



---

# Universitetet i Stavanger

**What do leaders and employees emphasize as important in the JD-R model,  
an interview study from a service company in Norway**

A qualitative study of employees and leaders in an international energy company

**Renate Hjelleseth**

**Supervisor: Espen Olsen**

1.06.2023

Executive Master in Business Administration

University of Stavanger

Student number: 3530



Universitetet  
i Stavanger

**HANDELSHØGSKOLEN VED UiS  
MASTEROPPGAVE**

STUDIEPROGRAM:

Executive Master in Business Administration  
E-MBA300-1 22H

ER OPPGAVEN KONFIDENSIELL?

Ja:.....

Nei:..X.....

TITTEL:

What do leaders and employees emphasize as important in the JD-R model, an interview study from a service company in Norway

FORFATTER(E)

Kandidatnummer:

3530.....  
.....

Navn:

Renate Hjelleseth  
.....  
.....

VEILEDER:

Espen Olsen

## **Executive summary**

When looking at the international organisation Gallup's 'State of the Global Workplace 2022' report, we find that 60% of the world's workers are emotionally detached at work, and 19% are miserable (Gallup 2022). As the demand for labour in Norway is very high due to the post-Covid pandemic, showing unemployment lowering to the low level of 1.6% of the workforce as of September 2022 (Nav), the increased focus for most employers is to keep employees motivated and keep low retention. In many sectors, new roles have become part of the workforce, like the chief happiness officer (CHO) or head of well-being. Their focus is to create an environment where individuals thrive.

So, what is important for both employees and leaders to increase motivation and reduce strain? There are no clear answers, as there are many factors at stake both within and outside the organisation. Therefore, this study aims to gain a broader insight into what employees and leaders in an international energy company emphasise as important from a JD-R perspective. We want to focus on getting a better knowledge of engagement and well-being drivers by examining the importance of various factors with a specific focus on demands and resources.

A quality study was conducted with interviews among employees and their leaders. The questions aimed at enhancing understanding regarding the importance and impact of the main point of the model. The main points of the model are job resources (i.e. supervisory coaching, autonomy, social support, teamwork, performance feedback, and opportunities for development and growth within the organisation), and job demands (i.e. conflict at work, job responsibility, time pressure, role conflicts, and workload). We also aim to understand the role of leadership and basic needs.

The results of the study disclosed that engaging leadership can have a real impact on basic needs both directly and indirectly through leadership. A significant correlation was found between the leader's emphasis on ensuring visibility for all team members and the employee's experience of being seen as generally accepted. Interestingly, when individuals were questioned about what was most important for them and their employees, they all mentioned social climate and support. Additionally, we discovered that job motivation was accomplished through a combination of job resources and demands. Our research further found that individuals recalled being highly motivated during periods characterised by clear expectations, demanding tasks, and well-defined deadlines.

## **Preface**

This master's thesis was developed after my studies at EMBA at the University of Stavanger (UIS) 2022/2023. The choice of the topic for the master thesis slowly evolved during my years of studies at UIS and is written in collaboration with an international service company in the oil and energy sector. Motivation and enthusiasm for one's work are important, and even more so as times change. Lack of qualified personnel can be identified across various industries and roles. Therefore, the need to understand employees and what motivates them becomes more significant.

I am grateful for everything I have learned during my years of study and the growth that this has given me both in my personal life and career-wise.

I want to thank my supervisor, Espen Olsen, for all the inspiring discussions, interesting feedback, and overall support to help me complete the thesis.

My thanks to my dear children. They have been very supportive and patient with their mum, who has dedicated much time to her studies in recent years. This would not have been possible without my parents for their availability and continued support. Last but not least, I would like to thank my partner, Pierre, with whom I have always been able to discuss ideas. He has encouraged me throughout the whole process and inspired me to be disciplined in my work.

Many other contributors helped and supported me during my journey, and I will personally thank them. This journey has given me so much, and I am looking forward to implementing what I learned in the years to come.

## Contents

1 INTRODUCTION .....	6
1.1 Research questions.....	6
2 THEORETICAL BACKGROUNDS .....	8
2.1 Literature review .....	8
2.2 The job demands-resources framework .....	9
2.2.1 Job demands.....	10
2.2.2 Job resources.....	10
2.2.3 The process: stress and motivational.....	11
2.3 Self-determination theory and basic needs .....	12
2.4 Leadership and J-DR .....	14
2.5 Engaging leadership, self-determination theory, and J-DR model.....	15
2.6 Conservation of resources theory .....	16
3. METHODOLOGY.....	18
3.1 Research design.....	18
3.2 Data collection.....	18
3.3 Data analyse .....	19
3.4 Choice of methodology and its limitation .....	19
4. RESULTS AND DISCUSSION .....	21
4.1 Leadership and need satisfaction.....	21
4.1.1 Results .....	21
4.1.3 Discussion .....	23
4.2 Leadership, job demands, and job motivation.....	24
4.2.1 Results .....	25
4.2.2 Discussion .....	26
4.3 Leadership, job resources and job motivation .....	27
4.3.1 Results .....	27
4.3.2 Discussion .....	29
4.4 Job demands and stress .....	30
4.4.1 Results .....	30
4.4.2 Discussion .....	32
5 OVERALL REFLECTIONS.....	34
5.1 Practical implications.....	35
5.2 Conclusion .....	36
5.2.1. How can engaging leadership foster the satisfaction of basic needs at work? .....	37
5.2.2. How can engaging leadership influence job motivation via job resources?.....	37

5.2.3 How can engaging leadership influence job motivation via job demands?.....	38
5.2.4 Which demands stimulate stress? .....	38
5.3 Limitation and further studies.....	38
6 REFERENCES .....	40
7 APPENDIX .....	44
7.1 Appendix A – Interview Guide Leader .....	45
7.2 Appendix B – Interview guide Employee.....	47
7.3 Appendix C Consent Form .....	49
7.4 Appendix D - Consent by Norwegian Agency for Shared Services in Education and Research ..	52

## 1 INTRODUCTION

Every organisation aims to keep sick leave, retention, and stress levels low while ensuring employee engagement and motivation. For the newer generation and skilled workers, the importance of engagement, motivation, and meaning in one's job grows as organisation commitment lowers, and, therefore, they tend to change position more often (Carrierbuilder.com, 20.05.2023). This will be even more significant in the oil and energy industry as it employs many from the baby boom generation who will soon retire, and new individuals must be trained and ready to assume their positions in a short amount of time. This must be one of their highest priorities, as organisations frequently mention their most valuable resources in solving upcoming challenges are their employees.

To further understand how to increase motivation and decrease stress within an organisation, literature research was done. An initial literature search shows that there is much research done on motivation and burnout, and one of the most used frameworks is the JD-R model (Demerouti et al. 2001, Schaufeli and Bakker 2004). The JD-R model explains how demands and resources lead to motivation or stress. Leaders will have a big impact through direct and indirect influence. A leader can, for example, influence the working environment, choose the emphasis to put on a specific demand, and be a resource for their employees.

### 1.1 Research questions

The aim of this thesis is to improve understanding of what employees and leaders find important based on the JD-R model, therefore, we have chosen to focus on the following four research questions:

1. *How can engaging leadership foster the satisfaction of basic needs at work?*
2. *How can engaging leadership influence job motivation via job resources?*
3. *How can engaging leadership influence job motivation via job demands?*
4. *Which demands stimulates stress?*

The first research question focuses on the role of engaging leadership in fostering the satisfaction of basic needs. This question is grounded in the self-determination theory (SDT; Deci and Ryan, 2000), which describes those needs and their fundamental importance. The theory of engaging leadership also evolves around the theory of SDT. Engaging leaders inspire, strengthen, and connect their followers and thus, promote the fulfilment of the followers' basic needs for autonomy, competence, and relatedness (Schaufeli, W 2015). Our aim is to gain an

increased understanding from the standpoint both leaders and employees of what are important needs and how these are met. By pursuing this relationship, we intend to get a deeper understanding in light of relevant literature.

In the second and third questions we want to cast light upon how motivations are influenced by job resources and demands. We wish to gain a deeper understanding of the relationship between leadership, motivations, needs and resources. We will then compare the findings with existing theoretical foundations. Finally, we want to understand potential differences in perceptions from leaders and employees on how demands and resources mostly impact motivation, and the dynamics in the workplace. We aim to contribute to existing theoretical foundation with practical insights.

The fourth and last questions is regarding stress and the desire to investigate further on which demands have the biggest impact and contribute to stress. This research question is motivated by the significance of stress and its potential to influence not only work but overall life quality in a negative way. Building on relevant literature and research, we aim at getting an understanding on what demands can be potential stressors. Furthermore, in this study, we want to gather feedback from both employees and leaders to understand potential differences in their perceptions of stressors. Thus, we get various perspectives and thus, new insight on how to better manage stress in the workplace.

## 2 THEORETICAL BACKGROUNDS

In this section, some of the existing literature can be explored to establish a stronger understanding of different concepts by discovering more broad theories such as the JD-R model, the self-determination theory, engaging leadership, Conservation of resources theory and basic needs.

The job demands-resources model (Bakker et al., 2003; Demerouti et al., 2001) is the main model on which the thesis will be based. It is easy to understand and gives a quick overview and explanation about where to intervene to diminish burnout and increase engagement. This flexible model explains how job demands and resources impact motivation and strain directly and indirectly. It is flexible due to its comprehensive framework that can be applied across many settings and contexts.

The model's flexibility has been mentioned, and it assume any demands and any resources may influence employee health and well-being, although it does not explain why (Schaufeli and Taris 2014) Therefore to substantiate the psychological role of the demands, resources, and outcomes in the JD-R model we included the self-determination model (SDT; Deci and Ryan, 2000). SDT helps us understand why job demands and resources (both work and personal) have an impact on motivation and strain by providing a framework that focuses on autonomy, competence, and relatedness.

Moreover, we try to get an insight into how leadership will impact engagement, with a specific emphasis on engaging leadership. The concept of engaging leadership was also developed from SDT and has an indirect effect on burnout and motivation via job demands and resources. For this reason, it can be integrated into the JD-R framework. (Schaufeli, W.B. 2015).

The last model we include is the conservation of resources theory (COR, Hobfoll, 1989). This model shows how the two concepts, resource gain and resource loss, mutually reinforce each other. By including this theory, we broaden our understanding of why both the motivational and stress processes evolve.

### 2.1 Literature review

Relevant literature has several important uses. First, it will be used specifically to write the theory and from there, to have an impact on what research questions we try to answer in the thesis. Second, the literature will, together with the interview findings, be used for the discussions.

The research was mainly done in Google Scholar, searching for words including ‘job demand resources model’, ‘self-determination theory’, ‘leadership’, and conservation of resources theory”. These words were searched along with expressions such as ‘state of the art’, ‘engagement’, ‘mindset’, ‘systematic review’, and ‘well-being’. The references were also used in the articles to find new and relevant research.

## 2.2 The job demands-resources framework

The job demands-resources (JD-R) (Bakker and Demerouti, 2007) is among the most popular framework to see the connection between job characteristics and employee well-being (Lesner et.al 2019). It is used in many studies to investigate the relationship between job demand and resources on one hand and motivation and strain, and therefore organisational outcomes, on the other hand. It explains how the organisational environment impacts the employees. The framework itself is very flexible and could also include different work sectors and types of positions.

The job characteristics of the model are classified into two main categories: job demands and job resources. They will activate different processes. Job demands can lead to a health impairment process. Conversely, job resources can create a motivational process. Prior to examining further the process above, we will explain the underlying principles behind the two concepts of job demands and job resources.

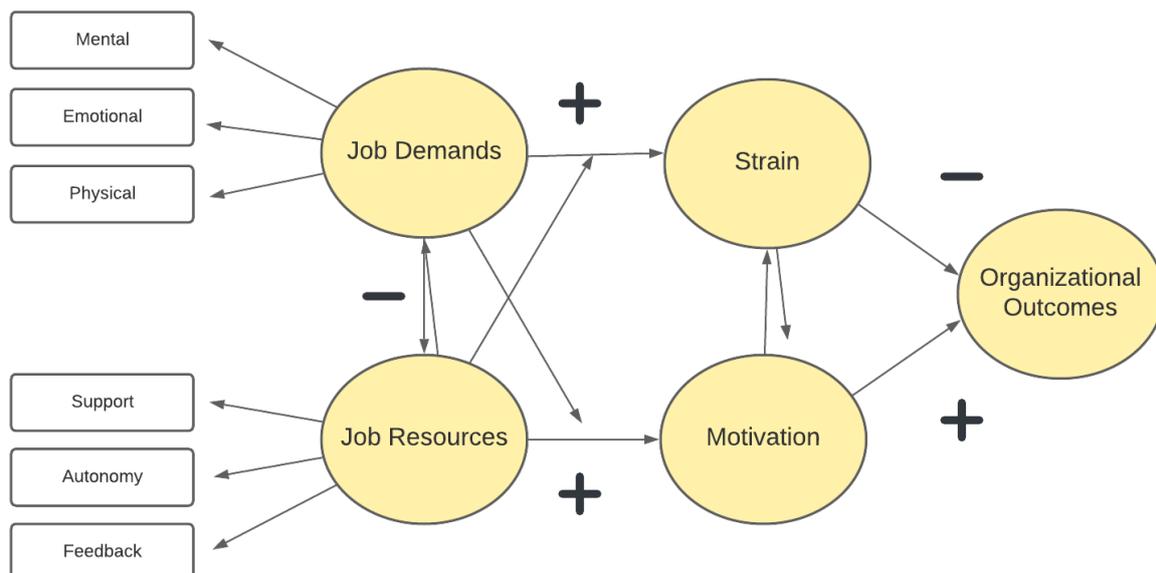


Figure 1. Job Demands-Resources model (Based on Bakker and Demerouti, 2007)

### 2.2.1 Job demands

Job demands are the aspects associated with a cost that can be both physiological and psychological (Bakker and Demerouti, 2017). Examples of this will be having a high workload, having a role conflict between manager, colleague, and clients, and working in an environment where tensions are strong and there might be a negative working climate. In recent research, job demands have been divided into two different parts. This has also changed the view on job demands from something mainly negative that could leave to strain to something more positive. The two types of job demands are hindering and challenging (Lesner 2018). While the first is clear, as the word suggests, a hinder to reaching a positive outcome as the example listed above. A challenging job demand, conversely, will be important for an employee to reach certain goals, both personally and for the organisation. As development and lifelong learning become more and more part of the working life, there is also a bigger need to take into consideration challenging job demands that surely could be difficult but will lead to development in one's career and could lead to personal growth. Therefore, job demands are not always negative but can become a stressor when meeting the demands requires high effort and does not give room for adequate recovery (Meijman and Mulder, 1998).

### 2.2.2 Job resources

Conversely, job resources are an aspect of the job that can help reach work-related goals and reduce job demands and associate costs, and that will stimulate growth and development (Demerouti, 2001). Examples of job resources that will do this are skill discretion, job feedback, social support, autonomy to decide when or if to work from home, and the possibility of being promoted (Tummers and Bakker 2021). Lately, personnel resources have also been added to the model but do not have a clear place as that will depend on the resources added. Personal resources have been used to describe the relationship between job resources and positive psychological and organisational outcomes. Examples of these can be self-efficacy, organisation-based self-esteem, and optimism (Xanthopouou, 2009). An important point regarding personal resources is how they will affect the perception of the work environment and resources available. Engaged employees will more easily create a positive collaboration climate with their colleagues (Bakker and Demerouti 2006). Social information process theories state that overall job attitude, like cynicism on one side or dedication on the other, initiates a rationalising process to link the characteristics of the job and the social context closer together (James and Tetrick, 1986, Wong et.al 1998). A lack in the model is that the opposite of personnel resources is not included, personal vulnerability such as neuroticism and

workaholism could be included though it is likely there is no single best way to do this (Schaufeli and Taris 2014).

Lastly, it is useful to mention how job resources are connected to the effort–recovery theory (Schaufeli 2014). The effort-recovery theory (Meijman and Mulder 1998) shows how workers are willing to dedicate more effort and willingness to work in environments that offer many resources. Consequently, job resources will then lead to fostering goal attainment and reducing job demand by increasing efforts. Job resources are also linked to the intrinsic motivational role by satisfying basic human needs.

### 2.2.3 The process: stress and motivational

The JD-R process takes for granted that any demand and any resources may affect employee health and well-being (Schaufeli 2014). As mentioned, the model includes both an occupational health approach (reducing job stress and burnout) with an HR approach (increasing work motivation and engagement) (Schaufeli, W.B. 2017).

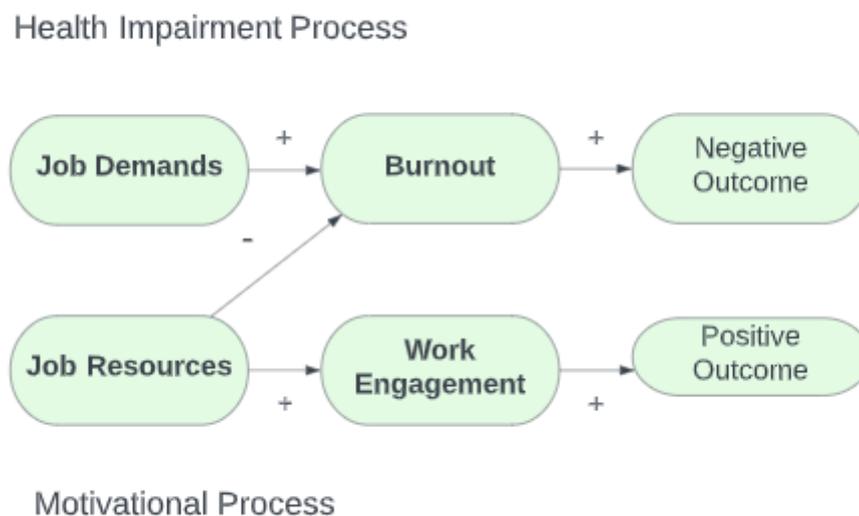


Figure 2. The job demands-resources model (Based on Schaufeli, 2017)

These hypotheses have also been found evidence for in research (Bakker et.al 2003). Many studies support the dual pathway to employee well-being, and this can predict important organisational outcomes. Job demand may lead to energy depletion by exhausting employees' mental and/or physical resources. (Martos et.al 2022). High job demand will increase the possibility of burnout and lead to negative outcomes and turnover intentions. On the other hand,

job resources will stimulate work engagement and foster positive outcomes for the organisation as a motivational process (Lesener et al 2019). Lack of resources could also result in a cynical attitude toward work. (Bakker 2006).

In addition to these main effects, the researcher found that the development of job strain and job motivation is influenced by the interaction between job demand and job resources. Specifically, different job resources can buffer different job demands. Social support is the main known variable that has been proposed as a potential buffer when, for example, a good colleague can help remove work and emotional overload. Bakker et. al (2005) found in their study that a high level of burnout was not found in cases where work overload, emotional demands, and work-home conflicts were met with autonomy, high-quality support from a supervisor, and receiving feedback and social support were present.

Moreover, engagement was boosted when job resources and demand were high (Hakanen, et.al 2007). Following up on engagement and the importance of this was also shown by Xanthopoulou et al. (2009). They found a gain cycle of strong empirical evidence that explains the reciprocal relations between personal resources, job resources, and engagement. This dynamic is also supported in the COR theory (Hobfoll 1989, 2002).

### 2.3 Self-determination theory and basic needs

To better understand why job demands and resources (both work and personal) impact motivation and strain other theoretical models are used, such as the self-determination theory (SDT; Deci and Ryan, 2000). The SDT is based on the idea that all people are inclined towards growing, connecting to others, and self-mastery. According to the SDT, we all have three psychological needs: autonomy, competence, and the need to feel cared for. These needs must be supported for the individuals to develop healthily and are seen as particularly valuable.

Autonomy concerns having a sense of control over actions that are based on personal interests and values. Both rewards and punishment could, for example, influence a feeling of autonomy, as the person will then feel controlled. The need for autonomy can often be in conflict with another part of an organisation as it could remove clear rules and expectations. An easier way for leadership to be impactful is by taking the initiative for the employee to engage in job crafting. The need for autonomy will often grow with the experience and the skillfulness the employee gains through experience. This is important for the leader to take into account.

Competence relates to the feeling of success and growth within one's feeling of comfort.

Relatedness is the last need and concerns the feelings of connection and belonging. In particular, feeling that one is cared for and part of something (Ryan and Deci, 2020).

The findings of Deci and Ryan show that these needs are essential for growth and integration as much as social development and personal well-being. Thus, not meeting those needs also leads to negative effects, such as lacking motivation and withdrawal. Moreover, self-determination theory (SDT) has been used to explain various forms of motivation.

Intrinsic motivation involves a deep interest in an activity, a subject, or a challenging task that brings joy or interest. This is one of the primary forms of motivation explained by SDT. Based on the findings, there is another type of motivation that is vital in human behaviour and that is extrinsic motivation. According to Ryan and Deci (2020), extrinsic motivation can be divided into four subtypes: external regulation, introjection motivation, identification regulation, and integrated regulation.

External regulation is a type of motivation in which we act according to accepted standards, or it can be motivated by external rewards and punishment. Introjection motivation is a type of extrinsic motivation that is somehow external but also involves the ego, meaning a task is done to avoid shame or to feel worthy. (Meyer et.al 2008). Identification regulation is also extrinsic motivation where an individual would identify by an activity because it would feel aligned with their personal goals. This means they would engage in it even if it does not bring benefits in the very moment. Finally, integrated regulation moves towards internalised extrinsic motivation, where an individual finds an activity congruent with their values and interests. The individual engages in the activity because it feels part of who they are (Ryan and Deci, 2020).

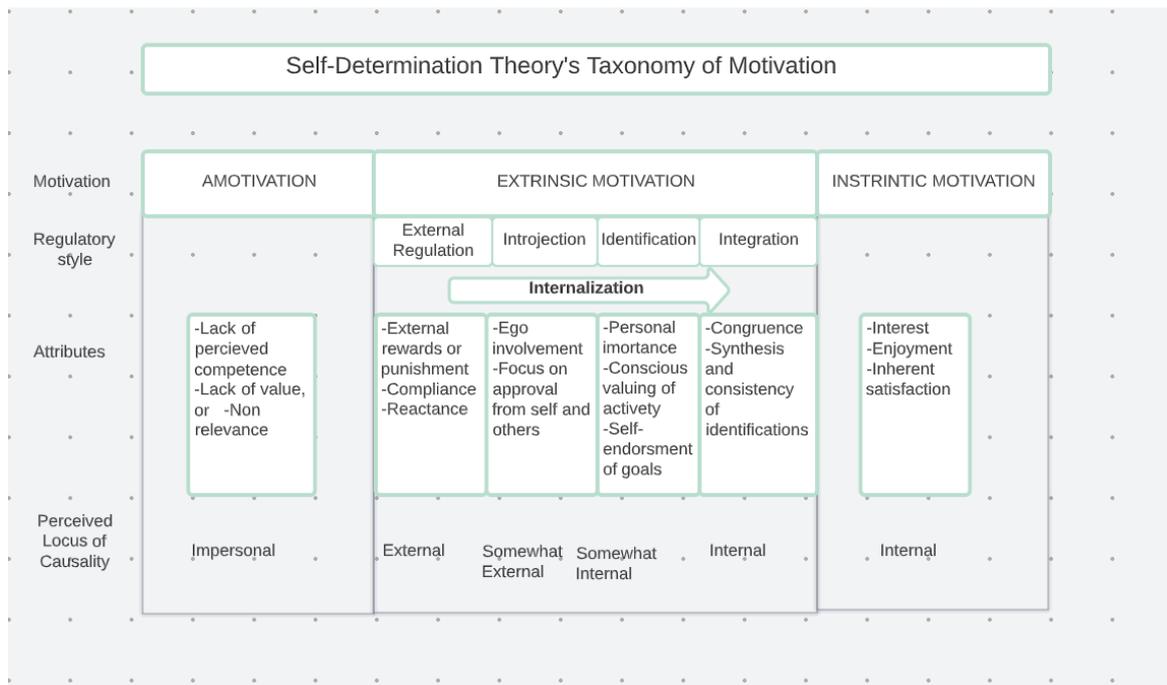


Figure 2. Self-Determination Theory's Taxonomy of Motivation (Based on Ryan and Deci 2020).

#### 2.4 Leadership and J-DR

Leadership has been studied for decades and has many approaches and definitions (Olsen and Mikkelsen 2020). What most of these definitions have in common is an understanding that leadership involves a process where a person intentionally tries to influence others by guiding, structuring, and facilitating activities and relationships within a group or an organisation (Yukl 2006). Here, the similarity ends as there are major disagreements about the identification of leaders and the leadership process; there is no single correct definition. (Yukl 2020). In this paper, we will use Yukl (2020)'s definition, "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." This means the positive outcome of influence is not part of the definition because it can be difficult to evaluate and is subjective. To do so we need to include leadership effectiveness, and to investigate this we can go into measuring the outcome influenced by the leader (Yukl 2020). This behavioral approach to leadership when linked to JD-R theory stands in contrast to the trait approach of leadership which studies traits such as intelligence and personality

Many studies look at JD-R and leadership and most of them use those positive aspects of leadership such as transformational leadership and LMX. This is despite that destructive leadership is quite widespread, in a study 34% of the surveyed had been exposed to at least one destructive leadership behavior often in the last six months. Laissez-faire leadership was seen

to be the most common. Furthermore, many leaders display both constructive as well as destructive behaviors, implying that leadership is not either constructive or destructive. (Aasland et.al, 2009)

There is an alternative way to connect leadership with JD-R presented by a study from 2021 by Tummers and Bakker and also earlier by other scholars. They chose to see leadership as a construct located on a higher level than the dimension of JD-R theory. The employer can understand their resources and demands and may be able to influence this by job crafting. Another aspect is when a leader, after being aware of the various conditions, can choose to impact both resources and demands direct or indirectly.

In recent years when leadership has been studied in relation to the JD-R theory, the results suggest that leadership affects employees in three main ways. First, a leader can directly influence the job demand and resources that employees will meet in their work. For example by giving feedback and demanding that work is delivered within a certain deadline.

Second, leaders can influence the impact that both job demands and resources have on employees' motivation and strain. For example, the negative impact by demanding delivery within a certain deadline can be reduced with strategic planning and social support from supervisors and colleagues.

Finally, leaders can influence employees' job crafting, meaning the changes employees make to their job demands and resources to align them with personal preferences and goals. This facilitates the possibility of shaping one's work and encouraging creativity and innovation. Will a leader be able to understand which demands stimulate strain?

## 2.5 Engaging leadership, self-determination theory, and J-DR model

Schaufeli takes his further by adding a new dimension of leadership into the comparison. Engaging leadership is developed using the self-determination theory. Specific leadership behaviour focuses on inspiring, strengthening, and connecting employees. So, then their psychological needs of autonomy, competence, and relatedness will be fulfilled and thus, their levels of engagement are likely to increase. (Scaufeli 2016).

Engaging leadership is somehow overlapping the more known transformational model of leadership. The latter includes four aspects (Bass, 1985): individual consideration, intellectual stimulation, inspirational motivation (charismatic leadership), and idealised influence. The main difference is accordingly that transformational leadership does not include social bonding and engaging leadership does not include intellectual stimulation and idealised influence.

(Scaufeli 2015). Scaufeli's research finds that the role of engaging leadership in the JD-R model prevails exclusively indirectly by creating a more favourable job environment. This effect on the work environment will then influence work engagement and reduce burnout. Meyer et al (2008) also connect engagement to SDT by looking into how the well-being of employees is important in its own right and applying SDT to measuring the various engagement intervention. Different interventions could raise engagement on the one hand, but would also come into conflict by, for example, interfering with family time and personal relationships. (Macey & Schneider, 2008). Gagne and Deci (2005) argued that relatedness and competence move someone along the continuum toward intrinsic motivation, but it is autonomy that pushes them fully toward intrinsic motivation.

## 2.6 Conservation of resources theory

To better understand the motivation of employees and the impact resources have, we included the conservation of resources theory (COR, Hobfoll, 1989). Proposed as a dynamic theory of motivation, COR has been widely discussed over the past 25 years. The COR theory discusses that humans are motivated to protect their current resources while at the same time move towards acquiring new ones. Resources, in this context, being objects, states, conditions, and other things that individuals value (Halbesleben et.al). Resources has recently gained a new definition as the use of value implying that a resource must lead to a positive outcome that is not always the case as there can be a conflict of interest. A new definition therefore defines resources as anything perceived by an individual to reach their goals. (Hobfoll et.al 2018)

There are two main principals in the theory and even more analogies. The first principle is the loss salience, meaning losing resources brings more pain than the pleasure obtained by gaining them. The loss in this case will be both actual loss and the fear of losing. An example of the latter is lack of job security. This will lead to stress when resources are threatened or when individuals fail to gain a resource after having invested in obtaining it (Xanthopoulou et.al., 2008)

The second principle claims that an individual with more resources is better positioned for resource gain, while an individual with fewer resources is more likely to experience losses (Hobfoll et.al 2018). There are many studies that confirm this last point. A Finnish dentist found there was a spiral gain whereas task-level job resources predicted work engagement and work engagement predicted personal initiative over time, and this personal initiative affected work engagement and work engagement had a positive impact on future job resources. Finally, it was

transmitted to the wider context of work-unit supporting the COR theory that states that gaining or losing resources tend to be cumulative (Hakanen et.al 2008).

Another important point to include is the connection between work and home where demands and resources may fluctuate. The home environment plays an important role for an employee to recover from daily work demands (Sonnetag et al., 2017). The resources at home had an impact on work as work engagement was found to be highly connected to the feeling of morning recovery (Demeoutri and Bakker 2012). It can also have a negative impact by being a daily source of pressure that can affect an employee at work (Demerouti et.al., 2010).

The ideas of cycles is also part of the COR theory, also found in Demerouti's study. The study does not confirm that occurrence of resources or engagement leads to higher resources or engagement over the period of one year, though confirms that resources will be activated and conserved (Demerouti et.al., 2010).

### 3. METHODOLOGY

In this chapter, we investigate and various methodologies and, after describing the general theory, present the methodology that was chosen and explain why this specific methodology was the most-suitable for this assignment. We also explain how data was collected and analysed. By explaining the process of research in detail we want to share more transparently how decisions were made.

#### 3.1 Research design

In this study, we chose to use a qualitative research method. This method is useful to understand a phenomenon (Gripsrud, Olsson and Silkoset, 2016). Qualitative research methods emphasise the importance of exploring, describing, and interpreting the informants' social and personal experiences (Smith, 2015). In this case, we wanted to have the leaders' and the employees' viewpoints, therefore, it was useful to have a dialogue with both groups. The group consisted of men and women in different departments and with various educational backgrounds. The aim was to understand the connection between leadership, job resources, and job demands and their influence on motivation and strain. Consequently, we chose an exploratory method (Braun and Clarke, 2006).

#### 3.2 Data collection

In depth and face-to-face interviews were conducted with both leaders and employees on their experiences of the role of leadership for fostering satisfaction of needs and the influence on motivation and how demands stimulate stress. Purposeful sampling is a technique widely used when identifying and selecting individuals who have experience with the phenomenon of interest (Cresswell and Clark, 2011). In addition to knowledge and willingness to participate, the focus was on the ability to communicate opinions and reflect together on oneself and the role of the leader.

Semi-structured interviews lasting approximately 30 – 45 minutes were conducted either in a meeting room or through video calls. The interview was conducted in Norwegian, and the translation was done using the modulation technique, which uses a phrase in the target language that is different from the source language but, nevertheless, expresses the same meaning. The interview first addressed leaders in the company, including what they perceived as important when focusing on their employees' needs, their role as a leader, and the impact of job resources and demands on motivation and stress. Interviews were then conducted with one employee named by each leader. The employee was given the opportunity to express themselves freely and gave different examples of how leadership fostered satisfaction on different needs at work

such as autonomy, belonging, and competence. The interview also examined the employee's experience of motivation through both job resources and demands, the impact of conflict of roles, and general stress at work. Six people were interviewed which was enough to recognise a pattern in the feedback received. The age, gender, background, and area in the organisation varied to get a broader perspective. We have for the sake of simplicity chosen to use he for both male and female for simplicity of discussion and anonymity. Consent was given by Norwegian Agency for Shared Services in Education and Research (Sikt).

### 3.3 Data analyse

All the interviews were recorded, transcribed, and then analysed using thematic analysis (Braun and Clarke, 2006). The frequencies of themes, which aimed to reflect the participants, both leaders and employees, were identified on a semantic level. The transcript was also put into a spreadsheet to easily check the data for repetitive words and phrases commonly used by the audience in their answers. All the important quotes were transcribed into a document and the quotes used in the thesis were translated. The focus of the translation was the meanings and not the exact wording.

A deductive approach was used for the analysis. The deductive qualitative research takes the theoretical proportions that are derived from a review of the literature as its departure point and applies these to the collection and analysis of data (Pearse 2019). This means we start off with a general level of focus and then, when we move towards a more specific level of focus, we conclude if the hypotheses is supported or not.

### 3.4 Choice of methodology and its limitation

This study has some limitations. First, all our measures were based on self-reports, thus causing a concern for a common method bias. In future research, combining self-report measures asking even more individuals and with more objective measures would offer additional strength in answering our research questions. To simplify, qualitative methods mostly aim to attain a comprehensive understanding, whereas quantitative methods aim to achieve a broader understanding (Patton 2002). In business research, there are respectively fewer qualitative research published compared to those of a quantitative nature (Fischer et.al 2017).

The choice of the qualitative methodology has its limitations. The collection and analysis can be quite time-consuming to find motivated interviewees and transcript and find similarities by identifying repetitive words and phrases. Qualitative research is often criticised for being biased and small-scale, and the former can more easily be influenced by the researcher's personal

background and worldview. Thus, if carried out properly, it is unbiased, in-depth, credible, and rigorous. It allows the possibility of examining in detail, and the researcher can redirect and revise when new information emerges (Anderson, 2010). In this way, more details will emerge and thus, the subject can be affected by the presence of the researcher. One can argue that the trust build will give room to more nuances and ramifications.

## 4. RESULTS AND DISCUSSION

The goal of this chapter is to discuss and evaluate results from the interviews based on the findings in the theory. The main questions we want to answer in this research are as follows:

1. *How can engaging leadership foster the satisfaction of basic needs at work?*
2. *How can engaging leadership influence job motivation via job resources?*
3. *How can engaging leadership influence job motivation via job demands?*
4. *Which demands stimulate stress?*

### 4.1 Leadership and need satisfaction

A main theme of the paper was to discover how leadership impacts basic needs at work and, therefore, the question we wanted to answer was, “How can engaging leadership foster the satisfaction of basic needs at work?” The basic needs we all have according to the self-determination theory (Ryan and Deci, 2020) are autonomy, belonging, and acquiring and displaying competence. These needs are essential for growth and integration within both the team and the workplace, as well as social development and personal well-being. Thus, the lack of meeting these needs will also lead to lacking motivation and withdrawal in the workplace (Ryan and Deci, 2020). Gallup’s State of the Global Workplace 2022 report finds that 60% of the world’s workers are emotionally detached at work, and 19% are miserable (Gallup, 2022). This could indicate that many of their needs are not met.

#### 4.1.1 Results

We will now delve deeper into how the work situation relates to the three basic needs of autonomy, belonging, and acquiring and displaying competence. Note that the three basic needs are not ranked in any order of importance.

Belonging will be the first basic need discussed. Based on the findings of the interviews it is evident that employees and leaders alike emphasise the need for a sense of belonging. This was expressed by wanting to be seen, the importance of feeling psychologically secure within the group and being accepted by others. As revealed by the following quotes from employees (E1) and leaders (L2):

E1 *“It is first and foremost a good working environment that is important. An open tone with the employees and the joy of working together. Have an easy tone. That people get along well.*

*So yes, we have common respect for each other when it comes to working, that is the most important thing for me”*

*L2 “To be seen and feel a sense of belonging. I would think that for many of them, it is the greatest security they need. That you see them, and they can talk to those around them”*

Autonomy, as the second basic need, was also recognised by both leaders and employees as an essential need that is indispensable to their workday. Leaders estimated the competence of the employees when tasks are assigned and examine their total level of engagement. Leader 2 also recognised that increasing autonomy can boost motivation, as it grants employees more flexibility to organise their day. This aspect was notably observed in the employees who displayed much resistance to change. Clearly explained by the leader in this quote:

*L2 “Now people only get a weekly schedule, with this we plan what they will do during the week. They can plan their days themselves and those who were the most negative are now the most positive. There is a bit of learning that people must get started, and then it will become positive.”*

Autonomy is also demonstrated in another illustration. E2 felt the need for time alone to reflect on what they were doing. For example, the person used the words “reflect in peace”, also showing a need for autonomy.

*E2 “I think that there is not enough time to reflect in peace in relation to the tasks I have to do, what we are dealing with now. Simply enough time to reflect and think through the tasks to be done, the tasks in progress, and possibly also the tasks that have been completed. That's what I think. Enough calmness”.*

Competence, as the third basic need, is a central factor that leaders must consider, as individuals have distinct needs for growth within their levels of comfort. This was expressed by E1, “*I felt the urge to develop a new tool*”. This is also the main need that will lead to intrinsic motivation. As introduced by the work of Ryan and Deci a deep intrinsic interest in something, a new or challenging activity that will bring joy and interest is intrinsic motivation. (Ryan and Deci, 2020). One of the employees recalls a moment when he was particularly motivated and used his competence:

*E1 “It was a job requirement to finish screwing a component and the tool we used was completely useless, so then the innovative side came out in me, and I felt the urge to develop a*

*new tool. I sat down to draw and design, and it is now in production and that's what really drives me."*

#### 4.1.3 Discussion

Leaders affect employees in different ways and often through the satisfaction of basic needs at work. When we investigate the connection between the JD-R model and leadership, with the latter on the superior level of the dimension, we find there could be three main connections of JD-R theory with leadership (Tummers and Bakker, 2021). These will be listed below and are first, direct influences, second, indirect influences, i.e. the impact that both job demand and resources can have on motivation and strain, and third, influences through job crafting.

The first connection between leadership and the JD-R model is direct influence. An engaging leader will see employees and allow room for psychological security in the work environment. In this way, leaders directly influence the job resources and the basic needs of belonging. This, together with giving autonomy and competence, will directly foster the basic needs at work and influence satisfaction for employees.

To visualise the second connection, we want to include a concept developed by Meijman and Mulder (1998): The effort-recovery theory. This shows how workers are willing to dedicate more effort and willingness to work in environments that offer many resources. Hence, we can assimilate the second connection between the JD-R model and leadership, as leaders can influence the degree of impact that job demand and resources can obtain on motivation and strains. With the basic needs in mind the leader has the possibly to increase the resources within the organisation to support the employees.

The third connection identified by Tummers and Bakker (2021) shows how leadership can satisfy basic needs by influencing job crafting. In our research, we find a clear example where L2 shows how employees were motivated when they could participate in creating their own workweek with less detailed management: *"They can plan their days themselves and those who were the most negative are now the most positive."* Other interviewees also expressed the same on how this could have a positive impact. We also found that lack of boundaries and responsibilities could have the opposite effect regarding job crafting as can be seen from the quote below.

E2 *“It is still not clear who does what in the different roles to get the flow through a project, they have not been able to agree, it is taking very much time. It demotivates me.”*

Here, there was little possibility to influence one’s own work. External needs and requirements to deliver will affect the daily work of the employee.

E2 *“I am very involved in many more tasks than my job description and do more than I should to make things flow. Because there are no clear areas of responsibility“*

Drawing from these three connections we can identify different patterns for engaging leadership to foster the satisfaction of basic needs at work. The first need to belong can be influenced both directly by leaders creating room for collaboration and respect and by letting the employee feel seen by intervening when job demands can lead to stress. Creating teamwork and having a common goal to work towards is another way to influence the need for belonging. This can also lead to job crafting and other improvement projects.

The second need for competence could be more challenging for the leader to meet within the constraints of the organisation. A possibility will be to give the employee new tasks and, where possible, ask for opinions and exchange ideas creating conversations. Another way in which the need for competence could be met, is to create higher job demand, within the limit and with a close discussion with the employee.

The third need is the need for autonomy. The leader can influence the need for autonomy, both by giving fewer resources and creating higher demand for the employee, with this having direct influence. *“My leader let me teach the newly hired; he gives me full freedom”* The E3 clearly feels autonomy in their role while teaching the new employees, and at the same time also competence. The leader tried to adapt the autonomy to specific knowledge. L1 expresses that time is spent on meeting before the job starts *“Those who know the job do things with more autonomy”*. Meaning the more the person learns and grows competence the more they will have autonomy in their work.

#### 4.2 Leadership, job demands, and job motivation

Demands are also connected to motivation, and we wanted to understand which demands stimulate motivation. Our research question is *“How can engaging leadership influence job motivation via job demands?”* Demand in the workplace can be hindering and therefore impede motivation or, in contrast, be challenging and therefore impact motivation in a positive way.

The challenging demands will give employees the possibility of reaching goals and the organisations of reaching new milestones. Here, the engaging leadership will have an impact through the process of facilitating individual and collective efforts to accomplish shared objectives.

#### 4.2.1 Results

We found that both leaders and employees had clear examples of how job demands influenced motivation positively. L1 experienced an employee who did not perform as expected over an extended period. *“We had a pep talk, talk about expectations. He sped up to be the best in the class”*. Here, we can truly see that the performance demand became fuel for the employee, so the motivation grew, and they were able to perform much better than ever before. The same leader also presents clear demands and expectations in his team and employees feel proud and motivated once they received positive feedback from the organisation.

L1 *“Order and tidiness, there is a lot of work behind this. Repeatedly expressing dissatisfaction, clean, don't leave food, don't leave chemicals in any way, and clean before you go home. Every Friday we have set aside a fixed time to clean. They can go home early if they want to take time off, but then they must clean before they go. Maybe people can be a little disappointed that I use a lot of energy to fuss about those things everyday”*

Motivation can be affected by the demand of a task's complexity. L2 observed that when they made changes to employees' tasks and work environment there was a noticeable improvement. L2 *“They have gone from one type of task to another type of task and this led to them becoming more motivated. That they suddenly arrived earlier in the morning.”* The leader clearly communicates that many people have grown with these changes, and it is a strategic way for him to create more motivation among his team in collaboration with other leaders.

We find the same influence from the perspectives of the employees. Employee E1 recalled one time he was especially motivated when job demands were high with a difficult task and clear demands on delivering. *“I had the opportunity to be innovative as there was a very poor working method that needed to be improved to meet the delivery target”*. The complexity of the task and a clear time pressure was a cognitive demand for the employee that led to a very strong sense of motivation. This happened some time ago and was remembered by the employee as a moment in his career when he was truly motivated.

Job demands were also expressed as one of the positive sides of the relationship between leaders and employees. E1 expressed the following when he was talking about his leader *“The most*

*important thing is that he challenges me, I feel, and he definitely does, but at the same time, I don't feel that there is any pressure to get things done even if there is a deadline.”*

#### 4.2.2 Discussion

In the result section above we learned that job demands such as responsibility, performance demands, and time pressure can, to some extent, be key motivators. L1 demonstrated how a clear discussion about expectations, which included both responsibility and time pressure, led to increased job motivation. However, we might also interpret this as a lack of resources prior to the conversation between leaders and employees. L1 *“We had a pep talk about expectations. He sped up to be the best in the class”*. There might have been a lack of resources from the employee’s standpoint of goal clarity and performance feedback. Once the conversation was completed and clarity was established, productivity and inner motivation grew for the employees.

When considering the relationship between job demands and resources, Scaufeli had a clear viewpoint saying it is better to invest in increasing job resources than reduce job demands. Both will reduce burnout, but only increasing job resources could increase engagement among employees (Scaufeli 2015). If we connect this with the information given above, leaders should focus on giving clear demands to employees, like a clear deadline and performance demand. From there, together with the supervisor’s support, an internal motivation could be created, from the feeling of competence given by the trust gained from the leader to the employee. This was also mentioned as important from E2. *“My leader gives me assignments in which I am tasked with the responsibility of gathering information”*. Another employee, when asked how the leader takes competence into account when they assign a task, clearly indicated that there were demands for performance. L1, *“She challenge us, good at giving people the opportunity to use skills and at the same time learn new things”*.

The COR theory also has an impact here, meaning that for an employee involved in a positive spiral both at work and home, certain demands can continue to create a positive spiral of events. E2 explains that in a specific project there was one challenge after another, but the teams were positive and solved things together over time. The leader used his influence indirectly to create an environment for learning and collaboration to find the best innovative solutions.

The leader has a significant role on understanding and communicating clearly with their employees. Individuals are different; what for some could feel like hindering demands individuals for others would be seen as challenging.

### 4.3 Leadership, job resources and job motivation

As the JDR-model suggests, many job resources can have an impact on job motivation. The quality review refers to thirty-one different resources (Schaufeli et al 2014). Resources are the main drive to positive motivation and job performance; they can also help prevent burnout. Here, we will use the definition that resources are anything perceived by the individual as necessary to reach their goals. (Hobfoll et.al 2018). To answer the research question, “How can engaging leadership influence job motivation via job resources”, we aim to investigate the impact resources have on employees and leaders alike.

#### 4.3.1 Results

The results presented here contribute to a deeper understanding of which job resources can contribute to motivation and intrinsic motivation.

During the study, the words “*meaningful*” and “*feeling respected*” were mentioned by 80% of interviewed employees and leaders when asked what was the most important aspect of their work. It could indicate that the resources of social climate and support from colleagues and supervisors are, indeed, important job resources. Support from supervisors is also mentioned directly to be an important resource that will affect motivation.

E1 “*He is on, not afraid to make decisions and helps to solve problems for the employees. He is a support function for the employees and totally committed*”.

As mentioned earlier, when exploring the COR theory, the relationship between home and work is important. E3 remarked how his supervisor behaved in this scenario and how it affects him.

E3 “*They are present, they get a feel for what is happening in the department, know what is going on around them. Not only with what has to do with work, but also see a bit about how the person’s life is, perhaps including private life as well. It often reflects work*”.

The leaders we talked to also said that for them, it was important to share something private. “*Share some of my everyday life*” was mentioned by L1, and L3 said how he doesn’t only talk about work, “*Try to get to know them well, so I share a lot about myself and how my life is at home*”.

Team harmony is an important resource. L2 puts effort into creating what they call a “*WE culture*”. This affects the way they talk and the decisions that are made. They are working towards lowering the barriers between different working groups and departments.

Participating in decision-making and fewer hierarchical structures are often highly appreciated in Norwegian culture. The company went through a large organisational change in the past and now have a flat hierarchical structure. “*Democracy*” and “*democracy when making decisions*” were mentioned by E2 and E1, respectively. This allows more participation in decision-making for the employees and that is seen as an important resource.

The significance of leadership is also mentioned, with one employee expressing a feeling of being acknowledged and being taken seriously when reaching out to their leader.

E3 “*So I really appreciate his way of trying to solve the problem instead of us having to find the solution ourselves.*”

This is also confirmed by E2. “*Make things happen*” is how he explains how his leader takes the leadership role and uses his competence and networks to make things happen fast thus, resolving problems. Lastly, the leadership role is also mentioned regarding embracing the importance of working security.

E2 “*My leader is not afraid to make a decision or use money when it comes to things aspects regarding security*”. The leaders also see why taking initiative immediately is important for their employees. L3 use the expression “*Addresses matters immediately*” when explaining the importance of dealing with difficult matters, for example, a conflict that arose in a department meeting. Another leader, L2, emphasised the importance of taking action and showing leadership by “*calling the occupational health service*” in collaboration with an employee who was struggling in his personal life.

Both skill variety and utilisations are important resources “*the possibility to be innovative*” is something very highly valued by E1. L3 remembered the high motivation of his employee the time they were part of an “*Improvement project where they could use their strength and develop new products and solutions*”. The resource of autonomy was involved in this project on how and when to find solutions.

An employee, L2 recalled, had an impactful motivation moment where skill discretion played an important role. “*New tasks led to bigger motivations, and the employee is more engaged and arrives earlier in the morning*”. This shows how important skill discretion can be and how it can contribute positively to engagement and motivation.

#### 4.3.2 Discussion

After nearly twenty years of research in many occupations, different countries and organisations, work engagement is known to be beneficial for both employees and organisations. To understand how engaging leadership can influence job motivation via job resources, it is crucial to identify the most significant resources to focus on. A study, cross-section, and three-year follow-up study from 2021 show the three most important job resources, in descending order, are skill discretion, job feedback, and team empowerment (Hakanen et al., 2021). Skill discretion, that is, being able to use skills at working and learning new things, was clearly the most important predictor. Autonomy was much lower on the list, with only 5% being a predictor for job engagement compared to the other predictor, which placed themselves around 20%. This contrasts with Gagne and Deci (2005), whose arguments were that relatedness and competence move someone along the continuum toward intrinsic motivation, but it is autonomy that is really the driver toward intrinsic motivation (Gagne and Deci., 2005). Thought work engagement is not the same as intrinsic motivation, so they cannot be easily comparable.

Our findings from the conversations with both employees and leaders suggest it is difficult to rank the most important; they all play a role. The only resources that really found a consensus from nearly everyone interviewed was the social climate and support from colleagues and supervisors. Here, a leader can have a big impact by creating space for collaboration and teamwork. Our research shows that many leaders focus on sharing a building space for psychological trust within the team. While we do not have a specific quote from any employees regarding feedback from leaders, we have leaders who clearly share that giving feedback is important. L3 mentions “*specific feedback*”, and L2 talks about the importance of being “*open, honest and humble*”. This is, therefore, a definite area where a leader can influence job motivation.

The importance of skill discretion is shown to be crucial for motivation. Both managers and employees mention the chance to be creative and use their strengths were particularly important and if granted, were when they felt a strong motivation. In those moments, it was the manager who gave the employees the trust to complete the assignment using their skills. In that way, they clearly indirectly influenced job motivation through job resources.

When looking at the COR theory (Hobfoll, 2002) and the importance of cycle where resources and engagement may activate and conserve positive conditions over time, our findings support

this. Here the awareness of a leader is important in understanding the reciprocal influence between the home and work environments. One leader especially would notice how a negative spiral came about when some employees was not in control of their work. L2 *“You notice they are in a negative spiral, together they are negative. So many things go wrong. When you talk to them, they don't see the good things”*.

The same leader also experienced how giving more freedom and autonomy to choose how and when to do thing grew into a positive cycle and the employee took more initiative, was more engaged at work, and grew in their role. L2 *“who was the most negative is now the most positive”*.

Another resource our study shows as important is leadership and trust in management. Both employees and leaders emphasise as important that they can take action when needed and by this meaning to be a leader that takes responsibility. This is not something that was easily found in the literature, but it can be seen under the aspect of needs and, therefore, the need the employee has for belonging and being acknowledged as important. This could go into the conflict of the need of autonomy that some might have. The leader must find a balance between coaching and supporting the employee if needed and solving the challenge himself. There are many leaderships program now that focus on the coaching part of the job by empowering and for some employees and in some situation, it would be better for the leader to take responsibility and solve the situation themselves. This is a cultural aspect and is important to communicate and clarify expectations.

#### 4.4 Job demands and stress

One of the key aspects highlighted by the JD-R model is the notion that job demands play a crucial role in triggering stress responses. This is especially true when the job demands are chronically high and not compensated by job resources (Schaufeli B. 2017) Therefore, we want to understand which demands are stimulating stress the most. We also understand that there are two types of job demands: hindering and challenging (Lesner 2018). We will for this purpose focus on hindering job demands that are the one that could trigger stress.

##### 4.4.1 Results

The results presented here contribute to a deeper understanding of which demands stimulates stress and we also shed light on the role of the leaders to understand and intervene on specific demands.

We found for both employees and leaders alike that time pressure was a demand that was highly perceived and stimulated stress. Together with the time pressure the employee often experienced frequent changes of tasks or circumstances that was out of his control. One of the leaders summed up this as an important factor when sharing his perspective on stress among employees, L2 *“Very short deadlines, often there have been design changes that mean you have to redo things and take things back into the workshop. This creates frustration.”*

One mention the clear deadline for delivering as a challenging demand that motivated him, but shared that for some of the colleagues they were more often stressful. E2 *“Requirements for delivery with a short delivery time, and poor planning. There is a lack of information and a clean start”* This was mentioned as a stress factor as well by E3 *“Deadlines”* was something that clearly had an impact. Together with the tasks that were too many compared to the personnel available to get the work done. When asked about periods of stress at work E2 said *“too many work tasks create a lot of stress. Lack of personnel, though it is something the manager tries to avoid”*.

Another point that was mentioned by one of the leaders as a source of stress was the lack of control that some have in their jobs L2 *“Everything they had in the plan is constantly broken, it's frustrating to do your job and then you have to redo it four times a week you have to adjust your plan and adjust again”*. He also mentions the negative impact this has on the entire team *“They drag themselves into a negative spiral, there is not quite light in the tunnel and when they first start, they rush each other up, always”*.

Another employee did not share the same experience of lack of control, E3 *“not in our company, if you speak up you will be heard. Being able to leave work behind when you go home is something we do here”*.

Another source of stress is role conflicts and the lack of clarity between departments. L3 mentions this by saying, *“It is unclear who will do what. Unclear processes affect everyday life because it leads to many stops. It affects the working environment”*. One employee also recognises some of the same. L2 *“We have a too complicated system, there are too many people who have to say things, responsibility is unclear, very unclear”*.

For some, stress or being busy will have a positive effect, claims L2, *“Most people like a little stress, most people get restless when there is little to do, they completely change their personality”*.

#### 4.4.2 Discussion

Overall, there are some ambiguous findings on which demands stimulate stress. The study found various demands and gave some more insight into the dynamics of stress within the organisation. The roles of the leaders are here important as they have the possibility to intervene.

One key finding of the study was that time pressure was significant and stimulated stress among both employees and leaders. The combination of tight deadlines and frequent changes had a negative impact on many. The negative impact was highlighted by one leader who saw how this had a negative spiral effect on the employee but also the ones around him. L2 *“They drag themselves into a negative spiral, there is not quite light in the tunnel and when they first start, they rush each other up, always”*. Here, we can understand the impact of the conservation of resources theory (COR). They talked a lot about the negative experiences and it seems they experienced more and more of them. When individuals have these negative experiences, it can trigger a cascade of negative events and outcomes that will then impact their stress levels and decrease their well-being. From here, there will be a negative downward spiral that can be difficult to stop.

In contrast another employee expressed a different experience where the organisation valued employee input and the environment that was created of support and trust, so stress was minimised. From here, the way was short to a positive spiral. On leader also meant that a little stress was also positive it energised employees and therefore impacted engagement. This is really important for leaders to be aware of.

Employees found that lack of time, poor planning, and lack of resources impacted the stress level among themselves and some of their colleagues. Leaders recognised this as a challenge and, despite their trying to manage the challenges, they are still present for some of the employees.

We emphasise the awareness among leaders on how bias and especially relevance or availability bias (<https://thedecisionlab.com/>) impact what employees emphasise as important, for example, for their leaders or the organisation. Bias can also lead to production pressure, where an individual has a self-imposed drive for efficiency leading to time pressure and stress. This bias can impact both employees and leaders.

The lack of clarity between departments and role conflicts was brought to light by the study on which demands stimulate stress. It gives the sense of not being in control and leads to an interruption in one's work. It is also contrary to the need to feel competent. It led to difficulties

in decisions being made and caused frustrations and stress among employees. “*Chaotic*” and “*demotivated*” are words explained by employees. One of the leaders also recognises these challenges. He mentions “*unclear processes*” and how they lead to many stops in the work situation and impact how individuals collaborate and work together.

In contrast to this some individuals view stress or being busy in a positive light, implying that for some employees’ a certain level of stress can have a positive effect. This was also mentioned by one of the leaders to be a factor in motivation for some individuals in his team. This finds grounding in the research that implies that lowering demands would also lower work engagement because the work itself would be less challenging. (Schaufeli, 2017).

The study emphasises the importance to recognise and address the challenges, in this case, the specific demands that stimulate stress over time. The leaders have a great responsibility here, and one of their main objectives should be to take responsibility for the demands. This can be done by bringing clarity of role and responsibility, developing a better communication on what is important, and managing workload and time pressures. Individual differences are also important, so understanding everyone will be significant in mitigating the right amount of demand and understanding the specific role in the organisation and for whom is the best fit.

## 5 OVERALL REFLECTIONS

Our research indicates that engaging leadership that focuses on the needs of the employees, which are autonomy, belonging, and acquiring and displaying competence, could be a framework to improve job motivation and lower stress.

In our study, we uncovered a clear understanding that the need for belonging was significant for both leaders and employees and something that was already focused on among the leaders in the organisation. This result is also aligned with results found in Scholar. The climate of team and belonging was created through open conversation and creating common goals to work towards. Psychological safety, when present, is a big buffer against stress when the demands are high. So will the support from the team be. A leader should know their employees and their drivers. Individuals are different; what would, for some individuals, feel like hindering demands would for others be seen as challenging. Is it better, then, to invest in increasing job resources rather than reducing job demands? Both will reduce burnout but only increasing job resources would be able to increase engagement among employees. For some employees, a lack of demands will result in a less challenging job and then also work engagement. The study further revealed that there were certain demands that stimulated stress for both employees and their leaders over time. These were lack of time, poor planning, and lack of resources impacted the stress. The impact of these will demand on the personality but can also be impacted by the availability bias. This is important for the leader to have knowledge about.

Further in our study, we found that autonomy was seen to boost motivation, as it grants employees more flexibility to organise their day. Here, a leader can have an impact by granting more autonomy to an employee. This can be done both by giving fewer resources and creating higher demand for the employee. The increase of autonomy will also build competence. This competence can then be used to mentor younger and less experienced employees, something that, at the same time, creates a stronger team spirit and culture of sharing. A cross-section study shows that autonomy had little influence on job engagement compared to other resources (Hakanen et al 2021). This contrasts with Gagne and Deci (2005), whose arguments were that relatedness and competence move someone along the continuum toward intrinsic motivation, but autonomy is really the driver toward intrinsic motivation (Gagne and Deci, 2005). Our study indicates that autonomy as a resource contributed to motivation.

Finally, displaying competence is a basic need that when met, develops motivation. In the study of Hakanen (Hakanen et al 2021), competence is the single most important resource that leads

to engagement in one's job. A leader, by focusing on competence, can give an employee the opportunity to be creative, try new tasks, and collaborate with new people. This could, to some extent, be challenging for the leader to provide within the constraints of their organisation. One demand that will have a real impact on this is lack of clarity combined with role conflicts. These give the sense of not being in control and lead to interruption in one's work. They are, therefore, in direct contrast to feeling competent and being able to display this competence. Complex tasks can also be an important demand where a leader can influence motivation through demands by letting an employee have room to use their competence for problem solving. This will also have a second effect because the more an individual learns and grows competence, the more they will have autonomy in their work.

### 5.1 Practical implications

The practical implication of this research wants to bring valuable insights and recommendations for application in the organisation. We want to decrease the gap between theory and practice and will therefore share some practical examples that the organisation can easily implement to increase motivation and lower strain.

Leadership training would be valuable on the whole organisation. The training could have as a goal to understand the different aspects of resources and demands and how they impact motivation and strain together with understanding engaging leadership and needs of employees. For leaders to have knowledge of bias and how those affect leadership and the employee's decision making could also be useful. The training other than an indirect effect on the employees would also have a direct influence on the leader themselves that would feel seen and give them a possibility to grow within their role.

We will again emphasise the importance of fostering a climate of team and belonging. The leaders should be aware of the impact of this and especially during periods when demands are high where it will act as a buffer and can help to reduce the negative impact of potential stress.

Job crafting is something highly recommended to increase resources. It has been highly emphasised by Bakker that mentions there were two ways: playful work design & work engagement spillover (Bakker 2021). It will create a deeper team spirit if done together and a bigger ownership to one's job and the organisation itself. It gives room to meet individual differences and to be creative. When well organised it can be simultaneously used at team and individual level.

Emphasise on competence development and display through continues learning. Competence both the possibility to use one's competence and continues learning is one of the main drivers of motivation. When leaders involve employees and their knowledge and focusing on developing the employees a growth mindset will slowly expand in the organisation. This can be done by creating opportunity for creativity, improvement work and new collaboration and tasks. At the same time the organisation should value education and continues learning among the employees. Creating room for mentoring is also a very good way to share competence all while creating bonds and acknowledge knowledge and importance of sharing.

Autonomy granting is the last practical implication we want to mention. Autonomy and competence are in a reciprocal relation, more autonomy will also create more competence and vice versa. Is important that the autonomy is gradually and suited to the individual. In some cases, it can create role conflict or other organisational challenges, but if well planned, it will create motivation and a positive environment and could really drive toward intrinsic motivation (Gagne and Deci., 2005).

Job rotation is another possibility that can be explored more in-depth, it will give challenges and create growth to the employees. This can be for a shorter period and will create a better collaboration and understanding of various parts of the company. It comes with challenges and resistant to change but if clearly communicated and planned a good opportunity.

The last recommendation is to create a Motivation application for the employees and leaders of the organisation. While we all have moments of high demands and feel less motivated at work it's not always easy to talk about it or knowing what oneself can do about it. A custom-made app to have small tips on how to improve our motivation and engagement can be useful for employees and leaders alike.

## 5.2 Conclusion

The aim of this thesis was to further explore and gain a broader insight into what employees and leaders from an international energy company emphasise as important needs, resources, and demands, and how those interact with motivation and strain. To gain this insight, data were collected through in-depth interviews.

Various literature were examined to first understand the concepts of motivation and stress. First, we investigated the concept of JD-R, how it was applied to different concepts, and the empirical support. Then, we examined how it was linked to leadership and provide hereby the study that includes leadership in both the motivational and the stress process. We chose to focus on

engaging leadership that aims to promote the fulfilment of employees' basic needs, autonomy, belonging and acquiring and displaying competence.

#### 5.2.1. How can engaging leadership foster the satisfaction of basic needs at work?

The first part of the findings supports the current literature. Engaging leadership did have a substantial impact on the needs of the employees, namely, autonomy, belonging and acquiring and displaying competence.

Autonomy is the need where leaders can foster satisfaction by providing flexibility and empower employees to take ownership of their workday.

Regarding the second need which is belonging, our research showed that engaging leadership fosters satisfaction of needs by ensuring visibility for all team members and providing psychological security within the group. This seems to be a main priority for both leaders and employees and can be seen to be especially important in this industry that can be impacted by high workload at times and in those circumstances the support from leader and employees is especially important.

Lastly, engaging leadership can foster the satisfaction of acquiring and displaying competence by knowing the employee's skill and encourage the individuals to creative problem solving and working in cross-functional teams. We found that when the leaders focused on the quality and special skills of the individuals and gave them new tasks, needs were met.

#### 5.2.2. How can engaging leadership influence job motivation via job resources?

Engaging leadership plays a large role in influencing job motivation through job resources. Autonomy has been mentioned in the study of Hakanen to be part of the resources that had less impact on motivation. However we found through our interviews a high correlation to motivation, willingness to go the extra miles and support colleagues. These were the same findings as Gagne and Deci discuss when linking autonomy to intrinsic motivation. Therefore the leader can influence job motivation by focusing on giving autonomy. We found this resulted in a positive spiral, as in the Conservation of resources theory, where the autonomy behaviour was connected to competence and the desire to learn new tasks and develop new ideas.

Another resource where engaging leadership influences job motivation indirectly is through competence development. Both employees and leaders confirmed this. Areas where the employees could use their competence was by being a mentor for new employees, writing work instructions and getting new tasks.

The resource of supervisor support we found had an influence on motivation. Both employees and leaders acknowledge the importance of getting things done, having a leader that took initiative and action when needed. This made the employee feel seen and acknowledged.

Current research suggested that it is better for the organisation to invest in increasing job resources rather than spending considerably in reducing demands. The increase in resources leads to an increase in engagement that will then also help buffer the demands especially when they are high.

#### 5.2.3 How can engaging leadership influence job motivation via job demands?

Our research further found that individuals recalled being highly motivated during periods characterised by clear expectations, demanding tasks, and well-defined deadlines. By focusing on the strength and potential of their employees, raising demands, engaging leaders can therefore indirectly influence motivation. How and if this influences motivation will vary for everyone. Monitoring the amount of demands present is significantly important, the motivation can soon fall if the amounts of demands are too high.

Some demands are needed, if all demands are removed, so will the challenges that motivate and give room to creativity.

#### 5.2.4 Which demands stimulate stress?

We found mixed results about demands stimulating stress. Time pressure emerged as a significant stressor mentioned by both leaders and employees. For others this could also be a challenge and help the employee to focus on having a clear goal. This also confirms what we find in existing literature that demands can be both hindering and challenging. On the other hand, lack of clarity of roles, effective communication and poor planning have all been mentioned and are important areas that stimulate stress. Here the leader can have an impact by clarifying and communicating. Through continuous focus on the needs of their employees, engaging leaders lower the negative impact on those demands.

### 5.3 Limitation and further studies

The study has a few limitations. We could for example choose to expand the study by making more interviews and include more personnel from different backgrounds and other organisations. Also, after having implemented some concept in the organisation it would be interesting to follow up with a study to understand the impact after one and more years.

A qualitative method was used for this research, and it would also be interesting to do a quantitative method where we could reach out to a larger number of individuals and find broader information based on the findings of this study. It would be more interesting to go deeper into the challenging demands in the JD-R model where we feel that especially challenging demands have not been sufficiently focused on.

## 6 REFERENCES

- Aasland, M. S., Skogstad, A., Notelaers, G., Nielsen, M. B., & Einarsen, S. (2010). The prevalence of destructive leadership behaviour. *British Journal of management*, 21(2), 438-452.
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American journal of pharmaceutical education*, 74(8).
- Bakker, A. B. (2022). *The social psychology of work engagement: state of the field*. Career Development International.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of managerial psychology*.
- Bakker, A. B., & Ekerdt, C. (2022). I-deals and Employee Well-Being: Examining I-deals from JD-R Perspective. In *Idiosyncratic Deals at Work* (pp. 237-256). Palgrave Macmillan, Cham
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of educational psychology*, 99(2), 274.
- Bass, B. M., & Bass Bernard, M. (1985). *Leadership and performance beyond expectations*.
- Bauer, G. F., Hämmig, O., Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. *Bridging occupational, organizational and public health: A transdisciplinary approach*, 43-68.
- Beraldin, A. R., Danese, P., & Romano, P. (2019). An investigation of the relationship between lean and well-being based on the job demands-resources model. *International Journal of Operations & Production Management*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Caniëls, M. C., Semeijn, J. H., & Renders, I. H. (2018). Mind the mindset! The interaction of proactive personality, transformational leadership and growth mindset for engagement at work. *Career development international*.
- CareerBuilder. (n.d.). How long should you stay in a job? Retrieved from <https://www.careerbuilder.com/advice/blog/how-long-should-you-stay-in-a-job>
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*.

- Dreison, K. C., White, D. A., Bauer, S. M., Salyers, M. P., & McGuire, A. B. (2018). Integrating self-determination and job demands–resources theory in predicting mental health provider burnout. *Administration and Policy in Mental Health and Mental Health Services Research*, 45(1), 121-130.
- Fischer, T., Dietz, J., & Antonakis, J. (2017). Leadership process models: A review and synthesis. *Journal of Management*, 43(6), 1726-1753.
- Gagné, M. (Ed.). (2014). *The Oxford handbook of work engagement, motivation, and self-determination theory*. Oxford University Press, USA.
- Gagné, M., & Deci, E. L. (2014). The history of self-determination theory in psychology and management.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331-362.
- Gripsrud, G., Olsson, U. H., & Silkoset, R. (2016). *Metode og dataanalyse: Beslutningsstøtte for bedrifter ved bruk av JMP, Excel og SPSS*. Cappelen Damm akademisk.
- Hakanen, J. J., Bakker, A. B., & Turunen, J. (2021). The relative importance of various job resources for work engagement: A concurrent and follow-up dominance analysis. *BRQ Business Research Quarterly*, 23409444211012419.
- Hakanen, J. J., Perhoniemi, R., & Toppinen-Tanner, S. (2008). Positive gain spirals at work: From job resources to work engagement, personal initiative and work-unit innovativeness. *Journal of vocational behavior*, 73(1), 78-91.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of general psychology*, 6(4), 307-324.
- Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual review of organizational psychology and organizational behavior*, 5, 103-128.

- Holman, D. J., & Hughes, D. J. (2021). Transactions between Big-5 personality traits and job characteristics across 20 years. *Journal of Occupational and Organizational Psychology*, 94(3), 762-788.
- James, L. R., & Tetrick, L. E. (1986). Confirmatory analytic tests of three causal models relating job perceptions to job satisfaction. *Journal of applied Psychology*, 71(1), 77.
- Lesener, T., Gusy, B., & Wolter, C. (2019). The job demands-resources model: A meta-analytic review of longitudinal studies. *Work & Stress*, 33(1), 76-103.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and organizational Psychology*, 1(1), 3-30.
- Meijman, T. F., & Mulder, G. (1998). *Psychological aspects of workload* (Vol. 2).
- Meyer, J. P., & Gagne, M. (2008). Employee engagement from a self-determination theory perspective. *Industrial and organizational psychology*, 1(1), 60-62.
- Olsen, E., & Mikkelsen, A. (2021). Development and investigation of a new model explaining job performance and uncertainty among nurses and physicians. *International Journal of Environmental Research and Public Health*, 18(1), 164.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Pearse, N. (2019, June). An illustration of deductive analysis in qualitative research. In 18th European conference on research methodology for business and management studies (p. 264).
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
- Scharp, Y. S., Breevaart, K., & Bakker, A. B. (2021). Using playful work design to deal with hindrance job demands: A quantitative diary study. *Journal of Occupational Health Psychology*, 26(3), 175.
- Schaufeli, W. B. (2017). Applying the job demands-resources model. *Organizational Dynamics*, 2(46), 120-132.

Schaufeli, W. B. (2015). Engaging leadership in the job demands-resources model. *Career Development International*.

Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. *Bridging occupational, organizational and public health*, 43-68.

The Decision Lab. (n.d.). Availability heuristic. Retrieved from <https://thedecisionlab.com/biases/availability-heuristic>

Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demands-resources theory: A systematic review. *Frontiers in psychology*, 12.

Van Emmerik, I. H., Bakker, A. B., & Euwema, M. C. (2009). Explaining employees' evaluations of organizational change with the job-demands resources model. *Career Development International*, 14(6), 594-613.

Wong, C. S., Hui, C., & Law, K. S. (1998). A longitudinal study of the job perception–job satisfaction relationship: A test of the three alternative specifications. *Journal of occupational and organizational psychology*, 71(2), 127-146.

Yukl, Gary. (2020). *Leadership in Organizations*, 9th edition. Chapter 1 The Nature of Leadership, 21-40.

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of occupational and organizational psychology*, 82(1), 183-200.

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources, and work engagement. *Journal of Vocational behavior*, 74(3), 235-244.

## 7 APPENDIX

Appendix A: Interview Guide Leader

Appendix B: Interview guide Employee

Appendix C: Consent Form

Appendix D: Consent by Norwegian Agency for Shared Services in Education and Research

## 7.1 Appendix A – Interview Guide Leader

We clarify that we do not want direct or indirect identifying information.

Research questions:

1 How can engaging leadership foster the satisfaction of basic needs (autonomy, belonging and competence)?

Questions for Managers

What do you think are the most important needs of the employees?

What do you feel are the most important things you focus on as a manager with your employees?

Can you tell us a little about your leadership style in relation to the people you lead?

As a manager, how do you meet the employees' needs for autonomy, belonging and mastery?

Can you give more examples of this?

Do you have any examples of you giving your employees more or less autonomy?

Do you have any examples of you taking competence into account when assigning tasks?

Describe how you as a manager build social bonds with your employees?

Potential follow-up questions

Do you have other examples of challenges when it comes to the needs for autonomy, obedience and mastery?

Research questions:

2 How can engaging leadership influence job motivation via job resources?

Questions for Managers

How can you as a manager influence resources (job resources) at work which in turn can have a positive effect on the employees' motivation?

Do you have more examples of this in the last month?

As a manager, how do you take into account the personal resources of employees when exercising management?

Do you have examples of this?

and how will your involvement help to influence this.

Can you give examples of this?

Research questions

3 How can engaging leadership influence motivation via job demands?

Questions for Managers

How can your exercise of management influence employee motivation via the different types of demands you place on your employees?

Do you have more examples of this in the last month?

Potential follow-up questions

Do you remember an employee who was very motivated. Were there special job requirements that had an impact on this?

Research questions

4 which demands stimulate stress?

Questions for Managers

Do you have examples where you as a manager have given too many tasks and demands that have led to an employee experiencing stress reactions? We clarify that we do not want direct or indirect identifying information.

Do you have any examples of role conflicts for your employees?

How did this affect the stress level?

Do you have 2 examples of high work demands in the last month?

What impact has this had on the employees?

Potential follow-up questions

Do you have other examples of something that has increased stress among your employees

## 7.2 Appendix B – Interview guide Employee

We clarify that we do not want direct or indirect identifying information.

Research questions:

1 How can engaging leadership foster the satisfaction of basic needs at work (autonomy, belonging and competence)?

Questions for Employees

As an employee, what do you experience as the most important needs?

What do you feel are the most important things your manager should focus on?

Can you tell us a bit about the leadership style of your manager?

How does your manager meet the employees' need for autonomy, belonging and competence?

Can you give more examples of this?

Do you have any examples of your manager giving you more or less autonomy?

Do you have any examples of your manager taking competence into account when he/she assigns tasks?

Describe how your manager builds social bonds with you as employees?

Potential follow-up questions:

Do you have other examples of challenges when it comes to psychological needs?

Research questions:

2 How can engaging leadership influence job motivation via job resources?

Questions for Employees

How can your manager influence resources (job resources) at work which in turn can have a positive effect on your motivation?

Do you have more examples of this in the last week?

How does your manager take your personal resources into account when he/she exercises leadership?

Do you have examples of this?

and how will the manager's involvement help to influence this.

Can you give examples of this?

Research questions

3 How can engaging leadership influence motivation via job demands?

Questions for Employees

How is your motivation affected by the different types of demands your manager makes to you?

Do you have more examples of this in the last week?

Potential follow-up questions

Can you remember a time when you were very motivated? Were there special job requirements that had an impact on this?

Research questions

4 which demands stimulate stress?

Questions for Employees

Do you have examples where a manager has given too many tasks and demands that have led to an employee experiencing stress? We clarify that we do not want direct or indirect identifying information.

Do you have any examples of role conflicts you experience as an employee?

How did this affect the stress level?

Do you have 2 examples of high work demands in the last month?

What impact does this have on you?

Potential follow-up questions

Do you have other examples of something that has increased your stress?

## 7.3 Appendix C Consent Form

### Declaration of consent

This is a request for you to participate in a research project where purpose is to look at the connection between management and the employees' motivation. In this document, we provide you with information about the aims of the project and what participation will mean for you.

### Purpose

The assignment must be written in English and the research questions to be answered in the assignment are the following:

- 1) How can engaging leadership foster the satisfaction of basic needs (autonomy, belonging and competence)?
- 2) How can engaging leadership influence job motivation via job resources?
- 3) How can engaging leadership influence motivation via job demands?
- 4) which demands stimulate stress?

The research project is part of an independent master's thesis within the Executive Master of Business Administration at the University of Stavanger

Who is responsible for the research project?

University of Stavanger

Why are you being asked to participate?

We want to interview both employees and managers to better understand what influences and motivates.

What does participating mean for you?

The method will consist of a personal interview with a scope of approximately 30 minutes / 1 hour per interview. The interview will be semi-structured, so that questions not included in the interview guide can be expected.

The following information will be collected: name and position. Your answers will be recorded on teams and written notes will occur (electronic, paper). This is done to ensure that the data

remains as it is formulated. Your answers remain anonymous and will not be shared with your employer, colleague or others without your consent.

We do not want identifying information about individuals (name, position or other indirect identifying information).

Participation is voluntary

Participation in the project is voluntary. If you choose to participate, you can withdraw your consent at any time without giving any reason. All information about you will then be anonymised. It will not

have any negative consequences for you if you do not want to participate or later choose to withdraw.

Your privacy - how we store and use your information

We will only use the information about you for the purposes we have described in this article.

We

process the information confidentially and in accordance with privacy regulations. Data is stored securely on Onedrive and only Renate Hjellesteth has access. The data is deleted at the end of the project.

The following will have access to the information

Renate Hjellesteth (student)

What happens to your information?

The project is scheduled to end by 01.07.2023. All collected data will be deleted and not shared further for any follow-up studies, archiving and the like.

Your rights as long as you can be identified in the data material, you have the right to:

- access to which personal data is registered about you,
- to have personal data about you corrected,
- have personal data about you deleted,
- be given a copy of your personal data (data portability), and

- to send a complaint to the data protection representative or the Norwegian Data Protection Authority about the processing of your data

personal data.

What gives us the right to process personal data about you?

We process information about you based on your consent.

The Norwegian Center for Research Data AS has assessed that the processing of personal data in this project is in accordance with the privacy regulations.

Contact information

the data protection officer at UiS Rolf Jegervatn, [personvernombud@uis.no](mailto:personvernombud@uis.no)

supervisor, UIS Espen Olsen, [espen.olsen@uis.no](mailto:espen.olsen@uis.no)

With best regards

Renate Hjellesteth

I have received and understood information about the project and I agree to:

to participate in a personal interview

that collected data can be used in the study

that my information is processed until the project is finished, planned by 1.7.23

Signed by project participant

## 7.4 Appendix D - Consent by Norwegian Agency for Shared Services in Education and Research

5/22/23, 9:07 PM

Meldeskjema for behandling av personopplysninger



[Meldeskjema](#) / [What does leaders and employees emphasize as important in the JD-R...](#) / Vurdering

# Vurdering av behandling av personopplysninger

**Referansenummer**  
437037

**Vurderingstype**  
Standard

**Dato**  
06.03.2023

**Prosjekttittel**

What does leaders and employees emphasize as important in the JD-R model, an interview study from a service company in Norway

**Behandlingsansvarlig institusjon**

Universitetet i Stavanger / Handelshøgskolen ved UiS

**Prosjektansvarlig**

Espen Olsen

**Student**

Renate Hjelleseeth

**Prosjektperiode**

02.12.2022 - 30.06.2023

**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 30.06.2023.

[Meldeskjema](#)

**Kommentar**

OM VURDERINGEN

Sikt har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

**FØLG DIN INSTITUSJONS RETNINGSLINJER**

Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skyfagring, nettspørreskjema, videosamtale el. l.).

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

**MELD VESENTLIGE ENDRINGER**

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: <https://sikt.no/melde-endringer-i-meldeskjema>

**OPPFØLGING AV PROSJEKTET**

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!