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Leaders Perceived Role in Creating a Motivational Climate in  
a Project-based Organization

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## Preface

Through our Master of Science in Leadership and Organizational Psychology at BI Norwegian Business School in Oslo, we feel privileged as we have had the opportunity to learn and develop competence within an interesting field of research. Working on this thesis has been time-consuming and demanding, yet it has been a valuable learning experience which we believe has increased our knowledge extensively. We look forward to utilizing our experiences and increased understanding of the literature in the work-life that awaits.

We would like to extend our gratitude to all respondents that participated in our study. Thank you for your time, and for your willingness to share your experiences openly. Without your participation, this study would not have been possible. We would also like to thank our supervisor, Anders Dysvik, for his unquestionable guidance. Your flexibility, input, feedback, and supervision has been of utmost value to us. Also, Gro Hege Haraldsen Nordbye, Director of Leadership Development and HR in Veidekke, as well as all employees in Veidekke involved in the planning of our thesis, deserves our gratitude. Your genuine interest and suggestions have been appreciated. A big thanks to the researcher and Professor Christina Nerstad at the Oslo Metropolitan University for her input and advice concerning our interview guide. Your remarks helped us improve our interview guide considerably. Our employers also deserve recognition for their flexibility and encouragement towards completing our studies. Lastly, we would like to thank our family and friends that have supported and motivated us during this process. Thank you for all your advice, and for taking the time to proofread our thesis.

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## **Abstract**

From previous research on motivational climate we know that some types of leader behavior, high-quality relationships and climates seem to correspond to a greater extent. However, to date, our knowledge of motivational climates and specific leader behavior being more or less prominent in different phases of a process remains limited. Based on 11 semi-structured interviews in 3 different construction projects conducted in a project-based organization in Norway, we investigated how leaders contribute in creating a motivational climate.

Two main findings derived from our study. First, leaders perceived the motivational climate in the projects to be based on a combination of both a mastery- and performance dimension, more or less prominent in the different phases of a project. Second, by balancing the two climates and utilizing specific leader behaviors and strategies such as involvement, feedback and task-oriented leadership adapted to the different stages, leaders appear to create a motivational climate combining both dimensions successfully.

Our research provides directions for future research on employee's perception of motivational climate and leader behaviors in the different phases of a project. Furthermore, Veidekke, other construction companies and project-based organizations in general could utilize the results from the study to develop leadership programs and practices in their organization.

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## 1. Introduction

In the construction industry there has been a great focus on management, to the exclusion of leadership. In the day-to-day work, leaders are more focused on delivering quality, meeting budget goals and maintaining their schedule. Leaders are focused on the end goals, not the means to achieve the results. Therefore, leaders mostly end up managing daily activities rather than leading their employees to achieve long-term objectives (Toor & Ofori, 2008). During the last few years, Veidekke has delivered varying financial results in some of their departments. Based on an internal employee survey, employees in the organization expressed their wish for clear leadership. We suspect that if leaders develop a more conscious relationship to their leadership style and their influence of the perceived motivational climate at work, in different stages of the process, Veidekke will benefit from increased performance and positive organizational outcomes.

Leaders play a central role in how success is defined in the workplace (Ames 1992a, 1992b; Nerstad, 2012) and could have an impact on employees' behavior, thoughts, feelings, and attitudes (Nerstad, Searle et al., 2018). This is closely linked with the characteristics of a perceived motivational climate at work as it is defined in the achievement goal theory (Ames & Levin, 1992; Nicholls & Hoffmann, 1984). The perceived motivational climate is defined by the shared perceptions of the existent criteria of success and failure emphasized through the policies, practices and procedures of the work environment (Nerstad, Roberts & Richardsen, 2013; cf. Ames, 1992a; Reichers & Schneider, 1990; Schneider & Reichers, 1983). Furthermore, there are two dimensions to a motivational climate; mastery and performance. In a mastery climate success is defined by the effort, cooperation, competence development, knowledge sharing and mastery. Contrary, in a performance climate, rivalry, normative comparison, and goal attainment relative to that of others are valued, supported and recognized (Ames, 1984, 1992a; Ames and Ames, 1984b; Dragoni, 2005).

Based on previously conducted research we know that there is a relationship between high-quality relations and such motivational climates, and that some leader behaviors tend to harmonize with certain climates to a greater extent (Vandewalle, Nerstad & Dysvik, 2019). However, we do not know that much about whether or not certain types of motivational climates are more prominent at different stages in a process, and what specific leader behaviors

potentially facilitate the development of these climates. We have conducted a cross-sectional study in Veidekke where we focus on the understanding of leaders perceived role in creating a motivational climate. Based on this research gap we developed the following research question;

*“What are the leaders perceived role in creating a motivational climate in Veidekke`s construction projects?”.*

Through our study we aim to contribute towards the goal achievement literature (Ames & Ames, 1984b; Nicholls, 1989; Nicholls & Hoffmann, 1984) and the literature on motivational climate (e.g. Ames 1992a, 1992b; Nerstad, 2012) by identifying patterns of leadership behavior in a project-based organization. We explore the leaders` behavior as it is a potential important source of information on how to create a motivational climate (Nerstad, Richardsen et al., 2018; Schneider, González-Romá, Ostroff & West, 2017) in different phases of a process . In practice, knowledge of such leadership behaviors could prove important for leaders as it increase their awareness of their influence and role in establishing a motivational climate at work (Dragoni, 2005; Schneider et al., 2017).

There are six chapters in this thesis, including the introduction. In chapter two we describe the organizational context. Chapter three consist of a literature review presenting the theoretical framework. In chapter four we present the research design and methodology. In chapter five we present our results and discuss our findings. Chapter six propose the practical implications and give directions for future research. Lastly, we will present the conclusion of our study.

## **2. Organizational context**

Veidekke ASA is one of Scandinavia`s largest construction and property development companies with 8600 employees and a revenue of NOK 39 billion a year (Veidekke 2020). The company is constantly growing as a consequence of expansion and acquisitions. In the annual report from 2019, the board states that they are not satisfied with the profitability the recent years and refers to some departments experiencing challenges (Veidekke, 2020).

In the report, leading projects are emphasized as the foremost priority because this is where value is created and as it allows for future growth.

Furthermore, it describes how making processes more effective will result in increased productivity in project-based organizations like Veidekke. Employees' knowledge, abilities and skills are the most important factors in this process. Investigations in the organization show that employees are engaged and satisfied with own leaders. However, they also disclose a wish for improvement concerning clear goals, expectations and feedback. Veidekke's ambition towards 2022 is to secure profitability before growth (Veidekke, 2020). A part of this process is to acquire more knowledge on motivational climate and leadership in Veidekke.

### **3. Literature review**

In this chapter, we will present literature relevant to our main findings. First, we shed light on the achievement goal theory and the motivational climate literature. Second, we present literature on leaders' role in creating a motivational climate.

#### ***3.1 Achievement goal theory***

The achievement goal theory (AGT) is a psychological theory of intrinsic motivation that considers how beliefs and cognitions orient individuals towards achievement or success, especially in relation to two dimensions, task (mastery) and ego (performance) (Kremer, Moran, Walker & Craig, 2012). AGT has been recognized primarily because it incorporates both the personal and environmental determinants of achievement behavior (e.g., Ames, 1992b; Nicholls, 1989), and the theory states that motivational climates are characterized by mastery climate and performance climate (Ames, 1992a, 1992b). According to Nerstad (2012) the leader's subjective experience contributes in determining the motivational climate at work and is influenced by several factors. Furthermore, studies suggest that leaders are the most important factor in the development of a motivational climate at work (Ames 1992a, 1992b; Nerstad, 2012). Therefore, we suggest that leaders perceived role in creating a motivational climate may be relevant for the understanding of leadership behavior in a project-based organization.

##### ***3.1.1 Motivational climate***

According to the achievement goal theory, the perceived motivational climate is defined as the employees' shared perceptions of the existent criteria of success and failure emphasized through the policies, practices and procedures of



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the work environment (Nerstad, Roberts, & Richardsen, 2013; cf. Ames, 1992a; Reichers & Schneider, 1990; Schneider & Reichers, 1983). Put in another way, the motivational climate represents a shared manner in which employees understand what it takes to be successful at work (Nerstad et al., 2013). Previous research related to AGT and motivational climate from around 30 years ago (e.g., Nicholls, 1984, 1989; Ames, 1992b; Jagacinski & Nicholls, 1984) focused on the domain of education and sports, however, newer research within the field (e.g., Nerstad 2012; Nerstad et al., 2013) have contributed towards extending the conceptualization of motivational climate to the work domain (Nerstad et al., 2013). In all domains, an individual would assess different criteria defining success or failure, however, it is the understanding of what it takes to achieve success and to avoid failure that is the crucial element (Nerstad et al., 2013, p. 2232). In a work setting, this means that it is the employees' perception of the criteria of success that shapes the motivational climate.

### *3.1.2 Mastery climate*

In a mastery climate it is a central belief that effort and outcome covary, and that individuals perceive that effort, sharing and cooperation are valued (Ames, 1992b). In addition, a focus on self-improvement, progress and skill development are central aspects of a mastery climate (Nicholls, 1984, 1979; Ames, 1992a, 1992b). Individuals are not competing with others, instead they are focusing on self-development and building competence (Nerstad et al., 2013). Individuals in a mastery climate does not socially compare themselves with others as it is not the normative behavior in such a climate. Instead, individuals perceive achievement in itself as making progress. This happens when their present level of performance exceeds prior achievements (Ames & Ames, 1984a, 1984b, as cited in Nerstad et al., 2013, p. 2233; Škerlavaj, Černe, Dysvik, Nerstad, & Su, 2019). Hence, individuals self-evaluate their own performance based on personal improvement and learning criteria. They adopt a task goal orientation (Ntoumanis, N. & Biddle, S. J. H., 1997), which can lead to increased engagement from the employees, increased performance, well-being and intrinsic interest (Ntoumanis & Biddle, 1999; Harwood, Keegan, Smith & Raine, 2015).

### *3.1.3 Performance climate*

In contrast, normative comparisons, goal attainment relative to that of others, desire to demonstrate individual abilities and internal rivalry is emphasized

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in a performance climate (Ames, 1984, 1992a; Ames and Ames, 1984b; Dragoni, 2005, as cited in Škerlavaj et al., 2019). Thus, individuals adopting this ego goal orientation tend to focus on achieving outcomes and normative competence, and only the top achievers are acknowledged as being successful (Ames, 1984; Ames & Ames, 1984b). Public recognition in response to achievement, better results, and superior performance compared to others, are especially important for individuals in a performance climate (Ames, 1992b). Consequently, a performance climate may influence employees' behavior, e.g. making them search for shortcuts and to avoid difficult tasks (Ames, 1992a; Ntoumanis & Biddle, 1999), because performing better than coworkers is their goal (Ames & Ames, 1984).

### *3.1.4 Combining mastery and performance climate*

Although it might be easy to initially view a mastery climate as the 'best' climate in terms of a good work environment and outcomes, it is not necessarily so. According to the achievement goal theory both dimensions of a motivational climate, mastery- and performance climate, can be concurrent and interact as a predictor of individual outcomes in an organization (Ames, 1992a, 1992b; Ommundsen and Roberts, 1999 as cited in Škerlavaj et al., 2019). Even if a mastery climate is what an organization would like to strive towards from a theoretical point of view, the reality and practical perspective is that both climates attempt to achieve good results and optimal performance. Researchers (e.g., Poortvliet and Darnon, 2010) argue that a pure focus on obtaining a mastery climate conflicts with the practical organizational reality (Škerlavaj et al., 2019). Furthermore, the initial research on motivational climate in the education and sports domain (e.g., Ames and Archer, 1988; Ommundsen and Roberts, 1999) suggest that a high-performance climate may not negatively influence the individual outcomes while a high-mastery climate is also present, despite the potential unfavorable consequences of a performance climate (Škerlavaj et al., 2019). Škerlavaj and colleagues (2019) suggest that a performance climate might not be as negative when accompanied by a strong mastery climate, as the focus on mastery, development and growth in a mastery climate may reduce the negative characteristics (e.g. control, normative comparison, tangible rewards) associated with a performance climate.

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### ***3.2 Leaders role in creating a motivational climate***

Leadership have been acknowledged as a key role in establishing climate perceptions (e.g. Ames 1992a, 1992b; Nerstad, 2012) and have previously been demonstrated to impact climate (e.g., Kozlowski & Doherty, 1989; Scott & Bruce, 1994). Leadership has been defined in various ways, however, most of the proposed definitions reflects the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization (Yukl, 2013, p. 18). The research of Bandura (1986) suggest that leaders affect individuals' perceptions of climate through a social learning process as they (i.e. subordinates, employees, workers etc.) repeatedly observe and interact with their leader to meaningfully interpret work group practices (Dragoni, 2005). In addition to the shared perceptions emphasized through policies, practices and procedures of the work environment, interaction between organizational members, organizational structure, new members and the socialization process affects the motivational climate at work (Schneider & Reichers, 1983). The characteristics of an organizational structure reflects the organizational context (e.g. size of projects, number of employees or extent of professional units included in projects) which is similar for all employees, hence, organizational structure affects the motivational climate as it reduce individual differences (Johns, 2018; Schneider & Reichers, 1983).

As leadership is viewed as a central aspect in the creation of a motivational climate, leader behavior becomes highly relevant. The meta-analysis of Kuenzi & Schminke (2009) seems to be congruent with the fact that leader behavior and group interaction can have an impact on the motivational climate. However, researchers have not yet identified what specific leader behaviors or ways to communicate that creates such climates (Schneider et al., 2017; Nerstad et al., 2013). Nonetheless, the assumption that leaders (i.e. middle managers) are central in the communication of information, and act as a link between top management and employees remains constant (Jacobsen, 2019). Paulsen (2014) states that middle managers can motivate and create good conditions for change and adaptation in the organization as they are a link between top management and the employees. Hope (2015) explains this link (the middle managers) as a way to tie both the strategic and operational levels of an organization together. The quality of the relationship between leaders and employees is viewed as a means of

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clarifying feedback in the creation of a motivational climate in the workplace and the internalization of these (Ames, 1984; Dragoni, 2005; Nerstad, 2016; Yukl, 2013).

### 3.2.1 *Creating a mastery climate*

Based on the research of Nerstad, Searle, Černe, Dysvik, Škerlavaj and Scherer (2018) organizations would benefit from their endeavors towards creating and maintaining a mastery climate (p. 443). Previously conducted research has suggested several techniques and strategies that could help foster the principles of a mastery climate at work. E.g.: i) involving employees in decision-making and leadership roles, ii) recognizing employees' efforts, progress, improvement, and self-referenced ability, iii) involving employees in self-evaluations that include the application of evaluation criteria of individual mastery, progress, and improvement, with private results, iv) offering employees time and opportunity for self-improvement and growth, and v) emphasizing the value of cooperation and helping behavior to achieve common goals (Ames, 1992a, 1992b; Roberts, 2012 as cited in Nerstad et. al., 2018). These instruments all seem to align with the theory of a mastery climate and the core focus of the mentioned examples seems to be on the intrinsic value of learning (Butler, 1987; Meece & Holt, 1990; Nicholls, 1984b), as well as the effort utilization (Ames, 1992b).

Based on *The Visionary or Charismatic School* of leadership that was popular during the 1980s and 1990s, Bass (1990) identified two types of leadership; transformational- and transactional leadership (Turner & Müller, 2005). Transformational leadership seems to align with the principles of a mastery climate (see e.g. Ames, 1992b; Nerstad et al., 2013) as transformational leaders seek to e.g. develop a vision, respect and trust, provide inspiration and motivation by creating expectations of appropriate behaviors, paying personal attention to followers by giving them respect and personality, and by providing them with intellectual stimulation through challenging them with new ideas and approaches (Bass, 1990; Turner & Müller, 2005).

### 3.2.2 *Creating a performance climate*

Contrary to creating a mastery climate, the creation of a performance climate is done by realizing strategies and techniques that promotes a focus on one's ability and sense of self-worth, and ability is evidence by doing better than others. Surpassing normative-based standards, or by achieving success with little

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effort are central (Ames, 1984b; Covington, 1984), as well as recognizing the best performers publicly (Covington & Beery, 1976; Meece, Blumenfeld & Hoyle, 1988). A performance climate might develop if leaders e.g.: i) publicly recognize one or a few individuals that outperform others, ii) do not include employees in the decision-making and leadership roles, iii) when feedback is focused on whether or not results are made, rather than being constructive, and iv) organizational outcomes are only focused on performance, and not on employees' potential to develop new abilities and grow (Ames, 1992a, 1992b; Roberts, 2012). These behaviors reflect the focus in a performance climate, and such structure might lead to a situation where the interdependence among employees are negatively affected (Nerstad et al., 2013).

The second identified type of leadership proposed by Bass (1990) is the transactional leadership and entails a more task-oriented rather than participative approach to leadership. This type of leadership seems to align with the principles of a performance climate (see e.g. Ames, 1992b; Nerstad et al., 2013) as transactional leaders e.g. emphasize contingent rewards by rewarding followers for meeting performance targets, managing by exception, and taking action when tasks are not going as planned (Bass, 1990; Turner & Müller, 2005).

### *3.2.3 Creating a motivational climate combining the two dimensions*

Although researchers have found that a focus on a mastery climate could lead to positive outcomes for an organization (e.g. Nerstad, Searle et al., 2018), others argue that a more realistic perception of reality is that both dimensions can coexist (e.g. Poortvliet and Darnon, 2010) in harmony, as high levels of mastery can neglect the negative effects of a performance climate (Škerlavaj et al., 2019).

Thus, the type of achievement goal that should be encouraged by leaders in a work setting to enhance employee performance is still an ongoing discussion in the organizational literature (DeShon & Gillespie, 2005; Payne et al., 2007; Van Yperen, Blaga & Postmes, 2014; Van Yperen et al., 2015 as cited in Nerstad, Richardsen et al., 2018, p. 661). By combining the benefits from the two goal orientations, mastery orientation and performance orientation, organizations may experience individuals to reach a higher level of performance (Pastor, Barron, Miller & Davis, 2007; Pensgaard & Roberts, 2000 as cited in Nerstad, Richardsen et al., 2018). Research, to our knowledge, has not yet identified specific leader behaviors that coincides with the creation of a motivational climate combining the

two dimensions successfully. Therefore, we aim to identify potential leader behaviors and strategies that permits individual performance, and when they are implemented, in a project-based organization.

## **4. Research design and methods**

In this chapter we will present and justify the chosen research design and methodology. The theoretical framework enclosing our thesis lays the foundation for the aspects being investigated, and the structure of the interview guide. The data collection and data analysis will be described, and the validity and reliability of the findings deriving from our study will be commented. In the end of this chapter we elaborate on ethical considerations.

### ***4.1 Selecting methodology***

The purpose of this study is to investigate how leaders in Veidekke perceive their role towards the creation of a motivational climate. Although this is a cross-sectional study, we will focus on the process perspective, as we seek to explore the interaction between the leaders and employees during different phases of a project, to further increase our knowledge of how a motivational climate is developed. Most of the research on motivational climate in the workplace have primarily been conducted using a quantitative research design (Nerstad, Richardsen et al., 2018), and have not focused much on the development of a motivational climate over time. Rather, previous research has been more concerned with e.g. how to measure motivational climate at work (e.g. Nerstad et al., 2013). We therefore consider it appropriate to illuminate this phenomena by conducting a series of qualitative in-depth interviews, as this could potentially improve our knowledge of how a motivational climate is developed in a project-based organization. However, it may be challenging to connect with respondents during a relatively short period of time. Proximity and dialogue with the respondents while they feel they are in a safe setting is valued in a qualitative research design (Brottveit, 2018; Ringdal, 2013) as it raises the potential of acquiring important information (Tjora, 2017).

Although we seek to contribute to the research of motivational climate, we do not aim to present generalized findings. The term transferability is often preferred over generalization when it comes to qualitative research, and will be elaborated in the section 4.5, “Validity and reliability”.

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#### ***4.2 A qualitative approach***

This study is conducted with a qualitative research design with a phenomenological approach. Phenomenological approach in research is used to understand the subjective experiences, and the essence of a phenomenon as an individual experience it (Malterud, 2003; Matua & Van Der Wal, 2015; Polit & Beck, 2018; Wertz et al., 2011). Following the principles of a phenomenological approach we have tried to identify the individual differences and key focus areas among the respective leaders, as their experience and perception of their own role towards creating a motivational climate in the workplace are subjective (Brottveit, 2018; Olsson, Sörensen & Bureid, 2003; Thagaard, 2018). The phenomenological approach aligns with the theory of inductive reasoning, and therefore taking an inductive approach to collecting the data was suitable. Bryman & Bell (2015) describe inductive reasoning as an exploratory and open-ended approach, which tends to start by collecting data with the intention of discovering any patterns which can result in a theory or concept. To collect the data, we therefore chose to conduct semi-structured interviews as all individuals have their own experience and perceptions. This allowed us to ask open-ended questions and follow-up questions where we saw fit, exploring the respondent's individual experiences and perceptions further.

#### ***4.3 Data collection***

By conducting semi-structured interviews, we focused on each of the respondents' subjective perceptions of situations and phenomena, as well as detailed information about their experiences (Brinkmann, Tanggaard & Hansen, 2012; Tjora, 2017). The data were collected from a group of 11 leaders from 3 separate projects. In total, 2 respondents were "project leaders", 1 respondent was an "assisting project leader", 3 respondents were "construction managers", 3 respondents were "operations managers" and 2 respondents were "chairmen". The project directors of the respective projects selected the respondents based on our request of the respondents having different types of positions, and varying levels of experience. This was important for us as we wanted the selection of respondents to be strategic (Johannessen, Christoffersen & Tufte, 2011) in the sense that the team composition in the three projects was diverse. Out of respect to the respondents' anonymity we will not elaborate their experience further.

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Polit & Beck (2018) states that there are rarely more than ten respondents in a phenomenological approach. Further, Guest, Bunce and Johnson (2006) states that one will reach theoretical saturation when the sample size consist of between six and twelve respondents. Therefore, we did not interview additional respondents as we considered 11 to be enough in order to answer our research question (Malterud, 2011).

After the respondents had been selected, we received their information and contacted them by email. Due to the global pandemic Covid-19, the respondents were invited to do the interview online using the video-conference platform “Zoom”. In the invitation, information about the study as well as a consent form (Attachment 3) were attached. The respondents were provided with information about the study, data treatment, anonymity, their rights to withdraw from the process at any given time, and practical information like time expectations for the interview. All invitations were accepted within the first week, and the interviews were scheduled and held continuously the following three weeks, based on the respondents’ availability. To ensure the anonymity of the respondents, the invitations in Outlook were set to private.

#### *4.3.1 Interview guide*

Prior to the interviews, we created an interview guide consisting of predefined questions covering all relevant topics we wanted to ask our respondents about, to followingly answer our research question (Kvale & Brinkmann, 2009). By taking a semi-structured approach we were not bound by the order and structure of the interview guide, and we were able to ask follow-up questions, giving the respondents the possibility to elaborate their answers (Brottveit, 2018; Leseth & Tellmann, 2014). A semi-structured interview also has the benefit of flexibility, providing us with the possibility of asking questions as they would fit in naturally. This ensures that we do not skip to next topic before we have collected all potential important information (Johannessen et al., 2011). An interview guide is not a list of questions the interviewer is going through systematically, but a useful tool for keeping focus on the relevant topics during the interview (Brinkmann, Tanggaard & Hansen, 2012; Malterud, 2011). Our interview guide (Attachment 1) consists of relevant questions based on the research on motivational climate conducted by Nerstad. The interview guide also contains two different scenarios that were presented to the respondents. Scenario



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A reflects a mastery climate and scenario B reflects a performance climate. When referring to scenario A and B in chapter 5, “Results and discussion”, this understanding is applicable.

The initial questions in the interview guide is regarding the respondents’ background and years of experience in Veidekke. The intention was to quickly build trust and to make the respondents relax. The atmosphere was positive, as high levels of trust made it easier for the respondent to open up and share (Tjora, 2017). Followingly, we introduced the main topics. When a topic was brought up, we asked key questions covering as much relevant information possible to answer our research question. At the end of each interview, we asked the respondent if he or she had any additional reflections they wanted to share (Johannessen et al., 2011).

#### *4.3.2 Test interview*

Before conducting the actual interviews, we conducted two test interviews. Doing so enabled us to discover any potential shortcomings in the interview guide. A test interview enables the researcher to e.g. control the length of the interview guide, the order in which topics and questions are presented, reveal potential needs of changing questions, as well as it gives an indication of how easy it is for the respondent to understand any word choices or wordings (Harding, 2013).

We tested our interview guide in two occasions; first on a professional psychologist that we knew had valuable knowledge and input, and secondly on one of our partners. Prior to asking questions in the test interviews, we shared the same information the respondents would receive in the actual interviews to make the setting as realistic as possible. In addition, we provided the respondents in the test interview with information about the organizational context. Although we did not conduct the test interview on a leader from Veidekke we still got constructive feedback which helped us improve the interview guide. We altered the structure and changed some wordings to make it easier for the respondents to follow, as well as we experienced the necessity to rephrase some of the questions, which all is in line with what our supervisor and literature had suggested.

Furthermore, we experienced that establishing clear roles before conducting the interviews was beneficial. One of us focused on asking questions and follow-up questions, and the other focused on taking notes and making sure

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we went through all topics. This way we ensured that all parts of the interview process were effective and accounted for. By not changing roles mid-interview or swapping roles between the interviews we also secured consistency. This way we quickly picked up useful insights on how to perform well in our roles.

#### *4.3.3 Conducting the interviews*

The interviews were conducted using the video-conference platform “Zoom”, which allowed us to record the interviews and save the recordings locally to our personal hard disk. All respondents participated online, which seemed to further lower the threshold of sharing honest reflections. In addition, all respondents participated from their work office which likely also helped defuse any stress related to the interview process.

All respondents were asked a few days in advance to prepare reflections of own experience based on a list of topics we were going to discuss (Attachment 2). At the beginning of the interview, we went through the consent form and answered any potential questions the respondents might have. We also reminded the respondents of the fact that all information collected would be made anonymous and deleted after the study was concluded.

The interview guide was followed to a great extent, but as the respondents shared reflections on a topic we had planned to mention later on, we shifted focus to drain them of any important information. The interview guide was used to keep track of all topics, making it easy to ensure that all respondents got to share their perceptions and experiences regarding all subjects. The interviews took place as a conversation where both the respondent and interviewers were active (Brottveit, 2018).

After completing all 11 interviews, we saw a general pattern in the answers. Although we had received varying answers from the different leaders, there seemed to be patterns in the data. Referring to section 4.3, “Data collection”, we interpreted the situation as we had reached theoretical saturation (Guest, Bunce and Johnson, 2006; Polit & Beck, 2018). Therefore, we chose not to invite additional respondents to the study. When all topics from the interview guide were covered and we did not have any additional questions for the respondents, we ‘turned the table’ and invited them to share any major or minor reflections they found relevant for our study (Kvale & Brinkmann, 2009). We also asked each respondent what they thought they could do to become a better leader. With these

reflections as a closing remark we ended the interviews by reminding the respondents about the consent form, which was signed by all respondents and returned to us shortly after each interview. After conducting the interviews, we shared our initial thoughts with each other privately and discussed our findings. We went over the notes and made some bullet points summing up the interview, preparing for our data analysis.

#### ***4.4 Processing the data***

Transcribing the data was a comprehensive process, but it has been very important for our research. It has allowed us to structure all collected data, providing an overview of our findings. All parts of the interview were transcribed, including all questions, responses and comments. This way we secured that no information was lost in the process. All recordings combined resulted in 8 hours and 5 minutes. Furthermore, this resulted in 87 pages of raw data which took approximately 40 hours to complete. See attachment 4 for an example of a transcribed interview.

When all interviews were transcribed, we decided to do a thematic analysis (Braun & Clarke, 2006; Patton, 2002) as it would help us identify any patterns ('themes') in our data collection. A thematic analysis will also help us describe and interpret the meaning and importance of these patterns (Braun, Clarke and Weate, 2016). Braun et al. (2016) describe how to do a thematic analysis in 6 phases; 1: Familiarization, 2: Coding, 3: Theme development, 4: Refinement, 5: Naming, and 6: Writing up.

As the first step of this approach to analyze the data, we read through the transcribed interviews several times taking notes and identified categories relevant for our research. Motivational climate, involvement, feedback and task-oriented leadership are some examples of relevant categories. This provided us with structure, and we gathered citations relevant for the different categories discovered while coding and put it into different charts (See Figure 1). When the coarse coding was done, we went over the findings and refined them. Lesser important findings were gathered in a separate document, and we made sure that all categories were both logical and representative for all related findings in each respective category. In figure 2, all categories are presented (See Appendices).

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#### ***4.5 Validity and reliability***

A key aspect of conducting research is to contribute to the understanding of a specific scientific field or topic, either by presenting new findings, or by confirming what we already believe is true. However, for research to be evaluated properly, there are three fundamental criteria to be evaluated; reliability, replication and validity (Bryman & Bell, 2015).

Reliability refers to whether or not a result of a study is repeatable (Bryman & Bell, 2015). If the study can't be repeated, it will harm its reliability as it will be hard to assess the quality of the findings (Malterud, 2011). In quantitative research reliability refers to the data, how the data is collected, and how the data is analyzed (Johannessen et al., 2011). As the findings in our study are based on the analysis of data collected through semi-structured interviews where the respondents have shared their own perceptions and experiences, it is fair to assume that the reliability of this study is low. This is due to the fact that if the same respondents were to participate in a similar study in the future their perceptions and experiences could have changed, and their answers could as a consequence be different.

Furthermore, the validity of a study refers to the integrity of the conclusions that are generated from a piece of research (Bryman & Bell, 2015) and are often addressed by researchers as the most important criterion to validate research. The fact that we are depending our study on 11 individuals in different leader positions from the same organization might raise some issues in regard to the external validity. The potential of our findings to be generalized and applied to other social settings are limited. However, based on Fisher's (2010) research, our findings can be true as our interpretations and conclusions are drawn from research findings.

In qualitative research, researchers are using the term transferability (Polit & Beck, 2018; Thomas & Magilvy, 2011) when discussing external validity. From a social science research perspective, transferability is present when the findings can be transferred to other contexts similar to the context the study was originally conducted in (Lincoln & Guba, 1985). In order to compare situations and transfer our findings to other contexts, researchers are responsible for describing the study and its nature as detailed as possible (Krefting, 1991; Thomas & Magilvy, 2011). The organizational context of Veidekke is described in chapter two, "Organizational context". It is likely to believe that at least parts of the

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findings in this study are transferable to other organizations with the same characteristics as Veidekke, especially organizations in the same industry. Our transparency and detailed explanation of the organizational context strengthens the validity of our findings (Johannessen et al., 2011).

#### ***4.6 Ethical considerations***

When conducting a qualitative study, it is important to respect the ethical aspects of the research process, and the respondents should be treated with integrity and respect. Not only during the interview, but throughout all steps in the study. Kvale & Brinkmann (2009) highlights four main aspects that should be implemented to achieve good ethical standards throughout a research study; informed consent, consequences, confidentiality and the researchers' role.

All respondents were provided with information about our study, and they were made aware of any potential consequences their participation could have. Along with the invitation the respondents were given a consent form to fill out, including explicit information about their rights to withdraw from the study at any time during the process without having to give any further explanation. All respondents signed the consent form, and none withdrew their consent. During the interviews, we also spent a few minutes before starting to ask any questions to remind them about their consent and how we were planning on treating the data. In addition, we informed them about our expectations towards them during the interview, as well as we elaborated upon our goal with conducting the interview and the study itself.

As regards to confidentiality, all collected data should be made anonymous so that it is not traceable to the respective respondent (Kvale & Brinkmann, 2009). As Veidekke is a large company with many employees in similar roles to our respondents we see it as unlikely that the respondents can be identified based on their answers. To further secure their anonymity we address them as "Respondent 1", "Respondent 2" etc. Any personal information, or information that could identify the respondents have been censored or removed.

As one of us had an internship in Veidekke prior to this study, it was extra important to be aware of our role as researchers. When conducting a study and presenting the findings and results, it is important that the researchers follow ethical guidelines and exhibit moral integrity. Any findings should be presented objectively, and it has been important for us to strive for transparency in all our

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analysis, findings and conclusions (Kvale & Brinkmann, 2009) to prove that we are aware of potential biases.

To ensure that all data treatment was done correctly, and ethical guidelines were followed, we applied for an approval from the Norwegian Centre for Research Data (NSD) before the interviews were conducted. Our application was approved March 27<sup>th</sup>, 2020 (Attachment 5). All collected data was saved locally, only available to the researchers, and was merely used for research purposes.

## 5. Results and discussion

In this chapter we will outline the results of the study. We will discuss the findings and evaluate the data, supported by citations from the respondents. The results will be discussed in relation to relevant theory, and finally the thesis will reflect on practical implications, theoretical contribution and provide suggestions to future research directions. We will also discuss leadership behavior and respondents' goal orientation to answer our research question; "*What are the leaders perceived role in creating a motivational climate in Veidekke's construction projects?*".

### 5.1 Summary of main findings

The literature on motivational climate explains how both a mastery climate and a performance climate can be present in organizations and might even predict individual outcomes (Ames 1992a, 1992b; Ommundsen and Roberts 1999). Furthermore, Naumann and Bennett (2000) identified leaders to be the main influence on motivational climate and how individuals perceive it. The first main finding in the study builds on existing literature and shows that the majority of respondents (10 out of 11) perceive the motivational climate in the projects as a combination of both a mastery climate and a performance climate. The second main finding introduce a new perspective in the literature and points towards the assumption that motivational climate and leadership behavior are adapted to the different phases of a project.

#### 5.1.1 Mastery climate vs. performance climate

In a mastery climate employees focus on knowledge sharing to facilitate progress in effort, cooperation and self-improvement (Nerstad, 2012). All respondents point to the importance of a mastery climate in their projects with

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statements such as; *“We are all on the same team. We set sub goals across the board, so there is no competition against each other, and it has been that way in Veidekke for many years (...) I have contributed to the first one [Scenario A], facilitating cooperation (...)”* (Respondent 8); *“(...) No, we don’t work like that, nobody is like: “Yes, now you need to do it better than him”. We never say that”* (Respondent 7) and; *“Scenario A is definitely what I can relate to. Definitely, it looks like the working climate that we have”* (Respondent 1). The findings show a consensus in which having a focus on skill development (e.g. Respondent 3), cooperation (e.g. Respondent 5), self-improvement (e.g. Respondent 2), effort (e.g. Respondent 6) and progress (e.g. Respondent 7). Support is also an important factor in a mastery climate that was recognized in the following statement; *“(...) to be present, to be amongst the guys, to be a good supporter. Yes, and give them the help and advice they need on the way. To be visible. That they do not feel obligated to master tasks alone. To get the help and information they need”* (Respondent 8). Moreover, when reflecting upon the mastery climate one respondent states;

*“The most important thing about motivation is that people have responsibility, get the possibility for self-improvement, receive clear feedback and are included in the process (...) I think people want to work on self-improvement, do a good job and rather share experiences, talk together and discuss things than rivalry (...) Anyway, it would be hopeless because you almost never work on the same things at the same time (...) First of all we focus on finding solutions in order to complete the job, and then we also focus on the economy”* (Respondent 10).

The finding emphasizes the importance of responsibility, feedback, self-improvement and involvement. Furthermore, it indicates that structures in Veidekke’s projects might prevent rivalry between individuals because the way roles and tasks are organized might not facilitate individual comparison; *(...) we have a common piecework incentive pay that is performance-based. It has been discussed whether they [Employees] should get separate performance-based pay, but it ended up with common pay. It benefits everyone that everything is going well (...) Then there is nobody here wanting to see others fail”* (Respondent 3), and; *“You totally depend on getting the group to deliver results because here,*

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*there is no individual bonus. Here, it is the whole project that matters. It will not help that on unit working in the tunnel delivers 50 meters and a different unit delivers 10 meters”* (Respondent 3). According to Beersma et al. (2003) cooperative reward structure is one important aspect of a mastery climate. The findings might imply that the payroll-system’s structure and framework moderate rivalry in the projects.

The perceived motivational climate is defined as employees' shared perceptions of the existent criteria of success and failure emphasized through the practices, procedures and policies of the work environment (Nerstad et al. 2013). To a great extent, the findings show that the way respondents perceive success in the projects correlate with e.g. financial results, progress-plans and goals, production, HMS and quality assurance. One respondent describes the following when reflecting on own perception of success; *“In the role I have now, I define success as good financial results combined with avoiding ugly accidents. It is that simple”* (Respondent 3). Others have a more balanced statement; *“(…) You need to set up some clear result-goals. It is quality assurance, economy, HMS and development. It has to be in an early-phase, and one need to have control all the way, but the way to get there, that is the good processes”* (Respondent 5). The findings demonstrate a clear performance orientation by highlighting financial results and economy. On the other hand, the process of getting to the results by prioritizing development and safety is also acknowledged. In this context, some respondents build on the idea to moderate rivalry and emphasize the importance of creating a balanced motivational climate;

*“(…) when people start competing with each other openly and start hiding information and simply counteract each other, it starts getting destructive. That is my opinion. However, to some degree, that type of people can also be nice to have. They are very ambitious, and we need those people to make things happen. At the same time, one cannot let it take place at the expense of the community, so it needs to be moderated”* (Respondent 1).

The statement is in line with a perceived motivational climate where a combination of both mastery climate and performance climate is present (Nerstad, 2013; Škerlavaj et al., 2019), and is recognized by other respondents as well; *“I absolutely think that you would avoid a situation where the colleague beside you*



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*is your competitor. In some contexts, it might perhaps work though*” (Respondent 3). The perception of a motivational climate with some degree of rivalry and a strong mastery climate based on internal unity to moderate the potential negative consequences associated with a performance climate (Škerlavaj et al., 2019) is applicable for many respondents. E.g.; *“I think it might be good with some rivalry to a certain level, but you also need an internal unity in order to succeed”* (Respondent 3).

The findings show that rivalry and focus on competition are mainly identified between units inside the projects, and not that much between individual people; *“Yes, it is about creating some competition. Now, we are three units that work on the tunnel and we want to see some competition between the three units because this will make them perform as good as possible”* (Respondent 2). Furthermore, the findings show that some respondents focus on making results transparent and available for all the employees; *“(…) Because when we present them with the results week after week, it is about performing you know, but they work together and they know that it is fun to be the best also”* (Respondent 2) and; *“I am very conscious regarding talking a lot about the production, about weekly records. Every week for example, I present production-data for the whole week that everyone can see. It is a conscious strategy”* (Respondent 3). This approach reflects a performance climate facilitating public recognition and acknowledgment of top achievers (Ames, 1984).

The balance between the two climates has been reported in previous literature (e.g., Ames, 1992a, 1992b; Ommundsen and Roberts, 1999) and emphasizes that a performance climate is less harmful when mastery climate is strong and established in the organization (Nerstad et al., 2013; Škerlavaj et al., 2019).

Some respondents have experience with both climates; *«I have experience with both situations, and I think that in this project we run a model consisting of both scenarios”* (Respondent 5) and; *“It sounds more pleasing in scenario A, but in reality it is a place between A and B”* (Respondent 9). As for reflecting upon the motivational climate, respondents also describe it more in depth; *“Scenario A is what I hope my project is characterized by in the grand scheme of things (…) but I am also a supporter of scenario B in order to push on and reach goals and results”* (Respondent 5) and; *“It is not completely black or white though. It is often a combination of the two scenarios. It belongs more in A because B sounds a*

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*lot like some seller, bonus scheme, where you work on some kind of commission”* (Respondent 9).

Although the findings show a necessity in creating a mastery climate that builds on trust and support, the respondents point to the importance of a balanced motivational climate in order to reach goals and keep up with progress plans. One respondent reflects on the balance between being process-oriented and performance-oriented;

*“Only being process-oriented is the same as having a strategy without a start and an end. You know where to go, but not where you are. You do not know the present situation (...) I think it is important with both. Only being process-oriented is very dangerous, I think. Then you might end up not reaching the goals at all. Total failure (...) When the incentive pay is settled, he suddenly has the result-goal (...) Then the employee knows the start and where to go and has to facilitate a good process with his team to reach it”* (Respondent 5).

The reflections from respondent 5 might illustrate how a successful project relies on both climates in order to secure processes that aligns with the overall goals of the project and builds on the climate literature arguing that in reality both dimensions coexist (Poortvliet & Darnon, 2010).

#### *5.1.2 Different phases, different leadership*

A unique aspect uncovered by the findings is how the motivational climate and leadership behavior are developed and adapted to the different phases of a project. This process perspective is an important theoretical contribution as it highlights a new dimension in the motivational climate literature. One respondent briefly described this with the following statement; *“(...) perhaps it is about phases, maturity, openness and trust regarding when you can execute the different objects”* (Respondent 5). Moreover, it seems like the leader-orientation also develop and change during the different phases of the project. When asked about whether the leader focuses on processes or end-results, one respondent answered the following; *“My focus change based on the different phases (...) It is important with leadership in this context, and it is different focus-areas in different*

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*phases throughout the projects because, based on my opinion, it is more challenging to maintain the motivation in challenging periods” (Respondent 1).*

This statement builds on previous research that emphasize the important role leaders have in creating a motivational climate (Ames 1992a, 1992b; Nerstad, 2012; Nerstad et al., 2013). In addition, it implies that some behaviors and leader-strategies are more important in the different stages of a project. Moreover, the findings seem to reveal that some leaders focus on creating a mastery climate in the early phase of the project; *“Early in the project, in the planning phase, it might be wiser to take it a bit easy and focus on knowledge sharing, support and recognize the employees opinions (...) and then we have decided to narrow down to a few separate milestones, and sometimes I even need to take advantage of my authority in order to reach goals (...)” (Respondent 11).* In the early phase, the respondent describes the importance of establishing trust in order to create openness in the organization. This corresponds with the mastery climate literature (Nerstad, Searle et al., 2018). This focus aligns with the following statements; *“My strategy both internally and towards the client is that I believe in as much openness as possible. I think that if you are open to people and give them trust, you will get the same in return, and you will achieve a much better climate of cooperation (...) I think one will get much further with cooperation and working towards common goals” (Respondent 3).*

The findings highlight the importance of creating a mastery climate in the first phase of the project where leaders focus on establishing trust, safety, support, quality relations, clarification of roles and expectations, ownership and accountability. When the project advance and deadlines and demands of completion are approaching, the findings show increased performance orientation with more emphasis on measurement and comparison. This is noted in the following statement;

*“So, quite rigidly, what we have started implementing is measurement, for example action plans. So, measurement is very important in order to succeed, because it turns out that people do not do what they are supposed to do if not measured (...) It is quite a lot of resistance concerning measures because we are not used to it, but when the results from the measurement arrives and given as feedback through monitors, mail, in a platform that is*

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*available to all, it is suddenly on an entirely different level” (Respondent 5).*

This finding highlights the leaders focus on implementing measures and making the results transparent in the organization, suggesting a performance orientation that facilitates internal rivalry and competition between individuals. However, it seems like the performance climate is less harmful when mastery climate is strong, which aligns with previous research (Škerlavaj et al., 2019). In addition, the findings have pointed to competition between units and not individuals. The next section will provide findings and discuss some of the moderating factors that might enable leaders in Veidekke to create a motivational climate successfully combining the two dimensions, adapted to the different phases of a project.

## ***5.2 Leaders role in creating a motivational climate***

### *5.2.1 Involvement*

During the interviews it was clear that some respondents did not focus on titles or authority in relation to other employees but rather the competence and experience they hold in order to complete the tasks in the best possible way. Arguably, these findings represent leaders that perceive their employees as equals and recognize their contribution. This is highlighted by the following statement;

*“To me, it does not matter whether I am a chairman, operations manager, working in the field or if im a construction manager. Title is nothing, it is merely a job description that I will do in order to let the others perform their jobs (...) it does not matter whether he is 17 or 70 years old. He knows how to do this, not me, then I need to ask him (...) It is not like the people inside the office are against the people outside. We are one unit consisting of different tasks that we all rely on to reach the same goal” (Respondent 7).*

This aligns with a mastery climate that emphasizes equality regardless of roles in the organization (Nerstad, et al., 2013) and the importance of the cooperation between leaders and employees (Dragoni, 2005). Furthermore, one can argue that the identified leader behavior facilitates trust and safety in which our research has emphasized as especially important in the early phase of the

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project, in order to introduce more performance-oriented behavior later. This dynamic is highlighted by one respondent; *“If I would run a rigorous scenario B from start until the end, I think it would be a lot of intrigues and frustration (...) It would be very shocking to start a project, for example in the first grand meeting, and tell everyone that we are going to run a scenario B and that those who are not in for it, and do not want to be best and compete, will have to find something else to do. That would be horrendous”* (Respondent 5).

When reflecting upon their role in creating a motivational climate, all respondents communicated the importance of involvement in order to get employees to develop trust, ownership and responsibility to different tasks, especially in the early phase of the project. This focus is described by some respondents; *“I think involvement and responsibility are what motivates the most (...) we do much more planning and involving now than before”* (Respondent 10); *“If you do not trust employees, you will end up with a lot of work, but if you exert an involving leader-style and trust people, they will take responsibility, I think”* (Respondent 11). This correspond to research on motivational climates that identify leaders as the main architects regarding a team`s perception of a motivational climate (Naumann & Bennett, 2000), and how leaders might initiate processes and strategies like involvement and feedback to alter the motivational climate (Schneider et al., 2017).

Deriving from the analysis, an evident pattern in one of the investigated projects emerged. All respondents, independent of position, communicate the same expression when reflecting on involvement and leadership behavior. Instead of giving detailed orders to employees on how tasks should be solved, they challenge them with the following question; *“What do you think?”* (Respondent 5, 6, 7 and 8). This unified behavior among the project-leaders indicates a highly coordinated team that shares values and attitudes concerning leadership strategy and goal orientation. The findings suggest that consistent leadership behavior is important in the role of creating a motivational climate that concurs with the respective phase of the project.

The following respondent elaborates on the size of projects in relation to leadership; *“Dependent on the size of the construction area, the demands change (...) when you have bigger projects the process of involving gets more difficult. Demands concerning leadership change during time and the size of the project”* (Respondent 1). This builds on Yukl`s research (2013), arguing that leaders with

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many subordinates struggle to gather the employees and spend too much time on coordination and planning because of increased administrative responsibility. Accordingly, the finding shows that the size of an organization is an important factor when considering how a motivational climate is developed (Johns, 2018; Schneider & Reichers, 1983).

Some respondents build on this notion and argue that the project characteristics might influence the motivational climate; *“I have a lot experience with scenario A. There is no right or wrong answer here, but the bigger the projects are, the more problematic scenario B gets if it actually creates barriers that hinder the operation. Nonetheless, some people are very competitive”* (Respondent 1). Furthermore, a different respondent explains how a performance climate might be better suited for a smaller and mature leader-group;

*“I think it can be disturbing (...) scenario B does not scream fun at work so to speak, so I think one need to be quite mature and trust needs to be established, maybe a small confidential circle, for example a group of leaders. When it is mature and ready to handle scenario B, I think it can take you to the next level”* (Respondent 4).

This understanding gives reason to believe that leading small homogenous units versus bigger and more diverse units affect the leader’s possibilities to contribute in creating a motivational climate. This aspect is important for leaders to be aware of through the different phases of a project as the composition may change. Schneider et al. (2017) confirm this assumption and emphasize the significance of homogeneity and organizational structure in their meta-analysis. This is consistent with what has been found in previous meta-analyzes, encouraging more research on the field to extend present knowledge (Parker et al., 2003). The notion that the quantity of employees in a project, and other surrounding factors, can influence goal orientation is also in line with previous research (e.g. Nerstad, Buch & Säfvenbom, 2019). The previous quotation highlighted the importance of team-composition, especially in leader groups, and how this factor might determine whether a performance climate will succeed. In this context, a majority of the respondents emphasized the importance of team-composition, especially in a leader group. The following statement reflects this finding;

*“(…) to get the right people into the right positions was crucial to me when entering the role I have today (…) chairmen and operation managers are key positions in these projects. The right people will run the project in a good way (…) we need to select our leaders very carefully”* (Respondent 6).

The respondents pointed to similar attitudes and good chemistry as important factors in team-composition (e.g. respondent 7), and argued that Veidekke should focus on maintaining well established leader groups through different projects.

Furthermore, the findings show that leaders, when focusing on involvement, need to consider the respective level one operates in when communicating with employees; *“In meetings, I need to facilitate the involving planning on my level. E.g. the main progress plan is my responsibility”* (Respondent 5) and; *“(…) we include the guys and focus on planning and involvement (…) employees need to own the tasks independent of what level they are on”* (Respondent 11). Moreover, they demonstrate how leaders can contribute in creating a motivational climate based on trust by involving employees in processes such as planning and decision-making (Nerstad, 2016). Consequently, this correlates with the key findings of the study, emphasizing that leaders focus on developing a strong mastery climate in the early phase of the project based on trust, support and knowledge sharing, in order to succeed with a combined mastery- and performance climate later in the project. The analysis suggest that the involvement processes initiated by leaders contribute in creating a mastery climate where employees relate success with cooperation and knowledge sharing to reach common goals (Nerstad et al., 2013). However, the findings also reveal a possible paradox concerning involvement and performance climate that the next two quotations will illustrate. The first statement demonstrates the leader’s strategy towards creating ownership;

*“Instead of telling them what to do, I asked them as an operations manager: “How should we execute, guys? What do you think?”. These guys have a lot experience and suddenly we had a plan and they were convinced that they would succeed. Certainly, they would not perform less than if we decided*

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*together. This is motivation. They took ownership of the tasks, rather than me giving orders” (Respondent 6).*

Undoubtedly, the strategy to involve employees in the planning and decision-making process has many positive consequences, such as performance and effort (Nerstad et al., 2018). Nonetheless, the findings seem to point to a dynamic where increased ownership and responsibility towards tasks can amplify rivalry-orientation as well. This can result in e.g. knowledge hiding that is highlighted in the second statement; *“Before, it was no communication between unit North and unit South in the project. When I arrived, I started something called operational meetings that was not in place the first year. Now, people talk together all the time and borrow machines from each other”* (Respondent 6).

These findings point to the importance of being conscious about how different leader behavior and strategy might influence the motivational climate in order to secure a high-performance environment. Respondent 6 explained that the rivalry and knowledge hiding was between units in the project, not on the individual level. Further, the respondent emphasized that organizing meetings and structuring a clear agenda altered the unfavorable dynamic between the units and represent a foundation in which employees develop their perception of the motivational climate (Bowen & Ostroff, 2004; James & Jones, 1974). Organizing and structuring meetings as a strategy to implement e.g. involvement, feedback and task-oriented leadership show how leaders communicate successful practice and preferred motivational climate in the project (Nerstad et al., 2013). The aspect of feedback in relation to motivational climate was further examined and will be discussed in the next section.

### *5.2.2 Feedback strategy*

Dragoni and Kuenzi (2012) argue that leadership is an important indicator on what type of motivational climate a workplace develops and point out that giving and receiving feedback in this process is essential. There is a general agreement among the respondents regarding the importance of feedback, for instance; *“People like to get feedback”* (Respondent 10); *“(…) if they do something extraordinary, let them know”* (Respondent 11) and; *“(…) he appreciated the feedback and that I gave it immediately (…) it creates engagement”* (Respondent 6). The respondents did not demonstrate a feedback



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strategy based on procedures and routines. Instead, the focus was to initiate feedback when appropriate, based on experience and timing. This is noted in the findings; *“I have not been concerned with formal employee appraisals and development-talks, I am quite bad at it actually, but I am pretty good at walking in the hallways and sit down for a chat”* (Respondent 5); *“Yes, I take it day by day. It depends on the person”* (Respondent 6) and; *“The strategy is linked to employee appraisals in which we are demanded to follow up (...) personally, I like to do it as directly and immediately as possible”* (Respondent 9). As for the leaders’ experience, the findings show that formal employee appraisals have not provided the desired effect. Instead, leaders should provide the right feedback at the right time consequently throughout the project. This is in line with previous research on constructive supervisor feedback and work performance that highlights the importance of immediacy and frequency of feedback (Kuvaas, Buch & Dysvik, 2017). The findings in this thesis builds on the aspect that timing of feedback is critical. This is demonstrated by one respondent when answering a question concerning focus in the feedback-process;

*“I do it consequently and consider the ‘temperature’ so to speak (...) when the traffic finally has been changed, we can lower our shoulders and I start giving praise. Not when the pressure is on but when you have a little break”* (Respondent 7).

This correlates with research by Kuvaas and colleagues (2017) emphasizing that feedback needs to be provided in regular intervals between different performance management activities. However, some respondents also point to the importance of constructive feedback and the leader’s knowledge regarding the employee’s work; *“They are motivated by constructive feedback. However, the leaders are required to have an understanding of the work and the different roles”*(Respondent 1).

The perception that work experience is essential regarding feedback and building trust is shared by several respondents. Some focus on experience; *“My strength in the role as construction-leader is that when people ask about my experience, and I say that I have done the same work as them, 25 000 hours in the excavator, then I am suddenly one of the guys”* (Respondent 6) and; *“The reason why things are going well around here is because of the experience and*

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*background one has*” (Respondent 9), while others highlight the importance of humility when leaders lack experience; “(...) *We had a really good chairman that did not have a clue about the practical issues because he had went to school. However, he was humble and consulted a lot*” (Respondent 7). Arguably, the aspect of work experience is important in the process of creating a motivational climate, especially in relation to trust between leaders and employees.

Moreover, some respondents describe social skills and characteristics as relevant with reference to feedback and the relationship between leaders and employees. This is demonstrated in the following findings; “*In order to succeed with projects in this industry, you need to be able to communicate with people. They like honest and direct feedback*” (Respondent 9); “(...) *It is about perceiving signals (...)*” (Respondent 10) and; “*When meeting new people, I am quite humble in order to get to know them and what knowledge they possess*” (Respondent 11). Other respondents also point to being calm, interested, listening, engaging, involving and curious as characteristics of successful leaders. The findings correlate with literature on motivational climate, emphasizing the importance of leaders’ role in social processes (Schneider et al., 2017; Parker et al., 2003).

Contrary to the results in this thesis, Kuvaas (2011) argues that some leaders might even think that formal feedback activities can make up for immediate and frequent feedback on a more day-to-day basis. However, according to some researchers, leaders might experience increased workload associated with the implementation of HR activities that might inhibit sufficient feedback processes (Bond & Wise, 2003; McConville, 2006; McConville & Holden, 1999; Renwick, 2003; Whittaker & Marchington, 2003) that some respondents relate to. E.g.; “(...) *If we experience changes in demands regarding documentation and things like that, some protests will appear (...)*” (Respondent 4).

The brief but nonetheless clear statement can be argued to represent the reality in many organizations today and builds on an aspect this study already has highlighted, the fact that theory and reality does not always correspond. A leadership style and strategy that Veidekke gives a lot of focus in practice might be relevant in this context and will be discussed in the next section.

### 5.2.3 Clear- and task-oriented leadership

An important aspect highlighted by the respondents is how the leaders feedback strategy and task-oriented leadership relates to the process of creating

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trust, openness and cooperation. Research on task-oriented leadership describes how the leader's perspicuity represents a sub-component in the process of ensuring an increased probability of getting a job done in the best possible way (e.g. Stogdill, 1950; Fleishman, 1957; Hemphill and Coons, 1957; Halpin and Winer, 1957). Research on this type of leadership shows that in order to be effective, the process relies on a foundation of high-quality relations (Nerstad et al., 2018). If the leader shows clear and task-oriented behavior, e.g. in a feedback process, but the employee experiences uncertainty concerning trust, it can create negative consequences. Arguably, this could have been prevented with a mastery climate (Nerstad, Searle et al., 2018). The findings describe how some leaders focus on being clear in their leadership style;

*“I think one need to be clear on the things that one finds important (...) try to communicate simple and clear goals and repeat this in every meeting. It must be something true to me, if this is not the case, it will be difficult to stand for in all these situations. It must be something that you believe in and that you want the whole project to be influenced by (...) It can be simple formulations that you bring into every forum you attend”*(Respondent 5).

This is in line with how leaders, through feedback and practice, communicate to the employees what successful practice and preferred motivational climate is in the project (Nerstad et al., 2013). Furthermore, the findings show that several respondents demonstrate clear leadership during meetings. They focus on progress plans and safety amongst other things; *“I execute clear leadership in meetings. I present a plan and I want everyone to listen carefully”* (Respondent 7); *“I meet with the guys out in the field and do specific safety conversations (...) I am pretty strict regarding our plans”* (Respondent 6) and; *“We have weekly operational meetings that I lead. I communicate expectations and direct focus, in addition to giving explicit feedback”* (Respondent 1). In this context, a respondent pointed out what to avoid in these processes; *“Clear leadership. The worst thing one can do is to finish a meeting or conversation with a discussion that ends with you leaving the situation unsolved. I think one of my most important tasks is to decide future actions”* (Respondent 3). The statement can be argued to represent the core idea in task-oriented leadership, namely removing uncertainty, creating clear expectations

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regarding objectives, and providing feedback on behaviors that can be improved (Tabernerero, Chambel, Curreal & Arana, 2009).

Furthermore, the same respondent points to the importance of delegating responsibility when reflecting on the leader's role in creating a motivational climate; *"I think that clear leadership, is leadership. Unclear leadership is lack of leadership (...) The most destructive part is creating uncertainty concerning delegation, responsibility and my decisions (...) My strategy compared with other leaders is being good at delegating responsibility. Proper delegation of an entire area of responsibility"* (Respondent 3). The findings show a consensus in focusing on task-oriented leadership. However, only to a certain degree without compromising high-quality relationships. This moderating focus is noted in the findings; *"You do not have to be a dictator in order to execute clear leadership"* (Respondent 4); *"Everything about leadership is a balance"* (Respondent 3); *"(...) my door is always open and people can ask me anything (...) clear leadership is not necessarily commanding people"* (Respondent 1) and; *"I am respected because I ask them what they think. That can also be clear leadership"* (Respondent 7).

These findings highlight how leaders execute task-oriented leadership as a strategy in the feedback process, and how they create trust and clarity early in the projects. In addition, the findings suggest that the leaders use task-oriented leadership to promote rivalry, competition and comparison between different units in a project, consequently contributing in creating a performance climate as well, later in the projects.

## **6. Practical implications and future directions**

This study provides a unique process perspective to current motivational climate literature by demonstrating how leaders utilize their behaviors and strategies to create a motivational climate adapted and moderated to the different phases of a project. More specifically, our findings highlight leaders initial focus on creating a strong mastery climate in order to handle the increased demands of results later in the projects and to moderate the negative characteristics associated with a performance climate. In an early phase of a project, leaders focus on establishing a solid foundation of support, trust and cooperation. Succeeding in this process can facilitate the important moderating effect that is critical in the following stages of a project where leaders seem to alter their strategy and

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behavior towards being more performance-oriented. The findings imply that the purpose of implementing this leadership behavior is to facilitate individuals' opportunity to reach a higher level of performance. The results of this study could prove to be important for both the employees, leaders and the organization (Nerstad, Richardsen et al., 2018).

Based on the findings, involvement and feedback are examples of leader strategies that seem to contribute in the creation of a mastery climate (Nerstad et al., 2013), especially in an early phase, while task-oriented leadership seem to be utilized primarily in the process of creating a more performance-oriented climate in later phases of a project. A common feature between involvement, feedback and task-oriented leadership is the importance of an appropriate meeting-structure. Accordingly, project-based organizations should focus on structure and organizing to succeed in the process of creating a motivational climate combining a mastery- and performance climate (Dragoni, 2005).

The subject being investigated in this study is complex and encompasses several limitations. First, we decided to only focus on leaders' experience and perception in relation to motivational climate, lacking employees' perspectives, resulting in an incomplete analysis regarding how the motivational climate actually develops in the different projects. However, this was a conscious choice, as we rather would engage in an in-depth exploration of the leaders perceived role in creating a motivational climate. Second, when considering the wide scope of our study, all the relevant factors of motivational climate and leadership have probably not been investigated sufficiently. Third, we consider generalization to represent a limitation because the method confines the likelihood of applying our findings more broadly. However, we rather aim for transferability to different project-based organizations in a Norwegian context where our findings can be used to e.g. develop current leadership programs and practices. A fourth limitation concerns the fact that the respondents conducted their interviews at one specific moment in time. The possibility that they would have answered the questions differently another day is present. Nevertheless, based on the respondents' experience and perception, the investigation can be argued to sufficiently cover some important aspects in the process of creating a motivational climate, even without proper data regarding the aspect of time.

Researchers has not yet identified specific leader behaviors and strategies leaders should implement when combining the two climates in relation to different

phases of a project. Therefore, it could be interesting for future researchers to follow up on this study in a more generalizable format, controlling for an extended and replicated investigation of our findings. If so, a more extensive project could be conducted focusing on employee's perception of motivational climate and leader behavior in different phases, and how this process develops over time in a longitudinal study with a bigger sample. In this extensive investigation, the aim could be to look for indications of changes in climate-perceptions among employees. Extending our study through a different design as proposed might prove to be an important contribution to goal orientation theory and the motivational climate literature.

## **7. Conclusion**

By investigating leader's perception of the motivational climate in their respective projects, empirical support of leaders' behavior in creating a motivational climate has been provided. Leaders perceive projects to be characterized by both a mastery- and performance climate, more or less prominent in different phases. Furthermore, the results of this study contribute to the understanding of leaders deliberate behaviors and strategies that balance the two dimensions throughout a project. Further, in order to moderate a performance climate characterized by rivalry between internal units, leaders focus on creating a solid mastery climate in the early phase of the projects by utilizing involvement, feedback and task-oriented leadership. Thus, by introducing a process perspective and highlighting specific leader behaviors and strategies, current research on motivational climate is extended.

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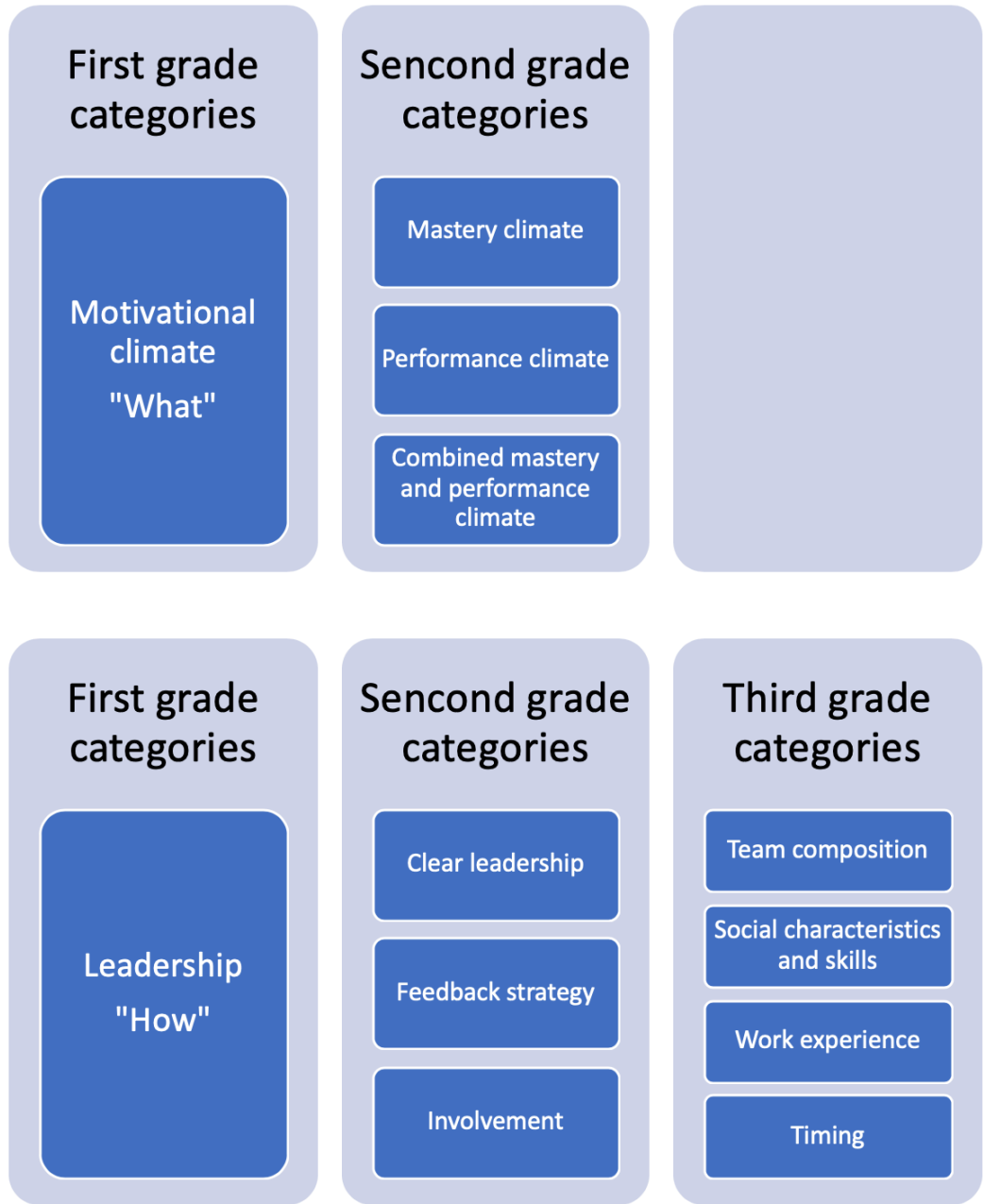
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## 9. Appendices

**Figure 1: Sorted citations of the subtopic “Combined motivational climate”**

Leder 1	Leder 2	Leder 3	Leder 4	Leder 5	Leder 6
<p>«De er veldig ambisiøse, og de ... du trenger de for å dra skuta» ...</p> <p>«Men, du kan liksom ikke la det gå på bekostning av fellesskapet i noen stor grad. Så det må mildnes»</p> <p>«Altså, det er jo en blanding. Men bakgrunnen for å lykkes er jo de tingene vi gjør hver dag»</p>	<p>«Du er helt avhengig av å få gruppen til å levere resultatet. Fordi det blir ikke noe bonus på enkeltperson er her. Her er det hele prosjektet som gjelder»</p>	<p>«I den rollen jeg har nå vil jeg definere suksess som gode økonomiske resultat kombinert med å unngå stygge ulykker. Det er egentlig så enkelt som det»</p> <p>«Jeg tenker det kan være bra å ha noe rivalisering på et visst nivå, men du må jo ha et internt samhold for å lykkes med det da»</p>	<p>«Hvis du tenker på de timelønte da, da er det to ting som motiverer. Det er trivsel, og det er betaling. Når begge ting er tilstede er det mye lettere på en måte å ha god drift»</p> <p>«Ikkesant. Men det nytter ikke bare å se på at resultatene har vært bra om veien dit har vært helt horribel»</p> <p>«Resultat av en god prosess»</p>	<p>«Jeg har erfaring med begge scenarioene, og jeg tror i dette prosjektet at vi kjører en modell med begge scenarioene. Scenario B passer mer i en ledergruppe med et visst ansvar for å nå mål»</p> <p>«Jeg tenker at scenario A er det jeg har fokus på som helhet i prosjektet, men så er jeg også tilhenger av scenario B for å skvise ut den siste delen og faktisk pushe på og nå mål eller bonuser eller beløp»</p>	<p>«Ja, helt klart, og det må nok til og. For holder du deg bare i A så ... Men hovedsakelig så er vi i for å kunne involvere og få gutta ute til å være med å dra lasset og yte»</p>
Leder 7	Leder 8	Leder 9	Leder 10	Leder 11	
<p>«Ja, det er jo ikke enten A eller B. A inneholder jo ganske mye og det gjør jo B og. Eh, det beste er nok sikkert å kombinere A og B for det sier seg jo selv at de beste blir automatisk fremhevet kan du si»</p>		<p>«Såklart så er det jo ikke helt svart hvitt da. Det er jo ofte en kombinasjon av begge senarioene, men det hører jo mer hjemme i en A, for det der B høres veldig ut som noe selger, bonus ordning, hvor du jobber på en eller annen form for provisjon da»</p> <p>«Det høres mer behagelig ut med senario A, men i virkeligheten er det en plass mellom A og B»</p>	<p>«Altså, vi alle er jo resultatorientert. Vi vil jo tjene penger. Men, jeg har lært meg at pengene kommer om du har alt annet på plass. Og at alle vet hva de skal gjøre og kan jobbe hele tiden uten å gjøre feil. Det er det det blir penger av også»</p> <p>«Nei, vi gjør det jo bra når vi greier å levere det vi skal da, og leverer et ordentlig produkt i god tid. Det er første bud. Da har et prosjekt gått godt. Og hvis vi da føler vi har gjort det beste ut av det, så har et prosjekt gått bra uansett.</p>	<p>«Men igjen, du må ha en miks av det. Du må ha en viss følelse med det. Ledelse er situasjonsbestemt»</p> <p>«Det er veldig situasjonsbettinget»</p> <p>«Men igjen, du må ha en miks av det. Du må ha en viss følelse med det. Ledelse er situasjonsbestemt»</p>	

*Figure 2: Categories derived from a phenomenological approach*



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## *Attachment 1: Interview guide*

### Intervju Guide: Motivasjonsklima og Ledelse

#### **1. Lederen**

Kan du fortelle litt om din ledererfaring i Veidekke?

- Hvilke roller og ansvar har du hatt?
- Hvordan har det vært for deg å være leder?
- Er det noen tidligere situasjoner som har preget hvordan du er som leder i dag?

Hvordan er det å jobbe som leder i dette prosjektet?

- Hvilken rolle og ansvar har du?

Hva er du opptatt av som leder?

- Hva fokuserer du på for å motivere dine kollegaer?
- Kan du dele noen eksempler som viser fokuset ditt som leder?

#### **2. Motivasjonsklimaet og lederadferd**

Hvordan opplever du at motivasjonsklimaet er i dette prosjektet?

Hva tenker du om hvorvidt ledere er viktig for motivasjonsklimaet?

- Kan du dele noen eksempler på dette?

I Veidekke jobber dere prosjektbasert og forholdene er preget av midlertidige grupper som på kort tid skal prestere og samarbeide i en begrenset tid før det er videre til et nytt prosjekt. Hvordan evner dere å skape et motivasjonsklima under disse forholdene?

- Har du eksempler på noen tiltak?
- Hva er det du som leder fokuserer på?
- Hvilke egenskaper har du som er relevante for å håndtere dette?

Et fokusområde i Veidekke er tydelig ledelse. Hva tenker du om tydelig ledelse på dette prosjektet?

- Har du noen eksempler?

Tilbakemeldinger blir benyttet i ulik grad og på forskjellige måter på arbeidsplassen. Hvordan jobber du med tilbakemeldinger i dette prosjektet?

Jeg vil nå legge frem to situasjoner som blant annet handler om hvordan suksess defineres på arbeidsplassen:

##### *Situasjon A:*

Medarbeidere føler seg kompetente fordi de legger ned hard innsats for å løse lette og kompliserte oppgaver, samtidig som de har fokus på å utvikle sitt potensiale og forbedre svakheter. Det oppfordres til kunnskapsutveksling og nye løsningsmetoder. Det er ikke fokus på å sammenligne seg med andre, men heller seg selv og egne prestasjoner. Medarbeidere fokuserer på samarbeid, innsats, utvikling, og føler de har en viktig rolle på arbeidsplassen.

##### *Situasjon B:*

Medarbeidere føler seg kompetente når de gjør det bedre enn andre. De er opptatt av hvor dårlig eller gode de er sammenlignet med sine kollegaer fordi det kun er de beste som fremheves på arbeidsplassen. Fokuset er på å være best, rivalisering blant kollegaer og konkurranser for å oppnå best mulig resultat. Det oppmuntres til å prestere optimalt for å kunne oppnå belønninger som bonus og høyere lønn.

- Har du erfaring med noe av det situasjonene beskriver?
- Når og hvordan opplever du som leder å bidra til en av situasjonene?
  - o Har du bidratt til situasjon A?
  - o Har du bidratt til situasjon B?
  - o På hvilken måte? Kan du gi noen eksempler?
- Hva tenker du om tydelig ledelse i forhold til situasjon A og B?

#### **3. Avslutning**

Hva tenker du er de største utfordringene i prosjektet du jobber nå?

- Hva kunne dere gjort annerledes?

Er det noe annet du tenker er relevant for denne master-oppgaven som ikke har fått fokus i løpet av intervjuet?

Takk for at du tok deg tid til dette intervjuet. Har du noe du ønsker å dele helt til slutt?



## *Attachment 2: List of topics respondents were asked to reflect on*

### **Masteroppgave: Tydelig ledelse og motivasjonsklima**

Philip Hegge & Marius Tungesvik

#### **Hva**

Vi ønsker å undersøke hvordan ledere i Veidekke Anlegg jobber med motivasjon og tydelig ledelse i prosjekter, og hvordan dette skaper et motivasjonsklima.

#### **Hvorfor**

Vi synes det er interessant å undersøke hvordan ledere i bygg og anleggsindustrien jobber for å skape et motivasjonsklima i et prosjektbasert arbeid preget av midlertidige grupper som skal prestere sammen i relativt korte perioder før de skal videre til nye prosjekter.

#### **Hvordan**

Prosjektlederne har valgt ut ledere i ulike prosjekter som har relevante perspektiver for vår oppgave og problemstilling. Det totale utvalget består av mellom 10 og 15 personer.

#### **Forberedelser til intervjuet**

Vi vil stille deg spørsmål om din ledererfaring. Gjerne tenk over tidligere erfaringer og situasjoner som er viktig for deg. Spesielt relevant er dine tanker og erfaringer om følgende temaer:

- Motivasjon. Hvordan motiveres de ansatte?
- Hva er tydelig ledelse og hvordan jobbes dette med på prosjekter?
- Tilbakemeldinger som strategi og verktøy på arbeidsplassen.
- Endringsprosesser.

#### **Samtykkeskjema**

Vi vil sende deg et samtykkeskjema ved starten av intervjuet. Du vil få lese over dokumentet i fred og ro. Intervjuet og datainnsamlingen til vår masteroppgave vil starte etter vi har mottatt elektronisk signert samtykke.

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## Attachment 3: Consent form

### Vil du delta i forskningsprosjektet

#### «En kvalitativ undersøkelse av motivasjonsklima og ledelse i Veidekke»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke konkret lederatferd i ulike prosjekter i Veidekke. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### Formål

Vi ønsker å undersøke konkret lederatferd i ulike prosjekter i Veidekke. Formålet med dette forskningsprosjektet er å identifisere hvordan ledere jobber og fokuserer på motivasjonsklima i prosjekter preget av temporære grupper, kortsiktig perspektiv og stadig endring. Dette for å eventuelt avdekke mulige sammenhenger mellom ledelse og motivasjonsklima som kan ha praktiske implikasjoner for Veidekke og tilsvarende organisasjoner.

Prosjektet er en masteroppgave skrevet i samarbeid med Handelshøyskolen BI Oslo, institutt for Ledelse og Organisasjon v/ Professor Anders Dysvik og Veidekke v/ HR-Direktør Gro Hege Haraldsen Nordbye.

#### Hvem er ansvarlig for forskningsprosjektet?

Handelshøyskolen BI er ansvarlig for prosjektet.

Vi er studenter fra Handelshøyskolen BI Oslo, Master of Science in Leadership and Organizational Psychology, 2 år:

Marius Tungesvik  
Philip Hegge

Veidekke AS er også med som samarbeidspartner for denne masteroppgaven.

#### Hvorfor får du spørsmål om å delta?

HR-direktør Gro-Hege Haraldsen Nordbye i anleggsvirksomheten i Veidekke ASA har valgt ut ledere i ulike prosjekter som er relevante for vår oppgave og problemstilling. Det totale utvalget består av mellom 10 og 15 personer.

Deltakelse i intervju er avgjørende for datainnsamlingen.

#### Hva innebærer det for deg å delta?

Ved å delta innebærer det å stille opp til et intervju i person *eller* ved hjelp av digitale hjelpemidler. Det vil bli gjort lydopptak av intervjuet, hvor vi også tar notater under intervjuet. Navn vil kun samles inn for å kunne dokumentere samtykke til intervjuet. Du vil *ikke* kunne identifiseres av noen som leser avhandlingen.

Hvis du velger å delta i prosjektet, innebærer det at du deltar på et semi-strukturert intervju som vil (maks) ta deg 60 minutter å gjennomføre. Vi vil stille deg spørsmål rundt temaet ledelse og hvordan du utfører ledelse. Vi ønsker også å undersøke hva du fokuserer på når det kommer til ledelse, og hva du selv mener er viktig for å lykkes i din rolle. Spørsmålene vil være åpne, med mulighet til å prate fritt.

#### Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

#### Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Det vil kun være følgende personer ved behandlingsansvarlig institusjon som har tilgang til dataene som samles inn:

- Anders Dysvik, Professor ved Handelshøyskolen BI (Veileder)
- Philip Hegge, student ved Handelshøyskolen BI
- Marius Tungesvik, student ved Handelshøyskolen BI

Alle data anonymiseres. Navn og kontaktopplysninger vil erstattes med en kode som lagres på egen navneliste adskilt fra øvrige data.

Du vil ikke kunne kjennes igjen i publikasjonen da all data som samles inn til denne masteroppgaven vil samles og brukes til å identifisere likheter i lederadferd. Du vil ikke nevnes med navn i noen sammenheng, og data vil bli beskrevet i sammenheng med annen data.

#### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er senest i utgangen av desember 2020. Alle personopplysninger og opptak av intervju vil slettes permanent ved prosjektslutt, og senest samme dag som ved mottatt karakter.

#### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

#### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *Handelshøyskolen BI* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

#### **Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Handelshøyskolen BI ved Anders Dysvik, 46410713, [anders.dysvik@bi.no](mailto:anders.dysvik@bi.no), eller

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*Attachment 4: Example of transcribed interview*

I1 = Interviewer 1

I2 = Interviewer 2

R: Respondent

Transkribering respondent 5

I1: Det virker som at du har funket hos dere, men at det ikke er standardisert over hele linja. Dette er mer opp til den enkelte leder. Virker som at noen får det til og andre ikke. Har du noen erfaring på det?

R: At de ikke får det til ja. Ja ... Det har jeg. Jeg har erfaring med traineer som rett og slett ikke passer inn i den rollen de selv kunne tenke seg. Eller den rollen de ble plassert i da. Ikke sant. Så kan det vise seg fort at de ikke var egnet for det eller ikke trives med det, og da er det stor sjanse for at vi mister dem ikkesant! Eh, nei så jeg har erfaring med det og.

I1: Kan vi snakke litt mer om motivasjon og hvordan du opplever motivasjonsklimaet i prosjektet du er i nå?

R: Ja det opplever jeg som ganske sterkt. Motivasjonen og driven i dette prosjektet nå. Det har jeg for så vidt gjort i de fleste prosjektene mine, jeg er ganske opptatt av å være tydelig på både resultat-mål, og på prosess-mål og, fordi det er ganske drivende å ha gode prosess-mål for også, i det daglig, sånn at du ikke måler alt for langt frem mot endelige resultat bestandig. så den motivasjonsbiten er jeg ganske opptatt av i dannelsen av team, flere team og gode team. Det jobber jeg ganske mye med. Da bruker jeg ofte gjerne det med involverende planlegging helt fra meg med 7 forutsetninger blant annet. At jeg må legge til rette på mitt nivå, eksempelvis hoved-fremdriftsplanen er mitt ansvar. Hvis den ikke er sunn og jeg kjører den ut så kommer den fort tilbake med avvik ikke sant. så den måte å jobbe på har jeg blitt ganske bevisst og det skaper god motivasjon. Den beste motivasjonen du får det er når det er god produksjon, det legges til rette for god produksjon og man involverer på, ikke sånn "all mass alle" skal involveres til enhver tid, men man prøver å tenke etter hva som er riktig involvering da. Eh, så det, og kanskje litt spesielt i disse korona-tider så viser det seg at, kanskje man

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trodde man skulle få en nedtur i motivasjonen og driven i prosjektet, også er det faktisk det stikk motsatte som skjer. Det er interessant.

I1: Hvorfor tror du det skjer?

R: Nei jeg tror det er fordi at man opplever at man har blitt godt kjent i prosjektet, det er en høy ferdig-grad, vi ser målet nærme seg. vi har en overlevering 1.juli ikke sant. Så nå tror jeg motivasjonen er veldig sånn at man ønsker å lykkes og bli ferdig. det er jo.. ikkesant. Nå er det gode team ut, de har ett godt arbeidsgrunnlag, de vet hva de skal gjøre, vi har en god struktur på møtevirksomheten våres. Alt fra morgenmøter til ledermøter. Eh, og ha hatt det over tid. Da blir ting forutsigbart. Også begynner det å virke. Men det er klart i en oppstartsfase hvor du har manglende arbeidsgrunnlag. Man er ikke så godt kjent enda. Det er ikke en organisasjon eller det teamet man jobber i som grunnarbeider. Da er ting tyngre og vanskeligere. Mye motstand egentlig. Når man kommer over den motstandsbarrieren som man bare må stå i. Det gjelder ikke bare meg, men alle. Da må vi bare terpe og holde ut, så løsner det. Da kommer du i flytsonen og da funker ting ganske bra.

I1: Det er det vi er interessert iblant annet, den motstandstiden hvor tilliten ikke bygd opp, produksjonen er ikke helt der det skal være. Hva gjør du som leder da for å få i gang gode prosesser for å få dette "opp og nikke"?

R: Ja, altså, jeg må være opptatt av å få en god organisering ikke sant. Du må jobbe med organisasjonen, både kart og planen, og lager og etablerer min egen gruppe, får den til å virke. Få på plass en god møte-struktur. Også er det jo ingenting av dette her du lykkes med hvis ikke du følger det opp ikke sant. Så det vi har begynt med ganske stramt her nå, det er å måle for eksempel handlingsplaner. Så det med måling er veldig viktig for å lykkes, for det viser seg at folk gjør ikke det dem skal hvis ikke dem blir målt. Det synes jeg har blitt klarere og klarere for meg. Også er det ganske mye motstand rundt dette med måling, for det er uvant for oss, men når resultatet fra målingene kommer og det blir gitt tilbakemeldinger i form av skjerm, mailer, i en plattform som alle kan å innsyn i. Så begynner liksom ... Når det modnes litt og man ser tilbakemeldinger så er du plutselig på et helt annet nivå. Så ... Vi kommer nok aldri helt ut av den

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motstandsperiode i en tidligfase i et prosjekt hvor du skal mobilisere og utføre, men det handler om å være litt "stayer" i den perioden og prøve og motivere og få med deg folk som har trua på de samme tinga som deg. Eh ...

I1: Jeg måtte bare notere litt her ... Hører du meg?

R: Du ble borte noen sekunder.

I1: Jeg synes det var veldig interessant det du nevner der, og da er det litt den at for å kunne være en stayer og innføre disse måleinstrumentene og tilbakemeldingsstrategiene som det virker som at dere har fokus på ... er det et grunnlag som må ligge i bunn da, spå det bygges opp en tillit helt fra starten for å få til dette eller kan det tas gradvis? Har du noen erfaringer på den biten? Den relativt korte perioden der ...

R: Nei, jeg tror man skal være litt forsiktig ... Man tar det opp også nevner man det også ... Så går det seg til. Jeg tror det er helt feil strategi. Jeg tror man må være veldig tydelig på de tinga som man mener er viktig. Eh ... Så det å være uklar på disse tingene som for eksempel jeg mener skal til for å lykkes, er ikke veien å gå. Det må man ta opp tidlig. Prøve å gi så enkle og klare målsetninger rundt det som mulig og gjenta det i alle all-møter og team man er i. Og da handler det om at da må jo det være noe som er sant for meg ikke sant. Hvis jeg ikke tror på det så blir det vanskelig å ha det med seg i alle møter jeg er i og hver gang jeg står frem ikke sant. Da må det være noe som du har trua på og som du har lyst at prosjektet skal være gjennomsyret av. Og det er ofte for meg ikke så veldig, altså det er ikke noe som er veldig utenfor det Veidekke Anlegg jobber med og anser som viktig. Tydelig ledelse for eksempel som er viktig og som vi har fått tilbakemelding på at vi ikke er så gode på, og som helt sikkert ikke jeg ikke er god nok på heller, men det betyr jo at du må gjøre noen grep da. Da må du prøve å være tydelig da. Og det kan ofte handle om en enkel formulering som du har med deg i alle fora du er i da. Det må være noe du tror på ikke sant. At du mener at det er veien å gå.

I1: Ja, artig at du nevner det med tydelig ledelse for det er et av temaene våres. Og gjerne si litt mer om hvordan du nå basert på erfaring utfører tydelig ledelse når

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du er bevisst på det. Hva gjør du da? Du nevner det med en setning som du har med deg som du er veldig klar på, men er det noe mer?

R: Ja, det er jo det. Noe som jeg synes har vært vanskelig lenge er å delegere. Det er jo ofte sånn at ... I mange prosjekter er det på en sånn størrelse at du klarer å ha hodet over selv. Og det å gi slipp på noe er vanskelig. Så tydelig ledelse handler i stor grad om å gi slipp på endel ting. Og da handler det om å greie å delegere tydelig og rett og slett la myndighet følge det ansvaret du delegerer bort. Da handler det om ikke å ha den kontroll biten. Du må stole på at folk, når du først delegerer det tydelig så ... Så har du noen ut-sjekker på det, men at da har du gjort noen grep. Så tydelig ledelse for meg handler veldig mye om at når det blir så stort og med så mange mennesker som jeg har hatt her, så blir det faktisk helt avgjørende for å klare å holde ut i 3-4 år. Da blir tydelig ledelse å være tydelig på at dette her er det du som har ansvaret for nå. Eh...

I1: Når du får tilbakemelding på at nå er det for dårlig tydelig ledelse sier Skøyen. Hva tror du de legger i det?

R: Nei altså, hva Skøyen legger i det kan være en ting, men det viktige er å se på tilbakemeldingene fra folket ikke sant. Eh, hva legger dem i det. Det jeg har erfart da ... vi henger ofte på noe som heter synlig og tydelig ledelse. Det som vi fort får vite at de mener med synlig ledelse, det er at ... Når du spør noen ute om det så er det, "jeg har ikke sett lederen", ikke sant. Synlig ledelse da tenker de på meg. kanskje ikke på formannen, eller driftslederen eller anleggslederen. Synlig ledelse assosierer man ofte med; "Lederen ser vi aldri ute". Så ...

I1: Går det på anerkjennelse da? Bare å ha sett de?

R: Jeg tror kanskje det kan være noe der. Men nå svarte jeg kanskje ikke på spørsmålet som var på tydelighet. Men det med synlighet er også litt viktig å være bevisst.

I1: Det henger kanskje sammen?

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R: Ja. nei, tydelig ledelse, jeg tror du må ha noen ganske klare målsetninger tidlig og du må få disse møteforaene dine til å virke, og tviholde på det. Selv om du hver mandag har ledermøter, og er det nødvendig? Ja, det er faktisk det. Det er jo endel av tydeligheten hvis anleggslederne dine prøver å presse deg ved å si at; "det begynner å bli litt kjedelig det greiene her". Da får dem bidra mer da... Hva kan du gjøre med det? Tydelig ledelse tror jeg handler om å være en "stayer" på det du har trua på.

I1: Tåle den motstanden som kommer uansett?

R: Ja, også jobbe imellom disse møtene, med slike en til en samtaler og få inn noen tips til hvordan jeg kan få til ting bedre, og hvordan du som anleggsleder kan bidra bedre. Men en ting som jeg har hatt veldig god erfaring med er å ha definert helt klare faste punkter i møter. og i et ledermøte er det jo jeg som skal få tilbakemeldinger. Dere er ikke jeg som skal gi all informasjon. Det er jo anleggslederne i mine ledermøter som må komme til meg med sine resultater og sine ting. Så den strukturen i alle ledelsesnivåene er viktig da. Slik at når anleggslederne er ledere for sine driftsmåter hvor driftslederne er, så er det jo driftslederne som skal komme med innspill og status, eller utfordringer til anleggslederen. Det er ikke anleggslederen som skal bare så å kjøre enveis kommunikasjon. Du må snu det rundt.

I1: Den strukturen, er det noe du bygger opp i starten av prosjektet eller er det noe som følger med, at dette er slik vi gjør det her?

R: Jeg har kjørt mer sånn Veidekke-entreprenør stil, at det er litt ad-hoc på agendaer og tidspunkter, og kanskje tror at på et ledermøte så er det jeg som prosjektleder som skal sørge for at alle kommer med informasjonen. Så jeg har ... dette er det første prosjektet hvor jeg har fått hjelp med min leder-agenda. Fra HR, med den type tankesett. Da går det opp noen lys ikke sant. Også er jeg veldig forutsigbar på agenda. veldig forutsigbar på hva anleggslederne skal levere i møtene. Også måler jo vi på det da.

I1: Hva fikk du hjelp av HR til?



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R: Det har vært en 3-4 HR folk her, jeg vet ikke om jeg har brukt dem opp eller hva. Hun ene het Vivi ett eller annet. Hun hjalp meg med akkurat den leder-agendaen og agendaene for anleggslederne, men også for driftsledere. Det kan høres banalt ut, men jeg trengte faktisk hjelp til det. Og jeg har fått en helt annen struktur i mine møter. Jeg tror anleggslederne og opplever at de har fått mye bedre møter når de har vært tydeligere og forutsigbar på hva som skal leveres. Det kan høres veldig stramt ut, men det er egentlig ikke det. Det er veldig bra å vite hva du skal levere ikke sant.

I1: Ja, forutsigbarhet er interessant. Men ut fra det du sier så virker det som at det er ofte litt banale enkle ting som kanskje har en stor effekt. Du nevner det med 1 til 1 møter og tilbakemeldinger og den biten, og da lurer vi på om du kan huske tilbake om du har noen konkrete eksempler på når du hadde en slik seanse med 1 til 1 biten?

R: Der har ikke jeg vært så veldig opptatt av å ha formelle medarbeider eller utviklings-samtaler, det er jeg heller litt dårlig på. Men jeg er ganske god til å gå i gangene, ikke for å være en tids-tyv, men for å sette meg ned å ta en prat og ... det kan gjerne begynne med helt andre ting, men at man får rett og slett en allright samtale. Det er det mange som setter pris på det. At man tar seg tid til å prate om ting, og man kommer veldig fort inn på ... om det er prosjekterings-lederen min eller anleggslederne, driftslederne eller en grunnarbeider eller hva det måtte være. Det er tiden som tar deg etterhvert. Men spesielt med funksjonærene ... Så er det sikkert noen jeg glemmer også. Sikkert noen som savner og ha den praten, men jeg tror den ... Det å ta seg tid til en prat i gangen, ta en kaffe, snakke sammen ... Det kan være et sånt eksempel på en slik 1 til 1 prat.

I1: Det er litt artig at du sier det for vi har vært borti flere forskningsprosjekter som viser at det er mange som går litt bort fra dette med medarbeidersamtaler og heller fokuserer på det daglige. En kort prat, tilbakemeldinger på hva du gjør bra og dårlig, ta det med en gang. Men er det noe du er bevisst på eller er det tilfeldig at du har det fokuset?

R: jeg har jo litt erfaring med å kjøre medarbeider og utviklingssamtaler og da. jeg synes nødvendigvis ikke at det gir den ønskede effekten da, jeg synes ofte det at

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en sånn type samtale som vi snakker om nå gir mer for den som faktisk skal ha noe ut av den da. I stedet for å sette seg ned med skjemaer og den type greier. Det du skal ende opp med der er at du helst skal ta et par kurs og så skal du ha noe utvikling også ikke sant. Det er mye bedre ... Hvis du har lyst til å gjære noe i Veidekke så er det du som må ta det opp. Du må bare sørge for å stille spørsmålene om du får lov til å ta en videreutdanning eller om du får lov til å ta fri på mandag. Det er du selv som er motoren for å få til ting da. Og det kan man bare avklare i en sånn samtale. Det er mer snakk om fleksibilitet, frihet under ansvar. At de vet at det er min holdning i forhold til det. Du må ta initiativ selv, og om du har noen spørsmål eller ønsker så fikser vi det. Og hvis du får til det med en person så gir jo han 10 gangen tilbake ikke sant. Så jeg er litt enig i de som velger bort disse strukturerte halv-formelle utviklings og medarbeidersamtaler. Jeg kan jo ikke bestemme om du skal utvikle deg. Det må jo du bestemme selv.

I1: Det du snakker om nå. Det tenker i alle fall jeg fordrer en tillit mellom deg og den ansatte. At han eller hun skal tørre å komme til deg, og på en måte gi litt av seg selv og by deg inn. Er det noe du jobber for å få skapt det tillitsforholdet fortest mulig eller skjer det automatisk?

R: Det er ikke noe som jeg setter av tid til, men jeg prøver å ta en prat med de fleste. Det er sikkert noen som føler at det er for stor avstand. Jeg klarer sikkert ikke fange alle, men jeg tror... Dette handler også om hvilke egenskaper du har også da. Er du en person som lett kan bli kjent med folk og høre litt og ta en 5 minutter, eller har du faktisk problemer med det? Synes du det er vanskelig ikke sant. Synes du det er kjedelig? Synes du det, nei så gjør du ikke det da. Og da må du kanskje mer inn på, i kalenderen din og sette opp medarbeidersamtale og utviklings-samtale. Men det blir veldig lite dynamikk i det da tenker jeg.

I1: Tenker du at dette går på din personlighet, om du er opptatt av det eller ikke. Om hvordan du håndterer det. Eller er det et klima i avdelingen deres?

R: Eh, jeg tro nok ... For det første tror jeg det er litt sånn jeg liker å jobbe hvert fall. Så tror jeg også at det er sånn klimaet er i prosjektet ... Eller det er nok helt åpenbart det.

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I1: Vi har fått litt føling på det fra tidligere intervjuer. At det er gode rollemodeller som skaper en felles tanke om hvordan det gjøres, og at det tas litt etter ... Hvis det er noen som setter pris på den tilnærmingen du snakker om nå så kopieres det litt også blir det kanskje et klima da.

R: Ja, jeg tror det, men du har jo alltid unntak ikke sant. Det er alltid noen som ikke liker det som helst vil ha det sånn for det kan jeg lese meg opp til. Det er sånn boken til Veidekke sier at det skal være ... Så styringssystemet vårt og ... Jeg vet ikke hva som er ... Men du har alltid unntak så du må kanskje prøve å få med deg det da.

I1: Nå stopper snart opptaket her.

I2: Zoom tar oss holde på i 40 min av gangen. Ta en kaffe så starter vi opp igjen om 2 minutter.

R: Ja, den er god.

I2: Flott, da er vi klare.

R: Ja, skal bare lukke døra her.

I1: Takk igjen for at du bruker litt tid på oss.

R: Ja, det går ditt det.

I1: Vi snakket om det før du kom, og det er liksom akkurat de temaene og det du snakker om nå som vi er ute etter.

R: Det er bra, så det ikke er helt skivebom. Det hender jo at jeg snakker meg bort også, for det er jo interessant.

I1: Vi merker jo det på deg også, at du er engasjert, og det er litt det vi håper, at vi kan treffe folk som er det. Ikke nødvendigvis alle som er like interessert i disse temaene. Det er egentlig bare to temaer til vi ønsker å avdekke før vi er ferdig. På

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neste tenker vi å legge frem to scenarier, a og b, hvor ingen er riktig eller feil. Det spørres hva lederen fokuserer på. Vi er interessert i å høre dine tanker rundt de to scenarioene som er litt kontraster.

I1: Scenario A: Medarbeidere føler seg kompetente fordi de legger ned hard innsats for å løse ulike oppgaver, samtidig som de har fokus på å utvikle sitt potensiale og forbedre svakheter. Det oppfordres til kunnskapsutveksling og nye løsningsmetoder. Det er ikke fokus på å sammenligne seg med andre, men heller seg selv og egne prestasjoner. Medarbeidere fokuserer på samarbeid, innsats, utvikling, og føler de har en viktig rolle på arbeidsplassen.

Scenario B: Medarbeidere føler seg kompetente når de gjør det bedre enn andre. De er opptatt av hvor dårlig eller gode de er sammenlignet med sine kollegaer fordi det kun er de beste som fremheves på arbeidsplassen. Fokuset er på å være best, rivalisering blant kollegaer og konkurranser for å oppnå best mulig resultat. Det oppmuntres til å prestere optimalt for å kunne oppnå belønninger som bonus og høyere lønn.

I1: Har du noen erfaring med de to scenarioene?

R: Ja, jeg vil si jeg har erfaring med begge scenarioene, og jeg tror i dette prosjektet at vi kjører en modell med begge scenarioene. Eh, jeg tror for eksempel scenario B passer mer i en ledergruppe med et visst ansvar for å nå mål. At du må være enda mer spisset på det med å takle det. jeg mener det at scenario A er jo det jeg håper prosjektet mitt er preget av i det store og det hele. Ikke sant, vi har jo akkorder og belønningssystemer ute, men jeg tenker at scenario A er det jeg har fokus på som helhet i prosjektet, men så er jeg også tilhenger av scenario B for å skvise ut den siste delen og faktisk pushe på og nå mål eller bonuser eller beløp da.

I1: Har du erfaring på når dette går bra eller dårlig? Akkurat den kombinasjonen der?

R: Jeg opplever jo at scenario B funker bra i ledergruppa mi. Jeg sier ikke at vi ikke har scenario A heller, men vi har kanskje løftet det nå, og tatt inn ... Altså vi

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har jo noen sånne, kall det kompensasjonsordninger som gjør at prestasjonene til den enkelte i ledergruppa blir veldig viktig for å nå målene våres. Ellers er jeg ikke super tilhenger av scenario B.

I1: Det er fort å tenke at scenario A er bra og B dårlig, men det er jo ikke helt sånn det er.

R: Nei ... Hva tenker du? Hva tenker du?

I1: Jeg tenker at scenario B er det du har lyst til å gjenkjenne deg med fordi det er involvering, fokus på ikke å sammenligne seg med andre osv. Men samtidig så er jeg veldig enig i det du sier at dersom du skal ta det herfra til hit ... den siste biten ... Og forholdene ligger til rette, og tilliten er der. Folk er på. en måte sammen og drar i samme retning. Så kan du kanskje pushe det litt uten at det går dårlig. Det vi ser er at typiske ledere som har et mindset som er resultat-orientert hvor kanskje grunnlaget og fundamentet ikke er helt på plass og riktig, da kan det gå feil. Det du beskriver er at du kanskje kjører en stil som er en blanding av disse to, men at du kanskje har fått det til på dette prosjektet fordi det har latt seg gjøre.

R: Hvis jeg hørte riktig nå på de to scenarioene så tror jeg i et så langvarig prosjekt med så mange som skal være lenge, hvis jeg hadde kjørt knallhardt på scenario B fra start til slutt så tror jeg det hadde blitt ganske mye intriger og frustrasjon og.. For det var mer konkurranse-scenario var det ikke det?

I1: Jo, det handlet om å sammenligne seg med kollegaer, rivalisering, være best...

R: Ja. Nei, jeg tror det kan være skummel. Ikke sant, vi skal ha det litt gøy på jobb. Det oser ikke gøy på jobb av scenario B, sånn at man må være ganske moden og tilliten må være på plass, og det må være en engere krets, for eksempel en ledergruppe. Når den er moden for å takle scenario B, da tror jeg det tar deg til neste nivå. Men jeg tror det er veldig skummelt å starte et prosjekt, for eksempel første allmøte, og si at nå skal vi kline til med scenario B, den som ikke er med på det og vil være best og rivalisere hele veien, de får nesten finne seg et annet sted å være. Jeg tror det er veldig farlig. Men det tror jeg har noe med modenhet og gjøre. Det er veldig kult hvis man kommer dit, men vi er ikke sånn at vi får til det generelt sett da.

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I1: Kan du huske tilbake på dette prosjektet når du som prosjektleder tenkte at, okey nå er gutta klare til å ta steget, fra at jeg legger inn litt mer tilrettelegging for at vi går over på scenario B?

R: Ja, det husker jeg.

I1: Hvor i prosessen var det?

R: Det var i en prosess hvor vi ... Sommeren høsten 20 ... Helt i starten av 2019 var det vel. Januar, februar i fjord var det.

I1: Hadde dere bikka 50 % da?

R: Ja. Du må huske på at dette har vært et ganske turbulent prosjekt da med mye omorganisering og folk som har blitt borte, og anleggsledere som har blitt fjernet og det har vært endel tøffe tak her. Og så når vi fikk på plass de nye anleggslederne og en ny giv så gikk vi også over til en sånn, kall det spissa modell i ledergruppa, pluss noen mennesker, og det handler egentlig om en kompensasjons-modell for å nå resultat-mål. Da snakker vi om belønningssystemer ikke sant. Det er ikke noe som er generelt i Veidekke Anlegg eller i Veidekke nå, at man skal ha prosjekt-belønning-systemer, men vi har jo akkorder, vi har tids-bonuser for hele produksjonen våres. Det vi har gjort her er, kall det å løfte en kompensasjon for virkelig å dra skikkelig sammen mot å nå målene. Det tror jeg har virka. En ting er pengene ikke sant. Det gir deg noen ekstra kroner som leder og, men det er nok prosessen som er minst like viktig. Hva består den kompensasjons-modellen av og hva er driverne i den. Hva gjør at den motiverer ikke sant. Så det opplegget rundt en sånn modell som jeg tenker når jeg hørte du sa senario B, så må den være ganske sånn, du kan ikke bare være at du skal gi alt du kan for å nå det her, og så har du ikke noe belønning igjen. Det må være gi deg noe. Da er man rett og slett, vi er skrudd sammen sånn at penger er viktig for de fleste eller så har du andre typer belønninger for å prestere best. For å ta det lille siste.

I1: Det vi er inne på nå er litt av kjernen på det vi undersøker. Hvilket mindset har du som leder? Er du resultat-orientert eller er du prosess-orientert, og det er fort gjort å tenke at jeg har lyst til å være prosess-orientert for det er bra, og resultat-

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orientert er ikke bra. Men det vi ... Ut fra det du sier nå så er du kanskje en blanding da eller?

R: Jeg håper det, jeg tror det. Fordi at å bare være prosess-orientert vil si det samme som å ha en strategi uten start og slutt det. For eksempel, du vet hvor du skal, men du vet ikke hvor du er. Du kjenner ikke til nå-situasjonen, og da vet du ikke hvor du er ikke sant. Så du må ha begge deler. En start og en slutt. Da tenker jeg med en gang at du er resultat-orientert. Du vet hvor du er og vet hvor du skal. Det kan du seinere ganske godt. Og så er det prosess-orientert imellom da. Du må vite hvor du er også må du ha den prosessen, veien underveis. Jeg tror det er viktig med begge deler. Jeg tror det er veldig farlig å bare være prosess-orientert. Da tror jeg fort du ikke når målene i det hele tatt. Total skivebom.

I1: Er dette noe dere lærer? Å jobbe på denne måten? Eller er det noe på grunn av at du har erfart at det er sånn det fungerer best?

R: Nei, altså. jeg tror en BAS på betong med 5 karer som han jobber med. Jeg tror han faktisk er veldig både resultat og prosess-orientert bevisst. Men han er det nødvendigvis ikke før han har en akkord på plass. Ikke sant. Når akkorden er på plass har han plutselig resultat målet sitt der, også er det da opp til han med laget sitt å vite at i dag starter vi med å bygge den byggegropa fordi den konstruksjonen det er starten. Da kjenner han starten og han vet hvor han skal, og så må han sørge for å få til en god prosess med teamet sitt, med laget sitt for å nå det da. For å tjene de 30 kronene ekstra i timen. Det tror jeg ikke bare er meg. Det kan en BAS eller hvem som helst være både resultat og prosess-orientert. Men med litt forskjellige ... på litt forskjellige nivåer da kan du si.

I1: Det vi prøver å se på når det er motivasjonsklima og måten vi definerer det på. Så er det noen som definerer det som hvordan du definerer suksess på jobben. Er det resultatene eller prosessene som du fokuserer på og som du tenker ... Vi gjør det bra fordi resultatene er på plass, eller vi gjør det bra fordi vi får til gode prosesser. De ansatte får utviklet seg, de tar stega. De sammenligner seg ikke med andre og går i den fellen. Hva tenker du om det?

R: Jeg skjønnte ikke helt ... Hvor du ville nå.

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I1: Det jeg tenker på er litt mer hvordan ... Hvis vi kan dra det litt i den retningen. Hvordan du definerer suksess på jobben. Er det når resultatene er nådd eller er det prosessen? Er noe mer viktig?

R: Altså, jeg skal ikke tenke meg så lenge om med... Jeg tror at for å ha et godt miljø på jobben, så er det jo det vi gjør hver dag som betyr noe, men jeg er ... I hvert fall det jeg er blitt fortalt er at jeg hater å tape. Jeg liker ikke å tape. Jeg liker å vinne. Å gå for en jobb og vinne det vi er med på. Og det tror jeg er knyttet opp mot om man er resultat-orientert da. Men jeg er også veldig opptatt av det som skjer imellom. Så hvis du når vi er ferdig med denne samtalen er helt overbevist om at, han er resultatorientert, ferdig snakket. Eller han er prosess-orientert, han er ikke interessert i resultater i det hele tatt. Hvis du er helt klar på det, eh. Så blir jeg litt bekymret.

I1: Vår hypotese i forhold til oppgaven. Hypotesen er jo at det er ikke noe fasit. Løsningen er ikke resultat-orientert eller prosess-orientert, det er en middelvei. Altså det er... Den lederen som klarer å jobbe på et nivå hvor han er kanskje på B, men samtidig har tilbakemeldinger, fikset det. Tydelig ledelse, støtte, anerkjennelse. Har bygd opp tilliten til å kunne operere på det nivået. Det er kanskje han som har løst koden da. Og det er litt sånn vi ønsker å se litt at. Og ufarliggjøre det med resultatorientert. For det er kanskje forbundet med noe negativt.

R: Ja, ikke sant. Når du hører ord som rivalisering når du leste opp, så blir man litt skremt, men jeg tror. Jeg "backer" opp den, hvis det er noe i den duren dere lander litt på så er jeg helt enig i det du sier nå. Jeg tror det er veldig riktig. I dagens ledelse. Prosjektledelse. Jeg tror at jeg heller veldig selv, tror jeg. Jeg heller mot å være senario B og resultat-orientert i en tidlig-fase. For der må du være tydelig. Du kan ikke bare starte en prosess og så ser vi hvordan det går. Du må jo ha noen mål med det du starter. Det er snakk om store ting og store konsekvenser og høye risikoer her. Så man må jo bare sette opp noen helt klare resultat-mål da. Det er på KS, økonomi, HMS, utvikling. Det må man være i en tidlig-fase. Og det må man holde kontroll på hele veien. Eh, men veien å komme dit. Det er de gode prosessene. For eksempel her på prosjektet har vi jo kanskje. Jeg er jo helt overbevist om at all utviklingen som skjer i Veidekke Anlegg nå, den skjer i



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prosjektene. Den skjer ikke inne på hovedkontoret. I BIM-miljøet på hovedkontoret. Det er ikke der det skjer. Her på prosjektet har vi kanskje Norges beste BIM folk ikke sant. Som genererer arbeidsgrunnlag, bruker det siste moderne utstyret som er. Og de får lov til å drive på med det. De som jobber med disse tingene her på prosjektet. Ofte geo-teknikere, stikkere, BIM folk, prosjekterings-folka. Hvis du trer en hatt over huet på dem og sier at det er innenfor denne boksen her dere får lov til å jobbe ... Så slutter dem i morgen. Men hvis dem får lov til å utvikle seg så leverer de jo 10 gangen tilbake til meg. Det er min opplevelse. Og det skjer i prosjektene, det skjer i prosjektet her, og det tro jeg er sånn utviklingen skjer da. Det koster penger.

I1: Da må jo du ha myndigheten til å sette de rammene. At de rammene ikke settes på et høyere nivå, at dette er så mye dere får lov til å jobbe utenfor boksen. Ikke sant. Jeg ser jo for meg at noen steder er det kanskje ikke så desentralisert da. At du kan være fleksibel og motivere ut fra det.

R: Det er nok riktig. Det er nok mange som lever under mye strengere regimer enn det jeg gjør.

I1: Det er noe av det vi også har tenkt på. Dette med motivasjon og ledelse. Det er mange fordeler ved å standardisere det og gjøre det likt. At alle ledere, prosjektledere skal ha dette fokuset og dette er prosedyrene. Da får du motiverte ansatte. Men det du sier her er jo at det at du har den fleksibiliteten og kan tilpasse. Sånn gjør vi det der og sånn gjør vi det der. Det er kanskje noe av nøkkelen eller?

R: Jo, men det er jo stor fleksibilitet. Selv om vi har et virksomhets-system som gir endel føringer, for eksempel ledertrioen. Jeg har jo stor troen på den. Men den gir samtidig mye fleksibilitet i forhold til hvordan du faktisk får den ledertrioen til å virke. Jeg som prosjektleder hvis ikke han kontrakts-lederen min funker, så kan jo jeg sørge for at vi gjør noe slik at det funker, eller at han må ut og jobbe et annet sted. Det vanskeligste er hvis en fører virksomhets-system. VI må jo ha noen systemer. hvis de systemene er utdaterte eller ikke funker. Eh, jeg føler at vi har stor frihet og tilpasse ting i virksomhets-systemet til Veidekke altså. Uten at noen hugger hodet av oss av den grunn. Og hvis jeg ønsker å bruke, hvis jeg velger å bruke penger på feil ting, så er jo det mitt ansvar uansett.

I1: Veldig interessant. Vi drifter litt ut fra hovedtemaet, men helt avslutningsvis så lurer vi på om du har noen andre utfordringer eller kall det situasjoner du ønsker å dele som kan være relevant for oppgaven vår. Hvis ikke har vi gått igjennom det vi ønsker.

R: Ja. Nei, jeg synes det var interessant å høre at dere tror kanskje at det er en kombinasjon av senario A og B. Men kanskje at det har med faser og gjøre og modenhet, åpenhet og tillit å gjøre. Når man kan gjøre de forskjellige tingene. Det tror jeg er et ganske bra spor.

I1: Det jeg glemte å spørre om i den sammenheng er i hvilken grad du tenker at lederen har innflytelse på og skape et motivasjonsklima. Si du har 100 folk under deg da. Mindsettet ditt da, resultat-orientert eller prosess-orientert, eller hva det blir. Hvordan innflytelse har det på å skape motivasjonsklima i avdelingen din?

R: Det har jo alt å si det! Altså, hvis jeg ikke er opptatt av å ha en motivert organisasjon her, og noen som synes det er alright å gå på jobb om dagen, og dem presterer godt og blir ivaretatt og får belønning ut fra det. Hvis jeg ikke er noe særlig opptatt av det så blir jo, det er jo bare å styre prosjektet rett i dass det. Det smitter veldig fort. Og handling er jo den beste måten og gå foran på. Ikke bare prate, men prøve å handle ut fra det du prøver å fremstå som.

I1: Det er også en hypotese ... Forskerne strides veldig om lederen har stor innflytelse på avdelingen eller ikke. Av en eller annen grunn så er de ikke enig om det. Vi tenker helt klart at det har mye å si, men har vi noe konkret og sette det opp mot?

R: Ja, nei. Du har jo disse teoriene om at alt ordner seg og blir til som dem blir uansett liksom, uavhengig av deg eller de. Da stoler du veldig mye på flaksen da så jeg vet ikke helt. Men det er klart, å sette på en feil prosjektleder som egentlig er oppfattet som et rasshøl, det er i hvert fall et veldig dårlig utgangspunkt. Da ser du i hvert fall at det ikke virker at ting ordner seg selv, for da har du en leder som garantert kjører det her rett på trynet. Så at det ikke har noen betydning er i hvert fall helt feil, og det ser du hvis du har helt feil personer på feil plass.

I1: Husker du noen tilfeller av det opp igjennom karrieren din da? hvor feil person har blitt satt i lederrollen og så har det gått i dass?

R: Ja. Det skjer stadig vekk det da. Det er nesten vanskelig å unngå at du ikke må justere når det er mange mennesker, mange nye. Den personen passer bra med de fire, men ikke med de andre fire ikke sant så. Det er ofte man må justere. Når ting ikke. Når man ikke fungerer sammen som formann med ett par BAS`er så gjør man jo fort feil og ikke sant. Man bygger feil ting rett og slett fordi man ikke har med seg hodet. SÅ det er mange eksempler på det. Både her og i alle andre prosjektene mine så gjør vi stadig vekk feil og må justere litt. Det er ganske komplisert egentlig.

I1: Jeg er ferdig med mine spørsmål. Har du noen helt på tampen?

I2: Først vil jeg bare si at vi har jo vår hypotese og det virker som at du er enig om at en kombinasjon er viktig. Også viktig å understreke at vi ikke bare er ute etter bekreftelse. Derfor er det fint å høre dine refleksjoner, hva som er viktig og hvorfor konkret på prosjektet som fører til gode prestasjoner. Siste spørsmålet mitt det er, du har jo vært åpen om at du også kan gjøre noe bedre, men har du noen eksempler på noe du er klar over, at dette kan jeg bli bedre på som leder og hvorfor er dette viktig?

R: Når det begynner å bli mange mennesker så må jeg fortsatt jobbe med denne delegeringsbiten. Jeg tror jeg har tatt noen kvante-sprang der fordi jeg har nesten blitt tvunget til det for å overleve. Men det er veldig viktig også være bevisst at det er faktisk, det er ikke bare viktig for meg å skulle delegere ting. Det er veldig viktig å gjøre det tydelig da, fordi det er viktig for den personen som får oppgaven, får ansvaret og myndigheten ikke sant. Og jeg har funnet ut at det er ikke farlig å gi dette til ganske unge medarbeidere og, for det viser seg at de faktisk presterer på et høyere nivå enn kanskje forgjengeren gjorde. Så det er i hvert fall en ting som jeg har blitt ganske bevisst for jeg ser jeg at det må til når det blir mange.

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I2: Da fikk jeg svar på det. Bra, fine refleksjoner. Tusen takk for tiden. Setter veldig stor pris på det.

Intervju SLUTT

## Attachment 5: NSD Approval

NSD MELDESKJEMA FOR BEHANDLING AV PERSONOPPLYSNINGER
Norsk ▾ Marius Tungesvik ▾

### NSD sin vurdering Skriv ut

**Prosjekttittel**  
En kvalitativ undersøkelse av motivasjonsklima og ledelse i Veidekke

**Referansennummer**  
390786

**Registrert**  
18.03.2020 av Marius Tungesvik - Marius.J.Tungesvik@student.bi.no

**Behandlingsansvarlig institusjon**  
Handelshøyskolen BI / BI Oslo / Institutt for ledelse og organisasjon

**Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)**  
Anders Dysvik, anders.dysvik@bi.no, tlf: 4746410713

**Type prosjekt**  
Studentprosjekt, masterstudium

**Kontaktinformasjon, student**  
Marius Tungesvik, marius.tungesvik@gmail.com, tlf: 90157768

**Prosjektperiode**  
23.03.2020 - 01.09.2020

**Status**  
27.03.2020 - Vurdert

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**Vurdering (1)**

**27.03.2020 - Vurdert**  
Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeeskjemaet 27.03.2020 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

**MELD VESENTLIGE ENDRINGER**  
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:  
[https://nsd.no/personvernombud/meld\\_prosjekt/meld\\_endringer.html](https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html)

Du må vente på svar fra NSD før endringen gjennomføres.

**TYPE OPPLYSNINGER OG VARIGHET**  
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.09.2020. Personopplysninger oppbevares til senest 31.12.2020. Personopplysningene lagres i private enheter.

**LOVLIG GRUNNLAG**  
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

**PERSONVERNPRINSIPPER**  
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

**DE REGISTRERTES RETTIGHETER**  
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).  
NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

**FØLG DIN INSTITUSJONS RETNINGSLINJER**  
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

**OPPFØLGING AV PROSJEKTET**  
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)