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## **Brain Drain**

What factors may predict turnover intention?

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## **Abstract**

This is a quantitative study where the main object was to find what factors that may predict turnover intention. The basis was different theoretical movements within motivation, competence development and job satisfaction, and data was gathered through a questionnaire deployed in a Norwegian anonymous organization with over 600 employees. The final number of respondents was 258.

Using hierarchical multiple regression the findings indicate that 65,9 % of the total variance in turnover intention is based on the employee's experience of the organizations HR investments, their job satisfaction or how satisfied they are with their salary.

The main findings, some practical implications of these findings and possible limitations of this study are mentioned at the end of this thesis.



“Brainpower is to the Information Age what iron, coke and oil were to the Industrial Age – the one necessary ingredient on which all else depends”.

Robert E. Kelley, 1985:7, *The Gold Collar Worker*



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# 1 INTRODUCTION

We are living in a world in constant change which is characterized for its high market turbulence, short life cycles on many products, high technological expansion and tough competition, domestic as well as international. This has gradually led to an extended focus on the organizations employees, and the competence that each and every individual possess, and further what a strategically important resource the human can be for organizations in a changing environment. The Human Resource (HR) perspective, or HR framework as Bolman and Deal (1998) name it, has its source in an assumption that fits well with this human vision. This perspective underlines that organizations are dependent on the ideas and talents, as well as the energy that humans add, which can explain why it is so important for an organization to obtain the appropriate competence. Competence which organizations need in order to survive in today's tough market.

However, the contributors in the book *The Boundaryless Career* (Arthur & Rousseau, 1996) point to a trend in which employee's loyalty to their career is stronger than the loyalty to the current employer. This emphasizes the fact that it is equally important for an organization to follow up their recruitment with further competence development and career planning. To explain the decreased loyalty and the increased need to focus on competence development, Nordhaug (2002) claim that the hard competition and changing working conditions has also led to the point where many organizations to a lesser extent may offer a high degree of job security. As a consequence he argues that the wage level may rise where the job security is low, and then the organizations need to ensure their employees competence development to be able to recruit and retain people who possess the essential competence. Nordhaug (2002) believes that the latter consequence is the result of a situation where employees to a greater degree look forward to alternative employers, when job security is low. To describe this Kuvaas (2008:25, my translation) uses the concept turnover intention, which he defines as “the intention to quit in an organization”.

In light of this context we should also look at the employee's motivation and job satisfaction. To be motivated is explained by Ryan and Deci (2000:55) as “to be moved” to do something, and one way to understand the employee's relation to competence development or their turnover intentions, can be to assess the motives behind the attitudes and behaviours associated with these concepts. Job satisfaction is one of the most studied variables within the

field of work and organizational psychology (Spector, 1997). It refers to a general, superior assessment of the job situation as a whole (Fiscer & Sortland, 2001), and may be a factor that not only affect an employee's turnover intention, but also motivation to act in a certain way.

### **1.1 The objective of this thesis**

This thesis is focusing on some of the different challenges that HR counsellors face when they recruit and employ humans, and implement different developmental initiatives in their organization. To have knowledge about the motivational factors that direct the employees to develop their own competence, can make the HR counsellors better equipped to secure both individual- and organizational interests. Therefore, most large organizations have a strategic plan for how to recruit, develop and maintain the necessary expertise, and it is usually the HR department which is responsible for implementing those plans. In order to achieve the best possible results it is important that HR departments evaluate the implemented initiatives and review how they are received by the employees. Without such analysis, organizations may risk that large investments will be lost as the outcome is not as intended, and worse; if the employees leave the organization in lack of good developmental opportunities.

The objective of this thesis is therefore to take a closer look at one particularly organization and its employee's experiences concerning the organization's HR investments, their motivation and job satisfaction. Do these aspects play a role regarding the turnover intentions among the employees? Such a mapping can not be generalized to other organizations, but it may give very essential information to the studied organization, and an indication on important aspects to include when evaluating HR initiatives, or making strategic plans to prevent future turnover.

### **1.2 Research question and important considerations**

Based on the organizational challenges described in this introduction, the main focus of this thesis will be the following research question:

What factors may predict turnover intention?

The refinements done in this thesis are a result of theories claiming that different aspects of competence, motivation, job satisfaction and turnover may have a mutual affect on each other.

Regarding the concept organization and how it is used in this thesis, it is used as a superior concept for all kinds of companies, firms or other establishments in which the object of this thesis might be relevant. Further, when referring in a general way to the different considerations or tasks that organizations must involve in, it is always in mind that most of these are implemented through an organizations HR department. Other important concepts will be explained and defined when further introduced in chapter two “Theory”.

### **1.3 Outline**

Chapter two “Theory” begins with a brief presentation of previous research concerning turnover intention, motivation, competence development and job satisfaction, before a relevant context is mentioned and the different theories are elaborated on. The chapter ends with a brief summary of the theory and a presentation of three different research questions. Chapter three “Method” will describe and state the reasons for some of the choices done during the accomplishment of the survey and the process writing this thesis. Chapter four “Results” include a presentation of the results of the data analysis. These results are further discussed from a theoretical standpoint in chapter five “Discussion”. Finally, in chapter six “Conclusion”, the findings will be stated and possible limitations presented, followed by some issues for further research.



## **2 THEORY**

This chapter contains previous research, a most highly relevant context for today's organizations and a presentation of different theory regarding turnover intention, motivation, competence development and job satisfaction.

### **2.1 Previous research**

There have been a number of investigations in terms of turnover intention and factors which may predict actual turnover. Three of these studies will here be briefly mentioned.

Dysvik and Kuvaas (2008) studied the relationship between perceived training opportunities and different employee outcomes, like turnover intention, based on a cross-sectional survey of 343 trainees from Norwegian service organizations. In the study they included intrinsic work motivation because research indicates that the prior mentioned relationship is mediated through different individual and situational variables, where intrinsic work motivation is presented as a possible key variable. They found no support for the expected negative relationship between perceived training opportunities and turnover intention, but they found support for the hypothesis that intrinsic motivation partially mediates this relationship. Accordingly, this provides support for the notion that perceived training opportunities may enhance, among other variables, motivation and intentions to stay with the current employer.

Egan, Yang and Bartlett (2004) have studied whether an organization's learning culture has a positive impact on employee's satisfaction, and how these concepts influence on employee's turnover intention. They found that organizational learning culture had a significantly positive influence on job satisfaction, which in turn affected turnover intention significantly. Learning culture had however a relatively weak direct impact on turnover intention and the conclusion was therefore that the effect of learning culture was largely mediated by job satisfaction.

The third study of relevance is done by Igarria and Siegel (1992). They found that demographic variables like age, organizational level and tenure, and salary are negatively correlated with turnover intention, while education was found to be positively correlated. They also found that job satisfaction and promotability (meaning advancement opportunities) are negatively correlated to turnover intention. Further, they found no difference between the genders regarding who are more likely to leave the organization.

## **2.2 Context; the Gold Collar Workers and Millennials**

In knowledge organizations where the employees are considered the most important resource, like in consulting companies or law firms, one can argue that it is the employee who owns the means of production (Nordhaug, 2004a). This puts the organization in a vulnerable situation because the employees may take the means of production and leave whenever they want to. This indicates a trend where employees holds more power than before and where individuals go their own way, being loyal to themselves rather than an employer.

This trend has been elaborated on by several theorists, and a concept introduced by Kelley (1985) is The Gold-Collar Worker. These workers are innovative, intelligent and independent, and they demand participation in every phase of their jobs. They control the tasks they do, the way to do them, the order and the pace, and are well aware their own intrinsic value. While their organizational loyalty is limited, they rather tend to be more loyal to individual entrepreneurs, their own profession and dreams (Kelley, 1985). This individualization also means that young and highly educated workers see themselves as independent "contractors", and they will therefore apply for jobs where they can strengthen their own skills and get good returns on their education (Hillestad, Larsen & Nordhaug, 2004).

Another concept used about a similar, but newer trend is the Millennials which are employees born between 1980 and 1999 (Sujansky & Ferri-Reed, 2009). Millennials grew up with more sophisticated technology, they may be the best-educated generation ever, and they are also the product of the most over involved parents in the history of parenting. They move fast and they want to be challenged, and if they become bored in a job which fails to demand their best, they are gone. The Millennials' loyalty is low and the turnover is therefore high among them. They are also very self-confident, and they bring high expectations with them to the workplace. Unless organizations adapt to this new generation, they risk economical losses in form of unwanted turnover and lost productivity (Sujansky & Ferri-Reed, 2009).

As the theory on turnover intention, motivation, competence development and job satisfaction are presented, it is important to have the gold-collar worker and millennials in mind because it makes it easier to view the theory in a larger and more comprehensive perspective.



## **2.3 Turnover intention**

Turnover is a concept of great strategic importance for many organizations which suffer both professionally and economically, when key-personnel quit their jobs. For a HR-counsellor to fully understand turnover and to be able to develop a good strategic plan for dealing with it, it is important to have knowledge about the different aspects and dynamics in a turnover process, which will be elaborated on in this section.

### From turnover intention to actual turnover

While Kuvaas had a very simple definition of turnover intention as “the intention to quit in an organization”, Carmeli and Weisberg (2006:193) define turnover intention as “the subjective estimation of an individual regarding the probability that she/he will be leaving the organization she/he works for in the near future”. One can briefly say that a turnover process begins with different factors that causes an employee to have thoughts of withdrawal, and ends when the employee actually leaves the organization, which is explained as turnover (Holtom, Mitchell, Lee & Eberly, 2008). Turnover is defined as “voluntary interruption of a membership in an organization by a person who receives monetary compensation to participate in this organization”,(Øhrn, n.d., my translation).

Carmeli and Weisberg (2006) discuss the relationship between turnover intentions and actual turnover, and draw upon different studies when they claim that there is evidence showing that turnover intentions are a major predictor of actual turnover. They also argue that this relationship can be moderated by different variables such as labour market conditions or the employee’s motivational basis. According to Kuvaas (2008) an important aspect is that many organizations measure actual or historical turnover, while turnover intention is an even more relevant indicator. By measuring the intention instead, which is more a result of internal aspects of the organization, it is possible to prevent an undesirable development in actual turnover.

According to Winterton (2004) there are three main reasons why employees quit their job; retirement, dismissal or voluntary resignation. Since organizations need some turnover to avoid an aging workforce and to get new ideas into the organization, it is important to find a balance between what turnover to encourage or discourage, (Fitz-enz & Davidson, 2002). Dalton, Krackhardt and Porter (1981) suggest that turnover should be categorized as

functional or dysfunctional, and unavoidable or controllable. They describe it as functional when an individual wants to leave the organization, which is unconcerned because it has a negative evaluation of the individual. Turnover is however dysfunctional when an individual wants to leave, but the organization prefers to retain him or her. An organization can not avoid all dysfunctional turnovers, but it is possible to control the turnover caused by internal and organizational aspects. The focus in this thesis is voluntary dysfunctional turnover.

### Why study turnover?

There are many models showing the costs connected to turnover, and a very comprehensive one belongs to Hinkin and Tracey (2000). They have developed an expanded model consisting of five major cost categories, namely separation, recruitment, selection, hiring and productivity loss, where each category comprises several cost categories (appendix A). They claim that the direct, easily measurable hard costs account for less than half of total costs. The indirect and more hidden costs, like disruption of social and communication structures and negative publicity from those who leave, still exist and are felt by the organization (Mobley, 1982). Another important issue is that the further up in the organizational hierarchy an employee is when leaving, the costs will be significant and increased (Richer, Blanchard & Valerand, 2002). Looking at the overall costs, and not only the recruiting process (which is far from the greatest turnover cost), Hinkin and Tracey (2000) claim that the losses for each employee may vary from a few thousand dollars to more than two times the person's salary, depending on the industry and job content.

### A turnover model

There is an abundance of empirical research on turnover and what causes it, and Holtom et al. (2008:243) claims that "the field of study is richer, but perhaps farther from a unified view of the turnover process than ever before". The complex field might partly be explained by the myriad of different organizational contexts and cultural and national differences (Gelfand, Erez & Aycan, 2007). One example is data from Eurostat showing that Europeans are half as likely to change jobs as Americans in a given year (Tanova & Holtom, 2008).

Holtom et al. (2008) tries to recapitulate and illustrate how research on turnover has evolved over the years. Through three turnover models, they have organized a chronologically review divided into different time periods: before 1985, from 1985 to 1995, and from 1995 until present. These models show us the unfolding dynamic of the turnover process, from the

different predictors for turnover, the causes of these predictors, the employee's withdrawal cognitions and behaviours, the actual turnover and the consequences of it, on both an individual and organizational level.

The turnover model from 1995 to present (appendix B) provides a summary of the trends after 1995 (in *italic*), in addition to the trends from previous periods. The implication of the model for this study is that it supports some of the variables included and the fact that turnover intention may be a predictor of actual turnover. This model claims that job satisfaction and individual differences in personality, ability and biodata such as tenure, gender and age may play an important role when it comes to perceived ease of movement. Further the model points to different contextual factors in an organization which may affect an employee's intention to leave. These factors include both reward systems and organizational culture (Holtom et al., 2008), where the latter may say something about an organization's practice concerning HR investments.

The model does not include all aspects of voluntary turnover, at least not directly, like for example the effect an individual's need for growth and development may have on a turnover process. The need for growth and development is however a subject which are often discussed within different motivational theories.

## **2.4 Motivation**

Motivation has been the subject of several studies and observations through time, and there has been special focus on the relationship between motivation and learning. This relationship has been a topic of great interest to all who work within the field of personal and professional development, and will be further explained in the next section on competence. This section will look at the concept of motivation through central aspects of Self-determination theory and different goal-orientations.

### Self-Determination Theory

Over the past three decades, Ryan and Deci's (2002) Self-determination theory (SDT) has evolved in the form of four different mini-theories, where each theory has been linked to different phenomenon within motivational theory. This thesis will not go into detail concerning SDT, but rather present those motivational aspects relevant for this thesis.

Ryan and Deci (2000:55) distinguish between intrinsic and extrinsic motivation, where intrinsic refers to “doing something because it is inherently interesting or enjoyable”, and extrinsic to “doing something because it leads to a separable outcome”. A person who feels no inspiration to act in a certain way is assessed as unmotivated, and a person who is energized toward something is considered motivated. We may therefore talk about different levels and orientations in motivation, where the latter concerns the underlying attitudes and goals that give rise to act in a certain way.

Ryan and Deci (2002) claim that all individuals have natural, innate, and constructive tendencies to develop a more circumstantial and unified sense of self. They also emphasize that humans are active organisms which are oriented towards growth, and which are naturally seeking challenges to engage in, in order to reach their full potential. They also suggest that there are social and contextual aspects which either support or hinder this natural process of psychological development and self-motivation, and that the necessary conditions for growth and well-being are referred to as basic psychological needs. The first universal need is the need to feel competent which refers to “feeling effective in one’s ongoing interactions with the social environment and experiencing opportunities to exercise and express one’s capacities”. The second need, relatedness, refers to “feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one’s community”. The third need, autonomy, refers to “being the perceived origin or source of one’s own behaviour” (Ryan & Deci, 2002:7).

As mentioned there are always aspects in a social context that either facilitates or hinders a possible fulfilment of the needs (Ryan & Deci, 2002). One of the mini-theories, the Cognitive Evaluation Theory attempts to specify the factors in a social context that cause variations in intrinsic motivation, and emphasize that in order to achieve a high degree of intrinsic motivation, both the need for competence and autonomy must be met (Ryan & Deci, 2002).

#### *Incentives or rewards*

Ryan and Deci (2000) argue that most activities which grown people do are not intrinsically motivated because they are curtailed by social demands and roles that force the individual to assume responsibility for non-intrinsically interesting tasks. Therefore, it may be of most importance for an organization to know how to promote more active and volitional forms of extrinsic motivation, for example through the use of rewards or different incentive systems.

While external rewards may include a good salary, bonus schemes, different perquisites, status or recognition, internal rewards refer to the individual's sense of success or failure in something he or she wants to achieve in, such as increases in personal competence and higher self-esteem (Nordhaug, 1993). However, signs indicate that internal or immaterial rewards, such as professional and personal development, are getting more and more important compared to external rewards, especially for highly educated employees (Nordhaug, 2004c). One example is a study done by Nordhaug and Gooderham (2007) at the Norwegian school of economics and business administration (NHH). They asked the respondents the importance they attributed to a number of factors when it came to their first job, and immaterial criteria's like the mentioned ones turned out to score higher than for example high salary.

Another important issue is whether extrinsic rewards affect people's intrinsic motivation for an interesting activity. Studies where Ryan and Deci (2002) were involved found that tangible rewards undermine intrinsic motivation, whereas verbal rewards tend to enhance it.

### Goal orientation

If HR counsellors are going to understand the employee's motivation, they must know the objectives or individual goals behind their actions. Many motivational theorists are therefore talking about goal orientation which explains why a person involves him- or herself in an activity or not (Skaalvik & Skaalvik, 2005). Most research in this area is however orientated towards children in an educational context (Nicholls, Cheung, Lauer & Patashnick, 1989; Elliot & Dweck, 1988), but those who tries to explain goal orientation in an organizational context are using the same theory and research in their work (Button & Mathieu, 1996). One of the pioneers in the field is John G. Nicholls who distinguishes between task orientation and ego orientation, which refers to states that people experience in a given situation. Nicholls et al. (1989:68-69) claims that task orientation implies that "one's goal is to increase one's understanding, to accomplish something one had not previously done, or to improve one's performance", while for ego-oriented individuals, the goal is "to establish the superiority of one's ability relative to that of others". In the late 90's several theorists emphasised the need for a further distinction between two types of ego-orientations; 1) the offensive orientation, where the goal is to show better skills than others and being the best, and 2) the defensive orientation where the goal is to avoid being the weakest, to make a fool out of him- or herself, or to be portrayed in a bad light (Skaalvik, 2005).

According to Button and Mathieu (1996), the different orientations have potential implications for the design and implementation of training programs in organizations, and they may have impact on the employee's level of motivation to participate, performance in the program, and the degree to which the trained knowledge and skills are transferred to the job setting. Button and Mathieu (1996) also emphasize that a performance (ego) goal orientation is necessary in an organization, despite some of its maladaptive aspects, because employees need to contend with performance standards, production schedules, deadline etc. if an organization is to be successful.

#### A motivational analysis of competence

Another contribution concerning the importance of competence from a motivational aspect comes from Elliot and Dweck (2005). They emphasise that a motivational analysis of competence must explain the ways in which individual's behaviour is energized and directed. Like Ryan and Deci (2002) they assume that competence is an inherent psychological need of the human being, and that this need for competence provokes and activates behaviour which is oriented towards competence. Elliot and Dweck (2005) therefore argue that competence has a general impact on our daily life and that it is important for our emotion and well-being.

### **2.5 Competence development**

Today, the concept of competence is used in many different situations and contexts where there is talk about education, training, knowledge or skills, and Nordhaug, Gooderham and Døving (2004a) estimates that Norwegian private and public sector have an annual cost of 17, 7 billion NOK when it comes to staff training and development. There is little or no evidence that investing in employee's competence will provide financial profit, which can be partly explained by problems associated with exploring intangible resources (Nordhaug & Gooderham, 1996). This may also be the reason why leaders often consider HR investments as a cost factor, and research shows that the costs related to competence development is the first to be cut down on in economic tough times (Nordhaug, 2004a). It seems like competence development does not play an equally important role in organization's strategic plan for how to survive even though a decline may reflect low expertise.

This section will look into competence, competence development and related topics like learning, effects of HR investments and career planning.

### The concept of competence

The increased focus on competence has led to many different definitions of the term, and Nordhaug defines it as “the knowledge, skills and abilities that can be employed when performing work” (2004b:29, my translation). By knowledge he means the different aspects of information which is organized within the individual, skills are those capacities to act in a certain way (like performing concrete tasks), and abilities are the native, potential capacities to develop the knowledge or skills. Nordhaug’s definition does not include attitude and motivation as part of an individual’s competence, but assesses both as factors which may affect the utilization of competence and the transformation from competence to work. Even though Nordhaug (2004c) talks about learning in social contexts his definition lacks an interaction perspective like the one Ryan and Deci’s definition (2002:7) which were mentioned in the section on motivation. Their definition does not refer to competence as an attained skill or capability, but rather a felt sense of confidence and effectiveness in action.

### Competence development

Though it might seem as unnecessary to explore and define the concept of competence development, because its meaning may appear as obvious, it is important to do so because of its importance in this thesis and because there are several concepts which daily are used in the same context. The only alternative concept mentioned here is training and development (TAD) which is included because some of the items are borrowed from Dysvik and Kuvaas (2008), which uses TAD. TAD is defined as “a systematic approach to learning and development to improve individual, team and organizational effectiveness” (Kraiger & Ford, 2007:281), and will be used when considered natural. However, a definition of competence development presupposes an elaboration on the concept of learning in organizations.

### *Learning in organizations*

Learning forms the basis for an organization’s ability to change in line with development elsewhere in society, and it all starts with the individual’s motivation to learn (Nordhaug, 1993). What exactly happens when learning occurs, we do not know, but we assume that all learning include certain physiological and psychological processes (Skaalvik, 2005). Nordhaug defines learning as “the processes which causes change in one or more of the dimensions of knowledge, skills, cognitive abilities, attitudes and / other personality-related factors” (2004c:41). To understand competence development we must understand the concept of learning since these two concepts are inextricably tied to each other.

### *A distinction between formal initiatives and informal activities*

An important issue regarding competence development is how it is organized, and if we look at the structure of human competence, we will see that it can be done in many ways. Both Nordhaug (1993; 2004c) and Lai (2004) differentiate between informal- and formal learning, but Nordhaug has a more complementary differentiation than Lai. Nordhaug (1993; 2004c) argues that competence development in organizations consists partly of planned programs and partly of less systematic activities. Nordhaug (1993; 2004c) has also framed a hierarchical model in an attempt to classify this differentiation, a model that indicates the degree of participation and a separation between active and passive learning activities (appendix C). Regarding implications for this thesis, this model indicates that learning in organizations can move from being informal, unplanned and passive (meaning more unsystematic activities), to a more informal, planned and active form of learning, like for example individual self-tuition. Learning may also take place in a more formal, planned and active way, which includes various initiatives usually organized by the organization (Nordhaug, 1993; 2004c).

However, Filstad (2010) refer to own research when she argues that informal learning is the most important learning arena in an organization. Filstad (2010) argues that it is through our practice and sharing of knowledge with colleagues, that we learn the most. And though it does not mean that we do not want formal and planned initiatives, it is the informal practice which is the preferred practice. Concerning this, Nordhaug (2004d) claims that familiarity with informal learning will probably increase the motivation for participation in formal initiatives.

### *A definition of competence development*

The Ministry of Government Administration, Reform and Church Affairs define competence development as “a planned, targeted development of staff and labor-, collaboration-, management-, and organizational forms, based on the corporation’s needs” (DIFI, 2010, 30.06., my translation). This definition has its similarities to Lai’s definition of systematic competence development which imply “framing and accomplishment of targeted initiatives to achieve the learning of one or more employees” (2004:187, my translation). These definitions indicate that competence development only deals with planned and targeted initiatives and do not include the informal aspect. Lai (2004) calls attention to this, and takes it into account when discussing competence development. A more complementary definition of competence development, based on Nordhaug’s theory on competence, and adequate for the content of this thesis may therefore be:



... all the unsystematic activities and planned initiatives that individuals, teams and organizations are exposed to, which causes change in one or more of the dimensions of knowledge, skills, cognitive abilities, attitudes and other personality-related factors.

This definition includes both the formal and informal aspect of competence development, and is therefore considered as more appropriate for this thesis.

### Organizational- and individual effects of HR investments

In line with the increased focus on competence, many organizations have invested significant resources to develop their employee's competence, and expectations of the results have been high. While this survey explores the employee's subjective assessment of their organization regarding this topic, it is also important to get a broader perspective on this theme. Although it is difficult to measure the yield of the HR investments done, we can look at the possible effects based on different organizational theories (Nordhaug, 2004d). Because of the limitations in this thesis, there will only be mentioned a few but relevant effects.

An organization may for example easier adapt to a quickly changing environment if they have invested in their employees' competence, and the employee's participation in different initiatives may also supplement other objective criteria regarding an individual's opportunities to do an internal career, which will also be mentioned later. The most relevant effect is that by investing in a good and well thought out program for competence development, the organization may promote the employee's learning motivation (Nordhaug, 2004d). To have a highly motivated workforce when it comes to learning is considered of most importance for every organization which has to deal with rapid changes in society. Therefore, it is important for HR departments to assess their initiatives when it comes to TAD or competence development, as done in this survey. The training offered and the fact that the organization is investing in the development of its employees, may also create a feeling that the organization is concerned with the individual employee's work performance and development. This may in turn promote a fourth effect; an increased work motivation, loosely defined as an employee's interest in doing his or her job in a best possible way (Nordhaug, 2004d:141).

A potential dysfunctional effect regarding HR investments is when an employee takes his or her expertise to another organization, in worst case a competitor (Nordhaug, 2004d). As mentioned, this is defined as dysfunctional turnover (Dalton et al., 1981).

Just as there are a myriad of different development initiatives in an organization, there are also as many subjective evaluations of these initiatives. If the initiatives are considered as ineffective and without the desired effect, they are in danger of being viewed as an annoying and unwanted burden (Nordhaug, 2004a). On the other hand, and in line with goal orientation theory (Nicholls et al., 1989), participation in such initiatives may be a tool to gain personal growth, attain new tasks, better salary, avoid being negatively evaluated by colleagues, and avoid unemployment. However, each individual's goals and motivation concerning for example his or her career, will affect how each individual looks at the various formal and planned initiatives that are meant to develop their competence. Individual differences may further be coloured by various trends in society, like for example the arrival of gold-collar workers or millennials.

### Career development

Along with gold-collar workers and millennials, comes an increased need to focus on each employee's career. Career planning is viewed as an initiative to raise employee's competence (Grønhaug & Nordhaug, 2004), and a mean to follow up on and develop the employee's motivation (Nordhaug & Robertsen, 1994). The purpose of career planning is to activate and develop the competence which is already in the organization, by planning the internal recruitment and competence development at the same time. According to Nordhaug, Gooderham and Døving (2004b), Norwegian organizations are below average when it comes to career planning, and to prevent unwanted turnover organizations should work harder to ensure that their knowledgeable employees can fulfil their need for new challenges and personal growth. According to Fitz'ens & Davidson (2002) career development has also faced a new challenge during the last decade, due to the fact that the predictable and multilayered job hierarchy has disappeared. Organizations are rather focusing on cross-functional and self-directed work teams, which require a new way of thinking regarding career and how to develop people (Fitz'ens & Davidson, 2002).

Concerning the millennials, they need to know what their advancement opportunities are when taking a job. Therefore organizations need to engage them in career-pathing where they explain what behaviours they need for each position in the organization, and how to advance themselves upwards and sideways (Sujansky & Ferri-Reed, 2009). Data from the already mentioned NHH-study showed that 53 % of the students assessed systematic career-pathing

as an important or very important criteria when choosing their first job. 32 % of the alumni had the same opinion (Nordhaug and Gooderham, 2007).

Regarding this, Fitz'ens and Davidson (2002) emphasize that there is a shift toward self-directed and self-paced development, where organizations are moving the responsibility for career-development toward the individual. Employees are therefore advised to take on an active role in their own career path as result of the uncertain situation in today's market, where organizations no longer know what to prepare their employees for. This shift may be the actual reason why many of today's employees are focusing on raising their own competence, and Fitz'enz and Davidson (2002) argue that lateral movement and building a broad range of experiences and skills are the best career moves a person can make as many organizations flatten. They also claim that employees use job transfers as a way to develop their own career which, together with other factors, constitutes the core in this thesis; do an organization's HR investments regarding competence development and career planning affect the employee's ease of movement? Do employees get their need covered where they are, or do they look forward to the next possible employer?

## **2.6 Job satisfaction**

Many theorists have been looking at the effects that increased job satisfaction has on other aspects of our lives, like a better health, quality of life, capacity and stability, and related to organizational thinking, job satisfaction is often linked to for example an individual's job performance (Jacobsen & Thorsvik, 2002). The following section will review the concept of job satisfaction and what causes satisfaction or dissatisfaction in a job.

### Job satisfaction and dissatisfaction

Depending on different individual preferences, almost every aspect of a workplace may affect an individual's job satisfaction, like for example management style and organizational culture, employee involvement, empowerment or autonomous work position. Job satisfaction may therefore be defined as "an affective reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired" (Cranny, Smith & Stone, 1992:1).

Research on job satisfaction has resulted in several different theories concerning what causes job satisfaction or not. Kaufmann and Kaufmann (2009) refer to a traditionally separation between process- and content theories. Process theories view the employee's personal values,

needs and expectations regarding the working environment and the job, as important factors. This implies that low job satisfaction can be a result of a mismatch between expectations and actual experience. The content theories claim that certain aspects need to be present in order to develop job satisfaction. Two traditional theories worth mentioning is Maslow's Hierarchy of Need and Herzbergs Two-Factor theory.

Maslow argued that the employee's different needs have to be covered in the right order, to achieve job satisfaction (Maslow, 1954). He meant that we could divide the human needs into five main categories; physiological, safety, social, esteem and self-actualization. Central for this thesis is that when all three basic needs are covered and we enters the fourth need, the need for esteem or respect, it is the human need to attain personal growth through for example competence development or personally characteristic which is the motive.

Herzberg suggests that job satisfaction and job dissatisfaction are developed through different work factors called motivation factors and hygiene factors, were the first factors create job satisfaction if present and the last will cause dissatisfaction if absent (Herzberg, Mausner & Snydermann, 1959). According to Herzberg the factors that make people satisfied with their job are personally growth, achievement, recognition, interesting work and responsibility. The factors which, if absent, make people unhappy are good physical working conditions, security, salary, interpersonal relationship, good management and organizational policy.

Kaufmann and Kaufmann (2009) argues that in recent years, it has become more common to talk about job satisfaction as an attitude, where the different attitudes a person has towards his or her job is described through the collective term job satisfaction. They therefore define job attitude as "the relatively consistent cognitive-, emotional- and behavioural patterns regarding various aspects of our jobs" (2009:211, my translation). The collective term has implications for this thesis. According to Spector (1997) job satisfaction can be viewed either as a global feeling towards his or her job, or as an assembly of different aspects of the job. This means that one may use a global approach when it is the general attitude which is interesting, like whether employees like their job or not, hence the relevance in this thesis.

## **2.7 Summary and research question**

Research indicates a trend among many employees that shows an increased loyalty towards own individual career, parallel to a decreased loyalty towards current employer, and concepts

used in this matter is the gold-collar worker and the millennials. In order to prevent such a trend it is suggested in the literature that organizations should look at the employee's turnover intention, because it is found to be a strong predictor of actual turnover. Some researchers conclude that organizations have to focus on competence development, while others call attention to aspects like job satisfaction, different biodata and contextual factors like reward systems and organizational culture.

When investing in employees to prevent turnover, it is important to look at different motivational aspects because human beings are viewed as active organisms oriented towards growth. In order to reach this growth Maslow states that we need to fulfil different basic psychological needs. According to Ryan and Deci (2000) and Nordhaug (1993; 2004c), an employee's motivation to stay in a job may also be affected through different external or internal rewards. The different motivational aspects, like for example the use of rewards or an individual's goal orientation, may therefore have potential implications for the design and implementation of training programs in organizations. Investing in such programs may further lead to better opportunities for internal careers, increased learning motivation, a feeling that the organization is concerned with the individual employee's work performance and development and job satisfaction.

Based on presented theory and research the following research questions will be investigated, and question number three is the thesis main question:

1. Is there a significant difference in turnover intention between the groups of subjects in different demographic variables?
2. What relationship is there between job satisfaction, different aspects of motivation and different aspects of competence development?
3. What factors may predict turnover intention?

The mentioned theory and research will form the foundation in the discussion of the results from the survey. This implies that attention will not be drawn to every example or theory, and that the main focus will be held on the essence of the presentation. The following chapter will present the method of this thesis.



### **3 METHOD**

This chapter will describe and state the reasons for some of the choices done since the beginning of this study. Different aspects concerning the methodical approach, a description of the survey, how the data was collected and different ethical considerations will be assessed.

#### **3.1 Choosing a quantitative approach and design**

The phenomenon to be studied and the purpose of the research are considered crucial, concerning which methodical approach to use (Ringdal, 2007). This project required a quantitative method and a cross-sectional design based on a survey, where data is gathered at one point in time through a questionnaire (Gall, Gall & Borg, 2007). The purpose is to describe a condition in the present through only one registration of data for each analyse unit (Ringdal, 2007). The cross-sectional design was used because it made it possible to accomplish the survey in a short period of time, and with few resources.

#### **3.2 Population and sample**

The sampling, which is the process of selecting a sample from a defined population, starts with defining the population (Gall et al., 2007). The research questions in this thesis can be applied to explore every place of work in Norway, but because of limitations in time and recourses a non probability sampling were chosen because of its convenience. The consequence of using a convenience sample is that some groups may be over represented, like for example gender and key positions (Ringdal, 2007), and the findings cannot be generalized to similar populations (Gall et al., 2007).

In the search for a sample some criteria were used due to the fact that the organization had to correspond with the object of the survey. First of all it had to be a private organization where the majority of the employees had at least three to five years of higher education, and where the organization had a focus on competence development. The fourth and last criterion was that the organization should have at least 500-600 employees. It was also decided to search among organizations in a branch known for having a relatively high draft of employees, meaning a high competition to capture the best brains. The first criteria was based on a personal interest in the private sector, while the second and third criteria can be attributed to the fact that there had to be a certain level of competence and focus on competence development in the organization, in order to create the necessary interest to participate.

Concerning the fourth criteria the factor analysis presupposes at least 300 respondents, unless certain criteria for using a smaller sample are present (Tabachnick & Fidell, 2007), and it was presumed that some of the employees would not respond. The additional wish for an organization troubled with “brain drain”, is based on a personal interest in turnover.

The organization which fulfilled all the criteria and was willing to participate in the survey was therefore an anonymous organization with over six hundred employees. Of those there were only a small unit which did not want to participate. A standardized survey was deployed to 566 employees, and of those 299 answered. Unfortunately, 41 respondents dropped out after the questionnaires first page which indicates that they have withdrawn from the survey. This means that the survey ended up with 258 respondents, and it is the data from these respondents which has been used in the data analysis. The total response rate in this project is therefore of 45,6 % which Fugleth and Skogen (2006) considers as low, and which may have a consequence for the different conclusions drawn upon the collected data. It is not possible to say whether the dropout rate is systematic or random, but Ringdal (2007) claims that even though a random dropout will not affect a sample's representativeness, a smaller sample will affect the random sampling errors which will increase. Dropout is seldom random and it can be difficult to conclude with any causal factors.

Because of the limitations of this thesis the dropout will not be thoroughly investigated, but regarding the 41 respondents who only answered the ten demographic variables, some tests were run (chi-square test for independence) to see if there were any differences between this group and the group that finished the questionnaire. When looking at the actual numbers there were several among those who withdrew, which relatively spoken have no shares in the organization, ( $\chi^2(1, n = 296) = 4,312, p = .038$ ) and are “very dissatisfied”, “dissatisfied” or “neither dissatisfied nor satisfied” with the bonus schemes ( $\chi^2(4, n = 297) = 9,545, p = .049$ ). For shares there is 0 cells (,0%) that have expected count less than 5 (the minimum expected count is 6,51), and for bonus schemes there is 2 cells (20%) which have expected count less than 5 (the minimum expected count is ,85). The latter means an increased chance for type I- and type II-errors.

Of the total 258, there were 50 female and 208 male respondents, and of those were 53,1 % extra marital/partnership/married with children, and 23,6 % were extra marital/partnership/married. Table 1 shows valid percentage distribution across the



demographic variables age, seniority, rank (further displayed in appendix D) and highest education (U = University/college).

**Table 1 Percentage distribution age, seniority, rank and highest education.**

Age	V. Percent	Seniority	V. Percent	Rank	V. Percent	Education	V. Percent
__-29	15,9	0-3 years	53,9	Consultant	84,5	College	2,3
30-39	43	4-7 years	17,2	Managem.	13,2	U 1-2 years	8,9
40-49	24	8-11 years	10,5	Administr.	2,3	U 3-4 years	38,8
50-__	17,1	12 years +	18,4			U min 5 years	49,6
						Other	0,4
<b>Total</b>	<b>100,0</b>	<b>Total</b>	<b>100,0</b>	<b>Total</b>	<b>100,0</b>	<b>Total</b>	<b>100,0</b>
<i>Missing</i>	-	<i>Missing</i>	2	<i>Missing</i>	-	<i>Missing</i>	1

### 3.3 Collecting data using a survey

The process of creating a survey started with reading relevant literature, including articles in the field of interest, and searching for other similar surveys which it was possible to borrow items from. Using already tested items is recommended, but to compare a survey with similar ones, it is important to use the exact same items (Ringdal, 2007). After an agreement, items were borrowed from surveys done by Dysvik and Kuvaas (2008), Kuvaas (2008) and Skaalvik et al. (2010), but some of them had to be changed because they were written in another time form than items from the same scale, and others were written especially for teachers and therefore needed to be more general.

The next step was to create a questionnaire in “Select Survey”, an online medium which makes it possible to create, use and analyze data from a questionnaire through a browser (SelectSurvey.net, 2010). SelectSurvey was chosen because it was the easiest and most inexpensive way to collect data from respondents spread all over the country. A link was sent to the respondents by e-mail, and the respondents could then follow that link in order to answer the questions. When finished, the responses were temporary stored at a data-base at NTNU.

### 3.4 The original measuring instrument

The questionnaire (appendix E) consisted of hundred and nine items. First there were ten factual questions, also called demographical variables, which were meant to explore any differences between the respondents based on different grouping variables, like for example gender, age, marital status, highest formal education, rank, seniority, shares, bonus schemes,

salary and office. Most of these variables were chosen because of their theoretical relevance, but some were also included because of an assumption that they would have an effect on the phenomenon to be studied. Then there was ninety-eight attitudinal assertions which in the questionnaire were randomly mixed under five different headlines. These items were originally divided into thirteen different compound measures or scales (appendix D) due to the fact that items which are fairly measuring the same phenomenon, like “I am satisfied with the training and development I have received” and “The training and development I have received is not individually adjusted to my personal needs”, can capture more aspects of a concept rather than using just one indicator (Ringdal, 2007). These items were meant to measure the employee’s attitude, like “disagree/agree”, to different aspects of their work. The last page in the questionnaire had a commentary box where the respondents could give feedback or write comments concerning the survey.

All items, except the last one, were in closed form which means that there were only pre-specified responses (Gall et al., 2007). The closed form was chosen because it is recommended when using items created to measure an attitude; a psychological condition which is only possible to measure in an indirect way, and because open questions can be difficult to encode (Ringdal, 2007). According to Gall et al. (2007), closed items will also make the quantification and analysis of the results easier, and they require a minimal effort from the respondents. The pre-specified responses are based on a Likerttype scale, a scale originally consisting of five graded response categories, which have been further developed into eight categories (Ringdal, 2007). The scale used in this thesis has six categories graded from 1: strongly disagree, 2: disagree, 3: slightly disagree, 4: slightly agree, 5: agree and 6: strongly agree. The category “neither disagree nor agree” was also considered, but not included because the items were assessed to be of such character, that it should be possible for the respondents to take a stand.

The questionnaire was adjusted, meaning necessary information and items, so that words and concepts would be easily understood by the respondents. The self created items were made as short and concise as possible, and where considered necessary the concepts used were further explained. Based on the presented theory, the scales included in the questionnaire were (see appendix D for a complete overview of items and their origins):

1. *Training opportunities*: TAD opportunities were meant to measure the employee's general perception of the training and development provided by their organization.
2. *Experience of HR investments*: This scale was meant to measure how employees experience the organizational investments meant to increase their personal development.
3. *Career opportunities*: This scale was meant to measure how the employees assess the organization's focus on career planning.
4. *Attitude towards formal initiatives*: This scale was meant to measure how employees assess the formal initiatives which are arranged by the organization.
5. *Attitude towards informal activities*: This scale was meant to measure the employee's attitude regarding different informal activities.
6. *Wish for incentives or rewards*: This scale was meant to measure whether the employee's intention to develop own competence, is affected by the use of incentives or rewards.
7. *Task orientation*: This scale was meant to measure whether an employee develops his or her own competence in order to increase one's understanding or to improve one's performance.
8. *Offensive ego orientation*: This scale was meant to measure whether an employee has a goal orientation where he or she wants to show better skills than others
9. *Defensive ego orientation*: This scale was meant to measure if an employee has an orientation where he or she tries to avoid being the weakest.
10. *Intrinsic motivation*: This scale was meant to measure whether employees perform their work because they find it inherently interesting or enjoyable.
11. *Extrinsic motivation*: This scale was meant to measure if an employee performs his or her work because it leads to a desirable outcome.
12. *Job satisfaction*: This scale was meant to measure the employee's general attitude towards their work.
13. *Turnover intention*: This scale was meant to measure the subjective estimation of an employee regarding the probability that he or she will be leaving the organization in a near future.

### **3.5 Accomplishing the survey**

Because surveys based on personal data must be notified, the study was reported to Norwegian Social Science Data Service (Norsk Samfunnsvitenskapelig Datatjeneste, NSD) in April 2010 (appendix F). In May NSD assessed the project as notifiable according to the law of personal information §31 (appendix G).

#### Doing a pilot study

Before implementing the main survey a pilot study were deployed among forty friends and family members, in order to test the planned procedures (Gall et al., 2007). Thirty-eight of them responded, and feedback on lay-out and other elements that needed an evaluation were

received. As a result the lay-out was changed so that the respondents had more time to complete the survey. Because of the feedback it was also assessed whether some sentence structures should be changed or not, but since the relevant sentences were borrowed from other surveys it was decided not to. The pilot study was also used to run a preliminary factor analysis to explore if a set of items were measuring the same phenomenon, or if it captured other dimensions (Ringdal, 2007). Because of the small number of respondents, the factor analysis could only give a possible indication of what to expect in the main survey. However, one normal probability curve indicated that the respondents were interpreting the first draft of the item “I may be so inspired by my work that I forget things around me” differently, and because it contained inaccurate words like “now and then” and “almost” at that time, it was decided to do this question more precisely (appendix D).

#### The main survey

The survey was deployed on Friday 3<sup>rd</sup> of September, when the “Request for participation” (appendix H) was sent to the HR-manager in the organization, who forwarded it to the employees. The link to the actual survey (appendix E) was sent a few days later. A deadline was not set in this process because of an assumption that many of the respondents then would postpone doing the survey, and later forget it. The incoming data was rather monitored, and a reminder was sent out after two weeks.

### **3.6 The final measuring instrument**

After closing the survey in SelectSurvey, the data was exported electronically to a program called Statistical Package for the Social Sciences (SPSS). SPSS is the program used to analyze the data in this project. Then an exploratory factor analysis with direct oblimin rotation was used to explore the interrelationship among the different variables, and to see if it was possible to reduce a large set of scale items to a smaller and more comprehensible number of factors (Pallant, 2007). The result of the factor analysis is presented in appendix I where only the factor scores relevant to this thesis is included, in addition to those factors which scored in more than one scale. Based on these results a codebook (appendix J) was made. The codebook show the final 12 scales including items, SPSS names, response categories and which items that had to be reversed because they were negatively worded.

The following will only deal with the measuring instruments listed in appendix J, which is a bit different from the originally planned measuring instrument. To get a more thorough description of these twelve scales, see appendix K.

### **3.7 Validity and reliability**

When conducting a research study it is important to consider the quality of the measures through their reliability and validity, because it will have great significance for whether one can trust a research result or not.

A reliability test tells us whether repeated measurements with the same measuring instrument will give the same results, which may be assessed through the degree of internal consistency between the items in a scale (Ringdal, 2007). The most commonly used indicator of internal consistency is Cronbach's alpha, where the alpha coefficient should exceed 0,7. A high reliability is also a prerequisite for high validity, and while construct validity indicates whether the scales are actually measuring what they are meant to measure; content validity is about whether the selection of indicators (items) are covering a hypothetical population of indicators. In other words; does the scale cover the main aspects of the concept? If many similar- or leading questions are asked, or the different terms are defined in an unclear way, it can affect the validity (Ringdal, 2007). To strengthen the validity the items were designed on the basis of concepts and definitions used in well-known and accepted theories, like for example the theory on intrinsic and extrinsic motivation, and they are also designed in order to cover as many aspects of these concepts as possible. Validity is however often a question of subjective assessment and content validity is relevant for this thesis because large theoretical discussions have been constricted down to a set of items which are meant to be empirical manageable, a process which is called to operationalize (Ringdal, 2007).

The reliability of the different scales was controlled for after the factor analysis, meaning whether the items in the various scales were measuring the same underlying construct (Pallant, 2007). A summary of the reliability tests are shown In table 2, and as shown the alpha coefficient exceeds 0,7 in 10 out of 12 scales included in this thesis. The alpha coefficients which exceeds 0,7 indicates that the items used in these scales are expressing the same phenomenon and may therefore be assessed as adequate scales. However, two of the original scales had a weaker Cronbach's Alpha then preferred. The scale "attitude towards formal initiatives" had an alpha coefficient on .651, and for the scale "extrinsic motivation",

the alpha coefficient were .605. This makes these scales questionable, but they were included anyway because the first one has a strong theoretical foundation in Nordhaug's (1993; 2004c) differentiation, and because it was thoroughly explained to the respondents in the questionnaire. The second scale includes four items which respectively focuses on the employee's wish for recognition, salary, feedback and a career, which all can be explained as separable outcomes and therefore an extrinsic motivation source (Ryan & Deci, 2000).

**Table 2 Cronbach's Alpha and number of items**

<b>Scale</b>	<b>Cronbach's Alpha</b>	<b>Number of items</b>
<b>Experience of HR-investments</b>	.947	13
<b>Former experienced training opportunities</b>	.706	4
<b>Motivation for competence development</b>	.720	5
<b>Wish for incentives/rewards</b>	.752	5
<b>Attitude towards formal initiatives</b>	.651	3
<b>Attitude towards informal initiatives</b>	.822	6
<b>Ego orientation</b>	.890	9
<b>Task orientation</b>	.841	7
<b>Intrinsic motivation</b>	.847	6
<b>Extrinsic motivation</b>	.605	4
<b>Job satisfaction</b>	.910	7
<b>Turnover intention</b>	.925	5
<i>Total number of items included</i>		74

### **3.8 Ethical considerations**

When research directly affects humans, it is important to look at the ethical considerations which have been done, especially in connection with data collections like mine, where the data was registered through an electronic remedy (Johannessen et al., 2004). NSD assessed this project as notifiable due to the fact that it was going to include personal data which was indirect identifiable (appendix G).

One ethical consideration regarding the use of Select Survey and e-mail, concerns the fact that respondents may have felt less obligated to participate since it is very easy to ignore an e-mail, and a drawback may therefore be a high dropout rate and few control possibilities (Ringdal, 2007). The use of Select Survey did however secure a high degree of anonymity since neither researcher or leaders could monitor who participated or not. It was also considered whether some respondents would answer in an advantageous way concerning their own office, an assumption based on theory showing that there can be large differences in organizational culture within one organization, causing different subcultures where the members may end up as "defenders of their own sector" (Jacobsen & Thorsvik, 2002). They

could also be answering the items in order to please the management, based on a fear for their jobs or a wish to please.

Another ethical consideration in this survey is the use of three gift coupons. When advertising that all respondents had the opportunity to win a gift coupon, one could end up with a situation where many of the respondents completed the survey only to participate in the drawing of the coupons. These respondents may not even bother to read the questions asked, just checking off the value labels as if it was a betting slip. However, the gift coupons were used as an incentive because the survey was conducted in a branch where every working hour counts. The coupons were therefore meant to ensure more respondents, and they were also a result of the belief that many of the respondents may be driven by external motivation.

Another ethical issue was that those who wanted to participate in the drawing had to leave their name and e-mail address. This is directly identifiable information, but since there was no connection between the questionnaire and the link where they left their name, and they did this voluntarily, it was considered to be ethical justifiable.

### **3.9 Planned analysis**

In order to decide which analysis to use, when answering the research questions, the quality of the scales had to be assessed; the higher the level of measurement, the more advanced analytical methods. Almost every scale which is measuring attitudes, like most of the scales in this thesis, is so-called ordinal variables. Even though the values of an ordinal variable can be ranked, the distance between the values will not make any sense, and ordinal variables are therefore called category variables (Ringdal, 2007). If the ordinal variables have at least five categories they can be treated as continuous variables, which include variables at a higher level of measurement, like interval variables (Ringdal, 2007; Johannessen, 2009). The ordinal variables in this thesis have six categories graded from 1: strongly disagree to 6: strongly agree, which therefore can produce more advanced opportunities regarding the analysis.

The initial phase of the analysis included some descriptive statistics in order to describe the most central scale turnover intention. The first research question demanded an independent samples t-test to see if there was a significant difference in turnover intention between the two groups of subjects in the demographic variables gender and shares in the organization. But, to see if there was a significant difference between the groups of subjects in the other

demographical variables, a one-way analysis of variance (ANOVA) was used because these variables have two or more groups each.

The second research question required a correlation analysis which indicates the degree of coherence between different scales, through the standardized coefficient called Pearson's  $r$ . Pearson's  $r$  may vary between  $-1$  which is a perfect negative coherence, and  $1$  which is a perfect positive coherence.  $0$  indicates no linear coherence (Ringdal, 2007). There is no exact answer when assessing the degree of correlation, but a general rule in social science, involving human beings, is that a Pearson's  $r$  between  $0,30$ - $0,40$  is a relatively strong one, and over  $0,50$  is a very strong correlation (Johannessen, 2009). The demands are however more strict when it comes to natural science (Cohen, 1988)

Concerning the third and this thesis main research question, some pre tests had to be run in order to ensure no violation of the assumptions of normality, linearity, outliers, homoscedasticity and multicollinearity. Then a correlation analysis were used to see which scales that have a correlation with turnover intention, because significant correlations here could indicate that with turnover intention as a dependent variable, the other scales were relevant as independent variables. This would therefore provide the basis to proceed. Partial correlation analysis was also used in order to find support for the final model. Controlling different correlations for an additional variable would create a better basis when considering which variables to include in the multiple regression analysis. Where partial analysis did not give sufficient information, a hierarchical multiple regression analysis were used. The same analysis was also used in order to explore which independent variables that could predict the outcome in the dependent variable, turnover intention (Pallant, 2007). This thesis used a so called linear regression, where the standardized coefficient Beta indicates the correlation between the dependent and the independent variable. A high B indicates a strong correlation between the two variables.

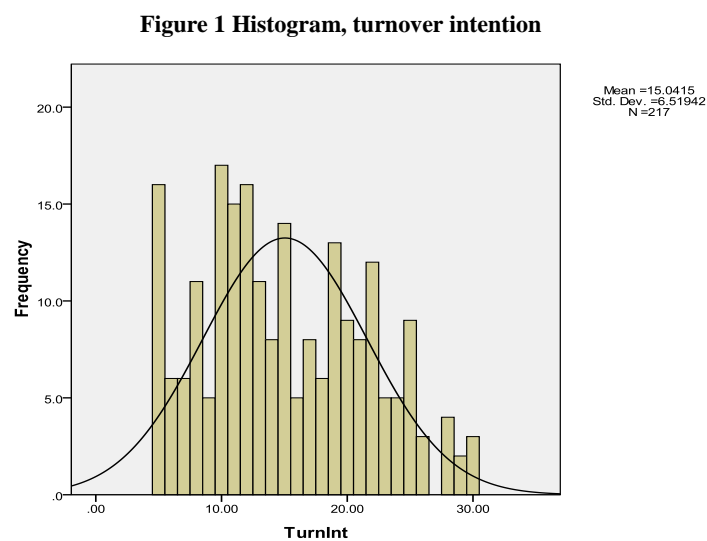


## 4 RESULTS

This chapter will emphasise on the results that may answer the three research questions. The chapter begins with some descriptive statistic of the scale turnover intention, before other results are being presented in three sections which represent the three research questions.

### 4.1 Descriptive statistic – Turnover intention

The Skewness value, which provides an indication of the symmetry of the distribution for turnover intention (Pallant, 2007), showed a weak positive skewness (.313). This is regarded as an approximately normal distribution, which is supported by figure 1.



The histogram showed that 16 respondents have no turnover intention (min = 5.00), while three respondents have definitely an intention to leave (max = 30). Further, the frequency table (appendix L) showed that from the 217 respondents who answered the item “I often think about quitting my present job”, 38,8 % (84 respondents) dispersed between the response categories “slightly agree”, “agree” and “strongly agree”. Similarly from 218 respondents, 52,8 % (115 respondents) dispersed between the same categories in response to the item “I will likely actively look for a new job within the next three years”. For those 218 who “...do not see many prospects for the future in this organization” the result is 31,1 % (68 respondents).

### 4.2 Turnover intention and groups of subjects in different demographic variables

The independent samples t-test showed no significant differences in turnover intention between females and males ( $t = -1,593$ ,  $df = 215$ ,  $p = .113$ ) or those who own shares and those

who don't ( $t = -.930$ ,  $df = 214$ ,  $p = .354$ ). These results may imply that there is most likely no difference in turnover intention between those different groups.

ANOVA showed that there is no significant difference in turnover intention between the groups of subjects in the variables age, marital status, highest formal education, rank, seniority and office. The test did show a statistically significant difference at the  $p < .05$  level between the groups of subjects in both variables bonus schemes and salary (table 3).

**Table 3 ANOVA, Turnover intention**

Demographic variable	F	df	Sig
Age	.429	3,213	.733
Marital status	.386	5,211	.858
Highest formal education	1.331	4,212	.260
Rank	1.032	2,214	.358
Seniority	2.606	3,211	.053
Bonus schemes	9.136	4,211	.000
Salary	21.608	4,212	.000
Office	.852	5,21	.515

The subjects in these variables were divided into five groups according to how satisfied they are with the bonus schemes and salary (1:very dissatisfied, 2:dissatisfied, 3:neither dissatisfied nor satisfied, 4:satisfied, 5:very satisfied). The post-hoc comparisons using Scheffe indicated that for bonus schemes the mean score for group 4 is significantly different from 1, 2 and 3, while 5 did not differ significantly from either of the groups. The post-hoc comparison for salary indicated that the mean score for group 1 is significantly different from 3, 4 and 5. Further it indicated that the mean score for group 2 is significantly different from 3 and 4, and similarly that group 3 is significantly different from 4 (table 4).

**Table 4 Post-hoc Scheffe**

Group	Bonus schemes		Salary	
	Mean	Std. Deviation	Mean	Std. Deviation
1	19,09	7,19	21,93	5,74
2	18,31	6,12	18,72	5,49
3	15,42	6,12	14,87	5,68
4	11,93	5,87	11,07	5,45
5	10,5	5,32	9,67	4,04

The findings indicates that the turnover intention among those who are satisfied with the bonus schemes is significantly lower than among those who are very dissatisfied, dissatisfied or neither dissatisfied nor satisfied. Similarly, it indicates that the turnover intention among those very dissatisfied with the salary is significantly higher than among those who are neither dissatisfied nor satisfied, satisfied or very satisfied. It also indicates that the turnover intention is significantly higher among those who are dissatisfied with the salary, compared to those who are neither dissatisfied nor satisfied, or satisfied, and that it is significantly higher among those who are neither dissatisfied nor satisfied, compared with those who are satisfied.

### 4.3 Job satisfaction, different aspects of motivation and different aspects of competence development

In order to answer the second research question the Pearson product–moment correlation coefficient was used, when exploring the relationship between the scales (table 5).

Table 5 Pearson correlation matrix

Scale	1	2	3	4	5	6	7	8	9	10
<b>1. Experience of HR investments</b>	1									
<b>2. Former exp. training opport.</b>	-.67**	1								
<b>3. Motivation for compet. dev.</b>	.27**	-.22**	1							
<b>4. Wish for incentives or rew.</b>	-.17*	.20**	-.32**	1						
<b>5. Attitude towards formal initi.</b>	.70**	-.56**	.34**	-.29**	1					
<b>6. Attitude towards informal act.</b>	.14*	-.04	.46**	-.18**	.14*	1				
<b>7. Ego orientation</b>	.04	.10	-.03	.16*	.03	.05	1			
<b>8. Task orientation</b>	.25**	-.17*	.54**	-.10	.29**	.23**	-.04	1		
<b>9. Intrinsic motivation</b>	.36**	-.21**	.48**	-.20**	.27**	.37**	-.01	.38**	1	
<b>10. Extrinsic motivation</b>	.14*	-.04	.22**	.19**	.08	.19**	.38**	.24**	.19	1
<b>11. Job satisfaction</b>	.47**	-.25**	.35**	-.13	.32**	.30**	-.05	.25**	.71**	.11

\*\* Correlation is sign. at the 0.01 level

\* Correlation is sign. at the 0.05 level

The matrix shows many significant correlations, but only those considered as relatively strong and very strong (emphasized) will be commented on, due to the limitations of this thesis.

#### Between different motivational aspects

The Pearson coefficients show that there is a relatively strong positive correlation between extrinsic motivation and ego orientation,  $r = .38$  ( $n = 212$ ), and between intrinsic motivation and task orientation,  $r = .38$  ( $n = 214$ ). This may indicate that those who are extrinsically

motivated are also ego oriented, and that those who are intrinsically motivated are also task oriented. Similarly it may mean that those with a low extrinsic or intrinsic motivation have a low degree of respectively ego- or task orientation. The correlation coefficient squared ( $R^2$ ) is 0,144 for both correlations. Extrinsic- and intrinsic motivation can therefore account for only 14,4 % of the variation in respectively ego- and task orientation in this study.

#### Motivation for competence development

The scale motivation for competence development is the scale that correlated with most other scales, and it had a very strong positive correlation to task orientation,  $r = .54$  ( $n = 213$ ,  $R^2 = 0,292$ ). This may indicate that those who are task oriented are also motivated to develop their own competence. The matrix also shows a relatively strong positive correlations between motivation for competence development and intrinsic motivation,  $r = .48$  ( $n = 214$ ,  $R^2 = 0,23$ ), attitude towards informal activities,  $r = .46$  ( $n = 218$ ,  $R^2 = 0,212$ ), attitude towards formal initiatives,  $r = .34$  ( $n = 219$ ,  $R^2 = 0,116$ ) and job satisfaction,  $r = .35$  ( $n = 214$ ,  $R^2 = 0,123$ ). According to this it seems like those who are intrinsically motivated, have a positive attitude towards informal activities and formal initiatives and are satisfied with their job, are also more motivated to develop their own competence. Finally, the matrix also shows a relatively strong negative correlation between motivation for competence development and wish for incentives or rewards,  $r = -.32$  ( $n = 218$ ,  $R^2 = 0,102$ ). This may indicate that employees who are motivated to develop their own competence have no wish or need for incentives or rewards to develop their own competence, or opposite.

#### Between different aspects of competence development

Concerning the correlation between different scales which fit in under the concept of competence development, the matrix shows a very strong negative correlation between former experienced training opportunities and attitude towards formal initiatives,  $r = -.56$  ( $n = 219$ ,  $R^2 = 0,314$ ). This relationship may indicate that employee's who have a negative experience when it comes to former training opportunities in this organization, can have a positive attitude towards the organization's formal initiatives, or opposite.

#### Experience of HR investments

The matrix also showed a very strong negative correlation between experience of HR investments and former experienced training opportunities,  $r = -.67$  ( $n = 236$ ,  $R^2 = 0,449$ ), which may imply that employees who have a negative experience concerning former training

opportunities in this organization have a more positive experience when it comes to the organization's HR investments, or opposite. Further, experience of HR investments has a very strong and positive correlation to attitude towards formal initiatives,  $r = .70$  ( $n = 208$ ,  $R^2 = 0,49$ ). This may indicate that those who have a positive experience of the organizations HR investments, regarding for example the organizations focus on internal career opportunities or individual competence development, also have a positive attitude towards the formal initiatives arranged by the organization, like for example seminars and professional courses. Experience of HR investments has also a relatively strong positive correlation to intrinsic motivation,  $r = .36$  ( $n = 205$ ,  $R^2 = 0,13$ ) and job satisfaction,  $r = .47$  ( $n = 204$ ,  $R^2 = 0,221$ ), which may indicate that those who have a high intrinsic motivation or job satisfaction, may also have a positive experience regarding the organization's HR investments.

#### Job Satisfaction

In addition to the former mentioned relationships between job satisfaction and respectively motivation for competence development and experience of HR investments, job satisfaction has also a positive and relatively strong correlation to attitude towards formal initiatives,  $r = .32$  ( $n = 211$ ,  $R^2 = 0,102$ ) and attitude towards informal activities,  $r = .30$  ( $n = 210$ ,  $R^2 = 0,09$ ). This may indicate that employees with a high job satisfaction have a more positive attitude towards different informal activities and formal initiatives which may lead to an increase in own competence. Finally, job satisfaction has a very strong positive correlation to intrinsic motivation,  $r = .71$  ( $n = 214$ ,  $R^2 = 0,504$ ). This may imply that those who have a high job satisfaction are also highly intrinsic motivated.

#### Other relationships

Further on there is a relatively strong positive correlation between intrinsic motivation and attitude towards informal activities,  $r = .37$  ( $n = 211$ ,  $R^2 = 0,137$ ). This correlation may indicate that employees who have a high intrinsic motivation may also have a positive attitude towards different informal activities, like for example reading scientific literature to keep oneself academically updated.

### **4.4 Turnover intention**

The preliminary analyses which were conducted showed no violation of the assumptions of normality, linearity, outliers, homoscedasticity and multicollinearity. Regarding the latter, the

lowest value of “tolerance” was .628 (minimum .10), and the highest value of “VIF” was 1.592 (maximum 10) (Pallant, 2007).

The Pearson product-moment correlation showed that there are some scales that have a strong to very strong correlation with turnover intention (table 6), like; experience of HR investments, former experienced training opportunities, attitude towards formal initiatives, intrinsic motivation and job satisfaction.

**Table 6 Correlation matrix, turnover intention**

	Experience of HR investments	Former experienced training opportunities	Motivation for competence development	Wish for incentives or rewards	Attitude towards formal initiatives	Attitude towards informal activities	Ego orientation	Task orientation	Intrinsic motivation	Extrinsic motivation	Job satisfaction
<b>Turnover intention</b>	<b>r</b> -.698**	.444**	-.183**	.232**	-.477**	-.103	.016	-.162*	-.405**	-.028	-.620**
	<b>Sig</b> .000	.000	.007	.001	.000	.134	.811	.018	.000	.683	.000
	<b>N</b> 205	213	215	211	212	211	213	214	215	215	215

Combined with knowledge concerning which variables that theoretically may explain turnover intention and which independent variables that correlates strongly with each other (table 5), this matrix provided the necessary knowledge to continue with the partial analysis.

Since table 5 showed a very strong correlation between intrinsic motivation and job satisfaction ( $r = .71$ ), which gives a theoretical meaning, and both scales have a strong to very strong correlation to turnover intention, the relationship between turnover intention and job satisfaction ( $r = -.620$ ) was explored while controlling for intrinsic motivation. The relationship between turnover intention and intrinsic motivation ( $r = -.405$ ) was also explored while controlling for job satisfaction.

The first analysis showed a strong and significant partial correlation between turnover intention and job satisfaction, controlling for intrinsic motivation,  $r = -.495$  ( $n = 210$ ,  $p = .000$ ). The small decrease in the strength of the correlation (from  $-.620$  to  $-.495$ ) may indicate that intrinsic motivation does not have a considerable effect on the relationship between turnover intention and job satisfaction.

The second analysis showed a weak, but non-significant, partial correlation between turnover intention and intrinsic motivation, controlling for job satisfaction,  $r = .046$  ( $n = 210$ ,  $p = .507$ ). Though it is not a significant finding, the large decrease in the strength of the correlation (from  $-.405$  to  $.046$ ) may indicate that job satisfaction has a considerably effect on the relationship between turnover intention and intrinsic motivation in this study. It is therefore less likely that intrinsic motivation has a direct influence on an employee's turnover intention, but rather an indirect affect through job satisfaction. Nevertheless, intrinsic motivation was included in the multiple regression analysis because it gives a theoretical meaning and it was a non-significant result, but it was not expected to play a role in the final model.

Based on the same reasons, some partial analysis which included experience of HR investments, former experienced training opportunities and attitude towards formal initiatives, were run. Because it was difficult to draw any reasonable conclusions from the results, this thesis also used a multiple regression analysis with experience of HR investments as a dependent variable. This was done in order to see if the two other scales can predict the employee's experience of HR investments, which mean that they could be excluded from the final analysis.

In the hierarchical multiple regression, former experienced training opportunities were entered at Step 1, explaining 46,5 % of the variance in experience of HR investments. After entering attitude towards formal initiatives at Step 2, the total variance explained by the model as a whole was 61,4 %,  $F(2, 204) = 162,1$ ,  $p < .001$ . This indicates that only 38,6 % of the variance in experience of HR investments may be explained by other variables then former experienced training opportunities and attitude towards formal initiatives. It is therefore less likely that these two scales have a direct influence on an employee's turnover intention, but rather an indirect affect through experience of HR investments. Because this is considered logical, from a theoretical point of view, former experienced training opportunities and attitude towards formal initiatives were excluded from the final regression analysis.

### The regression model

In order to run a multiple regression analysis with turnover intention as a dependent variable, it has to be a theoretical or conceptual reason for the analysis and the order of variables entering the equation (Pallant, 2007). Based on previous research and the presented theory, like Holtom et al. (2008) and their turnover model, table 5 and 6 and the following partial

analyses and hierarchical multiple analysis, it was decided to include the following scales; experience of HR investments, job satisfaction and intrinsic motivation, and demographic variables; salary, bonus schemes, gender, age, marital status, highest formal education, rank and seniority, in order to find an answer to what factors that may predict turnover intention.

*Model 1:* Hierarchical multiple regression was used to assess the ability of the mentioned control measures to predict the level of turnover intention. Experience of HR investments, job satisfaction and salary were entered in Block 1, explaining 64,6 % of the variance in turnover intention. After entering bonus schemes and intrinsic motivation in Block 2 the total variance explained was 64,9 %. After the entry of gender, age, marital status, highest formal education, rank and seniority in Block 3 the total variance explained by the model as a whole was 66 %,  $F(11, 187) = 32,98, p < .001$ . In Model 1 only three of the control measures were statistically significant, with the experience of HR investments scale recording the highest beta value (beta =  $-.424, p < .001$ ) than the job satisfaction scale (beta =  $-.385, p < .001$ ) and salary (beta =  $-.195, p < .001$ ). Therefore, these three scales were the only one included in Model 2, the final model.

*Model 2:* Experience of HR investments was entered in Block 1, explaining 50,7 % of the variance in turnover intention. After entering job satisfaction in Block 2, the variance explained was 62,5 %, and when entering salary in Block 3 the total variance in turnover intention explained by the model as a whole was 65,9 %,  $F(3, 199) = 127,97, p < .001$ .

Table 7 and the standardized coefficient B show that the scale experience of HR investments makes the strongest unique contribution to explaining turnover intention, when the variance explained by all other variables in the model is controlled for.

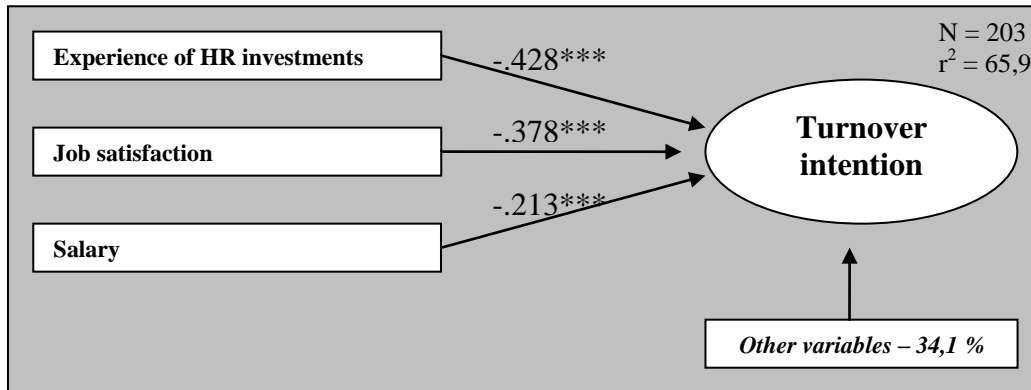
**Table 7 Coefficients**

	Unstandardized Coefficient	Standardized Coefficient	
	B	Beta	Sig.
<b>Experience of HR investments</b>	-.238	-.428	.000
<b>Job satisfaction</b>	-.372	-.378	.000
<b>Salary</b>	-1.478	-.213	.000

The factors which may predict turnover intention are therefore those presented in figure 2.



Figure 2 Predictors of turnover intention



#### 4.5 Summary

The descriptive of the scale turnover intention showed that 38,8 % (n = 217) of the employees has, in varying degrees, thoughts of quitting their current job. Similarly, 52,8 % (n = 218) will probably, in varying degrees, look for a new job within the next three years.

The results relating to research question number one shows a significant difference between the different groups of subjects in both variables bonus schemes and salary, concerning the employee's turnover intentions. When it comes to research question number two it was found many significant correlations, but only those relatively strong or very strong were included. The results showed that there is a positive correlation between different motivational aspects, and a negative correlation between former experienced training opportunities and attitude towards formal initiatives. Further, motivation for competence development appeared to correlate positively with the more intrinsically based aspects of motivation, different aspects of competence development and job satisfaction, while it correlated negatively with wish for incentives or rewards. When it comes to experience of HR investments, this scale correlated negatively to former experienced training opportunities, but had a positive correlation to attitude towards formal initiatives, intrinsic motivation and job satisfaction. Job satisfaction had also a positive correlation to different aspects of competence development and intrinsic motivation. Finally, there were also a positive correlation between intrinsic motivation and attitude towards informal activities.

Concerning research question number three, the final analysis showed a model where experience of HR investments, job satisfaction and salary explained 65,9 % of the total variance in turnover intention. Experience of HR investments made the strongest unique contribution, followed by job satisfaction and salary.



## **5 DISCUSSION**

In this chapter the most interesting and relevant findings of this study will be discussed, and findings which are considered less important will therefore be excluded. This chapter is structured in the same way as the result chapter. The descriptive statistic of the scale turnover intention and each research question is therefore discussed separately, in light of former mentioned theory and results. Because research question number two (What relationship is there between job satisfaction, different aspects of motivation and different aspects of competence development?) contains many aspects, this section will require more space than the section that deals with this thesis' main focus, research question number three (What factors may predict turnover intention?). Further, the three factors which may predict turnover intention; salary, experience of HR investments and job satisfaction, do all play an important role in the discussion of either research question one or two, in addition to question number three. Therefore, and in order to answer all the research questions, these factors have to be discussed several times. This means that the basis of the discussion of these factors will be added in research question one and two, and that the discussion of research question number three will try to gather the threads that have already been added.

In order to prevent any misunderstandings, it is emphasized that this discussion do only concern the situation in this particularly organization, and that points or arguments are not meant as a generalization to all similar organizations.

### **5.1 Turnover intention**

The descriptive analysis of the scale turnover intention showed that there is definitely a reason to work on turnover prevention in this organization. Provided that the results are representative for the whole organization, it means that of 600 employees, there are 316,8 (52,8 %) which “slightly agree”, “agree” or “strongly agree” to the item “I will likely actively look for a new job within the next three years”.

In order to illustrate a possible consequence, a hypothetical calculation was made. Because if this turns out to be the reality and we include *only* the hard cost it would take to recruit and hire 316,8 new employees, we would end up with an eight digit number; 19 008 000 NOK (based on a general request to two recruitment companies in Trondheim, which claims that the minimum recruiting and attraction costs are approximately 60 000 NOK per employee).

According to the turnover cost categories this amount only counts for a small part of the total costs, which will be significantly larger according to Hinkin and Tracy (2000:18). However, it is very likely that some of the factors that cause the turnover intentions in this organization are unavoidable and not caused by internal or organizational aspects (Dalton et al., 1981). The organization may therefore be unable to prevent some of these turnover intentions from being actual turnover.

## **5.2 Is there a significant difference in turnover intention between the groups of subjects in different demographic variables?**

The findings of this study, which indicate that there is no difference between the genders when it comes to turnover intention in this organization, show how important it is to look at the context when assessing research findings. This is also why this particularly result is included in the discussion. The findings regarding gender support previous research done by Igbaria and Siegel (1992) which claims that there is no difference between genders when it comes to turnover intention, even though Holtom et al. (2008) and their turnover model is listing gender as a factor which is effecting the ease of movement. Comparing the lack of difference between genders in this organization with the description of the sample, a possible explanation for the findings may be that it is a branch dominated by men and that the women who work in this environment may have developed other sets of norms and expectations, than women in a more heterogenic context. It is therefore important to include the context when assessing these results, which implies that it is not necessarily favourable to compare these findings with findings from other surveys or organizations.

Regarding the different correlations found in Igbara and Siegel's (1992) research concerning age, rank, salary, marital status and education, and the different aspects in the turnover model (Holtom et al., 2008), the findings of this study shows only a difference in turnover intention between different groups of subjects in the variable salary. Since the findings showed the same regarding bonus schemes, which like salary can be considered as an external reward, this may indicate that using salary and bonus schemes as incentives can be an effective way to motivate the employees to stay in this organization (Nordhaug, 1993). It does not mean that internal or immaterial rewards are less important for some of the respondents; but it may indicate that external rewards can be of great importance for some.

### **5.3 What relationship is there between job satisfaction, different aspects of motivation and different aspects of competence development?**

This research question may seem as redundant since the regression analysis required in order to answer the main research question, would provide for a bivariate correlation analysis between the different continuous variables in this survey. It was though included in order to see if the findings confirmed a relationship between these variables, and further to explore this relationship. The presented results showed many significant and interesting correlations, where some have a stronger theoretical foundation than others. It also looks like some of the correlations may be supporting a theoretical relationship between motivation, competence development and job satisfaction. When it comes to correlation it is not possible to say anything about causal effects, though some explanations may be more logical than others, and elements which have not been included in this survey might also have an effect on the presented results. The findings will be discussed the same way as they were presented in section 4.3.

#### Between different motivational aspects

Based on the presented theory, there is no theoretical surprise regarding the positive correlation between respectively extrinsic- /intrinsic motivation and ego- /task goal orientation, since the motivational source is located either within (intrinsic and task) or external (extrinsic and ego) to the individual, though the cronbachs alpha coefficient was only 0,605 concerning the scale extrinsic motivation. According to Button and Mathieu (1996) the employee's different goals or motives can affect how they internalize and uses the competence obtained through different developmental initiatives. This indicates that when planning and implementing different initiatives, like for example competence development, this organization should have in mind that the employees have different motives when attending such initiatives. This is also emphasised in a comment at the end of the survey:

This organization can work even better with extracting the best out of each individual. Everyone has a potential independent of how large or small it is. What is important is to find the individual employee's actual motivation (my translation).

Although it may look like an impossible task for an organization to take into account all the employee's needs, this can still be an important aspect to look at in this organization. This is because such a focus can help the management to support the employees, so that they are better equipped to reach their full potential, as explained in the theory section on motivation.

### Motivation for competence development

The positive correlations between motivation for competence development and both task orientation and intrinsic motivation, indicates that if this organization is interested in creating a positive learning environment and a work force motivated to develop their own competence, they should start focusing on how to create intrinsic motivation and task orientation among their employees. As mentioned, this is because the orientation an employee has may impact his or her level of motivation to participate in the different training programs, how they perform in those programs and the degree to which the obtained knowledge and skills are transferred to the job setting (Button & Mathieu, 1996). Regarding intrinsic motivation, and in line with Ryan and Deci's theory (2002), the way to create it is not through tangible rewards which will undermine intrinsic motivation, but rather through verbal rewards which tend to enhance it. It is also important to remember that regardless of all the initiatives meant to increase a more intrinsic motivation for competence development, there will always be employees who are more externally motivated. It is also important to remember that most activities do not create intrinsic motivation because, as Ryan and Deci (2000) argue, they are curtailed by social demands and roles that force us to assume responsibility for non-intrinsically interesting tasks. The argument in this thesis is therefore to focus more on creating intrinsic motivation without necessarily reducing for example existing reward systems, when it comes to competence development.

This may also be seen in light of the negative correlation between motivation for competence development and wish for incentives or rewards. Because if this organization manage to create a more intrinsically motivation among their employee, to develop their own competence, the need for extrinsic rewards may decrease. It might be a win-win situation since it is better and more cost effective to have a work force which is interested in developing its own competence just for the sake of personal development, and not because it leads to a separable outcome? This strengthens the argument that this organization should evaluate how they accomplish their developmental initiatives.

The positive correlation between motivation for competence development and attitude towards informal activities and formal initiatives, may indicate that it matters a great deal how the different developmental initiatives are being assessed by the employees, meaning that the motivation to participate in such initiatives may increase when assessed in a positively way. This is supported by Nordhaug (2004a) who emphasize that ineffective initiatives are in

danger of being viewed as an annoying and unwanted burden. This aspect is also illustrated by these two comments at the end of the survey:

The lack of time for individual self-tuition is demotivating because it is expected that one should use own spare time to both self-tuition and meetings. Courses and seminars are something you have to make yourself earned to. One should at least have courses/self-tuition at a certain amount of days/hours each year (my translation).

...competence development within and outside service commissions and within/outside working hours are two different strains... (my translation).

There are more comments like these which all indicate a situation where most initiatives are implemented in the employee's spare time. If this organization wants their employees to be motivated for competence development, they should evaluate how they accomplish their initiatives in order to meet the employee's expectations. This can improve the employee's attitude towards the different activities and initiatives, and create a more intrinsic motivation for competence development. This may further create the social and contextual aspects which support the necessary conditions for growth and well being, referred to as the basic psychological needs (Ryan & Deci, 2002). It is also important to remember that regardless of the initiatives, how they are implemented and the quality of them, there will probably always be employees who are dissatisfied or unmotivated to develop their own competence.

The positive correlation between motivation for competence development and job satisfaction has also a theoretical support when looking at motivation for competence development as an assumption to enhance ones personally growth, which is emphasized by both Maslow (1959) and Herzberg et al. (1959) as a factor which will make people satisfied. It is also adjacent to think that increased job satisfaction will provide a better base regarding increased motivation to develop own competence.

### Experience of HR investments

The negative correlation between experience of HR investments and former experienced training opportunities, may indicate that employees with former negative experience concerning training opportunities have a very low expectation regarding the organization's HR investments, which in turn may cause a positive experience of them. It can be theorised that these employees may have a very low standard regarding the organization's HR investments. They may be "easy to please" and are therefore more positive towards the investments done.

The strong positive correlation between experience of HR investment and attitude towards formal initiatives may indicate that this organization's HR investments are evaluated through the initiatives concerning formal competence development, or opposite. Though the alpha coefficient for the scale attitude towards formal initiatives was just below 0,7, it seems like it is important to design and implement initiatives which are not considered as annoying and an unwanted burden (Nordhaug, 2004a). This is illustrated through another comment regarding this issue:

The problem with this organization's initiatives concerning competence development, is that everything takes place in the consultant's spare time, meaning preferably outside normal workweek (my translation).

Theory further emphasize that the training offered and the signals that different HR investments sends to the employees, may create a feeling that the organization is concerned with the employee's work performance and development. Nordhaug (2004d) argues that the investments done, when assessed positively, may promote an increased work motivation. This may further be a reflection of the positive correlation between experience of HR investments and both intrinsic motivation and job satisfaction. By investing in training and development and the employee's internal career (Nordhaug & Robertsen, 1994), the organization might experience an increased job satisfaction and intrinsic motivation. This is because such investments will give the employees a chance of personal growth (Maslow, 1954; Herzberg et al., 1959). This may in turn benefit the organization through a better evaluation of their HR investments. Regarding career planning which, as mentioned earlier, is seen as a way to increase employee competence, and therefore can be considered as a formal initiative and a HR investment (Grønhaug & Nordhaug, 2004), one employee has this to say:

What I miss in this organization is a more clear connection between career strategy and necessary training. This is too occasional and mostly up to the individual employee himself. This should, to a greater extent, be faired... (my translation).

This indicates that the organization can benefit from thinking more comprehensive when it comes to competence development and career planning, because it might lead to a better evaluation of the formal initiatives and a better experience of the HR investments, which in turn may have a mutual effect on the employee's intrinsic motivation and job satisfaction. Further, as the results regarding research question number three showed, this may also have an effect on the employee's turnover intentions.



### Job satisfaction

In addition to the former mentioned correlation between job satisfaction and experience of HR investments, job satisfaction also correlates positively to attitude towards formal initiatives and informal activities. As the research done by Egan et al. (2004) indicates, organizational learning culture may have a positive influence on job satisfaction which in turn can affect turnover intention. Employee's attitude towards formal initiatives and informal activities, as measured in this survey, can be seen as a result of an organization's learning culture, and the mentioned correlation might therefore be of importance for this organization. It might also be the opposite; that job satisfaction is a condition required in order to have a positive attitude towards different developmental initiatives or activities. This is because if an employee is very dissatisfied, he or she may look at some initiatives or activities as an additional burden to an already difficult work situation.

As mentioned, the attitude which employees have towards different formal initiatives or informal activities may be influenced by for example the quality of them, the way that they are implemented into the organization or how the employee's increased knowledge or skills are being utilized afterwards. The fact that these two scales have a positive correlation to job satisfaction in this study reinforces the assumption that competence development, formal or informal, can be an important factor regarding employee's job satisfaction. This may in turn indicate that job satisfaction can be affected by individual's different need for personal growth and how this need is covered. This is in line with the content theories (Maslow, 1954; Herzberg et al., 1959), and it may strengthen the indication that internal or immaterial rewards, like developmental initiatives and activities, are important for highly educated employees (Nordhaug, 1993). These findings can be relevant for this organization where 88,4 % of the respondents have at least three years of education from an University or similar.

The positive and very strong correlation between job satisfaction and intrinsic motivation can be argued to have a theoretical support. This is because some factors which will create job satisfaction are also factors used to describe intrinsic motivation. An example is that intrinsically motivated employees may do their job because they find it inherently interesting and enjoyable, or because they want to learn something new (Ryan & Deci, 2002). Interesting work or personal growth is also two factors that will create job satisfaction if present, according to Herzberg et al. (1959).

### Other relationships

The positive correlation between intrinsic motivation and attitude towards informal activities, which both correlates positively to job satisfaction and motivation for competence development, can be of great importance for this organization. This is because an organizational focus on the employee's intrinsic motivation and how to increase it, which may result in a more positive attitude towards informal activities, might result in a more frequent use of this kind of competence development. This may in turn increase the organizations total competence without using resources on different formal initiatives.

## **5.4 What factors may predict turnover intention?**

As the findings of this study indicate, it is less likely that intrinsic motivation, former experienced training opportunities and attitude towards formal initiatives have a direct influence on an employee's turnover intention, but rather an indirect through respectively job satisfaction and experience of HR initiatives. These scales and the former mentioned correlations are though important in order to understand the very complex situation, which take place within this organization. This section will concentrate on the three factors found to predict some of the turnover intentions in this organization, and the discussion has its base in former discussions regarding these factors. Other scales will though be included when relevant, in order to create a more complete picture of the condition in this organization. It is also important to remember that there are other unknown factors then those included and found to predict turnover intentions in this study, which make up for the missing 34,1 % of turnover intentions in this organization.

### Salary

Of the three variables or scales found to predict turnover, salary made the smallest unique contribution. Salary was also one of two demographic variables which turned out to have a significant difference in turnover intention between its groups of subjects. The theory argues that immaterial rewards are getting more important compared to external rewards like salary, especially for highly educated employees (Nordhaug, 2004c). As mentioned in section 5.2, the findings of this study indicate that external rewards may still be important for this organization regarding the employee's turnover intentions. This is supported by Holtom et al. (2008), who claim that contextual factors like different reward systems may affect an

employee's intention to leave. This can also be seen in light of one of the comments given at the end of the survey;

On the last page I answered that I am satisfied with my job, but that I am thinking about quitting. This is because of injustice in the wage system where newcomers (straight from the university) get higher start salary than us who are senior consultants and have been working here for 3+ years. This injustice and lack of valuation is the only reason why I am dissatisfied and thinking about quitting...(my translation).

This comment illustrates a sense of injustice caused by the high salary given to new employees, and the lack of justice is a factor that might cause turnover intention according to the turnover model (Holtom et al., 2008). The illustrated situation may partly be caused by the lack of labour supply, and in order to recruit new employees and the best brains, organizations have to offer newcomers a better salary than the one they had with their former employer, or the one that they are offered elsewhere. When an employee has worked for an organization for a long time, and at the same time feels that he or she has done a good job, this type of injustice can create a sense of inferiority. To make up for this, the organization should find a way to recompensate the employees whom they do not want to lose, either by giving them a wage convergent or a bonus for good work or loyalty. If not, they risk losing skilful employees to their competitors out of the same reasons, illustrated through this comment:

I have just terminated my contract in advantage for another company. The same commission and special field, but a larger professional environment and a better salary (my translation).

Because of this the organization should invest in current employees in order to make them stay, rather than being forced to recruit new ones and at the same time constantly pushing the salaries to higher levels. And instead of offering the newcomers a high salary, the organization should try to find other ways to attract them, for example through more immaterial rewards like different HR investments (Nordhaug, 2002), which will be discussed later.

### Job satisfaction

In this study job satisfaction turned out to be a possible predictor of turnover intention, a finding which various research (Egan et al., 2004; Igbaria & Siegel, 1992) and theories (Holtom et al., 2008) support. The correlation between job satisfaction and turnover intention was also very strong. Since this thesis deal with job satisfaction as an attitude or the global feeling that an employee has towards his or her job, it is difficult to say anything specific

about the aspects which may contribute to the feeling of either satisfaction or dissatisfaction in this organization.

Former discussion has highlighted some correlations or issues that are important to remember when looking at job satisfaction as a predictor of turnover intention. As discussed and relevant here, job satisfaction had a positive correlation to intrinsic motivation, attitude towards formal initiatives and attitude towards informal activities, scales which are not predictors of turnover intention. These correlations indicate though, that there may be important to include these scales when looking at aspects concerning an employee's job satisfaction, which was also supported by the partial correlation analysis regarding intrinsic motivation. The mentioned correlations may therefore indicate that by creating a more intrinsic motivated work force and taking the necessary steps in order to improve the employee's attitude towards different developmental initiatives or activities, this organization may increase the job satisfaction among several of their employee's. This may in turn lead to a decrease in turnover intentions. It is also important to remember that there are employees who are satisfied with this organization, illustrated through this comment; "I am very satisfied in this organization (my translation)".

#### Experience of HR investments

Even though salary turned out to be a predictor of turnover intention in this thesis, it is the employee's experience of the organization's HR investments (which can be assessed as an immaterial factor) that turned out to make the strongest unique contribution to predicting turnover intention in this organization. Findings of this study may therefore give support to Nordhaug (2004c) who claims that immaterial rewards are getting more and more important compared to external ones. In light of former arguments these findings and Nordhaug and Gooderham's (2007) research also support the former mentioned assumption that instead of offering a high salary to their newcomers, this organization may benefit from attracting them through more immaterial rewards like professional and personal development (Nordhaug, 2002), since this seems to be very important for the employees in this organization. This can also prevent the employee's intrinsic motivation from being undermined by tangible rewards (Ryan & Deci, 2002). HR investments, such as using resources on career planning and competence development, can therefore be an important way to reduce turnover intention in this organization, which may also support Dysvik and Kuvaas's (2008) notion that perceived training opportunities can enhance employee's intentions to stay with the current employer.

Looking at the most relevant data presented and discussed, and the findings which indicated that attitude towards formal initiatives has most likely an indirect influence on turnover intention, through experience of HR investments, it seems like this organization may benefit from focusing on improving their formal initiatives. This is because it can create a more positive attitude towards them. The comments, which are mentioned during the discussion, may indicate that some of the frustrations regarding the formal initiatives are caused by a situation where most developmental initiatives are accomplished during the employee's spare time. Therefore, it seems like some of the HR investments done in this organization are considered as annoying and an unwanted burden (Nordhaug, 2004a). The comments may also indicate that this organization lacks a clear connection between career strategy and necessary training, which both are assessed as formal initiatives. In order to prevent turnover caused by the employee's negative experience of HR investments, this organization may benefit from improving their HR investments.

One of the reasons why this organization can benefit from such improvements is that there are many employees in this organization who have a family, and which therefore will resent any job-related measures added to their spare time. Another reason, which is deeply rooted in the mentioned theory, is that humans are oriented towards growth and the need to feel competent, which presupposes a social context that facilitates these conditions (Ryan & Deci, 2002). In this organization it seems like the social context and the lack of good HR investments hinders the possible fulfilment of these and other needs, causing some employees to have a negative experience of the organization's HR investments. In this organization this may also indicate a prediction of turnover intention.

As already mentioned, experience of HR investments also correlates with both intrinsic motivation and job satisfaction. Knowing that the two latter scales also have a very strong correlation and that intrinsic motivation may have an indirect influence on turnover intention, while job satisfaction and experience of HR investments may have a direct influence on turnover intention, these findings show us the complexity of the field. What can be drawn from this is that by putting an effort into either increasing the employee's intrinsic motivation, their job satisfaction or experience of HR investment, the organization may create a synergetic effect on the other two scales in addition to reducing the turnover intentions. The scales seem to be connected to each other and to turnover intention.



## 6 CONCLUSION

This chapter will summarize the research questions and state the findings, before some possible limitations of the thesis are presented. Finally, some issues for further research will be presented

### Research questions and findings

As mentioned in the theory chapter this thesis had the following three research questions, with main focus on number three:

1. Is there a significant difference in turnover intention between the groups of subjects in different demographic variables?
2. What relationship is there between job satisfaction, different aspects of motivation and different aspects of competence development?
3. What factors may predict turnover intention?

The findings showed a significant difference in turnover intention between the groups of subjects in the demographic variables salary and bonus schemes, which indicate that external rewards have an effect on the employee's turnover intentions in this organization. Further, findings indicate that there are a relationship between job satisfaction, different aspects of motivation and different aspects of competence development. Some of the most interesting findings indicate that a positive attitude towards different formal initiatives, and a high intrinsic motivation and job satisfaction, can have a positive effect on the employee's experience of this organization's HR investments. Findings also indicate that an employee's job satisfaction can have a positive impact on his or hers attitude towards formal initiatives or informal activities, intrinsic motivation and motivation for competence development, if that job satisfaction is high. Further, if an employee has a positive attitude towards formal initiatives or informal activities, a high intrinsic motivation or task orientation, it is more likely that the same employee has a positive motivation for competence development.

These findings may indicate how complex the relationship between the different scales is, and that it can be impossible to assess each scale separately since most of them seem to be connected in one way or another. Further, it indicates that this organization can do something to increase the employee's motivation and attitude towards developmental initiatives or

activities. As mentioned, this is crucial in a world where many organizations are totally dependent on people's knowledge and ability to develop, in order to survive.

The findings concerning research question number three, where experience of HR investments, job satisfaction and salary explain 65,9 % of the total variance in turnover intention in this organization, can help this organization to prevent future turnovers. The findings, seen in light of the related discussion, indicate that this organization can benefit from investing more in their different HR investments, whether it is career planning or competence development. They can also benefit from increasing the employee's job satisfaction through for example intrinsic motivation. Though an extended focus on extrinsic rewards may undermine intrinsic motivation, they should also consider a way to balance the high salary given to the new comers with the injustice felt by the more experienced employee's. Even though immaterial aspects seem to be more important as a predictor of turnover intention in this organization, extrinsic rewards are still to be considered as crucial.

### Limitations

The first obvious limitation of this thesis is the large number of items in the survey, which is also commented on by some of the respondents. It was considered as difficult to reduce the number of items due to the fact that most of them had never been tested before, and because it was uncertain how many of them which would turn out as usable. The large number of items and another ongoing parallel survey in the same organization may also have caused other limitations, like the low participation rate and the situation where many respondents dropped out after the first ten demographic variables.

It is also considered as a limitation that this thesis only includes some of the relevant scales when there are others which may be of same importance regarding the main research question. The survey also had several scales within the same theoretical orientation, like extrinsic and intrinsic motivation and goal orientation, and could instead have included scales like relatedness and autonomy as mentioned as important in SDT. An open question concerning the reason why employees in this organization have turnover intentions could also have been included, illustrated through one of the comments at the end of the survey:

You should have asked for the reason why people are considering quitting, and not just using competence development and salary as parameters. Ethics, justice, internal routines, flexibility etc. (my translation).



Another limitation is the two scales which had a alpha coefficient below 0,7; attitude towards formal initiatives and extrinsic motivation, which makes these two scales and the results connected to them questionable. Some of the comments also indicated that another limitation is the lack of the response category “neither disagree nor agree”, but because of the already mentioned reason and that this category might cause an accumulation in that category, it was not included in this study.

Different types of random measuring errors can affect the reliability, and must therefore be considered as limitations of this study. Some of the respondents may for example have misunderstood the assertions in the questionnaire, and they may also have been disturbed while they were doing the survey, since the survey was deployed during their working hours. There is also a chance that they ticked off the wrong category, or answered the way that they believed was preferred. Possible sources of error may also be related to the analysis or interpretation of results.

#### Considerations for further research

Concerning this thesis, there are many aspects of interest regarding further research. An aspect of special interest is which other scales that can predict turnover intentions in this organization. It could also be interesting to run a more thorough multiple regression analysis in order to see which scales that may predict the employee’s experience of HR investments and job satisfaction. One could also run a structural equation modelling in order to get a more comprehensive picture of the connections between many of the scales, and to see if there are other scales that affect turnover intention in an indirect way. It could also be interesting to take a closer look at the very strong negative correlation between former experienced training opportunities and attitude towards formal initiatives, which was not included in the discussion, in order to get a statistical explanation to this correlation.

As a final input it is emphasized that if this survey had been conducted on a representative sample from all organizations in Norway, similar results may strengthen the importance of the HR counsellor's work in current and future organizations. This would be of great interest from a scientific standpoint.



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## **APPENDIXES**



## Appendix A. Turnover Cost Categories

### *Turnover-cost categories*

#### **Separation costs**

Exit interviewer  
Employee exit interview  
Paperwork processing  
Severance pay

#### **Recruiting and attraction costs**

Advertising  
Search and agency fees  
Internal referral fees  
Managerial pre-employment  
    administrative functions  
Applicant travel  
Recruiter travel  
Recruiter time  
Miscellaneous (correspondence,  
    telephone, couriers)  
HR pre-employment  
    administrative functions

#### **Selection costs**

HR interview  
Managerial interview  
Applicant travel  
Background and reference checks  
Medical exam  
HR administrative functions  
Managerial administrative functions

#### **Hiring costs**

HR administrative functions  
Managerial administrative functions  
Relocation costs  
Signing bonus  
Orientation  
Formal training  
On-the-job training  
Uniforms  
Security  
Informational literature

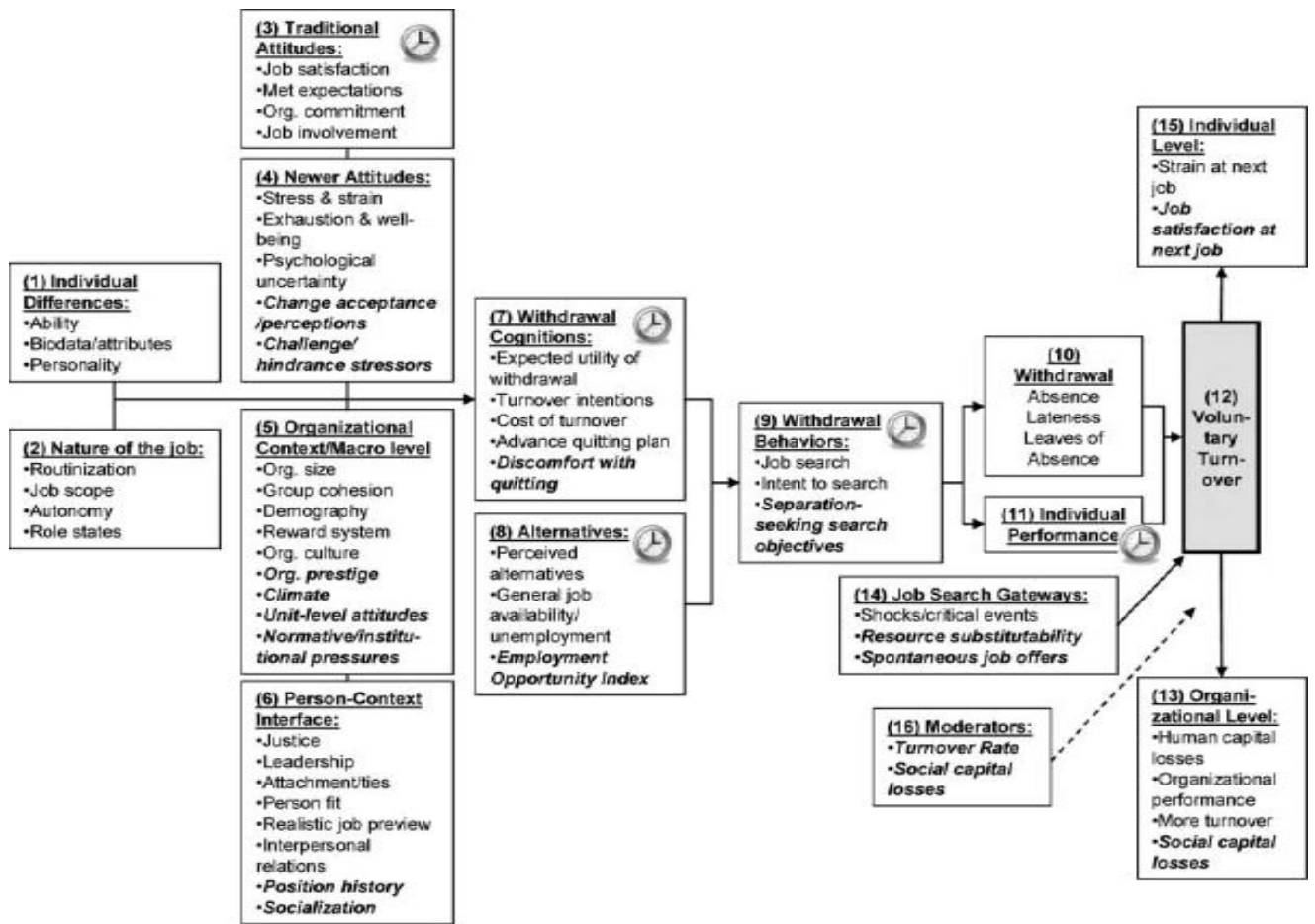
#### **Lost-productivity costs**

Vacancy cost  
Pre-departure productivity loss  
Learning curve (cost incurred and  
    lost revenue)  
Errors and waste  
Supervisory disruption

*Turnover-cost categories* (Hinkin and Tracey, 2000:18)



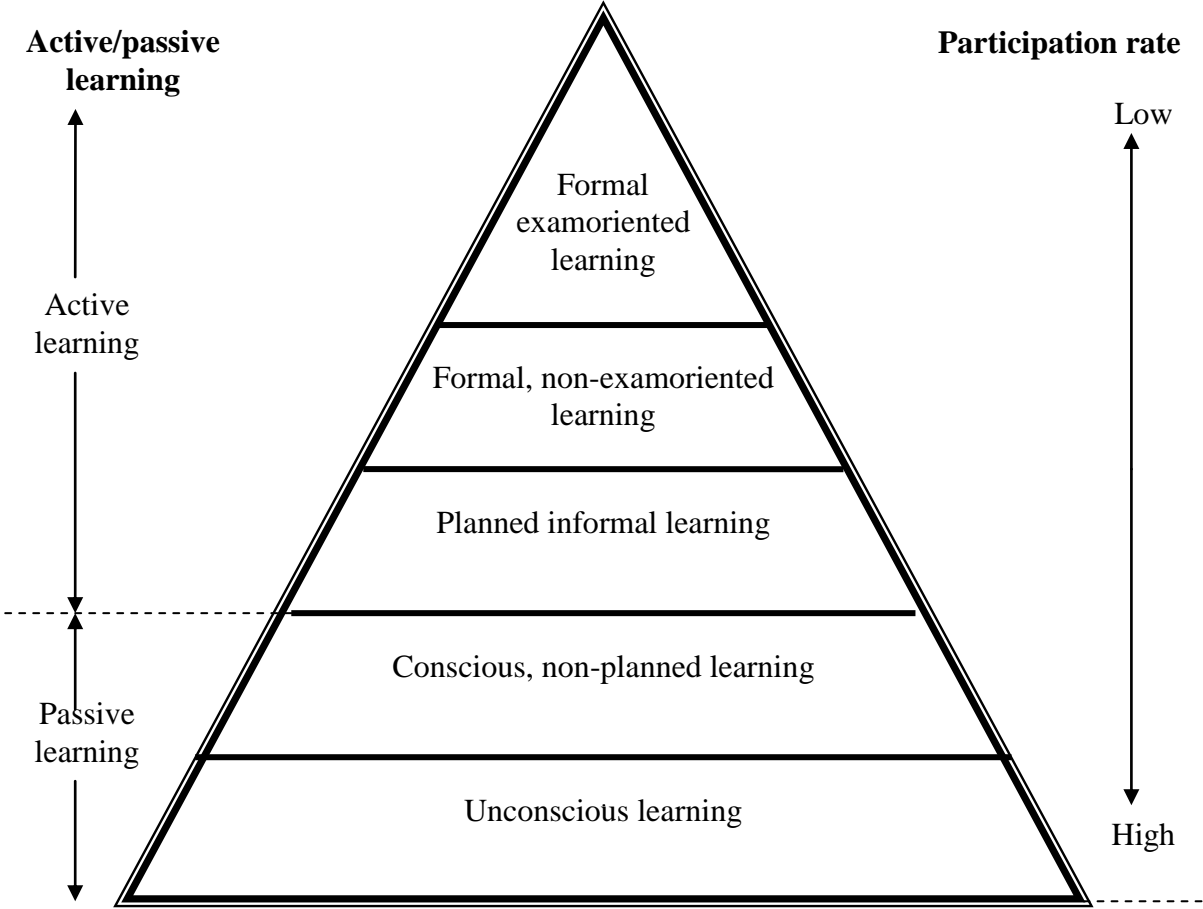
## Appendix B. Turnover Model



Turnover model from 1995 to present (Holtom et al. 2008:244)



**Appendix C. Learning Hierarchy**



*Learning hierarchy in worklife (Nordhaug, 2004c:42)*





## Appendix D. Original Scales and Items

This appendix shows the variables the way they were originally planned, their references, and except from the grouping into scales this is also the items included in the questionnaire. The items in *italic* are those who made it through the factor analysis, in addition to the ten demographic variables. The SPSS-names were added after the factor analysis in order to simplify the comparison of this appendix and appendix J, the codebook.

### **Kjønn/Gender**

Kvinne  
Mann

### **Alder/Age**

29 eller yngre  
30 – 39  
40 – 49  
50 eller eldre

### **Sivil status/Marital status**

Enslig/separert/skilt  
Enslig/separert/skilt med barn  
Er i forhold, men bor alene  
Er i forhold, men bor alene med eget barn  
Samboende/partnerskap/gift  
Samboende/partnerskap/gift med barn

### **Høyeste formelle utdannelse/Highest education**

Grunnskole  
Videregående  
Universitet/høyskole (1-2 års varighet)  
Universitet/høyskole (3-4 års varighet)  
Universitet/høyskole (5 års varighet eller mer)  
Annet

### **Stillingsnivå/Rank**

Konsulent (Konsulent/Seniorkonsulent, Managing consultant, Principal)  
Ledelse (Disiplin, Avdeling, Team, Gruppe)  
Administrasjon (HR, Finans, Innkjøp, Risk management, Legal, Service desk, Sekretærer)

### **Ansienitet i nåværende organisasjon/Seniority in the organization**

0-3 år  
4-7 år  
8-11 år  
12 år eller mer

### **Eier du aksjer i egen organisasjon?/Shares in the organization**

Ja  
Nei

### **Hvor fornøyd er du med bonusordningene i egen organisasjon?/Satisfied with the bonus system**

Svært misfornøyd  
Misfornøyd  
Verken misfornøyd eller fornøyd  
Fornøyd  
Svært fornøyd

### **Hvor fornøyd er du med lønnsordningene i egen organisasjon?/Satisfied with the salary**

Svært misfornøyd  
Misfornøyd  
Verken misfornøyd eller fornøyd  
Fornøyd  
Svært fornøyd

### **Kontor/Office**

Trondheim  
Oslo  
Bergen  
Fredrikstad

Stavanger  
Andre kontorer

### **References: Self-made**

#### **Trening og opplæringsmuligheter/Training opportunities**

- (v11\_018) *Jeg er godt fornøyd med den opplæringen jeg har fått*  
(v11\_005) *Jeg er temmelig sikker på at jeg vil få nødvendig opplæring for å løse eventuelle nye oppgaver jeg skulle få i fremtiden*  
(v11\_019) *Den trening og opplæring jeg har fått er ikke tilstrekkelig i forhold til de oppgavene jeg er satt til å løse*  
(v11\_010) *Den trening og opplæring jeg har fått er ikke tilpasset mine individuelle behov*  
(v11\_009) *Jeg har fått bedre opplæring og oppfølging i tidligere jobber jeg har hatt*  
(v11\_022) *Det er et godt og velorganisert trenings- og opplæringstilbud i min organisasjon*  
(v11\_016) *Den trening og opplæring jeg har fått, har en god kvalitet og høy standard*  
(v11\_025) *Min organisasjon lytter til de ansattes egne ønsker når det gjelder behovet for trening og opplæring*  
(v11\_024) *Min organisasjon er flink til å følge opp mine behov for trening og opplæring*  
(v11\_001) *Jeg kan anbefale de ulike trenings- og opplæringstiltak jeg har deltatt på, til andre kollegaer*

#### **Opplevelse av HR investeringer/Experience of HR investments**

- (v11\_011) *Min organisasjon investerer mye ressurser i utvikling av sine medarbeidere (for eksempel gjennom opplæringstiltak, kurs og karriereutvikling)*  
(v11\_003) *Min organisasjon fremstår som svært opptatt av kontinuerlig utvikling av sine medarbeideres ferdigheter og evner*  
(v11\_015) *Gjennom faktisk avsetning av tid og penger til medarbeiderutvikling, viser min organisasjon at den virkelig investerer i sine medarbeidere*  
(v11\_013) *Det er mitt inntrykk at min organisasjon er bedre enn sine konkurrenter til å trene og lære opp sine ansatte*  
(v11\_017) *Det er viktig for min organisasjon at alle ansatte har fått den nødvendige opplæring*  
(v11\_007) *Min organisasjon investerer mye ressurser i å øke kompetansenivået hos sine ansatte*

#### **Karrieremuligheter/Career opportunities**

- (v11\_012) *Det virker som om min organisasjon bryr seg om mine karrieremuligheter internt i organisasjonen*  
(v11\_006) *Det er en bevisst satsing i min organisasjon på å tilrettelegge for interne karrieremuligheter*  
(v11\_008) *I min organisasjon er man opptatt av å legge til rette for livslange karrieremuligheter*  
(v11\_002) *Det å bli værende i organisasjonen representerer gode karrieremuligheter*  
(v11\_014) *Jeg føler ikke at forholdene blir lagt til rette for at jeg skal oppnå avansement i organisasjonen*  
(v11\_004) *Det virker ofte tilfeldig hvem som får de beste karrieremulighetene i min organisasjon*  
(v11\_021) *Min organisasjon bidrar positivt til enkeltes karriereutvikling, men ikke alles*  
(v11\_023) *I min organisasjon er det kun de dyktigste som har mulighet til å gjøre intern karriere*  
(v11\_020) *Hvis jeg skal gjøre karriere, må jeg bytte organisasjon*

#### **References:**

**Kuvaas (2008): \_011, \_003 and \_015**

**Dysvik and Kuvaas (2008): \_002, \_004, \_005, \_006, \_007, \_008, \_009, \_010 (changed), \_012, \_013, \_014, \_017, \_018 and \_019**

**Self-made: \_001, \_016, \_020, \_021, \_022, \_023, \_024 and \_025**

#### **Holdning til formelle tiltak/Attitude towards formal initiatives**

- (v12\_005) *De kompetanseutviklende tiltak min organisasjon arrangerer, er svært motiverende*  
(v12\_008) *Jeg er motivert for å utvikle egen kompetanse, uavhengig av de tiltak min organisasjon arrangerer*  
(v12\_011) *Jeg blir mer motivert til å utvikle egen kompetanse av de tiltak min organisasjon setter i gang*  
(v12\_013) *Jeg blir mer motivert for å øke egen kompetanse når min organisasjon bevisst satser på kompetanseutviklende tiltak*  
(v12\_025) *Jeg ser frem til å delta på neste kurs, seminar eller tilsvarende*  
(v12\_021) *Jeg skulle ønske min organisasjon arrangerte flere kurs, seminarer eller tilsvarende*  
(v12\_024) *Min motivasjon for å øke egen kompetanse er lav fordi organisasjonens tiltak er dårlige*  
(v12\_016) *Det er motiverende å delta på kompetanseutviklende tiltak*

#### **Holdning til uformelle aktiviteter/Attitude towards informal activities**

- (v12\_023) *Jeg er svært motivert for å utvikle egen kompetanse*  
 (v12\_009) *Å lære noe nytt som jeg får bruk for i jobben min, er motiverende*  
 (v12\_020) *Jeg liker å holde meg faglig oppdatert i mitt fagfelt*  
 (v12\_014) *Jeg leser ofte fagrelaterte tidsskrifter og lignende*  
 (v12\_007) *Jeg foretrekker å utvikle egen kompetanse gjennom å samarbeide med kollegaer*  
 (v12\_002) *Jeg foretrekker å sette meg inn i nye ting alene og underveis, når behovet for ny læring dukker opp*  
 (v12\_018) *Jeg tar ofte med meg fagrelaterte ting hjem, for å sette meg inn i det i fred og ro*  
 (v12\_004) *Jeg benytter ofte sjansen til å utveksle erfaringer med ansatte fra lignende organisasjoner eller stillinger*  
 (v12\_012) *Jeg oppsøker ofte selv ulike medier eller fora for å holde meg faglig oppdatert*

#### **Ønsket om incentiver or belønning/Wish for incentives or rewards**

- (v12\_006) *Jeg deltar gjerne på kompetanseutviklende tiltak, selv om det ikke gir noen form for uttelling eller belønning*  
 (v12\_019) *For meg er belønning for å utvikle egen kompetanse viktigere enn interesse*  
 (v12\_015) *Lønn og bonusordninger får meg til å yte ekstra, ved for eksempel å øke egen kompetanse*  
 (v12\_017) *Det føles bortkastet å øke egen kompetanse uten å få en kompensasjon for det*  
 (v12\_001) *Jeg deltar oftere på kompetanseutviklende tiltak, dersom jeg mottar belønning for det*  
 (v12\_003) *Jeg utvikler min egen kompetanse fordi jeg ønsker det, og ikke fordi det medfører en form for kompensasjon*  
 (v12\_022) *Jeg er mer motivert for å delta på kompetanseutviklende tiltak, om det gir en form for kompensasjon*  
 (v12\_010) *Når jeg deltar på kompetanseutviklende tiltak, er det muligheten til å lære noe som er viktigst*

**Reference: Self-made**

#### **Oppgaveorientering/Task orientation**

- Jeg utvikler min egen kompetanse ...  
 (v13\_017) *... for å kunne mestre arbeidsoppgavene jeg får*  
 (v13\_015) *... for å få bedre innsikt i mitt eget fagfelt*  
 (v13\_011) *... fordi jeg liker å lære noe nytt*  
 (v13\_003) *... fordi det kan gi meg ferdigheter jeg trenger i jobben min*  
 (v13\_020) *... for å kunne utvikle meg selv*  
 (v13\_004) *... for å få bedre forståelse for jobben min*  
 (v13\_012) *... for å kunne utføre egne arbeidsoppgaver mer effektivt*  
 (v13\_019) *... fordi det kan øke muligheten for nye arbeidsoppgaver*

#### **Offensiv ego-orientering/Offensive ego orientation**

- Jeg utvikler min egen kompetanse ...  
 (v13\_024) *... for å bli best blant kollegaene mine*  
 (v13\_009) *... for å kunne utføre oppgaver de andre ikke greier*  
 (v13\_010) *... for å vise mine kollegaer hva jeg kan*  
 (v13\_013) *... for at andre skal se hvor flink jeg er*  
 (v13\_001) *... fordi jeg ønsker at mine kollegaer skal se opp til meg*  
 (v13\_006) *... fordi det kan fremme min egen karriere og muligheter i bedriften*  
 (v13\_022) *... fordi det kan gi meg fortrinn i tider der bedriften må nedbemanne*  
 (v13\_005) *... for å kunne vise mine kunder og kollegaer at jeg kan faget mitt*

#### **Defensiv ego-orientering/Defensive ego orientation**

- Jeg utvikler min egen kompetanse ...  
 (v13\_014) *... for å unngå å bli den dårligste av mine kollegaer*  
 (v13\_016) *... for å unngå å bli fremstilt i dårlig lys på jobben*  
 (v13\_007) *... fordi jeg ikke ønsker å gjøre en eller annen feil på jobb*  
 (v13\_002) *... for å unngå å dumme meg ut foran mine kollegaer eller kunder*  
 (v13\_018) *... fordi jeg er opptatt av hva mine kollegaer ellers ville tenke om meg*  
 (v13\_023) *... for å unngå situasjoner der arbeidsgiver har forventninger som jeg ikke kan oppfylle*  
 (v13\_021) *... for ikke å virke inkompetent sammenlignet med mine kollegaer*  
 (v13\_008) *... fordi jeg ikke ønsker at kunder og kollegaer skal miste tilliten til min kompetanse*

**Reference: Self-made**

#### **Indre motivasjon/Intrinsic motivation**

- (v14\_002) *Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min*

- (v14\_004) Det er gøy å jobbe med de arbeidsoppgavene jeg har  
(v14\_012) Jeg føler at den jobben jeg gjør er meningsfull  
(v14\_007) Jobben min er veldig spennende  
(v14\_008) Jobben min er så interessant at den i seg selv er sterkt motiverende  
(v14\_010) Jeg kan bli så inspirert av jobben min at jeg glemmer ting rundt meg

#### **Ytre motivasjon/Extrinsic motivation**

- (v14\_009) Ønsket om å få gode tilbakemeldinger er en viktig drivkraft for meg i jobben min.  
(v14\_011) Jeg utfører mine arbeidsoppgaver fordi det kan fremme min karriere.  
(v14\_001) Muligheten til å oppnå anerkjennelse er med på å motivere meg i min jobb.  
(v14\_006) Jeg gjør mine arbeidsoppgaver fordi jeg ikke ønsker dårlige tilbakemeldinger.  
(v14\_003) Jeg utfører mine arbeidsoppgaver fordi det forventes av meg.  
(v14\_005) Lønnen jeg får er i seg selv en viktig drivkraft i jobben min.  
(v14\_013) Andres forventninger til meg er i seg selv en viktig drivkraft i jobben min

#### **References:**

Dysvik and Kuvaas (2008): \_002, \_004, \_007, \_008, \_010 (changed) and \_012  
Self-made: \_001, \_003, \_005, \_006, \_009, \_011 and \_013

#### **Jobbtrivsel/Job satisfaction**

- (v15\_001) Jeg trives med den jobben jeg har  
(v15\_010) Jeg gleder meg til hver dag på jobben  
(v15\_009) Arbeidet mitt er utrolig givende  
(v15\_006) Når jeg står opp om morgenen, gleder jeg meg til å dra på jobb  
(v15\_012) Jeg tenker ofte på at jeg skulle hatt et annet arbeid enn det jeg har  
(v15\_003) Jeg skulle ønske jeg hadde et annet yrke  
(v15\_008) Jeg tenker ofte på å slutte i det yrket jeg har

#### **References:**

With base in Skaalvik & Skaalvik (in press): \_001, \_003, \_006, \_008, \_009, \_010 and \_012

#### **Turnover intensjon/Turnover intention**

- (v15\_002) Jeg tenker ofte på å slutte i min nåværende jobb  
(v15\_005) Jeg kan komme til å slutte i min nåværende jobb i løpet av året  
(v15\_004) Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året  
(v15\_007) Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige  
(v15\_011) Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste tre årene

#### **References:**

Dysvik and Kuvaas (2008): \_002, \_004, \_005, \_007 and \_011

## Appendix E. Survey

Formålet med denne undersøkelsen er å se etter en eventuell sammenheng mellom arbeidstakeres motivasjon for kompetanseutvikling og deres turnover intensjon. Fordi det kan være andre faktorer som påvirker en eventuell sammenheng, vil flere av spørsmålene dreie seg om andre forhold enn de to som er nevnt.

Resultatene fra undersøkelsen vil bli brukt i undertegnede mastergradsavhandling i pedagogikk, ved Norges teknisk-naturvitenskapelige universitet (NTNU), som forventes å være ferdig senest ved utgangen av 2010. Din besvarelse, datamaterialet, vil lagres på en server ved svt-fakultetet, NTNU, og i den ferdige avhandlingen vil datamaterialet bli anonymisert slik at det ikke blir mulig å spore noe tilbake til deg som enkeltperson/ansatt. Det vil heller ikke komme frem hvilken organisasjon som har deltatt. Den anonymiserte avhandlingen vil gjøres tilgjengelig for din organisasjon når prosjektet er avsluttet.

Det er frivillig å delta i undersøkelsen, som vil ta cirka 15-20 minutter, og alle opplysninger vil bli behandlet konfidensielt. De som behandler dataene (jeg, min veileder, samt en ansatt ved IT-seksjonen NTNU) har taushetsplikt, og din besvarelse vil ikke bli sporet tilbake til deg som enkeltperson.

Alle som deltar vil også få tilbud om å være med i trekningen av tre gavekort på 1000 kroner, og informasjon om dette kommer når du har fullført undersøkelsen.

Undersøkelsen er meldt til Personvernombudet for forskning ved Norsk samfunnsvitenskapelig datatjeneste AS (NSD), og har du spørsmål vedrørende undersøkelsen kan du sende en e-post til undertegnede: [vivian.rannem@gmail.com](mailto:vivian.rannem@gmail.com).

For å sikre kvaliteten på undersøkelsen, vil det enkelte ganger bli stilt flere spørsmål om samme sak. Det betyr at en del spørsmål kan være ganske like, og da ber jeg deg om å lese hvert spørsmål nøye og besvare det uten å tenke på de andre.

Takk for at du er villig til å delta i undersøkelsen!

Vivian Rannem Grønnesby  
mastergradsstudent  
Pedagogisk institutt

Jonathan Reams  
førsteamanuensis, veileder  
Pedagogisk institutt

1. Kjønn

- Kvinne  Mann

2. Alder

- 29 eller yngre  
 30 - 39  
 40 - 49  
 50 eller eldre

3. Sivilstatus

- Enslig/separert/skilt  
 Enslig/separert/skilt med barn  
 Er i forhold, men bor alene  
 Er i forhold, men bor alene med eget barn  
 Samboende/partnerskap/gift  
 Samboende/partnerskap/gift med barn

4. Høyeste formelle utdanning

- Grunnskole  
 Videregående  
 Universitet/høyskole (1 - 2 års varighet)  
 Universitet/høyskole (3 - 4 års varighet)  
 Universitet/høyskole (5 års varighet eller mer)  
 Annet

5. Stillingsnivå

- Konsulent (Konsulent/seniorkonsulent, managing consultant, principal)

- Ledelse (Disiplin, avdeling, team, gruppe)
- Administrasjon (HR, finans, innkjøp, risk management, legal, service desk, sekretærer)

6. Ansiennitet i nåværende organisasjon

- 0 - 3 år
- 4 - 7 år
- 8 - 11 år
- 12 år eller mer

7. Eier du aksjer i egen organisasjon?

- Ja
- Nei

8. Hvor fornøyd er du med bonusordningene i egen organisasjon?

- Svært misfornøyd
- Misfornøyd
- Verken misfornøyd eller fornøyd
- Fornøyd
- Svært fornøyd

9. Hvor fornøyd er du med lønnsordningene i egen organisasjon?

- Svært misfornøyd
- Misfornøyd
- Verken misfornøyd eller fornøyd
- Fornøyd
- Svært fornøyd

10. Kontor

- Trondheim
- Oslo
- Bergen
- Fredrikstad
- Stavanger
- Andre kontorer

**OPPLEVELSE AV STØTTENDE HRM-PRAKSIS (HUMAN RESOURCE MANAGEMENT)**

11. Med utgangspunkt i organisasjonen du nå jobber i, hvor uenig eller enig er du i hver av disse påstandene?

	Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
	1	2	3	4	5	6
Jeg kan anbefale de ulike trenings- og opplæringstiltak jeg har deltatt på, til andre kollegaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det å bli værende i organisasjonen representerer gode karrieremuligheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min organisasjon fremstår som svært opptatt av kontinuerlig utvikling av sine medarbeideres ferdigheter og evner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det virker ofte tilfeldig hvem som får de beste karrieremulighetene i min organisasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er temmelig sikker på at jeg vil få nødvendig opplæring for å løse eventuelle nye oppgaver jeg skulle få i fremtiden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er en bevisst satsing i min organisasjon på å tilrettelegge for interne karrieremuligheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min organisasjon investerer mye ressurser i å øke kompetansenivået hos sine ansatte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I min organisasjon er man opptatt av å legge til rette for livslange karrieremuligheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg har fått bedre opplæring og oppfølging i tidligere jobber jeg har hatt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Den trening og opplæring jeg har fått er ikke tilpasset mine individuelle behov	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min organisasjon investerer mye ressurser i utvikling av sine medarbeidere (for eksempel gjennom opplæringstiltak, kurs og karriereutvikling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det virker som om min organisasjon bryr seg om mine karrieremuligheter internt i organisasjonen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er mitt inntrykk at min organisasjon er bedre enn sine konkurrenter til å trene og lære opp sine ansatte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler ikke at forholdene blir lagt til rette for at jeg skal oppnå avansement i organisasjonen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gjennom faktisk avsetning av tid og penger til medarbeiderutvikling, viser min organisasjon at den virkelig investerer i sine medarbeidere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Den trening og opplæring jeg har fått, har en god kvalitet og høy standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for min organisasjon at alle ansatte har fått den nødvendige opplæring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er godt fornøyd med den opplæringen jeg har fått	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Den trening og opplæring jeg har fått er ikke tilstrekkelig i forhold til de oppgavene jeg er satt til å løse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hvis jeg skal gjøre karriere, må jeg bytte organisasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Min organisasjon bidrar positivt til enkeltes karriereutvikling, men ikke alle

Det er et godt og velorganisert trenings- og opplæringstilbud i min organisasjon

I min organisasjon er det kun de dyktigste som har mulighet til å gjøre intern karriere

Min organisasjon er flink til å følge opp mine behov for trening og opplæring

Min organisasjon lytter til de ansattes egne ønsker når det gjelder behovet for trening og opplæring

**OPPLEVELSE AV EGEN MOTIVASJON FOR KOMPETANSEUTVIKLING**

12. Når man snakker om utvikling av kompetanse i organisasjoner, kan det dreie seg om både planlagte tiltak (utdanning, kurs, seminarer etc.), eller mer usystematiske aktiviteter (mens man jobber, kollegaer imellom, selvstudier etc.). Påstandene nedenfor er laget for å kartlegge de ansattes motivasjon for å utvikle egen kompetanse gjennom både planlagte tiltak og mer usystematiske aktiviteter. Hvor uenig eller enig er du i hver av disse påstandene?

	Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
	1	2	3	4	5	6
Jeg deltar oftere på kompetanseutviklende tiltak, dersom jeg mottar belønning for det	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg foretrekker å sette meg inn i nye ting alene og underveis, når behovet for ny læring dukker opp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg utvikler min egen kompetanse fordi jeg ønsker det, og ikke fordi det medfører en form for kompensasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg benytter ofte sjansen til å utveksle erfaringer med ansatte fra lignende organisasjoner eller stillinger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De kompetanseutviklende tiltak min organisasjon arrangerer, er svært motiverende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg deltar gjerne på kompetanseutviklende tiltak, selv om det ikke gir noen form for uttelling eller belønning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg foretrekker å utvikle egen kompetanse gjennom å samarbeide med kollegaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er motivert for å utvikle egen kompetanse, uavhengig av de tiltak min organisasjon arrangerer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Å lære noe nytt som jeg får bruk for i jobben min, er motiverende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Når jeg deltar på kompetanseutviklende tiltak, er det muligheten til å lære noe som er viktigst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg blir mer motivert til å utvikle egen kompetanse av de tiltak min organisasjon setter i gang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg oppsøker ofte selv ulike medier eller fora for å holde meg faglig oppdatert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg blir mer motivert for å øke egen kompetanse når min organisasjon bevisst satser på kompetanseutviklende tiltak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg leser ofte fagrelaterte tidsskrifter og lignende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lønn og bonusordninger får meg til å yte ekstra, ved for eksempel å øke egen kompetanse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er motiverende å delta på kompetanseutviklende tiltak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det føles bortkastet å øke egen kompetanse uten å få en kompensasjon for det	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tar ofte med meg fagrelaterte ting hjem, for å sette meg inn i det i fred og ro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For meg er belønning for å utvikle egen kompetanse viktigere enn interesse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jeg liker å holde meg faglig oppdatert i mitt fagfelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg skulle ønske min organisasjon arrangerte flere kurs, seminarer eller tilsvarende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er mer motivert for å delta på kompetanseutviklende tiltak, om det gir en form for kompensasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg er svært motivert for å utvikle egen kompetanse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min motivasjon for å øke egen kompetanse er lav fordi organisasjonens tiltak er dårlige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg ser frem til å delta på neste kurs, seminar eller tilsvarende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## OPPLEVELSE AV HVA SOM MOTIVERER TIL Å UTVIKLE EGEN KOMPETANSE

13. Utsagnene nedenfor er laget for å kartlegge hva som motiverer ansatte til å utvikle egen kompetanse. Med utgangspunkt i din egen motivasjon, hvor uenig eller enig er du i følgende utsagn?

Jeg utvikler min egen kompetanse ...

	Svært uenig	Uenig	Litt uenig	Litt enig	Enig	Svært enig
	1	2	3	4	5	6
... fordi jeg ønsker at mine kollegaer skal se opp til meg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å unngå å dumme meg ut foran mine kollegaer eller kunder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi det kan gi meg ferdigheter jeg trenger i jobben min	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å få bedre forståelse for jobben min	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å kunne vise mine kunder og kollegaer at jeg kan faget mitt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi det kan fremme min egen karriere og muligheter i bedriften	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi jeg ikke ønsker å gjøre en eller annen feil på jobb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi jeg ikke ønsker at kunder og kollegaer skal miste tilliten til min kompetanse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å kunne utføre oppgaver de andre ikke greier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å vise mine kollegaer hva jeg kan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi jeg liker å lære noe nytt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å kunne utføre egne arbeidsoppgaver mer effektivt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for at andre skal se hvor flink jeg er	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å unngå å bli den dårligste av mine kollegaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å få bedre innsikt i mitt eget fagfelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å unngå å bli fremstilt i dårlig lys på jobben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å kunne mestre arbeidsoppgavene jeg får	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi jeg er opptatt av hva mine kollegaer ellers ville tenke om meg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi det kan øke muligheten for nye arbeidsoppgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å kunne utvikle meg selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

... for ikke å virke inkompetent sammenlignet med mine kollegaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... fordi det kan gi meg fortrinn i tider der bedriften må nedbemanne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å unngå situasjoner der arbeidsgiver har forventninger som jeg ikke kan oppfylle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... for å bli best blant kollegaene mine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**OPPLEVELSE AV EGEN JOBB OG EGNE ARBEIDSOPPGAVER**

14. Hvor uenig eller enig er du i følgende utsagn?

	Svært uenig 1	Uenig 2	Litt uenig 3	Litt enig 4	Enig 5	Svært enig 6
Muligheten til å oppnå anerkjennelse er med på å motivere meg i min jobb.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg utfører mine arbeidsoppgaver fordi det forventes av meg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er gøy å jobbe med de arbeidsoppgavene jeg har	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lønnen jeg får er i seg selv en viktig drivkraft i jobben min.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg gjør mine arbeidsoppgaver fordi jeg ikke ønsker dårlige tilbakemeldinger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobben min er veldig spennende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobben min er så interessant at den i seg selv er sterkt motiverende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ønsket om å få gode tilbakemeldinger er en viktig drivkraft for meg i jobben min.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg kan bli så inspirert av jobben min at jeg glemmer ting rundt meg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg utfører mine arbeidsoppgaver fordi det kan fremme min karriere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler at den jobben jeg gjør er meningsfull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andres forventninger til meg er i seg selv en viktig drivkraft i jobben min	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**TRIVSEL**

15. Hvor uenig eller enig er du i følgende utsagn?

	Svært uenig 1	Uenig 2	Litt uenig 3	Litt enig 4	Enig 5	Svært enig 6
Jeg trives med den jobben jeg har	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tenker ofte på å slutte i min nåværende jobb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg skulle ønske jeg hadde et annet yrke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg kan komme til å slutte i min nåværende jobb i løpet av året	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Når jeg står opp om morgenen, gleder jeg meg til å dra på jobb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tenker ofte på å slutte i det yrket jeg har	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arbeidet mitt er utrolig givende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg gleder meg til hver dag på jobben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste tre årene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tenker ofte på at jeg skulle hatt et annet arbeid enn det jeg har	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Har du en kommentar til denne undersøkelsen eller noen av spørsmålene, kan du skrive her:

Bottom of Form





## Appendix F. Report sent to NSD

2008 4

### Meldeskjema

for forsknings- og studentprosjekt som medfører meldeplikt eller konsesjonsplikt  
(jf. personopplysningsloven og helseregisterloven med forskrifter)

### Kopi av innsendt meldeskjema

Prosjektnummer: 24223

<b>1. PROSJEKTTITTEL</b>			
Motivasjon for kompetanseutvikling og turnoverintensjon			
<b>2. BEHANDLINGSANSVARLIG INSTITUSJON</b>			
Institusjon: NTNU			
Avdeling/fakultet: Fakultet for samfunnsvitenskap og teknologiledelse		Institutt: Pedagogisk institutt	
<b>3. DAGLIG ANSVARLIG</b>			
Navn(fornavn og etternavn): Jonathan Reams			
Arbeidssted(avdeling/seksjon/institutt): Pedagogisk institutt NTNU		Akademisk grad: Høyere grad	Stilling: Førstemanuensis
Adresse – arbeidssted: Dragvoll		Postnummer: 7491	Poststed: TRONDHEIM
Telefon: 73591651	Mobil: 48148900	Telefaks:	E-post: jonathan.reams@svt.ntnu.no
<b>4. VED STUDENTPROSJEKT</b> (studiested må alltid være samme som arbeidssted til daglig ansvarlig)			
Navn(fornavn og etternavn) på student: Vivian Rannem Grønnesby		Akademisk grad:	
Adresse – privat: Teglverkstunet 3 A		Postnummer: 7048	Poststed: TRONDHEIM

Telefon:	Mobil: 92811641	Telefaks:	E-post: vivian.rannem@gmail.com
<b>5. FORMÅL MED PROSJEKTET</b>			
Problemstillinger, forskningsspørsmål, eller lignende.	Formålet er å se etter en eventuell sammenheng mellom arbeidstakeres motivasjon for kompetanseutvikling, og deres intensjon om å slutte i jobben.		
<b>6. PROSJEKTOMFANG</b>			
<input checked="" type="checkbox"/> Enkelt institusjon <input type="checkbox"/> Nasjonal multisenterstudie <input type="checkbox"/> Internasjonal multisenterstudie			
Angi øvrige institusjoner som skal delta:			
<b>7. UTVALGSBESKRIVELSE</b>			
<u>Beskrivelse av utvalget.</u> Gi en kort beskrivelse av hvilke personer eller grupper av personer som inngår i prosjektet (f.eks. skolebarn, pasienter, soldater).	Utvalget består en hel bedrift, med cirka 600 ansatte. Kjønnetegnet ved bedriften er at det er en privat, kunnskapsrik organisasjon, som opererer på et svært konkurransepreget marked. Bedriften er internasjonal, men undersøkelsen gjøres kun hos de ansatte i Norge.		
<u>Rekruttering og trekking.</u> Oppgi hvordan utvalget rekrutteres og hvem som foretar rekrutteringen/ trekkingen.	Jeg kom fram til utvalget ved å ta kontakt med HR-ansvarlig i bedriften, som samtykket i at deres bedrift ønsket å delta. Siden utvalget ikke skal være representativt, vil det ikke foregå noen trekking utover dette.		
<u>Førstegangskontakt.</u> Oppgi hvem som oppretter førstegangskontakt med utvalget.	Førstegangskontakt vil bli gjort ved at HR-ansvarlig, eller en annen i bedriftens ledelse, informerer sine ansatte om at bedriften har sagt ja til å delta. Jeg vil så sende ut informasjonsskrivet, forespørsel om deltakelse, før selve undersøkelsen sendes ut via Select Survey.		
Oppgi alder på utvalget	<input type="checkbox"/> Barn (0-15 år)	<input type="checkbox"/> Ungdom (16-17 år)	<input checked="" type="checkbox"/> Voksne (over 18 år)
Antall personer som inngår i utvalget.	cirka 600		

<p><i>Dersom det inkluderes personer med redusert eller manglende samtykkekompetanse, beskriv denne del av utvalget nærmere.</i></p>	
<b>8. INFORMASJON OG SAMTYKKE</b>	
<p><i>Oppgi hvordan informasjon til respondenten gis.</i></p>	<p><input checked="" type="checkbox"/> Det gis skriftlig informasjon.  <input type="checkbox"/> Det gis muntlig informasjon.</p> <p>Redegjør for hvilken informasjon som gis</p> <hr/> <p><input type="checkbox"/> Det gis ikke informasjon. Forklar hvorfor det ikke gies informasjon.</p>
<p><u>Samtykke</u>  <i>Innhentes samtykke fra den registrerte?NB. Se veiledning for krav til samtykke.</i></p>	<p><input type="checkbox"/> Ja  Oppgi hvordan samtykke innhentes.</p> <hr/> <p><input checked="" type="checkbox"/> Nei  Gi en redegjørelse for hvorfor det anses nødvendig å gjennomføre prosjektet uten samtykke fra respondenten.  Det å innhente samtykke fra cirka 600 ansatte spredt på ulike kontorer rundt om i landet, vil by på såpass store utfordringer, at det blir vanskelig å gjennomføre med dette studiets varighet. Skulle jeg ha samlet inn samtykker, måtte dette blitt gjort med hjelp fra avdelingslederne, noe som vil føre med seg at ansatte som ikke ønsker å delta blir lagt merke til, og ergo kan føle seg presset til å delta.</p> <p>I tillegg står respondentene frtt til å ikke besvare spørreundersøkelsen de mottar, og slik sett kan man tolke en besvarelse som et stille samtykke.</p>
<b>9. METODE FOR INNSAMLING AV PERSONOPPLYSNINGER</b>	

<p>Kryss av for hvilke datainnsamlingsmetoder og datakilder som skal benyttes</p>	<input checked="" type="checkbox"/> Spørreskjema <input type="checkbox"/> Personlig intervju <input type="checkbox"/> Observasjon <input type="checkbox"/> Gruppeintervju <input type="checkbox"/> Psykologiske/pedagogiske tester <input type="checkbox"/> Medisinske undersøkelser/tester <input type="checkbox"/> Journaldata <input type="checkbox"/> Registerdata <input type="checkbox"/> Biologisk materiale <input type="checkbox"/> Utpøving av legemidler <input type="checkbox"/> Annen innsamlingsmetode, oppgi hvilken:
	<p>Kommentar til metode for innsamling av personopplysninger:          Data vil bli samlet inn via bruken av Select Survey - elektronisk innsamling av data som lagres på en database her på NTNU.</p>

## 10. DATAMATERIALETS INNHOLD

<p>Gjør kort rede for hvilke opplysninger som skal samles inn. Legg ved spørreskjema, intervjuguide, registreringskjema e. a., som foreligger ferdig utarbeidet eller som utkast.</p>	<p>En del demografiske variabler som kjønn, aldersgruppe, sivilstatus, cirka varighet på sivil utdanning, cirka ansiennitet, stillingsnivå, om de eier aksjer i eget firma, om de er fornøyd med lønns- og bonusordninger, hvordan de opplever 1)bedriftens støttende HRM-praksis, 2)egen motivasjon for kompetanseutvikling, 3)hva som motiverer til å utvikle egen kompetanse , 4)egen jobb og egne arbeidsoppgaver, samt trivsel.</p>	
<p>Registreres det direkte personidentifiserende opplysninger?</p>	<input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei	<p>Hvis ja, oppgi hvilke:</p> <input type="checkbox"/> Navn, adresse, fødselsdato <input type="checkbox"/> 11-sifret fødselsnummer
<p>Registreres det indirekte identifiserende personopplysninger</p>	<input checked="" type="checkbox"/> Ja <input type="checkbox"/> Nei	<p>Hvis ja, oppgi hvilke:</p> <p>Kjønn, sivilstatus, cirka varighet på formell utdanning, stillingsnivå, cirka ansiennitet, og om de eier aksjer i bedriften.</p>
<p>Behandles det sensitive personopplysninger?</p>	<input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei	<p>Hvis ja, oppgi hvilke:</p> <input type="checkbox"/> Rasemessig eller etnisk bakgrunn, eller politisk, filosofisk eller religiøs oppfatning. <input type="checkbox"/> At en person har vært mistenkt, siktet, tiltalt eller dømt for en straffbar handling. <input type="checkbox"/> Helseforhold. <input type="checkbox"/> Seksuelle forhold. <input type="checkbox"/> Medlemskap i fagforeninger.
<p>Behandles det opplysninger om tredjeperson?</p>	<input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei	<p>Hvis ja, hvordan blir tredjeperson informert om behandlingen?</p> <input type="checkbox"/> Får skriftlig informasjon. <input type="checkbox"/> Får muntlig informasjon. <input type="checkbox"/> Blir ikke informert.

## 11. INFORMASJONSSIKKERHET

<p>Redegjør for hvordan datamaterialet registreres og oppbevares.</p>	<input type="checkbox"/> Direkte personidentifiserende opplysninger (spesifiser hvilke på punkt 10) erstattes med et referansenummer som viser til en manuell/elektronisk navneliste som oppbevares atskilt fra det øvrige datamaterialet.  Oppgi hvordan koblingsnøkkelen lagres og hvem som har tilgang til denne.	
	<input type="checkbox"/> Direkte personopplysninger lagres sammen med det øvrige materialet.  Oppgi hvorfor det er nødvendig med oppbevaring av direkte identifikasjonsopplysninger sammen med det øvrige datamaterialet:	
	<input checked="" type="checkbox"/> Annet  Spesifiser: Kun indirekte personidentifiserende data, som anonymiseres i avhandlingen, og slettes ved prosjektslutt.	
<p>Hvordan skal datamaterialet registreres og oppbevares?</p> <p>Sett flere kryss dersom opplysninger registreres flere steder.</p>	<input type="checkbox"/> Fysisk isolert pc tilhørende virksomheten  <input type="checkbox"/> Pc i nettverksystem tilhørende virksomheten  <input checked="" type="checkbox"/> Pc i nettverksystem tilknyttet Internett tilhørende virksomheten  <input type="checkbox"/> Isolert privat pc  <input type="checkbox"/> Privat pc tilknyttet Internett <input type="checkbox"/>  <input type="checkbox"/> Videoopptak/fotografi	<input type="checkbox"/> Lydopptak  <input type="checkbox"/> Manuelt/papir  <input type="checkbox"/> Annet: Hvis annen lagring, beskriv nærmere:  Behandles lyd/videoopptak på pc?  <input type="checkbox"/> Ja  <input checked="" type="checkbox"/> Nei
<p>Sikring av konfidensialitet.</p>	<p>Beskriv hvordan datamaterialet er beskyttet mot at uvedkommende får innsyn i opplysningene?</p> <p>Datamaterialet vil ligge lagret på en database ved NTNU, og tilgangen til disse opplysningene vil være passordbeskyttet gjennom NTNU sitt system.</p>	
<p>Vil prosjektet ha prosjektmedarbeidere som skal ha tilgang til datamaterialet på lik linje med daglig ansvarlig/ student?</p>	<input type="checkbox"/> Ja  <input checked="" type="checkbox"/> Nei	<p>Oppgi hvilke:</p>
<p>Innhentes eller overføres personopplysninger ved hjelp av e-post/internett/eksternt datanett?</p>	<input checked="" type="checkbox"/> Ja  <input type="checkbox"/> Nei	<p>Hvis ja, beskriv hvilke opplysninger og hvilken form de har.</p> <p>Som tidligere nevnt vil jeg sende ut linken til spørreundersøkelsen via e-mail, som respondentene da klikker seg inn på for å besvare undersøkelsen.</p>
<p>Vil personopplysninger bli utlevert til andre enn prosjektgruppen?</p>	<input type="checkbox"/> Ja  <input checked="" type="checkbox"/> Nei	<p>Hvis ja, til hvem:</p>
<p>Skal opplysninger samles inn/bearbeides ved hjelp av databehandler?</p>	<input type="checkbox"/> Ja  <input checked="" type="checkbox"/> Nei	<p>Hvis ja, redegjør for hvem som skal samle inn data og hvilke data dette gjelder:</p>

<i>Hvis multisenterstudie:</i>	Redegjør for hvordan samarbeidet mellom institusjonene foregår. Hvem har tilgang til materialet og hvordan reguleres tilgangen:
<b>12. VURDERING/GODKJENNING AV ANDRE INSTANSER</b>	
Er prosjektet fremleggelses-pliktig for Regional komité for medisinsk og helsefaglig forskningsetikk (REK)?	Hvis ja, legg ved eller ettersend kopi av tilråding/tillatelse. <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei
Dersom det anvendes biologisk materiale, er det søkt REK om opprettelse av forskningsbiobank?	Hvis ja, legg ved eller ettersend kopi av tilråding/tillatelse. <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei
Er det nødvendig å søke om dispensasjon fra taushetsplikt for å få tilgang til data?	Hvis ja, legg ved eller ettersend kopi av tilråding/tillatelse. <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei
Er det nødvendig med melding til Statens legemiddelverk?	Hvis ja, legg ved eller ettersend kopi av tilråding/tillatelse. <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei
Andre	Angi hvem. <input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nei
<b>13. PROSJEKTPERIODE</b>	
<i>Oppgi tidspunkt for når datainnsamlingen starter – <u>prosjektstart</u> samt tidspunkt når behandlingen av personopplysninger opphører – <u>prosjektslutt</u>.</i>	Prosjektstart (ddmmåååå): 01.05.2010 Prosjektslutt (ddmmåååå): 01.10.2010
<i>Gjør rede for hva som skal skje med datamaterialet ved prosjektslutt.</i>	<input checked="" type="checkbox"/> Datamaterialet skal anonymiseres. Gi en redegjørelse for hvordan datamaterialet anonymiseres. I avhandlingen skal det ikke være mulig å se hvilken bedrift jeg har gjort undersøkelsen i, og man skal heller ikke kunne krytte noen av opplysningnen til enkeltpersoner som er ansatt i den bedriften. Når avhandlingen er levert og godkjent, vil all data bli slettet.  <input type="checkbox"/> Datamaterialet skal oppbevares med personidentifikasjon Hvor skal datamaterialet oppbevares?  Gi en redegjørelse for hvorfor datamaterialet skal oppbevares med personidentifikasjon:
<b>14. FINANSIERING</b>	
Ingen	
<b>15. TILLEGGSOPPLYSNINGER</b>	

Seniorrådgiver Kyrre Svarva ved it-seksjonen, svt-fakultetet, vil bistå meg i arbeidet slik at jeg ikke gjør noen feil under innsamlingen, eller i håndteringen av det allerede innsamlede datamaterialet. Evt Spørsmål kan også rettes til ham på telefon 73591907, eller 91897202.

## 16. ANTALL VEDLEGG

Oppgi hvor mange vedlegg som legges ved meldeskjemaet.	2
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## Appendix G. NSD Submission

Norsk samfunnsvitenskapelig datatjeneste AS  
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



Harald Hårfagres gate 29  
N-5007 Bergen  
Norway  
Tel: +47-55 58 21 17  
Fax: +47-55 58 96 50  
nsd@nsd.uib.no  
www.nsd.uib.no  
Org.nr. 985 321 884

Jonathan Reams  
Pedagogisk institutt  
NTNU  
Dragvoll  
7491 TRONDHEIM

Vår dato: 26.05.2010

Vår ref: 24223 / 2 / IB

Deres dato:

Deres ref:

### KVITTERING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 15.04.2010. Meldingen gjelder prosjektet:

24223	<i>Motivasjon for kompetanseutvikling og turnoverintensjon</i>
Behandlingsansvarlig	NTNU, ved institusjonens øverste leder
Daglig ansvarlig	Jonathan Reams
Student	Vivian Rannem Grønnesby

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

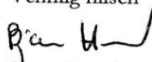
Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, vedlagte prosjektvurdering - kommentarer samt personopplysningsloven/-helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, [http://www.nsd.uib.no/personvern/forsk\\_stud/skjema.html](http://www.nsd.uib.no/personvern/forsk_stud/skjema.html). Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://www.nsd.uib.no/personvern/prosjektoversikt.jsp>.

Personvernombudet vil ved prosjektets avslutning, 31.12.2010, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

  
Bjørn Henrichsen

  
Inga Brautaset

Kontaktperson: Inga Brautaset tlf: 55 58 26 35

Vedlegg: Prosjektvurdering

Kopi: Vivian Rannem Grønnesby, Teglverkstunet 3 A, 7048 TRONDHEIM

Avdelingskontorer / District Offices:

OSLO: NSD, Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no  
TRONDHEIM: NSD, Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no  
TROMSØ: NSD, SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@sv.uit.no



Utvalget består av ca. 600 ansatte i en bedrift. Førstegangskontakten formidles av bedriftens ledelse.

Data innhentes gjennom elektronisk spørreskjema. Svar på spørreskjema er ensbetydende med samtykke.

Samtykke er basert på skriftlig informasjon om prosjektet. Informasjonsskrivet vedlagt meldeskjema finnes tilfredsstillende, forutsatt at følgende endringer foretas:

- det kan gjerne presiseres at bedriftsledelsen sender ut spørreskjemaet, slik at du som forsker ikke kjenner identiteten til de forespurte før de eventuelt samtykker til deltakelse
- det bør presiseres at bedriftens ledelse ikke vil få tilgang på datamaterialet, men kun får lese den ferdige avhandlingen som vil foreligge i anonym form. I den forbindelse bør formuleringen "med de samlede resultatene fra undersøkelsen" i andre avsnitt slettes
- i tredje avsnitt bør følgende formulering slettes: "og din besvarelse vil ikke bli sporet tilbake til deg som enkeltperson". Det bør heller presiseres at det besvarte spørreskjemaet ikke vil bli koblet til navn, men at det vil inneholde indirekte personidentifiserende opplysninger
- videre bør det presiseres hvem som vil ha tilgang på personopplysninger
- siste setning i tredje avsnitt kan med fordel erstattes med: "Ved prosjektets slutt vil alle innsamlede data bli anonymisert".

Personvernombudet ber om å få tilsendt det reviderte informasjonsskrivet før dette distribueres til utvalget.

Det registreres indirekte personidentifiserende opplysninger i datamaterialet. Prosjektleder opplyser pr. telefon 25.05.2010 at noen flere demografiske variabler vil inngå i spørreskjemaet: alder (i kategorier), ved hvilket kontor respondenten er ansatt, samt ansiennitet i bedriften. Ombudet ber om å få tilsendt det endelige spørreskjemaet før dette distribueres til utvalget.

Prosjektleder opplyser at navn vil bli registrert i forbindelse med organisering av en loddrekning blant respondentene. Dette vil bli organisert slik at navn ikke knyttes til det enkelte spørreskjema.

Ombudet forstår det slik at respondentene besvarer spørreskjemaet via en link, slik at datamaterialet lagres direkte på en database ved NTNU, der tilgangen på opplysninger er passordbeskyttet.

Prosjektleder opplyser pr. telefon 25.05.2010 at prosjektet beregnes å være avsluttet ved utgangen av 2010. I tråd med dette har ombudet nå registrert at dato for prosjektslutt vil være 31.12.2010. Ved prosjektslutt skal datamaterialet anonymiseres. For at datamaterialet skal være anonymt må direkte og indirekte personidentifiserende opplysninger slettes eller omkodes/grovkategoriseres, slik at ingen enkeltpersoner kan gjenkjennes i materialet.

## Appendix H. Request for participation

### Forespørsel om deltakelse i spørreundersøkelse

I forbindelse med masterprosjektet ”Motivasjon for kompetanseutvikling og turnoverintensjon”, har din bedrift ønsket å delta i en undersøkelse der formålet er å se etter en eventuell sammenheng mellom arbeidstakeres motivasjon for kompetanseutvikling, og deres intensjon om å slutte i jobben.

Selve undersøkelsen sendes til deg som link i en mail, via HR-avdelingen i din bedrift. Slik vil jeg som forsker ikke ha kjennskap til din identitet, før du eventuelt samtykker i å delta. Ditt ferdig besvarte spørreskjema vil bli lagret i en database ved samfunnsvitenskapelig fakultet, ved Norges teknisk-naturvitenskapelige universitet (NTNU), som betyr at din bedrift og dens ledelse aldri får tilgang på datamaterialet som samles inn. Resultatene fra undersøkelsen vil deretter bli brukt i undertegnede mastergradsavhandling i pedagogikk, ved NTNU, som forventes å være ferdig senest ved utgangen av 2010. Jeg vil understreke at alt datamateriale vil bli anonymisert i den ferdige avhandlingen, og bli presentert på en slik måte at ingen enkeltpersoner blir gjenkjent. Det vil heller ikke komme frem hvilken bedrift som har deltatt. Ved prosjektets slutt vil den anonymiserte avhandlingen gjøres tilgjengelig for din bedrift.

Det er frivillig å delta i undersøkelsen, som tar cirka 15 minutter, og alle opplysninger vil bli behandlet konfidensielt. De som behandler dataene (jeg, min biveileder Lillian Kirkvold, samt Kyrre Svarva ved IT-seksjonen NTNU) har taushetsplikt, og vi vil ikke koble ditt spørreskjema til ditt navn, men det vil inneholde opplysninger som er indirekte personidentifiserbare. Ved prosjektets slutt vil alle innsamlede data bli anonymisert.

Undersøkelsen er meldt til Personvernombudet for forskning, ved Norsk samfunnsvitenskapelig datatjeneste AS (NSD), og har du spørsmål vedrørende undersøkelsen kan du sende en mail til undertegnede: [vivian.rannem@gmail.com](mailto:vivian.rannem@gmail.com), eller til min veileder: [jonathan@reams.com](mailto:jonathan@reams.com).

Alle som deltar vil få tilbud om å være med i trekningen av tre gavekort på 1000 kroner, og informasjon om dette kommer i siste del av undersøkelsen.

Vivian Rannem Grønnesby  
Mastergradsstudent

Jonathan Reams  
Førsteamanuensis, veileder

Pedagogisk institutt, NTNU



	Experience of the organization's HR-investments	Former experienced training opportunities	Motivation for competence development	The wish for incentives/rewards	Attitude towards formal initiatives	Attitude towards informal initiatives	Ego orientation	Task orientation	Intrinsic motivation	Extrinsic motivation	Job satisfaction	Turnover intention
<b>ITEMS MED FAKTORLADNING(ER):</b>												
Min organisasjon investerer mye ressurser i å øke kompetansenivået hos sine ansatte	.926											
Min organisasjon investerer mye ressurser i utvikling av sine medarbeidere (for eksempel gjennom opplæringstiltak, kurs og karriereutvikling)	.905											
Det er mitt inntrykk at min organisasjon er bedre enn sine konkurrenter til å trene og lære opp sine ansatte	.844											
Gjennom faktisk avsetning av tid og penger til medarbeiderutvikling, viser min organisasjon at den virkelig investerer i sine medarbeidere	.794											
Min organisasjon fremstår som svært opptatt av kontinuerlig utvikling av sine medarbeideres ferdigheter og evner	.771											
Det virker som om min organisasjon bryr seg om mine karrieremuligheter internt i organisasjonen	.685											
I min organisasjon er man opptatt av å legge til rette for livslange karrieremuligheter	.684											
Det er et godt og velorganisert trenings- og opplæringstilbud i min organisasjon	.673											
Det er en bevisst satsing i min organisasjon på å tilrettelegge for interne karrieremuligheter	.671											
Min organisasjon er flink til å følge opp mine behov for trening og opplæring	.670											
Det å bli værende i organisasjonen representerer gode karrieremuligheter	.630											
Jeg er temmelig sikker på at jeg vil få nødvendig opplæring for å løse eventuelle nye oppgaver jeg skulle få i fremtiden	.611											
Min organisasjon lytter til de ansattes egne ønsker når det gjelder behovet for trening og opplæring	.525	-.376										
Den trening og opplæring jeg har fått er ikke tilstrekkelig i forhold til de oppgavene jeg er satt til å løse		.695										
Jeg har fått bedre opplæring og oppfølging i tidligere jobber jeg har hatt		.671										
Den trening og opplæring jeg har fått er ikke tilpasset mine individuelle behov		.556										

Jeg er godt fornøyd med den opplæringen jeg har fått @	.418	-.521											
Å lære noe nytt som jeg får bruk for i jobben min, er motiverende			.823										
Når jeg deltar på kompetanseutviklende tiltak, er det muligheten til å lære noe som er viktigst			.743										
Det er motiverende å delta på kompetanseutviklende tiltak			.554										
Jeg ser frem til å delta på neste kurs, seminar eller tilsvarende			.390		.368								
Jeg utvikler min egen kompetanse fordi jeg ønsker det, og ikke fordi det medfører en form for kompensasjon			.385	-.352									
Jeg deltar oftere på kompetanseutviklende tiltak, dersom jeg mottar belønning for det				.786									
Jeg er mer motivert for å delta på kompetanseutviklende tiltak, om det gir en form for kompensasjon				.770									
Lønn og bonusordninger får meg til å yte ekstra, ved for eksempel å øke egen kompetanse				.717									
Jeg deltar gjerne på kompetanseutviklende tiltak, selv om det ikke gir noen form for uttelling eller belønning @				-.477									
Det føles bortkastet å øke egen kompetanse uten å få en kompensasjon for det				.383									
De kompetanseutviklende tiltak min organisasjon arrangerer, er svært motiverende					.856								
Jeg blir mer motivert til å utvikle egen kompetanse av de tiltak min organisasjon setter i gang					.715								
Min motivasjon for å øke egen kompetanse er lav fordi organisasjonens tiltak er dårlige @					-.572								
Jeg leser ofte fagrelaterte tidsskrifter og lignende						-.888							
Jeg oppsøker ofte selv ulike medier eller fora for å holde meg faglig oppdatert						-.838							
Jeg tar ofte med meg fagrelaterte ting hjem, for å sette meg inn i det i fred og ro						-.735							
Jeg liker å holde meg faglig oppdatert i mitt fagfelt						-.681							
Jeg er motivert for å utvikle egen kompetanse, uavhengig av de tiltak min organisasjon arrangerer						-.466							
Jeg er svært motivert for å utvikle egen kompetanse			.431			-.434							
<i>Jeg utvikler min egen kompetanse... for at andre skal se hvor flink jeg er</i>							.892						
... fordi jeg ønsker at mine kollegaer skal se opp til meg							.869						
... for å vise mine kollegaer hva jeg kan							.753						
... fordi jeg er opptatt av hva mine kollegaer ellers ville tenke om meg							.720						
... for å bli best blant kollegaene mine							.642						
... for å unngå å bli den dårligste av mine kollegaer							.582						
... for å unngå å dumme meg ut foran mine kollegaer eller kunder							.570						

... for å unngå å bli fremstilt i dårlig lys på jobben								.362					
... for ikke å virke inkompetent sammenlignet med mine kollegaer								.369					
... fordi det kan gi meg ferdigheter jeg trenger i jobben min									.842				
... for å få bedre forståelse for jobben min									.810				
... for å få bedre innsikt i mitt eget fagfelt									.671				
... for å kunne mestre arbeidsoppgavene jeg får									.664				
... for å kunne utføre egne arbeidsoppgaver mer effektivt									.525				
... for å kunne utvikle meg selv									.409				
... fordi det kan øke muligheten for nye arbeidsoppgaver									.304				
Jobben min er så interessant at den i seg selv er sterkt motiverende										.910			
Jobben min er veldig spennende										.898			
Det er gøy å jobbe med de arbeidsoppgavene jeg har										.841			
Jeg føler at den jobben jeg gjør er meningsfull										.816			
Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min										.598			
Jeg kan bli så inspirert av jobben min at jeg glemmer ting rundt meg										.520			
Muligheten til å oppnå anerkjennelse er med på å motivere meg i min jobb													
Lønnen jeg får er i seg selv en viktig drivkraft i jobben min													
Ønsket om å få gode tilbakemeldinger er en viktig drivkraft for meg i jobben min													
Jeg utfører mine arbeidsoppgaver fordi det kan fremme min karriere													
Jeg tenker ofte på å slutte i det yrket jeg har ®													
Jeg skulle ønske jeg hadde et annet yrke ®													
Jeg tenker ofte på at jeg skulle hatt et annet arbeid enn det jeg har ®													
Når jeg står opp om morgenen, gleder jeg meg til å dra på jobb													
Arbeidet mitt er utrolig givende													
Jeg gleder meg til hver dag på jobben													
Jeg trives med den jobben jeg har													
Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året													
Jeg kan komme til å slutte i min nåværende jobb i løpet av året													
Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste tre årene													
Jeg tenker ofte på å slutte i min nåværende jobb													
Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige													
<b>Eigenvalue</b>	10.947	1.339	5.812	2.875	1.557	1.139	6.211	4.663	3.960	1.153	6.916	1.644	
<b>% of variance</b>	43.790	5.356	23.248	11.502	6.227	4.554	25.879	19.428	30.461	8.866	57.630	13.700	
<b>Cronbach's Alpha</b>	.947	.706	.720	.752	.651	.822	.890	.841	.847	.605	.910	.925	





## Appendix J. Codebook

V	Items	SPSS name	No.	Response category	Rev
	Gender	Kjonn		1)Female, 2)Male	
	Age	Alder		1)29 years or younger, 2)30-39, 3)40-49, 4)50 or older	
	Marital status	SivStat		1)Single/separated/divorced, 2)Single/separated/divorced with children, 3)Is in a relationship, but lives alone, 4)Is in a relationship, but lives alone with own children, 5)extra marital/partnership/married, 6)extra marital/partnership/married with children	
	Highest education	Utd		1)Primary school, 2) High School, 3)University/college 1-2 years, 4)University/college 3-4 years, 5)University/college 5 years or more, 6)Other	
	Rank	StillNiv		1)Consultant (...), 2)Management (...), 3)Administration (...)	
	Seniority in the organization	Ansi		1)0-3 years, 2)4-7 years, 3)8-11 years, 4)12 years or more	
	Shares in the organization	Aksje		1)Yes, 2)No	
	Satisfied with the bonussystem	Bonus		1)Very dissatisfied, 2)Dissatisfied, 3)Neither dissatisfied nor satisfied, 4)Satisfied, 5)Very Satisfied	
	Satisfied with the salary	Lonn		1)Very dissatisfied, 2)Dissatisfied, 3)Neither dissatisfied nor satisfied, 4)Satisfied, 5)Very Satisfied	
	Office	Kontor		1)Trondheim, 2)Oslo, 3)Bergen, 4)Fredrikstad, 5)Stavanger, 6)Other	
	Experience of HR investments	HRinvest	13		
	Min organisasjon investerer mye ressurser i å øke kompetansenivået hos sine ansatte	v11_007		1:strongly disagree - 6:Strongly agree	
	Min organisasjon investerer mye ressurser i utvikling av sine medarbeidere (for eksempel gjennom opplærings tiltak, kurs og karriereutvikling)	v11_011		1:strongly disagree - 6:Strongly agree	
	Det er mitt inntrykk at min organisasjon er bedre enn sine konkurrenter til å trene og lære opp sine ansatte	v11_013		1:strongly disagree - 6:Strongly agree	
	Gjennom faktisk avsetning av tid og penger til medarbeiderutvikling, viser min organisasjon at den virkelig investerer i sine medarbeidere	v11_015		1:strongly disagree - 6:Strongly agree	
	Min organisasjon fremstår som svært opptatt av kontinuerlig utvikling av sine medarbeideres ferdigheter og evner	v11_003		1:strongly disagree - 6:Strongly agree	
	Det virker som om min organisasjon bryr seg om mine karrieremuligheter internt i organisasjonen	v11_012		1:strongly disagree - 6:Strongly agree	
	I min organisasjon er man opptatt av å legge til rette for livslange karrieremuligheter	v11_008		1:strongly disagree - 6:Strongly agree	
	Det er et godt og velorganisert trenings- og opplærings tilbud i min organisasjon	v11_022		1:strongly disagree - 6:Strongly agree	
	Det er en bevisst satsing i min organisasjon på å tilrettelegge for interne karrieremuligheter	v11_006		1:strongly disagree - 6:Strongly agree	
	Min organisasjon er flink til å følge opp mine behov for trening og opplæring	v11_024		1:strongly disagree - 6:Strongly agree	
	Det å bli værende i organisasjonen representerer gode karrieremuligheter	v11_002		1:strongly disagree - 6:Strongly agree	
	Jeg er temmelig sikker på at jeg vil få nødvendig opplæring for å løse eventuelle nye oppgaver jeg skulle få i fremtiden	v11_005		1:strongly disagree - 6:Strongly agree	
	Min organisasjon lytter til de ansattes egne ønsker når det gjelder behovet for trening og opplæring	v11_025		1:strongly disagree - 6:Strongly agree	
	Former experienced training opportunities	FormTrOpp	4		
	Den trening og opplæring jeg har fått er ikke tilstrekkelig i forhold til de oppgavene jeg	v11_019		1:strongly disagree - 6:Strongly agree	
	Jeg har fått bedre opplæring og oppfølging i tidligere jobber jeg har hatt	v11_009		1:strongly disagree - 6:Strongly agree	
	Den trening og opplæring jeg har fått er ikke tilpasset mine individuelle behov	v11_010		1:strongly disagree - 6:Strongly agree	
	Jeg er godt fornøyd med den opplæringen jeg har fått	v11_018		1:strongly disagree - 6:Strongly agree	®
	Motivation for competence development	MotCompD	5		
	Å lære noe nytt som jeg får bruk for i jobben min, er motiverende	v12_009		1:strongly disagree - 6:Strongly agree	
	Når jeg deltar på kompetanseutviklende tiltak, er det muligheten til å lære noe som er viktigst	v12_010		1:strongly disagree - 6:Strongly agree	
	Det er motiverende å delta på kompetanseutviklende tiltak	v12_016		1:strongly disagree - 6:Strongly agree	
	Jeg ser frem til å delta på neste kurs, seminar eller tilsvarende	v12_025		1:strongly disagree - 6:Strongly agree	
	Jeg utvikler min egen kompetanse fordi jeg ønsker det, og ikke fordi det medfører en form for kompensasjon	v12_003		1:strongly disagree - 6:Strongly agree	
	Wish for incentives or rewards	WishIncRe w	5		
	Jeg deltar oftere på kompetanseutviklende tiltak, dersom jeg mottar belønning for det	v12_001		1:strongly disagree - 6:Strongly agree	
	Jeg er mer motivert for å delta på kompetanseutviklende tiltak, om det gir en form for	v12_022		1:strongly disagree - 6:Strongly agree	
	Lønn og bonusordninger får meg til å yte ekstra, ved for eksempel å øke egen kompetanse	v12_015		1:strongly disagree - 6:Strongly agree	

Jeg deltar gjerne på kompetanseutviklende tiltak, selv om det ikke gir noen form for uttelling eller belønning	v12_006		1:strongly disagree - 6:Strongly agree	Ⓢ
Det føles bortkastet å øke egen kompetanse uten å få en kompensasjon for det	v12_017		1:strongly disagree - 6:Strongly agree	
<b>Attitude towards formal initiatives</b>				
De kompetanseutviklende tiltak min organisasjon arrangerer, er svært motiverende	v12_005	AttFormInit	3	
Jeg blir mer motivert til å utvikle egen kompetanse av de tiltak min organisasjon setter i gang	v12_011			1:strongly disagree - 6:Strongly agree
Min motivasjon for å øke egen kompetanse er lav fordi organisasjonens tiltak er dårlige	v12_024			Ⓢ
<b>Attitude towards informal activities</b>				
Jeg leser ofte fagrelaterte tidsskrifter og lignende	v12_014	AttInformAct	6	
Jeg oppsøker ofte selv ulike medier eller fora for å holde meg faglig oppdatert	v12_012			1:strongly disagree - 6:Strongly agree
Jeg tar ofte med meg fagrelaterte ting hjem, for å sette meg inn i det i fred og ro	v12_018			1:strongly disagree - 6:Strongly agree
Jeg liker å holde meg faglig oppdatert i mitt fagfelt	v12_020			1:strongly disagree - 6:Strongly agree
Jeg er motivert for å utvikle egen kompetanse, uavhengig av de tiltak min organisasjon arrangerer	v12_008			1:strongly disagree - 6:Strongly agree
Jeg er svært motivert for å utvikle egen kompetanse	v12_023			1:strongly disagree - 6:Strongly agree
<b>Ego orientation - "Jeg utvikler min egen kompetanse..."</b>				
... for at andre skal se hvor flink jeg er	v13_013	EgoOr	9	
... fordi jeg ønsker at mine kollegaer skal se opp til meg	v13_001			1:strongly disagree - 6:Strongly agree
... for å vise mine kollegaer hva jeg kan	v13_010			1:strongly disagree - 6:Strongly agree
... fordi jeg er opptatt av hva mine kollegaer ellers ville tenke om meg	v13_018			1:strongly disagree - 6:Strongly agree
... for å bli best blant kollegaene mine	v13_024			1:strongly disagree - 6:Strongly agree
... for å unngå å bli den dårligste av mine kollegaer	v13_014			1:strongly disagree - 6:Strongly agree
... for å unngå å dumme meg ut foran mine kollegaer eller kunder	v13_002			1:strongly disagree - 6:Strongly agree
... for å unngå å bli fremstilt i dårlig lys på jobben	v13_016			1:strongly disagree - 6:Strongly agree
... for ikke å virke inkompetent sammenlignet med mine kollegaer	v13_021			1:strongly disagree - 6:Strongly agree
<b>Task orientation - "Jeg utvikler min egen kompetanse..."</b>				
... fordi det kan gi meg ferdigheter jeg trenger i jobben min	v13_003	TaskOr	7	
... for å få bedre forståelse for jobben min	v13_004			1:strongly disagree - 6:Strongly agree
... for å få bedre innsikt i mitt eget fagfelt	v13_015			1:strongly disagree - 6:Strongly agree
... for å kunne mestre arbeidsoppgavene jeg får	v13_017			1:strongly disagree - 6:Strongly agree
... for å kunne utføre egne arbeidsoppgaver mer effektivt	v13_012			1:strongly disagree - 6:Strongly agree
... for å kunne utvikle meg selv	v13_020			1:strongly disagree - 6:Strongly agree
... fordi det kan øke muligheten for nye arbeidsoppgaver	v13_019			1:strongly disagree - 6:Strongly agree
<b>Intrinsic motivation</b>				
Jobben min er så interessant at den i seg selv er sterkt motiverende	v14_008	IntrinMot	6	
Jobben min er veldig spennende	v14_007			1:strongly disagree - 6:Strongly agree
Det er gøy å jobbe med de arbeidsoppgavene jeg har	v14_004			1:strongly disagree - 6:Strongly agree
Jeg føler at den jobben jeg gjør er meningsfull	v14_012			1:strongly disagree - 6:Strongly agree
Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min	v14_002			1:strongly disagree - 6:Strongly agree
Jeg kan bli så inspirert av jobben min at jeg glemmer ting rundt meg	v14_010			1:strongly disagree - 6:Strongly agree
<b>Extrinsic motivation</b>				
Muligheten til å oppnå anerkjennelse er med på å motivere meg i min jobb	v14_001	ExtrinMot	4	
Lønnen jeg får er i seg selv en viktig drivkraft i jobben min	v14_005			1:strongly disagree - 6:Strongly agree
Ønsket om å få gode tilbakemeldinger er en viktig drivkraft for meg i jobben min	v14_009			1:strongly disagree - 6:Strongly agree
Jeg utfører mine arbeidsoppgaver fordi det kan fremme min karriere	v14_011			1:strongly disagree - 6:Strongly agree
<b>Job satisfaction</b>				
Jeg tenker ofte på å slutte i det yrket jeg har	v15_008	JobSat	7	Ⓢ
Jeg skulle ønske jeg hadde et annet yrke	v15_003			Ⓢ
Jeg tenker ofte på at jeg skulle hatt et annet arbeid enn det jeg har	v15_012			Ⓢ
Når jeg står opp om morgenen, gleder jeg meg til å dra på jobb	v15_006			1:strongly disagree - 6:Strongly agree
Arbeidet mitt er utrolig givende	v15_009			1:strongly disagree - 6:Strongly agree
Jeg gleder meg til hver dag på jobben	v15_010			1:strongly disagree - 6:Strongly agree
Jeg trives med den jobben jeg har	v15_001			1:strongly disagree - 6:Strongly agree
<b>Turnover intention</b>				
Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året	v15_004	TurnInt	5	
Jeg kan komme til å slutte i min nåværende jobb i løpet av året	v15_005			1:strongly disagree - 6:Strongly agree
Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste tre årene	v15_011			1:strongly disagree - 6:Strongly agree
Jeg tenker ofte på å slutte i min nåværende jobb	v15_002			1:strongly disagree - 6:Strongly agree
Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige	v15_007			1:strongly disagree - 6:Strongly agree

## **Appendix K. Description of the 12 final scales**

After the factor analysis, I ended up with twelve scales. Instead of “training opportunities”, “experience of HR investments” and “career opportunities”, I got two new scales. The first one, which I chose to call “experience of HR investments”, was meant to measure the employee’s overall experience regarding the HR investments in the organization, and contained items from all the original three scales. The second scale called “former experienced training opportunities” had only items from the original scale called “training opportunities”, and was meant to measure the experience that employees have regarding former training opportunities in the organization. The factor analysis also came up with a scale which I chose to call “motivation for competence development”. This was meant to measure the employee’s overall motivation to develop their own competence, and had items from the scales “attitude towards formal initiatives”, “attitude towards informal activities” and “wish for incentives or rewards”. After the factor analysis, the original scales “offensive ego orientation“ and “defensive ego orientation” were gathered into one scale which got the name “ego orientation”. In addition to these changes, some items were taken out, while a few were included into a different scale than originally planned. Comparing the items in italic in appendix D and the codebook (appendix J) will give you a full overview.



## Appendix L. Frequencies of turnover intention

ITEMS	Strongly disagree		Disagree		Slightly disagree		Slightly agree		Agree		Strongly agree		Total	Missing	Total
	f	Valid percent	f	Valid percent	f	Valid percent	f	Valid percent	f	Valid percent	f	Valid percent			
Jeg tenker ofte på å slutte i min nåværende jobb	32	14,7	54	24,9	47	21,7	47	21,7	29	13,4	8	3,7	217	41	258
Jeg vil sannsynligvis lete aktivt etter en ny jobb det neste året	47	21,6	56	25,7	35	16,1	42	19,3	24	11	14	6,4	218	40	258
Jeg kan komme til å slutte i min nåværende jobb i løpet av året	71	32,6	49	22,5	29	13,3	36	16,5	21	9,6	12	5,5	218	40	258
Jeg vil trolig lete aktivt etter en ny jobb i løpet av de nærmeste tre årene	29	13,3	36	16,5	38	17,4	37	17	46	21,1	32	14,7	218	40	258
Jeg oppfatter mine fremtidsutsikter i denne organisasjonen som dårlige	29	13,3	88	40,4	33	15,1	40	18,3	24	11	4	1,8	218	40	258