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Abstract

Several organizations are now implementing a hybrid work model. In spite of this, there is lack of research that addresses the emergence of a motivational climate in hybrid work. This thesis explores the emergence of the motivational climate among employees using a hybrid work model, through the lens of motivational climate literature and social information processing theory. To better understand the employee's perspectives and experiences, a qualitative approach was applied to collect descriptions of how they perceived the motivational climate in hybrid work. Based upon 14 semi-structured interviews, four antecedents emerged from the analysis: (1) information flow, (2) available and committed leader, (3) learning and development, (4) involvement. The findings indicate that the combination of communication methods used in the hybrid work model does not influence perceptions of motivational climate, but rather highlights the importance of the presence or absence of the four antecedents. Hence, this thesis provides insight to the literature and research on motivational climate, SIPT and hybrid work. Theoretical implications and contributions are discussed.

Keywords: motivational climate, hybrid work, mastery climate, performance climate, social information processing theory

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Introduction

How do employees using a hybrid work model perceive the motivational climate? What are antecedents for perceiving a motivational climate in hybrid workplaces, and how does the motivational climate emerge? Several questions can be raised about the hybrid practice of work, including how employees experience this practice of work, and how communication works through a virtual dimension. Contrary to more traditional work models, there is limited research into which elements that are of importance for the perception of the motivational climate in hybrid working models. Therefore, we are interested in learning how employees working in a hybrid working model, having a mix of home office and being in the office, perceive the motivational climate. A report presented by Eurofund seeks to explain how remote work affects the employees. Results indicates that working in a hybrid working model offers more autonomy, but at the same time can result in an intensification of work, particularly if it is paired with heavy workloads and a culture based on competition or performance management (Eurofund, 2020).

The report provided by Eurofund raises the question of whether hybrid working models will affect the perceived climate (Eurofund, 2020). Research has shown that remote and hybrid work offers a greater extent of autonomy (Babapour Chafi, 2022). In the workplace, job autonomy refers to the degree of control employees have over decisions that affect their work (Parker et al., 2001). However, Wong and colleagues (2020) argue that only focusing on job features such as flexibility, autonomy, and rewards is insufficient to motivate remote workers and stress the need for further research to determine the motivational aspects of remote work needed to adapt to this fluid work environment. Therefore, to fully understand the motivational state of hybrid workers, research on the perceived motivational climate among them is essential.

As explained by the Achievement Goal Theory (AGT), individual goals and motivations influence their achievement-related behaviors (Ames, 1992). According to this theory, individuals' achievement goals may be influenced by the motivational climate in which they operate. In motivational climates, situational factors and social cues shape individuals' perceptions of success and failure (Nicholls, 1984). The concept of motivational climate can be divided into a performance- or mastery-oriented climate. Having a mastery-oriented work

environment includes aspects such as individual growth, learning, and improving work performance. The context of a performance-oriented environment, however, can reflect an ego-driven, stressful environment in which individuals are compelled to compete to achieve success. A performance environment may lead to a performance-oriented internalization of competence into the individual's identity (Nicholls, 1984). Considering AGT, there is an abundance of evidence that demonstrate how coaches and teachers create a mastery motivational climate in sport and teaching environments, rather than a performance climate, produces positive outcomes (Sørensen et al., 2021). This further illuminates the importance of the establishment of a mastery climate and may be applicable for the perceived motivational climate in other contexts, such as hybrid workplaces.

The concept of remote work originally referred to working via IT devices and office equipment from a distance. Formerly known as teleworking, this term has now been replaced with "remote work" (Wontorczyk & Roznowski, 2022). Organizations are currently moving away from regular, bureaucratic, and factory-based work patterns to a more flexible work model (Eurofund, 2020). Several companies have applied a remote or *hybrid work model*, as a consequence of the Covid-19 pandemic. In hybrid workplaces, contemporary social interactions are conducted through several channels. Employees communicate with their co-workers and leaders through both face-to-face (FtF) interactions at the office, and interactive channels while working remotely. The latter case can be referred to as computer-mediated communication (CMC), which in general refers to communications between persons or groups separated in space or time, mediated by interconnected computers (Luppicini, 2007).

What distinguishes the concept of hybrid work from other traditional work contexts, is that both FtF interactions and CMC are present. However, communication through FtF is more likely to be effective than communication through CMC (Kasper-Fuehrer & Ashkanasy, 2001). Based on the social information processing theory (SIPT), people look to the social environment for relevant informational cues about behavior that is appropriate and expected within a group (Van Puyenbroeck et al., 2018). CMC limit employee's social environment, and therefore restricts important cues that affects their perception of the motivational climate. According to Mesmer Magnus et al., (2011), CMC hinders the openness of information sharing, and therefore restricts the employees in perception of cues. The lack of perceived cues could hinder development of

motivational climate in hybrid work environment because the perception is based on information, often communicated, in the environment. Communication is an important component of a mastery climate, and SIPT may contribute to explain how the motivational climate is perceived in a hybrid work context. As motivational climates are not fixed and depend on how individuals perceive them, it is crucial for leaders to be aware of the signals they send to their employees. Thus, our research question is the following:

“How does motivational climate emerge in hybrid workplaces?”

Our research is intended to contribute to the motivational climate literature, by highlighting the employee’s perception of the motivational climate. The knowledge gained from this study may provide insight into key elements that contribute to understanding antecedents of motivational climate (Nerstad et al., 2019). As current research mainly covers the comparison between FtF- and CMC communication, the purpose of our research is to contribute to the understanding of how the combination of these two communication forms can influence the perception of motivational climate in a hybrid work model. A qualitative analysis of employee interviews is conducted in order to answer our research question. Studies on motivational climate are mainly done by quantitative designs. Therefore, through our research, we seek to contribute a qualitative study to the existing literature on motivational climate. As the motivational climate is about how employees experience cues and signals from the environment, a qualitative approach may contribute to a deeper insight into the construct and its antecedents. To summarize, a qualitative approach will hopefully improve the understanding of how employees experience the motivational climate in hybrid a work model.

Theory

In this section of our thesis, we intend to present theories that could potentially address our research question. We carefully selected these theories based on their capacity to enhance our comprehension of how motivational climate emerges in hybrid workplaces based on the experiences of employees working in a hybrid work model. Our theoretical framework primarily relies on the Achievement Goal Theory (AGT) and literature on Motivational Climate, and the Social Information Processing Theory (SIPT). Our ultimate objective is to examine the emotions, attitudes, and beliefs of employees, and gain insights into their experiences. By utilizing this set of theories and literature, we establish a fundamental basis for conducting a comprehensive exploration of the topic.

Organizational Climate

Schneider and colleagues (2013, p. 362) defines organizational climate as the “*shared perceptions of and the meaning attached to the policies, practices, and procedures employees experience and the behaviors they observe getting rewarded and that are supported and expected*” (Schneider et al., 2013, Ostroff et al. 2003, Schneider & Reichers 1983, Schneider et al. 2013). Since the climate is formed based on employees' perceptions of how the work environment impacts them, it reflects that the climate is merely an individual's subjective experience of their work environment. Schneider and colleagues (2013) also argue that organizational processes, such as motivation can be interpreted through the lens of organizational climate. Therefore, by exploring the motivational context of climate, we can gain a deeper understanding of the impact and significance of employees' perceptions of the motivational climate in hybrid work.

Motivational Climate

The motivational climate is defined as a psychological environment that influence individual motivation and achievement (Ames, 1992). The concept of motivational climate stems from the Achievement Goal Theory (AGT) introduced by Ames and Ames in 1984. The Achievement Goal Theory stresses that individuals have different goal orientations, and posits that individuals interpret information and signals from their work environment based on their personal

goals and values (Ames, 1992). Goal orientation defines how and when you are motivated to reach a goal, whether you are task oriented (feeling competent when striving to improve your previous level of performance); or ego orientation (feeling competent when your own performance is better than that of others) (Ames, 1992). These interpretations of what is necessary to reach full potential and achieve success vary significantly from person to person. As a result, distinct differences in employees' goal-orientations emerge, giving rise to the motivational climate. This climate is shaped by perceptions of success and failure standards embedded in workplace procedures, policies, and practices (Nerstad et al., 2013). Since the motivational climate prioritizes individual interpretation and experience, it is considered a psychological climate (Ames, 1992a; Parker et al., 2003). Employees' perception of the climate in their workplace influences their approach to tasks, their interactions with colleagues, their goal achievement, and their evaluation of their own performance (Nerstad et al., 2018). The perception of situations as motivating or discouraging is influenced by the circumstances and characteristics of the environment, giving rise to two forms of the motivational climate, a mastery climate, and a performance climate (Nerstad et al., 2013).

A mastery climate is perceived as prioritizing autonomy, collaboration among employees, and skill development. In such a climate, it is more likely that the employees' basic psychological needs are being met (Nerstad et al., 2020, p. 2). Further, a mastery climate emphasizes meaningful learning, self-directed learning opportunities, and performance standards based on individuals' own personal progress. The perception of a mastery climate directs the employees by focusing on the process rather than the outcome, influencing a sense of control over their work and being better equipped to manage goals and workload (Nerstad et al., 2019). A mastery climate is likely to foster positive outcomes and adaptive behaviors by promoting feelings of energy, engagement, and enthusiasm among employees. A mastery climate has been linked to predicting key employee outcomes, such as job engagement, burnout, turnover intention, work performance, incivility, innovative work behavior, and knowledge hiding. A mastery climate emphasizes support and rewards for employees' hard work, collaboration, learning, mastery, and skill development. It prioritizes self-referenced goals, encourages employees to give their best effort, and provides opportunities for improvement and progress tracking. This type of work environment encourages setting goals that surpass the past performance and

motivates employees to learn through information sharing and fostering a culture of collective responsibility and knowledge sharing among team members (Nerstad et al., 2018).

In contrast, a performance climate is perceived as a work environment that values control, comparison with others, and competition among colleagues by recognizing and rewarding top performers (Nerstad et al., 2020). This work environment can lead to burnout among highly engaged employees by undermining important resources such as autonomy, connection with others, effort, self-perception of capability, skill development, and learning. It can also make highly engaged employees feel like they need more resources to handle their job demands and foster a feeling of incapability to handle their work (Nerstad et al., 2019). In a performance climate, there is comparison, and competition within teams and departments, and only the very best are recognized for their success. This type of environment has also been shown to create several negative consequences, both that employees are "pitted against" each other in the competition to be the best, but also performance anxiety, lower endurance, and the intention to quit are some of the maladaptive behaviors that show up in these climates (Cerne et al., 2014).

The motivational climate, whether it being a mastery climate or a performance climate, is affected by how the perceptions on how employees should put in effort to reach goals. The mastery climate is characterized with social components as collaboration, information sharing and understanding of one another. A performance climate is characterized with more individual components such as information hiding, demonstrating of own success and comparison of one another. In hybrid work settings, there is a lack of theory about how motivational climate is perceived.

Antecedents - MC and Beyond

Our goal is to understand how the motivational climate emerges in hybrid work settings. Previous research has focused on the outcomes of motivational climate in various settings like sports, education, and work, rather than investigating the factors that contribute to its formation. In the sports context, studies have shown that coaching style, feedback, goal orientation, and team cohesion play a significant role in shaping the perceived motivational climate (Duda & Balaguer, 2007; Stein et al., 2012). The perception of the motivational

climate evolves from social interactions and communications among individuals within a group (Moran & Volkwein, 1992). Research by Duda & Balaguer (2007) highlights the importance of coaches in shaping the perceived motivational climate, while Stein et al. (2012) found a correlation between coach feedback and the perception of motivational climate in sports contexts. Kozlowski and Doherty (1989) found that leaders' behaviors and interactions impact climate perception. Thus, the relationship between leaders and employees influences the perception of the climate. Leaders shape members' perceptions by promoting consensus and shared understanding of the organizational climate through their informative behavior. Additionally, organizational structure, leadership style, human resource practices (such as performance management and employee involvement), and factors like transformational leadership, group communication, and the centralization of communication and friendship networks also influence how the climate is perceived (Gonzalez-Roma, 2002b; Zohar & Tenne-Gazit, 2008). James and Jones (1974) also suggested that the degree of supervision could influence the perception of the organizational climate. Grojean and colleagues (2004) suggest that leaders at different organizational levels rely on different mechanisms to signal values and expectations. These mechanisms can further influence member's practices and expectations, which could result in the shared perceptions that form the organizational climate (Grojean et al., 2004). Thus, the way in which organizational climates are perceived appears to be influenced by the leader's signals.

Due to the increased use of CMC, the antecedents mentioned above are potentially inhibited in hybrid settings (Katz & Kedem-Yemini, 2021). Traditionally, we have understood how motivational climates are established in traditional work scenarios, where individuals see each other and communicate directly in person. However, the dynamics change in hybrid models, where interactions occur through digital channels and FtF interactions. Hence, exploring the SIPT can provide valuable insights into how signals are perceived, interpreted, and acted upon even within computer-mediated communication. Understanding these processes can help organizations create an inclusive and motivating environment for their hybrid workforce. The organizational climate emerges in organization through a social information process that concerns the meaning employees attach to the policies, practices, and procedures they experience and the behaviors they observe being rewarded, supported, and expected (Schneider et

al., 2013). In hybrid working models, the formation of a motivational climate relies on the cues and signals perceived both through CMC and FtF interactions. The unique aspect of hybrid work environments is that employees participate in both office based FtF interactions and remote work, which primarily involves CMC.

Social Information Processing Theory and Motivational Climates in Hybrid Work Settings

The pandemic has accelerated a substantial shift in how organizations operate, depending less on traditional work models that rely heavily on FtF interactions. With the adaptation of organizations toward a more flexible approach, the prevalence of CMC in their daily practices has significantly increased. As a result, organizations are embracing a more virtual approach, incorporating CMC methods in remote work (Katz & Kedem-Yemini, 2021) An example of a popular CMC platform used for remote work, Microsoft Teams, which provides features such as video conferencing and chat. In 2022, the platform reached 270 million users, including over 1 million organizations using the platform for work-related purposes (Curry, 2023). This illustrates the scope and increasing use of interactive communication channels, and the effectiveness of CMC. By studying what happens in CMC environments that facilitate interpersonal and relational interactions, Social Information Processing Theory (SIPT) provides a framework for understanding virtual interactions (Heinemann, 2011).

An important component of SIPT is the connection between an individual's social environment and their ability to process information (Zalesny & Ford, 1990). SIPT argues that in order for individuals to shape their behavior, attitudes and perceptions, they seek social information or cues from their immediate environments. In a work context, the environmental cues that employees receive at work are influenced by their colleagues and managers. However, an organization's social environment is affected by the communication between co-workers and managers (Fulk et al., 1987). Non-verbal cues such as facial gestures can be detected in FtF interactions between coworkers. In CMC, it is not possible to access these non-verbal cues in the same manner as in FtF interaction, and employees rely more on other forms of communication. The use of chat functions or telephone calls during remote work is a common method used

by remote workers. Due to the reduction of cues in remote work, it might be a challenge for employees to shape their behavior. As a result of the absence of non-verbal cues in interpersonal and virtual communication, CMC was initially predicted to have lower socio-emotional quality than FtF communication (Walther et al., 2015). In contrast, SIPT was developed to explain how interactive groups over time formed impressions and developed relationships with each other. Regardless of the medium used, SIPT assumes that individuals are motivated to form impressions and build relationships (Walther, 2021). Based on the theory, when non-verbal cues are unavailable (such as in online chats), the remaining communication systems are utilized to do the work of those that are not available. This can for example unfold in the form of symbols or emoticons when communicating via chat or similar channels. Walther (1995) argues that the most important difference between CMC and FtF interactions is the rate of transmission, in other words, the time interval between the sender and the recipient of the information. According to SIPT, by affording individuals the opportunity and time to interact, relationships can develop and form in an online environment. This is achieved through enabling individuals to engage and communicate with each other (Walther et al., 2015).

Based on the above, we can assume that the social information provided by the signals and cues from the environment can shape how the motivational climate is perceived by the individuals. SIPT focuses on how individuals interpret and process social cues in order to make sense of their social environment (Fulk et al., 1987). AGT suggests that the motivational climate is the social environment surrounding individuals and is a function of what they say and do, how they organize, communicate, try to motivate, and use praise and feedback following desirable performance or mistakes (Guo et al., 2022; Duda, 2001). For individuals to adjust their behavior in accordance with their social environment, it is essential to capture social cues in order to be able to comprehend and understand their environment. Further, the motivational climate is affected by how individuals' motivation is influenced by their perception of this social environment. Despite being two distinct concepts, SIPT and motivational climate can be viewed as complementary when exploring how the social environment influences individuals' motivations, social perceptions, and behavior. To summarize, SIPT provides information about how individuals interpret cues in their environment, and cues in the environment make up their

perception of the motivational climate they are in. The way individuals perceive their motivational climate, based on processed cues from their social environment, affects their motivation and behavior in the context, in this case, in a hybrid workplace.

A study conducted by Yang and colleagues (2015), showed that students perceived online classes as less mastery oriented than FtF courses (Yang et al., 2015). This tells us that the perceived motivational climate may be affected by remote work. However, there is a lack of research on motivational climate in hybrid work settings, and current research is mainly done in either online or physical environments. When studying the impact of employee's productivity, engagement, and stress in remote work settings, Galanti and colleagues (2021) found that the extent of CMC and FtF interaction was found to moderate the relationship between professional isolation and job performance, with more CMC having a negative effect and more FtF interaction having a positive effect. At team-level, CMC could have an impact on how employees interact with each other in virtual and real worlds. It is addressed that virtual team members' cognition, such as trust and identification, are critical for their willingness to participate in and contribute to their teams (Yang & Lin, 2022).

A number of previous studies have examined the impact of remote work on motivational climate and performance. However, there is a lack of research specifically focusing on hybrid work settings that combine online and physical environments. Consequently, it is important to understand how organizations reward goals and values in order to understand how success and failure are defined by their employees. How an organization rewards goals and values influence the employees' understanding of what is required for success or failure, affecting their future behaviors (Nerstad et al., 2018). A similar method of measuring employee success is also likely to be used in remote work since it provides a simple method of documenting employee performance when direct observation is not possible. However, this focus on performance may lead employees to view their coworkers as competitors and hinder the sharing of knowledge, even though the climate is designed to encourage individual achievement (Nerstad et al., 2018). If the perception of motivational climate is different in hybrid workplaces, it may be due to the differences in signals perceived by employees and colleagues when working in an office compared to remote work, or in a hybrid work model. The perception of the motivational

climate is on an individual level because work unit members share their experiences and information about the mastery climate, experiences within the same workgroup can lead to a collective phenomenon, shaping the group's collective perception of the climate (Nerstad et al., 2018).

Dollard and Bailey (2021) found that management training contributes to a perceived climate of psychological safety in organizations with changes in work practices, such as a remote work practice. This assumes that management is an antecedent for the perceived climate and illustrates the leader's impact on employee perception. Thus, we assume that leaders' behaviors could be an antecedent for the perceived motivational climate in a hybrid work context. Gonzalez-Roma and colleagues (2002b) also illustrate the leader's influence on employee perception of climate. The authors found that a leader's informing behavior was positively correlated with climate strength (the degree of agreement within the unit about climate perception). Support, goal orientation, and innovation were particularly important. The positive relationship between support and satisfaction was specifically associated with supportive behaviors that demonstrated to individuals that their coworkers and supervisors were concerned about their personal and professional problems (González-Romá et al., 2002b; Kopelman et al., 1990). Based on these results, we assume that a leader's commitment might have an impact on the perceived motivational climate in hybrid work. Other important aspect is the way in which employees communicate. Keyton (1999) as cited in Glikson and Erez (2020), notes that relationally oriented content is composed of verbal and non-verbal messages that promote relationships within a group. Glikson & Erez (2020) highlights the importance of relationally oriented content in the interaction within global virtual teams. They identified the importance of relational content in enabling the emergence of a psychologically safe communication climate (PSCC), which is crucial to the successful performance of global teams, supported by Chiu and Staples (2013; Glikson & Erez, 2020) who reported fewer fault lines in communication among geographically dispersed teams that shared relational content. Thus, we assume that relational content facilitates motivational climate emergence, and communication is an antecedent of climate perception among hybrid employees.

Method

Our method includes our scientific position, choice of qualitative method, sample, collection, and procedure.

Scientific position

In the field of qualitative research, the researchers play an active role in the research process and influence how the research is carried out. Therefore, it is important to be aware of our impact and to analyze and acknowledge how we might have affected the results and process (Braun & Clarke, 2006; Yardley, 2015). Understanding how we gain knowledge about the reality of the world (epistemology) and how we perceive the reality of the world (ontology) is crucial to our scientific understanding (Snape & Spencer, 2003), and express this explicitly in our thesis to facilitate understanding and evaluation of our research (Braun & Clarke, 2006).

Our scientific position is influenced by post-positivism, which acknowledges the existence of a true reality but questions our ability to capture it accurately (Guba & Lincoln, 1994). The ontological perspective of post-positivism is characterized by critical realism, which recognizes the existence of reality but is critical of our understanding of it and how it corresponds to the actual reality (Guba & Lincoln, 1994). We will therefore be aware of our own biases when analyzing our data and try our best to use methods to increase our way of capturing the reality of our informants to be best able to make a fair and true answer to our research question.

Design

We chose a qualitative methodology to investigate and address our research question. We seek to gain an understanding of the attitudes, values, beliefs, feelings, and experiences of the participants through the use of semi-structured interviews, which were developed under the guidance of our supervisor, Dominique Kost. Our research question asks about an in-depth exploration of individuals' experiences, subjective interpretations, and perspectives. We therefore aim to understand the underlying factors, motivations, and emotions that influence their perception of the motivational climate in hybrid workplaces.

Sample and collection

Qualitative research is a research strategy that emphasizes words rather than numbers in collection and analyzing of the data. We employed a purposive sample, which means that our sample is strategically collected in reference to the research question (Bell et al., 2019). Our sample was collected based on specific criteria's, being individuals who worked in medium to large-sized organizations and had experience with a hybrid work model in the past year. All of the informants (14 out of 14) in our sample had a 3-to-2 days split of working from home and being in the office. Our sample included informants from three different companies: Company A, B and C. In Company A, all informants worked in the same unit. In Company B, three informants worked in the same unit, and two informants worked separately in other units. There was only one informant from Company C.

We collected our sample in a sequential and iterative manner. First, we conducted a few interviews, and then gradually included more interviews as we delved deeper into the topic. Throughout this iterative process, we carried out data collection and analysis simultaneously. Once we reached data saturation, we stopped our data collection, indicating that we had obtained sufficient information (Bell et al., 2019, p. 391). This point was reached after conducting 14 interviews, with a sample size of 7 women and 7 men, drawn from 3 companies. Of these, 8 informants (5 women and 3 men) worked in Company A, 5 informants (5 men) worked in Company B, and 1 woman worked in Company C. We aimed to collect between 10-15 interviews, based on the advice of Smith (2015) who suggests that for conducting thematic analysis using information obtained through interviews, a recommended sample size for medium-sized projects such as a master's thesis would be between 6 and 15 informants (Smith, 2015). Further, Brinkmann and Kvale (2015) recommending between 5 and 25 depending on the purpose (Brinkmann & Kvale). Our final sample consisted of 14 interviews.

Recruitment

To recruit informants for our thesis we asked our network via LinkedIn and email. We wanted to ensure that the potential informants understood that it is voluntary to participate in this study by giving them the necessary information in

a project description (*Appendix 1*). In this project description, the informant received information about the procedures, the reason, the contact persons, and their rights and privacy as participants in this study. We also made it clear that they could at any point withdraw from the research project, without any consequences and without stating a reason.

Interviews

The data collection was carried out with semi-structured interviews to be able to gain in-depth answers to our questions, with the possibility of appropriate follow-up questions (Brinkmann & Kvale, 2015). We asked the participants whether they wanted to have the interview in person, or through video call/phone call. It was important for us to let the participant decide how they wanted to participate and choose their environment for the interview. This is because the environment around the informant can have an impact on how the informant answers the interviewers, or whether they feel safe or not (Jacobsen, 2016). The interview duration varied between 25-45 minutes. Each participant received information about the interview and was asked to sign a consent form prior to the interview (*Appendix 1*).

Storage of data

We recorded all the interviews so that we could pay attention to the interview. These recordings were used to later transcribe the interviews to use for our analysis. When transcribing the interviews, we made sure to make all information anonymous, and that no information could be traced back to any of the informants. All the recordings and transcripts will be deleted after the project ends (3rd of July 2023). We transcribed the interviews word by word and kept the text as similar to the audio file as possible, but with keeping all sensitive data and anonymity in mind. The interviews were held in Norwegian, and for that reason, the transcripts were also prepared in Norwegian. During our interviews, we used our interview guide (*Appendix 2*). The interview guide included general questions that are related to our research question. Quotes from the interviews used in our results will be translated from Norwegian to English.

Process

The data collection in our analysis is conducted through an iterative process, where the data collection and the analysis go hand in hand. We, therefore, revised and changed our questions as we gained a deeper insight into the topic of investigation. When we established the first version of our interview guide, we based our questions on past research and theory and our research question. The first part of the interview guide consists of an introduction of us as researchers and the purpose of the research, the time span of the interview, and the rights of the participants (voluntary, anonymity, and what will happen to the data). When these parts are clarified early in the interview, it should hopefully lead to creating a safe and open atmosphere between the researcher and the informant (Kvale & Brinkmann, 2009).

Quality assurance

In order to ensure the quality of the interview guide before the interviews with the informants, we conducted two pilot tests (Informant X and Informant Y) which met the study's requirements for the informants. These pilot interviews allowed us to test the questions and see how much time the interview would take, and if some of the questions were unclear, as well as prepare us as researchers and give us some training in conducting interviews. Further, during the pilot interviews, we asked the participants if they had suggestions or thoughts about topics we did not consider- and which they thought were important based on our topic. This is because, "*All stakeholders – those whose lives are affected by the problem under study – should be engaged in the processes of investigation.*" (Agee, 2009, p. 432). This helped us refine and develop our research questions as well as interview questions.

Operationalization of Motivational climate

In order to analyze our data in line with our research question, it is important that we operationalize the construct of interest, the motivational climate. We aim to analyze how the informants experience the motivational climate in hybrid workplaces to explore how it emerges. The motivational climate is defined as a psychological environment that influence individual motivation and achievement. To operationalize the motivational climate, we must define the key factors that contribute to perception of the motivational climate. The literature

distinguishes between two different motivational climates, specifically a mastery climate and a performance climate. The key factors describing a mastery climate is encouraging and rewarding employee equality, effort, learning, task mastery, individual improvement, and cooperation (Nerstad et al., 2013). In contrast, the key factors describing a performance climate is defining success and failure based on how employees perform in comparison with others, knowledge hiding, resource conservation and avoidance of resource loss, emphasis on normative success criteria, pressure to be a top achiever, competition and defensiveness, and perception of stress (Caniëls et al., 2019; Nerstad et al., 2013; Ames & Ames, 1984). Another characteristic of a performance climate is a typically ego-driven and stressful environment (Nicholls, 1984). In order to identify antecedents to the motivational climate, we based our interview guide (*Appendix 2*) on Nerstad et al (2013, p. 2237) Motivational Climate at work Questionnaire (MCWQ) (*Appendix 4*). Nerstad and colleagues (2013) have developed a questionnaire measuring the development and validation of the motivational climate. Here the constructs distinguished between mastery climate and performance climate. Based on these statements, we formulated questions suitable for a qualitative research design. From the constructs in Nerstad and colleagues (2013) questionnaire, we developed questions that measure mastery climate, with questions focusing on measuring mastery and others indicating performance. Our approach was to ask open-ended questions to obtain rich descriptions of the participants' experiences, allowing us to gather information on how the climate is perceived and what leads to it. By asking about experiences and descriptions, we aimed to obtain descriptions providing us with knowledge about the antecedents of the perceived motivational climate. Further, we aimed to get information about how the climate was perceived by the informants in hybrid work settings, to adapt our context, being the exploration of motivational climate in hybrid workplaces, our sample is carefully selected including only informants working in a hybrid work model. We also made sure to ask the informants open questions and listen closely to ask to follow-up questions to make sure we understood the reflections and interpretations they shared. We tried to allow for the participants to share their narratives and provided space for them to educate us about their experiences. Based on the informants' responses, we attempted to code their statements by grounding our codes on the key factors in the literature on motivational climate. Based on the literature mentioned above, we searched for words or descriptions

that were similar to those that described either a mastery or performance climate. For example, to identify a mastery climate, we looked for words such as collaboration, learning and group focus. In contrast, to identify a performance climate we looked for words such as comparison, individual rewards and lack of inclusion. The purpose was to develop an understanding of how they perceived the climate and what led to this perception.

Analysis

For our analysis, we used the tool Nvivo, licensed by Handelshøyskolen BI. We analyzed our transcripts by using thematic analysis (Braun & Clarke, 2019). Thematic analysis is a widely used method for identifying patterns and themes in qualitative data. It can be applied to various sources such as interview transcripts, survey responses, and written documents. This approach allows for flexibility and a dynamic and exploratory method of analyzing collected data and research questions. It aims to uncover underlying assumptions and themes while also requiring researchers to critically reflect on their own influence on the analysis process throughout the entire process (Braun & Clarke, 2013). When conducting a thematic analysis there is not one exact recipe to be followed, but rather guidelines to be adapted to the research question and data material (Braun & Clarke, 2006). The objective is to uncover underlying assumptions and create a contextually meaningful analysis. The form of flexibility and subjectivity in the interpretation process are considered strengths (Braun & Clarke, 2013). With a thematic approach in the analysis process, the researcher starts writing down early thoughts and ideas from the beginning. The steps of the process overlap and allow for revisiting previous thoughts and ideas for revisions. As the process is ongoing, it is essential for the researcher to take their time during the analysis process (Braun & Clarke, 2006; Braun & Clarke, 2022). The analysis is an iterative process, which refers to the cyclical and flexible approach of analyzing data that allows for revisions and adjustments throughout the research process. This approach is based on the idea that the analysis process is ongoing and that new insights may emerge at different stages of the process (Braun & Clarke, 2006; Braun & Clarke, 2022). This analysis consists of six phases that must be completed.

Phase 1. Familiarizing oneself with the data:

The first phase of our analysis included reading through the data multiple times to get a sense of the overall content. This is part of the transcription process where we have to listen, read, and work with the interviews conducted actively. Since we were not present in each other's interviews, we took time to get familiar with each other's interviews. We sat together to read and discuss our interviews, as the first part of the analysis. We did this continuously throughout the interview process and started analyzing our data already after the first interviews, throughout all 14 interviews. This allowed us to gain a sense of the direction the interviews were taking us and give inspiration for the next interviews. After reaching 14 interviews we decided that the data had reached a point of saturation, where no new information occurred in our interviews.

Phase 2. Generating codes:

The second phase of the analysis begins by making the first set of codes out of the transcribed materials. This involved breaking down the data into smaller units labeling each segment with a code (initial codes) that represents the main idea or theme. In this phase of the analysis, the generation of codes from the transcriptions is the start of the themes that this analysis will eventually form. To make codes from the transcribed materials, we used the tool Nvivo to systematically work our way through all the transcripts from the interviews. This tool allowed us to have all the transcripts in one place and allowed us to make the codes and themes as we moved from phase to phase. In this phase, we made one set of codes each, forming two separate set of codes from all the interviews. We called our separate sets of codes as the “first set of codes” and “second set of codes”, illustrating that we made two individual sets of codes in our second phase of thematic analysis. Then, after both of us coded the complete data material on our own, we sat together and discussed our codes and made a complete list of our shared codes, referred to as “shared codes” in *Table 3.0*. The codes from *Table 3.0* are presented below.

Table 3.0: Codes Developed in Phase 2

First set of codes	Second set of codes	Shared codes
Access to help	Causes of remote	Regular interaction/communication with
Satisfaction with work	work	colleagues and management
Assignment of new tasks	Digital	Group focus
Teambuilding	communication	Information flow
Success	Communication with	Knowledge sharing
Collaboration	manager	Clarification of expectations
Rewarding meaningful work	Measurement of	Access to help and assistance
Prosocial behavior	performance	Recognition from colleagues
Problem solving	Mastery climate	Performance focus
Measurement of performance	Experience of	Internal competition/cooperation
Learning	recognition	Contribute to the success of others
The leader's expressed expectations	Experience of	Humanity
of the employee	openness to share	Teambuilding
The leader's commitment to the	Inclusion	Collaboration
employees' work	Clarification of	Common goal setting
Knowledge sharing	expectations	Success
Development of	Experience of	Flexibility/freedom
knowledge/competence	freedom	Information structure
Regular communication with	Help and assistance	Openness
manager	Climate	Efficiency
Involvement	Learning	Collective achievement
Internal competition	Collaboration	Skills/competence
Insight	Comparison	Accurate information
Initiative	Rules	Constructive feedback
Feedback	Responsibilities	Leader's commitment
Individual growth	Signals from leader	Available management
Information flow	Group feeling	Recognition from manager
Hybrid working model	Feedback	Regular feedback
Group focus		Leader's signals
Flexibility		Common goal setting
Autonomy		Recognition
Common goal setting		Trust
Regular feedback		Inspiring vision
Transparency		Credibility
Work environment		Support and empowerment
Workload and pace		Recognition and rewards
Responsibility for own learning		Participation in decision-making
Recognition of skills		Experience of digital communication

<p>Recognition from leader</p> <p>Recognition from colleagues</p>		<p>Informal communication</p> <p>Flexibility</p> <p>Facilitation of learning</p> <p>Personalized learning experiences</p> <p>Collaborative learning opportunities</p> <p>Learning</p> <p>Meaningful work</p> <p>Individual growth</p> <p>Development of knowledge/competence</p> <p>Inclusion</p> <p>Assignment of new tasks</p> <p>Responsibility</p>
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Phase 3. Searching for themes:

In the step of searching for themes, similar codes are grouped together and patterns or themes that emerge from the data are identified. After all the data materials have been transcribed, coded, and sorted, we made a list of shared codes. In this phase, we reviewed and organized these codes to identify themes that connect the different codes and are relevant to our research question and theory. Here, we used our shared codes, and reflected on how these fitted with our research question and theory. Our goal is not to develop new theories, but to test the theories existing on SIPT and Motivational Climate to gain a deeper understanding of how this is experienced in our research context, namely hybrid work. In this phase, when reflecting on our shared codes, we divided our codes and highlight the codes that specifically contributed to the understanding of how the perception of the motivational climate in hybrid workplaces emerged. From this reflection, we ended up with these codes, in the search for codes that could be grouped together to be themes.

We familiarized ourselves with the informants’ experienced motivational climate. We aimed to differentiate between situations where the informants described their motivational climate, and antecedents affecting how they experience the motivational climate. We distinguished between instances of where each informant described the perceived motivational climate (as operationalized by Nerstad et al., 2013). Additionally, we included the factors influencing those experiences, being the antecedents that we intended to address. Specifically, we

were seeking information on how motivational climate emerges, which is our primary concern.

Table 3.1: Hybrid and general codes

MOTIVATIONAL CLIMATE		ANTECEDENTS TO A MOTIVATIONAL CLIMATE			
		Information Flow	Available & Committed Leader	Learning & Development	Involvement
Collaboration					
Common goal setting					
Collective achievement	H Y B R	Information flow Regular interaction/ communication with colleagues and management	Leader's commitment Available management Recognition from manager	Flexibility Facilitation of learning Personalized learning experiences	Participation in decision-making Experience of digital communication
Skills/competence	I D				
Groups focus		Knowledge sharing	Regular feedback	Collaborative learning opportunities	
Individualized success	C O D E	Clarification of expectations	Leader's signals		
Knowledge hiding	S	Access to help and assistance	Leader's empowerment		
Group focus	G E N E R A L C O D E S	Flexibility/freedom Information structure Openness Efficiency Accurate information Constructive feedback	Recognition Trust Inspiring vision Credibility Support and empowerment Recognition and rewards	Learning Meaningful work Individual growth Development of knowledge/competence	Inclusion Assignment of new tasks Responsibility

Codes specifically related to hybrid working arrangements:

- Regular interaction /communication with colleagues and management
- Leader's commitment

- Flexibility
- Skills/competence
- Participation in decision-making
- Available management
- Information flow
- Knowledge hiding
- Knowledge sharing
- Access to help/help and assistance
- Collaboration
- Common goal setting
- Experience of expectations (information flow)
- Group Focus
- Individualized success
- Clarification of digital communication
- Informal communication
- Facilitation of learning
- Job satisfaction
- Leaders empowerment

Phase 4. Reviewing themes:

In this phase, the identified codes are reviewed and refined to ensure they accurately represent the data and are clearly defined. In this phase, we looked into our sorted codes and saw if they can be sorted into themes and began to make our themes with fitting theme names that captured the meaning of the codes building that theme. It is important that each theme makes sense and can be identified as a separate theme that differs uniquely from the other themes. Each theme must have a coherent pattern (Braun & Clarke, 2006). The themes developed in this phase, was therefore a result of our codes, and reflection on theory of SIPT and Motivational climate. During our interviews, we asked questions regarding the perception the informants had about hybrid work and asked about how they perceived the signals in their work environment. Our codes were thereafter grouped together when they contained the same theme, illustrated below. Based on these codes developed in the previous phase, we searched for themes emerging from our data. We wanted to make sure that the themes developed was a good reflection of what the informants highlight about

their experience with working in hybrid work settings. The codes developed in the previous phase were revised and developed into five themes. The first theme consists of codes that describe the motivational climate in hybrid workplaces, which are divided into mastery climate and performance climate. The codes that were descriptions in line with characteristics of a mastery climate included: collaboration, common goal setting, skills/competence and group focus. Furthermore, the codes that were considered to be descriptions that were in line with the characteristics of a performance climate was: individualized success and knowledge-hiding. The four remaining themes includes codes that we considered to be antecedents for the perception of the motivational climate in hybrid workplaces:

- Theme 1: Motivational climate

Antecedents of motivational climates

- Theme 2: Information Flow
- Theme 3: Available and committed leader.
- Theme 4: Learning and development
- Theme 5: Involvement

Phase 5. Identifying the relationship and patterns:

Once the themes are identified, the researcher will then look for the relationship between them and patterns that appear across the data. The goal is to process one related analysis, which has a clear connection to the study's problem statement. Those themes that emerge from the analysis must be an effect of the entirety of the codes found (Braun & Clarke, 2006) What distinguishes a thematic analysis from other applications is that the main themes that are defined must be close to the data material and not be predetermined from one specific theory, framework or from the interview guide. It is a creative process of the author (Braun & Clarke, 2019; Braun & Clarke, 2022). The theme's name should give the reader a clear idea and insight into the theme's content, and a theme with an abstract word is not recommended in a thematic analysis (Braun & Clarke, 2022).

Theme 1: Motivational Climate

- **Collaboration, Common Goal Setting & Collective Achievement:**

Collaboration refers to the process of individuals or groups working together to achieve a common objective. Common goal setting involves establishing shared goals that align with the overall mission and vision of the organization. Collaborative efforts focused on common goals emphasize the importance of collective achievement, rather than individual accomplishments.

Skills/competence: Involves the knowledge, abilities, expertise and capabilities that individuals possess in performing their job effectively. It represents the proficiency and mastery of specific skills that are relevant to their roles and responsibilities within an organization.

- **Group Focus:** A hybrid workplace promotes collective achievement by fostering a sense of teamwork. The motivation of employees are enhanced when they align their efforts towards common goals and work collaboratively.
- **Individualized success:** Individualized success refers to the emphasis placed on personal achievements and rewards within an organization, where success is primarily measured on an individual basis.

Theme 2: Information Flow

- **Regular interaction/communication with colleagues and management:**

Collaboration, teamwork, and a shared sense of purpose are cultivated through regular interaction and communication among team members and management. This contributes to collective achievement in a hybrid workplace.

- **Knowledge Sharing:** Facilitating information flow within a team can be achieved by fostering knowledge sharing among the members. A climate that values continuous learning and growth is encouraged within the workplace through the exchange of expertise, best practices can contribute to the motivational climate in a hybrid workplace.
- **Clarification of expectations:** Clear communication of expectations creates a common understanding for employees in what is expected of

them and have access to information about goals, targets and performance standards, this contributes to the perception of the motivational climate.

- **Access to help and assistance:** Offering support and assistance to employees can influence their perception of the motivational climate in hybrid workplaces. When individuals have access to help and guidance, they feel supported, which can increase their motivation and willingness to contribute.

Theme 3: Available and committed leader.

- **Leader's Commitment:** Employees will gain a sense of commitment from their leader when they perceive that they are concerned about their well-being. This can be done by providing support and engagement. Leaders who actively show employees that they are interested in them by engaging in one-to-one conversations, both virtually and in the office, will increase the perception of their commitment in hybrid workplaces. The perception of a committed leader fosters the perception of the motivational climate.
- **Available management:** Having an accessible and available management environment is necessary for the development of a motivational environment. When managers are approachable and accessible, they can provide guidance, support, and feedback to employees, fostering a positive work environment.
- **Leader's empowerment:** Leader's empowerment involves providing employees with support, trust and encouragement, to utilize their skills to contribute meaningfully to their work. Empowerment fosters a sense of satisfaction and has an impact of the perceived motivational climate among hybrid workers, as they feel that they are capable of making a difference by their work, regardless of their location.

Theme 4: Learning and development

- **Flexibility:** Offering flexibility in a hybrid workplace enables employees to pursue learning and development opportunities. When individuals have the flexibility to engage in training, skill-building, and personal growth activities, it enhances their motivation and overall satisfaction.

- **Facilitation of learning:** Creating an environment that encourages continuous learning and development contributes to an experienced motivational climate. The provision of resources, tools, and opportunities for learning is vital in hybrid workplaces, where employees may not be able to participate in informal discussions or be exposed to situations in which learning occurs naturally.

Theme 5: Involvement

- **Participation in decision-making:** Allowing employees to take ownership and responsibility of their work fosters a sense of belonging and involvement. Motivation and engagement are increased when individuals have the freedom to make their own decisions, express their creativity, and take responsibility for their tasks. It is important that employees feel involved in making decisions, in **order** to attain team cohesion which further will influence the perception of the motivational climate. There is a particular importance to this in hybrid workplaces, as employees may be unable to interact with colleagues and leaders, which may lead to a reduced sense of involvement among employees.
- **Experience of digital communication:** Hybrid work environments can be improved through effective digital communication tools and practices. Through the use of digital platforms, employees are able to connect, collaborate, and contribute, resulting in an increased sense of involvement.
- **Informal communication:** It is important to promote informal communication in a hybrid workplace in order to build a sense of involvement. When employees participate in casual conversations, form relationships, and share experiences, it contributes to the perception of a positive work environment that stimulates motivation and involvement.

The presence or absence of these themes seeks to explain the development of the motivational climate in hybrid workplaces. Antecedents such as collective achievement, information flow, available and committed leadership, learning and development, and employee involvement seems to be of great importance when understanding how motivational climate emerges in hybrid organizations.

Phase 6. Writing up the report:

This step involves writing a report that summarizes the findings of the thematic analysis and describes the themes that emerged from the data. In the last phase, the findings must be presented in the form of a story to give the reader an insight into the quality of the analysis and that the story corresponds to the data material on which the analysis is based. Despite that the report writing is under the last phase, it is a continuous process where the writing and the work with the analysis overlap each other (iterative process).

Ethical Considerations

The process of reflecting on ethical issues initiates the consideration of such matters, which subsequently guides the formulation of questions, study design, and writing for publication (Agee, 2009). Our study was evaluated and approved (16.12.2022) by SIKT- "*Kunnskapssektorens tjenesteleverandør*" (former NSD) prior to data collection, to ensure compliance with ethical guidelines and the anonymity of all participants. After our application was approved (Appendix 3) we started our data collection. This was to ensure safe and proper handling of data throughout the research project. Initial to the interviews, we sent out information about the research project (Appendix 1). This included information about the project, the purpose, the responsible parties, why they are being asked to participate, what their participation means for them, ensuring that participation is voluntary, about their privacy and storing of data, and lastly declaration of consent. We asked the participants to read through the form and gave them the opportunity to ask us if they had any questions. Then we asked for their written consent. At the end of each interview, we asked the informants if they wanted to add, change, or elaborate on anything, in order to encourage free expression and ensure that they felt they had the opportunity to discuss all relevant topics. The interviews were recorded, and then transcribed into anonymous text that is not able to be traced back to the informants. All information storage and handling of the data material is made according to Sikt's framework. All documentation of the informants will be deleted after the end of the project in July 2023.

Reliability and validity in qualitative research

This section will include reliability and validity criteria, namely trustworthiness and authenticity.

Trustworthiness and authenticity

As this is a qualitative study, we will be applying reliability and validity measures that are in hand with the qualitative way of doing research. Lincoln & Guba (1985) and Guba & Lincoln (1994) propose that it is important to specify ways of establishing and assessing the quality of qualitative research that are an alternative to quantitative research (Bell et al, 2019 p 363). They propose two primary criteria for qualitative research, *trustworthiness*, and *authenticity*.

Trustworthiness is made up of four criteria, being credibility, transferability, dependability, and confirmability (Bell et al., 2019, 363). *Credibility*, which parallels internal validity in quantitative research, focuses on establishing the authenticity and truthfulness of data and interpretations, ensuring the validity and reliability of the research findings. To achieve credibility, we have conducted several measures to ensure credible results. One of the measures we did was member checking. Member checking is employed to verify whether the interpretation of data accurately reflects the experiences and perspectives of the informants who participated in our research. We shared our findings and engaged the informants in the validation process, ensuring the credibility of the study. Additionally, our research is being peer review, involving external researchers who critically evaluate the research design, data collection methods, and analysis techniques. This process provides valuable feedback, enhancing the credibility of the study. This is done by our supervisor. Lastly, our data method behind our data collection might increase our credibility, by collecting data until saturation is achieved. This approach enhances the trustworthiness of our findings by demonstrating thoroughness in data collection and analysis. *Transferability* is also enhancing the trustworthiness and authenticity of the research. Transferability in which parallels with external validity, is concerned with the fact that qualitative research often is conducted on small sample sizes, and informants sharing certain characteristic- and qualitative studies tend to be concerned with and oriented about the social world being studied. Qualitative research produces rich descriptions of the details of a culture (Bell et al., 2019). Further,

dependability, which parallels reliability, is also important for establishing trustworthy and authentic research. Dependency involves adaptation of an “auditing” approach which ensures that complete records are kept of all phases of the research process in an accessible manner (Bell et al., 2019). Lastly, *confirmability*, which parallels objectivity (Bell et al., 2019). Confirmability is concerned with ensuring that the researcher can be shown to have acted in good faith. And not let personal values and theoretical inclinations affect the research. These criteria are developed to fit qualitative research. In addition to these four, it is important that qualitative research is authentic, meaning that the data collected and the interpretations we have made accurately reflect the perspectives and experiences of our informants. Authenticity raises issues concerning the wider social and political impact of the research, and places responsibility on the researcher to fairly represent different viewpoints within a social setting (Bell et al., 2019).

Finally, transparency and clarity has been important for us to keep as a part of our research. Detailed descriptions of our methods and data analysis allow future researchers to reproduce our study and we hope that future researchers wish to build on our research.

Results

In this part of the thesis, we will present the results from our thematic analysis. Our results are based on the informants' description of their experiences working in a hybrid workplace. Based on our research question "*How does motivational climate emerge in hybrid workplaces?*" analyzed through thematic analysis, we formed five main themes. Our results showed that the absence or presence of the antecedents presented influences how the motivational climate is perceived.

Theme 1: Motivational Climate

Theme 2: Information flow

Theme 3: Available and Committed Leader

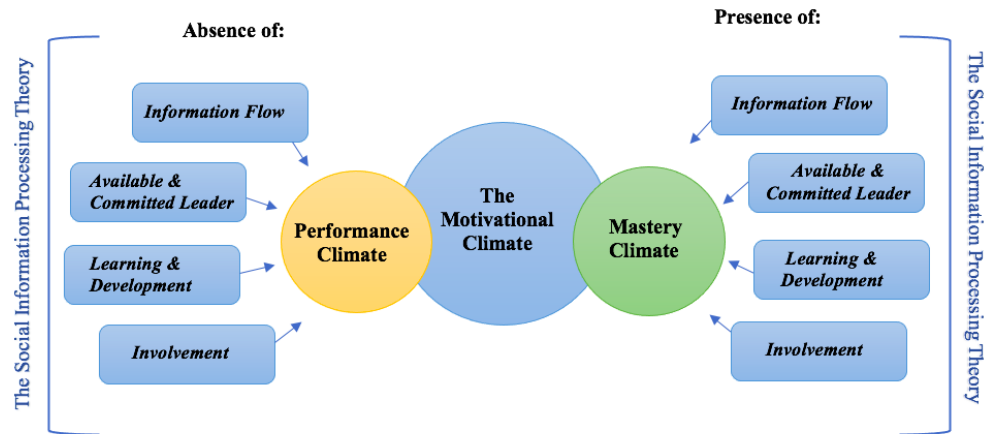
Theme 4: Learning and development

Theme 5: Involvement

Our main findings (illustrated in *figure 4.0*.) are that the presence or absence of the four antecedents impacts the motivational climate. Specifically, the presence of information flow, available and committed leader, learning and development, and involvement impacts the perception of a mastery climate. If there is a perceived absence of the four antecedents, this will impact the perception of a performance climate. Additionally, as shown in *Figure 4.0*, SIPT explains how employees are able to perceive the motivational climate in hybrid work. When the employees were able to interpret important social cues from their environment, such as signals sent from their leader and colleagues, we recognized that they were able to give descriptions of the motivational climate in their workplace. Thus, our findings reveal that SIPT is an underlying process which explains that employees in hybrid work are able to perceive the motivational climate in their workplace.

These findings will be presented along with the associated quotes from the informants in order to describe and contextualize the themes from the informants' point of view.

Figure 4.0: Illustration of the Antecedents of the Motivational Climate Explained By The Social Information Processing Theory



Theme 1: Motivational Climate

The first theme that is ongoing in all our interviews is the theme “Motivational Climate”. This theme is a combination of the codes: collaboration, common goal setting, skills/competence, group focus, individualized success and knowledge hiding. When being interviewed, the informants described the climate in their hybrid workplace. Based on these descriptions, we connected the codes in relation to a mastery- or performance climate. 13 (out of 14) informants described their perception of their working climate with a focus on mastery. In contrast, 1 (out of 14) informant described a climate with a typical emphasis on performance. Overall, based on all the informants, we found that when the informants perceived the presence of the identified themes, their descriptions aligned with typical characteristics of a mastery climate. In contrast, when these identified themes were absent, their descriptions matched the typical characteristics of a performance-oriented climate. When being interviewed, the majority (13 out of 14) of the informants described their colleagues and themselves as experiencing collaboration and group focus by working together towards common goals at their workplace, shared the success of their accomplishments with their colleagues, and offered assistance when necessary. The way in which their leader and colleagues signaled collaboration was a significant influence on their perception of a mastery climate. When asking the informants about how they experienced receiving support and recognition, informant 6 responded:

“We are primarily good at cheering each other on and saying so to the person in question when someone does something good and thanking them for help and things like that, and our manager is good at that, they see everyone, and works a lot on it, I think, that everyone should feel seen, heard and understood.”

Informant 9, added to this question:

“Our manager has a strong focus on working together and figuring things out together, and then sharing knowledge. So, there is a lot of teamwork and collaboration across both our colleagues and managers.”

It is apparent that the informants experienced a group focus by feeling connected to their colleagues and the presence of a common goal setting. This feeling of collective achievement and group focus seems to be a result of how the leader succeeds in communicating this to the employees. Further, to explore how a motivational climate is perceived in a hybrid workplace, we asked the informants how they felt about the success of others in their workplace. The question provided insight into the motivational climate since mastery climate is associated with sharing success together and performance climate is associated with individual success and an egocentric perspective. We wondered about the organization’s communicated perspective on achievements in a hybrid workplace and asked the informants how they perceived this perspective and how they felt relative to others success. Informant 1 highlighted a mastery climate within their organization:

“No, I just think that we help each other. After all, we work as a team, regardless of the types of tasks we have. After all, we want everyone to succeed, and if someone struggles and perhaps has a lower score, we work as a team and we help each other crosswise so that everyone is happy.”

The quote belonging to informant 1 above illustrated a mastery climate, in the manner of the presence of helping behaviors. When we asked about how the informants experienced the climate in their workplace, we found that when the focus is on the group's success rather than individual success, this contributed to the presence of collaboration, helping behaviors, knowledge sharing, and

strengthening each other's qualities. This was present in the majority (13 out of 14) of the respondents. A focus is placed on making the group's best efforts and doing what will make every member of the group successful. This is also portrayed by informant 12 quoted below:

“We try to increase the competence of each other, many of the decisions are made in groups, it may be because there are big decisions that no one dares to make - therefore the more the better.”

Informant 1 highlighted the importance of their common goal setting “doing what is best for the clients”, and that they all strive toward this by working as a team. Informant 1:

“We have common goals. Simply put, we want the best for the customer. We work hard and by working efficiently and in teams where we cooperate and we support and help each other, and we see each other and engage in knowledge sharing to get the new stands up and to get them up quickly. We work very well together.”

Collaboration was also described to be apparent when having a strong group focus. Informant 1 highlighted the work unit's shared understanding about being a team player and the importance of providing each other with support:

“It is important to be a team player. Yes, that is, in a way, generally just how our company works- by being generous in helping each other.”

Additionally, informant 13 stressed the importance of the team's collaboration, and that because they were in a team, they all benefited from helping each other:

“There is a great deal of eagerness among everyone to learn from each other. It's because it's team-based, yes. Therefore, we perceive it as "no one is better than the worst member of the team.”

Informant 5 stated that the importance of group focus was a contributor to their perception of a mastery climate:

“It is very important to us that the entire department succeeds, not just one person.”

We asked the informants what contributed to the perception of group focus and the informants communicated that this was something they felt that the leaders and management communicated, as well as signals from their colleagues. Informant 10:

“I feel they (the managers) consider us all as one team. So, I feel like we operate as a team, rather than individual employees. Everyone is very willing to help in solving cases, or to help each other to become better at what they do. Everyone is honestly just happy to share their knowledge.”

Our results demonstrated that in the hybrid workplaces where the individuals experienced a mastery climate, they also experienced that the focus was on the group's performance rather than individual performance. We recognized that in workplaces where the main focus was on the team, knowledge sharing, and other helping behaviors were present. The findings indicated a reduced emphasis on individual achievements, and a stronger focus on learning and collaboration within a hybrid workplace when perceptions of a mastery climate is present. Moreover, the presence of a group-oriented mindset was found to foster a desire to share information and support others, ultimately aiming for collective success. In contrast, a comparison of achievement within the work group is highlighted by informant 7:

“I feel in a way that my work and my performances are compared to my other colleagues.”

Informant 7 also described a recognition system within the organization, where employees can nominate outstanding colleagues who have performed well. This system, known as "kudos," allowed the highest-ranking employee in the organization to acknowledge and address these achievements during monthly or quarterly meetings. Taking the comparison of employees and these remarks into consideration, this can demonstrate the presence of a performance climate. Informant 7 described a culture where employees compete against each other, and

where achievements is rewarded individually. These characteristics is typically connected to a performance-climate, where there is an ego-driven climate, in opposition to a mastery climate, where there is a strong focus on group success. When we asked informant 7 about the dynamics in her workplace regarding success and the expressed attitudes of achievement, informant 7's response was:

«I believe there is more focus on individual performance (...). I'm usually sitting by myself and solving issues on my own. You are responsible for your own work, ensuring it is done and delivering it on time. Honestly, I do not think my leader is concerned about whether a project is completed jointly or individually, or how I resolve any issues, as long as it is completed.»

Informant 7 illustrated a climate where individualized performance was emphasized, in opposition to a mastery climate where there is a collaborative achievement towards a common goal among employees. Individualized performance is typical for a performance climate. Through informant 7's statements we observed that when the informant perceives a performance climate, we also recognized that the descriptions resembling feelings of isolation. For instance, by the phrase: *"I'm usually sitting by myself and solving issues on my own"*, we recognized this to be similar to isolation. As we did not find descriptions resembling feelings of isolation among informants describing a mastery climate, this may indicate that employees working in a performance climate are more likely to experience isolation. Furthermore, informant 7 mentioned the presence of other components related to a performance climate. Informant 7 stated:

"Yeah, I don't think we're especially good at sharing knowledge, which actually have been discussed within our department."

This reflects a climate in which knowledge is not easily accessed or shared within the department or among colleagues, and something the informant experienced to be frustrating. This is typical for a performance climate which is characterized by knowledge hiding, and the informant's descriptions is aligning with a performance climate. When receiving the question "Can you explain how

learning and development is emphasized in your workplace”, informant 7’s response was:

“In a busy week consisting of a lot of work, then it might not be what you sit down and prioritize spending time on. So then, in a way, you almost have to spend your weekends working or gaining that kind of knowledge. »

The response indicated that the informant experience that there was little facilitation of learning and development, and that it resulted in a stressful environment that demanded a higher workload. This is typical for a performance climate, which can cause employees to perceive more stress. In summary, informant 7 highlighted several components of a performance climate through descriptions that aligns with research on motivational climate. Based on key factors presented in the literature of motivational climate, we interpreted that if several key factors are present through description of a climate, it contributes to the certainty that either a mastery climate or a performance climate is perceived. Thus, we attempted to understand the composition of these characteristics in its entirety. We found that when employees expressed that a certain characteristic of a mastery climate was present, it was also apparent that other characteristics of a mastery climate were present as well. Similarly, the one informant that described a performance climate that contained several typical characteristics of a performance climate. Consequently, it is important to note that if only one characteristic of either a mastery- or performance climate is present, this does not necessarily imply that either climate is being experienced. The results of our study indicated that several characteristics related to the climate they described were present and, therefore, contribute to the certainty that either a mastery climate or a performance climate is perceived. We aimed to thoroughly comprehend the perceived motivational climate as described by the informants, in order to develop a comprehensive understanding of how the perception of a motivational climate emerges within a hybrid workplace.

Theme 2: Information flow

The second theme formed by analyzing our data material is the theme “information flow”. This theme consists of the codes: regular interaction, knowledge sharing, clarification of expectations, and access to help and

assistance. Information flow is mainly about how individuals within an organization or team perceive the presence of information. It revolves around the ways in which information is communicated, shared, and accessed among these individuals and their colleagues, regardless of whether they work remotely or in a physical office setting. Information flow is also about the frequency of information exchange. This communication involves a combination of CMC and FtF interaction. Essentially, information flow in hybrid workplaces involves the exchange of information and ideas among employees regardless of their location. We found that an efficient information flow was an antecedent for a mastery climate, and that a poor information flow was an antecedent for a performance climate.

When we asked about the informants' experience with working in a hybrid workplace, all of the 14 informants highlighted the importance of communication, interaction, and information sharing- and structure. Several of the informants (13 out of 14) reported that they had daily meetings with their team and their leader, whether they were present in the office or working from home. In order to ensure that everyone was able to participate in the morning meetings, they were always conducted digitally. In company A, informant 6 describes how they communicate. According to their policy, they are allowed to work both at home and in the office:

“We have daily morning meetings that are digital (...) where our manager goes through important things and everyone says a little about what they are going to do, it is very nice (...) it's a great way to see if people are at work or not and if someone is sick or, so you automatically get to talk to each other a bit every day then, regardless of our locations.”

Informant 6 exemplified that a clarity in what is expected and required further strengthens the information flow. In a hybrid work setting it is thus important to ensure that all employees are informed about the requirements, where to seek help/assistance, and the distribution of tasks. Clear information flow helps in clarifying expectations for employees in a hybrid workplace. When expectations regarding goals, performance standards, and deliverables are effectively communicated, employees have a better understanding of what is expected from them. This clarity reduces ambiguity, enhances job satisfaction, and promotes a mastery climate, where employees feel confident and motivated to

meet and exceed expectations. Informant 8 also described daily morning meetings, and emphasized the importance of regular interaction for the perception of the motivational climate:

“Each morning, our leader arranges a meeting on Teams, so everyone is involved regardless of whether you sit in the office or work from home. Despite the fact that we usually work independently within our team during the workday, I still feel that we have regular communication. It’s important that it’s well organized so we can communicate regularly since we’re working toward a common goal.”

Informant 9 said something similar about regular interaction in a hybrid workplace:

“We communicate a lot with each other, both on Teams and generally over the desk in the office. Our leader encourages us to do this, and constantly sets up joint meeting digitally so that everyone is able to participate.”

All of the informants (14 out of 14) had a 3-to-2 days split. Resulting in using virtual communication channels for communicating. When we asked how the informants communicated with their colleagues and leaders, all informants said that when they were working from home, they used Microsoft Teams (14 out of 14). All from company A also used a chat function called “Slack”. Several of the informants said that they had moved away from the traditional use of emails. Illustrated by informant 8:

“We have completely moved away from the use of email, I almost never do it anymore. Unless it’s someone external to the company or calendar invitations. Slack works so that you send messages directly, we have a strong focus on emojis, so it’s a playful and easy way to communicate.”

Informant 4 also added to this, and several of the informants reported that they used these communication functions regardless of them working remotely or in the office:

“(...) We have daily status meetings (...), but beyond that we have continuous communication as needed via Teams or email. Teams has taken over more and more from where we previously used email.”

The quality of information flow is considered a contributing factor to the development of a mastery climate. When individuals perceive good information flow between themselves, their leaders, and colleagues regarding work expectations, satisfaction is often reported. Clear role expectations are transparently communicated among colleagues and leaders through morning meetings and weekly team discussions, ensuring everyone is aware of each other's tasks and the overall goal (regular interaction and clarification). Thus, the presence of the information flow seems to impact the extent to how employees are able to interpret social environmental cues, such as expectations. In this way, our results are in line with SIPT which argue that individuals are motivated to search for relevant cues. However, the leader's facilitation of information flow makes it easier for employees to interpret these cues. Further, when experiencing lack of information flow, the informants reported feelings of frustration and being unmotivated by it. When the informants were unsure where and how to find relevant information, it led to frustration and reduced the teamwork, exemplified by informant 10 below:

“The flow of information can sometimes be demanding in a large organization, which means that cooperation in many cases becomes negatively affected by it. That you are either not assessed, or that you are not involved. So, in those contexts, the climate of cooperation will be affected. Maybe you should have gotten involved, or involved others, and it hasn't been done. And so there will be... Some discussions about who is responsible for what, and that kind of stuff.”

Informant 7 further elaborated on negative effects of not having a proper information flow. The informant described how it is necessary to journal their work in case of sickness, due to the fact that within the workplace, they are not aware of each other's work or tasks. Thus, a finding might be that if a leader does not contribute to an information flow, it creates uncertainty, and the work is less effective:

“So, something I have been working on lately is just to write down a lot of manuals just in case I get sick, and now that my manager is out, no one really knows what we're doing».

A hybrid workplace is characterized by some workers working remotely and some being in the office, resulting in the competence from the colleagues being spread across the office and other locations and not being accessible in the same way as if everyone was in the office. In addition to the quality of the information, it is the way that they are able to exchange information. Information flow promotes a sense of shared knowledge and collaboration, which is typical aspects of a mastery climate. By having access to the information that is required in order to do their job, employees are able to make informed decisions and contribute effectively. When working in a hybrid workplace, the availability of information also played an important role in whether the employees felt that it was difficult or easy to communicate with their leader and colleagues. Several of the informants emphasized that when communicating remotely, they often miss out on informal and casual conversation. Their perceptions are both positive and negative, since they perceived that they are more efficient, but they may not be able to establish the same relationships as they did when working exclusively in the office. Informants 4 experience on this:

“So, probably you miss a good part of the informal dialogue when you are sitting in a home office. Even if it's for better or worse, because it's clear that the informal dialogue can sometimes be less relevant to your own work, and you can also end up in purely social talk as well. So, you can say that the informal dialogue that you lose, or the informal dialogue can also be a distraction in relation to getting to work on things too”

We asked the informants how they experienced interaction and exchanging information in such a setting. Informant 13 shared that:

“So, I think it's much better if, for example, you're wondering about something, I just go over and ask. but it's not always that everyone is in the office, and I can sense that in a little frustration (...). Then I get a bit like that ahh then I wait until they come to the office to ask then”

Informant 3 held the same perspective regarding access to help and assistance:

“It's not, it's not as easy as you can study around and ask a colleague about that in the office, but it's absolutely fine. But it is not as simple with a written message (..) in a way you get a more complete answer if you see each other in person, then it is usually easier to understand, as you can see each other's body language if you have understood what you are talking about”

Informant 5:

“This is particularly true if you are involved in a project that is taking a bit longer than expected, if you are unsure of who needs to be contacted, etc. For me, it can be very frustrating when things take a long time to complete. I wish things had gone a little faster on certain things, this would have contributed to a higher level of motivation.»

As expressed by informant 5, not knowing who to contact or where to obtain assistance brings frustration and undermines motivation. An organized and well-structured flow of information is essential for employee motivation in a hybrid workplace. Information should be easily accessible, properly categorized, and stored in a central location or a digital platform. When employees can quickly find the information they need, it reduces frustration and saves time. A well-structured information flow promotes efficiency, productivity, and a mastery climate where employees feel supported and empowered.

Theme 3: Available and Committed Leader

The third theme that is apparent in all our 14 interviews is “leader’s commitment”. This theme is based on the codes: leader’s commitment, available management, recognition from manager, regular feedback and leader’s signals.

When being interviewed, all of the informants described the extent to which their leader was committed to their work. This included how the leader recognized their performance and skills, the extent to which the leader was available, and leader's empowerment. We recognized that when the employees perceived their leader as available and committed, they also seemed to perceive a mastery climate. In contrast, when employees experienced their leader to be unavailable and less committed, they appeared to perceive a performance climate. Our results showed that how the leader emphasized their availability had an impact on the perception of the motivational climate. For instance, if the leader was consistent in their communication, the employees perceived their leader as more available. Thus, it is evident from our results that SIPT is an underlying process that demonstrates that communication is an important contributor for the perception of either a mastery or a performance climate. By asking the informants how their performance was evaluated, several informants stated that their performance was frequently expressed by their leader. Informant 15 stated:

“My leader is very good at giving feedback and commenting on my work from day to day. In that way, I know if I’m doing a good job. She’s good at telling me straight away if there’s something I should be aware of”.

Informant 5 said something similar about regular feedback:

“I feel like I receive feedback quite often, whether it’s about work I have delivered, or whether I’ve landed a big customer, or if I’ve assisted my colleague with something. This usually happens in the 1-to-1 conversations with my leader every other week, and very often outside of these conversations as well. For example, if my leader recognizes that my colleague has done a great job, we have a culture for giving each other both positive and constructive feedback in order to learn something. I, personally, appreciate receiving feedback regarding things I could have done differently, not exclusively the positive feedback”

Based on these statements, it thus appears that regular feedback from their leader can affect the extent to which employees experience that the work they do is sufficient or whether they experience their leader to be committed to their work. The consequences of the presence of regular feedback were highlighted by informant 7. When receiving the question “How do you get motivated to perform

at your best?” informant 7 expressed how motivation was related to regular feedback from the leader:

“From earlier experience, I had a leader that gave me a lot of feedback, either positive feedback or constructive feedback, but I felt like it always motivated me to perform better. Now, I receive very little feedback and all I do is “good”, except that all I do is not actually good, so I feel like it makes me a little demotivated.”

This illustrates the impact a leader's frequent feedback has on employees' motivation, and a finding can thus be that a leader's ability to give regular feedback can influence the experience of how committed the leader is to their work. Similar to the statements above, it appears that both positive and constructive feedback is desirable for employees as a contributor to self-directed learning. For that reason, employees' perception of regular feedback can impact the motivational climate. In a hybrid work context, communication takes place both verbally and virtually. In order to explore how feedback was received in a hybrid workplace, we asked the informants how they received feedback and recognition from their leader. On the question “How are your achievements recognized by your leader? And how do you get praise - and for what?”, informant 10 responded:

“We get feedback both verbally and through chat functions. My unit is good at giving feedback, and I think it is important to give feedback to others, especially if you want to receive feedback as well.”

Informant 2 addressed the same question, but also elaborated on how important it was to receive feedback both verbally and virtually:

“My leader is very good at giving me praise but also constructive feedback. This can happen, for example, through the 1-to-1 conversations we have every two weeks, but also in the office, or that I receive a message on Teams. Especially in periods where there has been a lot of remote work, I have received a lot of feedback through Teams, and I notice how much it means for my motivation that I feel that I get recognition for what I produce.”

In a hybrid work context, regular feedback received through both FtF communication and through CMC is thus important. One finding is therefore that

if the employee and the leader are unable to see each other physically at the office, it is even more important for the leader to give feedback also virtually. During the interviews, some of the informants told us about the extent to which they perceived their leader as committed and attentive, and what this led to. Informant 7 talked about how the leader's absent commitment led to uncertainty about whether the work was satisfactory:

“Last month I received a distinction at work, and it was super nice. (...) However, I didn't hear anything from my leader, which I think is a little weird. I'm not sure what caused it, but after a week my leader finally said that it was a “good job”, but he/she also uses the phrase “good job” all the time, so it's really hard to know if it's really a good job or not. I don't feel that my leader's expectations of me are very high. I don't think it matters as long as I do what I am expected to do.”

This demonstrates that if employees perceive that a leader lacks commitment, they may conclude that the leader does not have such high expectations. Whether employees consider their leader to be satisfied with their performance may also be affected by a lack of commitment. Due to the lack of attention from the leader, it took a long time for the distinction to be recognized. In contrast, informant 5 described a leader who appeared attentive:

“In our department, we have a boost-conversation with our leader once a week, where the leader is very concerned that you are doing well, that you are not overloaded with work, and that you have a work balance. If I have too much work, my leader makes sure that I speak up so that we can distribute, cooperate and help each other.”

This statement illustrated that a committed leader which is concerned about the employee's satisfaction, contributes to the work balance and prevents employees from being overloaded with work. By encouraging the employees to speak up and distribute work, the leader fosters collective responsibility among the members, which contributes to a mastery climate. In a performance climate, employees are more likely to experience that they need more resources to handle their work. It is also evident from our results that employees who do not receive help and assistance from their leader as a result of the leader's presence, also end

up resolving issues on their own. The extent to which a leader is attentive, can thus appear to influence the perception of the motivational climate. When asking the informants about how they considered their positions or their tasks to be valuable and how this was expressed from their leader and colleagues, informant 10 stated:

“I feel that our leader is very inclusive. I believe this depends on the qualities or characteristics of a leader – a good leader acknowledges every employee, and a poor leader only acknowledges those who are most visible and speak loudest. And I really feel that my leader manages to acknowledge everyone in my group and ensure that everyone contributes to our final results.”

Informant 7 described how the leader’s commitment was visible through acknowledgement of each employee. As already mentioned, a mastery climate can be characterized by collaboration, while a performance climate is characterized by information hiding. To explore whether the informants perceived either a mastery or a performance climate, we asked the informants about how they experienced the access to help and assistance. By answering this question, some of the informants talked about the availability of the leader, and how this could be connected to collaboration. Informant 7 stated:

“Sometimes you’re left alone, so I’ve often had several challenges that I’ve wondered about, where I’ve asked my leader and my problem has just been pushed away, or the leader didn’t even bother to answer my email.”

In this case, the leader does not seem to be available, and emphasizes the importance of availability of the leader in a hybrid work context. If the leader does not manage to be available remotely, such as avoiding e-mail, it seems to have an impact on the employee’s perception of the availability of the leader and further results in the perception of a performance climate. As indicated in the statement, an unavailable leader is also related to the experience of having to solve problems individually. Informant 1, in contrast stated:

“The collaboration works very well, because we are all keen to help each other, and because our leader is so accessible.”

Based on this statement, collaboration seems to be affected by the availability of the leader. Combining statements from informant 7 and informant 1 they illustrate that the leaders' commitment and availability affects the collaboration among employees and their colleagues, and further demonstrates how it is connected to the perception of the motivational climate.

Theme 4: Learning and development

The fourth theme that is apparent through the interviews is “learning and development”. This theme is based on the codes: **flexibility, facilitation of learning, personalized learning experiences, and collaborative learning opportunities**. We recognized that when employees perceived that the leader facilitated for learning and development, for instance through providing opportunities for learning and developing a collaborative learning environment, they perceived a mastery climate. In contrast, when employees did not perceive the leader to prioritize or facilitate for learning and development, they perceived a performance climate. Our results showed that the opportunities and flexibility their leader provided regarding learning and development in hybrid work was more sufficient when they also received signals from their leader that this was an important priority. In line with SIPT, the cues signaled from the leader affects the perception of the climate. Thus, when the leader signaled the opportunities for learning and development, the employees perceived a mastery climate. When being interviewed, 9 out of 14 informants described how learning and development took place in their workplace. This included how the leader facilitated personal development, methods used for learning, and the attitudes signaled by the leader/organization regarding learning.

Informant 4 described a collaborative learning environment, and further talked about in which arenas this type of learning occurred:

“You learn to develop yourself by participating in conversation with others who are good, even not necessarily in exactly the same way as yourself. And one of the most important learning arenas you have, is the dialogue you have then, in typical projects and in meetings where you discuss topics. So, as it were, being present in those areas becomes a very decisive point in relation to being motivated and in relation to developing”

Informant 4 further explained and distinguished between how this learning takes place in the office versus in remote work:

“It is important to mention all these informal discussions that arise when you are physically in the office, because it is clear that you can enter into discussions or into conversations that you would have missed while working remotely, but which contain relevant information. So, in that sense, you can say that being physically present is another way to ensure more learning than sitting in a home office. In a home office, it is easier for you, not necessarily to isolate yourself, but to have access to fewer conversations and fewer situations in which there is learning.”

Thus, it becomes clear that in a hybrid work context, it is the case that employees will sometimes miss out on the valuable learning that occurs through informal discussion. Furthermore, one finding is that in a hybrid work context, it is crucial to participate in these informal discussions, and that it is important to make arrangements for this to be possible in other ways as well. In addition, informant 3 elaborated on the learning and development opportunities the flexibility of a hybrid work model pursued:

“Our work schedule is flexible, so I can decide how much time I wish to spend at home or in the office. (...) I am both a student and a full-time employee, so I schedule my work hours around my school schedule. This gives me the time and opportunity to develop my skills and knowledge.”

In this case, there is a facilitation for learning and development, as a result of the flexibility a hybrid work model provides. As a response to the question «How is learning and development emphasized in your workplace?» informant 5 also described how the organization facilitated for learning and development and which opportunities the flexibility entailed:

“It is emphasized quite highly. XXX is an organization where a lot happens, and if you want to keep up, you have to develop yourself and learn new skills. The organization provides several internal opportunities, such as taking courses at XXX. I have taken some subjects at XXX in addition to working, and I have taken a specialization in XXX to become a specialist. Several colleagues are now also involved in a similar process, in order to increase their competence.”

In addition to the flexibility a hybrid work model provides, informant 3 and 5 also illustrated that there are personalized learning experiences and opportunities for self-directed learning. As mentioned earlier, self-directed learning opportunities are a part of a mastery climate, which directs employees by emphasizing the process rather than the outcome, and thus enhances their ability to achieve their goals.

During the interviews, 6 of 14 informants expressed how the leader or the organization facilitated individual development and growth. The two forms of motivational climate have different approaches to achievements. Mastery climate prioritizes the process of skill development, while performance climate rewards the high-performing achievers. Thus, it is reasonable to believe that elements such as skill development and learning are not emphasized to the same extent in a performance climate. In order to explore how the informants experienced this, we asked the question “Can you explain how learning and development is facilitated in the workplace?”, informant 2 responded:

"Largely." We say that we turn the pyramid of learning upside down, and that in order to learn as much as possible, you teach new things to others by being responsible for the teaching, and by doing so you train yourself. So, I would say we have a very conscious relation with learning and development. We also have a type of task force that we carry out, and if we show some weaknesses in one area, someone who's specifically trained in that area is responsible for briefing the rest of the team on the challenging or difficult topic. So, in a sense, everyone learns, but the one who teaches away has learned the most."

The informant describes a collaborative learning environment, where the employees are motivated to learn from each other by teaching each other. A finding is thus that a collaborative learning environment strengthens learning, in the way that employees mutually experience a value through this way of learning. Thus, this is considered an antecedent of a perceived mastery climate.

Theme 5: Involvement

Lastly, the fifth theme that is apparent in the interviews is “involvement”. This theme is based on the codes: **participation in decision-making, experience of digital communication and informal communication**. When being interviewed, 7 out of 14 informants described the extent to which they

experienced involvement and inclusion in the workplace. An important aspect of this was determining what contributed to the feeling of involvement being the informants experience of participation in decision-making, how they experienced being involved in digital communication, and the presence/absence of informal communication. We recognized that when employees perceived being involved, they perceived a mastery climate. Our results revealed that involvement is related to the perception of a motivational climate, as involvement can contribute to the extent to which employees feel that their work is satisfactory or sufficient. Further, our results demonstrated that the perception of being involved was influenced by the extent to which the leader signaled involvement, for instance by actively engaging them in decision-making. This can further be explained by SIPT, as the signals sent from the leader impacted the perception of the motivational climate. In contrast, our results demonstrated that when the employees did not perceive a sense of involvement, a performance climate was perceived. Based on the interviews, involvement emerges through allocation of new tasks, receiving responsibility or participation in decision-making. When we asked the informants “How do you get motivated to perform optimally? What is the organization doing to facilitate your motivation?”, informant 4 stated:

“There are probably some individual differences, but I think the key word, which I think is highly important, is involvement. It’s connected to which work tasks you have, but it’s also connected to how you get involved by your leader. And by that, I mean that some leaders are better at involving employees, including them in important meetings and encouraging them to participate in presentations.”

The leader’s responsibility and ability to include the employees is considered as a decisive element for the experience of involvement. Especially in hybrid work, where employees not always get the chance to participate spontaneously in meetings or discussion, it is important that the leader facilitate for involvement.

Informant 2 also answered the same question, but additionally emphasized the manager’s involvement as an important contributor to motivation.

“Regarding motivation to perform, you get positive feedback if you share your competence, assist others, and deliver high-quality results. This can also happen by my manager assigning me tasks and giving me responsibility for new areas. I

view it as a recognition that I'm good at something, and I would say that it triggers me."

Informant 10 also shared the same understanding that a higher degree of involvement could lead to increased motivation:

"For me, motivation is about having interesting work or interesting tasks, in addition to a good working culture. And if I should highlight something that could motivate me even more... It's safe to say that if I get involved even more, then my motivation will increase. When I'm at the office, I often feel like it easier for both my colleagues and my leader to ask for my opinion or to ask me if I want to participate in meetings. So yeah, I think I would wish that I would be more involved when working from home as well."

Informant 10 described the desire to be involved in a greater extent, which further illuminates the importance of facilitation of involvement specifically in hybrid workplaces. Lastly, informant 4 summarized involvement as a crucial element for contribution to motivation:

"I would say there are keywords that sum up what is important. For example, when it comes to property, it's all about location, location, location. But in terms of work, the most important thing is involvement, involvement, involvement."

What is common for all of these informants, is that they emphasized involvement as an important contributor to increased motivation. One finding is that there are different ways to contribute to the experience of being included. Involvement can occur through gaining trust and responsibility, which in turn can lead to mastery and skill development by receiving new challenges. These are typical characteristics of a mastery climate. Certain informants also highlighted inclusion as an important component of collaboration. This can occur if a leader encourages employees to share their perspectives and participate in group decision-making. Informant 9 stated:

"If no one has shared any opinions or points of view yet, my leader asks "Okay, so what do you think?", in order to come up with the best solution together."

Informant 13 also expressed how the leader encourages the sharing of views and perspectives, and how this further strengthens both the experience of being included, as well as the sense of being valued:

“Yes, it’s easy to believe that my leader knows the answer to everything, but I frequently get asked questions like “What do you think about this?”, which makes me feel included and that my opinion actually matters.”

When a leader facilitates employees to express and share their views, competence and opinion, this strengthens the experience of involvement. Involvement also contributes to collaboration, through knowledge sharing and the occurrence of decision-making in groups. One finding is thus that involvement strengthens collaboration, which in turn is a typical characteristic of a mastery climate. The extent to which employees experience to be involved and included, is considered decisive for the perception of the motivational climate. When employees experience being involved and included, they give descriptions of their climate that aligns with characteristics of a mastery climate, such as collaboration and skill development. In contrast, when employees lack a sense of involvement and inclusion in their workplace, a performance climate appears to be perceived through descriptions of individual work and achievement. In hybrid work arrangements, involvement contributes to collaboration. Thus, it is important that involvement is present in order to secure that other components of the work is successful. It is not given that involvement is present to a higher extent in hybrid workplaces where individuals are distributed at different locations. However, our results indicated when the leader and organization facilitate for involvement, this can eventually occur.

Discussion

This study aims to investigate how the motivational climate emerges in hybrid workplaces. Adapting to workplace changes and digitalization requires knowledge, and we intended to contribute to the motivational climate literature by presenting information regarding the emergence of motivational climate in hybrid workplaces from the employee's perspective. As hybrid work implies a combination of CMC and FtF interaction, we assumed that the emergence of the motivational climate could be challenging due to lack of social cues such as in office-based work. Thus, we aimed to contribute to the understanding of the motivational climate emergence in hybrid work. By exploring how the interplay between communication forms in hybrid work influences perceptions of the motivational climate, we aimed to understand how the hybrid way of working affects employee perceptions of the motivational climate. Consequently, the following research question was examined:

“How does motivational climate emerge in hybrid workplaces?”

Despite our assumption of the lack of cues in hybrid work, our main finding is that the motivational climate can eventually emerge in hybrid workplaces. The results reveal that the motivational climate emerges through four antecedents in hybrid work. These antecedents include information flow, available and committed leader, learning and development, and involvement. Further, employees are able to form perceptions of the motivational climate, and the perceptions does not seem to be prevented by the communication channels used in hybrid work. This might be explained by the combination of both FtF and CMC interaction that hybrid work implies, since employees are able to maintain interaction with leaders and colleagues. This finding is in line with SIPT, which demonstrates how individuals are able to perceive the motivational climate (Walther, 2021).

As mentioned in the introduction, Eurofund's report highlights the impact of hybrid working on employees, suggesting that adopting a hybrid work model can enhance employee autonomy (Eurofund, 2020). When combined with heavy workloads or internal competition and performance management, a hybrid work

model can also increase the intensity of work (Eurofund, 2020). According to Wong and colleagues (2020), focusing only on job attributes like flexibility, autonomy, and rewards is inadequate for research on employee motivation. They emphasize the importance of conducting additional research to identify the motivational factors necessary for adapting to this dynamic work setting. Hence, to gain a comprehensive understanding of the motivation of hybrid workers, it is crucial to investigate their perceived motivational climate and explore how the motivational climate emerges in a hybrid workplace when communicating through both FtF- and CMC.

In this section, we will discuss our findings in relation to motivational climate literature and SIPT. We will discuss how the motivational climate emerged based on the results, and which important antecedents we identified of a motivational climate in a hybrid workplace.

Motivational Climate Emergence

According to our study, in a hybrid workplace employee perceived mastery as a combination of collaboration, common goals, collective achievement, skills/competence, and a sense of belonging. Conversely, our results revealed that employees' perception of a performance climate in a hybrid workplace includes elements such as individualized success and knowledge hiding. The informant's descriptions of the perceived motivational climate are in line with Nerstad and colleagues' (2013) descriptions of motivational climate. We observed similarities between the perception of a motivational climate in hybrid workplaces and the perception described of a motivational climate in the literature. Although, we noticed that some of the key factors describing the climate appear more prominent than others in the perception of a motivational climate in a hybrid workplace. We noticed that collaboration, common goal setting, collective achievement, skills/competence, and group focus were important key factors that the informants highlighted when describing their perception of their climate in hybrid workplaces. These results are in line with Nerstad and colleagues' (2013) descriptions of key factors of a mastery climate. Therefore, we assume that the perception of a mastery climate in hybrid workplaces is experienced similarly to what the literature describes.

In contrast to the perception of a mastery climate, the informants also described key factors of a performance climate. These key factors included

individualized success and knowledge hiding, which is similar to the descriptions of a perceived performance climate in the literature (Caniëls et al., 2019; Nerstad et al., 2013; Ames & Ames, 1984). Our results also revealed that when a performance climate was described, employees experience more stress and a heavier workload. This can further strengthen the findings presented in Eurofund's report, which indicates that a hybrid work can result in an intensification of work if it is combined with a performance management (Eurofund, 2020).

Additionally, an unexpected finding was that isolation was apparent when the informant described perceptions of a performance climate in hybrid work. This finding is similar to findings presented by Van Zoonen and Sivunen (2022) and Charalampous and colleagues (2019), both of whom found that remote work created a feeling of isolation among employees. Contrary to this, we did not observe descriptions of isolation when the informants described a mastery climate. Bentley and colleagues (2016) elaborate on this by stating that organizational support reduces employee isolation during remote work. Thus, we suggest that the absence of isolation in mastery climates is due to organizational support, such as the presence of a committed leader.

The antecedents of the motivational climate

Based on our results, information flow reflected the exchange of information, regular interaction, knowledge sharing, clarifications of expectations, and access to help and assistance. Regardless of the communication channels used in a hybrid model or the location of employees, the way information is communicated, shared, and accessed impacts the information flow, ultimately contributing to the perception of the motivational climate.

As the motivational climate is a result of a social information process (Schneider et al., 2013), we assumed that the extent to which employees experience information flow might influence the motivational climate process. Clearly, our findings support this assumption, showing that clear and relevant information received from colleagues and leaders contributes to employees' motivation and satisfaction at work. Our results also demonstrated that as long as the information flow is effective, the use of CMC interaction does not indicate that this communication form is less effective. Although Kasper-Fuehrer and Ashkanasy (2001), assume that communication through FtF is more likely to be more effective than CMC, our results show that the perception of the motivational

climate is not prevented in a hybrid work model, regardless of the communication forms. However, this could be explained by the nature of a hybrid work model, which includes both FtF and CMC, rather than relying solely on either one. To some extent, our results contradict Mesmer-Magnus and colleagues (2011) who argue that CMC hinders the openness of information sharing, and thus restricts employees in their perception of cues. This is due to the fact that our results showed that effective information flow strengthens the perception of the motivational climate in a hybrid work model.

It was evident from our results that employees experience frustration when they are not provided with support and assistance as rapidly as they desired when working remotely. This can be explained by Walther (1995), who argues that the transmission rate in CMC differs significantly from FtF interaction. The findings depicted that employees anyhow succeeded in forming and maintaining social relationships within the workplace. This might be explained by the advantages of a hybrid work model, which makes it possible to compensate for the lack of FtF through CMC. Furthermore, this is in line with SIPT, which suggests that online environments facilitate relationship development through increased opportunities for interaction and communication (Walther et al., 2015). However, our results highlighted that it might be difficult for new employees to form relationships with employees they primarily communicated with online. Thus, we recognize that facilitation of information flow is particularly important for new employees, given that they are unlikely to have developed an understanding of climate yet. In contrast, our findings indicate that as long as an effective information flow exists, motivational climate can be perceived, and an effective informant flow can be regarded as an antecedent to mastery climate perception.

Our results highlighted communication as an antecedent for the perception of the motivational climate among hybrid workers, which is similar to what Glikson and Erez (2020) found in the context of a perceived PSCC among remote workers. The authors stressed the importance of having relational content when communicating virtually because this results in fewer fault lines in the communication. Taking this into consideration, we recognize that communication is affecting the perceived climate in hybrid workplaces. This is also apparent in our findings, where we observed that the informants experienced more positive behaviors related to a mastery climate when experiencing an effective information flow. In contrast, when employees experienced negative consequences due to a

less effective information flow, we observed that this was related to the perception of a performance climate. For instance, the need for employees to document all work due to lack of information within the unit was a consequence of ineffective information flow. When viewing this in the light of Glikson and Erez' (2020) findings, we found that information flow is not limited to the accessibility of the information or how it is exchanged, but it also concerns the content of the communication. The informants stated that they were motivated by having regular morning meetings, as they shaped group cohesion, as a consequence of the leader's signals about the importance of team building. In hybrid work settings, these meetings enabled the establishment and maintenance of social relationships. This corresponds to Glikson and Erez's (2020) findings that indicate that relational content an antecedent for climate formation in virtual teams.

Our findings indicated that the motivational climate of the informants is also affected by their experiences of regular interaction with colleagues and management and that this strengthens the perception of collective achievement and group focus. Yang and colleagues (2015) found that employees may experience less mastery in online settings. Our findings depicted that a hybrid work environment provides employees with the opportunity to communicate regularly with their leaders and colleagues, regardless of where they are located (remotely or in the office). As a result, hybrid work does not necessarily lead to a reduced perception of a mastery climate if the information flow is effective, raising questions regarding Yang and colleagues' (2015) findings.

Further, our results indicated that the facilitation of knowledge sharing is another important aspect of information flow in a hybrid workplace. Our results demonstrate that knowledge sharing provides employees with exchange of expertise, innovative ideas, learning and growth. In this way, we consider the presence of knowledge sharing to be an antecedent of the perception of a mastery climate, as Nerstad and colleagues (2018, pp. 431-432) argue that a mastery climate motivates employees to share knowledge among team members. Additionally, our results demonstrated that how the leader communicates expectations is crucial for creating a motivational climate in a hybrid workplace, which is supported by Grojean and colleagues (2004) who assert that the manner in which leaders communicate these expectations is critical to employee perceptions of what is expected of them. We recognize that when employees have a common understanding of what is expected of them and have access to

information about goals, targets, and performance standards, it enhances their motivation and commitment. Consequently, organizations should ensure that employees are aware of their responsibilities and are informed of the organization's objectives, regardless of their location.

In the light of our results, employees perceived an available and committed leader based on how their leader recognizes their work, provides regular feedback, and how the leader signals this availability. Our results suggested that the leader plays a significant role in the emergence of the perceived motivational climate in hybrid workplaces. Similarly, Duda and Balaguer (2007) emphasize the role coaches play in shaping perceptions of motivational climate. In our study, we found that employees' perceptions of their leader, along with their understanding of their leader's values and goals, were aligned with their own and their team's personal values and goals. In support of these findings, Kozlowski and Doherty (1989) concluded that leadership behaviors and interactions have a significant impact on perceptions of climate. Hence, when working in a hybrid work environment, it is important for employees to feel that their leader is available and committed, as this impacts their perception of the motivational environment.

As already mentioned, a correlation was found between coach feedback and the perception of motivational climate in sports contexts (Stein et al., 2012). We extend this finding in our study by showing that employees will be more committed to their leaders if they believe they are concerned about their well-being. In our study, we found that providing employees with support and engagement, as is the case in hybrid work models, can be accomplished by inviting them to one-on-one conversations, both virtually and in person. Furthermore, this will result in a greater sense of commitment in hybrid workplaces, which will have an effect on how they perceive the motivational climate. Thus, we propose that the perception of a committed leader contributes to the perception of a mastery climate, while the absence of a committed leader contributes to the perception of a performance climate.

According to James and Jones (1974), the level of supervision could influence the perception of the organizational climate. This is in line with our findings, which indicated that the employees who experience regular feedback and concerns from their leader, experience a more committed leader. Furthermore, our results demonstrated that the frequency of regular feedback from leaders is

crucial in hybrid workplaces. Our results exemplified that this can be achieved through various means, such as virtual or physical feedback sessions, such as one-to-one conversations with their leader. Thus, we recognized that the perception of the availability of the leader is influenced by regular feedback. We also found that the presence of regular feedback contributed to the perception of a mastery climate, which is similar to findings presented by Duda and Balaguer (2007; Stein et al., 2012). Moreover, informants indicated that when their leader is committed to their work, their work is more efficient. In contrast, when the absence of a committed leader was described, our results showed that it led to uncertainty and having to solve problems individually. As a consequence of a perceived performance climate, employees are expected to work more, which leads to a higher workload. This finding agrees with Eurofund's report that a hybrid work model combined with a heavy workload and performance management can increase work intensity (Eurofund, 2020).

The findings underscored the critical role of an available and committed leader as an antecedent of the perceived motivational climate. Based on Dollard and Bailey's (2021) results, which indicated that management training contributes to a perceived psychological safety climate, we assumed that the behavior of the leader may affect climate perception. This assumption can thus be strengthened by the results, which highlight the importance of a leader's commitment as an antecedent. Our results demonstrated that an accessible leader fosters a collaborative work environment where employees feel supported and motivated. The impact of a leader's influence on employees' perceptions of the climate is also illustrated by Gonzalez-Roma and colleagues (2002b), which showed that managerial support and supportive behaviors were positively associated with climate perception. Accordingly, our findings are consistent with the suggestion that a leader is able to influence the perception of a motivational climate. It is essential to emphasize the significance of having a committed and accessible leader in a hybrid workplace, as this serves as a fundamental antecedent for fostering a positive motivational climate. In accordance with SIPT, individuals interpret and process social cues in order to understand their social environment (Fulk et al., 1987, p. 535). As evidenced by our results, employees' perception of the motivational climate was affected when they were able to interpret and process social cues, such as expectations from their leaders.

Based on our results, the perception of learning and development within a

hybrid workplace was influenced by the employee's experiences of the leader's facilitation of collaborative learning, personal development, flexibility, arenas for learning, and how the leader emphasized learning.

We suggest that collaborative learning environments play a crucial role in a hybrid work model, as employees learn from participating in conversations with their employees, and benefit from diverse strengths and competencies within their workplace. Our results illustrated that a collaborative learning environment motivates employees and fosters mutually beneficial learning experiences, and thus contributes to the perception of a mastery climate. As Nerstad and colleagues (2018) describe that a mastery climate emphasizes that employees are motivated to learn through a collaborative learning environment, we consider facilitation for learning and development as an antecedent for the perception of the motivational climate. In contrast, a performance climate was perceived when employees experienced knowledge hiding and limited facilitation for learning, which further led to an emphasis on individualized success. Furthermore, this can be explained by Nerstad and colleagues (2018), which describes that a performance climate can cause employees to view their colleagues as competitors, which prevents knowledge sharing.

In our study, meetings and projects are identified as important arenas for learning in hybrid workplaces. The results also indicated that active participation and collaboration in these arenas are crucial for employees to acquire new knowledge and skills. While employees considered informal conversations as valuable learning opportunities, we found that the hybrid work model inhibited those informal conversations, particularly when working remotely. Thus, in order to compensate for the inhibition of informal interaction, we suggest that leaders should enable communication and dialogue between employees in a hybrid work model. Although it seems like the reduction of informal conversations in hybrid work is detrimental to employee learning, the results did not indicate that it prevents the detection of environmental cues. It is consistent with SIPT's assumption that individuals find relevant information in their social environment (Van Puyenbroeck et al., 2018) as well as being motivated to find this information (Walther, 2021). Thus, we can assume that employees in a hybrid work model are motivated to learn by participating in a collaborative learning environment or in meetings and projects, as long as the leader facilitates these learning opportunities.

The results illustrated that employees experience flexibility and autonomy due to the advantages a hybrid work model provides. Our research showed that this flexibility can reflect opportunities to work and study simultaneously or engage in relevant courses alongside work. In this way, employees experience personalized learning, which is typical for the perception of a mastery climate (Nerstad et al., 2019). Thus, to foster the perception of learning and development, we suggest that leaders should facilitate personalized learning experiences and encourage skill development, aligning with the characteristics of a mastery climate. Hence, our research indicates that learning and development are antecedents to the perception of motivational climate in hybrid workplaces.

We found that perceptions of involvement were affected by participation in decision-making, the experience with digital communication, and the presence of informal communication. The results illustrated that the sense of involvement reflects ownership and responsibility of employees' work, and that it will subsequently affect the perception of the motivational climate. We recognize that this is particularly important in hybrid workplaces, as employees may not be able to interact with colleagues and leaders, leading to a diminished sense of involvement. Our results indicate that when leaders involve employees and provide opportunities for participation in decision-making, it creates a mastery climate that enhances motivation in hybrid work contexts. These findings can be supported by Nerstad and colleagues (2019), which argue that employees within a mastery climate are motivated by encouragement to participate in decision-making and by receiving new tasks or responsibilities.

In light of our results, we find that leaders' involvement and inclusion behaviors are critical to motivating their employees. As a result of leaders actively involving employees by inviting them to important meetings, encouraging their participation, and seeking their opinions, employees perceive themselves as being valued and included. This aligns with SIPT beliefs that employees' level of involvement and contribution depends significantly on the leadership style and behaviors of the leader (Gonzalez-Roma, 2002b; Zohar & Tenne-Gazit, 2008).

It is evident that the various antecedents are part of a more complex picture, and that in many situations, they mutually impact and interact with one another. For instance, effective information can influence the perception of learning and development, while employee involvement can further impact how employees perceive their leader's availability and commitment. Additionally, an

effective information flow can impact how employees pursue their leader as available, which further can reflect that if they have an available leader it can influence the perception of the information flow. Furthermore, if employees perceive their leader to be committed to their work, then opportunities for learning and development may be enhanced. Our results indicate that the emergence of a motivational climate in hybrid work does not differ much from other more traditional work models. *Figure 4.0* illustrates how SIPT influences the emergence of the motivational climate in hybrid work, explaining how employees compensate for the lack of cues in their hybrid work environment by actively seeking them.

Limitations and direction for future research

There are several limitations regarding this study. Our thesis is essentially limited to the literature of motivational climate and SIPT. Our implementation of only this set of theory and literature could have influenced the outcome of the study. Thus, future research should consider other relevant theories and literature to address the emergence of motivational climate in hybrid work. Moreover, since hybrid work contexts are relatively new concepts, little research has been conducted on motivational climate. Consequently, our theory section is limited to a small degree of previous findings, indicating that the thesis might not be based on a sound basis. Our context of interest has been limited in terms of research, so we needed to address other contexts in which motivational climate has been studied. Thus, we considered research on motivation and climate to be of relevance in order to gain a better understanding of hybrid work. It is important to note that our research might be systematically biased, due to the fact that research on motivational climate has been primarily conducted by the same researchers. The development of research is subject to significant personal investment, which may be pursued for financial or personal gain.

Previous qualitative research on the motivational climate is limited. As a consequence, we had to develop our own qualitative operationalization of the construct. Thus, our methodology might not be able to address the concept that it was intended to. The need for future research with a qualitative approach to the concept is therefore evident. Our research is only limited to a small sample. Due to restrictions in time and resources, we only managed to conduct 16 interviews, including two pilot interviews. The sample size might be insufficient to

understand the complexity of the construct of hybrid work, and we thus suggest for further research to include a greater sample. The sample also mainly consists of informants from two well-established companies with good reputation and similar organizational structure. Both companies also have access to all electronic tools and resources required for a hybrid work model and might not reflect other companies and their resources. In order to strengthen the findings and gain a broader understanding of how the motivational climate emerges in hybrid work, future research should include a larger variety in the sample, including several companies from different occupational groups or with different organizational structures. Additionally, we also suggest future research to explore leaders' perspective on the emergence of the motivational climate in hybrid work.

A possible weakness of our study may be that not all employees worked in the same department or team. Considering that perceptions of the climate may differ within a team, we are unable to account for the perceptions of the climate since we did not interview everyone from the same team. We suggest interviewing employees exclusively from the same team for future research.

It is essential to consider the timing of our study, as it was conducted after the COVID-19 pandemic. The results indicate that participants have already adapted well to the hybrid work model, leading to a greater emphasis on other elements that are important for future workplaces. As a big part of the sample focused exclusively on the positive aspects of hybrid work, such as flexibility and autonomy, this might have prevented us from gaining useful insight into the broader complexity of the construct. We do not suggest neglecting autonomy and flexibility; rather, our research contributes to shedding light on other significant aspects of motivation in a hybrid work setting, as requested by Wong and colleagues (2020). Moreover, the positive aspects of the hybrid work model may be explained by social desirability, possibly as a result of employees avoiding the risk of establishing a negative reputation for their company. A direction for future research could be using a third party to recruit informants to ensure that the researchers are not aware of their employers. As a final note, we chose to conduct the interviews in the samples' preferred language (Norwegian), so their statements had to be translated. Our data might have been impacted in the sense that the context could have been lost in the translation, which is a limitation. To provide more transparent descriptions, we suggest future research to be consistent in terms of language use in data collection and analysis.

Implications for practice

Our research highlights the possibility to ensure a motivational climate in hybrid workplaces. By focusing on the four identified antecedents, leaders can enhance the perception of a mastery climate and avoid a performance climate.

Further, to promote the perception of a mastery climate, leaders can signal that they are available and committed. For instance, a leader can demonstrate employees that he/she is available, by frequently answering emails/messages from employees and providing employees with regular check-ins to ensure that they receive the help and assistance they need, especially when working remotely. A leader can also show commitment to the employees by ensuring that the employees feel that they are having opportunities to grow within the organization. By providing employees with flexibility and learning opportunities, such as further education or relevant courses, this can enhance the perception of a mastery climate.

Additionally, leaders can promote the perception of a mastery climate, by ensuring that there is an effective information flow. This can be done by informing employees where they can access help when necessary, and also by ensuring that employees have a clear understanding of what is expected of them, and what the employee can expect from their leader. This can for instance be done in weekly one-to-one conversations between the leader and the employee. Moreover, a leader can invite employees to daily morning meetings to encourage regular interaction. This can further contribute to employees' experience of involvement, as they will feel a sense of togetherness, despite their different locations. To further ensure that the employees experience the presence of involvement, a leader should facilitate for employees to participate in decision-making. In addition, a leader can facilitate projects where all employees within a unit contribute and make decisions in order to gain more ownership of the work. A leader can also involve employees by asking employees for input and their opinions. When being involved, this can foster the perception of a mastery climate.

Conclusion

Our findings suggest that the motivational climate in hybrid workplaces emerges through four antecedents: (1) information flow, (2) available and committed leaders, (3) learning and development, and (4) involvement. When the antecedents were present it contributed to the perception of a mastery climate. In contrast, when the antecedents were absent it contributed to the perception of a performance climate. SIPT demonstrated that employees can maintain social relations effectively in a hybrid workplace, and further explains how the communications channels in hybrid work do not hinder the perception or development of the motivational climate. The study provides useful insight for leaders and organizations for their awareness of how employees perceive the motivational climate in hybrid work. Additionally, our research illustrates the importance of future research on motivational climate in hybrid work.

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Appendices

Appendix 1- Project Description (Norwegian)

Prosjektbeskrivelse

Vil du delta i forskningsprosjektet: Opplevelse av motiverende klima på arbeidsplassen. Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke opplevelsen av hjemmekontor og digitale arbeidsmiljø. Vi vil undersøke hvordan det digitale arbeidsmiljøet påvirker opplevelse av arbeidsklima.

I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltagelse vil innebære for deg.

Formål

Formålet med denne studien er å undersøke opplevelsen av motiverende klima på arbeidsplassen. Dataene skal benyttes til masteroppgave på Handelshøyskolen BI.

Hvem er ansvarlig for forskningsprosjektet?

Ansvarlig for prosjektet er institutt for ledelse og organisasjon, Handelshøyskolen BI, Oslo. Studien gjennomføres av masterstudentene (navn) og (navn) ved Handelshøyskolen BI, Oslo. Veiledere for oppgaven er professorer for institutt for ledelse og organisasjon Christina Nerstad og Dominique Kost.

Hvorfor får du spørsmål om å delta?

I prosjektet ønsker vi å intervju ansatte/ ledere som benytter seg av en hybrid arbeidsmodell. Prosjektet vil kartlegge de ansattes erfaringer med en slik arbeidsmodell for å undersøke opplevelsen av motivasjonsklima.

Hva innebærer det for deg å delta?

Vi vil be deg om å delta i et intervju som varer i ca. 1 time. Spørsmålene vi vil spørre deg handler om din opplevelse og erfaring av en hybrid arbeidsmodell samt motivasjonsklima. Intervjuene vil hovedsakelig bli gjennomført fysisk, eventuelt digitalt dersom dette foretrekkes.

Vi vil ta lydopptak av intervjuet for at det skal bli lettere å bruke informasjonen til forskning, disse lydopptakene vil bli slettet etter prosjektets slutt.

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. De som vil ha tilgang til dine data er 2 studenter ved handelshøyskolen BI, Oslo (Navn og Navn) samt 2 veiledere og ansatte på handelshøyskolen BI (Dominique Kost og Christina Nerstad).

Navnet og kontaktopplysningene dine vil vi erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data, dataene dine vil bli lagret på en kryptert minnepenn. Dataene vil bli transkribert og anonymisert og lydopptakene vil da bli slettet. Deltakerne vil ikke kunne bli gjenkjent i masteroppgaven. Det vil bli brukt anonymiserte sitater fra det som sies i intervjuene.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene slettes umiddelbart når prosjektet avsluttes/oppgaven er godkjent, noe som er etter planen 3. juli 2023.

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 institutt for ledelse og organisasjon på 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: (navn), student Handelshøyskolen BI, (mail), (telefonnummer) eller, (navn), student Handelshøyskolen BI, (mail), (telefonnummer).

Vårt personvernombud:

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost
(personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen,

(navn) og (navn)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet “Hvordan oppstår motivasjonsklima på hybride arbeidsplasser” og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- Å delta i intervju som tas opp
- Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

Appendix 2- Interview guide (Norwegian)

Introduksjon før intervjuet starter

- Vi er (navn) og er masterstudenter på Handelshøyskolen BI, Oslo, og studerer ledelse og organisasjonspsykologi.
- Informer om at intervjuet vil bli tatt opp med båndopptaker, det som blir sagt vil bli transkribert om til en tekst. Tydeliggjøre at personen bli anonymisert og har rett til å trekke seg fra prosjektet uten konsekvenser.
- Intervjuet vil vare i ca. 25 minutter
- Samtykke

Bakgrunnsvariabler

- Alder
- Hva er din stilling?
- Hvor lenge har du jobbet i organisasjonen og med nåværende leder?
- Hvor lenge har du vært i din nåværende stilling?
- Hvor mange dager jobber du på hjemmekontor?
- Hvor mange dager jobbet du på hjemmekontor før korona?
- Hva slags regler har dere angående hvor mye man kan eller får lov til å jobbe på hjemmekontor?

Spørsmål tilknyttet informasjon/kommunikasjon

1. Da du har hjemmekontor: hvordan kommuniserer du med din leder? (Gi oss gjerne konkrete eksempler - Eks: mail, telefonsamtale og videosamtale)
2. Når du har hjemmekontor: hvordan kommuniserer du med dine kolleger? (Eks: mail, telefonsamtale og videosamtale)
3. Hvordan opplever du tilgang på hjelp/assistanse under hjemmekontor?
4. Hvor mye interaksjon har du med dine kolleger/ledere under hjemmekontor?

5. Hvor mye interaksjon har du med dine kolleger/ledere når du er på kontoret?

Del 1

6. Hvordan er samarbeidet mellom deg og dine kollegaer/ledere?
 1. Kan du gi oss et eksempel på en situasjon hvor samarbeidet var veldig bra?
 2. Kan du og gi oss et eksempel på hvor samarbeidet ikke var bra?
Hvorfor valgte du disse eksemplene?
7. Hvordan foregår utveksling av tanker og ideer på arbeidsplassen? Gi oss gjerne konkrete eksempler på dette.
8. Forklar hvordan læring og utvikling blir vektlagt på arbeidsplassen?
9. Hvilke spesielle opplegg/program/initiativer finnes det til å støtte individuell vekst og utvikling?
10. Hvordan foregår problemløsning på arbeidsplassen?
11. Forklar hvordan du blir oppfordret til å prøve nye metoder i forbindelse med arbeidsoppgavene?
12. Hvordan blir hvert enkelt ansatt ivaretatt og synliggjort i gruppen?
(Hjemmekontor vs. på kontoret)
 1. Hvordan sørger ledere/medarbeidere for at din rolle i arbeidsgruppen blir verdsatt?
13. Hvordan føler du at du blir anerkjent av dine kolleger/ledere?
14. Opplever du at dine arbeidsoppgaver blir ansett som viktige for organisasjonen? Gi oss gjerne eksempler på dette.

Del 2

15. Hvordan opplever du at prestasjonene dine blir målt og evaluert?
16. Hvordan opplever du at dine prestasjoner blir sammenlignet med dine kollegaer?
17. Fortell oss om dynamikken i arbeidsgruppen din når det gjelder prestasjoner/ytelse/suksess?
18. Hvordan opplever du verdien som legges i individuelle og gruppeprestasjoner?

1. Er det mer fokus på gruppeprestasjoner eller individuelle prestasjoner?
- 19.** Hvordan blir prestasjonene dine anerkjent av ledere og kollegaer?
 1. Hvordan får du skryt, og eventuelt for hva?
- 20.** Hvordan er dine individuelle prestasjoner målt i arbeidsgruppen din?
 1. Hvordan opplever du at dine prestasjoner blir synliggjort?
- 21.** Hvordan vil du beskrive arbeidskulturen?
 1. Evt: hva er positivt/negativt?
- 22.** Beskriv hvordan intern konkurranse i arbeidsgruppen din foregår?
- 23.** Hvordan blir du motivert til å prestere optimalt? Gi oss gjerne konkrete eksempler på hvordan organisasjonen kompenserer for dine prestasjoner?
- 24.** Hva skal til for å bli ansett som “den ideelle ansatte” på arbeidsplassen din?
- 25.** Hva skal til for at du opplever at jobben du gjør er tilstrekkelig?
- 26.** Hva tror du kunne bidratt til å motivere deg mer på arbeidsplassen?
- 27.** Hva opplever du som problematisk med en slik arbeidsmodell? (Hva tror du en eventuell løsning på dette kunne være?).
- 28.** Hva skal til for at du opplever at jobben du gjør er tilstrekkelig?
- 29.** Hva blir vektlagt som “en god jobb” når du er på kontoret vs. på hjemmekontor? Opplever du noen forskjeller her?
- 30.** Hvordan signaliser oppfatter du at leder/teamet sender om hva som er forventet av deg på kontor/hjemmekontor mtp jobben og deg som ansatt?

Noe du vil legge til?

Takk for deltakelse.

Appendix 3- NSD/SIKT approval (Norwegian)

13.01.2023, 10:50

Meldeskjema for behandling av personopplysninger



[Meldeskjema](#) / [Masteroppgave - Leadership & Organizational Psychology](#) / Eksport

Meldeskjema

Referansenummer

701994

Hvilke personopplysninger skal du behandle?

- Navn (også ved signatur/samtykke)
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Beskriv hvilke bakgrunnsopplysninger du skal behandle

Alder, kjønn, arbeidssted og stilling. Men disse opplysningene vil anonymiseres i analysen og i oppgaven.

Prosjektinformasjon

Prosjektittel

Masteroppgave - Leadership & Organizational Psychology

Prosjektbeskrivelse

Dette prosjektet er en masteroppgave av to studenter fra Handelshøyskolen BI. Vi skal skrive en masteroppgave om opplevelse av arbeidsklima på hjemmekontor.

Begrunn hvorfor det er nødvendig å behandle personopplysningene

I vårt prosjekt vil vi samle inn informantenes opplevelse av arbeidsklima. Det vil være naturlig at informantene oppgir informasjon om arbeidsplass, navn, alder da vi vil intervju informantene personlig.

Prosjektbeskrivelse

[Prosjektbeskrivelse Masteroppgave BI .docx](#)

Ekstern finansiering

Ikke utfyllt

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Anna Olden , annaolden@gmail.com, tlf: +4795815129

Behandlingsansvar

Behandlingsansvarlig institusjon

Handelshøyskolen BI / BI Oslo / Institutt for ledelse og organisasjon

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dominique Kost , dominique.kost@bi.no, tlf: 46410828

Skal behandlingsansvaret deles med andre institusjoner (felles behandlingsansvarlige)?

Nei

Utvalg 1

Beskriv utvalget

<https://meldeskjema.nsd.no/6367b584-ac6b-49e8-a940-3e153032ec14/eksport>

1/3

Ansatte på kontor/hjemmekontor, konsulentfirma, IT-firma. Store/mellomstore bedrifter.

Beskriv hvordan rekruttering eller trekking av utvalget skjer

Utvalget vil bli rekruttert selv via LinkedIn, email og i eget nettverk.

Alder

20 - 67

Personopplysninger for utvalg 1

- Navn (også ved signatur/samtykke)
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Hvordan samler du inn data fra utvalg 1?

Personlig intervju

Vedlegg

[Intervjuguide .docx](#)

Grunnlag for å behandle alminnelige kategorier av personopplysninger

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Informasjon for utvalg 1

Informerer du utvalget om behandlingen av personopplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Informasjonsskriv

[Prosjektbeskrivelse Masteroppgave BI .docx](#)

Tredjepersoner

Skal du behandle personopplysninger om tredjepersoner?

Nei

Dokumentasjon

Hvordan dokumenteres samtykkene?

- Manuelt (papir)

Hvordan kan samtykket trekkes tilbake?

Kontakter oss og gir enten muntlig eller skriftlig beskjed, deretter vil samtykke umiddelbart trekkes tilbake.

Hvordan kan de registrerte få innsyn, rettet eller slettet personopplysninger om seg selv?

Vi vil sende deltagerene et utkast for godkjenning av oppgaven. Vi vil i etterkant av forskningsprosjektet sende et informasjonsskriv der vi informerer at all data er slettet, samt den ferdigstilte oppgaven.

Totalt antall registrerte i prosjektet

1-99

Tillatelser

Skal du innhente følgende godkjenninger eller tillatelser for prosjektet?

Ikke utfyllt

Behandling

Hvor behandles personopplysningene?

- Mobile enheter tilhørende behandlingsansvarlig institusjon

Hvem behandler/har tilgang til personopplysningene?

- Student (studentprosjekt)

Tilgjengeliggjøres personopplysningene utenfor EU/EØS til en tredjestat eller internasjonal organisasjon?

Nei

Sikkerhet

Oppbevares personopplysningene atskilt fra øvrige data (koblingsnøkkel)?

Ja

Hvilke tekniske og fysiske tiltak sikrer personopplysningene?

- Personopplysningene anonymiseres fortløpende
- Adgangsbegrensning

Varighet

Prosjektperiode

01.01.2023 - 03.07.2023

Hva skjer med dataene ved prosjektslutt?

Data slettes (sletter rådataene)

Vil de registrerte kunne identifiseres (direkte eller indirekte) i oppgave/avhandling/øvrige publikasjoner fra prosjektet?

Nei

Tilleggsopplysninger



[Meldeskjema](#) / [Masteroppgave - Leadership & Organizational Psychology](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer
701994

Vurderingstype
Automatisk

Dato
16.12.2022

Prosjekttittel

Masteroppgave - Leadership & Organizational Psychology

Behandlingsansvarlig institusjon

Handelshøyskolen BI / BI Oslo / Institutt for ledelse og organisasjon

Prosjektansvarlig

Dominique Kost

Student

Anna Olden

Prosjektperiode

01.01.2023 - 03.07.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 03.07.2023.

[Meldeskjema](#)

Grunnlag for automatisk vurdering

Meldeskjemaet har fått en automatisk vurdering. Det vil si at vurderingen er foretatt maskinelt, basert på informasjonen som er fylt inn i meldeskjemaet. Kun behandling av personopplysninger med lav personvernulempe og risiko får automatisk vurdering. Sentrale kriterier er:

- De registrerte er over 15 år
- Behandlingen omfatter ikke særlige kategorier personopplysninger;
 - Rasemessig eller etnisk opprinnelse
 - Politisk, religiøs eller filosofisk overbevisning
 - Fagforeningsmedlemskap
 - Genetiske data
 - Biometriske data for å entydig identifisere et individ
 - Helseopplysninger
 - Seksuelle forhold eller seksuell orientering
- Behandlingen omfatter ikke opplysninger om straffedømmer og lovovertrедelser
- Personopplysningene skal ikke behandles utenfor EU/EØS-området, og ingen som befinner seg utenfor EU/EØS skal ha tilgang til personopplysningene
- De registrerte mottar informasjon på forhånd om behandlingen av personopplysningene.

Informasjon til de registrerte (utvalgene) om behandlingen må inneholde

- Den behandlingsansvarliges identitet og kontaktopplysninger
- Kontaktopplysninger til personvernombudet (hvis relevant)
- Formålet med behandlingen av personopplysningene
- Det vitenskapelige formålet (formålet med studien)
- Det lovlige grunnlaget for behandlingen av personopplysningene
- Hvilke personopplysninger som vil bli behandlet, og hvordan de samles inn, eller hvor de hentes fra
- Hvem som vil få tilgang til personopplysningene (kategorier mottakere)
- Hvor lenge personopplysningene vil bli behandlet

- Retten til å trekke samtykket tilbake og øvrige rettigheter

Vi anbefaler å bruke vår [mal til informasjonsskriv](#).

Informasjonssikkerhet

Du må behandle personopplysningene i tråd med retningslinjene for informasjonssikkerhet og lagringsguider ved behandlingsansvarlig institusjon. Institusjonen er ansvarlig for at vilkårene for personvernforordningen artikkel 5.1. d) riktighet, 5. 1. f) integritet og konfidensialitet, og 32 sikkerhet er oppfylt.

Appendix 4 – Nerstad et al., 2013: Motivational Climate at Work Questionnaire (MCWQ).

Table 1 Principal Components Analysis with Varimax Rotation (Study 1)

Items	Sample 1 (n = 186) Factors		Sample 2 (n = 115) Factors	
	PC	MC	PC	MC
Performance climate				
PC8: In my department/work group, it is important to achieve better than others.	.73		.73	
PC2: In my department/work group, work accomplishments are measured based on comparisons with the accomplishments of coworkers.	.72		.70	
PC7: In my department/work group, an individual's accomplishments are compared with those of other colleagues.	.71		.79	
PC3: In my department/work group, rivalry between employees is encouraged.	.66		.65	
PC6: In my department/work group, one is encouraged to perform optimally to achieve monetary rewards.	.64		.63	
PC5: In my department/work group, only those employees who achieve the best results/accomplishments are set up as examples.	.64		.50	
PC4: In my department/work group, internal competition is encouraged to attain the best possible results.	.64		.73	
PC1: In my department/work group, there exists a competitive rivalry among the employees.	.53		.54	
Mastery climate				
MC1: In my department/work group, one is encouraged to cooperate and exchange thoughts and ideas mutually.		.81		.67
MC2: In my department/work group, each individual's learning and development is emphasized.		.79		.67
MC3: In my department/work group, cooperation and mutual exchange of knowledge are encouraged.		.79		.74
MC4: In my department/work group, employees are encouraged to try new solution methods throughout the work process.		.75		.65
MC5: In my department/work group, one of the goals is to make each individual feel that he/she has an important role in the work process.		.70		.74
MC6: In my department/work group, everybody has an important and clear task throughout the work process.		.63		.56
Eigenvalues	5.70	2.52	3.87	2.80
% of variance	33.55	14.83	27.61	20.01

Note. PC = performance climate, MC = mastery climate.