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# Measuring and Increasing Motivation Levels: A Case Study of Helsinki Rugby Club

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Bachelor of Business Administration

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<p>The purpose of this Bachelor's Thesis is to investigate how to measure and increase motivation, using as a case study Helsinki Rugby Club. Following a detailed review of literature, a survey was carried out to collect data to analyse the motivation factors within the club. We managed to answer if the Helsinki Rugby Club players are motivated intrinsically or extrinsically. Also, we have collected data to analyse the stage at which the players are now according to Abraham Maslow's hierarchy of needs model.</p> <p>The survey was published on 20<sup>th</sup> November 2020 on HRC Family Facebook page. The Questionnaire was republished again on the HRC Family Facebook page on 27<sup>th</sup> November. The Questionnaire was ended 10<sup>th</sup> of December. In total there was a response from 33 participants. The data was analysed using SPSS and Excel.</p> <p>The results indicate that a majority of the players are Intrinsically motivated. They are motivated to participate in the sport because they want to have fun and they enjoy time spent with other teammates. Also, with respect to Maslow's model, we have found out that players are currently at the Esteem need and Physiological need.</p> <p>We recommend that Helsinki Rugby Club carry out individual meetings to create personalized training programs to boost the esteem needs. Then we want to incorporate fun into the team by organization of other sports, such as basketball, football, or athletics. Lastly, we recommend HRC redesigns the leadership style by appointing an informal leader to the pack and line.</p>	
Keywords	Motivation, Sport Motivation, Intrinsic Motivation, Extrinsic Motivation, Employee Motivation.

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## Glossary

HON Hierarchy of Needs

HRC Helsinki Rugby Club

## 1 Introduction

This study's primary objective is to investigate how to measure and investigate motivation in general, and specifically to use as a case study the rugby players' motivation in Helsinki Rugby Club (HRC). People engage in sports and enjoy watching them all around the world. Sports help people to overcome challenges of everyday life and keep society healthy and peaceful. Playing sports with your friends after the Sunday mass will help release the energy and whatever frustration you have built during the week. Perhaps this will at least bring friends and family together to have a relaxed time. Sports do not stop only with friends and family. Some athletes see the benefits of being the best. These will enjoy sports beyond school and surely continue to carry on to a more professional level, such as local clubs, national teams, and many even to the world's team.

There is a significant literature connecting the world of sport to business, and especially identifying those aspects of sport that can offer lessons to be applied in business organisations. Topics addressed in this literature include teambuilding, coaching, performance management and motivation. Given the well-established connection between sports and business management, and the regular publication of books by sports personalities claiming to offer management insights that are applicable to a business context, this study focuses on the issue of motivation. More specifically, the thesis will first explore the business literature relating to motivation theory and apply insights from that to a case study in which the primary actors are expected to be intrinsically motivated at the outset. If sport can provide business organisations with lessons regarding the management of people, can the same be said of business management theories as applied to sports clubs?

Finding what drives people to engage in sports is a relevant question for business leaders because sports demand time, money and even endurance of a considerable amount of physical pain. These drives can vary according to individuals' demographic status, such as sex, age, race, and education. In general, motivation varies between individuals and within individuals at different times. The motivation can vary due to how hard a person is involved with the activity or sports more generally. How hard means the willingness of an individual to be a part of the activity is considered a motivation. Then

the direction of the individuals should be towards a goal in common with that of the organization. Lastly, the individual's ability to maintain motivation can be varied, and it is essential to continuously study what motivates participants and monitor the literature associated with it (Robbins, S.P. and Judge, T.A ,2019). Shane Murphy (2005: 3) states that there are different energies, needs, and behaviours that drive people to accomplish certain goals. These tools can affect a person's involvement and personal growth. Having been able to investigate and understand the mental tools which encourage or even force the athlete to achieve certain goals will give coaches and managers a clear view of what areas to focus on during the training and throughout the seasons. Also, needs and motivation together play an important role in any organization. Need is a trait that forces individuals to achieve a certain goal by giving a purpose for their behaviour. (Ward & Lasen 2009: 2) Being able to accomplish these certain goals will fulfil the need. Having external tools, in this case, motivation tools, will help an individual and team accomplish certain needs and goals. As mentioned previously, needs and goals can be varied for individuals, and it is essential in the sports industry to understand the need of the athlete and help them achieve these goals. By the end of this thesis, it will be more clearly understood what motivation is and how to measure. The thesis will help us to create positive environments and systems that encourage and facilitate motivation.

## 1.1 Rugby in Finland

Suomen Rugby Liitto (SRL) was established in 1968. Before that, Rugby went under a different name in Finland called Salamapallo, close to Rugby but played without contacts. During this time, Finland played against a few Scandinavian visiting teams, but soon the fixture declined.

Rugby in Finland expanded rapidly beginning in 1999. Since then, SRL has become a part of the World Rugby Union. The main reason for the boost was establishing the Helsinki Rugby Club, followed by Jyväskylä 2000 and other teams. Currently, there are 19 active local clubs throughout Finland. In total, SRL has about 800 members, 60 coaches, and 33 referees. Also, during this time, the number of woman players has increased significantly. Currently, one-quarter of the players are female. (Ylönen 2017) Finland has a national team in men and women 15's rugby, 7's men and women's rugby teams, and U20 boys' team.

SRL was placed second in the C2 North division in the European Nations Club during the 2018-2019 and came fourth during the 2019-2020 European Nations Cup. In November 2020, Finland Men's rugby was ranked 86th in the World Rugby ranking. Finland Women's team was placed 47th in the World Rugby ranking (World Rugby 2020).

## 1.2 Helsinki Rugby Club

HRC was established in 1999 at Molly Malone's Irish Bar in Helsinki by a group of friends during a rugby discussion. The club logo represents all the nationalities involved in the club's formation: Finnish, French, English, South African, and Australian (Helsinki Rugby Club 2017).

HRC played its first match in 1999 against Sweden and took a defeat. In 2000, the club was given its official playground in Myllypuro, East Helsinki, by the Helsinki City Council. During the same year HRC won their first match against British Navy Ship HMS Sheffield. Also, during the same year, HRC took part in the Stockholm 10's Tournament. Later in the same year, HRC organized its own Baltic Plate Tournament (Helsinki Rugby Club 2017).

In 2002, SRL initiated the Finnish National Championship, and HRC won the title. Since then, HRC has won the Finnish National Championship in 2003, 2014, 2016, and 2020. Besides, SRL initiated its first men 7's championship in 2011, and HRC again took victory. Since then, HRC claimed victory in 7's twice. In 2012, HRC ladies team entered the woman's championship, and in 2015, HRC women team won their first championship (Helsinki Rugby Club 2017).

## 1.3 Importance of Motivation

Motivation plays an important role in optimizing an individual's performance. Motivation can increase the individual's performance to achieve certain goals within the organization. So, a motivation tool within the organization can be considered as a performance management tool in order to develop skills. Performance management is a



tool that leads to better results and higher engagement for everyone. So, as a coach or a team manager, it is crucial to implement and find ways to motivate individuals because motivated individuals can lead to better results, conditions, and performance. According to cognitive psychology, motivation involves a choice affected by external factors. In this chapter, these external traits are considered as motivational tools that influence the choice of performing an act. The willingness to perform a certain action can be modified and can accomplish more because of personal enthusiasm (Murphy 2005: 6). This means the external factors can affect the performance of the individual and, at the same time, improve employee satisfaction. Individuals can perform better when they feel a sense of belongingness and satisfaction by doing it.

Efficiency within the organization and the team is vital. They must be able to perform without mistakes where possible and with full potential benefits for both individuals and organizations. Where mistakes occur, there must be an environment in which these can be admitted, analysed, and corrected such that blame is avoided where possible. Motivational tools or performance management tools allow individuals to perform effectively. There will be fewer mistakes, and performance will match the managers' goals, objectives, and competence. (Polackova 2016: 2) If an individual feels that they can be successful, they will be most likely to engage. Efficiency is about judging one's capability to perform a certain task in accordance with recommendations and performance criteria. An organization that tackles individuals efficiently will manage to increase its total efficiency. Shane Murphy (2005: 8) explains, "athletes with higher self-efficiency tend to try harder, persist longer, choose greater challenges, experience effort more positively, and feel less anxious." We can conclude here that efficiency in individuals and the organization can be addressed by motivational tools.

Motivation also can act as a risk management tool within an organization. Motivational tools can promote organization security by reducing turnover and absenteeism. These two incidents can affect organizations morally and financially. Motivated and efficient individuals have a higher desire to participate in tasks. They are eager to learn new skills and tools that enable them to perform better. These individuals stay in work longer and are willing to take risks for organizational benefits. Having to hire new personnel due to turnover is challenging as it requires time and money. The departure of valuable players is a loss to the whole team. The team will lose knowledge and expertise when a member

decides to leave. Also, the cost and time to hire and train new members can be significant. The same goes for absenteeism, where individuals are missing due to a lack of motivation. Motivated individuals are more likely to attend training regularly and participate fully to achieve the overall objective.

With respect to Helsinki Rugby Club, the club should be able to attract new players to the team regularly. They need to have players who are ready to talk well and show skills that others appreciate. The outside stakeholders must see the benefits of joining the team. They must see the tools and techniques implemented within the team to boost morale and motivation. A strong team with strong management shows the interested stakeholders the benefits of joining the team and the benefits they can enjoy playing for the team.

## 2 Literature Review

### 2.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow was a philosopher who developed a well-known motivation theory based on levels of human needs. He stated that people can move to higher levels of needs when the most basic needs are met. He also mentions that when another need is emerging following the satisfaction of physiological needs, the former becomes a priority. According to the model, basic human needs are organized into a hierarchy of relative dominance. One can move up the need level only if the most basic need is satisfied. If the lower need is not satisfied, these lower needs may become more dominant until satisfied. When a need is fully satisfied, that need is effectively no longer a need. The pyramid describes Maslow's hierarchy of needs in Figure 1. The most basic need is at the bottom, and once the basic need is fulfilled, the person can move to higher needs. Maslow's hierarchy of needs is a five-level classification of needs. According to the latest theory, the hierarchy of needs on a scale of values from lowest to highest includes physiological needs, security needs, belonging and love needs, appreciation needs, and the need for self-realization. (Maslow 1970:17-18)

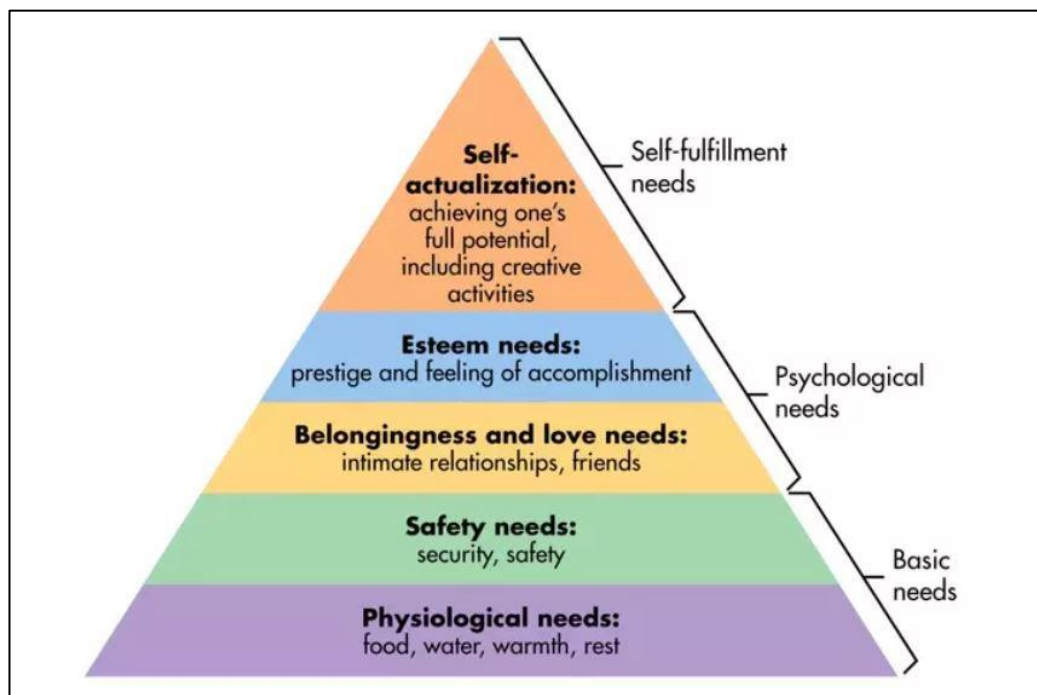


Figure 1. Maslow's Hierarchy of Needs (simplypsychology 2020)

The physiological need is the most basic need, according to Maslow. In Figure 1, the basic needs are at the bottom of the triangle. Only by satisfying basic needs can a person move to the next level. Needs associated with the appetite, such as food and drink, and other basic needs such as sleep, sex, and breath are part of the Physiological needs. If a person has nothing, physiological needs are the first need they should accomplish. Once the physiological need is fully satisfied, they do not see the necessity of that need and seek higher needs (Maslow 1970: 18). If the basic physiological needs are not met, people will become ill and suffer (Greenberg & Baron 2008: 251)

Once the most basic physiological needs are fulfilled, the next need emerges, which Maslow characterized as the safety need. The safety need includes "security, stability, dependency, protection, freedom from fear, anxiety, chaos, need for structure, order law, and limits, strength in the protector" (Maslow 1970: 18). For a child, the parents' protection and for society, the police and the army can provide safety needs. Everyone should be physiologically and psychologically safe and secure, and free from harm and threat (Greenberg & Baron 2008: 251). Maslow illustrates that having economic and social stability will allow individuals to fulfil the most safety needs. For example, unemployment benefits or access to free medical treatment. In sports, the athlete should have security from physical and brain injuries and financial support to participate in the sport. To fully fulfil the safety need, it takes a longer period than the physiological need. For example, hunger is satisfied by eating a bowl of cereal, but safety needs require a longer-term effort. (Maslow 1970: 18-20)

If both physiological and safety needs are fulfilled, the next new need emerges. This need is the belongingness and love need. Maslow states that this type of need involves giving and receiving care, tenderness, and affection. If these types of needs are not fulfilled, a person feels the people's absence; love will seem unreal and unimportant, instead there are loneliness and rejection. All forms of social interactions can overcome this negative effect. The most basic way to receive love is through friends, mates, family, or a group. It is essential that someone feels they belong to a group. Maslow illustrates that internationalization and increase in mobility impacted the need for love, and the need for love began to take new kind of forms. These include family and group calls and chats (Maslow 1970: 20-21).

The next form of the hierarchy of need is self-esteem. According to this type of need, individuals have a desire for "stable, firmly based, usually high evaluation of themselves, for self-respect self-esteem, and the esteem of others" (Maslow 1970: 21). There are two types of esteem for every person. First, everyone has the desire to achieve something greater by himself. He or she must feel competence and confidence internally. Secondly, people desire reputation, where individuals seek respect, fame, glory, recognition, attention, and esteem from others. Horney (1950 cited in Maslow 1970: 23) states that the will power of an individual to become better at the performance of a task or as a person is very important (Maslow 1970: 21-22)

The last need that everyone must accomplish is the self-actualization need. Self-actualization is considered the ultimate need of needs. The feeling of self-uncertainty occurs regularly. Self-actualization is when individuals feel that they are doing what they are supposed to do and making peace. They must obey the natural course and be more authentic. Finding what destiny or life wants them to do is the most fundamental aspect of self-actualization. Once they have realized who they truly are, this need is accomplished. One may take the form of a desire to be a chef, athlete, fisherman, or all of the three, and once he or she realizes this is who he or she is, he or she will fulfil self-actualization.

### 2.1.1 Criticism of Maslow's Hierarchy of Needs Model

The first limitation regarding Maslow's Need of Hierarchy is the order of need. Wahba and Bridwell (1976: 233) argue that although Maslow needs to have a hierarchy, the hierarchy does not have enough evidence to support its order of precedence. Also, there is not enough evidence to show what need is more dominant and what is the weakest need. Additionally, some argue that individuals can achieve higher needs without fulfilling the lower needs. For example, a person can receive safety from the police, but he or she may not be able to full his or her physiological need, such as food or water (Desmet & Fokkinga 2020).

Another criticism regarding Maslow is that people prioritize their needs differently due to their social differences and job levels. Different levels mean that people who work at the managerial level have different needs and people who work at the lower level have

different sets of needs. Since Maslow only kept his focus on the well-educated rich class of individuals, he concentrated on individuals who have similar interests and needs. Maslow was missing one of the most crucial aspects of the science behind the theory. Hofstede (1980,1984 cited in New Zealand work and labour market institution, 2011) states that Maslow's theory is based on ethnocentric and Western ideology and especially on mid-20th century U.S middle-class values. He had forgotten to generalize his theory to other classes. He was missing a significant amount of information from other social classes, countries, and poor people. Maslow's theory was not universally useful as needs are different in different social diagrams, and different cultural groups order their needs differently. (Robbins & Judge 2019, p.204)

Berkowitz (1969, as quoted in Wahba & Bridwell 1976: 233) states that the only factual need mentioned by Maslow is the self-actualization need; however, there is no clear statement to define or measure self-actualization. Self-actualization in Maslow's theory is suffering from vagueness and lack of actual evidence. Moreover, Maslow states that self-actualization is about becoming who he is. But Berkowitz argues that self-actualization is about the "wish of what man should be rather than what he is" (Wahba & Bridwell 1976: 233).

In addition, some cultures or some cults have some behaviour which does not follow the need of hierarchy according to Maslow's model. For example, Buddhist monks or priests who live in Sri Lanka or any developing country tend to focus more on self-actualization. They believe they have become what they are and doing what they are meant to do. Many Buddhist monks seldom eat or have any kind of relationship. The physiological need fully relies on the villagers who bring food to the temple on a special occasion, only meet and have a conversation if someone comes to ask for guidance or blessing.

## 2.2 Intrinsic Motivation

The desire to engage in sports can be significantly influenced by "locus of causality." Athletes are intrinsically motivated if the athlete's purpose is for pleasure or enjoyment by participating in the sports or participating in sports only to learn and improve skills (Murphy 2015: 7). Athletes participate in sports because they see them as interesting and satisfying; they want to learn about sports. Intrinsically motivated players are often

voluntarily performing the task in the absence of material reward or external constraints (Pelletier et al. 1995: 3). Intrinsically motivated individuals can be demotivated by material rewards. This phenomenon is called "crowding out". Simply put, people could be demotivated when they are rewarded for something materially; their intrinsic motivation is displaced by the material reward and so they lose the sense of pleasure or joy that they had originally by doing that activity (Gagné 2015: 72;75).

Intrinsic motivation is an internal drive. Research has shown that it occurs and grows if individuals feel that they are mastering the environment they are fond of and develop a feeling of competence. It is vital that people feel competent in what they do and accomplish to feel intrinsically motivated (Dysvik, Kuvaas & Gagné 2013, cited in Gagné 2015: 2).

Ego-enrolment makes a huge impact on intrinsic motivation because motivation is developed internally. An athlete who wants to be the best at something can be intrinsically motivated as he is motivated to feed his inner ego. Ryan, Koestner, and Deci (1991, cited in Gagné 2015: 2) state that Ego-intrinsically motivated individuals feel pleasure about what they do and how they do it, and they want to feel competent in what they do. It is imperative to find out what motivates people to voluntarily perform a task because people have many choices to make for activities, they are interested in. Gagné (2015: 2) states that managers can enhance the intrinsic motivation for free choice activity by allowing individuals to engage in the activity they desire the most. So, the idea is individuals who are ego-involved in a choice of activity would continue to spend time developing competencies in the activity even when the results are negative. Also, negative results are terminated by implementing new intrinsic motivational tools. They see and feel satisfaction by engaging in the activity.

There are three types of intrinsic motivational factors (Pelletier et al. 1995: 3-4). *Intrinsic motivation to know* is the first type of intrinsic motivation. Here, Pelletier et al (1995: 3), argue that individuals are curious, experimental, eager to explore, want to understand and learn specific activities. For example, a school child who wants to learn how to play Rugby for the first time: the kid is intrinsically motivated to play Rugby. Next, *Intrinsic motivation towards accomplishment* refers to people who engage in activity to develop specific skills or achieve unique accomplishments. In this case, we can relate to the same

kid who wants to play Rugby and now wants to develop his tackling skills. He or she is intrinsically motivated to develop tackling skills internally. His or her ego to tackle someone hard made him learn a new set of skills. Lastly, *intrinsic motivation to experience* stimulation where individuals participate in an activity to experience pleasure, fun, and excitement (Pelletier et al. 1995: 3-4). Here we can say the same person who learns Rugby enjoys the time spent playing Rugby.

### 2.3 Extrinsic Motivation

Extrinsically motivated people only participate in an activity due to external contingencies (Pelletier et al. 1995: 4). These individuals are willing to maximize their monetary rewards and are only interested in participating in activities to receive rewards or avoid punishment (Gagné 2015: 74). They see their competence must be rewarded and be able to perform better under certain rewarding process. Gagné (2015: ch. 5) illustrates that promises of better payment for better performance makes individuals engage in an activity and enhance their performance. A rugby player would thrive on performing better and participating in the practice sessions because they are rewarded with tangible or monetary rewards and therefore would be considered extrinsically motivated.

Deci & Ryan (1985, as quoted in Pelletier et al 1995: 4) state extrinsic motivators as behaviour controlled by external drivers, such as materials components or limitation of rules. Like the Intrinsic Motivational factors, there are three types of Extrinsic motivation factors. The first most basic factor is External Regulation, where behaviour is controlled by "pay to perform", which means material reward or punishment. "Pay to perform" is a term used by sporting managers to illustrate that rewards can enhance performance. (Gagné 2015: 71) The next external motivational factor is Introjection. Here, individuals are motivated to perform the tasks because they fear losing face or losing their status. Fear of failure can drive an individual to participate in an activity, and it can drive people to be better. These individuals see incompetence as a weakness and do not want others to notice. For example, a rugby player who constantly practices his ball-handling skills due to fear of others sees his passing skills mistakes. These individuals aim for perfection and master the skills which enhance performance.



Individuals in a team can be extrinsically motivated by having the opportunity of promotion within the team and other career opportunities. This kind of motivation is difficult to implement within HRC. However, players can be extrinsically motivated if they are given roles in the team, formal and informal. The team leader can appoint informal pack and line leaders to have the responsibility distributed among the team. The best example of this is the School of Hard Knocks' TV show, where unemployed individuals are given the proper set of skills and help to be rugby players. In this program, Ken Cowen, the School of Hard Knocks CEO, implements programs that were carried out to engage players to participate in finding jobs. These opportunities and programs allow players the possibility to develop themselves and are considered extrinsically motivating factors. (Vallerand et al 1989, cited in Karsenti & Thibert 1995: 5)

#### 2.4 Amotivation

Amotivated individuals do not see the relationship between the action and the outcome (Karsenti & Thibert 1995: 5). People who are amotivated have a lack of drive to engage in an activity, regardless of the benefits which can be brought out by participating in the activity (McGovern 2018: 10,11). These amotivated persons are neither intrinsically nor extrinsically motivated. These individuals do not see the benefits of continuing the activity. These individuals have the least desire to change or take the risk (Vallerand et al 1989, cited in Karsenti & Thibert 1995: 5).

#### 2.5 Motivation Hygiene theory.

Frederik Herzberg developed this theory in 1966. The theory helps in finding out what factors create job satisfaction and dissatisfaction within the job. In his work, he observes that there is a different effect of positive and negative feeling. (Amstrong & Brown 2019: 80) He asked people to describe situations at work that make them feel good or bad. Some know this theory as two factors theory. There are two independent sets of situations that drive employee satisfaction. Those are hygiene factors and motivational factors. In the absence of hygiene factors, employees tend to be dissatisfied, whereas hygiene factors increase the employee's satisfaction (Chen & Cooper 2014: 38).

According to Herzberg, there are intrinsic motivators, which are also called Hygiene factors. Hygiene explains itself, meaning "preventative and environmental" (Amstrong & Brown 2019: 80). These intrinsic factors or hygiene factors include job opportunities for advancement, responsibility, recognition at work, pay, quality supervision, company policies, working conditions, and need for achievement at work. The primary goal of this factor is preventing job dissatisfaction, rather than motivation.

### 2.5.1 Criticism of Hygiene Theory

Denis Rousseau criticized Hygiene Theory as outdated as it was written and proven around 30 years ago. on a motivational theory rather than as a tool to prevent job dissatisfaction. (Rousseau 2006, as quoted in Amstrong & Brown 2019: 80)

Some argue that Hygiene theory was simply a tool to increase productivity rather than a tool to prevent job dissatisfaction. Although the idea of the Hygiene theory indirectly connects to productivity, Herzberg failed to mention evidence to confirm the effect it had on productivity. (Robbins & Judge 2017: 250)

### 3 Research Method

To examine the thesis question, we have used a quantitative research method. Quantitative research is usually associated with deductive research. In quantitative or deductive research, research data is gathered and analyzed to test a theory discussed in the study's main body. This research project will carry out quantitative research to determine if the HRC players are intrinsically or extrinsically motivated. Also, it will carry out another set of quantitative research questions to test the current state of the need of the players according to the Maslow Hierarchy of Needs (Saunders, Lewis and Thornhill, 2019: 176)

We administered a questionnaire to collect all the data necessary to test the thesis question. We decided to exclude structured interview and structured observation techniques to collect data as these would consume too much time, and there is a risk involved due to the current Covid-19 pandemic (Saunders, Lewis and Thornhill, 2019: 176-177)

The questionnaire was completed by the respondents themselves. It was distributed to the participant electronically using the internet platform. (Saunders, Lewis and Thornhill, 2019: 176, 505-506)

#### 3.1 Research Design

The survey includes forced-choice questions. In this forced-choice questionnaire, respondents were provided 2 questions with alternative 13 to 14 options. The respondents were required to choose 6-7 options which suit them best. The idea was to have them answer quickly without spending time answering open-end questions (Saunders, Lewis and Thornhill, 2019: 519)

The forced-choice questionnaire includes list questions (multiple questions). List questions offer respondents a chance to choose either one or more responses. The questionnaire was developed because we wanted responses to consider all the possible scenarios and choose what is more related to the respondent according to the question (Saunders, Lewis and Thornhill, 2019: 519-520)

The survey consists of Demographic data such as Gender, Age, Ethnic Origin, Marital Status, Education, Occupation, and Income. These questions considered list questions and could choose only one option. The questionnaire also consists of two main questions, like the list questions, but requires respondents to answer the 6-7 option. (Saunders, Lewis and Thornhill, 2019: 521)

### 3.2 Collection of materials

The survey was created with the Google form online platform tool. With help from spokesman Emmanuel Curbin, I was able to post the HRC Family Facebook group survey. Because under normal circumstances only a few members actively participate in Facebook discussions, we hoped an external reward might increase participation. We included a prize for one participant.

A message was attached to the questionnaire (see Appendix 1). The message indicates the goal of the survey and what areas of information we are looking for. In Appendix 2 you can find the survey posted on the HRC Family Facebook page. The questionnaire was posted on the HRC Family Facebook group by Emmanuel Curbin on my behalf.

The questionnaire was available for all the HRC members on 20 November 2020 on HRC Family Facebook page. There are 352 members. However, not all members are currently playing or actively participate in Facebook posts. The questionnaire was reposted again on HRC Family group on 27 November 2020. In total 33 responses were received. We can conclude that with a target population is 352, the response rate of 33, or 9,38% of the population.

## 4 Results

In this part of the report, we will present the results of the questionnaire. We analysed the data based on the thesis question using charts, graphs, and tables. The results are based on answers provided by 33 respondents at Helsinki Rugby Club. The data were collected through a hyperlink posted on HRC Family Facebook group.

In the first part of the results section, we will present the respondents' background information. We will present gender, age, ethnic origin, marital status, education, occupation, and household income. The results of these questions relate mainly to the basic needs levels of Maslow's hierarchy model and its validity.

The second set of results is presented tables and charts to illustrate if the participant is motivated Intrinsically or Extrinsically.

According to Maslow's hierarchy of needs model, the third set of results answers the participants' self-fulfilment needs.

#### 4.1 Background information

The first seven questions (Q1, Q2, Q3, Q4, Q5, Q6, Q7) of the survey aimed to collect general information about the respondent.

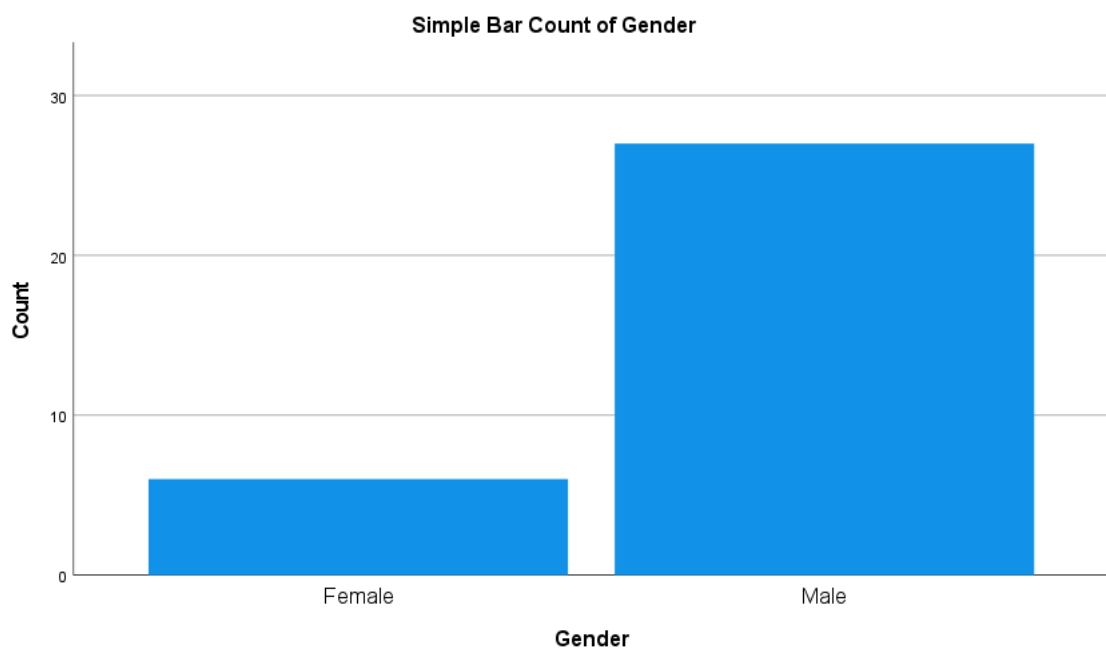


Figure 2 Gender of the participant (n=33)

Figure 2 presents the Gender of the participant. The majority of the participants are male, representing 82% of the total sample. It leaves us with 18% who are female respondents.

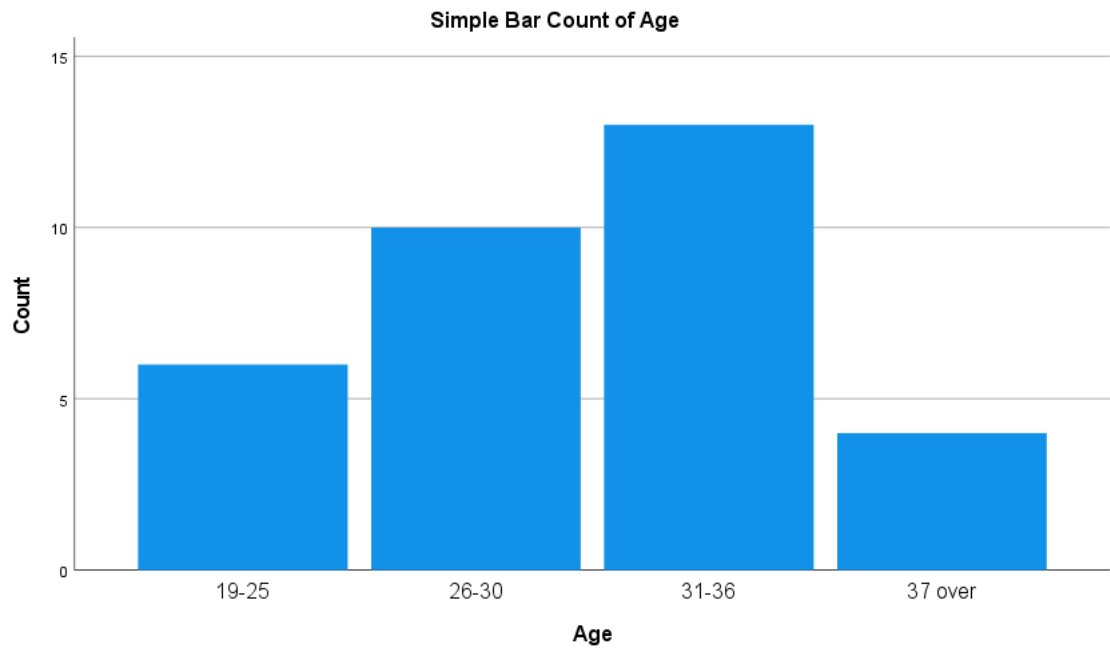


Figure 3 Age of the participant (n=33)

Figure 3 represents the age of the participants. Most respondents (39.4%) are age between 31 and 36. 30.3% of the respondents are age between 26-30. Thirst least participants (18.2%) are between 19-25 of age. The least number of participants (12.1%) are age over 37.

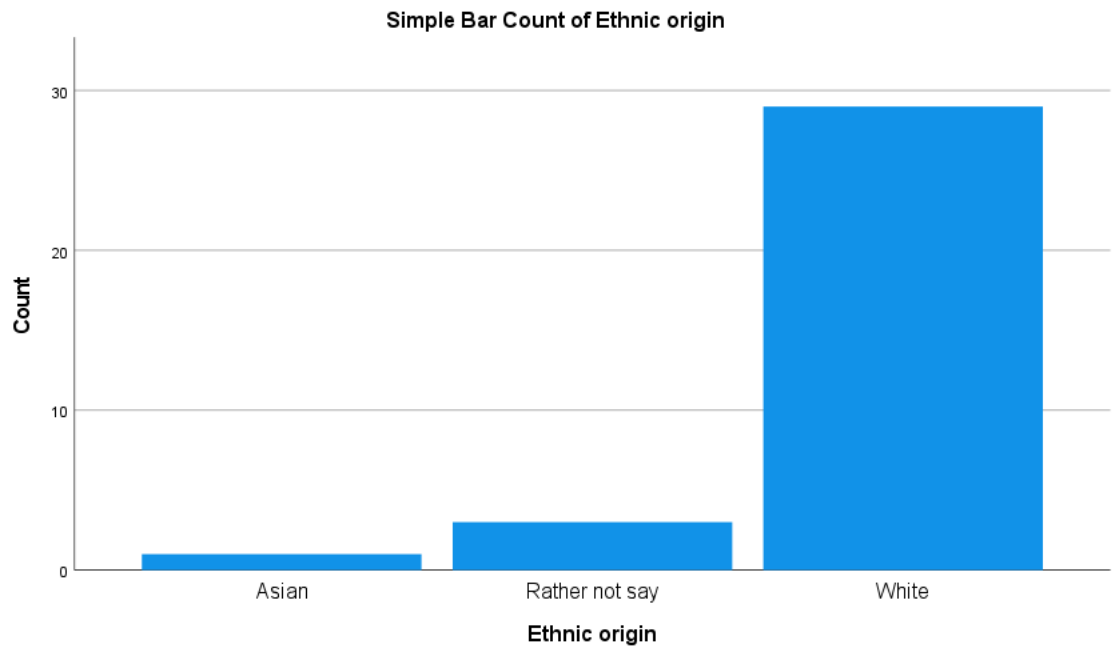


Figure 4 Ethnic origin of the participant (n=33)

Figure 4 represents the ethnic origin of the participant. Most of the participants (87.9%) are white. Then 9.1% of the respondents do not want to disclose their origin. Lastly, 3% of the participants are Asian.

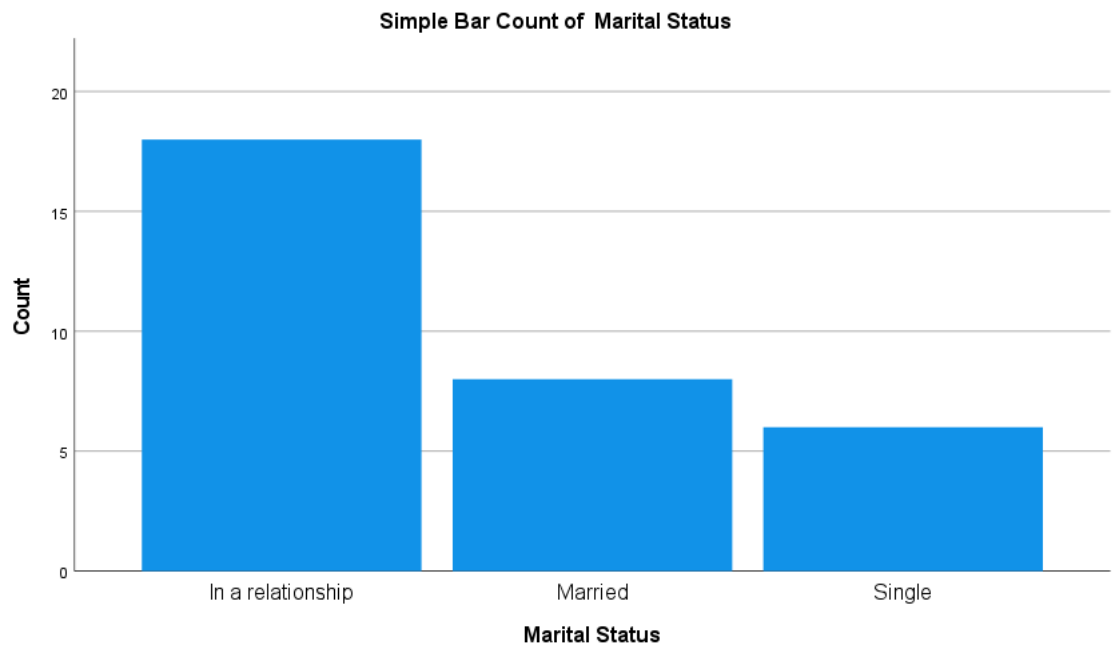


Figure 5 Marital status of the participant (n=33)

Figure 5 represents the marital status of the respondents. The majority of the participants are in a relationship, representing 54.5% of the respondents. Then 24.2% of the participants are married, and then the least participants (18.2%) are single. There are no participants from the category of divorced, widowed, or rather not say.

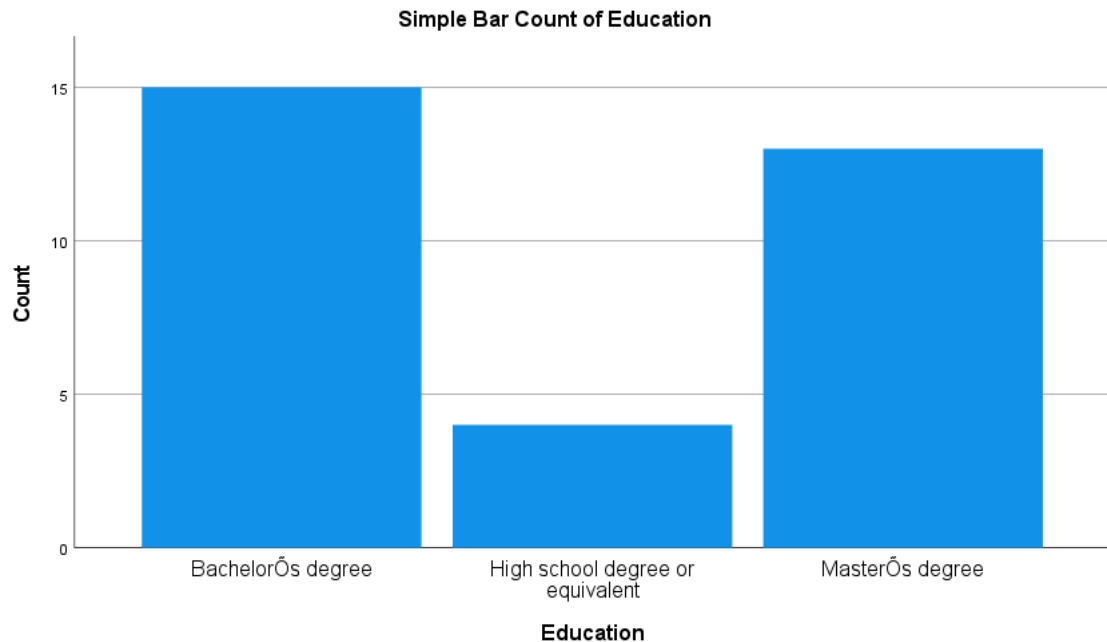


Figure 6 Education of the participant (n = 33)

Figure 6 represents the education of the participants. Most of the participants (50%) have a bachelor's degree. Then 13% of participants are following a master's degree. Lastly, 37% of the participants are following a high school degree or equivalent. There were no Doctorates.



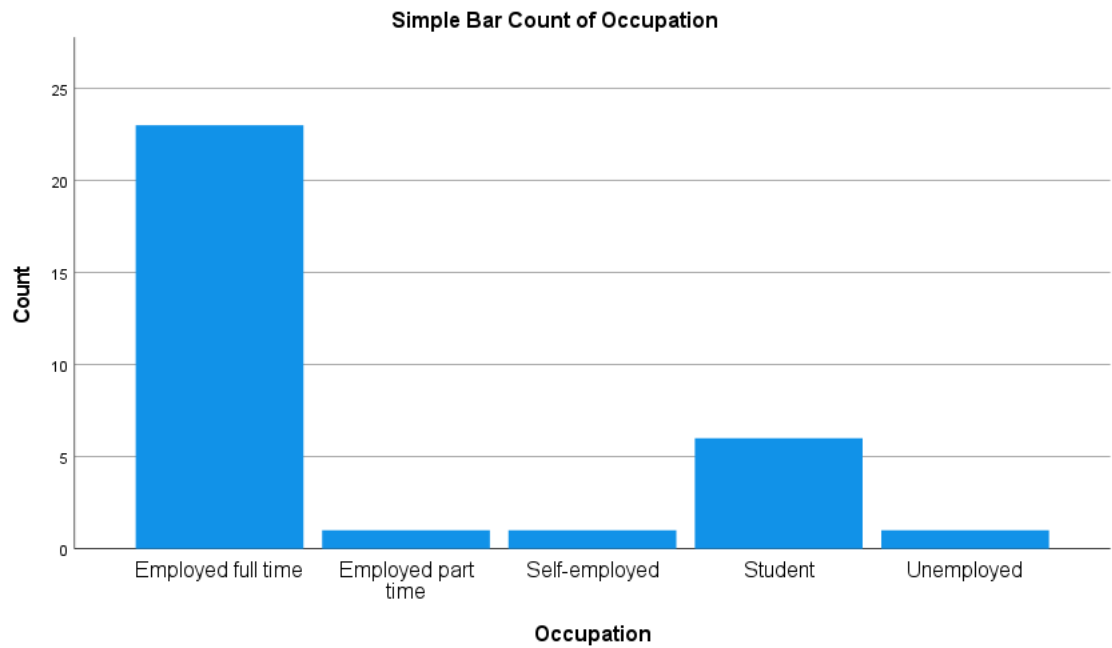


Figure 7 Occupation of the participant (n=33)

Figure 7 illustrates the occupation of the participants. Most of the participants (71.9%) are employed full time. 18.8% of the participants are students. 3.1% of the participants were employed part-time, 3.1% of the participants were self-employed, and 3.1% of the participants were.

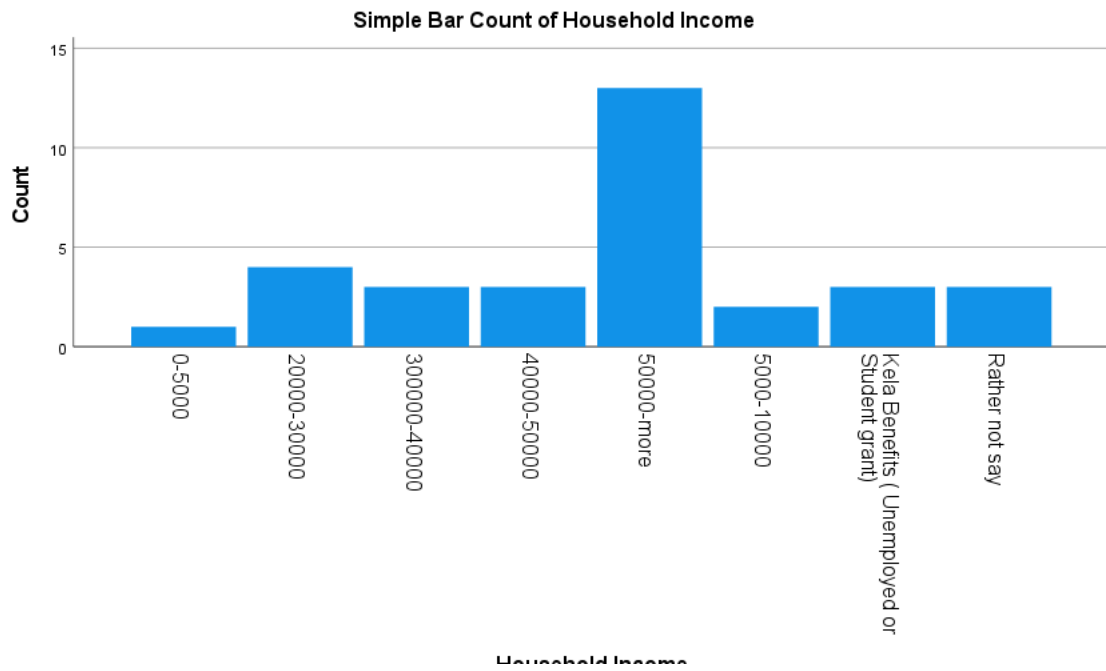


Figure 8 Household income of the participant (n=33)

Most of the participants (40.6%) earn more than 5000€ per year. 12.5% of the participants earn 20000 - 30000 € per year. 9.4% of the participants earn 30000 - 40000€ per year. Similarly, 9.4% of the participants earn 40000 - 50000 and receive Kela unemployment or Student benefits. 6.3% of the participants earn 5000 – 10000€. 3.1% of the participants earn between 0€ to 5000€.

#### 4.2 Motivation (Intrinsically or Extrinsically)

The respondent had the chance to choose 6 from the 12-option given. 6 options are related to intrinsic motivation factors, whereas the other 6 options are extrinsic motivation factors.

#### 4.2.1 Extrinsic motivator

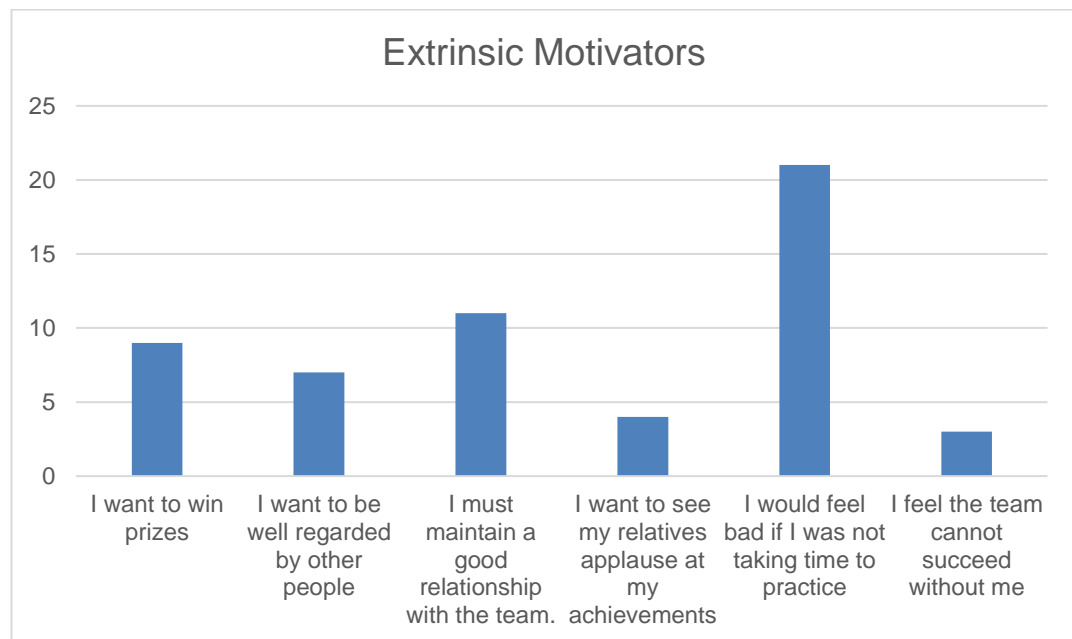


Figure 9 Extrinsic motivation (n=33)

Form the extrinsic motivation factors, highest, 21 participants "would feel bad if I was not taking time to practice." Secondly, 11 participants participate in the practice because they "want to maintain a good relationship with the team." Third, 9 participants are intrinsically motivated to "win a prize." Next, 7 participants "want to be regarded by other people." Next is 4 participants who "feel the team cannot succeed without me." Lastly, 3 participants choose that they "feel the team cannot succeed without me."

#### 4.2.2 Intrinsic Motivation



Figure 10 Intrinsic motivation (n=33)

For the intrinsic motivators, 32 participants chose that they "must maintain a good relationship with the team. The next highest option chosen by participants (29) is that they "enjoying being with other teammates." The following 20 participants chose they "must do sports to feel good about themselves." Next, 17 participants wanted to "be fast in the field." Next to last, 11 participants want to "learn and play other positions in them (Flanker play Center)." Last but not the least, 4 participants want to "set a new personal record in squats or deadlift."

#### 4.3 The needs of the participant (Abraham Maslow's hierarchy of needs)

The questionnaire consisted of 13 types of needs the participants can choose from. It was required that the respondent chooses 7 answers that they desire the most. The idea is to evaluate the respondents' current state of need.

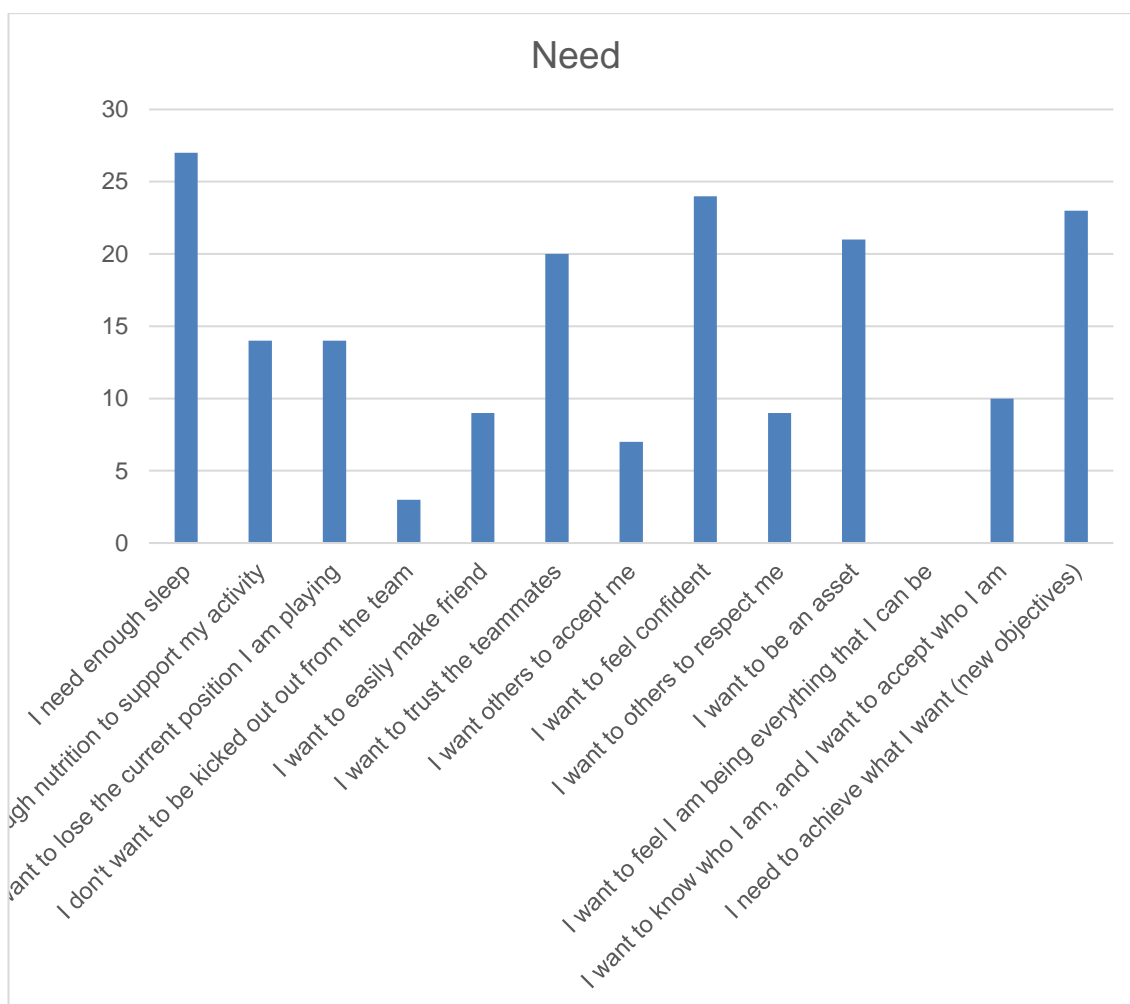


Figure 11 Needs and amount of time it was chosen. (n=33)

To analyse the data, we follow the lowest basic need to the most prestigious top needs according to the Maslow hierarchy model. First, the most basic physiological needs: 27 participants chose that they need enough sleep. From the whole population, 14 participants chose they need enough nutrition to support the activity. Second, safety need: 14 participants want to lose the current position they are playing right now. And 3 participants do not want to be kicked out of the team. The third need, belongingness: 20 participants wanted to trust the teammates, and 9 participants easily made friends.

Fourth, and the highest category of need, self-esteem: 24 participants want to feel confident about themselves. 21 participants want to be an asset to the team. 23

participants desire to achieve what they want, such as new objectives. 7 teammates want others to accept them.

The last category is self-actualization. 20 participants feel they are everything they can be, and 10 participants know whom they want to accept who they are. 23 participants desire to achieve what they want, such as new objectives.

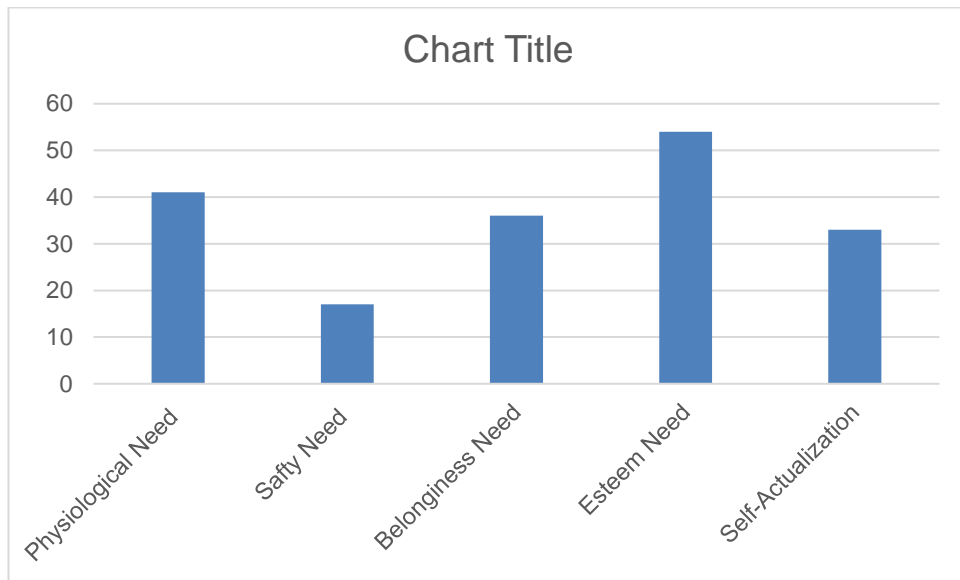


Figure 12 Hierarchy of need and amount of time participant chose each option.

Figure 12 illustrates the summary of the Hierarchy of Needs. The highest need currently is the Esteem need. The rest is stated accordingly physiological need, self-actualization need, belongingness need, and safety need.

#### 4.4 In-depth analysis of motivation factors

Table 1. Values for intrinsic and extrinsic motivation.

	Count	Mean
Extrinsic	55	55.00
Intrinsic	113	113.00

Table 1 illustrates the respondents' choices of intrinsic and extrinsic values. There were 12 factors given, 6 intrinsic factors, and 6 more intrinsic values. Participants were able to choose 6 options to which they belong. In total, there were 168 choices. From the choices, intrinsic factors have the highest value of 113. Participants have chosen extrinsic factors 55 times. So, we can conclude that HRC players are more intrinsically motivated.

Table 2 illustrates the correlation between the motivation factors and gender and age group. According to Table 1, all the participants were intrinsically motivated. However, there is an extrinsic value that both male and female and all the age categories seem to choose. Many players participate in sports because they would feel bad if they were not taking the time to practice. On the other hand, most of the male and female respondents and all the age categories are motivated because they want to have fun and enjoy being with teammates. The least relevant motivation factor is "I want to see my relative's applause at my achievements" and "I want to set a new PR in squats or deadlift."

Table 2 correlation between Gender, Age group, and Motivation factors

	Gender		Age			
	Female	Male	19-25	26-30	31-36	37 over
	Count	Count	Count	Count	Count	Count
I want to win prizes	2	7	2	4	2	1
I want to be well regarded by other people	2	5	0	2	4	1
I must maintain a good relationship with the team.	1	10	2	3	4	2
I want to see my relative's applause at my achievements	0	4	0	3	1	0
I would feel bad if I was not taking time to practice	3	18	6	5	7	3
I feel the team cannot succeed without me	1	2	1	2	0	0

I want to have fun	6	26	5	10	13	4
I am enjoying being with other teammates.	6	23	5	9	11	4
I want to learn and play other positions in them (Flanker play Center)	2	9	2	2	5	2
I want to be fast in the field	4	13	4	6	7	0
I want to set a new PR in squats or deadlift	0	4	1	0	2	1
I must do sports to feel good about myself	3	17	3	5	10	2

The correlation between the other variables such as Ethnic origin, Marital Status, Education, Occupation, and household income have similar results as Table 2. The majority of the participants are motivated because they want to have fun and enjoy being with teammates. (Appendix 1)

Table 3. What type of extrinsic value

External Regulation	I want to win prizes.	9
	I want to be well regarded by other people	7
Identified	I must maintain a good relationship with the team.	11
	I want to see my relative's applause at my achievements	4
Introjected Regulation	I would feel bad if I was not taking time to practice	21
	I feel the team cannot succeed without me	3

As previously mentioned, (see pages 9-11), there are three types of extrinsic values. Table 3 illustrates the number of time respondents had chosen intrinsic factors.



Participants chose the “Introjected regulation” factors the most. 21 participants are motivated to participate in the activity because they would feel bad if they were not taking time to practice, and 3 participants feel their team needs them. The second highest extrinsic type is “External Regulation.” 9 participants choose prizes or gifts, and 7 participants want to be well regarded by other people. The least chosen extrinsic type is the “Identified factor.” 11 participants attend the activity because they want to maintain a good relationship with the team, and 4 participants chose to participate more if they see their relative’s applause for their achievement.

Table 4. What type of intrinsic value?

Experience stimulation	I want to have fun	32
	I am enjoying being with other teammates.	29
To know	I want to learn and play other positions in them	11
	Want to set a new PR in squats or deadlift	4
To accomplish	I want to be fast in the field	17
	I must do sports to feel good about myself	20

Table 4 illustrates, in contrast to Table 5, the three type of intrinsic values (see pages 9-11). Most of the participants are in the type of “Experience stimulation”, where players want to have fun (32) and enjoying being with other teammates (29). The second highest chosen intrinsic type is “to accomplish”. 20 participants do sports to feel good about themselves, and 17 participants want to be fast on the feel, as they want to accomplish being fast. The least intrinsic value is “to know”. 4 participants want to set a new PR in squats or deadlift. 11 participants want to learn and play other positions in them.

#### 4.5 In-depth analysis based on Abraham Maslow's hierarchy of needs.

Using the Maslow model of needs, this chapter will illustrate the critiques we have discussed and what kind of pattern best describes HRC at this stage.

Table 5 illustrates the relationship between the hierarchy of needs (HON) and gender. The majority of women respondents are at the stage of the esteem need (31%), followed by self-actualization (25%). The last choice was safety need (8%)

For men, the majority are in the Self-Actualization stage (27%). The second highest need stage is the Esteem need (26%). The lowest ranked need is safety (8%).

Table 5 Gender vs Need of Hierarchy

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
<b>Female</b>	6	3	7	11	9
<b>Male</b>	35	14	29	43	44

Table 6 illustrates the relationship between age and HON. For respondents aged between 19-25 an equal amount of people have physiological and self-esteem needs (24%). Participants equally chose belongingness and esteem needs, but a little less (22%). In the same age category the least chosen was safety need (8%). Next, the age group 26-30. In this group, 28% of the choices were in the esteem need category. The next highest in the same age group category is self-actualization needs. Least selected needs are belongingness (13%) and safety (12%). In the age group 31-36, most chose self-actualization (29%), followed by esteem needs (28%). Just like the other categories, safety is the least identified option. For those aged 37 and above, most chose self-

esteem (28%) followed by belongingness (24%), and the least selected option was safety.

Table 6 Age vs Hierarchy of Need

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
<b>19-25</b>	9	3	8	8	9
<b>26-30</b>	12	7	8	17	16
<b>31-36</b>	15	5	14	22	23
<b>37 over</b>	5	2	6	7	5

Table 7 illustrates the relationship between ethnic origin and HON. The first category is the white origin, where 27% of them choose the category of self-actualization. The second need is esteem needs (26%), and the least need is safety needs. The Asian ethnic group has then identified Esteem (43%) as the most important need. The rest of the needs are equal.

Table 7 Ethnic Origin vs Hierarchy of Needs

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
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<b>White</b>	36	14	33	46	47
<b>Asian</b>	1	1	1	3	1
<b>Rather Not say</b>	4	2	2	5	5

Table 8 illustrates the correlation between marital status and HON. Most of the participants in a relationship chose esteem needs (29%), followed by self-actualization (27%). Least chosen is safety (11%). Most of the married participants chose the self-actualization need (37%), and the least chosen need is safety (6%). Single people chose esteem needs the most (32%), followed by belongingness (10%). The least chosen need is, not surprisingly, safety (5%).

Table 8 Marital Status vs Hierarchy of Need

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
<b>In a relationship</b>	15	11	17	28	27
<b>Married</b>	9	3	6	13	18
<b>Single</b>	6	2	10	12	7

Table 9 represents the relationship between education and HON. The participants who have a bachelor's degree mainly chose self-actualization (29%), followed by esteem (20%) and safety (8%). The respondents with a high school degree or equivalent chose both esteem (26%) and self-actualization (26%) as the more relevant needs at this stage, followed by the need for belongingness (22%). The table shows the respondents who have a master's degree chose esteem needs the most, followed by self-actualization (25%), physiological need (23%), belongingness need (14%), and safety need (7%).

Table 9 Education vs Hierarchy of Need

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
<b>Bachelor's Degree</b>	18	7	17	22	26
<b>High school degree or equivalent</b>	4	2	5	6	6
<b>Master's degree</b>	18	7	11	23	20

This table illustrates the occupation and HON. Most of the participants are employed full-time. These full-time employed participants chose esteem needs as the most (30%) relevant, followed by self-actualization (27%). The least chosen option by the full time employed was safety (6%). The next employment category is part-time employees. There was only one respondent in this category and this person chose self-actualization as their most relevant need. This was followed by physiological need and need for

belongingness. Similar to the previous occupation category, there was only one self-employed respondent. This person equally chose physiological and self-actualization needs to be the most relevant. These were followed by, again equally chosen, belongingness and esteem. Least needed need is the safety need, according to this respondent. Students also participated in the survey, and the majority of them (27%) in the self-actualization category. 24% of the students have physiological needs, followed by esteem (22%). However, unlike before, the last need is belongingness (11%). Lastly, there was one unemployed respondent who believed safety need and the esteem need are equally important and most relevant. These were followed by physiological and belongingness needs in equal proportion.

Table 10: Occupation vs Hierarchy of Need.

	<b>Psychological Need</b>	<b>Safety Need</b>	<b>Belongingness Need</b>	<b>Esteem Need</b>	<b>Self- Actualization</b>
<b>Employed full time</b>	26	8	26	42	37
<b>Employed part-time</b>	2	0	1	0	3
<b>Self- employed</b>	2	0	1	1	2
<b>Student</b>	9	6	4	8	10
<b>Unemployed</b>	1	2	1	2	0

Table 11 illustrates the correlation between household income and the HON. There are 7 categories of household income. First, the respondents with 0€ to 5000€ yearly income: the majority of these prioritised physiological needs (61%), and 17% chose belongingness. The least relevant need was self-actualization (0%). Respondents whose income is between 5000€ to 20000€ equally rank psychological (33%) and self-actualization needs (33%). The respondents whose income is between 20000€ to 30000€ chose esteem as the number one choice (33%), followed by physiological (25%) and self-actualization needs (21%). The respondents whose income is between 30000€ to 40000€ chose esteem and self-actualization needs in equal proportion (32%) as the most relevant need. For them, least relevant was the physiological need (5%). The respondents whose income is between 40000€ to 50000€ chose, like the previous income category, esteem, and self-actualization needs (28%) as the most relevant. The least prioritized need in this income category is equal safety and belongingness (11%). The respondents whose income is 50000€ and above have chosen self-esteem as their number one relevant need (29%). The second relevant need in the same category is esteem need (27%), followed by physiological need (20%) and the need for belongingness (16%). The next income category is the participant with unemployment benefits and student benefits. The participant who receives Kela benefits chose esteem needs as more relevant (32%) to them. The second relevant need was the need of safety (26%). The least relevant need for this category is the safety need (11%). The respondent who declines to answer the question has chosen physiological, and self-esteem needs as the most relevant need, representing 33% in the same category. And the least relevant need is the safety need with 0 relevance.

Table 11 Household income vs hierarchy of need

	Psychological Need	Safety Need	Belongingness Need	Esteem Need	Self- Actualization
<b>0-5000</b>	11	2	3	2	0
<b>5000-20000</b>	4	1	2	1	4
<b>20000-30000</b>	6	1	4	8	5
<b>30000- 40000</b>	1	2	4	6	6
<b>40000-50000</b>	4	2	2	5	5
<b>5000- more</b>	16	6	13	21	23
<b>Kela Benefits (Unemployed or Student grant)</b>	2	5	3	6	3
<b>Rather not say</b>	6		2	4	6



## 5 Conclusion

This section of the thesis examines the survey results and answers the thesis questions, and addresses other elements we have discussed. Based on the results, we will provide HRC recommendations and developments that increase the team's motivation. Then we will discuss the reliability of the research survey. Finally, we will provide the reader with the learning outcome of this project.

The purpose of the survey was to find ways to measure and increase Helsinki Rugby Club players' motivation. We also discuss what type of motivational factors motivate players to participate in Rugby. Here we discuss if the players are intrinsically or extrinsically motivated. Lastly, we surveyed the team's current state of need using Abraham Maslow's Hierarchy of Needs model.

The findings will HRC to develop their course of action and activities to increase the team's motivation. In addition, the applicability of such a survey to professional business environments is also considered.

### 5.1 Survey analysis

There is strong evidence that most HRC players participate in sports due to intrinsic motivation factors. Participants selected intrinsic motivation factors more than twice as much (113 times) compared to extrinsic factors (55). The results show that most HRC players are motivated to participate in sports because they want to experience, have fun playing the game, and enjoy the time with other teammates. Next, HRC players are motivated to participate in sports because they want to accomplish certain internal traits. They are motivated to perform better to achieve personal goals, such as being fast on the field and feeling good about achieving certain goals. The last intrinsic motivation is that they are motivated to learn new aspects of the game. They want to learn a new method to boost their performance to set new records and regularly learn and play in other team positions. However, one of the extrinsic motivation factors has a significant number of votes. It is an introjected regulation where players participate in sports because they do not want to lose face or lose their team. They would feel bad if they do

not take time to practice, and they believe the team needs them, and it is their duty and responsibility to help the team succeed.

Next, we will discuss the current state of need in HRC. The survey results state that most HRC members are located in the self-esteem need (see Figure 13 on p.25) where everyone desires to achieve something greater by himself. He or she must feel competence and confidence internally. The second largest group of respondents desire reputation, where individuals seek respect, fame, glory, recognition, attention, and esteem from others (see page 8). The next highest need is the physiological need, where the participants must meet the most basic need. Food and drinks, and other most basic needs such as sleep, sex, and breath are part of the Physiological needs. The next need is belongingness, which involves giving and receiving care, tenderness, and affection. The second-lowest need is the self-actualization need, where individuals become truly themselves. According to HRC members, the least required need is the safety need, where individuals feel safe in the environment they love and participate in sports.

## 5.2 Recommendations

In this section HRC will be provided some recommendations that can be used within the team to increase the players' motivation.

### 5.2.1 Job crafting

Job crafting is about what employees change in the way they do their work that fosters his or her job satisfaction, engagement, resilience and drive to work better. Job descriptions illustrate the employee's task and interpersonal relationship within the hierarchy assigned to him in an organization. These tasks and the interpersonal relationships are the most traditional form of job description. Job crafting is about managers in an organization redesign the traditional task according to the employee and organization benefits. Job crafting is considering a top-down process where managers make decisions on what employees do and how do the tasks match the employees' personality. Formally redesigned job crafting often motivates and encourages employees to customize the way they do their job in to more sophisticated and more personally

ways. (Berg, Dutton and Wrzesniewski, 2008). This process of altering employee job bring more meaningful sensation as they were more focus on developing the job how they want to do it. (Harvard Business Review, 2020)

There are three main types of job crafting. The first form of job crafting is the task crafting, which involve employee increase or decrease or change the way they carry out their usual regular job. The second type of crafting is relationally crafted, where employees change and alter who they interact both in the organization and outside the organization. The third and the final form of job crafting is cognitive crafting where employees systematically modified how others see themselves. Here they want others to interpret the task they are performing. They formulate how they want others to see themselves differently while remaining in the same position at work. (Tims, Bakker and Derks, 2014)

HRC should allow players to improve themselves and make important contributions to the club. Since most of the players are intrinsically motivated there is a higher probability they are willingly and want to change some aspect of their practice methods. What HRC must create is a unique task designed which can be adaptive over time to accommodate players' motivation, preferences, and desire. Players should be able to choose the tasks, people and how they want others to see themselves. More importantly, coaches and leaders should be able to take time to discuss the new personalized need and implement a job crafting designed matching everyone is need. Managers should be able to create a "job design that leave room for crafting, so the players can tailor their job fits to fit their motives, strengths, and passion, while at the same time meeting relevant organization goals" (Berg, Dutton and Wrzesniewski, 2008). This is a very difficult task for managers because personalized job crafting means satisfying each member but allowing freedom to select few tasks which suit them could get more meaning out of the practice. For example, managers should find out who they are fund of playing or practicing with and give them the freedom and time to incorporate task which suit them both, regardless the position they play, even for a short amount of time. This will allow players to learn from others and enjoy the practice in a more flexible manner.

### 5.2.2 Other sports (cross training)

According to our findings, we have found out that players are motivated for two main reasons. They want to have fun, and they enjoy being with other teammates. Incorporating fun activities during the team practices will be a perfect recommendation to HRC. Incorporating other sports in free time is an interesting method to increase the team's fun and build better team morale. Although the primary goal is to improve your fitness level, cross sports enables players to interact with team players in a different environment and have fun while doing so.

There is more advantage for participants in other sports. Other sport activities encourage interactions and communication between athletes. For example, this enables players to communicate with teammates in different ways and different environments. Players have a chance to learn different communication patterns other than the communication style used during regular practices. Also, players learn non-verbal communication patterns during this other extracurricular sport, which will come in handy in the field. Non-verbal communication is vital in sports. Having the opportunity to experience non-verbal communication patterns in an irregular environment can surely increase the sensitivity of the communication in the field. For example, in a stressful moment a player communicates with his team using the communication pattern which he learns during cross-sports seasons and change the play according to the situation.

Next, incorporating other sports in free time can develop new muscle memories. If an athlete participates in the same sport for a long period, their body adapts to a certain pattern. Muscles are built to perform a certain task more effectively. If players can participate in other sports in their free time, they will create different muscle memories that will benefit Rugby players. For example, a rugby player who participates in basketball in his free time will better contest the ball in the air than the rest of the team. So, it is critical and beneficial for everyone to participate in other activities in their free time.

The team coaches should design the implementation. They should set dates and a venue, reserve officials and referees, and assemble the teams. HRC has two men's teams, one women's team, and one junior team. The matched can help an official setting

or an informal setting. As having fun is the most important goal, it is important to carry on the operation in more informal settings to keep organizing it.

### 5.2.3 New leadership style

#### 5.2.3.1 Informal leaders

It is important within the team to find out players who have more influence on others. These powerful opinion leaders are not officially appointed, but they know what they do, and they have the charisma to influence others. These informal leaders tend to take responsibility and take the initiative in a crisis. As a team, we must keep an eye on the potential opinion leaders and help others who need help and attention. These leaders help others see what is in it and reduce the conflicts before the disputes occur. Informal leaders are easier to approach, and they easily earn trust. They sit with the other members and help them to decide what is good for them and the team.

#### 5.2.3.2 Pack and Line leader

HRC wants to appoint one formal leader for the pack and line team. The idea is to reduce the time spent and reduce the distraction by having a flatter communication structure. New informal leaders will create a more flexibly structured communication system within the team. Players can speak about important issues with these leaders. Each leader is responsible for the well-being of the pack and the line. They must communicate with the coaches for training and other activities which benefit their team. These leaders have the freedom to carry out new plays for their team and incorporate these strategies with another team. During the game, these leaders take full responsibility for the activities within their team.

### 5.3 What business can learn from sport motivation.

Having the ability to perform better than the opponent is the primary goal of every team. Similarly, in business being able to outperform competition requires tremendous amount of time, skills and motivation among the team. Having able to understand the motivation in sports will teach us some of the crucial learning point we can consider in the business world.

First, finding the purpose of working together is considered to be the most important in any team, sports or organization. Having a shared common goal which all the members are on board is essential. In a sports team the objective will be winning the championship, while in an organization the objective could be achieving or surpassing the revenue or profit targets within the organization. Regardless of the difference in business objective, the most important aspect is that team and the members have a direction, and they know what need to achieve. This will be the primary base of the setting personal or team goals within the organization.

Then, even though the objectives are set in a business context one should understand each employee's drives to achieve these goals are different. Also, it is very crucial to understand that different level of the organization require different types of motivators and their satisfactions are very dependent on what they do. (Herzberg 1959, cited in Stokowski et 2018 :82) As discussed in the introduction, an individual's motivation is varying and must find what drives them. The drives in an organization can be extrinsic, such as bonuses, or a new car or dives can be intrinsic where they want to feel sense of belongingness within the organization or be regard as a good employee. Nevertheless, every manager in an organization must carry out surveys and observe the employee to find the drives which make them function accordingly. Motivation level will tell the managers if the current projects and other activities are profitable or are, they need more attention. The motivation level shows the efficiency of organization conduct and give stakeholders a good impression about the company. (Stokowski et al., 2018)

#### 5.4 Assessment of my learning

This project was by far the toughest project I have done during my school life. The time and the planning were the most crucial and the most difficult the follow. The personal deadline and the milestones helped me to assess the quality of the project. I believe that I must still learn a lot about organization skills and planning. However, I missed the preliminary deadlines due to the Covid-19 and some personal issues.

During the thesis, I have learned plenty of theoretical content. The information was gathered and read from journals, online articles, and books. Metropolia library was my number one source of information. Besides that, I have developed academic writing skills. Besides, I have gained competencies in Google forms and SPSS. I have managed to carry on a survey and analyze the data accordingly to the thesis question.

I was able to participate in a few Helsinki Rugby Club matches against the rivals as a spectator. I must admit the morale among the players was high and determined. Also, they had spectators who were cheering and applauding for them, which perhaps helped them win the championship. It was clear that they were motivated to perform better, both HRC and other teams, in the audience's presence. The billboards and team cheer quotes bought the spirit of Rugby to the match. The laughter and happiness on their faces show that they love what they do, and they enjoy playing Rugby. This sort of commitment and dedication are most likely achieved in a supportive, improvement-oriented environment that tailors training to individual players' needs. A survey of their needs can help managers to identify the most appropriate methods that would enable improvements in individuals' performance, and ultimately that of the team.

Similar lessons can be drawn with more general application beyond sport. As noted above, there has been a long-standing interest in the applicability of sports management and coaching techniques to business, with a steady supply of publications written by successful sports personalities claiming to offer lessons of relevance to business. Here we have surveyed the needs and motivations of a group of rugby players using Maslow's hierarchy of needs model and supplemented with insights provided by other authors. While a voluntary activity such as an amateur sports club might be expected to have relatively high levels of intrinsic motivation among its members, it is nevertheless

worthwhile to assess not only the physical performance of tasks but also to take account of the psychological factors contributing to that performance. This is something that has been observed in other contexts, and particularly with respect to business the literature on job crafting has acknowledged the importance of employee engagement and the ways in which employees can enhance their enjoyment and hence their performance. Such methods take account of the individuality and unique skill set of the employee. Equally, in a team sport where roles are allocated in accordance with individual aptitudes and preferences, recognition of psychological needs can enhance both individual and team performance. The case study featured in this thesis provides a small but important validation of this insight and underlines the relevance of lessons drawn from sport to business, and vice versa.



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Relationship between the motivation factors and the demographic

	Ethnic origin			Marital Status				Education			Occupation					Household Income							Kela Benefits (Unemployed or Student grant)	Rather not say		
	Asian Count	Rather not say Count	White Count	In a relationship Count	Married Count	Single Count	Bachelor's degree Count	High school degree or equivalent Count	Master's degree Count	Employed full time Count	Employed part time Count	Self-employed Count	Student Count	Unemployed Count	0-5000 Count	20000-30000 Count	30000-40000 Count	40000-50000 Count	5000-10000 Count	50000-more Count						
I want to win prizes	1	2	6	0	6	2	1	0	4	2	3	0	5	0	0	4	0	0	0	2	0	2	1	3	1	0
I want to be well regarded by other people	0	1	6	0	3	4	0	0	3	1	3	0	7	0	0	0	0	0	0	1	1	1	0	4	0	0
I must maintain a good relationship with the team.	0	1	10	0	6	3	2	0	2	2	7	0	10	0	0	1	0	0	0	2	1	1	0	6	0	1
I want to see my relatives applause at my achievements	0	1	3	0	1	3	0	0	2	1	1	0	3	0	0	1	0	0	0	1	0	0	0	2	0	1
I would feel bad if I was not taking time to practice	1	1	19	1	10	4	6	1	9	3	8	1	13	1	1	4	1	1	1	2	1	0	2	9	3	2
I feel the team cannot succeed without me	0	1	2	0	2	0	1	0	0	1	2	0	2	0	0	1	0	0	0	1	0	0	1	1	0	0
I want to have fun	1	2	29	1	17	8	6	1	15	3	13	1	23	1	1	5	1	1	1	4	3	3	1	13	3	3
I am enjoying being with other teammates.	1	2	26	0	17	6	6	0	13	4	12	0	21	1	1	5	1	0	1	3	3	3	2	11	3	3
I want to learn and play other positions in them (Flanker play Center)	0	2	9	1	4	3	3	1	7	0	3	1	7	1	1	1	0	1	1	1	3	0	1	3	0	1
I want to be fast in the field	0	2	15	0	13	3	1	0	9	1	7	0	10	1	0	5	1	0	1	2	1	2	2	5	2	2
I want to set a new PR in squats or deadlift	1	0	3	1	1	1	1	1	1	1	1	1	2	0	0	1	0	1	0	0	0	0	0	2	1	0
I must do sports to feel good about myself	0	1	19	1	11	4	4	1	11	1	7	1	13	1	1	3	1	1	0	3	2	2	1	7	2	2

## Survey

### Why do you participate in sports Rugby?

Dear HRC,

This structured questionnaire is for collecting data on factors that influence your motivation to participate in Rugby. You are kindly requested to provide the required data in the questionnaire. The process will take you only about 5-8 minutes. The information that you provide will remain confidential and is sought exclusively for the completion of a Bachelor's thesis research project.

Your response will go a long way in enhancing coaches' decision-making at HRC and ultimately help increase your motivational level which has a multiplier effect on HRC performance.

Kind regards  
Shane Kahanavita

Name (To choose the winner for participation) \*

Your answer \_\_\_\_\_

Gender \*

Female

Male

Age \*

- Under 15
- 16-18
- 19-25
- 26-30
- 31-36
- 37 over

Ethnic origin \*

- White
- Asian
- Black or African American
- Pacific Islander
- Rather not say

Marital Status \*

- Divorced
- In a relationship
- Married
- Single
- Widowed
- Rather not say

## Education \*

- High school degree or equivalent
- Bachelor's degree
- Master's degree
- Doctorate
- Rather not say

## Occupation \*

- Student
- Unemployed
- Employed full time
- Employed part time
- Self-employed
- Rather not say

## Household Income \*

- Mom and Dad pay me
- Kela Benefits ( Unemployed or Student grant)
- 0-5000
- 5000-10000
- 10000-20000
- 20000-30000
- 300000-40000
- 40000-50000
- 50000-more
- Rather not say

### Why do I participate in Rugby?

Please select 6 reasons why you participating in practices and other activities organized by HRC

\*

- I want to learn the technique and skills
- I want to be well regarded by other people
- I want to be fast in the field
- I must do sports to feel good about myself
- I want to have fun
- I must maintain a good relationship with the team.
- I want to learn and play other positions in them (Flanker play Center)
- I want to see my relative's applause at my achievements
- I want to set a new PR in squats or deadlift
- I would feel bad if I was not taking time to practice
- I am enjoying being with other teammates.
- I feel the team cannot succeed without me
- I want to win prizes



### What do you want and need the most?

Please indicate 7 items which you think you need the most at this moment.

\*

- I need enough sleep
- I want to be happy how I spend my free time
- I want to easily make friend
- I want to feel confident
- I want to feel I am being everything that I can me
- I want to know who I am, and I want to accept who I am
- I want to others to respect me
- I want to trust the teammates
- I don't want to be kicked out out from the team
- I need enough nutrition to support my activity
- I do not want to lose the current position I am playing
- I want others to accept me
- I need to achieve what I want (new objectives)
- I want to be an asset