal prøve på neste gang fordi at det vet jeg at du kan." så har du en utrolig mye mer positiv innstilling. Det er ikke en helt konkret problemstilling i jobben da, men det er bare for å illustrere. Og så å heller si at "jeg vet at du er så flink, jeg vet at du kan klare det" da blir folk liksom "ja, ja, det kan jeg klare!" isteden for å si at det er dårlig – du burde klart det. Alltså du kommuniserer jo egentli det samme, eller du poengterer ju målet i begge situasjonene men den følelsen som mottakeren sitter med vil være veldig forskjellig tror jeg i forskjellig situasjon.

Takk, nå har jeg fått svar på det jeg lurte på, men er det noe du har lyst å si litt mer om, hvordan dere jobber med motivasjon, dine tanker om motivasjon i organisasjoner fra et mellomlederperspektiv til ansatte?

-Jeg tror at motivasjon er en kompleks ting men det handler om alt fra belønning i form av bonuser, gaver og sånne ting, det er en side av det; en annen side er positive tilbakemeldinger på de tingene man gjør bra. Og at det kommuniseres at man har en tro på hver enkelt person.

Jeg tror også at en veldig viktig del av motivasjon som kanskje ofte blir neglisjert litt grand er trivsel. Hvis man klarer å skape en sjenerell god stemning og en sjenerell entusiasme på en arbeidsplass og det må ikke nødvendigvis være om et bestemt produkt eller et bestemt resultat men å være med og bygge opp under det å ha en god tone, at folk er som peppet på jobb at de har det gøy, og det er nettopp det å ha det litt gøy, det er.. man kan fremdeles jobbe og ha det gøy, det er utrolig viktig for motivasjonen til folk. Jeg tror at selv om du har en rutinepreget jobb, du går til jobb hver dag, du jobber de samme tidene hver dag, hvis du har det moro med de du er sammen med på jobb så yter du utrolig mye mer og du blir også mye lenger i jobben din. Det tar mye lenger tid før du går lei da,

- INTERVIEW WITH Administrative executive in "Company Two"

INTERVJU: HVORDAN KAN MELLOMLEDERE BIDRA TIL ØKT MOTIVASJON HOS DE ANSATTE I SIN ORGANISASJON?

Takk for at du tar deg tid å svare på disse spørsmålen.

Det finnes ingen riktige eller gale svar. Prøv å være så ærlig som mulig.

Svarene har sekretess, kun Signe Wirell og hennes sensorer kan lese svarene.

Fyll ut så mye du kan i hvert spørsmål. Er det noe du ikke kan svare på, så bare hopper du videre til neste. Enn en gang, takk!

1a)   I hvilken organisasjon arbeider du og hva er din stilling?

"Company Two". Adm.direktør i "Company Two" Kundesenter AS

1b)   Har du noen "over" og "unner" deg i organisasjonen?
-hva slags stilling har de?

Over : konserndirektør
Direkte under : Økonomisjef, analyseansvarlig, administrasjonsansvarlig, avdelingsledere, prosjektleder. Disse har igjen ansatte som rapporterer til seg. 130 ansatte i selskapet.

1c)   Hvem/hvilke er ditt nærmeste ledd i organisasjonen din?
Se over.

2)   Hvordan kommuniserer du med de over og unner deg i arbeidsdagen?
NÅR:
Over : Gjennom styremøter, oppfølgingssamtaler, ad hoc møter og i   ledermøter.
Under : uformelt gjennom hele dagen, oppfølgingssamtaler hver eller annenhver uke, utviklingssamtaler (2 x året), ledermøter, prosjektmøter
HVA ER TEMA? : oppfølging på trivsel, fremdrift på leveranser, prosjekt og strategistatus, KPIer for driften, økonomi og strategiske diskusjoner.

3)   Kjenner du noen av de du har "unner" deg?
Selvfølgelig.

4a)   Er dine kollegaer "unner" deg med på å ta besluttinger som påvriker deres arbeidsoppgaver?

Selvfølgelig – de fleste beslutninger skal og kan tas av andre enn meg. Forbedringsarena finnes det mange av – refleksjonslommer hvor problemstillinger, kundebehov, målsetting og utvikling er tema. Vi benytter Lean metodikk.

4b)   Har de ansatte noen form for ansvar for utforming av egne   arbeidsoppgaver, og hvordan de løses?

Varierer en del fra stilling til stilling. Består av mange kunderådgivere som må ta telefonen når den ringer og da er det vanskelig å gi frihet til når du skal ta telefonen. Ellers oppfordrer vi til å gi tilbakemelding på hvordan ting kan gjøres annerledes, gjennom egen forslagskasse på intranett, "morgenmøter" før skiftet starter (2 ganger pr uke) og workshops for å gå i dybden på ulike tema.

5a)   Bruker dere kort- og/eller langsiktige målsetninger i arbeidet i organisasjonen din?

Ja! Strategi 3-4 år frem i tid som brytes ned til operative mål for hele selskapet og spesifisert for hver stilling.

5b)   Setter de ansatte egne mål for sine arbeidsoppgaver?

Ja, - i "ukessamtalen" med sine ledere.

6a)   Hvordan gir du tilbakemeldinger til dine kollegaer?
Ros gis ofte direkte der og da. Og noen ganger konkretiserer jeg denne og tar det opp igjen i oppfølgingssamtale. I ledergruppen i selskapet har vi hver måned en heldag samling med fokus på utvikling. De siste to timene setter vi av til tilbakemeldingsfokus hvor vi kommenterer på egen utvikling og tar opp ting alle ønsker å gi til hverandre. Jeg sørger alltid for at det aldri er noen overraskelser som kommer opp i disse møtene, men regelen er at all tilbakemelding skal gis i hverdagen og at det er en oppsummering og dypere refleksjon som tas i disse møtene. Fokus skal være å gjøre hverandre gode og gjennom tilbakemeldinger oppnå dette.

6b)   Hvordan får du selv tilbakemeldinger på ditt arbeid?
På samme måte som jeg selv gir tilbakemeldinger.

6c)   Bruker dere noen form for belønningsordninger?
Ja, halvårlige bonuser.

7a)   Hva tror du motiverer de ansatte i din organisasjon?
1) Tydelige og felles etablerte målsetninger.
2) Den gode hensikt – et godt arbeidsmiljø
3) En god tilbakemeldingskultur med fokus på det som er positivt

4) En coachende og tilstedeværende ledelse, som også kan tre ut av coachrollen når nødvendig og være en tydelig leder.
5) At suksess feires!

7b)   Hva blir du motivert av i arbeidet ditt?

- Å være rundt mennesker som utvikler seg selv og som mestrer noe de aldri har klart før eller som de aldri hadde trodd de skulle klare.
- Ros

8b)   Har organisasjonen din en visjon du kjenner til?

"Vi gjør hverdagen tryggere å bedre"

INTERVIEW WITH Work counselor, social administration executive and replacing CEO at "Company Three"

INTERVJU: HVORDAN KAN MELLOMLEDERE BIDRA TIL ØKT MOTIVASJON HOS DE ANSATTE I SIN ORGANISASJON?

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1a)   I hvilken organisasjon arbeider du og hva er din stilling?
Prosjekt """Company Three""" i "Company Three".

Er her ansatt som arbeidsveileder og sosialfaglig ansvarlig – stedfortredende leder ved leders fravær.

1b)   Har du noen "over" og "unner" deg i organisasjonen?
-hva slags stilling har de?

Over meg; daglig leder på "Company Three", --- ----------.
Under meg; de øvrige ansatte i prosjektet (10 ansatte) i de tilfeller jeg fungerer som stedfortredende leder. I det daglige er kun "over" de andre ansatte i forbindelse med det faglige utviklingsarbeidet i prosjektet – to dager pr. uke.

1c)   Hvem/hvilke er ditt nærmeste ledd i organisasjonen din?

Daglig leder i prosjektet.

2)   Hvordan kommuniserer du med de over og unner deg i arbeidsdagen?

Kommunikasjonen foregår både under formelle møter, men også i løsere former under lunsjpause og i en felles kaffepause som er lagt inn som et miljøskapende tiltak for å bedre arbeidsmiljøet. Kommunikasjonen berører som regel konkrete og praktiske sider ved arbeidet og klientene.

Med lederen min kommuniserer jeg, i tillegg til det overnevnte, under formelle møter der en av oss har innkalt den andre. Kommunikasjonen berører ofte prosjektets visojoner og mål, samt nye ideer og konsepter for virksomheten.

3)   Kjenner du noen av de du har "unner" deg?
Jeg vil påstå at jeg kun kjenner to-tre av de jeg har "under" godt. Resten av staben holder jeg på å bli bedre kjent med nå om dagen. Vi jobber for tiden med å skape et bedre arbeidsmiljø på "Company Three" og har i forbindelse med dette laget et "bli-kjent-program". Intensjonen med dette er å skape større forståelse for hverandre som mennesker, men også å bli tryggere på hverandre og slik kunne gi hverandre mer tibakemelding (positive/negative) i jobbsituasjonen.

4a)   Er dine kollegaer "unner" deg med på å ta besluttinger som påvriker deres arbeidsoppgaver?
        -forklar gjerne hvordan

I "Company Three"-prosjektet er det en ganske flat struktur der alle medarbeiderne i stor grad er med på betemmelser som tas. De fleste har stor innflytelse på sin egen arbeidssituasjon og arbeidsoppaver. Eks: alle har muligheten til å utvikle sin egen arbeidsstasjon der en arbeider som arbeidsveiledere. Eks 2: Hele staben er for tiden med på å utforme retningslinjer for hvordan arbeidsveiledningen skal fåregå (hvilke teorier som skal ligge i bunnen for arbeidet) og utforme en faglig plattform for prosjektet.

4b)   Har de ansatte noen form for ansvar for utforming av egne   arbeidsoppgaver, og hvordan de løses?

(se 4b)
Staben er delt inn i to team (alle har selv valgt hvlket team de vil være i) – "praktisk team" og

"utviklingsteam". Det praktiske teamet arbeider med praktisk tilrettelegging av

arbeidsplassen, innkjøp osv. Utviklingsteamet jobber med videre utvikling av prosjektet – nye

ideer, arrangementer, teoretisk arbeid, samarbeid med eksterne aktører osv. I arbeidstimene

etter brukertid har teamene 3 dager per uke mulighet til å disponere til selvvalgte

teamoppgaver.

5a)   Bruker dere kort- og/eller langsiktige målsetninger i arbeidet i organisasjonen din?

Vi har både kort- og langsiktige mål. Et langsiktig mål er at prosjektet skal vokse i størrelse slik at vi kan nå ut til flere brukere/klienter eller at "Company Three" blir en fast post på statsbudsjettet.
Et kortsiktig mål kan være å skape større medvirkning for brukerne i deres arbeidshverdag eller å få bred mediadekning på et "Company Three"arrangement.

5b)   Setter de ansatte egne mål for sine arbeidsoppgaver?

Dette varierer. Noen er strukturerte og selvdrevne og ser nytten av å sette seg mål for eget arbeid. For andre faller det ikke narurlig å sette seg slike mål, men må få "hjelp" av prosjektlederen. Disse får hjelp til dette, men kanskje litt for dårlig oppfølging med evaluering.

6a)   Hvordan gir du tilbakemeldinger til dine kollegaer?

Jeg forsøker å være direkte i min måte å gi tilbakemeldinger – både når det gjelder positiv og negativ respons. Det er en utfordring å gi negativ tilbakemelding til kollegaer jeg ikke kjenner så godt – hvor ikke er sikker på reaksjonen deres.

Det er mye enklere å komme med positive tilbakemeldinger og ros.

Jeg forsøker i begge tilfeller å være konkret, saklig og lite personfokusert ved tilbakemeldinger.

6b)   Hvordan får du selv tilbakemeldinger på ditt arbeid?

Jeg får tilbakemeldinger av daglig leder i prosjektet. Han gir meg gjerne tilbakemeldinger på konkret arbeid jeg gjør som han er fornøyd med. Det hender også at han sier i fra hvis det er noe han reager negativt på. Vi har en svært åpen dialog.
De som jobber "under" meg kommer skjelden med tilbakemeldinger direkte til meg – hverken positive eller negative. Dette syners jeg er synd.

6c)   Bruker dere noen form for belønningsordninger?

Vi har diskutert å benytte belønning for god innsats, men har ikke kommet så langt ennå. Det hadde vært interessant å se resultatene av belønning i min stab...!

7a)   Hva tror du motiverer de ansatte i din organisasjon?

Dette motiverer medarbeidere på min arbeidsplass; fornøyde brukere/klienter, gode dager, positive tilbakemeldinger, direkte skryt, lønnsøkning, annen type belønning

7b) Hva blir du motivert av i arbeidet ditt?

Jeg lar meg motivere av å få være med på å skape en bedre arbeidsplass (arneidsmiljø) og å skape et med proffesjonelt prosjekt der teori ligger i bunnen for valgene vi tar/våre faglige bedmminger og handliger. Jeg lar meg også motivere av ros, en fornøyd sjef og et godt rykte i organisasjonen for øvrig. (Lar meg også motivere av egen opplevelse av å yte og være dyktig i mitt arbeid.)

8b) Har organisasjonen din en visjon du kjenner til?

Visjonen er som nevnt at "Company Three" skal bli en fast post på statsbudsjettet slik at arbeidsplassen ikke lenger kun lever for et år av gangen. Og å skape det beste arbeidstreningstilbudet for rusmiddelavhengige i Oslo.

INTERVIEW WITH PR and Marketing Executive at "Company Four"

INTERVJU: HVORDAN KAN MELLOMLEDERE BIDRA TIL ØKT MOTIVASJON HOS
DE ANSATTE I SIN ORGANISASJON?

Takk for at du tar deg tid å svare på disse spørsmålen.

Det finnes ingen riktige eller gale svar. Prøv å være så ærlig som mulig.

Svarene har sekretess, kun Signe Wirell og hennes sensorer kan lese svarene.

Fyll ut så mye du kan i hvert spørsmål. Er det noe du ikke kan svare på, så bare hopper du

videre til neste. Enn en gang, takk!

1a)   I hvilken organisasjon arbeider du og hva er din stilling?
"Company Four" Norway AS
Marketing Executive

1b)   Har du noen "over" og "unner" deg i organisasjonen?
**   -hva slags stilling har de?**
**Vi har en som er sales support, som hjelper alle på kontoret, men for øyeblikket har jeg
selv ingen "direct reports".**

1c)   Hvem/hvilke er ditt nærmeste ledd i organisasjonen din?
**Våre managere sitter for en stor del i Sverige, min nærmeste medarbeider er likestilt
med meg i det daglige, men har noe mer budsjettansvar.**

2)   Hvordan kommuniserer du med de over og unner deg i arbeidsdagen?
**I hverdagen blir det mye mail eller tlf, ellers er vi i Sverige på møter 1 gang i mnd, da
treffer vi alle i marketing dept.**

3)   Kjenner du noen av de du har "unner" deg?

Ja, kjenner alle på kontoret og er også venner med alle på det nordiske planet.

4a)   Er dine kollegaer "unner" deg med på å ta besluttinger som påvriker deres arbeidsoppgaver?
          -forklar gjerne hvordan
Vi jobber endel på tvers av roller for å utnytte alle sine styrker. Jeg kan f.eks komme med forslag til aktiviteter hos forhandlere, siden jeg tidligere har jobbet i butikkleddet, eller folk fra salg kan komme med ideer eller innspill til marketingaktiviteter hvis de vil det.

4b)   Har de ansatte noen form for ansvar for utforming av egne   arbeidsoppgaver, og hvordan de løses?
Alle har både og, visse ting må utføres på gitt måte, mens ellers er det opp til en selv å finne den beste måten å utføre jobben sin på.

5a)   Bruker dere kort- og/eller langsiktige målsetninger i arbeidet i organisasjonen din?
Begge deler. Hvert kvartal setter vi målsetninger som skal nårs i løpet av kvartalet, samt at vi har mål somskal gjelde hele året.

5b)   Setter de ansatte egne mål for sine arbeidsoppgaver?
ja

6a)   Hvordan gir du tilbakemeldinger til dine kollegaer?
Vi har en åpen tone, så det meste blir sagt på en daglig basis. Ellers har vi også medarbeidersamtaler der man kan ta opp eventuelle problemer/gleder.

6b)   Hvordan får du selv tilbakemeldinger på ditt arbeid?
Se svar over☺

6c)   Bruker dere noen form for belønningsordninger?
Vi har en årvis bonus som er tredelt: en går på det personlige plan, en på "COMPANY FOUR" Norge og en på "COMPANY FOUR" globalt.

7a)   Hva tror du motiverer de ansatte i din organisasjon?
Å jobbe i et ungt og fremadlent miljø og med interessante produkter

7b)   Hva blir du motivert av i arbeidet ditt?
Å finne nye måter å gjøre ting på, finne på spennende aktiviteter som ikke er gjort før og lykkes med å bringe ideer ut av vårt eget territorie.

8b)   Har organisasjonen din en visjon du kjenner til?
Ja, vi får et årlig "roadmap" som er "COMPANY FOUR" sine visjoner globalt, samt at v har et som er for "COMPANY FOUR" Nordic som beskriver våre egne visjoner for firmaet og vår egen jobbhverdag.

Markedshøyskolen
campus kristiania