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Bachelor's Degree in Industrial Management

Bachelor's Thesis

MOTIVATION FACTORS ENABLING POSITIVE DEVIANCE AT WORKPLACE

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PREFACE

Psychological factors such as motivation have not been studied a lot in programme of Industrial Management. Thus it was big of a challenge for me to study a topic of this kind.

I would like to thank Merja Fischer for creating this opportunity to get to know the concept of positivity and also for her guidance during the project. I would also like to thank Marjatta Huhta for her participation in the project and for her instruction and help during the whole study, but especially for her encouraging words which got me to finish the project on time.

Special thanks also to Henrik Gamberg from the University of Vaasa, who was kind enough to travel to Helsinki to teach us the usage of Nvivo8-software. And thanks to participants of the World Café session Matti Willamo, Heljä Antola Crowe and Ville Kantola, without whom the meeting would not have been such a success.

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Tomi Olasmaa

ABSTRACT

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Motivation concerns a person's willingness to do something. Managers of organizations wish to keep their employees' motivation level high and improve the performance of the organization. To keep the motivation level high, managers have to acknowledge what are the factors that influence the motivation level of employees. This Bachelor's Thesis explores factors that influence personnel motivation at workplace. It also studies if these motivational factors enable positive deviance of organizations. The study was conducted within the principles of Positive Organizational Scholarship and theory about motivation is used as a background.

This project was launched due to the need to study Positive Organizational Scholarship. The purpose was to study the subject from different viewpoints and this thesis focuses on personnel motivation. The aim of the thesis was firstly to study what were the motivation factors that affect employees and secondly how these factors related to Positive Organizational Scholarship and did they enable positive deviance.

The study was carried out by using the qualitative research method. The research material, in-depth interviews of personnel and leaders, was studied. The collected data was analysed by using the qualitative analysis tool Nvivo8. The appearing topics were processed in a World Café session with experts, where the topics were discussed and debated by the participants of the project.

As a result, this study presents four factors which influence personnel motivation at workplace. These factors are feedback, rewards, challenges and positivity. The results can be used by managers to improve the motivation level of employees and the performance of organization.

Key words: Motivation, Positive Deviance, Positive Organizational Scholarship

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<p>Motivaatio voidaan määritellä ihmisten haluna tehdä jotain tehtävää. Työntekijä, joka on motivoitunut, haluaa tehdä hänelle määrätyn tehtävän nopeasti ja hyvin. Johtajat puolestaan haluavat pitää työntekijät motivoituneina ja näin ollen parantaa yrityksensä tehokkuutta. Onnistuakseen tässä johtajien täytyy olla selvillä siitä, mitkä ovat ne tekijät, jotka vaikuttavat työntekijöiden motivaatioon.</p> <p>Tämä insinööriyö esittää vastauksen kysymykseen, mitkä ovat tekijät jotka vaikuttavat henkilökunnan motivaatioon työpaikalla. Lisäksi tutkinnan alla on se, vaikuttavatko nämä motivaatiotekijät organisaation positiiviseen poikkeavuuteen. Tässä työssä käytettiin pohjana yleistä teoriaa motivaatiosta, sekä Positive Organizational Scholarship-nimisen konseptin periaatteita.</p> <p>Tämä projekti käynnistettiin, jotta voitaisiin tutkia Positive Organizational Scholarship-konseptia. Tarkoituksena oli tutkia tätä aihetta monesta eri näkökulmasta ja tämä tutkimus, joka keskittyy motivaatioon, on yksi näistä näkökulmista. Tutkimuksen päätarkoitus on selvittää ne tekijät, jotka vaikuttavat työntekijöiden motivaatioon eniten. Lisäksi tarkoituksena on tutkia, liittyvätkö tulokset tutkittuun konseptiin, sekä aiheuttavatko ne organisaatioiden positiivista poikkeavuutta.</p> <p>Tutkimus suoritettiin käyttäen kvalitatiivista tutkimusmenetelmää. Ensiksi tutkimusmateriaali, työntekijöiden ja johtajien haastattelut, tutkittiin läpikotaisin. Tämän jälkeen materiaalista saatu tieto järjesteltiin käyttäen siihen soveltuvaa ohjelmistoa. Lopuksi järjestettiin World Café-keskustelutilaisuus, jossa tuloksista keskusteltiin yhteisesti kaikkien projektiin osallistuneiden kesken.</p> <p>Lopullisena tuloksena tämä insinööriyö esittää neljä tärkeintä tekijää, jotka vaikuttavat työntekijöiden motivaatioon. Tulokset ovat tarkoitettu ensisijaisesti johtajille, jotka pystyvät käyttämään niitä vahvistaakseen omien alaistensa motivaatiota ja näin ollen myös koko yrityksen tehokkuutta.</p>	
Avainsanat: motivaatio, positiivinen poikkeavuus, Positive Organizational Scholarship	

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1 INTRODUCTION

This study explores Positive Organizational Scholarship (POS), which is examined from different point of views by a POS research group from Metropolia University of Applied Sciences. The subject is examined from several perspectives, which includes leadership, working engagement, self-efficacy and motivation. In this paper the focus is on thoughts, beliefs and theory behind personnel motivation. This study explores what factors build motivation and energy amongst the personnel at workplace. Attention is also paid to how managers can influence these factors and increase motivation amongst their personnel.

At the beginning of this study, there was no clear picture about the research questions. However, qualitative research method was used during the study for exploring the material and themes that arose from it. As a consequence, the research question was finally shaped to be the following:

What are the motivation factors that enable positive deviance at workplace?

This research question was studied by exploring structured personnel interviews conducted in a Finnish company. The interview questions were based on the five following topics: leadership, communication, relationships, meaning and climate, and they were presented to both employees and managers with different nationalities and working background. Also another source of data was included to the study. This data was gathered in a World Café discussion session that was organized for sharing information about the studied subjects and finding new aspects by discussing the topics thoroughly.

After the results were collected, the aim was to examine if there was a connection between the Positive Organizational Scholarship theory and the results. Special interest was to study if the results of this study applied in Kim Cameron's model of leadership strategies that enable positive deviance. Positively deviant performance means that an individual's or organization's outcomes dramatically exceed common or expected performance.

The report is written in five sections. After introduction, background theories of this study are presented in Section 2. These theories consist of information about Positive Organizational Scholarship, motivation in general, past studies about motivation and communication in teams. Section 3 introduces the method and material that was used in this study and after that Section 4 shows the results of the research. Finally in Section 5, Discussion and Conclusions, connection between theory and the results is explored and some managerial implications are presented.

2 MOTIVATION IN POSITIVE ORGANIZATIONAL SCHOLARSHIP

This section gives an overview about theories that underlie this study and the results represented in the results of this study. The first subsection discusses a few older theories on what factors influence people in relation to motivation. The second subsection focuses on the ideas of Positive Organizational Scholarship (POS) which is the basis of this study. The third subsection includes information about studies that have examined motivation during the past decades. Finally, the last subsection focuses on teams and describes what differences teams may have in relation to their communication and performance.

2.1 Motivation Theories

Motivation can be explained in many ways depending on the theory in question. In the simplest form, motivation can be explained in a way that when person tries hard and long to do something, for example completing a work task or maybe avoiding one, he or she is motivated (Arnold 2005: 310). This can be also related to organizational environment. In a workplace, for example, the managers' work is to keep the personnel motivated in performing their tasks and creating an energetic atmosphere in the workplace to sustain work efficiency high. In the past, there have been many studies about motivation and based on these studies theories have been formed about people's motivation. These theories examine for example people's needs and their goal-setting and how these affect the person's motivation.

2.1.1 *Maslow's Hierarchy of Needs*

The idea of need theories is that behind human behaviour there are psychological needs that everybody is trying to meet (Arnold 2005: 312). If a person's needs are not met, it is natural for this person to act in a way that satisfies his needs. This means in the simplest form that when someone is hungry, this person goes to a shop, buys food and eats. This occurs in more complex way in the workplace. If an employee feels that job he is doing does

not satisfy his needs, his motivation decreases and he probably wants to change to another job.

The most well-known need theory is Maslow's hierarchy of needs which Abraham Maslow presented in his paper A Theory of Human Motivation (1943). Maslow's theory is usually illustrated as a pyramid consisting of five layers. From bottom to top the layers are: physiological needs, safety and security, love and belonging, self-esteem and finally self-actualization (Figure 1).

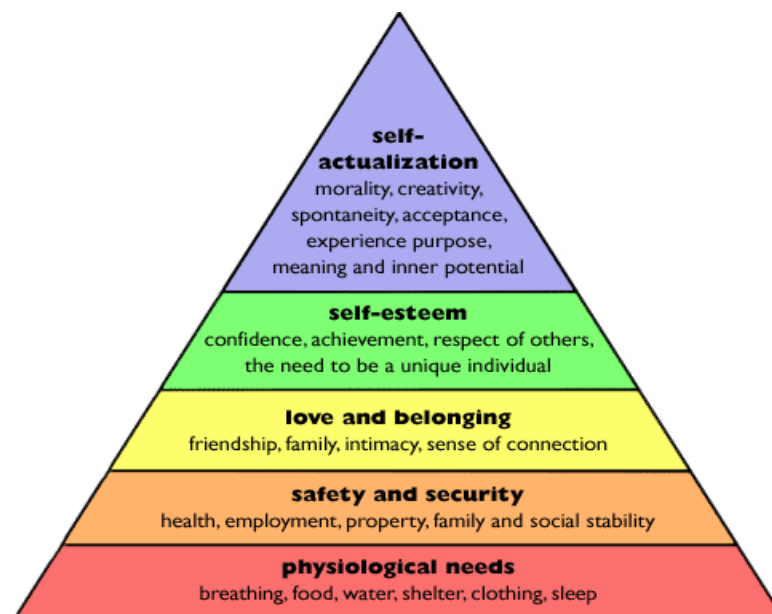


Figure 1. Maslow's hierarchy of needs. (Seagate Technology LLC 2009)

The idea of Maslow's theory is that layers in the pyramid are preorganized in order of importance. At the bottom, there are the most basic human needs such as food and water. If these needs are not met, we behave in certain a way to satisfy these needs. When these physiological needs are satisfied, the person can move to an upper layer. This applies through the pyramid: When one need is satisfied in a sufficient extent; the next one up the hierarchy becomes the most important in driving our behaviour (Arnold 2005: 313).

Maslow's theory can also be applied at the workplace. For example, managers can utilize the theory to motivate their personnel. For satisfying physiological needs lunch breaks and rest breaks are provided and for satisfying self-esteem needs employees' achievements could be recognized through the organization to make them feel important to the company. When employees' needs are satisfied, they move to the upper layer and grow as peo-

ple. This means that they will become more effective and valuable to the organization.

To motivate their staff, managers just have to recognise at which layer of the pyramid every employee is operating. If trying to satisfy the need of a different layer than the employee himself, the level of the employee's motivation might decrease. One big problem also exists: different persons satisfy their needs in different ways and become motivated by different things, so there cannot be just one way to satisfy the needs of the certain layer.

2.1.2 Achievement Motivation in General

Another aspect to need theories is the aspect of achievement motivation. The main idea in achievement motivation is that some humans need to achieve things to become motivated. This need for achievement is described as a desire to overcome obstacles and desire to strive to do something difficult as well as possible (Murray 1938). There are certain kinds of persons having this need for achievement. Atkinson explains in his *Concept of Achievement Motivation* (1964) that when achieving something, humans have a certain capacity to experience pride and other positive reactions. Some of us feel them more and some of us less. This extra capacity to experience pride is an important source of increasing motivation in tasks that could offer a sense of achievement. (Daniels-Edwards 2004: 93.) This is because if a person knows that succeeding in a certain task makes him feel good, he will be motivated to accomplish this task.

Regarding Atkinson's theory, there is also another factor that affects a person's motivation to do the task. This factor is the person's presumption of his chance of succeeding in the task (Daniels-Edwards 2004: 93). In an organizational environment this means that if an employee feels that he will not have sufficient expertise to do the task or he will fail in some other way, he will not be motivated to do that job. That is why managers have to ensure that their employees feel that they are capable of doing their work.

People with a high need for achievement are usually searching activities that are fairly difficult, but not impossible (Arnold 2005: 316). These persons feel that if the task is too easy, they will succeed in it but it offers only a little

value to them. On the other hand, if the task is too difficult they might get a lot of value from success, but there is too big a risk of failure. So, the best kind of task to a person who has a high need for achievement is one that offers him a suitable balance of difficulties and personal valuation.

In an organizational setting managers can use this theory by interviewing their employees and identifying people with a high need for achievement and assign them more difficult activities than others. Sagie et al. also introduce task preferences that signal high need for achievement. These are among other things tasks that involve uncertainty rather than sure outcomes and tasks that involve personal responsibility. (Sagie et al. 1996.) By recognizing these tasks and by knowing his employees' work preference, the manager is able to assign right kind of activities and maintain work motivation high in his unit.

2.2 Positive Organizational Scholarship

Positive organizational scholarship (POS) is the study concerned with positive outcomes, positive processes and human well-being in working life. It offers a way for organizations to create competitive advantage over other companies. Competitive advantage is based on finding the best of human conditions and focusing on positive human potential. (Cameron et al. 2003: 4.)

Positive organizational scholarship has evolved from other studies about positive phenomena within human resources study. It is not based on new theories, but it is more like a new lens in looking at old theories. POS examines organizational strategies and tries to understand their influence on human behaviour in the workplace. POS also attempts to find out why certain organizational strategies and routines are more productive than others. (Cameron et al. 2003: 10.)

POS can be divided into three components based on the label *positive organizational scholarship*. The first component, positive, means that POS is trying to understand positive states and connections of individuals and groups, as well as it tries to identify typical patterns of positive behaviour. The second component, organizational, stands for the focus on positive

processes and states occurring in organizational contexts. Finally the third component, scholarship, signifies the desire to create systematic and theory-based foundation for positive phenomena in service of teaching and practise. (Cameron et al. 2003: 4-6)

Motivation also has influence in Positive Organizational Scholarship. For example, employees with high intrinsic motivation towards their work have a tendency to seek challenges and extend their capacities (Ryan & Deci 2000: 70). These employees with high personal interest and motivation usually feel more enjoyment and challenge, and therefore are good motivators for other employees. Thus, by extending their capacities, employees are performing in a extraordinary positive way, also called positively deviant way. Figure 2 illustrates one way to depict positive deviant performance.

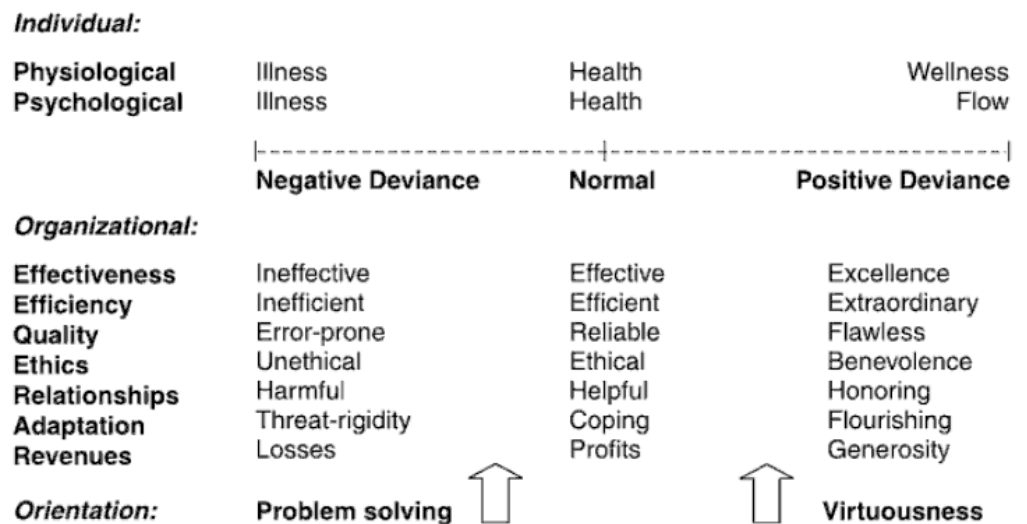


Figure 2. Positive deviance continuum. (Cameron et al. 2003: 53)

In Figure 2, positive deviance is illustrated in a way that a state of normal performance is located in the middle; negatively deviant performance is located on the left and a state of positively deviant performance on the right. Firstly at the individual level, it is depicted that physiological and psychological illnesses correspond negative deviance, whereas states of healthiness represent normality. On the right side, positive deviance can be described for example as a physical fitness or psychological flow. More importantly at the organizational level, negative deviance is depicted as an ineffective and error-prone performance. A state of normality is consisting of an effective and efficient way of working. And finally, positive deviance side of the organiza-

tional level is presented as an extraordinary and virtuous performance including excellent effectiveness and flawless quality. (Cameron et al. 2003: 51.) A notable fact is that most organizations are focusing on maintaining their performance at the center, in a state of normality, where trends are predictable and operations profitable. Only a few have the courage to aim at performing in extraordinary ways which include flourishing and generosity. (Cameron 2008: 9.)

For organizations, there are many ways to gain positive deviant performance. In Figure 3, Cameron presents four leadership strategies that enable organizations to become positively deviant organizations. These strategies are evolved from principles of Positive Organizational Scholarship and they are Positive climate, Positive meaning, Positive relationships and Positive communication. The strategies in question have been found to be among the most important enablers of positively deviant performance and they are depicted next. (Cameron 2008: 15.)

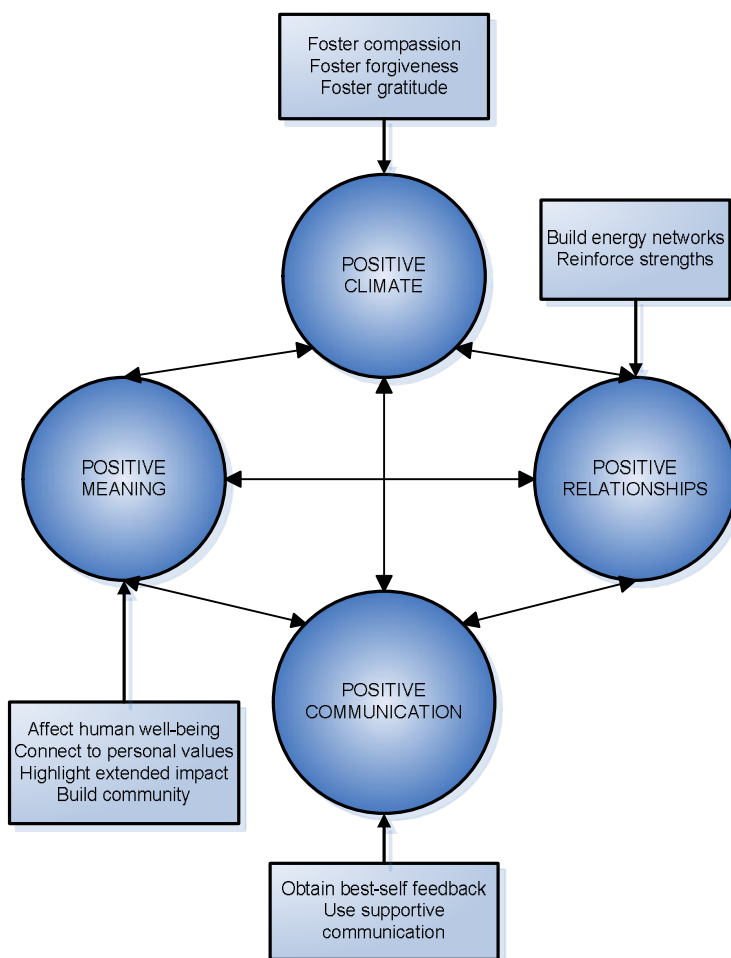


Figure 3. Four leadership strategies enabling positive deviance. (Cameron 2008: 14)

The first strategy under scrutiny is Positive climate. Positive climate is defined to occur when positive emotions predominate over negative emotions at the workplace. Positive emotions are in turn gained by fostering compassion, forgiveness and gratitude. Fostering these elements creates a positive climate where people are supported and encouraged to flourish, which enhances decision making, productivity and also human well-being. (Cameron 2008: 17-33.)

Positive relationships are relationships that generate enrichment, vitality and learning. These kinds of relationships are important enablers for positively deviant outcomes in organizations. Positive relationships affect for example degrees of creativity and trust, team functioning and the level of commitment to the organization. There are two keypoints in this strategy. Firstly, by creating positive-energy networks with positive energizers, persons who create and support vitality in others, organizations foster positive deviant performance. And secondly, managers focusing on their personnel strengths rather than weaknesses create productivity and increases personnel self-confidence. (Cameron 2008: 35-49.)

The next strategy examined is Positive communication. Positive communication occurs when positive and supportive language replaces negative and critical language. Managers can easily enable positive communication by using positive talk themselves. For example, positive feedback-giving and supportive communication are strategies to enhance positive deviance in organizations' performance. (Cameron 2008: 51-65.) More information about positive communication, especially within teams, is presented in section 2.4 Communication in High Performing Teams.

The last strategy in Cameron's model that enables positive deviant performance is Positive meaning. Work to be considered as a meaningful it should possess one or more of the following attributes: it has a positive influence on the human well-being; it connects to personal values; it has an extended impact; it builds supportive relationships and communities. Also when an employee considers his work as a calling rather than a job or a career, the work is meaningful to this person and that leads to positive deviant performance. To get employees consider their work as a calling, managers can for example help their subordinates to identify the long-term impact created by the

work and the benefits produced for others. These acts among other things foster a sense of meaningfulness and lead to higher levels of performance.

2.3 Motivation at Work

Over the past decades, studies have been made about personnel motivation. The earliest studies from the beginning of the 1900s like Frederick Taylor's Scientific Management Theory, also known as Taylorism, recommended using financial compensation to raise motivation and job efficiency. In later years, psychologists' interest moved on to behaviourism. According to behavioural psychology, human behaviour was studied and techniques were developed to increase job performance. Personnel motivation was also enhanced by creating work environments that promoted a sense of achievement. (Wiley 1997: 263.) More modern studies about personnel motivation concentrate on goal setting, where conscious intentions (goals) are primary determinants of task-related motivation. To gain high motivation and performance level, task demands have to be applicable and self-efficacy and goal commitment high. (Wiley 1997: 264.)

In addition to knowing what motivation is and how it can be increased, it is important to know how employee motivation has been changed over the past 50 years. In Figure 3 Wiley sums up differences in employees' motivational factors in 1946, 1980, 1986 and 1992. The study of 1946 was conducted by Hersey and Blanchard and its purpose was to survey employees' expectations towards their job. In the survey it was also studied what managers think their employees' expectations for the job were and how managers' answers differed from employee answers. (Hersey and Blanchard 1946: 53.) Studies in 1980 and 1986 were conducted by Kovach and they were done among the field of industrial employees. Finally, the figures of 1992 were results of over 500 surveys conducted among industries such as manufacturing, retailing, services and government agencies. (Wiley 1997: 267.)

Factors	1946	1980	1986	1992
Full appreciation of work done	1	2	2	2
Feeling of being in on things	2	3	3	9
Sympathetic help with personal problems	3	9	10	10
Job security	4	4	4	3
Good wages	5	5	5	1
Interesting work	6	1	1	5
Promotion and growth in the organization	7	6	6	4
Personal or company loyalty to employees	8	8	8	6
Good working conditions	9	7	7	7

Figure 4. Comparison of employee responses in motivational factors. (Wiley 1997:268)

Figure 4 shows that in the 1946 the most important factor that motivated people to work was appreciation of work done while the least important factor was good working conditions. A significant reason for diverging answers in that year's survey was that the time was just after labour-intensive World War II. In the 1980's, when the next two surveys were conducted, working environment had changed quite a lot. For example, workers' living standards had risen substantially (Wiley 1997: 271). Interesting work becoming the most important motivational factor shows that workers wanted different things from their job than in the 1940's. Attitudes shifted considerably towards interesting work and work was no longer as a means of survival (Wiley 1997: 271). Another notable change was that workers wanted no more help with their personal problems and that factor dropped to the least important.

Figures from 1992 indicated that workers' interest had moved on to basic needs such as good wages and job security. This can be explained by ongoing recession and intensive global competition, which left workers in a position of insecurity and uncertainty (Wiley 1997: 272). Appreciation of work done also stayed in top places, which indicated that people needed to have feedback from their work regardless of the economical situation.

As Figure 4 shows, good wages have been motivating employees a lot through the past few decades. In 1992 it actually rose to be the most moti-

vating factor. Pay is probably considered an important factor because it may satisfy more than one need in hierarchy with reference to Maslow's hierarchy of needs (Wiley 1997: 277). Getting money from the job done provides a way to purchase items to satisfy physiological needs and money also helps people to meet their self-esteem and self-actualization needs.

As will be presented in the results of this study, appreciation of job done and good wages are still in top places in employees' responses about motivational factors. This study shows that feedback is a form of appreciation employees today would like to receive. What comes to good wages as a motivational factor, this study shows that in addition to salary employees also value bonuses and incentives.

In order to maintain high motivation at workplace, it is essential to managers that teams in the organization are motivated and productive. For teams to be productive, right kind of communication is needed within teams. The following section introduces what kind of communication is used within teams that perform well.

2.4 Communication in High Performing Teams

One of the most important factors for teams to work well is right kind of communication. In study by Losada (1999) 60 top-management teams were categorised in high-, medium- and low performing teams according to issues such as profitability and customer satisfaction and assessments of the team by their managers, colleagues, and subordinates (Losada 1999: 180). The focus of the study was to examine if communication patterns of team members influenced performance of the teams. The following four figures were used to examine communication patterns: the balance between positive and negative comments, the ratio of inquiry to advocacy comments, the balance between a focus on others and a focus on self and finally, a measure of connectivity. (Losada 1999: 181.)

These figures are explained in the following way. First, the ratio of positive to negative comments shows how many times more team members express something positive, such as helpfulness, support or approval, corresponding to something negative, such as dissatisfaction or disapproval. Second, the

ratio of inquiry to advocacy comments shows the balance between statements such as a question aimed at exploring and examining a position (inquiry) and arguing in favour of the speaker's viewpoint (advocacy). The third figure gives the ratio of the team members' external comments, focus on others, and internal comments, focus on themselves. Finally, connectivity figure measures the amount of interaction, assistance and participation in the team. (Losada 1999: 181.)

The study shows that the most important factor is the ratio of positive to negative statements. In high-performing teams positive statements were five times more common than negative statements, whereas in low-performing teams negative statements were expressed three times more than positive comments. (Cameron 2008: 52.) This shows how important positive environment is among team members and how it motivates everybody to do their best. The balance between positive and negative statements was also examined by John Gottman (1994). Gottman argued that also in marriages which flourish positive statements were made five times more often than negative statements. On the other hand, marriages where negative comments were expressed more often usually end up in divorce. (Gottman 1994: 410.)

As theories indicate, to perform well team members should act positively towards each other. But there is also some negativity needed. Losada and Fredrickson call this appropriate negativity, which is a certain form of negativity that promotes flourishing. They identify it in the following way: "Time-limited and soluble feedback connected to specific circumstances." (Losada & Fredrickson 2005: 685.) As the definition indicates, negativity should be short-termed and not continuous, healthy and productive. Cameron on the other hand calls these negative interactions as foil against which to interpret and activate the strengths in the positive (Cameron et al. 2003: 364). In consequence this negativity might help teams to become more efficient. For example, by giving feedback to a subordinate or colleague, even though it is slightly negative, the receiver is able to improve his working habits so that the team can work better together.

Other figures in Losada's study show that in high-performing teams, behaviour is more inquisitive and more focused on others. Also there is much more information flow and participation than within low performers. Figure 5 clari-

fies that in medium- and low-performing teams behaviour is going more and more towards advocacy and self orientation.

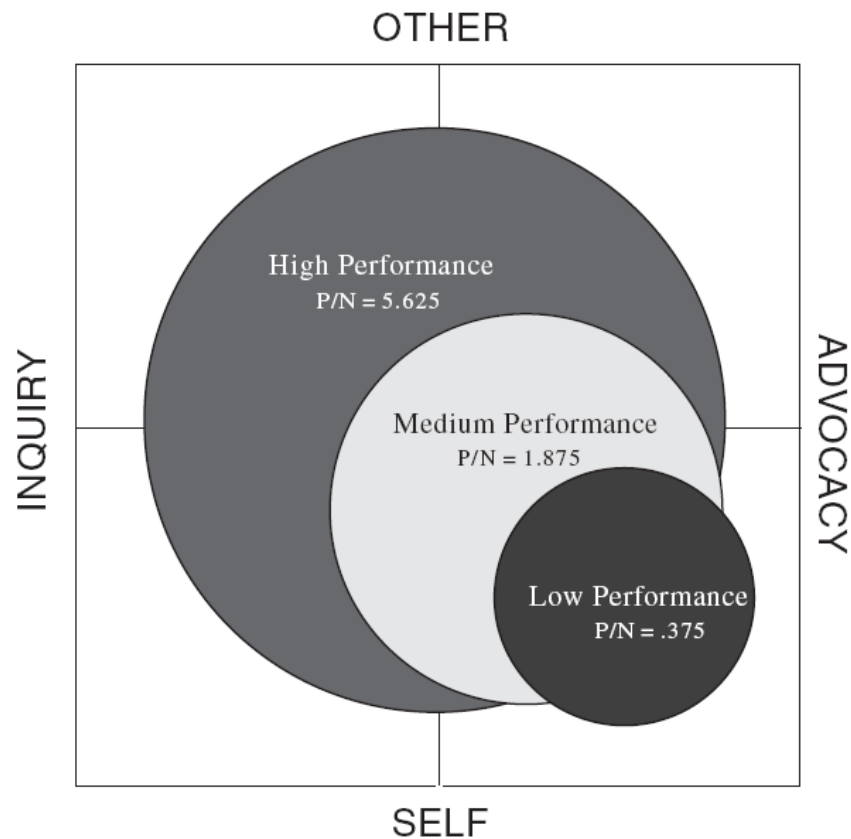


Figure 5. Visual layout of Losada's study. (Losada & Heaphy 2004)

In Figure 5 the P/N (positive/negative) figure displays the ratio between positive and negative statements. More specifically, low-performing teams have five inquiry statements for every 100 advocacy statements, whereas the ratio is almost in balance in high-performing teams. Furthermore, unproductive teams have an average only three comments focused on others for every 100 comments focused on self. Again this figure is almost balanced within high performers. Finally, connectivity average is almost doubled in high-performing teams compared to low-performing teams. (Losada & Heaphy 2004: 747.)

This section introduced and discussed theories about motivation, Positive Organizational Scholarship and communication. The next section will present the method and materials of the present study.

3 METHOD AND MATERIAL

This section reports the method of the study and provides information about the material used. The first subsection introduces the research material, which includes in-depth interviews and a World Café session. The second subsection describes what qualitative research is and how it was applied in the present study. Finally, the last subsection contains reliability and validity considerations.

3.1 Research Material

The research material is made up of two main sources, personnel interviews of a Finnish company and a World Café discussion meeting which took place in Helsinki. Information about interviews and participants of the meeting are reported below.

3.1.1 Interviews

In this study the first part of the research material is the transcribed interviews of managers and their subordinates. These interviews consist of questions from five different subjects, which are leadership, communication, climate, meaning and relationships. The interviewees were chosen from all over the world, with different nationalities and background.

Table 1 shows the list of interviewees and the most important information about them. For example, department of the interviewee and his/her working years in the company are presented as well as the interviewee's position. The first column in Table 1 shows ID numbers of interviews. These ID numbers are also used in the results of this study where the used samples are marked with same ID's.

ID	Gender	Role			Age	Nationality	City	Country	Foreigner / Local	Business Unit/department	Years working for the company
		L=Leader	O=Other	S=Subordinate							
101	Male	O			26	Finnish	Helsinki	Finland	Local	IM	0,5
102	Female	O			24	Finnish	Helsinki	Finland	Local	Treasury	3
103	Female	O			32	Finnish	Helsinki	Finland	Local	Treasury	9
202	Female	O			39	Swedish	Gothenbourg	Sweden	Local	CSM	4
203	Male	L			45	Swedish	Gothenbourg	Sweden	Local	Quality	4
201	Female	S			55	Swedish	Gothenbourg	Sweden	Local	Quality	1
302	Female	O			25	Finnish	Helsinki	Finland	Local	IM	0,5
303	Male	O			26	German	Helsinki	Finland	Foreigner	IM	0,5
301	Male	O			23	Finnish	Helsinki	Finland	Local	IM	0,5
401	Male	S			27	Finnish	Vaasa	Finland	Local	WSSC	1,5
402	Female	O			26	Foreigner	Vaasa	Finland	Foreigner	WSSC	1
403	Male	O			26	Finnish	Vaasa	Finland	Local	IM	1
404	Male	O			26	Finnish	Vaasa	Finland	Local	WSSC	1,5
405	Male	O			27	Finnish	Vaasa	Finland	Local	WSSC	2
406	Female	L, S			28	Finnish	Vaasa	Finland	Local	WSSC	2,5
407	Male	O			34	Foreigner	Vaasa	Finland	Foreigner	WSSC	1,5
408	Female	L			46	Finnish	Vaasa	Finland	Local	WSSC	20
501	Male	O			26	Finnish	Helsinki	Finland	Local	IM	0,5
503	Female	O			29	Venezuelan/Italian	Helsinki	Finland	Foreigner	Ship Power	1
502	Male	L			27	Finland	Helsinki	Finland	Local	Ship Power	<1
601	Male	O			29	Finnish	Helsinki	Finland	Local	Risk Management	<1
602	Male	S			23	Finnish	Helsinki	Finland	Local	Risk Management	<1
704	Male	O			39	Italian	Trieste	Italy	Local	WIO - BFC	3
702	Male	L			37	Italian	Trieste	Italy	Local	WIO - BFC	2
701	Female	O				Italian	Trieste	Italy	Local	WIO - BFC	4
703	Male	O				Italian	Trieste	Italy	Local	WIO - BFC	2,5
801	Female	S			28	Hungarian	Budaors	Hungary	Local	Services	3
802	Female	S			-	Hungarian	Budaors	Hungary	Local	Service	-
803	Male	L			-	Hungarian	Budaors	Hungary	Local	Service	-
901	Female	L			-	Finnish	Vaasa	Finland	Local	Finance	-
902	Male	S			-	Finnish	Vaasa	Finland	Local	Finance	-
903	Female	O			-	Finnish	Vaasa	Finland	Local	Finance	-
1001	Male	L			29	Finnish	Helsinki	Finland	Local	WIO	0,5
1002	Male	O			31	Finnish	Helsinki	Finland	Local	Group Control	4
1003	Female	O			27	Finnish	Helsinki	Finland	Local	Services	2

Table 1. List of interviewees.

Interviews were studied by using the qualitative analysis tool called Nvivo8 (QSR International 2007). Nvivo8 is software for organising a great amount of data such as documents, audio and video material. Members of the study group learned to use Nvivo8 software during an education weekend chaired by a Nvivo specialist Henrik Gamberg from University of Vaasa.

During this study, Nvivo8 was used for visualizing and sharing information, but primarily for uncovering connections between concepts occurring in the interviews. These connections were found by going through all the interviews and labelling keywords for later analysis. These keywords, "nodes", were afterwards used for finding common factors from the interviews concerning the topic of the study.

3.1.2 *World Café meeting*

The second source of information for this study was a World Café meeting, which took place in Helsinki January 20, 2010. World Café method was used for sharing information about studied subjects and finding new aspects by discussing topics thoroughly. The World café method can be described as a conversational process that can be used for hosting conversations about questions that matter. It has seven main principles which when used provide guidance for fostering authentic dialogue. The principles are:

- set the context
- create hospitable place
- explore questions that matter
- encourage everyone's contribution
- connect diverse perspectives
- listen together for insights
- share collective discoveries. (The World Café Community Foundation.)

The method was executed by students of Metropolia University of Applied Sciences and a few exterior specialists in the World Café meeting, chaired by Matti Willamo, Managing Director Emeritus. The agenda of the meeting was to start discussing the first topic and after every 20 minutes seating arrangements were changed. In the end, keypoints were gathered and summarized to the blackboard. After this, discussion started with a new topic. The list of participants presented below.

World Café meeting. January 20, 2010. Helsinki.

Chaired by:

- Matti Willamo, Managing Director Emeritus

Participants:

- Merja Fischer, PhD Candidate at Aalto University, Industrial Management
- Marjatta Huhta, DSc(Tech), Principal Lecturer, Metropolia University of Applied Sciences
- Heljä Antola Crowe, Ph D, Professor of Education, Bradley University

- Ville Kantola, Project Manager, LM Ericsson
- Tomi Olasmaa, 4th year student, Metropolia University of Applied Sciences, focus on Motivation
- Laura Juutinen, 4th year student, Metropolia University of Applied Sciences, focus on Happiness
- Iiro Varjela, 4th year student, Metropolia University of Applied Sciences, focus on Work Engagement
- Jani Savukoski, 4th year student, Metropolia University of Applied Sciences, focus on Leadership
- Sampo Riskusalo, 4th year student, Metropolia University of Applied Sciences, focus on Leadership
- Joni Vierimaa, 5th year student, Metropolia University of Applied Sciences, focus on Interaction.

Subjects:

- How leadership and interaction may influence better results?
- How employee may influence better results in knowledge work?

The summarized results of the World Cafè session can be found in appendices (Appendix 3). The next subsection introduces the method that was used to study the corresponding research material.

3.2 Qualitative Research

In this study, the qualitative research was used as a research method. Qualitative research is normally used when there is a great amount of soft data available. In this study, the interviews of managers and their subordinates were the qualitative data, first recorded, then transcribed. Also the results of

the World Café meeting were used as material. In difference to quantitative research, where numerical data are used for developing models or hypotheses about phenomena, qualitative research explores non-numerical data and tries to explain reasons behind the explored phenomenon.

To be more precise about qualitative research, inductive analysis was used in this study. Inductive analysis means that all the themes and categories emerge from the data and through the analyst's interactions with the data (Patton 1990: 453). During the study, there was no hypothesis about end the results and all the themes came up from the data, so the whole process was data driven. In contrast to inductive analysis, there is also deductive analysis, where the data is examined according to an existing framework (Patton 1990: 454).

The present study triangulates data in order to identify the key elements of motivation at the workplace, the key concept of the study. Denzin describes the triangulation method in the following way: "By combining multiple observers, theories, methods, and data sources, researchers can hope to overcome the intrinsic bias that comes from single-methods, single-observer, and single-theory studies" (Denzin 1970: 313). Analyst triangulation, which was used in this study means that there are multiple persons independently analysing the data and comparing their findings (Patton 1990: 560).

Analyst triangulation was applied during the study in a way that every member of the research group went through the interviews by thinking of their own perspectives, such as leadership, motivation and work engagement. After individual examinations, the key points found were combined by using Nvivo8-software and finally discussed in the World Café meeting, where the topics were conversed more in depth. Triangulation can be also used when describing the whole process of the study, as seen in Figure 6.

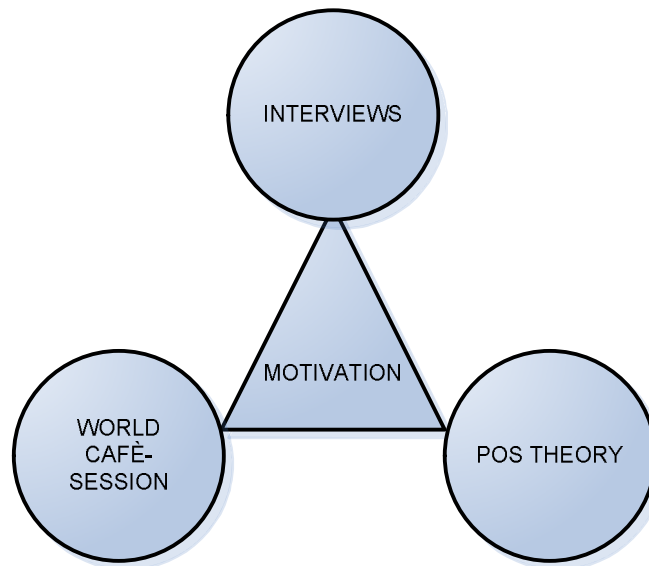


Figure 6. Triangulation of the study.

As seen in Figure 6, the studied phenomenon, motivation, is explored from three different aspects. Firstly, there was the Positive Organizational Scholarship theory, the basis of whole study. Secondly every student of the group explored the interviews on their own. Finally, the keypoints found were gathered and shared in the World Café session where the topics were discussed and linked together.

3.3 Reliability and Validity Considerations

In this study the qualitative research method was used because the study concerned the concept of Positive Organizational Scholarship which is only little known. Also the research could not have been done experimentally, because the aim of the study was to identify motivation factors, not to compare different motivation techniques. Qualitative research method was also chosen because themes and variables of the study had not been identified in advance, but they were discovered by in-depth interviews and discussions. Qualitative research method would not have been in place in a corresponding study, where the results contained numerical values.

As a validity matter, the aim was correctness and credibility of the description, conclusion, explanation and interpretation (Maxwell 1996: 106). Researcher bias was also avoided as well as possible. However, the fact that the research group started its work not until the interviews were recorded

and transcribed, without quorum to the questions asked, constrained the result to some extent. Also some grammar and spelling mistakes in interview transcripts by the interviewees themselves or by the transcriber, as well as cultural differences influenced the results.

As to reliability, the whole research method is described precisely in this section so that the operations of the study can be repeated. The questions presented to interviewees are listed in the appendices (Appendix 1).

4 INTERVIEW FINDINGS ON SIGNIFICANT ISSUES

This section analyses the interviews by using the inductive qualitative method. Relevant extracts from the interviews are quoted to demonstrate the main findings. The results are presented in a way that one motivation increasing factor is represented in each subsection. The results were gathered by studying corresponding material described above and as a result of the World Café session. For every motivational factor there are presented quotations from the interviews they were taken. After every subsection one component is added to Figure 7 which will after having introduced all sections show a complete figure of the results of the study.

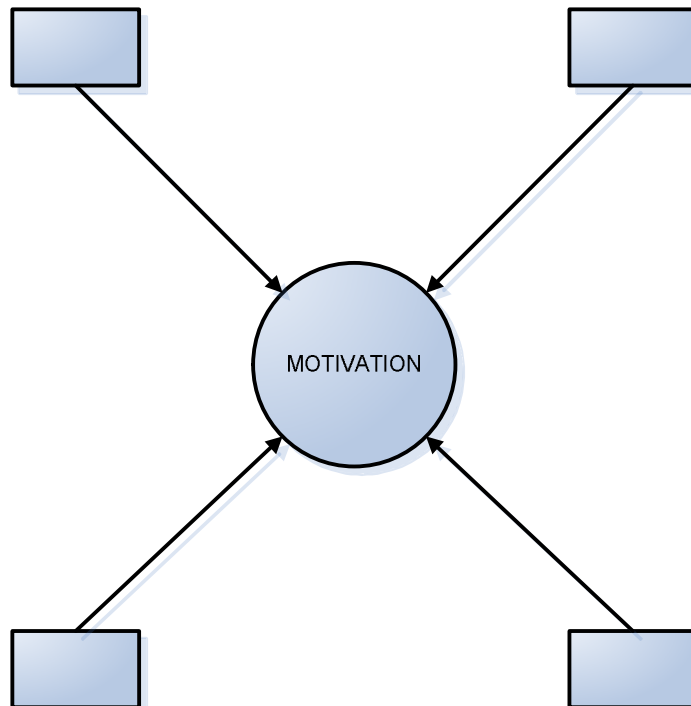


Figure 7: Starting point of the study.

Figure 7 shows how this section seeks to find relevant content for motivation from various points of view.

4.1 Significance of Feedback Giving

According to the interviewees sufficient *feedback* is identified as the most important factor increasing motivation among employees. It appeared most in the interviews and it was also a central topic in the World Café conversations. According to the interviews, the most important factors in beneficial feedback are that it has to be continuous, constructive and it has to occur in both ways. A few extracts from the interviews are presented to illustrate how feedback-giving was discussed in the interviews. These extracts are also analysed below.

Sample 1. Feedback

Q: What do you consider as a good way to motivate others?

A: Continuous feedback. Both positive and constructive. A clear picture of where things are headed, or of targets. So people know when they have reached the target or not. And also a suitable amount of challenges. If you feel you can win something by, or learn something by doing something then I believe it's a lot easier to be motivated.

Interview 1002. Page 2.

The interviewee of Sample 1 analyses feedback as *positive* and *constructive*. As Sample 1 shows, feedback needs to be continuous to help work motivation. When the employee makes a good effort, it is the manager's responsibility to always let him/her know that by giving supportive feedback. Also, it is important to give feedback about events which needed to be corrected. In that way the employee is able to avoid the error and become more efficient in the same task the following time. While giving feedback about negative things it is essential not to concentrate only on the negative side but also talk about something that was done well. That way feedback is more constructive and the employee might feel more motivated. These factors can be seen also in the second sample.

Sample 2. Feedback

Q: Okay. We're now talking about motivation: what do you consider as a good way to motivate others?

A: Delegation of responsibility. And also clear goals. And clear expectations, of what should be done or achieved.

Q: Anything else that pops up, or?

A: Well, feedback. Continuous feedback. If something went wrong that you discuss it, constructively, and if something went well that is also..

(Another question)

(Another answer)

Q: So both if you make mistakes or if something went okay or you did a good job with something?

A: Yeah.

Q: Giving people compliments but also positively correcting them if something..

A: Yeah.

Interview 102. Page 2.

The interviewee in Sample 2 identifies three points about good motivation. The interviewee finds that delegation of responsibility is central for the motivation of the employee, as well as work goals agreed on with the supervisor. As in Sample 1, this interviewee also points out that continuous feedback is a good way to motivate others. The following Samples 3 and 4 describe feedback-giving from the point of view of a manager.

Sample 3. Feedback

Q: What do you consider a good way to motivate others? We touched the topic quite a lot, just to put it in a package.

A: Motivate others. Like I said, motivation for every person can mean totally different things.

Q: For you.

A: For me.

Q: Yes.

A: As I said this, I'm gonna refer again to those things, those topics that I talked about. Feedback, open, both ways, to each other. And, yeah. And to know what, where are you and what are you doing. I mean not where are you, but like, in, in what kind of.. OK, forget about it. I mean, like, motivates you, like maybe for me the feedbacks and, open, --.

Interview 406. Page 11.

Sample 4. Feedback

Q: Thank you. And the last question would be, what is the best way how to motivate people? What motivates you and what do you think might motivate the others to becoming better?

A: --So there the feedback is extremely important. And also it goes the other way around, that your subordinates are developing you. So, they are telling you, giving you feedback, and then you should start to think that how to make things better.--

Interview 408. Page 5.

In Sample 3 the interviewee is both a manager and a subordinate from Vaasa. She also agrees on good feedback-giving and takes up an issue that Sample 1 also introduced: clear objectives in work agreed by both the subordinate and the manager.

The interviewee in Sample 4 also works as a manager in Vaasa. As in the previous extracts, this interviewee also brings out the fact that giving feedback is an important factor in motivating. A common issue in Samples 3 and 4 is that they both want, as a manager, receive feedback from their subordinates as well as give it to employees. Both interviewees point out that *open* feedback both ways is essential and helps the manager and the employee to improve themselves.

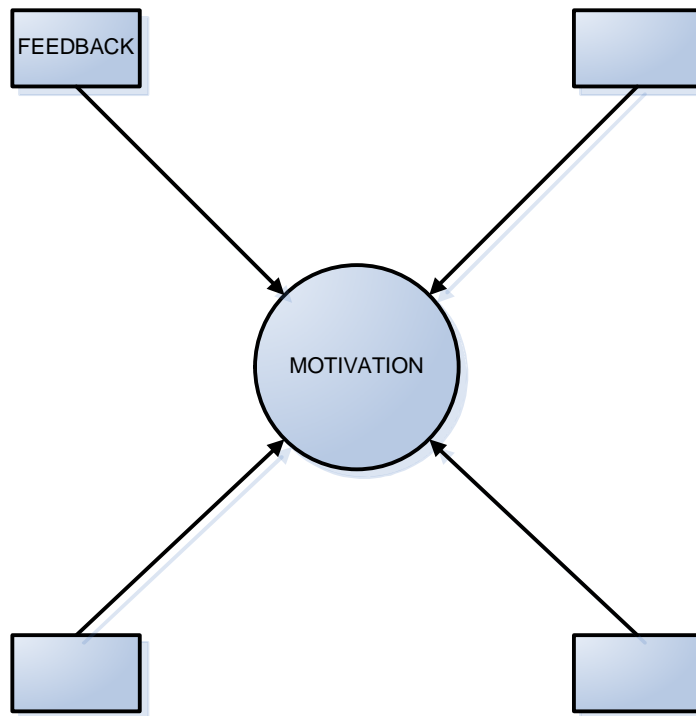


Figure 8: Feedback as a first factor influencing motivation.

As seen in the previous samples, feedback-giving by the managers should be happening continuously and it should be constructive and positive. It is also important that the manager get feedback from their subordinates. Thus they can improve their leadership abilities. All in all, feedback becomes the first factor affecting to the employees' motivation. This is depicted in Figure 8.

4.2 Rewards by Employer

The second factor influencing personnel motivation relates to rewards offered by the company. Rewards, such as salary and bonuses, always have a big influence on how motivated employees are. Following extracts shows if this field of interviewees considers rewards as a big motivational factor.

Sample 5. Rewards

Q: Yeah yeah, okay. And what do you think is a good way to motivate other people as a leader?

A: --There is the incentives I would say, I would call them incentives, which can be a bonus, can be an incentive trip, some giveaway or gift. So this also, not only in a long-term so not only in one year but for example for three month. This I would call the steering of the people which is very common by the (sear's) functions. There is a, some kind of bonus for new customers if this is the focus.

Interview 803. Page 3.

The interviewee in Sample 5 is a superior in the Service department. He thinks that as a manager a good way to motivate employees are proper *incentives*. By incentives, this interviewee says, it is easier to steer employees. For example, if more customers are wanted, then rewards should be given for getting new customers. On the other hand, if better quality is the main objective, then rewards should be given from making fewer mistakes. In addition to incentives, the salary itself was also considered as a good motivation factor, as shown in the next sample.

Sample 6. Rewards

Q: what kind of ways you use to motivate others? What ways are good to motivate?

A: --Salary is one important what motivates employees, but there are other things too to motivate. Team spirit is important too in motivation because shared outdoor days and things like that which gives motivation. A break from normal working life and things like that gives motivation. There is a research that bigger salary keeps employees satisfied for five weeks, so it's not so long happiness. So it can't be a only way to motivate.

Interview 901. Page 3.

This interviewee in Sample 6 is a manager in the finance department. As in Sample 5, this interviewee also considers *money* as an important motivational factor and thinks of *salary* as a good way to motivate employees. Nevertheless, the interviewee points out that there have to be other ways to motivate employees, in addition to money. According to the interview, also a good *team spirit* is needed to keep motivation high.

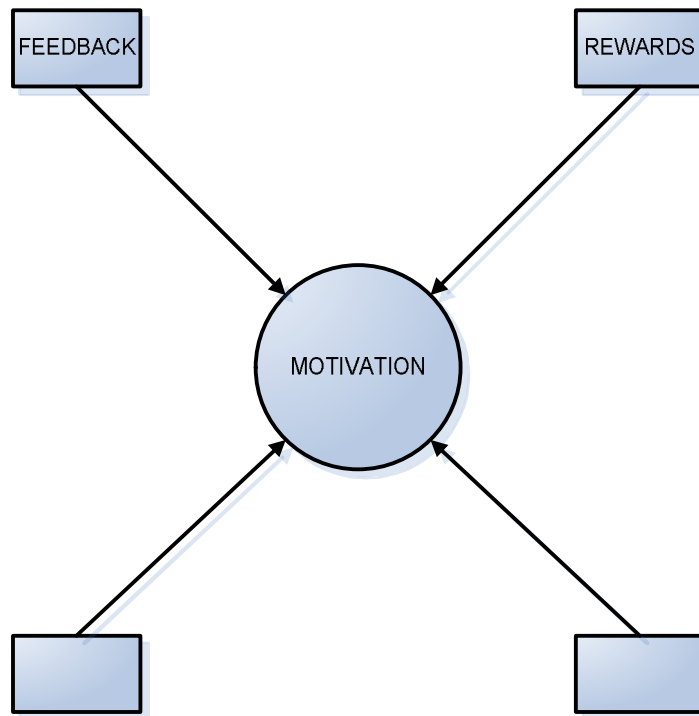


Figure 9. Rewards as a second motivational factor.

As Figure 9 shows, rewards are the second factor which influences the personnel motivation. This is because according to the interviews, money is a big factor affecting to the personnel motivation. Rewards are usually received in a form of salary and bonuses but in addition to these, managers could also offer some kind of incentives when trying to influence employees' motivation. However, as it was mentioned in Sample 6, rewards on their own are not sufficient enough to motivate. Therefore there should other ways to motivate and one way could be to offer enough challenging tasks, as it is described in the next subsection.

4.3 Career Challenges

According to the interviews, many of the respondents agreed on the fact that the job has to be challenging enough to motivate. The main reason for this is that when carrying out challenging work the employee always learns new things by doing something he has not done yet or something he is not good at. By doing the challenging job where there is a possibility to learn new things, the employee gets motivated. The following extracts are presented to support this statement.

Sample 7. Challenges

Q: Okay. A bit related to this, what do you consider as a good way to motivate others? Or how do you think that others can motivate you? What do you think would be the best way?

A: Well if they are excited themselves and then (it shows themselves) then it sure helps. Then also to give, enough challenges because people get fed up with routines if the tasks are too easy for them, so there also, there should always be a learning aspect, I think that's one thing that, when you are able to learn and when you have to learn, then it motivates, at least to me it's really motivating.

Interview 101. Page 3.

This interviewee in Sample 7 points out a couple of examples why it is good to have challenges in the daily work. On the one hand, the interviewee argues that without challenging work employees will get bored with their routines. When an employee is bored with the work he is doing, the motivation level certainly is not very high. Also, tasks that employees consider too easy do not increase motivation. On the other hand, the interviewee points out that employees should become motivated by giving them challenging tasks because of the learning aspect. By doing difficult and challenging work the employee is motivated because he is able to learn new things every day. This same theme is also present in the next sample.

Sample 8. Challenges

Q: Mhm. What do you think is a good way to motivate people?

A: I guess, well of course, money is one good, but also that you give the people challenges. I would say, that.

Q: Challenges.

A: Yeah.

Interview 404. Page 7.

The interviewee in Sample 8 presents two factors that in his opinion are good ways to motivate people. Firstly, he agrees with the previous section and brings up the fact that money is an important factor in personnel motivation. Secondly, he mentions that another good way to motivate personnel is to give them challenging tasks. In the Sample 9, the point of view of a manager is presented.

Sample 9. Challenges

Q: Thank you. And the last question would be, what is the best way how to motivate people? What motivates you and what do you think might motivate the others to becoming better?

A: -- I would say that when you have challenging tasks. And, of course, challenging tasks, it's a challenge for us, for example here, because we have agreed quite strictly that what is our work, that OK, the work (should) so that we do this and this and that. And then, and there, we have discussed a lot that how to make it more challenging to the accountants. And there we have tried to find..

Interview 408. Page 5.

This interviewee in Sample 9 works in a position of a manager. As Sample 9 shows, the interviewee considers challenging tasks as the most important motivational factor. Not only does the interviewee think that challenges are important but she also points out that it is essential to make continuously the job more challenging. In that way employees are able to improve their skills constantly and this affects their motivation level positively.

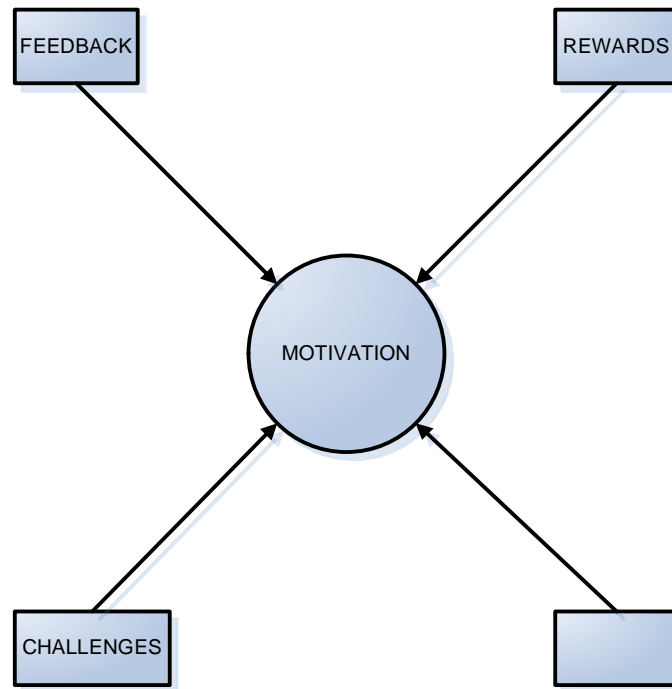


Figure 10. Challenges as a one part of the results.

The next factor influencing to the motivation is challenges and as Figure 10 shows it can be added to the results. The basic idea of the challenging tasks is that they keep employees interested towards the work and they offer possibility to learn. Also when the work is challenging enough, it does not contain many routines and that way the employees stay motivated.

4.4 Positive Expressions

Positivity is the fourth factor that according to the interviewees affects motivation relating to Cameron's model of Positive Deviance. Motivation is affected by positivity because when people at the workplace are positive minded, they help others and are happier than in general. When employees help each other, whole the department or team becomes more effective. The following extracts show what interviewees had to say about positivity.

Sample 10. Positivity

Q: Okay. What do you consider as a good way to motivate other people?

A: To be helpful, to be positive. Yes, because I think to learn a lot of this company you have to help yourself. That it's a little bit of (-). There is a lot of education in this company, but you have to find it yourself. You have to put a lot of questions to lot of people to get to the right people. But, everyone is positive, everyone is helpful. So, I think that motivate others, yes.

Interview 201. Page 1.

The interviewee in Sample 10 is a subordinate in the quality department. The interviewee brings up two factors that in her opinion are good ways to motivate other people in the workplace. To start with, she points out that it is important to be positive in the workplace. Acting in a positive way creates a *positive atmosphere* among colleagues, which motivates everybody. As a second factor the interviewee mentions *helpfulness*. Being helpful towards colleagues builds up the whole department's motivation level, because employees feel that there is easy to work in a community where one can ask for help if it is needed.

Sample 11. Positivity

Q: What do you think can motivate people, to look up to you even more maybe?

A: What motivates people is how you relate to them. If you are able to make people happy and then to, make them have positive attitudes in anything you do, then I think that can motivate, (it's, yeah), can motivate them. Just having the, just having them keep positive minds and having good attitudes.

Interview 405. Page 8.

The interviewee in this sample analyses that the ability to motivate other people depends on the motivator's relationship to them. The interviewee says that a person who is able to make other people *happy* and *positive minded* is a good motivator. For example, a manager or a team member who continuously acts in a positive way keeps the whole team happy and motivated. In turn, if there is a member in a team with a bad relationship with others, nobody wants to work with that member and motivation to do the job decreases. Also the importance of connecting positivity to the actual job a

person is doing is experienced motivating among the interviewees as seen in Sample 12.

Sample 12. Positivity

Q: Yeah yeah that's right. And, if we, one more question about the motivation so, what do you consider as a good way to motivate other people?

A: Show the positive side of their job actually, because yeah it's important to set common goals in order to feel the task or the job or work as it is theirs let's say and it's their own, and everybody has to feel him or herself important because everybody is, important. So yeah, you just have to, you feel good and you feel motivated if you see the positive things in your job --.

Interview 801. Page 7.

In Sample 12 the interviewee is a subordinate at the service department. The interviewee agrees with the previous samples and considers positivity as a good way to motivate other people. She thinks that the most important thing in motivating is to *show the positive side of the job*, because seeing positive things in the job helps the employee to feel motivated. In addition, this interviewee points out that other good ways to motivate are setting the common goals and that employees feel important. As Figure 11 presents, Positivity becomes the fourth factor that according to the research material influences motivation.

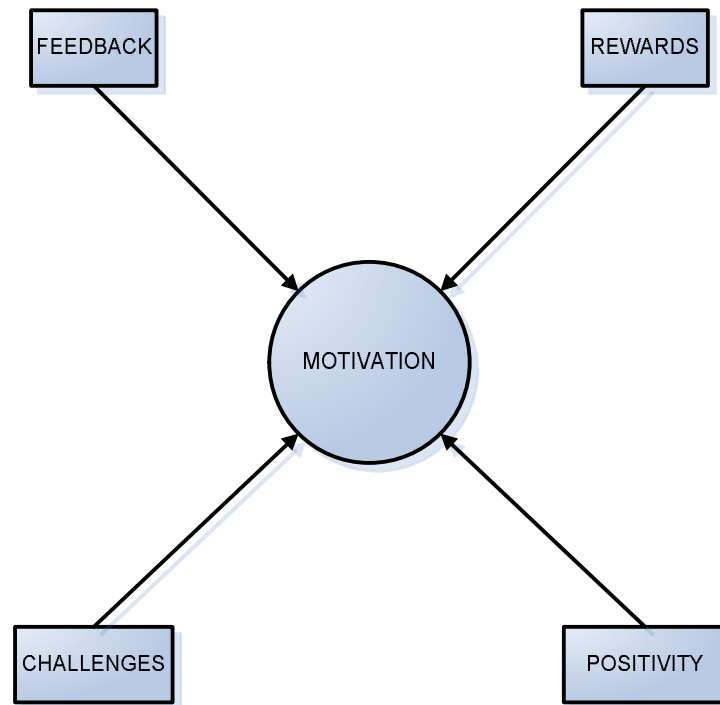


Figure 11. Positivity, the last factor presented to influence in motivation.

According to the interviews, Positivity can be related to many kinds of behaviour. For example, the interviewee in Sample 10 sees that positivity and helpfulness belongs together. In turn the interviewee in Sample 11 mentions that the ability to make people happy is also associated to Positivity. While these factors were related to the relationships between people also the importance of seeing the positive side of the actual work is mentioned to be motivating.

4.5 Summary of Results

The results of this study are based mainly on the personnel interviews, but also partly on topics discussed at the World Café session. The results consist of four factors that based on the research material are the most important factors influencing personnel motivation. From these motivation factors there can be also found subfactors which are analysed and presented briefly in the following. The subfactors give more information about what parts the main factors consist of. Figure 12 visualizes all the results of this study.

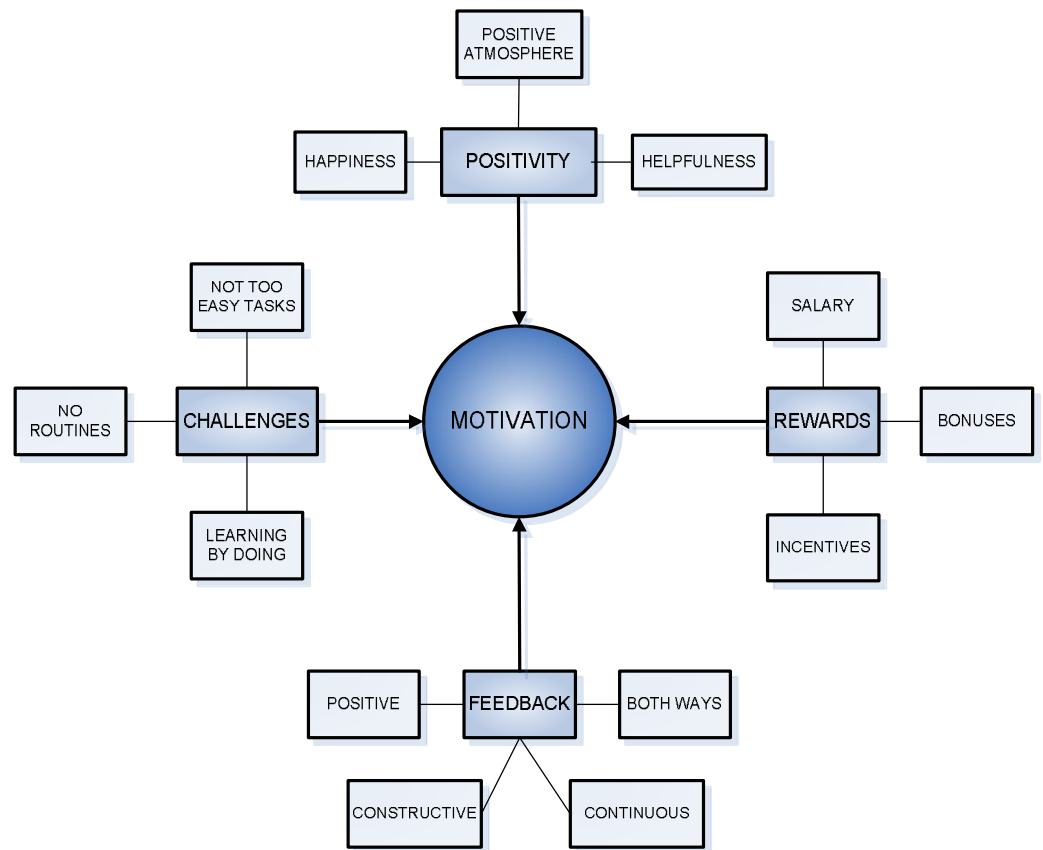


Figure 12. Summarized results of the study.

As can be seen in Figure 12, based on the research material there are four main factors that influence personnel motivation. These factors are feedback, challenges, rewards and positivity. The first one of these, feedback, is the factor that was the most often mentioned in the interviews. According to the interviews to get feedback work properly it has to be constructive and positive, continuously given and it has to occur in both ways, from superior to the employee and vice versa.

The next motivation factor presented earlier in this section is rewards by the employer. There are three kinds of rewards that affected the interviewees' motivation according to the interviews. These are salary, bonuses and incentives. But as mentioned, rewards alone were not seen as big enough a motivation factor.

The third factor influencing the motivation level of employees is challenges. It was important to the interviewees that their job was not too easy for them and that way they were able to learn from it all the time. It was also men-

tioned that if there were too much routines in the work, employees would get bored after a while which consequently lowered their motivation level.

The final factor influencing motivation was positivity. This factor consists of four ways how to increase motivation at the workplace. The first one is to create a positive atmosphere at the workplace, which then motivates the whole department or team. The next ones are happiness and helpfulness. When everybody at the workplace acts like this, it is easier to communicate and work together. The final way to motivate others according to the interviews was to show them positive side of their job. This helps for example when a subordinate or co-worker is momentarily frustrated with his job.

5 DISCUSSION AND CONCLUSIONS

This section consists of two parts. In the first part it is discussed how the results presented in the previous section connect to theory of the study. The linkages between theory, personnel interviews and the World Café session are presented in the first subsection. The focus is especially on the connection between the results and Cameron's model of four leadership strategies enabling positive deviance. The second part of this section, Managerial Implications, comes up with suggestions for managers as to how to improve their personnel motivation.

5.1 Connection between Theory and Results

The purpose of this study was to explore Positive Organizational Scholarship (POS) through the viewpoint of motivation. Theories about motivation as well as the principles of POS were used as a background. As a research material, there were used two kinds of sources: personnel interviews from a Finnish company and a World Café discussion session conducted by students of Metropolia University of Applied Sciences and a few external specialists. The data collected from these sources was explored by using qualitative research method. Linkages between theory and results are reported as follows.

Firstly under examination is the POS theory and especially Cameron's Positive Deviance model (Figure 3, page 8), which depicts four leadership strategies that enable positive deviant performance, equal to performing in an extraordinary positive way. These strategies are Positive climate, Positive meaning, Positive relationships and Positive communication. All of these strategies also contain a description of activities that can enable the implementation of the positive strategy. When taking into account factors from the present study that were studied to influence personnel motivation and inserting them to Cameron's model, the following results can be achieved (Figure 13).

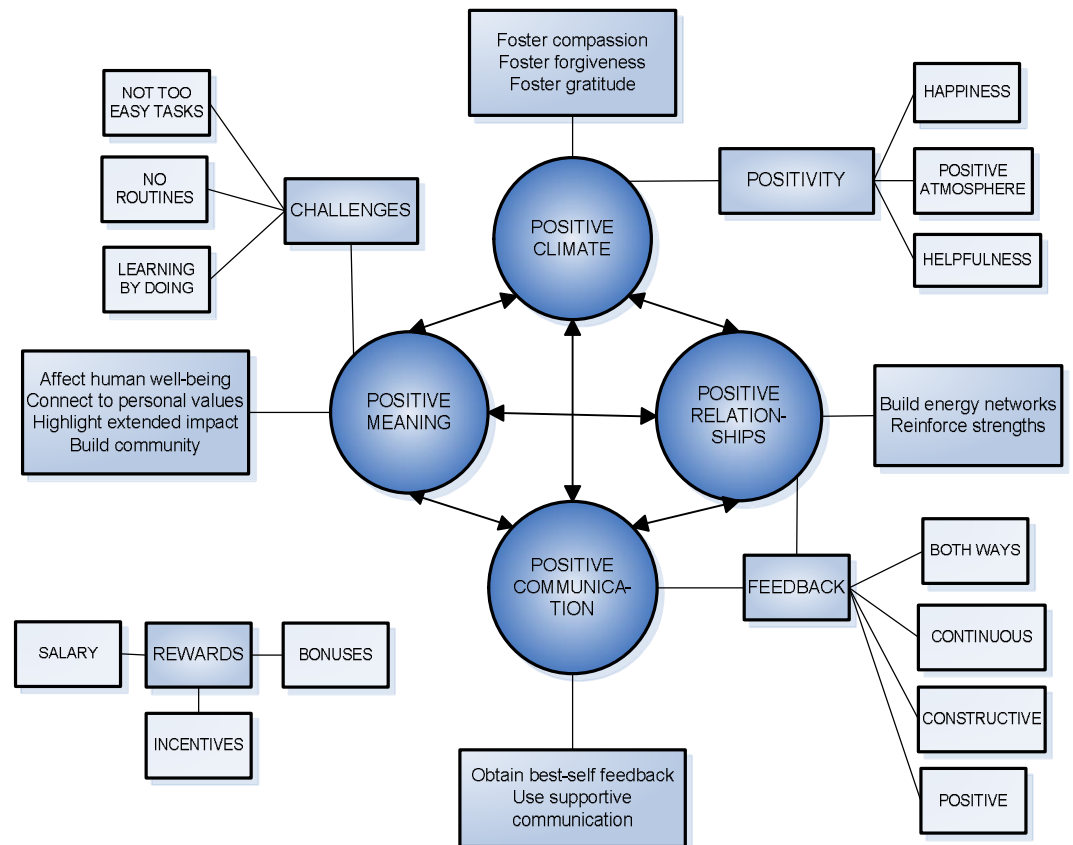


Figure 13. Connection between Cameron's model and results of this study.

Feedback, when given in the suggested way, is part of both Positive communication and Positive relationships, based on the interview data. This is because feedback is an important way of communication and an easy way to show support and reinforce the employees' strengths. Also in reference to Maslow's Hierarchy of Needs, positive feedback enables employees to satisfy their needs of self-esteem and self-actualization by getting confidence from respect of others. Challenges on the other hand, when making the job more interesting to employee, have a big influence to Positive meaning. Positive meaning is affected by the challenges because when the job is interesting it affects the fact is employee considering the job meaningful or not. Positivity, which includes creating helpful, happy and positive atmosphere at the workplace, is connected to the model because it fosters maintaining Positive climate.

While the three previous factors; feedback, challenges and positivity, can be connected to the Cameron's model, the fourth factor, rewards is situated on its own. This is because monetary rewards, as a concrete outcome of the

work, are not part of the Positive Organizational Scholarship. However, the fact that rewards are still placed into the Figure 13 is a logical outcome. This is because, as stated earlier, the interviewees of this study claim that rewards alone cannot be seen as big enough a motivational factor. Thus, rewards offered by the employer give their own contribution to the Cameron's model by fostering other motivational factors.

As seen in Figure 13, the same four factors that influence the motivation level of employees also influence the performance of the organization. Three of them can be connected to Cameron's model which focuses on soft values of human beings and the fourth factor, rewards, on its own also has an influence on the performance of employees. Thus by taking into account their subordinates' motivation level and by increasing it, managers are able to raise the organization's performance to a more positive deviant. This, as stated before, enables the organization to thrive and flourish. What comes to the connection of other theories presented and the results of this study, is examined next.

Section 2.3 explored earlier studies about personnel motivation and reached the conclusion that over the past few decades the most motivating factors among the workers were appreciation of work done, good wages and interesting work. When comparing these to the output of the present study, results are very similar. According to the personnel interviews and the World Café session feedback is a form of appreciation people want nowadays. Getting positive feedback from the manager or colleagues helps the employee to think that he is appreciated in the company and his work is important. Good wages also still affect the employees' motivation. At this point of time there are also other monetary factors that can be used for increasing motivation. These are, as stated before, bonuses and incentives. Interesting work in turn was the most motivating factor at the 1980's. This study shows that employees still value interesting work, because it offers challenges to every day life and helps to learn new things.

On the basis of the evidence it can be said that the results of this study are consistent with the theory presented in the background section. Especially the POS theory and Cameron's positive deviance model are well backed up by the results of this study. Also similarity in the results of earlier studies and

the present study show that factors influencing personnel motivation have remained almost the same.

5.2 Managerial Implications

The outcome of this study confirms Cameron's view on Positive Deviance as a significant factor for work motivation. Therefore if a manager wants to support and reinforce positive deviance of the organization, he/she needs to pay attention to the following points.

The first point that managers should take into consideration is to reinforce communication at the workplace. This can be done for example by encouraging the employees to use more supportive communication towards others. Thus relationships between the employees also get better. Another way to reinforce communication, and also relationships, is feedback-giving. The important fact is that the manager gives feedback to the employee every day, but more long-term feedback can be given for example in development discussions had twice a year. In these more in-depth conversations the manager can give constructive and positive feedback to the employee and that way improve the communication and the relationship between oneself and the employee.

The second point for managers is to reward desired actions. For example, if the company tries to expand its customer base, bonuses should be given for getting new customers. Or if the goal is to improve the level of quality, then employees who make the least mistakes should be rewarded. This way managers can direct the actions of employees to the desired directions.

The next point how managers can improve the motivation level of the employees and performance of the whole organization is to influence the fact what is the meaning of the work to the employee. If the employee considers the work very important and gets a lot of personal value from it, the employee will be motivated. Increasing the meaning of the work to the employee can be done for example by giving challenging tasks. If the employee feels that the work he does is too easy, he will eventually get bored. Also if the work contains a lot of routines, the employee might find the work not challenging enough. The best way to motivate is to assign the employee a

job where he is not yet good at and where he has a possibility to learn new things. That way the employee gets more value from the work and considers the work more important, which makes the employee to work better and harder.

The final point for managers to support and reinforce positive deviance at the workplace is to create a positive atmosphere at the workplace. This includes that everybody at the workplace is helpful towards colleagues, inducing the climate where nobody feels left alone. It is also important that the managers create the atmosphere where emotions like gratitude, forgiveness and compassion can be expressed. The managers' work is also to assure that employees have good relationships between each other. And in the best case the employees motivate each other.

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APPENDICES

Appendix 1: Interview questions

LEADERSHIP

- How would you define a good leader?
 - Our core values are Excellence, Excitement and Energy. Is our leadership exposing continuously our corporate values?
 - An example of a good leader?
 - How would you evaluate yourself as a leader?
- How do you understand the term 'Positive Leadership'?
 - How would you evaluate the ratio between negative/positive feedback in your daily work?
 - How are the mistakes regarded in Company?
 - What do you consider as a good way to motivate others?

CLIMATE

- How would you describe Company's organizational culture & climate? " Climate reflects perceptions of how work environment impact employees own well-being. Culture is the norms, expectations, and way things are done in the organisation."
- Could you give positive and negative example of Company's organizational culture?
- How freely people (you/colleagues) express emotions in Company? *
 - More positive than negative or vice versa?
 - What do you consider as a good way to motivate others? Leaders/bosses expressing their emotions? If so, what kind of (both positive and negative)? Are they promoting the expres-

sion of emotions? * (e.g. Compassion [sharing of personal feelings, and noticing and responding to another's pain]; forgiveness [letting go of feelings and looking forward after harmful events]; gratitude [expression of appreciation and gratitude])

COMMUNICATION

- How is positive way of communicating facilitated at Company? Any use of certain techniques?
- How does Company facilitate connectivity (e.g. information exchange, interpersonal interaction, positive emotions) among the employees?

MEANING

- Do you see your work as job, career, or calling and why? (Job [achieving financial & material rewards]; Career [achieving prestige, power, recognition, advancement, and personal growth]; Calling [working for the sake of the work itself])
- How do you think you can increase meaningfulness of your own work and the work of others? Please give some practical examples.

RELATIONSHIPS

- Do you consider yourself as a satisfied employee?
- How would you describe the current quality of relationships in Company?
 - How is the atmosphere in the team meetings?
 - Do people feel comfortable expressing their opinion?

- Is there a connection between high quality relationships and performance opportunities of Company?
 - Could you give an example of high quality relationship in your daily work?

Appendix 2: Example of interview question

Q: Thank you. And the last question would be, what is the best way how to motivate people? What motivates you and what do you think might motivate the others to becoming better?

A: For sure it's not money. I can tell. I would say that when you have challenging tasks. And, of course, challenging tasks, it's a challenge for us, for example here, because we have agreed quite strictly that what is our work, that OK, the work (should) (-) [32:51] so that we do this and this and that. And then, and there, we have discussed a lot that how to make it more challenging to the accountants. And there we have tried to find.. OK, this team leader thing is one that we wanted to have team leaders so that they are also accountants partly. Because it's like that they can get superior challenges there, if they so want. We shouldn't force anybody to be superior, but anyhow. And also let's say, we are promoting the job rotation, that people should move between the teams, between the processes. And also, why not the business side. So it's, I would say that the work, (I'd say that) [33:48] if you have challenges in the work, it's important. But of course, OK we talked about the leadership, that is of course important also that you have that kind of superior that is, giving you the opportunity to make different things and develop yourself in your work and also as a person, so different.. So there the feedback is extremely important. And also it goes the other way around, that your subordinates are developing you. So, they are telling you, giving you feedback, and then you should start to think that how to make things better. And, of course what is extremely important is that you have proper tools. And now we have had some challenges with the system, so the system and tools should work. If those are not working, you are not happy. Like I'm not happy having this, having this mobile phone now, mine is broken, so I think it's a.. Sma-, it can be small thing which is ruining your day.

Interview 408. Page 5.

Appendix 3: Summarized results of World Café session

1. HOW LEADERSHIP AND INTERACTION MAY INFLUENCE BETTER RESULTS?

Trust

- everybody is important
- how it is formed
- duplex
- enabling

Interaction

- creating common culture (teams)
 - dissimilarity
 - leader influence
- honest communication, openness

Climate

- respecting and confidential
- own experience and personal interpretation
- understanding and utilising the differences
 - human knowledge important

Inner leadership

- own responsibility
- good member of the working community

Opportunity to develop

- recognizing the potential
- recognize comfort areas of employees and occasionally breaking of them
- own strengths
- courage

2. HOW EMPLOYEE MAY INFLUENCE BETTER RESULTS IN KNOWLEDGE WORK?

Courage

- to confess the errors
- to disagree
- to be open
- to make propositions for development

Unselfish helping

- approving the dissimilarity
- everybody helps everybody → culture of helpfulness

Confidence in own work

Enthusiasm of own work

Attitude → Ability to do everything, which influences everything

Work climate develops from individuals who are intellectual, emotional, social and creative psychophysical totalities.