



The dynamics of motivation

A qualitative study on employees' in small companies examining how motivation factors shift in salience

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Abstract

How do you motivate your employees to ensure they put in their best effort at work? This can be a difficult task for managers, especially in a company with scarce financial assets. How do you motivate employees without offering them monetary compensation in return, which arguably would be the cheaper option? Theory clearly show how motivation is found internally as well as externally but how do we shift the source of motivation from external to internal? How to highlight the personal gain from working? This degree paper aim to gain a deeper understanding of the dynamics of motivation and how the salience of motivation factors shift in employees. To do so two research questions were formed; *How is the salience of a motivation factor connected to motivation?* and *What activities shift the salience of motivation factors?*

To answer these questions a theoretical framework consisting of theories on motivation, leadership and social identity theory was built to set the premise. Data was collected through seven semi-structured interviews. The sample consisted of employees between 25-30 years old, working in small companies in Västerbotten, Sweden. The empirical data was categorized according to the issues discussed in this study and later a thematic analysis was conducted. The themes deriving from the analysis was; *Motivation factors is dynamic and change in salience*, *“Recognition” change the salience of motivation factors* and *Leaders play a vital role in making motivation factors salient*. These themes were compared and discussed in relation to the theoretical framework to draw conclusions.

In the conclusions it was found how motivation from internal sources was hard to acknowledge and how personal progress was recognized was different among the participants. The lack of recognition shifted the salience of motivation factors from internal to external sources of motivation. Further, recognition of internal motivation factors was done retroactive, acknowledging personal progress after it was achieved. It was also shown that leaders have great influence on what motivation factor is salient. Transformational leadership styles, leading by example and inspiration make personal progress more salient as a motivation factor. Building on this, it is suggested that future research consider the complexity of motivation from internal sources as an issue and work toward a framework increasing the practical use of motivation theory.

Table of contents

1. Introduction	1
1.1 Preface	1
1.2 Background	2
1.2.1 Problem background	2
1.2.2 Theoretical background	3
1.2.3 Theoretical point of departure	5
1.3 Research question	6
1.4 Purpose	6
1.5 Delimitations	6
1.6 Definitions	6
2. Scientific method	8
2.1 Preconceptions	8
2.2 Scientific philosophy	8
2.2.1 Ontology	8
2.2.2 Epistemology	9
2.3 Research approach	9
2.4 Method	10
2.5 Literature search	10
3. Theoretical framework	12
3.1 Motivation	12
3.1.1 The Hierarchy of needs	12
3.1.2 A two-factor theory of motivation	13
3.1.3 Intrinsic and extrinsic motivation	14
3.2 Social identity theory	15
3.2.1 Organizational identification	16
3.2.2 Self-actualization	16
3.3 Leadership	16
3.3.1 McGregor's theory x and theory y	17
3.3.2 Leadership in recent years	17
3.3.3 A followers perspective	18
3.4 Summary of theoretical framework	19
4. Practical method	21
4.1 Research design	21

4.2 Sample	22
4.3 Interview guide	23
4.4 Data collection	24
4.5 Method of analysis	25
4.6 Ethical considerations	26
5. Empirical data.....	28
5.1 Data presentation	28
5.2 Empirical data	28
5.2.1 Personal development	28
5.2.2 Challenges	29
5.2.3 Verbal feedback.....	30
5.2.4 Recognition	31
5.2.5 Organizational identification.....	32
5.2.6 Team spirit.....	33
5.2.7 Difficult to recognize motivation from internal sources	34
5.3 Contributions	34
6. Analysis and discussion.....	37
6.1 Thematic analysis	37
6.2 Motivation factors is dynamic and change in salience	37
6.3 “Recognition” change the salience of motivation factors.....	38
6.4 Leaders play a vital role in making motivation factors salient	40
6.5 Summary of the analysis.....	42
7. Conclusion and implications	44
7.1 Conclusion	44
7.2 Theoretical contribution.....	45
7.3 Practical contribution	46
7.4 Limitations and future research	46
7.5 Societal considerations	47
8. Quality criteria.....	48
Reference list	50
Appendix 1 – Interview guide	54
Appendix 2 – Introduction to interviews.....	55

List of tables

Table 1. List of interviews conducted	25
Table 2. Six steps to analyze qualitative data.....	26
Table 3. Respondents' contribution to the empirical data	36
Table 4. Summarized result of the analysis.....	43

List of figures

Figure 1. Interpretation of Herzberg's two-factor theory.....	13
Figure 2. Illustration of the source of motivation.....	14
Figure 3. Thematic overview of literature on motivation.....	19
Figure 4. Illustration of the practical method	21

1. Introduction

In this chapter I will introduce the topic I have chosen for this degree project and give an explanation as to why I have chosen it. Further, I will point toward the practical and theoretical relevance of the subject as well as a gap in the current theory. I will present the research question on which this study will be based and aimed to answer. Ending this chapter is the purpose of the study and definitions that will be used throughout the paper.

1.1 Preface

Deci and Ryan (2000, p.54) explain motivation “*to be moved to do something*”. Thus, by using this definition one can say that motivation is a key concept to understanding why we do things. Motivation is the reason as to why we work and why we do activities in our spare time. In theory, motivation is often explained to come from internal and external sources. Intrinsic motivation meaning that you motivated to do something because you want to (Deci & Ryan, 2000, p.55) and extrinsic motivation is to do something to achieve a separable outcome. I argue that the possibility to motivate employees’ through internal sources of motivation can be considered beneficial for an organization since it does not necessarily require a reward nor a punishment which have to be funded with financial means. Furthermore, it would suggest that the employee conduct the work because they consider it to be fun (Deci & Ryan, 2000, p.56). In the current literature there is more than a few suggestions on how to increase intrinsic motivation e.g. verbal feedback (Hewitt & Conway, 2016, 436), identification (Ellemers & Van Knippenberg, 2003, p.31), group work (Wegge & Haslam, 2003, p.43). There is also research on how personal traits is of relevance to motivation e.g. Kanfer & Ackerman (2000, p.478-479) found in their research that gender and age tend to correlate with motivation. However motivating employees through internal sources is not done without difficulty, I believe the intangible nature of motivation from internal sources complicates the estimated trade between personal effort and personal gain. To illustrate, consider an extrinsic reward offered for a conducted work. If you before performing the task is made aware that you will receive a reward, the reward as a motivation factor will become salient. If you are not made aware of the reward before performing a task the extrinsic reward as a motivation factor will not be salient i.e. in both cases you are awarded for your work but only in the for mentioned situation the reward is a salient motivation factor.

This degree project aims to study this dynamic nature of motivation factors and increase the understanding of the shifting salience of motivation factors. If the result shows that motivation from internal sources is less salient then extrinsic rewards, reasons could be that these factors is taken for granted or they are harder to visualize. Finding a way to shift employees’ salience motivation factor to one from internal sources I argue can increase motivation without offering rewards or punishments. The deeper understanding of the dynamics of motivation factors gained from this study can contribute to leadership practice and provide help as to how to motivate employees. Further it provide incentives for future studies to consider a way to clarify what factors shift the employee’s salience to motivation from internal sources.

I am a student studying business at Umeå School of Business and Economics, majoring in management and this study is my degree project which aims study a relevant subject in management today. Parallel to my studies I have been involved in several small companies both in term of ownership but also on a consultant basis, handling strategic

issues. One issue which I have found a deeper interest for is how to motivate employees' in these small companies. Motivation in companies has shown to have direct effects on the company's performance (Naz et al., 2016, p.706). Since it is common for a small company to have scarce financial assets and the cost for personnel can be a large portion of their total costs one can consider it vital to get as much effort from each employee' as possible. At the same time, in a company with few employees' close personal relationship is often built between the few people working in the company. If these relationships between employees' struggle the company is likely to have a hard time functioning and should therefore be considered most delicate. With a limited possibility to motivate employees' through rewards and considering the vitality to keep a satisfied workforce while still getting the most out of each employee makes motivating employees' a major challenge. These thoughts go in line with what Rauch & Hatak (2016, p.499) found in their study on human resource practices and SMEs (small and medium sized enterprises) performance. Their meta-analysis show how motivating employees by empowering them instead of using incentives and rewards had a higher correlation to SMEs performance. Another study conducted by Moen et al., (2016, p.666) show how motivation for growth have a positive correlation with revenue growth in SMEs. Building on this, this degree paper will use employees in small companies to study the dynamics of their motivation.

1.2 Background

1.2.1 Problem background

The information society we live in today makes us aware of problems all over the world. Two problems in particular that I find interesting in connection to motivation is psychological illness and environmental problems. More specifically considering the environment, the consumption which many would argue to be too high. So, how does these issues relate to motivation? An assumption in motivational theories is how people always want more. For example, Maslow (1987) base his theory on motivation on a set of human needs e.g. need for food, need for love, need for self-esteem. Motivation according to Maslow derive from the want to fill those needs. Herzberg et al., (1993) suggest that there are motivation factors and hygiene factors. Hygiene factors (originating from the term of personal hygiene e.g. preventing) are not motivating you but will decrease motivation if they are diminished. This suggests how motivation factors are temporary, ones a need is filled it is no longer a source for motivation. This degree project will investigate this further and hope to gain a deeper understanding as to why some motivation factors is less salient and not appreciated. If these motivation factors can become more salient again and/or if motivation could be found from our self-worth rather than the worth of our physical belongings, our need for more money would be lower and in turn decrease consumption. The increased salience of motivation factors from internal sources also suggest that you find motivation from a personal will to work. Arguably, that would make you happier at work. While this study cannot fix these issues it can increase attention to the problem and suggest future direction where theory can contribute to solving these issues.

An increased motivation from internal sources would not only be beneficial to the environment and for the psychological wellbeing of employees but it would also be beneficial to companies since studies show how it is directly related to a company's performance (Ellemers, 2001, p.110). Trying to motivate others trough extrinsic motivation can be costly since it often include a reward (Rauch & Hatak, 2016, p.499) or

lower satisfaction because it involves some kind of punishment (Deci & Ryan, 2000, p.61). However, the subject is neither black nor white. Intrinsic motivation comes from internal sources but theory is exploring how extrinsic motivation can come from internal sources as well (further discussed in the theoretical framework, section 3.1.3). Whereas for example organizational identification would count as an extrinsic motivation while coming from an internal source (Deci & Ryan, 2000, p.61).

What I believe to be the biggest difference between motivating others through external and internal sources of motivation is money. The monetary system we use is making it easy for us to visualize the gain from work and evaluate different options from external sources. Money earned from a performed task can also be transferred into a reward of your personal choice e.g. in a sense money take the individualistic nature of humans into consideration. When it comes to motivation from internal sources, there is no universal tool which can be applied to measure or visualize the gain from working. Personal observations have shown how money has taken part in acknowledging motivation from internal sources as well. One example being how some people use money as a measure of success e.g. people who do not need more money still want to earn more money because it is proof to them that they still develop. When you build a career your salary reflect your status in the company and personal development. A second example would be how some people make a trade-off in terms of motivation. Going to work only motivated by the external reward and in turn use the money to become motivated from internal sources.

1.2.2 Theoretical background

In the previous sections I have argued for the need of a deeper understanding of how motivational factors shift in salience. More specifically the salience of motivation factors from internal sources which in turn can be used to question if the way we motivate employees' today is the best way. Reviewing literature on the subject of motivation in organizational contexts show that theories goes somewhat in line with Herzberg's two-factor theory (explained further in section 3.1.2). While some practical approaches aims to avoid lowering motivation e.g. similar to hygiene factors, others aim to increase motivation e.g. motivation factors (Hein, 2012, p.121). What I believe the theory on motivation is missing is a discussion on how a filled need is no longer considered a need, implying that you always have a need for more, as Maslow (1987, p.18) expresses it; "*a want that is satisfied is no longer a want*". This leaves the questions as to what happens next. Motivation appears to be temporary and the same factor does not motivate infinite, why does motivation factors become less salient over time?

One of the most classic and cited motivational theories is the hierarchy of needs by Abraham Maslow (Hein, 2012, p.64). Maslow's hierarchy of needs explain how we have different levels of needs, ranging from physiological drives to our need for self-actualization (Maslow, 1987, p.15-22). Motivation derives from a will to fill these needs. An assumption in this theory is that when a need has been filled it is no longer a need and in turn when there is no need you are no longer motivated (Maslow, 1987, p.18, 30). Building on this, when a need is filled the salience shift from this need as a motivation factor to another. I believe there is a gap in theory as to why the filled need becomes less salient.

Another widely accepted theory is Herzberg's two-factor theory of motivation where he makes a difference between what makes people satisfied or unsatisfied with their jobs (Hein, 2012, p.121). These two categories are called hygiene factors and motivation factors as where hygiene factors is preventing people from being unsatisfied (Herzberg et al., 1993, p.113) e.g. having a place to live does not make you happy but being homeless makes you unhappy. Meanwhile, motivation factors is what increases your effort to perform a task. What I believe is missing is a discussion on why hygiene factors, which affect the employee positively, are not salient as motivation factors.

Using the definition by Ryan and Deci (2000) extrinsic motivation is when we expect a separate outcome from our work such as a salary, verbal praise etc. It may differ in the extent to which it emanates from one's self e.g. praise emanate more from one's self than a monetary reward. Therefore this study use the term "motivation from external sources" instead, suggesting that intangible rewards such as verbal feedback, praise etc., even though technically, they are rewards, they are considered to originate from one's self. This imply that extrinsic rewards is physical rewards e.g. money. On the other side there is motivation from internal sources which refer to factors increasing motivation because of a psychological gain e.g. to learn, praise, increased status (for a closer explanation see section 3.1.3). As argued earlier in this chapter, separate outcomes from external sources (tangible rewards) is often measured by transferring the value into monetary numbers. For example, salary as a reward for the performed work or a punishment such as lower salary if mistakes are made. When it comes to motivation from internal sources e.g. personal development, learning, definitions becomes increasingly troubling which may increase the difficulty of making these motivation factors salient. However, to the best of my efforts no studies was found on how recognizing and visualization of motivation from internal sources can affect the salience of motivation factors.

A lot of research has been conducted on the relationship between intrinsic and extrinsic motivation. Deci (1971) in his study found a paradox relationship between intrinsic and extrinsic motivation. It was shown that an increase in extrinsic rewards diminish intrinsic motivation by shifting its focus. These findings have been extensively studied and criticised over time however it is clear that tangible rewards is decreasing intrinsic motivation (Deci et al., 2001, p.15). What these studies also found was how positive feedback and verbal encouragement increased intrinsic motivation. However Deci et al., (2001, p.3-4) is discussing the complexity of verbal rewards and stress the importance of the controlling aspect. If the verbal reward aim to control the person it is likely to diminish intrinsic motivation. In a meta-analysis on the relationship between intrinsic, extrinsic motivation and performance, Cerasoli et al. (2014, p.987) found how intrinsic motivation is more correlated to the quality of the work while extrinsic rewards was more correlated to the quantity of the work. Even though the relationship between extrinsic and intrinsic motivation is thoroughly studied, I believe the discussion on why they affect each other should be further developed.

Another reviewed area of research is the one of social identity theory. Social identity theory is based on the assumption that we are motivated from internal sources and builds on this to explain intergroup behaviour (Hogg & Terry, 2001, p.3). There are several parts of social identity theory that can be used to explain motivation and work behaviour. Studies show how there is a relationship between a strong organizational identification, commitment and the increased work performance (Ellemers, 2001, p.109-110). These concepts are similar to the purpose of this study in a way that identifying with the

company can explain how to the company's needs can become the salient motivation factor in an employee. A person who identify with the organization is likely to work harder for the organization (Ellemers & Van Knippenberg, 2003, p.32). What I believe should be developed further is the discussion on the practical implication of these concepts e.g. how do we increase the organizational identification?

Building on these issues I believe there is missing research on the dynamics of motivation and how motivation factors shift in salience. I believe that there is a need for a deeper understanding as to why when a need is filled it becomes less salient as a motivation factor. Understanding the role of recognizing and visualizing motivation from internal sources and how this affect the salience of motivation factors. These thoughts are supported by Hewett & Conway (2016, p.437) who recognized the perceived salience of incentives as an important concept but could not find previous research on the subject. Also, a further discussion on the activities that cause the shifts in salience of motivation factors and how these activities can be manipulated. When the understanding of the subject has increased future research can develop methods to recognize motivation from internal sources and in turn make those factors salient to the employee.

1.2.3 Theoretical point of departure

This study will be based on motivation theory starting with classical motivation theories such as Maslow's Hierarchy of needs, Hertzberg's two-factor theory of emotion and moving on to consider motivation through a social identity perspective. Further, motivation will be categorized as motivation from internal and external sources which comes from the concept of intrinsic and extrinsic motivation. While recognizing the relevance of these theories also criticise underlying assumptions.

Building on founding motivation theories I will study the salience of employees' motivation factors in small companies and how it effect their motivation. One helpful theory while connecting organization and motivation is social identity theory (SIT). SIT is in its foundation a theory aiming to explain intergroup behaviour (Hogg & Terry, 2001, p.2). Since groups play an important role in organizations it can be useful when trying to understand work behaviour and issues arising in the workplace. As said by Ellemers and Van Knippenberg (2003, p.31) "*Instead of asking what motivates individuals to exert themselves on individual tasks.... we have to consider what motivates individuals to exert themselves on behalf of the collective*".

To explore the manager's role in shifting the salience of motivation factors, leadership theories will also be taken into consideration. Classic theories such as theory X and theory Y by Douglas McGregor is considered in combination with more recent studies in terms of transactional/transformational leadership styles and the perspective of the follower. Studying the effect leadership styles have on followers' motivation and what managerial activities shift the salience of their motivation factors may contribute to a new management practice. The possibility for managers to shift the salience from extrinsic rewards to motivation from internal sources in their employees would, as reasoned above, be a great advantage for the company.

1.3 Research question

The reviewed literature have lead me to believe that there is a need to increase our understanding of the dynamic nature of motivation factors. It appears to be a gap in the theory on how the salience of motivation factors shift and what effect these shifts have on motivation. To tackle this issues and to find more knowledge on the subject two research questions is formed. One to illustrate the shifting nature of motivation factors and to describe their dynamic nature;

How is the salience of a motivation factor connected to motivation?

The second question is brought up to investigate what may cause a shift in salience of motivation factors. Further to ask why these activities cause a shift in salience and if these shifts can be managed;

What activities shift the salience of motivation factors?

1.4 Purpose

This study aims to achieve a deeper understanding of the dynamics of motivation and to study the role salience of motivation factors play in relation to motivation. A deeper understanding of the shifting salience of motivation factors may provide a help to make motivation from internal sources more efficient. This would arguably be of help for companies to lower costs while still maintaining a high job satisfaction among employees. Leadership studies is considered to discuss the applicability of eventual findings in practice. Further, it aims to bring up a new angle on previous literature on the subject of motivation in organization, indicating that there is a lack of simplicity regarding motivation from internal sources. Thus complicating the process to make these motivation factors salient. Further to increase awareness of this issue and present suggestions for future research to solve this problem.

1.5 Delimitations

This degree project aim to study the dynamic nature of motivation in employees in small firms in Västerbotten, Sweden. While the topic could be interesting in several contexts the extent of this degree paper is limited geographically and by company size. Since motivation is a subject with relevance in many situations this subject can be put in several areas of research. However, because of the limitations this degree project will study motivation in organizational contexts (small companies) and in Västerbotten, Sweden. The perspective is through employees. Leadership will be included and considered from an employee perspective (i.e. followers). A larger study could for example explore other contexts or from a leader's perspective the possibility to develop a practical tool for leaders to use in management practice.

1.6 Definitions

In the reviewed literature on motivation the definition of motivation differ between theories. Terms such as intrinsic and extrinsic motivation, job satisfaction, performance etc. is used in different context but is often referring to similar processes. In this study

motivation is divided into two categories. One is motivation from external sources which is defined in this study as factors which move you to do an activity because of a transactional exchange which for you is a necessity.

The focus of this study lay on the other category of motivation. This is motivation originating from internal sources. Many use intrinsic motivation as a synonym however extrinsic motivation can also originate from internal sources (Ryan & Deci, 2000, p.61). That is why the broader meaning of originating from internal sources is used in this study. In the literature this category of motivation is often connected to job satisfaction. While motivation from external sources may move you to do a certain activity it is likely to so because you have to. Motivation from internal sources move you to do an activity because you feel a personal gain from doing so.

Motivation from external sources – Transactional nature, do an activity and get a reward. Do not do it and get punished. Rewards and punishment is transferable into monetary funds. Some rewards are necessary to survival, e.g. you need food, water, shelter etc. however while this motivates you to act you do not do it because you want to.

Motivation from internal sources – A will to act originating from one's self. Based on a will to be loved, feel self-esteem and to actualize one's self. You do not have to do it but you do it because you will get a personal gain and feel a job satisfaction. Can include intangible rewards such as approval, status, commitment etc.

Salience – Motivation factors are factors that have an effect on motivation, they may be aimed to increase or decrease motivation. The salience of these factors refer to the motivation factor most active at the moment. The salience could be affected by forgetting, unnoticed, ignored etc.

Small companies – In this study employees in small companies is used to access empirical data. Small companies is in this study defined as a maximum of ten employees (not including managers).

2. Scientific method

In this section the scientific method used in this study is introduced. First the personal preconceptions of the author is presented, followed by the underlying philosophy of science. Further the research approach and methodical choice is discussed. Lastly an explanation on the literature search procedure is presented.

2.1 Preconceptions

To fully understand and critically evaluate the scientific value of a study the preconceptions of the author have to be considered (Bryman & Bell, 2015, p.40). Bias and values of the author, while should be brought to a minimum, is impossible to remove all together and should therefore be described. As the author, my aim is to be as self-reflective as possible, recognizing my bias, values and still try to be as objective as possible.

In relevance to this subject there is three personal traits I would like to bring forward. First a personal experience in management situations in small firms. While working in management positions in small firms, ungratefulness among employees is believed to have been observed. Therefore, a personal underlying assumption would be that employees have to be reminded of what they have. Second, I have studied business and economics at a university level for soon to be four years. These studies have brought up an introduction to several subject relevant to companies such as marketing, accounting, finance etc. However the major has been management which cover organizational design, strategic management and leadership issues. Lastly a preconception which have to be considered is the subjective thought of my own personality. I am subjective toward a “less is more” line of thoughts. I have a belief that one should be grateful for what one have and take this in consideration before asking for more.

2.2 Scientific philosophy

2.2.1 Ontology

Ontology is considering the question of what we know exist. In the ontological considerations one set the criteria which draw the line between what we consider exist or not (Wills, 2007, p.9). In the social sciences one consider the ontological concern to be social entities (Bryman & Bell, 2015, p.32). Should, or how should, social entities be considered reality? The two mainly considered positions is objectivism and constructionism. Objectivism defined as a stance where you consider reality the social phenomena that do not depend on social actors. Using objectivism as an ontological position accepts social entities as external and tangible (Bryman & Bell, 2015, p.32). The alternative ontological standpoint is constructionism. On the basis of constructionism social phenomena is socially constructed. What in objectivism is considered an object, is through constructionism considered what the social actors interpret the phenomena (Bryman & Bell, 2015, p.32-33).

The ontological stance in this study is constructionism. Motivation is a key concept and will be considered subjective which is in line with the constructivist positions (Saunders et al., 2012, p.132). Motivation in this study will consider how it is perceived differently

between different actors. Organizations, another key concept, is considered in line with social identity theory. SIT consider organizations to be socially constructed groups (Hogg & Terry, 2001, p.132) which also goes in line with the constructionism view on reality (Saunders et al., p.132). Lastly leadership is viewed as constantly changing due to subjective interpretation of the follower. Using constructionism as the ontological stance throughout this study suggest that the data collected is to be considered the reality of the respondents. The deeper understanding granted by this study consider what the respondents believe to be the source of their motivation and how they experience shifts in salience between motivation factors.

2.2.2 Epistemology

The epistemological position refer to what knowledge is accepted to be knowledge (Bryman & Bell, 2015, p.26). Simply put, what is knowledge? Knowledge can be considered what we have found in our research, however the findings in research may also be considered only the researchers knowledge (Wills, 2007, p.10). Bryman and Bell (2015, p.27-28) argue that three main epistemological positions is important to consider; positivism, realism and interpretivism. Positivism is an epistemological position where knowledge is considered from a natural science view, knowledge is accepted and considered to be true if it can be tested and generalized (Saunders et al., 2012, p.134). Realism consider comes in two forms, direct realism and critical realism. Direct realism is focusing on what we can sense as reality e.g. what we see is what we know. Critical realism consider people to have sensations about what is true e.g. we may be fooled by our senses when we see something (Saunders et al., p.136)

This study consider interpretivism as the epistemological position. Interpretivism, similarly to constructionism, consider the individual interpretation of the social actor. What we consider knowledge is an interpretation of the social actor (Saunders et al., 2012, p.137). Social phenomena and entities such as motivation, organizations and leadership have to be considered through the social actors subjective thoughts. With interpretivism as the epistemological stance this study have to consider the interpretation of each respondent. Respondents may interpret motivation factors, how they shift in salience and what causes these shift different from each other. Answers have to be analyzed in depth not only considering the words spoken but also how the words is expressed. Interpretations of motivation can be the same between respondents but described differently or the other way around. Contextual factors such as profession and workplace is considered to analyze in depth the reason for their interpretation.

2.3 Research approach

In business research the most common approach to connect theory to research is the deductive approach (Bryman & Bell, 2015, p.23). While an inductive approach is to use findings in empirical data and connect them to a theoretical framework, the deductive approach go the other way around. The deductive approach is using a theoretical framework as a base to collect empirical data. The empirical finding and the theoretical finding is then tested against each other. This imply that using a deductive approach is to draw conclusions from a reasoning using set premises. By building a theoretical framework which is used as a premises (A), the deductive approach through can draw conclusions (B) by answering that B is the case considering A as the context (Saunders et al., 2012, p.145). There is a third option which is called the abductive approach and it

is a combination of the aforementioned two. Using an abductive approach is to use empirical findings and theory in parallel to let an understanding form successively (Bryman & Bell, 2015, p.23-26).

In this study, the premise is set put by the theoretical framework following in the next chapter. The data collection will be conducted through semi-structured interviews with an interview guide. The interview guide contain questions constructed using the theoretical framework as a base. The empirical data collected from interviews will be compared and linked back to the theoretical framework. The empirical findings is then used to complement and to further contribute to theory. I would argue that this is in line with a deductive research approach.

2.4 Method

When it comes to methodological research methods, there is three different methods to consider; qualitative, quantitative and mixed-method (Bryman & Bell, 2015, p.37-39). A quantitative study aims to collect data in a quantifiable manner. Often using a deductive approach, the quantitative study aims to trough an objectivist and positivist position test theories against reality. In contrast, a qualitative method is aiming toward an explanatory angle with depth and understanding. Often using an inductive approach from an interpretivist and constructionist position. Lastly there is the option to use a mixed-method study. The mixed-method study is using a combination of both the qualitative and quantitative method to gather data.

The aim for this study is to gain a deeper understanding about the dynamic nature of motivation factors and how they shift in salience. Since this is not quantifiable in its nature the research strategy in this study will be qualitative. It will take aim to be more explanatory and find a deeper understanding which goes in line with the qualitative method using semi-structured interviews (Saunders et al., 2012, p.377). The qualitative study is also in line with the constructionist and interpretivist position (Bryman & Bell, 2015, p.392), which has previously been declared as the ontological and epistemological standpoint of this study.

The qualitative data will be collected through semi-structured interviews. In comparison to structured interviews where questions is constructed before the interview, the semi-structured interview is based on an interview-guide consisting only of themes and key questions (Saunders et al., 2012, p.374). This opens up the possibility to ask supplementary questions and go into more depth if interesting discoveries come to light. The semi-structured interview is preferable in situation where it is important to understand the subject from the respondent's view (Bryman & Bell, 2015, p.483). Since this study want to gain an increased understanding of how motivation change in employees, arguably the semi-structured interview is a suitable choice.

2.5 Literature search

There are several reasons as to why a literature search should be conducted in connection to a study. To name a few; it will help the author to find what progress has been done on the subject, it can help to identify what has gone wrong in previous studies presenting pitfalls which should be prevented and help to find gaps in the literature increasing the relevance of your study (Hart, 2001, p.3). The search for literature in this study has been

done using Umeå University library's search function and Google scholar. Electronic databases is increasing in numbers and is today an invaluable element for literature reviews (Bryman & Bell, 2015, p.112). What was discovered was how a majority of the studies on motivation was presented in journals from the field of psychology. To stay on the subject, business research databases such as "EBSCO Business source premiere" were increasingly used to find articles relevant to both management and motivation. The articles which was found and reviewed was only accessed via electronic files while books reviewed in this study was accessed through the library of Umeå University. To find relevant research, search words relevant to the subject of motivation such as *motivation*, *intrinsic motivation*, *leadership*, *motivation factors*, *organizational identification*, *temporary motivation* was used. Since this is a study in the field of management search words such as *management*, *motivation in companies*, *motivation in SMEs*, *leadership*, *motivating employees* etc. have been used as a complement.

The aim has been to use primary sources, which refers to the first occurrence of the information in literature (Saunders et al., 2012, p.83). To access the information as detailed as possible and to avoid misunderstanding primary sources have been used as much as possible. In addition research found in peer-review journals have been prioritized. Using peer-reviewed journals is another a way to increase the credibility of the underlying theory in the study. This because it suggests that the article to have been written by recognized experts and the article have been evaluated by other academic peers (Saunders et al., 2012, p.86).

Additional approaches to finding relevant theory has been to use the reference lists of similar studies and using personal experience on the subject. Saunders et al. (2012, p.97) suggest that using books already known to the author and use literature reference in such books helps to start the literature search. Previous experience has therefore been used as a function to provide literature. Since I have a background in management studies, course literature from relevant managerial courses have been considered, and to some extent used. Additionally, when reviewing literature on the subject, following references used in the text have also helped to find primary sources. It is also an opportunity to get a deeper understanding of the subject as a whole.

3. Theoretical framework

This chapter aims to present the theoretical framework on which this study is based. Starting with motivational theories and the limitations of these, moving on to Social identity theory (SIT) followed by leadership. SIT and leadership theory is presented to connect theories into an organizational context and add a practical relevance. Lastly the summary will be presented in a thematic framework connecting the theories together.

3.1 Motivation

This first section of the theoretical framework aims to introduce the concept of motivation used in this study. Motivation as a concept can be relatively unclear (Hein, 2012, p.12). Motivation in this study is defined as what drives people to take action (Ryan & Deci, 2000, p.54). Building on this, to understand what drives us work, this study is based on two classic motivational theories, the hierarchy of needs by Abraham Maslow and the two-factor theory by Fredrick Herzberg.

3.1.1 The Hierarchy of needs

When studying motivation one of the most commonly referred theories is the hierarchy of needs developed by Abraham H Maslow (Hein, 2012, p.64). In his work, Maslow (1987) presents a set of basic needs which all humans have. Needs which is perceived as lacking in the person and therefore it appears a will to fill the void i.e. the person become motivated. These needs are presented as; *the Physiological needs, the Safety needs, the Belongingness and love needs, the Esteem needs and the Self-actualization needs* (Maslow, 1987, p.15-22). The *physiological needs* is explained as the physiological need for nutrition existing in all human beings e.g. a need for food, water, minerals. Also considered physiological needs are the activities humans need to survive, for example exercise, sexual desire and sleep (Maslow, 1987, p.15-17). Following physiological needs are the *safety needs*, this refer to our need to feel secure and protected as well as avoiding fear and anxiety. On this level, structure is also considered a factor working to motivate the individual. Humans are believed to want order in their life and avoid living in chaos (Maslow, 1987, p.18-20). Next comes the *Belongingness and love needs* which is suggesting that we all have a need for love and affection. Humans tend to search for relationships, form groups and achieve a feeling of belongingness (Maslow, 1987, p.20-21). The second highest need is *esteem needs* which consider the trait of evaluating yourself. Humans want a high evaluation and great self-esteem. Keywords such as respect, achievement, confidence, prestige and more are relevant to the esteem need. Lastly, the highest level of needs is the *self-actualization need* (Maslow, 1987, p.20-22). This need is referring to the subjective and uniqueness of every person. Everyone have personal interests and want to do things others might not want to. We tend to present a restlessness behaviour when we are doing activities we are not fit to do. Instead we have a desire to live up to our full potential.

To understand the nature of the basic needs Maslow (1987, p.17-18) presents them in the previously presented order as a hierarchy with the physiological needs at the bottom to self-actualization at the top. This organization of the needs is explaining how when one lower need is gratified a new higher need emerge. Once the physiological needs is gratified the person is motivated by the need to feel protected and safe. This is implying

that when a need is filled you are no longer motivated by that need unless there is a depreciation of that need eventuating in that the need have to be filled once again.

In this previous paragraphs the hierarchy of needs is explained in a simplistic manner, which is the case in most situations (Hein, 2012, p.64). However some functions to this theory which is often neglected, for example, there can be needs on different levels of the hierarchy working simultaneously (Maslow, 1987, p.56-58). Some of the criticisms is focused on the individualistic nature and how Maslow's hierarchy of needs is to general. For example Hofstede (1984) show in his study how the culture in which an individual is working shift their priorities and in turn making the hierarchy of needs misleading. Even Maslow himself bring forward several implications of using this theory. One of them being over gratification, repeated contact with what fills the need can lead to boredom (Maslow, 1987, p.41). This is highly related to studying the dynamics of motivation. Employees may be aware of motivation factors but consider them boring because of repeated contact e.g. become less salient.

While several aspects have to be considered using the hierarchy of needs, this study is mainly focusing on the fleeting nature of the gratification of the basic needs. For once a lower level need is gratified a higher level need is emerging (Maslow, 1987, p.17). Realizing this as a consequence, you are always motivated to move forward until every need is satiated. E.g. when one motivation factor becomes less salient another become salient instead. When the need is gratified this is no longer working as a motivational factor, "*a want that is satisfied is no longer a want*" (Maslow, 1987, p.18).

3.1.2 A two-factor theory of motivation

Another theory which have had a great influence on the field of motivational research is the two-factor theory from Frederick Herzberg. Herzberg et al. (1993) conducted an extensive study on motivation at work. The answers in their study showed how people answered different on what satisfied them at work and what made them dissatisfied (Herzberg, 1993, p.113-119). This was categorized by Herzberg as motivational factors and hygiene factors. The name hygiene factors comes from a prevention of dissatisfaction. Even though factors such as the working environment do not motivate the employee, if insufficient, the worker will be dissatisfied. Motivational factors is what can be connected to self-actualization. Rewards which will reinforce the actualization of one's self is what according to Herzberg et al. (1993, p.114) will motivate the employee.

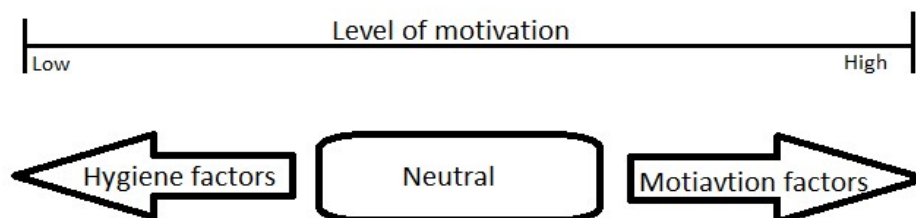


Figure 1. Interpretation of Herzberg's two-factor theory

Herzberg et al. (1993, p.132) stress how “*hygiene is not enough*”. Above is an interpretation of how Herzberg et al. (1993, p.115) explains hygiene factors and motivational factors relation to increased job-performance. It is shown how even though hygiene factors are satisfied the motivation is still at a neutral position. To increase motivation and in turn job performance both hygiene factors and motivational factors have to be present. In this study I will try to gain a deeper understanding of hygiene factors and if they may be acknowledged as “used up” motivational factors. Hygiene factors are not considered to motivate employees e.g. the factor is not salient. If removed it becomes salient however instead of increasing, the motivation of the person decreases. By researching the connection between the salience of motivation factors and motivation, this study may be able to increase our understanding of this phenomenon.

3.1.3 Intrinsic and extrinsic motivation

One of the most common categorizations of motivation is distinguished as intrinsic and extrinsic motivation. Ryan and Deci (2000, p.55) defines the two as following; “*The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome*”. Even though intrinsic motivation, to perform a task because you simply because you want to perform that task, is important, the most common type of motivation is extrinsic motivation (Ryan & Deci, 2000, p.60). However, while extrinsic motivation is to act in return for a separable outcome, it can still origin from one’s self. For example, when studying for a test you may be motivated by extrinsic motivation - if you do well you will get a good grade. However the motivation itself comes from internal sources. You may want a good grade because it is a step toward your self-actualization. Moreover there is not a defined line separating what motivation is originating from one’s self (Ryan & Deci, 2000, p.61). Instead there is a degree to how motivation can come from internal sources where intrinsic motivation is what is originating most from internal sources. Tangible rewards and punishment regulating one’s behaviour being the motivation originating mainly from external sources. Following is an illustration showing the how motivation is perceived.

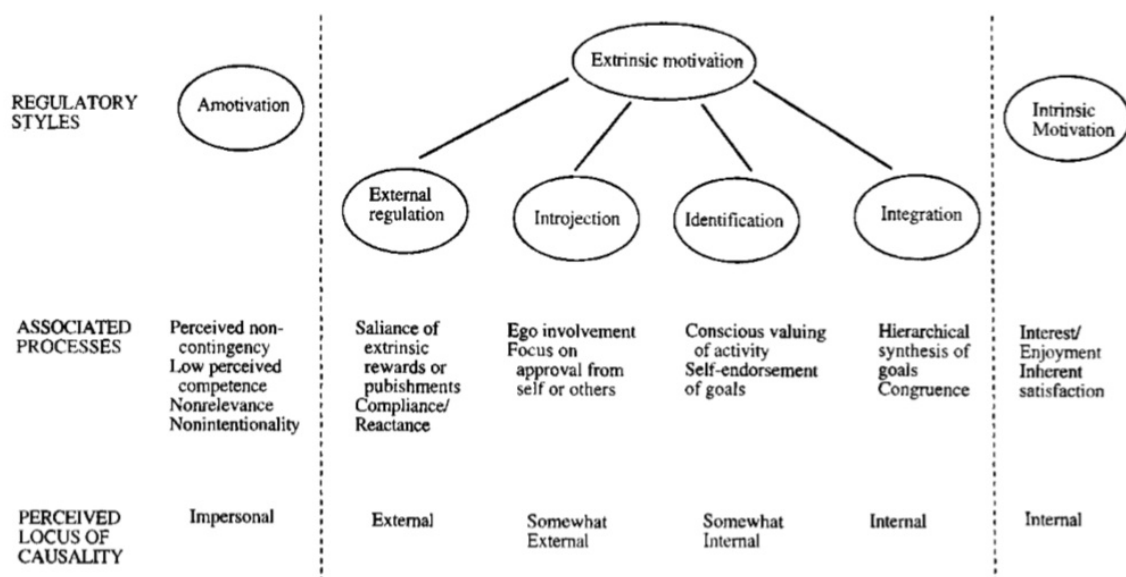


Figure 2. Illustration of the source of motivation. (Deci & Ryan, 2000, p.61)

Looking at Maslow's hierarchy of needs one can consider the lowest level needs originating from external sources. Physiological needs such as food, water etc. is a necessity to survive and we are motivated in a "have to" manner. The highest level needs such as self-actualization where you are motivated to become the best version of yourself would be originating from internal sources. Looking long term Maslow (1987, p.35) consider intrinsic motivation to be the only genuine satisfier. Over time, to fill to be satisfied you have to consider what you truly wants. Similar categorization can be done in Herzberg's two-factor theory, where one may look at hygiene factors as motivation originating from both external and internal sources. For example, salary and wages are considered to be hygiene factors (Herzberg, 1993, p.116). Motivational factor however is only originating from internal sources (Herzberg, 1993, p.114). The study showed how the positive attitudes toward their job was originated from self-actualization.

A thoroughly studied phenomena in the area of intrinsic and extrinsic motivation is how extrinsic motivation seem to undermine intrinsic motivation. Deci (1971) investigated the relationship between extrinsic rewards and intrinsic motivation. What was found was that extrinsic motivation can undermine the effect of intrinsic motivation. Developing on this concept, Cerasoli et al. (2014) performed a meta-analysis on how intrinsic motivation and extrinsic incentives jointly predict performance; *"First, to our knowledge no quantitative review exists examining the direct impact of intrinsic motivation on performance."* (Cerasoli, 2014, p.981). In this analysis it was found how intrinsic motivation seem to have a direct effect on the quality of the work while extrinsic rewards worked as a good motivator for quantitative work. More on this effect, Deci et al., (2001) studied the effect of verbal rewards on intrinsic motivation. In their study verbal rewards was considered to be positive verbal feedback (Deci et al., 2001, p.3). What was found in this study was how verbal rewards increase intrinsic motivation (Deci et al., 2001, p.9). However, if the context from where the reward is administrated could be considered controlling the effect would be lower or even decrease motivation.

3.2 Social identity theory

Social identity theory is based on the concept of self-definition in relation to groups. Through a process of depersonalization a person's characteristics is highlighted to fit a prototype (Hogg & Terry, 2001, p.5). The person feels a belonging to a group representative of that prototype which in turn defines the person's self. The, at the moment, salient group to which you identify become the basis for self-perception and ingroup behaviour. Social identity theory is looking toward esteem and self-actualization needs where social comparisons is used to increase ingroup-favouring (Hogg & Terry, 2001, p.3-4). Looking at organizational contexts, social identity theory consider organizations to be *"internally structured groups, which are located in complex networks of intergroup relations that are characterized by power, status and prestige differentials"* (Hogg and Terry, 2001, p.1). The implication being that individuals in organizations define themselves as part of a group differentiated by status, power and prestige. Looking through a social identity perspective, a person is considered part of a group rather than individual standing alone. Behaviour is determined through a process of self-enhancement (Hogg & Terry, 2001, p.6). This suggest how people is motivated to increase in status, power and prestige pursuing a positive social identity.

3.2.1 Organizational identification

One key concept in SIT is organizational identification. Organizational identification is a certain type of social identification and refer to how the individual identifies with the organizations identity (Pratt, 2001, p.14). By identifying with the organization you may use the identification to satisfy needs of self-enhancement and to be a part of something bigger than yourself. It is seen that there is a significant and positive correlation between organizational identification and job attitudes (Pratt, 2001, p.14; Lee et al., 2015, p.1060; Ellemers, 2001, p.109-110). Which implicates that if the employee can identify with the organization, job satisfaction, job involvement and commitment will increase. Organization identification is also shown to decrease the employee's intention to leave the organization reducing staff turnover (Van Dick et al., 2004, p.357). This was explained by a connection to job satisfaction. Since organizational identification caused the employees to be more satisfied at work the intentions to leave was decreased. A study by Moriano et al. (2014) also found that transformational leadership is likely to increase intrapreneurial behavior, stimulate new-thinking and acting on innovations to help the organization. This was partly explained by how transformational leadership increased the organizational identification. The increased organizational identification in turn increased entrepreneurial behavior in the organization (Moriano, et al., 2014, p.115-116).

3.2.2 Self-actualization

As discussed in previous sections, classical motivational theories and social identity theory explain how a major motivation factor is self-actualization. Maslow argue that self-actualization is the highest level of motivation which consider how we want to become the best version of ourselves (Maslow, 1987, p.22). Herzberg et al. (1993, p.114) is building on that saying that self-actualization is what truly motivates individuals and what leads to job satisfaction. Social identity theory further suggest a process of self-enhancement (Terry & Hogg, 2001, p.6). As argued in the previous section, studies on social identity theory have found that organizational identification is something which is related to collective efforts. An explanation provided by Ellemers and Van Knippenberg (2003, p.32) is how organizational identification is shifting the salience from self-interest to group-interest. Through organizational identification you will be considered to be a part of a group instead of an individual. Therefore by actualizing yourself you actualize the organization's needs or vice versa. This explains the relationship between self-actualization and the company's performance.

3.3 Leadership

Leadership is the process in which you influence others to work toward a common goal (Schedlitzki & Edwards, 2014, p.4). Bringing in leadership theory while studying the salience of motivation factors would consider how leaders can have an influence on how the salience of certain motivation factor increase or decrease. If employees loose or never become aware of activities aimed to increase motivation, the leadership may be considered to play an insignificant role. Understanding the connection between the salience of motivation factors and leadership could also increase to the practical contribution of this study. Moreover have the leadership style practiced by a company been shown to have great effect on performance and growth (Mgeni & Nayak, 2016; Wang & Poutziouris, 2010). Also, as discussed earlier, Moriano et al. (2014, p.115-116)

found how transformational leadership lead to increased intrapreneurial behaviour among employees.

In their review of leadership studies Dihn et al. (2014, p.55) found 66 different leadership theories. This implies that leadership as a concept is complex and contain several different aspects. Since it is not possible to take all leadership theories into account, the leadership styles that are considered in this study are the ones of transformational and transactional leadership. This choice is partly based on my pre-conceptions as the author. I have studied these leadership styles in previous courses during my education which has built an understanding of the theory from the past. Moreover, the transformational/transactional leadership styles together with the laissez-fair leadership style (the so called full range leadership model) is one of the most studied theories in the field of leadership (Antonakis & House, 2014, p.746). Because the laissez-fair leadership style is a non-leadership or inactive leadership style and this study is interested in the activities of leaders, it is not further investigated. However the transformational/transactional leadership styles is studied comprehensively and building on a highly accepted theory will arguably increase the contribution of the study since it can be linked and compared to scientific work from many other researchers.

3.3.1 McGregor's theory x and theory y

One of the founding theories on leadership is theory X and theory Y presented by Douglas McGregor. In his work "*The Human side of enterprise*", McGregor present two sets of leadership traits which he categorize as theory X and theory Y. Theory X is the classical approach to leadership which is built on assumptions such as; the individual lack a will to work and because of this lack of will there is a need for control to make him/her work. Further the individual wants to be lead in a direction and avoid responsibility (McGregor, 1960, p.33-35). These assumptions is then challenged by new theoretical thinking on human motivation. Building on Maslow's hierarchy of needs McGregor questions these traditional thoughts on leadership. While punishment and rewards may be able to have the employee to fill their physiological needs. It is not enough to provide any further motivation. Instead, McGregor present a complementary view, theory Y. Theory Y is assuming that individuals is motivated by a natural lust to engage and develop as individuals (McGregor, 1960, p.47-49). While often misunderstood as two different leadership styles, the true aim of McGregor's theory is to present different traits and leader may adapt traits form both theory X and theory Y (Hein, 2012, p.109).

3.3.2 Leadership in recent years

Building on the characteristics of the leader and the relationship between the leader and the followers, the transformational leadership style has developed (Schedlitzki & Edwards, 2014, p.66). The follower's individualistic traits are acknowledged and the transformational leader act as a mentor considering these individual needs (Schedlitzki & Edwards, 2014, p.66-67). The transformational leader is characterized through different attributes, for one, charisma, meaning that the follower can identify with the leader. Further the transformational leaders motivate by example and challenge their follower to encourage their creativity. This is also described as substantive symbolic management by Ashforth and Johnson (2001, p.37-38). Substantive and symbolic management is used in social identity theory to explain how a leaders in practise can shift the salience of a lower level identity to a higher. The manager can act by example and/or highlight the

organization's identity as positive to provide a feeling of a shared identity i.e. a feeling of belonging to the same group. A dilemma arising from this process is how a leader, influencing others by being the most prototypical member of a group is also differentiated from the group because of the leader identity (Hogg, 2001, p.188). To tackle this problem, the prototype-based leaders may engage in dominant group strategies, repressing outgroups to sharpen the difference between the in-group and the out-group (Hogg, 2001, p.195).

On the opposite side of transformational leadership there is the transactional leadership (Schedlitzki & Edwards, 2014, p.67). I argue that the transactional leader is showing traits connected to McGregor's theory X and has its base in the lower levels of Maslow's hierarchy of needs. It is considering a transactional relationship between the leader and the follower (Schedlitzki & Edwards, 2014, p.67) similar to extrinsic rewards. The leader provide an assignment and the follower is rewarded from completion. Meanwhile, the leader is monitoring and controlling the undergoing process.

Studies on the topic has found that leadership styles is related to organizational commitment (Long, et al., 2016, p.592). Even though both the transformational and the transactional leadership style increased commitment, the transformational leadership style proved to contribute more. Men (2014, p.272) also argue that there is a positive connection between transformational leadership and employee-organization relationship which in turn affect commitment and satisfaction.

3.3.3 A followers perspective

In this study what is interesting is not leadership activities per se but how leadership activities is perceived by the person following the leader. One of the most influential works comes from Meindl et al. (1985) recognizing the limitations of leadership studies which considering followers as inactive and passive. The field have moved on to looking into the follower's role in leadership situations (Schedlitzki & Edwards, 2014, p.56). Leadership is considered a process going two ways. The follower grant the leader his/her leadership rather than the leader demanding it and the follower may chose not to follow. This has given the field a deeper understanding of the processes surrounding leadership and it stresses the importance of relationship between leaders and group members (Schedlitzki & Edwards, 2014, p.59). It is a dominating view in social identity theory as well since it gives a deeper understanding of in-group and out-group behaviour. In social identity theory, the leadership role is requested and then granted by the follower giving them a leadership identity/follower identity (DeRue & Ashford, 2010, p.628). Similarly, Reicher et al. (2005, p.550-551) consider leadership to be a dynamic relationship where both are active in the process. In line with the transformational leadership style the leader is considered charismatic and therefore the follower look to identify with the leader.

A concept to consider in this field of research is followership. This refers to how followers construct their role in organizations (Carsten et al., 2010, p.545). What Carsten et al. (2010, p.556-559) found in their study was how followers, the same as leaders, construct their roles differently regarding their personal traits. People who are more passive prefer to follow the direction set by leaders to a greater extent than people who are active. The people characterized as more active recognized the importance to question and challenge their leaders.

How the followers perceive the leaders behaviour is also of importance. Copranzano et al. (2007) found in their research how organizational justice play an important role in organizations. Being treated fairly showed to increase commitment, loyalty and improve job performance as compared to unjust behaviour which lowered the employees will to exert themselves on behalf of the organization (Copranzano et al., 2007, p.39-40). The explanation was how justice provided a transparency to the process. Even if you are not faced with the result you would have preferred you accept it because it is justified. Also by the simple fact that we as human beings what to be treated fair and with respect (Copranzano et al., 2007, p.35-36)

3.4 Summary of theoretical framework

From the theoretical framework a theme is presenting it self. Although explained and studied in many different ways connections between the different theories are clear. The black line in Figure 2 illustrate a neutral standpoint in motivation where the individual is acting on what is necessary but there is a lack of personal will to take this action. When life necessities such as the physiological and safety needs is filled we move forward motivated by factors originating from internal sources (Maslow, 1987, p.20). This motivation from internal sources is similar to motivation factors explained by Herzberg (1993, p.114) to derive from a need of self-actualization. It is also showing similarities with leadership theories, theory Y and the transformational leadership style consider humans to be motivated from an inner will to develop (McGregor, 1960, p.47-48; Schedlitzki & Edwards, 2014, p.66-67). Arguably, similar connections can be drawn between physiological and safety needs, hygiene factors, theory X, transactional leadership and motivation deriving from external sources.

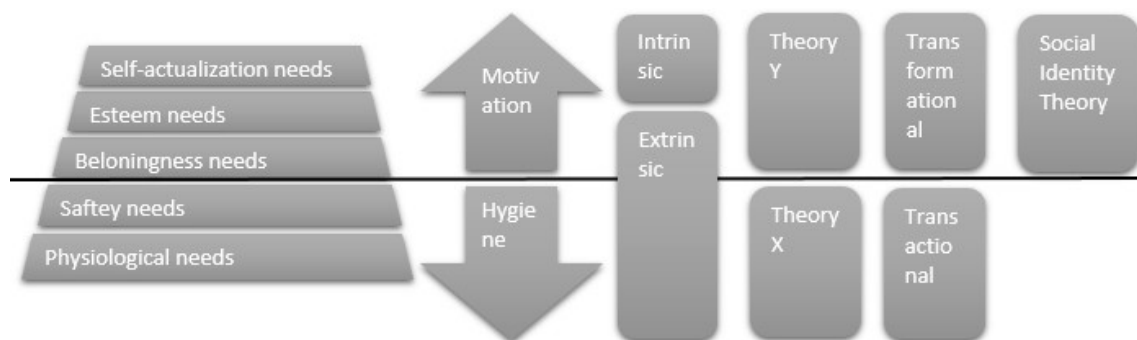


Figure 3. Thematic overview of literature on motivation

Through this reasoning one can consider motivation as a theme to be cross-cutting through the presented theories in this chapter. The theories placed below the black line in the illustration can be argued as what you need and what is presented above the line represent what you want. A theory recognizing the differentiation between what we need and what we want as two separable sources of motivation is social identity theory. Mentioned by Ellemers and Van Knippenberg (2003, p.42), even though the employee is motivated by self-actualization does not imply you can stop paying a fair pay for their work.

This framework is used as a foundation for the research in this study. Using the neutral point of motivation discussed above, the study aim to understand the shift of salience between motivation factors below the line e.g. motivation by offering extrinsic rewards, and motivation factors above the line e.g. offering the employee a sense of personal progress.

4. Practical method

In this chapter the practical process of conducting this study is described. The research design is illustrated and the process of collecting data is presented. The interview guide and collection of data will be explained. The method of analysis will be presented and lastly, potential ethical issues will be discussed.

4.1 Research design

The following figure visualize the practical method of this study. As presented in the theoretical method, the study will be done through a deductive approach where the theoretical framework set the premise from where data is collected. The problem background has laid the foundation from which the theoretical framework is built. Data is collected through semi-structured interviews with employees' from small companies. The empirical data is analyzed to find themes which is set in relation the theory. Lastly the empirical data is integrated, compared to the theory and reflected upon to draw conclusions.

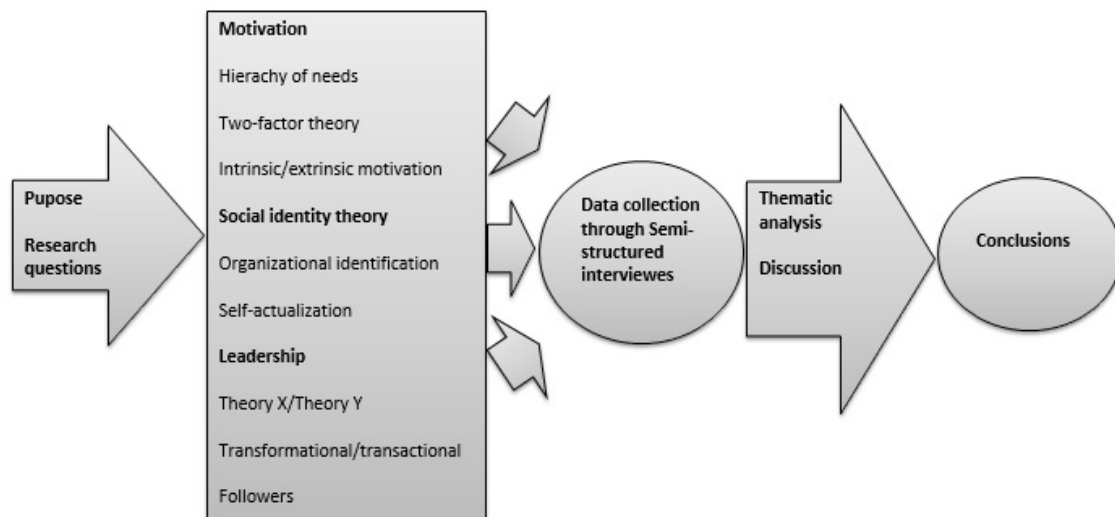


Figure 4. Illustration of the practical method

This study is using mainly primary data collected through semi-structured interviews. Primary data refers to data collected specifically for the purpose of the study as oppose to secondary data which refer to data already collected for other purposes (Saunders et al., 2012, p.304). Using secondary data can be advantageous in terms of cost and time. Instead of spending time and money on the collection of new data a further analysis of data already conducted may be conducted. In this study secondary data is used in form of previous studies conducted on the area, these studies is presented in the theoretical framework. However as mentioned, this study mainly use primary data. This is collected through a case study using semi-structured interviews.

A case study aims to analyze the details in a certain context (Saunders et al., 2012, p.179; Bryman & Bell, 2015, p.67). The case in this study refers to employees between 25-30 years old working in small companies in Västerbotten, Sweden. Although a case study can be suitable for both quantitative and qualitative research methods, a qualitative method is often considered more appropriate since it can be used to explain the certain

case (Bryman & Bell, 2015, p.68). Seeing how the purpose of this degree paper is to increase the understanding of the dynamic nature of motivation factors, a qualitative case study, arguably can be a suitable choice.

4.2 Sample

Saunders et al. (2012, p.284) present four groups of non-probability sampling techniques. One being quota sampling where the studied population is divided into groups with the same variability as the whole population (Saunders et al., 2012, p.284-285). A quota is calculated for each group and then a choice is made as to how data is collected from each quota. There is also volunteer sampling. This sampling technique is based on subjects volunteering to participate in the study. This can be done through a snowball sample where a few cases of the sample is approached and asked to identify further cases. It could also be done through self-selection sampling. In that case the researcher advertise the need for participants and who in turn choose to volunteer (Saunders et al., 2012, p.289). Third there is the haphazard sampling where the most common type is a convenience sample. When a convenience sample is used, no thought is put into issues of bias or other influences. Instead, the convenience sample make use of the, at the moment, most convenient participants (Saunders et al., 2012, p.290-291).

The last sampling technique is the purposive sample. A purposive sample refer to a sample selected by the researcher because it is considered representative of the purpose of the study conducted. This can be put in contrast to a probability sample where the sample is randomized and aim is to generalize the result. Purposive sampling is the most common sampling approach in qualitative research (Bryman & Bell, 2015, p.428-430). This is the chosen approach for this study where interviewees is selected in relation to what they may contribute to the study. Since it is a non-random sampling technique the results cannot be generalized (Saunders et al., 2012, p.287), however since generalization is not the aim for this study it is not to be considered as an issue. Saunders et al. (2012, p.287-289) present different variations of purposive sampling. Extreme case, were a narrow sample is used to study an extreme case rather than the contrasting typical case. The typical case aim to provide an understanding of the common case of the issue researched. The critical case sampling focus on the most relevant case to make logical generalizations from where one can understand the whole picture (Saunders et al., 2012, p.287-289). A purposive sample may also be a homogeneous sample where the members of the sample have common characteristics to provide a deeper understanding of that particular group (Saunders et al., 2012, p.288). In contrast there is the heterogeneous sampling. This is when the chosen research subjects have diverse traits and therefore similarities emerging is likely to be of interest (Saunders et al., 2012, p.287).

When finding a representative sample, different options and limitations was considered. First, as argued in the introductory chapter, small companies is considered a setting where salience of motivation play an important role. Therefore, the interviewees should work in a small company. Due to feasibility, the sample is geographically restricted to Västerbotten, Sweden. Second, different traits (mentioned in the introductory chapter of this study) that can have an effect on motivation was considered. Thus age (25-30 years old) and cultural background is the same to provide some homogeneity to the sample. At the same time, respondents was working in different trades, with different competences and was chosen to provide some heterogeneity to the sample. Gender was also diverse within the sample. Lastly, consideration was put on what the interviewee can contribute

with in consideration of the theoretical framework presented in this study. The provided heterogeneity of the sample rely on the author's judgement to choose suitable subjects to interview (Saunders et al., 2012, p.287). With the given criteria for respondents the search for a representative sample was done through personal contacts. In sum a homogeneous sample of employees in small companies from the age of 25 to 30 years and from similar cultural backgrounds was studied. While still containing heterogeneity in terms of different genders and industries. The heterogeneous nature provide strength to the patterns appearing in the analysis (Saunders, et al., 2012, p.287).

4.3 Interview guide

Before conducting the interview I start with a summarized text to remind the respondents of the process (appendix 2). It bring up the voluntary nature of the study, the approximate timeframe and what is expected from the interview. Next, the interview guide (appendix 1) start with a few introductory questions to understand the situation in which the respondent is working. To make the transition to the subject of motivation a question on how they interpret motivation to affect their work is asked. Following is three thematic questions on each theoretical subject. This is to simplify the interview, while in practice all questions can have relevance to the other theories as well. Instead of being specific, the main questions is constructed to be open questions, inviting to further discussion rather than being yes or no questions. The interview aim is to ask each of the guiding questions linked to each theory and follow up with supplementary questions to fully grasp the respondents' subjective view on what affect their motivation. The supplementary questions aim to follow the research questions of the study and ask how salience of motivation shift and why?

Within the theoretical subject of motivation, three main questions are formed to have the respondent think about what motivates them. Since the focus of this study is on motivation from internal sources, the questions consider self-actualization and personal development rather than economic rewards. First, "*What motivates you to perform at work?*" is investigating the motivating factors at this time and follow up questions will ask how motivation factors will be perceived in the future. Second, "*From when you started to work here, how have your sources for motivation changed?*" Is constructed as an open question about what motivated them when they started at their workplace. The aim is to explore how previous motivational factors transform and is viewed in the present situation. Follow up questions will aim to understand why motivation factors has changed in their perception e.g. have they forgotten about them? Lastly a question asking how they perceive their motivational development "*How do you acknowledge your personal development?*" This aims to increase the understanding of how they acknowledge what motivates them.

Second three main questions under the category of Social identity theory is formed. The key concept here, as expressed in the theoretical framework, is organizational identification. The three questions "*How do you feel about being a part of this company?*", "*Describe the relationship between the company's performance and your motivation?*" and "*How do you recognize the company's performance?*" aim to open up a discussion on prestige and the connection between the respondent self and the company. These questions aim to gain a deeper understanding of how the identity of the company suits the respondent and how they can feel as an important part of the company. Emphasis

is put on how the organizational identification is acknowledged and what effects this have on their motivation.

Lastly, three questions on the interpretations of leadership aim to gain an understanding of followers' interpretations of leaders activities aimed to increase motivation. The first and second questions, "*Describe the communication between you and leaders considering motivation?*" and "*How is your motivation affected by leaders' efforts to increase your motivation?*" is aimed to open up a discussion on leadership techniques. It attempts to gain deeper knowledge on the employee's perception of managers' motivational techniques. Follow up questions aim to discover a distinction between what the respondent want to do, what they have to do and how the leader's motivational techniques shift the salience of the follower's motivation factors. Lastly, "*Explain how you wish leaders would motivate you?*" also aim to increase the understanding of the employee's perception of leaders' activities and how the salience of motivation factors is affected by these activities.

4.4 Data collection

As mentioned in a previous section, the respondents were found through personal contacts. The respondents were contacted by phone or face to face where they were asked if they would consider to participate in this study. Some rejected due to time restrictions however most of the people confronted volunteered. The aim was to conduct the interview in person, therefore, after getting an approval a meeting where set up. The interviews were conducted in their offices/workplaces or in the home of the respondent.

The participants was offered to be interviewed in English or in Swedish. Every respondent chose to be interviewed in Swedish and quotes were then translated after the interviews was transcribed. Since Swedish is the native language of both myself and the interviewees the risk of misunderstanding during the interviews could be kept to a minimum. However, when translating there are some pitfalls that have to be taken into account (Saunders et al., 2014, p.442). The lexical meaning of individual words, the idiomatic meaning of words, the experiential meaning and the grammar and syntax of the language all have to be considered when the text is translated. Words and sentences might be interpreted different in different languages. To overcome these issues it is recommended to stay in the original language as long as possible to avoid misinterpretations in the analysis (Nes et al., 2010, p.315). In this study the collected data was transcribed and analyzed in Swedish, only the quotes and themes from the analysis was translated. Because the interviews and the analysis of the collected data was conducted in the same language I believe misinterpretations was kept to a minimum and the analysis is valid. When translating text it is also recommended to hire a professional translator as help (Nes et al., 2010, p.315). However, because of the cost of a translator I have translated the material by myself. Since I consider myself to be fluent in both the Swedish and the English language I judged that this was not an issue. However, when translating the quotes, finding balance between keeping the idiomatic meaning of words and not changing to many words was proved to be a challenge. Therefore some of the quotes presented in the following chapter might be hard for the reader to grasp.

The interview was conducted with the use of an interview guide. Before starting the interview, I introduced the process to the respondent using the text presented in appendix 2. The estimated time of the interviews were 40 minutes and the time of the interviews

varied from 34min to 48min therefore to be considered being in line with the expectations. After the interviews were conducted the aim was to transcribe each interview as soon as possible which also was the case. Each interview were transcribed and translated one-two days after the interview was conducted. To transcribe the interviews close to them being held was helpful to interpret the answers beyond the words being said. Following is a table presenting the gender, profession and the extensity of the interviews.

Respondent	Gender	Profession	Interview time
A	Male	Guide	44min
B	Male	Mechanic	48min
C	Female	Waitress	40min
D	Male	Project manager	34min
E	Female	Clothing retailer	38min
F	Female	Truck driver	37min
G	Male	Construction worker	40min

Table 1. List of interviews conducted

As illustrated in the table, the respondents were all working in different professions and there is a mix of female and male respondents. Other characteristics which may affect the salience of motivation factors were considered to be in similarity to each other e.g. culture, age, geographical area, company size etc. For a more detail description of the sample see section 4.2 in this study. Since the interview where conducted anonymously (see section 4.6 “*ethical considerations*”) the respondents will be listed as Respondent A, B, C, etc. w

4.5 Method of analysis

There is different ways to analyze qualitative data. Saunders et al. (2012, p.556) categorize the approaches as generic, specialized for inductive research and specialized for deductive research. Approaches specific to analyze data from inductive studies is less structured and relies more on interpretation (Saunders et al., 2012, p.556). The most common method is called grounded theory method however other common methods are template analysis, analytic induction, narrative analysis and discourse analysis (Saunders et al., 2012, p.566-567). These approaches can be used to generate directions for future research, it can be used to reflect the subjective views of the studied sample, it may bring forward suggested actions specific to the studied case and it may be used to test generalizations in different settings. The specific approaches to analyze deductive studies is based on pattern matching were a patterns discovered from the collected data is set in comparison to previous set theoretical propositions. (Saunders et al., 2012, p.579)

This study use a generic approach to analysis suggesting that the data is not to be processed through a standardized way but instead follow general principals of analysis. Breaking the analytical process down into steps was done by using Attride-Stirlings (2001) description of a thematic network as a tool for analyzing qualitative data.

Step 1: Code material
Step 2: Identify themes
Step 3: Construct thematic networks
Step 4: Describe and explore thematic networks
Step 5: Summarize thematic networks
Step 6: Interpret patterns

Table 2. Six steps to analyze qualitative data

The thematic network was not strictly used as a tool and the step-by-step approach presented in the article was not followed directly. However the steps one by one was useful to build an overview of the analytical process. To prepare for the analysis of the qualitative data gathered through the interviews, every interview was transcribed. The interviews was transcribed literally. The following step was to code the collected data (Attride-Stirling, 2001, p.390). To do so categories of subjects relevant to the study was constructed to provide a framework. This is useful both as a tool to structure the data gathered in the interviews but also to help us find the meanings of our discoveries (Ely et al., 1993, p.164). The categories in this study originates partly from the theoretical framework, partly from themes appearing during the research process and lastly from the observation of the data. The raw data was reduced and broken down into smaller units with relevance to the coding framework. The transcriptions was coded manually by using color to highlight and categorize units of data appearing in the text. The processed data resulted in codes e.g. *Variation, Challenges, Self-development, measurement, change over time, unnoticed*. From these codes over 550 segments of text was collected. Later these were sorted into categorizes with relevance to the issues discussed in this study (presented in chapter 5).

The appearing patterns and themes presenting themselves in the process was then collected together to form a thematic category. In line with step 4 and 5 in the thematic network approach (Attride-Stirling, 2001, p.392-394), the material gathered in the thematic categories is explored and then summarized. From summarizing theses categorizes patterns were identified which in turn was narrowed down into three main themes; *Motivation factors is dynamic and change in salience, "Recognition" change the salience of motivation factors* and *Leaders play a vital role in making motivation factors salient*. Empirical data and the main themes is presented in the following two chapters which aims to present the empirical data and visualize the analytical process. To complement the discoveries and increase the transparency of the analysis, citations is included in the presentation of data.

4.6 Ethical considerations

While conducting research, ethical issues can arise in several stages of the study. While they are not to be resolved standpoints regarding ethical principles should be taken into account (Bryman & Bell, 2015, p.133). General categories of ethical issues presented by Saunders et al. (2012, p.231-232) are all considered principles in this study.

Starting with integrity and objectivity of the researcher, suggesting openly communication with respondents and avoiding deception and misrepresentation. Also, respect for others, suggesting that respondents should be treated with respect (Saunders et al., 2012, p.231). In this study, respondents is approached in person and over the phone with open communication to clarify the intention of the study as well as the interview. Emphasis is put on equality between interviewer and interviewee to recognizing the dignity of the respondent and develop a mutual trust. While gaining access to the participant it was attempted to fully inform them of the implication of participating in the study. This aim to help the respondent to make an informed decision (Bryman & Bell, 2015, p.139). In combination with offering the possibility to withdraw from the study at any point, the voluntary nature aim to respect the privacy of the respondent. The respondents was also made aware that not all questions had to be answered and it was possible to stop the interview at any moment.

Second, avoidance of harm, privacy of the respondents, ensuring confidentiality and maintaining anonymity is considered. Harm in form of embarrassment, stress, conflict etc. may be caused the respondents (Saunders et al., 2012, p.231). To avoid anxiety which could arise from questions feeling intrusive, full anonymity is offered the respondents. In the following sections respondents will be coded as respondent (A), respondent (B), respondent (C) etc. Anonymity and confidentiality is also considered in terms of data. The collected data is processed to remove attributes and avoid identification. Failing in maintaining the anonymity of the respondents is considered a violation of privacy (Bryman & Bell, 2015, p.143)

After the data is collected the following process is conducted with consideration of the ethical responsibility of not altering or falsifying data but to analyze and report the data accurately. Not doing so may result in deception, meaning that the data is presented as something it is not (Bryman & Bell, 2015, p.144)

5. Empirical data

In this chapter the findings from the interviews is presented. Starting with a general description of collected data followed by a presentation and interpretation of the empirical data. The empirical results is presented in line with discovered pattern related to the issues relevant to this study. The findings will be analyzed and further discussed in the next chapter.

5.1 Data presentation

The data was gathered from conducting seven semi-structured interviews, every interview were conducted in person. Four of the interviews were conducted in the home of the respondents and the others were done at the workplace of the respondents. The participants was offered to end the interview at any moment however this was not an issue every interview was conducted until there was no more questions.

In the following sections the empirical data is presented in accordance with the categories of code derived from the analysis. To help the understanding of the analysis and to increase the transparency of this study the presented analytical observations is followed by citations, displaying the pattern of thoughts in the analysis. Generalizations is only done when the majority of respondents contribute to the arising pattern. Since it is a heterogenic sample, patterns discovered may be considered to be more valuable (Saunders et al., 2012, p.287). Ending the chapter is a table summarizing the categories and how each participant contributed to that category.

5.2 Empirical data

5.2.1 Personal development

When asked about what motivation factors is of importance for the employees there were obvious similarities between the respondents. One of them being the importance to develop as a person and in their profession. However there was a difference between the participants on how they viewed their personal development. Respondent (A) talked about reaching goals, to set goals and reaching them was a significant source of motivation; *“What motivates me mainly is probably... First and foremost to set up goals”*. Respondent (B) described the feeling of experiencing new things. To learn and become better in his profession, for instance he said *“To understand and like develop in my profession is a pretty great driving force”*. Respondent (C) also said that developing further is an important motivation factor but expressed it mainly from the point of losing motivation at work because she does not develop any further; *“Here I can feel that I might have reached the highest level there is... how to say? There is no more steps”*. Respondent (D) explained how a lot of his motivation originates from the development of the company i.e. in line with organizational identification. However he also pointed directly at personal development saying that a reason he chose to perform at work is *“... to develop yourself in another way then education”*. Respondent (E) express how learning is important *“... I genuinely want to learn and become good at it.”* However she continued to criticize her leader, as her efforts to teach where inefficient. Respondent (F) was in a situation where personal development was hard to achieve since her job was to drive round and round. While this was not expressed to be an issue at the moment since she is

relatively new at her workplace, it was something she feared would become a problem in the future; *“First off it’s my first truck driving job. So that is fun, just because it is something new. Though I think it will become boring over time”*. However she describe how up until now she has learnt new things which has had a positive effect on her motivation; *“... I feel that I develop as a driver and it is fun to feel that you can do things”*. Respondent (G) explain how the realization of personal development was motivating him saying *“... and then you realized that you started to know it and then it became fun as well. That you became better at it”*. Personal development was also emphasized when asked about how he would like to be motivated; *“Well that is one part but then it’s actually maybe to develop. Come with new stuff and opportunities, and the possibility to develop is the long-term”*. In sum, every respondent expressed that development was an important source of motivation.

5.2.2 Challenges

Another reappearing subject is the importance of challenges and variation. The interviewees express an obvious need to challenge themselves and feel a variation in their work to feel motivated. Respondent (A) argue that, while a steady flow can motivate because a sense of accomplishment, a tough time can motivate more because of the challenge; *“... when low you have to motivate yourself more to put in the extra effort to get it better. Therefore, likely, a low season motivates more”*. Continuing this reasoning while putting more attention to personal development is respondent (B); *“It is always fun to do something new”*, *“I become driven when I feel... continue to challenge myself to do, to understand and to develop...”* and how when others see problems he is driven to show them that it is possible *“I become almost worried about people because they see so much problems with things and then I want to prove to them that it is possible”*. Respondent (D) explain how he look at other companies and see how they do things then he want to do it better; *“No but you look at others, how it is going for others and how others work and then you try to do it like them but better”*. Both respondent (C) and (E), while not talking directly about challenges, express how challenges is important indirectly through a decreasing motivation if their work become to static. Respondent (C) express how she is planning to change profession because of a sense of mastering the craft. Respondent (E) clearly states how variation is of importance and this is why she quit her last job; *“It was really static which was not that fun”*. The parts of her work that is still monotonous was expressed to be less motivating while the variation considered to increase motivation; *“Well that I do more things is more motivation off course”*. In resemblance, respondent (F) explained how the monotonous nature of her work will lower her motivation over time and to test new things would be an option to keep her motivation; *“You can’t become faster in something either really but it takes the time it takes so drive back and forth”*, *“Maybe if you would get to drive a little more tractor if you like... ...And that’s something you would like to test more”*. Respondent (G) was clear on that the variation in his work was a significant factor of why he could stay motivated at work; *“a big motivation within this work in general is that it’s so varying”*, *“I think that’s good, you never really become tiered of things before you start something else”*. He continued to explain how you can always execute tasks better and challenging yourself is increasing his motivation; *“it’s like within the same trade but still a new solution or something different and you feel that is becomes better then what you did before”*.

The challenges also appear to have a dark side to it. Simply, if you are not able to overcome the challenge the motivation is heavily set back. Respondent (B) says “... *a thing that get me unmotivated as hell is, the times it goes bad, well when you missed something or have to do it all over again or something went wrong...*” Respondent (D) put is similarly saying “... *you would like, die if you heard from people how everything was shit and alike*”. Respondent (C) bring up how not being able to perform at work in general is diminishing her motivation; “... *you lose a little the motivation to work if you are not able to do a good job*”. One attribute to this phenomenon is expressed to be the goalsetting. If goals are set to high the challenge will be too hard to overcome which will lower motivation rather than increasing it. Respondent (E) declared how the budget set by their manager was too high; “*We never reach that budget, making it really unmotivating because we know we will never sell that much*”. Respondent (B) described how when he is not expected to accomplish a task he becomes truly motivated. However, if expected to be able to accomplish it but then failing, his motivation is drastically decreased; “*But one thing motivating really is to be trusted. Well, that is actually what motivates me most.*”, “... *if the superior expect me to be able to make it I can become, it can be that I almost loose motivation*”.

5.2.3 Verbal feedback

Every respondent interviewed stressed the importance of verbal feedback. Respondent (C) put it simply by saying “*Yeah, if you do never get to hear how good you are at what you do you would never work with it*”. Respondent (A) express how feedback and advice increase motivation; “... *yes well, advice and suggestions and like feedback that you get, absolutely it motivates...*” but he also mention how negative feedback can have some positive effect on motivation; “*yes well, a little more fighting spirit, a little more “shut up I am going to show you”*”. Respondent (B) describe how the most important feedback is derived from within himself but feedback from others is still important to decide if there is grounds for the personal opinion; “... *the one you give yourself you don’t know if it like, if it counts*”. Respondent (D) use an example from a previous experience to illustrate how he believe a negative verbal feedback is decreasing motivation “*I really believe they made a lot wrong because they tried to motivate by saying how everyone did wrong and I believe that works poorly*”. Respondent (E) express how the feedback from her manager is truly challenging her motivation and has become a problem for her when it comes to motivation at work. Mainly the problem is how her manager seem to ignore or not recognize the work put down by the employees; “*Or it is mainly when she says negative things like “Why did you not sell better today? What did you do? What did you tell the customers?” yeah, thus questioning if we are doing a good job*”. Respondent (G) describe how constructive feedback on both what has been good and what has been negative is important and have an effect on motivation; “*yeah it’s of course nice to hear sometimes that things is going well. Or in general just to have an open discussion about the work, even if it went well, things that could have been done differently?*”

While verbal feedback from managers is described as important, the confirmation from others also play a vital part in increasing motivation. Customers is expressed to matter by several interviewees. Respondent (A) explain how you are presented to customers and their response toward you matter a great deal; “*Yes exactly, you want to reach the customer with a feeling of quality. Yes, represent quality*”. Respondent (C) also bring up the importance of feedback from customers saying “... *if you had not heard, well what they have said. Then you would actually, like, thus... Well you would not be able, you*

would not manage to care... ” Respondent (E) express clearly how positive feedback from customers increase her motivation *“Well then I become really happy. Then I become motivated, absolutely”*. However she also brought up how bad feedback from her manager contradicted the positive effect on motivation that derived from the positive feedback from customers; *“... then we have had completely different views on... I viewed it as a great day while the manager thought it was a really bad day. So it is, I can have it inside me like that you got great feedback from a customer but then it disappears after a while”*. Although, the motivation does not disappear but the motivation factor becomes less salient *“But I can still think back on it and like, if it is bad like, but I am still doing a good job”*.

5.2.4 Recognition

As mentioned in the section above, verbal feedback as a tool to recognize good work is shown to have great impact on motivation. However recognition in itself was expressed to have a significant impact on motivation and this was discovered in several different ways other than verbal feedback. Respondent (A) clearly stated that it is important to recognize your own work but you rarely do it; *“Perform for yourself, to get confirmation from yourself, that is spontaneous... that is bad at. You usually don’t say “damn you are good”... It is something you say to others and like maybe but you don’t say it to yourself usually”*. However he describe how it can be found in other ways such as being acknowledged as a role model; *“And that way you get positive reinforcement, like many thus, look up to...”*, *“they want the knowledge and you got the knowledge, like, a type of confirmation”*. Respondent (B) is in line with respondent (A) saying how proving to others and showing other people what is possible is a great source of motivation; *“When you can something others see as a problem”, “Many times you feel like a person that people like, where people look up to one’s skills”, “When it looks like it does, then you feel like a savior. The only one like, you feel like a superhero”*. Respondent (C) express how the satisfaction from the guests is motivating *“Well the customer should not only be happy with what it is eating but should be happy with the whole night and every part...”* Respondent (D) states how clients satisfaction increase motivation; *“... if you do a great job and you hear through others that it is a damn good job you get motivation.”* but also how colleagues working on his projects show appreciation can increase his motivation; *“That like an employee show more initiative and do their own stuff. That is more than their normal tasks. Then I would become more motivated to motivate them”*.

While verbal recognition is express as important recognition from action is of great importance as well. Respondent (B) describe how actions rather than words as a way to show recognition is more effective; *“it is likely a lot about actions I believe. Show that they trust you...”*, *“But one thing motivating is actually to be trusted”*. Respondent (C) illustrate how the taken for granted nature of some actions and lack of verbal feedback is having an impact on her motivation; *“Because I feel that I take on pretty much responsibilities that I not been assigned. Not like expressed at least”, “... and it is maybe that as well that sometimes becomes wrong when the managers as well take for granted that you take responsibility”*. In turn, this is expressed to lead to frustration *“It becomes in one way like, you become like “this isn’t really my responsibility but now I have taken it anyway” argh!”* In a similar fashion respondent (D) describe how pointing out what is done wrong is the wrong way to go and it is important to recognize what is done well; *“To like push on that you have not performed enough and you have to perform more and that is hard to motivate I think”*. Respondent (E) explain how her manager sometimes

redo tasks that she already have done giving her the impression that she is not doing her job well; *“And that makes me really frustrated... ..and then you feel like, but that your job was wasted”*. She also expressed disapproving feelings toward the sales culture in her line of work, always pushing to sell more while not acknowledging the sales actually accomplished; *“It is a little bit like they have pretty low expectations on you, on us salesmen. And it is like “Now you really have to try! Now you have to push and ask your customers”, “Like as if you are new at work every day almost and have to learn”*. In contrast, respondent (G) describe how his manager increase his motivation by including him in every part process and recognizing their value *“well he asks us who work there what we think sometimes, about how long things will take and alike. He is really... yeah you get to engage in everything”*.

A common response was also how being treated with justice was important and unfair treatment from managers lead to lower motivation. Respondent (F) explained how some employees were treated with more respect than others which lead to frustration and lower motivation; *“Tension rises within the group when he always get away. It makes you irritated. When everyone is irritated on a person and he sits and protects that person for no reason”*. Respondent (D) give an example where he as project manager treat himself better than the worker it will increase tension; *“They will likely be very little motivated if I buy a Porsche for myself as a project manager. Well that will likely have them less motivated”*. Thus, recognizing the contribution of employees and evaluating them fairly is important to maintain the level of motivation.

5.2.5 Organizational identification

When asking about organizational identification and how it is related to their motivation, the respondents in unity expressed that it was important. Respondent (A) is illustrating how identification for him is closely connected to the company and how he recognize the company is motivating him. Talking about what he wants to represent he says *“... a type of standard. That motivates a lot. And to put, to put your touch on, in this case, (company name)... ”* and also to be able to represent quality; *“Yes exactly, you want the customer to have a feeling of quality. Yes, stand for quality”*. Respondent (D) explain how the performance of the company is closely related to how he perceive his own performance. However he continue to say that how to acknowledge the company’s performance is hard *“... yes it is like that. Then how you check if the company has done well I don’t really know”*. Respondent (E) is illustrating how her manager create a feeling of working for the company while when she works by herself she get a feeling of working as a part of the company. The later increasing her motivation; *“When I work with my boss then I do it mostly for her, like for the company. When I work by myself I feel like doing a good job for myself... ..But it feels a little like you are, like it is your own store”*. Respondent (G) was clear on feeling as part of the company and that the company performance reflected his own performance in turn increasing his motivation. He continued to explain that a reason as to why he preferred working in smaller companies was the openness of the company performance; *“I believe, it’s more open like that. Because that’s like, that is something I always appreciated as an employee... ..the economic part and it might not be many who are interested in it but everything is associated to each other...”*

In addition to the company, what appeared to play an important part on the respondents’ organizational identification was their profession. Respondent (B) was very clear in describing his occupational pride; *“...to be able to stand straight and take responsibility*

over your actions... ” and how even if there would not be a great connection between him and the company he would work hard because to keep his occupational pride; “... for me I think that I would never let go of that occupational pride. I think I would always feel ashamed if I would have done something wrong”. A similar line of thought is described by Respondent (C) “... and I am absolutely not ashamed about waitressing. Cause you know that everyone would not manage a service profession like that. Thus you have to be really service minded and not everyone would fit”. Respondent (F) explain how she has no sense of identification with the company per se because a feeling of being neglected by the company; “So you don’t feel much for the company as such. To benefit them when they don’t give you something back”. Therefore she cared more for her identity as a truck driver rather than the company.

In relation to motivation, the organizational identification is closely connected to the status of the profession and company. Respondent (C) while expressing that she is not ashamed with her current work still recognize a desire to find a profession with higher status; *“Yeah it’s not like saying that you are a doctor, “I am saving lives”. But, yeah, but you feel a little that you would like a more meaningful profession”*. Respondent (B) describe a sense of customers problems becoming his own problems; *“When people call you and are going to solder something it feels like it is your own problem ”*. Further how fixing these problems gives him a feeling of becoming a savior. Respondent (D) explain how he make comparisons to other companies to evaluate their situation; *“it is possible to look around in the industry and in (city name) and see if you are doing well or are you hated?”* Respondent (E) describe her situation as a conflict between her company and her profession. Her manager pressure her to focus on sales thus limiting her ability to offer quality service to customers; *“I don’t want to like sell, just push merchandise on customers. ...I would not say, if I didn’t thought so I wouldn’t like, I wouldn’t lie.”*

5.2.6 Team spirit

Another major subject presenting itself from the analysis of the collected data is the importance of the people you work with, both colleagues and managers. When asked about what motivation factors they consider to be important, every respondent expressed how working with good people is important. Respondent (C) clearly state; *“Then, I believe that colleagues is a very big part. Thus if don’t enjoy the ones you work with, then it’s hard to motivate yourself to work”*. Similarly, respondent (F) explain that since her job has limited opportunities to develop and low variety, the colleagues is what keeps her motivation up; *“And then it’s the colleagues, that you have good colleagues”, “When everyone joke around and are happy, like with me and with others then it’s much more fun. You are more driven to work”*. Also respondent (E) clearly state the importance of colleagues; *“To have a good team spirit, collaboration. And to have fun and to be able to be honest and thus have a good communication I believe is important”*.

When asked to describe how colleagues impact their motivation the most common answer was inspiration. Setting an example and leading the way was expressed to have a significant positive effect on motivation. Motivation seem to have a contagious effect on the working environment. Respondent (A) says *“If you have a good motivation it will be contaminate the others and vice versa”*. Respondent (B) illustrate trough an example of working with a positive person how he becomes inspired and therefore motivated; *“I have tried to embrace it like, cause I understand that, and you understood it when you worked with him that his work life became simpler. Because the ones around him became*

positively contaminated and that makes things simpler". However, this phenomenon would also seem to go the other way. While inspiring others by showing a drive and keeping a positive attitude increase the motivation of the people around you, a bad mood can bring down others motivation. Respondent (G) express how it can go the other way; *"But sometimes it can go the other way as well, when you feel that it doesn't work, then you shut out the others and like "do it yourself"*". Respondent (C) describe how the mood of her managers is closely related to the atmosphere and how it affects her motivation; *"Would you be really unmotivated, it would affect everybody in the end if you walk around and like, cause you would notice if like the bosses is in a bad mood and such"* Respondent (B) also bring up how you can drag others down with you; *"Yeah you only need one idiot in the working team to have like the whole day destroyed for the team"*.

5.2.7 Difficult to recognize motivation from internal sources

Another issue discussed by the interviewees was how motivation originating from internal sources such as personal development is recognized after the development has taken place rather than before. It is expressed to be hard to identify how you will develop from a certain task. Respondent (A) mention how he recognize personal development by looking back on where he was and compare it to his current situation; *"Off course you have to look at, especially over time I think. What to say, what you managed to accomplish... ..Then you have more of an answer I guess"*. Respondent (G) had no previous experience in the field and expressed how he could find motivation when he realized the skills he had acquired; *"... and then you realized that you started to know it and then it became fun as well. That you became better at it"*. Similarly respondent (F) described how she realized her development by recognizing what she can do now that she could not do before; *"Well for example I thought it was really hard to back up with trailers before. But now it's like no problem"*. Respondent (C) was in line with the previous section of recognition, how recognition from her managers is what indicate that she is developing; *"Well maybe that you get more responsibility could be one thing, that your boss like trust you with more things and, yeah gives you more responsibility"*. This would also suggest internal motivation to be recognized after rather than before an accomplishment.

Economic results was also used to measure success. Respondent (G) explained how he used economic measures to identify the success of the company where he works. This success was, as explain above, through organizational identification reflecting his personal success; *"... he can tell us how a job went economically and that can be a good motivation as well"*. Respondent (D) is also clear on how the economic result of the company and his projects is a way to recognize development; *"You look a lot at others and then you see partly how the company feels, like workers but also how the company is doing. Well you measure a company how it goes. Well in money. You see how the company is doing through money really"*.

5.3 Contributions

To summarize, the respondents contributions to the empirical data is presented in the table below. In the left column the observed pattern is outlined. In the middle it is marked which respondent has contributed to the pattern and right column contain a short summary of what this could suggest.

Personal development by reaching goals and to learn new things was acknowledged by every respondent to increase motivation. To be challenged and to overcome these challenges was expressed by every participant to increase motivation. Verbal feedback and recognition of doing a good job was expressed by all but one respondent to be important. The one who did not put emphasis on verbal feedback and recognition as a motivation factor was the truck driver who expressed that it was hard to do her job better or worse, it just had to be done. Every respondent had connected organizational identification to motivation. However how it affected their motivation was expressed differently. Respondent (A), (B), (C), (D) and (G) stated that their motivation was increased because they could identify with the company. Respondent (E) and (F) stated how the lack of shared identity with the company decreased their motivation. Team spirit and the relationship to their colleagues was stated by all but one respondent to affect their motivation. Respondent (D) as a project manager did talk about the importance of working together but from a leader and follower perspective rather than the relationship between colleagues. When discussing how to recognize motivation from internal sources every respondent expressed recognition as a difficult task. Respondents (A), (F) and (G) express how they find recognition by looking back on where they were before. Respondents (D) and (G) expressed that they recognize progress from identification with the company and recognize the company success in terms of money. However every respondent stated that it is difficult to recognize personal progress.

Respondent/ Observation	(A)	(B)	(C)	(D)	(E)	(F)	(G)	Implication
Personal development	X	X	X	X	X	X	X	Every respondent stated clearly that personal development, learning new things and become better at what they do, was an important source of motivation
Challenge	X	X	X	X	X	X	X	To be challenged and to overcome these challenges was recognized by every respondent as an important motivation factor
Verbal feedback	X	X	X	X	X		X	The weight of verbal feedback as a motivation factor differed. However all but one respondent recognized verbal feedback as important to their motivation
Recognition	X	X	X	X	X		X	As with verbal feedback every respondent but one contributed with the opinion that recognizing your accomplishments increased their motivation
Organizational identification	X	X	X	X	X	X	X	Every respondent contributed with the opinion of organizational identification affected their motivation. Some expressed that their motivation was lowered because a lack of identification while the others said that identifying with the company increased their motivation

Team spirit	X	X	X		X	X	X	Every but one respondent emphasized colleagues as one of the most important factors affecting their motivation
Difficult to recognize motivation from internal sources	X			X		X	X	Throughout the interviews the respondents expressed difficulty to recognize motivation from internal sources. However four out of the seven interviewees described further how they cope with this problem e.g. recognition afterward or economic measures

Table 3. Respondents' contribution to the empirical data

6. Analysis and discussion

In this chapter, the empirical data presented in the previous chapter is reflected upon and analyzed to identify similarities, patterns and themes. Patterns and categories is narrowed down to the identified themes. These themes is discussed and put in contrast to theories presented in the theoretical framework. Further they are discussed to illustrate the relevance to the purpose of this study.

6.1 Thematic analysis

The following sections discuss the themes deriving from the categorized empirical data presented in the previous chapter. The analytical process was further described in section 4.5 “*Method of analysis*”. The discussion consider how the theme is connected to the theoretical framework and why it is of relevance to the issues discussed in this study. In consideration of the ontological (constructionism) and epistemological (interpretivism) standing of this study, the empirical data is analyzed as the subjective interpretation of the answers rather than the words spoken. The deductive research approach in this study suggest an integration and comparison between the themes identified in the analysis and the theoretical framework. These connections are illustrated, discussed and ending this chapter is a table summarizing the findings and their implications. Concluding remarks is drawn from the discussed connections and how they relate to the purpose of this study, these conclusions will be presented in the next chapter.

6.2 Motivation factors is dynamic and change in salience

The analysis is of the collected data clearly show how motivation from internal sources is of importance, which was also suggested by Maslow (1987) and Herzberg et al. (1993). Reappearing answers show how respondents believe that personal development, challenges, variation and team spirit is of great importance for motivation. I argue that these motivation factors may be considered working in symbiosis rather than isolated from each other. Challenges may unknowingly work as a recognition of personal progress. Overcoming a challenge may work as recognition of personal abilities and as proof of acquired skills. Variation is emphasized by the respondents to be able to try new things. Trying new things is arguably another way to challenge yourself, learn new things and in turn develop personally. Through this reasoning, motivation from internal sources is dependent on the sense of personal progress from personal development, challenges and variation. Turning the situation around, the respondents expressed how the motivation factors shifted in salience. If the work at hand becomes too monotonous and the possibility to learn and develop was limited, motivation shifted to derive from other sources instead e.g. extrinsic rewards. The shifting of salience could also result in a lower motivation all together.

This is also in line with the other motivational theories presented in the theoretical framework of this study. To achieve personal progress through challenges, variation and personal development is what is explained by Deci and Ryan (2000, p.61) as originating from internal sources. Personal progress is arguably also connected to esteem needs and self-actualization which considered by Maslow (1987, p.15-22) to be highest level of motivation factors in the hierarchy of needs. When the personal progress as a motivation factor becomes less salient the lower level motivation factors become salient. One can also draw connections to the two-factor theory of motivation by Hertzberg et al. (1993).

The empirical data show how motivation factors can turn into hygiene factors. Since personal progress is considered a motivation factor when the learning step is accomplished the salience is decreasing. Learning the same thing again is not expressed to provide motivation i.e. the previous motivation factor become a hygiene factor. Also in line with Herzberg et al., (1993), a sense of personal drawback is expressed to diminish motivation. When expectations were set to high, accomplishments was not recognized or if failing to perform a task happened, the motivation was expressed by the respondents to decrease. Thus a sense of personal drawbacks remove the salience of personal progress as a motivation factor rather than shifting it to other motivation factors. In contrast to Herzberg et al. (1993) who differ between factors increasing motivation and decreasing motivation, this study show how it is the same motivation factor but rather the salience of the motivation factor shift over time and what motivated before is no longer an active motivation factor.

To overcome challenges and the personal development could also be considered to give a higher sense of self. This shows how personal progress goes in line with social identity theory which explaining how one's sense of self rest on social comparisons between groups based on status (Hogg and terry, 2001, p.3). However what is unclear both from theory and the empirical data is the rating of status. Status looked at from constructionism as an ontological view is based on the subjective perception of the respondent. Thus how to increase in status is difficult to define. The difficulty to recognize if one's status is increasing is found to shift salience away from personal progress as a motivation factor e.g. the respondents expressed that their motivation increased when they sensed they were recognized by others.

The observations show how motivation factors is dynamic and change in salience. Personal development as a motivation factor may become less salient over time because of the decreased speed of learning e.g. respondent (C) expressing concerns over not being able to develop any further. In this case other motivation factors, such as the relationship with your colleagues, become more salient. This was stated clearly by respondent (F) who found no sense of personal progress in her job but was still satisfied because she enjoy working with her colleagues. Because personal progress is not salient as a motivation factor, her motivation derive from other sources instead. This resemble the phenomenon discussed in theory; extrinsic rewards can lower intrinsic motivation. Deci (1971) found how extrinsic rewards undermine intrinsic motivation. While this effect was not directly studied in this degree paper, the dynamics of motivation, shifting the salience of motivation factors is similar. By highlighting extrinsic motivation factors such as rewards may shift the attention away from the personal progress gained from the task thereby undermining motivation from internal sources.

6.3 "Recognition" change the salience of motivation factors

Recognizing your work, your development, your contribution etc. was expressed to have a significant effect on the respondents' motivation. Recognition can appear in terms of verbal feedback where managers, customers, clients and others tell you that the task was well done. The effect of verbal feedback on motivation can be seen in the previous studies as well e.g. Deci et al., (2001, p.9) found how verbal rewards enhance intrinsic motivation as long as it is not perceived as controlling. Verbal feedback, while being important to maintain motivation, was only one way of recognizing the internal gain from work. Recognition was also expressed to appear through actions, managers showing trust and

giving you more responsibilities. Thus supporting theory Y, suggesting that people have an inner will to work and engage in tasks (McGregor, 1960, p.47-49). Respondents also mentioned how teaching others was way to recognize how you contain more knowledge than the ones they teach.

It was also shown that the respondents was affected by their organizational identification. As Pratt (2001, p.14) explain, the employee can identify with the company's identity which thereby become part of one's self. Using this logic, recognition was also to be found through the company's development. Some respondents expressed how they were using the company's success as a measure of their own performance. This is in line with the theory of how organizational identification can increase the performance of a group. Because if the person identify with the company, the company becomes part of one's self which can give a sense of personal success from the success of the company (Ellemers & Van Knippenberg, 2003, p.32).

Building on the sense of progress and how recognizing this progress is vital to motivation from internal sources, two problems are identified. The first being how recognition of personal progress is difficult to define. Both respondent (A) and (B) bring up how feedback from yourself, recognizing when you do something well, is important to motivation. That would be in line with how Deci et al. (2001, p.9) saw that verbal feedback related to an increased intrinsic motivation. However, this was expressed to be hard to grasp. Respondent (B) express how feedback from others count for more because it is hard to know if the one you give to yourself is founded on correct grounds. Moreover, answers varied widely when asked about how they recognizing personal development. There seem to be missing a universal measurement of personal development. Respondent (A) said that reaching goals is how he knows he is developing. Respondent (B) talks about challenges and learning where overcoming obstacles shows that he is progressing. Respondent (C) and (F) highlight the importance of verbal feedback from managers and customers. Respondent (D) and (G) clearly state how they trough organizational identification can recognize their own success from the company's success. This is supported by Pratt (2001, p.14) and Ellemers & Van Knippenberg (2003, p.32) in theory. The respondents also described how the common way to measure a company's success is through money. As a result one can say that they measure their personal progress through extrinsic rewards. Respondent (F) simply look back and compare her current skills to what she could perform in the past.

As with the discussion in the previous section on status differences i.e. personal progress can to some extent be defined through social comparisons based on status (Hogg and terry, 2001, p.3), the epistemological and ontological stance used in this study provide an obstacle. The intangible nature of personal progress as well as the individualistic nature of the social actor make it hard to develop a framework to identify personal development. This would present an obstacle for companies who wish to increase the motivation originating from internal sources in their employees. Because personal progressed is considered to be recognized different between every person presumably a lot of effort have to be put into learning what works on who and when. As reasoned above, two respondents measure personal progress through extrinsic rewards and I would like question if this truly is the most efficient way. However since the sense of personal progress i.e. increased self-esteem and self-actualization is recognized by every theory I the theoretical framework (see section 3.4 *Summary of the theoretical framework*) (Maslow, 1987, p.20; Herzberg, 1993, p.114; McGregor, 1960, p.47-48; Schedlitzki &

Edwards, 2014, p.66-67) is to be considered to be unite one may conclude that such a framework, working to increase the employees awareness of personal development would be a useful tool to motivate employees in small companies.

The second problem deduced from the analysis is how intrinsic motivation is not offered before but rather recognized after the task have been executed. Going back to the example used in the introductory chapter of this study *“If you are not made aware of the reward before performing a task the extrinsic reward as a motivation factor will not be salient”*. In equality recognizing motivation factors originating from internal sources before the task at hand can be considered of importance to the salience of the motivation factor in question. One may question the efficiency of making a motivation factor salient by recognizing it after rather than before the task at hand. From the analysis it is clear that recognition is tended to be done retroactive. Respondent (A) and (F) both explained how they look in the past to compare to the present and in turn realize how they have developed. The other respondents, while not considering the past directly, use retroactive measures to recognize development. It can be in the form of verbal feedback from managers or it may be the success of the executed tasks. This could explain the use of transactional leadership styles even though transformational leadership has been shown to increase organizational commitment, satisfaction, intrapreneurial behavior etc. (Long et al., 2016, p.592; Men, 2014, p.272; Moriano et al., 2014, p.115-116). Implying that if extrinsic rewards is more salient and in turn more efficient when recognized before conducting a task rather than after, arguably motivation from internal sources would work in a similar fashion.

6.4 Leaders play a vital role in making motivation factors salient

The analysis show how leadership, the process of influencing others to work toward a common goal (Schedlitzki & Edwards, 2014, p.4), is influencing the salience of motivation factors in others. The respondents is clear on how recognition from others, verbally and through actions have significant effects on their motivation. For example, respondent (E) stress the importance of the leader noticing the effort one puts in to work. She express how a sense of extra work appear because of activities performed by her manager (sometimes redoing tasks already done by the respondent) in turn diminishing her efforts. One can argue how this is related to a lowered sense of personal progress. Resulting in a lower salience of personal progress as a motivation factor. It may also be in connection to a sense of unfair treatment. Copranzano et al. (2007, p.35-36) found in their study how justice play an important role in how leaders are perceived. Thus one can draw the conclusion that diminishing employees efforts and treat them unfair shift the salience of motivation factors. This was attested by respondent (F) stating clearly how unfair treatment was common in the company where she worked and decreased the motivation of employees experiencing the treatment as unfair. The connection between leadership and motivation is clear from each interview conducted. It was commonly expressed that poor leadership per se is to be considered an issue which resulted in decreased motivation. Although there was never a clear definition as to what poor leadership was, it is clear that leaders role in motivation is vital both considering increasing motivation but also if experienced as an issue, a factor with significant diminishing effect on motivation.

The analysis did also show how inspiration was considered to be a useful tool to increase motivation. This was expressed by the respondents suggesting how colleagues play an important role on their motivation and how leading by example inspire them to work harder. This is in line with theory Y and furthermore the transformational leadership presented in the theoretical framework. The theory of theory Y have an underlying assumption saying that followers have a will to work and want to develop (McGregor, 1966, p.42). Further, the transformational leader is charismatic, leading by example and use inspiration as a tool to motivate to show the person in question the gain from working (Schedlitzki & Edwards, 2014, p.66) e.g. making the motivation factor of personal progress more salient. Moreover this is also in line with leadership theory from a social identity perspective. Partly from substantive management, leading by example to increase the sense of belonging to the same group (Ashforth & Johnson, 2001, p.37) and also by Reicher et al. (2005, p.550-551) explaining the leadership process as a wish for the follower to gain the status of the leader. In the interview with respondent (B) the phenomenon was exemplified by him explaining how he “want his life” when talking about a coworker who was inspiring. This steers the conclusion to say transformational leadership e.g. charisma, inspiration and leading by example, is a way to increase the salience of motivation factors originating from internal sources by showing what is to be gained from working in terms of personal progress.

What seems to be reappearing in several interviews is how the communication on motivation seems to be lacking in general. Not a single person expressed that they verbally communicated with their leaders about what motivates them. This would cause an obstacle for leaders. Showing trust and give responsibility to employees is expressed to recognize the efforts of the employee as well as challenging them and giving them an opportunity to develop. However this was expressed to a reverse effect if it is combined with unrealistic expectations. Raising the issue of leaders having to guess what they can expect from employees. This is also in similarity to the discussion on the intangible nature of recognition from the previous section. Since what to expect is perceived differently between different people an estimation can be hard to make. As Carsten et al., (2010, p.556-559) explained, active followers questions and challenge their leaders to a greater extent than people who are passive. Since the analysis show how it is important for leaders to recognize accomplishments one may conclude that a leader have to ensure a communication working two ways i.e. between the leader and the follower. If not, the expectation and accomplishment may not be in line and in turn risking to neglect accomplishments. In turn shifting salience away from motivation factors originating from internal sources. Knowing what may be expected by an employee can help the leader to challenge him/her without expecting too much and thereby is presented with the opportunity to shift the employee’s salience of motivation factors to one from internal sources.

The analysis also show; when the sense of personal progress is reduced other motivation factors become more salient. Social identity theory present a possible reaction to this seeing how groups are constructed using social comparisons to increase the ingroup-favoring (Hogg & Terry, 2001, p.3-4). Leaders based on prototypically is expressed to possibly engage in dominant group strategies to keep the status as a leader (Hogg, 2001, p.195). Connections can be drawn to how leaders can make personal progress more salient. When the employee experience a sense of less personal progress undermining the subject of comparison may provide a sense of continued progress. This may be perceived as an issue since when you have learnt a task it is no longer a salient motivation factor

(see further reasoning in section 6.2), it become a hygiene factor (Hertzberg., 1993). A solution I would suggest is through organizational identification compile the sense of personal progress and company's progress. This would imply that as long as the company can develop and progress so can the employee (Ellemers & Van Knippenberg, 2003, p.32). As expressed by respondents (E) and (F) a low sense of organizational identification provide a sense of doing it for the company instead for one self in turn lowering making the motivation from internal sources less salient. If they were to identify more with the company it is likely to presume they would have a greater sense of development in turn making personal progress more salient.

6.5 Summary of the analysis

Below, the analysis is presented in a table summarizing the findings and how they relate to theory. The table is showing the deductive reasoning where observation is set in relation to the theory to bring make conclusions. In the left column the main point from the underlying theory is summarized. In the right column of the table the observation from the empirical data is outlined. The middle column contain the implications and conclusions drawn from connecting the observations and theory together.

Theory	Implication	Observation
Motivation can originate from internal sources (Deci & Ryan, 2000) Motivation from internal sources originate from a need for belonging, a need for self-esteem and a need for self-actualization (Maslow, 1987).	The empirical data gathered in this study is in line with the theories on motivation presented in the theoretical framework. When a sense of personal progress is present motivation from internal sources is a salient motivation factor.	Personal development, to be challenged and variation was highlighted as the most important motivation factors.
There is a difference between motivation factors which motivate and hygiene factors which, if reduced/removed, lower motivation (Herzberg et al., 1993).	Personal progress as a motivation factor turn to a hygiene factor after the progress is achieved. A sense of personal progress have to be present if the motivation factor is to remain salient.	Motivation factors from internal factors was expressed to become less salient after personal progress has been achieved.
People feel as part of an organization through organizational identification (Pratt, 2001). Organizational identification connect personal success to the success of the company (Ellemers & Van Knippenberg, 2003).	As the theory suggest, the empirical data also suggest that organizational identification have employees motivated by company success. However company success was hard to recognize and in turn the salience of organizational identification as a motivation factor was decreased.	If the respondent identified with the company, motivation was increased when the company succeeded. When respondents expressed a lack of identity with the company the success of the company was irrelevant to their motivation. Company success was hard to recognize.

Neglected by previous theories on the subject.	It is likely that salience shift away from personal progress as a result of the difficulty to identify progress. One can also question the efficiency of recognizing personal progress after performing the task.	Acknowledging personal progress is difficult and most common to be done retroactive
Leaders influence others to work and transformational leaders influence by leading with example (Schedlitzki & Edwards, 2014).	Leaders have the ability to shift the salience of employees.	To see others succeed provided the realization of what one can become and was therefore expressed to shift salience to personal development as a motivation factor.
Just treatment of employees increase loyalty, commitment and job performance (Copranzano et al., 2007). The sense of control shift salience of motivation from internal to external (Hewett & Conway, 2016).	Leaders affect the salience shift of motivation factors within employees. Neglecting accomplishments shift motivation from internal factors. Just treatment and recognition shift motivation factors to factors from internal sources.	Leaders who neglect employees' accomplishments or threat them unjust lower their motivation gained from personal progress.
Leaders through a social identity theory use social comparisons to increase in-group favoring. May use dominant group strategies out-groups to keep the higher status. (Hogg & Terry, 2001).	Leaders may increase the salience of personal progress by undermining the subject used for comparison.	Personal progress is often determined by comparisons with other people or companies.

Table 4. Summarized result of the analysis.

7. Conclusion and implications

In this chapter the general conclusions drawn from the analysis and discussion is presented. Further the contributions this study can provide, both theoretical and practical, is discussed. Lastly I suggest directions for future research and consider possible social implications of this study.

7.1 Conclusion

The purpose of this study was to gain a deeper understanding of the dynamic nature of motivation factors. It aimed to study how the shifting salience of motivation factors is connected to motivation and the reasons as to why it shifts. The conclusion aim to present how the understanding of the subject has increased. Further it will present how the research questions presented in the introductory chapter was answered.

To answer these questions, this study have taken into consideration theories from the fields of motivation, social identity and leadership. These have been complemented with data collected through seven semi-structured interviews with employees in small companies in Västerbotten, Sweden. The empirical data was analyzed to identify themes and patterns commonly appearing in the interviews. The analysis came up with three themes; *Motivation factors is dynamic and change in salience*, *“Recognition” change the salience of motivation factors* and *Leaders play a vital role in making motivation factors salient*. The conclusion is drawn by connecting these themes with the theoretical framework of this study.

“How is the salience of a motivation factor connected to motivation?”

The theory on the subject of motivation tells us that motivation can originate from internal and external sources (Deci & Ryan, 2000). The motivation which comes from internal sources is connected to identification, self-esteem and self-actualization. These thoughts have been strengthened through the empirical data in this study which show how motivation originate from a sense of personal progress. In conclusion, personal progress as a motivation factor is important. When it is the salient motivation factor the respondents expressed to feel motivated. Further, the salience of personal progress is fleeting. When personal progressed is experienced to slow down other motivation factors become more salient instead. This is expressed to be connected to a lower motivation among the respondents.

“What activities shift the salience of motivation factors?”

Theory on identification suggest how employees through identification can connect the company’s performance to their personal performance (Ellemers & Van Knippenberg, 2003). The empirical data is in line with this, suggesting that when the employee identify strongly with the company the progress of the company become a salient motivation factor. Also going the other way, those who could not identify with their companies gained no motivation from the success of the company. Thus concluding that identification can cause a shift in salience of motivation factors from personal progress to the progress of the company.

From the data collected in this study one can conclude that leaders have great influence on which motivation factor is salient in their followers. Leading by example is shown to inspire employees and thereby increasing the awareness of their progress. This is in line with the transformational leadership style (Schedlitzki & Edwards, 2014, p.66-67). Showing the follower what they can become and thereby visualize personal progress. On the other side, by neglecting the personal progress of employees through unjust treatment or a lack of recognition, leaders can cause the salience to shift to other motivation factors. This leadership is discussed in theory as transformational and transactional leadership (Schedlitzki & Edwards, 2014, p.66-67). The transformational leader lead through charisma and inspiration whereby the follower seek to identify with the leader (Reicher et al., 2005, p.550-552). In conclusion the visualization of personal progress through leading by example increase the salience of motivation from internal sources.

In sum to answer the research questions, the salient motivation factor is what provide the person with motivation and drive him/her to act at the given moment. A shift of salience can keep the level of motivation but shift the factor from where it originates. If there is no alternative factor or the new salient factor is less effective the level of motivation decrease all together. These shifts is caused by actions increasing or decreasing the awareness of the personal progress gained from working. In general it seems that it is hard to become aware of gained personal progress from work. Recognition is done retroactive and other measures vary among the studied sample. A leader can raise the follower's awareness by leading by example. Identification can raise awareness by connecting the success of the company with the sense of personal success.

7.2 Theoretical contribution

This degree project provide reconfirming data to theories in motivation, social identity theory and leadership. The collected data confirmed the need for belonging, esteem needs and self-actualization needs as important sources for motivation. This is in line with the hierarchy of needs, intrinsic motivation and the two-factor theory of motivation (Maslow, 1987; Deci & Ryan 2000; Herzberg et al., 1993). As suggested by social identity theory (Pratt, 2001, p.14), the respondents proved to identify with the organizations. A sense of organizational identification was shown to have a great influence on the respondents' motivation. The respondents' answers suggest a will to work and develop which is in line with theory Y by Douglas McGregor (1960). Moreover a transformational leadership style was expressed as the best way to increase motivation.

In the introductory chapter a gap in theory was outlined and suggested that more research is conducted on the salience of motivation factors. This paper contribute to the field of work motivation research and provide a deeper understanding of the dynamic nature of motivation. It provide a perspective where the source of motivation is considered to change through recognition of the personal progress gained from working. The intangible nature of internal motivation is highlighted as an issue since it appear as an obstacle when increasing the awareness of the personal gain. In similarity, the retroactive recognition of personal progress question if the efficiency of the motivation factor. This study also contribute to field of leadership studies offering an explanation as to why transformational and transactional leadership styles work better or worse. Charismatic and inspiring leaders visualize the personal progress gained from work. In turn, this raised awareness of what to be gained from working, making the motivation factor of personal progress more salient.

7.3 Practical contribution

Arguably to be able to motivate employees is a great leadership trait. This study questions the practical utility of previous leadership studies. The lack of a unite framework to increase motivation from internal sources can be challenging for leaders. Since personal progress is recognized after the task has been conducted the opportunity to motivate comes afterward as well. A quantification of motivation from internal sources would provide the leader with the opportunity to motivate in advance offering a trade-off. It would also make the motivation from internal sources easier to grasp. If progress is quantified and in turn made measurable, the progress would be visualized and thereby easier for the employee to recognize. It would open for a leadership style combining the transactional and the transformational leadership styles. Psychological rewards may be offered in accordance with the transactional leadership (Schedlitzki & Edwards, 2014, p.66). However these rewards are still linked to the personal need for psychological fulfilment in accordance with the transformational leadership style.

The deeper understanding of the dynamics of motivation gained through this study provide a base from which a user-friendly framework and practise of motivating employees through internal sources can be developed e.g. offer their employee personal progress as a reward for conducting a task. At the very least it provide incitement for managers to investigate the practice they are using today to motivate employees through internal sources and question if this is the best way.

7.4 Limitations and future research

A great challenge in this study is to isolate the salience of motivation factors since it can be affected by a wide amount of factors. This study has considered people between 25-30years old working in small companies in Västerbotten, Sweden. Future studies could change one of the underlying variables e.g. large companies or 50-60 year old respondents. It can take into consideration different background in terms of culture, differences between gender or age difference. It also be conducted in a larger scale e.g. every size of company, a whole country or all ages. Future studies could also use a different perspective in terms of who or when to motivate.

This study would be well complemented with studies on what motivates companies' e.g. entrepreneurial intention. One can research and gain a deeper understanding of how entrepreneurs is motivated from internal sources and how these can become more salient while running a company. It could also be brought out of the organizational context and look at the salience of motivation factors in the everyday living.

Another orientation for future research can be to develop a framework useful to offer a sense of personal development without offering tangible rewards. I would argue that a framework making sense of intangible rewards would be a practical tool for leaders to motivate employees (see further explanation in the previous section). An example could be a point system e.g. experience points. As you gain points in games one can gain a sense of progress. In similarity a system symbolising the personal progress could be a helpful tool in organizational contexts.

7.5 Societal considerations

Understanding the dynamic nature of motivation factors and how to increase the salience of motivation factors originating from internal sources could have significant effects on the economy as well as on the environment. As argued in the problem background of this study, by making motivation from internal sources more salient the demand for extrinsic rewards could decrease. A shifting focus on what you aim to gain from working, from rewards in terms of physical objects to a realization of a personal gain in terms of personal progress, could lower consumption. In short one would appreciate what one has rather than working to get more. This would in turn have negative effects on the economy if you would consider the aim of the economy to increase the gross domestic product (GDP). This line of thinking however is quite farfetched. A shift in focus from extrinsic rewards to motivating people by increasing the salience of personal progress as a motivation factor would not remove the need for physical products to survive. We would still need food, water, a home, etc. Therefore a change would more likely happen gradually which likely would show a slow change in consumption. More realistically, this study can be slowly implemented on a floor level. Motivating employees by increasing the salience of personal progress would be a cheap option for a company to motivate employees. It would open the possibility to increase profit by cutting costs without a lower satisfaction level in the employees.

One could also debate whether a clearer picture of personal progress and how to increase it could be an item for comparisons between people. As equal pay can be considered an issue of today, a clear view on how you progress and what status you have is to some extent dependent on others having a lower status. The constructionism view on status gives it a meaning where it is not low nor high but rather lower or higher than others. Therefore tactics to increase the salience of personal progress and status must be implemented with care. When there is a winner there is at least one loser. It has to take ethical consideration into account and consider not only the person in question but also the people around him/her.

8. Quality criteria

To evaluate the quality of a study there are two quality criteria to fulfil, reliability and validity. Validity refers to identifying what we measure and if we through our process measure what we aim to measure (Bryman & Bell, 2015, p.400). In qualitative studies using semi-structured interviews the issue of validity concern the understanding of what the participant mean with their answers (Saunders et al., 2012, p.382). However this issue becomes less troubling in this study since a semi-structured interview opens up the possibility ask complementary question if the answer is unclear. What was expected to be a challenge in this study was the reliability of the interviews. Reliability is referring to the standardisation of answers and the possibility to replicate the collected data (Saunders et al., 2012, p.381). Further, reliability is explained to consider the bias connected to the answers.

To tackle these issues this study considered alternative qualitative criteria based on trustworthiness and authenticity. These are according to many authors more appropriate for qualitative studies because the aforementioned reliability and validity measures is building on realism as an ontological stance (Bryman & Bell, 2013, p.402). To take the constructionism stance into consideration this study is based on eight qualitative criteria presented by Tracy, S (2010) in the article “*Eight “Big-Tent” Criteria for Excellent Qualitative Research*”.

According to Tracy, S (2010, p.840-849) a study have to fulfill the criteria of *worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical and meaningful coherence*. Since the focus of this study was to understand motivation from internal sources it may contribute to increased effort at work and job satisfaction among employees. It may also to help organizations to cut costs increasing the salience of motivation from internal sources rather than offering extrinsic rewards. In a greater perspective, less extrinsic rewards as motivation may contribute to a lower consumption which arguably is a popular question of today. In sum, the interest, relevance, timely manner of the topic would consider it *worthy*.

In this study the underlying methodology is presented in detail in chapter two. The practical method and process is described further in chapter four, increasing the transparency of the study. The empirical data collected from the seven interviews were transcribed and presented with citations. The subjective interpretation of the answers was described in the analysis, also contributing to transparency. The theoretical framework in chapter three present a theoretical foundation on which this study is based. This framework is built from peer-reviewed scientific articles and books to increase the trustworthiness. The transparency, the reflection of subjective thoughts together with the wide and thorough theoretical frame contribute to the *rich rigor, sincerity and credibility* of the study.

The writing in this study aim to invite the audience to follow the line of thoughts of the author throughout the study. It is attempted to highlight the situations where subjective thoughts is apparent providing the reader with the opportunity to agree or disagree with the presented statement. Generalizations of the results is only done when a pattern is attested by a majority of the respondents. In the seventh chapter a discussion is held on the limitations and contributions of this study. By the end, the study conducted is in line

with the research purpose and it is conducted through a suitable method. This is done to increase the *resonance*, *significant contributions* and *meaningful coherence* of the study.

The criteria of *ethics* is tackled by informing the participants thoroughly to give them the possibility to make an informed decision. Also by highlighting the voluntary nature of the interview, being able to stop at any time. It is also met by having the recordings of the interviews approved by the respondents and offering complete anonymity. Lastly, ethical issues that may be the result of this study in terms of practical contributions is discussed in section 7.5.

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Appendix 1 – Interview guide

Questions

Introductory questions

What is your profession?

For how long have you worked here?

What size is the company you work for?

How many colleagues do you have? (Not counting managers)

How do you think motivation impact your work?

Motivation

What motivates you to perform at work?

From when you started to work here, how have your sources for motivation changed?

How do you recognize your personal development?

SIT

How do you feel about being a part of this company?

Describe the relationship between the company's performance and your motivation?

How do you acknowledge the company's performance?

Leadership

Describe the communication between you and your leaders considering motivation?

How is your motivation affected by leaders' efforts to increase your motivation?

Explain how you wish leaders would motivate you?

Appendix 2 – Introduction to interviews

Dear participant!

Thank you for helping me conduct this study and contributing to my research. This interview aims to understand how motivation is acknowledged and made salient by employees in small firms. “As an employee in a small firm, are you aware of what motivates you and what your work offers you beyond extrinsic rewards?” The interview will take approximately 40 minutes.

In this study you will be completely anonymous and all personal information mentioned in the interview will be cared for not to be exposed. The interview is voluntary therefore you have the opportunity to end the interview at any moment and you can choose not to answer every question. If there is something you feel is worth adding feel free to bring this up.



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