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Manager Motivation and Organizational Change

A case study of how manager motivation is fostered in a company and impacted by an organizational change effort

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Abstract

Organizations are a fundamental part of today's society, playing an important part in people's everyday lives as well as in economic development. The key to running a successful organization in today's complex business environment is to constantly develop and continuously motivate one's workforce. Motivation is especially important to foster within managers, as it is an important trait for them to possess to do their job effectively. This study examines how manager motivation is fostered in a company, as well as how manager motivation is impacted by an organizational change effort. The research is designed as a single case-study, studying the Stockholm-based medium-sized company, ATA Hill & Smith AB, operating in the traffic safety industry. 15 qualitative interviews conducted with managers, resulted in expected and unexpected insights into how manager motivation is fostered. Feelings of involvement and opportunities for competence development were concluded to be the most important motivators for managers in an organization undergoing an organizational change effort. Whilst not aligning completely with the theoretical framework, the conclusions could still be analyzed in light of the thesis theoretical framework of Self-Determination Theory and Expectancy Theory. Though not deemed to be the most important factors for manager motivation, the theoretical assumptions of the importance of, feelings of autonomy, and relatedness as well as expectancy, was affirmed rather than disproven. It was also concluded that an organizational change process has to a large extent a positive effect on manager motivation as well as that the context of change most likely have influenced the findings of the study, making the results primarily applicable for companies a in similar situation.

Acknowledgment

This thesis would not have been possible without the kind support of a group of helpful individuals, to whom we would like to express our sincere appreciation.

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Sincerely,

Emma Walldén   Fredrik Horn

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Terminology

Effectancy promoting feedback: The feedback helps the recipient to interact more effectively with their environment (Sabir, 2014).

Expectancy: "Expectancy is the perceived probability that effort will lead to good performance [...]" (Chiang & Jang, 2018, p. 314)

External regulation: When an individual is performing a task to receive a tangible reward or to avoid punishment (deCharms,1968).

External rewards: tangible monetary rewards, such as bonuses and salary increase (Ryan & Deci, 2000).

Extrinsic motivation: When a person is motivated to perform a behavior, contingent on the fact that they will obtain an outcome in response to performing that behavior. (Ryan & Deci, 2000).

Identified regulation: An individual views goals and values as personally important (Ryan & Deci, 2000).

Impression management: The process of people seeking to influence other's image of them (Rosenfeld, Giacalone & Riordan, 1995).

Internal rewards: praise and other non-monetary intangible rewards.

Instrumentality: " [...] the instrumentality is the belief that if an individual does meet performance expectation, he or she will receive a greater reward." (Chiang & Jang, 2008, p. 314)

Integrated regulation: When company goals, values and regulations have been fully integrated with the individual's own goals, values, and needs (Ryan & Deci, 2000).

Intrinsic goals: community, personal growth, and close relationships (Deci & Ryan, 2000).

Intrinsic motivation: The motivation that comes naturally to an individual without the need for any external pressures or rewards. It is an individual's inherent natural tendency to challenge themselves and to seek out new knowledge and learn (Ryan & Deci, 2000).

Introjected regulation: When an activity is conducted to avoid feelings of anxiety and to obtain feelings of pride and high self-esteem (Deci & Ryan, 1995, referred to in Ryan & Deci, 2000).

Motivation: "[...] energy, direction, persistence and equifinality--all aspects of activation and intention." (Ryan & Deci, 2000, p. 69).

Optimal challenges: tasks that are challenging but not too challenging (Researchers' definition).

Organizational change effort: Conducting an organizational change process with the aim of moving from a period of stagnation and loss of competitive advantage, to become a more successful and effective organization.

Ordinary company: Operating in an industry not considered naturally 'inspiring' or exciting (Researchers' definition).

Valence: "Valence refer the value the individual personally places on rewards: the function of needs, goals, values and preferences." (Chiang & Jang, 2008, p. 314)

"One considers that nurses and doctors actually save lives, and after a workday, they come home and might feel that they have contributed. That feeling is maybe difficult to get while working with turning papers at an office. [...] We want the traffic safety worker to say "I save lives for a living, I work with preventing people from dying working on the roads." I hinder people from colliding when they are passing roadworks. You want each coworker to understand how they contribute, it is damn important. [...] We have it as a slogan, "for the love of lives".

(Anonymous manager at ATA Hill & Smith, personal communication, November 26, 2020).

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1. Introduction

Is there a recipe for creating motivated managers in a company? One may believe that it is easy to maintain a high level of motivation as a manager of a heroic profession who operates in an 'inspiring' company, such as a doctor who saves lives for a living, but the reality is usually not that glamorous. This study examines how manager motivation is fostered as well as impacted by an organizational change effort, through a case study of ATA Hill & Smith, a company in the traffic safety industry.

1.1 Background

Organizations are a fundamental part of today's society, playing an important role in people's everyday lives as well as in economic development. The key to running a successful organization in today's complex and ever-changing economic environment is to develop and continuously motivate one's workforce (Hirschey & Bentzen, 2016 [2016]). The people employed in a company are oftentimes the most central organizational resource. Facilitating motivation in employees and managing to keep highly motivated employees, is key to ensuring organizational success (Mullins, 2005). Motivation is significantly important to foster within managers, as it is a crucial trait for managers to possess for them to do their job effectively (Goleman, 2014). Research has shown that there is a positive relationship between motivation and employees' productivity (Lata, 2017).

Organizations operating in an ever-changing environment strive to learn from previous experiences and adapt to face the introduction of new demands (Cohen, 1999). Change management has been shown to have a positive impact on employee motivation (Firdaus, 2018). To succeed in change efforts, Kotter & Cohen (2002) emphasize the importance of diminishing the barriers for people in an organization, e.g. by replacing pessimistic people, with optimistic ones, especially at the time when people start to comprehend and adapt according to the change vision, as well as act upon it. Change implementation has been shown more likely to succeed when communication and motivation are taken into consideration by the organization's leaders, as leadership in an organization controls the opportunity to increase the company's growth and competitiveness on the market (Gilley, Gilley & McMillan, 2009).

1.1.1 Origins of motivational research

The study of motivation can be said to have a short history but a long past. Humans have in all likelihood tried to explain the behavior of the people around them since the beginning of human history. The term motivation, however, has only been used since the 1930s (Heckhausen, 1991). Since the 1930s, motivation has been widely researched and today there is a plethora of literature, theories, and handbooks available on the subject. Today motivation as a term concerns, as referred to by Ryan and Deci (2000, p. 69), *"[...] energy, direction, persistence and equifinality--all aspects of activation and intention."*, and motivational force is, as defined by Chiang and Jang (2008, p. 313), *"[...] the force directing specific behavioral alternatives, which are suggested when deciding among behavior options."* Research on the issue of motivation and what fosters it has been a perennial subject for research in psychology since the discipline's inception. This is in part because of motivation being core in understanding biological, social, and cognitive regulation. However, the primary reason for the wide and continued interest in the issue is more likely the immense value understanding motivation can bring for companies and society as a whole (Ryan & Deci, 2000). Research into the field of motivation is often divided into two areas, of which both are introduced in the following sub-sections. One aims to identify what facilitates motivation, i.e. motivational content theories, and the other aims to determine how motivation is fostered i.e. motivational process theories (Chiang & Jang, 2008).

1.1.2 Motivational content and process theories

In the sub-field of motivational content theory, Maslow and Herzberg are two widely recognized researchers. Maslow developed the hierarchy of needs (Maslow, 1954). Herzberg, Mausner, and Snyderman (1993[1959]) introduced the motivation-hygiene theory. A more recent motivational content theory is the Self-Determination Theory (SDT). SDT consists of six sub-theories each trying to explain different aspects of motivation or how it is fostered. SDT develops their sub-theories around the assumption that there are two different types of motivation, i.e. extrinsic and intrinsic motivation (Ryan & Deci, 2000). Motivational process theories focus on how motivation can be facilitated from a process perspective (Chiang & Jang, 2008). An early and important researcher within this group of theories is B.F. Skinner, who introduced the Reinforcement theory (Skinner, 1958). Further research has been conducted by Vroom (1995), who studied motivation and brought wider knowledge to society by studying the relationship between work and motivation and established the Expectancy Theory (Vroom, 1964, 1995). In recent years, Expectancy Theory has been modified by

researchers such as Porter and Lawler (1968), then further adjusted by Chiang and Jang (2008).

1.1.3 The case company ATA Hill & Smith

To provide further insight into the research field of motivational psychology, this thesis examines a medium-sized company located in Stockholm within the traffic safety industry, ATA Hill & Smith AB. ATA Hill & Smith provides products and solutions for highway worksites, e.g., vehicle equipment, signage, and traffic control materials, and has approximately 150 employees (Hill & Smith Holdings, n.d.). The company has in recent years been stagnating, experiencing low profitability, low margins, and a loss of competitive advantage. Meanwhile, the competition is fierce and is constantly increasing among actors in the market. To counteract this negative trend, ATA Hill & Smith is currently conducting an ambitious change effort. The change process was initiated in late April 2020 and is planned to be finalized by January 2021. The new CEO is shifting the previously centralized organizational structure into a decentralized organization. The objectives of the organizational change are to establish local ownership, a sales organization, a customer-oriented approach as well as a proactive mindset. The new structure is divided into three business regions with regional management in the south, middle, and north of Sweden. Leading up to the initiation of the change effort the company underwent a noteworthy workforce restructuring with numerous terminations, resigns and new hires. Reportedly ensuring that the majority of current employees have a somewhat positive attitude towards the change effort, as stated by the company CEO. The board of directors proposes that managers experience the greatest transformation and change, although all employees should feel more involved and informed. A clear purpose of the change process is to create more motivated managers which should result in a more efficient and productive organization. To summarize, the main objective is that employees at ATA will feel motivated, involved, and proud. (Peter Bäckström, CEO at ATA Hill & Smith, personal communication, July 17, 2020)

1.2 Problem discussion

Failures of companies often result in crucial social and economic consequences. Because of the impact companies have on society and the environment in which they operate (Silvanavičiūtė, 2008). As earlier stated, managing to constantly develop and motivate a company's workforce is key to running a successful organization in today's economic environment (Hirschey & Bentzen, 2016[2016]). In addition to being important for a

company's workforce, motivation is especially valuable to foster among managers, due to it being an important trait for managers' effectiveness at work (Goleman, 2014). An extensive study shows that 23 percent of employees do not feel motivated at work (Hellebuyck, Nguyen, Halphern, Fritze & Kennedy, 2017), bringing attention to an existing problem area of societal and organizational importance. Therefore, extended research on manager motivation has the potential to bring value not only to organizations but to society as a whole.

Researchers' view on motivation, has experienced a shift in the last twenty years. Evolving from a behavioristic approach, which promotes the control of motivation from external sources, towards a view which emphasizes individuals' inherent drive for learning and growing. Since the shift's inception, much research has been conducted in the field (Ryan & Deci, 2020). However, previous research has had a heavy focus on domains such as education, sports, and health care (Deci & Gagné, 2005), for example, research by Jang, Kim, and Reeve (2012). The majority of existing research on motivation in interpersonal and business environments focuses on *lower-level* employees rather than managers, and or uses a *quantitative* rather than a qualitative approach. Furthermore, research rarely focuses on the relationship between motivation and change efforts. To exemplify, recent research of these characteristics are (Woolley & Fishbach, 2018; Slemp, Kern, Patrick & Ryan, 2018; Grant, 2008; Guntert, 2015; Chiang & Jang, 2008). To fill the gap in the literature, this thesis contributes with an understanding of how *managers'* are motivated, examined from a *qualitative* perspective, as well as insight on how a unique condition such as an organizational *change effort* affects motivation.

Organizations that fail to adapt and change in accordance with the continuously changing market environment, tend to lag behind their competitors (Lymbersky, 2014). Lymbersky states that mistakes made by top management are the primary cause of corporate crises, one of the most common management mistakes being continuing with a non-functional corporate strategy. Avoiding to adapt strategies, may have a major impact on the financial position of a company in the market (Lymbersky, 2014). As previously stated in subsection 1.2, the examined company ATA Hill & Smith is an example of a company making a change effort to remain competitive. As the company is moving from a period of stagnation and poor financial position in the market, with the aim of becoming a successful and competitive organization with motivated and proud employees. Thus, serves as a relevant case for extending the research on how manager motivation might be impacted by organizational change efforts.

In addition to being positive for economic development, linkages have been found between motivation, well-being, and mental health (Ryan & Deci 2000). Further substantiating the negative societal effects of low motivation among managers. Experiences of satisfaction at work correlate with people's ability to experience satisfaction in their lives. Given that a quarter to a third of people's lives is spent at the workplace, workplaces' impact on physical and mental health of employees is important (Hellebuyck et al., 2017). Further affirming the proposition that extended research on manager motivation has the potential to bring value to society as a whole.

1.2.1 Contributions to literature and practitioners

This study aims to bring value to the research field of motivational psychology and specifically workplace motivation, by examining the motivation of managers' operating in the unique condition brought about by an organizational change effort. The researchers of this study propose that the studied company, ATA Hill & Smith, possesses characteristics typical for an ordinary organization, adequately depicting the conditions that the majority of managers are working in today. ATA Hill & Smith are thereby deemed to be a good case for studying manager motivation in an ordinary company, excluding heroic organizations operating in more naturally motivating, inspiring or exciting industries. From a practical perspective, this thesis aims to provide a deeper understanding of manager motivation and the impact that an organizational change effort has on it. The findings of this thesis are first and foremost valuable for the studied company, ATA Hill & Smith, however, the findings are hopefully also applicable for other organizations, of similar characteristics, conducting or considering a similar organizational change effort.

1.3 Purpose and Research Question

This thesis aims to extend the knowledge on how managers are motivated in an organization, as well as provide a further understanding of how a change effort in an organization influences managers' motivation. To fulfill this purpose, the research question examined is;

How is manager motivation fostered in a company and impacted by an organizational change effort?

1.3.1 Delimitation

A limitation of this thesis, is that it does not examine the change process itself, solely how an organizational change effort might impact manager motivation.

2. Theoretical framework

This thesis applies one motivational content theory, which is Self-Determination Theory and its complementary sub-theories, as well as one motivational process theory, Expectancy Theory, to provide a relevant framework for the analysis.

2.1 Self-Determination Theory

Self-Determination Theory (SDT) is a theory, or a group of theories, within motivational psychology primarily focusing on the conditions that make motivation flourish. Thereby making the theory relevant to use as a broad framework for understanding and analyzing the results of this study. SDT clearly distinguishes between internally derived intrinsic motivation and externally derived extrinsic motivation and centers around how these two types of motivation are influenced by humans' presumed needs for feelings of autonomy, competence, and relatedness (Ryan & Deci, 2000). A need for autonomy is defined within SDT as a need for a sense of psychological and volition freedom. According to SDT, autonomy does not stand in opposition to feelings of relatedness and community, the theory rather sees feelings of autonomy as freedom in decisions and actions. Feelings of competence, within SDT, refers to an individual's sense of self-efficacy and mastery of everyday tasks. SDT also highlights that an individual's perceived competence for a particular task relates also to the relative difficulty of that task, meaning that optimal challenges are important for facilitating feelings of competence. Feelings of relatedness are, within SDT, referred to as feeling connected to or having a sense of community with the people in one's proximity. The theory highlights the importance of that these people, or others, are people that the individual values and feels or wants to feel connected to. (Ryan & Deci, 2000; Van Assche, Van der Kaap-Deeder, Audenaert, De Schryver, & Vansteenkiste, 2018)

2.1.1 Purpose, a business-centric addition to SDT

To provide a more business-centric perspective to the analysis of this study, a fourth factor for motivation is added, based on author and lecturer Dan Pink's (2010) adaptation of SDT. Pink writes about three factors for motivation, autonomy, mastery, and purpose. Autonomy and mastery are largely indistinguishable from autonomy and competence, covered in SDT.

Purpose, however, differs substantially from relatedness in that its primary focus is on individuals' propensity to be motivated by being a part of something bigger. Pink argues that people want to feel a greater purpose behind their work and that it is important that company goals and values correspond to one's own goals and values. The author proposes that this motivator can be fostered by making sure that everyone in the company understands the company vision and values, and can see the bigger picture of the work that is being done. Pink (2010) proposes that the company should strive to hire individuals whose goals and values align with the company's. In this thesis, purpose will serve as an additional factor for motivation providing a business-centric perspective to the analysis.

2.1.2 The six sub-theories within Self-Determination Theory

The Self-Determination Theory is constantly evolving and is currently composed of six sub-theories, each of which addresses valuable aspects of personality functioning and motivation, i.e. Cognitive Evaluation Theory (CET), Organismic Integration Theory (OIT), Causality Orientations Theory (COT), Basic Psychological Needs Theory (BPNT), Goal Contents Theory (GCT) and Relationships Motivation Theory (RMT) (Vansteenkiste, Niemiec, & Soenens 2010; Deci & Ryan, 2014). This thesis will primarily use the sub-theories Cognitive Evaluation Theory and Organismic Integration Theory, as they are the primary theories for understanding intrinsic and extrinsic motivation respectively, only covering COT and GCT to the extent to which they relate to OIT and CET. RMT and BPNT are excluded from this thesis theoretical framework due to the theories' primary focus being fostering well-being rather than motivation.

2.1.3 Cognitive Evaluation Theory

Cognitive Evaluation Theory or CET is used in this thesis as a framework for understanding and analyzing intrinsic motivation, why it emerges, and what can be done for it to flourish. Intrinsic motivation is, according to CET, defined as the motivation that comes naturally to an individual without the need for any external pressures or rewards. It is an individual's inherent natural tendency to challenge themselves and to seek out new knowledge and learn. Intrinsic motivation can according to CET only exist for an activity when the individual finds that activity to be challenging, aesthetically valuable, or novel, i.e. new and exciting (Ryan & Deci, 2000). Intrinsically motivated behaviors can, as Goal Contents Theory explains it, be done to accomplish intrinsic goals such as community, personal growth, and close relationships (Deci & Ryan, 2000). This definition of intrinsic motivation is, in this thesis,

used as a means of analyzing and valuing interviewee answers in general as well as in analyzing the impact of an organizational change effort on motivation.

CET is built around the assumption that each individual is naturally endowed with intrinsic motivation and that this natural tendency can be fostered or diminished by external factors or conditions. CET is based on the assumption that the fundamental needs for feelings of competence and autonomy are key in fostering intrinsic motivation. The theory states that optimal challenges, effectancy-promoting feedback i.e. feedback that helps the recipient to interact more effectively with their environment, and freedom from demeaning evaluations facilitate intrinsic motivation (Sabir, 2014; Ryan & Deci, 2000). The theory states that an individual's intrinsic motivation for performing a particular task can be heightened by making the individual feel competent in performing that task. Ergo, according to the theory, giving rewards and positive feedback to an individual in response to them performing a task well will foster intrinsic motivation for that activity, by facilitating their feelings of competence for that activity. In contrast, giving negative, non-effectance promoting feedback thwarts intrinsic motivation. (Ryan & Deci, 2000)

CET states that all expected tangible rewards that are contingent on performance lower intrinsic motivation by lowering perceived autonomy. Directives, threats, imposed goals and pressured evaluations can have the same detrimental effect (Deci, Koestner & Ryan, 1999). The third basic need, relatedness, can, according to CET, have a positive impact on intrinsic motivation, it does not however seem to be a necessary factor for high levels of intrinsic motivation to emerge. This thesis uses these recommendations for facilitating intrinsic motivation primarily as a means of explaining and analyzing the interviewees' answers with respect to their view on directives, monetary and non-monetary rewards, and feedback. (Ryan & Deci, 2000)

2.1.4 Organismic integration theory

Organismic Integration Theory is in this thesis used as a means for understanding how externally derived motivation varies in its expression in respect to the degree to which a manager has internalized company goals and values and is self-determined in their work. Externally derived motivation, or extrinsic motivation, is when a person is motivated to perform a behavior, contingent on the fact that they will obtain an outcome in response to performing that behavior. That outcome can be anything, from tangible rewards such as

bonuses and salary increases to intangible rewards such as praise or a sense of self-esteem (Ryan & Deci, 2000). Extrinsically motivated behavior is, as Goal Contents Theory explains, done to accomplish extrinsic goals such as appearance, success, and popularity (Deci & Ryan, 2000). As shown in figure 1, OIT divides motivation into six types, or forms of regulation, being non-regulation (1), external regulation (2), introjected regulation (3), identified regulation (4), integrated regulation (5), and intrinsic regulation (6) (Ryan & Deci, 2000).
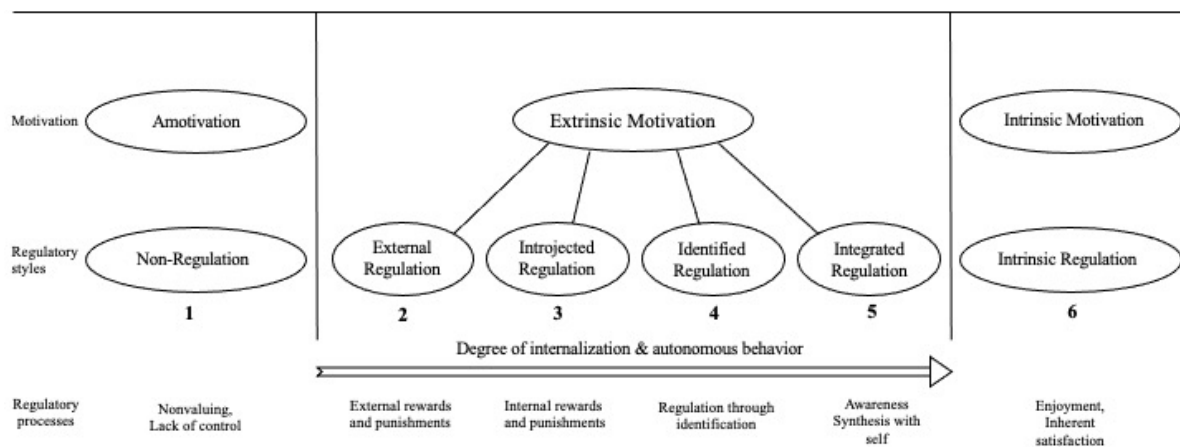

Figure 1 OIT-Taxonomy Continuum
(An adapted version of Ryan & Deci, 2000, p. 72)

Amotivation, the result of non-regulation (1), is the least autonomous type of motivation and is when an individual either does not act at all or acts without intent. On the far right of the spectrum sits intrinsic motivation (6), contingent on intrinsic regulation, meaning that the individual does the activity for its inherent satisfaction and enjoyment. Between amotivation (1) and intrinsic motivation (6), OIT divides extrinsic motivation into four different types, corresponding to an individual's level of autonomy in action and the degree that an individual has internalized regulation connected to a given behavior. (Ryan & Deci, 2000)

Four types of extrinsic motivation
The least self-determined extrinsically motivated behaviors are referred to as external regulation (2). External regulation is when an individual is performing a task to receive a tangible reward or to avoid punishment (deCharms,1968). The second least autonomous form of extrinsic motivation is referred to as introjected regulation (3). Introjected regulation is when an activity is conducted to avoid feelings of anxiety and to obtain feelings of pride and high self-esteem (Deci & Ryan, 1995, referred to in Ryan & Deci, 2000). The second most autonomous form of extrinsic motivation is identified regulation (4). Identified regulation is

when the individual views the goals, values, and regulations of a behavior to be personally important. The fourth and most self-determined form of extrinsic motivation is referred to as integrated regulation (5). Integrated regulation is when company goals, values and regulations have been fully integrated with the individual's own goals, values, and needs. Integrated motivation is similar to and carries a lot of the same benefits as intrinsic motivation. It is however still referred to as extrinsic motivation due to it being conducted to obtain a certain outcome (Ryan & Deci, 2000). The further to the right on the OIT-continuum an individual sits, the more the individual is, as Causality Orientations Theory explains it, autonomous in their orientation. Autonomous orientation is when an individual acts in response to valuing or interest in what is to be done (Koestner & Zuckerman 1994). The terminology covered in this subsection is used primarily for analyzing groups of interviewees based on their preferences and how those relate to these different types of extrinsic motivation.

Benefits of further internalization

OIT states that as an individual internalizes values and regulations, they will experience growing autonomy in their work and subsequently move through the different types of extrinsic motivation. The theory however does not state that an individual necessarily needs to move through each type of extrinsic motivation on the continuum, situational factors, and previous experiences may enable an individual to relatively quickly internalize regulations to some extent (Ryan & Deci, 2000). OIT states that higher levels of internalization correlate with a number of behavioral advantages. A greater degree of internalization can result in greater volition persistence, enhanced subjective wellbeing, more behavioral effectiveness as well as a greater propensity for cultural assimilation. External regulation (2) is correlated with showing less value, effort, and interest for a given activity and a higher tendency for blaming others for negative outcomes. Introjected regulation (3) can lead to higher levels of effort expenditure in individuals, but this at the expense of the individual's ability to cope with failure and increased levels of anxiety. When regulation is identified (4), however, it is proposed that individuals expend more effort, show more interest, and tend to have more positive coping styles. (Ryan & Connell, 1989, referred to by Ryan & Deci 2000). The insights from this subsection are being used as a basis for explaining why internalization of company goals and values is something to strive for.

Facilitating internalization

Given the conclusion that increased internalization leads to a multitude of positive outcomes, facilitating this in individuals becomes a critical issue. Organismic Integration Theory proposes that feelings of relatedness are of central importance for internalization to occur. This claim is motivated by the fact that extrinsically motivated behaviors generally are not very interesting and that the foremost reason an individual has to adopt them is that they are valued, modeled, or prompted by people that the individual feels or wants to feel related to. OIT states that external regulation (2) can occur when the individual feels competent enough and there are rewards or threats present. According to the theory, introjected regulation (3) can only occur if the individual feels competent, related, and that the activity is valued by people that the individual feels or wants to feel related to. To reach the third level of internalization, identified regulation (4), the individual must feel a sense of autonomy in addition to relatedness and competence. To reach the highest level of internalization on the OIT-continuum, integrated regulation (5), the individual needs to understand the regulation and synthesize it into their own goals and values. For this to occur, support for autonomy is necessary. (Ryan & Deci, 2000) These theoretical insights are used in this thesis as a way of analyzing the degree of internalization among managers, and for giving suggestions of the best courses of action.

2.1.5 Criticism towards Self-Determination Theory

Criticism towards SDT, is expressed by Pyszczynski, Greenberg, & Solomon (2000) who claim that the theory is insufficient in explaining the "dark side" of human activity. Activities such as fear, hostility, anger, and prejudice are expressed in SDT to be a consequence of the three basic needs of autonomy, competence, and relatedness not being met. This is according to Pyszczynski et al. too simplistic and the authors call for a complimentary theory addressing these more negative or defensive aspects of human activity and motivation. (Pyszczynski et al., 2000)

2.2 Expectancy Theory

Expectancy Theory is one of the motivational process theories, contributing to this thesis by directing focus on the decision-making process of individuals to enable understanding of whether they are motivated to sustain a productivity level and perform an activity consistently (Chiang & Jang, 2008). Expectancy Theory is built on the assumption "*[...] that human choice is subjectively rational.*" (Vroom, 1995, p. xviii). The model can be used to evaluate or

predict whether employees will stay in a job, the level of their job satisfaction, as well as employees' choices and effort at work. The theory is illustrated through an algebraic model that multiplies the variables expectancy, instrumentality, and valence, to generate force. Force is described as motivation, which generates in employees performing according to the desired behavior (Vroom, 1995). The term *expectancy* is explained as the strength of expectations regarding the specific outcome generated by an activity, and therefore the amount of effort employees put in their work. People have various amounts of confidence and expectations regarding their achievements. Secondly, the variables contain the term *instrumentality,* which is defined as the faith of employees that they will actually obtain the desired reward, and therefore managers must make sure to reward employees as promised. Finally, the term *valence* is explained as the employee's emotions regarding the outcome or reward of an activity, for example, extrinsic rewards such as benefits and money, or intrinsic rewards such as fulfillment. The term *valence* is relevant for this thesis report, as it refers to the importance of identifying factors that are highly valued by employees, which could enhance or diminish the utility of these motivational factors. The model has faced criticism regarding whether it is actually possible to measure variables such as expectancy and valence. (Vroom, 1995).
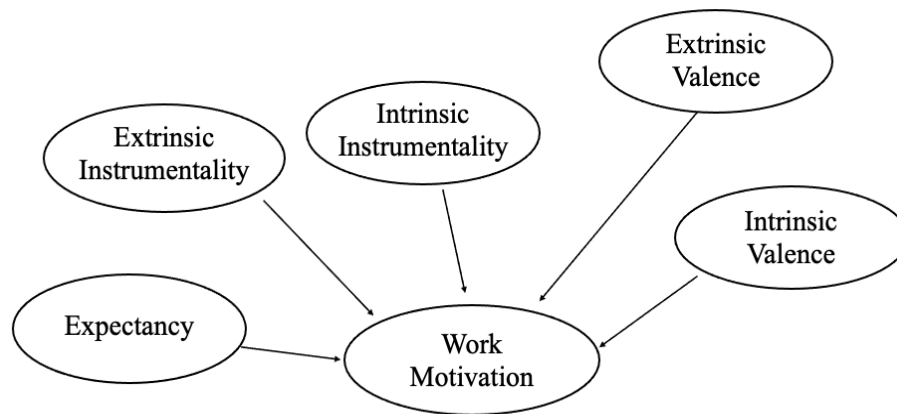
Figure 2 Modified Expectancy Theory
(An adapted version of Chiang and Jang, 2008, fig. 1, p. 320).

In this thesis, a modified version of Vroom's Expectancy Theory is applied. The modified Expectancy Theory divides instrumentality and valence into the sub-divisions intrinsic instrumentality and extrinsic instrumentality as well as intrinsic valence and extrinsic valence. The modified Expectancy Theory is applied as a tool for the analysis in this thesis, as it takes into consideration the intrinsic and extrinsic adaptions of instrumentality and valence.

Intrinsic instrumentality is the belief that if an individual meets the expectations of the performance, it generates intrinsic rewards, e.g., being trusted in taking on challenging tasks and having more responsibility. Extrinsic instrumentality differs in the meaning that meeting the expectations of the performance generates extrinsic rewards, i.e., receiving a promotion, monetary bonuses, and pay. Intrinsic valence is the personal value of receiving intrinsic rewards, for example, more responsibility and a feeling of accomplishment. Extrinsic valence is defined as the personal value the individual places on extrinsic rewards, e.g., pay increases, monetary bonuses, and a good wage. (Chiang and Jang, 2008).

Expectancy Theory has recently received criticism by Lloyd & Mertens (2018), suggesting that the formula is insufficient and arguing for the inclusion of a fourth variable "the social impact". A fourth variable would sum the internal relationships as well as add the external environment, resulting in the social impact. Lloyd & Mertens argue that the social impact accounts for factors that influence worker motivation, depending on a company's internal relationships and the social environment. The impact of the social environment is to some extent taken into consideration in this thesis, as it investigates how manager motivation is impacted by an organizational change effort.

2.3 Self-determination Theory and Expectancy Theory

Self-Determination Theory divides motivation into intrinsic and extrinsic motivation. SDT holds that intrinsically motivated individuals need no external factors or rewards to be motivated. The theory however does not specify how one motivates extrinsically motivated individuals. It only specifies how the level of integration of company regulations and values correspond to degrees of perceived relatedness, autonomy, and competence. To compliment SDT, Expectancy Theory is applied to add the aspect of how motivation can be developed in extrinsically motivated individuals, largely focusing on the tools that facilitate the process of creating manager motivation. The modified Expectancy Theory divides valence and instrumentality into intrinsic and extrinsic sub-categories. Instead of using this terminology, the thesis sharply uses the definitions; internal and external instrumentality and internal and external valence, as well as internal and external rewards. This choice is made to avoid confusion and misinterpretation, as SDT and Expectancy Theory have different interpretations of rewards. Despite using different terminology, the essence remains.

3. Method

In this section of the thesis, the research method of choice is presented, followed by different selections made. Thereafter, the data collection of both empirical and theoretical material is presented. Lastly, this section presents the data analysis, followed by an evaluation of validity, reliability, and ethical considerations.

3.1 Choice of method

Bryman and Bell (2017) describe the research approach as the relationship between practice and theory, which is divided into two categories: inductive research and deductive research. In inductive research, the theory has a less significant and governing role, while deductive research is characterized by theories that have a prominent role as a start- and endpoint in the research. In this thesis, an abductive approach was applied, which is a combination of inductive and deductive research. In abductive research, a hypothetical theory or pattern is formulated based on one specific case, creating a general theoretical framework. Throughout the process, the initial hypothesis or theory evolved and expanded, allowing for a multifaceted framework of theories that complement and strengthen each other. Therefore, analysis based on abductive approach is often clearly embedded in theories (Patel & Davidson, 2011). An abductive research approach was chosen to enable for an iterative process where new empirical and theoretical insights continuously impacted the research process. This approach allowed for collecting theoretical insights over time, to further establish a greater understanding of the study of motivation and what fosters it. The abductive theory allowed for the theory to evolve alongside real-world insights (Dubois & Gadde, 2002).

The research question was answered using a qualitative method. Patel & Davidson (2011, p. 14) describe that qualitative research usually means collecting "soft data", often in verbal form. Qualitative methods aim to, for instance, enhance understanding and interpretation of experiences and underlying causes of human behaviors. A qualitative approach was applied in this thesis, as the study of motivational psychology is abstract and subjective due to individuals' experiences and feelings. As mentioned in sub-section 1.2, earlier research on employee or manager motivation is often conducted using quantitative methods, therefore a

qualitative approach was chosen to provide a deeper knowledge of manager motivation. Qualitative interviews were conducted with the aim of identifying individual experiences of the studied phenomenon, as well as understanding characteristics of the interview subjects (Patel & Davidson, 2011). Conducting qualitative interviews is beneficial when the aim is to comprehend how people describe their experiences, values, and thoughts about the research subject. Furthermore, it is beneficial to get access to complexity through the qualitative data, which can enable comparison between the studied interview subjects (Lind, 2019). Therefore, a qualitative method enabled a deep understanding of manager motivation and how it is fostered, instead of evaluating quantitatively which could have generated less in-depth understanding.

3.1.1 Case study

The qualitative research method used was a case study, designed as a single-case study, studying managers at one company in the traffic safety industry. The case study method was chosen to study manager motivation, because of several advantages of the research nature. Bryman and Bell (2017) explain that case studies allow for detailed and in-depth analysis of one specific case, and that the objective is to develop a nuanced and complex understanding of the studied phenomenon. A case study is often used in the research field of Business Administration, for examining one specific organization or workplace (Bryman & Bell, 2017). This method was applicable for this thesis as the case study can be seen as fulfilling the characteristics of a qualitative research, that is understanding, explaining, and describing (Tellis, 1997). As this thesis examined one specific company in the traffic safety industry, as well as studied the complex subject of motivation, a single-case method was adopted to enable in-depth understanding of the complexity of the studied phenomenon. As for the credibility of single-case studies, an identified weakness is that they are not based on statistical inference, instead, they build on analytical conclusions (Dubois & Gadde, 2002). A disadvantage of case study is the difficulty in making scientific generalizations based on conclusions of a single-case study, which rarely can be applied to similar contexts and situations (Bryman & Bell, 2017). Therefore, conclusions were only applicable for organizations of similar type as ATA Hill & Smith, operating in western society. This limitation is supported by Andersen (2018, p. 1), who conducted the instrument "Andersen Motivation Profile Indicator [AMPI]", a measurement tool that has contributed to research about leadership and managers' motivation. The test resulted in, e.g., that motivation profiles of managers differ depending on their company's organizational type (2018).

3.2 Choice of company

As the purpose of this study was to examine manager motivation, a medium-sized company needed to be selected for this study, considering the size of the management team. A medium-sized company is defined as a company of less than 250 employees, with annual total revenue not exceeding EUR 50 million, and total assets not exceeding EUR 43 million (Europeiska Gemenskapernas Kommission, 2003). ATA Hill & Smith was chosen as the single company investigated in this thesis. This choice was made primarily due to availability and a previously established contact between the CEO and one of the researchers. Additionally, the company was chosen because of the fact that they were conducting an ongoing organizational change effort.

3.2.1 Choice of interviewees

15 qualitative interviews were conducted with managers at ATA Hill & Smith. The number of interview subjects included in the research was limited to 15, as a result of time limitations and the scope of this thesis. 15 out of 19 managers in total, equals 78,95% of the population, which is a relatively large sample size in relation to the population. The interview subjects were selected by the company's CEO, based on availability and suitability for the research. The applied criteria for participating in the research was that interviewees needed to be a manager at ATA Hill & Smith, i.e., either a part of the management team or classified as a middle manager, as well as been somewhat affected by the organizational change process.

3.2.2 Prior to data collection

The researchers met with the CEO of ATA Hill & Smith on two occasions to get an understanding of the organization and its challenges. During both meetings, the researchers were informed about the company structure, objectives, company values, and the ongoing change process. The researchers both managed to abide by their interest in motivation and consider the company needs to reach an agreement on a study of manager motivation, in the light of an organizational change process. Afterward, the research question and questionnaire were formulated, with the support of a pre-study based on prior research on motivation. After the second meeting, the researchers were provided with information about the company in both text and video-format which enabled a deeper understanding of the company.

3.3 Data collection

Literature in the research field of motivational psychology was critically explored and reviewed to formulate the research purpose and question, questionnaire as well as the background and theoretical framework. Literature in terms of physical books was collected, as well as electronic research articles and publications. When discovering and exploring different sources for literature, the course of action to a large degree aligned with the guidelines for literature search established by Patel and Davidson (2011). Initially, the researchers made preparations in terms of defining a relevant research field suitable for the purpose and research question of this thesis. The researchers chose the field of motivational psychology, specifically workplace motivation as the most suitable research field, as this study took a business-centric view. Secondly, the researchers introduced themselves to the subject by gaining an overview of motivational research through sources as encyclopedia as well as different literature from their University courses in Management and Industrial Management. Thereafter, the researchers choose relevant search tools, such as the electronic databases; Business Source Premier, the university library source Göteborgs Universitetsbibliotek (GUPEA), and Research Gate. Additionally, keywords were defined to achieve accuracy when searching for literature, such as "Motivation", "Manager motivation", "Self-Determination Theory" and "Organizational change". To obtain relevant literature, techniques were used that limited and filtered the search. The literature discovered was mainly research publications and articles of scientific nature. When choosing among literature, the researchers evaluated the reliability of the literature by assuring that articles and publications were peer-reviewed, preferably published in recent years, and submitted by researchers, professors, or authors. To further assure the credibility of the literature found, the researchers evaluated the number of citations done by using Google Scholar Citations. During the entire research process, the researchers reevaluated and added more literature as the process continued.

3.3.1 Qualitative interviews

Bryman and Bell (2017) explain that there are two main types of qualitative interviews, unstructured and semi-structured interviews. In this thesis, the qualitative questionnaire was designed for semi-structured interviews (Appendix 1). The choice of semi-structured interviews was made to be able to deeply investigate the subject of motivation, which was facilitated by the opportunity to ask broad and open questions, as well as by asking the interviewees to develop their answers. As a result, the interview subjects were able to design

their own answers, and the researcher was able to ask follow-up questions. Interviews based on a semi-structured approach enables qualitative answers whilst maintaining consistency and keeping the focus on the subject of interest (Bryman & Bell, 2017).

Each interview was held for 30 to 45 minutes and was conducted digitally. All interviews were supported by a video cam, for the researchers to be able to comprehend the information correctly. The interviews began with the researchers introducing themselves and their academic orientation, followed by a short presentation of the research question and purpose of the thesis. The interview subjects were asked for their consent to having the interview recorded, and were informed about the anonymity of the study. Both researchers attended the interview, although one researcher asked questions while the other was responsible for taking notes. Patel and Davidson (2011) explain that processing of qualitative data is facilitated by working with written text. Therefore, detailed notes were taken to ensure that interviews were correctly and truthfully transcribed. If the researcher noticed any incomplete notes, they listened through the recorded audio to complete the transcription. When an interview was finished, the interview subject was asked regarding their consent on a potential quotation. When including quotations in the thesis, recordings were listened through once again to ensure that citations were done correctly.

3.3.2 Questionnaire

The questionnaire (Appendix 1) was designed through the abductive approach, switching back and forth between the researchers' prior knowledge and the theoretical framework. The questions included in the initial draft were largely based on the researchers' previous knowledge of motivation from their bachelor's degree in Business Administration. The questionnaire was adapted several times, each time further impacted by theory as the researchers gained knowledge by reading scientific publications. Finally, the questionnaire was designed in themes, reflecting some of the content of the Self-Determination Theory. The questionnaire contained 31 questions and began with a few open-ended questions regarding what motivates managers and how the organizational change process has impacted their roles and motivation. Thereafter, followed more specific questions regarding how several factors impact their motivation, divided into thematic segments largely based on Self-Determination Theory. The Questionnaire (Appendix 1) further contained quantitative valuations of a few motivators. These quantitative valuations were ignored due to neither accurately reflect nor represent answers provided in questions of qualitative nature, thus failing to achieve the

presumed value of including these questions. Considering these valuations, could have resulted in the exclusion of motivators revealed to be of high importance, leading to a self-fulfilling prophecy. As the researchers conducted semi-structured interviews, they had the opportunity to ask the interviewees to develop their answers or illustrate their thoughts with practical examples. At times, the order of some questions was switched to create a more natural flow. After the first and second interviews, the questionnaire was adapted in terms of redefining three questions to facilitate comprehension. Further, two questions were added to the questionnaire to gather all necessary information. Learning from previous interviews, the researchers got more comfortable with explaining misconceptions of questions asked, which lead to better guidance by the researchers in the last couple of interviews. Through all interviews, the original order of the questions in Appendix (1) was quite neatly followed.

3.4 Thematic analysis

The methodology for the analysis of the qualitative interviews was based on established guidelines (Patel & Davidson, 2011). Patel and Davidson recommend reading all answers several times, to allow for codes or themes arising. When identifying themes of high importance, recurring expressions were highlighted and painted with color to clarify codes. This process is often described as coding. During the process of coding, expressions that related to the theoretical framework were pained with color. Conducting this coding process, allowed the researchers to quantify numerical data of managers who expressed similar preferences and thoughts. When themes began to arise, the researchers started to process these themes into main and sub-categories. Each question in the questionnaire was analyzed separately, allowing for comparison between 15 answers to one question. The open-ended questions at the beginning of the interviews revealed preferences that were considered as honest and unbiased. Therefore, answers to the open-ended questions enabled for identification of recurring themes that returned in several parts of the interviews. Some of the identified themes merged, as the researchers gained an understanding of how themes related to each other. Patel and Davidson further explain the importance of balancing the amount of text, citations, and interpretations based on theory. Chapter 5, empirical results and analysis, was designed as a unified structure, introducing numerical results as a complement to analysis of qualitative nature, and additional citations serving as illustrations of empirical findings. Important factors for fostering manager motivation were presented, closely followed by tools of importance on how to foster it. Analysis with basis in Self-Determination Theory and

Expectancy Theory was conducted throughout the chapter. The impact of an organizational change effort on manager motivation was to a large extent accounted for at the end of chapter 5. As the analysis was conducted with an abductive approach, it was influenced by the theoretical framework by switching back and forth between empirical data and theory. The thematization was therefore inspired by the theoretical framework and certain themes in Self-Determination Theory. Lastly, a hierarchy of main and sub-categories was established, which determined the order in which the empirical results and analysis in chapter 5 were presented.

3.4.1 Validity and Reliability

The validity and reliability of research are central aspects that researchers have to consider evaluating the information gathered. Bryman and Bell (2017) explain that these notions are mainly applied for quantitative research and takes on a different significance in qualitative research. Numerous researchers, such as Guba and Lincoln (1994; referred to in Bryman & Bell, 2017) suggest that trustworthiness and authenticity are more accurate for discussing research of qualitative nature. Authenticity is divided into four sub-categories: credibility, transferability, dependability, and confirmability (Bryman & Bell, 2017). The trustworthiness of this research was considered high, as the applied method was systematically accounted for to make it possible for readers to evaluate the process. Although, Rosenfeld, et al., (1995) explain that impression management can be used by trying to influence other people's image of you, which might have affected the trustworthiness of the study. Credibility or probability of the study was argued to be substantiated by a representative sample and an extensive duration of the interviews. As the interviewees were asked for permission to publish their quotes, the credibility further increased. Transferability concerns whether the results are applicable for conducting similar research in a different context. Similar to transferability, dependability direct focus on whether repeating the research in a different period of time would generate similar results (Bryman & Bell, 2017). The researchers transparently accounted for the change process being a tangible context that could not be ignored. The Covid-19 pandemic also served as a unique condition, as this might have impacted the results and diminished the dependability. The trustworthiness of the research was assured as the researchers constantly accounted for choices made. Confirmability concerns the object, considering whether the researcher might have influenced the results according to their thoughts or preconceptions. As the researchers conducted interviews together, took detailed notes, and recorded the interviews, the possibility to distort information was relatively low.

To conclude, the trustworthiness and authenticity of this research were considered to be relatively high.

3.4.2 Ethical considerations

Qualitative research aims to create value for society while considering the protection of participating individuals. Ethical principles for research are based on four requirements, the requirements of information, consent, confidentiality, and utilization (Patel & Davidson, 2011). In this thesis, these principles were applied at an early stage. Prior to the managers' acceptance of participating in this research, they were sent an email with a clear description of the interview, purpose, and research question. The email contained information regarding the anonymity of the participants, as well as consent. With the consent of the interview subjects, the interviews were recorded. The confidentiality requirement was met by storing all gathered data on a cloud service only accessible to the researchers. The researchers also signed a privacy statement prior to the research provided by the CEO. At the time of publication of the thesis, all data gathered was completely erased and not used for other purposes, which aligned with the utilization requirement. The participants of the research got access to the final version of the thesis. The benefits of a qualitative interview have to be weighed against potentially harmful consequences for the participants of the research (Orb, Eisenhauer, Wynaden, 2001). This requirement was met by only quoting anonymous expressions of insensitive character and asking for approval when required. By protecting the privacy of the participants and applying ethical research principles, harm was avoided.

4. Empirical Results and Analysis

In the following chapter, the empirical results are presented and analyzed with basis in the motivational content theory; Self-Determination Theory and its sub-theories, as well as the motivational process theory; Expectancy Theory. Thus, providing answers to the research question regarding how manager motivation is fostered in a company and impacted by an organizational change effort.

4.1 Feelings of involvement and manager motivation

Without explicitly asking the interviewees about 'involvement' and its impact on the managers' motivation, various expressions and valuations of the importance of feelings of involvement are recurring during the interviews. An illustrative quote: *"To feel a sense of involvement is very important [...] seeing one's part in the greater whole and feeling involved are main components. (...to motivation)"* (Anonymous manager at ATA Hill & Smith, personal communication, 1 December, 2020). Based on answers provided by the interviewees, feelings of involvement are described as; the opportunity to have an influence at the company, feeling involved in the company's processes and development, and being valued as an important part of the company as a whole. These preferences are merged into the term 'involvement', serving as an umbrella-term that represents all of these preferences which positively impact managers' motivation. The term involvement is used as a unified definition due to the similarity of these preferences, and the fact that there is likely a high degree of interconnectedness between the factors. If you foster one of them, the other might follow. Involvement is mainly fostered by feeling involved in the company processes and development, the entire journey, decision-making, and change effort. Preferences towards involvement are expressed in connection to several questions during the interviews, highlighting the factors' importance as well as its complexity. The importance of feelings of involvement for fostering motivation is rather unexpected, as it is neither explicitly mentioned in Self-Determination Theory, nor the Expectancy Theory. However, the desire to be valued as an important part of the company as a whole could be analyzed, according to SDT, as a need for a sense of self-worth and feeling valued within their group (Ryan & Deci, 2000).

An interesting finding is that six interviewees describe that involvement is, among other things, the desire to be involved in a bigger purpose. In terms of contributing to a bigger purpose, knowing how you are valuable to the company as a whole and a sense of meaningfulness. An illustrating quote: *"The things that motivate me in general is to feel that I am a part of something bigger, to feel belongingness, to get the opportunity to give my opinion, to be heard, to feel like I make a difference and to be appreciated."* (Anonymous manager at ATA Hill & Smith, personal communication, 1 December, 2020). The empirical finding of involvement could be analyzed with respect to Pink's theory of purpose. The driving force of wanting to be involved and contributing to the company could indicate, as Pink states, the desire to become a part of something bigger than themselves (Pink, 2010). Another empirical result that substantiates the importance of involvement, is that all 15 interviewees express being highly motivated by the opportunity to make a difference or have an influence at the company when explicitly asked about it. Two interviewees express being demotivated and frustrated if they are not involved or able to influence. To conclude, feelings of involvement in the company as a whole is highly influential on manager motivation. The researchers consider this empirical result as highly important as the interviewees supposedly provide honest and unbiased answers, without being explicitly asked about involvement.

4.1.1 How manager motivation is fostered by involvement

Based on interviewees' preferences, the company could foster feelings of involvement by listening to and considering the managers' proposals and opinions, involving the managers in decision-making processes, sharing information to the managers at an early stage, and clarifying the managers' contribution to and part in the company and the change process. Connecting back to Pink's theory (2010) of wanting to be a part of a purpose, this cautious analysis indicates that the company could foster manager motivation by succeeding in making the managers feel that they are involved in and contributing to a bigger purpose and the company as a whole.

4.2 Competence and manager motivation

All managers value personal development highly and see it as a highly important motivator. When asked explicitly, 14 out of 15 interviewees would appreciate an active effort from the company to develop their individual competence. An illustrating quote: "*If i don't feel like I am learning new things anymore, I get bored. [...] Opportunities for education and learning new things goes hand in hand with my motivation."* (Anonymous manager at ATA Hill &

Smith, personal communication, 1 December, 2020). This finding and statement align with SDT's view on the human inherent tendency to be intrinsically motivated in striving towards learning and development of one's capabilities. Even though the need for competence development is similar to SDT's proposed basic need for feelings of competence, the interviewees express a different meaning of competence. During the interviews' open-ended question about motivation at work, approximately seven out of 15 interviewees also describe a desire for constant personal growth and development, which is one of the goals that Goal Contents Theory refers to as intrinsic goals (Deci & Ryan, 2000).

Eight interviewees consider feeling competent in their work to be an important motivator when asked how their motivation for a specific task correlates with their competence level for that task. The feeling can be exemplified by this statement; *"The more you feel at home working on a certain task, the more motivated you feel."* (Anonymous manager at ATA Hill & Smith, personal communication, November 26, 2020)*. This finding and statement align with SDT's claim that feelings of competence are a crucial factor in fostering intrinsic motivation and in facilitating internalization of extrinsic regulation (Ryan & Deci, 2000). Eight out of 13 interviewees, with some overlap, consider a task to be motivating when the task itself is challenging and enabling the interviewee to learn something. This finding can be linked to SDT's statement that optimal challenge enhances intrinsic motivation, and that personal development is an intrinsic goal (Ryan & Deci, 2000). The need for competence development is concluded to be one of the most important motivators. However, the reasons for valuing competence development seem to vary among managers, with some managers valuing challenging tasks and other valuing tasks they feel competent enough to perform highly.

4.2.1 Competence development and Expectancy Theory

As earlier stated, all interviewees value feelings of individual growth and development. An analysis with a basis in Expectancy Theory is that a high personal value of individual growth and development means a high level of internal valence. To assure that the internal valence remains high, and therefore motivation, it is of importance that individual needs are satisfied with the optimal amount of challenge and growth, highlighting the importance of making an effort to increase the internal instrumentality.

The empirical finding that eight interviewees are highly motivated by being challenged and learning new things when performing a task, also reveals that three interviewees express a need for support when challenging themselves and taking on responsibilities beyond their level of competence. For those who are attracted by challenges, the level of expectancy, meaning the relationship between effort and performance, might increase as a result of self-confidence or an estimation of the challenge being manageable (Chiang & Jang, 2008). Individuals who express feeling somewhat afraid of performing tasks beyond their expertise might reach a lower level of expectancy because of the perception that the difficulty of the task is overwhelming. To conclude, with basis in Expectancy Theory, the company could optimize the motivation fostered by competence development by putting an effort in identifying individual needs, to actually reward individuals with new and challenging tasks. Given that the company learns who are mature to take on these tasks and provide support for those who express the need.

4.2.2 How manager motivation is fostered by competence development

The empirical findings, analyzed with respect to SDT and Expectancy Theory, suggest that the company could facilitate motivation by making an effort to identify which individuals have a constant need for challenge and which have a clear need to feel competent in the work that they do. Doing this could enable the company to adjust the difficulty of these individuals' tasks and education accordingly. This claim is substantiated by the fact that ten interviewees propose that the company could benefit from introducing development plans for each employee and or be more avid in figuring out what each individual wants to learn and accomplish.

4.2.3 How feelings of competence are impacted by rewards and feedback

14 out of 15 interviewees value praise highly and consider it to be an important motivator. The majority considers monetary rewards to be a negligible factor in motivation after a certain fair, market-based level. Five interview subjects state that it is important that the praise given is connected to a specific action and two interviewees say that monetary rewards can be used as a way of acknowledging good job-performance. Both these examples align with SDT that states that rewards and positive feedback can be used to reinforce feelings of competence and thereby as a consequence the individual's intrinsic motivation (Ryan & Deci, 2000).

Negative feedback can according to eleven interviewees have a negative impact on motivation, of which nine withholds that it is not negative as long as it is constructive and fair. This finding aligns with SDT's statement that negative feedback can decrease an individual's intrinsic motivation by lowering the individual's feelings of competence (Ryan & Deci, 2000). Eight interviewees mention that constructive negative feedback can work as a motivator as it motivates the recipient to improve as well as informs them on what can be improved. This finding is similar to the claims that SDT makes about effectance-promoting feedback, suggesting that negative feedback is only motivating when effectance-promoting and will otherwise have a detrimental effect on motivation (Ryan & Deci, 2000).

4.3 Autonomy and manager motivation

High levels of freedom in managers' work enhance their motivation, as 13 interviewees out of 13 asked, experience a high degree of freedom in their work today as well as consider that having more freedom increases their motivation considerably. For instance, interviewees express that being given the trust to plan one's working hours and having space for creative thinking and volition enhance feelings of autonomy and thus motivation. Furthermore, four out of 13 interviewees express that reducing or eradicating freedom in their work would either decrease their motivation and or have negative effects on their job satisfaction. One interviewee expresses that *"[...] we have freedom, but if you would remove it, I would see it as a killer of motivation."* (Anonymous manager at ATA Hill & Smith, personal communication, December 2, 2020). Analyzing this preference for autonomy in respect to CET would suggest that these individuals are at least partially intrinsically motivated and that feelings of autonomy increase their already existing intrinsic motivation. To conclude, a sense of autonomy is highly important for fostering manager motivation and managing to provide opportunities for choice and self-direction could increase intrinsic motivation (Ryan & Deci, 2000).

4.3.1 Goals and regulation of autonomy and manager motivation

When asked about how their motivation is impacted by goal management, 13 out of 15 interviewees state that goal management is highly motivating. Expressing that their motivation increases when aiming towards and achieving goals. Four out of 15 interviewees put a clear emphasis on the act of accomplishing goals as motivating, while four other interviewees talk about the usefulness of goals as a means for giving them focus and a direction to strive towards. *"I get very motivated by goal management. It creates calm and*

focus for me as a person that wants to be involved in a lot of things." (Anonymous manager at ATA Hill & Smith, personal communication, December 2, 2020) A possible analysis for explaining the increased level of motivation brought about by goal-setting in interviewees, who put more emphasis on the act of accomplishing goals as motivating, is intrinsic motivation. This view on goals could be interpreted to align with SDT's view on intrinsic motivation as an individual's inherent tendency to seek out challenges (Ryan & Deci, 2000). This finding would entail that managers can be intrinsically motivated by challenging yet achievable goals.

Analyzing managers who see goals as a means for knowing the direction, in the light of OIT, would propose that these managers have begun the internalization process but not gone very far, placing them somewhere between introjected (3) and identified regulation (4) (Figure 1). Being driven by company goals shows that they have accepted the regulation behind these goals but needing the goals to find direction shows that regulation is not internalized to the extent that action becomes fully autonomous. An analysis of this is that the amount of regulation imposed on an individual, and subsequently that individual's perceived sense of autonomy should be in relation to the level at which that individual has understood and internalized the fundamental values and goals of the company. This analysis is in large part in line with what is proposed in OIT (Ryan & Deci, 2000). However, it puts a larger emphasis on that regulation should be imposed in relation to the degree of internalization, rather than that internalization happens in response to increased levels of autonomy.

Building on the view that organizations need to adapt and act in accordance with where each individual is on the OIT-taxonomy Continuum, Expectancy Theory proposes that individuals should be rewarded by something they value, i.e., in line with their extrinsic motivation type. Expectancy Theory states that an individual is not motivated by rewards that they do not value, suggesting that organizations do best in acting with respect to current individual preferences rather than a proposed future self-determined utopia (Chiang & Jang, 2008).

4.3.2 How manager motivation is fostered by goals

With respect to how managers want goals to be formulated, four interviewees express that sharply defined, jointly specified and understandable goals are motivating, and five interviewees mention that vague and unrealistic goals are either demotivating or cause stress. Similar to the empirical finding that imposed responsibility could be demotivating, in

subsection 5.3, imposed goals are expressed to have a negative effect on motivation, by a few interviewees. This finding aligns with SDT-research that has found that expected monetary rewards, deadlines, and imposed goals lead to less intrinsic motivation by impeding the recipient's sense of autonomy (Deci, Koestner & Ryan, 1999).

4.4 Relatedness and manager motivation

Feelings of relatedness were deemed to be highly influential on 14 out of 15 managers' motivation. Relatedness was important in terms of, enabling cooperation, feelings of being a part of "one team" and the joy of achieving targets together with colleagues. However, only three managers explicitly mention that they have a sense of relatedness at the company today, six managers explain that the relatedness has to be improved between corporate units and two managers describe the current situation as "problematic".

These results confirm SDT's claim that relatedness is important as well as show that there is room for improvement for the case company in this regard. According to OIT, feelings of relatedness are necessary for the internalization of company goals, values, and regulations to occur (Ryan & Deci, 2000). Thereby enabling a higher degree of autonomous orientation, as well as a number of behavioral advantages, e.g., higher effort expenditure and a greater propensity for cultural assimilation (Ryan & Connell, 1989, referred to by Ryan & Deci 2000). Additionally, though not necessary for its existence, relatedness is, according to CET, likely to foster intrinsic motivation (Ryan & Deci, 2000). Given this, the company will likely benefit from working to facilitate feelings of relatedness within the company, primarily as a means of creating optimal conditions for internalization of company goals and values.

4.4.1 How manager motivation is fostered by relatedness

To facilitate relatedness at the company, six out of 15 interviewees suggest that the company could arrange more social activities, such as after-works, restaurant visits, and kick-offs. Furthermore, four interviewees mention that having more team building activities could foster motivation. Lastly, two managers mention that highlighting employees for outstanding achievements publicly might foster relatedness.

4.5 Vision, values, and manager motivation

Eight out of 15 interviewees find the company vision motivating, while six interviewees explain that they are barely motivated by the vision at all. Additionally, seven interviewees

are motivated by the company values, of which three also value the vision as well as recite it correctly *"ATA - For the love of lives"*. This could, with basis in OIT, be seen as an indication of low levels of internalization of company values and goals by managers in the company. Reinforcing the conclusion from subsection 5.4, that the company is likely to benefit from working towards facilitating feelings of relatedness within the company to enable internalization. To reach the most autonomous types of extrinsic motivation i.e. identified (4) and integrated regulation (5) (Figure 1), support for autonomy is necessary (Kuhl & Fuhrmann, 1998, referred to in Ryan & Deci, 2000). Further internalization of goals and values is according to OIT beneficial as it, for example, is correlated with higher levels of effort expenditure as well as interest.

Given the discrepancy between managers in, to which extent motivation is impacted by the company values and vision one can argue that this factor is not as important for companies to pay attention to as other factors of motivation. However, with basis in OIT and prior analysis, this finding could be attributable to low levels of internalization in certain individuals rather than the factor itself being of negligible importance. This assumption is further reinforced as the few individuals that do find motivation in the company vision and values did so using big words. An illustrating quote: *"I feel proud to be working at ATA, to feel that we, our vision is to protect lives. That is something that's bigger than the pit that we are working in or the road sign that we make. We are a part of that bigger vision."* (Anonymous manager at ATA Hill & Smith, personal communication, 1 December, 2020). Internalization of or at least knowing the company vision and values can, with basis in OIT, enable an individual to be more autonomous and self-determined in their work which is beneficial in a managerial position.

4.5.1 How manager motivation is fostered by vision and values

When asked about how the company should communicate the vision to foster manager motivation, six interviewees suggest that the company could enhance their motivation by more clearly connecting the vision to operational activities, to create a deeper comprehension of the vision. Five interviewees suggest that the vision should be communicated more often, as information might create a deeper understanding. The belief that repetition is important is expressed by two interviewees. These tools are suggested to increase the manager's motivation, which aligns with how Pink (2010) describes that purpose is fostered by ensuring that all employees completely comprehend the vision and the purpose of their work.

4.6 Rewards and manager motivation

In this subsection, an analysis anchored in Expectancy Theory is conducted to further answer the research question, directing focus on how manager motivation is fostered in extrinsically motivated individuals, largely focusing on the tools that facilitate the process of creating manager motivation.

4.6.1 Non-monetary rewards and manager motivation

When asked about how the interviewees are being rewarded for good job performances, eight out of 13 interviewees state that they are rewarded when performing well and indicate being satisfied with how they are rewarded. Five of these receive internal rewards which increase their internal instrumentality, therefore believe that good performances will generate rewards, i.e. feelings of accomplishment and feeling good about oneself (Chiang & Jang, 2008). Based on empirical results, these interviewees highly value receiving praise and non-monetary rewards, meaning that their internal valence is high. These individuals manage to reach a high level of instrumentality accompanied by high levels of internal valence, which enhances their motivation. On the contrary, six interviewees express being barely rewarded for a good performance, of which three indicate some level of discontent in how they are rewarded. Indicating that their internal instrumentality is low. These six interviewees also state that they are motivated by praise and non-monetary rewards, which indicate a high internal valence. To conclude, the company could increase manager motivation by assuring that all managers are praised and appreciated when performing well. This would ensure that all managers receive the internal rewards that they supposedly value. Expectancy Theory suggests that consistency in this regard will enable all facets of process-based motivation to be met, i.e. actually receiving rewards that you expect to receive and value highly (Chiang & Jang, 2000).

4.6.2 Monetary rewards and manager motivation

As for the valuation of monetary rewards, only three interviewees express being rewarded monetarily for good performances, in terms of bonuses or increased salary, indicating that the external instrumentality is relatively low. Although, the empirical findings revealed a highly important factor that could be interpreted as an external reward according to the Expectancy Theory. An active effort from the company to invest money in the managers' competence development can be interpreted as a monetary reward, as nearly all managers get highly motivated by this. Therefore, the external instrumentality increases in terms of receiving monetary bonuses, with basis in Expectancy Theory. One interviewee state that *"you would*

feel that money are invested in competence development, it is not for free and when you [the company] invest in an individual, you get motivated otherwise you are stupid." (Anonymous manager at ATA Hill & Smith, personal communication, November 19, 2020). In terms of increasing the external valence, it is clearly conveyed that these managers value competence development highly as it means *"opportunities for advancement/promotion"* (Chiang and Jang, 2008, p. 317). To conclude, active investments in managers' competence development could be utilized as an external reward to increase the level of motivation at work, given that the external valence for such rewards is high.

4.7 An organizational change effort and its impact on manager motivation

This thesis is examining how the organizational change effort, currently being implemented at the company, impacts managers' motivation. Eleven out of 15 interviewees have an exclusively positive attitude towards the changing processes in the company at the moment, and experience that their motivation increases as a result of these changes. The remaining four interviewees express both positive and negative effects on motivation as a result of the ongoing changes, talking about feelings of nervousness, confusion, or frustration. Another empirical finding is that the vast majority of the interviewees express that changes in work patterns, in general, have positive effects on their motivation. A possible analysis of why this positive correlation between motivation and change can be observed is anchored in SDT and revolves around change enabling intrinsic motivation. Intrinsic motivation for an activity can, according to SDT, only occur when an individual finds the activity either challenging, novel, or aesthetically valuable (Ryan & Deci, 2000). A change can enable intrinsic motivation by introducing new challenging tasks and routines that managers find, challenging, or novel.

Intrinsically motivated individuals strive to develop and learn to extend their knowledge and abilities (Harter, 1978., referred to in Ryan & Deci, 2000), one manager explicitly talks about the relationship between competence development and change. *"[...] we are making a change that forces me to develop my competence in order to stay relevant for 5-10 more years and that motivates me a lot. It might be one of the reasons for why I am here."* (Anonymous manager at ATA Hill & Smith, personal communication, December 2, 2020). Six managers consider being involved in the change process and taking part in decision-making to be an important factor for motivation. This is an example of how managers are motivated by a sense of involvement, as discussed in subsection 5.1. Four interviewees talk about them feeling

inspired and getting energized when things happen and changes are implemented, while four other managers are motivated by changes when all co-workers strive towards the same direction. The last of which highlights some individuals' need for relatedness in motivation, the need for important others to share the same goals and opinions. When analyzing and comparing the low excitement interviewees showed for company values and vision, with the arguably high excitement for the change process and the goals associated with it. One can argue that the change process can serve as a more tangible context for developing purpose-related motivation. Seeing meaning and purpose in being a part of not the great purpose of the company, but rather in the change process that the company sets out to make.

4.7.1 How manager motivation is fostered by an organizational change effort

In addition to expressing a positive attitude towards the organizational change, several interviewees put an emphasis on actual changes made and how these changes influence their motivation. One of the changes most frequently mentioned, is the company's shift towards more local ownership, as a result of decentralizing the previously centralized organization. This shift does, as some interviewees express, enhance autonomy in terms of enabling more freedom and responsibility in the managers' work which is considered as attractive. Several managers mention that the change process brings increased spending on education, which aligns with the previously stated result that competence development has a positive effect on motivation. Lastly, the shift towards a more decentralized organization resulted in six managers taking on more personnel responsibility and a leadership role, one of which has this to say: *"Changes in work patterns enable you to have the opportunity to influence. It is of course good. I want to be able to influence in my way, you get even more motivated when you see that things turn out the way you want them to."* (Anonymous manager at ATA Hill & Smith, personal communication, November 19, 2020). Given that the managers' motivation is largely impacted by competence as well as involvement, in the sense of being able to contribute to the company as a whole, these changes could facilitate fulfilling these desires. To conclude, managing to make changes in organizational processes that are highly valued by and attractive to managers, could encourage a positive attitude towards the change itself as well as a feeling of wanting to be involved and contribute to these changes.

5. Discussion

This chapter includes a discussion of the results in relation to the contexts impacting this study as well as reflections on the credibility and generalizability of the findings.

5.1 Discussion of results and analysis

This thesis has examined how manager motivation is fostered in a company and impacted by an organizational change effort, through conducting qualitative interviews with 15 managers at a company in the traffic safety industry. This study was to a large extent developed around the assumption that Self-Determination Theory and Expectancy Theory are both accurate theories for answering our research question. The questionnaire was mainly developed around the three basic needs covered in research on Self-Determination, i.e., autonomy, competence, and relatedness. When asked explicitly, all these factors were confirmed to be important for manager motivation in this study. However, though not disqualifying the theoretical assumptions completely, the unbiased questions gave answers not fitting perfectly into the theoretical framework's factors for motivation (Appendix 1). The unbiased answers suggested that feelings of involvement were one of the most impactful factors on manager motivation. The importance of feelings of involvement cannot be explained by a single basic need from SDT. It needs to be seen as a merger, borrowing aspects of potentially all three basic needs. A need to feel involved can be sourced in a yearning to feel connected to people in one's proximity, i.e., relatedness, to feel that one's opinions and contributions are valued, i.e., competence or to be a part of decision-making that influences one's work environment, i.e., autonomy. Additionally, the basic needs of SDT do not adequately highlight extrinsic drives such as pride and self-confidence, opening up for the alternative analysis that involvement at least partially is derived from an ego-centric need to feel important and of high status.

The fact that the company was going through an organizational change process during the research, served as a context for enabling understanding of how such a change effort impacts manager motivation. Furthermore, this context might have affected what answers the interviewees were prone to give. For example, the context probably enhanced the need for involvement, as taking part in the change effort might have been top of mind. The context of

change may also have enhanced the importance of personal and professional development, i.e. competence development, in the sense that changing the organizations might elicit a proactive mindset or feelings of inadequacy. The researchers hypothesize that the change effort perhaps served as a better and more tangible context for developing a sense of purpose, and a journey to be involved in than the company ever could in its previously structured and stagnant state.

Leading up to the initiation of the change effort the company underwent a workforce restructuring with numerous terminations, resigns and new hires. As mentioned in subsection 1.2, the intention behind the restructuring being ensuring that majority of current employees had a positive attitude towards the change effort. This context will in all likelihood have skewed the results towards the overwhelmingly pro-change results. Additionally, hiring individuals positive towards change may have impacted the results on the importance of other motivators. Hypothesizing on a connection between preference towards change and competence development and or a yearning towards being a part of and having an impact on one's surroundings. The workforce restructuring is however not seen as something that delegitimizes the research, as other companies experiencing similar situations might and potentially should act similarly, as a pro-change mindset might be beneficial for managers to possess when in or moving towards an organizational change process.

5.1.1 The impact of Covid-19

The fact that the world was facing a worldwide pandemic, Covid-19, during the time of the research, cannot be ignored. The unique circumstances brought by Covid-19, i.e. working digitally from home and rarely meeting people or colleagues, most likely affected the interviewees' answers. Thereby lowering the dependability of this thesis, as conducting similar research under different circumstances might have resulted in a different outcome (Bryman & Bell, 2017). For instance, working digitally from home could be proposed to elicit feelings of loneliness, and thereby enhancing the need for involvement and relatedness. Additionally, perceived levels of relatedness, or community in the company today, might have been weakened, as a result of social gatherings and activities being nonexistent during Covid-19. The need for competence development might also have been enhanced in respect to the circumstances, as people might be more excited about learning new and challenging things at the time than ever, as a result of dreams and goals being put on hold.

5.2 Discussion of research implications and generalizability

SDT clearly distinguishes between intrinsic and extrinsic motivation and has different theories around how one should approach each type of motivation, i.e., CET and OIT. The theory acknowledges that both types of motivation are present to varying degrees in each individual and are to a large extent action specific. A valuable analysis for this study and the case company is therefore to try to determine to which extent and towards what each interviewee is extrinsically motivated. This thesis distinguished between external rewards, internal rewards, and intrinsic goals. Arguing with basis in SDT, that internal and external rewards are sought after only in cases where an individual is extrinsically motivated towards a particular activity. Making a clear distinction between internal rewards and intrinsic goals, was however difficult, especially in an interview-context where the interviewee was not briefed on the terminological distinctions. If an individual's preference towards moving forwards career-wise was due to intrinsic goals, i.e., personal development, or extrinsic internal rewards, i.e., feeling good about oneself and social standing, was hard to determine and often not clear to even the individual. Thus, reducing the credibility and confirmability of this study's results, as the conclusions might have differed if the analysis were done by other researchers (Bryman & Bell, 2017).

5.2.1 Impression management

As an individual's level of motivation is a highly subjective experience, the answers provided by the interviewees might have been influenced by impression management (Rosenfeld, Giacalone & Riordan, 1995). Impression management might have impacted answers to several questions. In particular, questions regarding an individual's view on monetary rewards, company values and visions, and attitudes towards the change effort. Individuals might have expressed a higher value of monetary rewards in a society where greed is not seen as a negative. The managers' valuation of company visions and values as well as the impact of change, may have been affected by an aim to impress the researchers or fear of giving deviant answers that could damage their position in the company. To reduce the effects of impression management, the research could have included a larger sample of companies and interviewees, thus, increasing anonymity.

5.2.2 Generalizability

Reinforcing the limitations of this study, conclusions are applicable for organizations of similar type as ATA Hill & Smith, operating in western society and undergoing or facing an

organizational change effort, indicating on high generalizability given that the prerequisites are fulfilled. Conducting this research in a different industry or culture would, according to Andersen (2018), imply that conclusions drawn could differ in respect to organizational type or characteristic. The transferability of the study (Bryman & Bell, 2017) further extends to companies operating in ordinary industries, i.e., not typically considered as 'inspiring' or exciting, increasing the transferability as there are many existing companies or similar type. With respect to the impact of culture, it is argued that cultural differences might influence managers' resistance towards change and whether change is considered positive or negative. Reinforcing that conclusions are applicable to similar organizations in western society.

6. Conclusion

This qualitative study examines manager motivation at ATA Hill & Smith, a company in the traffic safety industry. Conclusions are drawn regarding how manager motivation is fostered in a company and impacted by an organizational change effort. The conclusion of this thesis is that feelings of involvement and competence development, are the most impactful motivators for managers in an organization undergoing an organizational change effort.

Feelings of involvement are expressed recurringly throughout the interviews and thereby reinforcing its importance. A sense of involvement is attained by making sure that managers have the opportunity to have an influence at the company, enhancing their feelings of being involved in the company's processes and development, as well as by ensuring that managers know that they are a valuable part of the company as a whole. This is fostered by involving the managers in decision-making processes, considering and listening to their proposals and opinions, clarifying the managers' contribution to and part in the change effort, and creating meaningfulness and a bigger purpose. A need for competence development is concluded to be one of the most important motivators due to it being mentioned several times in the open-ended questions and expressed as highly important for all managers when asked explicitly. However, the reasons for valuing competence development seem to vary among managers, some managers valuing challenging tasks and some valuing tasks they feel competent enough to perform. This finding suggests that companies could create personalized development plans with respect to each manager's aspirations, and preferences regarding challenge and developmental pace.

In regard to how manager motivation is impacted by an organizational change effort, the conclusion is that it has a positive impact on manager motivation in the traffic safety industry. This positive impact of change can, with a basis in SDT, be explained by the introduction of new tasks and routines that are experienced as challenging and competence development inducing. Additionally, the change effort is proposed to have the potential to serve as a tangible context for creating a sense of involvement and purpose.

Aside from involvement, competence development, and the impact of change, the study concludes that there are several other factors of high importance in facilitating manager

motivation. All managers' motivation is facilitated by a sense of autonomy, which is created by acknowledging the manager's volition and trusting them in making decisions and involving them in setting distinct and achievable goals for their unit. However, it is clear that individuals require various degrees of regulations and directives to stay focused and motivated. This suggests that autonomy should be given in relation to the extent to which the manager has understood and internalized the company's vision and values. Vision and values are seen as an important factor for motivation for approximately half of the managers. The company is likely to benefit from facilitating internalization of company values and visions by working with feelings of relatedness at the company. Relatedness, or a sense of community, is valued highly as a motivator by managers at the company yet experienced as somewhat absent at the moment. A sense of relatedness is according to managers facilitated by arranging social activities and highlighting good performances from different units.

The research concluded that non-monetary rewards, particularly praise, are highly influential on manager motivation, providing direction as well as recognition. Given that praise is highly valued by the managers, Expectancy Theory emphasizes the importance of praise being delivered as promised. Monetary rewards such as bonuses and salary increase have a low impact on manager motivation. However, given that the managers consider competence development as one crucial motivator, the company could, according to Expectancy Theory, increase manager motivation by actively investing money in their competence development.

The conclusions of this thesis are applicable to organizations of similar characteristics as ATA Hill & Smith. The context of an ongoing organizational change process has in all likelihood impacted the results of this study, making the conclusions primarily applicable for companies undergoing or considering an organizational change process.

6.1 Future research

Future research could examine how organizational change impact manager motivation, by conducting a multiple case study to enable comparison and generalizability. Furthermore, research of motivation and change could be conducted as a time-contingent comparative case study with interviews prior to and posterior to the change implementation. This would provide a deeper understanding of the impacts of change on motivation over time, showing potential differences in motivator importance at different stages in the change implementation process.

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8. Appendix

Intervjuer med studenter från Handelshögskolan i Göteborg

Hej! Emma Walldén och Fredrik Horn heter vi och är båda studenter på Handelshögskolan i Göteborg. Vi skriver denna termin vår kandidatuppsats inom ämnet Management. Vi kommer att genomföra 15 stycken kvalitativa intervjuer med chefer på ATA. Syftet med vår kandidatuppsats är att identifiera vilka faktorer som skapar motiverade chefer. Intervjuerna hålls under 30 - 45 minuter och genomförs över videolänk via Teams eller Google Meets. Dina svar under intervjun kommer att hållas anonyma. I enlighet med GDPR kommer du personligen tillfrågas om det är okej att intervjun spelas in, i sammanställningssyfte. Vi kommer skicka en kalenderinbjudan med möteslänk till dig. Stort tack för din medverkan och bidrag till vår kandidatuppsats!

"This thesis report aims to identify which strategic and cultural tools create motivated managers through a change process."

8.1 Questionnaire

Övergripande frågor
- Hur påverkas eller kommer ditt arbete påverkas av den pågående förändringsprocessen på ATA?
- Vad motiverar dig i ditt arbete på ATA?
- Hur anser du att ATA kan skapa motivation för dig och dina kollegor?
- Hur påverkas din motivation av de förändringar som sker på ATA?
- Hur påverkas din motivation av förändrade arbetsmönster?

Extrinsic incentives
- Hur skulle din motivation påverkas av lönemässiga incitament?
- Hur skulle din motivation påverkas av beröm och liknande incitament?
- Vilka verktyg anser du att ATA borde jobba med för att främja motivation kopplat till incitament?
- Hur blir du belönad för väl utfört arbete?
- Hur skulle din motivation påverkas av negativ feedback?

På en skala från 1 till 6, hur mycket påverkas din motivation av monetära incitament? Där 1 är ingen påverkan och 6 är en mycket hög positiv påverkan.

På en skala från 1 till 6, hur mycket påverkas din motivation av beröm och liknande icke-monetära incitament? Där 1 är ingen påverkan och 6 är en mycket hög positiv påverkan.

Autonomi
- Hur påverkas eller skulle din motivation påverkas av mer frihet i ditt arbete, mer autonomi?
- Hur påverkas eller skulle din motivation påverkas av förändrat ansvar?
- Hur bör styrningen av de lokala enheterna i ATA ske för att du ska känna dig motiverad? (Hur vill du bli styrd)?
- Hur påverkas din motivation av känslan av att få vara med och påverka på ATA?

På en skala från 1 till 6, hur mycket påverkas din motivation av nivån av ansvar? Där 1 är ingen påverkan och 6 är en mycket hög påverkan.

På en skala från 1 till 6, hur mycket påverkas din motivation av frihet i ditt arbete? Där 1 är ingen påverkan och 6 är en mycket hög påverkan.

Kompetens
- Hur påverkas eller skulle din motivation påverkas av ett aktivt arbete med din personliga kompetensutveckling?
- Hur anser du att ATA borde jobba med kompetensutveckling för att främja motivation?
- Hur påverkas din motivation av din kunskapsnivå om det arbete som skall genomföras?

På en skala från 1 till 6, hur mycket påverkas din motivation av din personliga kompetensutveckling? Där 1 är ingen påverkan och 6 är en mycket hög påverkan.

Purpose
- Hur påverkas din motivation av ATA:s uttalade vision?
  - Vad är ATA:s vision?
- Hur påverkas din motivation av ATA:s gemensamma värderingar?

På en skala från 1 till 6, hur mycket påverkas din motivation av ATA:s vision? Där 1 är ingen påverkan och 6 är en mycket hög påverkan.

- Hur anser du att ATA borde kommunicera sina visioner för att skapa motivation?

Relatedness (gemenskap)
- Hur påverkas din motivation av nivån av gemenskap på ATA?

På en skala från 1 till 6, hur mycket påverkas din motivation av nivån av gemenskap på ATA? Där 1 är ingen påverkan och 6 är en mycket hög påverkan.

- Hur anser du att ATA borde jobba för att främja gemenskapen på företaget?

Avslutning
- Är det något du skulle vilja lyfta fram nu när du har hört alla frågor, som du tycker är viktigt kopplat till motivation?