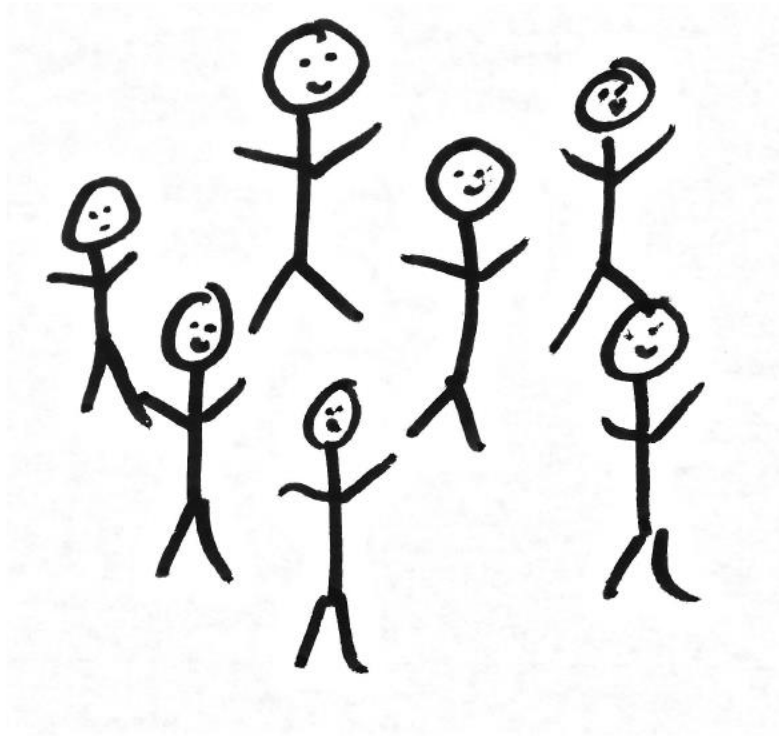


How employees feel at work:
Relatedness Need Satisfaction within organizational context



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2019

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Abstract

Aim. To gain insight in what factors employees experience to either thwart or support their Relatedness Needs and how the social context of the organization plays a role in their perceived Relatedness Needs. To deepen our understanding of the social phenomenon of RNS for future use within research and Human Resource Development practice.

Background. Self-Determination Theory (SDT) claims that employees are at their most productive and happy when their basic psychological needs are met (Deci, Connell, & Ryan, 1989). Since current research on SDT at the workplace is mainly focused on perceived autonomy and competence (Deci, Olafsen, & Ryan, 2017) this research aims at gaining a deep understanding in employees Relatedness Need Satisfaction (RNS).

Design. A mixed method case study within teams at three organizations.

Research questions. How do individual employees experience relatedness need satisfaction?

Sub-questions.

1. What is the role of the social work environment on individual employee's RNS?
2. What individual differences in RNS are there between employees?
3. Is there a difference in how individual employees experience RNS at individual level, team level and organizational level?

Method. In order to investigate these questions, a triangulation of methods is executed. First, all team members of participating teams received a questionnaire, in order to map their individual level of RNS and the organization's social context. Second, single members of the teams participated in a semi-structured interview combined with a visual template to capture their personal experience of RNS. The data derived from this was combined and created both a broad and deep understanding of RNS within these organizations.

Keywords. SDT at the workplace, Relatedness Need Satisfaction, Organizational context

Acknowledgment

Writing this thesis has been a practice of two concepts I passionately believe in: the trust that one belongs and has a place in this world, and the belief that visually displaying complex material can support understanding. Many times during the writing process the importance of these two concepts has pushed me to keep on it. This research has given me the opportunity to talk to many people about both, but especially about the vulnerability of needing to belong, needing to fit in, AND, needing to be oneself.

I first want to thank the respondents that were willing to open up and share so many of their honest stories. Stories of gratitude towards their co-workers and employers, stories about how they are so glad that they are seen and appreciated at their job, the place they spend so many hours a week. But also the stories of frustration, resentment and disconnect. Some respondents shared how they tried so hard to succeed at their job, but how not feeling heard and truly accepted by their employer held them back. It was wonderful to also hear the light in their stories when they talked about how they did experience belonging at their workplace from engaging with their co-workers, who made them feel welcome and needed and who sometimes went out of their way to support them when needed.

And second, I want to thank all the people in my personal life for letting me ramp on about my findings and insights, and who then willingly shared their experiences and stories. Doing this research has in a way helped support my own need for relatedness. I specifically want to thank Erik, Mare and Dieke for being my home base and gladly accepting my sharing of stories, personal and professional, my mom and dad and Bram, Daan and Dirk plus families for roaring up my life from time to time, Femke and Arnold for being there when I needed them, and Marianne, for giving me her advice, kind words and the courage to choose to proceed when it was most needed.

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1. PROBLEM STATEMENT

Organizations are influenced by the changing world around them (Gephart Jr, 2002), adapting to market threats (Baker, Storbacka, & Brodie, 2018), opportunities, governmental laws and demands. Organizations change, develop, and evolve based on changing societal contexts and requirements. This means their employees are exposed to, sometimes rapidly, changing workplaces and have to act on these changes based on their own perspectives, experiences and needs. Organizations are set to the great challenge to provide a work environment in which the individual employees can work to the best of their abilities (Dewhurst, Hancock, & Ellsworth, 2013). Self-Determination Theory (SDT) is a theory on motivation which explores how social context can provide support, or thwart, the motivation and actions of human beings.

Intrinsic and autonomous motivation are found to be important measures in organizational context as they are positively associated with higher work performance (Kuvaas & Dysvik, 2009), higher work commitment (Fernet, Austin, & Vallerand, 2012), less stress (Fernet, Austin, Trépanier, & Dussault, 2013) and lower turnover intention (Güntert, 2015) in contrast to extrinsic motivation. Research has shown that the use of external rewards such as receiving a bonus can undermine intrinsic motivation at the workplace (Gillet, Gagné, Sauvagère, & Fouquereau, 2013; Meyer & Gagne, 2008; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). Although employees often do their job for external reasons - getting paid, achieving social status, doing something good for the world – there are factors within the, complex and changing, work environment that can facilitate or foster autonomous motivation (Deci, Connell, & Ryan, 1989; Deci & Ryan, 1980). According to SDT the Basic Psychological Needs (BPN) for autonomy, competence and relatedness are 3 of the most important factors. SDT states that the support of employees' BPN contributes to their ability to deal with the change in their work life (Gagné, Koestner, & Zuckerman, 2000). Organizations that are able to create BPN supporting organizational contexts are found to have more creative, productive and happier employees (Deci & Ryan, 1980). It is important to note that, although all three needs are relevant for intrinsic motivation, relatedness is a distinctly important factor in autonomous motivation in acting upon external reasons (Kumar, Jauhari, & Singh, 2016; Moller, Deci, & Elliot, 2010). People are more open to act upon external values when they feel related and connected to relevant others that support these values. For instance, an employee is asked to participate in a work project within an other department. The employee will feel more motivated to actively engage in this project when she feels accepted and personally connected to her new department members.

The importance of need satisfaction at the workplace has been recognized by many researchers; several studies into BPN at the workplace have been performed (see Deci, Olafsen, & Ryan, 2017 for a recent overview). These studies are mainly descriptive, quantitative of design, focusing on autonomy or competence supporting work environments. Subsequently, minimal research has been done on relatedness within organizations (Deci et al., 2017; Mueller & Lovell, 2013). This means little insight and knowledge has been gained on how employees experience a feeling of connection and belonging at their workplace, even though relatedness has been found to be an important measure in autonomous motivation (Gonzalez & Chiviawowsky, 2016). This study will build on the work motivation model which was initially described by Gagné and Deci (2005) and adapted by (Deci et al., 2017). This model describes how both the social environment at work and individual differences between employees have an effect on BPN support and autonomous work motivation.

In order to include both the social environment and individual differences pictured in the work motivation model a multi-sited case study is conducted to gain insight into the social phenomenon of Relatedness Need Satisfaction (RNS) at work. A triangulation of questionnaires and interviews

supported by a visual method (Tracy & Redden, 2015) is conducted at teams within a large educational institute, a small consultancy and a large e-commerce company. This research will result in a deepened understanding of RNS within organizations.

2. THEORETICAL FRAMEWORK

2.1 Motivation and the internalization of external values

Many scholars have, for many years, investigated the field of motivation, trying to find answers for why people do what they do and how to create environments or interactions that can lead to motivated people. In the 80's of the 20th century, Deci and Ryan combined several existing theories on motivation and human needs into what they later called Self-Determination Theory (Deci & Ryan, 1985, 2012; Ryan & Deci, 2000a) and since then many researchers undertook investigations in SDT in many fields, including the workplace (Deci et al., 2017).

Researchers have found that intrinsically motivated people are highly functional people; they are in a state of flow, they are creative, have cognitive flexibility and higher psychological well-being, or in other words, they are happier and more productive (Baard, Deci, & Ryan, 2004; Deci et al., 1989; Deci et al., 2001; Gagné, Koestner, & Zuckerman, 2000). Intrinsic motivation is believed to be important factor within organizational contexts. Organizations strive towards growth and effective employees can be seen as their biggest asset. But, people are only intrinsically motivated to do the things they love to do, the things they do "just for fun", the activity that achieves pleasure just by doing them. This in contrast to extrinsic motivation, which refers to performing an activity aimed at attaining an outcome separable to the activity itself (Ryan & Deci, 2000a), such as avoiding punishment, gaining a higher feeling of self-worth or doing something simply because one has to do it. It is important to note that, in SDT, motivation must be seen not only as a quantitative measure, but also as a quality of behavior (Ryan & Deci, 2000a). It is not a matter of 'how much' motivation one displays, or not even 'how much' intrinsic motivation, the type of motivation is important. Every action, every behavior, is motivated (Deci, 2016). Not acting or nonintentional behavior is categorized as a-motivation; acting based on instrumental, external reasons is typified as extrinsic motivation and acting based on internal interest, enjoyment or inherent satisfaction is categorized as intrinsic motivation.

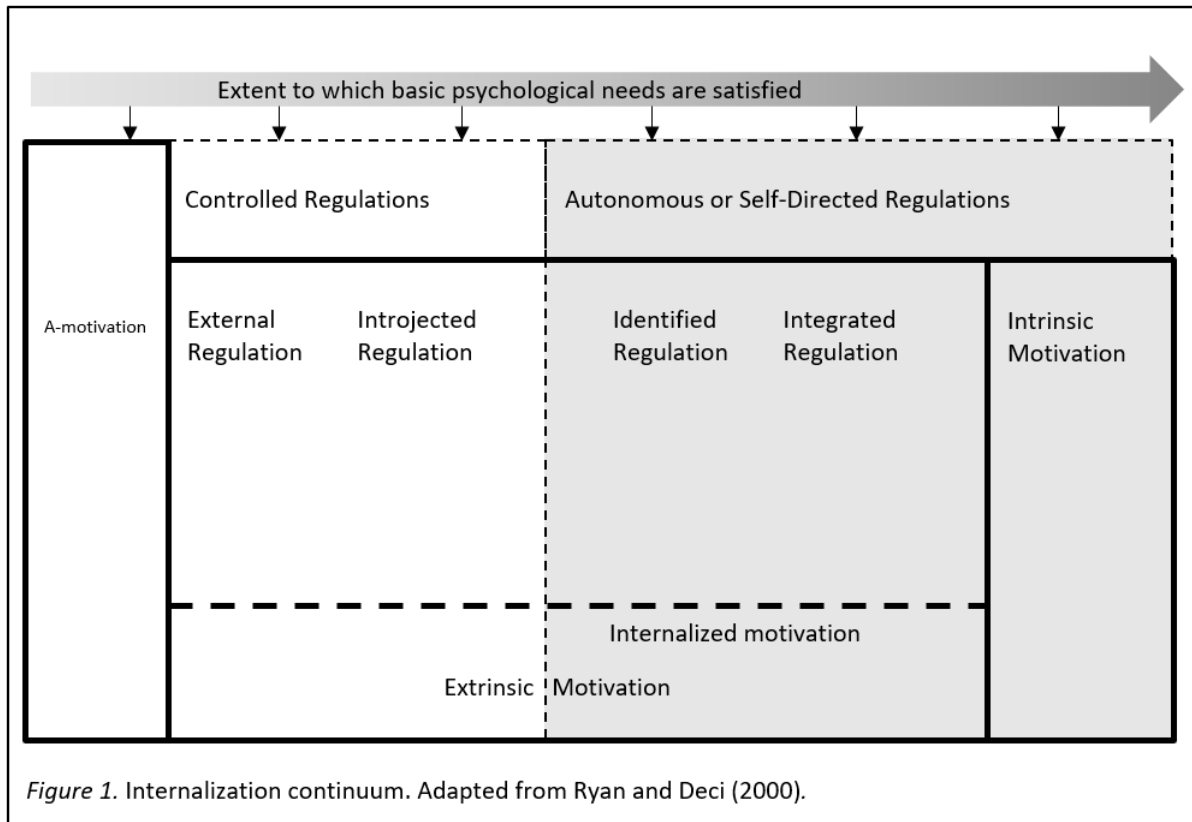
People are not intrinsically motivated for activities that are instrumental to them. In other words, people do not achieve a state of high productivity and happiness by doing the things they do because of what the activity can achieve for them, for instance going to school to get a degree, or going to work to earn a living or gain a feeling of self-worth. This does not mean that employees or students can never be happy and productive at work or school. People strive to flourish and grow (Ryan, 1991) and can be motivated to have a feeling of autonomy, of self-directedness, in doing things they do not necessarily enjoy doing, like school or some downside activity they have to do for their job. They can act with positive behavior in doing an activity that has an instrumental value for them. In SDT this concept is called internalization (Ryan & Connell, 1989) or self-directed motivation. Intrinsic motivation and internalized motivation can result in the same behavior in a person; people can be effective, establish a state of flow, and achieve a feeling of well-being, while doing things for other reasons than for pure joy (Deci, Eghrari, Patrick, & Leone, 1994; Deci & Ryan, 2008). Deci and Ryan (1991) describe how internalization is a social concept that occurs when people strive for meaningful relationships: "To be accepted as part of a dyad, family, group, or culture, people must share social practices and ideals, whether or not the practices are interesting or their personal value is initially apparent. [...] Wanting

to find their place in the social order, people are motivated to connect with and accommodate to that order.” (Deci & Ryan, 1991, p. 255)

As can be seen in Figure 1. SDT makes a distinction not only based on intrinsic and extrinsic motivation, but also based on type of internalization, resulting in controlled and autonomous regulations, forming a continuum based on how much the external value is integrated with the existing self-regulations and beliefs of a person (Gagné et al., 2010; Ryan & Deci, 2000a). Internalization can be described as the process of changing from outer (e.g. external) to inner (e.g. inner) regulation (Deci & Ryan, 1991). There are four types of internalized motivation, being external, introjected, identified and integrated. External and introjected internalization are on the controlled side of the continuum, identified and integrated internalization on the self-directed, autonomous side.

To fully understand motivation one should also look at the concept of a-motivation. *A-motivation* is inactive, passive. A-motivation can be based on fear of failure, or on resistance to comply. A-motivation is avoiding to act on pressure or to act oppositional. An example is the reluctant teen, who is not willing to act on the wishes, bribes and threats of the parents. *Externally internalized* behaviors are driven by external pressures. Either avoiding threats and punishments or attaining rewards. It is related to tension, anxiety and only results in a little engagement and persistence. An example can be a child in an abusive home, or an employees who works under a manipulative manager. They do act on the requests made, but not fully and willingly try to make it a success. *Introjected internalization* is based on internal pressure. This type of regulation is driven by internal “musts” and expectations, aimed at avoiding guilt and getting a stronger feeling of self-worth. An example can be a school child who is doing homework, but does not feel capable to do so. The child only puts in a little effort, just enough that it does not feel guilty for not doing their homework. These types of motivation can be seen as controlled; being motivated to do something because significant others say or believe they should, or must do it. *Identified internalization* is driven by usefulness, by obtaining goals. It is aimed at the perceived relevance of the task. An example can be an entrepreneur who is doing her tax administration. It is not interesting to do so, but it is relevant for her, it gives her the feeling that she has control over her company. *Integrated internalized* motivation is driven by personal values. The task may not be inherently enjoyable but it does attribute to personal goals and values. An example can be a teacher who is revising his 5-th grade writing assignment. The subject is not interesting to read, but he does feel a sense of pleasure and persistence in checking their logical reasoning and grammar as he sees that he is building a greater future for his students and he has a passion for supporting 21st century skills in his students. *Intrinsic* motivation is driven by the inherent pleasure that derives from doing an activity. An example can be a busy mom who, once a week, goes to singing lessons. She just loves to sing, it gives her joy. She does not think about performing for public, she just makes time in her busy schedule to sing and enjoy herself. These three types of motivation can be seen as autonomous or self-directed. There are not pushed upon us by significant others, but are endured by our personal goals and interests.

Although the behavior triggered by intrinsic motivation and integrated internalization can be the same, there is a big difference in the preconditions in how to achieve this (Gagné et al., 2015). In order for people to feel intrinsic motivation toward a task, they need a social environment that is supporting of their need to feel autonomy and competence (Ryan & Deci, 2000b). In other words, they need relevant others to make them feel they are in control, they need to have a sense of volition in what they do and how they do it, and they need to know that they have a chance in achieving the task they are about to engage in. The task should not be too easy, and also not too hard, and they need relevant others to give them feedback in a positive tone, so they can have the confidence of succeeding.



In order to feel motivated for an internalized goal, e.g. self-directed motivation people first need to feel connected or related to relevant others that explicit or implicit endorse the achievement of the external goal (Deci & Ryan, 2008). Feeling a part of the group, feeling close and connected to the group and group members and feeling one belongs as part of the group can facilitate the internalization of the goals and values relevant for the group and group members (Deci & Ryan, 1991). Second, like intrinsic motivation, for internalization to take place, one needs freedom and a feeling of autonomy but in contrast to intrinsic motivation, it also needs structure and limits, endorsed in a autonomy supporting way. Agreements on what to do and how to do it, agreed on together, because total freedom to act in volition in order to achieve external goals can be drowning (Ryan, Connell, & Deci, 1985). Individuals need both autonomy and the support of an external structure to successfully internalize external goals. The social environment in which one acts can support these needs.

2.2 Basic Psychological Needs

From an SDT point of view the needs for autonomy, competence and relatedness are defined as basic psychological needs (BPN). These needs are innate and necessary for humans to pursue their active nature of growth and thriving (Deci & Ryan, 1987), which, in other words, means that everyone experiences these needs, to some extent, and fulfilling these needs can help one feel motivated to pursue new experiences. As mentioned before, the social environment plays a key role in the satisfaction of these needs. The social environment can support, frustrate or dissatisfy one or more of the three needs (Baard et al., 2004; Cheon et al., 2018; Rocchi, Pelletier, Cheung, Baxter, & Beaudry, 2017). The support for autonomy can also facilitate the satisfaction of the needs for feeling competent or connected (Hodgins, Koestner, & Duncan, 1996), but despite of the need support of the three needs being interlinked, it is not a case of support one, support all. The support of the BPN is essential for well-being and psychological health (Ryan et al., 1985), an overview of BPN support strategies can be seen in Table 1.

Autonomy refers to volition and the desire to experience ownership over one's behavior (Ryan & Deci, 2000a). The social environment in which one proceeds plays an important role in to what extent this desire for choice and volition can be fulfilled or supported. Research by for example Ryan, Patrick, Deci, and Williams (2008) on health interventions and Loon (2013) within the domain of education have found that social context supporting autonomy, in other words, people important and relevant to the person such as parents, teachers, co-workers and managers, acknowledges one's feelings and perspectives, especially when asked to do something that is unpleasant or uninteresting (Deci & Ryan, 1987). Relevant others can also facilitate a feeling of autonomy by providing choice in what to do and/or how to do it, provide a meaningful rational or explanation when asking to do something for them and encourage the individual to take initiative in actions (Deci & Ryan, 1987; Gagné, 2003; Williams, Gagné, Ryan, & Deci, 2002). For example, when an employee is asked to initiate in a new type of task, which is indirectly connected to her expertise, a manager can explain to her why it is important for the organization, acknowledge that the employee might feel uncertain and unsure in approaching the task and giving her freedom in how she approaches the completion of this new type of tasks.

It is important to note that autonomy supporting environments do not only entail freedom of choice and volition, but they also includes applying structure, providing the necessary information and guidance to complete a task or to exhibit behavior (Ryan et al., 1985). Feeling total freedom to act without the support of knowing what to do and how to do it can be very frightening and result in chaos. In the case of the employee mentioned above, when the manager gives her total freedom in what to do and how to do it when approaching the new task, this might cause more uncertainty for the employee. It could be helpful to, at front, discuss a roadmap in undertaking this set of task and gain some insight in what are necessary steps to take.

Competence can be defined as people's desire to feel capable to act, to feel effective in interacting with their environment (Ryan & Deci, 2000a; White, 1959). It can be seen as a driving force behind the tendency to explore and the search for challenging tasks (Vansteenkiste, Niemiec, & Soenens, 2010). The satisfaction of the need for competence allows people to engage with complex and changing environments. The frustration of the need for competence can result in people feeling helpless and unwilling to act (Ryan & Deci, 2000a). Competence supporting environments provide immediate, accurate feedback in an autonomy supporting way, to signify effectance (Deci & Ryan, 1980). Effectance can be defined as the feeling that one contributes to effective outcomes (White, 1959). Competence supporting environments also provide structure, giving information and guidance in an autonomy supporting way, (Ryan et al., 1985; Vansteenkiste et al., 2010), and optimally challenging activities (Ryan & Deci, 2000a). Unclear and dishonest feedback can have a negative effect on intrinsic motivation, and specifically perceived competence by conveying ineffectance; which is a feeling that one does not have a causal effect on the outcome (Ryan & Deci, 2000b). One very frequent example is our human ability to learn to write; every mentally able human being learns to read and write. An adult can support a child's quest in reading and writing by differentiating the words to be written to the ability of the child. A child that can read books is not motivated to read 3-letter words, and a child that has just mastered the ability to write 3-letter words will feel overwhelmed and anxious when asked to write a story about a day in her life. Feedback to support the mastery of reading and writing can entail phrases like: "Look, you just stamped all three correct letters of that word all by yourself!" and "Listen to you read! You must have been practicing, you just read a whole sentence, and I did not even have to help!".

The need for relatedness is defined as individuals' innate need to feel connected to others and be a member of a group (Ryan & Deci, 2000a). The need for relatedness is supported when the individuals

believe that they are cared for and loved by significant others they frequently have meaningful interactions with (Baumeister & Leary, 1995). The satisfaction of the need for relatedness can be experienced as a feeling of intimacy and genuine connection with others. The frustration of relatedness can show as a feeling of loneliness. The social environment supports the need for relatedness by providing for interactions that are characterized by empathy, affection, attunement, dependability and a dedication of resources (Silva, Marques, & Teixeira, 2014). For example, a child can feel related with a parent or grandparent, but also with a friend of the family who frequently visits the family and shows interest in the stories the child tells and the drawings the child shows. When the parents go out the family friend watches the child, making a special treat and telling a long story for bedtime. When the child is worried about something that happened on school, the family friend is there to listen and show support.

As is describe before, the needs for relatedness is an important measure in internalization and autonomous motivation. The concept of relatedness need satisfaction at the workplace is further discussed in paragraph 2.3.1 and 2.3.2.

Table 1.
An overview of support for Basic Psychological Needs

Autonomy

1. Elicit, acknowledge and accept the person's thoughts and feelings
2. Explore values and how they relate to the situation being discussed
3. Encourage self-initiation and provide a desired amount of choice
4. provide a meaningful rationale when limits are set and for other relevant requests
5. Minimize use of controlling language ("should", "must", "ought" and "have to")

Competence

1. Maintain a positive attitude toward success
2. Initiate a conversation to identify barriers to success
3. Create optimal challenges in a context of autonomy support
4. Assist the person with skills building and problem solving
5. Provide immediate, accurate, and effectance-relevant feedback
6. Provide structure through the communication of clear, consistent and reasonable guidelines

Relatedness

1. Assume a warm, empathetic, and non-judgmental stance toward the person
 2. Provide a sense of unconditional positive regard
 3. Communicate genuine care, interest, focus, and non-contingent support toward the person
-

Note. Table cited from Niemiec and Ryan (2009, p. 82)

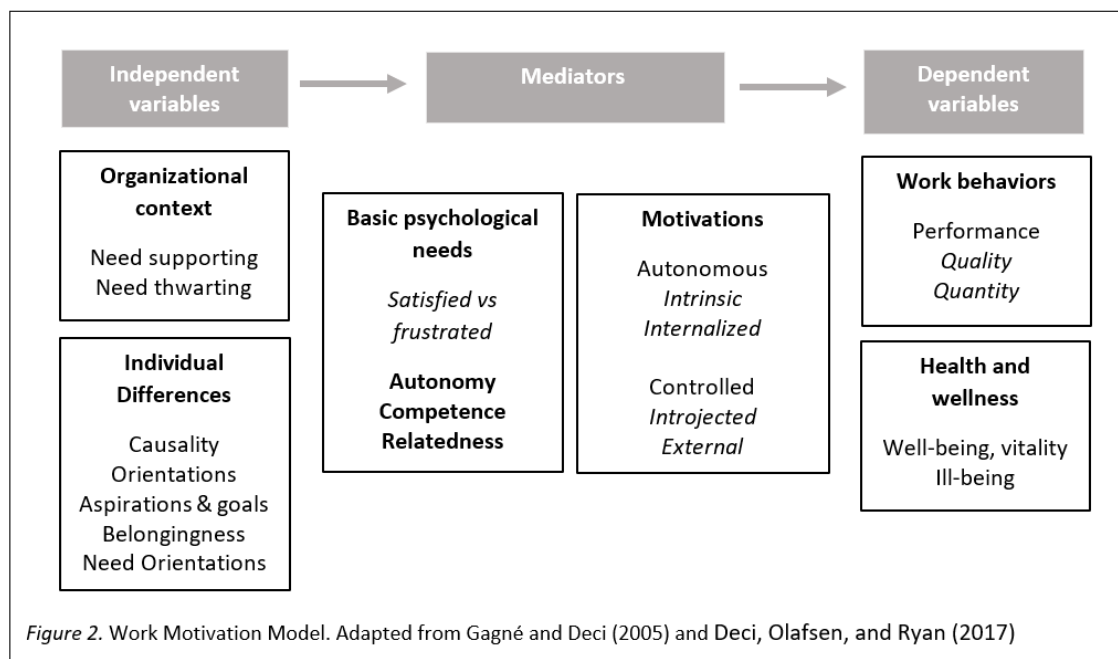
2.3 Motivation at the workplace

Several studies have shown that, in contrast to controlling work environments, autonomy-supporting work environments and autonomous managerial support promotes both BPN satisfaction and internalization of external values, which can subsequently lead to positive work outcomes such as a higher persistence and performance, positive work attitudes, job satisfaction and commitment, and

psychological well-being (Baard et al., 2004; Deci et al., 2001; Gagné & Deci, 2005; Gagné et al., 2000). Gagné and Deci (2005) describe this in a model of work motivation, shown in Figure 2. The model depicts the independent variables of work motivation which are the social environment, which either supports or thwarts the BPN's of the employees, and the individual differences of the employees. The mediators of work motivation are the satisfaction or frustration of BPN and the type of motivation; either autonomous or controlled. The dependent variables of work motivation are found to be the quality and quantity of work behaviors and overall health and wellness. The independent variables and mediators of the work motivation model will be described in the following paragraphs, with an emphasis on the basic psychological need for relatedness over autonomy and competence.

2.3.1 Type of motivation

One of the two mediators in the work motivation model is type of motivation. As is stated before, the most important type of motivation at the workplace is internalized, autonomous motivation. An overview of the types of motivation can be found depicted in Figure 1. Intrinsic motivation is motivation based on the pure joy of engaging in the activity. Working in an organization for reasons other than pure joy, such as getting paid, gaining self-worth, doing something good for clients or customers and having nice co-workers therefore does not fall into the category of intrinsic motivation. It can, however, be internalized autonomous motivation; acting upon not-inherently enjoyable tasks, aimed at achieving a goal that is of personal importance or in synthesis with the self (Ryan & Deci, 2000a). As is discussed before, the internalization of external values and goal is dependent on connection to relevant others that endorse the achievement of this goal (Deci & Ryan, 2008). In other words, for an employee to internalize the values and goals of his departments, for example, to work together as a team to help the customer to have a great customer experience, the employee must feel part of her team and feel she knows her team members and they know her, so that they are able to work together as a team. This means that the support of the need for relatedness is inherently important in work motivation.



2.3.2 Basic Psychological needs at work

The second mediator in the work motivation model are the Basic Psychological Needs. Leroy, Anseel, Gardner, and Sels (2015) conducted a survey study in 25 organization, on authentic leadership/followership and BPN within organizations. They propose the following definitions for BPN in organizational context: *Autonomy* refers to feeling that one is the initiator of work-related actions; *Competence* is defined as feeling capable for work related tasks; and *Relatedness* at the workplace can be seen as feeling supported by the people one works with (Leroy et al., 2015). During this study they found that follower basic need satisfaction (e.g. employee basic need satisfaction) has a mediating role in authentic leadership/followership and work role performance, which is a further confirmation of previous studies that indicate the importance of BPN in organizational settings. Because of the focus of this study, only relatedness and RNS at the workplace will be further described.

Relatedness at the workplace

Within SDT-research, relatedness is defined as “feeling connected with others and having a sense of belonging within one’s community “ (Deci & Ryan, 2008, p. 658). Relatedness is connected to Baumeister and Leary's concept of belongingness in which they described that people's need for belongingness is satisfied when they believe that they are cared for and loved by significant others they frequently have meaningful interactions with (Baumeister & Leary, 1995). In consistency with SDT’s notion of social contexts, relatedness need satisfaction at the workplace can be defined as feeling connected to and cared for by both significant others they work with and the organization they work within. In order for employees to feel connected and cared for they need to see themselves as a member of the organization or team, experience a sense of communion within the organization and develop close relations with the people they work with (Van den Broeck, Ferris, Chang, & Rosen, 2016). An example can be an employee who feels connected to the team she works with. The co-workers show her that they care for her and appreciate her being part of the team by looking after her, not only professionally but also personally. When she goes on maternity leave because of her pregnancy and the birth of her child the co-workers keep in touch, tell her that all is well at work and ask how she is doing. After the birth some colleagues come to admire the newborn and bring a gift from the rest of the team.

Ryan and Deci (2000b) have empirically shown that perceived relatedness contributes to optimal psychological functioning, not only in private life but also at the workplace (Deci et al., 2017). For instance, Hon (2012) studied the effect of coworkers who were supportive of relatedness, in addition to empowering managers, and found a causal relation with more autonomous motivated and creative employees, whereas pressuring and coercive managers resulted in less motivated and creative employees. Lynch, Plant, and Ryan (2005) studied employees of a psychiatric hospital and found a significant positive effect of relatedness on job satisfaction.

Relatedness Need Satisfaction at the workplace

RNS at the workplace has specifically been researched in 2 studies which will be discussed here. Janssen, van Vuuren, and de Jong (2013) researched informal mentoring relationships at the workplace and found four factors that contribute to relatedness support; being intimacy, self-disclosure, showing genuine interest and caring. *Intimacy* is defined as having a close, personal relationship. Janssen et al. (2013) described that, although the level of intimacy can vary across different relationships, it is an important measure of RNS. A relationship can be intimate when it is described as warm and supportive with positive regards. All contributors of the relationship feel that they can empathize with each other. A second factor found by Janssen et al. (2013) is self-disclosure. *Self-disclosure* is the possibility to discuss almost everything, including personal and emotional matters. Self-disclosure is an encouragement in feeling intimacy within the relationship. Sometimes there are feelings of vulnerability related to sharing personal or emotional matters. Not everyone has the same attitude relating to how safe or relevant it is to disclose experiences and feelings. *Showing genuine interest* is

a third factor found by Janssen et al. (2013). Showing genuine interest is defined as providing someone with the feeling that he or she is sincerely cared for. Making time and sympathizing with the other person's situation are means of showing genuine interest. Janssen et al. (2013) however also share a side note. A main character in this factor is the sincerity in this behavior. If the behavior is perceived as not hard felt or sincere, it can be a relatedness thwarting factor instead of a relatedness supporting one. The fourth factor described by Janssen et al. (2013) is care. *Care* is defined as being worried about what happens to the other person. It manifests itself in protective behavior, creating a feeling of having a partner who has your back. A last factor described by Janssen et al. (2013) is relatedness behavior to emulate, but since this is mainly applicable in a mentoring relationship where the mentor is perceived as a role model in RNS it is therefore excluded from this research.

In report to a study on how executives experience RNS, Mueller and Lovell (2015) use the metaphor of the psychological vitamin of relatedness since the individual level of RNS can be seen as having significant impact on organizational behavior, work-related motivation and related outcomes (Baard et al., 2004; Gagné & Deci, 2005). Mueller and Lovell (2013) interviewed 22 executives on how their relatedness needs are being met by people inside and outside their work. They found four contributing factors, being joint activity, time, continuity, and common concern. *Joint activity* is described to be the most contributing factor. Doing things together, individually or as a group contributes to feeling connected. The activities can be based on professional tasks, but also have a personal nature. A second factor is *time*. Mueller and Lovell (2013) described that the longer one knows each other, having a shared history together, the stronger the connection is. A third contributor described is continuity. *Continuity* means the interaction has a regular nature. Sometimes the intervals are short, meeting every week, but it can also be a cycle of long intervals, where two people meet on a quarterly basis. The fourth factor mentioned by Mueller and Lovell is *common concern*. When an interaction underlines a mutual goal or experiences and enhances or enriches a mutual concern of both parties it can be seen as a connecting interaction. In addition to these four factors, Mueller and Lovell (2015) conclude that executives are no different than other employees in the sense that they all need a feeling of connection or belonging with relevant people, inside or outside their workplace.

2.3.3 Individual differences

One of the two independent variables in the work motivation model is the individual differences. There is a difference in how need support is perceived (Deci & Ryan, 1985); the satisfaction of the need is in the eye of the beholder. One can think he supports the needs of another person, but whether or not the needs are actually perceived to be satisfied is judged by the receiver. It is the perception of need satisfaction that counts. Guay, Vallerand, and Blanchard (2000) have found that there are individual differences in the preference or strength of one of the three needs. These differences can be explained by cultural backgrounds, upbringing and social learning processes (Chen et al., 2015); the culture in which one grows up, the family one is raised in and the experiences one has had to learn how to value or desire the BPN can have an impact in how one experiences BPN. For example, when a boy grows up in a society and family that is showing that boys and men are loners who do not need many friends this will have an impact in how strong his need for friendship and relatedness is. Or when a girl has learned that woman will always listen to what men told them, because here mother, aunts and friends are all acting this way. This might impact her need for autonomy.

Another example of the difference between individuals is the perceived locus of causality (Ryan & Connell, 1989), which describes how individuals perceive their actions to be caused by internal or external reasons. There is a difference in how individuals perceive autonomy support. Some people inherently feel the freedom of choice as an internal freedom, they are not reliant on others to give them freedom. Others might feel that there are external factors leading to their choices, they have

the belief that they are not free to make choices but that the choices are made for them by factors external to them.

A third, highly relevant, example is the distinction in relatedness need orientation. Lavigne, Vallerand, and Crevier-Braud (2011) propose two orientations: a growth orientation (directed toward interpersonal actualization), and a deficit-reduction orientation (directed toward interpersonal deficit reduction or repair). A *growth orientation* reflects a genuine interest toward others and emphasizes the importance of relationships with others as a basis for autonomous personal and interpersonal development. It leads to nondefensive contact, without fear of negative judgment (Chen et al., 2015). Within the *deficit-reduction orientation* people are searching for social acceptance in order to reduce a social deficit. The aim of interpersonal contact is to appease a fear of rejection and a need for security. Lavigne et al. (2011) found that the deficit-reduction orientation is associated with lower levels of social psychological functioning compared to a growth orientation.

2.3 Organizational context

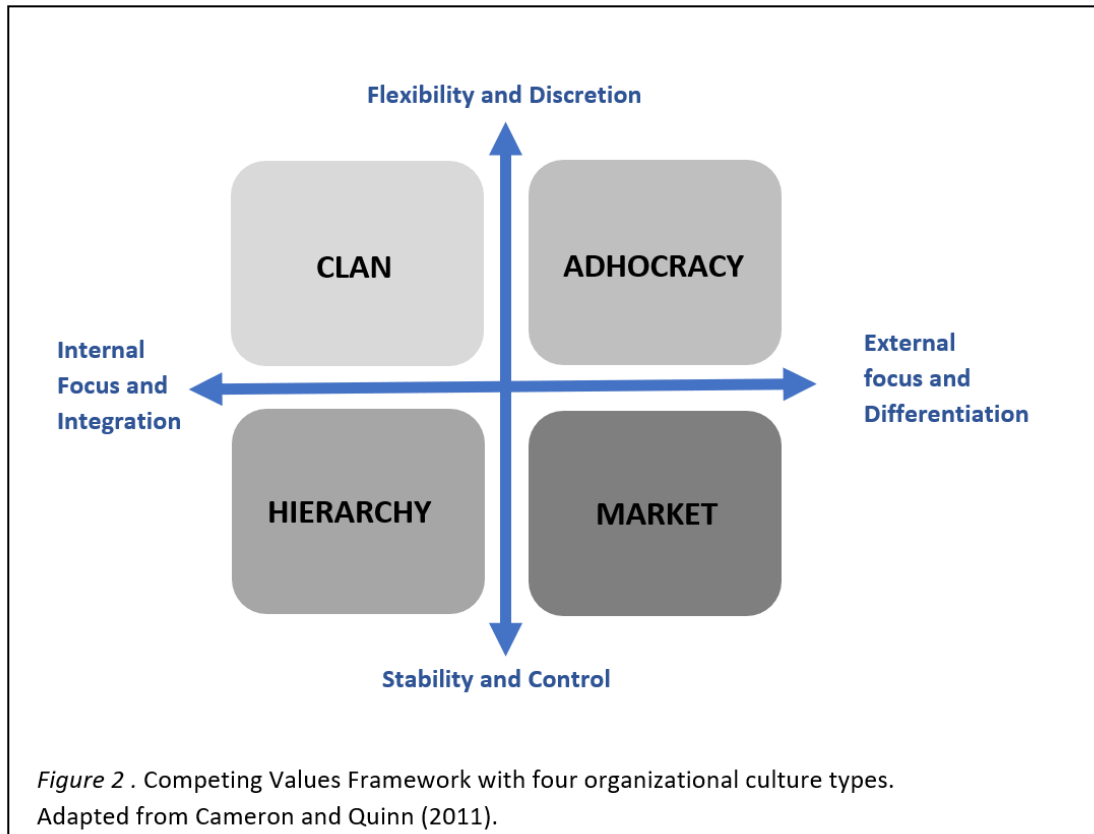
The second independent variable of the work motivation model is the social environment within which an employee is situated. A fundamental proposition of SDT is that the social environment has a large impact on the motivation of people, which in organizational setting means that the organizational context has a large impact on how motivated the employees are. The organizational context plays a key role in need satisfaction. This means the organizational context can be of significant influence in how employees' perceive RNS. There are many means of describing the organizational context. For the scope of this study the organizational culture is chosen because the culture of an organization includes all the values and norms, the behaviors and beliefs that live inside the organization and can therefore provide a meaningful context to need satisfaction at the workplace. Organizations can be seen as nested living systems (Sessa & London, 2015; Von Bertalanffy, 1968) consisting of individuals, groups (teams) and the overall organization. The organizational culture, what lives implicitly at the workplace, has impact on how employees feel and how their needs are being met. It also impacts how groups or teams function and how individuals work together.

Organizational culture

The culture of an organization represents how an organization works, "the taken-for-granted values, underlying assumptions, expectations, which characterizes organizations and their members" (Cameron, 2008, p. 5) and therefore affects the way employees think, feel and behave. Organizational culture has several factors, it is described to be the implicit, often indiscernible aspects of an organization. The culture represents the core values, the consensual interpretations and the 'how things are around here'-beliefs of the organizations members. Because of its implicit nature, employees are often not aware of the organizational culture at their workplace until it is made explicit through a model or instrument. There are several models that can be used to describe an organization's culture, such as Competing Values Framework, Schein's model of organizational culture, the Hofstede model and the definitions of Handy. The Competing Values Framework (Cameron & Quinn, 1999) is chosen to act as a framework for organizational culture in this study because it is one of the most frequent applied theories for gaining insight into the organizational culture and has therefore proven its value. The theory aims on identifying the "aspects of the organization that reflect its key values and assumptions" (Cameron & Quinn, 1999, p. 11) and can therefore create an overview of the organizational context in which employees function at their workplace. The theory also has validated instruments for diagnosing the organizational culture (Cameron & Quinn, 2011) and by that making the implicit culture explicit to be studied.

The Competing Values Framework is framed on a 1980's study on organizational effectiveness. Quinn and Rohrbaugh (1981) found two indicators of organizational culture, each with two competing values,

being Flexibility and Discretion versus Stability and Control, and Internal Focus and Integration versus External focus and Differentiation. This creates a four factor-model on which four types of organizational cultures can be placed, as can be seen in Figure 2, being Clan-type, Adhocracy-type, Hierarchy-type and Market-type. For the scope of this research, these four types will be described to gain some insight in what these different types of organizational culture depict and how they can characterize organizations. The cultural profiles will also be described with reference to the RNS at work factors based on the research of Janssen (2015) and Mueller and Lovell (2015).



The *Clan*-type organization is a friendly place, it is a workplace where employees share a lot of their personal life. It can be described as an extended family or best friends at work; there is an extensive collegial network. There can also be pressure from peers to conform to the organization. The organization revolves around loyalty, tradition and collaboration.

Leader Type: facilitator, mentor, team builder

Value Drivers: commitment, communication, development

Theory for Effectiveness: human development and participation produce effectiveness

Quality Strategies: empowerment, team building, employee involvement, Human Resource Development, open communication (Cameron & Quinn, 2011)

This type of culture seems to show many of the RNS supporting factors described by Janssen et al. (2013) and Mueller and Lovell (2013) such as self-disclosure in sharing stories about personal life, joint activities such as team building and employee involvement and participation, which also underlines the common concern or mutual goal. The focus on Human Resource Development also entails a factor of caring for the employee, at least in a professional sense. Leaders that endorse in mentorship and team builder activities could potentially show genuine interest in their employees,

with the side note that the interest should be heart felt and sincere (Janssen et al., 2013) for the employee to experience RNS.

An organization typified as *Adhocracy* can be described as dynamic, entrepreneurial and creative. Leaders are visionary figures, they promote innovation and risk taking. There is a readiness for change and a drive to produce new products. The organization revolves around a commitment to experimentation and innovation.

Leader Type: innovator, entrepreneur, visionary

Value Drivers: innovative outputs, transformation, and agility

Theory for Effectiveness: innovativeness, vision and new resources produce effectiveness

Quality Strategies: surprise and delight, creating new standards, anticipating needs, continuous improvement, finding creative solutions (Cameron & Quinn, 2011)

This type of culture seems to focus on the outcome, not so much on the individual employees. But, the employees still spend time together, undertaking joint activities to a common concern of innovation and improvement. This could still provide RNS for employees, depending on whether or not they are also experiencing intimacy with significant others and are being cared for.

The *Market*-type organization is oriented around results. It has a focus on competitive actions and achievements. The leaders are hard-driven directors, aggressive and demanding. The organization revolves around an emphasis on winning.

Leader Type: hard driver, competitor, producer

Value Drivers: market share, goal achievement, profitability

Theory for Effectiveness: aggressive competition and customer focus produce effectiveness

Quality Strategies: measuring customer preferences, improving productivity, creating external partnerships, enhancing competitiveness, involving customers and suppliers (Cameron & Quinn, 2011)

This type of culture is implying to at least dissatisfy, if not frustrate or thwart the RNS of the employees. The main focus is on achievement endorsed by aggressive and demanding leaders. This implies a lack of intimacy and care.

Hierarchy-typed organizations are formalized and structured workplaces based on procedures and well-defined processes. It is a smooth running organization, defined by stability, predictability and efficiency. The leaders are good organizers, coordinators and efficiency experts. The organization revolves around formal rules and policies.

Leader Type: coordinator, monitor, organizer

Value Drivers: efficiency, punctuality, consistency and uniformity

Theory for Effectiveness: control and efficiency with appropriate processes produce effectiveness

Quality Strategies: error detection, measurement, process control, systematic problem solving, quality tools (Cameron & Quinn, 2011)

Within this type of culture RNS could be supported by a continuity of spending time together, undertaking scheduled joint activities in order to achieve a mutual goal of quality. It is uncertain whether the organization also motivates care for employees and stresses the importance of intimacy, self-disclosure and showing genuine interest, which are preconditions for employees to experience RNS at the workplace.

These cultural profiles paint a clear picture of the key values and assumptions and make explicit and visual what lives implicitly in the organization. The organizational culture has impact on how employees feel and how their needs are being met. RNS is not based on how organizations or managers feel they support their employees' needs, but how employees experience need satisfaction. In summary, this literature shows the importance of RNS in organizational context because of its mediating role between the social environment and individual differences on the one hand and autonomous, self-directed work motivation on the other hand.

Taken together, this literature demonstrates that relatedness may foster autonomous work motivation. Although RNS appear to have an important measure in autonomous motivation and therefore on employees' work outcome, little research have examined RNS at the workplace in a qualitative approach. The central aim of this study is to contribute to existing literature on RNS at the workplace by providing an insight in the link between organizational context, the individual differences between employees and RNS at the workplace. The objective of this study is to identify factors of the social environment and of individual employees that influence RNS at the workplace.

3. RESEARCH AIM AND QUESTIONS

There is a general consensus in literature that relatedness is very important for effectively executing external values, but there is little research done on relatedness within organizations, especially lacking qualitative research, and therefore we lack insights in the specific experiences of RNS of employees at the workplace, the role of the organizational context on RNS and the difference of RNS at individual, team or organizational level. This leads us to the following research question:

How do individual employees experience relatedness need satisfaction?

With the following sub-questions:

1. What is the role of the social work environment on individual employee's RNS?
2. What differences are there in how individual employees experience RNS?
3. Is there a difference in how individual employees experience RNS at individual level, team level and organizational level?

4. METHOD

4.1 Research design

The design of this study is a mixed method case study. The quantitative data consists of questionnaires based on the Basic Psychological Needs at Work Scale (Brien et al., 2012) and the Organizational Culture Assessment Instrument (Cameron & Quinn, 2005). The qualitative data consists of records of interviews and visual notes made by interviewees to accompany their verbal expressions. Research on visual data states that using visual material in combination with verbal interviews can contribute to the validity of the findings (Comi, Bischof, & J. Eppler, 2014; Rose, 2016; Tracy & Redden, 2015).

A case study was used because a case study "investigates a contemporary problem within its real-life context" (Ellinger, Watkins, & Marsick, 2009, p. 330) and is aimed at understanding complex social

phenomena (Yin, 2003). In case of this research, the aim is to further explore the phenomenon of RNS within an organizational context in order to gain insight in what factors contribute to the employees' experience of RNS. In order to provide qualitative insights on the social phenomenon of RNS at the workplace a collective multi-sited case study is selected, which involves the exploration of a phenomenon through no more than 4 cases within a "bounded system" (Creswell, 2007, p. 73), being a setting or context. Case studies are descriptive of nature (Creswell & Poth, 2017) and allow for retaining "holistic and meaningful characteristics of real-life events" (Yin, 2003).

4.2 Participants

This research is sited within three organizations, being a small consultancy (C), a large e-commerce company (E), and a large educational institute (EI). The characteristics of the organizations are depicted in Table 2.

Table 2.
Characteristics of participating organizations

Organization	Type of organization	Type of service	Total number of employees at the time of the study
C	Consultancy	Business to business, Business to government	36
E	Customer Service E-commerce	Business to customer	1200
EI	Semi government	Education	2800

Each of these organizations is currently in some sort of transition. C is opening a second business location. E is currently drastically revising their customer service strategy, creating a big change in how their employees need to function. One of the departments of EI has recently been merged within the institute, formerly being an independent organization. This creates change and insecurity for the employees, who need to adjust to the changing context of their workplace. As is concluded by Gagné et al. (2000), supporting BPN can help employees deal with changing work contexts. This makes an organization in transition an interesting case to study factors of RNS at.

The sampling of the organizations was done based on the notion of Stake (1995) that cases are selected to show different perspectives on the issue studied in order to maximize the balance, variety and learning potential. In this case this means that the characteristics of the organizations are as diverse as possible, as is shown in Table 1, but they share their current state of transition.

Another issue raised by Stake (1995) is the limited time and resources in doing research. Stake advises picking cases that are both easy to access and hospitable. For this reason, the three companies were derived from the researcher's network, making sure to exclude all optional participants who have a personal relationship with the researcher. Another measure to ensure privacy for the participants and minimize researchers influence was to give participants the option to use code names (e.g. team member x, or manager y) during the interviews.

Within the organizations 3 to 5 teams were selected to participate in this study based on convenience. All teams are part of one department within the organization (i.e. EI and E) or are teams within the

organization (i.e. C). All members of the teams were asked to fill in the questionnaire. Within each team 1 or 2 employees were selected to participate in the interview and visual. 1 employee was selected in case of teams ranging from 4 to 10 people, 2 employees in case of larger teams, ranging up to 30. The selection of the employees was discussed with the management of the organization, based on both availability and variety of participants.

A total of 52 participants filled in the questionnaires, a total of 12 participants out of the total of 52 were selected for the interviews; Table 3. depicts the characteristics of the participants.

Table 3.
Characteristics and numbers of participants

	Questionnaire	Interview
Number of participants	52	12
Female	24	6
Male	28	6
Average age	36	34
Minimum age	22	22
Maximum age	58	55
Average work experience in organization in years	6	5
Number of participants at C	24	4
Number of participants at E	13	5
Number of participants at EI	15	3

4.3 Instrumentation

Quantitative instruments

A questionnaire was used to gain insights in the organizational context of the participating organizations. This questionnaire consists of three parts; one with background questions and two which measures features of the organizational contexts. The organizational features consists of the extent to which the organization is perceived as relatedness needs supporting and of a model of the organizational culture.

Background questions

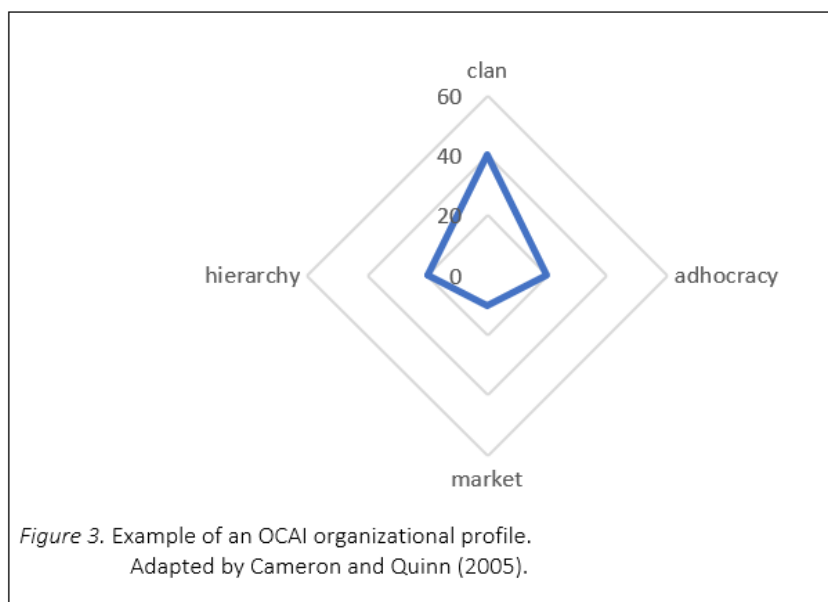
The introduction part of the questionnaire consisted of questions about background variables such as gender, age, educational level and work experience.

Relatedness Needs at Work – organizational context

The background questions were followed by a block of relatedness-questions from the validated Basic Psychological Needs at Work Scale (BPN@WS) (Brien et al., 2012). The validated Dutch version of the Basic Psychological Need Satisfaction and Frustration Scale was used to translate the selected items in Dutch (Chen et al., 2015) in order to safeguard the validity of the questions. The BPN@WS consists of 21 items measuring the need satisfaction for autonomy, competence and relatedness. Because this study is aimed at gaining insight in RNS the items related to autonomy and competence were deleted from the questionnaire, leaving 7 items using a 7-point Likert-type scale rating how true the statement is to the participant. The points were labeled 1 (*not at all true*) and 7 (*very true*). The responses represent how satisfied the need for relatedness is for the participants; thus giving insight in how relatedness needs supporting the work environment is perceived, which is one of the features measured for organizational context in this study.

OCAI – organizational culture

The organizational context is also addressed in the third part of the questionnaire, being the first phase of the Organizational Culture Assessment Instruments (OCAI) (Cameron & Quinn, 2005). The OCAI is a questionnaire based on the Competing Values Framework which divides organizational culture into 4 culture types, being *Clan*, *Adhocracy*, *Market* and *Hierarchy*. During the test participants are asked to assess six characteristics of their organization (Cameron & Quinn, 2005); dominant characteristics of the organization, leadership style, organizational glue, strategic emphasis, criteria of success, management of employees, by dividing 100 points total over four statements per characteristic, depending on how much the statements characterizes their team or department. The employees are asked to think of a specific organizational unit while responding to the questions, preferably their team or department, as organizational culture cannot be perceived in relation to the whole organization (Quinn & Rohrbaugh, 1981). These team or department measures can be combined to create an organizational overview (Kerr & Slocum Jr, 1987). Example statements of the OCAI-tool are “The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.”, “The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.”, “The management style in the organization is characterized by hard driving competitiveness, high demands, and achievement.” and “The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.” (Heritage, Pollock, & Roberts, 2014). The second phase of OCAI concentrates on the future values of the organization and will therefore be excluded. See Appendix 1 for the questionnaire and accompanying writing. The answers of the respondents will result in a visual representation of their organizational culture, as is seen in Figure 3.



Qualitative instrument

Experience of RNS at employee level

The semi-structured interview questions are based on the interview guidelines used in the research of Janssen (2015) (questions derived via email) and Mueller and Lovell (2013) and are depicted in Appendix 2. The concepts that occur during the interviews are intimacy, self-disclosure, sowing genuine interest, caring (Janssen et al., 2013), joint activity, time spend/known each other and common concern (Mueller & Lovell, 2013). The interview was supported by a visual template.

Use of visual supporting material

The aim of the visual template is to allow for a creative, collaborative process of interviewing (Bagnoli, 2009). The use of visual methods (e.g. drawing, photographs, use of diagrams and maps) allows participants to reflect and go beyond verbal thinking (Gauntlett, 2007). In order to thoroughly gain insight into the employees' experience of RNS it is important to go beyond clichés, ready-made answers and standard thinking and a visual template (Comi et al., 2014) allows for just that by strengthening focus, foster a deeper reflection and giving participants more impact on the process of interviewing (Copeland & Agosto, 2012). An important matter is to incorporate the talking and the drawing - to draw, discuss and interpret the visual template during the interview to be able to co-construct the new knowledge about the phenomenon under study (Comi et al., 2014), also known as the Draw-and-Talk-approach (Guillemin, 2004). The visual template is depicted in picture 1. and consists of a set-up for a relational map and an assignment for a free drawing/visual metaphor of how the participant experiences relatedness in relation to the workplace. It is important to note that there is a starting point in the visual template (i.e. the circle with the stick figure and the word IK (ME)), but there is a sufficient amount of freedom for the participant, giving the participant some guideline to start with but also enough openness for the participant to create ownership of the drawing (Bagnoli, 2009). See Figure 4 for an picture of the set up during interviews.

A potential downside can be that the participant thinks he cannot draw and therefore hesitates to participate. A solution is to draw in front the participant, starting with the stick figure in the middle and explaining and reassuring that that is the level of drawing skills needed to participate (Tracy & Redden, 2015).



Figure 4. Visual template and set up during interviews.

4.4 Procedure

The procedure is replicated for every case (Yin, 2003). This means that when possible considering the rules and practices within the organization, the procedure was identical for all participating teams and employees in order to ensure an internally valid outcome.

All team members of the participating teams within the organizations of C, E and EI received a questionnaire with explanatory writing about the research, either via email or as a handout at the workplace. Participants were asked to either send the questionnaires to their team leaders, who then collected the documents and send the now anonymous questionnaires to the researcher, or to hand the questionnaires in while the researcher was at the workplace.

Within each participating team 1 or 2 (depending on the team size) employees were selected to take part in an interview consisting of semi-structured questions and a visual template to support the questions (Comi et al., 2014). Participants were selected by their team leaders and were then contacted via email. Prior to attending the interview the participants were informed that the purpose of the study was to gain insight in their experience of RNS at their workplace and were asked to bring their filled out questionnaires to the interview in order to be able to connect their questionnaire-answers to the outcome of the interview. The researcher spoke to the participants at their workplace. A private space to conduct the interview was arranged to ensure privacy and freedom to speak. The interviews were recorded, and pictures were taken of the visual templates. Participants handed in their questionnaire and informed consent form, then received instruction on the interview and visual template. Participants were given the choice to display the names of co-workers they talked about, or to create a code name that will anonymize their story if they choose to do so. The interviews ranged from 60 to 90 minutes.

During the preparation phase of this research, two practice interviews were held in order to test the procedure and change anything that did not work as anticipated. For example, the visual template initially consisted out of three parts; a visual metaphor, a relational map and a table to relate the different factors of RNS to the of co-workers named in the relational map. During the pilot, the table turned out to be too much and too complex. The results of the table turned out to be too abstract for the aim of this study; respondents struggled to relate the questions asked to their work life. So this element was deleted in the final process. The pilot also ensured that the researcher was competent at using the materials and had a firm grip on the interview process when it came to combining asking questions and using the supporting visual template.

Note that the employees participating in the interviews also filled out the questionnaires, giving the ability to triangulate the information received in the interview with the outcome of the questionnaire. This was done after the interview to not bias the researcher's view of the participant.

4.5 Data analysis

Quantitative analysis

The results of the questionnaires were put in Excel and SPSS and analyzed. Of both the RNS and the OCAI the means and standard deviations of all items were computed for the total organization and for the teams within the organizations.

Qualitative analysis

The qualitative analysis was conducted based on the steps reported by Bree and Gallagher (2016) and is described below.

The interviews were transcribed to a Word-document. During transcription research notes were written to reflect the ideas immediately emerging during listening to the interviews. The transcripts were cleaned up, deleting irrelevant notions and then put in an Excel-matrix. Each piece of datum was put in one Excel-cell, together creating a master chart of all the data. The visual templates were described using the questions of Rose (2016). These descriptions were also added to the master chart. At the end, also the relevant research notes were included in the master chart. Each interview was re-read and a first pass over the data was centered on the identification of themes. Code words were assigned to the themes. An excel-filter was applied over the data, establishing a sort of the data based on code name. A second pass over the data identified overlap in theme or mismatched pieces of data and compared the data with codes derived from literature, see Appendix 3 for the coding scheme. Numerous passes over the data were completed in order to consolidate and condense the data and gain insight in the broader meaning and implications of the data. A visual overview was constructed of the themes with key points under each theme to gain clarity and focus, which can be found in appendix 4.

A second rater was asked to code 3 interviews, 1 from every organization. The second rater has a non-research background and received 30 minutes of explanation of the research context and codes. Cohen's kappa inter-rater reliability of 0.69, with 0.00 significance, was computed using IBM SPSS. This means that, the inter-rater reliability can be seen as moderate to good.

The outcome of the qualitative analysis was then coupled with the quantitative data aiming at a deep and elaborate insight into the phenomenon of RNS within organizations.

5. RESULTS

5.1 Results quantitative analysis.

The answers to the questionnaires are gathered in an SPSS-document, sorting the data on an organizational and team level. For each organization the average score and standard deviation are given in table 3 and 4. Due to the small case sizes no significant conclusions can be made. The RNS-test and OCAI-test scores will be used as illustrative scores for the qualitative analysis.

The scores on the RNS-test described that all three organizations provide a similar amount of relatedness need support for their employees, as can be seen in Table 4. It does not indicate how the organization supports their employees or how employees experience relatedness need satisfaction.

Table 4.
Results of RNS-items at organizational level

organization/team	group size	mean	sd
E	13	4,51	0,13
C	24	4,19	0,12
EI	15	4,16	0,17

The scores on the OCAI can be seen at Table 5 and indicate that all organizations are a Clan-type organization, however the organizations do vary in their secondary types. E has a score of 39.7 on *Clan* and 30,1 on *Adhocracy*. C has a score of 35.3 on *Clan* and 24.3 on *Adhocracy* and also 23.7 on *Hierarchy*. EI has the highest score of 46.5 on *Clan*, and 27.3 on *Adhocracy* and the lowest score of all organizations on *Market*.

Table 6 shows a summary of all the cultural profiles, OCAI-measures and RNS-levels at organizational level to create an overview of the organizational contexts at each of the three organizations.

At the team level, a less consistent picture arises. The scores are depicted in Figures 6, 7, and 8. In E, teams fluctuate between *Clan* and *Adhocracy* culture. Their relatedness levels are 4.5 and 4.6, which are the highest three in this study, and with a maximum score of 5, 4.5 and 4.6 can be seen as a high score. At C, three teams are a *Clan/Adhocracy* type, but team E3 is a *Hierarchy*-type, although the measures on all four types are very close together. The relatedness levels at C range from 4.1 to 4.3 out of 5. At EI, all teams persistent show a *Clan/Adhocracy* culture. The relatedness levels range from 4.0 (the lowest in this study) to 4.3, which, with a maximum score of 5, can still be seen as a relatively high score of RNS.

Table 5.
Results of OCAI at organizational level

	n	minimum	maximum	mean	sd
E					
Clan	13	0	100	39,68	8,75
Adhocracy	13	0	60	30,06	10,46
Market	13	0	40	10,90	4,94
Hierarchy	13	0	50	19,36	9,25
	n	minimum	maximum	mean	sd
C					
Clan	24	10	70	35,33	15,00
Adhocracy	24	0	75	24,36	7,66
Market	24	0	90	16,67	11,58
Hierarchy	24	0	80	23,63	11,05
	n	minimum	maximum	mean	sd
EI					
Clan	15	10	80	46,53	9,09
Adhocracy	15	5	69	27,31	4,93
Market	15	0	25	9,30	5,59
Hierarchy	15	0	45	16,87	5,76

Table 6.
Results of RNS-items and OCAI at organizational level

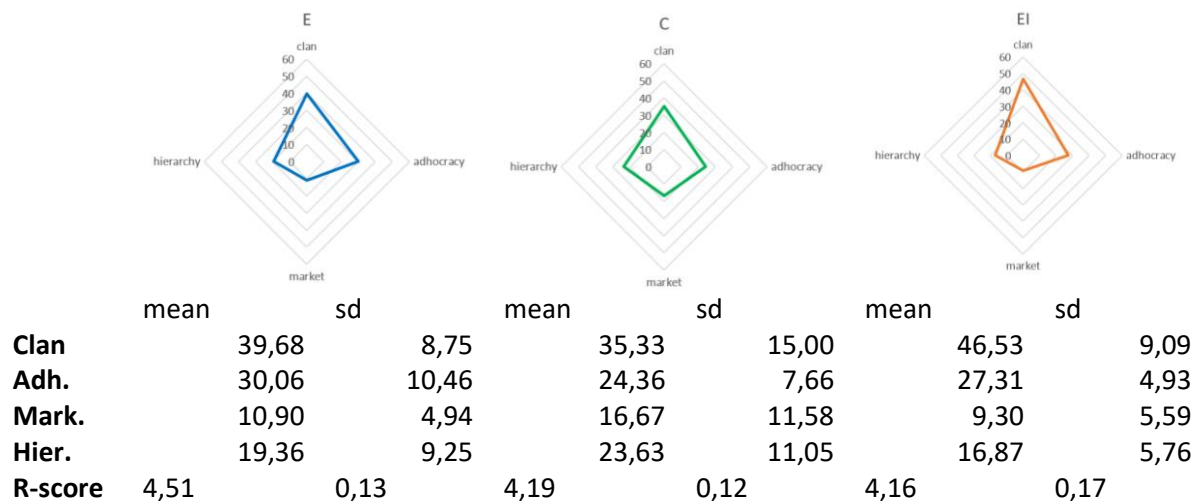


Table 7.*Results of RNS-items and OCAI at team level in E*

		Clan	Adh.	Mark.	Hier.	RNS-score
	mean	40,00	23,96	13,13	22,92	4,63
	sd	13,36	2,72	5,66	10,94	0,25
	mean	38,00	40,5	8,50	13,00	4,45
	sd	3,71	8,80	1,70	6,47	0,26
	mean	41,46	23,13	11,67	23,75	4,47
	sd	5,15	1,49	4,97	1,50	0,39

Table 8.*Results of RNS-items and OCAI at team level in C*


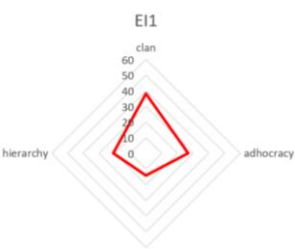

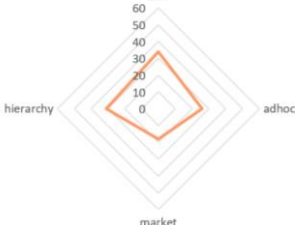
		Clan	Adh.	Mark.	Hier.	RNS-score
	mean	51,79	26,76	5,25	12,21	4,31
	sd	7,34	9,31	3,35	8,93	0,07
	mean	37,69	27,41	13,87	21,04	4,11
	sd	11,03	5,87	6,56	7,50	0,45
	mean	23,45	21,07	26,19	29,29	4,29
	sd	5,90	4,34	12,37	7,75	0,40
	mean	34,38	26,18	17,71	31,04	4,09
	sd	19,36	6,81	9,36	11,60	0,20

Table 9.*Results of RNS-items and OCAI at team level in EI*

		Clan	Adh.	Mark.	Hier.	RNS-score
	mean	45,83	29,00	8,13	16,67	4,30
	sd	8,96	5,64	7,74	5,58	0,21
	mean	48,97	26,19	8,48	16,61	4,02
	sd	8,60	3,80	4,13	7,08	0,35
	mean	43,75	26,88	11,88	17,50	4,19
	sd	7,74	4,26	3,25	1,32	0,66

5.2 Results qualitative analysis

Interviews held with 12 respondents resulted in 101 pages of transcribed text and 24 images produced by the respondents. The interview excerpts are not translated from Dutch to English. The aim of this study is to get an in-depth insight into the experiences of the respondents. Translating could mean losing some of the underlying meaning of what the respondents said. For that reason the interview experts in this study are represented in Dutch, which is the mother tongue of both the respondents and the researcher.

First the results of the interviews and visual templates will be given that are similar to the start list, based on Janssen et al. (2013) and Mueller and Lovell (2015), being: Intimacy, Self-Disclosure, Show Genuine interest, Caring, Time, Continuity, Joint Activity and Common Concern. Some themes have found to overlap, this will be indicated in the results. After that, some extra themes will be described, which were not, or not fully, described in the start list.

Intimacy

When employees feel intimate with each other they experience a sense of connectedness. They feel they are connected to their co-workers and are part of a larger whole within their teams and organization. Intimacy can be described as a personal value of relatedness which is attributed to the person, not to the professional function of a co-worker. For employees to feel intimacy at their workplace, or more specific, to their co-workers, they must feel they can share their personal stories and trust that their stories will be treated with respect by the other person. Intimacy is often a concept experienced on an individual level, less at the team or organizational level.

At E, employees feel intimacy towards individual co-workers. Factors described relevant for feeling connected to their co-workers are a shared experience such as being in the same on-boarding group, sharing stories about one's personal life and being in the same team. Within the team respondents described a different level of intimacy with different team members, especially based on whether they feel a click, which is mostly prompted by shared personalities, similar age groups and similar gender. A respondent describes the difference of intimacy between colleagues as "met een paar collega's ben ik echt heel close en daar praat ik vaak ook wat meer mee over andere dingen, dan bijvoorbeeld als ik met een groep ben. Dan is het meer wat oppervlakkiger. Ook wel persoonlijk, maar op een andere manier."



Figure 5. Metaphor of respondent at C.

At C, employees feel intimacy towards individual co-workers. They feel that their co-workers often have similar attitudes and personalities. But they also reported an intimate feeling with their co-workers because they all work at C. One of the core values of the organization is: “be hard on content, be soft on the individual”. Almost all respondents named this as one of reasons they feel connected to the organization and their co-workers, one respondent draw a visual metaphor of feeling connected to all of her co-workers, even when they are out of the office doing field work, as can be seen in Figure 5. Respondents at C claim the management of C embodies this core value by making them feel cared for and important as a person. Factors relevant to this are that the personal situation of the employees are more important than the rules, and that there is a

culture of sharing personal stories, humor but also of working hard on the common professional goal. One driving force described by employees is that the management at C is facilitating spending time outside the workplace, “dat je opeens een stuk meer een hechte groep bent. En zo denk ik hier ook. Als je [bedrijfs]weekendje hebt gehad. De eerste weken na dan worden er nog zinnen over de werkvloer gegoooid, dat je denkt van, mensen, we zijn weer terug hoor. Het is hartstikke gezellig en dat voelt iedereen nog gewoon”.

At EI, employees feel intimacy towards individual co-workers, especially the co-workers that work in their core team. They described feeling a more distant relationship with department co-workers that are not in their core team: “ik denk dat we bij [afdeling] echt wel een hecht team zijn waarin we ook echt open en eerlijk naar elkaar zijn”. The respondents described a close, connected personal relationship with their direct co-workers. They support each other, both professionally and at a personal level. They report feeling cared for by their direct co-workers. Examples are that they take off professional tasks when needed, go to important personal life events such as weddings and funerals and share personal stories “ik vind het altijd zo gekunsteld als mensen zeggen van... mijn vriend..... zeg gewoon hoe je vriend heet. Het praat gewoon veel makkelijker als [collega] gewoon zegt van... [Annemarie] heeft net een fotoshoot gehad.... Ik denk dat dat de stroperige laag er van haalt. Dat doen wij gewoon”. But the respondents at EI report feeling a unsatisfied feeling of connectedness towards more distant co-workers. They would like to talk more often and more personally to more of their co-workers, but are unable because of several factors. Respondents report that the way the building is designed, which makes it hard to run into each other, the fact that they do not share lunchtime together and the importance of procedures and rules which means they often have to fill in forms instead of just talking to co-workers as obstacles in forming connected relationships with co-workers. Respondents also report feeling less connected with the organization EI, because of these measures. They feel that their needs are not seen because rules and procedures are so important, which makes them feel connected to their small inner circle; they support each other in these harsh environment; but they report feeling disconnected to the organization as a result: “ik wilde ons in EI tekenen, maar

ik doe het een beetje zo, dat het er een beetje aanhangt. Dat we daar niet helemaal inzitten. Dat voelt soms een beetje zo. Dat we nog een beetje [oude organisatie] zijn.”.

Self-disclosure

Employees experience the ability of self-disclosure when they feel freedom to share personal stories, fears, vulnerability and experiences that are relevant to them. Employees need to feel a safety and openness to share stories about their personal lives, but also to be open about difficulties or pleasures related to their professional lives. Employees can at first find it hard to start sharing feelings with new co-workers or managers. They might have a threshold to overcome and feel anxious if they will be included in the work group when they share personal stories, but they feel a need to do so and bring their whole person to work. Co-workers can act as example and start by sharing their personal experiences and showing vulnerability. Organization can reduce the threshold on self-disclosure by organizing events that are specifically not work-related but are aimed at employees getting to know each other. Self-disclosure can be seen as a precondition for other factors, such as intimacy, reciprocal caring, mutual respect, appreciation and recognition.

At E, respondents report experiencing a culture that supports and enables self-disclosure. Co-workers are very open and discussing personal matters is normal, both at personal level as within their team: “Ik heb het vanochtend nog met iemand gehad over mijn bevalling, dus dat is wel een vertrouwde groep geworden in korte tijd, dus dat vind ik wel belangrijk”. At E, the managers give freedom to take time out when needed to talk about a difficult case. There are also scheduled coaching meetings with the whole team to share ideas, personal highs and lows or to talk about professional experiences. Respondents report that the fact that these time outs and meetings are facilitated makes them feel seen and taken care of: “je hebt natuurlijk ook weleens coaching, dat je met heel de groep even gaat praten, dat is een kwartiertje, van.... Hé, hoe gaat deze week? Heb je nog verhalen? Wil je nog een vervelende klant verhaal kwijt? Of juist een hele leuke kwijt?... Dus het is wel dat ze allemaal dingen inplannen van, dat je bij elkaar blijft en dat je elkaar hoort en niet dat je helemaal in een hoekje wordt geduwd”. One measure that all respondents attribute big impact to are the weekly team drinks where alcohol can loosen the tongs and employees can share both professional and personal stories: “Dan heb ik wel even een uitlaatklep nodig op de vrijdagmiddag. Dus heel soms heb je zo'n case. Dat blijft gewoon heel lang bij je, langer bij je dan een leuk case, jammer genoeg. Ja. Dan is dus voor mij heel belangrijk, als je zo'n case krijgt, dat je niet alleen zegt.... boeie, het is maar werk... dat je dan echt een stukje empathie van de rest krijgt. Dat is wel voor mij een mooi voorbeeld van hoe je met je collega's zoiets oppakt”.

At C, respondents contributed the culture of openness and trust to the habit of taking time to share personal stories and to making an effort to getting to know their colleagues: “Een bepaalde openheid? Ja, en ook interesse naar mijn ervaringen, waardoor er een wisselwerking is ontstaan”, “En dat er ook ruimte wordt gegeven binnen het bedrijf dat je überhaupt de kans hebt om even vijf minuten met iemand een praatje te maken en dat er niet meteen naar je wordt gekeken van, he, moet jij niet aan het werk, dat lijkt me heel irritant, dat is hier gelukkig niet zo”. At C, it is normal and encouraged to walk by your co-workers' office and not only talking about work related issues, but also share stories about personal experiences, respondents described how this practice makes them feel connected to their co-workers: “Ik denk dat iedereen heel verschillend een deeltje van hun leven blootgeeft en dat daarin een beetje een stukje is van verbondenheid voelen, denk ik het meeste ten opzichte van wat zij laten zien van zichzelf, waar je het over hebt met ze”. Humor is often a big part of these talks, but serious matters are also not shied away from.

At EI, respondents feel it is a precondition to get to know each other in order to be able to work together effectively: “ik vind het wel belangrijk dat als je met elkaar wilt werken, dan moet je elkaar ook goed kennen, dat is voorwaarden om überhaupt dat uit andere voor mekaar te krijgen”. One



Figure 5. Metaphor of respondent at EI. By René Daniels - Eigen werk, CC BY-SA 3.0, via <https://commons.wikimedia.org/w/index.php?curid=7932933>

respondent made a referral to a work of artist René Daniels as his visual metaphor, see Figure 5. It shows a gallery space with the several blank canvasses hanging at the walls. For the respondent it represents showing yourself, showing who you are as a person to you co-workers as if you are a painting on the wall, visible for all employees of the organization. The respondents at EI report only sharing their personal stories a small inner circle of co-workers, but feeling a need to expand this circle. Respondents described that organized events where a great start to start to talk to each

other at a more personal level, but also described that they only talked to the inner circle of co-workers at these events: “Dat had ik wel toen ik er net werkte. Dan ken je nog niet zoveel mensen, en als je dan iemand op een feestje hebt gesproken dan is het benaderen daarna makkelijker. Dus dat is heel belangrijk”, “We hebben wel studiedagen en de wos, maar dat is inhoudelijk. Maar zo'n feestje savonds, dat is hartsikke gezellig, dus dan klets je samen, en dan heb je het over andere dingen, andere gesprekken. Meer persoonlijke gesprekken”. Being able to have a more social talk and share a laughter at the workplace was felt important to be able to start growing a sphere of self-disclosure that continued to grow at the organized events: “Ik vind het wel belangrijk dat je weet wie je voor je hebt en wat je aan elkaar hebt überhaupt en dat je ook een keer gewoon een sociaal praatje kunnen houden, dat je met elkaar kunt lachen een keer”..

Show genuine interest

The concept of ‘show genuine interest’, that is making time, sympathizing with each other and being authentic was found to be a part of ‘caring’, of having a feeling that one is being protected. When the caring acts or actions where not found to be real or genuine, it was not perceived as caring. But when the act of caring is a one-way action, not allowing to be cared for, it is also not perceived as genuine. That is why ‘show genuine interest’, ‘caring’ and ‘common affective concern’ are combined in a new factor that is called ‘reciprocal caring’ and will be discussed below.

Reciprocal caring

Reciprocal caring can be described as the feeling that one cares about and feels cared for by co-workers. Co-workers are not friends, they have a common professional goal, but they need to feel a sense of genuine care for each other to feel relatedness need satisfaction. An organization needs rules and procedures to achieve their goal, but when employees feel that the rules are more important than their (emotional) wellbeing they **feel not seen** and not **cared for**. Both co-workers and managers can provide a feeling of genuine, reciprocal care by making room for personal issues, by listening, by being

interested in the other person. At an organizational level, being flexible with rules and procedures when it can be of convenience of an employee can make them feel cared for and supported.

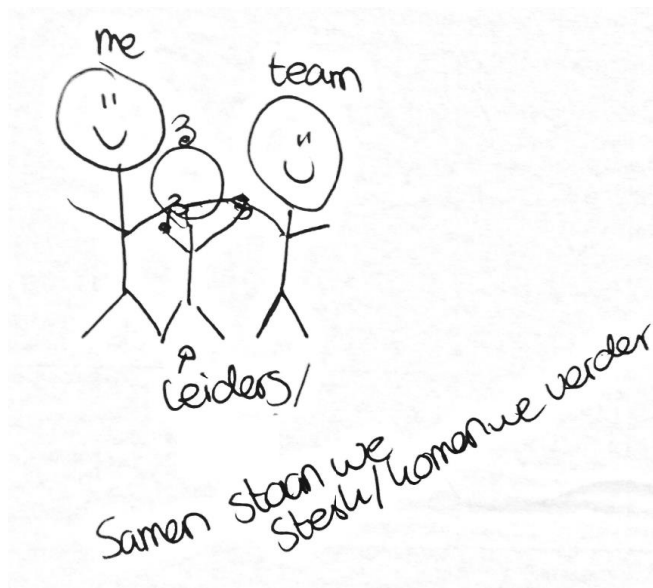


Figure 6. Metaphor by respondent at E.

At E, the respondents comment that they feel cared for by the organization. One respondent draw a visual metaphor of the organization supporting her and her team, seen at Figure 6. Respondents feel their needs are seen and responded to when needed, not only in words but when necessary also in deeds: “Dat zit dus in die samenhang, in dat er goed voor je gezorgd wordt”, “Dat ze niet alleen maar bezig zijn met de cijfertjes, natuurlijk moet je daar ook rekening mee houden, maar dat er wel gewoon aan jou gedacht wordt en aan de collega’s”. Respondents described that when the support that is offered is thoughtful and specific for their situation, they feel even more seen and supported: “En dat vind ik ook fijn dat ze daar gehoor aan geeft, want ik heb

dat gevraagd en dat is voor mij een beetje de kans om dat te overwinnen, dus dat vragen ze ook constant.... wat heb je nodig om je angsten of je probleem te overwinnen”. The respondents described that their co-workers are interested in their stories and try to help out when needed: “Ik heb dan een dochter, en dat is toch ook wel, als je dochter ziek is dat ze dan de volgende dag vragen van... he, hoe is je dochter? Dat voelt dan toch wel dat iemand geïnteresseerd is in je. Dat het niet echt alleen maar is van, dat ze een vraag stellen omdat ze er anders niet uit komen. Dat ze wel echt geïnteresseerd zijn in je”. Respondents also emphasize that this affective concern about each other is reciprocally; they feel the need to be interested in their co-workers and care for and support them when necessary: “In zekere mate wel, het is niet dat het echt heel vaak nodig is, maar zeker als je een keer een pittige dag hebt en je zit er echt doorheen dan is er altijd wel even iemand die ook zin heeft om even een pauzetje te pakken en even gewoon een frisse neus halen. *En andersom ook natuurlijk*”. Respondents shared that they found it contributing to RNS when managers and co-workers recognized when they performed a hard task or where going through a busy professional phase and expressed appreciation: “Dat ze een stapje harder zetten van, we weten dat jullie het lastig hebben, we weten dat jullie de piek hebben”.

At C, respondents truly feel supported by their co-workers and organization. If necessary the organization gives them space to sort out personal issues: “ik denk dat, [manager] en [manager] zou ik erover vertellen, dan wordt ook gelijk gezegd, als het echt niet gaat, geef het even aan, neem een extra dag vrij, we komen er wel uit. Daar wordt wel rekening mee gehouden”. Respondents feel they can express their needs and that these needs are taken seriously and also express the need to reciprocity. To be care for and to care for: “dat je elkaar nodig hebt. Dan wel in een project, dan wel in de organisatie zelf. De een heeft iets wat hij de ander kan bieden en andersom, dus ja... Hoe zeg je dat mooi? Er is een soort wisselwerking, dan wel met kennisuitwisseling, dan wel procesmatig, of gewoon puur in je eigen ontwikkeling. Dan heb je steeds weer een ander persoon nodig, dus dat is voor mij wel de werkrelatie”. At C, they have recently created a mentor system: “Wij hebben een soort van buddy-systeem, dan word je gekoppeld aan een senior, die mag je zelf uitkiezen en die begeleidt je dan in allerlei vragen gedurende de ontwikkeling. Dus sowieso heb je al een grotere verbondenheid mee, met

die persoon”, respondents express feeling truly cared for, by both the mentor for looking after them, and by the organization for facilitating this.

At EI, respondents articulated a particularly high level of reciprocal caring among their direct co-workers: “Henk's vrouw was heel ziek, dat was wel heel lastig. Daar zijn we toen ook voor de begrafenis zijn we daar met zijn allen thuis geweest. Als je het dan over verbondenheid hebt. Dan is het goed als je er op dat moment ook bent”. Some teams have made sure no activities of any team members were ever canceled due to sickness; team members would always take over their activities: “Als je het hebt over verbondenheid dan denk ik wel dat dat de mensen zijn waar je wel nou ja wat extra voor gaat doen, een les over gaat nemen, nou ja, dat”. But also related to personal life employees make an act of caring for each other, for instance by going to funerals or weddings: “Maar ook als er privé dingen spelen dan krijg je, omdat je elkaar goed kent, kun je elkaar soms uit de wind houden”. In contrast to that, respondents expressed they did not feel cared for by the organization. They felt that rules, procedures and budgets were more important than employees: “Onze roostermaker kan onze posthbo-lessen niet in het rooster zetten, want dat zijn post-hbo lessen en hij kan alleen maar bachelor roosteren. Dus, dan heb ik tot half vijf hier les en dan om vijf uur in [andere stad]. Dat zijn allemaal van die stomme dingen.” Respondents struggle with feeling not supported in doing their job because many activities go through many hierarchical or procedural steps. One example of not feeling cared for is seemingly small but respondent reacted quite strong to this. At EI, employees pay a monthly fee for coffee and tea which is withheld from their salary. But, not all employees receive a key to the coffee machine. Only one key per office is distributed. This means an employee cannot get a cup of coffee when they enter the building, but has to walk back after getting the key from the office: “De sleutel voor de koffieautomaat! Nu begin ik er een klein beetje aan te wennen maar ik vind het nog steeds idioot koffie geld betalen van je salaris in ja... Geef ons iets minder geld en los het op, kom op zeg, zo kinderachtig. Ja dat dat soort dingen dat helpt echt niet mee, nee”.. Respondents expressed feeling not taken seriously, they find it childish and express feeling not taken care of.

Joint activity

Joint activity is an important factor in RNS. Joint activities, professionally or informally, are an opportunity to share stories, to get to know each other and to keep growing a feeling of intimacy and relatedness. Employees tend to be more prone to share personal stories at informal activities and this then seeps through to their RNS in formal settings. It is also an opportunity for organizations to show their employees they have their needs in mind, that they are trying to support them. Employees feel more related to the organization when the organization facilitates informal joint activities with their co-workers.

At E, the weekly department drink is described as one of the important driving measures of RNS: “de borrel is ook echt de beste manier om contact te leggen”. It is an opportunity to share get in contact and start to get to know each other. Respondents described that they feel included in the organization because they are invited to the drinks: “in het begin waren we volgens mij niet direct geregeld op de borrels, dat hebben ze op een gegeven moment geregeld. Dit jaar mochten we voor het eerst naar het kerstfeest, wat vorig jaar dus nog niet kon, of überhaupt misschien niet eens rekening mee gehouden wordt dat dat een optie was om ons uit te nodigen. Dus je merkt gewoon dat ze hun best doen om te laten zien dat we er ook gewoon bij horen”. Besides that, there are also some work related joint activities such as team meetings that contribute to sharing stories and experiences and in that way support relatedness: “dan toevallig dit jaar van de onderneming waarbij de [team manager] dan groepjes indeelt, ik werd ook in een groepje gezet die ik niet ken. Alle mensen in dat groepje, daar kan

ik het ook wel heel goed mee vinden. Want je moet elke week vergaderen en overleggen en teamwork en zo, ja, en het halve team is inmiddels al weg, maar het helpt in ieder geval, ja, het was wel leuk”.



Figure 7. Metaphor of respondent at C.

At C, they go on a long weekend together every year. This is often reported by the respondents as a great opportunity to get to know each other on a personal level and share personal stories: “Maar het mooie van toen ik hier kwam was dat we een week later gingen we met het hele bedrijf op vakantie, het weekendje waar iedereen altijd naar uitkijkt, dus daar rolde ik precies in. Dus dat was de perfecte manier voor mij om iedereen goed te leren kennen, dus dat ging heel makkelijk, was heel vlotjes, heel laagdrempelig allemaal. Dus dat heeft heel erg bijgedragen aan mijn manier van kennis maken”. This can also be seen at the visual metaphor one of the respondents draw of walking together, outside, drinking a beer, sharing stories and really getting to know each other, shown in Figure 7. Also the monthly and Christmas drinks and the weekly team meetings were mentioned as important for their RNS: “En ik vind het fijn als er informele evenementen worden georganiseerd, zoals vanavond of een teamuitje, dat je gewoon met een biertje even

kunt kletsen en dat het niet alleen over werk gaat, dat vind ik heel belangrijk”. Opportunity and time to talk, combined with an informal ambiance create a support for self-disclosure and a growth in intimacy: “Dan zit het met name in de dingen die daarbuiten gebeuren die effect hebben. Ja. Wat doet dat dan precies? Mensen zijn altijd toch wat losser, en delen veel meer met je. Er komen veel meer onderwerpen naar boven, persoonlijke verhalen. Wat er nu echt bij iemand thuis afspeelt, wat hij heeft gedaan vroeger, hoe hij hier is terecht gekomen. Daar is hier niet altijd de gelegenheid voor, wat terecht is, want je moet hier gewoon aan het werk. Maar het is prettig als dat soort momenten worden gefaciliteerd. Of uit eigen initiatief, dat je bij iemand langs gaat bijvoorbeeld en dat je het daar dan over hebt, tijdens een lunch of een diner of een wandeling, of wat dan ook. Dat je echt de tijd hebt om die diepgang te zoeken”. One respondent described that joint formal activities were the best way to get to know each other, mainly because of the amount of time spent together: “Ik denk dat het fijnst is als je met iemand gewoon een project deelt op het begin. Ik denk niet dat het veel voorkomt dat je zegt, kom laten we eerst even een biertje gaan drinken of een weekendje kamperen. Het zal uit het werk moeten gaan ontstaan, dus het delen van projecten, dat vind ik altijd een hele fijne start, of iemand begeleiden zodra hij begint in het wennen aan de bedrijfscultuur. Dat helpt altijd heel erg. Dus ik denk gewoon beginnen met werken met diegene.”

At E1, respondents report that joint activities are a place for them to interact and connect: “Bas heeft bijvoorbeeld een nu een paar maanden geleden een nieuw huis. Dan gaan we bij hem tussen de middag daar lunchen en dan gaan we daar direct vergaderen. Ik denk dat we een soort het leuke met het noodzakelijke combineren. En dat werkt wel dan, dan moeten we echt even zeggen, we gaan nu beginnen en dan ja, gaat het goed. Dat kan ik ook waarderen. En dat het dan ook professioneel gaat

en dat we dan ook die vergadering afmaken en dat we daarna weer gezellig was gaan drinken”, but they also report a feeling of frustration: “Er is niet eens meer een kerstdiner want het is een slap aftreksel geworden van een kerstborrel ergens in zo'n hokje helemaal geen sfeer of niks of energie ingestoken wordt. Het zit het hem gewoon in hoe gastvrij ben je”. Respondents shared that they did not feel really welcome at many of the informal joint activities such as the Christmas drink. Many of the organized events are very massive, with all employees of the organization invited, so they do not know many of the attendances. Or, for the smaller scale events, such as the Christmas drink for their department, it is not felt welcoming. Respondents comment that the fact that they have to sign up for the drink, which is then located in a conference room makes them feel unseen and unheard. They do not feel taken care of in their need to connect with co-workers at a department level. Respondents described that formal activities are often leading for them when it comes to RNS: “Het kunnen dingen zijn als een keer in de zoveel weken een half uurtje om over het curriculum te sparren. Tot het personeelsvereniging-uitje als met elkaar de kroeg in. Dat maakt voor mij niet zo heel veel uit. Het gaat voor mij over, dat je de mogelijkheden neemt om ook de andere collega's te zien dan die in de logische cirkeltjes staan. En dan maakt het me dan niet uit op wat voor gelegenheid of reden het is. Al besef ik me heel goed dat het meestal begint met officiële, vanuit de taak georganiseerde bijeenkomsten”. Respondents express that, related to this, they wish they could spend more time and join activities with co-workers that are not in their direct inner circle which is based on their shared tasks.

Time and Continuity

During the interviews, respondents mentioned that there was an important factor contributing to their ability to spend time together, and to create a continuous characteristic to their encounters, and that is the design of the workspace. The workspace can have a large impact in how easy it is to, continuously, spend time together. That is why both ‘time’ and ‘continuity’ are clustered in a new factor called ‘time and space’ that is described below.

Time and space

Next to organized joint activities, employees should have the ability and possibility to professionally and informally connect. This means they have to know they can take time to talk to the co-workers that are relevant to them, professionally and personally. And it means their environment, the building and floorplans, should be designed in a way that it is easy and convenient to engage with each other.

At E, respondents mentioned that the lay out of the work floor has influence on how easy they talked to other people, especially to employees outside their team, which meant that they did not easily talked to co-workers who did not sit nearby: “Binnen die groep heb je natuurlijk ook meer de mensen waar je naartoe trekt of niet. Zeker omdat het best wel een langwerpige lay-out is daar dan heb je smalle eilandjes”. Respondents did state that this made them closer to their team members, but less close to co-workers outside their physical close range. Respondents described that they had many possibilities to spent time with co-workers when needed, asking work related questions or taking some time out to share a hard experience on the job. Respondents described that they often spend this time with co-workers who they already felt close to. They often described that these were the co-workers they immediately felt a click with. They often are at a similar life phase, recognize an attitude towards openness, or have a similar sense of humor.

At C, there is no open plan office. There are several long corridors with offices with doors that can be closed. Respondents reported that the act of walking by someone to discuss something work related and then take the time to also share personal stories or experiences enhances their RNS: “op woensdag zijn heel veel van mijn collega's er niet. [collega] is er dan niet. Dan zit ik alleen op mijn kamertje. Dan

vind ik het soms wel lastig om dan verbondenheid te voelen. Dat heeft er dan puur mee te maken, we hebben hier kantoortjes, ik heb hiervoor wel in grote kantoorruimtes gewerkt, en dan heb je al snel weer contact, maar dan moet je het hier wel echt hebben van de momenten bij het koffieautomaat of even bij iemand naar binnen lopen. Misschien is dat interessant, maar dat zijn ook gelijk de momenten waar die verbondenheid afneemt. Dat vind ik ook altijd echt de minder leuke werkdagen, dus zo belangrijk is dat wel dat de mensen er zijn, of dat je contact hebt met iemand. Dan is de dag grotendeels gevuld met werken, soms is dat ook wel lekker om een rapport af te krijgen, maar soms denk ik dan, ja, dus dan moet je ook echt even actief op zoek naar iemand en dat doe je dan ook niet omdat je het dan druk hebt.. Dat is echt een duidelijk moment waarop je minder verbondenheid voelt.” Co-workers who appreciate this and actively give the opportunity to do this are more often experienced as co-workers they feel close and connected to. The organization actively manages the use of the rooms: “Misschien fysiek, we werken nu bijvoorbeeld in kleine kamertjes... ja, degene met wie jij op de kamer zit daar heb je automatisch een grotere verbondenheid mee dan met de mensen die bijvoorbeeld achteraan de gang zitten. Op basis daarvan kun je ook een beetje spelen. Nou wisselen wij hier constant door, dat is ook wel goed, dan zit je niet constant met dezelfde op de kamer, ik vind dat dat wel dingen zijn die werken”.

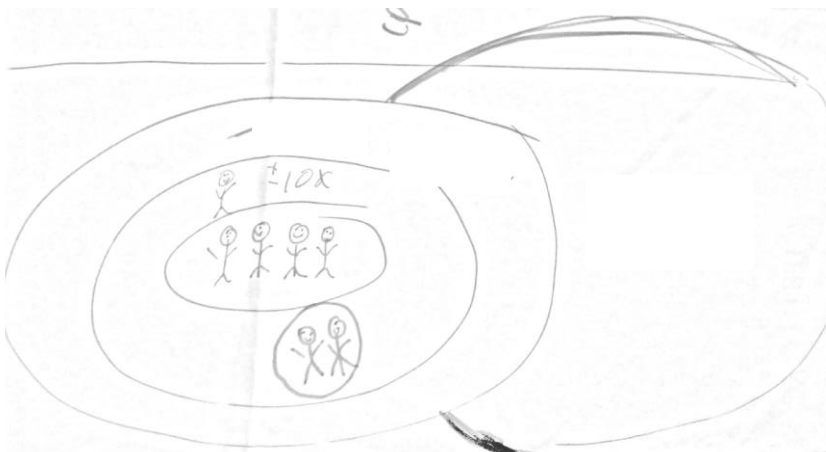


Figure 8. Metaphor by respondent at EI.

At EI, all respondents named the design of the building as a major thwarting factor in their RNS “een andere richting is het gebouw. Dus de keuzes die de architect hier heeft gemaakt zijn erg bepalend voor hoe wij ons werk doen. En dan met name dat je elkaar niet tegenkomt, niet ziet, geen algemene plek hebt waar je... die zijn er wel, maar die zijn praktisch nihil”. One respondent draw a visual

metaphor where their department was literally to the side of the organization, shown in Figure 8. Respondents described how co-workers from the same department are scattered around two building and several floors. There is a lack of common area where it is easy to meet each other: “met de fusie, dat is heel lastig om dat te blijven doen. We aten vaak samen in de personeelskamer en we troffen elkaar gewoon ook vaker. En nu veel minder”. Respondents mentioned that it is hard to run into each other. Which means the majority of the communication goes through email or text messages: “Want ja in de wandelgangen gebeurt heel veel en zeker als je, nou ja de minder belangrijke dingen die je niet op de mail gaat zetten, of op een andere manier gaat communiceren of er niet speciaal naar toe gaat, je komt ik op iemand tegen dus dan vraagje het wel even, ja dus die drempel wordt gewoon lager op het moment dat je elkaar informeel vaker tegen komt. En om nu nou helemaal naar de andere kant te gaan lopen om een korte vraag gaan stellen ja dat doe je gewoon niet nee”. Respondents claim they feel less efficient, but also lack the opportunity to share some stories and experiences that are not work related and feel a deep void in connectedness towards the team members that are not in the same office: “Wanneer er veel contact is dan leer je elkaar sneller kennen. Dat heeft weer met contact te maken. Dat is het niet professionele contact, het intermenselijk contact”.

Common concern

At the workplace, the common concern can be described as the shared goal of the organization. Working together to obtain that goal feels very connecting. That is why 'common concern' is re-named 'common goal'.

Common goal

A shared goal that employees are working on together. It can be the higher goal that an organization is working towards, or the concrete goals of completing a project or earning money for the organization and everything in between.

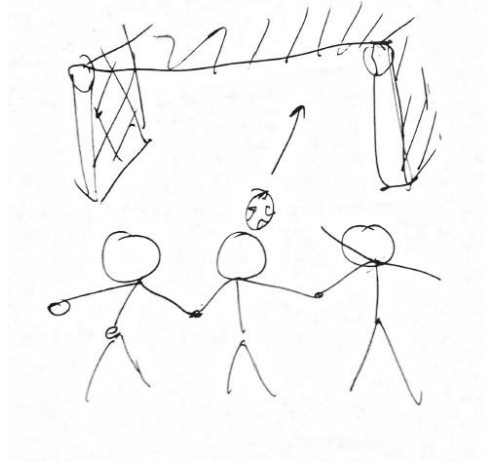


Figure 9. Metaphor by respondent at C.

At E, respondents described that the feeling that they are together working on the common goal of supporting the customers creates a connection, a togetherness: "Met zoiets heb je gewoon het gevoel dat je met zijn allen iets aan het bouwen, dan ben je het bedrijf aan het helpen, dan ben je gewaardeerd", "Ja, je moet het met elkaar doen, he. Ook al mag je iemand niet, dan denk je ik ben hier voor het werk. En je hoeft elkaar niet altijd buiten het werk leuk te vinden." Respondents share that working on the common goal make them feel as a contribution to the organization, it makes them feel appreciated: "Het doel. Ik heb getekend waar je samen, met zijn allen hand in hand, beetje cliché, hetzelfde doel voor ogen hebt, en het doel probeert te behalen. Dat is voor mij denk ik de samenhangigheid". This

respondent draw a visual metaphor of relatedness as scoring a goal together, shown in Figure 9.

At C, respondents described that being part of a whole, that is working on the common goal, makes them feel connected to their co-workers and to the organization: "Dus als iedereen het gevoel heeft dat ze echt onderdeel uitmaken van de organisatie, dus belangrijk zijn, en bijdragen, dat werkt beter. Dat creëert meer verbondenheid met het werk. Maar ook onder collega's, dat je samen denkt van goh, samen hebben we dit geflikt. Ik denk dat dat speerpunt is". Being important for the organization, contributing to the existence of the organization makes them feel part of the organization: "Gewoon in projecten, als je samenwerkt met elkaar, zeker in offertetrajecten kan ik dat heel sterk hebben want ja, dan heb je een hele harde deadline en daar werk je naartoe. En dan ben je heel intensief met elkaar bezig, dan voel ik ook heel sterk verbondenheid".

At EI, respondents described that working together on the common goal of their team makes them feel connected. They felt that their teams were often under attack because the organization or society has a hard time getting a grip on the necessity of their goal, and together contributing to the existence of their team makes them a contributor to the team: "we hebben een beetje een moeilijk vak. Wij moeten altijd voor ons vak opkomen. Ik denk dat dat ook versterkt. Het is wij tegen de rest van de wereld. Ons vak wordt alleen maar weggesneden. En wordt alleen maar minder, dus wij moeten samen op de barricades. Ik denk dat dat ook wel versterkt." . One respondent commented that he felt a larger connection to co-workers when their common goals largely overlapped: "Omdat we vanuit de taak die er is, als KO hebben we een gemeenschappelijke taak, maar binnen die gemeenschappelijke taak als KO op de agenda houden zijn er een paar vakcollega's, omdat we bijna hetzelfde doen waar het het vak aangaat, heb je daar veel meer mee te maken. Dat geldt ook voor de mensen hier, eigenlijk

geldt dat voor bijna alle zaken, zijn de relaties die intensiever zijn komt door een groot overlap in de taak”.

Other factors that contribute to RNS

The factors described below are found in the interviews and described concepts that are an addition to the start list.

Click

Feeling a click can be described as recognizing yourself in the other. It is often triggered by being in the same life phase or age group, the same gender, having the same attitude, especially towards self-disclosure, and sharing a sense of humor.

At E, all respondents described that the co-workers that contribute the most to their RNS are the co-workers they feel a click with: “Met sommige collega's kan ik het best heel goed vinden, maar daar verschil ik misschien twintig jaar mee, dan ga je niet zomaar even op woensdag een drankje mee drinken. Dat is gewoon dat ik dat niet zo snel zou doen, dus dat is denk ik het verschil”, “Ik heb bijvoorbeeld twee teamleiders, en de een daar trek ik toch iets meer naar toe dan de ander. Dus ja, die ligt je beter”. This often means that they are in a similar life phase, young, no kids, going out to parties. Working as a customer service agent also means that many employees are smart talkers, who have an open attitude towards sharing personal stories “Weet je, met een paar collega's ben ik echt heel close en daar praat ik vaak ook wat meer mee over andere dingen, dan bijvoorbeeld als ik met een groep ben. Dan is het meer wat oppervlakkiger. Ook wel persoonlijk, maar op een nadere manier”. But the most mentioned factor in connecting was having the same sense of humor: “Samen lachen is natuurlijk altijd fijn”.

At C, all employees have a similar educational background. This means many also have an overlap in hobbies and leisure activities. Respondents mentioned feeling a click with almost all of their co-workers. But the co-workers who contributed to their RNS the most were often in a similar life phase: “Voor de rest zit het allemaal een beetje in dezelfde leeftijdscategorie, hebben allemaal jonge kinderen”, “Rutger, Jasper en Rienk, dat zijn allemaal een beetje jongens van mijn leeftijd. Dat is heel gezellig om daar een dagje mee op te trekken, dus dan voel je echt een beetje als je vrienden”. At an organizational level, humor was often mentioned as an connecting force between all of the employees: “Als we in een groepje zitten te praten en te grappen en te grollen, als er een leuke sfeer is, dan heb ik dat gevoel”.

At EI, respondents described how they felt recognition towards co-workers based on educational background and professional roles: “Wij zijn alle vier opgeleid in Groningen. En toevallig was er iemand, die kwam uit Zwolle en die zei, ik vind jullie teveel Groningen-minded. Ja, misschien zijn we dat ook wel teveel, maar daarmee wel heel overeenstemmend”, “[Collega] staat sowieso gevoelsmatig het dichtste bij. We zijn de twee vrouwen. Dat dat draagt wel bij. En we werken heel veel samen. We zitten samen in een netwerk, samen in een bestuur. We geven samen nascholing, ontwikkelen veel samen. [Collega] was eerst vakgroepvoorzitter en ik nu”. But the most contributing factor in RNS was a recognition in attitude towards self-disclosure. The respondents at EI could be divided in two: a group that is extraverted and very open in self-disclosing towards their co-workers, and a group that is more introverted and more hesitant in sharing personal information and stories. The extraverted group described that they found more RNS in the co-workers who shared their personal experiences easily and with little restrain: “Dat doen wij heel goed. Wij gaan bijvoorbeeld komende maandag nog samen uit eten, een nieuwjaarsuitje. Dat hoeft niet omdat het goed moet zijn, maar omdat het leuk is. Maar

dat maakt wel dat het makkelijk blijft gaan”, ““De contacten die ik heb, in ieder geval de intensievere contacten, dat zijn over het algemeen mensen die het op een vergelijkbare manier doen als ik. Dus daar vind je elkaar in”. The introverted group described feeling uncomfortable with easy-sharing co-workers and felt a click with co-workers who are more focused on professional communication: “Die is heel lastig, want hij is heel sociaal naar mij toe. Dat is zijn kwaliteit dan wel weer dus doordat hij dan heel sociaal naar mij blijft doen blijf ik wel sociaal bij hem doen, want als hij mij vraagt hoe gaat het? Dan besef ik me wel, ja, daar moet ik echt aan werken. Dat weet ik ook dat ik dan ook af en toe een keer vraag van naar jou of hoe gaat het met je moeder...” Humor was described by both groups to ease to contact between co-workers: “Ik vind het wel belangrijk dat je weet wie je voor je hebt en wat je aan elkaar hebt überhaupt en dat je ook een keer gewoon een sociaal praatje kunnen houden, dat je met elkaar kunt lachen een keer”.

Appreciation

Appreciation can be described as feeling seen and valued. When one's contribution is appreciated, one feels that their effort and input is seen, but more importantly one feels that they are seen as an individual, with their needs, desires and fears.

At E, the organization is putting a lot of effort in making the employees feel appreciated. When there is an exceptionally busy period, where the employees are putting in extra effort in making everything working, the organization organizes extra treats or surprises: “laatst was het black friday, nou dan gaan er schalen met zwart snoep over de vloer, en met sinterklaas kwam sinterklaas om chocoladeletters uit te delen, ik denk dat dan ook vanuit het bedrijf zelf komt”, “dan krijg je een filmpje van iemand die hogerop staat van... zet hem op, we gaan knallen...”. The respondents described how this made them feel appreciated, they feel their effort is being seen: “dus ze laten echt wel merken dat ze blij met ons zijn”. They feel that the organization sees them as a whole person with needs, insecurities and fears: “ik heb heel erg faalangst, dus dan is dat voor mij wel heel erg goed om daar mee te oefenen. En dat vind ik ook fijn dat ze daar gehoor aan geeft, want ik heb dat gevraagd en dat is voor mij een beetje de kans om dat te overwinnen, dus dat vragen ze ook constant.... wat heb je nodig om je angsten of je probleem te overwinnen” and that by explicitly letting them know their effort is seen, they feel seen as a person: “dat ik me ook echt gehoord voel en dat als er iets is dat er ook, dat ik merk dat er wat aan gedaan wordt, zoals met het aanpassen van mijn stoel. Dat ik merk dat ze daar mee bezig zijn. Dat ze willen dat ik me hier fijn voel. Niet alleen dat het van de arbo moet, maar dat ik een goede werkplek heb, dat ik lekker zit, en niet omdat het volgens de regeltjes moet. En dat vind ik fijn”.

At C, respondents described that the organization is putting in a lot of energy in guiding their employees. Employees get opportunities to develop themselves, to become a better professional. Respondents felt appreciated by the investment the organization puts in them. It makes them feel seen as a person, it makes them feel important for the organization: “We hebben ook een persoonlijk ontwikkelingstraject, dat wordt ook aangemoedigd, van, wat zou je willen, dan gaan we dat regelen. Dan ga je op een dag cursus of een week. Er wordt echt goed geïnvesteerd in opleiding, in ontwikkeling, in ontplooiing van de werknemers. En niet omdat ik hier dan net ben, maar ook mensen die er al tien jaar zitten, dat wordt ook... Dat geeft me het gevoel dat ik gewaardeerd wordt, dat mensen kan zien in mij, potentie. Je voelt je belangrijk. Mensen willen wat voor je doen, willen investeren in jou. Je gaat niet investeren waarin je denkt dat dat achteraf geen winst blijkt te halen”.

At E1, respondents did not describe a feeling of appreciation. Respondents described that they often encounter procedures and rules when they want to accomplish something: “En nu komen we in zo’n hele grote organisatie, [E1], waarin we alle regels en procedures moeten volgen, dan kom je toch een beetje in een soort keurslijf die dan niet helemaal past”. Respondents described feeling that they are

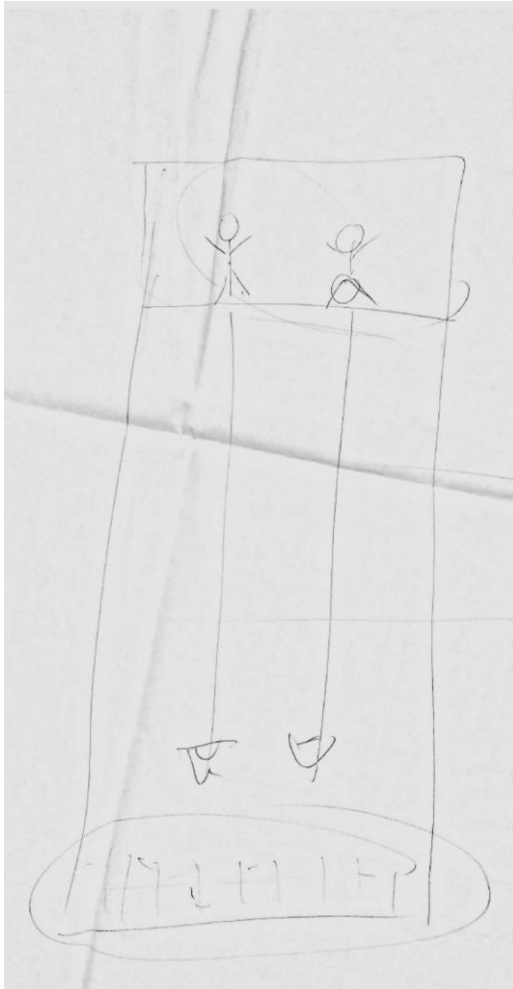


Figure 10. Metaphor by a respondent at EI.

not important for the organization, they do not feel seen or heard: “Het is lastig, maar het is meer dan lastig. Er zit ook een stuk emotie achter. Het voelt alsof [organisatie] de [organisatie] belangrijker vindt dan zijn werknemers”, “Ik heb er ook ruzie over lopen maken. Ik moest gewoon wat materialen voor m'n lessen hebben en dat gaat dan echt niet om dure of hele grote bedragen, maar weet je gewoon, was van die kleurstof of melk of wat. Ik zeg, maar weet je, als het allemaal via bestelweb moet dan komen er geen materialen meer in mijn les. Weet je hoe onmogelijk je deze wereld maakt, dan moet ik mijn lessen dus drie weken van tevoren allemaal voorbereid hebben en dan kan ik het van tevoren nog een keer doen want dan ben ik weer vergeten als ik drie weken van tevoren mijn lessen heb voorbereid, dat gaat niet werken. Dat heb ik vrij hoog op moeten spelen, dat een secretaresse echt bij de directeur nog om toestemming moest vragen of ik af en toe wel niet een pak melk kon declareren, koekoek. En als je het hebt over verbondenheid, dan had de directeur moeten bedenken, maar dat werkt niet in hier vakgroepen dus dat gaan we niet op deze manier doen al vind meneer [organisatie] dat”. Respondents do described that they feel appreciated and seen at individual and team level. One respondent draw a visual metaphor of being in the attic of a high building, with management throwing stuff down, as seen in Figure 10: “Het ziet er meer uit als een flatgebouw denk ik. Waar onderin heel veel mensen

wonen zeg maar waar je verbonden mee bent omdat er hier zo een stukje is waarin een paar poppetjes rondlopen. En die heel veel zo naar beneden gooien zo en waar wij dan zo met elkaar zo gezellig heen een weer warrelen. Dit zorgt voor heel veel verbondenheid maar dan in een gapend gat tussen boven en onder. Zo voelt het een beetje hier, geloof ik”, respondents state that they cluster together at a team level. They feel they have a common enemy, that is the higher managerial level and the organizational culture of rules and procedures. Respondents state that because team members recognize the effort they put in to function despite the unnecessary and counterproductive rules, they feel seen by their team members: “de vakgroep. Die geven mij energie, daar leer ik wat van en daarbij voel je je goed tijdens je werk. Dat is het allerbelangrijkste”.

Equality

There is a difference between role hierarchy and inequality. Respondents described that they feel more related to team members and managers who did not stand put on their hierarchical role. When they showed they did not feel more than the rest based on their function. A sub-category of equality is transparency. When an organization is transparent, they give the employees the feeling that they are all equal and can all know what is relevant. An organization that supported equality is described as more relatedness need supporting.

At E, respondents described appreciating that high end managers visibly working at the customer service work floor and being approachable “Het is niet zo dat de teamleiders in een aparte ruimte zitten en dat de floormanager op een aparte plek, dus dat vind ik heel fijn, dat je allemaal gewoon als het ware gelijk bent, en je hebt gewoon respect voor iedereen”, “de floormanager zeg maar, die zit hier ook gewoon bij ons op de vloer. En volgens mij is nu de algeheel directeur, volgens mij, die zit nu ook hier, in zijn kantoor, die zit hier ook af en toe”, “Dus dat is wel heel fijn, dat ze niet denken.... dat is de klantenservice, blegh” . They also described feeling that managers were available to join in and work

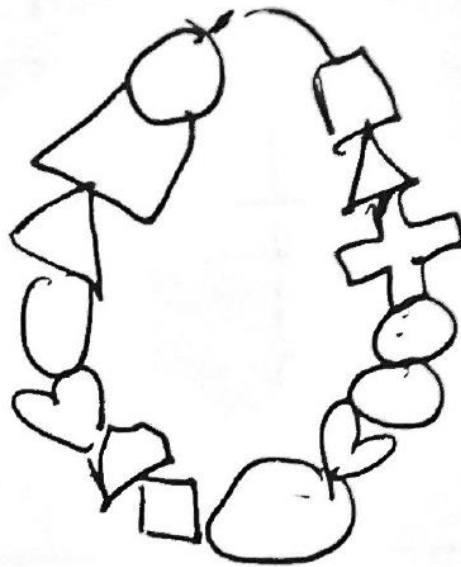


Figure 11. Metaphor by a respondent at E.

with them when needed: “Ze betekenen eigenlijk heel veel voor ons. Want ze zijn super aardig. Ze helpen gewoon waar ze kunnen en ze weten ook heel veel. Voor mij zijn ze ook gewoon heel belangrijk”. They felt that they were as a person equal through all layers of the organization: “Open en eerlijk. Ik ervaar hier bijzonder weinig politiek en verborgen agenda-dingen”. One respondents draw a visual metaphor of the organization as a necklace, as is shown in Figure 11. All employees are different beads, different shapes and different colors, and together they form a beautiful necklace where no one bead adds more to the total than the other.

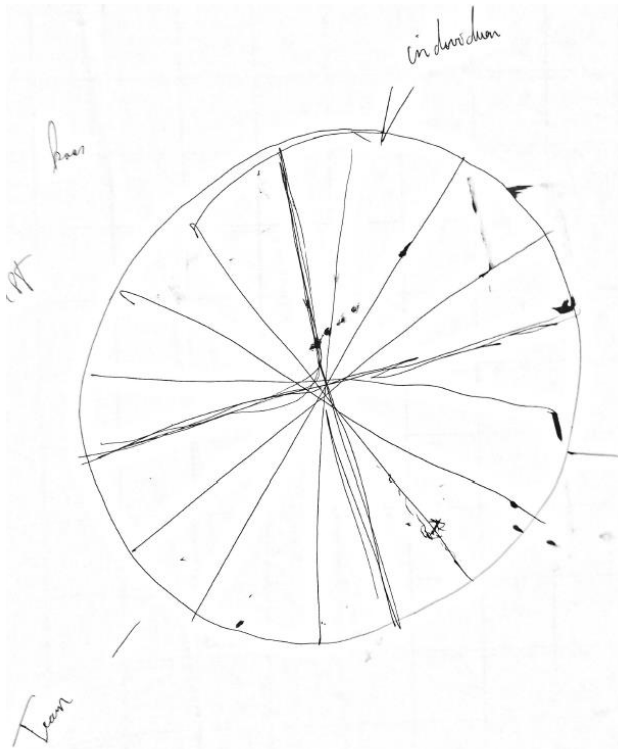


Figure 12. Metaphor by respondent at C.

At C, respondents described that in the work, they felt all equal. Being transparent in how they work and being open about their needs made them feel equal to each other and feel more related: "Ik vind het heel vervelend als mensen heel onvoorspelbaar zijn. Dat ze opeens uit hun slof schieten, of ineens dit van me verwachten. Dat vind ik irritant. Dat hebben zij allemaal niet. Losse houding, prettig om mee te werken". One respondent draw a pizza as a metaphor for relatedness at the workplace, showing how everybody is equally important, but has a different flavor so is contributing something different, shown in Figure 12: "Dit is een pizza. Die bestaat uit pizzapuntjes. Die hele pizza is [organisatie]. Al die puntjes, dat zijn dan de individuen. Laten we zeggen dat dit een pizza quatro stazioni is, dus dit kwartje heeft iets gemeen met elkaar, dat is bij wijze van team [x]. En dan dit kwartje, dat bestaat ook weer uit allemaal personen, dat is ander team. En elk kwartje heeft zijn

eigen smaak. Ieder is weer net wat anders, maar je maakt wel samen deel uit van het hele gebeuren".

At E1, respondents shared that at individual and team level they felt equal to each other as persons. They express that they find this an important precondition in feeling related. Being able to be honest to each other is described to be a large contributor: "Een goede werkrelatie is voor mij wel dat je eh dat je elkaars talenten kunnen benutten. Dat je open en eerlijk bent naar mekaar, gewoon nou ja van elkaar kunnen leren, dat vooral, en ook gewoon dingen kunt overnemen, elkaar kunt u vertellen waar niet op staat of wel op staat". Respondents expressed that in contrast to the individual and team level: "We zijn heel graag gelijkwaardig aan elkaar. Zowel inhoudelijk als persoonlijk. En inhoudelijk hebben we heus wel zo onze specialiteiten, dat wordt echt wel erkend. En persoonlijk helemaal gelijkwaardig. Dus als wij met zijn vieren bij elkaar zitten dan is er niemand die het hoogste woord voert", "je bent wel gelijkwaardig, jij bent wel nieuw maar je bent er wel gelijkwaardig aan mij. Nou ja ik probeer me altijd wel zo op te stellen dat ik ook graag die feedback wil hebben. Nou ja ik probeer me altijd wel zo op te stellen dat ik ook graag die feedback wil hebben en dat we ook dat gesprek aan kunnen gaan", they did not feel equality on an organizational level: "Soms voelt het inderdaad zo, of lijkt het zo, dat de procedures voor de mensen gaan, dat de organisatie voor de mensen gaat. Terwijl het niet is dat de organisatie er voor de mensen is". This results in a feeling of distrust and a decline in RNS.

Humor

Humor can be seen as both an opening for connection as a strengthening of connection. It can be part of the click and recognition people feel among each other, it can underscore the feeling of equality when humor is used across hierarchical roles and humor can function as a joint activity where co-workers make time to connect.

At E, respondents shared that having fun at the work floor was one of the largest factors for RNS: "zonder dat soort momenten zou ik niet snel naar iemand toetrekken, en na dat soort momenten heb

je weer meer reden om met iemand te geinen... weet je nog toen... en dan heb je weer meer aanknopingspunten. En zal je langzaamaan iemand beter leren kennen natuurlijk”.

At C, respondents shared that they thought that humor was a large part of their organizational culture and attributed a lot to their RNS: “Gewoon wat luchtigheid, niet al te serieus zijn. Gewoon af en toe eens wat gek zeggen. Dat hoort hier wel bij, dat hoort echt bij dit bedrijf. Ja. Ik ken dat ook niet van bedrijven waar ik hiervoor heb gewerkt. Ja, daar was het af en toe wel een beetje... maar toch wel wat minder. Het is hier ook veel informeler, dus dan kun je dat ook wat sneller doen. Je mag je jezelf ook zo laten zien”. Humor can create a meaning of being accepted as a person.

At E1, respondents described that humor is a way to put work into perspective: “Gewoon gaat lachen met studenten en ook gewoon grapjes kunnen maken en af en toe kunnen relativeren en bedenken, dat we het allemaal doen maar ja wij zijn maar een klein schakeltje in de hele wereld. We doen ons best maar dat kunnen we niet. Dat is ook met z'n allen je ding doen en dan hoop je dat gewoon dat je het goed doet”.

Attitude towards openness

People often experience some level of discomfort in starting contact and making a connection. It can be, to some degree, fearful to self-disclose and be open to the possibility of rejection. This factor describes the attitude or willingness to be open to engaging with the discomfort in making a connection. Some people have an attitude of being more open to contact and some people tend to shy away from it. This impacts how they experience the need for experience and how it can be supported. At all three organization, respondents showed a large variety of openness toward contact, so this factor will not be discussed clustered by organization but as an overall factor.

Some respondents shared that they have a nature of not wanting to engage in contact but still making an effort in doing so for functioning at their work: ““toen ik hier kwam werken, ik was niet zo'n teammens, ik ben echt een einzelgänger. Maar dat moest ik loslaten, daar bereik je niks mee”. Or sometime the nature of contact is mostly work-related: “ik ben meer wat dat betreft een mannelijke collega die gewoon zegt van het gaat hier om het werk, hupatee, en thuis heb ik wel sociale vrienden en daar en daar doen we heel sociaal mee”. Other respondents shared to have an open attitude towards contact, feeling little limits: “Dus ik ben altijd wel lekker sociaal, ik ben niet zo moeilijk.... hoi, hier ben ik, heb je vragen, kom naar me toe....” but also sometimes still feeling they should be more open: “er zijn mensen die maken heel makkelijk even een praatje met anderen en dat creëert natuurlijk wel een band met elkaar. Dat is iets dat op zich wel werkt. Ik leg ook best wel makkelijk contact, dus wat dat betreft... wil ik het wel meer doen, misschien. Soms dan ben ik iets te gefocust in mijn werk”. One respondent explicitly mentioned that it is your own responsibility to be open and to engage, to seek opportunities for feeling connected: “op het moment dat ik zeg, ik heb ruimte nodig, dan is dan de vervolgvraag, hoe krijg je die ruimte. Ja, ik heb niet een blokje in mijn agenda dat ik mag gebruiken om met mensen te spreken ofzo, of om. Nee, dus. Dat moet gewoon uit jezelf komen.” One respondent raises an important question: “Want de mensen die op zo'n feestje zijn, dat zijn ook de mensen die in hun eigen leven vaak naar een feestje en dingetjes gaan en daar dan toch wel meer feeling mee hebben. Als je er zelf al niks mee hebt dan vind je misschien wel een andere manier om dat... ja, en dat vraag ik me af...”, how can an organization support the need for relatedness in employees who do not have an attitude towards openness but who feel more compelled to professional contact with their co-workers?

6. CONCLUSION AND DISCUSSION

Conclusion

This section will answer the research question “How do individual employees experience relatedness need satisfaction?” The findings on the sub-questions will be described here:

1. What is the role of the social work environment on individual employee’s RNS?

Although it is not possible, due to a small amount of respondents, to significantly say anything about the organizational culture and level of RNS at the organizations, it is possible to take the test results as an indication for the organizational context.

At C, the organization is characterized as a Clan-type organization (35,33), with a second and third with almost similar scores for Adhocracy (24,36) and Hierarchy (23,63) and a RNS-level of 4,19. This means it can be typified as a friendly and open organization with an emphasis on innovation, new solutions, stability and consistency. This is also visible in the strategies that are deployed by the organization to support their employees’ RNS. Respondents described that the regular team meetings and team outings were a large contributor to their RNS (Mueller & Lovell, 2013). All employees and staff go on a trip of four days, every year. During these days a lot of personal stories are being told, the employees engage in activities that are based on their common interests, and every year the destination of the trip is a surprise.

A large emphasis in this organization is put on people values and quality work. Respondents described that they felt very connected to the organization based on their contribution to these values. Managers make an effort to appreciate the employees because of their contribution to the organization, which is well-appreciated by the employees.

At E, the organization is characterized as a Clan-type organization (39,68), with a second highest score on Adhocracy (30,06) and a RNS-level of 4,51. This means it can be typified as a friendly and open organization, with an emphasis on innovation, new and creative ideas. This can also be seen in the strategies applied to support RNS at the workplace. Respondents describe a big emphasis on being accepted and supported by the organization, team managers often stress the fact that they are there to support and also to listen (Janssen et al., 2013). This is underlined by organizational events where appreciation is expressed in new and surprising activities such as free ice cream or popcorn for all of the employees. Respondents described to feel seen, accepted and supported by these actions.

The physical space in the organization can also be typified as open and with an emphasis on new and surprising. There are many open work spaces where everyone is allowed to ask each other for help. Meeting spaces are made out of glass, being transparent. On the walls there are often (playful) quotes and pictures. Respondents described that having the ability to talk to each other and have easy access to co-workers and permission to talk and share stories (Janssen et al., 2013) was a large contributor to their RNS.

At EI, the organization is also characterized as a Clan-type organization, with a second-highest score on Adhocracy (27,31) and a RNS-level of 4,16. This means this organization can be typified as an open and friendly organization with an emphasis on new ideas and surprises. The RNS-level at this organization is the lowest of the three. That was also represented in the statements by the respondents. They claimed that the organization did put an effort in creating RNS-activities,

Christmas drinks, team meetings and organizational meetings at the local theater as joint activities with a personal ambiance. But the activities were not felt as genuine (Janssen et al., 2013). Respondents described that, even though the activities were organized for them, they did not feel seen or heard as an individual employee of the organization. They felt that rules and procedures were more important than their needs and wishes. This is in line with a finding by Deci and Ryan (2008), that the social context within which events are being administered has an effect on how the events are being experienced. If the interpersonal context is supportive, the event could have a positive effect. In contrast, when a social context is controlling, even positive events can be experienced as negative.

Respondents described that working together on a common goal of serving the students made them feel connected to their closest co-workers. They stuck together and felt as if they were together combating a common enemy, which was sometimes the organization and sometimes the societal preconceptions about their educational discipline.

2. What differences are there in how individual employees experience RNS?

Some respondents claimed that they felt capable in making contact, they described themselves as easy-going and open: "I'm just that type of person". These respondents also displayed a high need for relatedness; they had a need to connect to co-workers and share personal stories. They felt that their need for relatedness was highly supported by activities that the organization arranged. They could be described as having a *growth orientation* (Lavigne et al., 2011) towards belonging: they show a genuine interest towards contact, without or with little fear for rejection.

The other group of respondents shared that they were not so fond of deep personal contact at the workplace. They wanted to feel part of the organization, but were not keen on engaging in intimate connection with their co-workers. They described that they were satisfied by engaging in purely professional relationships at work, which are aimed at working together on the common goal (Janssen et al., 2013). This is in line with the *deficit-reduction orientation* (Lavigne et al., 2011) where the aim of interpersonal contact is to be socially accepted but intimate contact is shied away from because of a fear of rejection.

3. Is there a difference in how individual employees experience RNS at individual level, team level and organizational level?

At the individual level, one specific factor has a big impact in how respondents viewed the other factors; attitude towards openness. People can feel vulnerable when they approach someone. Some respondents shared that they felt at ease with this vulnerability, making it easier for them to make a connection and also easier to accept relatedness need supporting behavior from co-workers. Other respondents shared that they found it harder to be open, to approach co-workers and to engage in connecting behavior and activities. They were also more hesitant to accept relatedness need supporting behavior from co-workers because they felt anxious towards it. This can mean that employees with an attitude towards openness that shies them away from feeling a click, hesitant to share stories about themselves and self-disclose, find it harder to feel intimate with their co-workers and hesitate to show they care about their co-workers or accept that their co-workers care for them, which will make it harder for them to satisfy their need for relatedness. It is in a sense similar to the Perceived Locus of Causality (Ryan & Connell, 1989). If an employee perceives herself able to find support for their need for relatedness, she is more likely to satisfy her needs.

At the team level, respondents brought up that it was important for them to have frequent meetings where they could feel they are part of the team, "having a sense of belonging within one's

community.” (Ryan & Deci, 2008, p. 658). Joint activities, facilitated by the organization, both of professional nature and of informal nature are very important to support this feeling. And they addressed the fact that easy accessibility to their co-workers and availability in time and space was very supporting for their team feeling. This means being able to easily walk by their co-workers and having time and space to discuss professional or personal matters. Besides that, working together on a common goal, whether that is helping customers, making money for the organization, or standing together to work against a bias on the discipline they work in, creates a feeling of contributing to the group and therefor being part of this group.

At an organizational level, the factors mostly contributing to RNS are described to be equality and appreciation. An organization can be highly hierarchical, but still convey that their employees and management are equal as human and be appreciated for the role they have within the organization. Respondents described that this was of high importance for their RNS. Respondents paint a picture of needing to be seen, heard and accepted as a person, as a human being. When an organization tries to support their needs without taking the employee into account, for instance by organizing a Christmas gathering in an uninviting back room, it makes the employee feel unimportant for the organization. It makes them feel not connected, not truly a member of the social group.

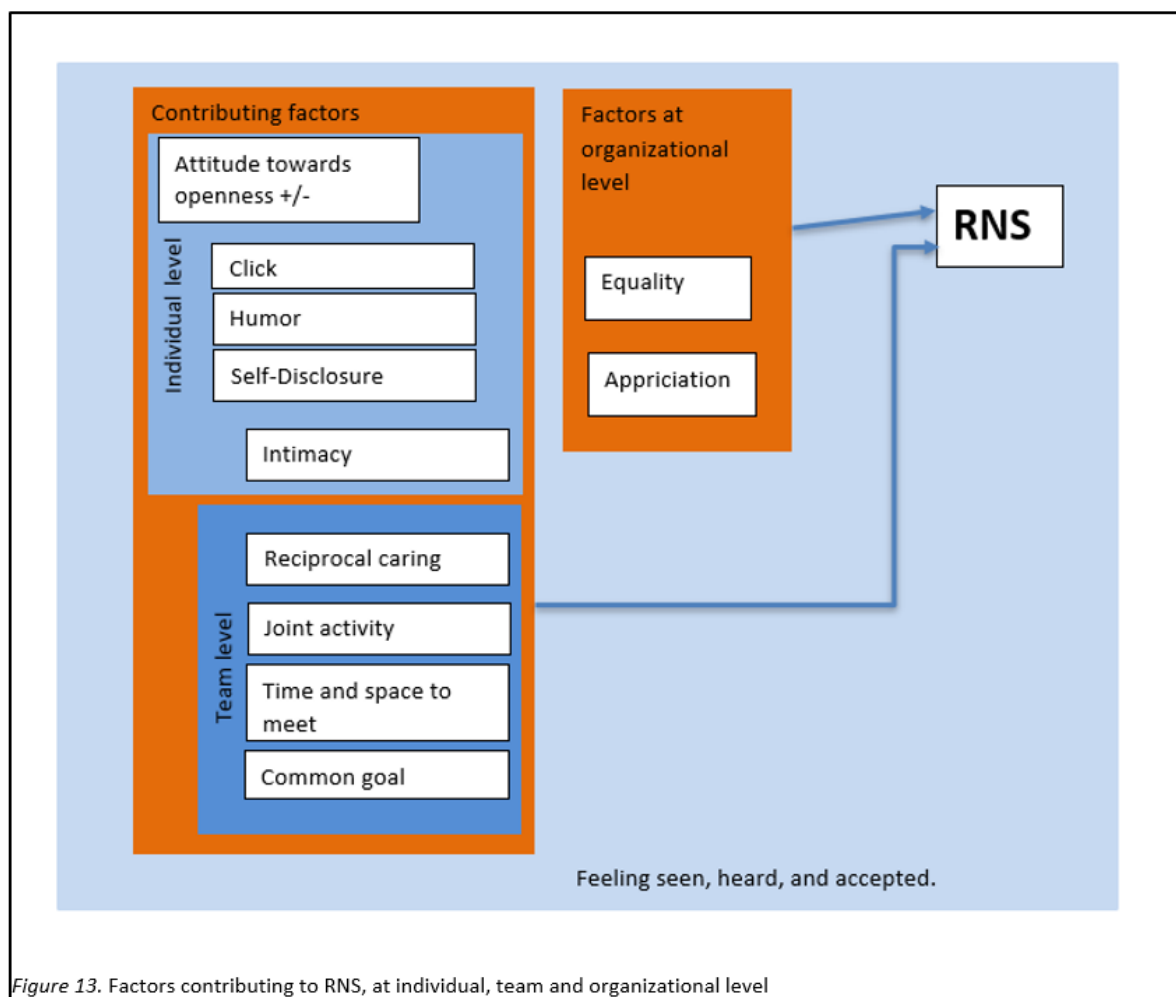


Figure 13. Factors contributing to RNS, at individual, team and organizational level

Main question: "How do individual employees experience relatedness need satisfaction?"

It is not an easy question to answer. The main conclusion should be that there lies a complex reality and inner world behind this question. Organizations can try and act as supporters, engaging in threshold reduction for the fear of rejection, try to organize joint events where employees can engage in self-disclosure and share personal stories and, hopefully create meaningful, intimate relations between them. And in by doing so having a more autonomous sense in their motivation to work on the job or task they are assigned. And precisely this is where it can become complicated. When an organization is trying to support RNS, solely or mainly to support an affective, ambitious employee it is felt by the employee as not being genuine. And when an employee senses a ungenuine attempt of RNS, they immediately feel it. The employees have a sense of how much the organization is really trying to support their RNS, by genuinely caring, supporting and accepting them, or when an organization is making a shortcut and pretending to care, by organizing events that do not meet the needs of the employees, by holding on to rules and procedures instead of looking at the wishes and needs of the employee.

Discussion

Relatedness can be described as "feeling connected with others and having a sense of belonging within one's community." (Ryan & Deci, 2008, p. 658). During the interviews, several factors arose as important in feeling connected and belonging at the workplace. Interestingly, the quantitative measures show three somewhat similar pictures, all three organizations are Clan-type organizations and the RNS-level within the organizations range from 4.2 to 4.5 out of a maximum of 5, while the stories of the respondents differ greatly from organization to organization. One possible explanation this is mentioned by a respondent at S. She shared that she did not feel connected to the organization EI and she also did not feel that her need for relatedness was supported at an organizational level. But she did feel RNS by her co-workers, on team level and especially on the individual level. Her RNS-score at the questionnaire was 4.3, which is .1 higher than the organizational mean score. EI, which has the highest measures of all three organizations of the "Clan culture", described as caring and family-like, also has the most surprising stories of not feeling related to the organization. It is important to note that respondents were asked to take their team or department in mind when they filled in the questionnaire. The respondent described that her feeling of support and connection with her co-workers was very strong, one of the reasons being that they had to stand strong together and combat the thwarting environment at the organization. The respondent drew the metaphor of working at the basement of a tall building where the management of the organizations was throwing stuff down on them, shown in Figure 10. The management can be seen as a common enemy, creating a higher feeling of needing to have to support each other.

7. LIMITATIONS AND RECOMMENDATIONS

Limitations of current research

Due to the small sample size, especially for the quantitative data, this research is unable to make significant statements that are transferable to larger scale. However, the in-depth nature of the interviews and visual templates does mean that the results can be an indicator for the importance of RNS in organizational settings. This means that there are some practical recommendations to be made. Recommendations for future research are to recreate the design of this research on a larger scale, to be able to make significant conclusions on the effect of the organizational context on RNS. Another recommendation is to make an effort on qualitatively researching RNS at the workplace by engaging with respondents in a creative manner to deepen the understanding of their experience, for example by using visual tools, or even role play or theatrical simulation.

Practical recommendations

Organizations can facilitate RNS by organizing threshold-lowering activities such as team outings, get-togethers, team meetings, and by creating a culture in which it is normal to walk in together, ask each other for work-related help or share personal stories. An accessible design of the work floor, where employees can easily see and speak to each other, can contribute to this. Team leaders can facilitate RNS by walking the talk, sharing personal stories, showing that they are also interested in their employees, that they support them where necessary, and above all that they think the person is more important than the rules. Rules must be in place, employees need structure, but if the employee feels that they are working against the rules, then it feels like the organization does not see the employee, as if the employee is not important as a person.

An important note is to take into account the individual differences between employees in relation to need support. What might work for one employee might not work, or not work sufficiently for another employee.

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APPENDIX 1

Vragenlijst verbondenheid binnen organisaties

Dankjewel voor het meedoen!

Deze vragenlijst is een onderdeel van mijn studie *Educational Science and Technology*. Het doel van mijn onderzoek is om inzicht te krijgen in welke aspecten bijdragen aan een gevoel van verbondenheid binnen organisaties.

Deze vragenlijst bestaat uit drie onderdelen.

Het eerste onderdeel vraagt naar praktische gegevens zodat we, waar nodig, in de analyse rekening kunnen houden met bepaalde kenmerken. Het tweede onderdeel meet in welke mate je momenteel verbondenheid ervaart met je collega's. Het laatste onderdeel meet hoe je de organisatiecultuur ervaart.

De antwoorden worden anoniem en zorgvuldig verwerkt.

Gegevens	
Man/vrouw	
Leeftijd	
Aantal jaren werkervaring binnen huidige functie	
Hoogst genoten opleiding	
Naam teamleider	

Het volgende onderdeel vraagt naar gevoelens van verbondenheid op je werk. Je kunt een score toekennen van 1 ('helemaal oneens') tot 5 ('helemaal eens') om aan te geven in welke mate een bepaald gevoel op dit moment binnen je werkzame leven van toepassing is.

Helemaal mee
oneens

Helemaal mee
eens

	Stelling	1	2	3	4	5
1	Ik voel dat de collega's waar ik om geef, ook geven om mij					
2	Ik voel me op mijn werk uitgesloten uit de groep waar ik bij wil horen					
3	Ik voel me op mijn werk verbonden met collega's die om mij geven					
4	Ik heb het gevoel dat collega's die belangrijk voor me zijn koud en afstandelijk zijn tegen mij					
5	Ik heb het gevoel dat mijn collega's als vrienden voor me zijn					
6	Ik heb de indruk dat mijn collega's me niet erg aardig vinden					
7	Ik heb een warm gevoel bij collega's waarmee ik tijd doorbreng					
8	Ik heb het gevoel dat de relaties die ik op mijn werk heb slechts oppervlakkig zijn					

Het laatste onderdeel bestaat uit 6 categorieën met 4 stellingen. Verdeel 100 punten over de 4 stellingen, afhankelijk van in hoeverre de stelling jouw organisatie beschrijft.

1. Dominante kenmerken		Score
A	De organisatie heeft een zeer persoonlijk karakter. Ze heeft veel weg van een grote familie. De mensen lijken veel met elkaar gemeen te hebben.	
B	De organisatie is zeer dynamisch en er heerst een echte ondernemingsgeest. De mensen zijn bereid hun nek uit te steken en risico's te nemen.	
C	De organisatie is sterk resultaatgericht. Het werk af zien te krijgen is de grootste zorg. De mensen zijn erg competitief en gericht op het boeken van resultaten.	
D	De organisatie is strak geleid en gestructureerd. Formele procedures bepalen in het algemeen wat de mensen doen.	
	<i>Totaal</i>	100

2. De leiding van de organisatie		Score
A	De leiding van de organisatie gedraagt zich in het algemeen als mentor, faciliteert en stimuleert.	
B	De leiding van de organisatie spreidt in het algemeen ondernemingslust ten toon, evenals vernieuwingsgezindheid en risicobereidheid.	
C	De leiding van de organisatie geeft in het algemeen blijk van no-nonsense instelling, agressiviteit en resultaatgerichtheid.	
D	De leiding van de organisatie geeft in het algemeen blijk van coördinerend en organiserend gedrag en maakt indruk van een soepel draaiende, efficiënte machinerie.	
	<i>Totaal</i>	100

3. Personeelsmanagement		Score
A	De managementstijl van de organisatie wordt gekenmerkt door teamwerk, consensus en participatie.	
B	De managementstijl van de organisatie wordt gekenmerkt door persoonlijke risicobereidheid, vernieuwing, vrijheid en uniciteit.	
C	De managementstijl van de organisatie wordt gekenmerkt door niets ontziende competitie, hoge eisen en prestatiegerichtheid.	
D	De managementstijl van de organisatie wordt gekenmerkt door zekerheid omtrent de baan, de voorschriften, voorspelbaarheid en stabiele verhoudingen.	
	<i>Totaal</i>	100

4. Het bindmiddel van de organisatie		Score
A	Het bindmiddel dat de organisatie bijeenhoudt, bestaat uit loyaliteit en onderling vertrouwen. Betrokkenheid bij de organisatie staat hoog in het vaandel geschreven.	
B	Het bindmiddel dat de organisatie bijeenhoudt, bestaat uit betrokkenheid bij innovatie en ontwikkeling. De nadruk ligt op het streven in de bedrijfstak voorop te lopen.	
C	Het bindmiddel dat de organisatie bijeenhoudt, bestaat uit de nadruk op prestaties en het bereiken van doelstellingen. Agressiviteit en winnen zijn gangbare thema's.	
D	Het bindmiddel dat de organisatie bijeenhoudt, bestaat uit formele regels en beleidsstukken. Instandhouding van een soepel draaiende organisatie is belangrijk.	
	<i>Totaal</i>	100

5. Strategische accenten		Score
A	De organisatie legt de nadruk op menselijke ontwikkeling. Een grote mate van vertrouwen, openheid en participatie zijn niet weg te denken.	
B	De organisatie legt de nadruk op het aanboren van nieuwe bronnen en het creëren van nieuwe uitdagingen. Uitproberen van nieuwe dingen en zoeken naar kansen worden gewaardeerd.	
C	De organisatie legt de nadruk op wedijverend gedrag en prestaties. Het bereiken van ambitieuze doelstellingen en overwinningen in de markt spelen de hoofdrol.	
D	De organisatie legt de nadruk op behoud van het bestaande en stabiliteit. Efficiëntie, beheersbaarheid en een soepele uitvoering spelen de hoofdrol.	
	<i>Totaal</i>	100

6. Succescriteria		Score
A	De organisatie definieert succes op grond van de ontwikkeling van human resources, teamwerk, de betrokkenheid van het personeel en zorg voor de mensen.	
B	De organisatie definieert succes als kunnen beschikken over zo uniek mogelijke of de nieuwste producten. Ze kan worden beschouwd als innovatief en als toonaangevend wat haar producten betreft.	
C	De organisatie definieert succes als winnen in de markt en de concurrentie de loef afsteken. Concurrerend marktleiderschap staat centraal.	
D	De organisatie definieert succes binnen het kader van de efficiëntie. Betrouwbare levering, soepel verlopende schema's en goedkope productie zijn van cruciaal belang.	
	<i>Totaal</i>	100

Zijn er naar aanleiding van de vragenlijst nog dingen die je wilt delen?

De vragenlijst mag nu worden gemaïld naar j.c.m.jorissen@student.utwente.nl

Hartelijk dank voor het invullen!

APPENDIX 2

Guideline visual template en semi-structured interview

Benodigde materialen:

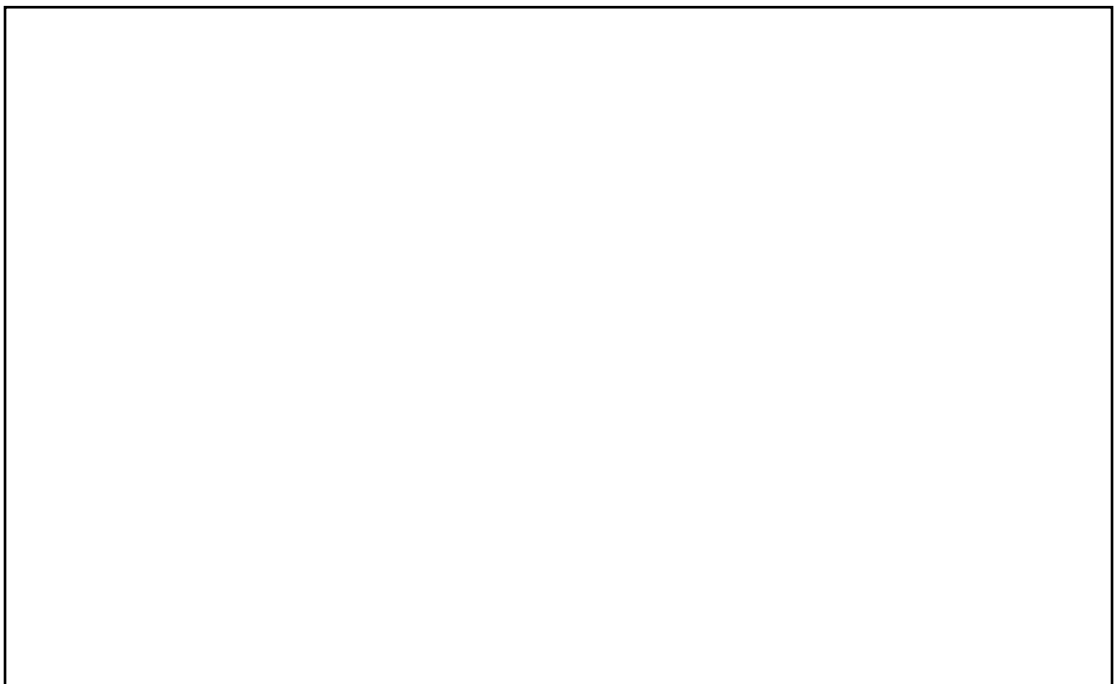
- Getekende versies van visual template op groot vel papier
- Gekleurde potloden in potloodhouder
- Gekleurde stiften in houder
- Pennen diverse kleuren in houder
- Post-its
- Stickers
- Opnameapparaat
- Waterkan met bekers
- Koffie/thee met koekjes
- A4 met research questions, definities en belangrijke concepten uit theorie
- Infobrief voor deelnemers
- Field notes met ruimte voor aantekeningen en observaties

Doel: Inzicht krijgen in de factoren die gevoel van verbondenheid binnen hun team/organisatie ondersteunen of in de weg staan.

Visual template

Start met het interview. *Beschrijf de meest relevante mensen in je directe werkomgeving, zowel in positief als negatief aspect (relational map). Als je jezelf ziet als het middelpunt, wie staat er dan het dichtst bij, en wie het verst weg (relational map)? Welke aspecten/factoren/kenmerken van sociaal contact noemt de interviewee (relational map)? Hoe verschillen deze relaties van elkaar (relational map)? Als je ze in categorieën zou moeten verdelen, welke zijn dat dan (relational map)?* Aanleiding om in te vullen in het template.

Aan het einde nog de vraag: Teken hoe je verbondenheid op je werk ervaart. Hoe ziet verbondenheid op het werk eruit voor jou?



Vragen over visual template (waar relevant samen met de interviewee al bespreken, anders als leidraad voor de analyse)

Vragen over de afbeeldingen

- Wat zien we hier?
- Wat zijn de componenten van de afbeelding?
- Hoe zijn ze gearrangeerd?
- Welke visuele relaties worden er in de afbeelding gelegd?
- Wat voor kleur is er gebruikt en waarom?
- Waar staan de verschillende onderdelen van de afbeelding voor?
- Welke kennis wordt hier ontplooid?
- Wie of wat staat er niet op de afbeelding en waarom?
- Is dit een tegenstrijdig beeld (tegenover andere gegevens die bijvoorbeeld in interviews zijn verzameld)?

Interview

Janssen		X
	Beschrijf je dagelijkse werksituatie eens.	
	Beschrijf de meest relevante mensen in je directe werkomgeving, zowel in positief als negatief aspect (relational map).	
	Als je jezelf ziet als het middelpunt, wie staat er dan het dichtst bij, en wie het verst weg (relational map)?	
	Van wie heb je de meeste steun ontvangen? Hoe zag dat eruit? Hoe voelde je je daarbij, op emotioneel vlak?	
Mueller and Lovell		
Betekenis van verbondenheid	Hoe zou je een relatie definiëren?	
	Hoe zou je sociale contacten beschrijven?	
	Wat betekenen sociale contacten op het werk voor jou?	
	Welke aspecten/factoren/kenmerken van sociaal contact noemt de interviewee (relational map)?	
Persoonlijke Ervaringen - Levels	Welke relaties heb je op het werk?	
	Hoe veel relaties heb je op het werk?	
	Hoe verschillen deze relaties van elkaar (relational map)?	
	Hoe zouden je werkrelaties onder ideale omstandigheden eruit zien?	
	Wat staat je werkrelaties in de weg?	
	Als je ze in categorieën zou moeten verdelen, welke zijn dat dan (relational map)?	
	Wat zouden de kenmerken zijn van deze categorieën?	
Persoonlijke ervaringen - Behoeft	Wat heb je nodig om sociale contacten op je werk te onderhouden?	
	Hoe vorm je nieuwe sociale contacten op je werk?	
	Wat verwachten sociale contacten op je werk van jou?	
	Wat verwacht jij van (nieuwe) sociale contacten op je werk?	
	Hoe hebben sociale contacten op je werk zich over tijd ontwikkeld?	
Persoonlijke ervaringen - Verhalen	Beschrijf een situatie waarin je je verbonden voelde, deel van een groep. Hoe voelde je je toen, emotioneel en fysiek? Hoe ervaarde je toen anderen?	
	Beschrijf een situatie waarin je je niet verbonden voelde, deel van een groep. Hoe voelde je je toen, emotioneel en fysiek? Hoe ervaarde je toen anderen?	
	Hoe ervaar je het verschil tussen een-op-een relaties en het onderdeel zijn van een groep?	
	Beschrijf een situatie waar je je buitengesloten of afgewezen voelde. Hoe voelde je je toen, emotioneel en fysiek? Hoe ervaarde je toen anderen?	
Metafoor	Teken hoe je verbondenheid op je werk ervaart. Hoe ziet verbondenheid op het werk eruit voor jou?	
Einde	Is er nog iets dat we niet hebben behandeld maar dat je wel wil toevoegen?	

APPENDIX 3

Coding scheme

Code	Deduc/Induc	Sub code (WHAP)	Definition
Intimacy	Deductive		Having a close personal relationship, feeling connected
Self-Disclosure	Deductive		Feel freedom to share personal stories, fears, vulnerability and experiences that are relevant to them
Reciprocal caring	Inductive		Feeling that one cares about and feels cared for by co-workers
Joint activity	Deductive		Working together, have fun together, spend time together
Time and space	Inductive	Time: Having the opportunity to spend time together	Having the opportunity and the space to meet each other
		Space: Having the physical space to meet each other	
Common goal	Inductive		A shared goal that employees are working on together
Autonomy	Deductive		Relevance (provide rationale), Respect (acknowledge feelings and perspective), Choice, Avoid control
Competence	Deductive		Clarity of expectations, Optimal Challenge, Feedback
Attitude towards openness	Inductive		The attitude or willingness to be open to engaging with the discomfort in making a connection
Humor	Inductive		Jokes used as both an opening for connection as a strengthening of connection
Equality	Inductive	Transparency: Being open about choices and considerations and sharing these thoughts with co-workers, showing that they are equal to this knowledge	The attitude that one is not better or more of value to the organization than another employee, not even when one is higher in hierarchy
Appreciation	Inductive		Feeling that one is seen and valued by a co-worker
Click	Inductive		The feeling of recognizing yourself in the other person

APPENDIX 4

Overview of themes and key points in qualitative results

Theme	Key point	Sub point
Intimacy	shared experience	shared time outside work
		time working on the common professional goal
		culture of self-disclosure
	click	shared personalities
		similar age groups
		similar gender
	support each other	personal
		professional
	feel cared for and important as a person	personal, go to important personal events
		professional, take over tasks when needed
	employees are more important than the rules	
	humor	
Self-disclosure	precondition to get to know each other ->	be able to work together effectively
	share ideas	
	share personal highs and lows	
	talk about professional experiences	
	->	facilitate feeling seen and taken care of:
	fear of self-disclosure: is it accepted to share?	Belongingness Need Orientation
		threshold reduction
Reciprocal caring Show genuine interest Caring Common affective concern	(emotional) wellbeing is more important than the rules	feeling seen
		feeling cared for
	mutuality	feeling supported
		being able to support co-workers
	appreciation	feeling cared for
	caring	personal
		professional
Joint activity	personal	
	professional	
	team-building	threshold reduction
	possibility to share stories	
Time and space Time Continuity	possibility and ability to spend time	design of physical space
		culture of making small talk
	threshold reduction	
Common goal	working towards a shared goal	solidarity

	common enemy	
	appreciation	recognition of your contribution towards common goal
Click	shared personalities	
	similar age groups or life phase	
	similar gender	
	same attitude	especially towards self-disclosure
		Belongingness Need Orientation
	same sense of humor	
	same background	
Appreciation	contribution to common goal	effort and input is seen
	feel seen as an individual	needs
		desires
		fears
	not being withheld by rules and procedures	feeling seen in their needs
		feeling more important than the rules
Equality	being equal, not related to roles and hierarchy	feeling important as an individual
	transparency	being open and honest, no political games
Humor	opening for connection	
	strengthening connection	
Attitude towards openness	discomfort or fear in sharing personal stories or experiences	
	large variety of level of openness related to large variety of fear of being open	