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MOTIVATION AND MANAGERS SUPERVI- SORY CAPABILITIES

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Jatkuvasti kehittyvässä maailmassa yritysmaailman kilpailu jatkaa vain kiihtymistään. Esihenkilöiden motivaatiota voidaan koetella suorituspaineiden alla, mutta minkälainen motivaatio voisi kestää tämän jatkuvan ylisuorittamisen aikaa.

Opinnäytetyössä perehdytään siihen mitä motivaatio on, mitä esihenkilö- ja johtamistyö sisältää ja kuinka nämä kaksi määritettä sopivat yhteen.

Motivaatioteoriaa tutkitaan monelta eri kannalta sen klassisista teorioista nykyaikaan sijoittuviin tutkimuksiin. Motivaatiosta perehdytään sisäiseen- ja ulkoiseen motivaatioon sekä miten ne vaikuttavat yksilön suorituksiin. Opinnäytetyössä myös perehdytään aiheeseen, kun motivaatiota ei ole ja mitä vaikutuksia sillä voi olla.

Opinnäytetyössä myös perehdytään johtamisen eri muotoihin sekä niiden vastuu alueisiin. Esihenkilö- ja johtamistyöstä tutkitaan miten nämä eroavat toisistaan sekä mitä eri muotoja johtamisesta voidaan havaita.

Empiirinen vaihe toteutettiin kvantitatiivista menetelmää käyttäen. Kysely sisältäen 19 kysymystä lähetettiin yritykselle, johonka vastasi 25 eri esihenkilöä. Kyselyssä oli kolme osa-aluetta esihenkilön tausta, tavoitteiden asettamisen tiedot ja taidot, sekä motivaatio. Tuloksista voitiin huomata, että esihenkilöillä löytyi tasaisesti sisäistä ja ulkoista motivaatiota. Kyselyn tuloksia myös analysoitiin pintapuolisesti käyttämällä korrelaatio analyysia.

ABSTRACT

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In a constantly developing world, the competition in the business environment seems to be ever-increasing. The motivation of managers can be tested under performance pressures, but what kind of motivation could last this period of continuous overperformance?

In the thesis, we learn what motivation is, what managerial and leadership duties include, and how motivation and management are linked together.

Motivation theory is studied from different perspectives, from its classic theories to studies set in modern times. In motivation, the focus is on internal- and external motivation and how it affects the individual's performance. The phenomenon where individuals are missing motivation and how it affects their performance is studied as well.

The thesis also introduces different forms of management and their areas of responsibility. Management and leadership and how they differ is studied as well as what forms of leadership can we identify.

The empirical phase was conducted using a quantitative method and a questionnaire containing 19 questions was sent to a company X. The questionnaire was divided into three segments managers' background, goal-setting skills and knowledge, and motivation. The questionnaire was answered by 25 different managers. From the results, we can see that both internal and external motivation can be found in the respondents. Correlation analysis was made for the responses, but this analysis was made in a "light" manner.

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1 INTRODUCTION

1.1 Background of the study

Motivation as a force can be found in every individual, but how it affects us can vary. To some it gives the mental capabilities to concentrate on final exams and to others it can be towards satisfying the basic needs, such as acquiring water and food. Abraham Maslow's hierarchy of needs theory explains how individuals need to satisfy basic needs before they can shift their focus on satisfying higher needs as relationships and eventually become the best one possibly can. Through the research made by Amy Wrzesniewski and Barry Schwartz we can learn how internal and external motivation affects us. From Kristin Culler-Lester and Laura Graves and their research we can learn how a manager with poor motivation will affect the team in a negative fashion whereas a manager with great motivation can lift the whole team's efficiency.

Motivation and its effect on employees have been studied in greater numbers whereas motivation and its effect on managers is a topic with fewer studies. In this paper the focus will be on how motivation affects the manager's supervisory capabilities. In the upcoming chapters I will go through a few motivation theories and management and leadership theories. These are necessary for giving the understanding of the concepts revolving around motivation and management.

1.2 Research objectives

From the gathered information and knowledge, the aim is to find how motivation affects the manager's supervisory capabilities. The interest of this study is to find attributes and phenomena which are or are not affecting managers' motivation and how it affects the supervisory capabilities. Therefore, the aim of the research is:

1. Distinguish the effect of management level on motivation.
2. Distinguish managers' type of motivation.

3. Distinguish managers' motivation level as high, intermediate, low.
4. Distinguish manager's engagement for the role and organization.
5. Distinguish whether the manager's view that he/she has received support from their immediate supervisor.
6. How the support or lack of support has affected managers' motivation.

1.3 Structure of the study

The research paper is divided into four parts. The theoretical part is divided into three chapters, in the first chapter the focus is on the motivation theories. These theories explain different approaches towards motivation from different authors and researchers. In the second chapter of the theoretical part the focus is on the leadership and management theories, and in the third chapter of the theoretical analysis the focus is on motivation.

The empirical study will focus on research methods and examining the questionnaire. The questionnaire will be sent with an online form to the managers working in company x. An analysis of the responses will be included in this part. After the analysis, the findings of the research are due, which will be followed by the conclusion of the study.

2 MOTIVATION AND MANAGEMENT

2.1 Motivation

Theories of motivation can be divided into two categories, which are content theories and process theories. Content theories explicate motivation whereas process theories enlighten how motivation transpires. (Souders, 2019) Firstly, I will discuss the content theories and then the last two motivation theories will be from the process theories.

2.2 Maslow hierarchy of needs

Abraham Maslow created the theory of hierarchy of needs in the paper called, theory of human motivation which was originally published in the year 1943. Nowadays the hierarchy of needs is renowned motivation theory. Maslow's theory consists of five different levels of needs, which are commonly expressed as a pyramid. The needs are from the bottom up the following physiological needs, security and safety needs, social needs, esteem needs and self-actualization needs. Maslow considered that these needs are comparable towards instincts and have a role in motivating behavior. (Kendra Cherry, 2022)

The physiological needs category as described by Cherry (2022) acts as the survival motivator since it includes the following needs, water, food, and breathing. Furthermore, the physiological needs include shelter and clothing as well as sexual reproduction. Authors Taormina and Gao (Taormina, R. J., & Gao, J. H. 2013, 156) expand the physiological needs category by stating that suitable temperature is essential for life forms survival.

Security and safety needs are on the second level of Maslow's pyramid. These needs consist of financial security, health and wellness, and security against accidents. Security and safety needs can be seen in day-to-day life as finding employment, moving into safer neighborhoods, and having monetary freedom. The first

two motivators, physiological and security & safety needs from Maslow's hierarchy of needs are referred as "basic needs." Which means that the person has satisfied the crucial motivators for survival. From here the person can continue to pursue the next motivator which is social needs. (Kendra Cherry, 2022)

Social needs are the third level in the hierarchy of needs. Level three on the pyramid functions as motivator for the need for emotional relationship. For example, social groups, romance, and family. (Kendra Cherry, 2022) Level three in the pyramid of needs can be called belongingness needs. These needs are found in human societies globally thus they could be universal. It was argued in the article written by Taormina and Gao (Taormina, R. J., & Gao, J. H. 2013, 157) that increase in number of attachments between different groups or individuals could increase their survival opportunities.

Esteem needs category is divided into two by Maslow. It contains esteem for itself and the desire for reputation or respect from others. The first category includes aspects such as independence, achievement, and dignity. Maslow argued that the first category is more important for adults whereas the second category is more important for individuals with young age. The second category includes aspects such as status and respect.) (McLeod Saul, 2018, 4)

Self-actualization needs category is the highest level on the original pyramid. (McLeod Saul, 2018, 3,4,5) In this stage the individual can and will seek to "to become everything one is capable of becoming". Maslow argued that only a small portion of the population will reach this stage.

2.3 Alderfer's ERG theory

Alderfer's ERG theory expands Maslow's theory of needs a bit further. Author Souders explains the ERG theory (Souders, 2019) As the lower needs are satisfied,

they get less of our attention and the higher needs become more important the more we pursue them.

Clayton P. Alderfer's ERG theory from 1969 (Employee motivation) expands the needs theory created by Abraham Maslow. Alderfer changed the concept into three categories, which are existence needs, relatedness needs, and growth needs. Alderfer states in his theory that more than one need can be operational. Also, Alderfer's theory allows an individual to focus on a lower level of need after the higher-level of need is attenuated. ERG theory contains the frustration-regression aspect, which can be explained as the higher level of need aggravates then the individual can shift its focus on the lower level of need. (Prachi Juneja, 2022)

Existence needs category includes the basic material needs that a person requires. Also, it also contains the physiological and physical safety needs. This category includes the first two levels from Abraham Maslow's hierarchy of needs. (Employee motivation)

Relatedness needs category consists of individuals' desire towards interpersonal relationships, becoming famous, and getting recognition. Additionally, this category contains the social needs, and external component of esteem need from the hierarchy of needs by Abraham Maslow. (Juneja, 2022)

Growth needs as the name of the category implies this category includes self-development, personal growth, and advancement. By the model Alderfer designed, in this group of needs are the factors behind individual's desire to be creative and productive as well as the need to complete meaningful tasks. Alderfer modeled this class of need from the internal esteem, and self-actualization levels from Maslow. (Employee motivation)

2.4 Two-Factor Theory by Frederick Herzberg

Frederick Herzberg created the two-factor theory in collaboration with Mausner and Snyderman. The theory was published 1967 in a book called Motivation to

Work. (1967) His theory is also known as motivation-hygiene theory. Herzberg was curious about what affects job satisfaction and job dissatisfaction in the work environment. In his studies he discovered that job satisfaction and dissatisfaction are formed from two different factors in the workplace, which are called motivators (satisfaction), and hygiene (dissatisfaction). Herzberg states that motivators promote satisfaction whereas lack of hygiene leads to dissatisfaction. (Nickerson Charlotte, 2022)

Motivators is the group of aspects which promotes job satisfaction, this group consists of factors which are provided in a list below. By improving the following factors, job satisfaction can be ensured:

- Performance and achievement
 - The individual's ability to complete projects on time, ability to resolve challenges in the job environment, and good job performance.
- Recognition
 - Recognition from great performance can occur through promotion, raise, and from new challenges with the possibility to show itself skills.
- Job status
 - Receiving respect for the work status, for example manager's orders are executed.
- Responsibility
 - Relationship between responsibility and authority within the vacancy. Usually, people receive satisfaction from being given responsibilities and authority. If the responsibilities and the given authority suffer from divergence, it can lead to dissatisfaction.

- Opportunities for advancement
 - As Herzberg defined, the advancement is the upward and positive motion in the job position. Whereas the descending or null motion is considered negative advancement.
- Personal growth
 - Contains the individuals' possibilities to experience promotions in work and personal growth which can lead to new possibilities towards acquiring better expertise within the vacancy.
- The work itself
 - Tasks within the job can have an impact on the individual's job satisfaction in a positive or negative manner.

The hygiene group is responsible for causing job dissatisfaction. Dissatisfaction can occur if the aspects are not fulfilled. The group consists of the following aspects.

- Salary
 - Salary meeting the expectations through raises.
- Working conditions
 - Are the expectations fulfilled?
- The physical conditions.
 - Do the physical conditions of the job environment meet the expectations? This includes safety, cleanliness, and tools.
- Relationship with colleagues
 - Are there problems in the company atmosphere within coworkers?
- Relationship with supervisor
 - Constraint with management, conflicts with management can lead to job dissatisfaction.
- Quality of supervisor
 - Is the management treating people equally? For example, unequal delegations can lead to unfair workload within peers. Is the management style in balance within expectations?

- Policies and rules
 - o Constraints in the day-to-day activities, are the guidelines clear or vague? If there are constraints in these aspects or in related aspects, it can lead to job dissatisfaction.

In the research towards finding elements what are affecting job satisfaction and dissatisfaction, Herzberg interviewed thirteen employees from a variety of positions ranging from clerical workers to accountants. The interview was based on questions about where you felt exceptionally good, or bad about your job. From the answers he concluded that the answers given for the question, where you felt exceptionally good about job, were related to intrinsic factors. Whereas the answers for the latter question were related to extrinsic factors.

According to the theory Herzberg constructed, if an individual lacks job satisfaction he/she does not have dissatisfaction but more precisely no job satisfaction. The same phenomenon occurs in hygiene aspect. The opposite for job dissatisfaction is no job dissatisfaction. (Yuvika Iyer, 2022)

2.5 Acquired Needs Theory by Douglas McClelland

According to this theory, there are three basic needs for people. The needs are need for achievement, need for affiliation, and need for power. People have a combination of these. High need for achievement can be seen in individuals as a drive to be successful. High need for affiliation can be seen in individuals as a drive to be accepted by others. High need for power can be seen in individuals as a drive to control their environment and influence others around them. This theory can answer whether a person is suited for a role in management or not. (Juneja, 2022)

The need for power Individuals with a need for power have the tendency to control and influence others' behavior, they can achieve this by as leading in the situation. The people with this need try to give more suggestions and bend others

towards their opinions. According to McClelland's theory people with a high need for power are likely to seek out positions in leadership roles. (McClelland's Need)

The need for affiliation this category of needs shares common attributes towards Maslow's and Alderfer's relatedness needs. (McClelland's Need) Individuals with this feature have a desire towards building and maintaining relationships with others. They are keen on for approval and agreeing on wishes made by others. A common trait for this category is preferring to collaborate with others rather than working by itself in a work environment.

The need for achievement in this category individuals are expressing their success whilst utilizing opportunities towards enhancing their own skill set. (Juneja, 2022) Individuals are keen on working alone and prefer challenging tasks. Feedback from others on how well they succeeded in the task is important to this group. People with a high need for achievement (White Gary, 2018) have a tendency towards solving problems on their own and being proactive.

2.6 Expectancy theory by Victor Vroom

Expectancy theory by Victor Vroom published in the year 1964 integrates need, equity, and reinforcement theories which it uses to elucidate how we choose from different forms of voluntary behavior based on the belief that decisions will have desired outcomes. Victor Vroom suggests that we are motivated to pursue an activity by appraising three factors. The factors are the following:

- Expectation that presumes success can be achieved by greater effort.
- Acknowledging that there is a connection between the activity and the goal.
- The degree into how the individual perceives the value of the reward or the results of the success. (Souders, 2019)

2.7 Locke's goal-setting theory

Beata Souders explains Locke's goal setting theory in his article the 20 most popular theories of motivation in psychology. Locke's goal setting theory states that the goals an individual places should be attainable but challenging. The goals should not be too easy or difficult because this will not motivate people as well as the challenging ones. Locke's theory gives guidelines known as management by objectives. The goals the individual creates should be specific and measurable. By doing this process described by the guidelines it can help individuals towards their goals and along the way the individual can track progress. After the goal is created, then the person has a better chance of reaching it by committing to the goal. By failing to stay committed it can be easier not to give the effort needed for reaching said goal. (Souders, 2019)

Juliette Tocino-Smith wrote in the article what is Locke's goal-setting theory of motivation "For many, there is the 'you' who you would like to be, and then (more consistently) the 'you' that you are." As the author said, the two versions of yourselves do not always align, because if they would we, people in general would be superheroes. For Locke's goal setting to be successful it needs to contain eight specific points:

- Goals must be clear and specific.
- Challenging; the objectives ought to be challenging but manageable.
- Objectives should be acknowledged.
- Feedback is needed as goals are attained.
- It improves the performance of the goals by reviewing performance via the goals.
- The use of deadlines can increase the effectiveness of the goals.

-It is less effective to place more emphasis on performance goals than on learning goals.

-Setting goals for yourself is just as crucial as setting goals for your team. (Tocino-Smith, 2019)

3 LEADERSHIP & MANAGEMENT

Both management and leadership are forms of leading, but how do the two differ from each other? It can be challenging to find the differences at the beginning but in fact, they do differ from each other. In 1977 Abraham Zaleznik wrote an article which focused on the differences between managers and leaders. He argued that leaders have more in common with artists and scientists than with managers. This is since business leaders tend to tolerate chaos better and are more willing to understand the root cause of issues before closure whereas managers are more process oriented, seek stability and are willing to seek closure for issues and problems faster rather than understanding the root causes. (Abraham Zeleznik, 1977)

3.1 Leadership

As the author Annabel Beerel describes leadership in her book *Leadership and Change Management*. "Leadership is a relational activity where an individual(s) guide(s) or direct(s) others (followers) to attain an objective or goal. This statement can be viewed as vague since it does not distinguish the situation or the circumstance where the act of leadership is needed midst leader and with his/her followers. Leadership can be situational, a one-off activity, i.e., Brave individual helps to save inhabitants from house fire. More commonly leadership constitutes as a process instead of a one-time activity. (Annabel Beerel, 2009, 64-65)

As an example of a leadership process where the business has been stagnant and even fell behind by a third of the general market, the business chose a new CEO Darwin E. Smith. The company was Kimberly-Clark, and the core business was coated paper production. After Smith had been nominated as a chief executive officer, he made the plan with his team to sell the mills because paper production was not creating sufficient revenue stream and the industry was stagnant. By selling the mills the company was able to invest in the consumer paper business. After

two decades Kimberly-Clark owned Scott paper outright. Smith started as CE) in the year 1971 and the vacancy lasted twenty years. During this time, he managed to generate cumulative stock-returns 4.1 times the general market. (Jim Collins, 2001, 7-21)

Jim Collins, in his book *Good to Great* (Collins, 2001, 21), uses a pyramid consisting of five levels of executives to assess Darwin Smith. As Collins says, “Darwin Smith stands as a classic example of what we came to call a level five leader- an individual who blends extreme personal humility with intense professional will.” (Collins, 2001, 21) Shown in figure 1. Is the model of levels of executive capabilities in the form of a pyramid.



Figure 1. Hierarchy of executive capabilities.

How does the level five leader differ from level four leader? The difference can be explained by the two attributes, personal humility and professional will which are found in level five leaders.

Professional will includes taking the necessary actions, even those might be difficult, sharing the credit of businesses success instead of owning the credit, and ensuring that the business will thrive without yourself. Personal humility contains focus on building company's success rather than in personal success and fame if company faces difficulties rather than placing the blame on others or external factors the individual will take the blame and being humble instead of welcoming appraisals. (The fundamentals, 2022)

Jim Colling gave an excellent example of what is the difference between level four and level five. He told the story of a company named Rubbermaid which was a struggling business before the new CEO Stanley Gault lifted the company to number one place on Fortune's annual list of America's most admired companies. It is said than Stanley was a tyrant, but in his own words "sincere tyrant" Rubbermaid managed to grew its earnings ten years straight under the leadership of Stanley but after Stanley departed the business sank, mainly due to the fact that "Gault did not leave behind a company that would be great without him" Collins argues that Stanley could have been the one of the best level four leaders during his time but since the business tanked after him, he was just level four leader. (Collins, 2001, 26-27)

3.2 Two types of leadership styles

The two types of leadership styles were noted by James MacGregor Burns in 1979 in his book Leadership. According to Burns there are two types of leadership methods. These methods are transformational- and transactional leadership. It is important to notice that even though the two methods are different from each other, both are equally important and useful. (Beerel, 2009,68-69)

Transformational leadership as described by Burns is when leaders inspire others to accomplish excellent results whilst developing their own leadership skills. Transformational leaders are capable of pairing organizations, groups, leaders' goals,

and objectives with the needs of their employees. Transformational leaders are seeking to develop mutual relationships by engaging the full person, this could aid both parties towards reaching higher moral ground.

Transactional leadership can be placed on the other end of leadership spectrum as was argued by Burns. In transactional leadership the leader tends not to be interested in subordinates' intrinsic motivation or emotional needs. This method is driven by actions and consequences. A good example of transactional leadership was given by Annabel Beerel in her book *Leadership and Change Management* (Beerel, 2009, 68), "They (transactional leader) provide jobs and rewards in return for suitable work performance." Burns has argued that most leadership transactions are transactional.

From the two methods the transformational has received more attention from leadership scholars, this can be because the researcher has stated that transformational leadership method can be more effective. In a book *Transformational Leadership* (2006) written by Bernard Bass and Ronald Riggio they support this view by their research. They have stated that transformational leaders challenge subordinates to become more problem solvers and by creating an environment which supports challenge and support they can develop their leadership skills. Bass and Riggio found four critical components of transformational leadership that are:

- Idealized influence
 - Transformational leaders act as role models for subordinates thus the leaders admired, respected, and trusted. Transformational leaders showcase a high ethical and moral conduct.

- Inspiration and motivation
 - Transformational leaders inspire and motivate subordinates by giving challenge and meaning towards their work. Transformational leaders manage to create a vision of the future which creates enthusiasm and optimism.
- Intellectual stimulation
 - Transformational leaders promote subordinates to identify problems and find solutions as well as finding new methods for solving existing problems and challenges.
- Individual consideration
 - Transformational leaders are conscientious for individual subordinate's need for accomplishment and personal growth. They (transformational leaders) recognize that individuals have different needs and different strengths and are to be treated as individuals rather than as a group.

3.3 Management

Management can be defined as “the process by which manager of an organization efficiently utilizes resources to achieve its overall goals at minimum cost maximum profit” Lorenzana argued that managers in general should be doing universally in the management tasks that they have. The author was able to identify five functions which around the managing revolves: (Lorenzana, 1993, 4)

- Planning
 - Setting objectives which need to be accomplished by an organization within the planned period with the decided methods.

- Organizing
 - Tasks related to grouping and assigning tasks and duties, as well as providing the required authority to perform said duties and tasks.
- Staffing
 - The process of acquiring quality employees to open vacancies.
- Motivating
 - The act of maximizing employee's effort towards organization's objectives.
- Controlling
 - Tasks related guaranteeing that organization's objectives will be accomplished.

These five functions share two essential processes which the managers need to accomplish. The processes are decision making and communication. During the different functions the manager will face occasions when a decision needs to be made, usually in these situations he/she can choose from alternatives. Communication is needed in all the functions since it is impossible to share ideas, facts, and opinions without communication. (Lorenzana, 1993,5)

3.4 McGregor, theory X&Y

Dr. Serhart Kurt discusses McGregor's motivation theory in an article Theory X, and theory Y. In his article Dr. Kurt discusses what McGregor's theory is in principle. There are two types of managers. The X type of manager believes that the employees are lazy and dislike their vacancy. Employees need rewards and punishments to ensure that the job gets done whereas the type Y, workers are willing to take challenges and enjoy their work. Also, employees are eager to participate in decision making. Dr. Serhart Kurt argued that the manager's view on employees

mandated its supervisory style to either X or to Y. “McGregor believed that a manager’s assumptions about their employees determined their leadership style in the workplace.” (Dr Serhart Kurt, 2021)

3.4.1 Theory X

McGregor’s theory (Kurt, 2021) of X&Y explains how most of the businesses which utilize the X model have multiple levels of management and they tend to have limited rate of delegation. Leaders within this model tend to be authoritative in their supervisory style and employees have little autonomy in their processes and are micromanaged.

3.4.2 Theory Y

When compared to theory X the theory Y can be reviewed to be opposite. By McGregor in theory Y employees are not micromanaged since they act as self-directing. Employees are proud of their work and are willing to accept challenges. Also, the employees can be more contributing to the job thus can feel more satisfied. McGregor argued that more organizations should adapt the principles from the theory Y since it can lead to better managerial approaches and greater satisfaction among the organization. As the supervisors adapt to the approaches from theory Y, they could better motivate their employees towards their highest potential. (Kurt, 2021)

McGregor’s theory has a connection to Abraham Maslow’s hierarchy of needs theory, In the theory X&Y the X side of the theory can explain fulfilling the basic needs from Maslow’s pyramid i.e., physical and safety needs. Whereas theory Y fulfills the higher needs from the pyramid, love, and self-actualization. (Kurt, 2021)

3.5 Management levels

Marcia J. Simmering explains in her article management levels what the levels of management are, and the tasks related to each of the levels. As she illustrates, these levels form a hierarchy which can resemble a pyramid due to the number of managers within these levels.

In the pyramid of management levels, the highest and the smallest portion is reserved for top level management. This function holds titles such as Chief executive officer (CEO), Chief financial officer (CFO), and Chief operational officer (COO). It can include other titles also, such as vice president, and chairperson of the board. The top-level management are responsible for making decisions affecting the whole business, and instead of leading day-to-day activities they are responsible for strategic planning and setting organizational goals which they will direct and monitor. Top level management can be held accountable for the company's success.

Middle level management is in the middle of the pyramid of management. Middle level managers can be viewed as top level managers' subordinates since they are carrying out objectives and goals given by the top-level managers. Middle level managers' duties can include assisting, motivating, and helping the managers in the level below them. Middle level manager titles can be plant manager, general manager, and regional manager.

Low level management or as Simmering calls them, first-level managers. This level includes job titles such as department manager, shift supervisor, and store manager. Usually, first level managers do not form plans or goals for the business but in turn they have a strong influence on the business since they interact with the day-to-day activities. Often, low level managers interact with employees daily thus they have a strong effect on employees. I.e., if the manager's performance is weak,

it can lead to poor performance of the employees, influence negatively on employees' motivation but the manager can also, influence these in a positive fashion. (Marcia J Simmering)

4 MOTIVATION

People have two motives for engaging in activities, whether it is to focus on their studies as this enables them to learn more, or by focusing on studies it can help them to build successful career later. These two different “Forces” are called internal and instrumental motivations. Internal motivation is when the activity is beneficial to the individual, for example, the learning benefit from studying. Instrumental motivation is an external motive, for example, receiving good grades from studying. People can have different mixtures of these, meaning one can possess either of them or both but which combination is more advantageous for building success? (Wrzesniewski A and Schwartz B, 2014)

Amy Wrzesniewski and Barry Schwartz have argued in their article the secret of effective motivation that against common misconception, an individual which possess the two motive factors internal and instrumental can indeed affect the effectiveness in a negative manner. In the research they conducted, they studied the effects of internal and instrumental motivation on 11,320 cadets who were entering nine different classes in the United States military Academy at West Point. The recruits were asked to rate their different motives for attending the military. The questionnaire included questions such as “a desire to get a good job later in life (an instrumental motive) and a desire to be trained as a leader in the United States Army (an internal motive).” The data was analysed years later, and the findings were interesting. (Wrzesniewski, Schwartz, 2014)

Amy Wrzesniewski and Barry Schwartz found in their research that the cadets with a strong internal motivation succeeded in the service better than those without internal motive. This is supported via early promotion recommendations. As well they found that the stronger the internal motivation the more likely the cadet was to graduate and become commission officers. What was surprising in this study? Amy Wrzesniewski and Barry Schwartz found in this study that if the cadet had a strong internal motive and strong instrumental motive for attending the academy,

the cadets performed less effectively on every measure than those with a strong internal motive but with a weaker instrumental motive. The cadet with a strong mix of motives were less likely to graduate, weaker performance as an officer and less committed to staying in the military. (Wrzesniewski, Schwartz, 2014)

Wrzesniewski and Schwartz argue that based on the study it is important that instrumental consequences do not act as motives. Usually well performed actions have internal and instrumental results. For example, attentive students focus on learning (internal) and receive good grades (instrumental). As this activity has both internal and instrumental effects it does not mean that the person taking the action has both internal and instrumental motivation. Wrzesniewski and Schwartz argue that activities should be structured in such a fashion that instrumental effects do not become motives. People could be helped to focus on the meaning and impact of their work/studies instead of monetary returns/ studying for the grades, can be the best way to improve their quality of work/grades. This then can help to improve the monetary values and to receive better grades. (Wrzesniewski, Schwartz, 2014)

Internal and instrumental motivation and their relationship towards activities are explained further by findings made by authors Schwartz and Wrzesniewski. They discuss internal and external motivation in a chapter in the book *Handbook of eudaimonia well-being* (Schwartz, & Wrzesniewski, 2016, 123-134). As Schwartz and Wrzesniewski notes, usually internal motivation is more effective than instrumental motivation but indeed this is not always the case. Seldom there can be situations when instrumental motivation can offer more motivation, for example, work with simple routines. But they make the clarification "Under complex conditions that require flexibility, internal motives will almost always lead to better performance than instrumental ones. They emphasize that sometimes it can be difficult to recognize whether the motive is internal or instrumental. For example, a teacher who wants recognition and appraisal from peers and parents.

If she/he wants plain appraisal she could be motivated to switch jobs as an opportunity would arise where praise could be reached. But if she/he wants appraisal as an educator, she/he would likely pursue towards excellence as an educator. And as she/he is pursuing towards the excellency the appraisal can be created as a by-product. This brings us to whether a person views the job as a calling or as a career. (Schwartz, & Wrzesniewski, 2016, 129) As the author argues in the chapter that people with careers will seek out advancement in the hierarchy as they are seeking the status, which is brought with the advancement, but they want the promotion for promotions sake. Whereas people who view their job as “calling” view advancement as a byproduct of their excellency. Having a job as calling can also, bring other advantages as

” When a person views their job as a “calling” this can trigger internal motives that can correspond to higher job and life satisfaction thus leading to fewer leave days. (Schwartz, & Wrzesniewski, 2016, 132)

4.1 Virtuous cycle

It might be tempting to treat happiness as a goal in life, but this has been argued to be the flawed method to pursue it. For example, once I earn the next promotion or once I skim through the final semester in university before graduation, I can begin to chase after happiness. Shawn Achor states that this method will limit a person’s happiness and success rate. Achor argues that positive feedback loop will eventually in one’s environment lead to cascade of compounding successes which he calls, a virtuous cycle. Achor explains the virtuous cycle as “A virtuous cycle is an upward spiral of potential whereby with each success, you garner more resources, which, in turn, allow you to achieve greater and greater successes.” (Achor S, 2018 51) For example, Manager who is swamped with assignments trusts his/her assistant enough to assign one task with him/her, whom in return finishes the task with good honors which accumulates more trust from the manager. (Achor S, 2018,52)

4.2 Motivation and management

It can be common that even managers struggle with their motivation, for example on Friday afternoon before the weekend. But if this lack of motivation prolongs it can affect the team/department in a negative fashion. Kristin Cullen-Lester and Laura Graves discuss the topic of motivating managers in their article *Motivating your managers to want to do what they need to do*. (Cullen-Lester, Graves, 2016) In their article they reference a study made by Clark University and the Center for Creative Leadership, in the research they found that nearly a quarter of managers are not motivated by their work. Cullen-Lester and Graves states that before motivating and engaging managers, it should be understood and addressed the wide range of motives influencing them. As the authors in the article argue, what can motivate one manager may not motivate a different manager. Cullen-Lester and Graves also identifies motivation to consist of external and internal motivation.

External motivation (Cullen-Lester, Graves, 2016) for managers can consist of financial incentives such as bonuses, recognition, and promotion. Or as an opposite it can be to avoid sanctions or termination of work contract. External motivation can be activated by providing fringe benefits, and by providing opportunities for advancements and promotions.

Internal motivation (Cullen-Lester, Graves, 2016) can manifest in managers as they are pursuing their own goals, interests, and values. Managers who are internally motivated can be described as follows, "They are acting in accordance with who they really are, which varies for each manager."

Internal and external motivation as Cullen-Lester and Graves state (Cullen-Lester, Graves, 2016), people have both external and internal motivation but the ratio between the two varies from individual to individual. For example, external motivation towards covering fixed expenses and internal motivation for studying to

learn more. As earlier stated, people have different ratio between the two “forces” how can organizations use this to motivate manager better?

4.2.1 Promoting motivation

External motivation can be a great resource, but it has limitations (Wrzesniewski, Schwartz, 2014) as was found by Amy Wrzesniewski and Barry Schwartz in their research with cadets. Whereas internal motivation can result in better outcomes. Cutler-Lester and Graves argue that for internal motivation to flourish managers need to have a feeling of support from their bosses and have a sense of self-direction. Also, as the manager has internal motivation it can increase job satisfaction and organizational commitment. In the article the authors explain five different methods for promoting internal motivation. (Cullen-Lester, Graves, 2016)

- Provide a solid rationale for assignments.
 - Managers should be given information on how their tasks and goals promote the organization’s success. If managers can have the information, they can perceive themselves far better as important to the organization.
- Promote manager problem solving.
 - As managers are hired for problem solving, they should be given the opportunity and time for it. They should have the chance to investigate problems and offer solutions. This can help to enhance their competence as well as create a sense of ownership. “Managers are hired to manage.”
- Give constructive feedback.
 - Detailed, constructive feedback can help managers to shift their learning focus to the right place. This can help the manager to own the development.
- Provide a choice of assignments.
 - Managers’ productivity can be increased if they have the option to choose the assignments, they wish to complete

from the need to do assignments. It can help to improve their feeling of self-direction and ownership which can lead to increased productivity.

- Communicate often and openly.
 - Inquire managers of their values, goals, interest, and aid them in incorporating them into their vacancies. For example, if the manager has an interest in the environment, consider allowing the manager to join the corporate sustainability efforts.

Managers who have been able to activate the internal motivation have the tendency to affect the team which they are managing in a positive fashion. It can lead to increasing the team's internal motivation and as internal motivation increases it can help the employees to feel satisfied thus increasing organizational commitment. (Cullen-Lester, Graves, 2016)

4.3 Motivation among management

In an article M. Scott Myers discusses the findings of a study conducted in Dallas divisions of Texas instruments. (Myers, 1966) The research was conducted via a survey in which a total of 1334 managers from all levels of management took part in the study. From this research the researchers found interesting observations.

Motivation can be the strongest in a manager when he/she realizes his/her own potential, i.e., Grow into the capacity and desire what one can become. Motivation is related to the management style of the immediate supervisor, if the supervisory style is developmental this can lead to better motivation and if the supervisory style is reductive it can lead to inhibit motivation. Managers in general prefer developmental supervisory style from their immediate supervisor but the super-

visory styles are divided uniformly among the organization. I.e., we can find developmental and reductive supervisory styles from all the levels of management. (Myers, 1966)

Myers focuses on discussing three topics which can affect manager's motivation based on the study. The three topics are interpersonal competence, the opportunity to work toward meaningful goals, and the existence of appropriate management systems. (Myers, 1966)

4.3.1 Interpersonal competence

As Myers wrote, “interpersonal competence describes developmental style of supervision which meets one of the requirements for higher motivation, self-realization and positively expressed creativity.” (Myers, 1966) From the survey the respondents were divided into three groups based on their level of motivation. High motivation group consisted of 30%, partial motivation consisted of 40%, and low motivation consisted of 30%. In the study they found that the level of management at first glance seems to have a correlation on the level of motivation, i.e., upper management had 57% in the group of high motivation whereas the low level of management had only 23% in the high motivation group. Details are shown in figure 2. It is important to note that the levels of management are inconsistently represented in the study. Upper-level management consists of 91 participants, the middle-level of management consists of 683 participants, and the low-level of management consists of 570 participants. By further studying the graph we can find that upper-level management has 57 highly motivated individuals whereas low- and middle-level together comprises 350 individuals with high motivation. In other words, 87% of highly motivated managers in the company are from low and middle-level management. Myers uses this as an argument that the level of management has a relatively small impact on as a motivator. (Myers, 1966)

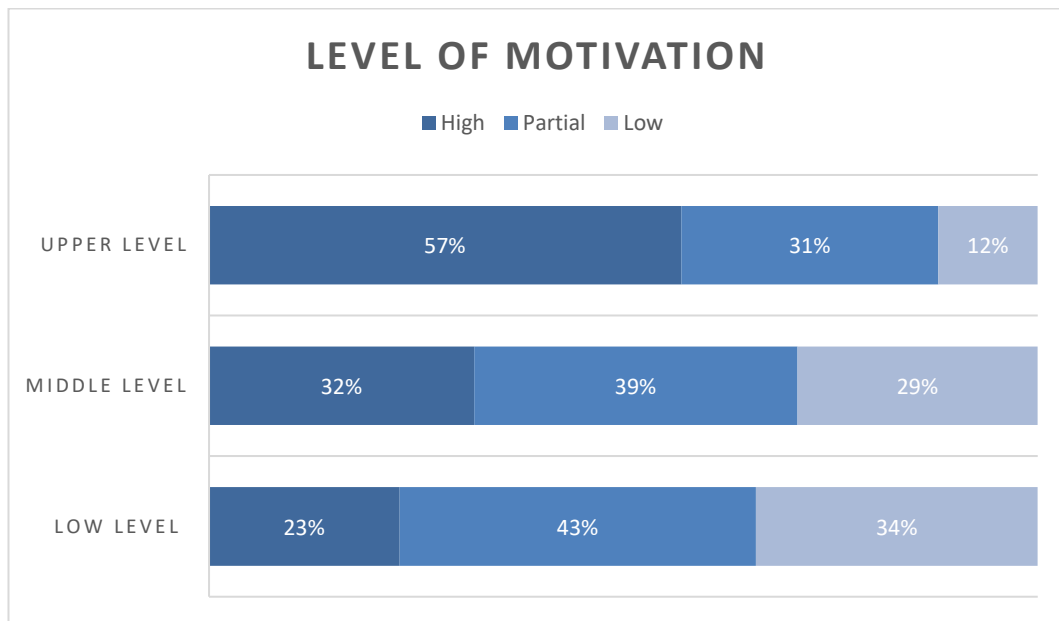


Figure 2. Level of motivation among managers.

In the survey there were questions which inquired whether the respondents' immediate supervisors were developmental, or reductive. Third supervisory style was possible if the answers indicated in between the developmental and reductive, the third type was named traditional. The managers who were evaluated to perform positively in the following questions were considered developmental whereas the evaluation showed unfavorable results the managers were categorized as reductive. Traditional categorization was enabled by results in between developmental and reductive. (Myers, 1966)

This categorization was enabled by inquiring in the survey whether the immediate boss has an ability to stimulate enthusiasm, the level and uniformity of managers' expectations, managers' recognition of performance, the openness of new ideas by the managers, managers ability to distribute company information, Managers approach towards risk management and mistakes and how managers handle mistakes, how managers care of the feelings of others. (Myers, 1966)

Developmental supervisors possessed the ability to effectively develop their subordinates and reductive supervisors reduced subordinates' creativity and their expression of initiative.

The 1344 supervisors were divided into three groups matching their supervisor style based on their answers on the survey. In this organization the ratio was 30% developmental, 40 % traditional, and 30% reductive. The relationship between the managers' motivation to the immediate bosses' supervisory style is as follows. (Myers, 1966) Data is represented in figure 3.

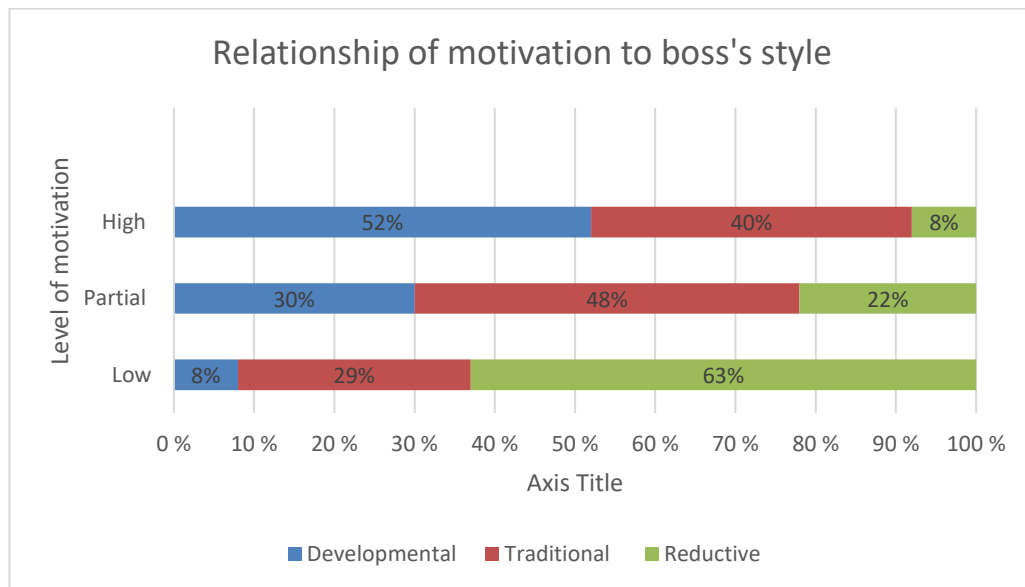


Figure 3. Relationship of motivation to boss's style.

As Myers said, at first glance it could be easily understood that upper management are more developmental which correlates to higher motivation but in the study

the researcher found that supervisory styles are steadily distributed through the organization. As is shown in figure 4.

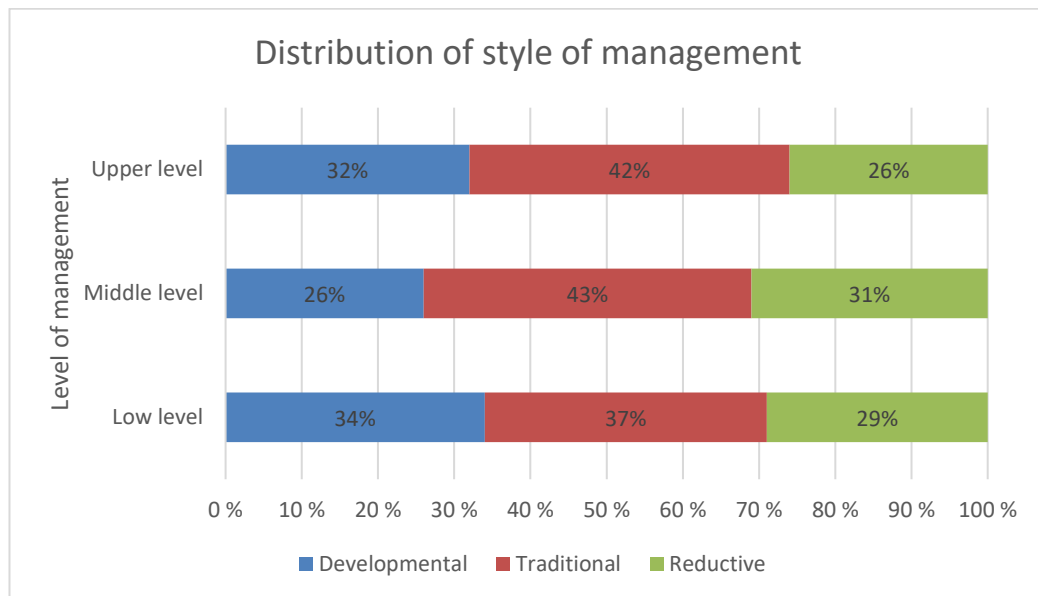


Figure 4. Distribution of style of management.

Myers noted that the study found that higher level managers tend to have proficient understanding of developmental assumptions about individuals. Myers argues that the prolonged experience gathered by the upper managers has given them the opportunity to gather knowledge on human relations. But importantly Myers mentions that the gathered knowledge has not been implemented in the supervisory activities. Myers also mentions that developmental behavior does not happen automatically as the person possesses the knowledge, but the knowledge is necessary towards developmental behavior. (Myers, 1966)

4.4 Meaningful goals

Myers explains that the manager's role is to achieve organizational goals which in turn can be achieved by effective management systems and with effective usage of human resources. Setting goals successfully can include the ability to relate personal goals to organizational goals, utilization of systems which are helpful towards setting and achieving goals, and the readiness to constructively respond to

organizational goals. Effective management systems can include systems which enable managers and nonmanagers to achieve personal goals as they are achieving organizational goals, the systems are managed by the individual instead of the systems are managing the individual, imitate developmental philosophy of supervision. Myers argues in his article that motivation “is usually a consequence and symptom of effective job performance.” (Myers, 1966)

4.5 Management systems

Management systems can be viewed as tools which will the manager utilizes in directing and with these tools the manager will have the same or greater effect on motivating, demotivating, supporting, and dissatisfying as the manager would have without the systems. These systems can reflect the supervisory style of the manager. (Myers, 1966)

4.6 Demotivation

Quiet quitting has received more publicity in recent years, Gallup announced their finding from a poll which they conducted, and the results were intriguing. (Harter, 2022) They found that nearly 50% of the US workforce are quiet quitting. Another study made by the Conference board estimates the monetary loss to be approximately 500 billion dollars in the USA annually and globally equal to 1.5 trillion US dollars. Quiet quitting can have multiple factors as for cause and effect, for example, lack of recognition or lack of autonomy. The dissatisfaction experienced by employees can accumulate which then can ultimately lead to disengagement. (Wells M, 2023)

Quiet quitting can be harmful for organizations because the effect can spread to others from their (managers). For example, Managers might not have the quality tools or support which could aid in their role, and this could lead to frustration and ion. When a manager begins to quiet quit in can spread to his/hers subordinates

as they notice the lack of effort from the manager leading to a thought of “Why should I care if my manager doesn’t?” (Lauby S, 2022)

4.7 Theoretical framework

As Dr Guy E. White taught in his video Theoretical framework and conceptual framework in your doctoral dissertation. (Dr White, 2021) He teaches the viewer to think of a theoretical framework as a “filter” through the research problem can be studied. From the studied material it is possible to choose different variations how to study the research problem. For example, choosing James MacGregor Burns’ two types of leadership (transactional & transformational) and Maslow’s hierarchy of needs motivation theory. By using these theories, it could enable us to study the relationship between transformational and transactional leaders might have towards the levels of motivation. More precisely, do the transformational leaders achieve the higher levels of the pyramid more often, or are the transactional leaders more inclined to reach the higher levels. In this study the emphasis is on motivation and its effect on managers’ hence this filter does not serve the preferred outcome and it can be studied in another motivation research.

4.8 Framework

Motivation and how it affects managers will be studied from the point of view of studying managers’ possible attributes towards internal and external motivation. Is there a connection between internal and external motivation towards dissatisfaction and goal setting knowledge and skills within the managers. Locke’s goal setting theory could enable us to gather knowledge of how managers view their skills and knowledge on goal setting, and whether they are efficient in it. How does the usage of goals affect their motivation?

The goal section of the questionnaire focuses on topics related to managers’ own view on their skills regards with goals setting. The motivation part includes ques-

tions related to motivation in general which are accompanied by detailed questions about the manager's bias towards internal or external motivation. As concluded in the research with the cadets (Wrzesniewski A and Schwartz B, 2014), usually internal motivation acts as a more efficient driven force compared to instrumental motivation. If the person possesses both internal and instrumental motivation it can act as a negative factor towards a person's success. Clark University and the Center for Creative Leadership (Cullen-Lester, Graves, 2016) found in their research that nearly a quarter of managers are not motivated by their work. Does the same apply in this research, and if it does, how does it manifest itself? Are there managers who are quiet quitting as the quiet quitting has increased? (Wells, 2023) Theoretical framework is represented in figure 5.



Figure 5. Theoretical framework.

5 EMPIRICAL STUDY ON MOTIVATIONS' EFFECT ON MANAGERS SUPERVISORY CAPABILITIES

In this study the focus is to find how motivation affects the managers supervisory capabilities. The focus is around goal-setting skills, internal and external motivation, and employee dissatisfaction.

5.1 Research method

Research methods can be divided into two categories which are quantitative and qualitative research methods. (Bhandari P, 2020) In quantitative method the data is collected in a numerical format which can be analyzed. By analyzing data, it enables researchers to find patterns, calculate averages, and generalize the results to a wider population. Quantitative research methods include experiments, surveys, observation, and secondary research.

The qualitative method can be described as the opposite of quantitative method as the data is collected from texts, interviews and from videos. I.E., non-numerical sources. (Bhandari P, 2020)

In this study the quantitative method is implemented as a research method and the data is collected via an online survey.

5.2 Research sample

The case company was selected as they were willing to take part in this study and I have been working for the company for one year now. The business has been in operation for almost 80 years, and it is part of a global corporation. In total the corporation has approximately 20 000 employees. The questionnaire was sent to managers which are employed in central Finland.

5.3 Questionnaire

The questionnaire was conducted via Google forms and the respondents received the link to the survey by email invitation. The invitation letter was sent through an email distribution list and the target group was managers within the company X. In total there were 143 respondents within the email distribution list and as for the responses, I received 25 responses. Response percentage was 17.48% ($25 / 143 * 100$). The questionnaire consisted of 19 multiple choice questions. Each respondent was allowed to only answer the questionnaire once.

5.4 Limitations of the study

The research sample was 25 managers, by having a larger sample size it could have brought more variety in answers and created more credibility in the survey. Survey question number 16 could have been misinterpreted. The question was I am NOT satisfied with the recognition that I receive from my work.

5.5 Analysis of the results

The questionnaire results are analyzed by studying how the managers are divided with their answers and later with the correlation analysis. After these analyses I will summarize the findings.

5.5.1 Background of the managers

The three first questions asked for the background of the managers. In the first question I asked for the gender of the respondents and as we can see from figure 6. The results there were 18 male and six women and one who chose the option prefer not to say. Data is represented in figure 6.

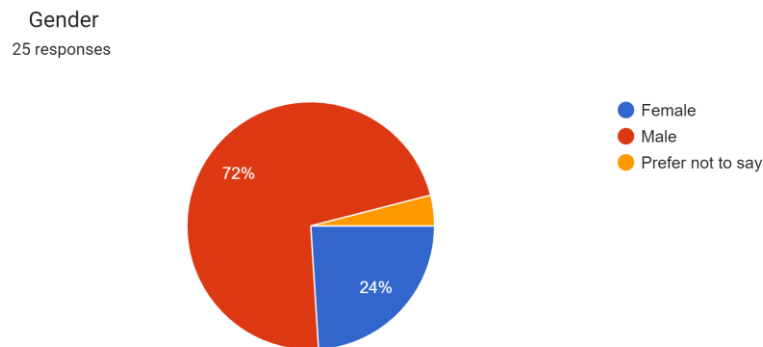


Figure 6. First question: manager's gender.

The second question shows us how the team sizes are divided between the respondents and the results show us that more than half of the respondents have a team size of more than eleven employees. As is shown in figure 7. To be precise, 14 respondents have a team size of more than eleven employees, four managers have a team size of seven to ten employees, four managers have a team size of four to six employees, and three managers have a team size of one to three employees.

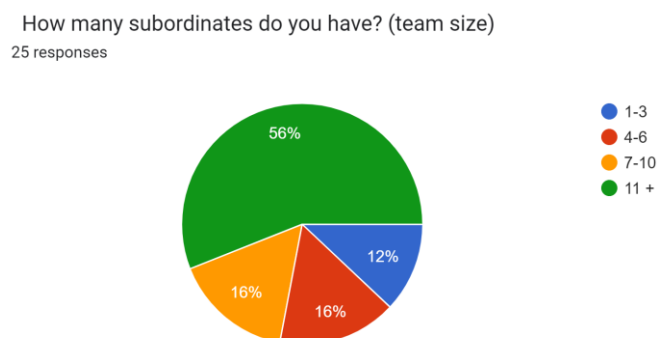


Figure 7. Second question: Team size.

The third question of the questionnaire asked how long the respondents have been working as a manager. The results are divided as follows, ten have worked more than ten years, two have been working seven to nine years, seven managers have worked between four to six years, and six managers have worked between

one to three years. In figure 8. Is represented the data of number of years worked as a manager.

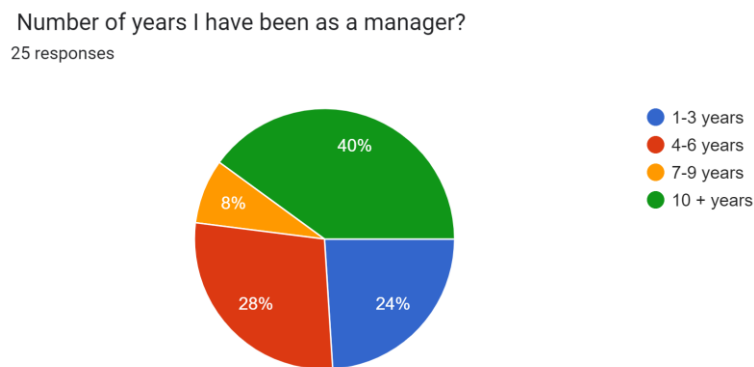


Figure 8. Third question: Years as a manager.

5.5.2 Knowledge and skills in goal setting

Questions four to seven are related to goal setting knowledge and implementation skills. In these questions the focus is to find how the managers view their skills to be from knowledge of usage of goals and how often the goals are utilized.

The fourth question in the questionnaire asked the respondents for their own view for the question for goals to be successful they need to be challenging but attainable. This statement is one of the eight key points from Locke's goal setting theory and by reviewing how managers answer the question it could give clues to their knowledge on goals setting. Eight respondents chose to answer strongly agree, sixteen answered agree, and one answered neutral. Results are represented in figure 9.

For goals to be successful they need to be challenging but attainable.
25 responses

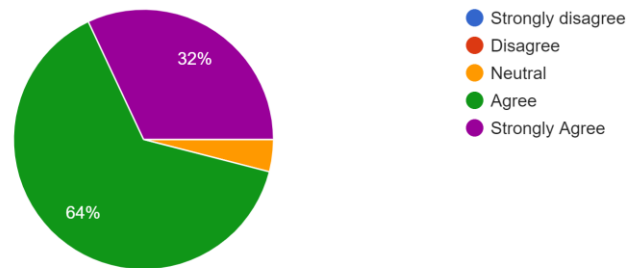


Figure 9. Fourth question: Goal setting.

The fifth question asked respondents for their own view for the question receiving and giving feedback on goals is important. Giving feedback after the goals are achieved is a key factor in Locke's goal setting theory. In this question the responses are almost equally divided between agree and strongly agree. Twelve answered the option strongly agree and thirteen chose the option agree. Data is shown in figure 10.

Receiving and giving feedback on goals is important.
25 responses



Figure 10. Fifth question: Feedback on goals.

The sixth question in the survey tackled whether the respondents feel that they are confident with their knowledge and skills with goal setting. The responses are divided as follows five respondents answered strongly agree, thirteen managers

answered agree, five managers chose the answer neutral, and two managers answered disagree. Figure 11. Shows the managers view on goal setting.

I am confident with my knowledge and skills with goal setting.
25 responses

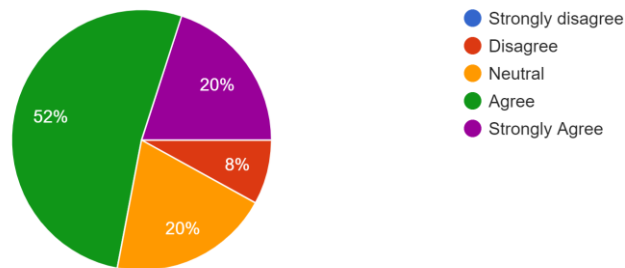


Figure 11. Sixth question: Managers' view on goal setting skills.

As for the seventh question in the survey and the last one revolving around goal setting. The question was I have regularly used performance goals and learning goals for me and for my team. Here the results are, four respondents answered strongly agree, fifteen answered agree, three answered neutral, and three disagree. As is shown in figure 12.

I have regularly used performance goals and learning goals for me and for my team.
25 responses

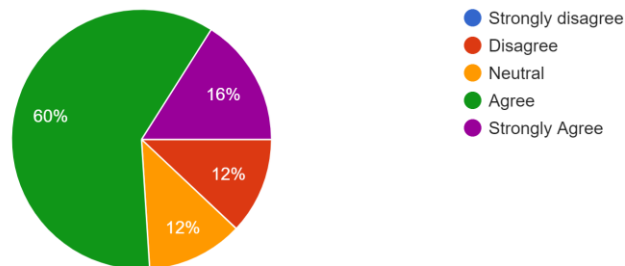


Figure 12. Seventh question: Frequency of goal setting.

5.5.3 Internal and external motivation amongst managers

Questions eight to fourteen are related to internal and external motivation. Do managers view that their motivation is driven from internal or external motivators.

As for the results for the eight question, I want to be good at my job since I enjoy the challenges which it provides. In this question the key factor is the phrase “I enjoy the challenges which it provides”. As this could imply an internal motivator, Being good at something for your own sake. Also, overcoming challenges could increase job satisfaction, hence act as an internal motivator. (Schwartz, Wrzesniewski 2016) The results from this question are as follows, twelve chose the option strongly agree, thirteen agree, both disagree and strongly disagree were chosen once by the respondents. Data is represented in figure 13.

I want to be good at my job since I enjoy the challenges which it provides
25 responses

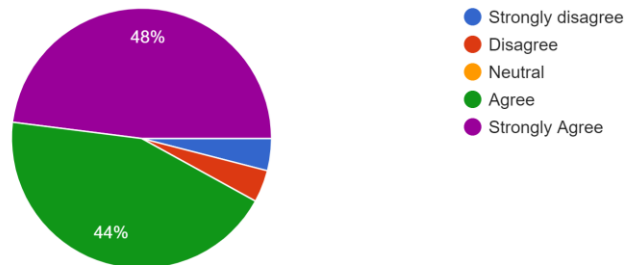


Figure 13. Eight question: Internal motivation.

Ninth question, I want to be good at my job since it can further advance my career. This can be viewed to be an external motivator as further advancing one's career can be understood as getting better for promotions sake. (Schwartz, Wrzesniewski 2016) Here the results are as follows, four managers chose the option strongly agree, thirteen chose the option agree, four managers were neutral, three managers disagreed, and one chose the option strongly disagreed. Figure 14. Shows the distribution of answers.

I want to be good at my job since it can further advance my career
25 responses

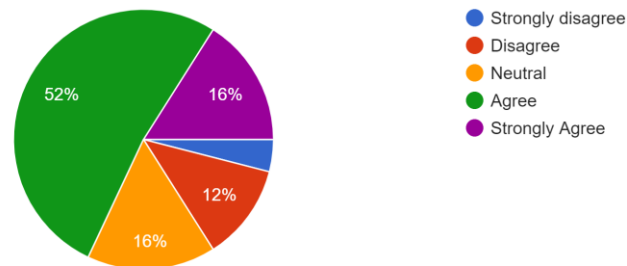


Figure 14. Ninth question: External motivation.

Tenth question, in my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career. Emphasis on learning implies that the person has internal motives as was argued by Schwartz & Wrzesniewski. (2016) In this question the respondents chose to answer as follows, three chose the option strongly agree, ten answered agree, eight respondents chose the option neutral, two managers disagreed, and two also chose the option strongly disagree. As the details are shown in figure 15.

In my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career.

25 responses

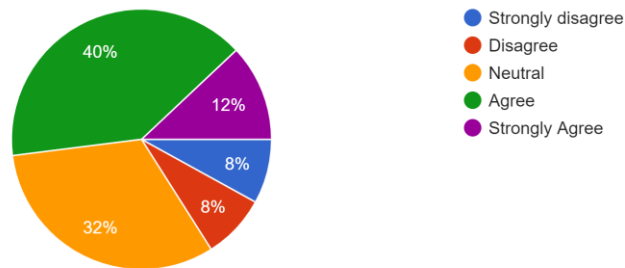


Figure 15. Tenth question: Learning new skills for learnings sake.

Eleventh question, in my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake. Promotion or advancement of career can be viewed to be external motivation. (Cutler-Lester & Graves, 2016) For this question the results are divided as follows: three chose the option strongly agree, six chose the option agree, seven chose the option neutral, eight managers chose the option disagree, and one chose the option strongly disagree. Data is represented in figure 16.

In my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake.

25 responses

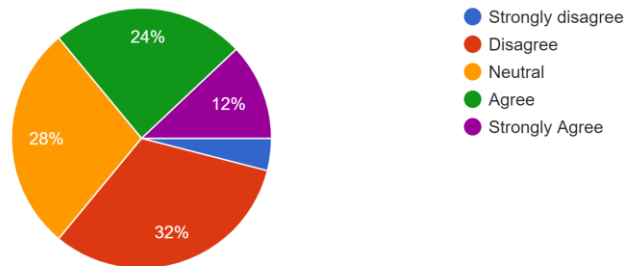


Figure 16. Eleventh question: Learning new skills for advancing career.

Twelfth question, at the moment pay and benefits are the source of my motivation. Pay and benefits can be categorized to be external motivators, as was argued by Cutler-Lester and graves. (2016) In this question no one chose the option strongly agree but the option agree was chosen by ten managers, eight were neutral, three disagreed, and four answered strongly disagree. See figure 17 for detailed representation of data.

At the moment pay and benefits are the source of my motivation.

25 responses

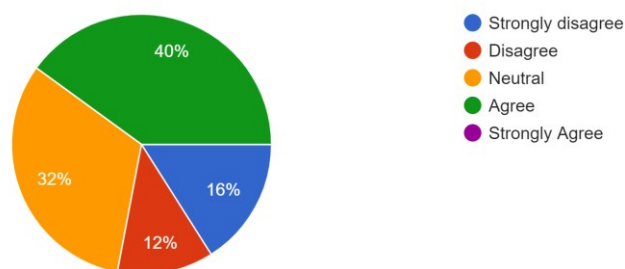


Figure 17. Twelfth question: Pay and benefits.

Thirteenth question, at the moment, the meaningfulness of my role is the source of my motivation. This question has similarities with the first motivation question (question 8), and it acts as a link to the next question as well. Meaningfulness can

encourage job satisfaction thus work as an internal motivator. (Schwartz & Wrzesniewski, 2016) Within this question the results are as shown in figure 18. Six respondents chose the option strongly agree, thirteen chose the option agree, three chose to be neutral, two disagreed, and one chose the option strongly disagree. Data is represented in figure 18.

At the moment, meaningfulness of my role is the source of my motivation.

25 responses

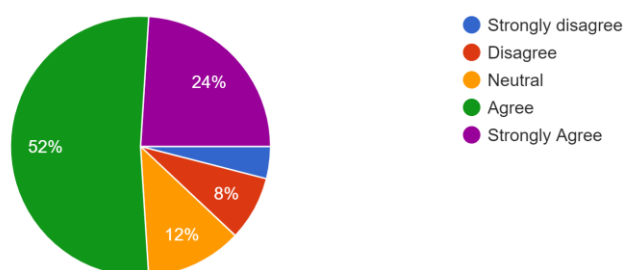


Figure 18. Thirteenth question: Meaningfulness of role.

Fourteenth question, do you view your job as "calling" instead of a career? Schwartz & Wrzesniewski argued that viewing a job as one's calling can result in having internal motivation. (2016) In here three managers do strongly view their job to be calling, seven managers agreed to the statement, eleven were neutral, and four disagreed. The distribution of answers can be seen in figure 19.

Do you view your job as "calling" instead of a career?
25 responses

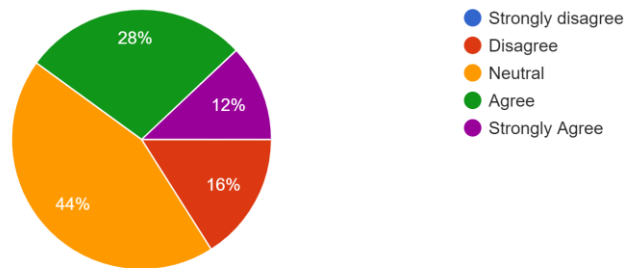


Figure 19. Fourteenth question: How many managers view their job as calling.

Fifteenth question, on a scale from 1-5, would you grade your work performance to be 4 or 5? By asking this question it could allow us to find out whether the managers have a strong motivation or are there traces of demotivation at present. Demotivation can present itself as quiet quitting. (Lauby S, 2022) In here the managers chose to answer as follows, nine managers did answer strongly agree and eleven agreed, whereas three managers disagreed, and two managers were neutral. Work performance answers can be seen in figure 20.

In a scale from 1-5, would you grade your work performance to be 4 or 5?
25 responses

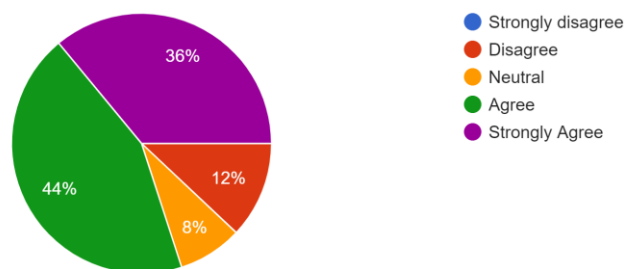


Figure 20. Fifteenth question: Work performance.

Sixteenth question, I am NOT satisfied with the recognition that I receive from my work. Quiet quitting can be caused by lack of recognition. (Wells M, 2023) For this

question the managers answered as follows, five managers agreed to the statement, seven managers answered neutral, ten managers disagreed, and three managers chose the option strongly disagree. Distribution of dissatisfaction is represented in figure 21.

I am NOT satisfied with the recognition that I receive from my work.

25 responses

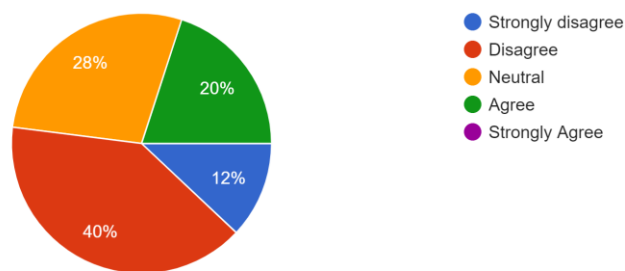


Figure 21. Sixteenth question: Work recognition.

Seventeenth question, I have thought about seeking new challenges from a different employer. In this question the managers answered as follows, both options strongly agree and agree were chosen by three managers, twelve managers chose the option neutral, three managers chose the option disagree, and four chose the option strongly disagree. Figure 22 shows the percentage of managers who have considered switching employer.

I have thought about seeking new challenges from a different employer.

25 responses

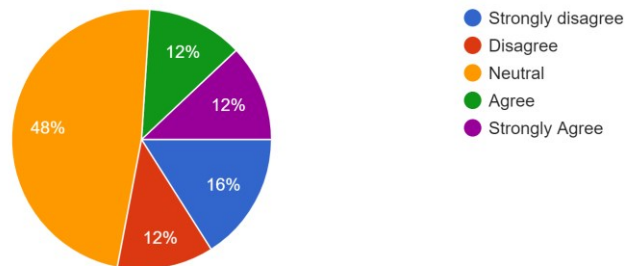


Figure 22. Seventeenth question: Change of employer.

Eighteenth question, I have considered lowering my work efficiency due to low motivation. Are there clues towards quiet quitting in the form of reducing the work effort. (Lauby S, 2022) For this question the results are as follows, thirteen managers chose the option strongly disagree, ten chose the option disagree, and neutral was chosen by two managers. Number of managers experiencing low motivation can be seen in figure 23.

I have considered lowering my work efficiency due to low motivation.

25 responses

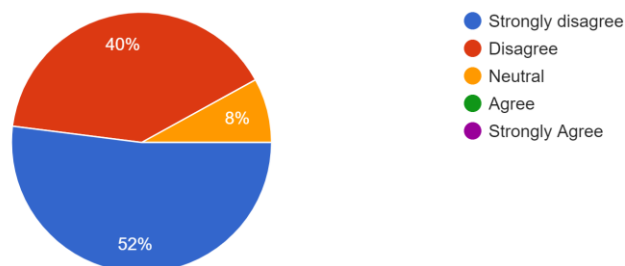


Figure 23. Eighteenth question: Work efficiency.

The nineteenth question and the last question in the survey was whether I have noticed a decrease in work performance in other managers. Quiet quitting could be seen if managers' work performance decreased. (Lauby S, 2022) For this question the results are as follows, one manager chose the option strongly agree, two

managers chose the option agree, nine managers chose to be neutral, twelve managers answered disagree, and one manager answered strongly disagree. In figure 24 is represented how many managers have noticed a drop in colleagues work performance.

I have noticed decrease of work performance in other managers.

25 responses

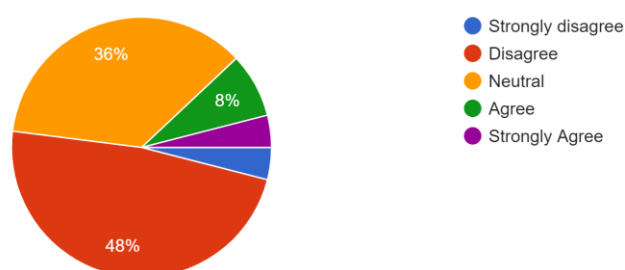


Figure 24. Nineteenth question: Decrease in performance.

5.6 Statistical analysis of the results

Statistical analysis can be executed with the use of correlation analysis. Correlation analysis is usually used in the fields of economics, social sciences, and statistics. Correlation analysis describes the linear relationship between the two variables. The relationship between the variables can be either positive or negative or there can be weak or no relationship at all. Positive relationship occurs when the increase in another variable increases the second one. For example, gas prices and cost of driving. Whereas a negative relationship could be warm weather and the sales of winter jackets. Meaning, as the other variable increases the other one tends to decrease. This relationship is called correlation and it is represented by numerical values i.e., 1 being the strongest positive correlation, 0 meaning null correlation, and -1 represents the strongest negative correlation. (Cheusheva S, 2023)

It is important to note that the correlation does not imply causation. (Cheusheva S, 2023) The change of one variable in regards of the other does not mean the change of variable caused the change. The correlation analysis conducted within this study can only be seen as a representation of possible correlations between the variables because the analysis was conducted at a generical level and all the requirements for thorough analysis were not made. I.e., normal distribution, extreme value deviation, and data outliers.

5.7 Degree of correlation

In correlation analysis the values are in between -1 and +1. Minus one being a strong negative correlation and plus one being a strong positive correlation. The degrees of correlations can be arranged as follows. (Correlation analysis, 2023)

Strong correlation is when the value is near plus/minus 1.

High degree of correlation is when the value is between plus/minus 0.5-1.0

Moderate correlation is when the value is between plus/minus 0.30 – 0.49.

Small correlation is when the value is below plus/minus 0.29.

No correlation is when the value is zero.

5.7.1 Data transformation

Correlation analysis was conducted by switching the date from questionnaire survey to numerical values. 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. From here the responses were calculated with excel transaction correlation inside data analysis tool. It is important to note that the questions gender, team size, and number of years as a manager were excluded from the correlation analysis, because the data in these questions was in an unapplica-

ble format. I.e., The data were shown by values one to three. As I mentioned before, the correlation does not imply causation, it only shows if the two variables have correlation between them.

5.7.2 Correlation analysis of goal setting variables

As we can see from the graph below between the variables there is a moderate correlation between the variables for goals to be successful, they need to be challenging but attainable, and receiving and giving feedback on goals is important. The correlation value here is 0.398 and rounded up the value is 0.40. Marked with yellow color. Weakest correlation can be found between the variables I am confident with my knowledge and skills with goals setting, and I have regularly used performance goals learning goals for me and for my team. Between these variables the correlation is 0.18 which means there is either a small correlation or no correlation. Highlighted with grey color.

There is a moderate correlation between the variables for goals to be successful they need to be challenging and attainable, and I have regularly used performance goals and learning goals for me and for my team. Between these two variables the correlation is 0.39 and it is marked with a green color. The second smallest correlation can be found between the variables receiving and giving feedback on goals is important, and I have regularly used performance goals and learning goals for me and for my team. This relationship shows the correlation of 0.23 which is illustrated by the purple color in the graph.

Moderate positive correlation in the column which is colored blue is 0.38 between the variables receiving and giving feedback on goals is important, and I am confident with my knowledge and skills with goal setting. A small correlation of 0.28 which is illustrated by red color can be found between the variables for goals to be successful they need to be challenging but attainable, and I am confident with

my knowledge and skills with goal setting. There was no high degree nor strong correlation between these variables. These findings can be seen in table 1.

Table 1 Correlation analysis of goals.

	<i>For goals to be successful they need to be challenging but attainable.</i>	<i>Receiving and giving feedback on goals is important.</i>	<i>I am confident with my knowledge and skills with goal setting.</i>	<i>I have regularly used performance goals and learning goals for me and for my team.</i>
For goals to be successful they need to be challenging but attainable.	1			
Receiving and giving feedback on goals is important.	0,398313753	1		
I am confident with my knowledge and skills with goal setting.	0,28222365	0,37663347	1	
I have regularly used performance goals and learning goals for me and for my team.	0,39086798	0,226455407	0,181025129	1

5.7.3 Correlation analysis of external and internal motivation

Correlation graph between internal and external motivation. In here we can see high degree of negative correlation between the variables of learning for learnings sake and learning for advancing my career. This correlation is illustrated by grey color and the correlation value is -0.86. Negative correlation means that when the other value increases the other tends to decrease and vice versa. Intriguingly no correlation can be found between the variables learning new skills for learnings sake motivates me more than learning new skills for advancing my career, and I want to be good at my job since I enjoy the challenges which it provides. Both variables could imply internal motivation but as mentioned before in here there is no correlation as the value is -0.03. Shown by red color in the graph.

Instead, high degree of correlation can be found between the variables I want to be good at my job since it can further advance my career, and in my opinion, learn-

ing new skills which will further advance my career motivates me more than learning for learnings sake. These variables could imply external motivation and the value of correlation is 0.60 as can be seen in the graph marked with purple color. Small to no correlation can be seen between the variables I want to be good at my job since I enjoy the challenges which it provides, and in my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake. The correlation value is 0.13 and it is represented by green color. Moderate negative correlation can be found between the variables I want to be good at my job since it can further advance my career, and in my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career. The correlation value is -0.50 and it is represented by blue color.

The last two variables here are I want to be good at my job since I enjoy the challenges which it provides, and I want to be good at my job since it can further advance my career. This relationship has a correlation value of 0.60 and it is highlighted with yellow color. It seems to represent a phenomenon in which the increase of internal motivator increases the external motivator and vice versa. Correlations between external and internal motivation are presented in table 2.

Table 2 Correlation between external and internal motivation.

	<i>I want to be good at my job since I enjoy the challenges which it provides</i>	<i>I want to be good at my job since it can further advance my career</i>	<i>In my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career.</i>	<i>In my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake.</i>
<i>I want to be good at my job since I enjoy the challenges which it provides</i>	1			
<i>I want to be good at my job since it can further advance my career</i>	0,596008495	1		
<i>In my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career.</i>	-0,031497039	-0,498945205	1	
<i>In my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake.</i>	0,131195155	0,603064737	-0,857972278	1

Different correlation analysis of external and internal motivation. In here we can see that there is no correlation between the variables at the moment pay and benefits are the source of my motivation, and at the moment, meaningfulness of my role is the source of my motivation as the correlation value is 0.03. This is illustrated by yellow. We can notice a small negative correlation between the variables at the moment pay and benefits are the source of my motivation, and do you view your job as "calling" instead of a career? In this case the correlation value is -0.15 and it is highlighted by green. Moderate correlation can be seen between the variables at the moment, meaningfulness of my role is the source of my motivation, and do you view your job as "calling" instead of a career? Here the correlation value is 0.38. Findings are presented in table 3.

Table 3 Correlation between internal and external motivation.

	<i>At the moment pay and benefits are the source of my motivation.</i>	<i>At the moment, meaningfulness of my role is the source of my motivation.</i>	<i>Do you view your job as "calling" instead of a career?</i>
At the moment pay and benefits are the source of my motivation.	1		
At the moment, meaningfulness of my role is the source of my motivation.	0,030995981	1	
Do you view your job as "calling" instead of a career?	-0,15216285	0,377028649	1

5.7.4 Correlation analysis of low motivation

Correlation between different low motivation factors and switching employer. In here we can notice that we have two positive correlation and one small negative correlation.

A moderate positive correlation can be seen between the variables I have thought about seeking new challenges from a different employer, and I have considered lowering my work efficiency due to low motivation. The correlation value is 0.33 and it is shown by color yellow. A small positive correlation can be seen between the variables I have thought about seeking new challenges from a different employer, and I have noticed a decrease in work performance in other managers. In here the correlation value is 0.29 shown by green color.

A small negative correlation can be found between the variables I have considered lowering my work efficiency due to low motivation, and I have noticed a decrease in work performance in other managers. The correlation value is -0.18. Correlation values are shown in table 4.

Table 4 Correlation of low motivation and switching employer.

	<i>I have thought about seeking new challenges from a different employer.</i>	<i>I have considered lowering my work efficiency due to low motivation.</i>	<i>I have noticed decrease of work performance in other managers.</i>
I have thought about seeking new challenges from a different employer.	1		
I have considered lowering my work efficiency due to low motivation.	0,330057337	1	
I have noticed decrease of work performance in other managers.	0,291729983	-0,177471302	1

5.7.5 Comparison of goal setting and motivation

By comparing goal setting and motivation we could try to find is there a connection between the two factors. As we can see from the correlation analysis, the variables for goals to be successful they need to be challenging but attainable, and I want to be good at my job since I enjoy the challenges which it provides resulted in correlation value of 0.40 meaning there is a moderate correlation between the variables. This is represented by red color. No correlation can also be found between the variables for goals to be successful they need to be challenging but attainable, and I want to be good at my job since it can further advance my career because the correlation value is 0.04. Illustrated by color green. Moderate correlation can be found between the variables receiving and giving feedback on goals is important, and I want to be good at my job since I enjoy the challenges which it provides. Here the correlation value is 0.39. Illustrated by color blue. Small correlation can be seen between the variables receiving and giving feedback on goals is important, and I want to be good at my job since it can further advance my career. The value of correlation is 0.10 and it is highlighted with the color purple. Both goal variables resulted in a moderate correlation when the variable was internal

motivation. But no high degree or strong correlation was present. When the variable was external motivation, it resulted with no correlation and small correlation. Details are shown in table 5.

Table 5 Goal setting and motivation.

	<i>For goals to be successful they need to be challenging but attainable.</i>	<i>Receiving and giving feedback on goals is important.</i>	<i>I want to be good at my job since I enjoy the challenges which it provides</i>	<i>I want to be good at my job since it can further advance my career</i>
For goals to be successful they need to be challenging but attainable.	1			
Receiving and giving feedback on goals is important.	0,398313753	1		
I want to be good at my job since I enjoy the challenges which it	0,39573364	0,386976372	1	
I want to be good at my job since it can further advance my career	0,038613937	0,104113898	0,596008495	1

5.8 Summary

From the survey results we could see how the respondents in this case managers were answering questions on a scale of strongly disagree to strongly agree. In total there were 19 questions, and the questions were categorized. The first three questions aimed to identify a manager's background, gender, team size, and number of years the manager has been in a managerial role. The next four questions focused on goal setting knowledge and skills. Following seven questions related to internal and external motivation. The remaining five questions revolved around work performance and low motivation.

The results showed that eighteen of the respondents were male, one female, and one who preferred not to say. Fourteen managers have a team size of more than eleven employees and three managers have a team size of one to three employees. Ten of the managers have been working as managers for more than ten years.

In regards of goal setting the respondents reflected their knowledge on goal setting to be good. For example, question four received sixteen votes on option agree, eight chose the option strongly agree, and only one chose the option neutral. In question seven the distribution of answers was smaller thirteen chose option agree and twelve chose the option strongly agree. The remaining two questions in the category of goals received more scattered answers. In question seven I have regularly used performance goals and learning goals for me and for my team, the responses ranged from fifteen choosing option agree to three choosing option strongly disagree.

In the category of internal and external motivation the managers answered dispersedly which could imply that others have more internal motivation and others more external motivation. For example, question twelve at the moment pay and benefits are the source of my motivation. In here the responses were four chose the option strongly disagree, ten chose the option agree, eight remained neutral, and three disagreed. Comparing these results to question fourteen, do you view your job as "calling" instead of a career? In this question the results dived as follows, three chose the option strongly agree, seven chose the option agree, eleven were neutral, and four disagreed with the statement.

The questions ten and eleven asked for respondents view on whether they are inclined to draw their motivation from internal or external motivation. Question ten asked whether the respondents are inclined to internal motivation with the question, in my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career. These results were divided as follows, three times strongly agree was chosen and the option agree was chosen ten times, neutral was chosen eight times, disagree two times, and strongly disagree twice. In total thirteen managers chose the option agree and four disagreed. Comparing these results for the next question, in my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake. These results show us that we have three respondents who chose the

option strongly agree, six respondents chose the option agree, seven respondents were neutral, eight chose the option disagree, and strongly disagree was chosen once. In this question, nine managers in total agreed to the statement and nine disagreed to the statement. This could imply that more managers are more likely to be inclined towards internal motivation.

Question sixteen displayed the proportion of managers who are not satisfied with the recognition that they receive from work. The results were as follows, five chose the option agree, seven were neutral, ten chose to disagree, and three chose the option strongly disagree. Thirteen in total disagreed with the statement which means, that these individuals are happy with the recognition that they receive. Could this question have been understood incorrectly? The final question in the survey was I have noticed decrease of work performance in other managers. Here the results could be worrisome as there could be managers who could be suffering from low motivation. One manager chose the option strongly agree, two managers agreed to the statement, nine were neutral, twelve chose the option to disagree, and one chose to strongly disagree.

Correlation analysis did not find strong or high degree of correlations between the goal setting variables, but it did find strong correlations between external and internal motivation variables. Strongest correlation was a negative correlation between variables in my opinion, learning new skills for learnings sake motivates me more than learning new skills for advancing my career, and in my opinion, learning new skills which will further advance my career motivates me more than learning for learnings sake. The correlation value was -0.86. This could imply that within respondents when internal motivation increases the external motivation tends to decrease and vice versa. I want to be good at my job since I enjoy the challenges which it provides, and I want to be good at my job since it can further advance my career displayed a correlation value of 0.60 and this implies when external motivation increases so does the internal motivation as well. Moderate correlation was

also present between the variables at the moment, meaningfulness of my role is the source of my motivation, and do you view your job as "calling" instead of a career? Here the value is 0.38 and it could suggest that having a job as a calling or viewing meaningfulness as source of motivation could promote each other thus increasing internal motivation.

Correlation analysis in the segment of low motivation and switching employer did not provide strong correlations but it did find one moderate correlation and one small correlation. A moderate correlation was found between variables I have thought about seeking new challenges from a different employer, and I have considered lowering my work efficiency due to low motivation with the value of 0.33. A small correlation was found between the variables I have thought about seeking new challenges from a different employer, and I have noticed decrease of work performance in other managers with the value of 0.29.

Comparing goal setting to internal and external motivation provided moderate correlations between internal motivation and goal setting. First pair of internal motivation and goal setting resulted in correlation value of 0.40 with the variables for goals to be successful they need to be challenging but attainable, and I want to be good at my job since I enjoy the challenges which it provides. And the second internal motivation pair resulted in correlation value of 0.39 with the pair of receiving and giving feedback on goals is important, and I want to be good at my job since I enjoy the challenges which it provides. Whereas external motivation and goal setting provided small correlation and no correlation. The first pair of external motivation and goal setting produced the correlation value of 0.04 with the variables for goals to be successful they need to be challenging but attainable, and I want to be good at my job since it can further advance my career. The second pair of external motivation and goal setting resulted in correlation value of 0.10 which is a small correlation. The variables were receiving and giving feedback on goals is important, and I want to be good at my job since it can further advance my career. As there was a moderate correlation between the internal motivation and goal

setting but only a small correlation in the other external motivation and goal setting with the other pair resulting in zero correlation. This could imply a relationship between internal motivation and goal setting skills, but the data is limited and therefore this should be studied further to prove this phenomenon.

6 CONCLUSION

In this thesis the aim was to learn how motivation affects managers. Is it possible to notice differences in proportions of internal and external motivation within the research sample, does goal setting affect motivation with the managers, and are there signs of demotivation.

Motivation can be divided into two, internal and external motivation. The difference between the two can sometimes be difficult to distinguish. Internal motivation can be explained as doing things for yourself, for example, studying for learning. Instead, external motivation can be explained as doing things for something. For example, monetary gain, or studying for good grades. People have both internal and external motivation, but internal motivation tends to be more sufficient for reaching goals as was found in the study with the cadets. However, external motivation can be a great resource. When a person has a strong internal and external motivation it can decrease their success in reaching their settled goals.

From the survey we can see that in total ten managers viewed their job to be a calling instead of a career. Of the ten who agreed with the statement, three managers answered strongly agree whereas only four managers disagreed with the statement. This could imply that 40 % of the respondents have a strong internal motivation. This claim can be supported by the question regarding the question meaningfulness of the role is the source of motivation, in which a total of nineteen managers agreed to the statement. However, ten managers viewed pay and benefits to be the source of their motivation. This contradicts the previous claim, but it could imply that internal and external motivations are both common with these managers.

Goals should be challenging but attainable, goals should be created in a fashion which motivates the goal setter to reach them, thus challenging but attainable. Goal setting can be summarized in eight points as these are essential for it. As shown below:

- Goals must be clear and specific.
- Challenging; the objectives ought to be challenging but manageable.
- Objectives should be acknowledged.
- Feedback is needed as goals are attained.
- It improves the performance of the goals by reviewing performance via the goals.
- The use of deadlines can increase the effectiveness of the goals.
- It is less effective to place more emphasis on performance goals than on learning goals.
- Setting goals for yourself is just as crucial as setting goals for your team.

Eighteen managers were confident with their goal-setting skills as was stated by the survey results. Also, all the managers viewed that receiving and giving feedback on goals is important. There was a moderate correlation between the variables I want to be good at my job since I enjoy the challenges which it provides, and for goals to be successful they need to be challenging but attainable, thus, implying that as the other view increases so does the other, and vice versa.

Low motivation could be expressed by multiple different fashions. It could lead to managers reducing their work efficiency or prompt them to find new challenges from different employers. On some occasions it could lead to quiet quitting, which is a term describing when an employee chooses to not work to their best performance. Some studies have found that this phenomenon is increasingly getting more popular. In the survey the answers did not clearly state that this phenomenon is enacted in the company or at least by this research group. Not a single manager claimed to have lowered their work performance due to low motivation and only three managers had noticed a decrease in work performance in a colleague.

Low motivation could lead to seeking a new employer as there is a moderate correlation between the two variables.

There were present trends which only materialized with the usage of correlation analysis. One trend being that internal motivation has a positive impact on external motivation. Variable, I want to be good at my job since I enjoy the challenges which it provides seems to have a positive effect on variable, I want to be good at my job since it can further advance my career. Another case is between the variables for goals to be successful they need to be challenging but attainable, and I want to be good at my job since it can further advance my career. Between these two variables there is no correlation. It could be tempting to think that by career seeking mindset to think in a certain fashion about goal and their useful usage.

6.1 Recommendations for further studies

As this thesis is conducted at a generic level there could be aspects to cover with a larger research sample and by utilizing both quantitative and qualitative research methods. As an example, by extending the research sample to include all the managers within a large corporation or by studying managers from different industries. The analysis could be implemented by utilizing thorough statistical analysis, as this could allow the researcher to study the relationship between internal and external motivation in managers in more detail. An example of more extensive study to be made, how does internal and external motivation affect managers managerial role and duties?

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