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LEADERSHIP WITHIN A CROSS CULTURAL TEAM

How to Create and Improve Motivation?

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Abstract

Our business world is nowadays ever more manifested through increased competition, globalization and a growing pressure for overall performance. Companies, with their teams and team members are, accordingly, facing ever more challenges to meet the given standards.

Within the fast changing and fast paste business environment, some globally operating companies with their diverse teams succeed better than others. The aim of this theses was, therefore, to find out, how these companies are able to manage effectively through change, meet their goals, elevate productivity and increase performance. Special interest was given here to the subjects of diversity, leadership and especially motivation.

To fulfil the objective of this thesis, a qualitative research method was chosen and seen as most effective. Previously gathered theory, covering all the main elements of the topic, was later compared with practical data, derived from a semi-structured questionnaire and in-depth interview.

The theoretical and practical data showed similarities. Various theories made by different psychologists, anthropologists, sociologists and researchers, were reflecting the gathered data from my conducted questionnaires and interviews for the most part. The companies, successfully operating their diverse teams, showed according to the scores of the field-data, high value on set goals, positivity, optimism, communicational skills, empathy, team spirit, conflict reduction, intrinsic motivation, emotions, etc.

My conclusion of this research was that members of a diverse team were adjusting fast to each other and building a functional hybrid culture on their own, within the diverse context. This was mostly possibly with a leader having empathy and emotional skills supporting such process, by concentrating mostly on a servant and transformational leadership style, paired with cultural competence. Motivation as a goal orientated behavior was manifested by the given goal itself and strengthened with a positive outcome expectancy. Effective communication in terms of affirmation, support and feedback was reinforcing such behavior and triggered other crucial factors, such as persistence and drive. Further findings emphasize intrinsic motivation with elements connected to it. Internal satisfaction of needs was achieved mostly via recognition by others, connectivity to the given environment and interest of a subject. Thus, making this motivational field the strongest one. All of the successfully operating case companies within this thesis were able to establish such motivation and allowed their employees to be creative and to have freedom of thought.

CONTENTS

ACKNOWLEDGEMENTS

With this master's thesis, I would like to remember my late father and dedicate my writing to him. He has always been an inspiration to me and a true role model. Through him I learned to grow, move forward and to overcome obstacles. He often used to quote the Presocratic philosopher Parmenides, by saying *"Nothing Comes from Nothing"*. With this phrase he encouraged to be active and to take on difficult tasks, by not losing hope beforehand. He believed that motivation always comes among others, while being within the process of something and after making the first difficult steps.

Next to my father, a major gratitude goes to my mother, who was always there, if needed. She helped me with her warm personality and wise character to stay on track.

Furthermore, I would like to thank my wife for being a rock in the surf and to encourage me not only within this thesis, but with everything.

Special thanks also go to my supervisor Marina Wikman, who gave with her knowledgeable guidelines the shape for this thesis and who had always an answer ready for any given question.

1 INTRODUCTION

Motivation seems to be an ever- growing subject of interest. We have this topic often visible within e.g., the overall media, social media or as a thematic blockbuster for coaches and teachers consulting different companies. As a matter fact, motivation seems to be the asset pushing us forward, not only professionally, but also in life overall seen. This gives a certain importance and interest for the subject.

Tight schedules, a fast-paced business world, dense competition and unexpected environmental situations make operations within the economical surroundings difficult. This seems to affect particular a company's work force, staff and personnel, which is pushing the effort for survival and for more revenue. A logical consequence could be here a growing deficiency of motivation and drive, to meet the company's set goals.

There are, however, companies succeeding regardless of the difficult times and structuring their business actions in a way, to push forward and to keep everybody motivated. This research for the master thesis, therefore, concentrates exactly on such companies. It is interesting here to analyze the elements of what made these companies so successful and where they got the drive to achieve the set goals. Special attention is here given to the companies' international teams. The members of these teams are consisting of different nationalities and for this particular reason, it is of special interest to scope their actions a bit further. Moreover, the role of cultural competence and leadership within these teams, will be analyzed deeper and how it helped to elevate the success rate of the company as such.

Further research shows that leadership and cultural competence alone within a team, however, are not enough for success. It needs further aspects manifesting bonding, drive, desire and the creation of a certain behavioral impulse. Here, motivation becomes imminent, which has these characteristics and according to various researchers, the possibility to function as the central force of any business team. This thesis, therefore, analysis on how to create and improve such motivation within an

international business team and which role cultural competence and leadership has in it.

1.1 Background about this subject

It seems that cultural competence is systematically taught to leadership and team members, resulting among others into acceptance and motivation. Individuals are able to freely maneuver and get their true talents endorsed without restrictions. This, being again the ground for a successful environment, leading to higher productivity, higher endorsement, customer satisfaction, etc.

1.2 Purpose of this thesis

Personal traits, such as persistence, ambition, determination and perseverance are highly important, according to own experience, but they are just not enough, in order to enhance the working experience and to give the extra input into the task or work in question. The subject of motivation at work became a subject of interest and researchers started to investigate this topic closer. About 25 years ago Spitzer (1995, 5) has been researching the phenomena through field studies, research and surveys. He goes as far to say, that back then an alarming score of 84% of a company's employees could perform better, if they would like to, 73% of these workers are overall being less motivated than before and a shocking 50% of them are only exerting enough of energy to hold on their job and to get salary. Surveys made in 2016 showed a similar trend, with 52% of all American labor force being not engaged and performing without care for their work or without enthusiasm. Furthermore, on top of these numbers 18% were being completely disengaged, unhappy and not productive. These shocking numbers resulted in 2011 alone, in $300 Billion of costs for lost productivity (Gaille 2017).

The statistics are most likely similar also in future years and the motivational part within a working environment sets its importance. We have now-a-days, with an ever-globalizing world, a growing number of diverse teams and working environments. The difficulty of leading or generating motivation within these cross- cultural teams,

becomes an additional task. For that exact reason, finding ways to enhance motivation within these diverse teams and to make them more productive, is an important and current topic. The answers to my research questions, therefore, should give the possibility to understand the important elements being necessary for a universal approach of not only managers towards their subordinates, but also within the team itself and from individual to individual.

1.3 Limitations of this thesis

Motivation is just one element of many, being important to build successful business teams. This research, limited to a master thesis, therefore, is too small to view all of them. Furthermore, this research gives only an idea of strategies to enhance motivation. The theoretical research should be deeper and wider to fully understand the links connected to enhanced productivity, input and work rate via motivation. This will not be solely possible by researching a business team's viewpoint, but should also include further the communicational, psychological and sociological aspects. However, with the stage of current studies, made by known researchers and the collected data from my case companies, the findings should give a great view on the topic and the possibility for further research.

2 OBJECTIVES AND RESEARCH QUESTIONS

2.1 Objectives

The main objectives of my thesis are to analyze the connection between enhanced motivation and strong cultural competence. Successful international companies, such as my case companies, concentrating heavily on diverse teams and their functionality, gives a great opportunity to do so. Within these teams the management stage is being analyzed, as also their subordinates. The finding of my research should not only be

suitable for a large company operating internationally, but also for other companies in general, who are having diverse teams.

2.2 Research questions

The main question of my thesis is:

1) **How managers in general are able to create or improve their diverse team's motivation rates?**

Further questions supporting my main question are the following:

1) **Which role cultural competence plays within a diverse team and how is it manifested within the team's behaviour?**

2) **Which tools of creating motivation could possibly be used universally?**

2.3 Conceptual framework

This chapter presents the conceptual framework of my thesis. Figure 1 shows which elements are being researched, in order to gather the needed information for establishing an idea on motivation within a diverse team.
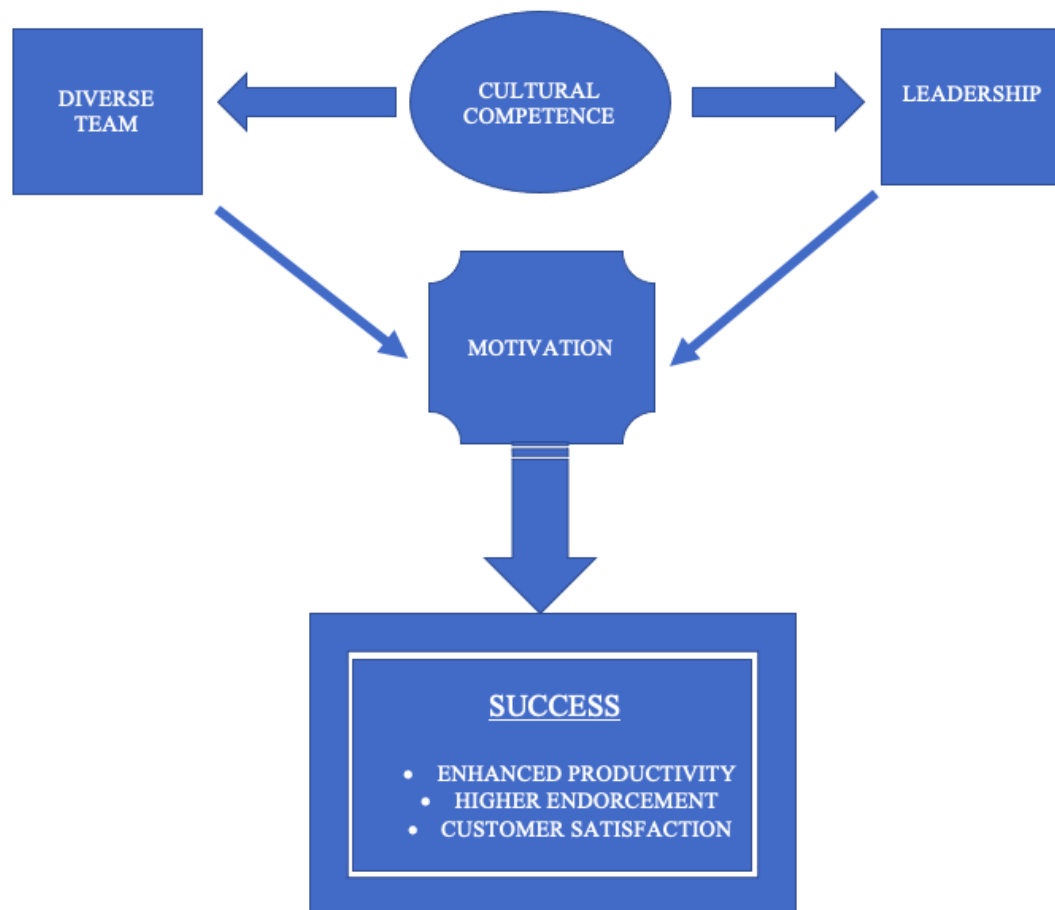
Figure 1: Possible Diverse Team's Structure within the case companies

Here, special interest is given to the theory of overall culture, with theories from Richard Lewis and Geert Hofstede. It will provide the basic idea of what culture is and the idea behind a diverse team. Furthermore, I will picture leadership styles, which have been proven to be effective for diverse teams. The theories of these styles are gathered from servant leadership, conceptual leadership and cross-cultural leadership. Also, I will provide knowledge about the basic psychological aspects of human behavior and why we function the way we do. Further theoretical knowledge will be provided with process based, humanistic based and drive based research approaches on motivation. Here, highly interesting theories have been created by Virginia Satir, Paul Watzlawick, Albert Bandura, Abraha Maslow, etc. The gathered knowledge also gives the basics of human motivational and communicational behavior, which I will present further within my thesis. The last element to create the theoretical base, are concepts of business teams, their structures and their connections. The given

theoretical base will provide a great understanding about the subject and then be compared with the results of the field-data collection of my qualitative research. Matching and additional points are being carefully examined from both sides and should give an overall understanding for creating and improving motivation within a diverse team.

3 CULTURE

Kalman (2009, 4) sees culture simply as the way we live. It is manifested within the languages we are speaking, which clothes we are wearing, which food we are eating, how we celebrate, etc. It is also the way humans express imaginations through music, art and writing. He also mentions the human's roots being deeply seen within culture. It is forming the whole way we are thinking, where we believe in and how we are acting overall seen. It simply distinguishes us from others, by culture itself.

According to Rose (2019, 59) culture as a subject, could also be seen as a puzzle. He is wondering, how something can be so important to societies and yet being so different from society to society. The answer according to him lies within the recognition of this puzzle. It has, therefore, two parts of culture being an instrument and culture being a content. The meaning of an instrument lies within culture be seen within its unique ways of functions. The content meaning of any given culture is according to the researcher again the practices and beliefs. It helps to define cultures, since they might vary greatly across societies.

As we have differentiating and changing cultures, influencing the manner of how people are expressing themselves, we have to give this subject special attention. It is the base of people's functions. The world of any individual from any culture is viewed by the learned ways of thinking, being shaped by surroundings of where the person grew up. The thinking process is therefore an edited version of traditional customs (Benedict 2005, 2-3).

Alexandra Mietusch (2012, 3) mentions that culture has to be specified within three terms, which comes especially into account, when it is part of e.g., working environments. These three terms are according to her *cross-cultural, intercultural* and *multicultural.* Multicultural is seen as a team with several cultures. The meaning of cross-cultural is again referring to bridging or involving of cultural differences, which are focusing on the process itself, such as teambuilding. Intercultural means again the involving of consistence or the representing of different cultures of a team. In other words, the term cross-cultural is the interaction of the individuals from different cultures, where multi-cultural is again only referring to the diversity itself. So, the aim of cross-cultural team building within multicultural teams, is to build eventually intercultural teams (Mietusch 2012, 3-4)

3.1 Geert Hofstede's Dimensions of National Culture

To locate the different thinking processes, being shaped by an individual's culture, researchers have been developing ways to locate the behavioral patterns. This helps to provide a certain help for professionals being active within a diverse environment. One of these known researchers is the Dutch Geert Hofstede. According to him culture is programmed into behavior. He sees the behavior of an individual, being predictable, simply by the norms, which has been learned over the years from a certain area of living. Therefore, every person has, according to him, underwent a certain amount of mental programming, which makes this person show the same behavior in similar situations. This making the mental programming similar to a "software of the mind", which cannot be directly observed, but behavior with its deeds and words can be (Hofstede 2001, 2). The observation of these behavioral patterns is supported by the researchers' Dimensions of National Culture, seen in figure 2.

Figure 2: Dimensions of National Culture (Shamsa's Intercultural Studies Journal 2015).

Professor Hofstede (n.d.) also calls the presented model as *Six Cultural Dimensions* and sees it as the result of intense research made by him and fellow researchers. It is used both academically and professionally in management settings around the world. The cultural dimensions are measured by scores and given from a scale of 0 to 100 according to the amount, of cultural impacts within each dimension. These cultural dimensions within the model are:

Power Distance Index (PDI):

This dimension pictures, how members of a society are seeing inequality of people. It stands for the degree of acceptance towards the less-powerful people and to which

extend power is unequally distributed. Societies, which are therefore hierarchically built, consist of members having a high- power distance. The counterpart of a low-power distance index again pictures a society, where the power distribution is equalized.

Individualism versus Collectivism (IDV):

Societies within this dimension with high individualism rates, tend to be more self-orientated. These individuals concentrate on themselves and their immediate family members. Collectivism pictures again within societies the people, who form together a tight framework. People are loyally connected not only to the inner cycle of family members, but also to other people sharing similar interests. This dimension is also seen as "I" against "we".

Masculinity versus Feminity (MAS):

Members of societies, which score high on masculinity are seen as more competitive, more focused on heroism, material awards, achievement, assertiveness, etc. Where else high scores on feminity picture a more consensus-orientated society, with the need for modesty, life quality, cooperation, caring for the weak, etc.

Uncertainty Avoidance Index (UAI):

Here the difference of members in societies are measured by which degree they feel uncomfortable with ambiguity and uncertainty. Some societies like to control or plan for the future and some are open to it. Societies with lower scores are, therefore, more relaxed and sees practice being over principles. Societies here with higher scores, are counting on rigid codes of behavior and belief.

Long Term Orientation versus Short Term Normative Orientation (LTO):

Different societies have different links to their past, while focusing on present and future tasks. Both of these existential goals are prioritized in their own ways within societies. This dimension shows that low-scoring societies here are preferring more

time-honored norms and traditions. They also see societal change as being suspicious. High-scoring societies are again viewed as pragmatic and see efforts and thrift of modernization as a path to the future.

Indulgence versus Restraint (IVR):

Indulgence is here viewed within a society, as having a free gratification of natural and basic human drives. Societies with higher scores are, therefore, more "having fun" and enjoying life. Restraint is standing again for suppressed gratification and is regulated by social norms being strict.

3.2 The Lewis Model

Next to Hofstede's six cultural dimensions, also other researchers came into focus within the scientific world of cultural understanding. The subject gained publicity for its growing importance for professional businesspeople, politicians, etc. Researchers helping those professionals in a new, difficult and diverse environment with their studies were e.g., Tönnies, Kluckholn, Trompenaars and Edward Hall. Next to these famous researchers, also another name was emerging. His name was Richard Lewis and got known, by writing the book "When Cultures Collide". It is based on his experience of living within 20 different countries and visiting over 135 of them. He came to the main conclusion, that people could be differentiated not only by religion or nationality, but more likely by their behavior. This led Richard Lewis to construct the Lewis Model, seen in figure 3. Lewis thought, that the other cross-culturalists were in risk of creating confusion with accumulating a multiplicity of different dimensions. This was especially considered to happen towards the ones searching for succinctness and clarity. Furthermore, he pointed out that other researchers were too much focusing on mono-chronic/ poly-chronic dichotomies, north/south, etc. preoccupation. This led them out to view more in depth the Asian mindset, which was making up half of humanity (Cuco 2015).
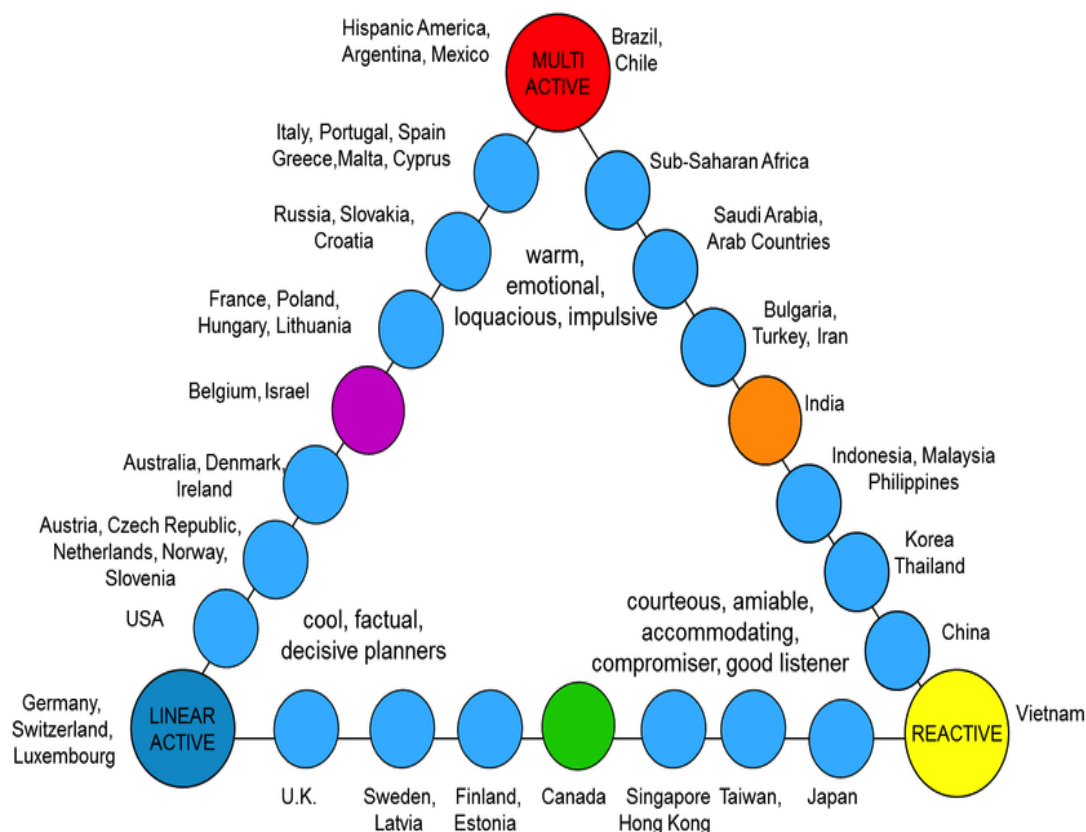
Figure 3: The Lewis Model (Jaakkola&Thalheim, 2014)

The Lewis model was therefore created as easy as possible to be read by its user. Behavioral dimensions were divided into three different groups, which were according to Cuco (2015):

Linear- Active: People within this group are polite but direct, job-oriented, truth before diplomacy, limited body language, talks half the time, respects officialdom, rarely interrupts, plans ahead and step by step, separates the social and professional, etc.

Reactive: Looks at general principles, polite and indirect, doesn't interrupt, uses connections, diplomacy over truth, reacts to partners reaction, never confronts, subtle body language, statements are promises, must not lose face, etc.

Multi-Active: Does several things at once, confronts emotionally, often interrupts, flexible truth, talks most of the time, mixes the social and professional, impatient, plans grand outline only, emotional, seeks out key person, etc.

3.3 Cross-Cultural Teams

Generally spoken, a team according to Mietusch (2012, 5), is consisting of two or more members. She is citing Sundström, who sees a team being "an interdependent collection of individuals who work together towards a common goal and who share responsibility for specific outcomes of their organizations". A team's members are governed by a common leadership, who is performing tasks with group and individual evaluation, rewards and accountability. The main characteristics of a team are according to her:

- Members are contributing respective competences, within interdependent roles or towards shared goals.
- There is a team identity, which is distinct and a result of the member's individual identities.
- Individuals are connected and established ways of communicating within the team and with outside the team.
- The group is explicit, goal and tank orientated, with a structure being purposeful and organized.

A cross- cultural team is similar to a heterogenetic team, except to the fact that it consists of members having different backgrounds, feeling differently, thinking differently and are acting according to their individual mental programming. However, despite of the team's cultural diversity, being measured by its degree of cultural difference, the aim of the team is the same, such as e.g., working towards a common purpose (Velo 2011, 173).

The diversity within a multicultural team is in times not always easy to manage. Differences of cultural values may affect the team's and organizational structure, interpersonal interactions, effectiveness, motivation and decision making. Same value policies, orientations and procedures, on the other hand, tend to have a more smooth and natural flow. This also effects the way how expectations are understood in a more mutual way. A team, which is consisting of individuals of different value orientations, might most likely develop a specific scenario. The team member's lack of awareness

in differing the various value orientations, leads often to an orientation towards the more dominant group within the team. The differences then towards the individuals from the minority are recognized and acknowledged, but are still most likely being assimilated (Halverson & Tirmizi 2008, 22-23).

The researchers Halverson and Tirmizi (2008 pg. 7-8, 23) state further, that differences which are acknowledged might on the other hand also lead to developed pluralistic norms, which meet the needs of the entire team. Team members of diverse teams are facing cultural differences and have to overcome cultural boundaries. A way to cope and overcome these specific differences is according to the researchers, to establish a hybrid culture within the multicultural team. Due to the fact that diverse team members have potentially different cultural values, organizational context plays an important variable in selecting elements affecting the team performance. Therefore, organizational context is having a central role within the multiplicity of cultural identities and it is deciding the relative importance of them.

Successful establishment of an organizational context and the cultural adaption of the diverse team's individuals might lead to a promising future of the team or the organization itself. During the last years various studies and research has been conducted on this matter, which all gave promising results. One of these studies was made by McKinsey and Co. investigating 1000 companies within 12 countries. They found out that cultural and ethnic diversity had a 33 percent impact on the increase of performance. The diverse companies had, furthermore, also a 45 percent growth in market shares and 70 percent of the companies had captured a new market. The reason here might be an enhanced problem-solving approach. This being linked again to the different personalities, experiences, backgrounds and the way every and each of the individuals were processing information (Hak 2019).

Caproni (2012, 350-353) sees the enhanced capacity of problem-solving within a diverse team similarly. She points out that the variety of different cultures within a team is also rising the diversity of intellectuality. A diverse team holds, according to her, a wider range of experience, skills and information. These features are in turn contributing to more efficient actions in detecting errors, solving problems, increasing creativity, critical thinking, more predictive thinking, processing information, etc. A

further point of evaluated performance is according to the researcher, that diverse teams have more and broader external diverse networks. Team members are able to access these diverse networks outside of the team and to increase this way their resources, information, or support.

4 COMMUNICATION

Communication is an important asset of our daily life and the way humans connect to their surroundings and environment. It is no surprise that the quarrel of lovers, neighbor's feud, etc. is heavily influenced by communication. In times of facing conflict, communication seems to be the first choice of resolution. This could be seen within marriage counsellors, advising a couple to "express their feelings", the U.N. Security Council encouraging to "hold talks" between hostile countries, etc. (Krauss & Morsella n.d., 1).

Communication has been also getting more and more important within the business world. A well-functioning communication within an organization is important for the whole effective functioning. Organizations with their structures, technological sophistication, degrees of complexity and varying sizes, are evolved into certain information-handling systems. Communication processes are holding a central role within an organization, since communication techniques are determining the scope, structure and extensiveness of it. The communication process itself goes through a certain scheme at a particular time, of one party being the sender and the other the receiver. The balance of what is being sent and received depends on many factors, such as different perceptual models, status differences, sexual attraction, etc. The message itself and how it is understood, therefore, depends on how it is sent in first place and which factors underline the sending process. The sender and receiver are within an underlining social relation, which is directly linked to the reciprocal effects of the communication itself (Hall & Tolbert 2009, 122-123).

Differences of cultures and their behavior is projected also into the communication itself, outside of the underlining environmental factors between the sender and receiver. According to Maude (2016, 19) there are 6000 languages within the world and most of them are used only in a spoken way. The grammar, words and expressions of every each of them is reflecting the culture underlying it. Some cultures are according to her and as we saw before, for example using the language to express power and status, with the way it is used. Other cultures again, communicate more through subtle aspects of relationship and feeling. Thus, having a direct and indirect approach. Furthermore, we have according to Thomas (2008, 123-126) cultures interpreting differently the usage of silence within a conversation or a verbal overkill. Collectivist cultures for example like to control the conversation and value breaks or silence. During these breaks they carefully plan the negotiation process itself. Where else individualists are more valuing to talk and consider breaks to be reflecting mostly a misunderstanding, leading often to a topic change.

4.1 Nonverbal Communication

It is not a surprise that cultures using, as above pictured, different communication patterns, are facing the danger of misinterpretation. Researchers recognized this and have developed ways to form strategies of overcoming obstacles within the communication process of various cultures. This was the beginning of paying special attention to this subject. The anthropologist Edward T. Hall was one of the main creators of the so-called intercultural communication. He developed during post-World War II within the Foreign Service Institute of the U.S. Department of States, theories meant for diplomats. The Foreign Service Act was issued in 1946, after it became imminent that U.S. diplomats did not understand the language of the assigned country. In contrast to their Soviet counterparts, the understanding of the assigned country's language was in estimated 90% of its personnel. The Service Act also was keen to search for native speakers, which not only taught the language, but the culture as well. The approach of Professor Hall within the FSI was concentrating not only on the intercultural communicational aspect itself, but also heavily on the nonverbal communication. It was an idea from the Freudian psychoanalytic theory and dealt with body movements or kinesics, being heavily influenced by the subconscious concept.

He saw the importance of the not yet so known out-of-awareness communicational behavior, being an uncontrolled and unknowing dimension of interpersonal communication. They were micro-level aspects of time and space and the forerunner of what we know today as nonverbal communication. This eventually led Professor Hall to the creation of *The Silent Language* in 1959. It was manifested with Sigmund Freud's and other psychologist's theories, having the idea, that communication is underlined by a significant part of our acts, rather than words. Leading to the assumption that there is next to the programmed part of behavior, also a biological one (Hart, Miike & Roger 2002, 3-5,6-7, 8-10).

Gamble and Gamble (2014, 21-22) point out that Paul Watzlawick an Austrian psychologist understood, as also Edward T. Hall, the power of nonverbal communication. Within his research, he came up with a theory of describing communication as a paradigm of principles, being universally accepted and used for communication and its understanding. This paradigm was also known as the *Five Communication Axioms* which are, according to the researchers:

Axiom 1) *You Cannot Not Communicate:* Communication is bond to behavior and therefore has no opposite. Our way of being is communicating for itself and even if we try not to communicate, we still do. Here silence and stillness are a way of communication as well. Our behavior communicates therefore for us, whenever it is affected by an impulse.

Axiom 2) Every *Interaction Has a Content and Relationship Dimension:* Watzlawick stated according to the authors, that a message has a content dimension, which is involved within an expected response. There will be a respond to the message similarly to the way it was given in first place. A message therefore has multiple ways of being "send" and "understood". This could be according to the researcher seen as a plea, an order, an expression of a sexual desire, or a flirtation. We offer clues to the other person in regard of how we see ourselves relation to the other person.

Axiom 3) *Every Interaction is Defined by How It Is Punctuated*: Communication sequences are punctuated, since we experience an experience differently. People might believe within an interaction to know the beginning and end of it, suggesting to trace

the cause to a reaction. It is, however, difficult to pinpoint exactly the stimulus and response within a communication. By understanding the punctuation of a communication, we usually might know what the other person wants and this way offers insight about the subject in question.

Axiom 4) *Messages Consist of Verbal Symbols and Nonverbal Cues:* The researcher found out that within a face-to-face or online interaction, there are two kinds of messages we emit. These are words, or digital verbal symbols, and analogic, continuous, or nonverbal cues. Here, it is stressed that we usually know what to write and say but controlling the nonverbal cues we are emitting is much more difficult. This could be seen, with speaking not angry words, but having still an angry face due to rage. The human's behavior is according to the researcher often revealing the true inner state, since a lie with words is not often supported by a behavior supporting the lie.

Axiom 5) *Interactions Are Either Symmetrical or Complementary:* Here the meaning is set on two different types of relationships an interaction can be divided. This is either the symmetrical or complementary relationship. Within a symmetrical relationship the interacting parties are mirroring each other and their behavior. A solicitous individual affects the stage of the other person being similar. This could be seen by e.g., whining and making the other person join the stage of mind. Within a complementary relationship the communicating parties are engaging within opposite behaviors. One is therefore, precipitating the behavior of the other party and this way deepening the differences between them.

4.2 Communication and Conflict

A U.K. study found out that half of the participating employers had difficulties finding employees with good communication skills. This was mostly seen within speaking in public, writing and getting along with others. Another survey again found out that 64 percent of adult workers, could not perform the job at their best, due to poor communication between management and workers. A further study found out that this leading to employees feeling misinformed, or misunderstand and misinterpret policies, business processes or their job duties – and functions. The misunderstandings between

workers and managers cost firms, according to the study, an estimated USD 37,000,000,000 a year (Berman & Berman 2012, 31).

Employees within a workplace are often a reflection of society and differences of individuals are inevitable. Sometimes people clash due to them causing feelings to the other of resentment, envy, anger or just because of seeing somebody's behavior being inappropriate. Clashes are sometimes used to knock the other people's or their efforts down and to win. Misunderstandings are then often used as a pretext to disobey, fight, or engage into passive-aggressive behavior (Berman & Berman 2012, 87-88). The key variable, therefore, of human conflict and the surrounding accompanying emotions is according to Doherty and Guyler (2008, 141) found in *perception*.

Conflict itself could be also seen as a perceived blocking of important needs, interests or goals, which are leading to tension, where the individual of such needs has the intention to remove the blocking. The removal will lead eventually to the satisfaction of the need or goal. Steps taken for such removal could be seen as *adaptive* or *maladaptive*. The manner on how an individual resolves a conflict, is depending on the level of resiliency, coping skills and previous experiences (Ireland, Fisher, Vecci 2011, 4). Overall, poorly handled conflict situations lead to distrust between the parties and to so called *unresolved conflicts,* being linked again to a very unwelcoming environment. (Watson, Watson, Stanley 2018, 8).

Cropanzano and Ambrose (2015, 444) locate three most common types of conflict between individuals at the workplace. These are:

Task Conflict: This conflict type is occurring due to disagreements among the members of a group, about the outcomes or content of a performed task.

Process Conflict: Disagreements about the responsibilities and delegation of tasks, or the logistics of task accomplishment, will most likely lead to this type of conflict.

Relational Conflict: Disagreements of interpersonal issues, such as differences in values and norms, or personality differences, could lead to this type of conflict.

There are many ways of approaching and dismantling a conflict situation. An example here would be according to Runde and Flanagan (2008, 38-39) e.g., to practise *openness*. Here, the team is encouraged to direct expressions of differences and to be tolerant of viewpoints being different. This linked again to the acceptance of differences and acknowledging them being valuable for the team. With such recognition and open mind, team members can be persuaded with new emerging better ideas. Furthermore, team members should concentrate on *cohesiveness,* where a sense of mutuality among its members is created. This means, that the members have a feeling of being jointly accountable and responsible for the consequences and goals of the team. It is in other words, the team spirit of how well they stick together while working through conflict. *Emotional Intelligence* would be according to the researchers especially needed to understand emerging conflict scenarios with the individuals involved. Such form of intelligence helps not only to understand other individual's emotions, to acknowledge them and to effectively manage them, but also to understand the own ones.

However, it is also seen by researchers as a natural part of human behavior and even as an important one. Conflict can either have a constructive or a destructive outcome and relies completely, to which extend individuals choose to engage or manage it constructively (Watson, Watson, Stanley 2018, 3). According to Novais and Carneiro (2016, 39) especially the impact of task conflict has been a topic of interest within team performance. Too high levels of it are associated with reduction in team commitment, satisfaction, opposition, stress, creating a future indisposition to working together and a discontent between the group members. However, lower levels of it, could be resulting in complacency of decision making, constructive debates and affective group decision making. This again being linked to higher intra-group trust and promotion of overall innovation.

4.3 Communication and Persuasion

As we briefly discovered, the interesting facts about non-verbal communication, Gass and Seiter (2009, 161-162) stresses that nonverbal communication has been strongly linked to nonverbal behavior and this again to the world of persuasion. The *direct*

effects model of immediacy shows for example that an individual's nonverbal behavior is especially persuasive with other people, if it communicates involvement and warmth. There are the so-called *immediacy behaviors*, which include open body positions, eye contact, appropriate touch, pleasant tone of voice and smiling, which are related to a variety of contexts and its increased compliance. Furthermore, it has the potential to create the *Halo Effect*, where an individual is viewed positively by the others, due to their perception of the individual's positive traits. In order to effectively persuade, researchers discovered, that there are certain factors to notice. Bringing a message to the other person, involves the analysis of his or her educational level, age, size of the audience and intelligence. Further factors are gender, culture and traits. Researchers found out, that e.g., a *cross-sex effect* helped to influence the opposite gender more effectively, than those from the same sex. The cultural effect we described earlier, where differences are seen within individualistic and collectivistic cultures is of interest, too. Here, the message has to be formed accordingly into an individual, or a more family emphasized approach. Persuasion has different personality traits, which are affecting the way on how persuasive messages are being processed. According to the authors, there are people higher in the *need for cognition*, who are enjoying more effortful thinking. These individuals are being persuaded by compelling and strong arguments, since they tend to pay more attention. Those lower in the need for cognition is more bond to peripheral cues, such as brand loyalty, attractive source, etc.

Another interesting feature within persuasion, heavily influenced by nonverbal language is *mirroring*. Humans tend to synchronize with others, they are connecting with and this is often happening quickly on a subconsciously level. Through mirroring we are able to e.g., rapport with others and thus could be used as an effective tool. The natural reason for mirroring others is seen within human nature of obeying and following those, they are perceiving as somewhat similar to themselves. By shifting posture and following, smiling and smiling back, crossing legs and following the move, we project subconsciously similarities. This could eventually speed up the connecting process and to enhance communication effectiveness. The idea is not to imitate somebody and having the opposite effect, but to mirror e.g., gestures, mood, language and postures. Mirroring is considered to be the best predictor of rapport (Mortenseen 2008, 111)

4.4 Communication and Affirmation

A strong communicational tool for enhancing motivation could be positive affirmations. Uniyal (2021) wrote within the *Hindustan Times*, that affirmations are a way to make us feel more positive or to achieve a certain goal. This can be made possible according to her, by repeating often certain phrases, such as e.g., *"I am worthy of it", "I am strong and positive", "I am becoming the best version of myself",* etc. The author describes further that a published study within the journal Affective Neuroscience and Social Cognitive showed, that self-affirmations activated within our brain the reward centers. These centers were also associated with pleasurable experiences, which could be seen as a positive memory, winning a prize, etc.

If positive self-affirmations are increasing the positivity and productivity of an individual, it should be also possible to use this technique on a larger scale of people. This has according to Hinkson (2018, 10-11) exactly been seen within e.g., team sports. Here, the author describes affirmations being positive statements, which are reinforcing what is being said. They are affirming how a team should perform, act and achieve. They are furthermore powerful tools to boost the player's most possible performance. This happens with a belief and affirming it, creating a self-fulfilling prophecy. The author explains further that what is expected to happen, is usually what is going to happen. Therefore, affirmations are being used to reinforce the Performance goals, Cohesion Goals, the behavior goals and the outcome goals.

4.5 Communication and Reframing

Reframing could be also attributed to *Cognitive reframing*, which is a powerful technique in addressing an individual's thinking process. It is used to infiltrate one's cognitive schema and helps this way to find different ways of dealing with present and future situations. Patients with a chronic illness for example were able to reduce uncertainty, find a meaning in life or deal and manage their symptoms. A reality cannot be changed and thus must be acknowledged, but the perspective on how we approach the reality can certainly be changed. This way we are able to hold a positive sense of self, facing unalterable changes and interruptions (Larsen 2019, 118).

Overall seen is reframing according to Field (2020) Closely linked to active listening and a so-called responsive communication strategy. The goal here is according to the researcher to change the frame of a given reference and to change the view of the people about the given subject we are communicating about. A change in perception or perspective, is considered to be a successful reframe.

5 MOTIVATION

The word "motivation" itself comes according to Karami and Ismael (2012, 40) from the Latin word movere and stands for movement. It is the immediate and contempory influence on vigor or direction, with influence on persistence of action. It is also according to the authors the process, which governs a person's choice within voluntary activity and its alternative forms. The topic of motivation has been researched and the views has been changing accordingly. It is believed that motivation has overall seen an energizing behavior, a directing behavior and a persistent behavior. Later, these constituents were also considered as effort, direction and persistence. Among the ideas about motivation is and was the fact, according to the researchers, that it is a process linked to forceful needs, which is controlling and stimulating the interest of achieving a given target. The motivation of an individual is therefore a certain psychological process, which involves guiding, setting goals and the strengthening of feelings.

Mitchell (1982, 84) mentions, there being strong clues among researchers, that performance is the result of an individual's ability and motivation. Later the definition expanded and further research was added, describing performance being the result of at least four or more factors. These being (1) role expectations, or knowing what is required, (2) to have the required ability, (3) being motivated for what is required, and (4) having a suitable environment, which is supporting behavior based on intended actions.

5.1 Motivation, Positivity and Optimism

The study surrounding the aspects of positivity and optimism could also be formed under the umbrella of positive psychology, which was formed in 1998 by Martin Seligman, the former president of the American Psychological Society (MacConville and Rae 2012, 16).

The influence of positivity and optimism in correlation to motivation, is a topic of special interest, since it has been visible within various literature. Hart and Ianni (n.d., 381-382) point out, that various research psychologists have been starting to study the concepts of understanding positive well-being and social psychological theories, since positive well-being seems to be heavily influenced by optimistic thinking. Optimists see good things most likely to happen in future and this is associated with a *positive outcome expectancy*. Such expectancy is influencing not only the thinking itself, but also the individual's approach to the world. The author describes further that incentive value for a person is given through the belief, that a desired goal in life is attainable. It energizes or stimulates the goal-directed thinking and the goal-directed action. Positive expectancies, furthermore, are causing individuals to be more persistent in order to pursue their goal and to withold the temptation to give up the effort to attain that goal. Wherelse, pessimists have, according to the researchers, the exact opposite effect of not facilitating constructive expectancies and withholding effort, by doubting themselves to attain desired goals.

Caproni (2012, 19) sees this similarly and stress the importance of this feature within individuals. According to her people, who are able to experience and express positive emotions, are more likely to bring out the best not only in themselves, but also in organizations and others. Furthermore, she describes those positive emotions giving individuals the ability to think more broadly and creatively, to give and get more social support, to be more persistent, to get faster over bad emotions and experiences, to build respect and trust, to have higher confidence in own and other's abilities, to seek out for more experiences and information, to have a more flexible behavior, etc.

According to Fredrickson (2001) people's momentary thought-action repertoires are broadened by experiences of positive emotions. This has also an effect on building enduring personal resources, ranging from intellectual to physical and from psychological to social resources. Furthermore, she states that positive emotions are triggering upward spirals towards an improved well-being and building psychological resiliency.

Other researchers see this similarly, by describing people's positive emotions being strongly connected to their long-term flourishing and therefore to happiness. There is a frequent positive affect and its benefits, concluding, that happiness not only comes with success, but success through happiness. Approach behaviors are created by past success and are having most likely a key role, for leading to possible future success. Research results show that specific adaptive characteristics and more frequent affect is found in happy people. Furthermore, the data shows that happy people are mediated by the effects of positive affect and its characteristics (Lyubomirsk et al. 2005, 804, 846).

An interesting feature about positivity and optimism is its connection to the earlier mentioned non-verbal communication. People who are having according to Gordon (2018,10) a more positive behavior are also projecting this to the outside and to their surroundings, forming the group accordingly. People attracted by positivity, will most likely devote new information, ideas and opportunities to the team and share their discretionary time. This could result in a positive feedback loop and to evaluate the operation stage of a group. Research has shown that positivity is not only a state of mind, but it gives the power for teams to have a more competitive advantage within creativity, life, sports and business.

5.2 Motivation and D.O.S.E.

In order to form an individual's mindset towards a motivated attitude, we have to first understand, what inside a person happens, for him or her to get motivated. As we saw before, positivity is linked to happiness and happiness most likely to motivation. This might be due to the rewarding and uplifting feeling, which humans experience after

successfully achieving e.g., set goals. Simpson and Balsam (2016, 2) sees this similarly and point out that motivated behaviors have as one general aspect the fact, that they lead to a certain goal. Obtaining the desired goal is seen by the researchers as *rewarding*.

The brain plays therefore, as also seen before, a major role in creating behavior and in steering feelings, mood, movement, thought and other feelings. The rewarding and happy feelings, could for this specific reason, be associated with certain brain chemicals evaluating such a feeling. The brain chemicals of special interest here are *Dopamine, Oxytocin, Serotonin* and *Endorphin*, or short DOSE. Dopamine is seen as the reward chemical and is activated after eating nutritious food, finishing a task, engagement in self-care activities, celebrating accomplishments, etc. Oxytocin again is known as the love hormone and activated when we are holding hands, playing with a pet, giving a compliment, holding hands, etc. Complimenting somebody on something, is not only activating the oxytocin in the other person's brain, but also in the one giving the compliment, thus leading to a win-win situation. As serotonin we understand the brain chemical for stabilizing mood. It is effective in balancing mood swings, which naturally occur. Humans activate this brain chemical with e.g., a walk in the nature, a run, swimming, or meditation. The endorphins again are known to be pain killers. They are activated especially with laughing, exercising, or even by smelling aromatic scents (Hertz 2020).

Breuning (2012) explains that these chemicals for special occasions, are turned on if needed and turned off if their purpose has been completed. For this reason, humans are looking always for ways to turn these happy chemicals on. The researcher points out, as also the later mentioned *Law-of-Effect* from Throndike, that people tend to repeat successful patterns. This is due to the brain building a *"happy-chemical habit"*. Happy chemicals are connecting neurons to follow traits, which are good for us, where else unhappy chemicals do the exact opposite and helps us to learn about danger. Breuning explains further, that the brain has the ability to rewire itself solely through happy brain chemicals and towards a desired direction. Which could again explain Bandura's and Skinners theories of social learning and the reinforcements for a desired behavioral direction.

Within the "happy brain chemicals" one stands especially out in terms of motivation and is described to be Dopamine. Schreiber (2017, 76-77) associates with this specific good- feeling chemical an increased productive behavior, with enhanced functioning in problem solving and creativity. It also has a specific connection to the muscular/motor system and helps to pursue specific goals until they are reached. Dopamine is especially the reason for the before mentioned rewarding feelings and has therefore motivational significance according to the author.

5.3 Drive Reduction Theory

The behaviorist Clark Hull created with his theory one of the most well-known theories within the field of behavior. His theory assumes that individuals are living within a state of homeostasis, where the overall organism is in a state of equilibrium. An occurring internal chemical imbalance or metabolic deficiency, however, might according to him disturb such a state and produce a "drive". This specific "drive", drives the organism into a certain state of tension and leads to a trial-and-error learning situation till the equilibrium is restored. The explained state of drive depends, according to the researcher, on the extent of the organism's deprivation at any given time (O'Shaughnessy 1992, 120).

Simpson and Balsam (2016, 2) see within Hull's Drive Reduction Theory a way to describe an organism's optimized potential for survival, by energizing certain behaviors to reduce its biological needs. The researchers stress, however, that Hull's theory is explaining more the functional motivational behavior to energize responding, but it was not really linked to initiating or maintaining the action's direction.

On Pavlov's and Hull's footsteps were also other well-known researchers, such as John B. Watson, who stated, that behavioristic psychology controls and predicts human activity. The idea is to predict the response to a given stimulus, or to somehow identify the stimulus, which was calling out a certain reaction. He states further, that as long as a powerful stimulus from outside or inside the body, in terms of e.g., absence of customary activity both verbal and manual, absence of food, etc. is assailing it, the human organism must keep responding to such. An individual might be confronted

with an aversive stimulus and responds to it, in ways to neutralize it and to create a new environment without it. This also could be called as "adjustment". Watson shares his views with other known psychologists, such as Thorndike (Kimble 2017, X-XI).

5.4 Social Learning Theory

Albert Bandura pointed out, that rewarded consequences of an imitated behavior to likely continue. The imitated behavior could be rewarded with *reinforcement*, which is in other words strengthening a desired behavior. It can be given externally or internally and can be positive or negative. An example would be here e.g., a child, who is getting approval for a behavior from peers or parents, is external reinforcement. A child, who is feeling happy about being approved again, is having an internal reinforcement. So, in other words the child behaves in a certain way it believes to get approval, since he or she desires approval. The child eventually will also learn to observe others and will consider, what consequences certain behaviors have to them. The reward given to the other person for good behavior, is seen by the observer as a *vicarious reinforcement*. Thus, repeating the same behavior, which brought rewards to the others. This could be seen in imitation with copying a behavior, or identification of adopting different behaviors. Such behavior proofs, that humans are active "information processors" and that there are cognitive processes at work, determining if new responses are acquired or not. The researcher left with these findings the more traditional theories of behavior, as seen before (McLeod, 2016).

According to Bandura's (1971, 2) own words, a human could acquire large and integrated units of behavior, therefore, simply by observing the example of others. This way a person does not have to build up the patterns by a tedious trial and error procedure. Observational learning could be seen e.g., with the development of emotional responses by witnessing affective reactions of others to certain pleasurable or painful experiences. He concluded that behavior is not only a result of experienced response consequences, but can also be formed by learning from the actions of others.

The findings of the *social learning theory* were later manifested by Bandura within the *social cognitive theory*. Where he clearly stated that human behavior and learning are

mostly shaped by social environments, which include the approval and reactions of others. The interaction and observation within social-cultural contexts, helps individuals to learn about the contingent consequences of specific behaviors and their own efficacy. The beliefs about the capabilities and the expected action's outcome will act in accordance. As a wide and broad theory on social learning, it emphasizes the importance of feelings of competence and efficacy. Furthermore, it explains how factors could diminish the psychological experience, which is undermining the motivated action and its subsequent probability (Ryan 2012, 6).

5.5 Humanistic Approach on Motivation

Abraham H. Maslow, who was during World War II researching the human mind through the prism of humanistic psychology, came up with groundbreaking theories on motivation. It was here, where he closer exanimated self-actualization and the drive of the individual's realization to unleash creativity, pursuit of knowledge, full potential, or the giving back of something to society. Maslow believed deeply in compassion, kindness and empathy, which was eventually shaping his thoughts about people's possession of certain positive qualities and the conditions helping such qualities to be emerged. Maslow believed also in human potential and explained his theories about behavior accordingly. He believed that people are all trying to reach excellence, leading to self-actualization and underlining the fact that all human beings share the same motivation to do so. He was this way addressing deeper the thought, that humans have "intrinsic goals" and are driven by them. Maslow was focusing his thoughts into a psychological theory, which stated that humans are motivated and driven by different needs. He displayed these needs of his theory within a linear hierarchy (Stoyanov 2017, 10-11).
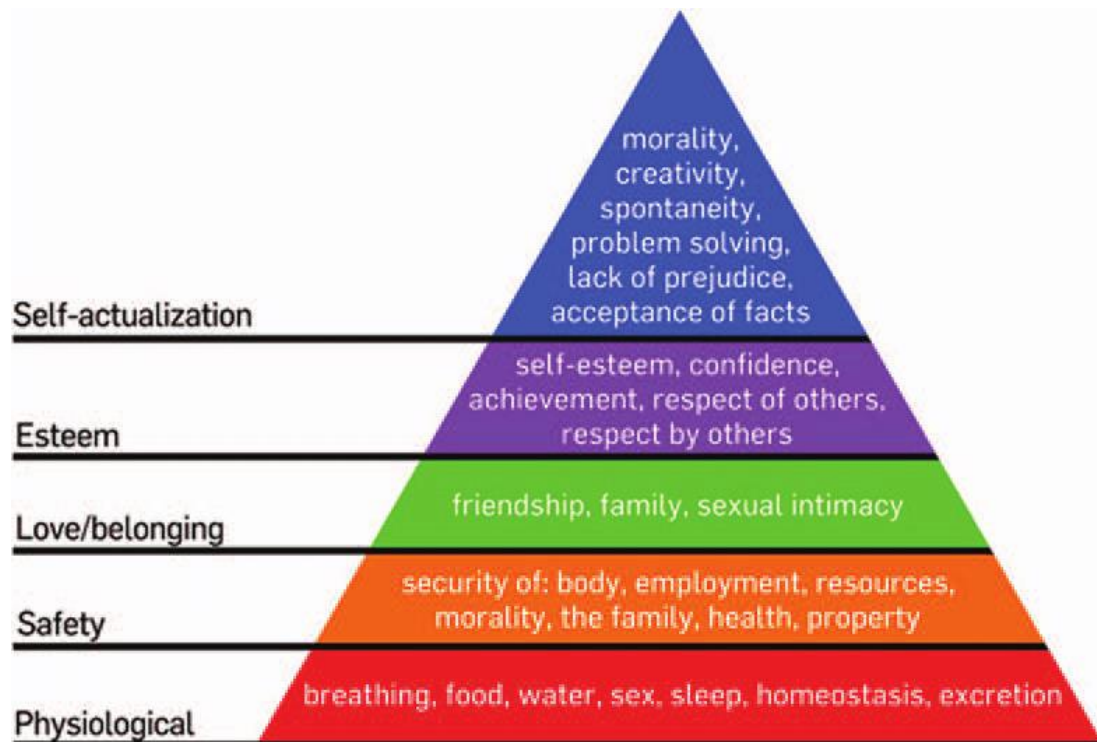
Figure 4: Maslow's Hierachy of Needs (Harringan & Commons 2015)

This linear hierarchy consist of five types of needs, which were activated within a hierarchical manner. They are therefore aroused from lowest to highest and in a specific order, as seen within figure 4. The lowest stage of needs has to be fulfilled, before triggering the next stage and progressing from there further. Maslow stated also, that in order to motivate an individual, one must know at which stage the individual within the pyramid is. He also suggested that a need, which is almost fulfilled, does not motivate the individual any longer. The most basic needs were the physiological needs, being important for survival and optimal level living conditions, including shelter, air, water, food, etc. Next are the safety needs, which ensure the individual's safety needs. Within an organization this could be e.g., an environment, which is without fear and without threats. The third stage are the social needs, where an individual is having the need to be affiliated. This means to be accepted, or to be loved by others. The esteem needs are pictured within the next stage and are about the individual's approval and the need for self-respect. It is fulfilled by e.g., an employee obtaining an award from the organization for achievements. After all the previous stages have been met in terms of needs, the individual proceeds to the fifth stage, being

self-actualization. It is here about developing the fullest potential of an individual and contributing positively to an organization (Kaur 2013, 1062).

Virginia Satir, a psychotherapist specialized in family therapy had similar views such as Maslow. According to her people are like icebergs and created the *Iceberg Model*. What we see them doing is basically a small part on the surface, the driving force and the manifestation of such behavior, is beneath the surface. It starts with the feelings and the feelings about our feelings. Deeper beneath the surface comes our thoughts, which include conscious beliefs and perceptions. Then comes the expectations, which are manifested through the ones of others, of ourselves and from others. Under this layer, are the yearnings found, which include the universal longings that drive behavior. The interesting part here is, that Satir's techniques being used globally, found an universality not differing from tribal patients, to industrialized ones. Yearnings here are not desires, but the driving force behind desires. They usually involve basic physical or emotional needs, such as a yearning for belonging, safety, freedom, purpose, impact, etc. The last of the layers and therefore the deepest one, is self. It is a life- force, everybody has within them and is indestructible. Everybody can according to her access it and it holds the key for most of our energies and resources humans need for living (Lindyberg 2019).

The subject of needs is according to Mitchell (1982, 84) very important, since organizations often are more concentrated on the lower- level needs of employees, such as paying more attention to physical setting, emphasizing pay through motivational systems, hours of work, etc. What organizations, however, not evaluate enough are the upper- level needs and their fulfillment, by allowing e.g., creativity, recognition, variety and creating systems emphasizing autonomy. The view on needs and motivation has, however, according to the researcher slightly changed. He describes that arousal could also be developed by the presence of others and their evaluation of knowledge. Expectations from social cues of supervisors, co-workers and subordinates are seen as important factors of causing arousal. Arousal is, therefore, seen as current and being highly linked to a task or social environment.

5.6 Process-Based Theories on Motivation

The Expectancy Theory

The Expectancy Theory is a popular theory in explaining the phenomena around motivation. The theory was, according to Isaac et al. (2001, 214-215), developed by the psychologist Vroom in 1964 and demonstrates clearly which stages an individual goes through within a motivational process. He suggested that people are with their attitudes, beliefs and perceptions, consciously choosing certain courses of action, to avoid pain and enhance pleasure. He located, as seen within figure 5, three characteristics underlying his statement.
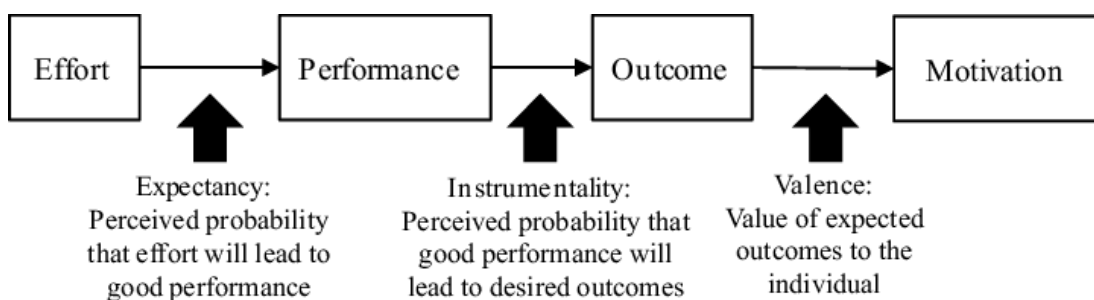
Figure 5: Vroom's Expectancy Theory (Harris et al. 2017)

The researcher explains that effort is expended, if an individual sees, that certain levels of his or her performance are attainable. This relationship between performance and effort is also known as the E-P linkage, or *Expectancy*. The second stage within the process is the *instrumentality*, or also known as the performance outcome linkage, or P-O linkage. Here, the individual is constituting a perception, that the current performance is leading to the desired outcome and the admired rewards. As *valance* the researcher refers to which extend the individual is valuing the received reward. The researcher stresses further, that any weakness within the value level attached to the outcome, or within the E-P or P-O linkages, will significantly impacting the individual's motivational state.

The Equity Theory

The Equity Theory suggests, as seen in figure 6, that the world of individuals is divided between comparative *inputs* and *outputs*. It sees therefore, that individuals are calculating their input and their work investment, (e.g., effort, training and ability), with the output of what they get out of the work (e.g., work's level of interest, co-workers, compensation). Individuals are, however, also developing a ratio, by comparing and analyzing the inputs and outputs not only of themselves, but of *comparison others* (e.g., co-workers, peers, etc.). If an individual sees for example, that his or her *outcome/input ratio* is identical to their comparison other's outcome/input ratio, there will not be any tension or subsequent action for relieving that specific tension (Conte&Landy 2019, 375).
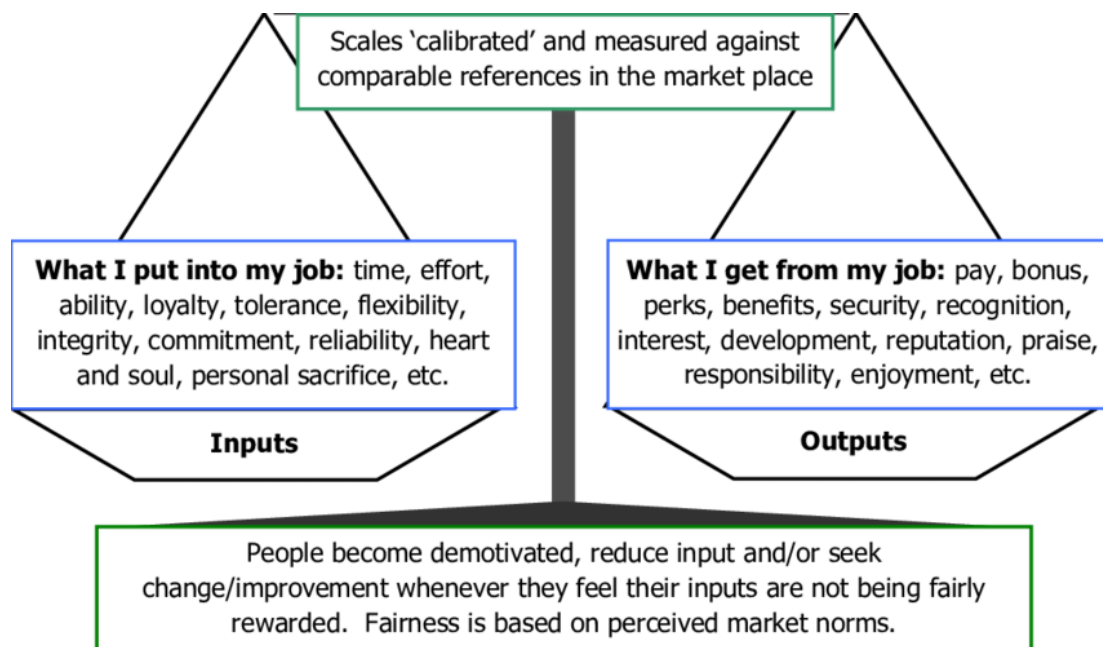
Figure 6: Adams' Equity Theory for Motivation (Luu 2008)

Mitchell (1982, 85) sees within the Equity Theory a desire for fairness and people being motivated by it. If these people believe to be treated in a wrong manner, they will try to restore their sense of equity by behaving accordingly in ways, they believe sufficient to restore it. Within rewarding there might be problems arising, if individuals of a group are rewarded too much or too less. Overall seen individuals are comfortable with being overrewarded, but if they are under rewarded and cannot directly influence the rewards, it will lead to working less, being dissatisfied and to be more absent. This is due to the reason, that they feel being treated equitably. The researcher points out

that the desire of fairness is next to maximum payoff expectations, intentions of reaching a goal and past reinforcement histories, one of the important factors of overall motivation. For creating a maximum level of motivation rewards should be tied to the individual behavior, specific individual goals should be set, and people should be treated equitably and fairly. The difficulty here is according to the author, that individual rewarding itself could be difficult within a team and either group rewards or goals should be used.

Cost- Benefit Analysis

According to Simpson and Balsam (2016, 1), motivation is influenced by many factors, such as the current environmental conditions, internal physiological states, the organism's past experiences and history. The organism is therefore processing, according to the researchers, the information which is in turn influencing motivation. The information is encoded or evaluated and affects retrieval or learning processes.
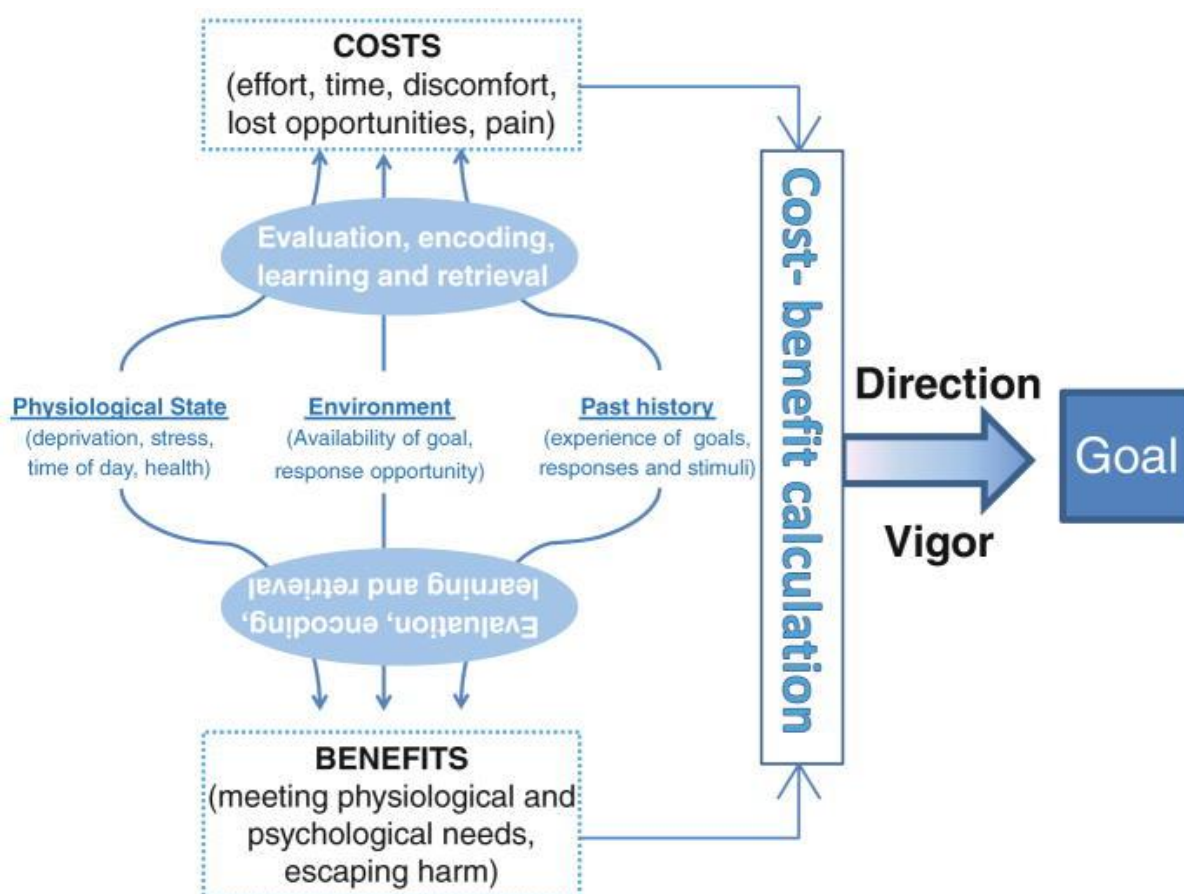
Figure 7: Influencing Factors and Processes Involved in Motivation (Simpson & Balsam 2015)

Within figure.7 the researchers display, how the information diversity is processed and integrated within an individual for him or her to build motivation. The cost-benefit analysis will affect the actions of an individual towards the motive goal. Here special interest is given to three major categories, being the individual's physiological state, the environment where the individual is and the history of the individual. All three categories and their information, is being processed, evaluated and encoded.

5.7 Motivation and the Yerkes-Dodson Law

As seen before, theories have suggested that needs are leading to arousal, which again is being important to form motivational behavior. There have been different studies published on this subject and one of the most known one is the Yerkes-Dodson Law.

It explains, according to Matthews et al. (2003, 330) such relationship between cortical arousal and performance. The figure 8 shows an inverted-U relationship between the given factors and describes an optimal and moderate level of arousal related to performance.
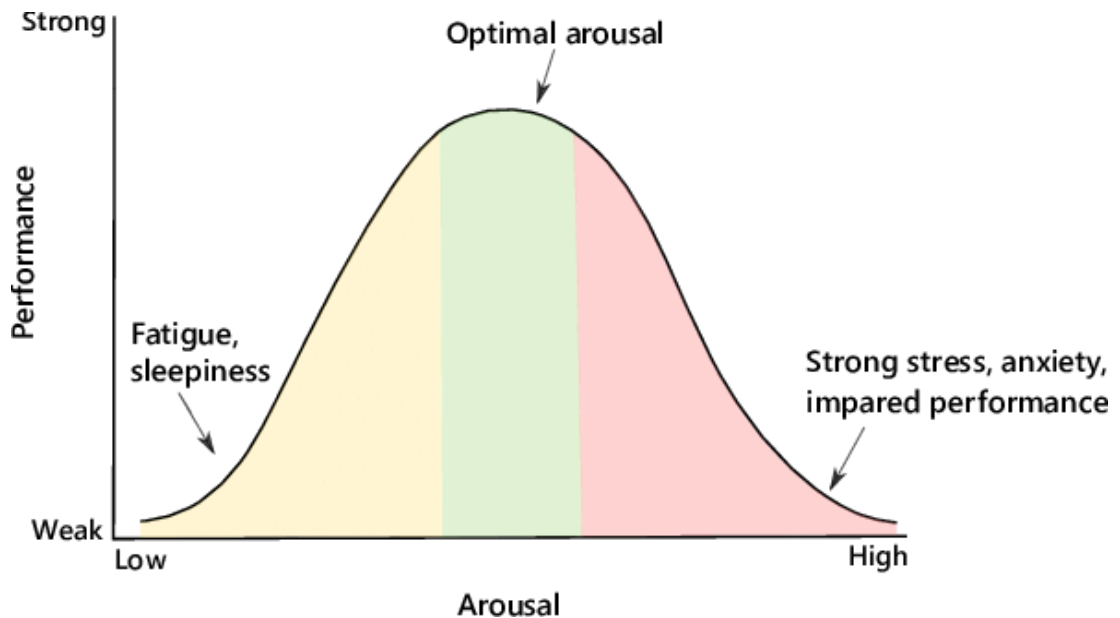
Figure 8: Yerkes-Dodson Law (Saeed et al. 2017)

The law describes also, that too low and too high arousal is associated with a certain impairment in performance. Furthermore, the researchers explains that ideal or optimum level is related inversely to the level of task difficulty. This means, that easy tasks are done most effectively with an arousal being relatively high. Where else, difficult tasks being best handled while arousal being moderately low. An example given by the researcher would be here to have a quieter environment for reading a difficult journal, but background music or other moderate level of noise within a clerical task being beneficial. This is also seen within individuals and their behavior. The researchers state, that individuals being initially low in arousal, are performing better with noise since they are not getting over-aroused.

The Yerkes-Dudson Law had a major impact also to other studies, which were manifesting the findings of the law. One of these studies is the *Optimal Arousal Theory* or also known as *"emotional activation"* from Elizabeth Duffy. Her theory was that

every organism or individual is seeking naturally for an external stimulus of an appropriate level, for it to perform at an optimal potential, or to feel satisfaction at an optimal level. Optimal arousal and its research are focusing on identifying the relationship between emotional or motivating value and arousal or activation of a situation in regard to the individual (Stremba 2009, 137).

5.8 Intrinsic and Extrinsic Motivation

A further method to view motivation, is according to various researchers to divide it into two fields, being the intrinsic and extrinsic motivation. This chapter reviews more in depth, what is meant by it.

Intrinsic Motivation

The intrinsic motivation of individuals goes in correlation with the previously explained human inner needs. It is therefore the internal state activating yearning, behavior, or initiating overall change within an individual. They are influenced by the mind, body, spirit, and the soul. It is overall assumed, that humans respond to pleasurable things (Rutledge 2008, 33).

Deci (1976, 23-24) sees as intrinsic motivated activities the ones, where no apparent reward except of the activity itself is obtainable. There is no extrinsic reward for individuals and therefore the activity is solely being engaged for the own interest and own sake. This leading to a certain enjoyment from the activity itself, instead of an apparent reward. There is no appreciable biological effect on the non-nervous-system tissues, located within the central nervous system. Extrinsic needs and their motivated activities again have been found to have within the non-nervous system tissues a primary effect. Examples for intrinsic motivated activities are e.g., painting pictures, solving puzzles and other play activities. The author stresses further, that challenging work, which requires creativity and resourcefulness, is intrinsically motivated. The activities and their rewards are mediated within the individual. Csikszentmihalyi and Rathunde (2013, 58-59) sees within intrinsic motivation also *pleasure,* related to positive responses to relaxation, chemical substances' stimulation, food, sex, etc.

Furthermore, he categorizes within intrinsic stimulation the positive sensations arising related to the holistic involvement and the experience from it, linked to skilled performance and concentration. This gives a certain "reward", which is also known as *enjoyment.*

Within a team or working context, intrinsic motivation could also be linked to job satisfaction and its experience, achieving personal goals, compliance with standards for their own sake, ethical standards, team spirit, fairness, with procedural – and material fairness (Frey & Osterloh 2011). By stating these factors, intrinsic motivation becomes imminent and connected to the previous described *self-efficacy.* According to Tabernero and Hernandez (2011, 669) there is a mediational role of intrinsic motivation in correlation to self-efficacy and environmental behavior. The researcher describes it as follows *"... environmental behavior highlights the importance of a combination of intrinsic motivation and self-efficacy as generators of other self-regulatory mechanisms that motivate behavior".*

Extrinsic Motivation

Extrinsic motivators are extern factors given or achieved by an individual. They are unpredictable and flexible within their meaning or worth among different individuals, due to the assumption of their value being taught. Such external motivational factors could be e.g., overall rewards, perks, insurance and money. They, however, could also be an athlete's achieved gold medal, a student's achieved college degree, etc. (Rutledge 2008, 33).

Thorndike's *Law of Effect* suggested that given responses, which are producing a satisfying effect within a situation, are occurring again within that situation. On the other hand, again, responses producing a negative effect are becoming less likely to occur in that situation again. Thorndike came to this conclusion, by observing cats escaping a cage to get to their food. He realized them to always return to previous successful measurements of escaping and reaching their goal (McLeod 2018).

By evaluating the *Law of Effect, Reinforcement Theories, Classical Conditioning Theories* and the actions of certain brain chemicals*,* the power of extrinsic motivation

becomes very clear. The influence of extrinsic motivation to individuals is also seen, by it interfering into the intrinsic motivation, thus giving the assumption that intrinsic and extrinsic motivation should go in balance. Silverthorne (2005, 100-101) sees both motivational sides interacting with each other and going hand-hand and creating an inverse relationship. However, it is also seen according to the researcher, that if extrinsic motivation increases, the intrinsic side declines. This could be possibly explained, with financially rewarded people doing a job, less likely to put an additional effort into a given task without the external rewarding. Here is, in other words, the individual's desire, self-initiation and related behaviors for a given task diminished, with the external rewards. An example could be here, a pupil getting money as an external reward from his or her parents for achieving an A- grade on an exam. Psychologists fear, that the child is not achieving the grade anymore for personal satisfaction, being an intrinsic reward, but is expecting with the extrinsic reward to get paid for previously studying hard.

5.9 Motivation and the Self-Efficacy Theory

A further interesting theory of Albert Bandura, linked to the social cognitive theory, is the self-efficacy theory. It is in terms of motivation a highly important asset and seen to be crucial in forming it, within any context. Durwin and Reese-Weber (2021, 330) sees for example students, who learned ways to make progress towards realistic and short-term goals, are developing more willingness for forth effort, are improving academic skills, learning that ability and effort are contributing to success and are developing self-worth and self-efficacy. At the same time appropriate feedback about their effort is leading to higher motivation and them feeling greater self-efficacy. On the other hand, a student being told that he or she to work harder after a poor performance, could most likely lead to lower self-efficacy, especially if their input was already high.

It is here now interesting to view, what self-efficacy is and what it stands for. According to Lopez-Garrido (2020) the perception of somebody's own ability to reach a goal and the belief in the own capacity to achieve such a goal is called self-efficacy. It is going hand-in-hand with motivation, since maintained or increased levels of self-

efficiency, will motivate an individual to continue to learn and to make progress. Also, seen otherwise around, where achieved goals as a result of evaluated motivation, will most likely contribute to evaluated levels of self-efficacy. It is according to the researcher, seen in e.g., healthy habits, that people more likely will engage in healthy behaviors, if they are feeling confident within their capabilities to do so. He states further that this could be seen in other areas of e.g., academic success, treating phobias, etc. A useful aspect of self-efficacy, as also seen similar with the previous Social Learning Theory, is that it affects others and the surrounding. *Peer Modeling* is a term Albert Bandura came up to describes an individual, acting as a role model, this could be e.g., a successful employee. If this employee is taking the center stage, due to good social behaviors and business savvy, he or she will be the peer model for the rest of the employees from that company. If the given behaviors helped to obtain more praise from the boss or helped to achieve more success, the rest of the employees will most likely learn how to behave and act from the peer model (Lopez-Garrido 2020).

Albert Bandura's self-efficacy contains four main factors of influence, which are seen within figure 9.
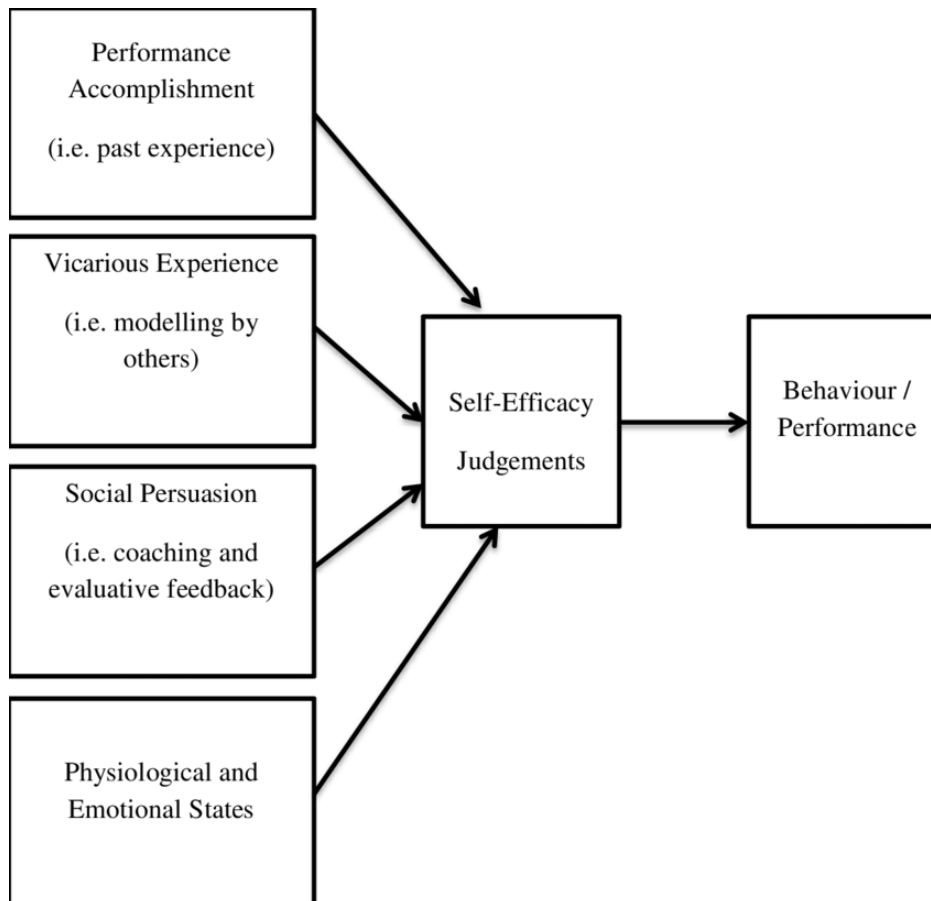
Figure 9. Albert Bandura's Self-Efficacy Theory (Abdullah 2013)

The factors are described by Lopez-Garrido (2020) as follows:

1. Mastery Experiences (Performance Outcomes)

Interpreted result of an individual's mastery experience or previous performance. It is the gathered experience he or she obtains, while practicing a given activity for improving a performance or learning a new skill. The positive experience, while acquiring and practicing new skills, is taught unknowingly by the individuals to themselves. It is the understanding to be capable of acquiring new skills. The believe of being capable and believing in oneself and the positive way of thinking, will eventually help to overcoming the task successfully.

2. Vicarious Experiences (Social Role Models)

Here it is about the observation of other individuals completing a task successfully. Positive role models in one's life, are helping to absorb some positives believes about the self to the observer. Social role models here could be e.g., parents, older friends, camp counsellors, employers, etc.

3. Social Persuasion

A person undertaking a complex task and who is receiving positive verbal feedback, will be persuaded into believing, that they have the capabilities and skills what it takes to succeed. Verbal persuasion helps therefore to build self-efficacy.

4. Emotional and Physiological States

The physical, psychological, and emotional well-being of a person can influence the feeling about the personal abilities within a particular situation. Struggling with anxiety or depression, could make it harder to build self-efficacy, while feeling well and healthy again could make the buildup process easier.

5. Imaginal Experiences/ Visualization

The author points out, there being also a fifth route to self-efficacy, suggested by James Maddux. It is he self-visualization of behaving successfully or effectively within given situation. It is in other words portraying the goals achievable.

Self-efficacy could according to the author, be measured by the General Self-Efficacy Scale (GSE), which was developed by Ralf Schwarzer and Matthias Jerusalem. It is rated from 1 to 5 and incorporates 8 questions. The higher the points of the participant, the higher the self-efficacy score.

6 LEADERSHIP

"Make sure you're not made 'Emperor', avoid that imperial stain. It can happen to you, so keep yourself simple, good, pure, saintly, plain, a friend of justice, God-fearing, gracious, affectionate, and strong for your proper work"

- Marcus Aurelius, Emperor of the Roman Empire

(Burdon 2021)

Leaders have many responsibilities and duties, being crucial for the effectiveness of the team. The earlier addressed conflict possibilities are managed, by modelling constructive behaviors, understanding the owns and other team members emotions, facilitating trust and openness and possibly repairing hurt feelings. (Runde & Flanagan 2008, 41).

Leadership as a subject is very complex, since a leader is not always the one appointed for the position or task- it is more about the individual itself. As some might now, there is a difference between being a boss or being a leader. Hall and Tolbert (2009, 93) point out, that studies and results about this subject have been very mixed and ambiguous. They were varying from cognitive characteristics to physical characteristics and to psychological characteristics. Still, the research of finding a "born leader" was mostly abandoned and halted in the 1950's, since no breakthrough was achieved. It was not till recent times, when the research was picked up again. However, within the newer studies some relevant personality characteristics were found. Psychologists, call these characteristics "the big five". They are *surgency, conscientiousness, agreeableness or cooperativeness, emotional stability and intellect.* They are directly linked to a certain behavior, which distinguish among individuals. People having higher scores on "the big five", will most likely be differentiated from being a follower, thus making them the leader. This also can be called an *Emergent leader,* who is identified as a leader by a leaderless group, where no one has been formally appointed to take charge.

Also, other previous studies have found out, that leadership starts with the leader him- or herself. The behavior of a leader manifests the structure of the assigned team. Therefore, special attention has to be given to the use of voice, attitude, usage of words, nonverbal communication and the ability to deep listen. Furthermore, it is important to set clear goals and rules of common behavior, which set the norms for successful teamwork. On top of that, it is highly important to encourage subordinates for expressing needs, thoughts and ideas about the team as well. Concerns and criticism should be learned to be taken as an opportunity for improvement, instead of a setback. It is highly important as well, to work united according to agreed procedures and decisions. A team performs successfully, not only from incentive and other external impulses it gets from the outside, but rather from the internal relationship it builds among its members. Therefore, the leader's responsibility lays among other, in forming this internal relationship (Buchner 1994, 102-103).

It is generally considered within the distinctions of leadership, that the variation between them lays in the usage of *legitimate power*, to either *push* the employees towards a desired goal, or influence followers and *pull* them towards the goal (Isaac et al. 2001, 213). Afterall, leadership is a skill to influence the workers of a company or organization to work towards a specific goal for the common good. It is generally considered that good leaders are creating a vision for the organization, as well as effectively articulate and communicate it to the followers. The most important element within an organization for creating a legacy of success for it, is according to researchers, the employees and the leaders in it. For this specific reason special interest should be given to these elements (Parris&Peachey 2013, 2).

6.1 Leadership and Team Structure

For teams to function, every one of the individuals must be adjustable for team structure and membership. The formation of a functional team is therefore followed by certain characteristics of the involved individual. These could also be seen as an "understanding" or a specific "intelligence".

According to (Machado & Davim 2019, 37-38) humans have multiple dimensions of intelligence, which can be developed through education and throughout the life of an individual. He specified seven intelligences, being linguistic-, intrapersonal-, interpersonal-, musical-, logical-mathematical-, bodily- kinesthetic- and spatial. Two of the intelligence are here of special interest in terms of our subject- *interpersonal intelligence* and *intrapersonal intelligence. Interpersonal intelligence* is here seen as the ability of an individual to recognize desires of others, feelings, intentions and motivations. It is furthermore the ability to understand others, the surroundings and to know what is motivating them. At the same time *intrapersonal intelligence* creates an awareness of ones' own feelings. It helps, therefore, to understand own fears, desires, feelings and eventually own motivation. Intrapersonal intelligence and interpersonal intelligence relate to each other and are highly essential for operating within a social environment, in order to create value for others. They endorse other qualities, such as empathy, relationships management and self-knowledge leading within their dimensions eventually to *social intelligence*. Studies made within social intelligence, manifested again more and more the importance of emotions. This drew special attention to this field and eventually led to a new area of *emotional intelligence*. This was linked to overall mood, feelings, emotions, etc. Thus, underlining a broad spectrum of overall thinking. Individuals understanding, managing and perceiving these elements, were driving performance. Furthermore, it is believed, that emotional and social skills, with facilitators and competencies impact overall seen, an individual's intelligent behavior.

Caproni (2012,19) sees especially within the emotional intelligence a highly important factor for managers building their teams. The subject drew attention with various publications, such as the one of psychologist Daniel Goleman in 1994. Various researchers see in emotionally intelligent managers the potential to identify, understand and manage their own feelings. At the same time, they understand other's emotions and are able to appropriately respond to them. The understanding of their own and others' emotions helps managers to make sense of certain situations, give others and themselves the support they need to manage good or bad times, and build relationships. Furthermore, it is believed that especially emotional intelligence among leaders helps to build employee commitment, to tolerate uncertainty, manage conflict, build employee commitment, against anxiety, to elevate motivational levels, etc.

6.2 Cross-Cultural Leadership

"The greatest ability in business is to get along with others and influence their actions"

-John Hancock, Statesman and a signer of the Declaration of Independence

(Gossett 2021)

The popular and academic literature of the 1990's saw the importance of multicultural teams and embraced them as becoming internationally a way of organizational life. This trend continued into the new millennium and due to the recognition, different practices and theories of effective multicultural teams started to emerge. It became a special interest of researchers to analyze, how diverse individuals could be prepared, to be more effective in their given roles as team members. This was ultimately linked to the desire to understand how such teams could be effectively led or managed (Halverson and Tirmizi 2008, 4).

If an old form of a business is according to Butcher (2011, 23-25, 26-27) facing new unfamiliar cultural impulses, a mismatch may occur. The idea here is according to the researcher to locate the mismatching points and to overcome them by reframing the structure of the team. This happens through setting a new cultural frame into an existing one, via finding which frame a is suitable for each and every member of the team. The new frame should, therefore, include enhanced intercultural engagement, cooperation, lowering negative portrayal of others, etc.

Therefore, it seems suitable to build within the diverse context a new team identity, also known as social identity. An atmosphere is supposed to be created, where the team members are seeking a positive social identity by in-group comparing. Here, different factors are linked to it, such as social behavioral shared uniformities, people's relations stability as group members, etc. It is believed that social identity is also a psychological mechanism, to depersonalize self-perception and to make a group behavior attainable (Turner&Oakes 1986 ,240).

Further ways of leading diverse teams are next to creating a common identity and own collectivist culture, to establish a "value-in-diversity" perspective of the work team,

by evaluating the differences, instead of only the similarities. Encouragement and affections of such values functions best, if leaders are familiar with the diverse team's working norms and the different processes. Further factors, which proved valuable for the leadership within a diverse context are the establishment of a role-model behavior and ongoing feedback within clear performance measures (Caproni 2012, 357-359).

6.3 Transformational Leadership

"Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand"

-General Colin Powell, Military Leader and former U.S. Secretary of State

(Gossett 2021)

Next to the leadership of leading diverse teams, a special interest is given to Transformational leadership. Leaders using this approach, are according to Shibru and Darshan (2011, 334-336) changing organizations or teams, by modeling, creating and communicating a specific vision and inspiring the employees to strive such an intended and given vision. Successful implementation of this leadership style is associated with a more positive perception of the subordinates in regard to their leaders' effectiveness and overall higher motivational levels. Transformational leaders are dynamic, knowledgeable, proactive in making radical changes by not only leading their subordinates, but also themselves, in order to embrace such changes. This proposition should, according to the researchers, help the leaders to meet an increasing competition with exert additional efforts. Therefore, special interest is given here, since this leadership style varies a bit from the traditional approaches, which are operating often through the performance-reward linkage and helps to cope with the dynamic nature of our current environment. It enables people and subordinates to discover and evaluate their best potential and fits best in an environment, where change is needed. It is not only transforming the people, but the whole organization as well. This happens mostly by addressing the followers' insight, their heart and mind, by enlarging their vision, clarifying the purpose, creating a behavior connected to principles, beliefs and values, setting permanent changes, building momentum, etc. It is also seen according to the researchers, as a leadership concept to address the subordinates' wants and needs, by

developing higher levels of a certain maturity. Transformational leaders are this way strengthening or transforming organizations, and sustainably motivating its people.

The official components forming the base of transformational leadership, are according to the researchers the "4I's", being:

1. Idealized Influence (II):

This part of the 4I's, stands for the highest levels of perspective-taking capacity and moral reasoning. Leaders here practicing idealized influence, are willing to make a sacrifice for their organization, community, or work group. These leaders are trying to see the good in others first or trying to bring it out with continuous endeavor. They build trust and form a common good with specific values. They are setting high standards for work conduct and empower those standards by being a role model for them.

2. Inspirational Motivation (IM):

Here, the idea is to practice inspirational motivation, where followers are encouraged to challenge people and generate enthusiasm. People are inspired by transformational leaders, who demonstrate a shared vision and have a high commitment to organizational goals. These leaders are that way providing a challenge and meaning for the subordinate's work, are creating clear expectations, which followers want to meet, envision attractive upcoming states, etc. It is about vision and communicating this specific vision, to give continuous encouragement, to give a challenge, to apply the principles of shared power, etc.

3. Intellectual Stimulation (IS):

Here, creativity and innovation are the main elements within this factor. It is about motivating the subordinates to be creative and to challenge the old norms of doing their work. Intellectual stimulation could also help to challenge the "status quo" and rise the effort of the followers to be more innovative. This helps to encourage the followers in a positive way and to try new approaches. Two-way communication helps here to create a bottoms-up type of influence and to recognize, understand and solve given problems.

4. Individualized Consideration (IC):

Followers are here further developed with mentoring, teaching and coaching. Leaders are treating their followers as individuals, by paying more interest to their ideas and concerns. The subordinates are getting this way a feeling of being an important contributor to the organization. This has an effect on the employee's sustainable and long-term development.

6.4 Servant Leadership

"Servant-leadership is all about making the goals clear and then rolling your sleeves up and doing whatever it takes to help people win. In that situation, they don't work for you, you work for them"

-Ken Blanchard, management expert and author

(Gossett 2021)

The topic of servant leadership has been an interesting subject for various researchers, since it differs similarly from traditional approaches, such as transformational leadership. This form of leadership takes according to Horsman (2019, 19) a different approach to the teams dynamic and sees the leader in a different light. As the distinction of this leadership concept states it, it has features of serving, with a slight paradox feature. However, the researcher stresses, that serving is a completely normal habit of human beings and seen with serving the needs of our children, our parents and grandparents. It is therefore natural and instinctual to do so. Furthermore, the yearning to serve our unit, our team, our organization, our community and our group, seems to be linked to our sense of purpose, self-worth and belonging, by enriching it. The researcher describes also that humans yearn to serve a philosophy, a God, or a cause. Further reasons could be because of duty, obligation, influence, approval, money, power, survival, etc. Overall seen, it manifests the behavior of them serving something and certainly describing it as a *natural feeling* to do so.

The Servant Leader is manifesting the love for others hand him- or herself, by inheriting these factors to *serve-first*. Horsaman (2019, 20) sees the effectiveness within this leadership role in its links to humility. A servant leader might lead with

natural gifts, such as strengths, but also with humility, seen by admitting honesty, healing, forgiving and mistakes. This could according to the researcher lead to enhanced perceived authenticity and more options of effectiveness. The leader is having a completely different approach of being warmer hearted, than cold hearted and is able to build a better capacity for respectful and authentic relating. This in terms leads again to the established of trust and the promotion for fulfilment, purpose and worth.

The attributes of a servant leader are manifested within empowerment, altruism, service, intrinsic motivation, trust, commitment, etc. Those elements being among the reasons for the effectiveness of it on a team level. Several studies found out, that environments which were servant led, were contributing to fair treatment and provided affirmation of justice, or how a group as such should be treated. Procedural justice is also helping to create a trusting and open environment, which is enhancing the team member's collaboration. This again is leading to a helping culture, where the organizational citizenship behaviors of the members are increased, also known by the researchers as altruistic or pro-social behaviors. All of these factors leading to enhanced overall team effectiveness and improved organizational performance. Within 15 empirical studies findings were made, that servant leadership is also enhancing the well-being of its followers. They showed empirically and conceptually that servant leaders are contributing to the well-being by creating a positive work climate, which in terms is again linked to a greater commitment towards the organization. Such commitment is leading to a higher job satisfaction of the employee and decreasing the employee turnover (Parris&Peachey 2013, 21-23).

7 METHODOLOGY

In this chapter I will represent the methodology part of my thesis and explain further, who the participants within this thesis are. Furthermore, I will describe which research methods and data collection is being used, in order to conduct my research. Also, I will justify these methods and explain, how the findings have been analyzed.

7.1 Research Methods

The valuable information, which was found within the theoretical part, has to now be compared and finalized through a given research method. Here, most effective and promising was the qualitative research.

7.1.1 Qualitative Method

Pathak (et al. 2013) suggests that within overall scientific research, the idea is to find a solution for a particular problem, one is able to identify. A study's research design can be formulated through various methods. The researchers mention two approaches for data collection and interpretation within research, being quantitative and qualitative research. The most popular and elementary method for conducting research, was according to them, the quantitative method. However, they pointed out, that among researchers the qualitative method has been gaining popularity and momentum.

A major difference between the two is that quantitative research focuses more on methods, which are able to be made objectively and are by other researchers propagated. The qualitative method is again having a more idealistic or humanistic approach and is therefore more involved into understanding people's experiences, interactions, behavior, attitudes and beliefs. Integrating intervention studies with qualitative research and the resulting research strategy, was according to the researchers, gaining within different disciplines an increased attention. Before the rising popularity of the qualitative research within different research fields, it was mainly used successfully within psychological studies, by evaluating numeric human behavior. A reason for its prior success within clinical studies, was the fact that it helped to view data much more intensively and by enhancing the user involvement (Pathak et al. 2013).

Saldaña (2011, 11) sees therefore, that the qualitative research is providing, a great way to analyze different fields of natural social life, with its eclectic collections of methods and approaches. It is mostly used within anthropology, journalism, education, psychology, social work, health care, business, communication, sociology, etc. Within

these fields, depending on the particular project in question, the aim is to have outcomes of essential presentations and representations of salient findings, coming from data and its analytic synthesis. An example here, is according to the researcher, to get new understanding and insights about social and individual complexity, cultural observations and their documentation, human meanings and their renderings, effectiveness of policies or programs and their evaluation, etc.

Qualitative research is also examining the experiences of people in detail, by using specific research methods, which are explained later. It allows the researcher to see the subject form the view of the study participants, making it one of the most distinctive features of this research style. Such view will help the researcher to create a picture of the participant's understanding about interpretations and meanings of them towards e.g., events, objects, or behavior. It furthermore helps to understand their experience of such. This could be helpful for example with identifying cultural and social norms through an *interpretive approach*. Here, special interest is given to natural settings, where the researcher is trying to identify, how their behavior and experiences were shaped by their life's context, such as e.g., the cultural, physical, social and economic context in which they are living (Hennink et al. 2011, 8-9).

The above-mentioned characteristics of the qualitative research are perfectly matching this thesis and therefore the choice as being the research method.

7.1.2 Data collection

Busetto (et al. 2020) lists that Qualitative research uses a spectrum of various methods for qualitative data collections. These tools are e.g., semi-structured interviews, observations, focus groups, audio recordings and document study. The choice of methods is underlying the theoretical framework or substantive theory, which was used by the researcher. I, therefore, chose the methods of a semi-structured questionnaire, giving the possibility for the participant not only to answer to structured questions, but also to open-end questions. She or he has the opportunity this way, to further explain her- or himself. Furthermore, I used an in-depth interview helping to point out special

factors of interest, being relevant for the research. An in-depth interview here was chosen, since it allows the participant to communicate more openly.

Overall seen, the qualitative research method is expected to help me, as the author of this thesis to evaluate the theory within practice. It also is giving the possibility to see first-hand, how the theory is actually working and gives me personally seen, the opportunity to learn from experienced leaders.

7.1.3. Questionnaire

The questionnaire as seen within Appendix 1, is semi-structured and pictures the gathered information of my previously collected theory. It reflects all the main points given by various researchers and covers all given fields relevant of this study. It is, therefore, structured in the three main fields, linked to culture, motivation and leadership. Every each of the chapters has multiple choice and open-end questions, made possible through an empty line beneath the question. The questions are formed the way, that managers are able to answer to the questions from their point of view. Differences or similarities to these answers are this way easier to be located. The participant is answering to the given questions according to an own timeline.

7.1.3 Interview

After successfully finishing the semi-structured questionnaires, the participants were then directly interviewed through an in-depth interview about their given answers. The procedure of the in-depth interview was conducted separately among the managers, having the thought for them to answer confidentially on their own terms. The purpose of the conducted in-depth interview, as mentioned above, was furthermore to make an oral evaluation from the previously given semi-structured questionnaire's answers. Interviewees had this way the possibility to enlighten and explain their answers further. It gave a certain flexibility for the participants and a possibility for me, as the thesis author, to follow deeper into the given answer's thoughts. Due to the Covid-19 situation the interviews were either held face to face, or via cellular calling.

7.1.4 Data collection and analysis

After the fact-based questionnaire and the semi- structured interview, I then proceeded to evaluate the gathered information. The documented answers of every each of the methods within the qualitative research were being displayed with figures and tables, for them to be more visual for the reader. By doing so, I was also able to screen and make a comparison between the participating teams, in order to find similarities and differences. This way, I was able to localize and find factors, for these participating teams being so successful, motivated and goal orientated.

7.2 The Participants

Within this section I will evaluate the participants more closer for the reader and provide information of who they are. The companies were overall chosen on behalf of having diverse teams, operating on an international level and are successful within their business activities. All of the three given companies listed below, are incorporating these criteria and therefore are eligible for the participation within this research. From these companies two participants, holding a leadership position, are being evaluated.

7.2.1 Company A

Company A is a very successful international operating company, which has been building its favorable story on new innovations within the global mobility market. It is in depth concentrating on car rental services and provides among others a digital platform connecting distributors and suppliers. They have business locations in various countries and operate various diverse customer service and sales teams. The company has employees from eight different nationalities in average.

Participant 1 of this company is managing customer service, is over 30 years of age and of French origin. The participant's team is 15 members strong and all have been working around one year in average. *Participant 2* is operating within the same team

as participant 1, managing customer service, under 30 years of age and of Spanish origin.

7.2.2 Company B

Company B is a very known Estonian company concentrating on the production of laminated timber. Their products have been used internationally, within sport halls, libraries, theaters, swimming pools, etc. The company has an impressive resume and employees from around four different nationalities. Company B has employees from four different nationalities in average.

Participant 1 of this company is an international sales manager, under 30 years of age and of Pakistani origin. The team of this participant is 20 members strong and all have been working together in average of four years. *Participant 2* is working as an overall sales manager and operating within the same team. This person is under 30 years of age as well and of Latvian origin.

7.2.3 Company C

The third company of my evaluation is an Estonian manufacturer of concrete elements. The company has a long and bright history, growing into one of the leading concrete element manufacturers within the Baltic states. The core of this company lays within design, installation and the concrete elements' production. It operates on an international level and has employees from four different nationalities in average.

Participant 1 of this company is head of sales and projects, over 30 years of age and of Estonian origin. *Participant 2* of this company is a supply chain manager, over 30 years of age and part of a team with a total of five members.

8 ANALYSIS OF THE RESEARCH

8.1 Company A

Participant 1 and Participant 2

Culture

1) Adjustment level of individuals from another culture to the team
2) Cultural competence of the team
3) Team's Identity
4) Effectiveness of a diverse team within for international matters

Motivation

1) Importance of motivation within a business team

2) Motivation in relation to success

3) Communication for evaluating motivation

4) Positivity and optimism in relation to motivation

5) Self-Efficacy linked to motivation

6) Working Environment linked to motivation

7) Getting along with work colleagues?

8) Employees being treated equally

9) Needs and wishes being respected

10) Happiness about the workplace

Leadership

Company A Leadership

1) Leader's role within an effective team
2) Leader's influence on the team's motivation
3) Leader's influence on supporting subordinates within a difficult task
4) Importance of the leader's emotional intelligence level
5) Importance of the leader's communicational skills
6) Leader being a role-model

Company A Leadership style

Leadership style:

1. Cross-Cultural Leadership

2. Transformational Leadership

3. Servant Leadership

Participant 1

Questionnaire

Participant 1 of company A has a vast intercultural experience in the past from Mauritius to Australia, Canada, along with others. He found these experiences as very useful in operating within a diverse context, seen in the private and especially the professional life. It gives therefore a better understanding of the world humans live in and helps to address other cultures accordingly. The formation of a strong intercultural context within the diverse team took under one year. Key features of such development were especially strong communication of the manager, which helps e.g., in developing a strong team identity. Formation of such was done via e.g., feedback, deep listening and open communication. The establishment of a strong diverse team was especially useful within the international business world, for the team being able to think "outside the box". In terms of motivation, the aspect of challenge towards a given goal was seen as motivational to the participant. This was also linked to arousal, since a bored worker will not go the extra mile for completing a task. Goal orientated behavior towards a challenging task, was also here steered through constant feedback. Overall trust in each other was seen to help the process of feedback and to speak about work related issues. A further communicational tool, such as reframing, was used for not only goal orientational behavior, but also to address members from different cultures in a different way. Furthermore, good communication is helping in terms of positivity, which has been seen as an important factor for creating the team spirit. The treatment of everybody should be according to the participant equal and encouraging. On the other side, conflict, too much stress and not having a direction, should be avoided. Motivation as such is sparked by the leader's mindset and projection to others that everything is possible or achievable. Due to this fact, the participant sees, that a leader should be close to the subordinate and incorporate all features of leadership styles. The understanding, who to lead when, is according to the answers linked to emotions and the understanding of them. This is, however, not always easy, due to the individual's

different perceptions from different cultures, along with others. The company is organizing for team spirit sport events, BBQ parties, etc.

Interview

The interview of participant 1 was held face-to-face and gave a deeper look into the given answers from the questionnaire. This participant recalled many of the answers from before and was once again emphasizing the importance of a good working and effective team. The establishment of such was "in the hands" of the leader. In establishing such, the leader has to be socially intelligent and to "read" people. It is important to understand cultures, but more important is the ability to connect to others. Cultural understanding is a key, but it bonds to other human skills, such as empathy. Most important features of a leader are next to having empathy, a set of communicational skills. Here deep listening, open communication and the ability to solve conflict was seen as important by the participant. The development of a team was steered by feedback. This giving a crucial factor for the subject, also for creating motivation. The subordinate's feeling of being valued and respected, enhanced productivity. Successfully achieved goals, arousal and a sense of challenge supported this. Motivation was, according to the participant, also created by a flat organizational hierarchy. A subordinate, who is with others on the "same level" and being able to express own thoughts, use his or her own creativity, feels free to construct and reconstruct the own task for a given goal, was seen to be more productive.

Participant 2

Questionnaire

Participant 2 of company A has various experiences from other countries and sees them as useful. The adjustment to a new cultural environment took under one year. Motivation in general was seen by the participant as the overall feeling to continuously be ready to grow within good and bad times. It is personally for the participant to thrive for the best possible outcome and to be the possibly best in a given moment. This was also seen for motivation within a company, making it one of the most important elements for driving success. Personal features, such as positivity are important in

terms of motivation, but an individual has to be able to also divide them with motivation in general. Self-control is therefore important to create a motivation in times when there is no positivity and the believing in one's own abilities is important. However, the environment as such is seen by the participant to be crucial for "pushing" an individual to do more. In terms of the value between intrinsic and extrinsic motivation, the participant sees intrinsic motivation to be most important. This was explained, by the statement of *"only you can control yourself"*. The establishment of motivation was linked by participant 2 with being allowed to be creative, emotional balance, positive feedback, can do- mindset, a functional team, optimism and trust in own abilities. Contra productive for motivation was again bad leadership, misunderstandings within a team, stress, high performance not being recognized and not having a direction or plan. According to the given answers, a leader should have also good communicational skills and should be able to use them in situations of e.g., "changing the mood" of others. This again is linked to the ability to read people and emotions, for recognizing others being in a stage where help is needed and making communication essential.

Interview

The interview with participant 2 of company A was held via cellular connection. The participant states, that the key, of the good team spirit and atmosphere within the diverse team is, that the colleagues are seen as good friends as well. This was particularly important for the overall vibe, trust, understanding, etc. The team was before more hierarchically structured but was changed to a more horizontal one and became therefore more successful. It was for the manager easier to view over the subordinates and "read" them better, measured on how they interacted with each other. People in general adjust fast to new surroundings and communication is, according to the participant, key for supporting such development. The environment is important, since it is the base on which the team is building its success on. An environment should be supportive, happy, positive and should not have any tension in within. If such is created, motivation will follow on its own, according to the participant. This rising the feeling of an individual to be connected to something and thus manifesting work related identity. The participant states that such feeling also being connected to the

intrinsic motivational field and making it more important than only the extrinsic motivational one.

8.2 Company B

Participant 1 and Participant 2

Culture

1) Adjustment level of individuals from another culture to the team
2) Cultural competence of the team
3) Team's Identity
4) Effectiveness of a diverse team within for international matters

Motivation

Company B
Motivation

1) Importance of motivation within a business team

2) Motivation in relation to success

3) Communication for evaluating motivation

4) Positivity and optimism in relation to motivation

5) Self-Efficacy linked to motivation

6) Working Environment linked to motivation

7) Getting along with work colleagues?

8) Employees being treated equally

9) Needs and wishes being respected

10) Happiness about the workplace

Leadership

Company B Leadership

1) Leader's role within an effective team
2) Leader's influence on the team's motivation
3) Leader's influence on supporting subordinates within a difficult task
4) Importance of the leader's emotional intelligence level
5) Importance of the leader's communicational skills
6) Leader being a role-model

Company B Leadership style

Leadership style:

1. Cross-Cultural Leadership

2. Transformational Leadership

3. Servant Leadership

Participant 1

Questionnaire

Participant 1 has prior international experience and sees this as very useful for professional actions within a diverse team. This participant sees that knowledge of various cultures is important especially by understanding the personal characteristics while dealing with others. Such characteristics are the key for e.g., understanding and conflict prevention. The participant says that people adjust in general fast to the given cultural context. A functioning diverse team is according to this participant seen as highly effective, since it gives different views and ways of the thinking process. This participant is generally motivated by freedom of thought, tolerance and expression. However, core motivators are succeeding within the given goals and aims. Furthermore, recognition is important and highlighted via positive feedback. Communication is important, not only for encouraging others, but also by being able to listen deeply and to confidentially express one's own thoughts. Motivation is according to participant 1 of very high importance, since an individual's actions are based in general by his or her motivation. This again affecting a whole team's behavior, since a motivated team is, according to the given answers, putting their best efforts in. Positivity is important, but has to be generated accordingly, thus used in supporting actions, no matter if positive or negative. This participant sees the environment as an important factor, since work related motivation comes from the work itself and a suitable environment supports this feeling. Equality is important for participant 1, in order to create a balanced working environment. Both, intrinsic and extrinsic motivation is important for an employee, but according to the given answers, more value is given to the intrinsic one. It affects mood and self-confidence. The participant finds, past performance, optimism and trust to own ability, a functional team, the understanding of yourself and others and a "can do"- mindset to be of special importance. Negative features are again by not having a plan, less fulfilment of

personal needs, misunderstandings within the team, high performance not being recognized. Here, most contra productive for motivation levels, is the misunderstandings within the team viewed. Leadership is according to the participant important, but it should be not forgotten that every each of the members is important. A leader should be able to prevent negative features, such as e.g., bullying and discrimination, but at the should encourage the subordinates to be effective and productive. Communicational skills of a leader are important for doing so and thus giving high importance of this factor. Another way of generating motivation is, according to the participant, by challenging and changing tasks and by giving feedback. A leader in general should be able to include all of the listed leadership styles and be able to act according to the situation. However, most important features of a leader are next to the above mentioned effective communicational skills, the ability to serve the needs of others, being able to listen and being understandable.

Interview

The interview with participant 1 was held via cellular connection. Within my interview with participant 1 all of the questions were evaluated. It became very clear that this participant was valuing highly the "freedom of thought" in terms of generating motivation. Intrinsic motivation seemed to be very important for this person, since the selling of something what a person is truly interested in, will affect the buyer as well. It is a "major bonus", if a person likes the job which is being done. However, such feeling is possible to be generated by the leader, with effective communicational skills. A leader should be according to the participant, having courage, standing up for the team, being supportive, etc.

Participant 2

Questionnaire

Participant 2 has prior international experience and sees it as an important and helpful factor. It has e.g., helped to create new views and supports ways to cooperate with other nationalities. This participant sees people adjusting fast to surroundings, this individual adjusted under one year to the given diverse surroundings. In terms of

motivation, participant 2 emphasizes goals, what they overall mean to the individual and understanding the reason, why they should be reached. A way of reaching them are e.g., via self-respect. Motivation as a leader is created according to participant 2 via respect towards others and the acceptance of the fact that everybody is different from person to person. Communication here helps according to the participant for equaling out differences and creating a common understanding. Furthermore, communication helps to create the feeling of the subordinate, that there is somebody giving trust, who supports and who cares. Positivity is linked to positive feedback, which helps to evaluate the value of the individual. This participant sees intrinsic motivation more important than extrinsic motivation and states, that motivation starts from the inside of every individual. For participant 2 coaching and positive encouragement, a functional team, equal treatment of all workers, a functional team and "Can Do"- Mindset/ Attitude most important factors for motivation. Of these given important factors, the functional team is the most important one. Contra productive again is seen bad leadership, conflict, stress, better treatment of others, misunderstandings within the team and high performance not recognized.

Participant 2 sees that leaders should have very good communicational skills for understanding and solving arising problems. Leadership should be done by example and influencing subordinates to follow through new ideas, by helping them to adopt and change. A way here, would be according to the participant via discussion, thus emphasizing again communication. Leaders should, furthermore, be able to listen, being understandable and "human", encouraging, etc. For creating a good connection between the employees and the company, participant 2 is, as also participant 1 emphasizing the annual sports day.

Interview

Within the cellular hold interview, participant 2 was emphasizing again deeply the importance of intrinsic motivation. Stating, that if an individual likes the work being done, the motivation being accordingly high. It would, therefore, be easier to work on a task, if the inner interest is given. The participant sees that a suitable, need covered and supportive environment, being a crucial part for building such intrinsic motivation. Empathy of leaders is important, according to participant 2, for building conflict- less and a positive environment. Empathy helps also to understand another individual and

especially his- or her needs. Another given point by participant 2, being emphasized is the ability to adopt. This is seen in terms of the leader as also subordinates. Both adopt to given individuals and new situational norms, making the adjustment to e.g., given cultural differences easier. The participants see positivity as an important factor within a team's motivational level, stating that "positivity attracts positivity".

8.3 Company C

Participant 1 and Participant 2

Culture

1) Adjustment level of individuals from another culture to the team
2) Cultural competence of the team
3) Team's Identity
4) Effectiveness of a diverse team within for international matters

Motivation

Company C Motivation

1) Importance of motivation within a business team

2) Motivation in relation to success

3) Communication for evaluating motivation

4) Positivity and optimism in relation to motivation

5) Self-Efficacy linked to motivation

6) Working Environment linked to motivation

7) Getting along with work colleagues?

8) Employees being treated equally

9) Needs and wishes being respected

10) Happiness about the workplace

Leadership

Company C Leadership

1) Leader's role within an effective team
2) Leader's influence on the team's motivation
3) Leader's influence on supporting subordinates within a difficult task
4) Importance of the leader's emotional intelligence level
5) Importance of the leader's communicational skills
6) Leader being a role-model

Company C Leadership Style

Leadership style:

1. Cross-Cultural Leadership

2. Transformational Leadership

3. Servant Leadership

Participant 1

Questionnaire

Participant 1 of company C values previously gathered international experiences and sees them especially useful within the professional life. The challenges of a diverse context are seen in understanding the needs of the others. The participant sees furthermore, motivation being directly linked to such understanding and failing to do so, would lead to educating foreign employees and them eventually leaving the workplace. This would create eventually a non-sustainable situation for the company. Participant 1 also mentions that the company is providing Swedish courses within the company, to provide knowledge about the client's culture and language. This gives the company a certain edge for more effective cooperation. The learning process of getting to adjust to new cultures is according to the participant everlasting, since it is unclear which kind of new culture will come into work. Furthermore, it is being stressed that the team should concentrate even more on diversity and cultural understanding, since the participant sees here the key of future actions, due to a world getting ever smaller and cooperation with foreign companies more easier. Extern cooperation of the company with foreign elements is boosting motivation in general. Projects being not the same and therefore different, spikes the employees interest rates. Participant 1's motivation is coming more from the inside and therefore more intrinsic. Intrinsic motivation is for the participant also important, since it develops more the individual. The motivation is also overall seen longer lasting. The above-mentioned different tasks give the job an interesting touch, pared with common understanding of the teammates and good atmosphere. Motivation is for this participant an important subject, since it affects employees to make less mistakes. Participant 1 sees especially the value of effective communication in terms of evaluating motivational levels within the employees. It helps, according to the given answers, to address different topics, encouraging teammates to make own decisions and it reflects trust for doing so. Encouraged teammates with own useful thoughts are that way offering more value to the company. Reframing as a communicational tool is according to participant 1

important, since it helps to picture subjects differently depending not only on the person communicated to, but also the team as such. However, for goal orientation it is highly useful, according to the participant, since team members might have different previous experiences. Reframing a subject suitably, could change the perception of the goal. The knowledge about the team member's weakness and strength is key here. In terms of positivity and optimism, the participant sees that these features are supporting a teammate's motivation in terms of the feeling being part of something. Effective communication is also seen within positive feedback, which the participant gives a lot. Furthermore, is good communication related to the team's overall effectiveness. Well-explained goals with their purpose, their importance and how or why it is necessary to achieve them is clear, the achievement will be most likely successful as well. Setbacks within the process will be softened via support and therefore help to get forward. Self-efficacy is for this participant highly important, since achievable goals are linked to motivation. If a person, therefor, is not able to achieve a goal, he or she becomes fast demotivated. A reason for not achieving a goal, could be according to the answers, that the goal was not clear enough. This, again, emphasizing, the importance of communication. The participant is believing in the own abilities and if not, then there should be the option to reach out to others, such as the colleague or even the client, or to read more about it. Most important is here to understand the given goal correctly. A further motivational feature is for the participant the environment and what the environment gives to the employer. Here, all needs should be covered, which makes it possible for the employee to be effective. A given example was here an supportive environment, which relates to good work conditions and the best equipment, seen in screens, computers, home office, etc. The participant stresses the importance of open communication, supporting a positive atmosphere and encouragement. Coaching and positive encouragement, is again supporting open communication and positive atmosphere, thus creating a circle. Most contra productive are seen misunderstandings within the team, leading to conflict and this being a disaster for the overall atmosphere. A reason for this could be, according to the participant, bad leadership, which has bad communication and the absence of straight instructions without explanations. A leader should therefore know the goal and how to get there. The importance of a leader lies within the ability to generate him- or herself motivation. The absence of a leader's motivation affects the whole team and it simply would not work. A highly motivated leader is therefore also motivating the team. A leader should promote teamwork since

this gives the teammates the feeling of "involvement". An important feature of a leader is according to the participant, the ability to understand and read emotions. It helps to avoid conflicts and to create a good atmosphere, by clearing or calming it. The participant sees that an employee's emotions are caused by private reasons or some situations at work. Therefore, it is important for a leader to understand and not ignore them, in order to ensure the employee's feeling of being important. However, a leader should not react emotionally to the other's emotions. A leader is according to the participant into the team's dynamic and does not have to have knowledge about e.g., technical matters, but more on how to incorporate every of the individual's skills and to encourage them. The employees feeling of being trusted affects to inspiration towards a given tasks and makes her or him work harder on it.

Interview

Within the interview with participant 1 of company C, special emphasizes was given to communication. It helps to encourage, inspire and listen to the team.

Furthermore, being "human" and understandable towards the subordinates is important as a leader. Positivity is overall seen important for the team and linked to the atmosphere. Unofficial meetings could help to address conflicts, create a view on the employee's mindset and gives answers if all needs are covered. Intrinsic motivation is being stressed by the participant to be of high importance and most critical especial in terms of sustainable and lasting motivation.

Participant 2

Questionnaire

Participant 2 of company c has prior cultural experience and believes in the importance of understanding other cultures, in order to teach these foreign individuals more effectively. A lack within the understanding of the other culture and especially the other working culture, could result in failing to incorporate these individuals effectively. Eventually, this could lead, according to the participant, to frustration on both sides. Motivation for the participant comes from a certain sense of duty, which was developed throughout life and with sport on a higher level. Further factors were

the own classification of being "good person" and a certain sense of overall accomplishment. For motivating others, the participant mentioned good listening skills of the manager towards the subordinate about their problems. This was linked to good energy and positivity, which the manager projects to the outside, since harsh expressions and bad mood could lead again to the opposite. It is seen by the participant also to overall like the job what is been done. This could be created by people creating a feeling about their job being important and that their input is making a change. A lack of such feeling could according to the participant lead to being not very cooperative and moody. Motivation is an important factor, when it comes to being open for new "things" or change, which is again crucial for the company's success.

A resistance in being open to new programs or new processes could most likely inhibit the company's development. Communication was especially emphasized by the participant, since proper information leads to calmness, confidence and satisfaction. A lack of this, could be according to the answers be linked again to hesitation and being careful within given tasks, putting the person in danger not making the best decisions. Communicational tools such as reframing techniques are used within the participant's team to make a task more suitable for them and it helps furthermore to approach a person due to differences in working life backgrounds, overall experiences, or personal life. Reframing helps to bring information to the team member, next to a motivational aspect and it helps to adjust to the differences of understanding. Too much reframing is, however according to the participant not a good idea as well, since it builds a "soft-environment" to which team members get used to. Self-efficacy was seen to have an impact in two ways to a person, since believing ones' abilities is associated with trying harder for given goals and achieving such goals, is again evaluating self-trust and believing in ones' abilities. The feeling of being alone and a lack of cooperation, are negative factors in terms of motivation for participant 2. Positive feedback is important for the participant and manifests the work being valued and encourages to set more commitment to the given position, eventually leading to more quality of the outcomes. Within such talks, the participant values open communication and is not afraid to understand every aspect of possibly occurring problems, if they arise. In terms of intrinsic or extrinsic motivation, participant 2 sees both going hand-in-hand. External motivational factors are supporting inner motivational factors in terms of being able of achieving them. The participant sees external factors, therefore, to be linked to the growing inner feeling of satisfaction and willing that way to take on new challenges.

From the given factors of the questionnaire in terms of creating motivation are next to positivity, positive feedback, open communication and positive feedback, the past performance. Past performance is here viewed as the most important one, since it shaped the way, the participant is today, in terms of the experiences in both success and failure. Negative factors are again bad leadership, no direction or plan, high performance not being recognized, negative feedback and low fairness. Here, the participant viewed conflict as the most crucial factor, since it has a more negative personal influence. In terms of leadership, the participant sees as been said, that "leaders lead and bosses drive". A team is therefore reflecting the spirit of the manager. A manager can ensure environmental balance by listening and being there if needed. After all the manager is a role-model and the team is developing a working culture, it is according to the participant, within the leader's choice on which way such development goes. After all a leader creates positivity, encourages, listens and shows the way. The participant was organizing relay races for the office people, which was accepted very well and made the employees interact on another level than work.

Interview

The cellular interview with participant 2 of company c was very informative. Many subjects of the questionnaire were manifested and emphasized. So was by this participant cultural competence seen as important and as "knowledge being power". If a leader is, according to the given answers, knowledgeable in dealing with subordinates from different countries, they can be addressed in a right way. However, the ability to adapt to the environment with its employees was seen as a key feature. A leader should, according to the participant, be more on the servant side and to be able to take care of the team. Still, being a servant leader should be considered to go in balance with the team, since otherwise the danger of losing authority is too imminent. The leader is still a leader and should act as a role-model or example to others. Special characteristics of a good leader were seen as outgoing, positive, optimistic and energetic. An optimistic leader is affecting the team in terms of goal orientated behavior. Further important features of a leader were strong communicational skills, seen within deep listening, persuasion, etc. Overall motivation was seen this way to be more intrinsic and feeling based. Intrinsic motivation was according to the participant more long-lasting, while extrinsic motivation with its e.g., salary effect, had a more

short-lasting effect. However, also this was going in balance according to participant 2.

9 ANALYSIS OF RESULTS

The subject of motivation and its importance should have become very clear within this thesis. It is according to my personal view and as mentioned within the theory, related to many issues, which employees, working teams and whole companies are facing nowadays. The purpose of this thesis was therefore to screen this matter further and to go deeper into the subject.

My previously presented theory of how people function, how they create the specific goal-oriented behavior, how they process information and how they behave internally or externally, linked to the gathered field-data of my qualitative research, gave some great insights of the topic in general. The similarities of the theoretical and practical data were astonishing and truly underlining the previously presented theories of psychologists, behaviorists, anthropologists or scientists. Both, the theory and the field-data analyzation showed, for example that human beings are continuously processing information and can therefore be "*programmed*" accordingly. John B. Watson's early assumptions, as seen before, of behavior being predictable, due to its linkage on our surroundings and its manifestation through stimuli on which humans react, gained importance of understanding our actions overall seen. These findings also showed that our behavior can be changed or how Bandura and Skinner called it, to be *reinforced*. Special emphasizes was, therefore, given to the external stimuli, which is provoking the human's action and behavior. Bandura's *Social Learning Theory* for example showed us the importance of reinforcement and especially the vicarious reinforcement, being socially connected and therefore of special interest not only for motivated behavior, but also for in-group behavior. Social learning seemed to be, according to the field-data, crucial for forming a formattable team and setting its boundaries for this topic. Such group forming, could have been also linked to the given importance of role-models, which seems to manifest most of the participants answers.

Here, a certain type of peer-modeling was visible and its connection to the vicarious reinforcement, forming the overall in-group spirit. The theory and field-data showed further, that cross-cultural teams might face conflict through misunderstandings, cultural differences and different perceptions, but are still formattable. Watson's statement, here, of the human's ability to *adjustment* within his or her surrounding seems logical. Such adjustment could also be the reason for Halverson's and Tirmizi's assumption of team member's being able to overcome cultural differences by establishing a hybrid culture and an organizational context within the team. This, eventually leading to Mietusch's views of having a cross-cultural team within a multi-cultural team and it being transformed to an intercultural team. Such a building process is certainly possible, due to our adaptive abilities, how Darwin and Watson explained it before.

The field research showed further, that a major cultural understanding of managers, was not a game changer, but it certainly helped to evaluate the building process within the in-team structure, by understanding basic traits of cultural differences. Team members from different cultures, therefore, did not had to be culturally addressed individually and differently, but it certainly helped within faster team formation. This means that in terms of leadership, there is no specific leading style for a diverse team, but a mix of different features from all of the given styles, being cross-cultural-transformational- and servant leadership, paired with the basics of cultural competence. All of these leadership styles were given similar ratings of importance by the participants. However, the value of an emergent leader lays, as the field-data and theory showed, mostly within the ability of having the skill to understand empathy and the subordinate's emotions. The understanding about emotions was not only on the individual level important, but for the whole team and especially for the leader him- or herself. Emotional leaders were found within the evaluated theory and field-data, to be also highly effective in addressing the team members and making the right decisions within different circumstances for different individuals. It is, therefore proven, that emotions help a leader to "read" his or her members, address conflict and recognize the subordinate's wishes or needs, leading to fulfillment and creating a certain connection between the leader and subordinate. Such connection could also be seen to be formed via the previously explained emotional intelligence. A leader is setting, therefore, the norms and boundaries of the team and its structure. The overall

core understanding about leadership within a diverse team was, however, that humans behave according to social norms and therefore are linked more or less to group actions. This emphasizes the importance of individual integration into the in-group structure.

Social surroundings and the overall connection of an individual within such context was also influenced by other factors. The research of the theory and field-data showed for example, that a manager's influence is not only shaped on behalf of how he or she acts and "reads" others, but also on how they communicate. The subject of communication was here, therefore, next to team forming and cultural competence, gaining an important role. Effective communication, was seen within the evaluated data, to be crucial within e.g., the nonverbal language and its role in signaling to others peace, comfort, enthusiasm, self-confidence, balance, etc. A leader is manifesting, therefore, his or her team with the given attitude and personality. An open, effective, caring, social and enthusiastic leader is in this way reflecting such norms also to the team. This was highlighted by the evaluated practical data and participants stressed the fact, that a team cannot be motivated, if a leader is not motivated him- or herself. This is also emphasizing Bandura's explained *Halo Effect*, which could be having a profond influence on the leader's stance within his or her team. Hence, being indirectly connected to the previously found concept of the role-model. Such influence, used in a targeted way, is also recalled within the communicational terminology, as persuasion.

Further impact of effective communication was seen with its stance on a desired goal and is therefore of special interest regarding to motivation. The theory showed before, that motivation itself is especially manifested as a goal-oriented behavior. The process-based approach on motivation, therefore, with e.g., the *Expectancy Theory*, showed that individuals analyze for themselves the probability of effort leading to good performance, probability of the good performance leading to a desired outcome and eventually an outcome seen as being valuable. If here, the individual's perception and thinking process of the matter is short and not in favor within the process, the outcome and motivation will most likely fail. External communication could provide in this particular case, the needed help with e.g., assurance and positive affirmations for the individual to keep on going forward. An importance of a supporting or encouraging

communication was seen by all participants. This proved the relation between goal-oriented behavior and communication as such. One participant, stressed especially the matter of having a goal, being well-explained, having an idea of its importance, a purpose and a reason on why it is necessary to achieve it. Within the same motivational approach on a process linked to an individual's thinking activity, also other communicational techniques, such as the earlier mentioned reframing, becomes of special interest. The field-data showed in particular that leaders are sometimes not only reframing the approach on how a subject is presented, without changing the topic itself and it to appear more interesting, but are also using it within intercultural matters. The idea is here to form the task more according to the other one's cultural perceptions, for it to be more "suitable". This way an individual's doubt of the goal is kept in balance, self-doubt most likely will not surface and the mindset is kept within an appropriate range.

The mindset and especially a positive mindset was, according to the field-data, particularly linked to evaluated levels of motivation. This again might be explained, by the theories previously displayed about the "happy chemicals" or D.O.S.E. The rewarding feeling, which humans are getting through rewards and often through extern impulses, was deeply linked to dopamine. Dopamine again, as also serotonin, oxytocin and endorphin again to positivity and eventually happiness. This seems logical, since the evaluated theoretical and practical data showed, that humans are trying to generate good feelings and to avoid suffering. However, a positive mindset was not only helpful in regards of overall well-being, but especially in terms of motivation. Believing in positive results and creating a positive ground for a task, was seen most importantly within the *positive outcome expectancy*. The field-data showed the significance of a positive outcome expectancy, linked to the above-mentioned external affirmations and eventually to the *Expectancy Theory*.

Such expectancy again is also related to believing and trusting in him-or herself, or as Albert Bandura named it, *self-efficacy*. The importance of self-efficacy and the expectancy outcome lays within its concept of different factors linked to performance and generating the mind and will-power towards a given goal. All elements of self-efficacy showed to have a very strong stance within the subject of motivation. It is especially important for the set goal and is, according to the evaluated theoretical and

practical data, linked deeply to the outcome. The evaluated data showed further, that a personal "circle" is created, where self-efficacy helps to achieve goals and achieved goals to again create self-efficacy. The evaluated trust in one's actions is not only self-based but also seen externally. The field-data showed, for example, that next to the personally generated trust into own actions, the external received trust from others and the feeling to be trusted by others is of high value as well. Also, unknown features of self-efficacy could play a role in terms of motivation. Managers coaching their subordinates and setting the mindset towards their goal with different factors, could not only evaluate the level of positivity and fulfilled needs, but form the future goal expectancy with a different approach. This could happen via the earlier mentioned fifth route of self-efficacy, in e.g., imagining, visualization and the portraying of a goal, or how to get there. This technique is apparently not only used by managers, related to their higher levels of optimism and can-do attitude, but especially among famous individuals, who succeeded with their seemingly impossible goals. Many of them, who share their stories to the audience via social media, stress the importance of "having a dream" and to believe in their dream. Dreaming about the future or a particular goal, could here also be connected to visualization. The interrelation of these two subjects is more than immediate and obviously creates a desired motivative behavior.

The theories around a process-based approach on motivation showed earlier, that humans measure input and output. However, these theories are, compared with the obtained field-data, also supporting the fact that humans scale their input not only with the goal itself, but also with others. This is emphasized by the *Equity Theory* and shows, that humans clearly tend to measure themself on behalf of each other. It describes further that humans are being motivated next to a balance among the team members, additionally with a recognition associated to their input. The field-data emphasizes this fact and the overall balance within the team, as a crucial factor for motivation and harmony. It gives an importance on this topic, for it being deeper linked to the employee, as before thought. Employees associate themselves, therefore, with the working environment, the colleagues, the tasks, etc. Everything is going through an individual evaluation process, which can be shaped by the manager's input, coming suitably towards this process. Virginia Satir pictured previously e.g., that a human is led by thoughts, believes, longings, yearnings, etc. It would be obvious to assume, after the analyzed field- data, that humans connect deep to their surroundings and

environment, for this specific reason. *Maslow's Theory of Needs* is supporting this by stating that drives are developed after needs. If his pictured needs are incorporated from the ordinary life into a working environment, similarities become very imminent. The fact could be interpreted, also based on the obtained data from the questionnaires and interviews, that humans e.g., want for example to be physically satisfied of not feeling hunger and thirst, working within a safe or secured environment, being accepted and incorporated within the team, having esteem in terms of respect from others and eventually self-actualization, seen e.g., by having the possibility to be creative. The field-data supports this and reveled, that work related motivation to be derived from the work itself and a suitable environment is supporting such of a feeling. This could in ways spark the drive for commitment and excellence. Maslow's idea of excellence through such self-actualization, via satisfied inner needs is hereby covered with the evaluated findings. They show further, that the environment helps individuals to let certain qualities of humans to be emerged, if the circumstances are set accordingly. An environment which connects deeply to the employee and which assures a balanced arousal stage of interest, also based on the *Yerkes-Dudson Law*, has a major impact on the employee's performance. All of these findings are also incorporated within further studies, such as the *Cost-Benefit Analysis*. It is picturing for instance, a suitable environment, being next to the individual's physiological state and his or her past history, as one of three main fundamental elements. The field data is supporting this and emphasizing the exitance of deep-rooted feelings of an employee towards a well-functioning, balanced and for him- or herself personally interesting environment. It is creating a certain intrinsic drive towards the environment he or she feels connected to. This intrinsic drive, could also be described as the earlier mentioned intrinsic motivation, linking the individual to a certain task or action. This type of motivation was emphasized by all participants and linked to not only overall motivation, but to a longer lasting one. Furthermore, was it seen to have a profound effect to outward projections of the team. A product for example, being of special interest to the employee, was affecting a buyer as well, according to the answers. The level of enthusiasm and connectivity was, therefore, also recognizable to outsiders of a team. Intrinsic motivation and the theory around it explained individuals developing motivation to satisfy an inner need, but it is also able at the same time, to connect to the inner Self. An environment, in other words, which is fulfilling the inner needs of an individual, to which he or she is connected to, might be powerful in terms of

generating individual motivation. It becomes therefore essential in creating a belonging of the employee with his or her surrounding, the team and eventually the company.

It is assumable with our evaluated data and findings, that the inner connectivity to the work, is developed by forming the environment according to the individual's needs. This could be done with ensuring the earlier mentioned safety needs, eliminating conflict, creating a connection to others, giving recognition, etc. Procedures of doing so, could be via unofficial meetings, evaluation talks and random "catch- ups" between the manager and subordinate, emphasizing deep and active listening. The creation of a team identity could be done via organized non-duty "come togethers" or events. This is not only sparking team identity and teamwork, but builds as one participant explained it, a feeling of "involvement" as well. Two of the participating companies had annual sport events with lucrative prizes for winning individuals. This helped according to the participant's given answers, not only to create a team spirit within the team, but had also a positive effect on other factors. One factor was for example the fact, that employees were motivated to be physically active outside the working hours, by exercising and training towards the event. This had a profond impact on e.g., the yearly numbers of sick leaves, due to the employee's increased health status. Further found techniques to create motivation was seen in constant feedback, strengthening the subordinate's behavior and having a possible vicarious effect via peer-modeling. Positive feedback had also, as described within the theory before, a direct effect on the rewarding area of the human brain. Spiking this area, would directly increase again the desired levels of dopamine. This rewarding hormone could be, furthermore, developed by e.g., shorter set goals, creating a feeling of achievement and building the base for further goals, which is again directly linked to self-efficacy or self-trust. Also, the individual's feeling of being valued or respected and being incorporated as an element within the team, evaluated motivation. Goal- oriented behavior, again is led via effective communication and ensuring a consistency of actions towards the goal. This helps against self-doubt and valuing the subordinate's given input towards the task. A positive outcome expectancy helps further to ensure the successful execution of such. This giving the importance of creating a positive and optimistic mindset among the team members and helping to overcome difficulties, especially during uncertainty and change, effecting the stage of balanced arousal. It is assumable, that through the earlier

explained firing and wiring processes of neurons, humans are able to create such mindset and the evaluated field-data is supporting this fact. Positivity and optimism were also especially linked to enthusiasm and thus affecting the energetic and emerging behavior of the individual's attempt towards the goal. Further methods to create goal- oriented behavior, was done with visualization and persuasion, which could be incorporated within e.g., annual meetings. The working climate as such, could be structured in a balanced aroused manner. Individuals were performing better, according to the evaluated data, if they found a task interesting. Furthermore, it was believed by the obtained answers, that individuals are not "going the extra mile", if they found a task not being interesting or were overall seen "bored". This could be done, according to one participant, by e.g., changing the approach on a project, for it not being the same, etc. The subordinate's creativity and freedom of thought was also emphasized by the participants. It was seen as crucial not only in terms motivation, but also in terms of its value for the team and company, via useful thoughts. Here, a horizontal organizational structure could be more suitable than a vertical one, which is eliminating unnecessary formalities and gives "space" for individual innovation.

The evaluated data of both, the theoretical and practical part showed, that motivation is not only a desired behavior, which humans just use if needed. It is a behavior, which has to be created. Motivation seems, therefore, according to this research to be much more than "only" a goal-oriented behavior, but is especially linked to various fields and elements of a human's life interconnecting with each other e.g., being positive feelings, environment, connectivity, emotions, needs and especially interactions to others. The fulfillment of such, manifests needed actions and builds a positive expectancy, being crucial for successful goal execution. This understanding is the core of this topic, which manifests the creation of motivation and the spiking of such behavior.

10 SUMMARY AND CONCLUSIONS

The conducted research helped to give specific insight of this thesis' topic. Similarities between theory and in-field data, furthermore, evaluated the finding's credibility and shed light to the found aspects. Elements previously pointed out within the analysis of the results, are manageable and incorporable within any given diverse business team. This making the discovered elements easy to be used and essential for evaluated performance or more successful execution of any given goals.

The subject and topic of this thesis is, however, very complex and large. Future studies could, therefore, also include observations, which was unfortunately not possible due to the current Covid-19 pandemic. The negative effects of personal characteristics on a team are overall seen well-known. It does not matter if it is bad management on a business team, an unskilled teacher on the class or a bad military leader on his or her squad, platoon, troop, or battalion. Hence, it would be interesting to deeper analyze the given characteristics of leaders, being essential for team motivation. The idea of the observation would be in relation to this subject, to see the diverse team's functions in action. Here, special interest is given to the manager and his or her leadership style, the team's dynamic, team's atmosphere, its goal-oriented behavior and their environment.

Also, it would be essential to further analyze deeper the factors within the seemingly important environment, which is creating the employee's well-being connected to his or her needs. Estonia among other nations is, according to own experiences, emphasizing deeply an ergonomic and harmony- based office surrounding. Furthermore, the intrinsic motivational factors of being "linked" to the company would be essential to analyze on a behavioral and psychological level deeper. Locating and specifying further the link between the employee and the company, next to satisfying the employee's needs according to Maslow and Satir and fulfilling all of the criteria given by the theories, would be of high importance. Such link could be the answer of sheer motivational drive from the employee within his company, next to his or her, or the leader's personal characteristics.

Finally, the most important factor on which any company or business is standing, should be further analyzed, the subordinate him- or herself. It would be essential, which factors further impact the motivational levels of them. How more achieved goals, by lower set obstacles affect them, less conflict impacts them, further positivity uplifts them and eventually which further factors are sustainable by holding up motivational levels.

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Theses Research Questionnaire

2021

QUESTIONNAIRE

1. BASIC FACTS

1.1. The Company

a) **Is your company having global actions?**   YES ❑   NO ❑

b) **How big is your team?**
……………………………………………………….

c) **How many nationalities are in your company?**
……………………………………………………….

d) **How long they have been working together in average?**
....

1.2. The Participant

a) **What is your position in the team?**

....

b) **How old are you (under 30 or over 30 years of age)?**

....

c) **Where do you come from?**

....

2. <u>CULTURE</u>

a) **Have you had international experiences before? Were these experiences more useful or less useful within your private and professional life?**

....

b) **How is your culture affecting your work and team? How you encounter differences?**

....

c) **How long it took you to adjust to your surrounding of different culture/s?**

❑ **Under 1 year** ❑ **1 - 2 years** ❑ **2 - 3 years** ❑ **3 – 4 years** ❑ **over 4 years**

d) **How well individuals from other cultures are adjusting to your business team (1/low – 10/high)? How?**

....

e) **How would you rate according to your personal opinion the cultural understanding (cultural competence) of your business team (1/low – 10/high)?**

....

f) **Is cultural understanding somehow affecting the team's motivation? Could you explain how?**

....

g) **How strong is your team's "identity" or team spirit (1/low – 10/high? How is it seen?**

....

h) **How effective is a diverse team for international matters (1/low – 10/high? Why?**

....

3. <u>MOTIVATION</u>

a) **What motivation means to you and what factors are creating it for you? How you motivate yourself at work?**

....

b) **How you motivate your international subordinates (being a manager) and your international teammates (being a team member)?**

....

c) **How high or low would you rate the importance of motivation within a business team (1/ low – 10/high)?**

....

d) How much is motivation driving success (1/ low – 10/high)? Please specify, why?

....

e) How is effective communication supporting motivation, in terms of encouragement, positive feedback, reframing, creating a favorable mindset, etc.? (1/ low – 10/high)? How?

....

f) Is the leader of the team sometimes changing the concept or reframing the subject, to make it sound better for spiking motivation within a difficult task or organizational change? (Explaining facts about the task differently without changing the task itself, to make it more suitable / Reframing as a communicational tool)? How?

....

g) How much positivity and optimism are supporting motivation (1/ low – 10/high)? Why?

....

h) How trust and believing in your own abilities to achieve a goal (self-efficacy) is linked to motivation (1/ low – 10/high)? Why?

....

i) How much the environment you are working in, is supporting your motivation (1/ low – 10/high)? Please explain which factors of environment?

....

j) Is the praise and positive feedback of others and their actions influencing you? Hence, is a certain action of others leading to positive feedback, encouraging you to do the same?

....

k) **Are you getting well along with your work colleagues (1/ low – 10/high?**

………………………………………………………………………………….

l) **Are all workers being treated equally in your team (1/ low – 10/high)?**

………………………………………………………………………………….

m) **Are most of your needs and wishes related to work respected and fulfilled (1/ low – 10/high)?**

………………………………………………………………………………….

n) **Are you happy of the work you are doing (1/ low – 10/high?**

………………………………………………………………………………….

o) **What motivation is more important: intrinsic (inner motivation) or extrinsic (extern rewarded motivation)? Please explain why?**

………………………………………………………………………………….

p) **Motivation is in your point of view linked to:**

❑ **Positivity Encouragement**   ❑ **Coaching and Positive**

❑ **Emotional Balance Ability**   ❑ **Optimism and Trust to own**

❑ **Past Performance**   ❑ **Positive Feedback**

❑ **Positive Atmosphere**   ❑ **Functional Team**

❑ **Allowed to be Creative**   ❑ **Open Communication**

❑ **Equal Treatment of all workers effort**   ❑ **Fair Compensation for Work**

❑ **Personal understanding of needs and wishes**   ❑ **Positive Feedback**

❑ **Positive Affirmations**   ❑ **"Can Do" – Mindset/ Attitude**

❑ **Understanding of yourself and others.**

q) **What is/ are the most important factor/s of the above seen elements for you and why?**

   ………………………………………………………………………………..

r) **Factors being contra productive for Motivation:**

❑ **Low salary**   ❑ **No direction or plan**

❑ **Bad leadership needs**   ❑ **Less fulfillment of personal**

❑ **Bad environment to work in.**   ❑ **Boring atmosphere**

❑ **Stress private Life**   ❑ **Personal stress from**

❑ **Conflict a team**   ❑ **Misunderstandings within**

❑ **Better treatment of others recognized**   ❑ **High performance not**

❑ **Negative feedback** ❑ **Low fairness**

❑ **Being bored at work**

s) **What is/ are the most important factor/s of the above seen elements for you and why?**

   …………………………………………………………………………..

4. **LEADERSHIP**

   a) **How high or low you would rate the leader's role within an effective team (1/ low – 10/high)?**

      …………………………………………………………………………..

   b) **How much influence a leader has on the motivation rate of a diverse team   (1/ low – 10/high)?**

      …………………………………………………………………………..

   c) **Is a leader important for supporting subordinates within difficult tasks, for spiking motivation and goal-oriented behavior (1/ low – 10/high)? How?**

      …………………………………………………………………………..

   d) **How high or low would you rate the importance of a leader's ability to understand emotions and being emotionally intelligent (1/ low – 10/high)? Emotional intelligence is here e.g., the ability to "read" others emotions and to act accordingly. Why?**

      …………………………………………………………………………..

   e) **How high or low you would rate the importance of a leader's effective communication skills (1/ low – 10/high)? Why?**

      …………………………………………………………………………..

f) Is the leader a role-model for the team (1/ low – 10/high)? Why?

…………………………………………………………………………….

g) What is the best leadership style of the following ones within a diverse team?

❑ **Leadership addressing cultural norms, by understanding all the needs and beliefs of its members. Leaders here are culturally smart and effective and are able to create a functional diverse team.** *Cross-Cultural Leadership* **(1/ low –10/high).**

…………………

❑ **Leadership standing for change and challenging the older norms, within a company by creating new concepts with "modern" views. Leaders here are charismatic, empathic, inspirational, know how to influence and are team connected.** *Transformational Leadership* **(1/ low – 10/high).**

…………………

❑ **Leadership concentrating deeply on the needs of his or her team and the subordinates. Is sharing the power within the team, is able to listen to his or her subordinate's wishes, knows how to build a team identity out of his team, has awareness, is able to persuade and is close to his team.** *Servant Leadership.* **(1/ low – 10/high).**

…………………

h) How do you believe leaders are in general developing or creating motivation within a diverse team? Could you give some keywords?

…………………………………………………………………………….

i) Which characteristics a leader must have to successfully lead a diverse team and to generate motivation?

❑ **Leading by example**   ❑ **Good Communication Skills**

❑ **Being an example and role model.** **understandable**   ❑ **Being "human" and**

❑ **Being able to listen**   ❑ **Serving the needs of others**

❑ **Encouraging**   ❑ **Knowing what others want**

❑ **Showing direction**   ❑ **Able to address issues**

❑ **Understanding emotions**   ❑ **Encouraging**

j) **What is/ are the most important factor/s of the above seen elements for you and why?**

………………………………………………………………………………
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k) **Is your team also doing "out of the office"- activities (grilling, sport events, trips, parties, etc.)?**

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5. **WOULD YOU LIKE TO ADD SOMETHING?**

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THANK YOU VERY MUCH FOR YOUR PARTICIPATION

☺ **!**