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# Work Motivation

*A qualitative study that describes what motivates employees with  
routine-based work tasks to go to work*

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## **Foreword**

First of all, we would like to express our appreciations and thank the organization and the respondents that have been very helpful for our study. They have with open arms welcomed us with their openness and inspiration, and have given us a clear view of how important motivation is when it comes to work. Their participation made this study possible, which we are very thankful for. They have opened up our minds and showed us that motivation is not something that should be taken for granted!

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**Thank you all!**

Elin Järnström

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## Abstract

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**Title:** Work Motivation – A qualitative study about what motivates employees with routine-based work tasks to go to work

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**Keywords:** *Work Motivation; Self-Determination Theory; Autonomy; Controlled Motivation; Intrinsic Motivation; Extrinsic Motivation; Individual Differences; Tangible Rewards; Intangible Rewards.*

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**Introduction:** Motivation is something nearly all people, to some extent, are concerned with, and people work best when they are motivated, which make motivation essential in business (Whiteley, 2002). One of the most difficult challenges managers are facing is to get employees to do their best, during all conditions (Nohria, Groysberg & Lee, 2008).

Throughout time, tangible rewards have been the most common way to motivated and reward good performance (Pink, 2011). It has later been questioned if tangible rewards are passé in western economies and argued that employees demand other ways to be stimulated and motivated in work (Pink, 2011). People have higher drives than just seeking external rewards and avoid punishments (Frey, 1997; Pink, 2011).

Learning about what actually motivates employees and respect those drives would really benefit business (Pink, 2011). Managers need to know what motivates employees to go work everyday in order to really be able to lead them. The question is what really motivates the individual in work life and if managers might be in need of an upgrade of their view in how they motivate their employees.

**Purpose:** The purpose of this study is to describe, in a comparative perspective, what motivates employees with routine-based work tasks, in the private sector in Sweden, to go to work.

**Methodology:** This is a descriptive cross-sectional study that was conducted with the research philosophy interpretivism, with a qualitative approach. The material was gathered through semi-structured qualitative interviews with ten respondents, two managers and eight employees (non-managers), who all work at the same customer service within an international organization.

**Conclusion:** No individual is the same, and that needs to take into consideration when talking about motivation to go to work. A manager needs to observe the individual and their individual needs. Tangible rewards are still an important motivating factor, and thereby not totally passé. However, there are other factors that also are needed to motivate employees to go to work. Positive oral feedback, personal development, room for creativity, and the social part of work are also important reasons why employees with routine-based work tasks go to work.

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# 1. Introduction

## 1.1 Background

Practically all people are concerned with motivation to some extent, and something all employees have in common is that they are people; and people work best when they are motivated (Whiteley, 2002). There is a connection between motivation and individual performance, which makes motivation essential in business (Whiteley, 2002). However, to get employees<sup>1</sup> to do their best, during all conditions, is one of the most difficult challenges managers are facing (Nohria, Groysberg & Lee, 2008).

Motivation refers to all aspects of behavior and action, but also intention to act (Ryan & Deci, 2000b); it energizes and directs behavior (Deci & Ryan, 2008; Ryan & Deci, 2000b). “*To be motivated means to be moved to something*” (Ryan & Deci, 2000a, p. 54).

Throughout history, researchers have known that two main drives have rationalized behavior and motivated people towards a goal, which can be connected to work motivation (Pink, 2011). The first drive, *biological drive*, comes from within (Pink, 2011), and the second drive, *extrinsic motivation*, refers to the drive to seek rewards and avoid punishments from the surroundings (Deci, 1972; Pink, 2011; Ryan & Deci, 2000a). Later, a third drive called *intrinsic motivation* was discovered (Harlow, Harlow & Meyer, 1950), which relates to the enjoyment of performing the task (Deci & Ryan, 1985; Gagné & Deci, 2005; Harlow, Harlow & Meyer, 1950; Ryan & Deci, 2000a). First, intrinsic motivation was seen as subordinate to the other two drives, but later Harlow (1953) noted that this drive appeared to be as basic and strong as the other two, and to really understand why people behave like they do, intrinsic motivation needs to be considered. Other researchers ignored Harlow’s early finding, but twenty years later this finding was confirmed by Deci (1971; 1972). Other researchers have later claimed that it is a matter of different types of motivation (Deci & Ryan, 2008; Gagné & Deci, 2005) and a degree of self-determination and true self-regulation, called autonomy (Ryan & Deci, 2006), rather than just distinguishing between extrinsic and intrinsic motivation (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci, 2006).

## 1.2 Problem Discussion

Throughout time, good performance has been rewarded with money. That has been the most accepted and used way to motivate employees to do a good job, and there is an ongoing

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<sup>1</sup> When it comes to employees, the researchers refer to employees who are non-managers.

discussion about motivation and if monetary rewards are outdated in developed economies and employees request other ways to be stimulated and motivated in work. (Pink, 2011)

According to Kant (1795 in Frey, 1997) and Kerr (1975), pricing of performance leads to higher performance and productivity. However, later studies indicate that external tangible rewards, such as money, are passé (Pink, 2011). In the 1950s, Abraham Maslow questioned the idea that people only seek positive stimuli and avoid negative stimuli (Pink, 2011). This was later developed in the business world and it was found that people have higher drives than seeking external rewards and avoid punishments (Pink, 2011). The idea about higher drives is supported by Herzberg (1974), who claims that the pleasure of carrying out a task and personal growth are what truly improve satisfaction and performance. Other researchers also argue that the enjoyment-based intrinsic motivation, rather than extrinsic motivation, is the strongest drive for a person's behavior (Lakhani & Wolf, 2005) and also the way to obtain quality and improvement of work (Deming, 2000). Frey (1997) stresses that it is not possible that all people mainly are motivated by external rewards. If managers learned about those higher drives and respected them, it could actually benefit business (Pink, 2011).

In the early 1900s Frederick Winslow Taylor stated that work mainly consists of simple routine-based tasks, and to get people to do those tasks it is needed to reward them properly and carefully monitor them (Pink, 2011). According to Pink (2011), time has changed, and work today in the western economies has, in general, become less controlled and routine-based, and is more complex. He means that work has become more creative, more enjoyable and more self-directed with room for own initiatives. However, such type of work has not taken over fully, since routine-based work tasks still exists in western economies and has thereby not vanished completely. In terms of being controlled, creative and taking own initiatives, the researchers of this study refer to the feeling of being controlled and the feeling of having room for creativity and taking own initiatives.

Pink (2011) claims that extrinsic motivation has become less necessary, due to his statement about how time has changed. Several researchers even claim that rewards in terms of money, make employees lose joy in their performance and harms creativity (Amabile, 1996; Deci, 1971), and that external tangible rewards can reduce a person's motivation (Pink, 2011). What really improves satisfaction and performance is intrinsic motivation (Amabile, 1996; Herzberg, Mausner & Snyderman, 2009; Pink, 2011).

An example of a tangible reward that can crowd out intrinsic motivation is money (Frey, 1997; Sen, 1977), and Frey (1997) describes two scenarios to exemplify how that can happen; the boy that mown the lawn and gets paid, and the girl that does the same task but is not

rewarded with money from her parents. Instead, she later receives a bike from her parents as an appreciation for her good work. Frey (1997) claims that this shows how money can reduce the performance, the boy is more likely to ask for money when he is asked to perform other tasks in the household. On the other hand, the girl is not expecting anything; maybe in the future there is a reward for her good performance (Frey, 1997).

Even if some external rewards can crowd out intrinsic motivation and reduce feelings of autonomy, some researchers stress it is important to make clear that there are some external rewards that actually tend to enhance intrinsic motivation and feelings of autonomy (Gagné & Deci, 2005). Positive feedback and having the opportunity to have a choice rather than being controlled are two examples of external intangible rewards that promote autonomy and intrinsic motivation (Deci & Ryan, 1985; Gagné & Deci, 2005; Zucherman et al., 1978).

Other researchers stress that it actually is possible to distinguish between different types of extrinsic motivation and it is a matter of a degree of self-determination in a continuum from low or non-self-determined to high and completely self-determined. This self-determination continuum presents motivation from low or non-existing motivation to autonomous motivation, and suggests that behavior based on extrinsic motivation can be developed into autonomous motivation. (Deci & Ryan, 1985; 2008; Gagné & Deci, 2005; Ryan & Deci, 2000b; 2006)

Managers should take human values and needs into consideration (Pink, 2006), and there are three basic needs, competence, relatedness and autonomy, which need to be satisfied to enhance and maintain autonomous motivation (Gagné & Deci, 2005). Positive attitudes in work, effective performance and job satisfaction are some of the outcomes from when the work environment support satisfaction of those basic needs (Gagné & Deci, 2005).

Since not one person is like another, employees respond differently to rewards, which is shown by Frey's and Osterloh's (2002) reasoning about different types of employees that react differently when it comes to rewards in monetary means.

Although the correlation between motivation and work performance has been studied and confirmed, many organizations still seem to be designed to destroy motivation (Whiteley, 2002). Due to Whiteley's (2002) statement that motivation is crucial for high performance, the question is what really motivates the individual in work life and if managers might be in need of an upgrade of their view in how they motivate their employees. Motivation have interested researchers and been examined for decades, but it is still of importance to acknowledge why individuals actually go to work.



Behavior is complex and it is therefore hard to truly understand people's motivation (Pink, 2011). In order to really be able to lead others, managers should know how to motivate them. Therefore, managers need to know why the employees go to work everyday, as there are many different aspects to consider when it comes to motivating their subordinates to do their best during all conditions. What is employees' motivation to work? Is it the work in itself, the money, the work environment including interpersonal relations, personal development, room for creativity and taking own initiatives, or is it something else, or a combination of them all?

As organizations flatten and work are more creative, companies need employees that are self-motivated rather than employees that need to be directed as non-routine tasks are depended on self-direction (Pink, 2011). The question is if employees with more routine-based work tasks, today, still are motivated by external tangible rewards, such as money, or if there are other factors that are more motivating in this type of work.

### **1.3 Research Questions**

Main question: *What motivates employees with routine-based work tasks to go to work?*

To answer the main question, the following sub-questions will be answered:

- *How do external tangible rewards affect employees' work motivation?*
- *How does receiving feedback affect employees' work motivation?*
- *How does the work environment promote employees' work motivation?*

These questions will be answered with a comparative perspective between the managers and the employees.

### **1.4 Purpose**

The purpose of this study is to describe what motivates employees, i.e. non-managers, who work in the private sector in Sweden with routine-based work tasks, to go to work. This will be made in a comparative perspective between how some managers think they should motivate the employees they supervise and what actually motivates the employees. The findings will be based on the respondents' own experiences and perceptions of motivation in work, which will be analyzed based on how tangible rewards and feedback, and the work environment promote and affect the individual's work motivation.

### **1.5 Disposition**

In the next chapter, theories about work motivation are presented connected to different types of motivation, individual differences, tangible and intangible rewards, and different types of employees.

Thereafter, the methodology of the study is described, starting with the research approach and design, and then how the material was collected and applied in the study, ending with a discussion about the quality of the study. In this chapter, it is also explained what the researchers have done to keep a high ethical and moral standard.

Later, the collected material from the interviews is summarized in themes based on the research questions. The empirical results are presented in these themes where the material from the interviews with the managers and the employees are presented separately.

Then, the empirical results are analyzed and discussed based on the theoretical framework and the three themes with a comparative perspective between the managers and the employees. The analysis and discussion is permeated by the self-determination theory (SDT) with the three themes, and ends with an overview of where the employees are on the self-determination continuum to give an indication on what motivates them.

The analysis then leads to the conclusion that answers to the research's main question, with a comparative perspective between the managers and employees, to meet the purpose of the study.

## 2. Theoretical Framework

### 2.1 Work Motivation

The traditional way of looking at motivation is by differentiate between two categories of motivation depending on what reasons and goals cause a behavior or action (Ryan & Deci, 2000a). A person can be either extrinsically motivated or intrinsically motivated (Gagné & Deci, 2005; Deci, 1971; 1972; Ryan & Deci, 2000a; 2000b). If *extrinsic motivation* is dominated, a person is doing something because it leads to apparent external rewards (Deci, 1972; Deci & Ryan; 1985), such as money and status (Ryan & Deci, 2000a). When *intrinsic motivation* is the reason for performing an activity, the activity itself is rewarding enough (Deci, 1971; 1972), the task is carried out because it is enjoyable and interesting (Gagné & Deci, 2005; Ryan & Deci, 2000a).

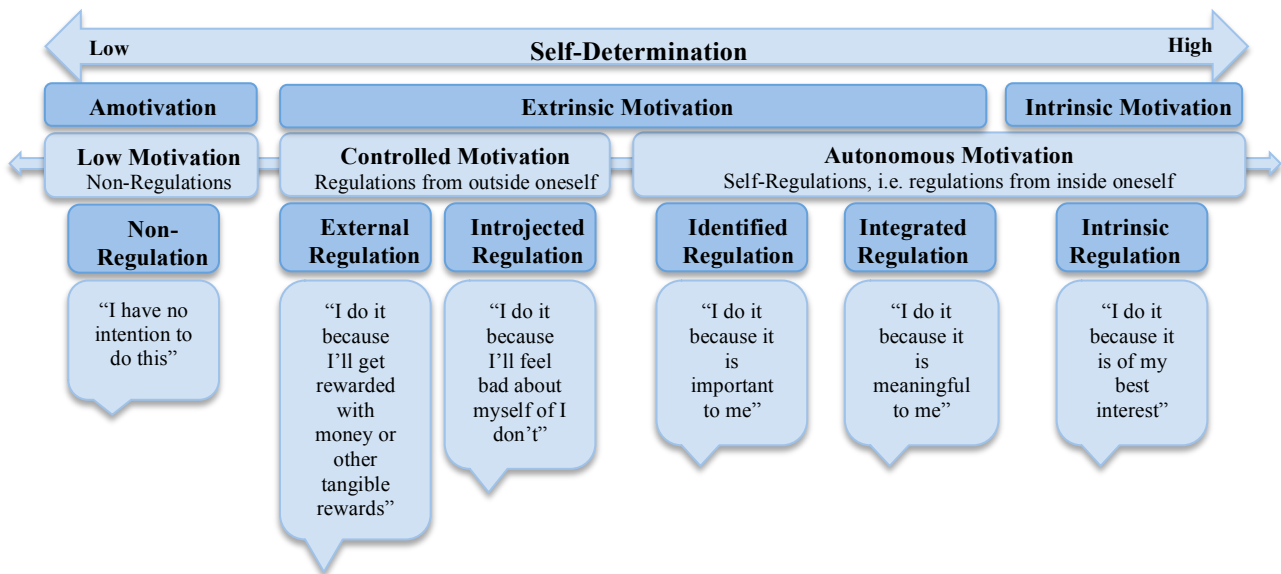
*Self-determination theory (SDT)* is a macrotheory of human motivation that distinguishes between many different types of motivation rather than just extrinsic and intrinsic motivation (Deci & Ryan, 2008; Gagné & Deci, 2005). SDT is about the degree of self-determination and the degree of autonomy, the degree of self-regulation (Deci & Ryan; 1985; Ryan & Deci, 2006).

*Autonomous motivation*, a desire or a self-endorsement of a person's action and a sense of free choice, and *controlled motivation*, a pressure to behave, act or think in a certain way, are the central ideas in SDT (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci, 2006).

SDT is developed from research on individual differences (Gagné & Deci, 2005) and the analysis made by Ryan, Connell, and Deci in 1985 that, by using the concept internalization, describes how behavior, which are extrinsically motivated, can be developed to autonomous motivation (Ryan, Connell & Deci, 1985 in Gagné & Deci, 2005). *Internalization* is a term that means to embed a behavior and the underlying values of that behavior into a person's own beliefs and values. Thus, something that is done for extrinsic reasons can be developed to autonomous. (Gagné & Deci, 2005)

In the classical view of extrinsic motivation, when acting for extrinsic reasons a person feels externally pushed into the activity. However, SDT propose to distinguish between different types of extrinsic motivation (Ryan & Deci, 2000a) and stresses that there is a degree of self-determination and autonomous (Deci & Ryan, 1985; Ryan & Deci, 2006) and that some externally rewards represent impoverished forms of motivation, while other actually can enhance intrinsic motivation and the feeling of autonomy (Ryan & Deci, 2000a). An example can be found in the findings of Deci's studies (1971; 1972) that indicate that

money, used as an external tangible reward, reduce intrinsic motivation, while verbal reinforcements and positive feedback, which are seen as external intangible rewards, tend to increase intrinsic motivation.



**Figure 1.** The Self-Determination Continuum presenting amotivation, which means low or non-existing motivation and is lacking in self-determination; four types of extrinsic motivation, which vary in the degree of self-determination; and intrinsic motivation, which is completely self-determined (Modified from Ryan & Deci, 2000b; Gagné & Deci, 2005).

SDT presents self-determination and motivation in a continuum, and ranges amotivation, to autonomous motivation, with controlled motivation in between. It is about the degree of self-determination in a person’s behavior, from low or non-self-determination to high and completely self-determination (Deci & Ryan, 2008; Gagné & Deci, 2005; Ryan & Deci, 2000b; 2006).

*Controlled motivation* refers to regulation from outside oneself (Deci & Ryan, 1985; Ryan & Deci, 2000b; 2006) and includes two types of regulation styles that are considered as extrinsic motivated: external regulation and introjected regulation (Ryan & Deci, 2000b). *External regulation* is the form of motivation that is most controlled regulated, and refers to when the behavior is a result from external rewards and punishments (Ryan & Deci, 2000b) and is considered low self-determined. For example, a person does something because it results in tangible rewards. *Introjected regulation* is moderately controlled, and refers to when a person’s behavior is partly self-determined and factors as avoiding shame, seeking approval and boosting self-esteem is motives for behaving or acting in a certain way (Ryan & Deci, 2000b).

Within SDT, *autonomy* refers to true self-regulation, i.e. regulations from inside oneself (Deci & Ryan, 1985; Ryan & Deci, 2006) and includes two types of regulation styles that are

considered extrinsic motivated, identified regulation and integrated regulation, but also intrinsic motivation that is intrinsic regulated (Deci & Ryan, 2008; Gagné & Deci, 2005). *Identified regulation* is viewed as moderately autonomous and self-determined, and is when a person identifies oneself with the value of the activity and acts because it is important for that person (Deci & Ryan, 2008; Gagné & Deci, 2005). *Integrated regulation*, which is considered as autonomous, is when an activity is integrated into a person's sense of oneself, a person do something because it is meaningful for oneself (Deci & Ryan, 2008; Gagné & Deci, 2005). *Intrinsic motivation* is considered as integrally autonomous and completely self-determined (Gagné & Deci, 2005; Ryan & Deci, 2006) and viewed as an inherent organismic propensity that is not caused but catalyzed when a person is in environments that conduce toward that person's expression, i.e. a person that is intrinsic motivated do something because it is of that person's best interest (Ryan & Deci, 2000a).

SDT places *amotivation* in contrast to both controlled motivation and autonomous motivation, which refers to low, or even non-existing, motivation or intention to perform and be involved in activities. (Deci & Ryan, 2008; Gagné & Deci, 2005)

### **2.1.1 Basic Needs and Individual Differences**

The strength of a person's psychological needs is the main individual difference discussed in motivation theories with the idea that needs are learned (Deci & Ryan, 2008). However, the needs that SDT views as basic and universal are *competence*, *relatedness* and *autonomy*, which need to be satisfied for healthy conditions of well-being (Deci & Ryan, 2008), and to enhance intrinsic motivation (Gagné & Deci, 2005). The focus is the degree to which these basic needs are satisfied or thwarted (Deci & Ryan, 2008) and to which extent an individual is able to satisfy the needs within social environments (Gagné & Deci, 2005). If the basic needs are not satisfied that can result in conditions of poor health and lack of well-being (Gagné & Deci, 2005; Ryan & Deci, 2000b).

Intrinsic motivation and internalization are enhanced and maintained if the basic needs are fulfilled. The feeling of competence and autonomy are related to improved intrinsic motivation, while competence and relatedness are needed to improve internalization. The degree to which the need autonomy is fulfilled determines if identification or integration will appear, rather than just introjection. (Gagné & Deci, 2005)

The concept of human needs makes it possible to understand how social forces and interpersonal environments affect both controlled and autonomous motivations. It is a matter of understanding how a specific contextual factor support or thwart the satisfaction of basic

psychological needs, which helps to predict the resulting outcomes of that factor when it, for example, comes to motivation and behavior, but also well-being. (Deci & Ryan, 2008)

Within in SDT, there are two main concepts when it comes to individual differences: causality orientation and aspirations. *Causality orientation* refers to how a person orient to the environment when it comes to information related to what starts and regulate a behavior or action, and it also refers to the overall extend to which a person is self-determined. *Aspirations* refer to people's long-term life goals (Deci & Ryan, 2008), and are divided into two different categories, intrinsic aspirations and extrinsic aspirations (Kasser & Ryan, 1996). These life goals assist people in their behavior and activities (Deci & Ryan, 2008). *Intrinsic aspirations* include life goals such as the feeling of belongingness, personal development, and the desire to make a difference and give back to the society, while goals such as having a good reputation, possess a fortune, and to be attractive are examples of *extrinsic aspirations* (Deci & Ryan, 2008).

### **2.1.2 Social Context and Work Environment**

When predicting what will support intrinsic motivation and enable internalization of extrinsic motivation in a social context, the basic psychological needs will represent a basis of the prediction. When it comes to predicting identification and integration, and thereby autonomous behavior, the most important social-contextual factor to consider is the autonomy support. In fact, many studies support the assumption that interpersonal environments that involve autonomy support promote internalization and integration of extrinsic motivation and thereby positive outcomes. A sense of choice, meaningful positive feedback, and the interpersonal atmosphere, which can be connected to the culture within the organization and the interpersonal style of managers, are examples of support for autonomy. (Gagné & Deci, 2005)

Gagné and Deci (2005) argue that work environments that support satisfaction of the basic needs competence, relatedness and autonomy, will result in employees with increased intrinsic motivation, and also enhanced internalization of extrinsic motivation. That, in turn, will generate outcomes of positive attitudes in work, effective performance, job satisfaction, organizational affiliation, and well-being. (Gagné & Deci, 2005)

### **2.3 Tangible and Intangible Rewards**

There are suggested that feelings of autonomy can be reduced by some external factors, for example tangible rewards as money, while other external factors, like intangible rewards, actually tend to enhance intrinsic motivation and feelings of autonomy (Gagné & Deci, 2005).

Deci, Koestner and Ryan (1999) confirm this argument and make it clear in their meta-analysis that intrinsic motivation is enhanced by intangible rewards, while tangible rewards undermine it. Examples of intangible rewards that can enhance intrinsic motivation and feelings of autonomy are positive feedback (Deci & Ryan, 1985; Gagné & Deci, 2005) and when one is provided with choices rather than being controlled when it comes to task engagement (Deci & Ryan, 1985; Zuckerman et al., 1978).

Frey (1997) claims that monetary rewards reduce performance and can have negative consequences, rather than increase performance, as Kant (1795) and Kerr (1975) suggested. Money as a reward can also result in employees taking less responsibility. According to Sen (1977), setting a price on peoples' performance can even crowd out intrinsic motivation. Managers should rather rely on different forms of incentives and ways to motivate employees (Frey & Jegen, 2001).

According to Bewley (1995), not all managers believe that monetary rewards and coercions alone is the best way for motivation. Managers claim that even though employees have the opportunity to take initiatives and to be creative, the employees that do not possess these characteristically features will not do so (Bewley, 1995).

Money as an incentive can improve performance if the employees see it as symbol for respect rather than as a way to control. A manager needs to preserve and improve the employees' motivation. Since everyone is different and has different preferences and requirements in their life, it is also implied, as an individual and as an employee, that they also will respond different to incentives. (Frey & Osterloh, 2002)

### **2.3.1 Different Types of Employees**

According to Frey and Osterloh (2002), there are five different types of employees: Status seekers, Income maximizers, Formalists, Autonomists, and Loyalists. These five types of employees are connected to intrinsic and extrinsic motivation and the increase and decrease of performance when it comes to monetary means.

The extrinsic motivated employees are the persons that are Status seekers and Income maximizers and these individuals increase their performance for monetary rewards. The *Status seekers* compete with their surroundings but their interest is not to consume their money. They can increase their performance if they earn more money, just as long as they feel that they can win against their co-workers. The *Income maximizers* are only concerned about their salaries; the work is something that is only a necessity, to earn more money. (Frey & Osterloh, 2002)

The Formalists, Autonomists and Loyalists are all intrinsic motivated, and their performance are reduced with monetary rewards. The *Formalists* follow the ‘right’ procedures, like medical doctors or lawyers. These people are hard to motivate with external incentives. They are more concerned that the right procedure has been followed than their own actions. Their relation towards money is that they can feel unappreciated and start to question themselves and their performance if they do not get enough paid for following the procedures. The *Autonomists* want to save and improve the world. These employees do not care about materials things or money; they want to fulfill their goals as correct as possible according to themselves. These people’s intrinsic motivation can decline, or even be destroyed, if they are offered monetary incentives for their performance, since they see their work as a self-fulfillment. Last are the *Loyalists*. They identify themselves with the value and goals that the organization they work for display. These employees tend to stay within the organization a long time and to offer them monetary incentives would be an assault towards their performance. (Frey & Osterloh, 2002)

## **2.5 Summary**

Rather than just extrinsic and intrinsic motivation, there are different types of motivation. Thus, it is possible to distinguish between different types of extrinsic motivation. It is a degree of autonomy, true self-regulation with a sense of free choice, with a continuum of self-determination and motivation from not being motivated at all to be autonomous motivated with controlled motivation in between. This is explained in figure 1 on page 7.

There are three basic needs, competence, relatedness and autonomy, which need to be satisfied to enhance and maintain well-being and intrinsic motivation. If the work environment supports these needs that will result in positive attitudes in work, effective performance, job satisfaction, organizational affiliation and well-being.

There is a difference between external factors in how they affect an individual’s motivation. Some external rewards, such as tangible rewards in terms of money, decrease the feeling of autonomy and intrinsic motivation, while other external rewards, such as intangible rewards in terms of positive feedback and the feeling of choice, tend to enhance both the feeling of autonomy and intrinsic motivation.

When it comes to monetary rewards, there are different types of employees whose motivation are affected differently when receiving rewards in terms of money.



### **3. Methodology**

#### **3.1 Research Approach**

This study was conducted with the research philosophy interpretivism. In line with this philosophy, the researchers believe that (a) the world is subjective and socially constructed; (b) the researchers are involved in the study as a part of what is observed; (c) the research is not value-free but driven by interest; and (d) what is observed is subjective interpreted (Blumberg, Cooper & Schindler, 2011). Thus, even though the researchers aimed to study the reality as objectively as possible, they, in compliance to interpretivism, believe that the collected material is subjectively interpreted rather than totally objectively viewed (Blumberg, Cooper & Schindler, 2011).

The researchers' interest in the field of work motivation was the starting point in the collection for existing theories. The theories found, interpreted by the researchers, were the basis for the assumptions made about what was most important to find information about in the material collection. Thus, the researchers' interpretations of the theories directed the material collection, which later was summarized and interpreted in several stages and resulted in a conclusion.

#### **3.2 Research Design**

This is a formal study, which means that it starts with a description of the current theories within the field of work motivation that follows by research questions that arose from the problem discussion. Providing a valid representation of the current situation by answering the research questions was the goal of this study, as with other studies with a formal research design. (Blumberg, Cooper & Schindler, 2011)

It is a descriptive study that aims to describe what has been observed. The purpose is to find out how reality may look like (Blumberg, Cooper & Schindler, 2011) when it comes to employees' motivation to go to work.

It is a cross-sectional study that is carried out under field conditions. The study, in line with cross-sectional studies, represents a glimpse of reality where material has been collected from several different respondents at a given time in order to find a pattern (Bryman & Bell, 2005).

As the purpose of this study is to describe how reality might look like, with the collected material expressed in words rather than numbers, and with the analysis based on reasoning and the researchers' interpretations rather than striving for total objectivity, this study is

conducted with a qualitative approach (Blumberg, Cooper & Schindler, 2011; Bryman & Bell, 2005).

### **3.3 Ethics**

As in business in general, research should present ethical behavior (Blumberg, Cooper & Schindler, 2011). The researches intended to conduct this study in a moral and responsible way with high honesty; both when it comes to how to use methodology in the 'right' way and how all parties in the research are treated.

The purpose and benefits of the study was explained to the respondents, as well as their rights and protection, in an e-mail and also before the interviews started, which is a part of ethical treatment of participants (Blumberg, Cooper & Schindler, 2011). The researchers chose to keep all respondents and the company they work for anonymous to protect all participants. All parties appreciated the anonymity, and therefore, it is not made clear in the study who said what as the researchers made a promise to keep the respondents anonymous in exchange for their openness and honesty.

For respect of the respondents to be heard correctly, the interviews were recorded, which all respondents approved. Before every interview the respondents were asked if they agreed to be recorded during the interview and they were also told how the recorded material was supposed to be used.

### **3.4 Material Collection**

The material was gathered through qualitative interviews, nine personal interviews and one telephone interview, which all were semi-structured based on an interview guide, which can be found in appendix 1 and 2. A personal interview is a face-to-face conversation, which gives the opportunity to notice reactions and behavior during the interview. Telephone interviews is a great contribution when collection information to a study, but does not give the same chance to observe a person's reactions. Conducting semi-structured interviews provides possibilities for following up questions that contribute to a solid material collection for the empirical results with a deeper understanding. (Blumberg, Cooper & Schindler, 2011)

#### **3.4.1 Participants**

The respondents are ten different individuals, two managers and eight employees (i.e. non-managers), from the customer service department where in total 47 employees work. The two interviewed managers supervise all the eight employees. The company is operating international with over 90 000 employees worldwide, including 500 employees in Sweden. To

achieve the interviews that would fit the study with a spread of age, the department of customer service was chosen.

The researchers contacted one of the managers at the customer service department with the mind-set that these types of departments are more routine-based and it exists in some way in almost every customer related companies. The manager was asked to participate in the study together with the other manager at that department. The manager was then asked to choose eight employees to participate based on age, two from each age category: >29; 30-39; 40-49; and 50>. This is called snowball sampling where one of the managers at the customer service was discovered and asked to locate others that possess the criteria as respondents in the study (Blumberg, Cooper & Schindler, 2011).

Table 1 gives an overview of the respondents' differences and similarities when it comes to gender, age, and time of employment at the department but also within the company.

**Table 1.** An overview of the respondents.

<b>Respondents</b>	<b>Gender</b>	<b>Age Category</b>	<b>Employment within the company</b>	<b>Employment at the department</b>
<b>Manager A</b>	Man	30-39	8 years (4 year as manager)	8 years
<b>Manager B</b>	Woman	40-49	9 years (9 years as manager)	2 years
<b>Employee 1</b>	Woman	40-49	1 ½ years	1 ½ years
<b>Employee 2</b>	Woman	50-	5 years	5 years
<b>Employee 3</b>	Woman	30-39	10 + years	10 years
<b>Employee 4</b>	Man	20-29	4 ½ years	4 years
<b>Employee 5</b>	Woman	40-49	8 years	7 years
<b>Employee 6</b>	Woman	30-39	6 years	6 years
<b>Employee 7</b>	Woman	20-29	1 ½ years	1 ½ years
<b>Employee 8</b>	Woman	50-	3 ½ years	3 ½ years

The respondents are eight women and two men, which is representative for this department, since there is a higher employment of women than men; of 47 employees, ten of them are men. All respondents have today permanent employments at the department of customer service. The organization has routines for the department and the employees are measured and controlled in their performances. The measurements are for example login times towards the customers and if they are offering more products to the customers than the actually order.

The two managers have shared internal responsibility for the department, and one of them also has the external responsibility.

### **3.4.2 Implementation**

The researchers gave the respondents the chance to be well prepared by sending them e-mails in advanced with information about the purpose of the study and their contribution to the study, as well as their rights and protection. They were also asked to think about three characteristic features that describe them in their working environment, which the interview started with to lighten up the conversation right at start.

As the interviews were semi-structured, the interviewers followed an interview guided with questions that were redefined (appendix 1 and 2), but there were room for the interviewers to ask other questions that came up depending on the respondents' answers, and there were also room for the respondents to answer freely (Bryman & Bell, 2005).

The interviewer roles were divided during all ten interviews. The same person was the main interviewer and held the interviews according to the interview guide, while the other interviewer was taking notes but was also free to ask follow-up questions. This was made to not confuse the respondents.

After the respondents' permission, all interviews were recorded to create the opportunity to hear the answers again and obtain all necessary information given in the interviews.

The interviews with the two managers were conducted on the 4<sup>th</sup> of May. The purpose with interviewing the managers was to find out what they do to motivate the employees and what they think motivates the employees. One of the managers did not have the possibility to schedule a personal appointment, due to time difficulties, so that interview was done by a telephone conference. The interview with the other manager was made in person in a conference room at the organizations' headquarter where the customer service department is located. Before this interview started, the manager showed the researchers around, which gave a glimpse of the working environment at the department.

On the 7<sup>th</sup> of May, the interviews with the eight employees took place, and were conducted in a conference room where they work to make them feel as comfortable as possible. A schedule was made so the respondent knew what time they were supposed to be interviewed and the interviewers had the time to get prepared before every interview. The purpose of these interviews was to find out what motivates the individual employee in their working environment.

The recorded interviews were transcribed and then summarized several times, where the researchers' interpretations affected the process. The summarized material was then categorized into themes based on the research questions, where the material from the interviews with the managers and the employees are presented separately. The empirical

results was later analyzed and discussed based on the same themes as the material is presented, with a comparative perspective between the managers and the employees. The analysis and discussion is permeated by SDT and ends with a summary with help of the self-determination continuum. In the conclusion the main question is answered with a comparative perspective based on the answers of the three sub-questions. The researchers own interpretations of the material have affected how the material is handled through all different stages.

### **3.5 Research Quality: Reliability and Validity**

The researchers have strived for high credibility and high quality in the study. This study has a high reliability as it has been conducted in line with existing guidelines for qualitative studies and with a detailed description of the collected material (Bryman & Bell, 2005). The interviews were recorded and the respondents' answers could thereby be heard over and over again to make sure that all information were heard, which contributes to the reliability.

To obtain high reliability, the respondents and the organization they work for are all anonymous to encourage them to be as honest as possible without being afraid to be exposed. However, it is undeniable that in spite of anonymity, the employees might have a feeling of the risk of being exposed, as the managers know which eight employees participating in the study. This is the reason to why it is not clarified in the study which respondents who expressed what.

The fact that one of the managers selected the employees for the interviews can also affect the quality of the study. The researchers only asked for employees representing all age categories, otherwise the manager had the opportunity to choose employees freely.

Due to the limited numbers of respondents that only represent one organization, the findings of the study cannot be generalized to other individuals or organizations; the external validity is thereby low (Blumberg, Cooper & Schindler, 2011; Bryman & Bell, 2005), but high external validity was nothing the researches strived for. On the other hand, the study describes how reality may look like, which this study aimed to do. Therefore the internal validity can be seen as high, as the study measured what it aimed to measure (Blumberg, Cooper & Schindler, 2011).

The findings are based on the respondents' own experiences, perceptions and thoughts of work motivation. Even though the findings cannot be generalized there is a possibility for theoretical generalization, which means that individuals and organizations in similar situations might find these findings useful (Grønmo, 2004).

Another aspect that can have an impact on the research quality is the fact that one of the researchers has worked within the organization, but not at the same department, where the study was conducted. This researcher has tried to keep distance, but one cannot deny that the interpretations of the answers from the respondents may have been affected by the fact that this researcher has worked within the same organization.

Additional, both researchers of this study have experiences from working at a customer service with routine-based work tasks, which can mean that old experiences and preconceptions might have an impact on the interpretations.

## **4. Empirical Results**

### **4.1 Managers**

The managers describe the motivation level at the customer service department as high. They have the feeling that the employees are motivated to go to work and it is a combination of many things. The managers can see a difference in performance between when the employees are inspired and motivated and when they are not. The employees work harder when they are motivated and feel inspired. The managers can also see it is important to have a close relationship to the employees. One of the managers talks about leadership skills and says that a manager needs to be humble in the way of leading others.

The managers do not experience any differences in how the employees are motivated. They mean that all employees have generally the same requirements in terms of how a workplace and leadership must be to enhance and maintain motivation, inspiration and engagement. On the other hand, one of the managers says that motivation can change over time for a person. From own experiences, the factors that affects motivation has changed in line with changed family situation.

#### **4.1.1 Tangible Rewards**

According to the managers, the department does not have any monetary rewards. However, they both believe that a monetary incentive system would increase the employees' motivation and their performance. One of the managers thinks that the employees would work harder if they could affect their salary on a monthly basis. Since they reach their business goals, an incentive system is nothing they plan to implement in a near future.

When it comes to tangible rewards, they are today rewarding the employees with rewards in competitions to reach their goals. This is something the managers perceive affects the motivation among the employees in a positive way.

#### **4.1.2 Feedback**

Both managers believe a manager should encourage the employees and give them feedback on their performance and progress. According to the managers, everyone needs different types of attention and some wants to be seen more for their performance.

Today, the managers give the employees feedback by having individual conversations, and co-listen to the conversations the employees have with the customers. Both managers highlight that this is not an attempt to put a negative feeling towards the employees, instead they want to tell them that they are doing a good job, and help them to improve their work, to

motivate them even more. They also give them feedback based on their performance that is measured from their login time and their ability to extend order for the customers by adding more to the sales figures. They think that how the employees' performance is measured and followed up motivates the employees, as they want to be good at their work and this gives them an indication on how they are doing.

When it comes to feedback, the managers feel they are not enough. They wish they had more time for the employees, rather than, for example, all the administrative work tasks. The managers feel that they are insufficient for the employees, and feel that they have not been able to show appreciation and give feedback to the employees to a necessary extent. They will solve this by recruiting two new team leaders, who will focus on the employees in terms of coaching and feedback at a daily basis to show appreciation for the employees' performance and to motivate them. The two managers believe this would help the department to see and hear every individual, everyday, and to improve the daily communication, and thereby improve the motivation level among the employees.

#### **4.1.3 Work Environment**

The managers strongly believe that one important factor for motivation is to enjoy being at work. They both address some examples, like cohesion among the employees, the work tasks and that there is an environment that provides opportunities for personal development. The managers emphasize that the open and enjoyable working environment contributes to the employees' motivation at work. "Here, everyone feels involved, and are seen and heard. They are all able to be creative and take initiatives".

The managers say it is an open climate within the department and there is room to be creative and take own initiatives. They try to inspire the employees to own thinking and taking own creative moves. Of course the employees have routines that are obligated to execute, but maybe the employees can see it is possible to do things in their own way and that there are things in the daily work that can be improved. One of the managers says that everyone has the opportunity to give suggestions for improvement, and thinks if the employees have the possibility to affect and improve their own working situation, they become more motivated.

The managers agree that there are lots of opportunities for personal development within the organization. For examples the department offers internal training when it comes to products, sales and customer service, which are offered frequently. According to the managers, they also offer coaching for the employees so that they can develop their sales



skills in their conversations with the customers. Employees who have been working at the department longer, and thereby have more experience, or employees who simply are good at what they do, can get the opportunity to coach others in sales and service in customer calls, which they mean is a great chance for personal development. The managers also say, the customer service department is part of an organization with an open environment where it is possible to be recruited internally. They strongly believe the opportunities for personal development and career definitely are motivating factors among the employees.

The managers say they give the employees the opportunity to think outside the box, and to do things that are not related to work. An example is that two employees have taken the initiative to organize a social event, a kick-off, for the department. They stress that it is not expected of the employees to take own initiative. It is more than enough that they do a good job and reach their goals.

One of the managers says there is a connection between delegating responsibility and motivation. The manager wants to see the employees grow, to be creative and take initiative, so the department becomes like a “self-played piano” with self-motivated employees.

## **4.2 Employees**

The employees believe the overall motivation at the department is on a good level. One employee thinks it is difficult to put words on what is done to enhance and maintain the motivation level at the department: “Motivation is more of a feeling”. Two employees say that going to work is something one should do; it is a part of life and work is something that is needed to earn money and thereby survive.

For mostly all employees, motivation is important. Motivation helps them do a good job and to enjoy being at work. For one employee, working hard and doing a good job is something that s/he is raised to do and a part of this person’s values. Two other employees say they love to go to work and always feel motivated, and one of them says: “I am proud to work in this organization”. Two employees say it is important that the individual goals are a part of the organization’s goals. To be a part of the organization, increase and sustain their motivation.

When talking about differences between how the employees at the department are motivated, most of the employees thought how all co-workers are motivated depends on the individual and the individual’s basic attitudes. One employee says: “Some people dare to help themselves and be more than others”, and another says: “It is about who you are as a person. Some people just come here because it is their job.” Almost all the employees emphasize what motivates a person is about the individual, and it can also be connected to how long time

a person has been employed within the organization. Two of the employees believe what affect motivation changes over time as life goals and one's life situation can change.

#### **4.2.1 Tangible Rewards**

For two employees, money is the most motivating factor to go to work, but one of them highlights that s/he would not sell more if they had commission-based salary. This person does not like competitions and does not believe that kind of incentive system would work as a motivating factor. Another employee would probably make more effort to sell more with a commission-based salary as this person puts more effort to increase sales when they have sales competitions with possibility to get tangible rewards. Another employee has experience from working on commission and that was not motivating: "Commission-based salary became more a stick than a carrot." Three other employees feel the same and do not believe it would be more motivating if they worked on commission, it would rather have a negatively impact. For one employee, the fact that it is possible to gain more responsibility and change position within the organization is more motivating than money.

Almost all employees believe the weekly sales competitions, with varying rewards, are motivating to sell more. One employee explains that they sometimes are in teams of two to get even more motivated, and highlights it is more motivating to work in teams. Only one of the employees says the weekly sales competitions do not make a difference in motivation.

One employee believes s/he is underpaid but does not believe that affect the performance. On the other hand, this employee thinks higher salary would increase the engagement to work. Another employee agrees that it is not great possibilities to affect the salary and that has a negatively impact on the motivation to some extent, while another employee feels s/he has the right level of pay. There are other employees that share this feeling of not being able to have any impact on the salary, but there are also employees that feel they can affect the salary in salary negotiation with the managers and by working hard.

#### **4.2.2 Feedback**

All employees agree that the feeling of being appreciated and to receive positive oral feedback help them to be motivated. All employees feel appreciated for their work and one of the employees points out: "If you do a good job you are appreciated and that is shown, for example, when the managers have the individual evaluation conversation with us". Two other employees say they get feedback and feel appreciated when the managers pass by their desk and tell them: "Well done, that was good". Another employee feels that the appreciation and feedback mostly come from the co-workers.

The employees perceive that most feedback they receive from managers is written. They give the employees daily status by e-mail, which helps some of them to be motivated, as they know what is going on and what they have to expect of the day. The employees have what they call personal development conversations with the managers where they talk about performance and personal development. They do not get oral feedback that frequent, but it happens. Almost all employees agree and say it is not often there is time for deeper feedback about the actual work performance, and they strongly believe more oral feedback is needed to motivate them even more. One respondent says: “If no one tells you that you are doing a good job, you start to question your performance” and another says: “You question yourself if you really do a good job if you do not get any positive feedback”. Many of the employees emphasize the importance of being seen and heard, that the managers need to see to the individual because they are all different from each other with varying needs. They say that all people need positive feedback, to be seen and confirmed for what they do. Three of them also mention that positive feedback is needed in varying degrees, which they think may be due to how good a person’s confidence is.

One employee says there is not much time to talk to each other, which contributes to that the co-workers are not good at giving each other feedback. The other employees do not agree and believe they are good at giving each other feedback. At the same time one employee emphasizes the importance to hear more spontaneously feedback from the managers and not just from the co-workers. This is something the other employees agree on; the managers should be more present.

Some employees say the opposite and think the managers are good at giving both positive and negative feedback. This helps motivating them to continue to do a good job, and to strive to become even better. Some employees say that feedback from managers and co-workers helps being motivated and the managers and the co-workers have a great impact on the motivation. Four employees express that both the managers and the co-workers are important sources for motivation, and they feel like they are a part of a big family. Some of the employees say that coaching from the managers and the co-workers that are coaches is one way to receive feedback. Some say this helps them to be motivated to improve their performance, while two of them do not see this as a motivating factor.

Some employees believe the fact that the managers have been busy with administratively tasks is one reason why there has not been so much time for the managers to be present. When the two new team leaders are coming the employees hope feedback will become better and that this increase the motivation level even more.

### 4.2.3 Work Environment

One employee says there is no time for being creative and taking own initiatives, but wish there was more room for that. Two other employees agree and say it is more focus on what they are supposed to do rather than being encouraged by the managers to take own initiatives. Five other employees believe there is room for own initiatives and they are being encouraged by the managers to take initiative, but they do not feel the pressure to do so. One of them says it is about freedom under responsibility and also says: “They expect me to do my work, and if I do anything beyond that they appreciate it, but it is nothing they expect me to do”. One employee expresses that some work tasks may be monotonous, but it is all about attitude: “If you want to think about those tasks as monotonous, they become monotonous”. This employee says that the work tasks need to be done but always seeks new ways of doing things by taking own initiatives and bringing up new ideas, just to make it more varying. “Doing the same things every day would decline my motivation.” Three of the employees say they see opportunities in everything, and that is a great factor for motivation. They say it is about the feeling of having the possibility to be involved and to express improvement suggestion, rather than how big the challenge is.

Some employees think there are possibilities for personal development within the organization. To get more responsibility is one way to gain personal development in work. According to one employee’s experiences, responsibility is given when a person’s capabilities are shown. For example, another employee expresses that s/he has gone through a great personal development and has gradually given more responsibility. Some employees get the opportunity to be trained to become a coach. They get responsibility to help their co-workers to be better in customer calls. Two of the employees have got this chance, which has motivated them. They say helping others to be better and improve their customer calls motivates them. Another opportunity for personal development is the to be internally recruited, which one of the employees highlights as one of the most motivating factors. Four of the employees say what makes work fun is that there is always something new to learn and that is really motivating.

Some employees say that when it comes to educational and training sessions there has just been a major investment on a session about how they are suppose to take customer calls, but overall, it is not often that they have educational sessions. The employees say these sessions are inspiring and motivating, and wish there would be more of them to fresh up their memory. Many of the employees agree; it could be more educational and training sessions for them, and one of them highlights the need of sales education as they all are supposed to extent

customers' orders in every call. "Everyone is expected to know how to sell, but not all feel comfortable in their sales role." Many employees say they do not have the time that is necessary to educate the employees, even though it would be necessary.

Some respondents explain that there are lots of potential within the department and the managers do not encourage and support this potential. The employees need to be seen, encouraged and listen to and this something everyone could win by doing. The feeling of not being listened to can negatively affect the motivation. However, the employees also need to motivate themselves towards new things.

According to one employee, what they do has become more and more controlled, but it is nothing that has an effect on the motivation. However, mostly all employees do not feel controlled, even though what they do is measured and controlled. For two of the employees it is even motivating that performance is measured, it helps them to achieve their goals, while it is nothing that has any impact on another employee's motivation that does not like having someone looking over the shoulder.

Something almost every employee say is that the social part of work with the co-workers is important for their motivation. They enjoy working together with each other, which has a great impact on their motivation to go to work. The initiative, to have a kick-off, taking by two of the co-workers is really appreciated by all employees. They see social activities as a chance to have fun and get to know each other, which can contribute to their motivation.

## **5. Analysis and Discussion**

According to Pink (2011) organizations have become more flatten and creative. This can be shown in the routine-based customer service department where the interviews were conducted. The managers say the department has an open climate, where they strive for a close relationship between the managers and the employees, and that managers should be humble in their way of leading. They also say that there is room for being creative and taking initiative even though they have routines that are obligated to execute. But after the interview it was clear that Pink (2011) was right, behavior is complex and there are many different factors that affect work motivation. The managers say that they are trying to meet every employee's needs, so they feel motivated towards their work. Whiteley (2002) points out that motivation is crucial for high performance, and it has been shown in this study that motivation and performance are connected. He also mentions that many organizations today destroy the motivation when it comes to the design of the organization. The managers say their own work tasks have become more administrative and that gives them less time to see the individual, which the employees agree to. This can be seen as an aspect where the design of the organization can have a negative impact on the employees' motivation. When the managers' work become to administrative, the focus on the employees' motivation can be destroyed. This makes the employees feel neglected, as it is important according to all the respondents, both managers and employees, to be appreciated for their individual performance. But what also needs to be considered is the individuals' self-motivation. Based on the employees' answers, the managers presence and engagement to acknowledge and motivate the employees to perform at their best, is important for work motivation.

### **5.1 Tangible Rewards**

Money has through time rewarded good performance and has been seen to enhance productivity (Kant 1795 in Frey, 1997; Kerr 1975). This has shown to be outdated (Deci 1971; 1972; Deci, Koestner & Ryan, 1999 in Gagné & Deci, 2005; Frey, 1997), and passé in western countries (Pink 2011). After the interviews with the respondents there are clearly no rules without exceptions when it comes to personal preferences and tangible rewards. Money is still essential when it comes to why people go to their work, as money is needed to survive. Most of the employees say that money is one reason why they go to work. The managers and six of the employees believe that commission-based salary would have an impact on motivation and increase performance, while two employees say that it would not affect the motivation and performance. As Amabile (1996) and Deci (1971) claim, money makes these

two employees lose joy in their performance. One employee says that commission-based salary is more of a stick than a carrot, and another employee stresses the fact of having the possibility to gain more responsibility and change position is more motivating than money. Some employees also mention the possibility to affect their income in salary negotiations. If they work hard they have a better position in the negotiation, which can be interpreted as they see hard work resulting in more money. Money and performance can be related to a person's motivation to strive for self-preservation in work, which can vary from person to person.

Frey and Osterloh, (2002) mention, that money would improve performance if the employees see it as a symbol of respect for their work. Two of the employees say they would see an increased salary as a symbol of respect and appreciation for what they do. That needs to be considered as a motivating factor for some, as one employee is not like another. Therefore, the managers should reflect on the importance of the employees' salaries as a motivation to go to work.

The managers of the department try to motivate the employees with other tangible rewards than money. To enhance motivation, they have weekly sales competitions where the best sales person receives a tangible reward. The two managers see these sales competitions as something that improves motivation. All, but three, employees agree that the competitions have a direct impact on their motivation to work harder. According to one employee this is just for persons with competitive features and is nothing that appeals to her/him. The managers need to consider that the competitions may not appeal all employees. It is important to recognize this, since the competitions are ways to reach sales goals for the department.

It is clear that the managers and employees have different views on money and other tangible rewards. It is even a big variation among the employees, which shows that everyone is different and strengthens Frey's and Osterloh's (2009) reasoning about different types of employees when it comes to money and performance. One employee is clearly what they call an Income maximizer, since the most essential factor toward work and high performance for this person is money. Another employee is what they classify as a Loyalist as this person identifies with the organization's values and this employee do not go to work for the money. One employee strives for improvement of the department and for the own and co-workers' well-being and motivation, and therefore represents the Autonomists.

The other employees are a mix of two types, rather than just representing one type of employee. One is a mix of Loyalist and Autonomist. This employee is loyal to the organization but also sees opportunities to improve and develop the department and do not care about money or other tangible rewards. Another is Loyalist with a touch of Income

maximize, which means that this employee is loyal to the organization and can identify oneself with the organization but at the same time cares about money to increase motivation and performance. One employee is both a Status seeker and an Autonomist. This employee sees the opportunity to change position and strive for a career as a motivating factor, the position is more important than money, but also wants to improve the processes within the department and make them more efficient. For another employee that is raised to always work hard and do a good job and are more concerned to do everything according to the “right” procedures, and also recognize oneself in the organization’s values, and therefore represent the Formalists and Loyalists. Offering this person money based on performance would according to the employee be seen as an assault. The last employee can be seen as a mix of an Autonomist and an Income maximizer as this employee wants to feel that they are irreplaceable and puts the organization in the first room and see money as an important factor for motivation.

When it comes to the managers, they both can be classified as Status seekers, and they also represent the Autonomists. They strive for a good position within the organization to gain responsibility, even though one of the managers admit that it was not the plan from the beginning to seek a career, but today it is a motivating factor. The managers strive to develop the department and the employees, and to make progress.

The respondents that are not represented as Loyalists are not see as non-loyal to the organization but the respondents that representing the Loyalist are actually identifying themselves with the organizations values. One of the employees says: “I am a person who loves to go to work and I am proud to work in this organization”. Even if the managers are aware of the individual differences, it is really important to acknowledge the employees’ different mind-sets when it comes to money and motivation towards work to meet the individual employee’s wishes and needs for organizational development.

Frey (1997) refers to an example with the boy who gains money for performance and the girl who later receives a bike for good work. This example can be applied on this department. According to the managers an incentive such as money needs to be fair. If they start rewarding people with money for good performance they can never change back. If the employees were rewarded with money for good performance it would be possible that it would kill the creativity and, as in the boys case, the employees would start asking for more money before showing their performance. Even though both the managers and most of the employees think that money would increase performance



Money as an insulating factor for motivation can be seen as outdated. Even though many of the respondents say that money is crucial, they stress that other factors, such as feedback, co-workers and personal development, also affect their motivation. As Frey (2001) says, managers need to rely on different forms of rewards to enhance motivation and performance.

## **5.2 Feedback**

All respondents, both managers and employees, agree that verbal reinforcements and positive feedback improve intrinsic motivation and the feeling of autonomy, which studies indicate (Deci 1971; 1972; Gagné & Deci, 2005; Zucherman et al., 1978). The managers feel that they are not enough and wish they could be more present to show appreciation and provide the employees with more feedback. This is something that the employees agree on. The employees need to make it clear for the managers that they really feel that every individual needs to be seen and heard. Even though they all receive written feedback, they are longing for more oral positive feedback on performance. Some of them say they get a lot of feedback from the managers, while some just get it from the co-workers, which they think is not enough. One employee says: "If no one tells you that you are doing a good job, you start to question your performance" and another says: "You question yourself if you really do a good job if you do not get any positive feedback". If they do not receive feedback from the managers, they can actually start to question their own competence, which is one of the basic needs that need to be satisfied to be motivated (Deci & Ryan, 2008). If not the basic needs are satisfied; it can result in poor health and well-being (Gagné & Deci, 2005; Ryan & Deci, 2000b). If employees do not feel appreciated for their competence it can affect their well-being and motivation, which can be spread to others and affect the whole department, like a negative spiral.

When it comes to feedback one employee thinks that the self-confidence regulates to which degree one needs feedback from others. Another employee agrees and says it is individually how much feedback from others is needed. This can be connected to causality orientation that refers to the overall extent to which a person is self-determined (Deci & Ryan, 2008). Some employees seem to be more self-determined than others, which, according to some of the employees, might be related to a person's self-confidence. The employees that are self-confident seem to support their co-workers in the daily work and try to increase the co-workers' motivation and performance. The managers should recognize the self-confident employees and encourage their enthusiasm to be spread within the department to enhance and maintain motivation.

### **5.3 Work Environment**

Some researchers stress that there are some external rewards that actually tend to enhance intrinsic motivation and feelings of autonomy (Deci 1971; 1972; Gagné & Deci, 2005; Zucherman et al., 1978). Having the opportunity to have a choice rather than being controlled is an example of external intangible rewards that promote autonomy (Zucherman et al., 1978). Even though the department has routine-based work tasks and the employees' performance is measured and controlled, the managers claim that it is an open environment where it is possible to go beyond the routines and thereby be creative and take own initiatives. The employees are not expected to go beyond their work tasks, but the managers try to inspire them to be more self-directed and think outside the box. Some employees agree and say that there is room for creativity and taking own initiatives and they see this as a motivating factor. One employee adds that some work tasks may be monotonous, but it is all about attitude. For one employee a challenge to see opportunities in everything, and that is a great factor for motivation in routine-based work tasks. Another employee, on the other hand, claims that there is not enough time for them to think outside the box and that it is more focus and time for what they are supposed to do. The answers vary among the employees, and it is made clear that it is about the individual's own drives and how the employees are as persons. One employee expresses: "Some people dare to help themselves and be more than others". As Bewley (1995) means, even if there are possibilities for taking own initiatives, not all employees have the features or strive for doing so. This is why the managers cannot expect all employees to go beyond their work tasks. However, it is important as a manager to see all employees for their performance, even if they 'just' do what they are suppose to do.

Some employees emphasize that even though their performance is measured and controlled, they do not feel controlled, it rather increase motivate and performance. One employee expresses the fact that the performance is measured gives the feeling of always having someone looking over the shoulder. The same employee feels that the measurement should be on the individual performance instead of focusing on numbers and statistics. The feeling of being controlled can have a negative impact on motivation (Deci & Ryan, 1985; Zucherman et al., 1978), which the managers need to be aware of. Numbers and statistics could affect motivation both positively and negatively, depending on the employee. Some employees are in need of more interpersonal feedback than others, rather than just statistics, for their motivation.

Deci and Ryan (2008) suggest that the concept of human needs makes it possible to understand how social forces and interpersonal environments affect motivations. It is about

how the social context and work environment support or thwart the satisfaction of basic psychological needs (Deci & Ryan, 2008). The interpersonal environment can be connected to which degree they enjoy working with each other at the department. Most employees stress that the social part in work is an important motivating factor for them to go to work. All employees say they enjoy their co-workers, which have an impact on their motivation. However, one employee says that others do not have impact on the motivation. Autonomy support from the work environment is the most important social-contextual factor to consider (Gagné & Deci, 2005), which the answers from all respondents, but one, confirm. The work environment that the employees perceive as good has clearly an impact on the interpersonal relations, which can be directly connected to the high motivation towards work within the department.

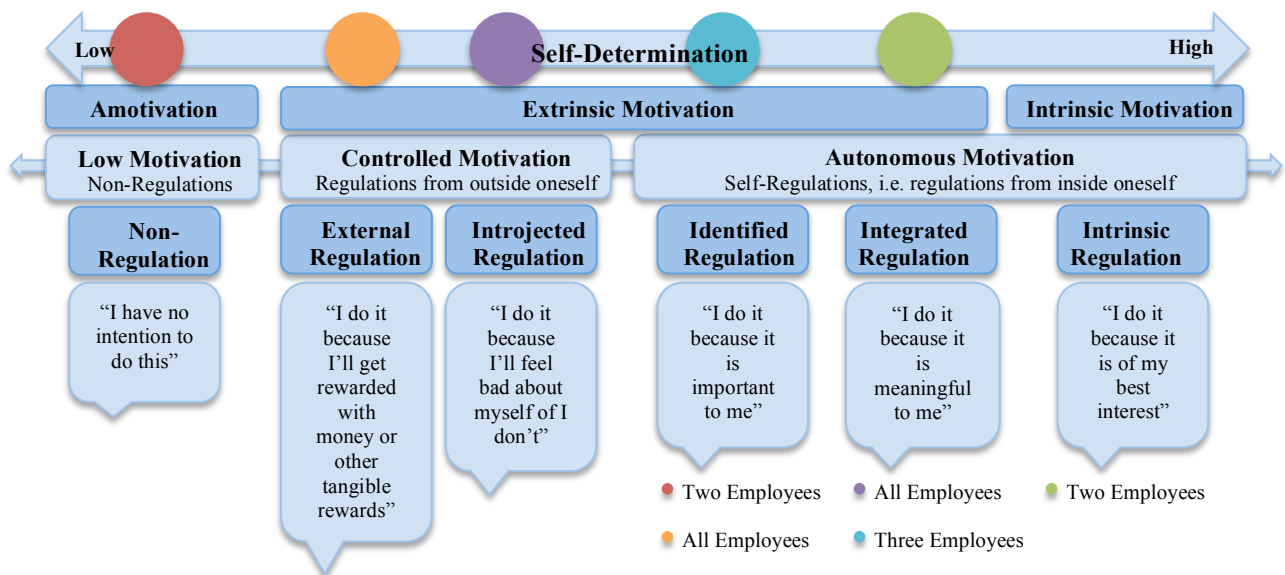
As Gagné and Deci (2005) mention, a sense of choice, rather than being controlled, and the interpersonal atmosphere are examples of support for autonomy, which most of the employees experience that they receive. This can be connected to the culture within the organization and the interpersonal style of managers (Gagné & Deci, 2005). The managers talk about the importance of a good relationship with the employees, and also some of the employees say they have a good relationship between each other and the managers, which also can be related to the organization's values. Gagné and Deci (2005) claim that the basic need relatedness needs to be supported within the work environment. Since some of the employees can relate to the values of the organization and almost all employees say they feel they are a part of a group with cohesion, this need is supported and satisfied for almost all employees. This can also be connected to the four of the respondents are seen as Loyalists and six of them have the features of an Autonomist. They are loyal to the organization's values and strive to change the department for the better, and thereby feel relatedness.

The basic need competence can be satisfied by giving the employees possibilities for personal development. The managers highlight the opportunities everyone within the organization has for personal development by internal education sessions and the chance to be internally recruited. They both see this as a motivating factor for the employees. Some employees express that there is a lack of personal development opportunities when it comes to education sessions, but according to the managers they provide many education opportunities. The employees seem to be far from satisfied and wish there were more of them. They get an introduction session when they start working at the department, but most of the employees wish there were education sessions more frequently to get inspired and motivated. They feel it is needed, as they are obligated to extent customer orders in every call. Some of the

employees connect gaining responsibility to personal development, and again, they agree that it is connected to the individual's performance and willingness to take own initiatives. According to the one employee's experience, personal development comes when one's capabilities are shown.

When it comes to the employees' aspirations it is clear that they mostly are regulated by intrinsic aspirations, which according to Deci and Ryan (2008) include life goals such as the sense of belongingness, personal development, and the desire to make a difference. The employees feel they have cohesion within the department and it seems like they strive to belong to the group, which in turn enhance their motivation to go to work. Many employees say that the social part of work is one of the greatest factors that motivate them to go to work, and this is something the managers also agree on. The managers and the organizations should therefore acknowledge the importance of the employees' need for the social part of work. A good example is the kick-off two of the employees took the initiative to arrange, which was encouraged by the managers. Thus, personal development seems to be an aspiration that they strive for to gain more motivation. Six of the respondents that possess the features of an Autonomist have a desire to make a difference, which is an intrinsic aspiration.

### 5.4 Self-Determination Continuum



**Figure 2.** An overview of where the employees are on the self-determination continuum to give an indication on what motivates them to go to work.

The self-determination continuum is used to summarize the analysis and provide an overview of where the employees are on the continuum to give an indicator of what motivates them to go to work. This is visualized in figure 2.

The employees' motivation varies and it can be shown that they have different degree of autonomy. Almost all employees are regulated by external regulation, money, which is the most controlled motivation and less autonomous (Ryan & Deci, 2000b). Even though most of the employees are external regulated they are also in need of introjected regulation to be motivated to perform, which is moderately controlled and refers to when the employee is partly internalized (Ryan & Deci, 2000b). All the employees seek approval to some extent for example, positive oral feedback from the managers to boost their self-esteem.

Some of the employees are seen as identified regulated, which is when they identify themselves with the value of what they do and is seen as the moderately autonomous (Deci & Ryan, 2008; Gagné & Deci, 2005). These employees identify themselves with the organizations value. Two of these employees are even integrated regulation as they see themselves as a part of the organization. On the other hand the employees did not give any indications of being intrinsic motivated, which is considered as inherently autonomous (Gagné & Deci, 2005; Ryan & Deci, 2006).

Nevertheless, two of the employees expressed that they some times have a lack of motivation, which is called amotivation (Deci & Ryan, 2008; Gagné & Deci, 2005).

The managers own motivation factors cannot be seen as a guideline for how to motivate their employees. As it is shown in figure 2, employees can be motivated in many different ways. It varies both between the employees, as everyone is different, but also the motivation within themselves, since a person can be motivated in different ways.

## 6. Conclusion

As one of the employees expresses, it is hard to put words on what actually motivates a person to go to work, "Motivation is more of a feeling". What motivates employees with routine-based work tasks to go to work vary. It is clear that there are different types of motivation and that it is important to see and hear the individual. All three drives, the biological drive, extrinsic motivation and intrinsic motivation, all needed to take into consideration when managers want to motivate their subordinates.

It is not possible to give one answer to what motivates employees who work with routine-based tasks, as everyone is different and therefore get motivated by a variety of factors. Money seems to be an essential factor, to go to work, for most of the employees. They do not go to work in hope of receiving rewards in form of money. However, money is complex, and the study shows that rewards in form of money are not totally passé. One of the keys for motivation to go to work is money, because it is needed to survive. Some of the employees at this department would even increase their performance with commission-based salary, according to themselves. When it comes to external tangible rewards, the competitions are enough for now to motivate the employees to reach their sales goals.

Positive oral feedback is clearly an essential factor for the employees' motivation. The employees made clear that they are in need of more positive oral feedback. The managers are aware of the lack of oral feedback, but not to what extent the employees are longing for. The managers need to give the employees feedback so they understand how important they and their work are for the organization. Some employees need to be seen and heard more frequently than others. It is important that the managers see all individuals and appreciate them, even the ones who do not speak out and take own initiatives. As it is today, it seems like the creative ones are getting more attention and the quiet employees live in their shadows. By not seeing and forget some employees, the managers might lose valuable assets.

When it comes to how the work environment promotes work motivation, it is shown that opportunities for personal development are needed for some of the employees. The possibilities to gain more responsibility and to be creative and taking own initiatives are motivating for many of the employees, but it is not for all. However, they all wish there were more educational sessions to get inspiring and improve their work. According to the employees, they want frequent education sessions to improve their performance and thereby become even more motivated. The social part of work is another vital factor that promotes work motivation. By enjoying their co-workers and have fun together, they feel motivated to

go to work. Thus, the employees appreciate social activities, and they see that as a part of their work motivation. This is a way to enjoy work.

The managers should also acknowledge the employees that are more motivated and self-confident than others. By doing so, they could benefit from them by spreading their positive energy to motivate the others. It is also important to consider the sustainability of the department, and the managers have very important assets, in forms of the employees, that can be identified as Autonomists and Loyalists. They could use them as employee ambassadors to inspire and motivate the others at the department, as many of the employees say they are influenced and motivated by their co-workers.

The managers do not experience any differences in how the employees are motivated. They mean that all employees have generally the same requirements in terms of how a workplace and leadership must be to be as good as possible regarding motivation, inspiration and engagement. However, based on the analysis, it is clearly up to the individual. No individual is the same, and that needs to be taken into consideration when talking about motivation and performance. The first drive, the biological drive that comes from within, is most often taken for granted. It can be argued that managers should take this drive more seriously and take it into account when motivating their employees. A manager needs to observe the individual and their individual needs. By doing so, the managers might get a “self-played piano” with self-motivated employees.

## **6.1 Reflections**

Before we began this study, we believed that motivation and performance were connected and that money is the most motivating factor to go to work. This study has shown us a glimpse of how reality may look like. This study has made it clear for us that work motivation cannot be taken for granted, and that what motivates us might be completely different for someone else. Motivation is about more than just money, and other factors than those taken into consideration in this study could also affect work motivation. As one of the employees say, motivation is about a feeling, and we believe it is about how a person interprets motivation.

As a manager, you have a great responsibility, not just to the organization, but also to the employees that spend so much time in their life, working for them. Thereby, show appreciation for what they do and make them feel comfortable in the work environment to motivate them to go to work, everyday.

## **6.2 Suggestions for Future Research**

This study was conducted in the private sector. There is an awareness of the differences the private sector and the public sector in how it is possibly for managers to motivate their employees. Therefore, there would be of interest to make a comparative study between the private and public sector that operate in the same industry. For example, in the elderly care centers. What motivates the people to choose a career in the public sector and what motivates them in their daily work compared to a person who works in the private sector?

Another interesting aspect would to conduct a similar study, but within a department that is considered as creative, example an advertising department where the creatively flows freely. What motivates a person within a creative environment to go to work, is their opportunity to express their own creativity enough?



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# Appendix 1. Interview Guide Managers

## Original in Swedish

### Bakgrundsinformation

1. Kön: Kvinna Man
2. Ålder:  -29  30-39  40-49  50-
3. Hur många års erfarenhet har du totalt som manager?
4. Vad är din roll på Kundtjänst idag?
  - a. Hur länge har du haft den?
  - b. Hur skiljer den sig från den andra chefens roll?
  - c. Vad var det som lockade dig att ta dig an utmaningen som manager?
  - d. Har du haft andra positioner inom organisationen?
5. Vad har du för utbildning?

### Motivation bland de på Kundtjänst

6. Beskriva de arbetsuppgifter som de på avdelningen har?
7. Vad tror du motiverar de på avdelningen att gå till jobbet?
8. Vad tror du motiverar de på avdelningen att utföra de arbetsuppgifter som du nämnde?
9. Finns det utrymme för dem att vara kreativa och ta initiativ utöver de arbetsuppgifterna? (om svar nej, hoppa till fråga 15)
10. Brukar de på avdelningen ta initiativ att göra saker utöver sina arbetsuppgifter?
  - a. Om nej, varför inte? (Om svar nej, gå till fråga 12)
  - b. Om ja, hur uppmärksammas detta?
    - i. Till vilket syfte uppmärksammas detta?
11. Vad tror du motiverar de på avdelningen att ta initiativ och göra saker utöver sina arbetsuppgifter?
12. Motiverar du de på avdelningen att göra saker utöver sina arbetsuppgifter?
  - a. Om ja, hur? Ge exempel.
    - i. Hur upplever du att det påverkar deras motivation?
13. Förväntar du dig att de på avdelningen ska göra saker utöver sina arbetsuppgifter?
  - a. Om ja, är det något som de vet om?
    - i. Om ja, hur upplever du att det påverkar deras motivation?
14. Hur mäts prestationerna bland de på avdelningen?
  - a. Hur följs detta upp?
    - i. Hur ofta?
  - b. Upplever du att det har en inverkan på deras motivation?
15. Om det är en person som gör det hon/han ska, men du märker att den personen inte är så motiverad i det hon eller han gör, hur hanteras det? Vad skulle du göra?
16. Vilka åtgärder vidtas om det är någon som inte presterar det denne ska?
  - a. Tror du detta påverkar den persons motivation att prestera?
17. Vad görs för att öka och bibehålla motivationen på avdelningen?
18. Finns det något etablerat belöningssystem som de på avdelningen har tillgång till?
  - a. Kan du beskriva detta?
  - b. Vad är syftet med det?
  - c. Upplever du att det generellt påverkar motivationen bland de på avdelningen?
19. Har du möjlighet att motivera de på avdelningen med pengar?
  - a. Om ja, tycker du att det fungerar?
  - b. Om nej, tror du att du hade kunnat påverka motivationen på avdelningen om du hade haft den möjligheten?
20. Tror du motivationen bland de på avdelningen påverkar deras prestation?
  - a. Om ja, hur märks detta? Ge exempel.
21. Hur skulle du beskriva den generella motivationsnivån på avdelningen?
  - a. Ge exempel.
22. Märker du någon skillnad mellan hur de på avdelningen motiveras?

- a. Om ja, hur?
    - i. Hur hanteras det?
  - b. Är det någon skillnad beroende på ålder?
    - i. Om ja, hur hanterar du det?
23. Vilka utvecklingsmöjligheter finns det för de på avdelningen?
- a. Vad finns det för intresse för dessa utvecklingsmöjligheter?
  - b. Upplever du detta som en motiverande faktor bland de på avdelningen?
24. Beskriv ett scenario när motivationen på avdelningen är som bäst.
- a. Vad är det som krävs för att det ska vara så här?
  - b. Hur ofta upplever du att motivationsnivån är så här?
25. Om du fick fria händer att göra vad du ville för att öka och bibehålla motivationsnivån på avdelningen, vad skulle du då göra?
- a. Tror de på andra på avdelningen skulle tycka samma sak var viktig?

#### **Deras roll i de anställdas motivation**

26. Beskriv tre personliga drag som beskriver dig som team ledare.
- a. Hur tror du dessa egenskaper återspeglas i hur du motiverar de på avdelningen?
  - b. Hur viktig roll tror ni som manager har när det kommer till att motivationsnivån på avdelningen? Förklara hur, ge exempel.

#### **Den egna motivationen**

27. Om du nu funderar kring vad motivation är för dig, hur skulle du generellt beskriva motivation?
- a. Är detta något som du upplever har förändrat med tiden?
28. Vad motiverar dig att gå till jobbet?  
Vad motiverar dig att göra dina arbetsuppgifter?  
Vad motiverar dig att ta initiativ att göra andra saker utöver dina arbetsuppgifter?
29. Om du fick ändra på vad du ville som skulle innebära att *din* egen motivation skulle öka, vad skulle det vara?
30. Tror du att din egen motivation är något som har en inverkan på de andra på avdelningen?
- a. Om ja, hur? Ge exempel.

## **Translated from Swedish to English**

### **Background Information**

1. Gender:  Female  Male
2. Age:  -29  30-39  40-49  50 –
3. How many years of experience do you have as a manager?
4. What is your role at Customer Service today?
  - a. For how long have you had it?
  - b. How does it differ from the other manager's role?
  - c. What was it that attracted you to take on the challenge as a manager?
  - d. Have you had other positions within the organization?
5. What type of education do you have?

### **Motivation among the customer service department**

6. Describe the work tasks assigned to the employees at the department?
7. What do you think motivate the employees to go to work?
8. What do you think motivate the employees to perform the duties you mentioned?
9. Is there room for the employees to be creative and take initiatives in addition to the tasks? (If the answer is no, skip to question 15)
10. Do the employees in the department take the initiative to do things beyond their work tasks?
  - a. If not, why not? (If the answer is no, go to question 12)
  - b. If yes, how is this noticed? In what purpose is it noticed?
11. What do you think motivates the employees to take initiatives and do things beyond their work tasks?
12. Do you encourage the employee to go beyond their work tasks?
  - a. If yes, how? Give an example.
  - b. How do you perceive it affects their motivation?

13. Do you expect that the employees should do things beyond their work tasks?
  - a. If yes, is there something they know about? If so, how do you feel that it affects their motivation?
14. How is performance measure among those in the department?
  - a. How is this addressed? How often?
  - b. Do you feel that it has an impact on their motivation?
15. If there is a person who does not do what s/he should, but you notice that the person is not as motivated in the actually work task, how it is handled? What would you do?
16. What actions are taken if there is someone who does not perform how s/he should?
  - a. Do you think this affects the individual's motivation to perform?
17. What is done to increase and maintain motivation in the department?
18. Is there an established reward systems that the employees have access to?
  - a. If, yes, can you describe this?
  - b. If yes, what is the purpose of it?
  - c. If yes, do you find that it generally affects the motivation among the employees?
19. Do you have the opportunity to motivate the department with money?
  - a. If yes, what do you think of it?
  - b. If no, do you think you could have affected the motivation of the employees if you had the opportunity?
20. Do you think the motivation among the employees affecting their performance?
  - a. If yes, how is this? Give an example.
21. How would you describe the general motivation level in the department?
22. Do you notice any difference between how the employees are motivated?
  - a. If yes, how?
  - b. Is there a difference between ages?
    - i. If yes, how do you handle it?
23. What types of personal development opportunities are there for the?
  - a. What is the interest in for these opportunities?
  - b. Do you find this as a motivating factor among those in the department?
24. Describe a scenario where the motivation of the department is high.
  - a. What does it take for it to be this way?
  - b. How often do you experience that level of motivation?
25. If you had free hands to do whatever you want to increase and maintain the motivation level within the department, what would you do?
  - a. Do they believe that the others in the department would find the same thing important?

#### **Manager's role in the employees' motivation**

26. Describe three personal characteristics that describe you as a manager.
  - a. How do you think these qualities are reflected in how you motivate the employees in the department?
27. How important do you think you, as a manager, are when it comes to motivation level in the department? Explain how, give examples.

#### **Their own motivation**

28. Now if you think about what motivation is for you, how would you generally describe motivation?
  - a. Is this something that you feel has changed over time?
29. What motivates you to go to work?  
 What motivates you to do your job?  
 What motivates you to take the initiative to do other things beyond your duties?
30. If you could change what you wanted, which would mean that your own motivation would increase, what would it be?
31. Do you believe that your own motivation is something that has an impact on the others in the department?
  - a. If yes, how? Give an example.

## Appendix 2. Interview Guide Employees

### Original in Swedish

#### Bakgrundinformation

1. Kön: Kvinna  Man
2. Ålder:  -29  30-39  40-49  50-
3. Vad har du för utbildning?
4. Vad har du för typ av anställning?
5. Hur länge har du arbetat på kundtjänst?
6. Har du jobbat med något annat inom organisationen?
7. Beskriv tre karakteristiska drag av din personlighet som beskriver dig i din arbetsmiljö.
  - a. Beskriver detta dig även utanför arbetsplatsen?
    - i. Om inte nämn en som beskriver dig bäst utanför din arbetsroll.

#### Motivation på arbetsplatsen

8. Vad är motivation på arbetsplatsen för dig?
9. Vad motiverar dig till att gå till arbetet?
10. Hur motiverande upplever du att dina arbetsuppgifter är?
  - a. De arbetsuppgifter som du upplever mindre stimulerande, hur motiverar du dig att utföra dem?
  - b. Vad händer om du inte utför dina arbetsuppgifter?
    - i. Hur påverkas du av det?
11. Finns det utrymme att vara kreativ och ta egna initiativ utöver dina arbetsuppgifter?
  - a. Ge exempel.
  - b. Uppmuntras du till att ta initiativ och göra saker utöver dina arbetsuppgifter?
  - c. Är detta något du brukar göra?
    - i. Om ja, hur uppmärksammas detta?
    - ii. Om ja, vad motiverar dig till att ta initiativ till att göra saker utöver dina arbetsuppgifter?
    - iii. Om nej, varför inte?
  - d. Förväntas du att göra saker utöver dina arbetsuppgifter?
    - i. Hur märks detta?
    - ii. Hur påverkas du av det? Ge exempel.
12. Hur mäts dina prestationer?
  - a. Hur följs detta upp?
    - i. Hur ofta?
  - b. Hur påverkar detta din motivation? Ge exempel.
13. Hur ofta får du feedback?
  - a. Vad är det för typ av feedback?
  - b. Hur påverkas du av det?
14. Känner du att du blir uppskattad för dina prestationer?
  - a. Hur påverkar detta dig?
15. Kontrolleras vad du gör under arbetstid?
  - a. Hur upplever du att det påverkar din motivation och prestation?
16. Upplever du ditt arbete som flexibelt där du kan välja vad som ska göras?
17. Vad erbjuds det för utvecklingsmöjligheter för dig?
  - a. Är detta något som du har intresse för?
    - i. Om ja, varför?
    - ii. Om nej, varför inte?
  - b. Hur upplever du detta påverkar din motivation? (Oavsett om hon/han tycker att det erbjuds utvecklingsmöjligheter eller inte)
18. Vad är en positiv utmaning för dig i arbetet?
  - a. Är det något som motiverar dig?
19. Beskriv ett scenario när din motivation är som bäst.
  - a. Hur ofta upplever du detta?
20. (Till de äldre) Har vad som motiverar dig förändrats med tiden?

- a. Om ja, hur?
  - i. Varför?
- 21. (Till de yngre) Tror du att vad som motiverar dig kommer att ändras med tiden?
  - a. Om ja, hur?
    - i. Varför?

### **Managernas, medarbetarnas och arbetsuppgifternas påverkan på motivationen**

- 22. Hur viktig roll upplever du att dina chefer har när det kommer till din motivation?
  - a. Förklara hur de påverkar din motivation. Ge exempel.
- 23. Hur viktig roll upplever du att dina arbetskamrater har när det kommer till din motivation?
  - a. Förklara hur de påverkar din motivation. Ge exempel.
- 24. Hur viktig roll upplever du att dina arbetsuppgifter har när det kommer till din motivation?
  - a. Förklara hur de påverkar din motivation. Ge exempel.

### **Motivation och pengar**

- 25. Hur skulle du beskriva dina löneutvecklingsmöjligheter?
  - a. Har du möjlighet att påverka din löneutveckling?
- 26. Hur tror du att du skulle bli påverkad om du hade prestationsbaserad lön, det vill säga om du hade möjlighet att påverka din lön varje månad?
  - a. Tror du att din motivation till att prestera bättre skulle öka?
    - i. Om ja, varför?
    - ii. Om nej, varför inte?

### **Avslutande**

- 27. Hur skulle du beskriva den generella motivationsnivån på avdelningen?
- 28. Märker du någon skillnad i hur de på avdelningen motiveras?
  - a. Om ja, hur?
- 29. Vad upplever du görs för att öka och bibehålla motivationen på din avdelning?
- 30. Om du fick ändra en sak på din arbetsplats som skulle öka din motivation ytterligare, vad skulle det vara?
- 31. Är det någonting som du vill tillägga?

## **Translated from Swedish to English**

### **Background Information**

1. Gender:  Female  Male
2. Age:  -29  30-39  40-49  50 –
3. What types of education do you have?
4. What is your type of employment?
5. How long have you worked at the customer service department?
6. Have you worked with anything else within the organization?
7. Describe three characteristics features that describe you in your work environment.
  - a. Does this describe you outside the workplace? If not, name one that describes you best out of your role.

### **Motivation within the customer service department**

8. What is motivation at the workplace for you?
9. What motivates you to go to work?
10. How motivating do you think your job is?
  - a. The work tasks that you experience less stimulating, how do you motivate yourself to accomplish them?
  - b. What happens if you do not perform your work tasks? How are you affected by it?
11. Is there room to be creative and take initiative in addition to your work tasks?
  - a. Give an example.
  - b. Are you encouraged to take initiative and do things beyond your work tasks?
  - c. Is this something you usually do? If so, how this is noticed? If yes, what motivates you to take the initiative to do things beyond your work tasks? If not, why not?
  - d. Is it expected of you to do things beyond your work tasks? How is this noticed? How are you affected by it? Give an example.

12. How is your performance measured?
  - a. How is it followed up? How often?
  - b. How does this affect your motivation? Give an example.
13. How often do you receive feedback?
  - a. What kind of feedback?
  - b. How does that affect you? Give an example.
14. Do you feel that you are appreciated for your achievements?
  - a. How does this affect you?
15. Are your performance controlled and measured during work hours?
  - a. How do you feel it affects your motivation and performance?
16. Do you feel your work is flexible and allowing you to choose what to do?
17. What is offered for your personal development?
  - a. Is this something that you have an interest for? If so, why? If no, why not?
  - b. How do you feel this affects your motivation?
18. What is a positive challenge for you at work?
  - a. Is that something that motivates you?
19. Describe a scenario where your motivation is high.
  - a. How often do you experience this?
20. (For the older employees) Do you think your motivation has changed over time?
  - a. If yes, how? Why?
21. (For the younger employees) Do you think your motivation will change over time?
  - a. If yes, how? Why?

#### **Managers, employees and the work tasks impact on motivation**

22. How important is the manager's role when it comes to your motivation?
  - a. Explain how they affect your motivation. Give an example.
23. How important is your colleagues have when it comes to your motivation?
  - a. Explain how they affect your motivation. Give an example.
24. How important is the work tasks when it comes to your motivation?
  - a. Explain how it affect your motivation. Give an example.

#### **Motivation and Money**

25. How would you describe your opportunities to improve your salary?
  - a. Do you have a chance to affect your salary?
  - b. How?
26. How do you think you would be affected if you had commission-based salary, that is, if you had the opportunity to influence your paycheck every month?
  - a. Do you believe that your motivation to perform better would increase? If so, why? If not, why not?

#### **Finale questions**

27. How would you describe the general motivation level within the department?
28. Do you notice any difference in how your co-workers are motivated?
  - a. If yes, how?
29. What do you feel is done to increase and maintain motivation in your department?
30. If you could change one thing in your workplace that could increase your motivation further, what would that be?
31. Is there anything that you want to add?