

QUALITATIVE STUDY ON TELIA CYGATE SELF- DETERMINATION

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ABSTRACT

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<p>Over the course of recent years, organisations have been seeking ways to improve their operations while maintaining engaged employees. The realisation that well-being employees are the greatest strength of the companies has reached different industries. There are different ways approach this topic and one of the current ones is self-determination. Self-determination is a hypernym for the different forms and levels of self-determination. Another reason for the organisations to seek new solutions is the rapid changes in business landscape. Responses to the customer needs and changes in industries are demanding companies to be agile in order to survive.</p> <p>Self-determination is based on self-determination theory (SDT). According to SDT there are two kinds of motivation: intrinsic and extrinsic. People who have intrinsic motivation might not have more motivation, but rather have better quality of motivation. Another key point in SDT is that people have three basic psychological needs and the needs are autonomy, relatedness, and competence. Granted that the needs are fulfilled, people will become intrinsically motivated. What follows is more sustainable motivation that drives people.</p> <p>Even so, there are different forms and levels of self-determination. In this study the focus is on the individual level. This study uses qualitative analysis on studying a case company's view of self-determination. The aim was to illustrate how the employees see self-determination and how they describe the supportive and preventive aspects.</p> <p>The results show that the case company's focus team has quite good understanding on what self-determination means. The basic psychological needs of the employees, according to SDT, are fulfilled. Yet there is a need for having common understanding on what self-determination means for us. The dialogue needs to be started, and there needs to be a common agreement on how to implement self-determination. The company should utilise effectively the tools they already have in place and the knowledge inside the company. In other words, the infrastructure is well suitable for self-determination but now would be the time to make the needed steps for the full implementation.</p>	
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TIIVISTELMÄ

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<p>Tiivistelmä</p> <p>Viime vuosien aikana organisaatiot ovat etsineet tapoja kehittää toimintaansa samalla säilyttäen sitoutuneen henkilöstön. Ymmärrys siitä, että hyvinvoiva henkilöstö on yrityksen suurin vahvuus, on ymmärretty eri teollisuuden aloilla. Tätä asiaa voi lähestyä eri tavoin ja eri näkökulmista. Yksi näkökulma on itseohjautuvuus. Itseohjautuvuus on kattokäsite, joka pitää sisällään itseohjautuvuuden eritasoiset ja erilaiset organisoitumisen muodot. Toinen syy muutokseen on toimintaympäristön nopeat muutokset, jotka vaativat uusia ratkaisuja yrityksiltä. Asiakkaiden tarpeisiin vastaaminen ja teollisuuden muutokset ajavat yrityksiä ketterämpiin toimintatapoihin.</p> <p>Itseohjautuvuus perustuu itseohjautuvuusteoriaan. Teorian mukaan motivaatiota on kahdenlaista: sisäistä ja ulkoista. Ihmiset, joilla on korkea sisäinen motivaatio ei tarkoita välttämättä, että heillä olisi määrällisesti enemmän motivaatiota vaan laadullisesti parempi motivaatio. Lisäksi teorian mukaan ihmisillä on kolme psykologista perustarvetta: autonomia, yhteenkuuluvuus ja kompetenssit. Kun nämä tarpeet täytetään ihmiset motivoituvat sisäisesti. Tuloksena on kestävämpi motivaatio, joka ajaa ihmisiä eteenpäin.</p> <p>Huolimatta siitä, että itseohjautuvuudella on eri tasoja, tässä tutkimuksessa keskitytään yksilötasoon. Tutkimuskohteena olevan yrityksen käsityksiä itseohjautuvuudesta analysoitiin laadullisella metodilla. Tavoitteena oli saada ymmärrys siitä, miten työntekijät ymmärtävät itseohjautuvuuden ja miten he kuvaavat itseohjautuvuutta hidastavia ja tukevia asioita.</p> <p>Tutkimuksen tulosten perusteella voi sanoa, että tutkimuskohteena olevalla tiimillä on hyvä ymmärrys siitä mitä itseohjautuvuus tarkoittaa. Itseohjautuvuusteorian mukaiset perustarpeet täyttyvät kohdeyrityksessä. Vielä yhtenäisempi ymmärrys itseohjautuvuudesta tukisi yritystä. Avoin keskustelu siitä, miten itseohjautuvuutta viedään eteenpäin, olisi hyvä käydä. Yrityksellä on hyvä pohja itseohjautuvuuden vahvistamiseen, oikean tavan ja suunnan löytäminen vaatii vielä keskustelua ja suunnittelua. Jo olemassa olevia työkaluja voisi hyödyntää tehokkaasti kuten myös yrityksen sisäistä tietotaitoa itseohjautuvuuteen liittyen.</p>	
Asiasanat Itseohjautuvuus, motivaatio, itsensä johtaminen	
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1 INTRODUCTION

The current megatrends are forcing companies to react fast as the landscape of companies and their environment of operations is constantly changing. Competitors and customers require quicker response and agility. Traditional way of improving the current activities thwart the ability to see what is going on outside the organisation. Successful and modern organisation should be ambidextrous and work in parallel improve the current operations and renew according to changes in the business environment (Martela & Jarenko, 2017). However, tearing down the old structures to compete in fast changing environment is not easy, but requires efforts and change management (Martela & Jarenko, 2017). Yet renewal requires giving up old ways of working (Martela & Jarenko, 2017). In order to achieve the agility, new ways on how to lead and organise companies are needed. To meet the complex environment organisations should be seen as living and changing organisms (Martela & Jarenko, 2017). The idea of fourth industrial revolution supports this need to reorganise and re-think organisations (Savaspuro, 2019). If the organisations do not react fast, their livelihood is at stake (Salovaara, 2018).

The way to get organisations and employees to work in an agile way new kind of leadership and organisations are needed. Many companies luckily have woken up and realised that employees are the most valuable asset that the company has. This asset needs to be listened to and valued in order for the company to survive in the competition. To meet this need, companies are changing their organisations and leadership to be more suitable for agile ways. One current trend is self-leadership and self-determination. Employees are expected to lead themselves and be self-determined (Savaspuro, 2019). Especially self-determination is a rising trend and has been widely discussed in media. Companies like Vincit, Reaktor, and Futurice have been the models for self-determined organisations (Savaspuro, 2019). Even OP, which can be considered to be quite a traditional company, has made a major transition to a new way of organising the company structure. Organisations are increasingly interested in self-determination and its influence on productivity and employees. There is recognition that committed and engaged employees are very valuable to the organisation and their employers (Deci, Olafsen & Ryan, 2017; Ryan & Deci, 2019a). Furthermore, there is a vast amount of research that actually show engaged employees are creating a competitive advantage for the companies as well as improving the performance of the companies (Mueller, 2018).

As concepts, self-leadership and self-determination are similar. Savaspuro (2019) even writes that there is no academic consensus whether self-leadership and self-determination mean the same or different things. Martela and Jarenko (2017) explain that there are two levels of self-determination: individual and group level. An individual can be self-determined, but a group is self-organised or self-governed (Martela & Jarenko, 2017). In English language, there are several

different concepts with small nuances describing self-determination. Whereas in Finnish there is only one word for it. This creates problems in how people understand self-determination and what is actually meant with the word. In Finnish, all different variations are under one same word or concept. This causes confusion when trying to understand the concept in same way.

The academia is also tremendously interested in self-determination. It is discussed in the media, in organisations, and among scholars. Recently, several books have been published about self-determination. In Finland, there are two different projects ongoing in relation to self-determination. Both HeRMo and MODe projects study self-determination, but from a different viewpoint. As a part of understanding the current discussion ongoing in Finland I participated in both projects' seminars. HeRMo project's seminar *Siedätystä johtamisallergiaan* (eng. immunotherapy for leadership allergy) was held in Jyväskylä in December 2019. MODe project's seminar *Kuka tykkää hierarkiasta* (eng. who likes hierarchy) was held in Helsinki in November 2019. Both seminars provided valuable insights and possibility to hear the researchers' and the companies' views on the matter. All of the above mentioned are proof that the topic is very current both in Finland and internationally. The Center for Self-Determination Theory (CSDT) is a non-profit organisation that advances the research and implementation of self-determination theory. CSDT has a pool of international scholars from different countries doing research and contributing to the topic on a global level.

Organisations that have started the journey to become self-organised are all facing similar challenges. There are people who have been free-riding and people who have been too self-determined. The needed changes for new structures and new leadership have not been easy, but rather painful. The understanding on how to best make the transition from an old model to a new way of organising has created plenty of questions inside the organisations. The impetus to do the change in the companies is the same: well-being employees, content customers and increased efficiency.

In the panel discussion of *Kuka pelkää hierarkiaa*-seminar the participant companies' representatives were also open about the challenges of implementing self-determination. Their findings were from real life. In their experience, self-determination seemed fairly easy to implement. However, as the implementation proceeded further, the unclear issues presented themselves. One participant described that in the beginning there were more answers, but the more they learnt, the more questions appeared and fewer answers. The companies also learnt that transparency already at the implementation stage is important. It is better to say that not all issues are clear and be honest about it. One way of building transparency and trust is to include employee representatives early enough to the design phase. The aims of the changes should be visible, to avoid mistrust of what is going on in the organisation.

Although there is a close relationship between self-leadership and self-determination, the focus in this study is in self-determination. As mentioned before, it is one of the growing trends in Finland and few companies so far have imple-

mented this approach successfully. In the theory part of this study, I will introduce more thoroughly what is meant by self-determination and what it requires from individuals and from the organisations. The research part consists of a qualitative study where the case company is interviewed, and the data analysed. The aim of the research is to understand what the current activities in the case company are that support the self-determination approach, and what are the sore points that thwart the implementation. In Telia Cygate in Finnish, the term self-determination is used, but in the company's English materials the term used is self-leadership. As this study is based on the self-determination theory, I will be using self-determination as the main concept for the sake of clarity.

1.1 The structure of the study

As there are several different concepts used in English language to describe the different dimensions of self-determination, there is also a need to explain them. For this reason, there is firstly a literature review to explain what self-leadership and self-determination mean. The same chapter introduces the different concepts in relation to self-determination. Secondly, important aspects related to self-determination are presented. Thirdly the challenges and considerations in self-determination are explained. As the, in this thesis, the aim is to study what existing tools and structures in the case company supports self-determination, and what thwarts it. The literature review in the Chapter 2 will create the basis for the study and presents the background for the study.

After creating the theoretical frame, the data and methodology are introduced in the Chapter 3. It will go through what qualitative research and case studies are. Information about the interviews and data collection is provided and background information of the case study is given. This background information introduces the case company's mother company. It explains what the dimensions of self-determination in the mother company are, and how they have been implemented. There is a detailed description of how the interviews were conducted, and how the data was collected and analysed. Chapter 4 presents the results and analysis of the empirical part of the study. There is an overview of how self-determination is interpreted in the case company. There is a reflection on the results with the self-determination theory.

And finally, Chapter 5 introduces the considerations of the research questions, and the considerations of reliability and validity. Chapter 6 wraps everything up with the conclusions, and offers the case company managerial contributions and consultative advices.

1.2 Case presentation: Telia Cygate Ltd

The case company Telia Cygate was established in 2003 by the name Propentus Ltd. It was founded by four software professionals in Kouvola. At the end of year 2017, Propentus Ltd was bought by Telia's daughter company Cygate Ltd. 1.1.2019 name Cygate Ltd was changed to Telia Cygate Ltd. Given that there has been a lot of organisational changes, it has been a turbulent atmosphere for the employees. There has also been fast growth from 55 employees to over 400 in roughly two years.

Telia Cygate provides its customers secure ICT solutions and services. They have over 400 employees and are operating in eight different cities in Finland. Their customers are from different industries and their services are in use over 30 countries. Telia Cygate is part of Telia Company, which is an international telecommunication company. Telia Company has 20,400 employees in nine different countries. Parts of Telia Company has been already transforming to self-determination mode. There are teams that already for few years have been operating in new form and gaining learning of what structures are needed, and what level of self-determination works for them. Telia Cygate is following the same path and transforming itself similarly. Telia Cygate's journey towards self-determination started in fall 2019.

The industry, cybersecurity, where Telia Cygate is operating in is growing. The 4.0 industry, or digital transformation, has on its midst a strong relation to cybersecurity. It is bringing the smart and connected machines to the production facilities, and enables more intelligent usage of the resources companies have. While this transformation might bring benefits to companies, it also brings more challenges for security and privacy. The EU Agency for Cybersecurity ENISA states that the "lack of sufficient information security expertise and awareness is a major barrier that thwart the adoption of Industry 4.0 security measures". This translates into increased need for help from external parties to help companies tackle their cybersecurity issues. As the 4.0 industry grows, so does the need for cybersecurity providers. The outlook for the case company's industry seems very solid and rapidly growing, reflecting the higher need to attract and maintain engaged professionals.

1.3 Research objectives, problems and questions

In the beginning, there was a plan to research how the case company could utilise the concept of intrapreneurship. However, after discussing the topic further with the company we realised that the focus should be in self-determination. So, in the beginning, I started to familiarise myself with the different aspects of self-determination and understanding what it means and what it requires. After having discussions with the company representatives, the thesis supervisor, university

teachers from leadership and education departments attending seminars by MODE-research, and HeRMO-project seminars, the idea started its formulation. The complexity and multifacetedness revealed itself while reading the academic literature. Furthermore, in English there are eleven different concepts that are related to self-determination (Salovaara, 2019) while in Finnish we mainly have one. The English concepts can be split into three categories: individual level, team level, and organisation level.

Individual level	Self-management Self-leadership Self-determination Self-directed Self-regulation
Team level	Self-managed autonomous teams Management by self-control Self-contained
Organisation level	Self-governance Self-managed organisations Self-organizing

Figure 1: Adapted from the presentation of Salovaara, 2019

All these concepts are used in overlapping manner and not many people even exactly know what their differences are. Distinction between the concepts seem to be blurry. As self-determination is quite new in the awareness of the wider public, the understanding and use of the concepts can vary from person to person, and from organisation to another. In this study I will focus on the individual level and the concepts of self-leadership and self-determination. These concepts are examined in the next chapter more thoroughly.

The case company was interested in understanding which current activities are supporting and which are preventing the self-determination of their employees. This is the reason why this study concentrates on the individual level of self-determination. The research objective and research questions are introduced in the figure 2.

RESEARCH OBJECTIVE

To examine what types of interpretations there are, and what kinds of supportive and thwarting factors are in place when it comes self-determination in Telia Cygate.

RESEARCH QUESTIONS

1. What kinds of interpretations the team members have on self-determination?
2. What kinds of interpretations there were in relation to supportive and preventing issues of self-determination in Telia Cygate?
3. How could self-determination be improved in Telia Cygate on the basis of this study?

Figure 2: Research objective and research questions

2 SELF-DETERMINATION

As summarised in the chapter 1.3, self-determination comes in different forms and levels. In this chapter the concept is explained more thoroughly. In the chapter 3.1 there is an in-depth review of the self-determination theory and the main parts of it. In the chapters 3.2-3.4, I formulate an understanding on what is needed from the organisation to support self-determination. Chapter 3.5 introduces the main points of self-determination and chapter 3.6 wraps up the self-determination literature review.

Martela and Jarenko (2017) define self-determination as individual's ability to work independently and without the need for outside control and guidance. In order to have self-determination, an individual needs to be self-motivated, have a clear direction where to steer the determination and have the competence needed to achieve the goal (Martela & Jarenko, 2017). Savaspuro (2019) agrees with the definition and adds that self-determination is basically the ability to lead yourself. If the person does not have the needed competences it is not possible them to be leading themselves (Martela & Jarenko, 2017). Although it seems that the definition of self-determination on an individual level is understandable there are still some contradictions to it. Savaspuro (2019) on the other hand is in agreement that self-determination means the ability to act without anyone else's guidance, but on the other hand she is saying that no-one precisely knows what it is. The research and literature (Martela & Jarenko, 2017; Ryan & Deci, 2017; Savaspuro, 2019) are more concentrating on the organisational and leadership view of self-determination. For an employee, if they are expected to be self-determined, the importance of understanding what is expected is crucial issue. As self-determination theory, which is the base for self-determination, aims to give insight about what motivates humans it would be natural to think that what the basic needs are, the people are expected to be. As the basic needs of self-determination theory are the need for competence, relatedness and autonomy it would suggest that people would be expected to be those three things.

Self-leadership as a concept is often conflated with self-determination and has similarities to self-determination, as already brought up in the chapter 1.2. This is why it is important to gain familiarity with this concept and recognise the different nuances between self-determination and self-leadership. Moreover, both capabilities are required from employees in modern companies. Even more, it could be said that they are close companions and the ability to lead oneself is required in order to be able to have self-determination.

The attitudes towards employees have changed and evolved throughout the decades. In fact, the essential idea of humans has changed from being lazy and motivated by money, into being motivated and creative individuals who thrive from getting internal rewards instead of monetary ones. Knowledge is seen as constant flow in the context of the receiver instead of having one truth same for all. Also, learning is considered differently. It is not anymore about just

transferring data from one individual to another, but it is about actively cumulating and combining knowledge with the constant need for self-development. All in all, companies have recognised widely that employees are the most valuable resource they have. The new era of self-leading organisations has begun. In this part of the study, the definition of self-leadership is introduced next. (Viitala, 2014.)

2.1 Self-leadership

“Be yourself; everyone else is already taken”
- Oscar Wilde

Self-leadership has roots in self-management and self-control theories. Furthermore, the theoretical background for self-leadership lies also in self-regulation theory, social cognitive theory, and intrinsic motivation theory (Neck & Houghton, 2006). Self-leadership means understanding who you are, where you are going, and how to get there (Neck, 2006). It is a process of influencing behaviour, influencing and leading oneself (Neck & Houghton, 2006). Sydänmaanlakka (2006) states that self-leadership is the beginning of all leadership. One cannot lead others without leading him/herself. Self-leadership is based on having a holistic picture of a human (Sydänmaanlakka 2006; Manz, 1992). It is more than just managing time efficiently, for it is the ability to lead yourself to the life you want to live, both on a personal and professional level (Manz, 1992). Everyone practices self-leadership to some extent; however, the beauty lies in how effectively it is done (Manz, 1992). Indeed, self-leadership begins from self-reflection and is a journey to inner self. Efficient self-leadership predicts more content life and better well-being. There are multiple expected outcomes from self-leadership. According to Neck and Houghton (2006), these outcomes are: commitment, independence, creativity/innovation, trust, potency, positive affect, job satisfaction, psychological empowerment, and self-efficacy. All of which can be considered as positive outcomes, outcomes that have positive influence in both personal and professional life. Neck and Houghton's (2006) self-leadership model is shown in the figure 3.

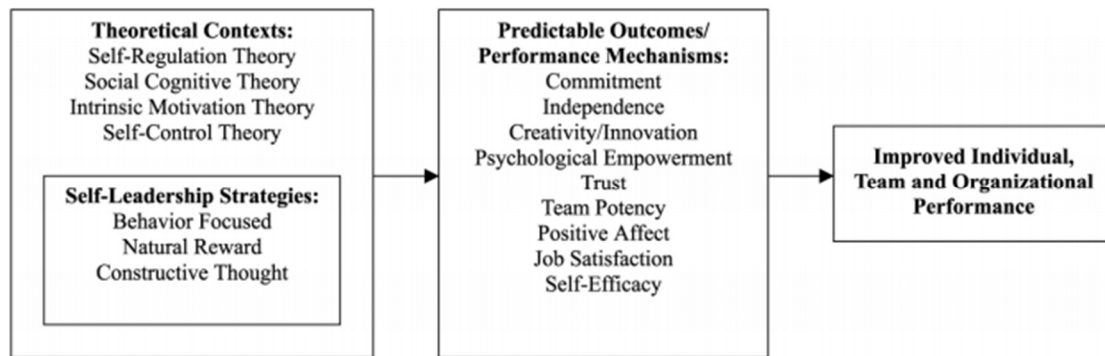


Figure 3: A model of self-leadership theoretical contexts and performance mechanisms (Neck & Houghton, 2006, pp. 285)

The strategies related to self-leadership are behaviour focused, natural reward, and creating constructive thought approaches. The behaviourally focused approach is built around self-observation, self-goal setting, self-reward, self-cueing, and self-punishment. It considers that observing, learning and understanding about the underlying mechanisms of our behaviour is the key to change. And changing to more fruitful behaviour helps to improve self-leadership. (Manz, 2015). Natural reward approach includes “generating and maintenance” of intrinsic motivation (Furtner, Baldegger, & Rauthmann, 2013). In other words, the task itself is naturally rewarding, or that the outcome of the performed task provides a meaningful purpose (Manz, 2015). The third strategy, constructive thought, is focused on thinking (Manz, 1992). Basically, it means that with a practise the train of thoughts can be changed into being more positive and productive (Manz, 1992). As an outline, Manz (1992; 2015) is pointing out that people can quite freely choose how to think and how to behave. In addition, there is freedom to choose what to do with your own life (Manz, 1992). Self-leadership is a way to practice the freedom possessed, and by knowing yourself, the change into being a better self-leader creates possibility for everyone to succeed in it.

The need for self-leadership skills in work context has been growing. It could be even said that there is acute need for efficient self-leadership (Neck & Houghton, 2006). Employees need to have the skills for self-leadership in order to be able to function in autonomous organisation (Manz, 1992). On the other hand, the business environment is changing, but also the needs of employees are changing. This combination requires a change in leadership and new skills from the employees. The pressure for companies to change comes from outside and inside the company. In the same fashion, employees are expected to be able to lead themselves, and employees are expecting organisations to have supportive leadership.

2.2 Self-determination theory (SDT)

There are several different needs-based theories created, based on the studies done on the topic. All of them suggest that when the needs, depending on the study, are met people are feeling better and more motivated (Latham & Pinder, 2005; Maslow 1943; Deci & Ryan, 2000; Deci, Ryan & Vansteenkiste, 2008). The satisfaction of psychological needs is considered as the essential nutriment for individuals' optimal functioning and well-being (Broeck et al. 2010, p. 982). In this study, we are focusing on Self-Determination Theory (SDT), and how it describes innate human needs. This theory was founded by two researchers, Richard Ryan and Edward Deci, already back in the 80's. It begun from intrinsic motivation but has spanned over time to cover a vast range of topics. SDT is said to be the most studied theory in psychology (Ryan & Deci 2019b). SDT is interested in how social conditions can help individuals to grow or put them down (Ryan & Deci, 2017). It is a framework for human motivation and personality studies. SDT includes six mini-theories, one of which is the Basic Psychological Needs Theory (BPNT). In this theory, the three basic psychological needs (relatedness, autonomy and competence) emerged (Ryan & Deci, 2019b). The theory states that when these basic psychological needs of humans are fulfilled, it affects their intrinsic motivation (Deci, 2017). Studies on BPNT have found out that supporting autonomy will increase the employee engagement and well-being while further increasing the organisation effectiveness (Deci, 2017). BPNT is a macro theory of human motivation, and it is especially interested in the type of the motivation that individuals have (Deci, 2017). BPNT can be used across multiple domains, however, in this study, the interest lies in individual, work and organisational context. Ryan and Deci recognise that in modern organisations both intrinsic and extrinsic motivational methods are needed, although SDT mainly brings out the power of intrinsic motivation (Ryan & Deci, 2017). In the following subchapters, autonomy, relatedness, and competences are explained in more detail.

2.2.1 Autonomy

Autonomy is an important factor for motivation. Allowing more autonomy to employees means that the employees can have more influence on their work. And most importantly, autonomy means that people have the need to feel that they are in control of their own behaviour (Deci & Ryan, 2008). Ability to influence your own work leads into stronger ownership. Thus, autonomy can be said to have positive impact on wellbeing at work, and to the flow of work. (Launonen & Ruotsalainen, 2017). Based on the studies of self-determination, when the management supports the strengthening of autonomy, there is also a strong support for relatedness and competence. Launonen and Ruotsalainen (2017) write that there are two reasons for this. First being the fact that leaders who support autonomy on the general level usually understand and support individual needs of

the employees as well. Second reason, according to Launonen and Ruotsalainen (2017) is that when employees have autonomy and possibilities for influencing others, they are also capable of taking care of others.

It appears so that when the management's leadership supports the development of intrinsic motivation of the employees, it positively affects working performance and outcomes. Correspondingly, when the closest manager supports autonomy it creates trust towards the top management. In like matter, the autonomy thus supports building trust in the organisation and that enables the formation of positive circular causation. (Launonen & Ruotsalainen, 2017.) The evidence by Deci, Olafsen and Ryan (2017) emphasises the fact that employees feel ownership and autonomy in their own work, if they understand the value of their work. This leads to strengthening of the intrinsic motivation that moreover leads to better performance, ability to learn, and also coping with new tasks and assignments. Launonen and Ruotsalainen (2017) state that their studies also confirm the understanding that when enabling autonomy and ownership of the work it increases the motivation of the employees. And this is why autonomy is strongly linked to self-determination in individual level. As mentioned before, the self-determination can happen on the individual or organisational level. Yet Launonen and Ruotsalainen (2017) write that "It is substantial to acknowledge that self-determination in the organizational level leans to the idea that increasing the autonomy and possibility of employees to influence is fundamental for the self-organization".

Trust is an extremely relevant issue and a precondition for the employees to develop their own work and act autonomously. The idea of positive circular and cumulative causality is used by Launonen and Ruotsalainen (2017) to describe the process of reciprocity and trust in the organizational level.

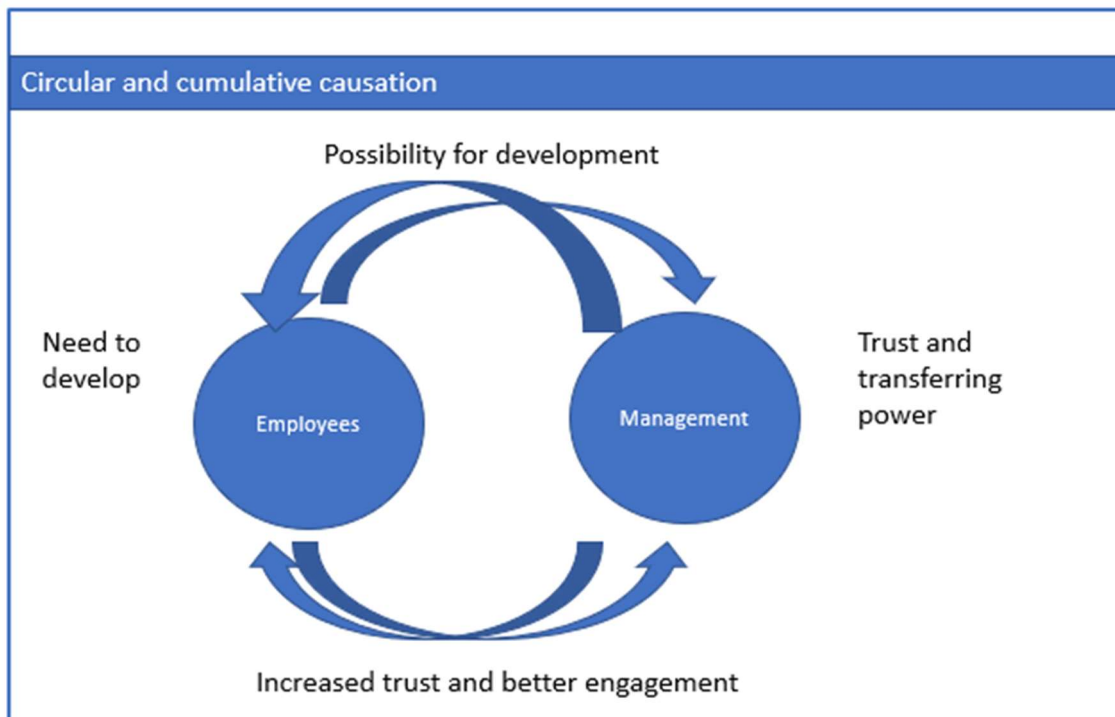


Figure 4: Translated circular and cumulative causation (Launonen & Ruotsalainen, 2017, p. 127)

Figure 4 shows that if employees are trusted to develop their work it will be returned as a trust towards the management. This of course requires that the management will take the development suggestions seriously and make changes accordingly. If, and when, the changes do occur, it increases the ownership and autonomy of the employees. Launonen and Ruotsalainen (2017) state that the circular and cumulative causation, or the circle of good, enables the possibility to influence and learn at work. The circular nature of the process means that there are parts that affects the other parts positively. When the circle is completed, there is a new feed so that the circle begins again.

2.2.2 Relatedness and competence

There is large number of academic writing related to autonomy but not so much about relatedness. What has been said about relatedness is that it is about feeling loved and cared for (Broeck et. al. 2010, p. 981) and also the need to take care of others (Baumeister & Leary, 1995). It is the internal need to be connected with others and to be part of a group, or in work context part of the working community (Baumeister & Leary, 1995). When people feel connected at workplace it feeds into commitment to joint goals and caring of the wellbeing of colleagues. There have been studies suggesting that relatedness has positive connection to learning (for example Beachboard et al., 2019). This does not only relate to learning in school setting but also learning in workplaces. In this context, learning refers to high-quality learning or deep learning.

Competence has been in the past considered to mean that people try to achieve, while trying at the same time to avoid being incompetent. It has been an important part both in personality and motivation theories. Elliot, McGregor and Trash (2002, p. 365) describe it as a desire to be competent in one's actions, skills, and abilities. Furthermore, they state that there is an evolutionary aspect in that people are adapting to the environment. Even so that the need for competence is innate, there is variance between individuals. This difference can be seen at early age already. Interestingly, the amount of need for competence changes over the lifespan. It is affected by individual's maturity and life experience. (Elliot, McGregor & Trash, 2002.) There is evidence that the need for competence can be supported starting from an early age. Children who interact better with the environment or hold specific skills (musical, artistic, athletic) are more likely to experience efficacy and pride in their skills. (Deci 1980; Harter, 1981.) And as they feel efficacy and receive good feedback for their behaviour or skills, their need for competence is nourished (Deci & Ryan, 1985; Harter 1978). Home environment can also have its share for the development of need for competence. A right amount of challenges, nourishing curiosity and age-appropriate activities are the tools for parents to foster the need (Yarrow et al., 1984; Veroff, 1969). Optimal challenges in any kind of environment help increasing the need for competence. And as has been shown, many issues affect the amount of the need for competence during lifespan and also the qualitative need for competence. There is also a difference whether there is a stronger need for competence in general or need for specific task related competence. (Elliot, McGregor & Trash, 2002.) So there are different factors that influence the need for competence. Life in general moulds and influences how the need changes over the years. And the need for competence in work context affects the need and ability to learn and develop.

2.3 Self-determination in organisational context

Self-organising organisations form teams to best suit the work at hand. There is low hierarchy or no hierarchy at all. It is the opposite of top down organising. They are at the far end of a continuum. On the other end of the continuum is controlled organisation, where employees are considered to be people filling the orders from the superiors. Its opposite is the self-organising organisation where structures give employees the power and space to move and organise their work the way they see fit. This is the opposite of Weberian bureaucracy, where the organisation is led top down and leaders have the power over the employees (Hall, 1963). With that said, these are the extreme ends, and in real life many organisations are somewhere in between the ends of the continuum. According to Martela and Jarenko (2017) self-organising organisations aim to have minimum viable structures to restrict employees as little as possible but on the other hand give enough support to them. Self-organisation requires, however, more than just having low hierarchy. In order to work, it needs clear structures, a short chain of

approval, and clear goals. With these, employees are able to alter their activities as suited thus making the organisation agile and capable of meeting the requirements from the business environment. Everyone has the power and responsibility to develop the activities and ways of working. (Martela & Jarenko, 2017). Decision making is done by the people who know the issue best, and others trust that those who make the decision are making a good decision (Savaspuro, 2019). The low hierarchy, the possibility to steer one's own work and responsibility of the results means autonomy for the employees. Autonomy increases motivation, engagement, well-being at work, and productivity (Savaspuro, 2019). According to Laloux (2014) the possibility to genuinely influence your work is the central issue in self-determination. Employees can decide where and how to do their work and make independent decisions (Laloux, 2014).

2.4 Motivation

Motivation is the energy of action
-Edward Deci

Motivation in the context of SDT is central issue. As explained in the chapter 2.1 the SDT has started from trying to understand what the basic psychological needs of humans are. And as these basic needs are met people get motivated internally and not from outside. In this chapter the intrinsic (internal) and extrinsic (external) motivation are explained in more detail.

Extrinsic motivation means money, fame, or some other motivation method that comes from outside the person. It is the carrot and stick method that has the intent to control people (Ryan & Deci, 2017). Intrinsic motivation, on the other hand, is the opposite and means motivation that comes from within the individual. What differentiates SDT from other motivational theories is the belief that what drives people is the quality of motivation and not the quantity of motivation. Interestingly, SDT describes people being by nature active and that we all are born with intrinsic motivation. Humans are described as living organisms whose core nature is to interact with others, understand themselves and other people. Ryan and Deci (2017) believe that people have the tendency for wanting to grow and learn. Furthermore, they describe that it is the optimal challenge that motivates people. When receiving an optimally motivational task, it is not too demanding nor too easy. Ryan and Deci (1985) also call intrinsic motivation as autonomous motivation and extrinsic motivation as controlled motivation. They describe that by using the controlled motivation people feel pressure and eventually lose their interest in the task at hand. The negative impact of losing interest causes poor performance, has negative impact on well-being, and devolves into taking the shortest path to perform the task (Deci & Ryan, 1985). On the contrary, autonomous motivation is born from genuine interest and enjoyment or from

deeply held values that the person has (Deci & Ryan, 1985). In either case, autonomous motivation leads to creativity, better problem solving, and positivity (Deci & Ryan, 1985). The impact that supporting autonomy has is that it improves performance. It also impacts the work organisation positively. The autonomy support spreads and enforces the message further (Deci & Ryan, 1985).

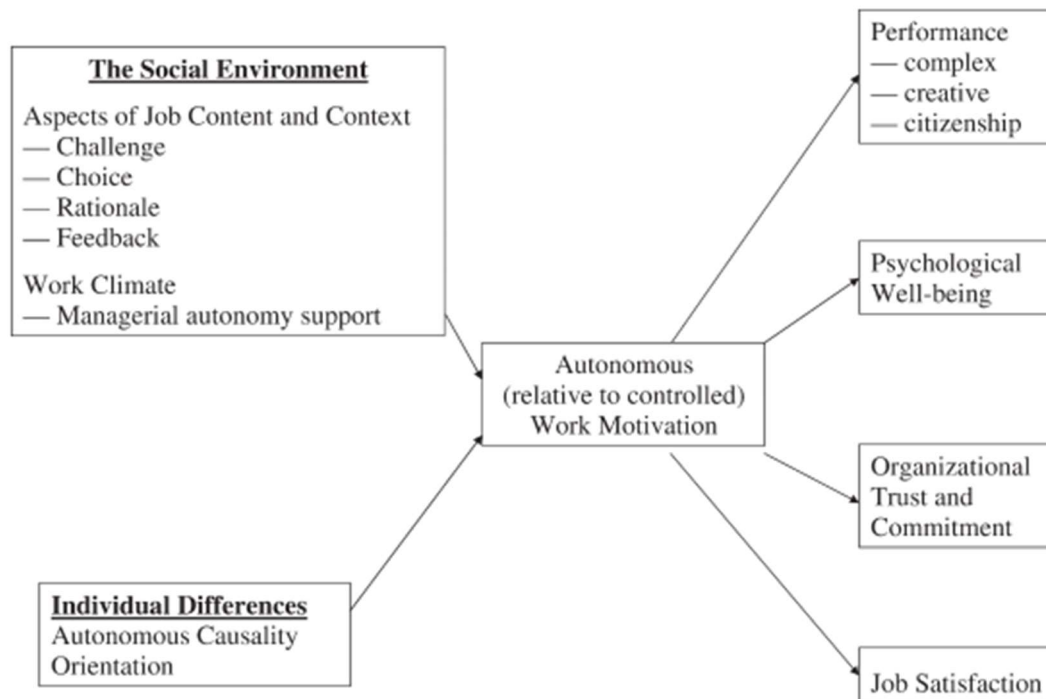


Figure 5: Summary model showing environmental factors, and individual differences as antecedents of autonomous motivation, as well as the work outcomes associated with autonomous motivation (Cagné & Deci, 2005, p. 347)

Figure 4 summarises the influencers of intrinsic or autonomous motivation and the outcomes of it. The social environment in the workplace and the individual differences the employees have are the biggest influencers. The employer has the power to make the social environment suitable for the intrinsic motivation. Employers or the management are also able to influence the individual differences by respecting employees as they are, as individuals. According to Deci and Ryan (2008), it is less important to have more motivation than to have the correct type of motivation. The type of motivation is better indicator of the important outcomes in people's lives. Yet translating the figure 4 outcomes to more tangible terms, there is strong evidence that creating a more need-supportive working environment leads into (Ryan, 2020):

- less absenteeism
- less turnover

- increased satisfaction on the job
- increased well-being
- higher productivity
- greater engagement from the employees

After writing highly about intrinsic motivation, I must mention that it cannot be straightforwardly stated that intrinsic motivation is the only good one. Gagné and Deci (2005) explain that intrinsic motivation is working well when doing complex tasks. But, when doing boring routine tasks, people need to have extrinsic motivation. Intrinsic motivation is automatically autonomous, but extrinsic motivation has space to move within the autonomous to controlled continuum. When the extrinsic motivation is autonomous, it helps in achieving the goals of boring routine jobs. (Gagné and Deci, 2005.)

2.5 Leadership supporting self-determination

Strategy and processes don't understand speaking, they don't feel, nor do they accomplish anything.
-Antti Aro

Self-determination requires new skills from the employees, and it does so from the management and leadership. The Weberian hierarchy and top down management style are not relevant anymore. Leaders need to have new skills to navigate in the organisation, and give employees the support they need to perform the best. Savaspuro (2019) writes that there is a juxtaposition of two schools of thought when it comes to leadership. The other side thinks that the self-determination way is what is best, and the other side thinks that people are fundamentally selfish and need to be told what to do. Both Savaspuro (2019) and Martela and Jarenko (2017) agree that although the hierarchy in self-organising organisation should be low the main goal is not to get rid of managers. Nonetheless based on the research by Deci and Ryan (2000a), SDT is not how managers can motivate employees, rather it is about creating the environment where employees can motivate themselves. Granted that managers need new skills to coach their team to succeed.

Collin et al. (2017, p. 70) explain that instead of having hierarchy and telling people what to do, there is need for structures, new challenges, room for own thinking, and feedback. The problem itself is not whether there are or there are not leaders, but rather how the leadership is working. Leadership can also be context dependent. In some situations, there is more need for leadership than in others. Based on their research, leadership, creativity and professional agency are in fact context related phenomena. Furthermore, the organisations and structures of the organisation are reflected in those phenomena. (Collin et al., 2017)

Leadership researchers in the past have mainly been focusing on individual leaders and big charismatic leaders. In the beginning of 20th century, leadership was about rationalism focusing on leaders (Collin et al. 2017). The newer approach is moving to post-heroistic era where leadership is considered to be plural and not singular. Tienari and Piekkari (2011) introduce the concept of non-leadership. Although it sounds like there would not be leadership at all, it means more highlighted autonomy, openness and equality in leadership (Tienari & Piekkari, 2011). In any case, everyone experiences leadership differently. Leadership can be considered to be a holistic event. Not just people are leading us, but cities, cafeterias and airports are leading us. So, we are led every day without leaders as such. If the leaders are removed from the organisations it does not mean that there would not be leadership. Quite often, the leadership does not become extinct as a consequence of no leaders but the leadership changes. The leadership is not concentrated on one person, but it becomes shared leadership. It can be considered that leadership does not begin from the structures but from the people in the organisation. In this kind of shared leadership, the organisation has been flattened from excessive hierarchy. In self-organised organisations there is more need for shared leadership than leaders. The power can be horizontal “power-with” instead of “power-over”. Power-with means that the team members hold the power together and no one single person has power-over the other members. (Salovaara, 2018)

Juxtaposition presented by Savaspuro (2019) is the same as the one Mäki (2019, pp. 123-124) calls the tension between autonomy and the longing for leadership. The ability of being self-determined is not just about the individual him/herself. The company culture, leadership, and structures need to be supporting in order for the individual to be successful. As Mäki (2019, p. 137) writes, well-functioning leadership culture supports both the leaders and the employees. The key questions that the organisation should ask themselves and consider are (Mäki, 2019, pp. 137-138):

1. Is the outlook of the current situation and the desirable direction shared and understood?
2. Does self-determination exist in appropriate frames that define it??
3. Are the goals and rules clear enough but also flexible enough when the conditions change?
4. Is the decision-making regime understandable and are the people aware of the things where they can influence?
5. Do the employees have the readiness and appropriate forums for discussion?
6. Do the structures guide the cooperation over different silos?
7. Can the changing situations in the organisation be used as a development asset?

Answering those questions help organisations to focus on the most important issues to consider. These are the leadership drivers of self-determination.

2.5.1 Coaching leadership

Self-determination possess a requirement for a change in leadership style. Coaching leadership as such is nothing new but has been discussed already since the beginning of this century. The need for coaching leadership is derived from the fast-changing environments and the need for renewal in organisations. As the need for employees to be more efficient and productive is substantial, Grousberg and Slind (2012) list the needs for leadership communication being: economic, organisational, global, generational and technological changes as the driving forces. Self-determination and self-organisation are considered to be among the solutions to meet the needs. Increased efficiency and productivity are causing the need for employees to constantly learn new things, to be creative and to be innovative. (Viitala, 2019).

Ellinger and Bostrom (1999) describe that there is a shift from “command-and-control” management style to “facilitate-and-empower” leadership. In facilitate-and-empower, the management supports both individuals and teams to learn and work more autonomously. While Salovaara and Bathurst (2018) speak about Mary Parker Follet’s (as cited in Salovaara & Barthurst, 2018) notions of “power-with” and “power-over”. Power-over is the same kind of power over the employees as is command-and-control. There are leaders who use their power as a tool for leading people from above. In power-with, the means of leadership are different. Power-with empowers employees to participate and have their voice heard. In power-over, the power is mainly possessed by one person, while in power-with the leader’s power is distributed to a group of people (Salovaara & Bathurst, 2018). Mary Parker Follet describes power-with as genuine power while power-over is artificial (Salovaara & Bathurst, 2018).

Power is connected with the coaching leadership style in the sense that in the coaching leadership the coach, or manager, is not holding power over the employees. In this model, the coach is simply said to be coaching: taking the journey together with the employee and not leading from the front. Viitala (2019, p. 171) describes that “coaching leadership is holistic approach to leadership”. The aim is not to rise above others but be more of a servant to the team. Hakanen (2012) is speaking about the same issue: servant leadership attitude. He mentions that it is about empowerment, development, accountability, leading direction, and stewardship. It is about capitalizing on the strengths of and overcoming the weaknesses of the employees (Ryan, 2020). But most of all, it is about helping his/her own team to succeed. A coaching leader tries to grow people and support their learning, development, self-reflection and help them fulfil their potential. Viitala (2019) explains that the researchers consider that there are both individual and group level requirements from managers. They need to be able to coach one-to-one and in group level. In between the ends of the totally self-organised and flat organisations and authoritarian hierarchical organisations continuum, there

exists different hybrids and combinations. In any case, it is clear that as organisations are changing the leadership is changing accordingly. And, if employees are confused about the changes then so are former managers. Their role is drastically changing and requires a new skill set from the managers. As the core of coaching leadership is supporting and helping people to perform, there is an increased need for discussions. This in turn requires much more time from the managers. Viitala (2019) describes that it is essential that the discussions between managers and employees are empowering. Nonetheless, while there are positive outcomes of coaching leadership style for the employees, the managers might face an identity crisis. (Viitala, 2019.) Ellinger, Hamlin and Beattie (2008) address that not all managers are able to adopt a coaching role. Furthermore, no matter how effective the coaching leadership style is, “the coaching manager remains rare species” (Ellinger, Hamlin & Beattie, 2008 p. 241). And, to not put all the responsibility on the shoulders of the managers, the employees have their share. There is an increasing need for employees to be accountable for their own behaviour, work and interaction.

As coaching leadership style is based on discussion and communication, it must be mentioned that there is a shift from traditional leadership communication to conversational communication. Engaging employees requires more normal one-to-one, or ordinary person to person discussion. (Groysberg & Slind, 2012.) This finding has the same kind of connotation as what Salovaara (2019) says about the need for caring in the organisations. The ways in how to make the communication more conversational are intimacy, interaction, inclusion, and intentionality. Intimacy suggests that leaders reduce the distance they have from the employees. Distance can be both literal and figurative. Interaction promotes the idea that the discussions are conversational. Thus, having the dialogue going back and forth as in a proper discussion. Inclusion means that the employee is invited to be truly an equal discussion partner that has ownership of the substance in the discussion. Intentionality refers to the fact that although the conversation should be open and trustful, there should be some agenda on what is hoped to be achieved with the conversation.

All of the points mentioned in this chapter are heading towards ethical leadership. It goes beyond the near future and it is more of an investment to sustainable leadership. It is about showing the direction, communication and interpretation.

2.6 Challenges of self-organised organisations

While having many benefits there are some possible challenges and considerations identified by recent researches. The biggest challenges of self-organised organisations lie in the unclear roles, responsibilities and leadership. One respondent in the study of Collin et al. (2017) even said that flat organisation feels like

one is being neglected. Especially in ICT organisations there is a need for continuous learning and problem-solving. Agility is a must to survive in a fast changing environment. Usually in ICT companies, there is a high need for individual learning and development, however it is usually happening after the working hours. Employees in general are performing tasks that require both individual and group level autonomy. As the employees are talented professionals, they are highly capable of knowing how to best conduct their work. (Collin, Keronen & Lemmetty, 2019.)

As already discussed in the previous chapters, there are many benefits in structuring the organisation as self-governed that speak in its behalf. However, there are things that are negatively impacting the employees. Nowadays there have been many challenges identified in working life in general. Collin et al. (2017, p. 3) describes this as “societally and financially interesting time full of different kinds of threats, tensions and insecurities”. There is ongoing a search for one-fit-for-all solution that would indeed fix all the problems. Nonetheless, organisations are different, companies are different and unique, so it seems impossible to have a quick fix that would solve every company’s problems. Identifying the unique requirements and open dialogue would be the best starting point for a change. (Collin et al., 2017.) The figure 6 summarises the findings of the challenges found related to self-determination. The main issues were related to structures and unclear roles of the leadership and employees.

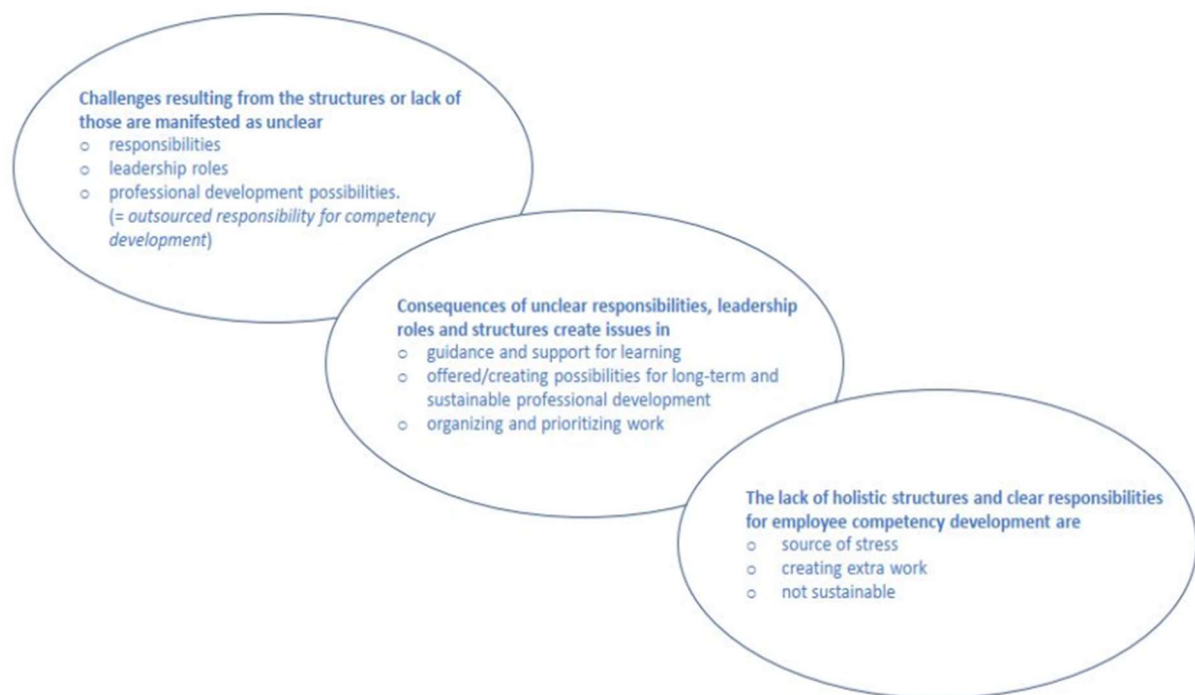


Figure 6: Summary of findings, direct quotation based on original article (Collin, Keronen & Lemmetty, 2019)

2.7 Preconceptual understanding of the self-determination

Many scholars (Laloux, 2014; Viitala, 2014; Deci & Ryan, 2000; Sydänmaanlakka, 2006; Salovaara, 2018) scholars are debating on one issue: humanity. At the heart of self-determination is humanity and treating people well. It seems that the avenue of modern leadership and organisations is not paved with leaders tougher than ever in their ivory towers, but with leadership that embraces people as humans and not as equipment for work. The leadership needs to be ethical and also the actions of the company have to be ethical. Equally important is to understand that not all managers or supervisors are capable or willing to change their leadership style. Employees cannot be forced, any of the employees, to be something they cannot be. This is an important aspect to consider, changes can be required and hoped for but not forced. Organisations are considered to be ecosystems, where the lungs are the employees. Tough leadership is replaced by softer values without compromising profits and results. The understanding that no business survives without income is the reality where we all need to live in. The suggestion and hope that the researchers give is that with more human approach both employees and business can bloom. And achieve a more sustainable way of operating.

There are many concepts related to self-determination both in the individual and organisational level. Furthermore, the concepts are many times mixed and even scholars are speaking about the same things with different names. Quite often, it is thought that self-determination or self-organisation means that employees can do whatever they want. That could not be further away from the truth. Quite the contrary, self-determination requires clear structures, maybe even more than hierarchical organisations. It also requires a lot both from the leadership and from the employees. Employees have to be skilled in order to operate in new kind of environment. Employees need to have a contribution to design the structures, processes and take ownership of their own and the team's work. And as Salovaara (2019) pointed out: the one thing that any organisation model cannot work without is care.

Although self-leadership and self-determination seem to be similar concepts, there are exists minor differences between the two. Despite Savaspuro's (2019) comment that there is no consensus in academia that these concepts are in fact the same or different, it can be argued that there are differences. As Neck and Manz (1996) say, self-leadership means capability to lead oneself (life, work etc.) to the direction one wants to go in. Self-leadership requires self-reflection and self-knowledge (Sydänmaanlakka, 2006). While self-determination is a theory that describes motivation and psychological needs (Deci & Ryan, 2000). It could also be argued that self-leadership is about what the individual is doing him/herself, while self-determination is about how you live in the society you are in. The society can be organisation, team or other type of group of people who share the

same goal and direction. Self-determination is how the individual leads him/herself inside the team, as a member of the team.

Self-leadership is about how the individual sees him/herself and how he/she leads oneself towards the personal goals.

Self-determination is how the individual leads him/herself towards team goals and how he/she is a part of the working community.

Figure 7: Difference between self-leadership and self-determination

3 DATA AND METHODOLOGY

In this section, I will introduce how the data was collected, and what methodology was used to analyse it. Firstly, I will describe shortly what qualitative research is. Then, I will explain how the methodology was chosen. Then I will move on to the interviews, explain the background information of Telia's self-determination, and move on to describing data collection.

3.1 Qualitative research and case study

In qualitative research, the focus is on understanding the phenomena studied (Yin, 2003). This is similar than the thought of Tuomi and Sarajärvi (2002) that qualitative research is a research of understanding. Varto (1992) on the other hand states that it is typical that humans and human surroundings are the study subjects in qualitative research. He describes that natural world is about natural occurrences, but human surroundings are built upon the meaning of significant matters. Yin (2003) refers only to understanding, while Tuomi and Sarajärvi (2002) write about either understanding or explaining a phenomenon. Whether qualitative studies are indeed about understanding or explaining, both are aiming to understand the meaning of the bottom line of the topic researched (von Wright, 1970). The other synonym for qualitative research in Finnish language has been soft method (Eskola & Suoranta, 1998). Eskola and Suoranta (1998) also state that there might be the risk that qualitative research results are seen as 'softer' and less scientific than results of research where quantitative methods are used. Despite the criticism, there are benefits in qualitative research methods. Alasuutari (2007) explains that there are two phases in qualitative research. These are the simplification of the observations, and solving a puzzle. Nonetheless, Varto (1992) brings out interesting point related to the connection between the researcher and the topic studied. He writes that due to the nature of the qualitative studies, the researcher is part of the phenomena he/she studies. He continues that this connection "is prerequisite that the researcher can do qualitative study as the quality can only be understood in the context where they matter" (Varto, 1992, p.26). When a human being is studying a human or humans it is very difficult to maintain position of an objective observer.

As is the case in this research, the aim of research is to gain information that can be applied further than just the study at hand (Varto, 1992). In this research the study subject is one team, but the results can be used to benefit the whole organisation. The crucial part in the study of this kind is that the research could be done again with the same results (Varto 1992). However, he continues that the generalisation of the research results to a corresponding sample is not possible, as in qualitative research there is no corresponding sample to which the

generalisation can be applied to. Furthermore, the researcher's context is influencing the interpretation of the results, and for his/her thought about the corresponding sample size to be accurate there would need to be careful consideration in the qualitative methods used (Varto, 1992).

The opinions related to case studies are controversial. The favouring opinions state that a case study is a good way to understand complex issues. Or that the data is gathered from the context that it is examined in (Yin, 1984). At the same time, the case study method has been accused of lack of rigor (Yin, 1984) or poor generalisation (Tellis, 1997). Yet despite the differing opinions for and against case studies, they are widely used in social sciences. Furthermore, along with the allegations that the case study method is weak, it is also considered to be one of the most challenging methods. Yet it is also used in many situations and in research done in many other disciplines in up-to-date research.

3.2 Methodology

In this study, the method used is content analysis. As a method, content analysis has been said to be difficult to execute (Tuomi & Sarajärvi, 2002). The basic idea behind it is that there are no objective observations done by human beings. As mentioned in the chapter 4.1, qualitative research in general has been accused of being biased by the researcher. But the problem seems to be even more acute in content analysis method. Tuomi and Sarajärvi (2002, pp. 98) write that the problem is whether the researcher can control whether the analysis is done based on the informants' conditions and not by the researcher's prejudice. Yet, Holsti (1969, pp. 14) has a differing view, and he describes the method as an objective and systematic way of identifying the specified characteristics of messages. Also, Kyngäs and Vanhanen (1999) argue that content analysis is a systematic and objective way of analysing documents. Krippendorff (1989, p. 403) states that content analysis is "potentially the one of the most important research techniques in the social sciences". Notwithstanding the opinions on the method of content analysis, it allows for the opportunity to take vast amount of data and press it into a condensed format (categories, overall headings) (Stemler, 2001; Schreier, 2013). Categorizing happens by having synonyms or text that has a same connotation. The categorizing should be reliable so that it is independent on who is doing the categorization; the result would be the same. Yet, there is no one right way how to do content analysis. (Weber, 1990.)

Having many cites of the interviews in research is controversial. Heiskala (1990) write that cites grouped by themes are often interesting, but do not lead into thorough and deep analysis. He even goes so far as to say that in the case of having long citations, the material is useless. On the contrary, Eskola and Suoranta (2008) write that a great number of citations help the readers to evaluate whether the researcher's analysis and conclusions are relevant. They continue

that in either case “the research should be telling more about the phenomenon studied than about the researcher” (Eskola & Suoranta, 2008, p.180).

3.3 Interviews

Yin (2002, p.89) states that the interviews are “one of the most important sources of case study information”. In this study, semi-structured interviews were conducted. The questions in the interviews were designed for trying to find out what is helping and motivating the employees to have higher level of self-determination, and what are negatively influencing it. Yin (2002) points out that the interviews should be conducted more in the form of conversation than a formal interview. There should be room for discussion. Rubin and Rubin (2005) describe that the interviews in case studies should be more fluent than strict in form. The way to ask questions in this kind of open-ended question setting is important. The questions should be presented in a manner that they are friendly and not intimidating (Becker, 1998). Asking “why” in an interview situation might be putting people off and make them close, like having protecting mechanism in place (Becker, 1998). Instead, there should be options to choose from. What I myself used in a similar situation was that I asked the interviewee to tell me more about the topic at hand. This is an example of a less intimidating choice of words.

Yin (2002) proposes that the interviewees can have different roles in the case study interviews. Key informants may be giving insight and connections to the matter investigated, thus become key persons for the study. In contrast, in a focused interview, the timeframe is shorter, and the questions are more focused (Merton et al., 1990). The third option would have been a formal survey. This method could have been used, if the study would have been aiming to have quantitative data (Yin, 2002).

No matter how unthreatening the situation during the interview is, it is still an unusual situation for the interviewees. The interviewer is a stranger and asking questions, in this case, about the motivational and work-related issues. Interviewees come into the situation with barely an idea of what will be asked from them, and wondering what the level of confidentiality is when answering honestly. The interviewees themselves hold the power over what they want to tell and what they do not want to share (Alasuutari, 2007).

3.4 Background information of Telia Company

To understand the big picture of the self-determination in Telia Company I interviewed one HR Business partner of Telia Finland and also one Department Manager of Telia Finland’s business customer service unit. This unit of roughly 70 employees has been implementing self-determination since 2016 and they have

learned many lessons along the way. All in all, Telia Company has approximately 20,400 employees and has operations in nine countries.

There are organisational parts in Telia Finland where self-determination is implemented. The interviewed customer service unit is one of those units who have been implementing self-determination and changing their organisation accordingly. The driver for the change was that they wanted to have wellbeing employees, satisfied customers, and improved profitability. They noticed that the old ways were not working anymore, so there was need for new endeavours. To support the change, they created a frame on how to boost the self-leadership of employees, this applying to entire Telia Company. The main message is that self-leadership is not selfish, but should be enhancing the common good in the organisation. As said, there are different ways inside Telia Finland how self-determination or self-organisation has been implemented. Nonetheless, the common denominator is that they are built on top of self-leadership. Telia Finland has an online program available for all employees to help them in their personal growth.

“The SML® Online program is a personal purpose journey that will help you clarify your purpose, identify the values that define your character and bring your vision to life. When your purpose, values, goals and vision are aligned, the critical decisions in your life become clear.

This Program is based on a powerful step-by-step framework for changing negative habits, defining your vision and making critical choices. It is particular helpful if you are at a crossroad, need to take important decisions (in either a personal or professional setting) or cannot accomplish all the projects / initiatives that you wish due to a lack of time or focus.

The journey leads to the development of a 90-day strategy and action plan. The action plan will help you make choices and decisions aligned with your purpose, reach your personal goals and steer your life in the direction that you want.” (Telia’s internal material)

Telia’s materials in English talk about self-leadership but in Finnish, they mention both self-determination and self-leadership. As mentioned earlier in this chapter, in practise Telia has different setups of self-determination in place. As an example, in one part of the organisation they do not have managers at all. They have one person handling the systems and the administrative part of managers work, and for the development and sparring they have business coaches. The aim however is to enable the employees’ capabilities of self-leadership and self-determination. The valuable lessons they have had consist the understanding that self-determination cannot be built from the top of the organisation to the lower parts of the organisation. Employees need to be included and their thinking and ideas need to be heard and tried out. What they have also learnt is that this type of organisational change cannot be done with scarce resources. There have to be dedicated employees to support the implementation, otherwise the

change is not successful. Further from that, there needs to be a genuine will to learn as an organisation. There might be rounds of iteration in place before finding out the workable solution. Change needs time and cannot happen overnight.

Further lessons Telia has had is that there is the need for structures to enable the self-determination of the employees. There needs to be a clear understanding of what the employees can decide themselves, and what kind of room for manoeuvring they have. In addition, it needs to be clearly stated what are the things that everyone should do the same way. Similarly, there needs to be commitment from the management and their support on the matter. Still, not everyone is ready for the changes, or they are not happy where they are located in the organisation. Although the goal is to boost the wellbeing of the employees, it does not mean that everyone will be enjoying the changes.

3.4.1 Self-determination in Telia Finland's Business Customer Service unit

The business customer service unit noticed that there is a need for renewal and development of their leadership in 2016. They started three projects that focused on developing leadership, improved customer experience and productivity. They had several workshops with the employees and did analyses to figure out the strengths and weaknesses in their leadership. Employees suggested having a pilot project of self-organised organisation. The pilot group had a full mandate to gather and build the team and to make the pilot project reality. The only limitation was that there should not be negative impacts for the customers on the experiment. They had six months for piloting and received amazing results. The pilot team's profit and productivity raised, and absences due to sicknesses went down.

After the pilot, the unit implemented self-organisation to the whole business customer service, and removed the layer of supervisors in 2017. After that they had small self-operating cells and an operative superior for all the mandatory tasks. They build the support function and have business coaches for helping the cells' in their long-term development. They have currently two management teams: one as operative management team and one for development. In both management teams, there are cell representatives as experts in their field. It is important that the employees themselves are thinking and deciding what works and what does not work. Also, the strengths are paid attention to, and not only the negatives. They have a continuous process of scanning the sore points and the agility to change accordingly. This way they are distributing the power to the employees instead of having all the power on the top of the organisation or with the managers. Due to the nature of their business (customer service) there are things that are given (as an example when they need to be available for the customers) and clear frames inside which there is freedom to operate. The aim is to be flexible and to meet the customer needs.

3.4.2 Viewpoints of self-determination and self-leadership in Telia Finland's Business Customer Service unit

The interview with the department manager went quite deep into the roots of self-determination and self-leadership. Based on their experience in the business customer service, the beginning point is in self-reflection and self-leadership. And self-determination is possible when a person knows him/herself and thus is able to work in environment where self-determination is required. Supportive environment for self-determination is a must. The right kind of environment helps an individual to make decisions, manage their own work, and make mistakes and learn from them. It is evolutionary process that occurs when individual understands own role and strengths. And this evolutionary process helps in strengthening own self-determination, followed by taking more responsibility, being active, and taking responsibility for the whole team.

The individual level self-determination is also about how the individual acts in the team, or cell in this case, and is able to support the team. It is about how individual can further the team's progress. Thus, it is not just about how individual leads him/herself.

There has also been the need to learn how to work in a cell where there is no supervisor. The cell needs to think about how to run meetings or what they want to achieve, just to give few examples. But the cells also need help and support. As an example, they might need help in dealing conflict situations. And when dealing with tough situations the cell needs to have trust so that it is a safe environment to speak openly. In an individual level there is a need for certain level of individual self-determination, but the group level is equally important. In a cell there might be individuals with different levels of self-determination. Yet, if all the members are committed to the goal, and the goal is clear to all members, the goal becomes the biggest driver for the cell. Indeed, the group level self-determination might be creating synergy and exceeding the individual level of self-determination that the members have. Self-determination needs a mind-set and understanding that it is not about me and myself but more about the people and team I am working with.

They have also seen the change in leadership. Former understanding that leadership is only the work of superiors is not relevant anymore. Although there are fewer supervisors, leadership does not become extinct, it just changes. And in this organisation, they have not abandoned leadership, but they have changed the leadership structures to best suit their needs.

Here are some of the lessons they have learned:

- Younger employees need different things from the leadership than the older ones.
- World is constantly changing into more complex.

- Supportive environment (appropriate structures) are mandatory for self-determination.
- Self-determination is also about the mindset.

3.5 Data collection

As mentioned earlier, the data for the study was collected via semi-structured interviews. In addition, the interviews were focused ones. As there were 20 persons from one team interviewed, the interviews were designed to be quite short. Yet the time allowed having open-ended questions, conducted in a conversational manner but having questions with the focus on the case study topic. All the interviewees work in the same software development team. The team was assigned by the case company. The interviews lasted 20 minutes each, and were conducted in autumn 2019. They were scheduled and organised by the case company. In addition to the interviews, there were several discussions conducted with the case company's team lead. Interviews were free form, but the discussions were guided by questions designed before. Thirteen of the interviews were conducted face to face in two cities. Seven of the interviews were conducted via Skype. Face to face interviews were conducted in negotiation rooms in the company premises. The aim was to have a quiet place so that there would not be any interruptions that influence the results. The atmosphere of the interviews was relaxed. Creating trust to enable honest discussion was important. Only one interviewee was in an open office where it was difficult to speak openly. Others were in a place where they could freely say what they had in mind. Interviews were recorded with a recorder and the interviews were transcribed afterwards. Answers were coded based on the specific themes and analysed accordingly. Due to the nature of the research, there was no background information asked. It would not have been relevant information to know what age or sex the interviewees are, or how many years of experience in the field or in the company they have. The profound interest lies in what currently is motivating or demotivating them in their work and tying that information to the theoretical framework of self-determination. The analysing started already during the interview as the themes formed clearly in the early stage of the interview process.

Questions for the interviews were designed based on discussions with the company representatives and researchers in the field. In the interview, the first question was designed for understanding what motivates and helps the interviewees in their work at the moment. The second question was focused on understanding what the development areas are as they see it, or what would be issues that are thwarting their motivation. There were also questions that helped to understand how they understand self-determination and questions that helped to understand what the individual and organisational level of self-determination is. The interviewees were given a random letter in the citations and in the figure 9. This was to protect the anonymity of the respondents.

The empirical part of the study is strongly content driven. The interviewer tries to give the interviewees space to answer the questions without leading the discussion too much. The questions were quite broad, and as open as possible so that the interviewee could say the things that come to their minds first. The interviewer then had helping questions to guide the discussion. The first questions were designed so that they would not even mention self-determination. The reason for this was that the goal was that the interviewees would not get fixed into the concept of self-determination but give their opinions without restrictions.

Source	Number of people	Method
Software development team	13	face to face
Software development team	7	via skype
Team lead	1	face to face
Department Manager, Telia	1	phone
HR Business Partner, Telia Company	1	phone

Figure 8: Interviews

4 RESULTS

The main themes, or recognizable themes (Aronson, 1995), of the data started to formulate already during the interviews. The materials were reviewed repeatedly, and the abductive research process was ongoing. As the material became more familiar, certain themes started to emerge. In the beginning, the interviews were studied individually. After the individual examination of the interviews, the data was combined according to the general themes arising from them. In a similar manner, the similarities and differences were investigated. Then the work proceeded into more general themes of the data. Thus, the process was inductive, and proceeded from single remarks towards more general claims (Tuomi & Sarajärvi, 2002). The data was scattered to smaller parts then the similar comments were clustered, and from those clusters the clusters or subclasses were formed into upper classes. The classification was guided by finding similarities and differences. The classification was done as clearly and logically as possible.

The interviews were conducted in Finnish as all the respondents were Finnish. Also, the questions were designed in Finnish. This adds another layer for the data analysis. The same dilemma applies here as mentioned in the chapter 1.3: the term self-determination in English has many different concepts while in Finnish there is an overarching term for all self-determination. This aspect required more thorough thinking during the analysis and reporting. Finnish language was used during the data analysis and the results and citations were translated into English (Nikander, 2008).

The analysis of the interviews is following the research questions. Based on the data of the interviews the findings are distributed to 4.1 motivational issues, 4.2 demotivating issues and 4.3 interpretations of self-determination.

4.1 Interview findings related to motivational aspects

Motivational issues are shown in the figure 9. Intrinsic motivation is the base for the self-determination theory.

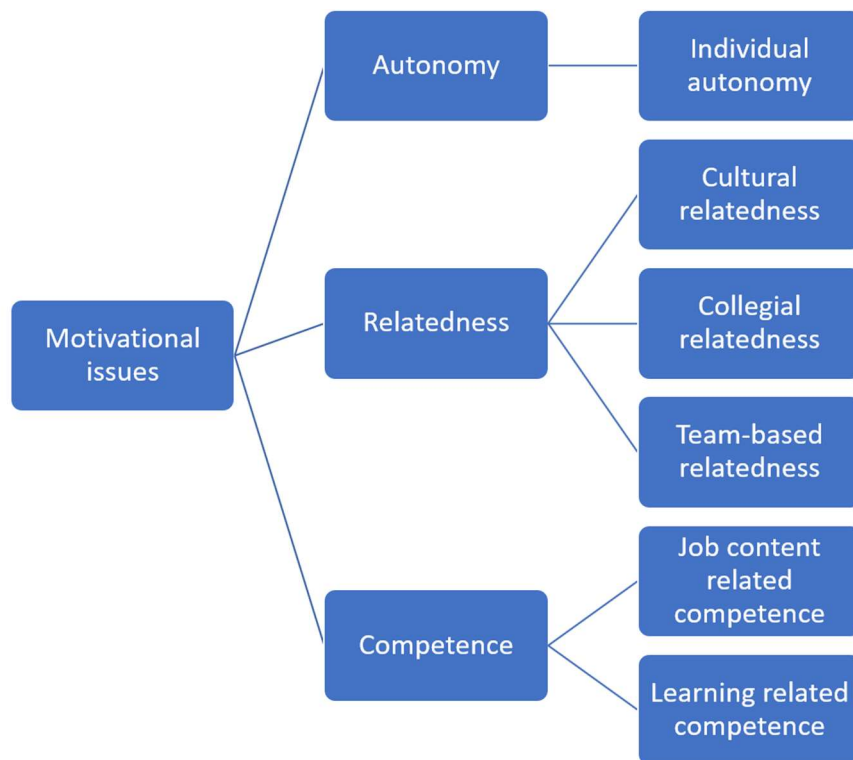


Figure 9: Motivational issues

4.1.1 The concept of relatedness in the case company

Collegial relatedness and *team-based relatedness* were recognised as being one of the motivating factors for employees to feel as being a part of the working community. Relatedness can be described as belonging to a group of people, or to a team. Thus, good team and nice colleagues can be described as attributes of relatedness. Most of the respondents said as the first thing that it is nice to come to work in the morning. They also said that the co-workers and colleagues, or the atmosphere is among the things on top they appreciate at work. It was the most unified answer throughout the interviews. This appears to be one of the biggest strengths of the company. There were many similar answers to the question of what motivates the interviewees. The colleagues and team members were described in different ways. What the interviewees did not describe is that what kind of positive influences the good team members or good colleagues have.

B: "There is a good group of people working here."

C: "The other members in the team."

E: "Good colleagues."

O: "We have a really good team."

The difference between collegial relatedness and team-based relatedness is that colleagues can be any employees of the organisation, while team is usually a

smaller group of people and the interaction often is more intense. Definition of having collegial relatedness would imply that the employees in overall are respected and valued, and the liking of colleagues is not limited inside the borders of just one's own team. The importance of this is that it cumulates the overall well-being of the employees. It could be also described as 'we-spirit'. It has also positive effect on the cross-team cooperation inside the organisation.

Cultural relatedness was described as having open culture. There is the possibility to ask help and ask questions from others. Their culture supports knowledge sharing. Many of the respondents described that it is fairly easy to ask advice from others there or discuss what are the best practises for the task at hand.

F: "Nice colleagues, they put up even with my stupid questions."

The only obstacle for asking help was the need to not overburden colleagues who are often asked for help. Requiring help was not considered a bad or negative issue itself, but more of an issue of being considerate over colleagues' workload. On the other hand, it was recognised that when being the person who the help was asked from, there was a neutral feeling towards it.

M: "I can do my work freely and I ask if I don't know something. There is trust for us employees. It feels good that people trust that I do my work but that I also get help if I need it."

Open culture was also described as having the possibility to get help or advice from other teams or parts of the organisation.

M: "I can ask help and guidance from outside our own team's boundaries."

4.1.2 The concept of competence in the case company

The second motivational issue that arose from the interviews was the content of the work, or the *job content related competences*. The interviewees agreed that the work they do is mostly motivating. It offers new learning and new possibilities for personal development. This was considered to be an important factor. They also felt that they can influence their own development planning by suggesting participating in needed trainings to acquire the skills they need to do their work.

B: "Interesting projects and work assignments motivate me. I am able to do the kind of tasks that challenge me. I am able to learn all the time and widen my role from what it officially would be."

C: "Continuous challenges are positive issue; continuous chaos is a good thing. Challenges are the new routine."

F: "Motivates the massive eagerness and need to learn. Development possibilities."

G: "In practice I am able to learn new things the whole time."

H: "I like the content of my work."

O: "I have the right amount but not too many challenges, so that I can develop."

Q: "New things are always nice. You get to go to new projects and learn new things."

In relation to the content of the work, many interviewees described that the feeling of accomplishments was motivating them. It was a combination of work engagement, feeling of being useful and serving customer needs.

B: "I can use my experience diversely."

D: "Shortly said the feeling of being useful. To be able to solve a problem or developing operations."

K: "It motivates that things are moving forward like there is feeling of engagement. So that at the end of the day there is a feeling that the work is progressing."

L: "Accomplishments. If there would not be the feeling of accomplishments, then I would not be able to do this."

P: "When customers' feedback is good, and they are happy with the outcome."

T: "I guess it is the accomplishments that motivate. So that my work is concretely about helping people."

R: "The kind of small victories are a good thing. Moving forward motivates me."

Learning related competence means the different aspects of learning that the work offers. It is both the company providing the learning possibilities (learning from colleagues, learning on the job by getting more challenging tasks and trainings) but also about the employees embracing learning. The company should also provide tools for learning. This might mean even concrete tools as in newer technology in order to keep up with the industry development. Learning was described as going forward or having continuous challenges. Learning comes in different forms and shapes but the learning itself happens when the person realises something new.

4.1.3 The concept of autonomy in the case company

The third issue was *individual autonomy*. The interviewees described autonomy more from the individual point of view. The individual points had two dimensions. One related to the work itself (i.e. what to do and how to do it) and the other related to physical issues (when to work and where to work). What was not

discussed in the interviews was collective autonomy. It means autonomy belonging to a group of people. This was mentioned only once in the interviews.

B: "In a sense there is freedom. We do have the certain framework we are working in but inside the frame we can quite freely decide together what needs to be done and who is doing what part of the task."

The interviewees felt that with the certain limits they have the freedom to decide how to do their work. It was an important factor as the needs of the individuals vary a lot. Some people like to concentrate and work from home and some want to come to the workplace. Even if the tasks at hand don't require cooperation with others it was felt that still coming to the office was something they want to do. The interviewees also felt that they want to do their work so that they do not need to ask questions from others all the time. It was felt that work done independently from others was valued. However, this did not mean that the help from others was not appreciated.

Q: "Actually nearly 100% we can ourselves influence what we are doing and in what technology we are working with."

Many interviewees brought up that there is specific frame or structure in place that is guiding their work. They are respecting the frame but inside the frame they have the freedom to decide how and when to do their work.

D: "I can work quite freely, there is a certain framework that is affecting the freedom and it cannot easily be changed."

T: "I can decide what I do quite freely. Inside the specific structures we can freely work."

The freedom, or autonomy, was considered to be a motivational aspect. It was considered to be something that improves their work. As an opposite, if there would not be freedom, it would be considered a demotivating issue.

O: "This work is nice to do; I can plan it myself. Because of having more freedom now in my work my working has improved."

T: "If there would be someone saying, "do this like this" my own thinking would disappear."

4.2 Interview findings related to the development areas

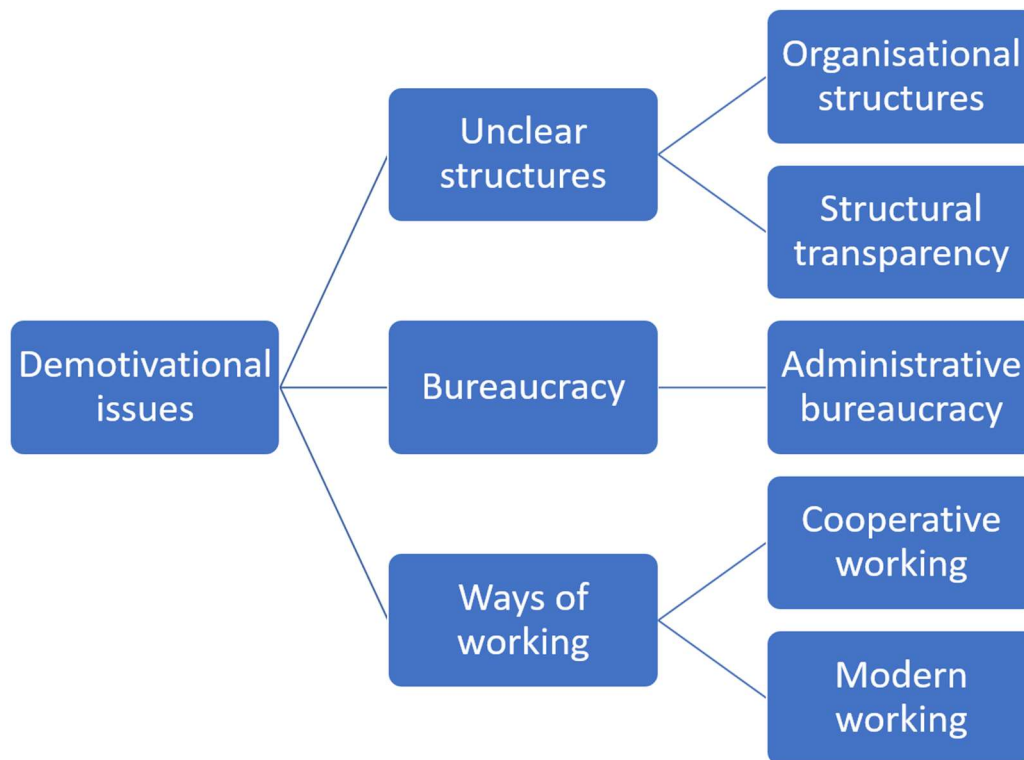


Figure 10: Demotivating issues

Questions related to development issues were definitely harder for the respondents. In the beginning, most of the respondents said that they do not have anything to be unhappy about. After further discussion there were some issues raised as development areas. The things that came up were mostly related to the big organizational changes and the merger in the recent past. There seems to be merger related issues still in formulation and the transparency of operations seems to be unclear. These *organizational structures* and its related issues were experienced as uncomfortable. Yet most of the respondents still feel confident in doing their work, but are troubled about the distance between the unit and headquarters. There was a feeling that being part of a bigger corporation slows down the former agility. The bureaucracy that the merger brought was felt to be little heavy for the interviewees.

B: "The whole new organization is a little bit troublesome. There are some communication difficulties related to this new organization."

The problems of being a part of bigger corporation were described as communication problems. Structural transparency refers here to the visibility of what is the unit's role in the organization as there are some open issues still lingering. The feeling of being detached from the main business of the company is troubling.

The unit in where the interviewees were from is doing highly specific work related to cybersecurity. It was described as more of us/them juxtaposition. *Cooperative way of working* seems to be lagging behind when it comes to the work between the unit and headquarters.

T: "Our business is quite different than our headquarters' or mother company's and they (business) cannot directly be matched or put under same framework."

C: "I think we don't have that much hierarchical issues, but the work is very bureaucratic. There are certain patterns in this house that we work accordingly that are extremely stiff. And the background for those patterns is the merger."

The bureaucracy that the respondents found hard to conform to was described as *administrative bureaucracy*. This means that there were said to be issues that felt old fashioned or excessively stiff. More *modern working* was wished for.

D: "I feel that in our organization we have, you know, too unnecessary practices, or ways of working. The kinds that are not modern ways at all."

The leadership culture of the unit was mostly experienced as supportive and suitable for the interviewees. But in this some felt that the changes in the organization has impacted negatively on the command chain. Not all felt that their manager understands what the person is doing, and it was felt that the manager was thus a little distant. There was not a natural correspondence happening in those cases.

K: "My manager does not kind of know what I do. And if looking at the manager thing in the paper it does not correspond to what I am actually doing."

P: "I am not in connection with my manager in relation to my work. My current manager does not know what I am doing and how I have been progressing."

Two of the more concrete development areas were related to the structures. There was a clear need for structured ways of working. This was related to the need for clear and transparent rules. *Structural transparency* here means that the lack of common understanding of the rules, or the different interpretation of the rules is causing some discomfort. Which can also cause negative thinking and quarrelling between the teams. Different interpretation of the rules can also lead to secrecy. The feeling of unequal freedom can be very harmful to an organization.

I: "If there is a model taken into use, like SAFE, so everyone should be using it and not go solo."

Q: "As we have quite free working. For the meetings there could be more structures in place. It would be clearer than to go with just feeling. If the meeting starts to get rambling there would be someone to guide the meeting back on track."

R: "Clearer roles and responsibilities."

Technologies that are in use were also discussed in the interviews. Some interviewees mentioned old technologies as demotivating. There was a need to have more modern tools in use. There was also a need to look further to have a more sustainable way of doing things.

T: "Quite often we do things with the old well working techniques. It is not most probably good if considering the future. Things don't develop."

H: "We have so old technologies in use, and it affects negatively to my motivation."

4.3 Case company's interpretations of self-determination

After discussing the motivational issues and development areas with the interviewees, we also discussed about how the interviewees would describe self-determination. Many of the interviewees considered self-determination meaning independence at work. It was repeated several times that the aim is to be able to work so that there is no need to ask help from others. A recurring theme was also the fact that freedom and autonomy was performed inside a specific frame. It was clear that the freedom was not considered as a permission to do whatever they want but for working towards achieving the set targets. Furthermore, this freedom seems to harness the individual strengths of the people.

B: "It is just that we have common goals what to aspire, and they are clear and known. But the way to achieve the goals everyone can use their own strengths and best practices. Like to consider yourself what way works best for you. And how to organize ourselves as a team so that we get there where we need to be."

Self-determination was also seen as issue of trusting and the right kind of leadership.

O: "That you actively proceed with your work and, you know, don't wait instructions from others. And that you create work for yourself."

Q: "I think that it (self-determination) means that there is not constant need for someone to micro-manage your work, but you can think with your own brains. It means taking the responsibility of your own work."

Leading yourself was considered important in many of the descriptions.

P: "You yourself lead what you are doing and do work the way you have planned without anyone from outside saying what you should be doing."

Taking responsibility of own work was important aspect.

P: "I make sure that the things that are in my responsibility will get done. (Self-determination is) Freedom and responsibility."

Interviewees also described self-determination as meaning that he/she knows what to do when encountering challenges.

Q: "If there are problems, I know how to fix them as far as possible. And if there are tasks waiting, I know how to organize them."

The independency and ability to lead their own work were the guiding themes in the interpretations of self-determination. Only one person related the concept to working towards common goals.

4.3.1 Self- and organization evaluation of the level of self-determination

During the interviews, I requested the interviewees to evaluate themselves as well as their team in regards to the level of self-determination. In the scale from 1 to 10, they needed to consider what number they would give to themselves and what number to their organization. On the average, the individuals rated themselves as 8,8 and for the organization, on average, the grading was 7,3. In individual level the variance in the grading was from 8 to 10 and in the organization level the grades differed from 5 to 10. The grading on individual level can be seen in the figure 11.

The biggest gap between the organization and individual level was in the responses of four persons (D, G, L and M). All of those four persons rated themselves as having high level of self-determination, yet the grade given to their organization was much lower. All of these four respondents described their work as something they can quite freely do. These are the exact two words all of them used: "quite freely". It indicates that these respondents consider that they have quite high level of autonomy at their work. The high level of autonomy experienced most probably is influencing the grade they gave themselves about the individual level of self-determination. This finding is in line with the SDT. The common negative issues that these respondents bring out are related to accountability to the team or organizational goals. They describe that there have been situations where there has been no consideration of the big picture. One fix here or there can have spillover effect somewhere else and cause more work for others. The respondents call this "going solo". It means that there has not been the ability

or the willingness to first discuss the possible effects with others of and considering the best way to implement some of the changes. These descriptions are at the core of self-determination. There is individual level autonomy, but not accountability for the team or organization level targets. Other issues raised by these respondents were that there should be common rules for everyone, things are done with old technology, transparency and more room for innovation. There were comments that this organization cannot evolve if there is shortsightedness in operations and the usage of technologies.

The difference in grades given can thus be explained by the fact that these respondents are trying to work autonomously but are seeing that not all are on the same level. The reasons why not all are on the same level might be multiple. Based on these respondents' comments there could be structural or individual reasons preventing the individuals from doing so.

Interviewee	Individual	Team
A	8	8
B	10	8
C	8	9
D	9	4
E	8	8
F	10	7
G	9	5
H	9	8
I	8	7
J	9	6
K	8	8
L	9	5
M	9	5
N	8	8
O	8	9
P	9	8
Q	10	7
R	9	8
S	8	8
T	10	10
Average score	8,8	7,3

Figure 11: The grades interviewees gave themselves and to the team.

4.3.2 Discussions about self-determination inside the organization

One part of the interviews covered the aspect of how the organization has been discussing about what self-determination means. This question arose from the

understanding that in order to succeed self-determination requires a lot of dialogue inside the organization. All the responses were negative. Unanimously, they answered that it has not been discussed or presented to them. While asking if it should be introduced or discussed most of the respondents said yes. Some felt that they themselves are acting accordingly but were thinking that it would be good to gain the same level of understanding on the topic.

K: "Yes, the kind of unified perception of it would be good and also in order to understand the boundaries."

M: "Yes, it would be good to know what we are talking about because people understand it (self-determination) so differently."

Some of the respondents felt that maybe they themselves do not need any workshop about self-determination, but for the sake of others, they think that it might be useful.

F: "If there is a need to have a common definition for it then it should be discussed."

Yet, most of the respondents responded positively to the idea of having same understanding of the topic.

S: "It would be good (to discuss what self-determination means) because it is hard to know what others are thinking about it."

D: "Maybe yes because sometimes it is hard to know what is wanted and required from the employees."

R: "Yes, common understanding would be good, and you know to know the boundaries."

4.3.3 Other interesting findings from the interviews

There were a few interesting statements from the interviews. The first one was related to leadership culture.

T: "I feel that we are working in silos. We have strong personalities who are involved in everything and commanding everything even when they don't have enough competences. Earlier when we were a smaller company, so we needed those mainstays (referring to strong personalities). Now that we are a big company, we should realize that there cannot be anymore just few mainstays. We should have smaller mainstays but more. So maybe that kind of way of acting (because of the strong personalities) is not easy."

This description has connection to shared leadership. Instead of having few strong mainstays, or leaders, there is a need to have more and smaller ones. This way the leadership would be shared, needed competences used in the decision making, and agility of operations would increase.

The second notion was related to the relationship of professional work and self-leadership and self-determination.

G: "Self-determination is included in professional work. As a default, you have self-determination if you are working as a professional. You need to be able to lead your work as a professional."

Currently there is more demand for professional employees to have good self-leadership skills and to have self-determination. The notion that it should be as a default setting is interesting. To reverse the idea, would it mean that an employee cannot work as a professional or be professional without mastering these skills?

The third comment that was intriguing was related to self-determination and how social people are.

A: "Social people in general have higher level of self-determination. If you have high self-determination you communicate better with the environment. But if you don't have high level of self-determination you walk with blinkers in your eyes."

Although this might not be valid notion it could be a topic of further research. It might be interesting to search if there is a correlation between the level of self-determination and extroversion/introversion.

Advancing individual level self-determination in the case company	Encumbering individual level self-determination in the case company
<ul style="list-style-type: none"> - good working environment - nice colleagues - enough but not overly challenging work - possibility for development - open atmosphere - (local) leadership culture - helping others 	<ul style="list-style-type: none"> - unclear roles and responsibilities - uncertainly related to rules - expectations of other team members' self-determination - merger-related lack of clarity

Figure 12: Summary of the results

5 DISCUSSION

As can be seen both in the literature and the case study data, self-determination seems to be a concept that can be interpreted in many ways. It is diversified by nature and can be hard to grasp. It can mean something totally different to me than to the person next to me. Yet not one definition is better than other. And as Salovaara (2019) explained, for this term there can be several definitions identified in the English language. Furthermore, in this research the translation from Finnish to English was causing some challenges. The issue should not be what is the correct name for the concept or the term, but rather what it is considered to mean. In addition, to be more accurate, it is quite self-evident that it should be considered as organisation-specific. The context should be more influencing what the term means to the organisation in question. One-size-fits-all type of thinking is not the correct way to go in this case.

What companies or organisations should consider is that where in the hierarchical to self-organizing spectrum they are. What would be the most suitable combination for our organisation? Organisations should consider what is the level of hierarchy needed. Is there need for managers, coaches or leaders? What is the function of the managers? What kind of leadership is needed? How do we safeguard that all the employees feel psychologically safe? That they do not feel neglected (Collin et al., 2017). What is the level of structures needed? How to make sure that people have the needed self-efficacy to perform their work. How are the targets set, and feedback is received? And furthermore, how do we make sure everyone knows what is expected from them in self-managed organisations? Are the employees on the same wavelength in understanding how the organisation works?

Based on the literature, it might seem that self-determination is a new rising term and a new form of organising. This might be true in the eyes of majority of the population. Yet there is evidence that instead of being current trend, self-organisation is a more natural way for human societies to organise themselves. There are researches found from decades ago proving that this form of organising has been successful. To add, there is a lot of proof that the absence of strong leadership would lead to chaos. Instead, there are different options and variations that are applicable for different organisations. Self-determination should not be the intrinsic value, but rather it should be the outcome of a successful and well-working mode of organisation.

However, the benefits of the intrinsic motivation, which is the aim of self-determination, are undisputed. The predicted outcomes for workplaces are mainly related to wellbeing of employees that in turn results in economical savings and increased profitability. As an example, Fernet et al. (2010; 2012) found out that intrinsic work motivation led to less burnout and there was a positive relation to work commitment. Richer et al. (2002) revealed that there was evi-

dence that intrinsic work motivation led to fewer subsequent employee departures (lower turnover). Foss et al. (2009) says that it is positively predicting knowledge sharing. They also contrast knowledge sharing to performance. While Grant et al. (2002; 2011) found out that it seems that when there is intrinsic motivation, there is less stress when facing highly demanding work. Not to mention the indication by Preenen et al. (2016) that there is a positive relationship with intrinsic motivation to company performance.

5.1 Consideration of the research questions

The research shows that there is a good level of individual self-leadership and supportive leadership culture in Telia Cygate. The respondents described the meaning of self-determination as independent work, as having no need to ask others, and as the ability to manage their own work. Thus, as an answer to the question 1. "What kind of interpretations the team members have on the self-determination?" is that the interpretations were more related to self-leadership. The key thing of being accountable and working towards the same goal with the team members was not brought up in the interviews as such. However, the interviewees that graded themselves as having higher level of self-determination than the organization in general did refer to accountability. They used terms like "going solo" and "seeing the big picture". Throughout the interviews, individual autonomy was emphasized. The concept of self-determination as such was familiar at least as a word but none of the respondents were able to say where they had heard about it. So, the perception of self-determination has been formulating most probably through media or as a side product of some other subject. It was also explained as meaning that self-determination is the ability to influence own work and not have anyone bossing over the work you are doing. As said, the interviewees considered self-determination more as the individual's ability to do independent work, and not many mentioned the aspect of working towards the common goals. This is something where more discussions are needed discussed in the organization.

The second question "What kind of interpretations there were in relation to supportive and preventing issues of self-determination in Telia Cygate?" had quite clear answers. On the basis of the interviews, the basic psychological needs (according to SDT) are fulfilled. The team members feel relatedness, are able to use their competences, and have autonomy. All of which are the corner stones of self-determination. These are the strengths of the organization. There are many aspects well and in accordance with the SDT, but they could be brought up more clearly and explained to the employees. It can be thus said that the supportive issues that the case company has are the fulfilment of basic psychological needs. The issues that need more attention did not come up as clearly as the motivational issues did. The main issue that calls for attention is the common understanding of what is required from the employees in relation to self-determination.

The common rules should be clear and transparent for all. Comments in relation to the fusion indicate that things are still finding their place. This is one factor that still is influencing the team members.

For the third research question: "How could self-determination be improved in Telia Cygate on the basis of this study?" there are suggestions emerging. All in all, the organization has a good and healthy starting point for self-determination. Furthermore, the existing SML® Online program they have is directing in the correct direction and tuning the employees to the mindset needed. As mentioned before, Telia has implemented in some parts of the organization self-determination in different ways. Internal benchmarking would be one way to share the valuable knowledge inside the company. The knowledge could be shared so that it reaches all the Telia Cygate employees. Or in case of piloting with one team, the team could be learning about the self-determination from their mother company colleagues. This would be creating the accountability and would be a great basis to start the discussions inside Telia Cygate. After hearing about others' learnings, the pilot team/organization can start organizing their own workshops and formulating their way of implementation. When it comes to the mindset change introduced in chapter 4.4.1, this is something that calls attention as well. As Watkins (2014) says, thinking has an effects on feeling and feeling has an effect on thinking. In order to change what people do, first how they are thinking should be changed. And if there is a need to change how they are thinking there is a need to first change how they are feeling. Although mindset change is not something that can be forced, it can be fostered. Fostering the mindset from self-leadership to self-determination can be initiated first, by individuals completing the online program, and after that having joint discussions or workshops as well as by benchmarking.

5.2 Theoretical contributions

The motivating factors that came up with the interviews strongly relate to the SDT theory. In the chapter 3.1 the three basic needs, based on the SDT theory, were introduced. These needs are autonomy, relatedness and competence. According to the SDT theory, if the basic needs are met, the person will have intrinsic motivation. And furthermore, intrinsic motivation is personally rewarding thus leading to a more sustainable way of working. In the case company, the themes raising from the interviews were clear. They have the possibility to use their competencies and to develop as professionals. The development opportunities are a combination of getting more demanding tasks, learning from colleagues, and traditional classroom trainings, if needed. Relatedness is seen when most of the interviewees mentioned that they have good colleagues and good working environment. It gives a sense of belonging to the team and the organization. Freedom was mentioned many times in the interviews, and this gives the understanding that the autonomy is truly existing in the company. Open and

helping culture was depicted in the interviews, and this aspect can be considered as belonging under the concept of relatedness.

Kostamo (2017a, p. 80) writes that “on the individual level self-determination is about the ability to work self-imposed without the guidance from external sources”. This need and ability to work independently was one of the main themes arising from the interviews as already mentioned. Firstly, the way interviewees described what currently motivates them, and secondly, how they described what self-determination is, in their opinion. Kostamo (2017b) continues that self-determination requires the acknowledgement of the goals and an idea on how to pursue them independently. The understanding of this came clearly through in the interviews as well. According to Kostamo (2017b), self-determination requires that the employees are able to lead themselves. Based on the results of the interviews, as stated before, the informants have their basic needs fulfilled. They also have some basic level of understanding what self-determination is. The results also show that the SDT theory is well suited for this case study. Based on the interviews, it can be said that the case company is at a good level of self-determination on the individual level and people in general felt satisfied both about the culture and about the content of their work. Nonetheless, the preconceptual understanding of the differences between self-leadership and self-determination that were presented in the figure 7 remain. The interviews enforced the understanding that accountability to the team is the key difference between self-leadership and self-determination. The change is relatively small but needs to happen in order for the view to change.

What they are not noticing is that the unclear roles and responsibilities, and insufficient structures are the issues that have a negative effect on the team. This finding is in line with the findings of Collin (2020). Again enforcing the preconceptual understanding gained in the theory part of this study. They spotted the same issues that have a negative effect on employees. In this study, the focus was more on motivation while Collin's (2020) study found that these structural and responsibility issues are affecting the employee learning. They write that there can be seen three different types of employees' learning related challenges. Firstly, it affects the guidance and support for learning, secondly it can harm the long-term sustainable opportunities for professional development and thirdly there is a possibility of challenging the organization and prioritization of work tasks related to learning (Collin, 2020 p.7, unpublished paper). These issues in turn have effect on the virtuous circle presented in picture 3 in the chapter 3.1.1. As the cycle is based on development and mutual trust, these kind of learning related challenges can have a negative spillover effect. It can cause disruption that leads to less autonomy, competence and relatedness. Thus, leading to a decrease in motivation and ultimately to a decrease in profit.

Ryan and Deci (2000) say that if the basic human needs are fulfilled, people get energized and their health and wellbeing increases. Whereas if a basic need is not fulfilled it can make people ill and enforce the negative issues. Moreover, according to Gagné and Deci (2005), fulfilling the basic needs of relatedness, autonomy and competence and having the working conditions supporting them

intrinsic motivation will be supported and extrinsic motivation adapted to intrinsic. They write that the positive effects related to work are (Gagné & Deci, 2005, p. 354):

1. maximizes heuristic performance
2. citizenship
3. trust
4. commitment
5. satisfaction
6. wellbeing.

On the basis of the interviews, there seems to be a different view on the level of self-determination, individual or group. Although difference in the average scores on both individual and group level was not significant, there were significant gaps between the numbers. Nearly everyone felt that they themselves have a high level of self-determination, but the whole organization does not have it. The possible explanations for this puzzling situation are that either people do not consider the topic same way, or they have not been reflecting on their level properly. Either way, being on a different level thwarts self-determination.

Many of the interviews brought up that there is an open atmosphere and that colleagues are willing to help each other. There seemed to be a positive attitude towards asking others. The only thing thwarting the issue was time pressure. Some people were considered really busy, and some comments were related to the fact that colleagues did not want to be bothered extensively. This kind of helping can be considered to be organizational citizenship (Borman & Motowidlo, 1993; Organ, 1988). It is a kind of behavior that is important for the organizational culture, but it is not formally recognized. It is voluntary-based and not enforced or rewarded. It comes naturally. According to Gagné and Deci (2005) organizational citizenship and its importance in relationship to effective organizational performance has been the topic of discussion. Although not widely studied, there are some evidence that autonomous motivation is fostering this volunteering and other prosocial behavior (Gagné, 2003). And furthermore, it could be assumed that the prosocial behavior is leading to organizational citizenship (Penner, Miedli & Kegelmeier, 1997).

In general, the results of this study support the SDT theory in the respect that autonomy, relatedness, and competences motivate employees. The results are also in line with the previous studies that unclear structures have negative affect on employees. The results also show that everyone roughly knows what self-determination means. Yet the descriptions the interviewees gave were more on the individual point of view. None of the respondents described self-organized organizations or self-governed teams. They purely thought that self-determination is how an individual leads him/herself. This shows how complex and multidimensional the terminology is. It also shows the differences between the

Finnish and the English language. In Finnish, self-determination is the term used widely about the different versions of self-determination.

5.3 Limitations, reliability and validity

The aim of scientific research is to provide reliable and valid data of the phenomenon that is under study (Kylmä & Juvakka, 2007). As in any research, in this one too there are limitations and issues to consider. As pointed out before, human beings are extremely delicate study subjects. And the situation of semi-structured interview is spacious for considering how the interviewer has designed the questions and how the interviews were conducted. Alasuutari (2007) writes that there needs to be consideration on how reliable interviewing situation was and how reliable the answers can be considered to be. He continues that it is common to give an estimation of the interviewing situation itself. As already mentioned in the chapter 4.4, the interviewing situations in this study were considered beforehand. The place for the face to face interviews was located remotely from the colleagues, so that there would be freedom to speak openly. Interviewer, in this case I, tried to create a relaxed atmosphere so that the situation would enable the environment of trust needed. The interviews were more of a guided conversation than a structured question-answer situation. Reflexivity is one of the possible weaknesses in case study interviews according to Yin (2002). He writes that there is a possibility that an interviewee would give what the interviewee wants. In my interviews, there were also negatives raised so it could be argued that the atmosphere was mostly relaxed. Other biases that Yin (2002, p. 86) raises are “bias due to poorly constructed questions, response bias and inaccuracy due to poor recall”.

As the results of the questions were giving information on the research questions, it can be said that the questions were targeted and focusing directly to the case study topic. In order to avoid the bias of poor recall, the interviews were recorded. I was explaining in the beginning of the interviews that I am recording them and transcribing them afterwards. After that the recordings are deleted. None of the interviewees resisted or seemed uncomfortable. It helped that the recording machine is of the old type that is not connected to any cloud services. This also has a positive influence on the data privacy and perception of data privacy of the participants.

The case company was most cooperative and interested in the research. The company's contact person was easily reached and supportive of the whole process. The company representative was also reading the thesis along the way, and had the possibility to comment the text. The results of the study are reflecting the case company's atmosphere and situation. There are many basic things that are on a good level and interest to develop the organization. The issues that require more attention are currently troublesome for the employees. Nonetheless the organization has the willingness and the intention to implement changes in order

to improve. The open communication with the case company is enforcing the reliability of the study.

6 CONCLUSIONS

Today's highly competitive economy is driving companies to develop their operations in order to survive and thrive. As technologies are advancing and capable of replacing more tasks, professional employees are coming into the focus. Engaged, well-being and motivated employees translate into increased performance productivity, innovativeness, and better customer service. This is the time for organisations to realise the change and act accordingly. It is easier to be tough and callous than to care about employees and treat them as the biggest asset of the company.

This research was conducted in order to find out what current issues in the case company support and what prevent self-determination. The key findings were that the psychological needs, according to self-determination theory, are mainly met. Thus, as the motivation is expected to be on a high level, it can also be expected that the employees are intrinsically motivated. The online training offered for everyone helps the employees' journey of self-acknowledgement. Changes related to the organisation in the near future have caused some uncertainties related to the rules and practices. Indeed, on the individual level the interviewees seemed to be quite content. On the basic level, there is good level of awareness and good grounds to boost self-determination. What is needed is effort, hard work and commitment both from the management and from the employees. Self-determination cannot be done alone. It requires commitment from everyone working in the relevant organisation. The shift in understanding the root of the self-determination is required in the case company. This study also provides advices on how to make the transition to self-determination happen.

Given that there are currently many studies ongoing about self-determination, this study offers a view from the individual employee perspective. It also shows that there is still research needed to understand how companies can implement self-determination. And as stated when designing a new type of culture and organisation, transparency and involvement of employees are needed. Sufficient resources are needed to safeguard that the implementation is successful.

Self-determination in any form has been proven to be very successful in many organisations when implemented correctly. It can be a powerful, or when poorly executed, not so powerful way of making the company operations successful. In any case, it should be carefully considered what is the suitable form of self-determination in the company. At its best, it allows the company to become more agile, have well-being employees, and better served customers.

6.1 Contributions of the study and future research

Self-determination is a widely studied subject at the moment. There are several research projects ongoing currently. From practical perspective, it would be important to study how the implementation of self-determination in organizations should be done from the employees' perspective. As Savaspuro (2019) wrote: "Self-determination came to workplaces, but no one told how to behave accordingly." The dilemma lies in the fact that employees can be requested to act in a certain way, but how to make it transparent what exactly is expected? The concept itself should not be the driving force but the meaning of it. It should also be made clear what is expected to happen when implementing something new. Quite often, these kinds of changes mean changes to the organizational structure as well. There should be transparency about what is happening. All changes should have change management in place to avoid frustration and fear among the employees. Thus, what is derived from this, is the need to study how to support change management in this kind of transformation. Academic literature has widely studied self-determination from the organization and leadership point of view. Yet there is little research done on what is the role of the individual employees. How they can and should be contributing to establishing or maintaining self-determination. The accountability of the employees has not been studied, although it is embedded in the idea of self-determination. Overall, the role of the individual employee and their role would be an avenue for further research. In relation to the individual point of view in working community, an interesting topic to learn about would be the mindset change from self-leadership to self-determination. Currently there seems to be a gap between those two notwithstanding the resemblance of the two concepts. Is it enough if company provides the supportive structures, leadership and fulfills the employees' basic psychological needs? Will those automatically turn the employees self-determined?

Even though this study tapped into the individual's self-determination in work context, further research on the topic is needed.

6.2 Managerial contributions and recommendations for the case company

Companies are seeking solutions on how to better compete in the current fast changing environment. It means also investing into new ways of working and trying to find ways to be cost-efficient. The benefits of self-determination have been researched, and many companies have already found the implementation worthwhile. This has also been noticed in the mother company of Telia Cygate. Before starting anything new, it is important to understand the current status,

and this is what this study provides for the case company. This study offers insight where they are currently, and what there is yet to be done. The recommendations for the case company have been listed in this chapter. The managerial implications are best manifested in the steps on how to proceed forward.

The case company Telia Cygate is on its way of implementing self-determination. As the third research question was how Telia Cygate could improve self-determination, there are recommendations based on the research, and the theoretical background offered.

1. As there is some discomfort in relation to the former fusion and the organizational changes this should be the first thing to be addressed. Open discussion and a true dialogue could be helpful to solve the troublesome issues. One of the assets of the company seems to be the open atmosphere where employee opinions are valued. In organizing this kind of discussion, openness is one of the assets that most probably helps with the discussions. There could be workshops organized where in small mixed teams they could think what kind of things they can influence. Those small teams could be participated also by the head office employees (who ever would be fit to participate). This could foster the discussion and create better understanding of the situation for both parties. The thoughts and development ideas could be then presented to other groups. In smaller groups it is easier to participate and be heard. Round table, or round chair, discussion could be applicable here. The idea is that everyone would have their turn to express their opinion to others. Everyone else would be obligated to listen without interruptions. There would not be allowed any negative comments about other opinions. The common consensus would be drawn after hearing everyone opinions. Other methods could work here as well.
2. The self-leadership online program that is available for all employees seems to be a very comprehensive and powerful tool. It helps in understanding oneself better, and helps with self-reflection. Both of which are in crucial role and preceding the individual level of self-determination. Although available for all, it seems it could be utilized more widely among the interviewees. For this reason, I would suggest thinking how to get employees more actively using the tool and completing the program. Preferably finalizing the online program by specific timeframe would bring the employees to the same starting point and establish a base level for self-determination.
3. Second step would be to utilize the experience of self-determination inside Telia Company. Bringing together all the different versions of self-determination currently existing in the company would benefit all the other units who are interested in the topic. In common sharing session, everyone would gain the knowledge from the lessons learnt.

These learnings could be utilized to understand what the transformation requires, and in the thinking of what would be the desired level of self-determination implemented. The key questions presented in chapter 2.5 can also be helpful at this stage.

4. Suggested third step would be to start the discussions within the organization. Having workshops to facilitate the discussion of self-determination and the desired state. This would give the employees room to freely brainstorm and think how they would like their working to be organized. At this point, it would be important to create a possibility for a mindset change from self-leadership to further to self-determination. Self-determination requires open and frequent dialogue. There should be also constant follow-up to keep up with the possible well-working practices, and correct issues that are not working. As it is yet uncertain that at what level the self-determination is implemented, the workshops should concentrate on the topics that can be influenced.
5. It would be important to consider how the implementation would be conducted. Is there a smaller part of organization acting as a pilot? Experimenting and testing with smaller group of people could prevent bigger pitfalls. An Equally important part would be to decide what level of self-determination would be the best. The way on how to implement self-determination is followed with the thinking about what kind of structures are needed. The best way to do this would be involve the employees as early as possible to boost the commitment. This step would be applicable if there would be the mandate for the team to considers the structure related aspects.
6. Safeguarding resources for the organizational changes is a must. Based on the learnings in Telia, there is a need to make sure that there are enough resources to implement self-determination. It is a must for the implementation to be successful. The successfulness of self-determination comes from careful implementation. Correspondingly, it is important that the work and monitoring of the success continues as a part of daily work. Continuous monitoring and discussions should continue in order to make agile changes where needed.
7. An important group to consider is the managers/supervisors. While implementing self-determination, the role of the managers changes as well. Although change management is embedded into any change in any organization, it is important to raise the fact that managers need to have support too during changes. Leadership changes quite dramatically when implementing self-determination. So, one of the target groups of change management should be the managers. They need to support their teams but they are also the subject of change. This is why they are an important group to be paid attention to.

The recommendations are merely suggestions that can be taken into use as they are, or by the parts they seem best fitting for the company. It is also recommended to discuss with the team members which steps they would see working for them, and altering them according to the team requirements. This would allow the company to follow the true nature of self-determination: giving autonomy to the team and creating the version of self-determination that best fits for their needs.

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APPENDIX 1 Questions for the interviews

- Mitkä asiat tällä hetkellä motivoivat ja auttavat työskentelyäsi?
- Mihin asioihin toivoisit enemmän kiinnitettävän huomiota tai missä toivoisit jotain muutoksia?
- Tarvitsitko jossain lisää tukea tai sparrausta?
- Kerro omin sanoin mitä sinulle tarkoittaa itseohjautuvuus?
- Kuinka itseohjautuva olet itse asteikolla 1-10?
- Kuinka itseohjautuva teidän organisaationne (SW) on asteikolla 1-10?
- Onko itseohjautuvuutta käsitelty, pitäisikö käsitellä?