ABCD OF EMPLOYEE MOTIVATION IN LARGE ORGANIZATIONS IN NORTHERN SWEDEN

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Spring semester, 2010
Master thesis, one-year, 15
“How do managers at large companies in Sweden use different organizational levers to motivate employees to willingly work towards organizational goals?”

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Date: June 16, 2010
DEDICATION

To our parents who started us in this journey
ACKNOWLEDGEMENTS

It is great pleasure to convey our gratitude to people who have contributed to this thesis through their participation or useful comments and to people who helped us throughout the year of our master program with their support and encouragements.

First of all, we would like to thank all the members of Umea Business School at Umea University for providing us with the very competitive knowledge, support and motivation. We would like to thank Sweden for giving us an opportunity to experience quality education, friendly environment and colors of different cultures around us. Sweden is indeed a great experience for us.

We especially appreciate and are very grateful for our thesis supervisor Nils Wåhlin for his invaluable guidance, supervision, helpful inputs and feedback that made him a backbone of this study. His extensive knowledge in the field of management and research has really helped our growth as students and researchers. Tack så mycket!

We are truly indebted and sincerely thank to the five managers who gave us the opportunity to interview them and shared their knowledge with us amid their very hectic schedules.

Ketevan: Exclusive thanks and appreciation to my colleagues from Rompetrol Georgia: Mr. Dan Voicu, Miss Teona Grdzelishvili and Mr. Aleksandre Albini for their invaluable help. Mulțumesc mult - დედოფალ დაჯდება - Улекен рахмет. Very special thanks to my best friend Nick Chkhikvishvili who was always there to encourage me in toughest moments.

Khurram: Special thanks and deepest gratitude to my best friends Sarfaraz from Bangladesh and Ashish Baid from India for always been there for me. Also I would like to thank my friends from Pakistan Mehwish Zahra Alavi, Qasim Naqvi, Saad Duraiz, Aisha Khan and Qamar Kashif for always showing their moral and patriotic support for their country whenever it was needed. Lastly I would like to thank my coach and my mentor Mehwish Tayyab from Pakistan for providing her support in building my professional career and interpersonal skills, because of her support this journey would not be possible.

Last but not least, we would like to give a huge thanks to our families and all our friends for their unconditional love and constant support.
ABSTRACT

Purpose
To study how managers at large organizations in Sweden use different organizational levers to motivate employees towards organizational goals.

Approach
The study begins by reviewing employee motivation theories and based on reasoning Four Drives Theory is selected as a framework of the study. The literature then reviews the role of manager, reward system, organizational culture, job design and organizational justice in employee motivation. A case study design was adopted and semi-structured interviews were conducted with five managers working for large organizations in Northern Sweden. Patterns from the interviews were identified and compared with the research framework before drawing conclusions.

Findings
Reward system was found to be the most weakly used lever and the managers to have the least impact on it as the country unions’ policies do not support sharp differentiation of relational colleagues. On the other hand, a friendly organizational culture which fosters mutual reliance and camaraderie among coworkers is the best practiced lever. The managers reported several interesting actions, unmentioned by the model, for creating and mainlining camaraderie at their departments in order to keep employees motivated.

Research limitations
The limited number of people interviewed, all of whom are from one city of Sweden, is the key issue that limits generalization of finding to whole country. However, it is hoped that the study serves as a basis for further research in the field.

Practical Implications
The implication of the study is how managers should use different organizational levers to motivate employees. Therefore, the study can be helpful to wider practitioner audience, namely managers, to improve employee motivation process as the benchmarks in the study were academic literature and best practices.

Paper type
Master Thesis - research paper

Keywords
Employee motivation, reward system, organizational culture, job design, organizational justice, Sweden
# TABLE OF CONTENT

## 1 INTRODUCTION

1.1 Background of the Study ................................................................. 1
1.2 Research Question and Objectives .................................................. 3
1.3 Delimitations of the Study .............................................................. 3
1.4 Definitions ................................................................................. 3
1.5 Synopsis of Chapters .................................................................... 4
SUMMARY OF CHAPTER 1 .................................................................. 5

## 2 LITERATURE REVIEW

2.1 Introduction .................................................................................. 6
2.2 Motivation Theories ....................................................................... 6
   2.2.1 Need Hierarchy Theory .......................................................... 6
   2.2.2 Motivation-Hygiene Theory ..................................................... 8
   2.2.3 Theory of Needs ................................................................. 9
   2.2.4 ERG Theory ....................................................................... 10
   2.2.5 Equity Theory .................................................................... 11
   2.2.6 Human Development Theory ............................................... 11
   2.2.7 Sociobiological Theory of Motivation .................................. 13
2.3 Impact of Direct Manager on Employee Motivation ....................... 17
2.4 Reward System ........................................................................... 18
2.5 Organizational Culture .................................................................. 19
2.6 Justice in Performance Management and Resource Allocation ....... 22
2.7 Job Design .................................................................................. 24
SUMMARY OF CHAPTER 2 .................................................................. 27

## 3 RESEARCH METHODOLOGY

3.1 Introduction .................................................................................. 29
3.2 Theoretical Methodology .............................................................. 30
   3.2.1 Research Philosophy ............................................................ 30
      3.2.1.1 Ontology .................................................................. 30
      3.2.1.2 Epistemology ............................................................ 31
   3.2.2 Research Approach ............................................................... 32
   3.2.3 Research strategy ................................................................. 33
   3.2.4 Choice of methods ............................................................... 35
   3.2.5 Research Time Horizon ......................................................... 37
3.3 Practical Methodology ................................................................. 38
   3.3.1 Choice of the Subject ............................................................ 38
   3.3.2 Data Collection Methods ....................................................... 38
   3.3.3 Sampling Approach and Participants .................................... 39
   3.3.4 Interview ........................................................................... 40
      3.3.4.1 Interview guide .......................................................... 40
      3.3.4.2 Conduction of the Interviews ....................................... 41
   3.3.5 Data Analysis Method .......................................................... 42
3.4 Ethical Considerations ................................................................. 44
3.5 Quality Criteria ........................................................................................................ 44
SUMMARY OF CHAPTER 3 .......................................................................................... 46

4 EMPIRICAL FINDINGS .............................................................................................. 47
4.1 Case One .................................................................................................................. 47
  4.1.1 Organizational Culture ....................................................................................... 47
  4.1.2 Job design ......................................................................................................... 49
  4.1.3 Fairness in Resource-Allocation and Performance-Management .................... 49
  4.1.4 Reward System ............................................................................................... 50
4.2 Case Two .................................................................................................................. 50
  4.2.1 Organizational Culture ....................................................................................... 50
  4.2.2 Job Design ......................................................................................................... 52
  4.2.3 Fairness in Resource-Allocation and Performance-Management .................... 52
  4.2.4 Reward System ............................................................................................... 53
4.3 Case Three .............................................................................................................. 53
  4.3.1 Organizational Culture ....................................................................................... 53
  4.3.2 Drive to Comprehend ......................................................................................... 54
  4.3.3 Drive to Defend .................................................................................................. 54
  4.3.4 Drive to Acquire ............................................................................................... 55
4.4 Case Four .................................................................................................................. 55
  4.4.1 Organizational Culture ....................................................................................... 56
  4.4.2 Job Design ......................................................................................................... 56
  4.4.3 Fairness in Resource-Allocation and Performance-Management .................... 56
  4.4.4 Reward System ............................................................................................... 57
4.5 Case Five .................................................................................................................. 57
  4.5.1 Organizational Culture ....................................................................................... 57
  4.5.2 Job Design ......................................................................................................... 58
  4.5.3 Fairness in Resource-Allocation and Performance-Management .................... 58
  4.5.4 Reward System ............................................................................................... 59
SUMMARY OF CHAPTER 4 .......................................................................................... 60

5 DATA ANALYSES ..................................................................................................... 62
5.1 Case One Analysis ................................................................................................. 62
5.2 Case Two Analysis ................................................................................................. 65
5.3 Case Three Analysis .............................................................................................. 69
5.4 Case Four Analysis ............................................................................................... 72
5.5 Case Five Analysis ............................................................................................... 76
SUMMARY OF CHAPTER 3 .......................................................................................... 77

6 CONCLUSIONS AND RECOMMENDATIONS ......................................................... 83
  6.1 Summary ................................................................................................................ 83
  6.2 Answering the Research Question ....................................................................... 84
  6.3 Managerial and Theoretical Implications ............................................................. 85
  6.4 Strength and Weaknesses of the Study ................................................................. 85
  6.5 Suggestions for Further Research ........................................................................ 86
REFERENCES ............................................................................................................... 88
APPENDIX 1
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1.1</td>
<td>Structure of the Study (summarized by authors)</td>
<td>4</td>
</tr>
<tr>
<td>Figure 2.1</td>
<td>The Motivation Process <em>(Robbins, 1993, p. 206)</em></td>
<td>6</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Maslow’s Hierarchy of Needs <em>(Maslow, 1954, p. 350)</em></td>
<td>7</td>
</tr>
<tr>
<td>Figure 2.3</td>
<td>Motivation-Hygiene Theory <em>(Herzberg at el., 1959, pp. 113-115)</em></td>
<td>9</td>
</tr>
<tr>
<td>Figure 2.4</td>
<td>Connections among theories of Maslow, Herzberg, McClelland and Alderfer <em>(summarized by authors)</em></td>
<td>10</td>
</tr>
<tr>
<td>Figure 2.5</td>
<td>Fulfilling the Drives and Employee Motivation <em>(Nohria et al., 2008, p. 83)</em></td>
<td>14</td>
</tr>
<tr>
<td>Figure 2.6</td>
<td>How to Fulfill the Drives that Motivate Employees <em>(Nohria, et al., 2008, p. 82)</em></td>
<td>15</td>
</tr>
<tr>
<td>Figure 2.7</td>
<td>Connections of Four Drives Theory with Other Theories of Motivation <em>(summarized by authors)</em></td>
<td>16</td>
</tr>
<tr>
<td>Figure 2.8</td>
<td>Manifestation of Culture <em>(Hofstede, 2001, pp. 11)</em></td>
<td>20</td>
</tr>
<tr>
<td>Figure 2.9</td>
<td>Exit, Voice, Loyalty and Neglect Theory <em>(Farrell &amp; Rusbult, 1985)</em></td>
<td>23</td>
</tr>
<tr>
<td>Figure 2.10</td>
<td>Figure 2.10. A Conceptual Model of Attitudes <em>(Steers and Porter, 1983, p. 330)</em></td>
<td>25</td>
</tr>
<tr>
<td>Figure 2.11</td>
<td>Job Characteristics Model <em>(Hackam and Oldham, 1976, pp. 250-279)</em></td>
<td>26</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>The Research ‘Onion’ <em>(Saunders et al., 2009, p. 108)</em></td>
<td>29</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>Deductive Versus Inductive Research Approach <em>(Trochim, 1999, p. 26)</em></td>
<td>32</td>
</tr>
<tr>
<td>Figure 3.3</td>
<td>Theoretical Methodology of This Study <em>(Summarized by authors)</em></td>
<td>37</td>
</tr>
<tr>
<td>Figure 3.4</td>
<td>Data Analyzing Steps in the Study <em>(Summarized by the authors)</em></td>
<td>43</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Table 2.1</td>
<td>Matrix of Needs and Satisfiers (<em>Max-Neef et al., 1989, p. 33</em>)</td>
<td>12</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Contrasts between Quantitative and Qualitative Approach (<em>Bryman and Bell, 2007, pp. 425-426</em>)</td>
<td>36</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Interviews Conducted for the Research (<em>Summarized by authors</em>)</td>
<td>42</td>
</tr>
<tr>
<td>Table 5.1</td>
<td>Organizational Levers and Actions, Case One (<em>Summarized by authors</em>)</td>
<td>63</td>
</tr>
<tr>
<td>Table 5.2</td>
<td>Case One versus the Model (<em>Summarized by authors</em>)</td>
<td>64</td>
</tr>
<tr>
<td>Table 5.3</td>
<td>Organizational Levers and Actions, Case Two (<em>Summarized by authors</em>)</td>
<td>67</td>
</tr>
<tr>
<td>Table 5.4</td>
<td>Case Two versus the Model (<em>Summarized by authors</em>)</td>
<td>68</td>
</tr>
<tr>
<td>Table 5.5</td>
<td>Organizational Levers and Actions, Case Three (<em>Summarized by authors</em>)</td>
<td>71</td>
</tr>
<tr>
<td>Table 5.6</td>
<td>Case Three versus the Model (<em>Summarized by authors</em>)</td>
<td>72</td>
</tr>
<tr>
<td>Table 5.7</td>
<td>Organizational Levers and Actions, Case Four (<em>Summarized by authors</em>)</td>
<td>75</td>
</tr>
<tr>
<td>Table 5.8</td>
<td>Case Four versus the Model (<em>Summarized by authors</em>)</td>
<td>76</td>
</tr>
<tr>
<td>Table 5.9</td>
<td>Organizational Levers and Actions, Case Five (<em>Summarized by authors</em>)</td>
<td>79</td>
</tr>
<tr>
<td>Table 5.10</td>
<td>Case Five versus the Model (<em>Summarized by authors</em>)</td>
<td>80</td>
</tr>
</tbody>
</table>
# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
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<td>R &amp; D</td>
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<td>D1</td>
<td>Drive to Acquire</td>
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<tr>
<td>D2</td>
<td>Drive to Bond</td>
</tr>
<tr>
<td>D3</td>
<td>Drive to Comprehend</td>
</tr>
<tr>
<td>D4</td>
<td>Drive to Defend</td>
</tr>
<tr>
<td>ABCD</td>
<td>Acquire, Bond, Comprehend, Defend</td>
</tr>
</tbody>
</table>
1 INTRODUCTION

The introductory chapter is aimed to familiarize reader with the research subject. The chapter presents what the development within the area has been like and why it is important to write about the topic. The chapter introduces the research question and clarifies why it is a problem, where - in which country and for whom. Furthermore, the objectives, delimitations, definitions of key terms and structure of the study are also identified.

1.1 Background of the Study
The term motivation is a derivation of the Latin word for movement. First works to understand what motivates human beings dates as long back as the time of Greek philosophers and the concept of hedonism - seeking pleasure and avoiding pain (Steers et al., 2004, p. 379). Importance of motivation at workplace is beautifully expressed in Maier’s equation where job performance is considered to be the product of ability and motivation of a worker: Job performance = ability x motivation (Maier 1955, cited in Latham 2007, p. 3). The equation can explain the amount of attention that the topic has received among researchers since the beginning of 20th century.

Work motivation is defined as set of energetic forces that initiate work behavior and determine its form, direction, intensity and duration (Pinder, 1998, p. 11). So, when we discuss motivation we are primarily concerned with what energizes human behavior, what channels this behavior and how this behavior is maintained. To clarify, motivation affects not only skills and abilities people acquire but also how and to what extent they utilize them (Locke and Latham, 2004, 388). Motivation is not directly observable but is inferred in work related behaviors such as job satisfaction, higher innovation, reduced turnover and lower absenteeism rates (Sledge et al., 2008, p. 1667; Lord, 2002, pp. 3-7; Deery et al., 1995, pp. 825, 827; Steers and Rhodes, 1978, pp. 391-407) all of which are closely linked to improved organizational performance. Therefore motivating people to do their best is one of the main responsibilities of managers.

Motivation process is considered to spring forth from humans’ unsatisfied needs, wants and drives that provides reasons for effort and incites a person into action (Robbins, 1993, p. 206). Maslow (1954) has identified five needs of humans and stated that higher order needs of esteem and self-actualization can only be activated if lower order needs of belongingness, safety and physiological needs for existence are met (p. 35). Herzberg together with his colleagues argued that only factors such as recognition, personal growth and job characteristics can motivate employees while factors such as salary, conditions, status and security do not motivate but just decrease dissatisfaction (Herzberg et al., 1959, p. 113). McClelland (1961) stated that humans have only three core needs: achievement, power and affiliation needs that depend on one’s life experience and therefore change time by time. He rejected the idea that human needs are ordered in a hierarchy. Alderfer (1972) has also rejected hierarchy in needs and stated that humans have three needs simultaneously: existence, relatedness and growth. Adams (1965) has identified a new factor in employee motivation: need of fair treatment and stated that employees are motivated not only by benefits they get but concern about benefits that others get for their input. Yet all these theories provide useful insides into employee motivation, none of them
are above criticism (Lock and Latham, 2004, p. 389) and not complete enough to be applicable to the recent world of work that has gone drastic changes in recent years and in which motivated employees are considered as a strategic asset and hallmark of competitive advantage (Steers, Mowday, Shapiro, 2004, pp. 383-384).

In 2008 a new theory of employee motivation was published by Nohria, Groysberg and Lee where the researchers present synthesized findings from social and biological sciences. The scholars propose four universal emotional needs that underlie human motivation regardless of culture, age and sex of a person. These are drive to acquire, bond, comprehend and defend that according to authors are hardwired into human’s brain and are products of evolutionary heritage (2008, p.80-81). These four drives are argued to underlie every action we do and the secret of a highly motivated workforce is to fulfill all four drives that can boost employee motivation up to 88th percentile that can reach only 56th percentile if only one drive is fulfilled (p. 83). Furthermore, Nohria et al. have found out the primary levers that can be used by management to best meet each drive. Particularly, the drive to acquire is argued to be best satisfied by reward system while the drive to bond is best fulfilled with organizational culture that foster mutual reliance. The drive to comprehend is best met by meaningful job design and the drive to defend is best addressed by transparent performance-management and fair recourse-allocation. Lawrence and Nohria (2002) state that four drives are universal - found in every culture and every employee, from CEO to line worker, needs to fulfill all four of them.

On the other hand Max-Neef et al. (1989) found out that fundamental human needs are few and universal in all cultures, what changes are the satisfiers - actions and means by which the needs are satisfied over time and through cultures (p.20). This argument can explain why employee motivation, job satisfaction and related behavior of absenteeism were found to be higher in certain countries than in others. Particularly, a solid survey research on work motivation and job satisfaction done in Nordic countries has revealed workers in Sweden to have significantly lower level of motivation and satisfaction compared to workers in Denmark, Norway or Finland (Eskildsen et al., 2004, p. 125). However, since the research was a survey it did not invest in finding reasons behind the results. Furthermore, high rates of employee absenteeism have also been reported in Sweden (Lokke et al., 2007, p.16, 24; Mayfield and Mayfield, 2009, p. 455). According to McGregor (1957) managers are the responsible people on motivation of workers who should further develop and direct employee motivation towards organizational goals (p. 6). However, there is a dearth of research that would reveal how the managers motivate their employees in Sweden and what organizational levers and actions do they use.

This compelled us design a qualitative study that attempts to fill the gap by exploring what managers are doing to motivate employees to do their best toward organizational goals. Furthermore, it was found out that employee job satisfaction and motivation decrease with company size. Particularly decrease occurs in companies with 500 or more employees (Eskildsen et al., 2004, pp. 125). Therefore, since employee motivation problem was identified to be more acute at large companies the authors of the present study decided to interview managers at organizations which employee more than 500 employees in Sweden. However, because of limited resources focus was made on companies in Northern Sweden, namely nearby Umeå.
1.2 Research Question and Objectives
The research question of the study is as follows:

“How do managers at large companies in Sweden use different organizational levers to motivate employees to willingly work toward organizational goals?”

The study aims to explore how organizational levers are used by managers in motivating their employees. However, to answer the “how” question the research at first aims to reveal which levers are used. Furthermore, the research aims to compare present study findings against the employee motivation model developed by Nohria et al. (2008) to find out which needs of employees are currently being neglected by managers and what should be further improved.

We believe revealing the problem is the first step to remedy it.

1.3 Delimitations of the Study
Small size of the sample is the most important delimitation of the study. It is based on data gathered only from five managers. Thus, all five managers are working at companies located at Umeå region, Sweden. Furthermore, the study is focused on a broad concept of manager, without differentiating hierarchical levels (lower, middle, top), their background or field they are involved. Because of above identified limitations and because of the fact that every manager is unique the results cannot be generalized across all managers at large companies in Sweden. The aim of the study is to answer the research question and provide meaningful data, rather to provide universal conclusions.

1.4 Definitions
The study is built on some terms that are considered to be the key words of this research and are repeatedly used throughout the research. Therefore, the authors believe that it is important to establish a common understanding of their definitions.

Motivation: the process that account for an individual’s intensity, direction and persistence of effort toward attaining goals (Robins, 2001, p. 156)

Employee Motivation: the willingness to exert high levels of efforts toward organizational goals, conditioned by the personal ability to satisfy some individual needs (Robbins, 1993, p. 125).

Human Need: positive, motivating hunger that compels action for its satisfaction (www.businessdictionary.com, 2010).

Drive: arousal which occurs when a need or an intense desire is felt that is strong enough to motivate a person to seek its satisfaction (www.businessdictionary.com, 2010).

Reward System: the tools available and used by the employer in order to attract, retain and motivate its employees. It concerns everything the employees find attractive in the employment relationship (Armstrong, 2003, p.8).

Organizational Culture: the collective programming of the mind that distinguishes the member of one organization from another (Hofstede, 2001, p. 9).
Organizational Justice: fairness in protection of rights and punishment of wrongs. In organizational sciences justice is considered to be socially constructed. An act is considered as just or fair if most of the individuals perceive it to be so (Colquitt, Conlon, Wesson, Porter, & Yee Ng, 2001, pp. 425-438).

Job Design: work arrangement aimed to increase both employee motivation and productivity (Rush, 1971, p. 19).

1.5 Synopsis of Chapters
The present study is divided into six broad chapters as follows (figure 1.1):

Chapter 1: Introduction: The chapter familiarizes reader with the research subject. It presents what the development within the area has been like, why it is important to write about the topic, the research question and its relevance, research objectives, delimitations, and key term definitions.

Chapter 2: Literature Review: The chapter presents several theories of motivation as well as findings regarding the role of manager, reward system, organization culture, job design and organizational justice in motivating employees.

Chapter 3: Methodology: The chapter presents theoretical methodology, practical methodology, ethical considerations and quality criteria of the study.

Chapter 4: Findings: This section presents gained empirical data per case.

Chapter 5: Analysis: The chapter presents analysis of the gathered data per case and against the model.

Chapter 6: Conclusions and Recommendations: The chapter concludes the study whilst making recommendations for future research.

![Figure 1.1. Structure of the Study](image)

Source: Summarized by Authors
SUMMARY OF CHAPTER 1

The chapter familiarized reader with the research subject. It presents what the development within the area has been like, why it is important to write about the topic, the research question and its relevance, research objectives, delimitations, key terms, definitions and synopsis of chapters.

- Research question: How do managers use different organizational levers/actions to motivate employees to willingly work toward organizational goals?

- Relevance of the study: a solid research on work motivation and job satisfaction done in Nordic countries has revealed Swedish workers to have significantly lower level of motivation and satisfaction compared to workers in Denmark, Norway or Finland (Eskildsdén et al., 2004, p. 125). The research was a survey therefore it did not invest in finding reasons behind the results. Furthermore, high rates of employee absenteeism have also been reported in Sweden (Lokke et al., 2007, p.16, 24; Mayfield and Mayfield, 2009, p. 455).

- Objectives of the study: The study aims to explore how organizational levers and actions are used by managers in motivating their employees. To answer the “how” question the research will at first reveal what actions and levers are used. Furthermore, the research aims to compare present study findings against the employee motivation model of Nohria et al. (2008) to find out which needs of employees are currently being neglected by managers and what can be further improved.

- Delimitation of the study: Small size of sample - data gathered only from five managers. Focus only on companies located near Umeå, Sweden, broad concept of manager, without differentiating hierarchical levels (lower, middle, top), their background or field they are involved. Therefore the obtained results cannot be generalized across all managers who work in Sweden.

- Key Terms: The study is built on some terms that are considered to be the key words of this research and are repeatedly used during the research: motivation, employee motivation, need, drive, reward system, organizational culture, organizational justice and job characteristics.

- Structure of the study: the present study is divided into five broad chapters: introduction, literature review, research methodology, findings and analysis and conclusions and recommendations.
In this chapter several theories of motivation are presented in a historical perspective to show the field development and based on reasoning the most appropriate model is chosen as a research framework. Furthermore, the chapter explores findings regarding the role of manager in motivating employees as well as reward system, organization culture, job design and organizational justice.

2.1 Introduction
Since the beginning of 20th century employee motivation has been the topic of interest for several organizational scholars. They regarded motivation process as a result of unsatisfied needs that causes tension and drive in every person to satisfy those needs (Robbins, 1993, p. 206). The process is illustrated on the figure 2.1 below. This is in line with Kanfer (1991) who defines needs as internal tensions that influence cognitive process and cause changes in behavior (p. 11). So, significant attention paid to the unsatisfied needs in motivation theories is not therefore surprising.

![Figure 2.1. The Motivation Process](source: Robbins (1993, p. 206))

During the early part of 20th century employees have been considered to be driven by desire to get as much money as possible (Taylor 1911, cited in Latham, 2007, p. 10). Later, after famous Hawthorne studies it became clear that increased interest in employees, their health and personal life enhanced the productivity and instead of focusing on money interest moved to personal relations (Latham, 2007, pp. 18-21). However, until the second half of the 20th century motivation studies tend to be largely a theoretical. Situation significantly changed by the 1950s: starting from Abraham Maslow several scholars invested to find out what humans’ need and how those needs can be satisfied in organizations to increase employee motivation (Latham, 2007, pp. 3-25). Below the most influential theories are presented in a historical perspective to show the field progress and emergence of new powerful theory of motivation by Nohria et al. that will be chosen as a research framework.

2.2 Motivation Theories

2.2.1 Need Hierarchy Theory
Motivation theory by Abraham H. Maslow has probably been the most enduring and prominent theory in the work motivation field. Maslow has identified five basic needs that everyone and among them employees at workplace seek to satisfy (Maslow, 1954, p.35).
According to the theory the needs are ordered in a hierarchy and higher level needs can only be activated if a person’s lower level needs are already fulfilled. Basic human needs identified by Maslow are physiological needs, safety needs, belongingness needs, esteem needs and self-actualization needs (Figure 2.2).

Figure 2.2. Maslow’s Hierarchy of Needs

*Source: Maslow (1954, p. 350)*

- Physiological needs are at the very bottom of the hierarchy. They refer to the basic requirements for human survival like oxygen, water, food, shelter, clothes and so on. Maslow argues that if physiological needs of the person are not met all other needs are non-existent. In the organizational settings physiological needs refer to basic pay. In addition, Champagne and McAfee (1989, p.150) identified cafeterias, vending machines and drinking fountains as other means to satisfy employees’ physiological needs at the work.

- Safety needs: According to the theory satisfied physiological needs activate higher level need of safety. At organization level it refers need of secure job, insurance of health/unemployment, saving account and so on. Some actions advised to managers to gratify safety needs are retirement benefits, medical benefits, safe work conditions and solving employee’s problems (Champagne and McAfee, 1989, p.150).

- Belongingness needs: The needs refer to human desire to be accepted in a group, to love others and to be loved by others. According to the hierarchy belongingness needs should appear once physiological and safety needs are met. In order to fulfill employee’s belongingness needs Champagne and McAfee recommend managers to encourage social interaction, create team spirit, support outside social activities, use periodic praise and allow participation (1989, p. 150).

- Esteem Needs: Higher level needs of esteem refer human desire to be valued and recognized by others; to gain attention, status and self-confidence. Designing challenging jobs, giving trainings and delegating responsibilities are some of the means to gratify employees’ esteem needs (Champagne and McAfee, 1989, p.150).
• Self-actualization: Emergence of this need requires prior satisfaction of all above discussed needs since it is at the very top of the hierarchy. It refers human’s need to realize his/her full potential in practice (Maslow, 1954, 35). To satisfy employee’s self-actualization needs Champagne and McAfee recommend managers to make jobs challenging and encourage creativity (1989, p. 150).

Maslow’s theory has been criticized by several scholars. The critic is summarized by Wahba and Bridwel in their review (1973). After studying several investigations regarding Maslow’s findings they conclude that it is a paradox that the theory is so widely accepted although so little empirical evidence exist to support that there are only five need categories or that these categories are ordered in a hierarchy (pp. 514-517). A solid study done in 14 countries by Haire, Chiselli and Porter, found out that the only managers that ordered their needs according to Maslow’s theory were U.S. nationals (Haire, Chiselli and Porter, 1966, cited in Hofstede, 1984, p. 396), therefore Hofstede defined the theory as ethnocentric. He has further argued that the value-choice presented in Need Hierarchy Theory is Maslow’s own value-choice that is based on U.S. middle-class values of mid-twentieth (Hofstede, 1984, p. 396).

On the other hand, practical significance of Maslow’s hierarchy of needs is still argued to be valid especially in developing countries (Alija, 1997, cited in Latham and Pinder, 2005, p. 488). However, since the present study is done in a developed country (Sweden) Maslow’s theory is not considered relevant. The aim of presenting the model here is its worthy contextual framework that had significant impact on several other researchers who have further developed the field.

2.2.2 Motivation-Hygiene Theory
Frederick Herzberg similar to Maslow believed that the primary function of any organization should be to satisfy needs of an individual to enjoy a meaningful existence (Herzberg 1966, cited in Latham 2007, p. 38). Herzberg together with his colleagues has grouped needs into two categories of factors: 1) motivating factors that increase employee motivation and 2) hygiene factors that do not increase employee motivation but decrease dissatisfaction.

The premise by the theory was that satisfaction and dissatisfaction are being two continua: opposite of job dissatisfaction is not satisfaction but no dissatisfaction. Accordingly opposite of satisfaction is not dissatisfaction but no satisfaction (Herzberg et al., 1959, p. 113). Herzberg et al. argue that employees can be in a state of limbo where they are neither dissatisfied nor satisfied and lead an organization to lack of growth, creativity and innovation. Therefore, to motivate employees Herzberg et al. conclude that managers should at the same time strive to decrease dissatisfaction and increase satisfaction as first does not itself cause another. Hygiene factors that can lower dissatisfaction include salary, relationships, working conditions and security. Factors that are associated to be motivators are achievement, recognition, responsibility, advancement, personal growth and the task itself or job characteristic (Figure 2.3). It should be understood that all hygiene and motivator factors meet the needs of employees but to increase one’s job satisfaction and motivation motivator factors must be fulfilled (Herzberg et al., 1959, pp. 113-114). Influence of Maslow on Motivation-Hygiene theory is easy to mention: hygiene factors
identified by Herzberg are similar to first three level needs and motivator factors are quiet related to higher order needs of esteem and self-actualization proposed by Maslow.

Figure 2.3. Motivation-Hygiene Theory

Source: Herzberg at el. (1959, pp. 113-115)

What counts is that unlike from Maslow Herzberg made significant emphasis on job characteristics as a factor for long-term motivation. According to him managers should continuously design jobs that are challenging enough to utilize employee’s full ability that is more skillful employees should be given more responsibilities and more challenging jobs (Herzberg et al., 1959, pp. 113-115). This theme was further taken by Hackam and Oldham (1976, pp. 250-279) and is detailed below under the job design paragraph.

Contribution of Herzberg and his fellow researchers in understanding nature of employee motivation and job characteristic are indeed significant, however researchers no more consider satisfaction and dissatisfaction to be on separate continua. It is argued that placing satisfaction and dissatisfaction on different continua was the result of bound methodology (based on interpretation of stories by employees telling when they were very satisfied and very dissatisfied) and faulty research (having procedural deficiencies) (House and Widgor, 1967, pp. 371-373). Furthermore, motivation theories have further developed after 1959 when Herzberg et al. published the Hygiene-Motivation theory so it is not considered to be the most appropriate and up-to-date for this research.

2.2.3 Theory of Needs

One of the motivation theories that ignored Maslow’s proposition of hierarchy in human needs is McClelland’s Theory of Needs. He has identified only three needs of human: affiliation, power and achievement. Affiliation is defined as a desire for friendly and close personal relationships while the need of power is to make others behave in a way as they would not otherwise behaved. It refers desire to influence, coach, teach and encourage others. The most attention has given to the need of achievement. McClelland states that motivation and performance vary according to one’s desire of achievement that is to accomplish something difficult (McClelland, 1961). The needs as well as their intensity depend on one’s life experience and therefore change time by time but individual can have all three needs at the same time. However, McClelland’s need theory presents generalized
evaluation of motivation and makes it less appropriate for studying employee motivation within organizational boundaries that is the aim of this paper.

2.2.4 ERG Theory
Another theory that also ignored idea of hierarchy of human needs is ERG theory by Alderfer (1972). In reaction to Maslow’s theory Alderfer has developed a new model of employee motivation where he, similar to McClelland, states that people have only three core needs: existence (E), relatedness (R) and growth (G). Unlike from Maslow’s and similar to McClelland’s Theory needs in ERG Theory are simultaneous that means R do not require pre fulfillment of E and G do not require pre satisfaction of R, vice versa all of them must be satisfied simultaneously for effective motivation. Existence needs refer physical well-being and are similar with Maslow’s lower level needs (Physiological, safety). Relatedness needs refer to social and external esteem - need for family, friends, and satisfactory relationships with colleagues and therefore are similar to belongingness and esteem needs proposed by Maslow. Growth needs are internal esteem and self-actualization that are similar to Maslow’s higher levels of need (Alderfer, 1972). However, as Pfeffer states much of the research on ERG theory conducted by Alderfer himself yielded mixed results (Pfeffer 1982, cited in Latham 2007, p. 36) that makes it less reliable and therefore it is not chosen as the research framework.

In the figure below connections among theories of Maslow, Herzberg, McClelland and Alderfer are illustrated. It shows how theories of Herzberg, McClelland and Alderfer have been influenced by Need Hierarchy and one can even argue that they are derived from Maslow’s theory. However, it should be underlined that identification of importance of job characteristics by Herzberg and ignorance of the hierarchical order of human needs by McClelland and Alderfer has indeed been big steps forward.

Figure 2.4. Connections among theories of Maslow, Herzberg, McClelland and Alderfer
Source: summarized by authors
2.2.5 Equity Theory
Jean Stacy Adams (1965) was one of the first to identify need of fairness in employees and its role in motivation. One of the first justice theories developed by Adams states that employees are motivated by need of fair treatment therefore they are concerned not only what they receive for their efforts but also what other relational colleagues receive for their input. Inputs by employee refer time, effort, skills, abilities, loyalty and commitment while typical output refers salary, bonus, other tangible benefits, esteem, recognition and praise. An employee will consider to be treated fairly if perceived ratio of his inputs/outputs is equivalent to other employees around him:

\[
\frac{\text{Individual's Outputs}}{\text{Individual's Inputs}} = \frac{\text{Relational colleagues' Outputs}}{\text{Relational colleagues Inputs}}
\]

However if more senior colleagues get higher outputs it will be acceptable and justified with their higher experience. If input/output ratio is perceived injustice individuals will change input and behavior until they feel fairness of returns for their contribution (Adams, 1965, pp. 335-343).

Critics have argued that people might perceive equity and inequity not only in terms of the specific inputs and outcomes but also in terms of the system that determines those inputs and outputs. For example, one may feel that his/her compensation is fair while compared to other employees’ but might view the entire compensation system as unfair (Carrell and Dittrich, 1978:202-210). Because the theory focuses solely on employees need of fairness the authors of the present study rather consider it as an extension of existing work motivation theories (by underling importance of justice in motivation) than a new exhaustive theory of work motivation therefore, it was not considered as a framework.

2.2.6 Human Development Theory
In 1989 new perspective on human needs was presented by Chilean economist Alfred Max-Neef and his colleagues. Max-Neef’s theory do not belong to motivation theories, however, since the same view of human needs appears and is further developed in recent motivation theory which is adopted as a framework in this study (paragraph 2.2.8 and 2.2.8.1) we consider Max-Neef et al. theory worth-enough to be briefly presented here.

Max-Neef et al. state that the view that human needs are changing time by time is incorrect: “it is traditionally believed that human needs tend to be infinite, that they change all the time, that they are different in each culture or environment, and that they are different in each historical period. It is suggested here [in the theory] that such assumptions are inaccurate since they are the product of a conceptual shortcoming” (Max-Neef et al., 1989, p. 19). The scholars stated that fundamental human needs are finite, few, and classifiable. They are same in all cultures and in all historical periods. What changes over time and through cultures are the actions and means by which the needs are satisfied (p. 20). The theory identified nine fundamental human needs that if not satisfied will cause “poverties” and pathologies in the nations. Nine fundamental needs are: subsistence, protection, affection, understanding, participation, leisure, creation, identity & freedom (figure 3). They argue that fundamental human needs are not only universal but are also closely linked with the evolution of the species and therefore only change at a very low rate with the pace
of human evolution. Furthermore, communities can identify their "wealth" and "poverties" based on how the nine needs are satisfied (p. 21). Needs are grouped according to the existential categories of being, having, doing and interacting. From these dimensions, a thirty-six cell matrix has been developed that is illustrated on the table below:

<table>
<thead>
<tr>
<th>Existential Needs</th>
<th>BEING</th>
<th>HAVING</th>
<th>DOING</th>
<th>INTERACTING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBSISTENCE</strong></td>
<td>Physical health, mental health, Adaptability</td>
<td>Food, shelter, work</td>
<td>Feed, procreate, rest, work</td>
<td>Living environment, social setting</td>
</tr>
<tr>
<td><strong>PROTECTION</strong></td>
<td>Care, adaptability, autonomy, equilibrium, solidarity</td>
<td>Insurance systems, savings, rights, family, work</td>
<td>Cooperate, prevent, plan, take care of, cure, help</td>
<td>Living space, social environment, dwelling</td>
</tr>
<tr>
<td><strong>AFFECTION</strong></td>
<td>Self-esteem, respect, tolerance, generosity, receptiveness</td>
<td>Friendships, family, partnerships</td>
<td>Make love, caress, express emotions, share, appreciate</td>
<td>Privacy, intimacy, home, spaces of togetherness</td>
</tr>
<tr>
<td><strong>UNDERSTANDING</strong></td>
<td>curiosity, astonishment, discipline, intuition, rationality</td>
<td>educational policies, communication policies</td>
<td>Investigate, study, experiment, educate, analyze</td>
<td>schools, universities, academies, groups, communities, family</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td>Adaptability, receptiveness, solidarity, willingness, determination, dedication, respect, passion, sense of humor</td>
<td>Rights, responsibilities, duties, privileges, work</td>
<td>Become affiliated, cooperate, propose, share, dissent, obey, interact, agree on, express opinions</td>
<td>Settings of participative interaction, parties, associations, churches, neighborhoods, family</td>
</tr>
<tr>
<td><strong>IDLENESS</strong></td>
<td>Curiosity, receptiveness, imagination, recklessness, sense of humor, tranquility, sensuality</td>
<td>Games, spectacles, clubs, parties, peace of mind</td>
<td>Day-dream, brood, dream, recall old times, give way to fantasies, remember, relax, have fun, play</td>
<td>Privacy, intimacy, spaces of closeness, free time, surroundings, landscapes</td>
</tr>
<tr>
<td><strong>CREATION</strong></td>
<td>Passion, determination, intuition, imagination, rationality, autonomy, curiosity</td>
<td>Abilities, skills, method, work</td>
<td>Work, invent, build, design, compose, interpret</td>
<td>Productive and feedback settings, workshops, cultural groups, audiences</td>
</tr>
<tr>
<td><strong>IDENTITY</strong></td>
<td>Sense of belonging, consistency, differentiation, self-esteem, assertiveness</td>
<td>Symbols, language, religion, habits, customs, reference groups, sexuality, values, norms, work</td>
<td>Commit oneself, integrate oneself, decide on, recognize oneself, actualize oneself, grow</td>
<td>everyday settings, settings which one belongs to, maturation stages</td>
</tr>
<tr>
<td><strong>FREEDOM</strong></td>
<td>Autonomy, self-esteem, assertiveness, openness-mindedness, boldness</td>
<td>Equal rights</td>
<td>Dissent, be different from, develop awareness, commit oneself, disobey</td>
<td>Temporal/spatial plasticity</td>
</tr>
</tbody>
</table>

Table 2.1. Matrix of Needs and Satisfiers

*Source: Max-Neef et al. (1989, p. 33)*
However, the theory is nation-wide therefore not all proposed satisfiers can be used by the organizations. As will be shown below the research regarding fundamental human needs is taken a step forward and adjusted to organizational environment by two Harvard professors Paul R. Lawrence and Nitin Nohria (2002).

2.2.7 Sociobiological Theory of Motivation

In 2002 a book called “Driven: How Human Nature Shapes Our Choices” has been published by Lawrence and Nohria, two Harvard professors. The significance of the book is efforts made to incorporate biology with social science and apply recent understanding of human brain evolution to the development of insights into human motivation. After synthesizing findings from neuroscience, biology, evolutionary psychology and social science scholars have proposed a new Sociobiological theory of motivation which states that all human motivation can be parsed into drives to acquire, bond, learn and defend, that are the products of common evolutionary heritage. Those drives have been selected over time as they increase evolutionary fitness of human genes to survive and carry on. The drives are independent that is one is not derived from another and therefore people need to fulfill all four of them at the same time. Authors demonstrate how the drives are deployed in everyday life and state that better understanding of them can give advantage to all human beings (Lawrence and Nohria, 2002).

Drive to acquire (D1) is defined as emotional need to seek, gain, retain and control goods that human beings value. In a world of scarce resources to survive and prosper one should always strive to outdo fellow human beings therefore one of the innate drives emerged in humans mind is desire to acquire. People are driven to obtain tangible and intangible goods such as money, experience and social status (2002, p. 658, kindle version of the book).

Drive to bond (D2) refers to desire of social relationships and caring mutual attachments. Hominids (fossil ancestors of humans) without the drive to bond were less likely to get their genes to next generation then hominids with the drive to bond. Female hominids would not take care of their children to survive to adulthood and male hominids would not be selected by females as mates because they would not be perceived as good husbands and fathers. Furthermore, book authors state that the drive to bond was needed because well bonded groups of humans had better chance of surviving threats. So, individuals with gene to bond had relative advantage over those without this gene (p. 850). Evidences of drive to bond are bonding of mother and child, family ties and morale codes regarding social relations existent in all cultures (p. 869).

Drive to learn (D3) is defined as desire of human to comprehend, to believe, to understand themselves and the world around and satisfy curiosity (p.1150). Book authors give example of infant studies where it was demonstrated that infants have innate ability to understand relationships between simple numbers and therefore proves innate drive to learn in infants (p. 1141). Carrying genes of this drive has been selected during evolution to energize use of brain that gave humans distinctive advantage over other creatures. Among several examples the religion is represented as a supportive evidence of drive to learn: anthropologists have not found a single culture without stories of creation and afterlife that is to fill a gap in their understanding of world (p. 1159).
Drive to defend (D4) refers human’s innate drive to defend themselves and their loved ones whenever they perceive them to be in danger and it has been selected for in evolution as essential for survival of one’s genes. The drive is activated not only by perceived threats of one’s possessions (D1) but by threats of relationships (D2) and by threats of understanding of one’s environment (D3) (pp. 1372 – 1382).

Authors state that satisfying of all four drives is crucial for meaningful life because people who cannot fulfill the drive to acquire are more likely to feel envious and lack self-esteem; People who have neglected the drive to bond feel empty and disconnected from the world; Those who were unable to fulfill the drive to learn are stunted in personal development; and those who have neglected the drive to defend feel abused and victimized (pp. 137-148).

Later, in 2008 Nohria, Groysberg and Lee further developed the theory and adjusted it to organizational settings. Drive to learn was rephrased as drive to comprehend to better express its real meaning. Furthermore, scholars demonstrated how these emotional needs can be fashioned into organizational actions to boost employee motivation and what counts is the discovery that each drive is best met by one distinct organizational lever that are presented below (Nohria et al., 2008, pp.78-84).

**Four Drives Theory of Employee Motivation, Framework of the Study**

Nohria, Groysberg and Lee consider Sociobiological theory as most complete since authors of previously developed theories had no recent findings about human brain (2008, p. 78). To adjust the theory to organizational settings and find out what actions could managers take to fulfill four drives and increase employee motivation two solid researches have conducted: first surveyed 385 workers in two global companies and second interviewed employees from 300 future 500 companies. Scholars found out that ABCD (Acquire, Bond, Comprehend, and Defend) explains 60% of motivational factor variance of all workers’ while previously developed theories explained only 30% (p. 80). It was discovered that drives are independent, are not ordered in a hierarchy and cannot be substituted one by another. One cannot make employees enthusiastic by just paying high salaries, nor is supporting of bonding enough if they are underpaid (p. 81). So to get best out of employees all four drives should be addressed. It was found that fulfilling all four drives brings synergy effect: if a company that ranks on the $50^{th}$ percentile on employee motivation improves on any one drive it will move up to only $56^{th}$ percentile while improving on all four drives can increase employee motivation up to $88^{th}$ percentile (figure 2.5). Poor performance in implementing of any drive diminishes scores on other three (p. 83).

![Figure 2.5. Fulfilling the Drives and Employee Motivation](source: Nohria et al. (2008, p. 83).)

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*Page 14*
What counts the most is the finding how to best fulfill these drives namely, what levers and actions to use. Nohria et al. found that each drive can be best addressed by using only one organizational lever (figure 2.6) particularly D1 is best addressed by reward system which effectively differentiates good and weak performers and ties rewards to performance. The D2 is best fulfilled by organizational culture that supports camaraderie, teamwork and collaboration. Meaningful and challenging job design was found to be the best lever for satisfying D3, while fair resource-allocation process and performance management can best meet D4 (p. 83).

Figure 2.6. How to Fulfill the Drives that Motivate Employees

Source: Nohria et al. (2008, p. 82)

Since the theory is quite new (2008) there have not been replications so far. The only critic found is published by Kelly Alan in Harvard Business Review, under the “Letters to Editors” title. He argues that having reward system undermines those actions suggested for fulfilling D2. “Why would I share my best practice with you if we’re competing against each other for rewards linked to the best performance?” Allan further states number of authors who detailed long-term problems with using rewards (October 2008, p. 134). However, the critic is followed by answer from Nohria and his colleagues stating that importance rewards system is not a theoretical claim but empirically supported evidence and only those companies that use multiple levers and meet all four drives excel motivating their employees (ibid).
The cooperation rather than controversy characterizes the Four Drives Theory with other models discussed above. This theory contextually unifies findings from Maslow, Herzberg, Hackam and Oldham, Alderfer, McClelland, Adams and Max-Neef in its framework. Particularly, the idea of the drive to acquire can be seen in esteem and physiological needs by Maslow, existence need by Alderfer, hygiene factors (salary) by Herzberg and subsistence need by Max-Neef. The need to bond is reflected in belongingness need by Maslow, relatedness need by Alderfer, affiliation need by McClelland and affection need by Max-Neef. The human desire to learn is identified in the need of growth by almost all above discussed theories and importance of job characteristics is detailed in Herzberg’s and Hackam and Oldham’ theories. The need of fair treatment has direct connections to Adams’s theory. Figure below illustrates these connections.

![Figure 2.7. Connections of Four Drives Theory with Other Theories of Motivation](image)

*Source: summarized by authors*

Besides unifying the findings from several other theories four drives theory has extended and further developed the framework by identifying the organizational levers and actions that best satisfy each drive. In addition, statements are strengthened and supported with recent findings about human brain from biological sciences.

Since this theory is the most recent (2008), it gives useful insights that to some extent are in line with previously developed theories, is supported and strengthened by the current knowledge of the human brain from highly sophisticated biological sciences that all other theories lacked, presents not only what employees need for motivation but also how to satisfy those needs and is particularly applied to the organizational settings the authors consider Four Drives Theory to be the most appropriate framework for this research study which aims to find out how do managers use different organizational levers/actions to motivate employees to willingly work toward organizational objectives.
To better understand adopted theoretical framework each of the organizational levers are further discussed below, after introducing the impact of the manager in employee motivation.

### 2.3 Impact of Direct Manager on Employee Motivation
Understanding human motivation is essential for managerial success, since management is the process of getting work done through the efforts of other individuals. Therefore, manager should know what motivates employees and how to fulfill them. However, as Emmerich states often "managers spend too much time in denial by insisting that they build a motivating workplace when they often sabotage it" (1998, p. 20).

On the other hand, the research by Nohria et al. (2008) revealed the employee’s perception of their manager matters very much and influences their willingness to work (p. 83). Employees do not expect the manager to change entire culture, reward system or management system in the company, yet he/she is seen as able to link rewards to performance and allocate bonus pool in a way that distinguish top and bottom performers. Furthermore, even if company policy as a whole falls short a manager can still foster teamwork and camaraderie in own department and impact meaningfulness of subordinate’s job. Therefore, direct manager is seen as a person who can create highly motivating local environment (p. 84).

That the supervisor also has big impact on subordinates' motivation was shown by a number of other researches as well. Matching managers with teams that do not in natural fit each other causes excessive stress and disagreement between both parties (Allender & Allender, 1998, pp. 29-31). Moreso, Lu (1999. P. 68) found that having a supportive supervisor is of great importance for employees and could make great differences for them. Indeed, manager can supply information and guidance, provide feedback, appreciation and recognition, decide promotion and increase in payment and so on. As the author further states (pp. 62-69) social support by manager (from supervision) has consistent protective effects on employee well-being. Furthermore, in his longitudinal study Tharenou (1993, p. 281-285) found that support received from the manager reduced the level of uncertified absence. The same result was reported by Zaccaro, Craig, and Quinn (1991, pp. 24-44).

Holdnak, Harsh, and Bushardt (1993, pp. 22-29) found two correlations between a manager’s leadership style and subordinates job satisfaction. Authors suggest that a manager who uses consideration in leadership (more liberal style) has a positive impact on his or her subordinates' job satisfaction. And managers who initiate structure and define relationships in his/her group have negative effect on subordinates’ job satisfaction.

Moreover, Bryman (1992) states that managers practicing transformational leadership style (developing, inspiring and challenging the intellects of subordinates in order to go beyond their self-interest in the service of a higher organizational purpose, mission and vision) have significant positive effect on followers’ organizational outcomes, such as putting extra effort and job satisfaction.
2.4 Reward System

A reward system is defined as the tools available and used by the employer in order to attract, retain and motivate its employees. It concerns everything the employees find attractive in the employment relationship (Armstrong, 2003, p. 8). Total reward system is a combination of financial as well as non-financial benefits. To clarify, if a benefit imposes some cost for the organization it is considered as a financial reward even if it does not directly generate hard cash to the employee (ibid). One reason of having reward systems is to increase effectiveness and efficiency since all employees will strive to achieve the given organizational goals in order to get a reward. Hence, it will motivate employees to constantly improve their performance (Atkinson et al., 1997, p. 646). One interesting aspect is that since almost no one would work for free the salary is not considered as a reward but rather as basic pay. However, the salary is part of the reward system as it is a financial reward that employees get as a reimbursement of accomplished job. Taking this into consideration this study will place emphasis on the salary as well among other types of rewards.

A reward system includes five main components: process, practice, structure, scheme and procedure. Process refers measuring and evaluating the work of the individuals in order to decide the level reward to be distributed to the certain employee. Practice concerns actual phase of distribution of financial/non-financial rewards. Structure is needed to assure that the level of reward meets the value of each position in the organization and scheme is needed for matching reward with the performance. Last but not least, creating procedures is of great importance in order to maintain efficiency of the system (Armstrong, 2003, p.4).

Deciding on the basis of a reward system is difficult-enough because of uncertainties that affect the outcomes of a job. An employee can put a lot of effort into a task but at the end, environmental changes might cause the negative outcome. Due to these uncertainties sometimes they base reward on inputs, namely on working hours, skills/knowledge and effort put into the job rather than on the outcomes. However, employees consider such rewards less motivating compared to rewards based on the outcome (Atkinson et al., 1997, pp. 646-647).

According to Durham and Bartol (2000) pay for performance is a great motivation factor for employees and at the same time leads to improved performance (p. 150). However there are aspects that the organization has to take into account when developing pay for performance system. First of all, it should be very clearly defined what performance is desirable for the organization. This is where the organization should link the strategy with the reward system. Second is to inform the employees about what performance is valued and will be rewarded. Further, it should be assured that employees will be rewarded for the “right” performance (ibid). Also it is crucial that the performance that will be rewarded is measurable so that the organization knows when to reward and when not to. Otherwise the possibility for the employees to be rewarded correctly will decrease. Another important aspect that needs to be pointed out is that the employees should be supported by the skills, knowledge and competences to reach the desirable performance otherwise pay for performance as a basis of a reward system will not be logical and may even have demotivating effect (pp.153-155).
Another issue is to decide types of rewards to be offered to the employees. It is clear in the literature that financial as well as non-financial rewards can increase performance. The most common type of financial reward is cash bonus followed by gain sharing, stock related rewards and profit sharing. A monetary reward can be handed out when someone has done an excellent job or when the organization has improved the results. However, if there is no link between the reward and the performance of an employee the reward will not impact level of employee’s motivation. For example, if everyone is getting the same amount of bonus regardless of their performance then the reward will not have an impact on the motivation (Hughes, 1965, pp. 55, 81). On the other hand, non-financial reward can be affiliation or quality of work. Affiliation refers the overall value or comfort that working in the organization for a longer period of time brings. It can also refer to the thrill of working for the number one company of the market. Quality of work refers to the opportunities to employees’ to grow personally and professionally through challenging job that would unable employees to improve their skills and knowledge. Thank you letter or oral appreciation of an employee for outstanding performance can also be regarded as non-financial rewards.

However, not every scholar considers the role of rewards, especially financial rewards as one of the most salient motivational factors. One of the most prominent critics regarding the using of reward system has been made by Kohn (1993, 1999). He has published warnings about the harmful effects of rewards on employee performance. As he stated reward harms more than it does good because when offering reward the employee tends to only focus in the task that will most probably bring him/her reward. The motivation within the employee is only focusing on performing what they are being told and nothing more. And as he further stated it is difficult to detail and measure what the organization wants. Kohn states that the positive effect the reward brings is not for the long term but temporary. When the reward ends the behavior ends as well (Kohn, 1993, pp. 50-57). He claims that “rewards used in work organizations, such as stock options, pension plans, sale commissions, bonuses, and vacations generally result only in "temporary compliance" (Kohn, 1993, p. 54). On the other hand, a study by Levine (1993, pp. 462-480) found the opposite result. The study showed that workers in the USA and Japan who were receiving high wages the average workers were less likely to quit the job and more satisfied.

According to Persson (1994, cited in Bjorklund, 2001, p 27), Swedish organizations generally do not consider payment as a motivational aspect. This is partly caused by the fact that salary level is often decided outside the organization. Often, remuneration is based on the position only, not on the performance.

2.5 Organizational Culture

As defined by Hofstede (2001) the organizational culture is “the collective programming of the mind that distinguishes the member of one organization from another” (p. 9). He defines the characteristics of the organizational culture as historically influenced, holistic, socially constructed and relatively stable. It is seen as significant factor determining the flow of knowledge within the organization (Almeida et al. 2002, pp. 66-75). Hofstede (2001, p.11) identifies four types of manifestations of organizational culture, particularly symbols, heroes, rituals and values (figure 2.8). Symbols refer the terminologies, jargon,
gesture or pictures that have a particular meaning and can be used to convey certain messages within the certain organizational culture. Heroes are individuals either dead or alive, who possess unique characteristics which are considered as models and are implemented in the organization. Rituals concern the events or practices that are integral part of the organization and are considered socially essential. These three categories are grouped under the term ‘practices’ as they represent the cover of the organization, visible to external observers. Values represent way of thinking which is unconscious and hard to discuss since they are mostly expressed in behaviors (Hofstede et al. 1990, pp. 287-310).

![Onion Diagram](https://example.com/onion-diagram)  

**Figure 2.8. Manifestations of Culture**

*Source: The “Onion Diagram” (Hofstede, 2001, pp. 11)*

To define the culture inside an organization Hofstede et al. (1990, pp. 287-310) identified six dimensions:

1. **Process vs. Result Orientation:** The dimension differentiates organizations based on whether they have process or result oriented culture. Process oriented cultures show propensity towards risk avoidance by giving employees routine, simple tasks. On the contrary, the result oriented culture encourages people to take up challenging tasks and puts efforts in order employees to feel comfortable with unfamiliar tasks/situations (Hofstede, 2001, p. 397).

2. **Employee vs. Job Orientation:** The dimension distinguishes an employee oriented culture from job oriented concern in an organization. An organization with employee oriented culture takes personal problems of the employees serious and provides them with some facilities and perks in order to make them feel secured. On the other hand, job oriented culture employs a strict attitude towards completing the task, without showing concerns for employees’ well being (Hofstede, 2001, p. 399).
3. *Parochial vs. Professional Orientation*: The cultures having parochial approach consider family background of employees as important aspect for hiring decision apart from job competence. On the other hand, members of professional oriented cultures have a more professional attitude towards the job; they do not involve personal life or family background (Hofstede, 2001, p. 399).

4. *Open vs. Closed System Orientation*: The dimension is based upon the communication climate within the organization. In open cultures, the organization and employees are open for newcomers and provide them with favorable conditions to get acquainted with the environment. In closed cultures organizations, people usually act secretively by creating an environment that alienates outsiders, as well as insiders therefore, it takes much time for the new employee to feel comfortable with the working environment (Hofstede, 2001, p. 399).

5. *Loose vs. Tight Control Orientation*: This dimension also represents a contrast between the individual autonomy and organizational control. Employees working in the loose culture usually have a casual attitude towards their profession and do not take punctuality and cost reduction seriously. On the contrary, employees in tight cultures are oriented towards cost reduction, efficiency and punctuality (Hofstede, 2001, p. 399).

6. *Normative vs. Pragmatic Orientation*: The dimension differentiates organizations whether they have rule oriented, normative culture or customer oriented, pragmatic culture. Normative organizations usually follow certain procedures and put emphasis on business ethics, whereas the organizations having pragmatic approach are very market and customer oriented. This type of culture does not put great emphasis on business ethics and may involve violation of certain procedures and rules (Hofstede, 2001, pp. 399-400).

The research by Mathew *et al.* highlights the importance of manager’s role in shaping organizational culture to bring commitment among employees. Managers are advised to identify ways of harnessing specific sub cultural characteristics that may be conducive to particular types of commitment required for the success of individual business units (Mathew *et al.*, 2009, p. 673).

The ‘mutual-investment’ model argues that when employers invest more in the social exchange relationship between them and their employees, the employees show more effort (Lambooij, Flache, Sanders and Siegers, 2007, p. 1748).

Organization culture that promotes a reward culture and encourages a balance between work load for its employees increases employee motivation (Lambooij *et al.*, 2007 p. 1762). According to Mu’hlau (2000) employees react by being more committed after receiving ‘gifts’ or extra benefits from their employer. Another aspect highlighted by scholars is person organization fit issue, how well an employee fits to organizational culture, because employees whose values well match with those of organization’s are likely to exhibit more positive attitudes and behaviors (Amos and Weathington, 2008, p. 615). According to the scholars best time for an organization to shape its culture according to the preferred values is at the time of hiring process (Amos *et al.*, 2008, p. 628). A recruitment program must gauge employee’s expectations from organization and managers should identify the core values of employees at the start of recruitment. Recruitment programs
must be designed to show a positive image of organization. Inclusion of information on corporate values provides an opportunity for the organization to present potential employees with information about the climate and culture of the organization that can serve as a realistic preview of the job and what it is like to work for the organization (ibid).

Managers should implement visible tactics, images, actions, language and processes that would provide a strong sense for employees in order to strengthen their social identity. In organizations, visible, tangible, and audible manifestations of culture, such as language, stories, visual images, material artifacts, and established practices, are among the most powerful symbols members rely upon for constructing meaning and organizing action (Gioia, 1986; Louis, 1983).

Furthermore it is also suggested that cooperation among employees can be further improved by making career enhancement planning as part of organizational culture. Lambooij et al. 2007 made a research on encouraging employees to cooperate, and the results of this paper indicate that organizations can positively affect co-operation problems with provision of career-enhancing measures (Lambooij et al., 2007, p. 1761). Informal activities should be implemented in order to increase cooperation of employees not only among their fellow colleagues but with their supervisors as well to show stronger work commitment and motivation (Lambooij et al., 2007, p. 1761).

Also, organizational culture shouldn’t be too formal and must also engage in team building and informal celebrative activities on occasional basis. The research team also identified many rituals and celebrations of organizational life that appeared to be widely shared and appreciated in the organization (Mathew et al., p. 663). There should be balance between work and personal lives of employees. Integrating elements of organizational culture with work and family of employees would help employee to balance his family life. Therefore, training employees in how to segment their work and family roles, especially when their jobs are frustrating or dissatisfying, can minimize the negative impact of their work evaluations on their personal wellbeing (Ilies, Wilson and Wagner, 2009, p. 100).

2.6 Justice in Performance Management and Resource Allocation
The idea of justice has occupied mankind for centuries and has studied by several scholars such as Aristotle, Hobbes, Smith and Kropotkin (Raphael, 2001). In 2001 there were around 400 empirical studies published on fairness and justice in organizations and majority of them has been published after 1990 (Cohen-Charash & Spector, 2001). In organizational sciences, justice is considered to be socially constructed. An act is considered as just if most of the individuals perceive it to be so. There are two types of individual perceptions of organizational justice: the fairness of outcome distribution or allocations (distributive justice) and the fairness of the procedures used to determine outcome distributions or allocations (procedural justice) (Colquitt, Conlon, Wesson, Porter, & Yee Ng, 2001, pp. 425-438).

First works on organizational justice mostly focused on distributive aspects of justice. In 1970s Thibaut and Walker (1975) found out that the distribution of rewards is not as important as the process by which they are allocated and. Therefore, they made the
distinction between distributive and procedural justice. This distinction is empirically supported in a number of different studies (Ambrose & Arnaud, 2005, pp. 59-84).

According to Albert Hirschman (1970) theory employees respond to dissatisfaction or organizational decline with two different behaviors: either with an ‘exit’ or ‘voice’ response. The exit response refers termination of labor relationship meaning quitting the job by employee. On the other hand, the voice response refers employee complains to the management or discussion of the problems with colleagues or unions. If an employee has a high degree of loyalty to his or her organization, the reaction is more likely to be a voice response than an exit response, otherwise, he/she is more probably to exit, quit the job. Rusbult, Zembrodt and Gunn (1982) proposed further behavioral reactions to the theory: the neglect response that is disregarding behavior, expressed in lateness, absenteeism and high error rates (Farrell, 1983, pp. 597-605) and loyalty. The EVLN model is illustrated on the figure below.

![Figure 2.9. Exit, Voice, Loyalty and Neglect Theory](image)

Source: Farrell & Rusbult (1985)

Lau et al. (2008) proposed that fairness of performance evaluation procedures affects job satisfaction, but effect may be indirect expressed via fairness of outcomes (distributive fairness), trust in superior or organizational commitment.

According to Yang performance management process for employees must be transparent and based on honest observations. Honest performance reporting exists when an organization or its leaders purposefully report performance results to stakeholders truthfully, responsibly, and in a timely manner (Yang, 2008, p. 82). Transparency in performance management system provides advantage to organization in long run. It identifies several factors that are conducive to honest government performance reporting: a supportive external environment, a harmonious internal environment, an innovation-oriented organizational culture, and active stakeholder participation in performance
measurement (Yang, 2008, p. 99). Sholihin and Pike in their detailed research concluded that the Association between fairness of performance evaluation procedures and job satisfaction is fully mediated by distributive fairness, trust and organizational commitment (Sholihin and Pike, 2009, p. 409).

Managers must ensure that their performance management and resource allocation process is aligning with expectation of employees. Human resource department must ensure that performance management system is clearly defined and communicated by the managers. HRD professionals working in or with an organization can begin by describing and defining the existing performance management system (Buchner, 2007 p. 70). Secondly it is the task of managers to help employees understand the performance management system up front. Care should be taken to understand the system as it is, and how it actually operates, and not simply accept the idealized version typically presented by the organization (Buchner, 2007, p. 70). However, as stated by Coens and Jenkins most organizations lag behind, and most employees do not look to performance management as a helpful or valued element of their jobs (Coens and Jenkins, 2000).

Another issue of organization justice is resource allocation. As more resources are directed toward a given task, there should be fewer remaining to be directed elsewhere, thereby preventing deregulation and facilitating effective regulation of negative cognitions (Smillie, Yeo, Furnham and Jackson, 2006, p. 140) and they might improve their performance considerably owing to less interference from negative thoughts i.e. less de-motivation (Smillie et al., 2006, p. 140). If resource allocation are not done efficiently then employees may stay idle and may face ill management of resources at important situations at work (when these employees are less occupied, less busy, or otherwise disengaged from their work, more resources may be available to be redirected, leading to deregulation and potentially poorer performance) (Smillie et al., 2006, p. 140). Managers must pursue with actionable strategies to build trust and investing organizational resources in order to support the employees at all the time. Literature on perceived organizational support suggests that when employees feel supported by their organizations, they develop beliefs that their organizations care about their welfare, which further motivates them to strengthen their affective commitment to their organizations (Rhoades & Eisenberger, 2002).

2.7 Job Design
Importance of job characteristics on employee motivation has been reported by Herzberg et al. in the Two Factor Theory (Herzberg at el., 1959, pp. 113-115) discussed above. After Herzberg job characteristics became issue of interest for several scholars. Article by Grant (2007) reported that interesting and meaningful work is the job feature that Americans value the most - above promotions, income, job security, and working hours (Cascio, 2003 in Grant, 2007, P. 394). Importance and impact of job design on employee motivation is beautifully presented by Steers and Porter (1983, p. 330). They show how employees’ beliefs about the job define their job attitudes which itself results behavior intensions that finally defines actual behavior. The figure below illustrates how weak job design can lead an employee to dissatisfaction and low commitment fallowed by intention to leave the job or reduce effort that can finally be resulted in employee behavior showing high absenteeism and poor performance.
Research by Dysvik and Kuvaa (2008) on study of relationship between perceived training opportunities, work motivation and employee outcomes, provides support for, and credit to, the notion that perceived training opportunities enhance motivation, task performance, discretionary efforts and intentions to stay, with the current employer (Dysvik and Kuvaa, 2008, p. 149). Furthermore, the training and development impacts not only employee motivation but improves their performance as well (Kraiger et al., 2004). It is also important to make employees feel that their job is important for the company; hence organization must define roles of employees to foster distinct importance of each employee. As stated by Crant enhancing status quo through the job design that would foster proactive behavior (‘taking initiative in improving current circumstances; it involves challenging the status quo rather than passively adapting to present conditions’) would result in higher motivation (Crant, 2000, p. 436).

Elsbach and Hargadon (2006) in their research on enhancing creativity identify job design as the most important factor in generating creative ideas at work. Scalars outline some specific dimensions of work environments that have been shown to enhance motivation and increase creativity among professionals. These dimensions among others include complex and challenging job design (Hatcher et al. 1989). According to Eriksson and Ortega adoption of employee rotation system helps make work more interesting and according to the employee learning theory employees who rotate accumulate more human capital than other employees because they are exposed to a wider range of experiences (Eriksson and Ortega, 2006, p. 654).

Herzberg’s statement regarding job characteristics as a motivator has been further developed by Hackam and Oldham (1976). Scholars stated that an employee will experience motivation if he/she feels that the job is meaningful, he/she is responsible for outcomes and knows own result. To experience meaningfulness three characteristics are advised by Hackam and Oldham: skill variety (number of different skills needed to perform the job), task identity (doing whole job to see outcomes) and task significance (impact the job has on the lives of other people). According to the researchers jobs that require multiple talents are more meaningful and motivating then jobs that require only one or two skills (pp. 250-279). According to the scholars employees will feel responsible for outcomes if managers give them autonomy on deciding how to do the task. And giving feedback continuously is of great importance an employee to know how well he/she did the task (figure 2.11).
Figure 2.11. Job Characteristics Model,

*Source: Hackam and Oldham (1976, pp. 250-279)*

The similar result was found by Doorknobs (2005) in a study of administrative employees in knowledge-intensive professions. Professionals whose work involved a variety of skills and bases of expertise were more likely to engage in creativity-oriented Behaviors (i.e., they were more likely to generate ideas to improve services and generate new solutions to problems) than those whose work included more routine.

A manager can use four methods of job design: job enlargement, job rotation, Job enrichment and work simplification (Encarnación, 2010).

*Job enlargement:* giving employee's more and varied tasks that reduce the amount of specialization required by the employee and extends the length of time he/she has to complete them.

*Job rotation:* allowing an employee to work in different departments or at different jobs in an organization to gain better insight into operations. It does not redesigns the employee's job, but gives him/her the opportunity to improve skills and knowledge.

*Job enrichment:* allowing the employee to take responsibilities normally delegated to management. The risk here is that the employee would be transferred too much responsibility and autonomy in the planning and control aspects of the job.

*Work simplification:* analysis of a job's most basic components to restructure or redesign them to make the job more efficient (*ibid*).
SUMMARY OF CHAPTER 2

During the early part of 20th century employees have been considered to be motivated by the desire to get as much money as possible. After Hawthorne studies it became clear that increased interest in employees, their health and personal life enhanced employee productivity and instead of focusing on money as a motivator interest moved to personal relations. However, first motivation studies tend to be largely theoretical. The situation significantly changed by the 1950s and several motivation theories appeared which regarded motivation process as a result of unsatisfied needs that causes tension and drive in every person to satisfy them.

Maslow identified five basic needs that motivate human behavior, namely physiological needs, safety needs, belongingness needs, esteem needs and self-actualization needs. He stated that needs are ordered in a hierarchy and higher level needs such as esteem and self-actualization can only be activated if a person’s all lower level needs are already fulfilled. McClelland stated that individual has three needs, at the same time: need of affiliation, power and achievement intensity of which dependents on one’s life experience and therefore can change time by time. Alderfer opined that people have only three simultaneous needs: existence, relatedness and growth.

Herzberg grouped needs into two categories, namely motivating factors that increase employee motivation and hygiene factors that decrease dissatisfaction but do not increase satisfaction. Employees can be in a state of limbo as well where they are neither dissatisfied nor satisfied. Hygiene factors that lower dissatisfaction include salary, relationships, working conditions and security. Motivator Factors are achievement, recognition, responsibility, advancement, personal growth and the task itself (job characteristic).

Adams found that employees are motivated by the need of fair treatment therefore they are concerned not only what they receive for their efforts but also what other relational colleagues receive for their input. An employee will consider to be treated fairly if perceived ratio of his inputs/outputs is equivalent to those of relational employees’.

Max-Neef and his colleagues state that human needs are not infinite or changeable in time and across cultures but rather they are finite, few and classifiable, same in all cultures and in all historical periods.

This viewpoint is supported and further developed by Lawrence and Nohria. After synthesizing findings from neuroscience, biology, evolutionary psychology and social science scholars proposed a new Sociobiological Theory of motivation which states that all human motivation can be parsed into four drives: to acquire, bond, learn/comprehend and defend. Drives are the products of common evolutionary heritage and have been selected over time as they increase evolutionary fitness of human genes to survive and carry on. They are independent that is one is not derived from another and therefore people need to fulfill all four of them at the same time. In organizational settings fulfilling of all four drives can boost employee motivation up to 88th percentile. Scholars found out that each drive can be best addressed by using only one organizational lever,
namely, D1 is best addressed by reward system which effectively differentiates good and weak performers and ties rewards to performance. The D2 is best fulfilled by organizational culture that supports camaraderie, teamwork and collaboration. Meaningful and challenging job design was found to be the best lever for satisfying D3, while fair resource-allocation process and performance management can best meet D4. The theory was adopted as a framework of the present research because it is recent, is in line with previous theories, is strengthened by the current knowledge of the human brain from biological sciences that all other theories lacked, presents not only what employees need for motivation but also how to satisfy those needs and is particularly applied to the organizational settings.

As studies showed direct manager is seen by employees as a person who can create highly motivating local environment even if company policy as a whole falls short. Having a supportive supervisor is a great motivation for employees and social support by manager has consistent protective effects on employee well-being. Support received from the manager reduced the level of uncertified absence and using consideration in leadership style is reported to have a positive impact on subordinates' job satisfaction.

Reward system is stated to increase effectiveness and efficiency since all employees will strive to achieve to the given organizational goals in order to get a reward. Hence, it will motivate employees to constantly improve their performance. However, not every scholar agrees on that. Critics state that rewards are temporary motivators and when it ends the behaviors ends as well.

The ‘mutual-investment’ model argues that when employers support employee oriented culture and invest more in the social exchange relationship between them and their employees, the employees show more effort. Informal activities are stated to increase cooperation of employees and increases motivation and work commitment.

According to EVLN theory employees will respond to unfairness or organizational decline either with an exit, voice or neglect response. If an employee has a high degree of loyalty to his or her organization, the reaction is more likely to be a voice or neglect response than an exit. Otherwise, he/she will exit from the company.

Interesting and meaningful work is the job feature that Americans value the most above promotions, income, job security, and working hours. Employees’ beliefs about the job define their job attitudes which itself results behavior intentions that finally defines actual behavior. Weak job design can lead an employee to dissatisfaction and low commitment fallowed by intention to leave the job or reduce effort that can finally be resulted in employee behavior showing high absenteeism and poor performance.
3 RESEARCH METHODOLOGY

After highlighting the research question/purpose in the first chapter and establishing the background for the study in the second chapter, it is then important to identify how to answer the research question that this chapter intends to cover. The chapter is divided into four main parts: theoretical methodology, practical methodology, ethical considerations and quality criteria of the study. Under these titles the authors present underlying philosophy, approach, strategy, methods and time horizon of the study as well as research sample, interview process, data collection and analysis methods, ethical aspects, and trustworthiness of the present study.

3.1 Introduction
Although the terms ‘research method’ and ‘research methodology’ are used interchangeably Saunders et al. (2009) have differentiated the meanings. ‘Research method’ refers to techniques and procedures used in gathering and analyzing data while ‘research methodology’ refers to the theory regarding how a research should be undertaken (Saunders et al. 2009, pp. 3). In order to effectively address the research questions it is of great importance to carefully match the nature of research with the research methods to answer the research question avoid disputes and confusion (Crossan, 2003, p. 47).

To ensure this study is rigorous the research ‘onion’ by Saunders et al. (2009, p.108) is applied (Figure 3.1) to assist in the construction of the research methodology framework.

![Figure 3.1. The Research ‘Onion’](source: Saunders et al. (2009, p. 108))
In this chapter the ‘onion’ layers are defined from the outmost to the inmost. The inmost layer that refers techniques and procedures is presented under the practical methodology section while all other layers are defined under the theoretical methodology. Furthermore, the chapter presents two more sections where ethical aspects and trustworthiness of the present study is discussed.

3.2 Theoretical Methodology

3.2.1 Research Philosophy
According to Saunders et al. (2007, p. 101), research philosophy refers to “the development of knowledge and the nature of that knowledge”. Since the research philosophy that one selects significantly affects study design and all the steps and decisions made throughout the research process (Saunders et al., 2007, pp. 101-102) it is therefore necessary that the research philosophy for this study is brought to the fore. However, to make selection it is necessary to look at the possible research philosophies. Epistemology and ontology with their branches are identified to be significant concepts that have influence on whole research design and will be elaborated below. However, it should be underlined at the beginning that none of the research philosophies can be defined as better than another but as more appropriate for a particular study. And the appropriateness of the selected philosophy depends on the context of the research and the research question (Saunders et al., 2007). Therefore, before choosing appropriate philosophy it is necessary to understand the nature of this research.

A research question based on its nature can result in descriptive, explanatory or exploratory study. The research question and objectives identified in the first chapter suggests placing the study under exploratory research since it “seeks new insights” to understand “what is happening” (Robson 2002, cited in Saunders et al., 2007, p. 133), particularly “how do managers use different organizational levers/actions to motivate employees to willingly work toward organizational goals”. In addition, exploratory nature is suitable if a research is aimed to show patterns rather than testing hypothesis (Hussey & Hussey, 1997) that is the aim of this research study as well.

3.2.1.1 Ontology
Ontology as defined by Saunders et al. (2009) is researcher’s view of the nature of reality or being (pp. 110, 119). The central point of ontology is whether social entities should be considered as objective entities, where the reality is external from its social actors or as a socially constructed, built up from the perceptions and actions of its actors (Bryman and Bell, 2007, p. 22). These two views of reality are referred as objectivism and constructionism (also called subjectivism) respectively.

Objectivism is an ontological position that asserts that social phenomena exist independently from its social actors which implies that individuals cannot influence the outer world (Bryman & Bell, 2007, p. 22; Saunders et al., 2007, p.122).

Constructionism on the contrary to objectivist position accepts the idea that “social phenomena are created from the perceptions of consequent action of social actors”
(Saunders et al., 2007, p. 122) which implies the interaction among the social actors and their individual preferences and actions to have influence on reality.

With regard to this study, the authors consider constructionism as being the most appropriate position. The research question that is how managers use different organizational levers and actions to motivate employees itself highlights the constructionist point of view of the authors that considers the actors, in this case managers to have influence on the studied phenomena that is employee motivation in the present study.

3.2.1.2 Epistemology
Another constituent of a research philosophy that is epistemology refers to the questions of what should be regarded as acceptable knowledge and whether or not the social science can use the same principles to study phenomena as the natural science (Bryman & Bell, 2007, p. 16). It embraces three different concepts: positivism, realism and interpretivism.

**Positivism** supports application of natural science methods in the studies of social reality. It advocates that a research should be done through observation and should provide credible data which lends itself into replication. According to this epistemological position research should be value free that means researcher is neither affecting nor being affected by the research (Bryman & Bell, 2007, pp. 16-17; Saunders et al., 2007, p. 103). Remenyi stated that positivism is adopted when researchers aim to produce law-like generalization of findings, similar to those scholars who are studying “observable social reality” (1998, p. 32).

**Realism** is another branch of epistemology that lies in the middle of continuum and involves a mixture of both positivism and interpretivism. Realism views the nature of reality as “independent of human thoughts and beliefs” (Saunders et al., 2007, p. 84). According to this stance the way human beings perceive the world is affected by the processes occurring in social environment. Realists apply natural science methods of data collection and analysis (positivist approach), however it leaves space for interpretations since rules cannot always be relevant (Bryman & Bell, 2007, p. 18). Consequently, understanding humans’ social environment is vital for understanding their behaviors.

**Interpretivism** is contrasting epistemological position to positivism. This epistemological position states that people and their institutions which social science focuses on are fundamentally different from subjects of natural science. Therefore it advocates usage of distinctive research procedures to be applied in studies of social world (Bryman & Bell, 2007, p. 17). Interpretivism considers the field of business and management complex, underpinned by a number of elements that add uncertainty to it (Saunders et al., 2007, p. 106). Thus, due to the distinctiveness of each and every individual the behavior cannot be predictable in a scientific manner. According to interpretivism position humans continuously make sense of the reality around them and interpreting their surroundings. So, since each and every individual is different and perceives the world differently the researcher has to grab the subjective side of the human actions to understand the rational, intentions and motives behind.
Interpretivism is evaluated to be the most appropriate epistemological stance for this study based on the nature of the research. Answering “how do managers use different organizational levers/actions to motivate employees to work towards organizational goals” involves studying subjective viewpoints and corresponding actions of managers for motivating their employees. And each and every manager is unique and is seen as actor having influence on the research subject (employee motivation). In addition, as stated by Saunders et al. it is usual to use interpretivism stance in business studies due to the difficulty of generalizing findings (Saunders et al., 2007).

Saunders et al. (2009, p. 116) identifies third branch of philosophy that is axiology. It studies judgments regarding values. The central point in axiology is the role of researchers’ values in the research. As identified above the research is interpretivistic and the authors value their personal interactions with the respondents through interviews and are part of the research.

Underlying philosophy of this research is defined and we move on to the next layer of The Research ‘Onion’ (Figure 3.1) that is the research approach.

### 3.2.2 Research Approach

According to Trochim (1999, p. 26) logic is composed of two major systems: deductive and inductive methods of reasoning. Understanding these approaches is of great important since it plays significant role in formulating a research strategy and analyzing the data. As illustrated in figure 3.2 both approaches show a relationship between theory and research (Bryman & Bell, 2009, p. 11).

![Figure 3.2. Deductive Versus Inductive Research Approach](source: Trochim (1999, p. 26))

It can be seen from the figure 3.2 that a deductive study is a research in which a researcher based on what is already known regarding a particular phenomena deduces hypotheses that is either proved or rejected by gathered empirical data (Bryman & Bell, pp. 11-12). It is argued the deductive approach to be stemmed from natural science methods. The common ways to gather data is through surveys and questionnaires that are usually analyzed through
statistical methods (Saunders et al., 2009, p. 127). The approach can be seen as moving from more general to the more specific and is named as top-down approach by Trochim (1999, p. 26). The approach is objective by nature and easy to replicate (Saunders et al., 2007, p. 119).

On the other hand inductive approach starts with gathering empirical data where “theory would follow data” (Saunders et al., 2007, p. 118). The data is used to detect patterns and develop tentative hypothesis that is developed into more general theories (figure 3.2). Since inductive study moves from the specific observation to the generation of broader theory it is called “bottom-up” approach (Trochim, 1999, p. 26). When compared to deductive approach inductive studies aim to investigate more subjective phenomena, are more open-ended and exploratory in nature and using small samples is considered appropriate. Therefore, there is a difficulty to replicate the findings (Bryman & Bell, 2007, p.14; Saunders et al., 2007, p. 119). The approach is commonly associated with the epistemological position of interpretivism and qualitative strategy of research.

However, these two approaches are not mutually exclusive. According to Bryman and Bell (2007, p. 15) the approaches should be viewed as tendencies rather than a clear-cut and as Saunders et al. (2009, p. 490) state in practice almost all researches tend to combine elements of both. Perry (1998) has beautifully explained how combining of this two approaches can be advantageous “... some prior theory can have a pivotal function in the design of the case study (that is the research strategy chosen for this study, paragraph 3.2.3) and analysis of its data. Pure induction might prevent the researcher from benefiting from existing theory, just as pure deduction might prevent the development of new and useful theory” (p. 789).

In view of the above, mixed approach of both deductive and inductive reasoning is selected for this study. First of all, there is a wide body of knowledge around employee motivation which was pivotal to review and helped us in defining a theoretical framework that is characteristic of deductive research. On the other hand, small size of the sample caused by the given time constraints under which the study is carried out would not let the authors test hypotheses therefore, the authors have chosen not to develop hypotheses but to find the gap between the theory and practice that gives this research inductive characteristics. However, to enable the development of a proper research design and data analyzing the main logic of reasoning followed in this study will be inductive approach because of its emphasis on an exploratory approach and case study strategy (Bryman and Bell, 2007).

The second outmost layer of The Research ‘Onion’ is defined (Figure 3.1) and therefore the coming sections brings next layer to the fore.

3.2.3 Research strategy
It must be noted in the beginning that different authors use different terms to describe research strategy: Bryman and Bell call it research design (2007, p. 44) while Remenyi et al. call it research approach or tactics (1998, p. 43). In this thesis, for simplicity, all will be referred as research strategy as named by Saunders et al. (2009, p. 141).
Saunders et al. (2009, p. 141) based on the constraints that can be most probably encountered while doing a research (data, time, location or money) proposes seven distinct research strategies as follows:

**Experiment** is one of the research strategies which studies how changes in one independent variable affect another dependent variable (Hakim 2000, cited in Saunders et al., 2009, p. 142). It has been mostly used in natural science studies, however according to Saunders et al. nowadays the strategy gets widely practiced in social sciences as well, especially in psychology (2009, p. 142).

**Survey** is widely adopted strategy in business and management research that is argued to be one of the most economical ways for gathering data from large-size samples since it is often exercised through questionnaires. The strategy produce standardized data and easily comparable results. Surveys are associated with the deductive approach and they usually apply quantitative methods for data analyzing (Saunders et al., 2009, p. 144).

**Case study** According to Robson involves “an empirical investigation of a particular contemporary phenomenon within its real life context” (Robson 2002, cited in Saunders et al., 2009, p. 145). In fact, the term ‘case’ refers specific situation, location or subject of study in the research, therefore case studies can be used for analyzing a single organization, a single location, a person or an event. Or as Bryman and Bell (2007, p. 63) call it “a single setting”. According to Saunders et al. case studies are appropriate if a research intends to gain a rich understanding of the context and the processes (2007, p. 145). Berg (2004, p. 251) claims that by studying a phenomenon through a case study researcher is able to “capture various nuances, patterns, and more latent elements that other research approaches might overlook”. It worth mentioning that case study is stated to be very appropriate in answering “how” question (Morris and Wood, 1991). Case studies are not confined to the study of a single case but multiple cases as well that as argued by Bryman and Bell is becoming more and more common in business and management studies (2009, p. 64). Five types of case have been distinguished (ibid): 1) the critical case where researcher has a specified hypothesis and seeks to understand the situations in which the hypothesis will or will not hold; 2) the unique case that is mostly applied in clinical studies; 3) the revelatory case where the researcher observes a phenomenon that was previously inaccessible for scientific investigation; 4) typical case where researcher seeks to explore every day situation or form of an organization and 5) the longitudinal case that concerns how the situation changes over time. While other types of research designs are concerned about generalization of the findings the case study design is concerned about rich understanding of a phenomenon in a unique setting that will not easily be applicable to other cases.

**Action research** is distinctive type of research strategy where the researcher is part of the organization within which the research gets conducted (Coghlan and Brannick 2005, cited in Saunders et al., 2009, p. 147). Furthermore, the research tends to be directly related to the organizational issues and the involvement of practitioners (Saunders et al., 2009, p. 147).

**Ethnography** is stated to be firmly inductive approach that tends to interpret human behaviors by observing on participants within the real world context. As usual the
researcher tries to actively immerse himself in the research site. The strategy is time consuming since it is usually exercised over long period of time and consequently it is not a very frequently applied strategy in business and management studies (Saunders et al., 2009, p. 149).

*Grounded theory* is a “theory-discovery” strategy that enables a researcher to develop as well as to test a theory. It starts by identifying patterns through interviews or observations without an initial theoretical framework that are later converted into hypothesis and tested by employing other research strategies for example through a comprehensive survey (Saunders et al., 2009, p. 149).

*Archival research* uses records and documents as the major source of data. It refers recent as well as historical documents. The strategy allows research questions that are investigating in studying changes over time (Saunders et al., 2009, p. 150).

Weighting the pros and cons of the research strategies as well as all types of resources available to researchers, the characteristics of multiple case studies were considered to correctly match to this research since the case study design is considered as one of the most appropriate in answering “how” question that is the question investigated in this research. In this a case is a person, particularly an interviewed manager. (However, researchers’ initial intention was to conduct comparative case study that would compare findings from an organization located in Sweden over an organization located in Denmark since the survey by Eskildsen et al. conducted in Denmark, Norway, Sweden and Finland revealed Swedish employees to have the lowest job satisfaction and motivation while employees in Denmark reported the highest results (2004, p. 128). However, time constrains under which the thesis is undertaken and limitations in accessing data prevented the authors from conducting comparative research. Instead, the present research studies employee motivation in Sweden only.

By choosing multiple case study as a research design the layer of strategies (figure 3.1) has been defined and we move on to the next layer of methods.

**3.2 4 Choice of methods**

In this section, choice regarding mono and multiple methods of data gathering is made. Mono method refers adopting either quantitative or qualitative data collection and analysis while multiple methods uses both quantitative and qualitative data and corresponding procedures of data analyzing in a single research (Saunders et al., 2009, p. 151). However, in order to make a choice it is necessary to distinguish between quantitative and qualitative data that leads to the identification of the most appropriate data gathering and analyzing method (discussed under practical methodology, paragraph 3.3.2).

*Quantitative research* places emphasis on quantification in the collection and analysis of data. It is mostly applied in deductive studies to link theory and research with more emphasis on the theory testing. Quantitative research usually employs the norms of positivism and stresses on objective nature of reality. The studies applying this approach are focused on generalization, and replication of the findings however very poorly relate to
people’s actual behaviors (Bryman & Bell, 2007, pp. 29, 632). Therefore, quantitative approach is not considered as the most suitable for this study.

Qualitative research, on the other hand, gives importance to meaning rather than quantification of data. It is mostly applied in inductive studies where aim is to generate a theory and stresses on the ways in which individuals interpret their social world (interpretivism). Furthermore, qualitative study unlike from quantitative views social reality as a constantly changing and emergent resulting from the behaviors of its actors (constructionism). This approach is advantageous to collect intricate details about phenomenon that is very difficult when applying quantitative approach. However, result of qualitative study is difficult to replicate and generalize (Bryman and Bell, 2007, 423). Some other contrasts between quantitative and qualitative approaches are shown in table 3.1

<table>
<thead>
<tr>
<th>QUANTITATIVE APPROACH</th>
<th>QUALITATIVE APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantification</td>
<td>Meanings</td>
</tr>
<tr>
<td>Point of view of researcher</td>
<td>Points of view of participants</td>
</tr>
<tr>
<td>Researcher is distant</td>
<td>Researcher is close</td>
</tr>
<tr>
<td>Testing theory</td>
<td>Generate theory</td>
</tr>
<tr>
<td>Static</td>
<td>Process</td>
</tr>
<tr>
<td>Structured</td>
<td>Unstructured</td>
</tr>
<tr>
<td>Generalization</td>
<td>Contextual understanding</td>
</tr>
<tr>
<td>Reliable data</td>
<td>Rich, deep data</td>
</tr>
<tr>
<td>Macro</td>
<td>Micro</td>
</tr>
<tr>
<td>Artificial settings</td>
<td>Natural settings</td>
</tr>
</tbody>
</table>

Table 3.1 Contrasts between Quantitative and Qualitative Approach
Source: Bryman and Bell (2007, pp. 425-426)

To avoid limitations that adopting of only quantitative or only qualitative method can cause some scholars mention the importance of applying a mixed methods that is to use quantitative as well as qualitative approaches in a single research as a way of getting maximum benefit from both (Bryman & Bell, 2007, p. 642). However, the mixed method approach is more time consuming since it requires adopting several data collection and analyzing techniques (described under practical methodology).

Taking into consideration the limited time frame given for this research mixed method strategy was rejected. Quantitative research strategy was not adopted since it focuses on replication that is not possible with this study because it deals with perceptions and views of different people that can rarely be reproduced. Furthermore, quantitative research stresses on generalization that is impossible in this thesis because of small size of the sample (five interviewees).

Based on the underlying philosophy (constructionism, interpretivism), exploratory nature of this study and its strategy of case study, mono method of using qualitative data is selected for this study. This is in line with Strauss and Corbin who describe qualitative research as “... any type of research that produces findings not arrived at by statistical procedures or
other means of quantification. It can refer to research about person’s lives, lived experiences, behaviors, emotions and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations. Some of the data may be quantified as with census or background information about persons or objects studied, but bulk of the analysis is interpretive” (1998, pp. 10-11). After selecting the most appropriate method the research moves on the next layer that is time horizon (figure 3.1).

3.2.5 Research Time Horizon
Another important issue influencing whole research process is time horizon. Saunders et al. (2009, p. 155) differentiates two perspectives of research time horizons that are as follows:

*Cross-sectional study* is defined as a “snapshot” studying a particular phenomenon at a particular point in time. It is very common approach in research projects carried out for “academic courses” (*ibid*).

*Longitudinal study*, on the other hand, is described as “series of snapshots” or a “diary” that involves research and representation of findings over a period of time. Example of longitudinal study can be a research conducted to study change and development (*ibid*).

Cross-sectional perspective is chosen for this study because of given time constraints. The investigation regarding how managers use different organizational levers and actions to motivate employees is conducted at a particular point in time.

Defining cross sectional perspective as a time-horizon ends theoretical methodology of this study summary of which is illustrated on the figure below (3.3).

![Theoretical Methodology of This Study](image)

*Source: Summarized by authors*
3.3 Practical Methodology

3.3.1 Choice of the Subject
Choosing the subject for this dissertation has more reasons. The authors, while taking several modules together in Umeå University and discussing their past working experiences discovered that both of them have left the companies of their first employment because they found the jobs boring with no opportunities to learn even though salaries were good. Since we are doing our master’s degrees in management and aim to work as managers we opined that learning more regarding what employees need for motivation and how manager should use different levers to motivate employees in organizational settings would be very important skill for our careers. This has leaded us to an agreement to research the topic further and write master thesis on employee motivation.

3.3.2 Data Collection Methods
Six data collection methods have been differentiated for a case study research: direct observation, participant-observation, archival records, documentation, physical artifacts and interviews (Yin, 2003, p.83). Decision on choosing a particular method for a particular study, among other factors, is also influenced by access to the organization, time frame of the study and financial resources available. Taking these factors into consideration, as well as the research question and exploratory nature of the study, interviews are identified as the most appropriate method to be adopted in this research. This method is defined as a “purposeful discussion between two or more people” by Bryman and Bell (2007, 318).
Selecting interview method is in line with Ghauri and Gronhaug statement that “interviews are often considered the best data collection method” (2005, p. 132) and Yin, who argue that interviews are essential sources of evidence to adopt in case studies because interviews with well informed respondents provide good insights into a phenomenon and enables researcher directly focus on the topic and the research question (1994, p. 85). Three types of interviews are distinguished by Saunders et al. (2009, 323): unstructured, semi-structured and structured.

Unstructured interview is in-depth, informal type, where there is no predetermined list of questions to be covered during interview. Instead, the researcher needs to have general picture of themes that he/she wants to cover and ask questions which allows the interviewee to talk freely on that theme. Interview process has a characteristic of discussion where every next question is formulated by interview context (ibid).

Semi-structured interviews, on the other hand, involve predetermined list of questions. However, the researcher is free to change the order and phrasing of questions and even depart from them by asking additional questions that gives interviewer opportunity of further investigation of discussed issues (Bryman & Bell, 2007, pp. 471-473).

Structured interviews, unlike from above discussed types are inflexible. This method uses standardized, predefined questionnaire, where the interviewer reads questions in a given order for all the interviewees and writes their answers in a standardized manner (Bryman & Bell, 2007, p. 474). However, structured interviews are not common in exploratory studies (Saunders et al., 2009, p. 323).
Since the literature review enabled the authors to define the research framework that gave fairly clear focus of issues to be investigated semi-structured interview was preferred over unstructured type for this research. Furthermore, since interviews are done by two researchers semi-structured format was preferred to keep us on the same track. Moreso, limited time of interviewees was also taken into consideration. Therefore, a set of questions was written based on the adopted framework to guide the interview process. However, the questions are largely open-ended to give interviewees as much room as possible to accommodate their ideas. Choosing semi-structured interview gives researchers opportunity to depart from the schedule and ask additional questions in case of need of further investigation of interviewees’ answers.

3.3.3 Sampling Approach and Participants

As mentioned earlier, this study is qualitative and its aim is not to generalize findings but to generate meaningful knowledge. Qualitative research differentiates itself from the quantitative type of research which generally involve probability sampling that is to randomly choose participants in order to yield statistical generalization. It requires more reparation, time and budget (Bryman and Bell, 2007, p. 198). On the other hand, qualitative research does not aim to gather data that can be generalized but rather data that can be transferred therefore it is non-probabilistic. Remenyi et al (1998) states that probability sampling is a domain of positivist research, while non-probability sampling is a domain of the interpretivist research. Since this study has interpretivist underpinnings non-probabilistic sampling approach is adopted.

Non-probability sampling can take one of the following forms:

- **Convenience sampling** involves selection of participants based on their convenience. In other words, it is matter of accessibility (Bryman and Bell, 2007, p. 197).
- **Snowball Sampling** concerns a sampling approach where a researcher develops few initial contacts with the most relevant people at first and then through that initial contact he/she establishes other contacts. It is a form of convenience sampling (Bryman and Bell, 2007, p. 200)
- **Judgment Sampling** refers attempt of a researcher to select a sample that can represent whole population (ibid).
- **Quota Sampling** refers approach in which a researcher ensures certain subgroups to be equally presented. In other words, units should be represented in equal proportions within the whole population, such as equal number of female and male participants, or small and large organizations.

Main criteria for selecting interviewees were position of the manager at large company (employing more than 500 employees in Sweden), number of subordinates and years of managerial experience. However, sampling approach for this study can still be defined as convenience sampling because one of the criteria in selecting participants was their accessibility, meaning geographical location nearby Umeå, Sweden. At first, with the help of supervisor ten suitable companies have been identified and initial contacts were made with the receptionists/office managers who helped us contact right people. However, management at six contacted organizations rejected to participate in our investigation because of being very busy with audit or extension of company. Managers at other four
organizations have granted us permissions of conducting interviews. At each company one of the employees from HR department have been asked to give us assistance in finding interviewees who would have high number of subordinates and enough experience at the managerial positions to give us useful insights regarding the research subject. Finally, we could interview one manager per company at three organizations and two managers at fourth company where snowball sampling approach was used to contact second manager. The authors has been requested to keep company and participant identity confidential but allowed to mention the field the companies operate in. As per ethical consideration participant names and company names they work for are kept confidential, instead coded ID’s are used.

**Participant 1 (AB):** He is a head of HR department at organization operating in FMCG, dairy industry. He has been working at managerial position for last sixteen years and currently has six subordinates.

**Participant 2 (CD):** She is a head of R&D department at an international organization operating in heavy industry. She has been working at managerial position for last ten years and currently has nine subordinates.

**Participant 3 (EF):** She is a deputy manager at a restaurant operating in fast food industry. She has been working at managerial position for last four year and currently has twenty subordinates.

**Participant 4 (GH):** He is a restaurant manager at the same company as participant 3 works for and was contacted with the help of participant 3. He has been working at managerial positions for last six years and currently has twenty-five subordinates.

**Participant 5 (IJ):** He is a head of international office at one of the Swedish educational institutions. He has been working at managerial positions for last seven years and currently has nine subordinates.

### 3.3.4 Interview

#### 3.3.4.1 Interview Guide

Since data gathering approach selected for this study is non-standardized type of interview Bryman and Bell (2007, p. 474) and Saunders *et al.* (2007, p. 312) suggest researchers to use interview guide where the interviewer develops a list of themes or questions prior to the conversation that will later guide the interviews in order to ensure covering of all necessary topics. However, questions can be omitted or new questions can be arisen during the conversation (*ibid*).

The interview guide (appendix 1) started with face sheet questions regarding the participants’ name, position and career path in order to create a friendly start for the conversation and at the same time to understand interviewees’ background.

The questions were divided into four main sections, namely:

- Organizational culture
- Job design
Resource allocation and performance appraisal
Bonus system

The guide questions were developed based on the theoretical framework adopted for this study that is presented in the literature review chapter. The questions were open-ended and allowed for elaborating answers. For triangulation purposes the questions were discussed with the thesis supervisor in order to confirm the suitability of the questions for answering research question and objectives as well as to suggest if changes were needed in terms of wording before applying them to the interviews. The guide questions were also piloted with the first interviewee and after that some questions were refined.

3.3.4.2 Conduction of the Interviews
Before conducting interviews all steps of preparation suggested by Saunders et al. (2007, pp. 320-327) have carefully reviewed by both authors and maximally considered during the interviews. Furthermore, both researchers have been working as interviewers at marketing research companies and past experience of face-to-face interviewing helped us to create friendly environment and make interviewees feel comfortable.

Interview process was as follows:
- Getting permission of conducting interview(s) from the top management of the company;
- Identifying interviewee(s) with the help of one of the top managers;
- Sending interviewees information about the research as well as interview guide and booking interview date and time;
- The interviews began with exchanging of pleasantries and introducing of ourselves;
- The interviews ended with kind request to the interviewees to allow us contact them again in case if further information would be needed.

All five of the interviews were conducted face-to-face by both authors in English and took place at interviewees’ offices in a very quiet environment. All the interviews were recorded upon the interviewees’ acceptance. Furthermore, the notes have also been made during each interview in order to interact more with the data before its further analysis (Mansourian, 2008) and to have a back-up in case if audio recording would not work (Saunders et al., 2007, p.326).

As stated by Saunders et al. (2007, p. 322) interviewer appearance influences the perception of interviewees, therefore suggestion by Robson (2002, cited in Saunders et al., 2007, p. 322) to wear similar style of dress to those of interviewees was considered and both researchers used official dress code. Using of too many theoretical concepts was maximally avoided to make questions simple and as clear as possible for interviewees. Furthermore, both interviewers maximally avoided commenting or using of gestures in order not to indicate any bias (Saunders et al., 2007, p. 325). During each interview, skills of interviewing such as clarification, active listening and paraphrasing were used to clarify interviewee answers and obtain relevant information.

Date as well as starting time of interview was written in the notes in the beginning of each interview and ending time was written as soon as interview finished.
The table below summarizes all the interviews conducted for this study.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Interviewee coded ID</th>
<th>Interviewee position</th>
<th>Number of subordinates</th>
<th>Years at manager. position</th>
<th>Interview date</th>
<th>Interview length</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMCG – Dairy Industry</td>
<td>AB</td>
<td>Head of HR Department</td>
<td>6</td>
<td>16 years</td>
<td>10.05.2010</td>
<td>67 min.</td>
</tr>
<tr>
<td>Heavy Industry</td>
<td>CD</td>
<td>Research &amp; Development Department Manager</td>
<td>9</td>
<td>10 years</td>
<td>12.05.2010</td>
<td>46 min.</td>
</tr>
<tr>
<td>Fast Food Industry</td>
<td>EF</td>
<td>First Assistant Manager</td>
<td>20</td>
<td>4 years</td>
<td>13.05.2010</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td>GH</td>
<td>Restaurant Manager</td>
<td>25</td>
<td>5 years</td>
<td>17.05.2010</td>
<td>37 min.</td>
</tr>
<tr>
<td>Educational Institution</td>
<td>IJ</td>
<td>Head of International Office</td>
<td>9</td>
<td>7 years</td>
<td>17.05.2010</td>
<td>39 min.</td>
</tr>
</tbody>
</table>

Table 3.2. Interviews Conducted for the Research

Source: Summarized by authors

3.3.5 Data Analysis Method

Data analysis is a crucial phase of research where researchers integrate the theoretical background with the collected data. The criterion for analyzing collected data is its type - quantitative or qualitative. Analysis of quantitative data is focused on numbers, depends on statistical significance and is performed after all data is collected. On the other hand, Saunders at al. suggest that in qualitative studies there should be a constant interplay between collection of data and analysis to define further steps of data gathering and save the time (2007, p. 474). The process of analyzing data has the objective to assist the researchers to comprehend and manage the large amount of non-standardized data collected, to integrate data from different transcripts and identify relationships among them and to draw and verify conclusions (Saunders at al., 2007, p. 479).

Data analysis approach also depends weather the research is deductive or inductive. As mentioned earlier this research study does not follow strictly deductive or strictly inductive approach but rather adopts the mixed approach where categories for analyzing data are derived from the predetermined theoretical framework. However, researchers accept the fact that new categories can be emerged from the collected data.

Common procedure in all types of qualitative analysis includes the following activities (Saunders et al. 2007, pp. 479–482):

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Page 42
Categorization is the first activity when data is classified into meaningful categories. Categories can be derived from a theoretical framework or from the collected data itself and should fit what researchers reveal.

Unitizing data is next step that concerns data is reduction and rearranging into a more manageable form by gathering relevant parts of transcripts together, under the appropriate category.

Recognizing relationships among categories is the step when a more thorough reflection on the rearranged data is done with the objective to search for patterns and relationships in the categories.

Drawing conclusions is last step where patterns and relationships between categories are identified and explained and conclusions are drawn.

There are other complementary data analysis methods such as analytic induction, grounded theory, template analysis, discourse analysis, narrative analysis, and data display and analysis (Bryman and Bell, 2007, pp. 578 -599; Saunders et al, 2007, pp. 492-507), however, in this study authors have adopted the common procedures of qualitative data analysis. This approach was considered to be simple but effective enough for analyzing gathered data from five interviews. Furthermore, level of complexity of this approach appropriately matches the researchers’ limited experience and resource constraints. The specific steps taken by the authors of the study are illustrated on the figure below:

<table>
<thead>
<tr>
<th>1. Definition of categories based on theoretical framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Transcription of interview 1, 2, 3, 4 and 5</td>
</tr>
<tr>
<td>3. Organization of data from interviews 1, 2, 3, 4 and 5 into categories</td>
</tr>
<tr>
<td>4. Emergence of new categories</td>
</tr>
<tr>
<td>5. Rearranging full data into categories in Excel spreadsheet</td>
</tr>
<tr>
<td>6. Analyzing of each category (per case)</td>
</tr>
<tr>
<td>7. Drawing preliminary conclusions for each category (per case)</td>
</tr>
<tr>
<td>8. Comparing data with Model developed by Nohria et al. (2008)</td>
</tr>
<tr>
<td>9. Drawing general conclusions</td>
</tr>
</tbody>
</table>

Figure 3.4. Data Analyzing Steps in the Study
Summarized by the authors
3.4 Ethical Considerations
Research ethics refer to the appropriateness of choices and behaviors of the researcher in relation to all, affected by the research (Saunders et al., 2007, p. 178). Diener and Crandall have broken down ethical issues into four subsections (1978, cited in Bryman & Bell, 2007, p. 132): 1) Harm to participants, which means that the researchers should avoid causing any type of embarrassment or harm to those involved in the study; 2) Informed consent that refers researchers need to have clear acceptance from the participants (and organization) that shows their will to voluntarily be involved in the research; 3) Invasion of privacy which concerns assurance of the confidentiality of gathered data and the privacy of participants through respecting any requests for confidentiality and/or anonymity and 4) Deception that refers avoiding any type of manipulation on data or people affected by the research.

Following measures have adopted by the research authors while conducting their research:

- Consent has been adopted from all participants
- Right to privacy has been respected at all stages: assurance has been promised on confidentiality of gathered data and anonymity of organization and participants.
- Information gained from one participant was strictly prevented from being revealed with other interviewees.
- Objectivity in reporting gathered data was maintained through conduct of the analysis separately by each researcher.
- Data gathered throughout the research has been treated with great care. There have not been any intentional manipulations in order to serve personal interests of researchers or the researched organization.

3.5 Quality Criteria
Qualitative research is often criticized to be subjective by nature that is researchers through their own interpretation of facts to have too much influence on the results (Bryman and Bell, 2007, p. 423). Furthermore, since most of the qualitative studies follow non-standardized methodology it is extremely difficult to replicate them. Qualitative research is also often criticized for its limited potential of generalization of results to other settings. In order to assess quality of qualitative research two criteria have been proposed, namely, trustworthiness and authenticity (Guba and Lincoln 1994, cited in Bryman and Bell, 2007, p. 411). However, Bryman and Bell state that the authenticity criteria have not been influential but rather controversial. Therefore, in order to assess the quality of present study authors adopt the trustworthiness criteria that consists of four sub-criteria, namely, credibility, transferability, dependability, conformability (ibid).

Credibility criterion is crucial for the acceptability of the research. In order to have credibility a study must a) be conducted according to good methodological practices and b) be assessed by those who were studied. This is also called respondent validation (Bryman and Bell, 2007, p. 411). In order to meet with credibility criterion this study followed the standards of good practices by taking into consideration the concepts and principles proposed in several research methodology books and prior to the submission the final copy
was sent to all five interviewees to confirm accuracy of our understanding. Furthermore, sending final copies to interviewees is in line with ethical consideration.

Transferability is seen as “the alternative version of generalisability” (Kalof et al., 2008, p. 208) that is more applicable to qualitative research and accounts for the possibility of transferring the findings of a study to another context or the same context in another time. Guba and Lincoln (1994, in Bryman and Bell, 2007, p. 413) consider transferring findings very hard in qualitative studies due to its contextual uniqueness and suggest researchers to provide rich data with maximum details of the context in order other researchers to be able to judge about possibility of transferring it to other settings. As mentioned earlier the study does not intend to be generalized. Which organizational levers and actions one manager uses and how he/she uses them to motivate employees in a particular organization is context specific and may not apply to other managers in other organizations. Nevertheless, it is important to mention that the lack of transferability does not impact the potential contribution of this study to a broader understanding of employee motivation particularly in Sweden (Blumer, 1954 cited in Bryman and Bell, 2007, p. 408).

Dependability “reflects how truthful the researcher is” (Kalof et al., 2008, p. 163). In order dependability criterion to be met all steps of the research process should be kept for future consultation if necessary. At the end of the research all the information should become available for a peer who will act as an auditor to confirm accuracy of procedures followed and data collected. However, this approach is extremely time-consuming for auditors and has not been widely adopted. This study was not subjected to peer auditing, however it was constantly reviewed by the supervisor who has been involved in the present research from the very beginning. The supervisor ensured that the satisfactory procedures were undertaken throughout the research process. We believe this is a suitable approach to meet dependability criterion in a small-scale research projects such as this one.

Conformability “is the degree to which others can confirm the results” (Kalof et al., 2008, p. 164). Since qualitative research heavily depends on researcher’s interpretations conformability is therefore one of the quality criteria to ensure that “the researcher has not overtly allowed his personal values or theoretical inclinations manifestly to sway the conduct of research and findings deriving from it” (Bryman and Bell, 2007, p. 414). In order to meet with the criterion Kalof et al. (2008, p. 164) propose that the researcher needs to have “carefully documented trail of the data” such as data sources, specific dates of interviews, notes, audio files, and transcripts. Guba and Lincoln (1994, cited in Bryman and Bell, 2007, p. 414) argue that complete objectivity is virtually impossible in business studies. However, it is necessary that a researcher acts in good faith and avoids personal interests to influence the research results. The present study has been done with respecting all appropriate ethical aspects. Elements of this research have been cross-checked by both researchers and the supervisor and short notes and transcripts of all interviews are kept. In this way the researchers hope to minimize any possible inclinations of any involved person. Last but not least, all interviewees agreed to be re-contacted in case of any further clarification was needed.
SUMMARY OF CHAPTER 3
The third chapter provided reader with theoretical and practical methodologies adopted in the research as well as ethical aspects and quality criteria of this study. To summarize, the present study has adopted:

- Exploratory study as a research nature since the study “seeks new insights” to understand “what is happening”;
- Constructionism as ontology since the authors consider the actors, in this case managers to have influence on the studied phenomena that is employee motivation and interpretivism as epistemology since the research studies subjective viewpoints of participants, is context dependant and cannot be generalized.
- Mix of inductive and deductive reasoning as a research approach since a wide body of knowledge around employee motivation was pivotal to review and helped us in defining a theoretical framework that is characteristic of deductive research. On the other hand, small size of the sample caused by time constraints under which the study is carried out did not let the authors develop and test hypotheses therefore, the authors have chosen rather to find the gap between theory and practice that gives this research inductive characteristic;
- Multiple case study as a research strategy;
- Mono method of collecting qualitative data is selected for this study that was in line with its underlying philosophy, exploratory nature and its strategy of case study;
- Cross-sectional perspective as a time horizon;
- Semi-structured interview as data collection method;
- Convenience sampling as a sampling approach;
- Five interviews have been conducted with middle level managers at four large organizations located nearby Umea, Sweden. Participants had 6-25 subordinates and 6-16 years of working experience at managerial positions.
- The interview questions were developed based on the research framework and were grouped into four main sections, namely organizational culture, job design, fairness in resource allocation and bonus system. Guide was checked by both researchers and the supervisor;
- Interviews were face-to-face. Process started by getting permission about conducting interviews, that was followed by identifying interviewees and booking time of interview. Then, information about our research and interview guide was sent to the participants. Interviews were conducted in English and were recorded;
- All steps of data analyzing has been followed, namely, categorization, unitizing data, recognizing relationships among categories and drawing conclusions;
- To meet ethical aspects consent has been adopted from all participants, right of privacy has been respected at all stages; objectivity in reporting gathered data was maintained through conduct of the analysis separately by each researcher; data gathered throughout the research has been treated with great care. There have not been any intentional manipulations in or order to serve personal interests of researchers or the researched organization;
- To assess the quality of the study trustworthiness criteria was adopted that consists of four sub-criteria: credibility, transferability, dependability and conformability.
4 EMPIRICAL FINDINGS

The chapter presents empirical findings gathered from five managers working at four reputable, large companies, located in Umeå, Sweden. It is split into five case studies where each case represents each manager. The Cases are structured in accordance with the research framework (Employee Motivation Model by Nohria et al., 2008) and includes levers of an organizational culture, job design, fairness and reward system.

4.1 Case One

The first respondent, AB, works at the large Swedish dairy company as an HR manager. The company employees more than 550 employees and works with 600 farmers in order to offer the best products to the consumers. Customer satisfaction is highest priority in the organization and is seen to be achieved only through motivated and satisfied employees.

4.1.1 Organizational Culture

According to respondent AB, culture at his department and the company in general is very friendly, supported by the open door policy that allows each and every employee to discuss problematic issues with anyone in the organization, including top management. He states that he makes sure that a friendly team work is supported and employees are involved in important decision making as well.

He wants to lift up everyone is his department and to achieve that he promotes team problem solving. Through workshops and weekly meetings he ensures that employees not only think about improving themselves but also lifting up their fellow colleagues and help them to learn more.

He uses a practice that he calls “from sad to happy”. The interviewee has used different smiles to illustrate it. By observing behaviors he recognizes which employees are very dissatisfied (☹) and finds out reasons behind and lifts them up to neutral position where they are not dissatisfied but also not yet satisfied (😐). After that he again identifies what can be done to make the employee motivated and happy (😀).

Furthermore, upon asking how efficiently he manages the involvement of employees in decision making, respondent AB mentioned that he monitors the involvement of employees to make their job better and if they provide a feedback on certain opportunity areas then he do consider their feedback in improvement of work related concerns. He mentioned that there should be a common goal in different teams working in this organization and those goals should be devised with consent of the team members to ensure better focus with commitment.

According to him the company sets goals and “to achieve those goals I make sure that I involve all my team. I give employees freedom to opine all their ideas because I as a manager can’t be successful without my team. I believe two or more working brains are better than a one brain working solely”.

Furthermore, if there is any change in organizational strategy or in ongoing project, he himself, as a manager, involves employees in change process for betterment of the
organization. Through this employees feel their importance and get motivated to bring best solutions for the organization. “I try to recognize which process is offering best value by collaboration and teamwork”.

He supports social interaction for betterment of organizational culture. Everyone in his department is involved in decision making that allows him to identify the capable leaders through the teamwork. Through weekly presentations and workshops he guides employees to make sure they do things right at first place. Further, “I ensure ethical code of conduct of the organization is followed in my department by giving them presentations and I sent code of conduct each and every employee as soon as he/she joins my team”.

As he stated in order to make employees motivated, informal activities are very important. He does ensure to have casual team building activities and gives his employees two fika breaks (Swedish word referring a get together for tea or coffee) per day. He stated that his employees are very young as compared to him and therefore have very different interests and hobbies. However, he manages to often go to off work lunch together with subordinates where they are discussing how to achieve certain goals in informal environment. Off work lunch also allows him to gather more feedback on the organization/department through the casual platform. As he stated company offers annual event where all the employees of the company get together that the manager identifies as a very good teambuilding activity.

According to AB, he is responsible to arrange a creative activity twice per year, called “Storytelling Day”, not only for his subordinates but for other employees as well where they should tell each other the stories they had while working for the company and draw pictures regarding how they see the company. They also write company song. This is a very good team-building activity and informal way to understand employees view regarding their company, as stated by the interviewee.

As per the respondent, while hiring, he ensures that candidate is in a fit to organizational culture. As he stated “heart is more important than brain. An employee may have good education but may not be good team-worker at all. I believe everything can be learned but heart of person cannot be changed. High grades do not guarantee high quality job performance. Therefore, I try to feel how good a candidate is as a person and how he/she matches with company culture”.

Even though, the company does not offer high salaries, the employees love their work because he makes them believe their importance to the organization and how much contribution they are making to the environment in order to make the world a better place to live. As he identified working for a dairy company and not for weapon producer where employee produces or contributes to production process of naturally friendly products for people is a big motivator itself.

He brought the theme of balancing work and personal live to the fore. He stated that he always ensures that employees do not work over time and also balance their work with personal life as well. Furthermore he communicate the same to other managers to continue constructive dialogue within their department to ensure that employees should work with good health, within working hours, should be trained well, have good relations with their
families, because he believes private life impacts employee work performance and if things are not going on well in employee’s private life he/she will not be efficient at work.

4.1.2 Job Design
According to Respondent AB, job responsibilities and job profile play important roles in employees’ motivation at work. He involves his subordinates to improve the job design their selves through mutual discussion regarding what they need to be included to make the work more interesting, challenging and more creative. However as he stated “it depends on your personality, not everyone can do the same thing with same quality. I, myself, always appreciate if an employee finds out the answer to the question he proposed... Because, finding solution on his own is always much more motivating than me to give him a ready answer.”

He sees his subordinates to have two jobs: first is what must be done based to the main idea a position was created for and another, job that is created by employee his/her self. He encourages employees to present a plan what would be good to be done and discuss how it would impact the performance of department or the company as a whole. So, employees can always design second part of their jobs.

He supports promotions from within to increase employee motivation and give the more reason to stay with the company. As he generally stated, employees to be involved in every decision, every change process and in designing the part of their jobs are what he thinks motivates his employees the most.

As a head of HR department he gives consultations to fellow manager to involve their subordinates in job designing to get their feedback regarding their work process every week, and implement changes if required to improve working process for employees through better job designs.

4.1.3 Fairness in Resource-Allocation and Performance-Management
According to respondent open door policy allows any employees to discuss his/her ideas with any colleague at higher positions therefore can always defend his view point. Also in any closed session dialogues, the identity of the employees who bring their issues is always kept in secret. Furthermore terms and conditions of the medical insurance are the same for each and every employee working in the company.

The company does not use any performance management software however, he as a manager arranges in person meetings with each of his subordinates and discusses his/her performance during the year through detailing what was liked and should be maintained and what was not liked and needs to be changed based on his noted that he always makes on each employee throughout the year.

Perfect resource allocation at work is very difficult, as the respondent addressed, because there is always someone who is dissatisfied with salary or “with some other things”. However, allocation of budget is very carefully done and all requirements of employees are kept in consideration upon devising the budget. He is always interested why an employee worked over time and if reason appears to be extra work load then he always makes his or
her work load to be shared among other employees to make fair distribution of work and resources. “If necessary, I can increase resources available in order to help employees balance their work and life, we need happy employees”.

The company allows him to use portion from annual profit to be invested in employees in terms of providing more resources and more opportunities to learn. Furthermore, he provides sufficient upgrading of their office supplies and technologies that he considers to be very appreciated by employees.

As he stated information regarding the salaries is officially confidential however, employees do discuss about their salaries with each other that sometimes causes dissatisfaction of another employee who considers his/her salary not fair. However “it is not a problem for me to deal with such cases. It is very impossible to satisfy people on monetary basis because people are never satisfied through money because money is never enough for them and they always ask for more and act like movie stars”.

4.1.4 Reward System
According to the respondent organization has no reward system other than salary. He reviews salaries once a year and he as a manager ensures the salary rise to be transparent, done without any personal biasness and related to the performance of the employees as well. According to his statement company does not offer high salaries but lower than competitors. Besides that he believes that other intangible assets like very friendly and employee oriented organizational culture and very high involvement of people in decision making and job designing helps him keep employees motivated. He again recalled importance of what organization is for in employee motivation: “providing the population with healthy dairy products that itself guarantees success of 600 farmers in Northern Sweden is the greatest motivator for our employees”. That is why, according to the manager, the social identity of the employees is very high as they feel they do good for whole population by working in this organization.

According to him, the salary system is carefully devised through specific criterion which is part of the company policy as well and he as a manager has participated in designing transparent salary system. As he explained level of salary does not depend on employee’s education but on the position, performance, skills and demand on the labor market. Furthermore, rise in salary is not only his concern but of unions as well.

4.2 Case Two
The second case, coded as CD, is a head of Research & Development department with nine subordinates. She works at one of the leading companies in Sweden that sells forestry machines and they claim to be the pioneers in field of mechanical forest category. The company has approximately 1500 professionals on board.

4.2.1 Organizational Culture
As a manager she tries to create an environment at work in which learning curve of each employee improves. “If someone makes mistake then I provides more support rather than
complains, because I need to find out the reason behind mistakes and help the person to improve. Firing is not a good solution, helping them to improve is”.

While speaking about organizational culture, the respondent mentioned that the organizational culture she creates for her subordinates is much friendlier than organizational culture at higher hierarchy level, in communication with top management as top management is from a different country and therefore different culture. However, as a head of department, she manages to have a very friendly and informal culture in her department. One way that she uses to express her friendliness is leaving the door open: “I always leave my door open, so any employee can anytime come and discuss any work related issue without any hesitation”.

As a manager she finds it a bit difficult to manage cooperation among her team members as there are different projects run at the same time but she organizes some casual meetings where everyone from her department can meet up and share their experiences/ideas in order to enhance their social interaction as well as to get new different perspective on the subject matter. She ensures that in her department people should at least work in pairs so that they can help each other and spread their learning.

The respondent tries to keep her employees motivated through social gatherings as well, she encourages them to be part of morning fikas, annual events, and other casual gatherings in the company. Social interaction is itself supported among her team members since all of them sit in the same corridor, ensuring an open and friendly climate. To further promote feeling of team “I started using 5 minute meeting in the morning, so the morning starts with the get together. There we do not really discuss the most important problems rather we briefly identify plan of the day but this is my signature to support team identity, show my support to them and encourage them for their working day”. She is always ready for giving consultations to her employees and solving their problems hand in that she believes truly keeps everyone motivated and committed.

She said that the company is being going through an organizational change and during this change she advised to include every employee in discussions, seminars, workshops and face to face sessions for change to go easier. Furthermore, this made employees feel important and organizational change objectives have been successful so far. “However, not every employee gets motivated by involvement in decision making especially those who don’t feel competent regarding the subject matter”.

According to the respondent, it is of great importance for her the candidate to fit with the members of department and the culture there. To ensure fitness, if the candidate meet the professional requirements he/she goes through psychological tests in HR department. If test result is satisfactory then she arranges her “team members to have a casual lunch with the candidate and then to give her feedback regarding their impressions about the candidate, how he/she behaved, weather he/she was very quiet, shy and so on”.

Another point she believes helps her in creating friendly culture in her department is that she always organizes small birthday parties of her team members where whole department
get together and celebrate. The hero of the evening always gets small present from his/her colleagues.

4.2.2 Job Design
She believes that meaningful job design plays an important role in motivating employees. “In general what motivates is the balance between the right task, right type of work and the right level of work. For this the manager should know individual capabilities and differences of each employee. Feeling that you are valuable and doing something that adds value to the company is also extremely important. To fulfill employee need of learning is much easier from the character of this department. There is always new projects going on which are full of opportunities to learn”.

She ensures to design jobs in a manner that an employee is able to see his/her result and to feel responsible for them. She tries to balance routine and more creative job characteristics in each job to make it meaningful for employees. Furthermore, she identifies the need and organizes regular development programs, offsite as well as on the job trainings, twice per year as per the company policy to enrich employees’ job designs with training opportunities. “However, not everyone is happy to attend training. Therefore, knowing each and every employee is very important. I cannot generalize same means to all at a particular point in time, it depends... You should find out what they need most in that particular point”. To find out I always ensure a constructive dialogue with her employees so she can match their needs and her requirements as well. As she stated, she hardly remembered people leaving from the organization or from her department.

4.2.3 Fairness in Resource-Allocation and Performance-Management
As the interviewee mentioned the company has no performance management system. However, she has own way of performance evaluation of employees because at the end of year she has to present evaluation of her subordinates and decide on pay rise. She carefully observes the performance of the employees based on project status updates and quality of the job done. “First of all, I am making monthly notes on the performance of each of my team member. Then, since our department is in a very close collaboration with production unit I consider them as our customers and I ask for their feedback regarding how satisfied they are with the performance of my subordinates. However, this is not at all official but rather unofficial oral feedback that is my way to know more about my subordinates. Furthermore, to have a complete view I get a feedback from other colleagues my team interacts with. Finally, based on my monthly notes and feedback from my colleagues I write evaluation of each employee at the end of year. It is presented to each employee during performance evaluation meeting and if the employee does not agree with some points, that are very rare, we further analyze it”.

She further added that performance evaluation is very difficult to be kept 100% transparent because of human factor but she ensures that any personal issue is set aside during evaluation period. She is very serious when it comes to feedback and does it again if needed to.

When asked about performance management and resource allocation, she answered that as a manager she always makes sure that close monitoring of projects are done and sufficient
resources are also provided for every project. In order to monitor justice in resource allocation, she conducts weekly meetings with all the project managers and stakeholders in order to ensure smooth running of projects via efficient resource allocation. She makes sure that employees do not get extra work load but balance work and personal life too.

4.2.4 Reward System
According to the interviewee there are some people in her team who are just motivated by the salary. Therefore, she considers money as a best motivator. However, company has no any other reward than salary. Salaries are very competitive. "My company prefers investing in work environment with nice furniture and surroundings, fika breaks, and employee health improvement program through recreational activities for example partly sponsoring employees to get IKSU (Largest sport centre of Northern Europe, located in Umeå) cards. Company provides general medical insurance and retirement program to employees".

Transparency in salary calculation is done through a sophisticated grading system in her company which she implements very well according to her claim. There is a ladder system in salary where the higher one is in the level the higher his/her salary. New recruits are starting from beginning of the ladder but promotional and growth chances are always provided based on their performance.

Her input as a manager is very important in salary negotiations for her team members in the department. Then afterwards based on her evaluation and suggestions union negotiates on the salary amount with the employee. However, as per the union policies it is not possible that employees at the same level getting sharply different salaries.

The interviewee mentioned that they always celebrate successful end of the project in the department and the oral appreciation is given to those colleagues who performed exceptionally well. Furthermore, she uses gifts with company logo like T – shirts, caps, pens, bags and so on to appreciate best performers.

As per the respondent company image is an important motivator too: Employees feel pride to work for the leader company of the industry and the identity of the employees with the company is very strong.

4.3 Case Three
The Third respondent, EF, is from the large company operating in fast food industry, employing more than 1000 people around Sweden. The respondent is a first assistant manager that is the second highest post in the restaurant. She has 20 employees in her team.

4.3.1 Organizational Culture
In terms of organization culture, the respondent EF mentioned that culture is very friendly and casual along with open door policy. Social interaction is really common in her organization among employees and within her team as well. According to her, employees remember each other by names because of strong social interaction at work. Team work is the most important goal for her and therefore places a great emphasis on it. "Everyone
should back each other and as usual I gently repeat: please do team work, please do team work... If it doesn’t happen then I really get mad and they know that this is not good”.

To better know what is going on among subordinates, she always appoints one of the employees from her team as a hidden person to report her regarding problems. She believes this to be one of the best ways to know the employees at best and to manage conflicts. She is never interested in subordinates’ personal lives, however she thinks this is also good way to fulfill employees’ drive of bonding. As she stated another manager is successfully using this technique and knows “all the stories of her subordinates”. She doesn’t allow all of her team members to be part of daily decision making but only few and most experienced members. She wants most of the team members to be focused on their main job responsibilities.

As stated, she never leaves her subordinate’s birthday without celebration: “I gather money and buy a cake or bake it by myself, write the hero name on it and leave it on the table in kitchen. I make the birthday celebrations obvious for every employee so everyone can participate in. And, of course, all the employees congratulate him/her. I believe celebrating birthdays is a good tradition to make organizational culture friendly”.

4.3.2 Drive to Comprehend
In terms of making the job profile interesting for employees, she mentioned that for new comers she do not put so much pressure with loads of job responsibilities but once they are settled within the system then she brings diversity in their work through different trainings and distinct responsibilities.

Each new comer has 2 months of very extensive on the job training. Her organization invests a lot of money in training and development of each employee and she ensures that training programs are implemented in its true essence. “I am never asking an employee whether she wants to rotate and learn more... I am waiting them to come to me and ask I want to work in kitchen; I want to learn how to do... some particular thing... In such cases I do rotate them because they are really motivated to learn”.

She ensures her crew members to realize that managers have a different job description and crew members have different. By this way crew member would not feel isolated at work because they must feel that their importance is of different stature as compare to the managers in the organization. According to her some crew members do quit because of communication gap between the manager and crew member.

4.3.3 Drive to Defend
According to the respondent an oral appreciation is very important for her to keep the employees motivated and she ensures a close monitoring of every employee at work. She always ensures that if an employee is slacking then she must back him/her up so the employee feels motivated and committed at the same time. She always gives an emphasis on recognizing the performance of each and every employee at very best so they feel motivated and important.
As per our respondent, performance evaluation is done weekly through a sophisticated work checklist which her organization has strictly implemented to be used in order to double check how employees are performing. The checklist refers each and every point from customer relations to cleanliness of clothes of the employee. And as she stated she gets evaluated as well as a first assistant manager on monthly basis by management of the branch.

She makes great emphasis on fairness and to prove that she recalled an example: “one of the employees was going to leave the company because of misbehavior of her supervisor that was unfortunately unnoticed by anyone in the company and was very surprising to hear it out during the exit interview. Then, I separately interviewed the blamed supervisor, the employee and some other colleagues of us... It was revealed that the employee was right. The manager was fired immediately and that employee stayed with us”.

She ensures that resource allocation is done fairly and everyone should have all sufficient resources before the start of the work and reorganize the resources for the next day at work as well. At the beginning of the work day she does a short meeting with everyone to describe the assigned roles for the day and distributes resource allocation plan as well.

4.3.4 Drive to Acquire
According to the respondent, if an employee works exceptionally well during the day then she has a right to allow him/her to have free food. In additions, she gives company caps, T-shirts and souvenirs to employees who show high level of commitment during the shift. “This stuff is not expensive however holding one means you are exceptionally good employee therefore it is very valuable and desired for each employee.”

According to her if they achieve their daily customer satisfaction and selling targets then there is considerable amount of monetary reward for everyone working on her shift. Her organization does have a pay for performance bonus system, where crew members and managers get rewards if they hit their daily, weekly and monthly targets with excellence. “if we get a 100 percent sales target achieved then we do give 200 Kronor of extra money in the whole of the shift comprising of dozen of employees at the same time and this chance comes at least twice a month”.

A medical policy at her organization insures the employees while coming to or going back from the work. If someone gets injured the company pay the bills of medical expenses. “Further we have the most competitive salary compared to our competitors in the same business” and there is yearly pay rise after negotiations with the union and also with her team members. Furthermore if the restaurant achieves a good profit then it is shared among the employees through a raise of salaries for everyone according to their performances.

4.4 Case Four
Respondent GH is a restaurant manager at the same branch as respondent EF works for. Restaurant Manager is the highest post in this branch and he looks after the team of 25 employees.
4.4.1 Organizational Culture
According to respondent GH friendly culture is number one priority and to ensure it he supports open door policy along with high social interaction among his subordinates. Furthermore, he ensures that he is easily accessible by every employee at work. According to him it is important to foster friendly relations among the shift managers as well as down to the crew level at the same time.

“One should lead by example. So, if I, myself, keep a good working relation with my junior managers then crew members would also do the same”, stated the respondent. He mentioned that, he likes to work with crew members on occasional basis as a helping hand although he is supposed to spend most of the time in doing managerial work. According to him, his helping hand and presence among crew members and with managers brings very positive response and appreciation from employees. He likes to interact with employees and call them by names. He only includes his junior managers in important decision making and he monitors the implementation of the decisions.

According to him it is very important that every manager follows the code of conduct and all other junior managers must synchronize their best employee management practices. In addition, he instructs managers very strictly to monitor the training of employees, their well being and also ensure cooperation through team work to bring better results.

He mostly makes the hiring decision by himself and takes input regarding his hiring decision from his junior managers if they wish to. Although according to the respondent a candidate must have the right attitude and personality that would fit the organizational culture they practice daily at work: “I just do not hire those who are not up for the team work and have no enthusiasm to show support and collaboration”.

4.4.2 Job Design
According to the respondent GH, it is very important that he assign different tasks to every junior manager with mutual discussion and junior managers must ensure that they assign tasks to the crew members likewise.

According to the respondent job rotations are important. He schedules and reviews schedules of monthly training of all employees including his junior managers because he wants his managers to constantly learn through managerial development program. He evaluates the training outcomes of his junior managers especially. According to the respondent, he set different objectives for every day to make the work exciting and interesting for everybody.

4.4.3 Fairness in Resource-Allocation and Performance-Management
The respondent stated that he schedules weekly and monthly meetings with his junior managers to discuss their performance evaluation and how much knowledge they have passed on to the crew members as well. He uses the assistance of standardized performance management procedure of his organization where he has a great liberty to look at all angles of the performances of his junior managers and also of crew members as well through performance status sheets and other recorded information.
According to him as the performance evaluation process is so much standardized and biasness is at very low level, hence everyone has equal opportunities to get recognition and rewards on the same platform. He ensures that all the profit margins are shared according to the performance standards among all employees. Although he mentioned that junior managers need to show lot of commitment and hard work in achieving highest standards of performance because they represent the crew members. He does lot of documentation work in order to secure efficient resource allocation and to put less pressure on junior managers. Also he ensures fairness in task allocation: “If I see that it is too much for the team members then I talk to them again and revise the schedules and also bring in their confidence on whatever work tasks they have been assigned with”.

Recently, he mentioned that there was a TV report in Swedish channel where the issues at work were reported by journalists in other branches of his organization. He mentioned that he asked his crew members and junior members for close feedback on what they feel about the program and are they facing any similar issues at work. According to him he wanted to show his team members that he cares for their welfare and he want them to trust him as well.

4.4.4 Reward System
According to the respondent his organization places a great deal of importance on monetary reward system along with non-monetary rewards. He instructs junior managers to always reward the employees by giving free meals if they extraordinary perform. According to him it is very important that every employee feels that the organization likes to invest in them not only through training programs but also from rewards as well.

He allocates specific budget for monetary rewards and also ensures that customer satisfaction results are achieved. So, he can enjoy distributing the rewards among the high performers at work: “For me it is very important if I share these rewards with my managers and crew members because it will make me feel satisfied that I am also doing my job really well and my team is performing with commitment to show their highest standards of motivation. Motivated employees are a key to my success”.

Lastly, he wants to ensure that everyone gets the equal opportunity of making more money through getting more working hours and he keeps a very good eye on the schedules to ensure everybody has a good chance of securing flexible time for work.

4.5 Case Five
The respondent IJ is the head of international office of an educational institution employing more than 4000 people. Currently he has nine subordinates.

4.5.1 Organizational Culture
According to the respondent the culture is casual as he needs to create the friendly environment for students as well, who act like clients for them and they have an open door policy. Our respondent played a major emphasis on team work that he likes to implement very carefully in his department. He allows his team members to be part of important
decision makings: “we have a very crucial decision making process. It is very important to get my staff members in decision making. If they are not part of decision making then it would be very difficult”.

As he stated, “we always have regular meetings, we try to do lot of things off the working hours in terms of bringing good communication and relations with each other. It’s not only with me but with each other as well. Recently we did after work dinner and watch plays. In addition, we often do sports together”.

According to respondent, while hiring, he always make sure that the candidate shows commitment towards team work and is in line with organizational culture in his department. Also, if there is a problem related to ethical issues then he is always ready to listen and react according to the situation.

4.5.2 Job Design

As per our respondent IJ, he believes that the job design of his employees’ must be interesting in terms of bringing value to the organization and also developing employee skills. Although, rotations on conducting different projects is very important in order an employee not to get bored by doing of one and the same task. Additionally, he is supportive if an employee wants to have a shorter contract because according to him it’s the right of an individual to stay in the company as per their individual career goals.

According to him, “as some people get trained and get more experienced, their work becomes a bit different time to time as I give them different projects and opportunities to have personal grooming. In order to do job rotations or work project rotations I always do a dialogue session about how they want their work tasks to be formed or implemented. If someone is having a lot of work load then I can negotiate with them to do some work rotation so they can give their family some time”. However, sometimes due to the nature of certain projects, it is difficult to do so, but then he tries to lead by an example - working overtime hours together with colleagues.

He emphasizes on importance of training his employees. As he states, he pays attention his employees to master English language as well to be more communicative with students who act as their clients. Respondent mentioned that his employees are taking English language courses on compulsory basis. “The more trained they are, they more satisfied clientele we have that in return definitely motivate employees working in my department”.

4.5.3 Fairness in Resource-Allocation and Performance-Management

Respondent firstly mentioned how important he feels that his team members should get motivated through performance recognition and he always lift the spirits of his team members by spreading success stories of successfully finished projects: “I try to spread good stories from special achievements or good feedbacks among all my colleagues so they can feel happy and get motivated to perform better and keep up the good work.”

According to our respondent they are working with quality assurance program in order to improve their performance management by identifying their strength and weaknesses. He finds it difficult to ensure efficient performance management at all occasions. He tries to
overcome this challenge by constant dialogue and official meetings with his subordinates to evaluate their performance. Also he believes that international student barometer questionnaire results also depicts how his department is performing and this gives him an opportunity to evaluate his staff performance further. According to our respondent, his performance evaluations are based on sincere observation and written calculations through a sophisticated procedure which follows through set of questionnaires. He claims to have complete control over employee performance evaluation. He mentioned that sometimes due to human factor biasness in performance evaluation does occur.

When asked about resource allocation, our respondent mentioned that, he ensures that every staff should have efficient resources available on his/her desk to ensure smooth running of projects. Lot of traveling is involved in their work and he ensures that his staff members get all the resources needed for travel. According to him the organization pay for the business traveling of his employees.

In fairness on distribution of work our respondent mentioned that, his department has lot of work load as compared to others but he as a leader ensures that managers at the highest level of his organization shouldn’t give more than what they can really manage. When it comes to performance recognition our respondent mentioned that he always make sure to congratulate them on their good performance and remember their performance at salary negotiations.

4.5.4 Reward System
Currently there are no other rewards but only salaries in his department and in the organization as general. However, his department members do get discounts for IKSU sport center as a token of appreciation.

As per the respondent the union has a great role to play in and he ensures that salary negotiations are done according to the performance of the employees along with the number of years they stayed with the organization. “Sometimes new entrants may not get very higher salaries due to the time and experience factor”. Furthermore, he stated that he believes that salaries cannot be fair all the time.

Respondent proudly mentioned that he has never seen a single incident where an employee has left his department due to lack of job satisfaction or lack of motivation but some have left because of their personal reasons e.g. higher studies. Lastly he mentioned that he organizes birthday parties of his fellow team members and subordinates by collection of money within his own department: “My team members love to work for this organization, with students, hence their organizational identity is very strong and they like to wear the T-shirts with the logo of organization and proudly associate their selves with it”.
SUMMARY OF CHAPTER 4

The chapter has presented empirical findings from five case studies that are summarized as follows:

Case One: Respondent gives a lot of priority in keeping the employees feel important and promoting an employee friendly culture. He arranges workshops and seminars to maintain an organizational culture where the learning is high priority. Additionally he encourages his employees to take part in social events organized by the company to increase social interaction among each other. He promotes involvement of his employees in important decision making of the organization. He pays great attention whether a job applicant is in a good fit with organizational culture of his department because for him personality of the person is more important than his/her skills. He thinks that employees feel motivated in terms of bringing goodness to the society in terms of healthy products. He involves employees in their job designing and supports promotions from within. He is very supportive of balance between work and personal life of employees and overtime is discouraged by him but paid. The respondent makes sure that in resource allocation he fulfills the requirements of the employees, so extra work load can be avoided. Respondent mentioned that they do not have a specific monetary reward system and their salaries are not competitive.

Case Two: The respondent, in order to fulfill Drive to Bond, practices her efforts by creating a flexible and friendlier culture as compared to culture at higher levels of the hierarchy. Team work and social interaction is highly practiced in her department that further ensures open and friendly climate. She involves her employees in decision making and in hiring process to make sure that a candidate is in a fit with the culture in her department. She brings more creativity and diversity in job design for her employees so they can be challenged at work. She organizes training programs for her employees to add more value to their job design and monitors the performance of her employees through close and regular interaction. Her input in performance evaluation is considered very crucial while devising salary for employees. She keeps things bias free by eliminating any personal grudges against employees during performance evaluation. Furthermore she monitors project statuses on regular basis to ensure smooth flow of resources. There are some employees in her department who get motivated only in monetary terms, thus the salaries are highly competitive in her organization but there are no other rewards. The company invests in luxurious working environment that she thinks motivates employees as well. Furthermore she marks every project success through organizing celebrating events.

Case Three: The respondent mentioned that she practices a culture which allows casual environment, team work and social interaction at its best. She doesn’t put less pressure on newly hired employees and invest a lot of time in training & development of her employees. She ensures that communication gap between manager and subordinates should be avoided. She motivates her employees further through appreciations and recognizing their performance. She practices fairness in performance evaluation and makes no discrimination among her junior managers and crew persons. Resources are
well placed in order for her employees before the start of the working day. She implements company’s monetary reward system by distributing cash money among employees on achieving performance targets. She ensures a fair share of restaurant profits through a salary raise for every employee at work.

**Case Four:** The respondent keeps himself accessible for every employee to ensure an open and friendly culture. He implements a friendly and respectable culture where employees remember each other names. He keeps a close eye on his junior managers to ensure fair and friendly employee practices to ensure an organization culture where employee welfare is of highest priority. Through job rotations, monthly training programs and diversity in work objectives he ensures that work is kept interesting and beneficial for employees. According to him personal biasness in performance management is eliminated and equality is practiced through implementation of standardize performance management criteria set by the organization. He ensures that employees should be paid and rewarded as per their performance level. He instructs his managers to distribute monetary and other rewards among the employees to keep them motivated. He brings his managerial skills to ensure that salaries are kept high enough and every employee should get equal opportunities to make more money at work.

**Case Five:** The respondent ensures a collaborative and friendly culture in his department. Casual events are very common in the organization to ensure open climate. He ensures team work and mutual decision making among his employees. Hiring decisions allow him to choose a candidate who is in a fit with his department. He keeps flexibility in employee working contracts and allows them to have diversity at work in order to keep their job interesting to result in better motivation at work. He aims that his employees should improve their communication skills by improving their English. He keeps his employees motivated through recognizing their performance outcomes by making it public in his organization. Through quality assurance program he vows to improve their performance management system by identifying their strengths and weaknesses. He further brings client satisfaction surveys to retrieve valuable feedback on performance of his employees. He ensures that his employees while business trips get all the resources on time and company should take care all of the business travel expenses.
5 DATA ANALYSES

5.1 Case One Analysis

Reward System: We consider the employee drive to acquire to be weakly fulfilled in the company since there are no rewards other than salary and salary is not considered as a reward by employees but rather as a basic pay they would not work without. While asking about the reward system all the managers who have no other rewards than salary in their companies, replied that they do not have a reward system and we had to define that salary is a reward as well. Thus, salaries are not competitive, according to the participant, but lower than competitors’. However, we cannot blame the manager since the decision is out of his influence. The thing we question is transparency in salaries because as he said there is always someone complaining on the salary amount and to avoid conflicts he keeps salaries confidential. We think in such a very friendly culture, as one in his department, confidentiality of salaries will be hard to implement as employees often disclose salary details with each other. Instead, we think, the employees should be clearly informed about the logical reasons causing differences in their salaries. In addition, as he told us, pay rise depends not only on him but the unions as well and giving sharply different salary to one employee than his/her relational colleague is against unions policy. We think this can negatively impact fundamental human drive to distinguish oneself through the acquisition of valued goods.

Organizational Culture: Environment where people collaborate and feel comfortable is indeed of great importance for the manager. Allowing his employees to take a break twice per day is good action for fostering camaraderie within department and between departments. Since the manager has private office, meaning he is not sitting in the same room as his colleagues, going out for lunch together with his employees is very well thought action for promoting friendship and mutual reliance especially when there is big age difference and therefore interest differences among him and his subordinates. Informal environment can help the manager to better identify dissatisfied or “sad” employees and reasons behind. “Story Telling Days” are clearly aimed at creating a sense of bonding as well. As manager stated another factor motivating employees is what the company is for: being part of a company that produces naturally friendly products, not weapons is a big motivator. We conclude the lever of organizational culture to be very well practiced to fulfill employee drive of bonding. The very friendly environment makes it hard for employees to leave the company and is identified as somewhat compensator of the low salaries offered by the company.

Job Design: Manager believes that “the heart is more important than brain” and everything can be learned inside the company. Thus, he stated that he is not much concerned on candidate’s educational background while hiring. This statement makes us think that from “make or buy” strategy the manager chooses ‘make’ strategy and develops employees on the job. Therefore, it is supposed that employees’ drive to comprehend to be well fulfilled. Letting the employees to design part of their job on their own is a very nice practice and the manager’s strategy to promote from within keeps them ambitious to learn more and to improve their performance. He believes “two or more minds are better than one” therefore he always involves his team in decision making that is the example of empowering them.
that also makes them feel how important they are for the company. Further, he is positive towards trainings if an employee needs it and has a will too. He underlined importance of knowing subordinates personally and stated that not everyone gets motivated by training offer. Sometimes people get it wrong and think that they got training offer because they do not perform well, not as an opportunity of further development. Since the manager employs less qualified people, develops them on the job and lets them to partly design their own jobs we believe drive to comprehend at his department is wholly fulfilled.

Justice in Performance-Management and Resource-Allocation: Having no 360 degree feedback endangers the transparency of the performance management because of human factors. The manager solely evaluates his subordinates based on his view point however as he stated the company supports open door policy that allows employees to go to any other manager at higher level and complain if they feel they are treated unfair. He stated that resources are allocated fairly and company do cares to invest in technology and furniture. We believe it is in his interests as well as every employee to be provided with necessary resources to do given job.

The table below illustrates how the actions the manager takes to motivate employees.

<table>
<thead>
<tr>
<th>CASE ONE</th>
<th>1. Drive to Acquire</th>
<th>2. Drive to Bond</th>
<th>3. Drive to Comprehend</th>
<th>4. Drive to Defend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward system</td>
<td>Culture</td>
<td>Job Design</td>
<td>Fairness in Perf. Management and Res. Allocation</td>
<td></td>
</tr>
<tr>
<td>* No other rewards than salary</td>
<td>*Two Fikas per day</td>
<td>*Involving employees in designing “second part” of their job</td>
<td>*Open door policy</td>
<td></td>
</tr>
<tr>
<td>*Salaries are lower than competitors</td>
<td>*Lunch with subordinates</td>
<td>*Supports trainings in case if there is a need and will from the side of employee</td>
<td>*Same terms and conditions of the medical insurance for all employees from manager to line worker</td>
<td></td>
</tr>
<tr>
<td>*Bases salary on employee’s duties, skills, work performance and Supply and demand in the labor market.</td>
<td>*”From sad to happy” tactic</td>
<td>*Supports promotions from within</td>
<td>*Evaluates employees annually based on his notes made throughout the year</td>
<td></td>
</tr>
<tr>
<td>*Makes salaries are confidential</td>
<td>*”Story Telling Days”</td>
<td>*Does not encourage over time work, he wants his employees to have time for personal life as the last affects their job performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Cannot sharply differentiate salaries of employees since it is against the policy of unions.</td>
<td>*Presentations on code of conduct</td>
<td>*Involving employees in decision making</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Hiring the right person- “Heart is more important than brain”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>*Highlights how honorable it is to be part of the company which makes naturally friendly dairies, “not weapons”.</td>
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</tr>
</tbody>
</table>

Table 5.1. Organizational Levers and Actions, Case One

Case One versus the Model: Levers of organizational culture and job design are well practiced, therefore corresponding behaviors of employee commitment and engagement are supposed to be very high at the department (Nohria et al., 2008). Fourth lever is practiced at moderate level and the lever of rewards is very weak that according to model
significantly diminishes performance on other levers based on the synergic characteristics of the model.

New viewpoints have emerged as well: the manager underlined importance of hiring process, namely importance of hiring the right candidate who will be in a fit with and motivated by existing culture. Another motivating factor identified by the manager is what the company does: naturally friendly products or weapons. In first case employees feel to be part of the “good” and get motivated. Designing jobs in a way that employees do not need to work overtime and having promotions from within strategy are another action that was not identified by the model. Table below illustrates comparison of findings from case against the model. New viewpoints are written in red font, in italic and are underlined.

<table>
<thead>
<tr>
<th>The Model by Nohria et al. (2008)</th>
<th>CASE ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Acquire</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reward System</strong></td>
<td></td>
</tr>
<tr>
<td>Sharply differentiate good performers</td>
<td>Since the company has no reward system other than salary and the salaries are lower than competitors the lever is very weak</td>
</tr>
<tr>
<td>Tie rewards to performance</td>
<td>*Two breaks per day</td>
</tr>
<tr>
<td>Pay as well As competitors</td>
<td>*Going out for lunch together with subordinates</td>
</tr>
<tr>
<td><strong>2. Bond</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
</tr>
<tr>
<td>Foster mutual reliance and friendship</td>
<td>*Story Telling Days</td>
</tr>
<tr>
<td>Value collaboration and team-work</td>
<td>*Hiring the right person</td>
</tr>
<tr>
<td>Encourage sharing of best practices</td>
<td>*Highlights how honorable it is to be part of the company which makes naturally friendly dairies, not weapons</td>
</tr>
<tr>
<td><strong>3. Comprehend</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Job Design</strong></td>
<td></td>
</tr>
<tr>
<td>Design jobs that have distinct and important roles in the organization</td>
<td>*Employees to design “second part” of their job</td>
</tr>
<tr>
<td>Design jobs that are meaningful and foster a sense of contribution to the organization</td>
<td>*Empowering employees by involving them in decision making</td>
</tr>
<tr>
<td><strong>4. Defend</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fairness in Perf.-Manage. &amp; Res.-allocation</strong></td>
<td></td>
</tr>
<tr>
<td>Increase the transparency of all processes</td>
<td>*Trainings in case if there is a need and will from the side of employee</td>
</tr>
<tr>
<td>Emphasize their fairness</td>
<td>*Promotions from within</td>
</tr>
<tr>
<td>Build trust by being just and fairness in rewards as well as assignments</td>
<td>*Does not encourage over time work, his employees to have time for personal life as the last affects their job performance</td>
</tr>
</tbody>
</table>

*Open door policy |
*Same terms and conditions of the medical insurance for all employees from manager to line worker |
*Evaluates employees annually based on his notes made throughout the year |

Table 5.2. Case One versus the Model
5.2 Case Two Analysis

**Reward System:** As per our respondent her organization doesn’t have any concrete monetary reward of bonus system (except salaries) although respondent do have some team members who believe monetary benefits are the most important for them to be motivated. Apart from competitive salaries the organization rewards their employees by providing them a very ‘comfortable and luxurious working environment’ at office through ‘organizing food for fika breaks, employee health programs, buying expensive furniture and state of the art office accessories’ like computers etc. Furthermore the company has made a very smart move to ‘provide discount for its employees in the largest sports center of Northern Europe i.e. IKSU’. Now we believe that many people may not afford the luxurious privileges provided by IKSU but employees of this organization not only enjoy the privileged services of IKSU at a generous discounted price but they also see these privileges as a reward given by their own company. Hence employees can see themselves as closely associated with the company with a stronger social identity. Although we see an opportunity to introduce some cash or bonus rewards because there are some people who still give a lot of importance to monetary rewards. As per the respondent transparency is an important concern for her during salary negotiation and this is endorsed by ‘grading system which provides equal opportunities’ for everyone to ‘negotiate their salaries and receive promotions according to their performance’. Now, we identify this as an opportunity for employees to stay motivated because they can ‘track their performance and identify self grooming opportunity areas’ to climb up the higher levels of salaries. Unions have a role to play in salary negotiations to keep things fair but ‘respondent’s input’ is very important in salary negotiations. We believe that this provides an opportunity for her team members to show good performance and dedication at work so she can negotiate a good raise with unions for her team members. Personal recognition at a higher level can lift up motivational level and dedication for employees at work, our respondent ‘organizes project closing events’ in order to spread ‘publicity of her team success and good performance through appreciation speeches’ and ‘giving company souvenirs as gifts among top performers’. As per respondent employees feel further motivated because their ‘company image’ is very good because organization is a market leader in their business. Hence even without a monetary reward system we believe that our manager with support of her organization has done good in order to keep employees motivated and mobilized through other means of rewards.

**Organization Culture:** Our respondent brings a ‘lot of attention’ to implement a culture where self development through learning can be achieved. So even if her employees make mistakes at work, she still ‘encourages them to improve’ further by providing her ‘helping hand’. We believe that other managers may take this opportunity to built negative response towards employees but she takes it as an ‘opportunity to appreciate her team members on their honest efforts’. As per respondent, culture at higher hierarchy level is very formal because of cultural differences, although she doesn’t allow formal culture to be practiced within her department as she ensures an ‘open culture where employees can communicate freely with friendly gestures’. She leaves her door open and ‘makes herself accessible’ all the time which shows that she takes a different ‘bold initiative’ different than of formal culture at higher hierarchy level. Her team members have little chance to work in same teams which results in less social interaction during project work. That is why she organizes ‘social events’ so everyone can come at same platform to share their experiences and learn about each other to build mutual trust and collaboration. Hence her strategy of
promoting ‘working in pairs’ can be successful because through such social events employee would already know about each other and they could start their projects through good ‘collaboration with confidence’. Such social events that include ‘morning fikas’ and starting a day with a ‘quick 5 minute meeting’ allow employees to mingle with each other and work as one unit. Furthermore these mingling activities can have a great positive effect on friendly environment as respondent’s team members ‘sit in the same corridor’. In her daily meetings ‘instead of pressurizing’ with work load she instead ‘offers her support’ to use her managerial power in order to ‘organize resources, solutions and other facilities’ as per the demand of her team members to increase their work satisfaction. In the recent organizational change process she recommended that her team members should get an ‘opportunity to provide their important feedback’ during the organizational change planning process. This gesture has a positive effect on employee motivation because it makes them feel important and part of important decision making. While making a hiring decision she always ensures that the candidate is a cultural fit for her department. This implies that ‘interest and well being of her employees’ comes at first that is why she brings in ‘psychological evaluation of the candidate’ and ‘allow her team members to interact with the candidate’ through casual lunch meetings or through coffee breaks. Now, this has tremendous way to make current employees feel important, motivated and making an accurate hiring decision. Lastly her ‘small gestures’ of organizing ‘birthday parties’ allowing cheerful moments to be spread across her department provides an opportunity keeping employees motivated and together as a family.

**Job Design:** The respondent ‘knows her employees really well’, that is why she aims to ‘keep a good balance’ while designing job responsibilities according to the ‘capacity and capability’ of her employees. She provides tasks from which employees can prove their ‘worth to the company and get the feeling of valuable contribution for organization successes’. In her Research & Development department she further distribute challenging and interesting tasks because we believe innovation and creativity in her department can only be achieved if ‘employees skills are tested through challenging tasks’. This would definitely increase their learning competency and level of work satisfaction as they will believe in themselves. Through ‘regular development programs’ she tries to improve job design for her team members. She invests a lot of time in ‘matching the needs of employees with her requirements’ to ensure that ‘employee compatible trainings’ are offered because some employees may not need training so she can invest her efforts in other ways to fulfill the needs of such employees. We believe that it is important to do internal research to find out the basic needs of employees in terms of job design. That is why she conducts ‘constructive dialogues to find solutions for employee needs’ regarding training and development.

**Justice in Performance Management & Resource Allocation:** Since the company does not have a performance management system it makes it challenging for her to keep transparency in performance evaluation for employees. Hence she takes her own initiative that shows her concern for providing justice to her employees by ‘close monitoring of employees’ working procedures through ‘taking notes on monthly basis, evaluating project status updates and making discussions on project outcomes’. She has to be more proactive than that, hence that is why she takes further steps by ‘involving her production unit and colleagues to get their feedback about her subordinates’ performance. She utilize these
available resources to finalize her yearly evaluation for every employee but if employees do not agree with their performance evaluation then she ‘reviews it again’ showing her ‘openness behavior to ensure fair play’. Personal biasness is always present hence she also ensures that through ‘regular work meetings and social gatherings she should eliminate any personal issues with her subordinates’. She keeps a close eye on all running projects through regular meetings because this is the only way for her to ‘keep track of resources used or need to be used’. For her ‘balancing work and personal life’ of employees is important hence we didn’t get any report that she allows her employees to do over time. This gesture of her shows her ‘care’ and ‘dedication’ towards the welfare of employees is keeping them highly motivated. The table below illustrates which organizational levers and actions are used by case two.

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<tr>
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</thead>
<tbody>
<tr>
<td>Reward system</td>
<td>Culture</td>
<td>Job Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Investing in luxurious working environment</td>
<td>* Implementing a culture where learning is priority</td>
<td>* Know her employees to match their job design needs</td>
<td>* Close monitoring of employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Sponsoring of food for fika breaks, employee health programs, buying expensive furniture and state of the art office accessories’ like computers etc</td>
<td>* Encouragement to learn from mistakes</td>
<td>* Taking notes, status updates</td>
<td>* Involving production unit and fellow colleagues in performance management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Provide discount for its employees in the largest sports center of Northern Europe i.e. IKSU</td>
<td>* Appreciating team members on their efforts</td>
<td>* Testing employee skills through challenging tasks</td>
<td>* Open for feedback and reviewing of performance evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Pay for Performance through grading system</td>
<td>* Leaving her door open to be easily accessible</td>
<td>* Regular development programs</td>
<td>* Eliminating personal biasness by knowing employees through social events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Organizing successful project closing events to give away presents to team members</td>
<td>* Organizing social events like morning fikas to allow everyone to meet at one platform</td>
<td>* Employee compatible trainings</td>
<td>* Keep track of resources needed to be used or used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Strengthening company image to strengthen social identity</td>
<td>* Promoting working in pairs</td>
<td>* Constructive dialogues to find solutions for employee needs</td>
<td>* Providing sufficient resources to ease of work load to balance work and personal life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Tracking performance and identifying opportunities for employee promotions</td>
<td>* Quick 5 minute meeting every morning</td>
<td>* Matching needs of employees with her requirements</td>
<td>* Giving gestures to employees of care and welfare</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.3. Organizational Levers and Actions, Case Two
Case Two versus the Model: while compared against the model we can state that all drives except D1 have well fulfilled and other three organizational levers then rewards are well used to motivate employees. Rewards are weakly used. Some new viewpoints have also emerged from interview that are underlined and highlighted in red font (table 5.4).

<table>
<thead>
<tr>
<th>The Model by Nohria et al. (2008)</th>
<th>CASE TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Acquire</strong></td>
<td>Do not have monetary reward system but do have alternatives such as:</td>
</tr>
<tr>
<td>Reward System</td>
<td>* Investing in comfortable and luxurious working environment,</td>
</tr>
<tr>
<td>Sharply differentiate good performers</td>
<td>*Sponsoring of food for fika breaks, employee health programs, buying expensive furniture and state of the art office accessories’ like computers etc</td>
</tr>
<tr>
<td>Tie rewards to performance</td>
<td>*Provide discount for its employees in the largest sports center of Northern Europe i.e. IKSU</td>
</tr>
<tr>
<td>Pay as well as competitors</td>
<td>*Pay for Performance through grading system</td>
</tr>
<tr>
<td>Foster mutual reliance and friendship</td>
<td>* Organizing successful project closing events to give away gifts to team members</td>
</tr>
<tr>
<td>Culture</td>
<td>* Implementing a culture where learning is priority</td>
</tr>
<tr>
<td>Value collaboration and team-work</td>
<td>* Encouragement to learn from mistakes</td>
</tr>
<tr>
<td>Encourage sharing of best practices</td>
<td>*Appreciating team members on their efforts</td>
</tr>
<tr>
<td><strong>2. Bond</strong></td>
<td>*Leaving her door open to be easily accessible</td>
</tr>
<tr>
<td>Bond</td>
<td>* Organizing social events like morning fikas to allow everyone to meet at one platform</td>
</tr>
<tr>
<td>Culture</td>
<td>* Promoting working in pairs</td>
</tr>
<tr>
<td>Encourage sharing of best practices</td>
<td>* Quick 5 minute meeting every morning</td>
</tr>
<tr>
<td>* Implementing a culture where learning is priority</td>
<td>* Ensuring that everyone sit in same corridor</td>
</tr>
<tr>
<td>Design jobs that have distinct and important roles in the organization</td>
<td>* Showing supportive nature rather than pressurizing</td>
</tr>
<tr>
<td>Design jobs that are meaningful and foster a sense of contribution to the organization</td>
<td>* Provide opportunities to take part in organizational change decision makings</td>
</tr>
<tr>
<td><strong>3. Comprehend</strong></td>
<td>* Hiring the cultural fit candidate</td>
</tr>
<tr>
<td>Job Design</td>
<td>* Showing care by organizing birthdays</td>
</tr>
<tr>
<td>Comprehend</td>
<td>* Know her employees to match their job design needs</td>
</tr>
<tr>
<td>Job Design</td>
<td>* Work which makes employees valuable and worthy</td>
</tr>
<tr>
<td>Increase the transparency of all processes</td>
<td>* Testing employee skills through challenging tasks</td>
</tr>
<tr>
<td>Emphasize their fairness</td>
<td>* Regular Development Programs</td>
</tr>
<tr>
<td>Build trust by being just and fairness in rewards as well as assignments</td>
<td>* Employee compatible trainings</td>
</tr>
<tr>
<td><strong>4. Defend</strong></td>
<td>* Constructive dialogues to find solutions for employee needs</td>
</tr>
<tr>
<td>Fairness in Perf.-Manag. &amp; Res.-Allocation</td>
<td>* Matching needs of employees with manager requirements</td>
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<td></td>
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<td>* Open for feedback and reviewing of performance evaluations</td>
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<td></td>
<td>* Eliminating personal biasness by knowing employees through social events</td>
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<tr>
<td></td>
<td>* Providing sufficient resources to ease of work load to balance work and personal life</td>
</tr>
<tr>
<td></td>
<td>* Giving gestures to employees of care and welfare</td>
</tr>
</tbody>
</table>

Table 5.4. Case Two versus the Model
5.3 Case Three Analysis

**Reward System:** The respondent is a first assistant manager who has a huge team of 20 employees to look after in one restaurant branch. In her organization monetary reward system is very well implemented. She takes initiatives to ‘reward employees by giving free food’ if they perform above expectations and this shows that she is ‘constantly monitoring her crew members’ performance level at work. That would definitely make employees’ attentive and motivated to perform at their best. Furthermore she gives ‘company souvenirs’ to her employees upon their good performance in order to show ‘symbolic appreciation’ due to their good work. This gesture ‘make employees feel valuable and important’ to the company. She has ‘tied the monetary rewards strictly with high performance’, so employees really have to work hard and show commitment in order to get benefit from such monetary rewards. If they achieve the highest standards of customer satisfaction through good quality of work and good sales then she gives every crew person 200 Kronor (SEK) as a reward on the same shift for which the chance comes ‘twice a month’. In this way employees work exceptionally hard with commitment and an ambition through positive motivation because with motivation such targets can never be achieved. Their ‘competitive salary’ also plays a huge role in making their employees satisfied with their work. This implies that apart from salary the respondent also give opportunities for employees to earn extra money through rewards.

Even when the restaurant makes ‘profit it is shared with employees’ through a salary raise, that has a positive effect on employee motivation because everyone in her supervision would like to work as one unit with better motivation in order to surpass her expectations. She instructs them to use their ‘unique medical policy which is same for everyone’ and allows to even paying for the injuries if employees suffer it while coming at work. This reward system is committed for the welfare of employees to fulfill their monetary goals.

**Organization Culture:** As she is in charge of a huge team of 20 employees then her greatest task would be to create an employee friendly environment. She creates a strong ‘social interaction’ among employees through ‘constant dialogues’ and ‘small talks before or after work’, that is why every ‘employee & manager call and remember each other from names’ which supports an informal culture in her organization. She pays great emphasis over ‘team work’ because managing 20 employees is only possible if teams are made and united to achieve common goals. Her strict behavior in controlling team work shows that she plays a huge role in keeping the team work culture in her restaurant branch because she wants everyone to support each other while at work.

Hence everybody would be thinking about their colleague’s development as well. In order to solve ‘personal issues’ among her team members she appoints a ‘hidden person’ who can act as her informer on what her subordinates think about her and work in general. This is an effective procedure to get true stories in order to identify solutions of conflicts between co workers but then it’s a risky procedure and she may lose trust among employees.

Hence her decision not to involve herself in knowing about subordinates personal lives may be wrong because this way she can get herself closer to them in order to know them better and gain more trust. She ‘draws a line’, where employees should only be focused to do their primary job activities since she does most of the decision making herself. We believe this may be because she doesn’t want her employees to be ‘pressurized or extra burdened’ as
their primary responsibilities are challenging by its nature. When she ‘celebrates the birthdays’ of her employees and ‘posting their birthdates’ on restaurant notice board makes employees feel important and recognized too because when they see her putting so much effort to make everyone smile then her subordinates will definitely get extra motivated to work well. Thus this will further fortify the caring and friendly culture which she is keeping intact at work. Therefore respondent managerial tactics fulfill the criteria of D2.

**Job Design:** As she ‘doesn’t put too much pressure on new employees’ that shows her intention to give new crew members time to adjust with the working environment and concentrate more on ‘training’, although once the newly joined crew members are well settled then they have the ‘liberty to do diverse and more challenging tasks’ so they can keep themselves motivated for better learning. On average at least ‘2 months of training’ activities are required for every crew person to learn the basic but important working tasks. That shows her organization is concerned on training and development of employees her presence as a manager to implement such policies matter the most. As she doesn’t pressurize her employees and ‘keep herself always accessible’ so that crew person can contact her if they want to learn something new. We believe this way she will be sure that ‘crew person is ready by heart’ to embark on new learning areas. Sometimes it is important to ‘draw a line between the job descriptions of subordinates and managers’. Hence employees would definitely know what they are expected for and there would be less ambiguity at work. That is why our respondent ‘clearly differentiates between crew person and manager’s job responsibilities’ in order to keep them focused, motivated and eliminating professional position biasness which may result in communication gap later on.

**Justice in Performance Management and Resource Allocation:** She always brings justice by bring in ‘appreciation at the right time to lift the spirit of her team members’. Thus she really monitors ongoing working tasks of employees and keep a close eye on their performance. We believe that this would make employees more attentive and motivated to receive appreciations because it really makes a huge difference at work as one feels important and valuable. She further endorses her supportive nature by giving her employees a ‘helping hand whenever they feel tired or de motivated’. We believe it’s a good way to keep the motivational level running high at all time. She has a ‘performance work checklist’ which she reviews it ‘every week’ on regular basis, where the record of every employee’s performance and learning process is clearly visible. This process is first ‘checked by junior managers and then by the respondent to ensure fairness’. She brings fairness to a greater level when ‘she allows herself to be evaluated on the basis of her crew performance outcomes by her superior manager’ of the same branch.

We believe through this procedure justice in performance management is very much fulfilled because she as a first assistant manager would ensure that her junior managers & crew members should perform with motivation and commitment to bring good working outcomes because this would directly effects her performance evaluation too. Her organization gives her ‘liberty to practice justice on equality basis’, she remember that a manager was fired because of misconduct with an employee who was about to leave the company due to this issue, With this gesture they not only retained the crew person by firing the manager but we believe this would have earned a great respect of crew persons towards the senior management who vows to practice equality and justice. She ‘ensures
resource allocation by conducting quickly and closely monitoring inventory checks’ before the start of work so resources are placed in well shape for the ‘convenience of employees’. She communicates with employees by a ‘quick meeting before the start of the working day’ so she can pass on the correct information on resources and goals of the days work so everybody can get motivated to ensure commitment. As a manager she really puts a lot of energy in her efforts to fulfill Drive to Defend with success.

The table below illustrates organizational levers and actions that the manager uses to motivate employees.

<table>
<thead>
<tr>
<th>CASE THREE</th>
<th>1. Drive to Acquire</th>
<th>2. Drive to Bond</th>
<th>3. Drive to Comprehend</th>
<th>4. Drive to Defend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward system</td>
<td>Culture</td>
<td>Job Design</td>
<td>Fairness in Perf. Management and Res. Allocation</td>
<td></td>
</tr>
<tr>
<td>* Free Food</td>
<td>* Constant dialogues</td>
<td>* Less work pressure on new employees but importance on training</td>
<td>* Giving Appreciation at the right time for the right person</td>
<td></td>
</tr>
<tr>
<td>* Company Souvenirs</td>
<td>* Meetings everyday</td>
<td>* Liberty to do diverse and more challenging tasks</td>
<td>* Giving helping hand whenever needed</td>
<td></td>
</tr>
<tr>
<td>* Rewards as per Performance</td>
<td>* Eliminating work issues by having insider</td>
<td>* At least 2 months training</td>
<td>* Reviewing performance weekly &amp; monthly</td>
<td></td>
</tr>
<tr>
<td>* Chance to win 200SEK twice a month</td>
<td>* Call and Remember everyone by name</td>
<td>* Keep herself accessible to improve job tasks</td>
<td>* Double checking her junior managers on employee performance checklists</td>
<td></td>
</tr>
<tr>
<td>* Competitive Salaries</td>
<td>* Promoting Team work</td>
<td>* Making crew person to be ready by heart to learn more</td>
<td>* Self evaluation program</td>
<td></td>
</tr>
<tr>
<td>* Sharing Profit through salary raise</td>
<td>* Differentiating between activities of managers and Crew Persons to ease off pressure &amp; biasness on crew members</td>
<td>* Differentiating manager and crew person job responsibilities to eliminate job design ambiguity</td>
<td>* Liberty to practice justice on equality basis</td>
<td></td>
</tr>
<tr>
<td>* Same Medical Policy</td>
<td>* Celebrating birthdays</td>
<td></td>
<td>* Arranging resources before the start of work For employee convenience</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.5. Organizational Levers and Actions, Case Three

**Case Three versus the Model:** All drives have performed strongly as compare to the model especially D1 and D4. The strength of this company is shown in fulfilling all the drives of employee motivation. Some new viewpoints that emerged from the data are underlined and highlighted in red font (figure 5.6).
Table 5.6. Case Three versus the Model

<table>
<thead>
<tr>
<th>The Model by Nohria et al. (2008)</th>
<th>CASE THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Acquire</strong></td>
<td></td>
</tr>
<tr>
<td>Reward System</td>
<td></td>
</tr>
<tr>
<td>Sharply differentiate good</td>
<td>* Free Food</td>
</tr>
<tr>
<td>performers</td>
<td></td>
</tr>
<tr>
<td>Tie rewards to performance</td>
<td>* Company Souvenirs</td>
</tr>
<tr>
<td>Pay as well as competitors</td>
<td>* Rewards as per Performance</td>
</tr>
<tr>
<td></td>
<td>* Chance to win 200SEK twice a month</td>
</tr>
<tr>
<td></td>
<td>* Competitive Salaries</td>
</tr>
<tr>
<td></td>
<td>* Sharing Profit through salary raise</td>
</tr>
<tr>
<td></td>
<td>* Same Medical Policy</td>
</tr>
<tr>
<td><strong>2. Bond</strong></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Foster mutual reliance and</td>
<td>* Constant dialogues</td>
</tr>
<tr>
<td>friendship</td>
<td></td>
</tr>
<tr>
<td>Value collaboration and team-</td>
<td>* Eliminating work issues by having insider</td>
</tr>
<tr>
<td>work</td>
<td>* Call and Remember everyone by name</td>
</tr>
<tr>
<td>Encourage sharing of best</td>
<td>* Promoting Team work</td>
</tr>
<tr>
<td>practices</td>
<td>* Differentiating between activities of managers</td>
</tr>
<tr>
<td></td>
<td>and Crew Persons to ease off pressure &amp; biasness</td>
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<tr>
<td></td>
<td>on crew members</td>
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<tr>
<td></td>
<td>* Celebrating Birthdays</td>
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<tr>
<td><strong>3. Comprehend</strong></td>
<td></td>
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<tr>
<td>Job Design</td>
<td></td>
</tr>
<tr>
<td>Design jobs that have distinct</td>
<td>* Less work pressure on new employees but</td>
</tr>
<tr>
<td>and important roles in the</td>
<td>* liberty to do diverse and more challenging</td>
</tr>
<tr>
<td>organization</td>
<td>* At least 2 months training</td>
</tr>
<tr>
<td>Design jobs that are meaningful</td>
<td>* Keep herself accessible to improve job tasks</td>
</tr>
<tr>
<td>and foster a sense of</td>
<td>* Making crew person to be ready by heart to</td>
</tr>
<tr>
<td>contribution to the</td>
<td>* learn more</td>
</tr>
<tr>
<td>organization</td>
<td>* Differentiating manager and crew person job</td>
</tr>
<tr>
<td></td>
<td>* responsibilities to eliminate job design ambiguity</td>
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<td></td>
<td></td>
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<tr>
<td><strong>4. Defend</strong></td>
<td></td>
</tr>
<tr>
<td>Fairness in Perf.-Manage.</td>
<td></td>
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<tr>
<td>&amp; Res.-allocation</td>
<td>* Giving Appreciation at the right time for the</td>
</tr>
<tr>
<td></td>
<td>* liberty to practice justice on equality basis</td>
</tr>
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<td></td>
<td>* Arranging resources before the start of work</td>
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<tr>
<td>Increase the transparency of</td>
<td>* Giving helping hand whenever needed</td>
</tr>
<tr>
<td>all processes</td>
<td>* Reviewing performance weekly &amp; monthly</td>
</tr>
<tr>
<td></td>
<td>* Double checking her junior managers on</td>
</tr>
<tr>
<td>Emphasize their fairness</td>
<td>employee performance checklists</td>
</tr>
<tr>
<td>Build trust by being just and</td>
<td>* Self evaluation program</td>
</tr>
<tr>
<td>fairness in rewards as well as</td>
<td></td>
</tr>
<tr>
<td>assignments</td>
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</tbody>
</table>

| Table 5.6. Case Three versus the Model |

5.4 Case Four Analysis

**Reward System:** The respondent is from the same restaurant branch of previous employee in case study three; hence the views were almost corresponding with one another although we would like to identify some important points here. As the most senior manager in the branch he has to overlook what he and his organization has instructed in implementation of reward system. This is important because just instructions don’t complete the picture, its implementation which brings out good output. He always ‘keeps himself proactive to monitor that reward system’ is justified for every employee and employees feel that their contribution is considered important. He ensures this implementation further ‘by allocation
of a specific budget for monetary rewards’ for employees and he enjoy to give monetary rewards rather than covering up business costs from the monetary reward budget. Although we believe that his ‘actions are to make employees motivated to win customer hearts’ rather than only winning rewards because customer satisfaction is important which in result will bring rewards for sure.

Hence he feels more satisfied with his job if customer satisfaction is achieved and ‘rewards are equally distributed’ to keep them motivated. He is also in charge of scheduling so he ensures that ‘every employee should have an equal chance’ to earn more money through working extra hours as per their flexibility by ‘posting available working hours information’ on the employee web portal. The employees take these extra working hours as a reward because they can expose themselves for more opportunities to learn, earn and get trust of their superiors.

Organization Culture: Respondent fulfills the terms of drive to bond mostly by two of his important actions; those are ‘leading by example’ and ‘reaching out to all employees to foster friendly relations’. This further enforces his open door policy in the organization and allows ‘other managers to do the same by following his footsteps’. When employees witness such strategy they feel cared and motivated. His job demands a lot of indoor office work but ‘he regularly takes time out to spend time with employees in small chats and while supporting them in kitchen or in other stations by actually working with them’. His presence really makes a difference because employees would see him as a leader and would get further motivated. In terms of decision making he only allow his ‘junior managers to take part in decision making’ but in practicing open door policy he always welcome any suggestions by crew members.

He enforces a healthy organization culture by ‘ensuring code of ethics and fair employee practices’ are observed otherwise employees won’t feel respected which may lead to brain drain. He ensures by ‘continuous follow-ups that training and skill development activities are part of culture and not just job responsibilities’.

In order to make employees feel important and safe at work he ‘instructs junior managers to ask crew members about their health and show further cooperation’. If the job candidate doesn’t have the right attitude or misfit for the organization culture then he simply ‘doesn’t take the risk to hire such person which may damage the basic roots of organization culture’ which is a motivating factor for his junior managers and crew members.

Job Design: In order to implement a diverse, challenging and interesting job design he first ‘gives different tasks to his junior managers’ after a mutual discussion. This implies that he ‘doesn’t force things on his junior managers’. Furthermore he ensures by his ‘follow up visit’ and ‘meetings’ to ensure that junior managers are also implementing the same to crew members. One of the important features he adds in order to make job profile interesting for his junior managers and crew members is ‘job rotation’.

Here job rotation allows employees to improve their learning curve and practice new things to develop new skills. When employees discover and get professional on new skills it results in a great feeling that increases motivation level at work. He ‘checks the progress report of his junior managers on their development program’ so he can identify which skills
they have mastered and which skills they have transferred to the crew members in order to bring diversity in job design for everyone.

He ‘posts different objectives that require different skills to be practiced in order to achieve them on notice board’ for every day’s work. That is why skill development is fast in his organization and job design do get updated very quickly so that employees should feel challenged and thrilled to do new things with motivation.

**Justice in Performance Management and Resource Allocation:** The respondent stated that his ‘strong follow up on weekly and monthly basis’ brings an important impact on performance management of his junior managers. One of the indicators that he use to evaluate the performance of his junior manager is the ‘amount of skill transfer has done by junior managers to crew level’. We can conclude that manager by all means have lot of respect and care for welfare of employees to keep them motivated. He also ensures fairness in performance management by ‘back checking the crew performance status sheets’ along with his junior managers to ensure that no stone is left unturned.

The performance evaluation system is very much standardized by the organization so it is easier for him to track performance of employees so he can make quick decision of improvements if needed. Although responsibility lies with junior managers too in order to make sure that implementation of evaluation process is done fairly for crew members too.

He shows ‘flexibility’ while making schedules for employees and he ‘synchronizes them with their training programs and their capacity of working’. This way we think he can ensure work balance for employees and eliminate any extra stress.

The scheduling also helps him in doing efficient ‘resource allocation in advance’ so employees shouldn’t feel uncomfortable or stressed while running busy shifts. He show justice in employee practices and by instructing his employees to watch the show on Television that showed a report on bad employee management practices in his organization implies that he is neither afraid nor wants to hide organization’s weaknesses from his employees because he wanted to give the all are like a family and problems do occur in families.

He furthermore encouraged employees to ask questions on such TV report and ‘he ensured them that organization is taking concrete actions to avoid mismanagement of employee practices’. We believe that this was a good gesture and he may have earned more respect among his employees who will work with more motivation with commitment and desire to learn more.

The table below illustrates the levers and actions that the manager uses to motivates employees.
### CASE FOUR

<table>
<thead>
<tr>
<th>1. Drive to Acquire</th>
<th>2. Drive to Bond</th>
<th>3. Drive to Comprehend</th>
<th>4. Drive to Defend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward system</td>
<td>Culture</td>
<td>Job Design</td>
<td>Fairness in Perf. Management and Res. Allocation</td>
</tr>
<tr>
<td>* Keep himself proactive to implement monetary rewards * Allocation of budget for monetary rewards * Allowing employees to win customer hearts to grab monetary rewards * Equally distributing rewards on performance basis * Giving equal chance of winning monetary rewards * Providing equal chances to employees through online scheduling to earn more money by working more hours</td>
<td>* Leading by example * reaching out personally to all employees to foster friendly relations * Taking time out regularly to spend with employees * Working with employees time to time in kitchen * Allow junior managers to take part in decision making * Ensuring code of ethics and fair employee practices * Ensuring continuous follow ups * Making training and development part of organizational culture * Hiring those who are culturally fit for the organization * Instructing managers to monitor wellness of employees</td>
<td>* Distributing different tasks to junior managers * Mutually discuss job design and don’t force * Job rotations * Check learning progress of junior managers by their self development programs * Post different objectives and goals for everyday work</td>
<td>* Strong follow up on monthly and weekly basis for performance management * Back checking crew performance status sheets from junior managers * Bringing flexibility in work scheduling to balance work and personal life * Synchronizing training programs with scheduling * Resource allocation in advance through early scheduling * Earning trust of employees by speaking openly on organizational weaknesses</td>
</tr>
</tbody>
</table>

Table 5.7. Organizational Levers and Actions, Case Four

**Case Four versus the Model:** The drive to acquire, the drive to defend and the drive to bond are the most strongest as compared to the model showing new viewpoints. The drive to comprehend is moderately strong. Some new viewpoints are also highlighted in red font which has emerged from our research. The manager well uses several actions to that makes his practice of those four levers very good. The table on the next page illustrates comparison of the case three against the model. Some new viewpoints that emerged from the data are underlined and highlighted in red.
Table 5.8. Case Four versus the Model

5.5 Case Five Analysis

**Reward System:** According to the respondent who is the head of student international office at a reputable Swedish University states that they do not emphasis much about monetary rewards. They ‘only offer good salaries’ but we believe it’s a question mark in ensuring that are they competitive enough that their competitor organizations. Although the salaries are ‘very high as compare to other department’ of the same university. The only monetary reward they get is in term of ‘discount in IKSU sports center’ and definitely this
way employee can be pleased as they can enjoy luxurious services of IKSU sports center at cheaper rates exclusively for the employees of this organization. On salary negotiations union does have a role to play but ‘respondent evaluation feedback is very crucial’. Hence he has to keep his employees motivated and mobilized so they can perform well in order improve their grades in evaluation.

He takes a good note of experience of employees with this company while conducting salary negotiations. In this case new entrants face problem in his organization because they may not get a higher salary raise as compare to the ones who are working since years. We believe that such new candidates should have some sort of initial monetary or non monetary reward system as an equivalent. On the other hand our respondent has never seen someone leaving organization because of lack of salary dissatisfaction. He ‘reward his employees from his own pocket by organizing birthday celebration parties’ for his subordinates which definitely leaves a positive note on employee motivation as they feel important and remembered. Their department deals with international students most of the time and their employees love their work because of close association with international students’. Hence their ‘social identity in relation to their organization is strong’ and they like to wear university logo T shirts etc.

**Organization Culture:** As students are their important clients and they regularly visit their department hence the culture in his department tends to be very casual and friendly. ‘Name tags and pictures of employees are in front of their office doors in order to make everyone easily accessible’. Respondent believes that if team work and mutual decision making is not achieved then project will not run smoothly to achieve the departmental goals. Hence his emphasizes on ‘team work and mutual decision making’ is valid because their department is expected to bring constant changes and responsible for running multiple projects for students, finally they represent university from the frontline.

In order to promote social activities he encourages employees to have ‘multiple dining out sessions, watching dramas, sport activities and going to theaters’ so employee can know each other well and they can take off the work pressure for a while to enjoy. Furthermore he allow his employees to ‘participate in student events’ and consider it ‘as part of their job’, hence employees are always thrilled and motivated to join such events. He believes that educational grades are not everything and the potential ‘job applicant should be cultural fit’ to this department. By being open to listen to everyone regarding any issues related to work or ethics he practices ‘open door policy’ at the same time.

**Job Design:** He makes job descriptions challenging and interesting by bringing in ‘job rotation technique’ through which he can rotate employees between different projects so they would ‘learn to do new things and would remain satisfied with their competency level’. He ‘makes flexible contracts with mutual discussion with his employees’ in order to ‘treat every employee as per their needs’ of their training and skill development. His actions to ‘improve job design of employees through constant dialogue’ allow him to devise a plan by which he can ‘track employee skill development status for their personal grooming’. If someone is facing difficulty in managing their work load then ‘he transfer him to some other project’ where he or she could ‘balance their work and personal life’ as well but when it is difficult to rotate someone in any other team or project then he leads from the front and share the work load of his fellow colleagues to do it in his over time for
which is he not paid for. This gesture is a tremendous way to motivate his team members. He constantly ‘identify opportunities of training’ and currently he believe that in order to help his employees in communicating with international students he has made ‘learning English language compulsory’ for every employee in his department.

**Justice in Performance Management and Resource Allocation:** He likes to recognize the performance standards set by his employees during projects they successfully completed. He ‘spread success stories of highly performed employees to set an inspiration’ for others to follow. This really motivates the ones who get recognized and others get committed also to reach up to the performance standards set by their colleagues at work. Through a ‘quality assurance program he wishes to identify his department strength and weakness as part of performance management’.

We believe that this program can ‘minimize human biasness’ and can bring further justice in performance evaluation because a set of standardized program would foster better performance management results especially when the respondent finds it difficult to be accurate in performance management all the time. By bringing ‘client satisfaction surveys’ to evaluate performance of employees is a very smart move where international students through a set of questionnaire evaluate the performance of international student department. If results of this student barometer tests are in positive direction then it implies that his employees are doing a good job.

Through a ‘complete control over managerial functions of performance evaluation’ he seeks to identify good and poor performers through his careful observations as well. In terms of resource allocation he had nothing much important to say in terms project resource but he ensures that all business travel expenses are covered by company and the traveler must be given all the resources as per their wish. This leaves employees to have some ‘freedom to select the best resources they want’ and this could be a good motivating factor too.

We believe his ‘negotiations with higher management and other departments in order to draw a border line of work load’ for his employees a very good move to ‘bring work and personal life balance’ for his employees because increase in quantity of work may bring decrease in quality of work. Our respondent seems to be a ‘very careful observant’ due to his experience and he ‘keeps a good record of the performance status updates’ of employees while conducting salary negotiations. His actions to ensure justice in performance management and resource allocation are strictly in favor for bringing employee motivation at highest standards.

The table on the next page illustrates organizational levers and actions used by case five.
Table 5.9. Organizational Levers and Actions, Case Five

**CASE FIVE**

<table>
<thead>
<tr>
<th>1. Drive to Acquire</th>
<th>2. Drive to Bond</th>
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<th>4. Drive to Defend</th>
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</thead>
<tbody>
<tr>
<td><strong>Reward system</strong></td>
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<td><strong>Job Design</strong></td>
<td><strong>Fairness in Perf. Management and Res. Allocation</strong></td>
</tr>
</tbody>
</table>
| * Offer good salaries compare to other departments  
* Discount at IKSU Sports Center  
* Reward employees by organizing bday parties from his own pocket  
* Strong association with students brings strong social identity for employees  
* Salary is calculated with number of years served with company as well |
| * Display of name tags and pictures on front door of every employee – showing accessibility  
* Mutual decision making through meetings and Team work  
* Multiple dining out sessions, watching dramas, sport activities and going to theaters  
* Participate in student events as part of job  
* Open door Policy  
* Work Ethics |
| * Job Rotations for learning and balancing work & personal life  
* Making flexible with mutual discussion contracts according to job design needs  
* Working over time for employees to share their work load  
* Identifying opportunity of trainings  
* Learning English language as compulsory |
| * Spreading success stories to create inspiration  
* Identifying strength and weaknesses in performance Mgm through quality assurance program  
* Minimizing human biasness through quality assurance program  
* Gaining complete control over evaluation system  
* Freedom to select and demand for best available resources  
* Being careful observant to record daily performance level of employees  
* Keeping written record of performance status updates |

**Case Five versus the Model:** As shown in table 5.10, the drive to acquire and the drive to comprehend are the weakest while compared to the model and so are the corresponding levers. However, drive to bond is very string and organizational culture is very friendly therefore. Some new viewpoints which have emerged from the present research are underlined and also highlighted in red font.
Table 5.10. Case Five versus the Model

<table>
<thead>
<tr>
<th>The Model by Nohria et al. (2008)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Acquire</strong></td>
<td>* Offer good salaries compare to other departments</td>
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<td><strong>Reward System</strong></td>
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<tr>
<td>Foster mutual reliance and friendship</td>
<td>* Multiple dining out sessions, watching dramas, sport activities and going to theaters</td>
</tr>
<tr>
<td>Value collaboration and team-work</td>
<td>* Participate in student events as part of job</td>
</tr>
<tr>
<td>Encourage sharing of best practices</td>
<td>* Open door Policy</td>
</tr>
<tr>
<td><strong>3. Comprehend</strong></td>
<td>* Work Ethics</td>
</tr>
<tr>
<td><strong>Job Design</strong></td>
<td>* Job Rotations for learning and balancing work &amp; personal life</td>
</tr>
<tr>
<td>Design jobs that have distinct and important roles in the organization</td>
<td>* Making flexible with mutual discussion contracts according to job design needs</td>
</tr>
<tr>
<td>Design jobs that are meaningful and foster a sense of contribution to the organization</td>
<td>* Working over time for employees to share their work load</td>
</tr>
<tr>
<td><strong>4. Defend</strong></td>
<td>* Identifying opportunity of trainings</td>
</tr>
<tr>
<td><strong>Fairness in Perf.-Manage. &amp; Res.-allocation</strong></td>
<td>* Learning English language as compulsory</td>
</tr>
<tr>
<td>Increase the transparency of all processes</td>
<td>* Spreading success stories to create inspiration</td>
</tr>
<tr>
<td>Emphasize their fairness</td>
<td>* Identifying strength and weaknesses in performance management through quality assurance program</td>
</tr>
<tr>
<td>Build trust by being just and fairness in rewards as well as assignments</td>
<td>* Minimizing human biasness through quality assurance program</td>
</tr>
<tr>
<td></td>
<td>* Gaining complete control over evaluation system</td>
</tr>
<tr>
<td></td>
<td>* Freedom to select and demand for best available resources</td>
</tr>
<tr>
<td></td>
<td>* Being careful observant to record daily performance level of employees</td>
</tr>
<tr>
<td></td>
<td>* Keeping written record of performance status updates</td>
</tr>
</tbody>
</table>
SUMMARY OF CHAPTER 5

Case One

- There is no reward system and salaries are not highly competitive.
- Through social interaction by storytelling days, dining out and other company events the culture is kept friendly along with open door policy. The lever of organization culture to fulfill drive to bond fulfils the basic requirements at least. That is why employees feel motivated due to the benefits they receive from organizational cultural aspects.
- The respondent believes in career development of employees by providing constant learning opportunities. The manager gives freedom to employees to develop their job design and improve their working experience in the company.
- Through an open door policy he allows his employees to negotiate their performance evaluation and efficient distribution of the resources as per their own requirements.

Case Two – Analysis Highlights

- There is no monetary rewards other than salaries but manager keep her employees motivated through investing in them by providing higher salaries, better working environment, employee discounts in IKSU, personal recognition awards in form of certificates and company gifts.
- Providing a culture of leaning opportunities. Friendliness and freedom of expression is practiced in her department. Involving employees at important hiring and other decision making makes them feel important. Organizing social events like birthdays keep employees socially interacted.
- Diversity, creativity and innovation are brought in job designs through regular development and training programs at work.
- Through close monitoring and constant interaction with employees performance management is implemented by the manager with the chances of reconsiderations. Resource allocation is done as per the requirements made by employees themselves.

Case Three – Analysis Highlights

- Through competitive salary, cash rewards and company souvenirs the employees are kept motivated. Manager is committed to allow employees fulfill their monetary goals.
- Team work and social interaction opportunities are of highest priority in organization culture in order to show care towards employee wellbeing.
- Training and development opportunities are provided on constant basis to make employees grow more in the organization through equal learning opportunities. Employees are always taken into confidence while offering growth opportunities.
Employee equality is a priority. Performance evaluation is done through a careful procedure to avoid biasness. Resources are distributed in advance to ensure smooth and stress free working environment.

Case Four – Analysis Highlights

- Equal chance of earning money is given to every employee and a careful strategy is especially devised to keep the cash rewards running strictly on performance basis.
- Respondent leads by example and closely interacts with employees to ensure their well being, ethical practices and making them feel important as valuable resources of company.
- Manager keep himself busy in devising diverse objectives and work plans for everybody in order to create diversity and challenging working environment. This could bring more learning and development opportunities for everyone at work.
- He ensures fairness in performance evaluation through his constant follow up on junior managers and crew person performance by looking at written records. Organizational weaknesses are freely talked about to improve things and resources are always provided whenever asked for to keep employees focused at their primary job responsibilities.

Case Five – Analysis Highlights

- No monetary rewards but they satisfy their employees through good salaries, discount in IKSU and organizing company sponsored outdoor events. Salary negotiations are done with close interaction with employees.
- Everyone is easily accessible in his department and mutual decision making is an important part of the culture. Respondent ensure an open working environment where employee feedback is given highest priority.
- Through job rotations and constant negotiations with employees improvements are done in job design. Training opportunities are identified and work & personal life is balanced to keep employees motivated with highest standards of dedication at work.
- Resource allocation is done carefully during by the manager to avoid extra work load for employees. The manager does not use performance management system however he tries to follow best practices and guarantee fairness and transparency.
6 CONCLUSIONS AND RECOMMENDATIONS

In this final chapter of the thesis, summary of research results are presented and its practical and theoretical implications are given. In addition, authors identify implications of the research as well as its strength and weaknesses and propose recommendations for further research.

6.1. Summary

Understanding employee motivation is a crucial factor for managerial success, since management is the process of getting work done through the efforts of other individuals. And as Maier beautifully presented an individual’s job performance is the product of his/her abilities and motivation: Job performance = ability x motivation (Maier 1955, cited in Latham 2007, p. 3). This is why motivated employees are considered as a strategic asset and hallmark of competitive advantage in today’s dynamic business environment.

A solid survey research on work motivation and job satisfaction done in Nordic countries has revealed workers in Sweden to have significantly lower level of motivation and job satisfaction as compared to workers in Denmark, Norway or Finland. Furthermore, employee motivation was found to decrease with company size. Particularly, decrease occurs in companies with 500 or more employees (Eskildsen et al., 2004, pp. 125). In addition, high rates of employee absenteeism have also been reported in Sweden (Lokke et al., 2007, pp. 16, 24; Mayfield and Mayfield, 2009, p. 455).

The above mentioned research was a survey and it did not invest in revealing reasons behind the results that compelled the authors of the present study to design a qualitative research that would study how the managers at large companies in Sweden use different organizational levers to motivate employees to willingly work toward organizational goals in Sweden. Large-sized companies were preferred since the employee motivation was identified to be more acute problem there. On the other hand, the decision to study the managerial perspective on employee motivation was made because of finding that employees perception of their immediate manager matter very much. To clarify, the employees considered the manager to have influence over how the company processes and policies are implemented and the manager was identified as able to create a highly motivating local environment even if the company policy as a whole falls short (Nohria et al., 2008, p. 83-84).

The research was informed by the framework of Nohria et al. (2008) as well as other related literature. The authors have adopted the case study design as it was recommended for answering the “how” question. The research presents the cases of five managers working for four large companies, employing 550-5000 employees. However, constrains under which the research was undertaken forced the authors to limit the study to certain geographical area, particularly Umeå, Sweden. The main criteria in selection of participants were number of subordinates and years of managerial experience. Besides the objective to find out how managers use different levers to motivate employees the study aimed to compare findings with the model suggested by Nohria et al. (2008) to find out gaps between the theory and the practice since revealing the problem is the first step to remedy it. The research question and objectives are stated and answered in the coming section.
6.2 Answering the Research Question

In order to answer the research question “how managers use different organizational levers to motivate employees to willingly work toward organizational goals” the following objectives were stated:

- **Research Objective 1: Which levers are used by managers to motivate employees?**
  The research found out that all four levers advised by the model of Nohria *et al.* (2008), namely, reward system, organizational culture, job design and fairness in resource-allocation and performance-appraisal are used by all five managers in order to motivate their employees. On the other hand, their intensities and how they are used greatly vary across the cases and pretty much depends on the manager, except the lever of reward system. The reward system was found to be very much influenced by the general policy of the company and the unions’ within the country giving the managers little freedom to adjust it to their departments’.

- **Research Objective 2: How the levers are used by managers to motivate employees?**
  In three out of five cases the reward system only referred to the salary that does belong to rewards in the theory, however is not considered as a reward by the employees but rather as a basic pay, they would not work without. It should be mentioned that while asking the question regarding the reward system none of the participants included salary as a reward in their answers and we had to further define the question. Therefore, we consider reward system as the most weakly used lever and the drive to acquire as the least fulfilled drive. However, we cannot blame the managers in that since sharply differentiating one employee from another is not supported by unions within the country that is reflected in the companies’ policies as well.

On the other hand, the lever of organizational culture is the most strongly used lever by all five cases all of whom considered it as the most important motivator for employees. All five managers support open door policy and take several well thought actions to promote camaraderie and mutual reliance (as identified in tables 5.1, 5.3, 5.5 and 5.7). It was found that organizational culture very much depends on the manager and can be different department by department. Managers are friendly with subordinates and consider their friendly relationship to be a very good motivator for the subordinates.

Job design is the second most strongly used lever by the interviewed participants. All five managers involve the employees in decision making and change process to make them feel how important they are for the organization. The actions taken by the participants to make the employees’ jobs meaningful varied manager by manager and are presented in tables 5.1, 5.3, 5.5 and 5.7.

As for the fairness in resource-allocation and performance management, it is moderately used lever by all five managers. Several good actions are practiced but what is fair is mostly decided by the managers their selves since there was a lack of usage of procedures observed. This always causes biases because of the human factor.
- **Research Objective 3: Comparing the findings versus the model to find out the gaps**

While comparing the findings against the model some gaps were found regarding the usage of the reward system lever. Managers do not sharply differentiate good performers from average and goop performers that according to Nohria et al. negatively impacts fundamental human drive to distinguish oneself through the acquisition of valued goods. However, several new actions, unmentioned by the model have highlighted by the managers as a good practice to motivate employees and fulfill their drive to acquire, namely: the company image; what the company is for – naturally friendly products or weapons; spreading the word about good performers in the whole organization; providing employees with the state of the art office accessories and financing entrance cards for the sport center.

Number of very well thought actions is used by all five managers to create friendly culture and meaningful jobs and no gaps have been found while comparing the theory and the practice. On the contrary, several interesting actions have been reported by the participants concerning how to create friendship among the coworkers, foster mutual reliance and meaningful jobs, for instance, “from sad to happy” practice, “Storytelling” and letting the employees design “second part” of their job by their selves.

The only gap found concerning the D4 is lack of procedures. The managers claimed to be just however, to avoid biases that are always arisen because of human factor and to emphasize the fairness and transparency in performance-evaluation and resource-allocation usage of more procedures is recommended.

Also it is not the objective of the study, based on the findings of this research weak performance on the drive to acquire can be identified as a main reason of low employee motivation in Sweden (Eskildsen *et al.*, 2004, p. 128). As Nohria *et al.* (2008) poor performance on any one drive can diminish results on other three drives because of synergetic characteristics of the ABCD. Thus, Nohria *et al.* found direct relations between fulfillment of the drive to acquire and employee satisfaction (2008, p. 83).

### 6.3 Managerial and Theoretical Implications

First of all this study can contribute to the managers in focus. Conclusions are developed based on the analysis of gathered empirical data that can be helpful for the managers to improve employee motivation process since the benchmarks were academic literature and best practices. Furthermore, the study can be helpful to wider practitioner audience, namely to managers, since the implication of the study is how manager should use different organizational levers to motivate employees.

Data, based on which the model of Nohria *et al.* (2008) was developed has been gathered in USA and as the present study showed one of the problems with it is that the model is not sensitive to cultural differences. There is nothing mentioned about the unions that appeared to have big influence not only on employee motivation but on the organizational policies as general. Managers’ statement that company image and what the company is for (“naturally friendly dairies or weapons”) to be very good motivators for employees are another theoretical implications of the study along with the finding that a manager should be aware.
of each employee’s personality to find out what exactly the challenging job means for one and how challenging job or a training he/she is ready to have.

6.4 Strength and Weaknesses of the Study
The participants are identified as strength of the study since they are very experienced and knowledgeable managers from large, reputable companies who have provided valuable insights regarding the subject matter. Furthermore, all of them showed fluency in English that avoided the study language related biases. In addition, data was obtained through face-to-face interviews which are identified as best form of data gathering for qualitative researches.

The most important limitation of the study is that it is based on data gathered only from five managers. Based on the fact that every manager is different from another research findings cannot be generalized to all other managers at large companies in Sweden. In addition, some of the companies have foreign owners that is reflected in diversified organizational cultures and management styles that further aggravate the problem of generalisability. Furthermore, the study lacks the perspective of managers from other parts of Sweden then Umeå, since all five participants work at companies located in Umeå and perspective of top or lower level managers since all five participants present middle level managers.

6.5 Suggestions for Further Research
After identifying limitations of the study in this section authors would like to propose pathways for future studies that concern means for improving the results of the current study as well as ideas for further research regarding the subject matter.

- **Conduct more comprehensive research study**
  Time limitations under which a study is carried out affected its design drastically. As mentioned it is based on five case studies that refer five managers working at large companies in Umeå. Therefore designing a study which would use several data collection techniques over a large sample which will involve managers from all over the Sweden would yield more insight regarding the subject and lend itself for generalization.

- **Investigate the role of unions in employee motivation**
  The present research found out the unions to have big influence on the company policy in general and employee motivation in particular. In fact, the guidelines on using the reward system are almost dictated by the unions. Also, the issue seems to be one of the missing points in Nohria et al.’s model. Therefore, conducting a study that would investigate the role of the unions and their impact on employee motivation would be highly interesting.

- **Involve managers from different hierarchy levels**
  In this study participants are middle level managers mostly responsible for different departments. Involving participants from top management as well as from lower level management would bring new perspective. Furthermore, studying managers not only at large but at medium-sized companies as well would enrich the results with new insights.
- **Extend the research to Denmark**

Designing a comparative research that would study the subject matter not only in Sweden but in Denmark as well would be very interesting because the survey by Eskildsen *et al.* conducted in Scandinavia revealed that Swedish employees have the lowest job satisfaction and motivation while employees in Denmark report the highest results (2004, p. 128). Therefore, studying how managers use different organizational levers and actions to motivate employees in Denmark where employees reported highest level of motivation and satisfaction would bring very useful insights.

It is our hope that the research on employee motivation will continue and yield useful insights that will contribute to the betterment of the quality of work life of employees all around the world.
REFERENCES


Hackam, J. R & Oldhem, G. R. (1980), Work redesign, Reading, Addison-Wesley, MA.


**Electronic Sources:**


APPENDIX 1

Interview Guide

Date:
Interview Start Time:
Position and department:
Years of managerial experience:
Number of Subordinates:
Interview End time:

*Please tell us how do you motivate employees within your department?

Culture
1. How would you describe culture in your department?
2. How do you foster mutual reliance and friendly relationship among employees in your department?
3. How do you support collaboration and teamwork?
4. How do you encourage sharing of best practices at work by your subordinates?
5. How much social interaction is there among your employees in a daily work?
6. In your opinion how important the organizational culture is for employee motivation?

Job Design
1. How do you manage the process of job designing at your company for your employees to make their work interesting and challenging?
2. What features as a manager do you add to make employees’ job design interesting and valuable for company?

Fairness in Performance Management and Resource Allocation
1. How is the performance management implemented in your department?
2. How do you ensure the performance management process to be transparent for the employees?
3. How is the process of resource allocation done in your department?
4. How do you ensure transparency in resource allocation?
5. How do you ensure fairness and transparency in granting assignments and recognition to your employees?

Reward System
1. Please tell us about the reward system in this company and in your department
2. Please tell us about your role in designing the reward system
3. How do you decide about the bonus frequency for employees’ in your department?
4. How do you decide about the bonus amount for each employee?
5. How competitive salaries do employees in your department have?
6. If you wish to increase salary of your employees which factors you bring into your consideration?
7. Except bonuses and salaries what other benefits do employees in your department get?

*Is there anything else you would like to add? Are there any other aspects you use to motivate employees that we should consider?