



UNIVERSITY OF GOTHENBURG  
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# Learning about the ability to motivate others

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A literature review and case study

Bachelors thesis

Patrik Hansson 1987

Sandra Borg 1986

Tutor: Björn Trägårdh

# Acknowledgement

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We would like to take this opportunity to express our gratitude to all the people who have been involved in the process of this thesis. We want to thank Svensson & Wikmalm AB for helpful and interesting dialogs. We would also like to thank the clients who helped us understand their view on the educations. Last but not least, we want to give our thanks to our tutor, Björn Trägårdh for valuable feedback and guidance.

Patrik Hansson

Sandra Borg

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# Abstract

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This thesis aims to clarify the discourse of motivation research in order to explain the design of leadership educations that are focused on motivation. It also seeks to examine whether the education's clients perceive the program to be effective in improving their ability to motivate others.

In order to overview the field of motivation theory, a literature review was performed. It presents theories of motivation and inserts them into a four-field model depending on their assumptions regarding human personality and motivation. Then, a case study was performed in order to explain the design of education programs that focus on motivation. This case study was performed at Svensson & Wikmalm AB, a private leadership educator. Further, four of their clients were interviewed in order to present their view on the education and its effects.

The thesis identified trends in the motivation research. These trends can more easily be overviewed and understood through the four-field model. The thesis reached the conclusion that theories of motivation are connected in the sense that they are interpreted and developed by other researchers. The four-field model can be used to overview and understand the movements in the field of motivation theories. However, the model is tentative and does not present the whole and exact view of the discourse of motivation. Further, the structure of the education programs can be linked to theories of motivation. Each element in the structure is supported by different motivation theories. The clients' perception of the educations is generally positive and the aim of the educations seems to be achieved. However, the question of whether it is possible to teach leaders to motivate others is a complex matter that depends on many factors, such as clients' will and commitment.

**Key words:** motivation theories, work motivation, implementation, leadership education, education programs.

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# 1. Introduction

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*This chapter introduces the subject of teaching motivation and presents the aim of the thesis. It also highlights the research question and delimitations made in the study.*

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## 1.1 Background

Further education of leaders and employees is a highly topical subject today. The industry is constantly expanding since many companies choose to invest in this kind of education to increase competence and profitability. A wide range of leadership education is today offered by both private and public actors. The orientations of the education are very varying and new actors are constantly added.

## 1.2 Problem analysis

During our exploratory pre-study we got the impression that work motivation is a central concept that in one way or another is a part of many of the education. How to motivate employees has been a topic of interest for decades. Motivation research is a prominent area in the fields of psychology, leadership and education (Dörnyei, 2001).

Contributing factors to the increased interest in work motivation are the growth of the service industry, where employees are the main asset, along with higher global competition and changes in work tasks. Work motivation among coworkers is important for companies since it is presumed to prevent absenteeism, high rates of staff turnover and poor work performance. Thus, to have motivated employees will positively affect the profitability of organizations. (Björklund, 2001).

It is, in other words, widely acknowledged that work motivation is essential for organizations efficiency. How to achieve increased motivation among coworkers, however, is not. Historically, the field of motivation has been dominated by two different views of the nature of man. One suggests that humans are driven by inherited, unconscious drives and the other represents man as aware and rational (Lawler 1973). The research of today is characterized by

a confusing plethora of competing theories. There is little consensus and much disagreements among researchers. Dörnyei (2001, p. 2) states that

'motivation' is one of the most elusive concepts in the whole domain of the social science.

Theories of work motivation are typically based on, and closely related to, classical motivation science. It is therefore interesting to examine classical approaches to the concept of motivation. Many of these theories are referred to by more modern researchers. They form the basis for the concept of work motivation and affect modern research and literature to a great extent. Concurrently, they are criticized and debated (Björklund 2001).

It is often considered the managers responsibility to achieve and maintain high motivation among employees. As earlier mentioned, the industry of further education of leaders is constantly expanding. Many courses focus on teaching leaders to motivate co-workers, in order to increase job satisfaction and profitability. However, there is disagreement about the possibility to teach the ability to motivate others. (Hofmaier, B., Homlquist, B., Milsta, M. 2003; Gibson, J.L., Donnelly, J.H. Jr, Ivancevich, J.M. and Konopaske, R. 2003)

Due to increased interest in education of motivation, while there is a disagreement about the concept of motivation and whether it is possible to teach, we find it interesting to examine how educations within the area of work motivation are carried out. We seek to examine how theories of motivation influence leadership education and to find out to what extent it is possible to teach the ability to motivate others. (Hofmaier, B., Homlquist, B., Milsta, M. 2003).

### **1.3 Aim**

Many researchers in the field of motivation present their own theories of work motivation, which are used in various leadership educations. The area of teaching leaders to motivate others is, hence, under constant change and theories quickly become outdated. Due to this, it is interesting to examine what theories are used in today's educations – whether the educations are based on classical motivation science or if they have been replaced in favor of more modern ones. Our aim is consequently to clarify the discourse of motivation research in

order to explain the design of leadership educations. We also want to examine whether the education program is effective in the clients' point of view

## 1.4 Research question

- How can the field of motivation theories be overviewed?
- How do private leadership educations teach leaders to motivate others?
- How is the knowledge learned from the educations applied by the clients?

## 1.5 Delimitations

The concept of leadership includes many aspects and areas of interest. This study is primarily concerned with the aspect of motivation and work motivation. This means that it focuses on how leaders are taught to motivate others and do not consider other aspects of leadership.

The study is based on one company within the industry of leadership education. The aim is not to generalize or understand the whole industry of leadership training.

## 1.6 Disposition

<b>Chapter</b>	<b>Innehåll</b>
1. Introduction	This chapter introduces the subject of teaching motivation and presents the aim of the thesis. It also highlights the research question and delimitations made in the thesis.
2. Theoretical frame of reference	This chapter presents the discussion about whether it is possible to teach leadership. It also reviews conditions for a successful implementation of a change in an organization.
3. Method	This chapter reviews different methods and justifies the methods of choice.
4. Empirical findings	This chapter consists of three parts; a literature review, a case study and four interviews with clients. The literature review presents theories of motivation and organizes them by inserting them in a created four-field model. The case study explains the structure and design of the education programs at Svensson &



Wikmalm AB. The interviews with the clients aim to describe their perception of the educations.

5. Analysis

This chapter analyzes the field of motivation theories based on the four-field model. It also analyzes the link between the education programs and motivation theories. Finally, the clients' perception of the educations is analyzed in order to understand whether it is possible of teach leaders to motivate others.

6. Conclusion

The conclusion aims to answer the research question based on the earlier chapters of the thesis.

7. References

This chapter lists the references used in the thesis.

8. Appendix

The appendix presents the questions used at the interviews

## 2. Theoretical frame of reference

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*This chapter reviews the discussion of teaching leadership and introduces the process of implementation. Theories of motivation are presented in chapter 4.*

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### 2.1 Teaching leadership

The concept of leadership is constantly receiving increased attention in business school curricula and academic and practitioner research. Despite this extensive research, there is little agreement on the actual meaning of the concept. The question of whether leadership is a skill, trait or innate behavior has been widely discussed (Doh, 2003). Specifically, the discussion about whether leadership can be effectively taught is one of the most debatable leadership questions of our time (Elmuti, Minnis & Abebe, 2005).

Most researchers agree that leadership is a combination of innate skills and experiences and learned skills. However, there is little agreement on what characteristics of leadership is natural talent and what can be taught. Kim Cameron (Doh, 2003. p. 59) believes that leadership undeniably can be taught, and that research, theories, leadership journals etc. are proof of it. He states that:

...if leaders are born not made - and if no one can teach anyone else to improve - let's start investigating leadership in the biology lab rather than in the business world (cited in Doh, 2003, s59).

Ackoff (2005), on the other hand, asserts that education cannot transform managers into leaders. He means that education can increase knowledge and improve techniques by providing relevant tools, but it cannot create leaders. He states:

Leadership is an art and, as such, requires talent. Talent, at the same time, can be enhanced but not taught.

Still, according to McCauley and Velson (2004), most researchers agree on the fact that some aspects of leadership can be taught - that leadership has its roots partly in genetics, childhood development and adult experiences (Dohs, 2003).

Thus, the next question is *how* leadership can be taught. There is some disagreement on whether leadership educations can effectively develop leadership skills. Ackoff (2005) argues that in order to develop leadership skills, practical training is required. He believes that apprenticeship is a more suitable way to learn effective leadership than classroom training. Doh (2003) has reached the conclusion that in order to effectively teach leadership, programs need to be adapted to the students' need, attitudes and special circumstances. He also argues that leadership programs benefits from being highly practical and include training and coaching.

## 2.2 Implementation

To implement is an art in itself. There is a lot of research regarding the concept, indicating the difficulty of implementation. An example of this is the work "Implementation : how great expectations in Washington are dashed in Oakland" by Pressman and Wildavsky. It describes how the implementation of a political plan can become a complex process, despite the fact that it already is planned and financed. Meyer and Goes argues that implementation is a process, not an occurrence (Guldbrandsson 2007; Meyer & Goes 1988). Perceived barriers to the process of implementation may be lack of participation, local support, clarity and resources or perceived inequity between different levels and low priority of implementation (Guldbrandsson 2007).

The process of implementation can be described to starts with an idea, leading to a decision. The decision can, for example, imply the implementation of a new approach to work. The next phase in the process is to provide the right conditions for the change, which often requires resources. A new approach to work, for example, requires resources to adapt the organization. The next phase is the actual change which could mean to increase knowledge, improve the organizational capacity or to change a prevailing organizational culture. This is typically done by education, further education and practical training together with time to adapt to the new method. If the implementation is successful the method will be integrated, both practically and organizational. Thereafter the new method can be evaluated and, if necessary, adapted in order to become a permanent part of the organization. When this last phase is complete the implementation is finished. This is referred to as an institutionalization (Guldbrandsson).

Sannerstedt has evaluated the conditions required by the individual in order to carry out a successful implementation. He argues that the individuals concerned are required to meet three stages of insight regarding the implementation; understanding, knowledge and will (Sannerstedt 2005; Möller & Abrahamsson, 2009).

The stage of understanding refers to the assumption that all parties involved need to have an understanding of the decision of change. The decisions are required to be clearly designed and the goals understandably formulated. The stage of knowledge stresses the importance of knowledge about implementing the change among the parties involved. Adequate resources are vital for this stage; access to education is needed, in order to provide competence for the staff. The third condition, in order to implement a change successfully, is about the will of the parties involved. Everyone is required to work towards the same goals and to be willing to work for the change. Friction and inertia can deter and prevent a successful implementation. (Sannerstedt, 2005)

# 3. Method

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*This chapter reviews different methods and explains the method of choice for this thesis*

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## 3.1 Scientific approach

In modern research, there are two principal research philosophies; the positivistic perspective and the hermeneutic perspective. Positivism is based on rationality and objectivism, knowledge has to be proven empirically and estimations and assumptions have to be replaced by measurements. The hermeneutic perspective can be seen as the opposite of positivism and within this orientation it is assumed that research is affected by the researcher's values and opinions and objectivism is therefore not required. It is the interpretation of the meaning of texts, behavior and experiences that is important in this perspective. These interpretations are made within a context and based on some kind of pre-understanding (Wallén, 1993). This thesis is based on opinions, values and experiences by individuals and it is therefore a study within the hermeneutic perspective. To examine how an organization teaches leaders to motivate others and how this is perceived by their clients has to be made by interpretations.

## 3.2 Research method

### 3.2.1 Qualitative- quantitative

The collection of data can be made by a quantitative or a qualitative research strategy. The choice of method depends on the aim of the study. A qualitative research strategy, in opposite of quantitative research strategy, usually emphasizes words rather than numbers in the collection and analysis of data. The empirical material in this study has been collected by a qualitative strategy. We believe that a qualitative research strategy is more suitable for our study since we are more interested in contextual understanding than in generalization. To answer our research question we need rich and deep data rather than hard and reliable data. We think that interviews would give a deeper understanding than we could get through, for example, a survey. In qualitative research the researcher is closer to the subject being studied, which is an advantage when the aim is to see through the eyes of the subjects being studied.

We believe this qualitative way of finding information necessary in order to conduct our thesis. (Bryman 2001)

### **3.2.2 Descriptive, exploratory, explaining or normative**

A distinction between exploratory, descriptive, explaining and normative studies is often made in literature about research methods. In exploratory studies, the aim is to get basic knowledge within a subject, in explaining studies the question *why* is answered and normative studies are supposed to result in a norm or proposal. Our study can be classified as descriptive kind of study since we want to answer the question *how*. (Wallén, 1993) We also did an exploratory pre-study in the initial phase to get some basic knowledge to facilitate the decision of what was interesting to examine.

### **3.2.3 Case study**

To answer our research questions a case study was performed. This method is most commonly used in studies when questions such as *how* and *why* are to be answered. It is relevant when there is limited control over the situation that is being studied and when a concrete social context is the main focus. The advantage of case studies is that the studied situation is actually taking place in reality and in a natural context (Yin, 2006). The disadvantage is difficulties knowing whether the results are general (Wallén, 1993). However, our aim in this thesis is not to make a general analysis and therefore we believe that a case study is a suitable method.

### **3.2.4 Literature review**

In order to give a better understanding for the field of motivation, a literature review was performed. It presents theories of motivation and inserts them into a four-field model depending on their assumptions regarding human personality and motivation. The reason for performing a literature review was that we in the initial phase found such a large number of different motivation theories. They all differ in some way but we could still see some links between them. Therefore, we felt the need to classify them somehow. The choice was a four-field model where the reader can get a quick overview of the field of motivation.

## **3.3 Collection of data**

### **3.3.1 Primary data**

The interview at Svensson & Wikmalm was a personal, semi-structured interview. We interviewed two persons at the same time, during about two hours. We choose to interview them both at the same time because they had different areas of competence and would therefore supplement each other. It would also contribute to a more open discussion. The reason for choosing a semi-structured interview is that it gives a great flexibility and that our aim was to give the interviewees as much freedom as possible in their answers. In a semi-structured interview it is possible to leave any schedule or guide that is being used and to come up with new questions during the interview. The order of the questions may also vary. This gives more depth to the answers. Another advantage with semi-structured interviews, in opposite to structured interviewing, is that the respondent can be interviewed more than one time. An alternative to semi-structured interviews is totally unstructured interviews where only a few questions, sometimes only one, are used. In this case the structure is more like a conversation.

The interviews with the clients of Svensson & Wikmalm were also semi-structured interviews. For practical reasons we interviewed them by telephone.

Because we wanted to be able to focus on the discussion, and since there are natural limitations to our memories, we audio-recorded the interviews. It contributed to a more detailed examination of what the interviewees said and it permitted repeated examination of the answers. Audio-recording also helps to assure that the analysis has not been influenced by the researcher's own opinions. As a complement we took notes during the interview.

### **3.3.2 Secondary data**

Our secondary data consist of scientific articles, published books and other literature within the topic. Secondary data has been searched through libraries and different databases such as; Emerald Management Xtra plus, Business source premier, Science direct and scholar.google.com. The main keywords used were: motivation theories, work motivation, implementation and leadership courses.

## **3.4 Sample**

### **3.4.1 Organization**

Svensson & Wikmalm is a consulting firm that provides educations in leadership, team development, organizational development etc. The company started in 1991 and has worked with a wide range of companies such as TetraPak, SKF, Volvo, Ericsson and Astra Zeneca. Their education programs are held in Sweden as well as abroad.

### **3.4.2 Respondents**

For the interviews with educators at Svensson & Wikmalm, we have used personal contacts to find suitable respondents, i.e. convenience sampling. Criteria for the respondents were experience as an educator at a company that offers leadership courses with a focus on motivation. We also interviewed clients of the company to understand how the education was perceived by people who attended the education. We experienced a problem when trying to find respondents since Svensson & Wikmalm had to respect customer privacy and could not give us any names or contact details of clients. To avoid this problem, we got the contact details to a coordinator of education programs. Through the coordinator we were able to contact clients who attended education programs where Svensson & Wikmalm was involved. This also helped avoiding the problem getting respondents that were representative for the company's clients. It would have been very likely to get clients that were very positive to the education if we had them handed to us from the company itself. We could not choose freely among respondents, but we expressed a wish to get a variance when it comes to age, gender, company, etc.

## **3.5 Criticism to choice of method**

An important aspect when judging the credibility of a study is its reliability. Reliability is concerned with the question of whether one would get the same result if the study was repeated. Reliability is particularly important for the quantitative study since it is concerned with measurement and whether the measures are consistent (Bryman, 2001). Another important aspect is the validity. Internal validity refers to how well a study describes what it is intended to describe and external validity refers to the question of whether the results of a study can be generalized outside of the particular research context. (Bryman, 2001)



It is possible that the results would be different if the study for example was made at another company than Svensson & Wikmalm. Studying one single case can never fully represent reality and this is also the main disadvantage when performing a case study.

The difficulties in finding respondents and the time constraints led to 4 interviews. With more interviews, the study would be more certain to reflect reality. Another criticism of the interviews with clients of Svensson & Wikmalm is that all of the respondents have attended educations provided by CHAMPS, where motivation only is part of the education. In addition, we cannot be completely sure that the answers are truthful, but we simply have to trust that they are.

In some cases we have used other sources than the original source which is a subject of criticism. This decision was made partly because in a few cases it was hard to find the original source and mostly because they were more comprehensive. In most cases we also read the original to make sure that the source was credible.

# 4. Empirical findings

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*This chapter consists of three parts; the first is a literature review that aims to overview the field of motivation theories. Here, our four-field model is introduced. The second part is concerned with explaining how the education programs are carried out in the company Svensson & Wikmalm AB. The third part examines how the education programs are perceived by the clients and how the knowledge is applied in their everyday work.*

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## 4.1 Literature review

*This part of the chapter is focused on the ideas and theories of motivation that forms the basis of leadership educations that focus on motivation. It aims to overview and explain how theories are linked together.*

### 4.1.1 The concept of motivation and work motivation

Motivation is a concept that appears in everyday life as well as in work organizations and in social science. Because of an abundance of theories and definitions of the term, motivation is a volatile concept. The volatility, in turn, differs depending on what approach to social science assumed by the scientists. The number of definitions and theories are connected in the sense that many writers start by pointing out that the concept is complex and ambiguous before presenting their own definition of motivation (Ahl, 2004, p. 20-21). To give an idea of the volatility and complexity of the concept a few definitions of motivation is presented.

Franken (1994:19), among others, maintains that motivation is found within individuals and is related to actions:

...motivation is concerned with understanding how dispositions lead to action through the interaction of biological, learned and cognitive processes (cited in Ahl, 2004 p.21).

Atkinson assumes that motivation is a goal-directed behavior and considers both what energizes behavior and what directs the behavior toward the goal:

The study of motivation has to do with the analysis of the various factors which incite and direct an individual's actions (Atkinson, 1964).

Vroom (1964), on the other hand, stresses the importance of choice. He defines motivation as:

...a process governing choices made by persons or lower organisms among alternative forms of voluntary activity (cited in Ahl, 2004 p, 22).

As we can see, there is no generally accepted definition of motivation or work motivation. However, Steers and Porter (1991), argues that the definitions generally have three concerns in common; they focus on what energizes human behaviors, what directs or channels such behaviors and how this behavior is maintained. Thus, motivation research is concerned with understanding human behavior and how it can be affected.

Motivation research is often used when explaining the concept of work motivation. The approaches of motivation scientists are useful when applying the concept on work organizations (Lawler, 1973). The concepts are closely related and it is therefore hard to separate them, in terms of determining research origin. Due to the similarity of the concepts, the difficulty of separating them and the risk of excluding important research, we will not make a distinction between motivation and work motivation when presenting the theories.

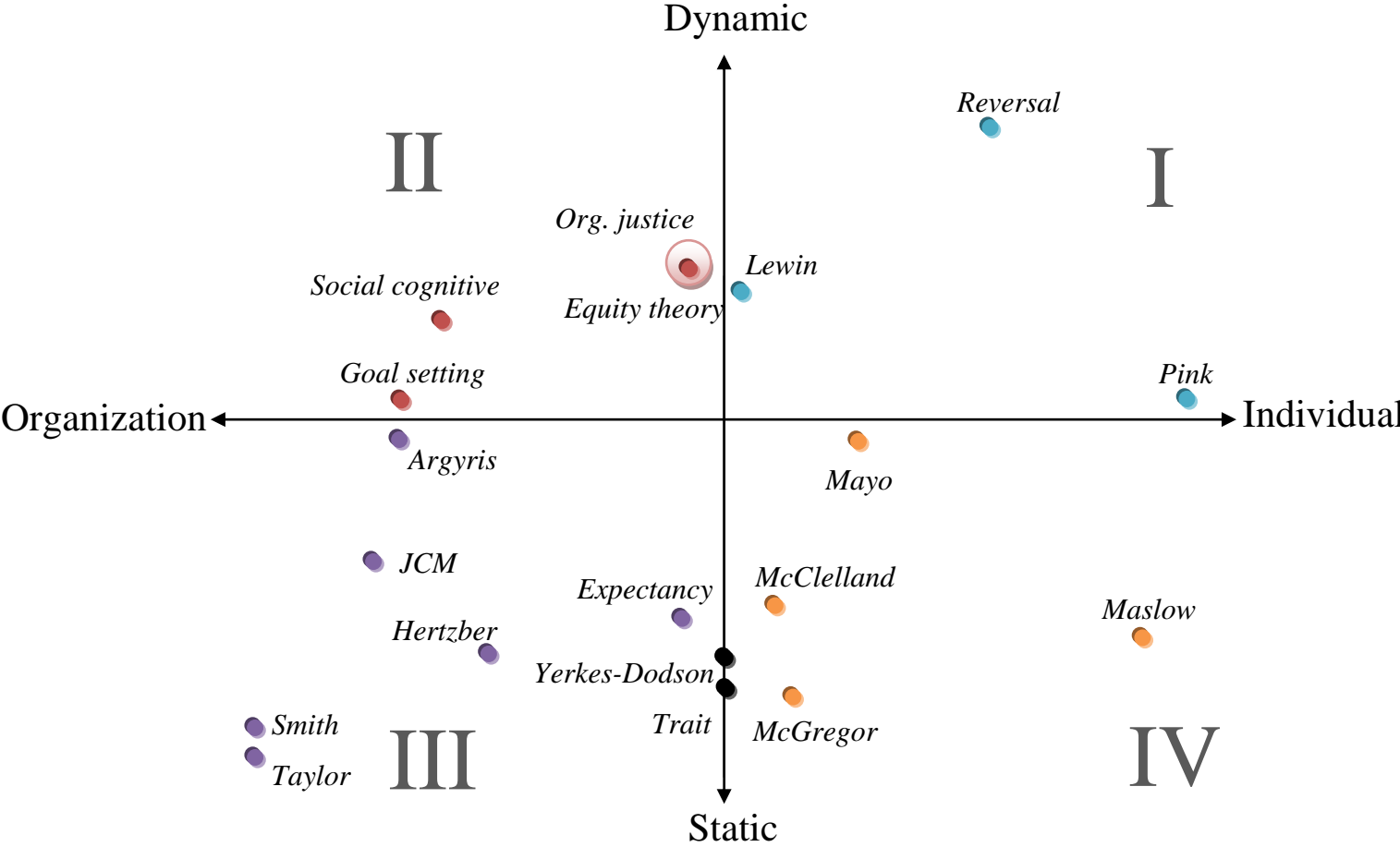
#### **4.1.2 Classifying the theories**

Some scientist categorizes motivation theories into different eras, starting with the “scientific” management approach. This view was followed by the Human Relations trend that, in turn, was replaced by theories of targets and goals (Björklund 2001). Others divide the theories into different categories as need theories, justice theories (including “distributive justice”, “exchange theory” and “equity theory”), cognitive theories etc. (Schou, 1991).

Another way of categorizing motivation theories is by assuming different approaches to human nature. Ahl (2004) divides the theories into human as an economic, social, physical, learning, and needs-based creature.

Schou (1991) argues that some theories seek the explanation of motivation in the individual and others focus on finding the explanation in the organization. The third group of theories explains the emergence of work motivation as an interaction between the individual and the organization.

Instead of categorizing the theories by grouping them, we want to overview them by inserting them into our four-field model. The theories are placed depending on what assumptions they are based on regarding human personality and the view on emergence of motivation. The x-axis refers to the assumption about whether motivation is created within the individual or within the organization (similar to the distinction made by Schou). The y-axis refers to the assumption about whether human personality is static or dynamic over time.



This model is a tentative attempt to position theories of motivation in relation to two dimensions. It has been made to facilitate an overview rather than providing a perfectly fair view of how they are related to each other. Further, it does not consider all aspects and assumptions of motivation, for example *how* motivation emerges or *what* motivation really is.

Therefore, theories located close to each other are not necessarily closely related in other aspects than those shown by the two axes.

### **4.1.3 Organizational focus on motivation (quadrant II & III)**

Theories focusing on the individual's interaction with the environment are often referred to as process theories. These seek to explain the emergence of motivation in the organization and often process interactions, cognitive judgments about reward, costs and preferences (Wilson, 2004).

#### **4.1.3.1 A review of extrinsic motivation**

As process theories are focused mostly on interactions, rewards and preferences they are closely related to extrinsic motivation. However, the two concepts should not be confused.

Extrinsic motivators are motivators that are provided by others, such as rewards, punishment, social norms etc. Thus, incentives can be financial or non-financial. Studies by Milkovich & Newman have proven that both financial and non-financial incentives may increase performance (Björklund 2001 p.24). Financial incentives have long been thought to convey symbolic meaning, shape employment relationship and to supplement intrinsic reward (Björklund 2001). Money alone, however, is not always enough to motivate efficiency. The impact of financial incentives is a complex matter and might depend on culture, attitude towards money, working tasks, tax system and other factors (Björklund 2001).

#### **4.1.3.2 Static view on human personality (quadrant III)**

##### *The rational decision maker*

One of the earliest theories about human behavior and motivation within social science is the theory about the rational decision maker. It suggests that people act rational and seek to maximize economic value. The theory is a corner stone in political economics and is usually attributed to Adam Smith and "The Wealth of Nations" (1776) (Ahl, 2004 p.24-26). The principle of rational behavior and utility maximization has been criticized for being unrealistic and many interpreters has modified and refined it during the years. Fredrick Winslow Taylor became the most famous interpreter with his work "Principles of Scientific Management" 1911 (Ahl 2004). It suggests that in order to maximize benefits, working tasks need to be scientific studied, workers need to be provided with the correct tools and educations, the

working tasks and rewards need to be evenly distributed. The workers were specialized and the organizing of work was moved to supervisors. This led to increased productivity, raising the wages and lowering the working time. Rationality and utility maximization, by maximizing economic profit, was believed to motivate this structure.

### *Hertzberg's two factor theory*

Hertzberg's two factor theory strongly contributed to a definitive break with the old, very controlling and strict culture in business, public sector and school-system. Tendencies towards humanization were at this time developing in society and people demanded change. This contributed to the great breakthrough that Hertzberg's theory had during the 60s. (Bakka, Fivelsdal & Lindkvist, 2006). In Hertzberg's theory of motivation, he states that the factors that create motivation and job satisfaction are different from the factors that, if absent, lead to job dissatisfaction. Therefore, he created two distinct lists of factors. The first he called motivators; for example achievement, increase of responsibility and advancement. These factors are intrinsic to work and cause job satisfaction, good attitude and well feelings of the individual because they satisfy the need for self-actualization, described by Maslow (1987). They have to do with the content of the work. In opposite, there are the extrinsic factors that have to do with the context of the work which Hertzberg calls hygiene factors. These factors are for example salary, work conditions and supervision. When these factors are not fulfilled, it can lead to dissatisfaction. (Wilson, 2004)

The impact of Hertzberg's theory is largely due to its simplicity. However, this has also been a subject of critique (Bakka, Fivelsdal & Lindkvist, 2006). In Hertzberg's theory, the two sets of factors can be fitted into the two groupings made in the beginning of this chapter; organizational- and individual view on motivation. The intrinsic factors that contribute to job satisfaction can be derived from the individual view and the extrinsic factors, required to utilize the intrinsic factors, can be derived from the organizational view. Researchers have questioned this grouping and studies have shown that both hygiene factors and motivators can cause either satisfaction or dissatisfaction depending on the situation. The theory has also been criticized because the differences in result could be a product of defensive processes within the individual. People may be more likely to see the causes of satisfaction within themselves while the causes of dissatisfaction are attributed to work conditions (Wilson, 2004).

## *Argyris*

Chris Argyris (1957) developed the idea of contradiction between man as a psychological creature and the requirements posed by modern organizations. He argues that there is a fundamental contradiction between the human need for development and autonomy in work and the strict rules and culture of control in work organizations. In this perspective, the issue of motivation lies within the construction of organizations and its mismatch to human needs.

His thesis is based on three underlying assumptions. It seeks to explain how individuals respond to organizational structure, and how the contradiction can be reduced. *Firstly*, the organization cannot be reduced to psychology. Psychological analyses tend to forget the problems belonging to the organization and that cannot be reduced to individual, psychological processes. *Secondly*, organizational solutions should not be constructed without taking psychological factors into account. This means to be aware of individual differences when it comes to opinions, competence, interests, motivation, feelings etc. Through communication and discussions, conflicts that are based on these differences can be avoided. The *third* assumption refers to the importance of emotional awareness. Based on the organizational culture, an emotional climate is created. Under strained situations this climate can develop tendencies of contradictions between workers, often making them blame each other. These situations cannot be avoided completely, but they can be detected and solved more easily through knowledge of psychology, social psychology and cultural psychology (Argyris, 1957; Bakka, Fivelsdal, Lindkvist, 2006).

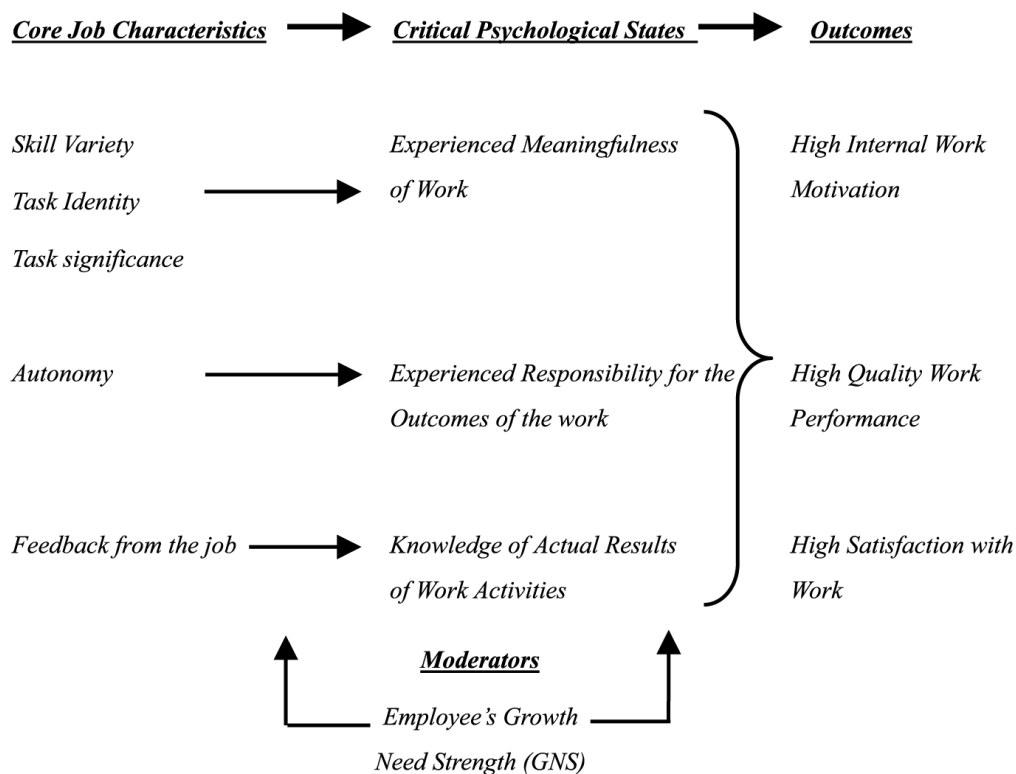
## *JCM*

Hackman and Oldham were also concerned with the idea that work motivation depends on, and is created within, the structure of the work organization. Hackman argued that earlier research within the field of work motivation was too concerned with promoting simple, routine working tasks and providing ineffective measures (such as economic incentives). He argued the problem to be boring working tasks, and the solution to be reformation of work organizations (Bakka, Fivelsdal & Lindkvist, 2006). Thus, the Job Characteristic Model, JCM, was developed by Hackman and Oldham (1976). It presents five core job dimensions:

- skill variety (refers to the variety of skills and talents required to carry out the work)
- task identity (refers to the work's completion and its visible outcome)

- task significance (refers to whether the work has impact on other people, in or outside the organization)
- autonomy (refers to the extent of freedom and independence in carrying out the work)
- feedback (refers to obtaining direct and clear information about the efficiency of the work performance) (Hackman & Oldham, 1976)

These job dimensions will, if they exist, foster three psychological states: experienced meaningfulness of the work, experienced responsibility for outcome of the work and knowledge of the actual results of the work activities. The first three core job dimensions combined determine the experiences meaningfulness of the work. The autonomy dimension contributes to the second psychological state and the feedback dimension contributes the last of the three psychological states. The degree to which the three psychological states are fulfilled determines the personal and work outcomes (Hackman & Oldham, 1976).



Hackman & Oldham's JCM. Source: Garg & Rastogi, 2006.

However, the Job Characteristic Model has received little scientific support. Studies have found a weak relationship between experienced task characteristics and performance (Björklund, 2001).



### *Expectancy Theory of Motivation*

This is a theory within the cognitive tradition and it can be traced back to hedonism. There are many theorists that have built up their own motivation theories within this field. The fundamental idea in all of them is that a person's motivation to act in a certain way comes from expectancy that an event will result in a certain consequence and from the value and desirability of that consequence to the person. Vroom (1964), with his expectancy theory of work motivation, is one of the most important theorists in this field and his theory treats work motivation specifically (Lawler, 1973). He believes that people consider alternatives, weigh costs and benefits and choose the action that maximizes utility. In an organization this means that a person's motivation and effort will depend on their estimated probability of completing a certain task and that this will result in a positive outcome. Therefore, predictions of motivation and organizational behavior can be made if you have knowledge about employees' desire for different outcomes and the probability of achieving them.

A criticism of expectancy theory is that it is not likely that people always do all of the calculations required by the theory. It has been suggested by Wanous et al. (1983) that the mechanisms only work when there is enough time to analyze the possible outcomes (Fiona M. Wilson 1999).

#### **4.1.3.3 Dynamic view on human personality (quadrant II)**

According to Pinder (2005), the three most important trends in modern motivation research are organizational justice, goal-setting and social cognitive theory. All of them, together with Equity theory, have a dynamic view on human personality and seek the explanation to the emergence of motivation in organizations (or by interaction). This can be illustrated in the four-field model.

#### *Equity theory*

Equity theory aims to explain how employees will react to situations depending on the perception of whether they are treated fair or unfair. It focuses on people's feelings of treatment in comparison with the treatment of others. Due to the relative perception of the situation, the individual's personality is considered dynamic. The theory was developed by John Stacey Adams in 1963 and is based on the assumption that employees value fair

treatment and that they are motivated by their need for fair treatment (Björklund, 2001). Adams asserts that equity is perceived when the ratio between output and input for the individual is equal to the ratio for the reference source (Katzell & Thompson, 1990). Further, job dissatisfaction is assumed to occur when employees perceive that their wage is not equal to others (Björklund, 2001).

### *Organizational justice*

There is not *one* single theory of organizational justice, or a unified theoretical approach. The concept is used to describe the research in this area even though there are multiple orientations. These theories are based on Adam's equity theory (see above), where the idea is that people develop beliefs about their inputs in an organization as well as about the outcomes they receive, and compare the correlation to others. The concept of organizational justice is that fair procedures is positive for the employees' motivation and that when they feel unfairly treated, they respond negatively with for example low commitment or turnover (Pinder, 2005). The classification of organizational justice theory comes from two independent dimensions; the reactive-proactive dimension and the process-content dimension. The reactive-proactive dimension makes a distinction between seeking to avoid injustice and trying to attain justice, where reactive theories study reactions to injustice and proactive theories focus on behaviors trying to create justice. The process-content dimension makes a difference between theories that focus on how outcomes, for example salary, are determined (process theories), and the theories that examine the fairness of the distribution of these outcomes (content theories) (Greenberg, 1987).

### *Goal-setting*

The idea of this theory is that individuals are motivated by goals, set by themselves or others. The theory states that it is easier to work towards a clear and specific goal and that the more ambitious a goal is, the better the outcome. This positive linear relationship exists as long as the person is committed to the goal, has the ability to accomplish it and does not have other conflicting goals (Locke & Latham, 2007). According to Locke and Latham, the founders of the theory, a great number of studies have shown that goal setting may be more effective than alternative methods when it comes to motivation. They also believe that it is the major mechanism by which you can use other incentives to affect motivation. For example, job

enrichment has no effect on productivity and output unless employees with enriched jobs also set more specific goals than employees without enriched jobs (Locke & Latham 1984).

There are four mechanisms of the relationship between goals and performance. *Firstly*, high/hard, goals lead to greater effort and determination. *Secondly*, goals focus individual's attention from non-relevant actions to goal-relevant actions. *Thirdly*, goals can motivate people to use existing abilities. This means to bring unused knowledge to awareness. *Finally*, they can motivate people to search for new knowledge.

Even if the goal-setting theory has been seen as a sort of a universal remedy for motivating employees, it has also been criticized. Ordóñez et al. writes in their article "Goals gone wild - the systematic side effects of overprescribing goal-setting" that the method has negative side effects. They believe that adverse effects, for example dishonest and unethical employee behaviour, appear when goals are too specific. This can lead to employees ignoring important aspects of work that are not related to the specific goal. Goals can also be too challenging. Drach-Zahavy and Erez (2002) discovered that whether a person sees a goal as a challenge or a threat has effect on their motivation and performance. A high, or hard, goal may not be effective when a person finds it threatening. Goals can also increase competition which can reduce cooperation among employees. (Ordóñez et al. 2009).

### *Social cognitive theory*

The fundamental idea in social cognitive theory (at first called the social learning theory) is that people learn through observation of others. There is a variety of different versions of this theory, but Albert Bandura is traditionally seen as the most comprehensive researcher in the field. (Gibson, 2004)

A central concept in the cognitive tradition is the concept of self-efficacy. Self-efficacy is a person's belief that he or she can accomplish a certain assignment in a certain situation. The chance that the outcome of the assignment is successful is greater if the person has high self-efficacy (Gibson, 2004). Self-efficacy affects a person's choice of activity and the act of choosing may in turn affect his or her level of motivation (Lim & Chan, 2003).

#### **4.1.4 Individual focus on motivation (quadrant I & IV)**

Theories seeking explanation to the emergence of motivation in the individual are often referred to as content theories. They tend to focus on an individual's internal attributes, needs, and drives (Wilson, 2004). However, the concepts of individual focus and intrinsic motivation should not be confused.

##### **4.1.4.1 A review of intrinsic motivation**

Intrinsic motivation is closely related to content theories and to the focus on internal attributes, needs, and drives (Björk, 2001).

The distinction between extrinsic and intrinsic motivators is based on Herzberg's two factor theory and has received a lot of attention in motivation research since. Intrinsic motivation can be defined as:

...behavior that is performed for its own sake rather than for the purpose of acquiring any material or social rewards (Björklund, 2001. s.28).

Intrinsic motivators have nothing to do with physical needs, rewards and punishments. In order to be motivated, an individual needs to feel that decisions are made deliberately and that she is in full control of them. When it comes to intrinsic motivation, Deci & Ryan are the most quoted researchers (Ahl, 2004). They argue that intrinsic motivation is one of the most efficient forms of motivation (Deci & Ryan 1987; Björklund 2001 p.28). Kohn, as well, claims that extrinsic rewards can have harmful effect on employer performance. He stresses the detrimental effects of money on intrinsic motivation (Kohn 1993). He argues that extrinsic motivators only result in temporary compliance.

##### **4.1.4.2 Static view on human personality (quadrant IV)**

*Mayo*

When empirical research failed to prove that human behavior at work could be explained simply by economic reward, new ideas of human nature was founded. These ideas led to an extensive series of studies at the Hawthorn Works of the Western Electric Company. The research team from Harvard University was lead by Elton Mayo (Björklund, 2001 p.6) and was carried out between 1924 and 1932 (Ahl, 2004. p.27). The aim of the study was to

explain why the workers did not perform their best to earn maximum amount of money. The conclusion was that work motivation is affected by other factors beside money and physical conditions, such as social norms and loyalty. During experiments at another group of workers the research team reached the conclusion that work performance was increased regardless of whether the work conditions were made better or worse. It was proven that the variable enhancing productivity was the increased interest in the workers rather than the work conditions themselves. This conclusion became known as "The Hawthorn Effect" and had a massive effect on prevailing work motivation theories (Ahl, 2004. s.27). The Hawthorne study forms the basis for the Human Relations tradition in motivation research. Other contributing theories to the trend of Human Relations are Maslow's need hierarchy, McGregor's Theory X and theory Y, Herzberg's two factor theory and Argyris (Bakka, Fivelsdal & Lindkvist, 2006).

### *Maslow's hierarchy of needs*

Maslow's hierarchy of needs aims to explain priority of human needs. It was first introduced by Abraham Maslow in 1943 in his paper "A Theory of Human Motivation". It is based on an assumption that needs are categorized into different levels. Five levels of needs are presented: physiological-, safety-, love/belonging-, esteem-, and self-actualization needs. A lower need has to be met before the individual attempts to satisfy the next one. He argues that a satisfied need is not a motivator. Still, he means that transitions between the levels are made gradually and not as a "gearshift" (Maslow, 1987). The Maslow's hierarchy of needs theory has been of great importance as a source of inspiration for motivation researchers (Bakka, Fivelsdal & Lindkvist, 2006).

However, the theory lacks empirical support (Wahba and Bridwell 1976). Empirical research has failed consistently to confirm the way of the hierarchy of needs (Lawler and Suttle 1972).

### *McGregor*

Douglas McGregor strongly contributed to the development and proliferation of Maslow's theories, through his book "The Human Side of Enterprise" (1960). Here, the concept of Theory X and theory Y is launched. These theories describe two different approaches to work motivation among company management. Theory X is a grouping of the lower needs in the hierarchy, whilst Theory Y is a grouping of the higher needs. Management believing in

“Theory X” assumes that workers dislike work and need to be directed and controlled to work hard. They dislike responsibility and their only interest in the work is money. Management believing in “Theory Y”, on the other hand, assumes that employees do not automatically dislike work. To put effort into work is as natural as play or rest, which means that control and punishment are not the only way to motivate workers. Self-esteem and the possibility to express personality is the most important reward for work. Theory X and theory Y is a way for management to motivate employees, depending on the set of needs of the employees. Thus, McGregor suggests that needs are connected to work motivation (Bakka, Fivelsdal & Lindkvist, 2006; McGregor, 1960).

### *McClelland*

McClelland, known for his work on human need for achievement, considers needs as personality traits. He argues that there are three different needs important for work environment and work motivation; the need for achievement, the need for power and the need for affiliation (Schou, 1991).

The needs are perceived differently depending on the individual’s personality traits. The performance and motives are determined by the distribution between these needs. Hence, some individuals have an innate need for power while others have a stronger need for affiliation. The need for achievement refers to the ambition to constantly improve performance; often sought by high performing people. The need for power, on the other hand, is focused on the drive to control and affect other people rather than performing by oneself. Power focused people are typically interested in status and prestige. Finally, the need for affiliation addresses the need to be accepted and liked by others. An individual driven by this social need prefer cooperation before competition (Shou, 1991; Ahl, 2004).

McClelland defined the achievement motive as the desire to be successful in competitive situations (Lawler, 1973). He studied the concept extensively by measuring individual’s need for achievement in a large number of countries (Ahl, 2004 p.41). The study concluded that individual’s with a high need for achievement performed better than others. McClelland also concluded that the extent to which an individual has a need for achievement depends on childhood experience. Thus, he argues that achievement motivation is a learned drive that differs between cultures because of the child rearing practices does. However, this view has been criticized because achievement cannot be considered a primary drive. Lawler states:

...even though achievement is a learned drive, it seems that it is only partially learned on the basis of primary drives (Lawler, 1973).

#### **4.1.4.3 Dynamic view on human personality (quadrant I)**

##### *Lewin*

Lewin (1935) developed a universal model to explain the link between cognition and behavior. He argued that human behavior is determined by a combination of her cognitive schemes and her motivation (or personality) (Ahl, 2004). The theory is therefore based on the view that motivation emerges from interaction between individual and organization. This link is explained by “Lewin’s equation”, where behavior (B) is a function (F) of the individual’s personality (P) and the environment (E).

$$B = F(P,E)$$

The term *valence* is used to explain the strength of a desire within an individual. The valence is dynamic in the sense that it changes whenever the individual satisfied a need. It also becomes weaker when a goal is perceived unreachable, even if highly desired (Ahl, 2004; Lewin, 1935). The term *force field* is used to describe different regions to which the individual’s behavior is directed if the *valence* within the region is strong. A region with negative *valence* creates behavior directed away from the region. Lewin’s theory explains hesitating behavior as a conflict-situation where two opposite values of equal strength acts upon an individual. Lewin argues that conflict-situations can be used to explain behavior in situations related to choice, punishment and reward, emotional tension etc. (Madsen, 1959; Lewin, 1935).

The complex function of personality and environment include a complicated interaction between internal and external factors. This, Lewin argues, makes the theory suitable for using mathematical concepts. However, the mathematical foundation of Lewin’s theory has been criticized for not being complete. Ivan London, likewise, has criticized the Lewin’s use of mathematics for not using theorems of topology (Madsen, 1959).

##### *Reversal theory*

The Reversal theory suggests that situations are perceived differently depending on what situation the individual is currently in. This theory is used in various leadership programs to explain the dynamics of human personality. As Reversal theory has a major role in Svensson

& Wikmalm's education programs, we find it important to thoroughly explain its aim and structure. Therefore, it is described in the separate section of this chapter: "4.1.5. Reversal theory".

### *Pink*

As earlier mentioned, the distinction between intrinsic and extrinsic motivation is extensively discussed within the field of work motivation. However, there is little agreement and clarity about how these concepts are linked and how they really affect job performance (Ahl, 2004 p. 27).

Pink tries to put extrinsic and intrinsic motivation in context and explain how they are connected. He advocates the importance of intrinsic motivation, and his theory of motivation is based on human drives. Pink groups the drives into three sets of drives, where the first, referred to as "Motivation 1.0", consists of biological needs. These needs can be derived from the lower needs in Maslow's hierarchy of needs. This set of drives motivated humans as long as survival was the top priority (which, Pink argues, was a long time ago). (Pink, 2009)

The second set of drives refers to the drive of seeking reward and avoiding punishment. These are called extrinsic motivators or, according to Pink, "Motivation 2.0". These drives emerged when humans became more complex, interacted with each other and formed societies. It arose in order to restrain or promote human drives. Pink argues that "Motivation 2.0" has been essential to the economic progress around the world, and is deeply embedded in our lives. Taylor's scientific management is an example of how this "carrots and sticks"-strategy was used in order to improve efficiency. This approach held that workers were like parts in a complicated machine; exchangeable and equally skilled. "Motivation 2.0" motivated people as long as this approach was generally accepted. (Pink, 2009)

But as the twentieth century progressed and economies grew more sophisticated and complex, "Motivation 2.0" became incompatible. Pink describes how the theories of Maslow and McGregor led to some changes, referred to as "Motivation 2.1". However, Pink claims, the society of today is not compatible with this view on motivation. He states:

There is a mismatch between what science knows and what business does (Pink, 2009)



To meet the realities of how we organize, think about, and do what we do intrinsic motivation is the main concern. Pink refers to intrinsic motivation as “Motivation 3.0”. This is based on three needs; *autonomy* over our own lives, *mastery* – to master a task and improve results, and *purpose* – to do what we do in a higher purpose. (Pink, 2009)

Hence, Pink suggests that extrinsic motivations inhibit creativity, which often is needed in today’s business. He refers to the extensive research of Karl Duncker and Sam Glucksberg among others, showing that extrinsic motivators such as financial incentives often reduce performance. He argues that extrinsic motivators only work for assignments that neither inspires deep passion nor requires deep thinking. (Pink, 2009)

#### **4.1.5 Reversal theory**

Since reversal theory is the main motivation-theory used by Svensson & Wikmalm, we find it important to perform a deeper examination of it and to explain it in detail. This is important because it is the key to understanding the fundamental thoughts in Svensson & Wikmalm’s education programs.

In order to understand the Reversal theory and what distinguishes it, a brief summary of earlier research within the field of arousal and human nature will first be presented.

##### **4.1.5.1 Arousal and personality traits**

The concept of arousal is an aspect included in many learning and performance theories, and is closely related to anxiety, stress and motivation. Arousal is often thought to serve as a motivator and to help prepare for response. The Yerkes-Dodson Law suggests that there is a function between arousal and performance, where a certain amount of arousal is needed to achieve optimal performance. The function predicts an inverted u-shaped function, where too little or too much arousal decreases performance. A low level of arousal creates boredom and inattention, resulting in increased risk taking and declines in vigilance. Consequently, a high level of arousal is limiting performance by risking burnout or overload.

Trait theorists are primarily concerned with the measurement of personality traits. A person’s traits are relatively stable ways of acting, thinking and feeling. Traits affect behavior and differ among individuals. The covariation among these traits can be summarized in a few factors that represent the basic dimensions of personality. For example a person who is

outgoing is often also active and positive and these traits can be summarized in a dimension called extraversion. A model that has been very used in trait theory is the FFM, the five factor model. According to this model there are five dimensions that can describe most personality traits. These dimensions are neuroticism, extraversion, openness, agreeableness and conscientiousness. (McCrae & Costa, 1997)

A criticism of the trait theory is that it gives a very static picture of the individual. It does not explain how an “abnormal” behavior, for example a normally passive person committing a violent act, by including the behavior in the person’s personality. Instead, the act is treated as a residual that is not a part of the person’s traits. (Pervin, Lawrence 1994)

#### **4.1.5.2 The reversal theory**

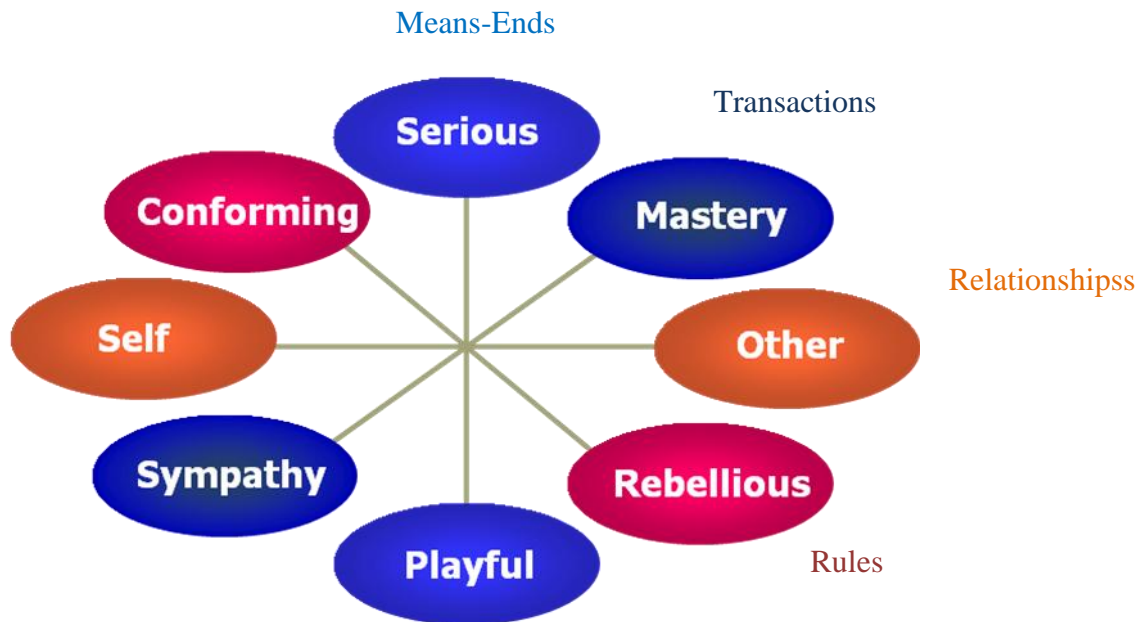
In contrary to trait theory and optimal arousal theory, the reversal theory is based on a dynamic view of human behavior and motivation. Its founder, Michael Apter, explains the main idea of the theory as follows:

The primary aim of reversal theory is to show that the various aspects of a wide range of types of experience and behavior may be explained with reference to certain pairs of states and reversals which occur between them (Apter, 1982).

##### *The concept of reversal*

The concept of reversal refers to the switching between opposed states. These states are organized into four “metamotivational” domains of experience, each consisting of two opposed “metamotivational” styles. The theory claims that an individual experiences one of each style, placing the individual in four simultaneous states of mind (Apter, 2001).

The four domains are “Means-Ends”, “Transactions”, “Relationships” and “Rules”. The domains, in turn, are organized so that while being “conforming” or “rebellious” an individual is also experiencing a “serious” or “playful” state. And consequently, while being “mastery” or “sympathy” the individual is experiencing either to be in the state “self” or “other” (Apter, 2001).



### *Different states of mind*

When in a serious state of mind, the individual is focused on achievement and consequences. The person is risk averse and believes that planning is important. The serious state is also characterized by avoidance of anxiety. The behavior of a playful person is more spontaneous, adventurous and excitement-seeking. These are opposed states that together form the domain of Means-Ends.

The domain of rules refers to what attitude an individual has towards rules. When in a conforming state, there is a desire to belong and fit in. The person is rule following and acts compliant and agreeable. The rebellious state, on the other hand, is focused on change and has a desire to be independent. A rebellious person is rule breaking and innovative.

The state of mastery refers to the focus on power and control. An individual in this state of mind is tough minded and believes that success comes through conflict. At the opposite end of the “transactions”-domain, there is the sympathy state. It is a sensitive state of mind that focuses on support and believes that success comes through cooperation.

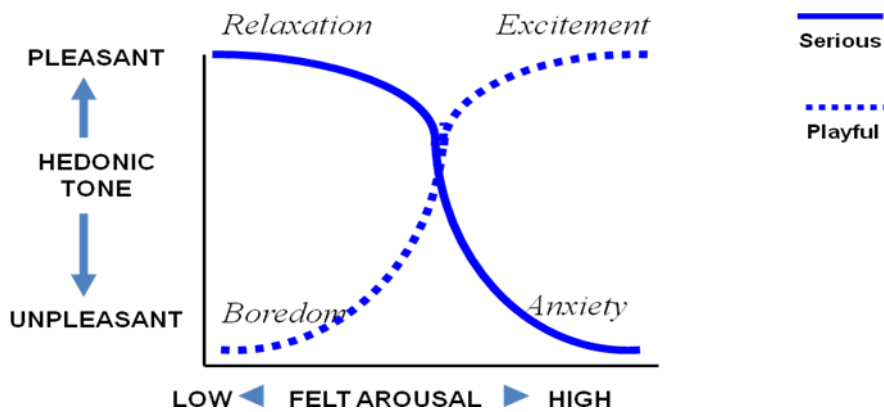
The states of self and other refer to the way an individual feels about relationships. The self state is characterized by egocentrism and autonomy. The state of other refers to a more empathic attitude and is focused on how situations affect others. (Apter, 2001)

### *How the states affect behavior*

As described above, a person experiencing a conforming state of mind simultaneously experiences either a serious or playful state. What state is experienced affects the way any situation is perceived. A playful state contributes to adventurous and excitement seeking behavior, while a serious state makes the individual risk averse and focused on the consequences. Therefore, the level of experienced arousal is perceived pleasant when in a playful state and unpleasant for an individual in a serious state.

The reversal, in this case, refers to the switch from a playful state to a serious state or contrariwise. How the situation is perceived, therefore, is not static. (Apter, 2001)

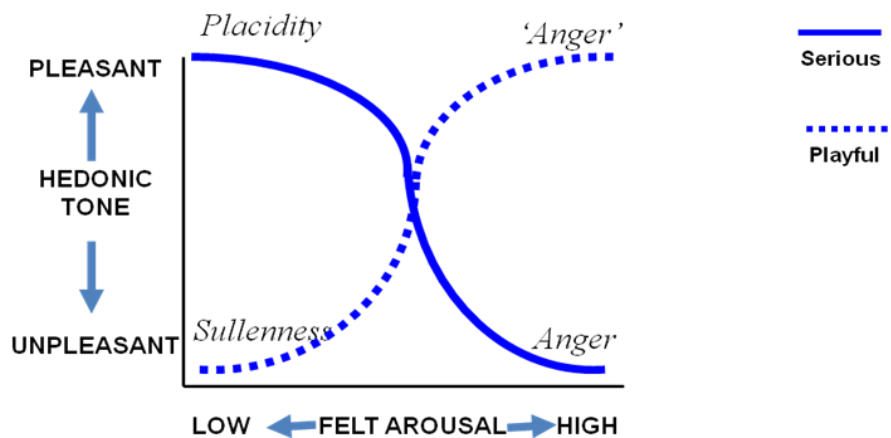
### Conforming



Similarly, when in a rebellious state the way a situation is perceived is determined by what of the two opposing states are experienced. A playful approach makes a high level of arousal attractive, in the sense that it creates a competitive instinct.

Consequently, the reversal may refer to a shift, not only between a serious and a playful state, but also between a conforming and a rebellious one. An individual may, for example, switch from a serious, conforming state to a serious, rebellious state. This changes the perceived emotion from anxiety to anger (given that a high level of arousal is experienced). (Apter, 2001)

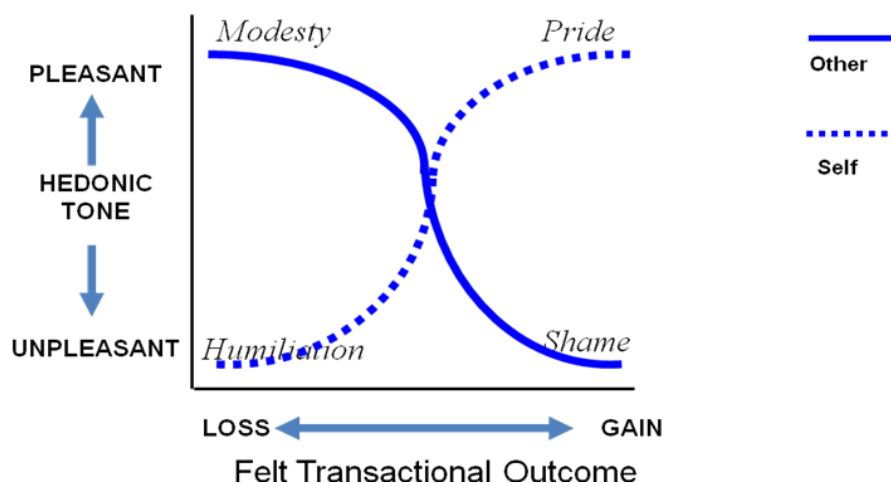
Rebellious



So far, two simultaneous emotions are experienced. In addition, an individual experiences to be in either a “mastery” or “sympathy” state, which in turn consists of two opposing states, “self” or “other”.

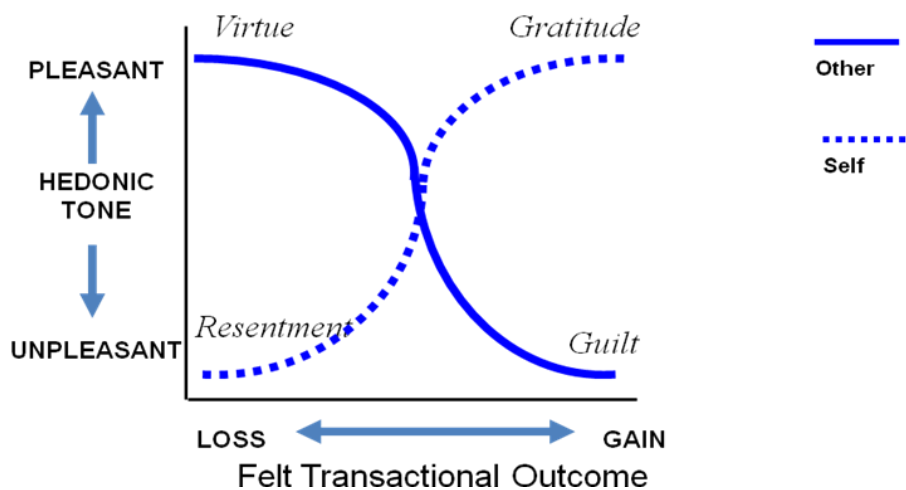
An individual experiencing to be in the state “mastery” tends to focus on power and control and believes that success comes through conflict. A perceived transactional outcome is then affected by whether the person is focused on “self” or “other”. For example, an individual who is experiencing to be in the egocentric, “self”-state seek to maximize transactional outcome. The experienced emotion in this case is “pride”. The reversal, meaning a shift from “self” to “other”, would change the experienced emotion from “pride” to “shame”. This is due to the switch from the egocentric and autonomic “self” perspective to the empathic state of “other”. (Apter, 2001)

Mastery



The reversal may also refer to a change from “mastery” to “sympathy”, meaning that the focus on power and control is replaced by the focus on care and support. Consequently, the experienced emotions are switched and the same situation is perceived differently. (Apter, 2001)

Sympathy

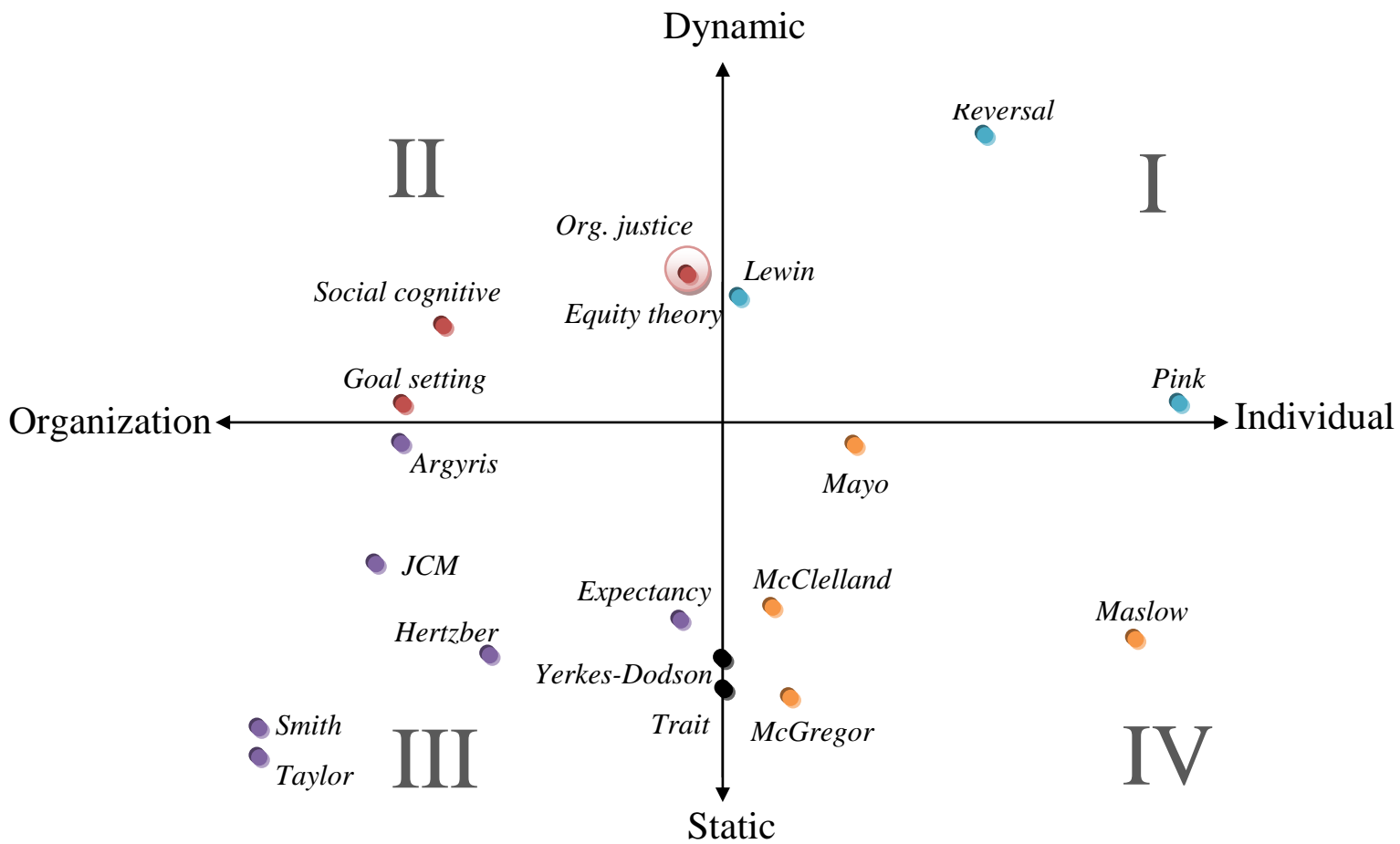


**4.1.6 Summarizing comments on the field of motivation theories**

The field of motivation theories has been organized by inserting motivation theories in to our four-field model in order to provide an overview and understanding of the research area. The model does not provide a scientific proven and rebuke view of the connection between the theories. However, since theories have been inserted in all four quadrants of the model points out that there are many different approaches to human motivation. These approaches seem to have differed over time, creating trends within the motivation research. These trends will be further analyzed in the first part of chapter 6.

Theories in quadrant II and III focus on the organizational view on motivation. These theories seem to be influenced by the fundamental ideas on the individual, static side of the model (quadrant IV). However, they are often concerned with explaining work motivation and are therefore more frequently occurring when it comes creating motivation within an organization. Theories focusing on the individual aspect of motivation (quadrant I and IV) are more concerned with explaining individual personality and behavior and are seldom adapted to motivation within an organization. It is therefore interesting that Svensson & Wikmalm, an

education company that strongly focuses on work motivation, assumes theories on the individual side of the model. This is further analyzed in chapter 6.2.



## 4.2 Svensson & Wikmalm

*The empirical data in this part of the chapter is based on the interviews at Svensson & Wikmalm AB. It aims to render an explanation to how the education programs are structured and carried out.*

### 4.2.1 The Structure of the programs

The educations are almost exclusively custom made after the clients' demands and the content of the educations are therefore very varying. Svensson & Wikmalm offers a range of different programs, with everything from lectures and short courses to week-long educations. Thus, the clients themselves choose what parts and themes they want included. The educations or programs are adapted to the client's problem, in order to solve it. Common problems or challenges are changes that is about to be implemented in the organization or perceived discontent among managers that has to be dealt with. However, there is an exception to the

custom made educations, called “motivational impact”. This is a static course with an already finished design, which different companies and client’s can attend.§

The theme motivation is almost always a part of the educations and it is often placed in the beginning. Gunilla says that it is almost impossible not to include motivation as a part of a leadership education. She argues that leadership is closely related to motivation and that motivation has to be understood in order to affect people.

#### **4.2.2 The Composition of the Groups**

The compositions of the groups that are taking part of the educations are varying. The group size depends, among other things, on the focus of the education. When working with motivation and communication as the major subject, the group usually consists of about 15-20 participants and two “trainers”. If there are many practical exercises they limit the number of participants to 7 participants per trainer. Gunilla claims this to be necessary in order to consider personal circumstances and give accurate feedback. If, on the other hand, lectures are a greater part of the education more participants per trainer are allowed. However, Reino prefers practical exercises over lectures. Partly because he finds too much lecturing boring and partly because he believes that practical exercises are necessary for effective learning.

“Motivational impact”, the education with finished design, is open for anyone whose job requires an ability to influence other people. And this, in turn, is most of today’s jobs, Gunilla and Reino says. Therefore the group can be varying, consisting of a mix of managers, specialists, sellers and co-workers etc. In the custom made courses the group may consist of a work team, a project group or a group of managers that the company decided is in need of an education within a certain subject. Sometimes the groups have participants that are used to work together in their everyday life and sometimes they come from all over the country and have not even met before.

#### **4.2.3 Reversal theory and other theories they use**

Reino first got in contact with the reversal theory through a friend who was working in the same business as himself. As the theory caught his attention and, to him, seemed very interesting he started to read and learn about it. He tried to see how it could be made “user-friendly” and to which extent it could be integrated with the other theories already used in the educations. After deciding to include Apter’s Reversal theory in their education programs, the educators at Svensson & Wikmalm underwent an education at Apter International. At this



education they got to meet Apter himself and received the license required for using the tests that Apter sells to finance his research. They also learned about the theory and its context.

However, Gunilla and Reino both claim that they have a critical approach to the tests. They maintain that the theory itself is more interesting than the personality tests when leading the education programs. The problem with the tests is that they only show a person's traits and personality at a certain situation. The theory, on the other hand, explains how a person can switch to different "states" depending on the situation. The reason for choosing the reversal theory as their major motivation theory is that it explains the dynamic of an individual. The theory is easy to understand and it is something that people recognize within themselves. Reino says that there is no other motivation theory that explains why the same situation can be experienced in a totally different way by same person at two different occasions.

Other theories that they use in their educations are especially need theories such as Maslow, Hertzberg and their descendants. They use the same needs but not the hierarchical order since it has been much criticized and empirically proven wrong at several times. The educations are also partly based on theories of McClelland and McGregor, but Reino considers them too static in their view of the human mind.

#### **4.2.4 The education in practice**

The courses usually start with a short lecture about motivation theory, where the subject is briefly presented. The psychological needs (linked to many of the Need theories of motivation) are described in order to provide basic theoretical skills. Reino defines motivation as the time when all psychological needs are fulfilled. This means that motivation is very dependent on the situation and should not be confused with personality traits.

The lecture is often followed by practical exercises to illustrate the points of the theory. The aim is to connect theory and practice, but this is not communicated explicitly. The participants are supposed to see the connection by reflecting. Gunilla describes how they often use video-recording as a help to illustrate the difference between intention and outcome. The material is used as a starting point for discussion and reflection, which, according to Gunilla and Reino, is very important. According to Reino, feedback is another vital part of the learning process. At this part of the education, the participants are given the opportunity to give and take feedback based on the outcome of the exercises.

Reino sums up by explaining how the education is based on these three elements; theory, practical exercise and reflection and feedback. The elements can be alternated and rehearsed but is always, in one way or another, part of the structure. The aim is to make room for thoughts, and in time increase self-awareness. Reino and Gunilla agree that in order to understand others you first have to understand yourself. When you have learned how people function you have a practical tool to see the needs of others and how they are fulfilled. A leader can for example see how to give people an opportunity to fulfill these needs through their tasks and through their work.

Something that generally permeates the education is the focus on what is positive. The training aims to make people “get even better at what they are already good at” instead of focusing on the negative sides. Reino describes this training orientation as a branch of AI, Appreciative Inquiry. The ideology implies that by focusing on the positive, enough energy is created to deal with what is negative.

Gunilla says that it is assumed that implementation of the knowledge learned from the education is not a high priority in the organization. There is seldom devoted time and recourses to continue the work of motivation in organizations. A substantial part of the education is therefore concerned with helping the participants use what they have learned when back at work. This part focus on what the knowledge and experience from the training could practically lead to. Reino describes how they try to get the participants to set concrete goals and how they encourage them to continue with the work they have started at the course. This continued work could mean implementing the new knowledge by using feedback more frequently, adapting to what they have learned or by creating networking groups.

#### **4.2.5 Leadership – is it possible to develop leadership skills?**

Reino explains leadership as a complex concept. There are many kinds of leadership and many situations where different kinds of leadership are required. Hence, a leader with one strong characteristic may be a good leader in one context, but not in another. For example a strict and controlling leader can be effective in creating order, but not creativity. Therefore, Reino argues, a good leader is someone who understands and has all the characteristics. That is what the education is about; to increase self-awareness and detect different “states” in order to adapt to different situations. Still, Reino says, leadership and the ability to motivate others are partly congenital talent and partly affected by our environment. He states: “Off course

there are naturally talented leaders. At the same time, of course everyone can become better leaders”.

Gunilla believes that the participants’ willingness to attend the education is crucial for teaching leadership effectively. She explains that clients not choosing or willing to attend the education generally have difficulties absorbing knowledge. Therefore, teaching leadership is not only dependent on the educators and the structure of the educations, but also on the individuals participating.

#### **4.2.6 The view on intrinsic and extrinsic motivation**

Reino describes intrinsic motivation as essential to work satisfaction and high performance. He believes that financial incentives only works short term, and that it in the long run counteracts motivation. Financial incentives are still used extensively in organizations despite the fact that more and more research proves it inefficient. Reino believes the reason for this to be the slow adjustment and the clear link between financial incentives and the short term performance. He believes that financial incentives in long term distort work tasks. It diminishes the opportunity to find joy in them by turning the work from something interesting into a work task. An exception, he believes, is quantitative jobs with outputs that are easy to measure. Here, he argues, financial incentives are proven efficient.

However, despite the fact that intrinsic motivation is the main concern, some basic extrinsic factors is essential for achieving intrinsic motivation. For example, Reino argues, the external environment can affect an individual’s ability to find intrinsic motivation. Each of us has different needs in order to perform and, Reino says, extrinsic factors can offer these conditions. He states: “Managers exist to help intrinsic motivation”. By this he means that managers have to provide both intrinsic and extrinsic factors. In order to provide the conditions (extrinsic motivators) the leader is required to be responsive and detect conditions needed by the co-workers.

#### **4.2.7 Follow-up**

Reino believes that too little effort is made to follow up the result of the educations. Some clients are recurring, which means that contact is maintained and result is followed up continuously. Others are only followed up by course evaluations made after each course. These are meant to give an overview of the participant’s opinions. Reino says that according to the evaluations and from what they hear from participants, most clients have been very

satisfied with the educations. His view is that the practical exercises and the thoughts raised by them are the strongest contributors to this. Gunilla and Reino maintain that they try to learn from all of the opinions in order to change the structure and content of the educations. The changes are made partly because of the opinions of clients and partly due to their own opinions about what was successful and what needs to be adjusted.

#### **4.2.8 Summarizing comments on the structure and design of the education programs**

The education programs at Svensson & Wikmalm are characterized by custom made design, practical exercises, personal interaction by limiting group size, focus on positive psychology and helping the clients apply the knowledge in their everyday work.

The theories used explicitly in the education are mainly concerned with personal interaction and with explaining the dynamics of human personality. The education is obviously influenced by these theories in the sense that it aims to increase the clients' understanding of motivation and the dynamics of human personality. They could therefore be considered less focused on organizational behavior and implementation of a certain behavior in a work place. These matters are further discussed in the analysis.

### **4.3 Clients**

*This part of the empirical data is based on the interviews with clients who participated in educations by CHAMPS. The interviews were focused on the module that was accounted for by Svensson & Wikmalm, where motivation and human interaction was the topic of interest. It aims to provide an idea of the clients' perception of the education.*

#### **4.3.1 Motivation as a module of leadership educations**

Nils from Atlas Copco attended a leadership education after recommendation from his manager. They were after an overall education covering the areas of product development. Atlas Copco had an already established contact with CHAMPS, which offered this kind of education. It was partly designed and custom made by Atlas Copco. The education consisted of three modules; organization, technology and human interaction. Svensson & Wikmalm accounted for the latter, which dealt with explaining human behavior and motivation. It aimed to increase the understanding of how people are motivated and how to become a better leader.

This same program was attended by a group manager at SCA, Melissa, who considered the education to match her personal development needs.

Daniel from SKF was nominated to an education arranged by CHAMPS. The group attending the education consisted of a global composition of employees within the SKF group, who had proximity to manufacturing. The education as whole was concerned with business development. Svensson & Wikmalm accounted for a module about how to motivate people and what engages people.

Christina, a Logistic Manager at Tetra Pak, attended an education program at CHAMPS when starting a new post. The program was adapted and relevant to the new post and consisted of three modules. Svensson & Wikmalm accounted for a part of one of the modules, dealing with human motivation.

#### **4.3.2 Perception of the education**

Nils from Atlas Copco perceived the education very fruitful as it corresponded to his, of that time, current needs. He explains the module of human interactions as very large and extensive, with elements of rhetoric, politics and motivation. He describes the design of these elements as comprehensive, well organized and interesting. However, the module of human interaction did not come in to depth of the subject. As Reino, the educator consultant, accounted for a half day of education it consisted mostly of lectures, explanations and presentations of theories. The respondent perceived lecturing to be an appropriate teaching method since the topic itself was very interesting. As the education was well adapted to the respondent's situation, he says that it met his expectations and was important for future work.

Melissa from SCA, who attended the same education program, described this module as much appreciated. As it dealt with psychological perspectives of human interaction and motivation it contrasted to the otherwise technical orientation of the education. She believes this to be a very rewarding part of the education since it offered new perspectives on ways of thinking. She also maintains that the lectures were well performed and inspiring, with focus on reality-based cases. She perceived the Reversal theory to provide a new and interesting aspect on human behavior since she thought it was easy to relate to.

In the education designed for SKF, Svensson & Wikmalm's module consisted of lectures, seminars and discussions. Daniel describes the design as informal and with many elements of discussions, which was okay. He says the Reversal theory was introduced when explaining human motivation. He felt that the theory brought a new perspective to human behavior and that it offered a good explanation to the concept of arousal. He thought the theory was interesting, which made it easier to listen and to assimilate knowledge. Daniel believes this kind of education to be useful in understanding and reasoning about the concept of motivation.

### **4.3.3 Knowledge from the education**

Nils felt that the education improved his understanding of managing and dealing with people. He also learned about handling cultural differences, which was an element in the education. He describes how his work is concerned with identifying and making effective use of human resources. He perceived that this module of the education program helped him in this work.

Melissa says that the program provided a deeper understanding for the psychological aspects of human interaction. It provided new perspectives on motivation and gave rise to individual reflections and thoughts. Her work is concerned with understanding different people and their needs. Because she is working in the technical industry, she thinks there is too little focus on these matters. The education provided knowledge and tools that helped her improve when it comes to human understanding. She maintains that she has improved in understanding people, their different needs and what motivates them. The Reversal theory is described as interesting and useful in understanding. However, she felt that the theory in its entirety was difficult to assimilate at once and that it takes time and training to make use of it. The education program provided a platform for developing leadership skills and understanding of motivation. Yet, it is not a finished concept ready to use.

Daniel felt that the Reversal theory and how it was explained provided a new perspective on motivation and the explanation of excitement and arousal. He says that the module of human interaction gave rise to individual thoughts and reflections. He also believes this kind of input is useful in understanding human behavior, motivation and interaction.

#### **4.3.4 The process of implementation**

At Atlas Copco, a mission was set up before the education. Nils, together with his manager, formulated goals of the education. The respondent describes how he worked along with these objectives after the education. It was also followed up by his manager and resulted in discussions about adjustments of continued work. The education has therefore influenced and affected his work to a great extent.

At SKF, Daniel describes, there is no specific work with implementing knowledge received from educations. He argues that the reflections and thoughts arising from the education needs to be practiced in order to contribute to improved quality in work. He believes that the implementation is an individual responsibility. The education is described as an eye-opener and a complement to the everyday-work. Further, he maintains that the ambition of the education program is not to implement a certain behavior in to the organization. Rather, it is meant to increase knowledge and give rise to reflections that can be used individually. The module of human interactions has been applicable both to the respondent's professional and personal life. He describes how creating and implementing knowledge is a process requiring reflection and years of learning.

Similarly, Melissa says that implementation and active work on following up is not being carried out in her organization. She describes how the education aims to contribute to individual development and deeper understanding of human motivation. It takes a lot of active work, understanding and will to utilize knowledge from the education. This is not something that is considered part of her work. She therefore believes it is her own responsibility to improve and learn from the education

#### **4.3.5 Summarizing comments on clients' perception**

The clients' general perception of the education programs was very positive. They were all involved in the educations in different ways, but as the programs were adapted to the clients' needs the expectations were met.

One common perception of the education program was that it was a fruitful way of giving new perspectives to the concept of motivation. The theories were described as rewarding when reflecting about and understanding human personality. They are concerned with increasing individual understanding rather than organizational behavior. Most clients viewed

the education as a rewarding input rather than a change that was to be implemented in their organization. Due to this the answers to the question about how the knowledge was applied after the educations were indirect. Even if the expectations were met, few concrete examples of application were presented. This will be further analyzes in chapter 5.



# 5. Analysis

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*In this chapter an analysis, based on the information from the theoretical and the empirical part of the study, is presented. The analysis consists of three parts. Firstly, the field of motivation theories is analyzed based on the four field model. Secondly, the link between the motivation theories and the structure of the education programs is analyzed. Finally, the clients' perception of the educations is analyzed in order to understand whether it is possible of teach leaders to motivate others.*

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## 5.1 The field of motivation theories

*This part of the chapter aims to connect the theories of motivation by referring to our four-field model. It also analyzes movements and trends within the research area.*

### 5.1.1 The connection of motivation theories

Motivation has been described as one of the most elusive concepts in the whole domain of social science. After presenting a review of the motivation discourse it stands clear that it consists of a wide range of theories with different approaches to human nature and to the concept of motivation. As new motivation theories constantly emerge they may seem to be competing and independent from each other. However, there are research traces indicating how the theories, to some extent, are connected. As Björklund points out, classical motivation science forms the basis for modern research and affects literature and theories of today. We feel that we have found some of these links and seek to explicate how they are connected.

### 5.1.2 Influences of classical research

The view on humans as rational decision makers is often attributed to Adam Smith. Even though Smith's work "The Wealth of Nations" is not a pure motivation theory, it forms the basis for much of descendant research on human behavior. An important, well-known interpreter of Smith's work is Taylor and his work "Principles of Scientific Management". He embraced the view on human behavior and adapted it to work motivation and organizing of work. Expectancy theory can also be traced to this view on human behavior. Vroom holds that

people act in order to maximize utility, after considering different alternatives. However, Expectancy theory is of more modern character and aims to explain organizational behavior.

During the twentieth century, the rational view on human behavior received little empirical support and new research about motivation came forward. The study at Hawthorn Works, led by Elton Mayo, gave rise to the tradition of Human Relations within motivation research. This shift of paradigm from the view of “rational decision maker” to “Human Relations” could be explained by development of society. As Pink argues, different levels of societal development requires different motivational systems.

Further, Maslow’s Need Hierarchy is a fundamental theory that can be considered a theory within the Human Relations tradition. It has clearly influenced a wide range of theories, including the works of McGregor, Herzberg, McClelland, Hackman and Argyris. They are based on the assumption of physiological and psychological needs. Maslow’s theory started off by explaining human behavior according to five different needs. As the theory was interpreted the focus shifted to a more organizational application. The theories became more concerned with explaining work motivation. This movement can be seen in our four-field model. The influence of the need theories is not only interpreted by theories within the same research tradition but they have also left traces in more modern motivation research. Reino explains how the education programs at Svensson & Wikmalm assume psychological needs that have to be satisfied in order to be motivated.

It seems that the movement towards organizational view on motivation experienced a strong support through the work of McGregor, McClelland and Herzberg. The focus on motivation at work and organizational behavior is also embraced by the research of Argyris. His work is concerned with explaining the contradiction between the human nature and the design of work organizations. He suggests different measures to decrease the risk of contradictions. The Job Characteristics Model, too, aims to explain how motivation at work can be increased by adjusting work tasks.

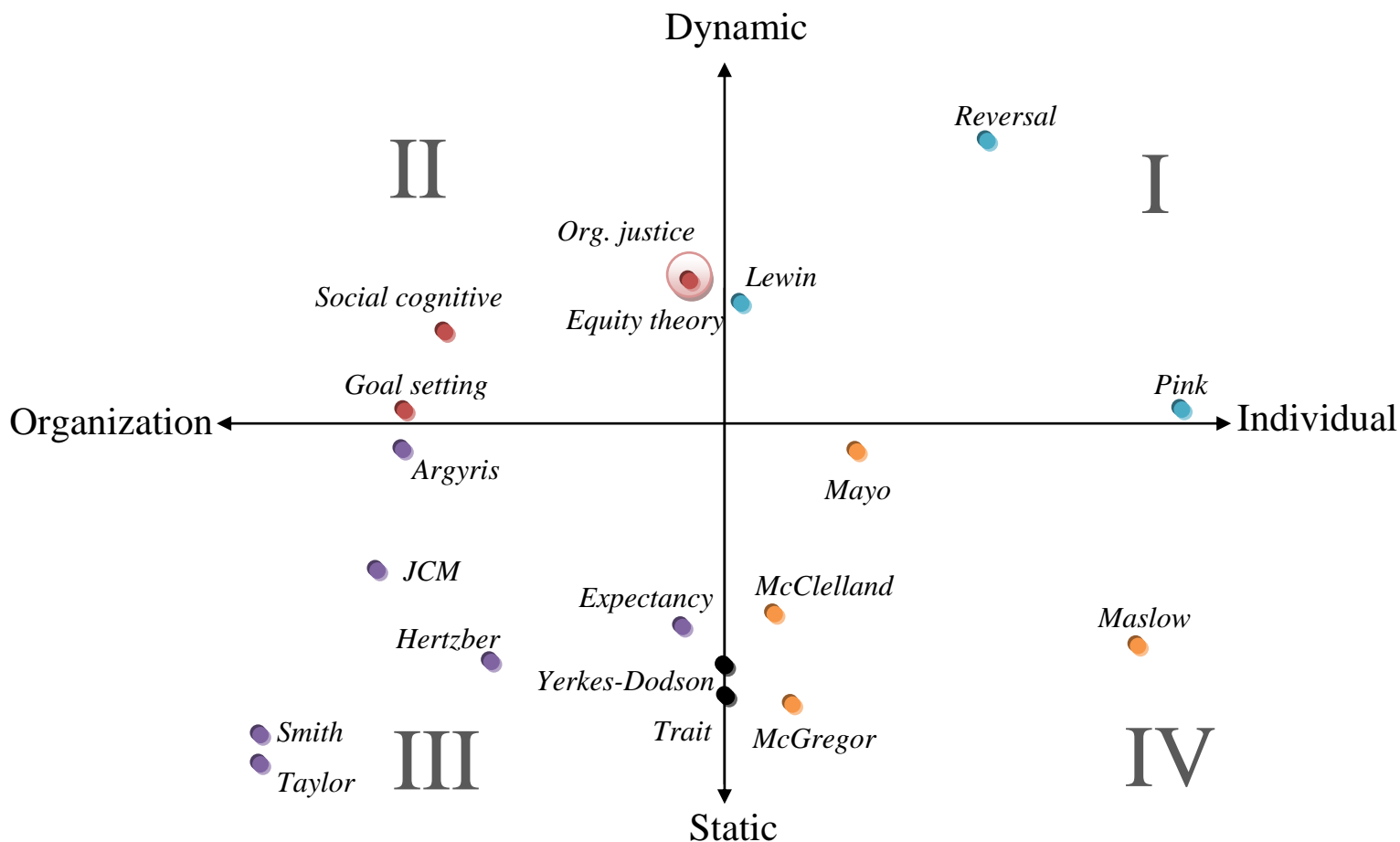
### **5.1.3 New trends in motivation research?**

Even though, historically, motivation has been considered an elusive concept, different trends can be identified among them. As earlier mentioned, there was a shift from the rational view on humans to the more relation-related view. The research tradition of Human Relations, in turn, developed towards organizational focus on the concept of motivation. Research became more concerned with finding motivation in work organization. These movements are

visualized in our four-field model, where the shift from organizational to individual focus is represented by the distance between the dots of Smith and Taylor and the dot of Maslow. Further, the movement back towards a more organizational focus is visualized by the dots of McGregor, McClelland, Herzberg and JCM.

According to Pinder, the three most important trends in modern motivation research are organizational justice, goal-setting and social cognitive theory. Organizational justice has strong influences from Equity theory. As seen in our four-field model, they seem to form an area of motivation research focusing on finding the emergence of motivation in work organizations. They also have a somewhat dynamic view on human personality.

Other tendencies of movement in the field of motivation research seem to be an increased focus on individuality. This statement is based partly on Reino's belief that Reversal theory is strongly emerging and receiving increasing scientific support. This would support the argument that the view on human personality is increasingly dynamic. Reino also believe that the work of Pink contributes to a change of focus toward a more individual view on motivation. This can be illustrated by these two theories in our four-field model.



## 5.2 The structure and design of leadership education programs

*This part of the analysis aims to connect the design and execution of the education programs to the theories of motivation.*

### 5.2.1 Constructing the education programs

Reino described how the education programs are tailored to meet the customers' need and to take special circumstances into considerations. In order to solve the customers' problems, the programs are adapted to the specific problems. This way of teaching leadership is supported by the work of Doh (2003). Here, the importance of tailoring the education programs is underlined. The study also stresses that in order to effectively teach leadership, the students' needs, attitudes and circumstances need to be considered. Accordingly, the mentioned structure of the education programs is considered effective in teaching leadership skills.

Providing a range of different programs that are adaptable to the customers' need not only attract a wider group of customers, but it also makes teaching of leadership more efficient.

This kind of organization is, according to Argyris (1957), a condition for not creating a contradiction within the organization. By taking psychological factors into account and by being aware of different opinions, interests and needs, the organization can avoid contradictions. This theory about organizational solutions, presented by Argyris (1957) is primarily concerned with explaining ways for the management of the organization to reduce disagreement and dissatisfaction among workers. However, theoretically, the thesis can be used to explain how the structure of an organization can be designed in order to increase customer satisfaction. This way, based on the thesis of Argyris, the custom made programs at Svensson & Wikmalm is a way of reducing contradiction between the organization and its customers.

To offer tailored education programs can also be derived from Theory Y, by McGregor (1960). According to this view, individuals like to put effort into work and have a need to express personality. They have a need to be in control of their decisions, which is why a flexible range of education programs is necessary. There are more researchers claiming that autonomy is important for motivation. Hackman & Oldham (1976), for example, suggests that autonomy in work contributes to experienced responsibility for the outcomes of work, which in turn generates a higher quality of work performance. However, applying this theory to the possibility to affect education programs implies that the participant does themselves affect the structure of the education programs, which is not always the case.

As Gunilla argues, a condition for teaching motivation effectively is the participant's commitment and willingness to attend the education program. If a participant is sent on an education without being committed to, or willing to attend, the education, the chance of teaching effectively is decreased. This view is supported by Deci & Ryan (1987). They believe that in order to be motivated, an individual need to feel that decisions are made deliberately and that she is in full control of them. Consequently, being responsive and offering tailored education programs is a way for Svensson & Wikmalm to make their clients' feel that they are in control of their own decisions. Again; being in control of one's decision increases motivation and willingness to attend the education programs. This, in turn, is critical for teaching leadership effectively.

However, as emerged from the interview, not all of Svensson & Wikmalm's education programs are custom made. Reino explains how a course, which he refers to as "motivational impact", is static with an already finished design. This leaves no room for adaption to the clients' demands and circumstances; the course is performed the same way regardless of the composition of clients. Offering this course allows the customers to attend an education without composing the education program themselves. This can refer to McGregor's Theory X, which emphasizes that workers dislike responsibility and want clear directives and strict control. Hence, management having this view on coworkers would prefer the course "motivational impact" over letting them tailor a program of their own since coworkers are not motivated by autonomy and influence. Based on the assumption of McGregor, offering a course with a finished design attracts a wider range of customers. This is to take the reasoning to its limit, but offering the choice between custom made programs and programs with finished design can be assumed to be attractive when choosing leadership education.

### **5.2.2 Composing groups of clients**

Given that practical exercise is part of the education program, the number of participants is limited to 7 per trainer. Gunilla claims this to be necessary in order to familiarize with the participants and to reflect over their personal actions. The importance of attention and interest is also stressed by the works of Elton Mayo. The study at Hawthorn Works emphasizes the importance of showed interest's effect on productivity. Applying this reasoning would mean that smaller groups with potential for personal attention would increase the "productivity" among the participants and make them more motivated. However, Gunilla points out the primary reason for the smaller groups to be higher quality and more accurate mentoring and feedback. This does not necessarily exclude the Hawthorne-effect. We believe that the benefits from small, personal groups are a combination of increased quality in education and higher motivation among participants.

Another aspect of benefits from smaller, more personal groups is the ability to adapt to personal needs. Reino describes how each individual has different needs in order to perform. Smaller groups allow the educators to take these differences into account and adapt the education to them. This view is supported by Argyris (1957) who believes that organizational solutions always have to take psychological factors into account. He stresses the importance of being aware of individual differences when it comes to for example opinions, interests and motivation. Again; Argyris theory is primarily concerned with reducing contradictions in an

organization by adapting its organizational solution. Still, the importance of awareness is applicable when determining the effect of personal interaction, understanding and adaptation. Hence, there is much scientific support for having smaller groups of clients.

### 5.2.3 Ways of educating

Reino and Gunilla claim the three elements of the education to be theory, practical exercise and reflection and feedback. They stress the importance of connecting theory to practice and to illustrate theoretical research. Bandura shares the view that a model needs to be transformed into performance. The Social cognitive theory claims that learning can be direct or indirect, meaning that individuals learn by observation or by imitation *and* observation. The component of behavior production refers to the phase where observational learning is transformed into performance.

Reino compares lectures as education form to education programs that includes practical training. His opinion is that pure lecturing is boring and fruitless. He believes that efficient leadership education requires practical training. Ackoff (2005) and Doh (2003) both agree on the fact that education programs benefit from practical training. The problem with education that includes practical training is, as mention above, is the high number of educators required.

Another aspect characterizing the educations at Svensson & Wikmalm is the focus on positive psychology. Reino describes this orientation as a branch of Appreciative Inquiry. It means to concentrate on the clients' strong and positive characteristics in order to create energy and willingness to continue developing new skills. This is recognized in the concept of self-efficacy, introduced by Albert Bandura. It refers to the belief that a certain assignment can be accomplished. Bandura claims a high level of self-efficacy will result in an increased chance of success. The Expectancy Theory, as well, considers the effect of an individuals' estimation of the outcome. Vroom claims that a person is motivated by tasks they believe they can successfully manage. Thus, a positive attitude can be considered to increase motivation in the sense that believing in a positive outcome of a task constitutes a motive to undertake it.

### 5.2.4 Extrinsic and intrinsic motivation

Reino believes that intrinsic motivation is crucial to work satisfaction and high performance. This is something that is explicitly stated during the educations. This view is supported by Deci & Ryan (1987), among others, who claim that intrinsic motivation is one of the most effective forms of motivation.

Reino describes financial incentives as something that that can be effective short term, but counteracts motivation in the long run. It turns work from something interesting into a work task. He considers financial incentives as inefficient and he believes that the reasons for this still being used extensively in organizations today are slow adjustment and a clear link between financial incentives and short term performance. This reasoning is shared by Kohn (1993) who claims that extrinsic rewards can have harmful effects on employer performance. He, too, argues that extrinsic rewards only result in temporary positive results. Pink (2009) has the same thoughts and claims that “there is a mismatch between what science knows and what business does”. He argues that today’s society is not compatible with the old theories of motivation that are still used in organizations today.

However, Reino do believe that financial incentives can be efficient in quantitative jobs with outputs that are easy to measure, for example in provision-based sales jobs. This is also an opinion shared by Pink (2009) who states that extrinsic motivators only work for assignments that neither inspire deep passion nor require deep thinking.

Svensson & Wikmalm is obviously influenced by the work of Daniel Pink and shares many of his thoughts on intrinsic motivation. Reino believes that Pink is “the next big thing” within the research of motivation. Pink, in turn, is inspired by the research of Deci & Ryan, among others. This is an example of how old and new theories are linked together and that the fact that many new theories emerge does not mean that classical motivation theories are forgotten or useless.

Reino states that extrinsic factors can affect an individual’s ability to find intrinsic motivation, even though it is the intrinsic factors that are the main concern for achieving job satisfaction and feeling motivated. This can be related to Herzberg’s theory about motivation and incentives. According to Hertzberg, intrinsic factors (motivators) create job satisfaction and feelings of well being and extrinsic factors (hygiene factors) create dissatisfaction when not fulfilled. Extrinsic factors are therefore a condition that has to be fulfilled to be able to achieve intrinsic motivation.

### **5.2.5 Implementing the knowledge**

The three main elements of the education (theory, practical exercise and reflection and feedback) do not constitute the complete education program. A substantial part of the education at Svensson & Wikmalm is concerned with helping the participants to implement what they have learned when back at work. Sannerstedt has summarized the conditions



required by an individual in order to carry out a successful implementation. There are three stages that the individual is required to meet; understanding, knowledge and will. In this case, the first two stages, understanding and knowledge, is about creating an understanding for the theories and knowledge about how to use them. This, Gunilla says, is what the education aims to accomplish. Willingness on the other hand has to come from the individual. Gunilla believes that the participants' willingness to attend the education is crucial for developing leadership skills during the educating. The concept of will is not only applicable for the learning but also for the implementation of the knowledge. Hence, willingness to use the knowledge is also essential for being able to implement the knowledge at the work place.

In the part of the education focusing on what the knowledge and experience from the training could practically lead to, they try to get the participants to set concrete goals. They also encourage them to continue with the work they started at the course, for example by using feedback more frequently or by creating networking groups. This can be related to the goal-setting theory, where the idea is that individuals are motivated by goals, set by themselves or others. However, it has been discovered that the goal-setting theory also has negative side effects. For example, Drach-Zahavy and Erez discovered that whether a person sees a goal as a challenge or a threat has effect on motivation and performance. This means that too high goals might not be effective.

### **5.2.6 Leadership**

Reino believes that leadership and the ability to motivate others are partly congenital traits and partly skills affected by the environment. Doh (2003) writes in his article "Can leadership be taught?" that this view is shared by most researchers. However, he also writes that there is little agreement on what characteristics of leadership is natural talent and what can be taught.

Reino believes that different situations require different kinds of leadership and that a good leader is someone who understands and has all of the characteristics. He refers to self-awareness and the ability to adapt to different situations by detecting different "states". This statement clearly illustrates how Svensson & Wikmalm is influenced by the reversal theory. The concept of reversal theory refers to switching between opposed states and it explains the dynamics of the human mind. By increasing self-awareness and learning how to detect different states Reino believes that one can become a better leader.

## 5.3 Applying the knowledge from the educations

*This part of the chapter aims to render an explanation to whether it is possible to teach leaders to motivate others. This is done by analyzing the clients' perception of the education.*

### 5.3.1 Perception of the education

The module that was accounted for by Svensson & Wikmalm was described by the clients as comprehensive, well-organized and interesting. One respondent perceived the education fruitful since it corresponded to his expectations and needs. This was due to the partially customized design of the education. Again, the importance of customizing is underlined in the theories of Doh and Argyris. Demonstrably, it contributes to a more effective teaching that is supported by theories, education consultants and clients.

One of the respondents claims lecturing to be an appropriate method for teaching motivation. He finds the topic and presentation interesting in itself, making it easier to listen. This is against our earlier findings, both theoretical and empirical. Ackoff and Doh both argues that practical training is essential for learning about leadership. Reino as well, usually prefers practical over lecturing. This underlines the differences in preferences among people. It also strengthens the importance of considering the students needs, attitudes and circumstances (Doh, 2003).

Other respondents, who attended a program with a more practical focus, perceived the discussions and exercises to be positive and contribute to reflections and thoughts. It seems the perception of the education is not only dependent on the content but also on the way it is performed and the preferences of the client.

One respondent describes the concept of human interactions as large and extensive, including many different elements. Due to the limited time, the lectures only had time to scratch the surface of the concept. Doh (2003) maintains the importance of considering the students' special circumstances. Limited time is an example of circumstances to considerate. The aim of the lectures should therefore be adapted to the time available.

The theories applied on the program were perceived as appealing and interesting. A client describes how Reversal theory brought a new perspective to human behavior and offered a good explanation to human personality and behavior. He perceived the theory as interesting,

which made it easier to understand and to learn from. This is what Reino described when talking about the Reversal theory. He argues that the theory provides an attractive explanation to human personality that is recognized by most clients and that is easy to assimilate.

### **5.3.2 Knowledge from the education**

The general and common perception of the clients is that the education was helpful in understanding human behavior, motivation and interaction. One respondent says the education helped him identify and make effective use of human resources, which is an important part of his job. Similarly, Melissa maintains her improved ability to understand people's need and how to motivate them. This knowledge received from the education matched the respondents' expectations and needs. There seems to be a connection between the respondent's expectations and the knowledge learned. Again, the importance of considering students' needs, attitudes and special circumstances (Doh, 2003), is underlined.

Daniel describes the Reversal theory as helpful in explaining human motivation. It also gave rise to individual thoughts and reflections. The Reversal theory aims to show how experiences and behavior can be explained by the dynamics of the human mind. It is used to provide new aspects and thought of human behavior. Reino says the idea of the theory often is recognized by their clients, which makes them reflect on their own. This is, according to Reino and Gunilla, a fundamental part of the education.

### **5.3.3 The process of implementation**

The clients agree that the process of implementation is dependent on the client's own effort. Daniel views the implementation as an individual responsibility and that the knowledge has to be practiced in order to affect future work. Melissa, as well, believes the process of implementation takes a lot of active work and individual ambition. They both see the education as a way of increasing knowledge and understanding. According to Sannerstedt (2005), three stages of insight need to be met by the individual in order to carry out a successful implementation; understanding, knowledge and will. In practice these stages refers to the understanding of the need for change, the knowledge of how to change and the will to change. Daniel and Melissa seem to agree that it takes more than the education to increase the ability to motivate others. They believe the education provides understanding for the concept

of motivation and tools facilitating the use of the knowledge. However the will is entirely a question of individual ambition.

Nils formulated goals that worked as guidelines in future work. He says the goals were followed up and resulted in adjustments of continued work. Locke & Latham (1984) advocate and underline the importance of setting goals. Gunilla explains that the educations at Svensson & Wikmalm are concerned with helping the clients set goals. This aims to encourage continuous work with the knowledge received from the education. As the education only progress for a limited time (sometimes only a couple of hours) the process of implementation is almost entirely up to the participants. Gunilla argues that teaching leadership and increasing the understanding for human behavior is not only dependent on the educators and the structure of the program. The willingness to participate and to put effort in to implementation is crucial increasing leadership skills. Again, the individual ambition and will is proven to be a prerequisite for a successful implementation.

Daniel argues that the ambition with the education program was not to implement a certain behavior in the organization. He maintains the aim is rather to increase the understanding, which in the long run will affect work performance. According to Sannderstedt, goals need to be formulated and the implementation needs to be accepted in order to be effective. This would mean that the respondent's attitude toward the education reduces the possibility of efficient implementation. However, since the perceived aim of the education was to increase understanding rather than implementing a new approach to work, these measures does not need to be taken. Again, the attitude and approach to the education program is crucial for the outcome.

# 6. Conclusion

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## 6.1 Conclusion

### 6.1.1 An overview of the field of motivation theories

The concept of motivation is elusive and consists of a wide range of theories with different approaches to, among other things, human personality and motivation. However, the theories are linked in the sense that they are influenced by earlier research. Several trends within the research area of motivation have been identified. The trends are based on different assumptions on human personality and motivation. By placing the theories in our four-field model the trends become more easily comprehensible. It may even be possible to detect movements indicating new trends in the research of motivation. Nevertheless, our four-field model is to be considered as a tentative tool for overviewing the research area rather than a scientifically proven model.

### 6.1.2 The design of education programs

The design of the education program can be traced to a wide range of motivation theories. As earlier analyzed, each element in the structure of the education is supported by theories of motivation. Some of the theories are explicitly used in the education; others can only be linked by similarities in the approach to motivation. Further, the theories used explicitly are not independent or detached from other motivation research.

The construction of the education programs is characterized by:

- Offering custom made education programs where the clients' needs and circumstances are taken in to consideration
- Including practical exercises in the education program in order to make the education more reality-based
- Limiting the number of participants per educator in order to effectively consider the clients' needs, personalities, attitudes and circumstances
- Focus on the clients' strong and positive characteristics in order to create energy and willingness to develop new skills

- Helping the participants exploit the knowledge when back at work by setting concrete goals

### **6.1.3 Teaching the ability to motivate others**

Expectations of the education vary among clients. Some of the respondents view the education as a rewarding input that in the long run shapes knowledge and affects work output. Others see it as a start for new work methods that forms the basis for goals that affects everyday work. Since the concept of human interaction and motivation is extensive and broad it is important for educations to have a clear focus that is expected by the clients. The education programs need to consider the circumstances and clients' needs and expectations.

Leadership educations do not seem to be sufficient for teaching leadership or the ability to motivate others. From what has emerged from both empirical and theoretical findings, the participant's commitment and willingness to attend the education is essential for teaching leadership and motivation effectively. The education aims to provide knowledge and tools about human interactions and motivation that can be used in the process of developing long-term learning. Few direct effects of the education were identified since the education is focused on increasing understanding rather than implementing changes in organizations. However, the education contributes to individual reflections and new perspectives. It can also help concretize goals that work as guidelines in everyday work. The aim of the education seems to be achieved since the respondents perceived to have increased their ability to understand human behavior, motivation and interaction. It also helped setting goals that shaped further work. However, the actual improvement is largely up to the participants' attitude towards the education and the learning process.

## **6.2 Suggestions for further research**

This thesis has focused on examining the structure and effects of a private actor in the leadership education industry, with motivation as the main interest. The industry of leadership education consists of a wide range of actors with different approaches to leadership and motivation. It would therefore be interesting to examine how other kinds of education programs with the same focus are structured and carried out. It would also be interesting to compare the structure and effects of the different educations, for example a comparison between private consultant education companies and public educations.

Theories and educations within the field of motivation is a highly topical research area that we believe will receive increased focus in social science. We strongly recommend further investigation of the subject.

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## **7.4 Interviews**

### **7.4.1 Personal interviews**

Reino Wikmalm & Gunilla Axelsson, Svensson & Wikmalm AB. 2010-05-04.

### **7.4.2 Telephone interviews**

*Note: real names are not used*

#### **8.4.2.2 Managing Product Development 2009**

Nils, Project Manager R&D. Atlas Copco Rock Drills AB. 2010-05-18.

Melissa, Group Manager R&D Centre. SCA. 2010-05-20.

#### **8.4.2.1 SKF Business Factory 2008**

Daniel, Business Development Manager. SKF. 2010-05-18.

#### **8.4.2.3 Supply Chain Management 2008**

Christina, Logistics Manager. Tetra Pak. 2010-05-20.

# 8. Appendix

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## 8.1 Interview at Svensson & Wikmalm AB

1. Hur ser ert utbud av utbildningar ut? Skräddarsyr ni efter kundens efterfrågan eller finns det färdiga ”paket”?
2. Hur marknadsför ni er utbildning?
3. Hur sätter ni ihop era utbildningar vad gäller grupper? Är kunderna ofta från samma arbetsplats och vana att arbeta med varandra eller är blandade grupper vanliga? Typisk storlek?
4. Hur kommer motivation in i de olika kurserna/utbildningarna?
5. Hur kommer det sig att ni valt Apter Reversal theory till er huvudsakliga motivationsteori? Vilka övriga motivationsteorier hämtar ni inspiration ifrån?
6. Hur går det praktiskt till med användningen av dessa koncept/teorier? Sker inköp av licens, rätt att använda material etc.? Hur fria är de för egna tolkningar?
7. Hur viktiga är medfödda egenskaper för ledarskap? Hur viktiga är medfödda egenskaper för motivation och för att kunna motivera andra? I vilken grad går det att utveckla sina egenskaper genom utbildning?
8. Om vi fokuserar på den del i utbildningen som handlar om motivation och att motivera andra: Hur går utbildningen till i detalj? Vilka delar, moment etc. ingår?
9. Reversal theory handlar mycket om inre motivation. Hur ser ni på inre respektive yttre motivation och hur syns detta i utbildningarna? Hur viktig menar ni att den enskilde individens motivation är i förhållande till vilka organisatoriska förutsättningar som finns?

10. Varför tror ni att man fortfarande i stor utsträckning använder sig av sk. ”extrinsic motivators”, trots att mycket forskning tyder på att det kan sakna eller ha motsatt effekt? Hur arbetar ni i utbildningarna med att förklara detta?
11. Utbildningen fokuserar i stor utsträckning på motivation. Vad vet ni om de organisatoriska förutsättningarna – hur mycket tid och resurser finns det att prioritera motivationsarbete i det dagliga arbetet? Hur arbetar ni med implementering, dvs. hur ska kunderna få användning för utbildningen när de är tillbaka i vardagen?
12. Arbetar ni med uppföljning? Finns det någon kontakt med tidigare kunder? I så fall, hur används detta?

## 8.2 Interviews with customers

1. Hur kom du i kontakt med utbildningen? Var du själv med och anpassade innehållet? Beskriv de moment som behandlade motivation och interaktion.
2. Vad tyckte du om den del av utbildningen som handlade om motivation? Bra/mindre bra? Vad var tilltalande - övningar, föreläsningar, teorierna i sig?
3. Minns du några specifika teorier som användes?
4. Har kunskaperna från kursen kommit till användning efter utbildningen? På vilket sätt? Vad har hindrat från att använda kunskaperna mer?
5. Hur arbetade ni på kursen med att kunskaperna skulle komma till användning på din arbetsplats? Arbetar ni med detta på arbetsplatsen?
6. Är det något specifikt som du tog med dig från utbildningen? Fick du en bredare förståelse för begreppet motivation? Är du duktigare på att motivera andra efter utbildningen?