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Congruity Discrepancies in Knowledge Intensive Work, and its impact on Flow.

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Masteroppgaven er gjennomført som ett ledd i utdanningen ved Universitetet i Agder og er godkjent som sådan. Denne godkjenningen innebærer ikke at universitetet inntår for de metoder som er anvendt og de konklusjoner som er trukket.

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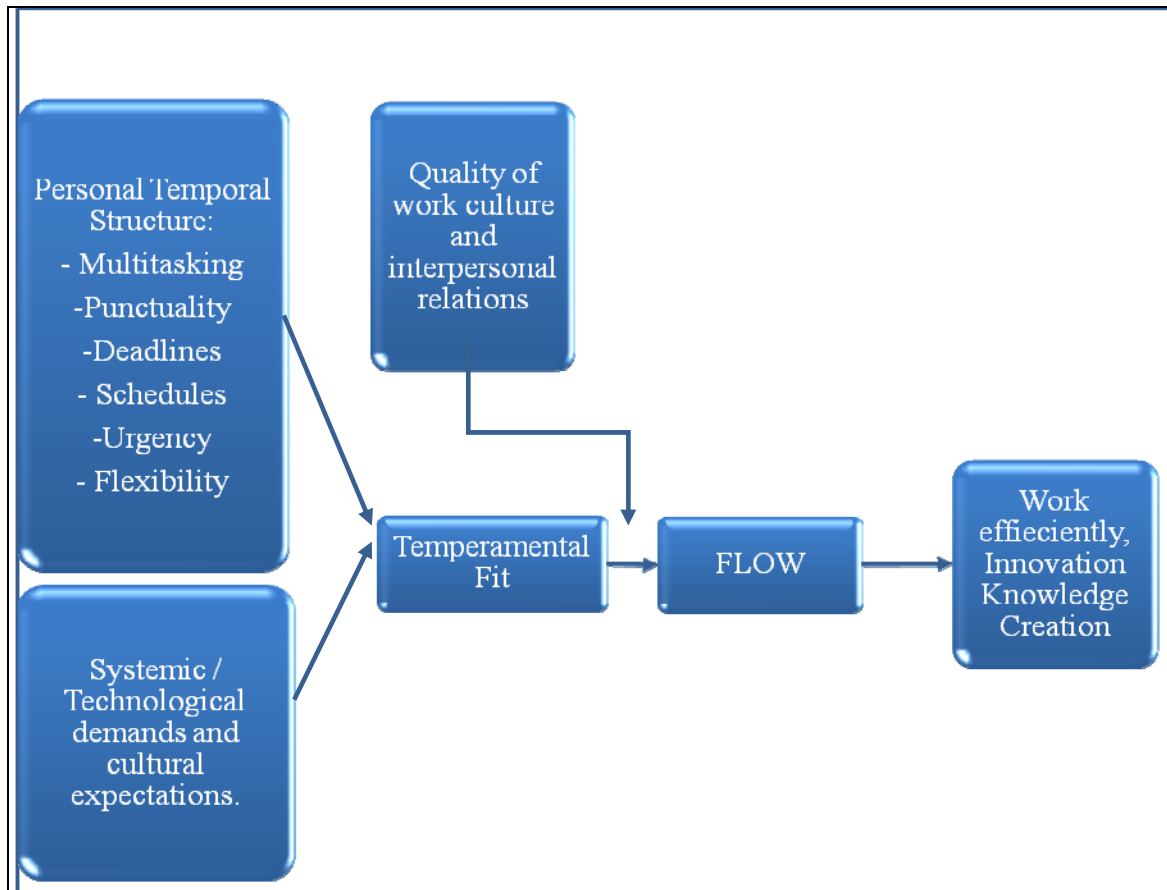
1. INTRODUCTION

As competitive pressures intensify in rapidly changing environments, particularly those for technology and knowledge intensive oriented firms, organizations are stretching the normal work day both horizontally and vertically. To meet time to market and other speed oriented imperatives, employees are expected to work more quickly, forcing horizontal extensions in terms of number of hours worked. Further, employees appear to be expected to engage in an expanding variety of activities, tasks, and roles more or less at once, leading to vertical loading. The increase of working time and work intensity seems to be a result of several forces working together: interesting work, lack of people with relevant competence, extreme periods of industry growth and high earnings, and “front-loaded” career patterns pushing young people to work excessively hard early in their careers (Florida, 2002).

If we stop to consider and characterize the period that has lapsed since the early nineties, with increasing globalization and the introduction of internet, we first of all see a growing concern with innovation and change – broadly defined. There has been an increasing focus on human capital in general, and on learning, creativity, knowledge creation and knowledge application (more than just ICT-based “knowledge management”¹). At the level of strategy-making, project management, and change, there has been an increasing awareness of the importance of time and speed, flexibility and agility.

At the level of individuals, teams and organizations, there have been an increasing number of studies referring to individual or personal temporal structures, such as time, deadlines, punctuality, multitasking, partial attention, time orientations, and time urgency. Underneath in figure 1, you will find the relationship between individual temporal structures and cultural

Figure 1. Finding Flow in a highly pressured Knowledge Intensive Workplace



For researchers in the organizational sciences, the above mentioned tendencies of the speed oriented trends are known as polychronicity. As its most basic, polychronicity is the doing of two or more things simultaneously (Bluedorn *et al.*, 1992; Hall, 1983).

An excellent example of a trend toward required polychromic behavior is the cross-functional product development team, which has been employed in large part to capture the speed-enhancing benefits of requiring individual team members to accomplish multiple tasks as assume varied roles more or less at once. (Carter and Baker, 1991; Denison *et al.*, 1996; Eisenhardt and Tabrizi, 1995; Lam *et al.*) The general consensus seems to be that at least in the shorter term, the implementation of an urgent sense of time and the imposition of multiple commitments can yield positive competitive and other outcomes.

As mentioned, with the new emphases on time as a competitive advantage have come a number of innovations, most of which introduced additional polychronicity into the life of the organization and its employees. Individual polychronic behavior can derive from the arrangement of teams and other cross-border arrangements within the organization and is one consequence of downsizing and flattening the hierarchy, because fewer people are left to do more work and thus take on more-varied responsibilities. These trends have reformed the organization around speed, broader roles and additional internal and external relationships.

Mechanistic organizational structures are characterized by specialization of task, closely defined duties, responsibilities and technical methods, and a clear hierarchical structure. In contrast organic structures are characterized by much greater flexibility, adjustment and continual redefinitions of tasks, a network structure of control, authority and communication, lateral consultation, and commitment to the work group or the task at hand (Burnes, 1996).

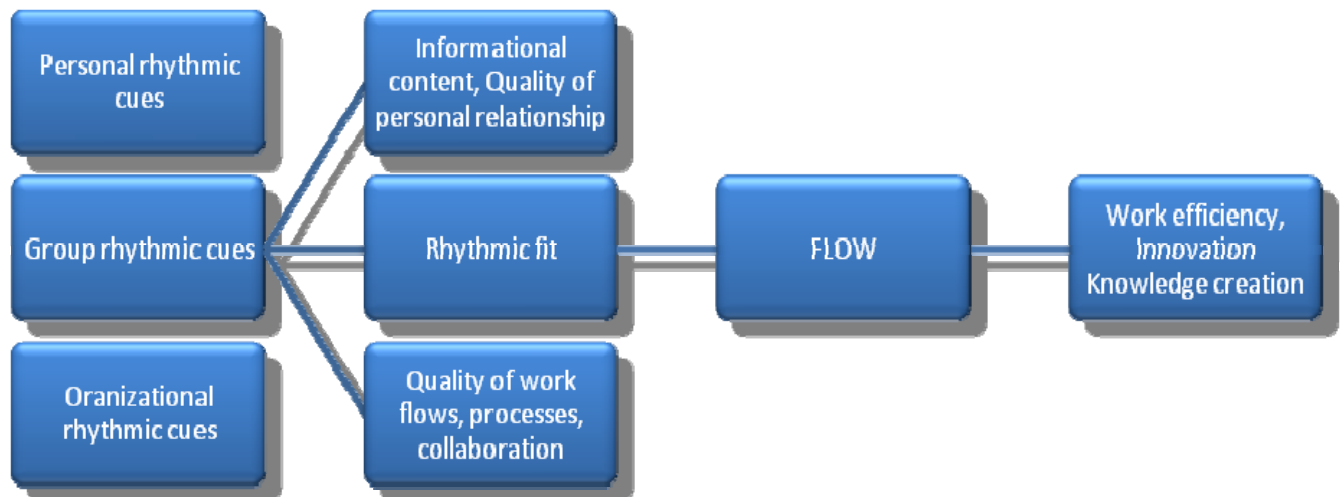
In order for organizations to react to the changing external environments which require them to be proactive, some of them structure their organization in such a way that employees are given broader freedom to develop ideas, manage their time as they desire in order to accomplish the task at hand. Previous research (e.g. Burns and Stalker, 1961) suggests that organic structures are the answer. Firms with fluid job descriptions, loose organization charts, high communication and few rules may be conducive to innovation because they free developers from constraints, allowing them to change flexibly and create novel ideas (March, 1981; Peters, 1994). Such a temporal structure will be further discussed as the organic structure.

Other organizations operate under a more mechanistic approach, which in this thesis will be described as a structure in which processes are very structured, and where projects might be planned out into small tasks and then passed through a structured sequence of steps. This whole process is governed by specifications, procedures and checkpoints.

However, findings done by Eisenhardt and Brown (1997) point in another direction, which implies that while communication, was associated with successful projects, purely organic structures were not. In fact, neither organic nor mechanistically structures were the answer, but the combination of them both. They also found that the things which were not structured

were of same importance than the ones which were. While responsibilities, priorities and some of the communication were structured, the actual design process was not.

Figure 2. Rhythmic Fit



An underlying assumption which follows by this figure is that agility and time famine can be handled by 1) selecting the right people for the job, thus providing a job fit, and by 2) aligning rhythms of work at the individual, group and organizational levels, creating dynamic, rhythmic job fit and “sync”.

The aim for this thesis will be to investigate two very different organizations, represented by *Agderforskning* as an organization with a structured and mechanistic organizational structure and the other being *Kristiansand Symphony Orchestra - KSO*, representing the organic approach.

By investigating these two organizational temporal structures, my aim will be to investigate whether the mechanical or the organic temporal structure of the organization have different impacts on a) the level of flow and b) the level of congruity/fit between individual preferences and the organizational demands and its impact on flow.

2. THEORY

As the introduction suggests, the managerial time perspective is typically one of how to deal with temporal competition, innovations and deadlines. Increasingly, however, problems of time pressure, long working hours and the erosion of social and individual quality of life, is receiving greater attention. Also, there seems to be an increasing awareness that the emphasis on speed and agility is not always met with a more efficient organization of work. What has been observed in several organizations, is a transition of having long working hours as a temporary solution in order to be agile and manage the pressure of ongoing external changes, to become a more permanent solution of getting work done.

We know of no other society in world history that has been into a similar cultural conditioning, where competition, livelihood and success more and more depends on being fast, stay attuned for long hours, and absorb greater and greater units of change per unit of time (Hylland Eriksen, 2001).

At the level of management, what we can do is to be aware of the pressures, in particular the bind between a competitive quest for agility on the one hand and the social costs of “time famine” on the other, and we can seek out ways of organizing and structuring work so as to minimize the costs and optimize the benefits of fast action.

In the present study, I will assume that a quest for agility and speed is a strategic imperative, and also that the quest for speed may lead to a number of social negatives in terms of health and quality of life – unless the time pressures are dealt with effectively and promptly by matching individuals to context and by actively managing the underlying components of work rhythms.

Thus, I will start with introducing you to earlier research and theories on personal and organizational temporal structures, and how congruity, also referred to as temporal fit between personal preferences and organizational demands may induce flow. See figure 1.

2.1 CONGRUITY – A TEMPORAL FIT

2.1.1 PERSON-ORGANIZATION FIT

During the last few years we have seen an increasing trend towards the use of personality and ability tests, when an organization searches for suitable candidates for open positions. The main intention with these intricate ways of attracting and screening new employees, is to skim through the applicants and remain with those that most likely will match up with the organizations own values and organizational culture; which has been defined as “the pattern of shared values and beliefs that help individuals understand organizational functioning and thus provide them norms for behavior in the organization” (Deshpande & Webster, 1989).

By matching the person and the environment one will create an environment which stimulates outcomes such as satisfaction, commitment and performance. However, if there’s a mismatch one will create an environment which eventually will lead to negative outcomes such as turnover and absenteeism. Furthermore much work has suggested the importance of matching the employees’ and organizations’ perceptions and preferences of the use of time (Kaufman et al., 1991; McGrath & Rotchford, 1983; Schriber & Gutek, 1987). In their earlier research they sum up their notion of time congruity claiming that the individuals have time personalities, organizations have time personalities, and the relationship between the two is important for the productivity and individual wellbeing. These proposed effects may have implications for the functions of selection, motivation, training and career development at the individual level, and acquisitions and mergers at the organizational level. As mentioned earlier, in selection, fitting the person to the job might include a consideration of time-related personality characteristics.

This is supported by Schneider’s ASA framework (1987, p.444), “the people make the place”; people are attracted (A) to, selected (S) by, and if they don’t fit leave (Attrition) to an organization which has the same personality profile as they do and which they believe will be most instrumental in obtaining their valued outcomes. According to these assumptions one would assume that there will not be a significant difference between the individual preferences and organizational demands, due to the fact that organizations already at the selection phase skim out candidates who would be suitable to the organizational culture, and

thus its temporal structure. Thus, the ones with a temporal fit will be engaged by the organization, and the ones which don't fit this temporal fit, will be turned down.

2.2 DIFFERENT ORGANIZATIONS – DIFFERENT TEMPORAL STRUCTURES

We can at best define organizations according to how they manage change, thus consideration is given to how person-organization fit might best be achieved in both an “emergent approach” and a “planned approach”.

Mechanistic organizational structures are characterized by specialization of task, closely defined duties, responsibilities and technical methods, and a clear hierarchical structure. In contrast organic structures are characterized by much greater flexibility, adjustment and continual redefinitions of tasks, a network structure of control, authority and communication, lateral consultation, and commitment to the work group or the task at hand (Burnes, 1996).

An organization with merely mechanistic temporal structure is more likely to work to set schedules and deadlines, and in this respect, in terms of person-organization “fit” be more suited to a person high on punctuality and planning. These are all characteristics that would point in the direction of a person with monochronic tendencies, which will be further discussed in the chapter on chronicity. In contrast, an organic structure focuses on the task and flexibility. This is likely to provide a better person-organization fit for a person who is low on punctuality, i.e. comfortable with not meeting deadlines or schedules, and low on planning and hence can have many tasks on the go at the same time.

In respect of organizational change, the planned approach which sees change as a process of moving from one fixed state to another through a series of predictable and planned steps (Burnes, 1996), is likely to suit a person high on planning and punctuality and low on polychronicity, whereas the emergent approach which sees change as a continuous, open ended and unpredictable process of aligning and realigning an organization to its changing environment (Burnes, 1996) might better suit a person low on planning and punctuality but high on polychronicity.

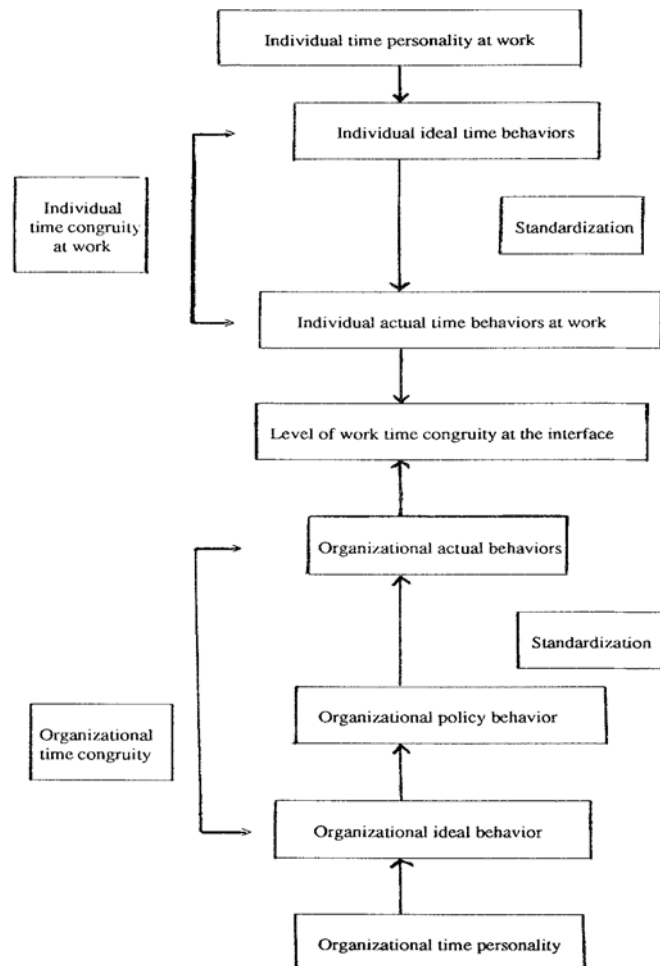
The planned approach represented in the mechanical organization can be seen in financial sector, such as banks, insurance companies etc. Whereas the emergent approach represented in the organic organization can be found in the creative industry, such as the entertainment industry, architects, and other organizations where it's important to be always be a step ahead, sustaining a competitive advantage.

2.2.1 Time Congruity- A Framework

The interaction between individual time personality and organizational time personality becomes the cornerstone of the proposed time congruity framework. Where the individual enacts roles in the organization, while faced with role ambiguity, role conflict and role load. The organizations on the other hand, face three temporally related problems in collective action: uncertainty, conflicting interests and scarcity, which stimulate three parallel needs: the need for predictability, the need for temporal coordination, and the need for setting priorities (McGrath & Kelly, 1986). In response organizations revise plans and schedules, efforts for synchronizing activities, and an allocation system of temporal resources to units and activities (McGrath & Rotchford, 1983). These temporal constraints are translated into the individual temporal dimensions necessary for job design, rewards and performances (McGrath and Rotchford, 1983). However, if there's no congruity between individual and organizational preferences on time personalities, then the employee can still choose to adapt and standardize to the time-related behaviors desired by the organization, regardless of his personal preferences.

Standardization in our case means the process of making adjustments in one's personal preferences of time styles, to fit with the time style of organization. This adjustment includes changes in personal time approach, orientation, monochronic or polychronic activity level, and commitment and use styles as required by his organization. Thus standardization becomes the establishing of an acceptable type of actual behavior adjusted from the ideal behavior set by the organization.

Figure 3. Time Congruity in the workplace



In Schriber and Gutek' earlier analyses of time related processes in organizations, they argue that "understanding the norms about time at work (e.g. conforming to schedules, deadlines and work pace) can make the difference between an employee's success or failure within a work organization." Thus a match between individual needs and the organizational culture is thought to contribute to satisfactory employee performance. On the organizational level of standardization, they attempt to schedule, synchronize, and allocate time through the use of schedules, deadlines, temporal norms and activity patterns (McGrath and Rotchford, 1983).

2.3 SEMISTRUCTURES

Now why is it that some firms are more successful than others? Previous research (e.g. Burns and Stalker, 1961) suggests that organic structures are the answer. Firms with fluid job descriptions, loose organization charts, high communication and few rules may be conducive to innovation because they free developers from constraints, allowing them to change flexibly and create novel ideas (March, 1981; Peters, 1994)

.In earlier research done by Eisenhardt and Brown (1997) they found that managers with successful product portfolios combined limited structure, in the form of clear responsibilities, priorities and formal meetings, with extensive communication to manage current projects. These managers also linked present projects to future ones through rhythmic transitions from one project to the next.

However, the findings done by Eisenhardt and Brown point in another direction, which implies that while communication was associated with successful projects, purely organic structures were not. In fact, neither organic nor mechanistically structures were the answer, but the combination of them both. They also found that the things which were not structures were of same importance than the ones which were. While responsibilities, priorities and some of the communication were structured, the actual design process was not.

In contrast, firms with less successful portfolios lacked well-defined responsibilities and priorities. The responsibilities for profitability, definition and schedules were often unclear. And even if there was communication within the projects, the communication was low.

In two of the less successful organizations they investigated, the development process was very structured, in which the projects were planned out with work broken down into small tasks and then passed through a structured sequence of steps. The whole process described was governed by specifications, procedures and checkpoints. This reminds us of a very mechanistic structure. This structured process resulted in employees only focusing on their specifications, and as long as they fulfilled the requirements and specifications they didn't pay any attention to their coworkers part.

Another observation was the one of the much unstructured process, in which employees were encouraged and it was accepted to minimize structure and violate rules. In having such a structure employees found this rule breaking culture and chaotic structures and processed a problem, referring to it as a waste of time.

If we look at these different structures, we might see why clear responsibilities and priorities coupled with extensive communication were associated with a successful product portfolio, in that they were highly motivating. One of the reasons might be that extensive communication both internal and external is likely to create feedback on performance, while clear responsibilities and priorities provide autonomy and accountability for specific aspects of the task at hand. These in turn, create intrinsically motivating jobs and, ultimately, high performance (Hackman and Oldham, 1975). Another reason may be that these limited structures help people, in that they guide them in fast changing environment. An environment in which it is easy to get confused, make mistakes and lose your head in. Similarly, Eisenhardt (1989) found that fast decision makers used structures to create an understanding of their surroundings and built the confidence to act. In addition to this, the combination of clear responsibilities and priorities coupled with communication lets the developers improvise. Improvisation is an organizing strategy of “making it up as you go along” (Miner and Moorman, 1995).

By having an organizational structure which emphasizes on being proactive instead of reactive, gives the managers and employees of such a firm the opportunity to probe its future, thus giving them options for the future. In our modern world, dominated by high velocity industries, new futures arrive quickly, making it difficult to predict future outcomes. Thus it becomes more and more important for employees and managers to have options for such possible outcomes. By having different future scenarios at hand, they will be more likely to be able to adjust their operations. In addition, it lowers the probability of being caught off guard, such as when only relying on one scenario.

In the research given to us by Eisenhardt and Brown (1997), they also found that successful managers created an almost seamless switch from one project to the next.

The challenge we face here is to find the balance between the different structures described above, which includes the merging of the organic and mechanistic structure into a so called

semi structure. By semistructures we mean organizations in which some features are prescribed or determined (e.g. responsibilities, project priorities, time intervals between projects), while other aspects are not. The semistructure as it is described here is represented in the successful organizations, in which some responsibilities, meetings and priorities were set, but the actual design process was free. In addition they focused on transitions from one project to the next, giving them the opportunity to react proactively to future outcomes, thus they neither rigidly planned nor chaotically reacted. These managers thus balanced on the edge between present and future.

2.4 TEMPORAL STRUCTURING IN PRACTICE

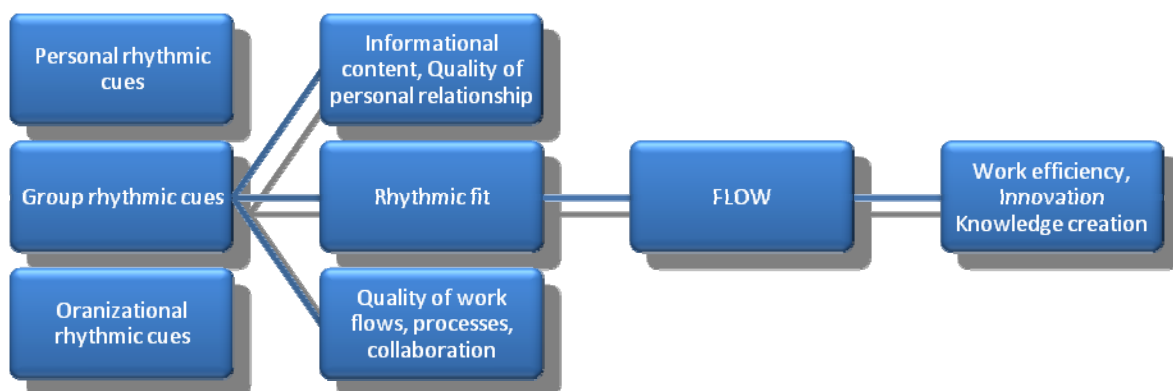
In Orlikowski and Yates research on temporal structuring in organizations, they introduce us to the term practice-based perspective on time, in which they suggest that people in organizations experience time through the shared temporal structures they enact recurrently in their everyday practices. That is, when taking action in the world, people routinely draw on common temporal structures that they and others have previously enacted to organize their ongoing practices. Whether implicitly or explicitly, people make sense of, regulate, coordinate and account for their activities through the temporal structures they recurrently enact. The repeated use of certain temporal structures reproduces and reinforces their legitimacy and influence in organizational life.

In contrast to the singular, homogenized view of clock time prevalent in sciences (Adam 1994, Clark 1990), scholars have begun to recognize the importance of what Nowotny (1992) has termed *pluritemporalism* – “the existence of a plurality of different modes of social time which may exist side by side”. In other words the ongoing constitution of multiple temporal structures in people's everyday practices. The engagement of such temporal multiplicity has important consequences for people's experiences of time. We can describe this by the enacting of multiple and often interdependent temporal structures, people engage with alternative, interacting or contradictory expectations about how to temporally structure their activities. For instance, many employees report stress associated with trying to balance the different temporal expectations arising from either their family or the organization they work for (Bailyn, 1993, Perlow, 1997).

Enacting multiple different temporal structures in their ongoing practices affords individuals the opportunity to experience a variety of different temporal rhythms. Through such engagement they may experience the tension created by temporal conflict, but they may also realize the possibilities of alternative temporal orders, and may act to change their practices, and thus their temporal structures.

Thus changes to the temporal structures enacted by members of a community may be introduced explicitly or implicitly, and they may be accomplished with substantial planning and preparation or they may arise more subtle and slowly from the everyday slippages and accommodations that arise in ongoing human action, such as the standardization explained in figure x. In either case, the changes to a temporal structure must be accepted and adopted by other members of the community in order for the changed temporal structure to be legitimated and sustained. As Giddens (1993) implies, people are purposive, knowledgeable, adaptive and incentive actors who, while they are shaped by established temporal structures, can also choose whether explicitly or implicitly to (re)shape those temporal structures to accomplish their situated and dynamic ends.

FIGURE 2. A RHYTHMIC MODEL OF FIT AND FLOW



In order to capture the dynamics of organizational rhythms, a direct observation of rhythmic patterns of operations and interactions would be of desire.

This was done on a daily basis by Perlow (1999). In order to disclose and adjust ongoing organizational rhythms, schedules, deadlines, interactions and appointments would need to be examined. In my thesis, however, my ambition is more of modest nature, namely to report on individual perceptions of rhythms and entrainments in the workplace, and how these are related to individual perceptions of levels of flow.

Where the rhythmic fit is good, we would expect high levels of rhythmic alignment, in this case known as “sync” and also a general feeling of collective accomplishments, here called quality of work flows. In order for people to retain a high level of flow during interaction with others, we would expect both factors to be present. We shall define sync as the mental state of *retaining flow while interacting with fellow workers*.

3.1 FINDING A FRAMEWORK OF FIT

In the following section I will review some of the literature related to Chronicity. My basic assumptions are that where there is a match between the person, culture and technology, people will most likely thrive, find flow and perform efficiently. And otherwise where there is no such fit.

In figure 1, you will see the interaction of these different constructs and the implications they have on finding flow.

3.1.1 DISCREPANCIES BETWEEN INDIVIDUAL PREFERENCES AND ORGANIZATIONAL DEMANDS

Bluedorn (1990) identified individual polychronicity as one of the correlates of individual's orientation to change. Moreover he reasoned that because polychronicity entails continual movement among projects and activities, the opportunities for the exportation of ideas from one activity to another would be greater, and that very practice should be associated with higher levels of creativity. In Slocombe and Bluedorn (1999) study, they also found that the greater the congruence between an individual's chronic preferences and his perception that the work unit was similar chronic, the greater the willingness to exert effort on behalf of the organization. Thus the congruency contributes to the individual's organizational commitment, by the desire of remaining a member of the organization. However, the desire of remaining a member of the organization is not necessarily correlated with the willingness to exert effort on behalf of the organization.

This is where the *role of the personal agency* comes in. An individual which prefers polychronicity may operate monochronically because that's what his boss demands. By behaving monochronically his choices of tasks and schedules are constrained, thus leaving his level of personal agency low. Another example is when polychronics resist polychronic demands, where an individual with polychronic preferences operates polychronically, but not in a polychronic way of his own choice, thus leaving his personal agency level low. The last example supports the definition of polychronicity, which states that polychrons distaste imposed schedules and what order activities should be performed in, which again violates their preferred autonomy. Such discrepancies between individual and organizational preferences may have negative impact on motivation, by not allowing intrinsic motivation.

This leads us to the theory of self-determination (SDT; Deci & Ryan 1985, 1991). The self-determination theory focuses on the relationship between motivation and flow, because it distinguishes among different forms of motivation on the basis of the degree to which they can be considered self-determined. Deci and Ryan posited four main types of motivation that exists along a self-determination continuum.

The four main types are; (from most self-determined to least self-determined) *intrinsic motivation*, *self-determined extrinsic motivation*, *non-self-determined extrinsic motivation*,

and amotivation. Intrinsic motivation refers to engaging in an activity for its own sake, because of interest, or for the pleasure and satisfaction derived from the experience.

3.2.1 INTRINSIC MOTIVATION

Intrinsic motivation or rewards possess no external or tangible for the participant. Intrinsic rewards are in direct contrast to extrinsic rewards, the participant receiving something tangible for participation or success in an activity. Intrinsic rewards can be described in several ways, but they all share one thing in common, namely the participant receiving a positive and rewarding feeling from participation (Csikszentmihalyi, 1990).

3.2.2 EXTRINSIC MOTIVATION

Extrinsic motivation or rewards consist of tangible rewards and validation for activity participation and performance. Extrinsic rewards can be thought of as a “stick and carrot” (Csikszentmihalyi, 1975) type of motivation. The most common extrinsic reward is fiscal.

Extrinsic motivation refers to behaviors that are considered a means to an end (Deci & Ryan, 1985). The fundamental goals of extrinsically motivated behaviors are to receive rewards or avoid punishment. Deci and Ryan further classified extrinsic motivation into two types: self-determined extrinsic motivation and non-self-determined extrinsic motivation. Self-determined extrinsic motivation is characterized by engaging an activity because of personal choice. Non-self-determined extrinsic motivation is exhibited when individuals place pressure on themselves to perform an activity or when their behaviors are perceived to be controlled by external factors (e.g. imposed schedules, deadlines and how to sequence activities). This type of motivation applies to our example where the polychronistic individual resists the polychronistic preferences of his organization. Finally, amotivation is characterized by the absence of intrinsic and extrinsic motivation.

This is fact when individuals feel that they have no control over their actions, thus they do not derive rewards or benefits from their participation in activities.

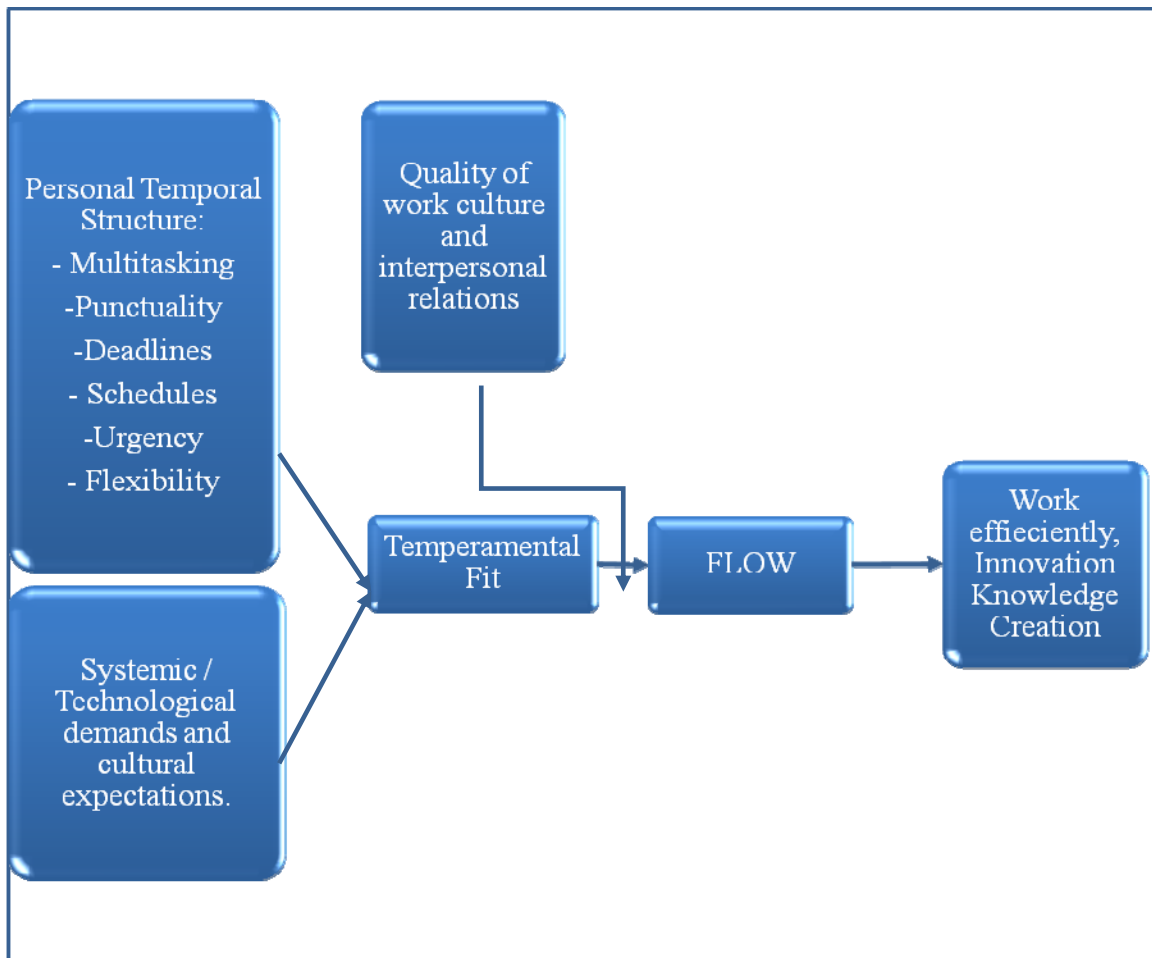
According to Deci and Ryan (1991), the SDT accounts for the determinants of motivation, which are: perception of autonomy, perception of competence and the perception of relatedness. These motivational determinants can be traced directly to the psychological need for autonomy, competence, and relatedness, respectively. The need for autonomy refers to peoples need to feel that they are the origins of their actions, and it encompasses the notion of free choice. The need for competence refers to individuals desires to interact proficiently or effectively with their environment; and the need for relatedness refers to individuals desires to feel connected with others and to experience a sense of belonging in a particular social context (deCharms, 1968). These motivational determinants can be projected on the aspects of congruity between individual and organizational preferences, where a match between those resembles the intrinsic motivation. In such a situation of “fit” where individual preferences equal the preferences of the organization, the employee can act and schedule as he pleases, contributing to his flow.

On the other hand, those with imposed constraints which conflict with their own individual preferences resemble the ones motivated by the non-self-determined manner. This situation occurs when there is a mismatch between individual and organizational preferences, such as different time personalities or when the organization imposes a different polychronic approach than the one you normally exert and prefer. However, external goals are not always to be considered negative. These non-self-determined goals may be a mean to another goal which is extrinsic self-determined. These implications will further be discussed in the chapter on “Flow”.

3.3 IN SEARCH FOR THE OPTIMAL MIX

It is my aim with this thesis to find the means to minimize human social costs and maximize organizational benefits under conditions of high time pressure, by examining the relationships between a latent temperamental fit and flow. These relationships and interactions are illustrated in figure 1.

Figure 1. Finding flow in highly pressured, knowledge intensive workplace.



As shown in figure 1, in order to establish a temporal temperamental fit, two components have to match: individual temperament or traits and organizational demands. The Organizational demands can be described as the cultural expectations and the systemic/technological requirements.

Where in most cases we can expect congruity between technology and culture, based on the assumptions that culture forms around the organizational technologies. Thus, different industries may face different organizational cultures. In addition to this, as mentioned under the chapter on Chronicity, people seek jobs, and companies recruit people that are attracted to certain work processes, technologies and cultures.

Therefore, I will assume that there will be reasonably high levels of fit between preferences and demands, while at the same time not exclude the fact that individuals not always seek or find jobs which suit their personality and temporal preferences. Based on these assumptions, what I am looking for is the lack of such a fit, which would indicate problems of low flow.

Earlier research done by Schriber and Gutek (1997) examines the dimensionality of time in organizational context, with them focusing on temporal dimensions of work cultures defined as “norms of time in organizations”. Using a principal components analysis with altogether 56 Likert-type-items, they extracted 13 factors. Among them, which also will be included in this thesis are: Schedules and deadlines, punctuality, time boundaries between work and nonwork, and work pace.

In the questionnaire (Appendix 3) we have used several items – with slight modifications from the Schriber and Gutek instrument, in addition we have also included other items from other studies to investigate the fit between organizational demands and personal preferences on this constructs.

4 . FLOW

In our modern world, knowledge intensive firms form the backbone of our society. They face environments with fast changing technologies, thus the quest for agility and the ability to maintain a competitive advantage becomes more and more significant to stay alive. Knowledge intensive firms of both an organically and mechanical organizational structure face these requirements, thus it is of major importance for these organizations to find the temporal fit between organization and the individual, in order to achieve the basis for finding a state of flow. By finding the temporal fit, a state of flow will contribute the employee to stay focused and encourages them to yield maximum effort, which in return gives the organization the competitive edge it needs in order to survive among its knowledge intensive competitors. This is illustrated in figure 1 and 2.

4.1 PSYCHOLOGICAL FLOW – THE OPTIMAL EXPERIENCE

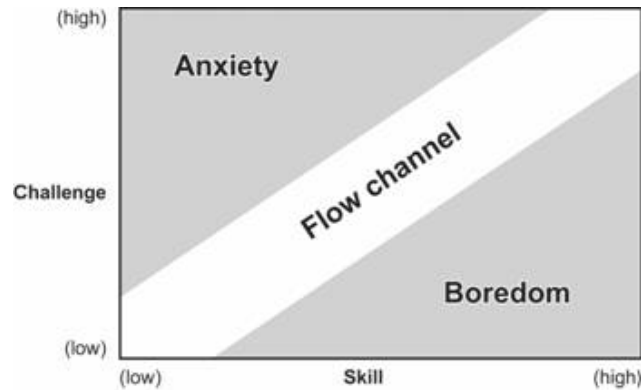
Flow has been defined as a state of mind where you become one with what you are doing, which also can be described as the merging of the self and the action at hand. It is a state of mind where the distinction between the self and the surroundings fade away, a state in where we act on autopilot or intuitively without any clear divergence between stimulus and responses. It's also been described as a state of mind where the sense of time becomes distorted, and even if this state doesn't require conscious participation, the person acts at the fullest level of his performance. The attention is focused on a limited area of stimuli, centered on one thing, here and now (Csikzentmihalyi & Csikzentmihalyi, 1992; Kowal & Fortier, 1999; Mitchell, 1992).

Csikzentmihalyi and Csikzentmihalyi (1992) and Jackson and Marsh (1996) have identified nine characteristics that describe and constitute the factors necessary to enter and sustain the flow state. These are presented below.

Challenge – Skill balance. As a prerequisite for the flow state, it's important that there is a match between the challenges and skills. We can look at it from different perspectives, such as if the challenges are too high, we would get frustrated, worried or even anxious. If the challenges and skills are both low, we would feel bored.

However, if both challenge and skills are high, such as the prerequisite supposes, and then flow is likely to occur. (Csikzentmihalyi, 1997). Thus we can say that a person needs to continuously sustain the equilibrium of skill and challenge in order to avoid boredom and anxiety. A schematic illustration of the challenge-skill balance is given below in figure 4.

Figure 4. Challenge-skill balance



Action-Awareness Merging. As mentioned earlier, the flow state implies a total involvement of the activity, and is often referred to as becoming one with the task at hand. Since we invest all our psychic energy in accomplishing the task at hand, flow implies a total involvement with the activity. This involvement results in a merging of the self and the action at hand.

Clear Goals. In order to sustain the state of flow, the goals of the activity have to be clearly defined. If the goals are known before starting on the activity, they function as a guide and rules for which actions are required in order to accomplish the goal. Thus the person does not have to question what should be done.

Unambiguous feedback. During flow, immediate and clear feedback is continuously received by the person. According to Csikzentmihalyi (1993) “it’s difficult for people to stay absorbed in an activity unless they get timely, online information about how well they are performing”. This would allow a person to know that he or she is succeeding in reaching the set goals.

Sense of control. The feedback as discussed above brings about a feeling of coping with the activity at hand, a feeling of being in control of your actions. Interestingly the person does not actively try to exert control; it merges as a consequence of the internal feedback described above.

Concentration on the task at hand. As long as the person sustains the state of flow, all distractions are excluded from the consciousness. Flow is the result of intense concentration on the present, making us less sensitive to influences that can break the pattern of involvement.

Loss of self-consciousness. As a consequence of the merging described above, awareness of the self disappears. However, the absence of the self-consciousness does not imply that the person is unaware of what's happening in his mind or body, but rather that his focus is solely on the activity itself.

Time transformation. When in the state of flow, the perception of time gets altered. Usually we think of time, as the present, past and future and we have a conscious feeling of our actions being related to what is to come and what has been. However, in flow this conscious sense of time gets distorted as we no longer consider other time aspects than the one being present, continuously progressing without any reasoning of before and after.

Autotelic experience. This is the last and ninth element that characterizes flow. By having an autotelic experience, the state of flow itself would be intrinsically rewarding. Because flow function as positive reinforcement, it motivates us to work with a task only for the sake of the experience it provides. This gives us the ultimate result of being in flow.

4.3 GOAL SETTING THEORY

4.3.1 INTEGRATING THE FLOW EXPERIENCE IN GOAL SETTING THEORY

Pioneered by Locke and his associates, goal setting theory has throughout the years gained widespread acceptance and recognition for its applicability to work performance. The core of the theory lies in its guidance to how goals should be generated and assigned, and how it affects behavior. For instance, specifying goals leads to higher performance levels urging people to do their very best (Locke & Latham, 2002). This is primarily due to the fact that specificity creates a precise intention that helps to shape behavior with precision, thus involving less ambiguity and creating better coping strategies.

Furthermore, research has proven difficult goals to produce the highest levels of effort and performance, and that a decrease in performance of reaching a difficult goal only occurs when the limits of ability are reached or when the commitment to the goal lapses (Locke & Latham, 2002).

The core findings summarized by Locke & Latham include four different mechanisms in which goals affect performance. First of all, goals direct *attention* and *effort* towards activities that are relevant for reaching the goal i.e. help the person to focus on strategies that will most efficiently lead him towards the completion of a task. Second, goals have an *energizing* function in that high goals lead to greater effort than do low goals. Third, goals affect *endurance* in that high goals prolong effort when participants are allowed to control time they spend on a task. Fourth, there is an indirect affection of *action* in that goals lead to arousal, discovery and use of task-relevant knowledge and strategies (Locke & Latham, 2002). As we already can see, these affects on performance discussed in the Goal Theory are moderated by certain factors such as feedback, task complexity, commitment and ability. These moderators which also are the basis of the Flow Theory, gives me a reason to include the goal setting theory in my thesis.

The similarities between goal-setting theory and psychological flow can be seen in that both seek to reveal what behavioral premises that increase performance, however in slightly different ways. In order to find the links between these two theories, I will elaborate a description of the similarities.

From Csikszentmihalyi's nine characteristic of flow, we know that the balance between challenge and skills is one of the most important conditions that need to be present in order to generate flow. Additionally, flow increases the performance as a deep concentration on the task is achieved. If a person perceives his assignment to be either too difficult or too easy, it is less likely that performance will generate flow. In general these same principles occur in goal setting theory, especially when the assignment is too hard. As argued by Locke & Latham (2002), "performance decreases [only] when the limits of ability were reached" (p.706, brackets added). Here the question arises why performance only decreases when the skills come too short? It is likely to believe that the person in question loses his flow, and reaching the limits of ability is a characteristic factor that makes the state of flow fade away.

As already mentioned in flow theory and being one of the most consistent findings in goal-setting theory is that difficult goals produce the highest levels of effort and performance (Locke & Latham, 2002). The term difficult, has not been defined by researchers so far, but will merely depend on the skills of the person that encounters the goal setting situation. This also applies to the flow theory, where the flow model states that the challenges of the activity need to be slightly above the level of skills in order to enter and sustain the flow experience (LeFevre, 1992).

The challenges described in the flow theory resemble the level of difficulty discussed in the goal setting theory. Thus, we can suggest that if the difficult goals are supposed to increase high performance levels, the level of difficulty needs to be slightly above the skills of the person. Furthermore, the fit between challenges and skills discussed in flow theory also resembles the task complexity in goal setting theory. The complexity of a task plays an important role in how a person creates the necessary goal setting actions and performance. Thus, the personal skills need to resemble the activity demands, and if there is a mismatch the goal effects depend on the person's ability to discover appropriate task strategies (Locke & Latham, 2002).

In order for goals to generate the effects on performance discussed, people need feedback that communicates progress in relation to their goals. Feedback functions as a moderator of goal effects on that effect become stronger. When appraising work performance, I will focus on two different kinds of feedback; the external feedback given by others, and the internal immediate feedback occurring mentally within the actor. The feedback discussed in goal setting theory refers to the external type given by others. This type of feedback is usually termed as instructed feedback (Locke, 1997). This external feedback provides the person with knowledge of results or progress, thus giving clues on how he or she can adjust the goal directed behavior. Feedback also plays a central role on the emotional effect of goal reaching behavior, known as satisfaction. According to Locke & Latham (2002), goals serve as a reference standard for satisfaction versus dissatisfaction. Their point is very clearly stated in their recently published research: "For any given trial, exceeding the goal provides increasing satisfaction as the positive discrepancy grows, and not reaching the goal creates increasing

dissatisfaction as the negative discrepancy grows. Across trials, the more goal success one has, the higher one's total satisfaction" (Locke & Latham, 2002, p.709).

We draw our attention back to the four mechanisms in which goal setting affects performance, i.e. affecting *attention, energy, endurance* and *discovery of task-relevant knowledge*. It is suggested that they affect performance because all the mechanisms represent components that enable people to enter and sustain the flow state. Firstly, goals direct attention, which is known as one of the most important elements of flow. Goals force the attention to be focused on a limited area of stimuli, enabling the person to grow into a deep concentration resembling that of flow. Secondly, we saw that goals also have an energizing function in that it leads to greater effort. However, here it is important to note that this energizing function only is present as long as in a state of flow. If for example an external factor distracts the attention away from the goal reaching action, they no longer have an energizing function, not until attention again is focused on the task at hand.

The third mechanism states that goals affect endurance in that high goals prolong effort. This is done by that goal setting enables the person to invest his psychic energy in a limited set of behavioral strategies, those that will lead him to reach his goal. From the flow theory we have that the flow state increases the endurance of behavior because one is concentrating ones psychic energy on the task at hand.

The fourth mechanism described by Locke & Latham (2002) states that goals have an indirect affection of action in that they lead to arousal, discovery and use of task-relevant knowledge and strategies. However, they do not explain the mental processes through which that discovery is possible. This leads us to the suggestion that goals indirectly affect the discovery of task relevant strategies because it activates the strategies relevant to reach the goal, which are somewhere embodied in ourselves.

What distinguishes the two theories then is that flow both has a definite goal and continuous goals inherent when it is operative. Goal-setting theory in general focuses only on the definite goal, and not the mental processes through which it is gained. Moreover, goal-setting theory defines goals as being the object or aim of the action. Specifically, a consciously held goal is the end the person wants to achieve (Locke, 1997). On the other hand, we have that goals can be described as means through which we seek a pleasurable state. As Csikszentmihalyi puts

it, “goals are really means; they are pursued in order to achieve a positive affective state. A pianist does not play in order to finish the piece as quickly as possible; the goal of completing the piece is simply the means by which the pianist can experience the enjoyment of playing” (Csikszentmihalyi & Nakamura, 1999, p.108).

Either of these two definitions are applicable, depending on the characteristics of the situation we encounter, e.i. the circumstances in which goals are set. If we take the pianist above as our example, he can set himself a superior goal, which would be to learn how to play a given piece by heart. This type of goal setting resembles the one defined in the goal-setting theory. On the other hand, the reason why that goal was set in the first place is because it functions as a means through which the pianist can gain the flowing pleasurable feeling of playing the piano. The piece will provide a deeper flow if he knows it by heart. Thus, lacking the knowledge will interrupt the flow state. Consequently, goal setting becomes an instrument through which flow can be obtained. Very often, behavior that initially is motivated by external factors can turn into a behavior motivated by the desire to experience the pleasurable feeling it provides. There is no longer a distinction between what must be done and what one wishes to do (Csikszentmihalyi & Csikszentmihalyi, 1999).

From the above discussion and comparison of the goal-setting and flow theory, we can draw to the conclusion that specific goals help attention to be centered on the task at hand, which is an important condition of flow. Difficult goals may function as an indicator of the challenge that Csikszentmihalyi assumes to regulate the intensity of flow experience. Furthermore, goals may function as a reference standard that provides feedback to the person on his or her performance, serving to sustain the flow state. Does this imply that those high on personal goal setting will experience more flow?

4.3 INVESTIGATING THE IMPORTANCE OF THE NINE CHARACTERISTICS ON FLOW

Recall that the nine characteristics of flow given to us by Csikszentmihalyi and his associates were challenge-skill balance, clear goals, unambiguous feedback, sense of control, action awareness merging, concentration on task at hand, loss of self-consciousness, transformation of time, and that the experience is autotelic.

Csikszentmihalyi argued that these characteristics all were factors necessary in order to enter sustain the state of flow. My interest is directed towards whether all these nine characteristics are of equal importance to the flow experience in work settings.

In one of his writings, Csikszentmihalyi introduces the challenge-skill dimension by saying: “It is easier to become completely involved in a task if we believe it is doable. If it appears to be beyond our capacity we tend to respond to it by feeling anxious; if the task is too easy we get bored” (Csikszentmihalyi, 2003, p.44). This implies that we consciously appraise the situation before a potential flow-inducing activity. The perception of a challenge-skill balance would necessarily have to be present throughout a flow-activity in order to sustain the experience, but it nevertheless sets the standards prior to entering flow. Thus, we can say that the characteristic of a challenge-skill balance is of crucial importance in order to enter and sustain flow.

Csikszentmihalyi (2002), states that the dimension of having clear goals emerges as a consequence of the involvement in the task. Yet, as shown by now, decisions made prior to an activity may affect both endurance and intensity of flow. For instance, specific and high goals increase the likelihood of discovering task related coping strategies (Locke & Latham, 2002).

This gives rise to the conclusion that both challenge-skill balance and clear goals need to continuously adapt throughout the activity in order to sustain the flow state, but only if these characteristics have been present from the start. Thus, both characteristics are being important for the flow state.

If we look at the characteristics time alteration, loss of self-consciousness, action-awareness merging, concentration on the task at hand, sense of control and immediate feedback, these are all limited to exist in a state of flow. Recall that the merging dimension explains what we experience as a total absorption in flow. Eckblad (1981), states that when one defines a goal, there exists an affective discrepancy between the present situation and the desired situation.

According to Eckblad (1981), the affective quality of how this discrepancy is perceived is determined by assimilation resistance (AR). (A high level of AR is perceived as challenging yet positive, whereas too high levels breed frustration). However, discrepancy centers our attention, and if there is a solution to the problem, a scheme becomes spontaneously active and the person enters flow.

The merging of goals with a person's plans is what happens when a scheme becomes spontaneously active and the person enters flow (Eckbald, 1981). This serves to explain to us why flow is so absorbing; the person is intrinsically motivated because the activity itself becomes the goal. This is the case in our pianist example.

4.3.1 FLOW AND ITS IMPACT ON WORK

The optimal experience of flow is motivating in two manners. First, flow provides an immediate and continuous motivation to fulfill the task at hand. A person's perceived control, total involvement and balance of challenge and skills constitute an inspiration to continue. Secondly, flow functions as positive reinforcement. According to general principles of learning psychology, this will motivate the person to seek the same activity over again because he or she has learned what motivating effects the experience had. In both of these cases, behavior is driven by intrinsic motivation, e.i. without any reward other than the one provided by the activity itself.

5. CHRONICITY

Individuals differ in the way they approach time and in how they accomplish their goals. One construct that describes how people approach time is polychronicity (Hall, 1959), which is the extent to which individuals: (a) prefer to be engaged in two or more tasks or activities at the same time, and (b) believe their preferences is the best way to do things (Bluedorn, Kaufman, & Lane, 1992). People who prefer to complete one task, activity or project before becoming involved with another are said to be monochromic, whereas people who prefer to be involved with several tasks, activities, or projects at once are said to be polychromic. These are the endpoints of a continuum that also includes intermediate preferences (Slocombe & Bluedorn, 1999).

In the concept of polychronicity, the term "simultaneously" can literally refer to "at the same time", such as an individual reading e-mails while eating his lunch, as well as active interspersing and dovetailing of several activities within the same time period.

Thus, polychronic individuals perceive that the combining activities (and handling any subsequent interruptions) are the preferred way of working during a particular time period. Bluedorn *et al.* noted that an individual's preference for simultaneous activities does not have to be absolute. Thus individuals may fall anywhere along the continuum, in our case from very monochronic to very polychronic. Kaufman, Scarborough and Lindquist (1999) found that, compared to polychronics, monochronics (a) were more upset by changes to their schedule, (b) used more detailed planning, and (c) initiated significantly fewer schedule changes during the day. This gives support to the assumption that polychronics are often busy and committed to a variety of activities that may divert their attention and focus to such as punctuality, schedules and deadlines. (Benabou, 1999; Conte *et al.* 1999) also suggests that polychronics are more likely to be absent and late. In addition, because polychronics are totally involved with people and are continuously developing and maintaining their elaborate information networks (Hall and Hall, 1999), they are unlikely to remain focused on time and its passage. Furthermore they are constantly changing plans and timetables. Thus their preferences are likely to be negatively related to the time awareness/time urgency dimension, which focuses on the extent to which an individual is aware of the time and its passage regardless of circumstances. Thus we can assume that the polychronistic temporal preferences will align with the conditions under a organic organizational structure, whereas the monochronistic approach suits best under the conditions of the a mechanistically structure.

6. METHODOLOGY

6.1 SAMPLE

Data was collected through a self-completing web based questionnaire survey, which was designed to access the various possible temporal dimensions of work in organizations. The sample consists of employees at two different organizations in Norway, representing Agderforskning with 31 respondents, where the genders were divided equally with 50%. The other organization was Kristiansand Symphony Orchestra with 38 respondents, in which 34.2% of the respondents were female and 65.8% were male.

6.2 PROCEDURE

The executives in daily charge were invited to include their employees in the study. After their approval for the distribution of the questionnaire to the potential respondents, i.e. the employees. All the attendants were informed in advance that the data would be treated confidentially. The questionnaire was self-administered by answering it through the link sent to their email and a pilot study indicated that time for completion of the survey questionnaire would approximately take 20 to 30 min. Out of the 44 questionnaires sent out to Kristiansand Symphony Orchestra, there were 33 total completed surveys, which gives a response rate of 78.6%. Whereas 31 questionnaires were sent out to Agderforskning, there were 26 total completed surveys, which give a response rate of 83.9%.

6.3 DATA COLLECTION

The data was collected using Survey Monkey software, which allows the creation and distribution of web based surveys. Survey Monkey turn out to be the ideal software for the purpose of our questionnaire. After distributing the questionnaire created in Survey Monkey, the data collection went seamless and was later transform into a excel document, ready to be transformed into SPSS 15.0 for data analysis.

6.4 QUESTIONNAIRE

The questionnaire includes four sets of data. The first part consists of introductory questions, such as demographics, their personal and business background. The second part consists of questions about personal chronicity preferences, relating to singletasking/multitasking, punctuality, deadlines, schedules, speed/urgency and work-non-work distinctions. The third part consists of questions about organizational demands, where each question is matched with one of personal chronicity preferences. The fourth and last part consists of questions concerning the mental state related to flow

6.4.1 GENERAL PART OF THE QUESTIONNAIRE

In order to capture the fit and the incongruities between organizational demands and personal preferences, we have to deal with two sets of measures. Thus, we included a cultural item from Schriber and Gutek, covering the cultural expectation element; we also had to develop a new matching question, which covers a corresponding personal temporal structure issue. For example, using a cultural item from Schriber and Gutek such as “People get upset when you are late for work (reversed)”, we would need a corresponding new item related to personal temperament, such as “I have a personal urge to always be at work on time”. In addition to this, we have also converted some of the questions referring to we (culture) to the individual I, where we found this suitable. The item questions which were recoded, are illustrated in Appendix A.

For each dimension there will be several questionnaire items and corresponding set of items tapping into the technological/systemic demands and the cultural expectations, in order to obtain a difference score of fit or congruity.

6.4.2 MEASURING INSTRUMENTS

Chronicity. A five-item Likert scale, ranging from 1-5, was adapted from Bluedorn *et al.* (1999) to measure chronicity. The chronicity items were “Jeg foretrekker personlig å gjøre ferdig en oppgave før jeg begynner på noe annet” (reverse-coded), ”I denne jobben er du nødt til å kunne gjøre flere ting samtidig”, ”Jeg liker å ha mange baller i luften”, ”I denne jobben kreves det at en gjør en klar prioritering av oppgavene og tar en ting om gangen”. Higher scores on this scale indicate that participants are more polychronic.

Flow State Scale. A nine-dimensional scale consisting of 37 items was used to measure level and intensity of the flow experience in general, these were the questions 25 a) to p), 26 a) to n) and 27 a) to g). Flow was then assessed on a 5-point Likert-type scale ranging from “*Helt uening*” to “*Helt enig*”. Thus the respondents indicated their level of agreement, ranging from *strongly disagree (1)* to *strongly agree (5)* with each statement based on their perception of what was the most typical within their work organization.

The scale was originally developed by Jackson and Marsh (1996) to measure flow in sport and physical activity settings. However, in order to fit the scale to work settings, some of the items had to be revised.

The final version of the questionnaire was worked out in a discussion group using all available suggestions, fitting the questions as best we could to the individual and his or hers work situation.

6.5 ANALYSIS PROCEDURE - MAKING DECISIONS REGARDING THE REVISION OF THE QUESTIONNAIRE

Below you will find the procedures that were used during the revision of the questionnaire, in order to delete or modify, as well as a means for interpreting and labeling these factors. The results of these procedures and their implications will be further discussed.

6.5.1 CRONBACH'S ALPHA

The Cronbach's Alpha coefficient demonstrates the internal consistency reliability of items within a dimension, and is based on the average correlation of items within that dimension. Based on the coefficients, I was able to make the decision regarding which dimensions that would benefit from addition or elimination of other items. Kehoe (1995) suggests that an Alpha value of at least 0.5 should be achieved for accepting the items "as is" within a dimension, so long as they are within a short instrument, meaning small numbers of items.

Generally, the greater these Coefficient Alpha's values are from Cronbach's Alpha, the better the case we have for deleting or modifying an item. Here we have to be very though full, due to the fact that the decision to delete or modify an item is based on both the discrepancy between the two values as well as reasoning.

All the different items belonging to its categories were analyzed in SPSS 15.0, using the Reliability analysis tools to investigate the values of the Cronbach's Alpha. Those who were considered worthwhile to eliminate were eliminated, while other items were retained..

6.5.2 EIGENVALUES & SCREEPLOT

Internal consistency as represented statistically by Eigenvalues, factor loadings and communalities of the constructs identifies how well each variable is predicted by the remaining items in the instrument.

Eigenvalues over 1.00 customarily suggest the number of factors to analyze (Gorsuch, 1983). The sum of the Eigenvalues is equal to the number of variables (items) in our questionnaire.

To illustrate this, let's take an example where we imagine item nr.1 to have Eigenvalues of 3.4. This implies that this factor retains the information contained in 3.4 of the original variables.

The "Scree Plot" provides a rough bar plot of the Eigenvalue. It enables us to quickly note the relative size of each Eigenvalue. From the Scree plot we can also see which items have Eigenvalues over 1.00, by indicating this graphically by differentiating the "cliff" of the data from the Scree. By doing this, we also get to see if our hypothesized factor model is sufficient or if we have to modify it.

6.5.3 FACTOR LOADINGS

Varimax rotation is a widely used technique researchers examine the construct validity of instruments. In it, variables are examined in such a way that new factors are obtained that are each highly correlated with only a few of the original variables.

By having a look at the output from "Factor Loadings after Varimax Rotation", we can see the absolute values of the factor loadings. This method lets you quickly interpret the correlation structure. By looking at which variables correlate highly with a factor, you can determine what underlying structure it might present. Thus the factor loadings provide a means for interpreting and labeling the factors.

6.5.4 COMMUNALITIES

In the language of factor analysis, the proportion of variance for a particular item that is due to common factors (shared with other items) is called communality. In other words, it is a measure of the percentage of a variable's variation that is explained by the factors. A relatively high communality indicates that a variable has much in common with the other variables.

By looking at the output from "Communalities after Varimax Rotation" we can see which items share the same factor

7. RESULTS AND CONCLUSIONS

In order to investigate which items in the questionnaire which were suitable for further analysis, I conducted a reliability analysis testing for the Cronbach's Alpha in each item. By doing so, I was able to eliminate those items/questions which would build the basis for my further calculations. Underneath in table 1, you will find an overview over those items in the questionnaire which were retained and those which were eliminated. After the reliability analysis, I sorted out those questions which would correspond to each other, concerning individual preferences and organizational demands in the dimensions for 1) Singletasking 2) Punctuality 3) Schedules 4) Urgency 5) Flexibility and 6) Deadlines. These correlating questions are represented in table.2.

Item	Questions
Singletasking:	
	15 a, b
	15 c, e
	15 f, i
Singletaskingpreferences:	15 a, c, f
Singletaskingdemands:	15 b, e, i
Punktlighet - Punctuality:	17 a, b
	17c, d
Punctualitypreferences:	17 a, c
Punctualitydemands:	17 b, d
Schedule:	17 h, i
	17 j, g
Schedulepreferences:	17 h, j
Scheduledemands:	17 i, g
Urgency:	18 d, a
	18 b, c
Urgencypreferences:	18 d, b
Urgencydemands:	18 a, c
Flexibility:	18 l, i
	18 n, k
Flexibilitypreferences:	18 l, n
Flexibilitydemands:	18 i, k
Deadlines:	18 h, n
	17 m, l
Deadlinespreferences:	18 h, 17 m
Deadlinedemands:	18 n, 17 l

Table 1. Temporal structure items

These selected items for each construct were used for both the statistical analysis of Agderforskning and Kristiansand Symphony Orchestra, in order to be able to investigate the differences between a mechanical and a organic organizational structure, and their impact on the differences between individual preferences and organizational demands. In addition to this, the selected items were also the basis for further analysis of the differences between a mechanical and organic organizational structure, and its impact on flow.

HYPOTHESIS: THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN ORGANIC AND MECHANIC ORGANIZATIONS, WHEN CONSIDERING THE DISCREPANCIES BETWEEN INDIVIDUAL PREFERENCES AND ORGANIZATIONAL DEMANDS.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskingpreferanser	27	1.00	5.00	91.33	3.3827	.18720	.97272	.946
Punktlighetpreferanser	26	3.00	5.00	115.00	4.4231	.09069	.46244	.214
Schedulepreferanser	24	3.00	5.00	95.00	3.9583	.09478	.46431	.216
Urgencypreferanser	24	2.00	4.50	78.50	3.2708	.14738	.72200	.521
Flexibilitetpreferanser	24	1.00	5.00	64.00	2.6667	.22252	1.09014	1.188
Deadlinespreferanser	24	3.00	5.00	94.00	3.9167	.09357	.45842	.210
Valid N (listwise)	24							

Table 2. Descriptive statistics – Preferences Agderforskning

In order to test this hypothesis, I conducted a descriptive analysis of both the individual preferences and the organizational demands for each of the six constructs. By finding these values, I was able to investigate the discrepancies. Let’s start with analysis the SPSS 15.0 outputs on Agderforskning. Above in table 3, we can see the descriptive statistics of the respondents of Agderforskning, concerning the employee’s individual preferences. Below, you will see the organizational demands on these six constructs and the discrepancies between preferences and demands.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskingkrav	27	2.67	5.00	101.33	3.7531	.11053	.57433	.330
Punktlighetkrav	25	2.00	4.00	80.50	3.2200	.12936	.64679	.418
Schedulekrav	24	2.00	4.50	67.50	2.8125	.11185	.54797	.300
Urgencykrav	23	1.50	4.50	66.50	2.8913	.17770	.85222	.726
Flexibilitetkrav	22	1.00	3.50	49.00	2.2273	.14236	.66775	.446
Deadlineskrav	24	1.50	4.50	65.50	2.7292	.14427	.70679	.500
Valid N (listwise)	21							

Table 3. Descriptive statistics – Demands Agderforskning

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskingawik	27	-2.67	1.33	-10.00	-.3704	.14815	.76980	.593
Punktlighetawik	25	-1.00	3.00	29.50	1.1800	.18457	.92286	.852
Scheduleawik	24	-1.00	3.00	27.50	1.1458	.16886	.82724	.684
Urgencyawik	23	-1.50	3.00	9.00	.3913	.23090	1.10738	1.226
Flexibilitetawik	22	-1.00	3.00	12.00	.5455	.22046	1.03405	1.069
Deadlineawik	24	-1.00	3.00	28.50	1.1875	.17758	.86994	.757
Valid N (listwise)	21							

From the discrepancies illustrated in the table, we can see that the respondents in the mechanical organization, represented by Agderforskning show greatest differences between preferences and demands on the construct punctuality, schedules and deadlines.

In order to compare if there is a significant difference between Agderforskning this represents the mechanical organizational structure and Kristiansand Symphony Orchestra as the organic organizational structure, when comparing the discrepancies between individual preferences and organizational demands, we have to look at the SPSS output for Kristiansand Symphony Orchestra below.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskingpreferanser	37	2.00	5.00	131.00	3.5405	.12679	.77121	.595
Punktighetpreferanser	37	3.50	5.00	172.50	4.6622	.08232	.50075	.251
Schedulepreferanser	35	1.00	5.00	98.50	2.8143	.17403	1.02960	1.060
Urgencypreferanser	35	2.00	5.00	114.00	3.2571	.13343	.78937	.623
Flexibilitetpreferanser	37	1.00	5.00	114.00	3.0811	.19424	1.18153	1.396
Deadlinespreferanser	36	1.00	4.00	97.50	2.7083	.13419	.80512	.648
Valid N (listwise)	32							

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskingkrav	38	3.00	5.00	150.33	3.9561	.09338	.57564	.331
Punktlighetkrav	37	2.00	5.00	150.00	4.0541	.14340	.87229	.761
Schedulekrav	37	1.00	4.50	98.50	2.6622	.12564	.76425	.584
Urgencykrav	37	1.00	5.00	122.00	3.2973	.15795	.96075	.923
Flexibilitetkrav	37	1.00	3.50	97.00	2.6216	.11528	.70124	.492
Deadlineskrav	37	1.00	4.00	100.50	2.7162	.14308	.87035	.758
Valid N (listwise)	37							

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Singletaskawik	37	-1.67	1.00	-15.00	-.4054	.10424	.63409	.402
Punktighetawik	37	-.50	3.00	22.50	.6081	.13302	.80911	.655
Scheduleawik	35	-2.00	2.50	5.00	.1429	.21652	1.28092	1.641
Urgencyawik	35	-2.00	3.50	.50	.0143	.19282	1.14073	1.301
Flexibilitetawik	37	-2.00	2.50	17.00	.4595	.18007	1.09531	1.200
Deadlineawik	36	-3.00	2.50	-2.00	-.0556	.20967	1.25799	1.583
Valid N (listwise)	32							

In order to ease the analysis between the discrepancies of individual preferences and organizational demands on the six temporal structures, I will include a summary of these different descriptive outputs in table 6, below. As we can see from the table the constructs with highest discrepancies between these two organizational structures, are represented in the constructs of punctuality, schedules and deadlines.

Construct	Personal Preferences	Organizational Demands	Discrepancies	Differences between Mechanic and Organic Structures
Single-tasking				0.035
Agderforskning	3.3827	3.7531	-0.3704	
Kristiansand Symphony Orchestra	3.5405	3.9561	-0.4054	
Punctuality				0.572
Agderforskning	4.4231	3.22	1.18	
Kristiansand Symphony Orchestra	4.6622	4.0541	0.6081	
Schedules				1.003
Agderforskning	3.9583	2.8125	1.1458	
Kristiansand Symphony Orchestra	2.8143	2.6622	0.1429	
Urgency				0.377
Agderforskning	3.2708	2.8913	0.3913	
Kristiansand Symphony Orchestra	3.2571	3.2973	0.0143	
Flexibility				0.051
Agderforskning	2.6667	2.2273	0.5455	
Kristiansand Symphony Orchestra	3.0811	2.6216	0.495	
Deadlines				1.243
Agderforskning	3.9167	2.7292	1.1875	
Kristiansand Symphony Orchestra	2.7083	2.7162	-0.0556	

Table 4. Discrepancies between preferences and demands

Table 5. Questions measuring Punctuality at Agderforskning

16. De følgende spørsmålene dreier seg om punktlighet, tidsplaner, tidsfrister og arbeidstid							
	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
For meg er det viktig å være punktlig i de fleste sammenhenger	0.0% (0)	0.0% (0)	3.7% (1)	44.4% (12)	51.9% (14)	4.48	27
På denne arbeidsplassen er det et sterkt krav om å være punktlig	0.0% (0)	25.9% (7)	33.3% (9)	40.7% (11)	0.0% (0)	3.15	27
Jeg synes det er pinlig å komme for sent til en avtale	3.7% (1)	0.0% (0)	7.4% (2)	44.4% (12)	44.4% (12)	4.26	27
Folk her føler et sterkt press til å holde avtaler	0.0% (0)	11.5% (3)	50.0% (13)	38.5% (10)	0.0% (0)	3.27	26
Jeg pleier å bli veldig irritert hvis folk kommer for sent til en avtale	0.0% (0)	15.4% (4)	34.6% (9)	50.0% (13)	0.0% (0)	3.35	26

Table 6. Questions measuring Punctuality at Kristiansand Symphony Orchestra - KSO

17. De følgende spørsmålene dreier seg om punktlighet, tidsplaner, tidsfrister og arbeidstid							
	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
For meg er det viktig å være punktlig i de fleste sammenhenger	0.0% (0)	0.0% (0)	5.3% (2)	26.3% (10)	68.4% (26)	4.63	38
På denne arbeidsplassen er det et sterkt krav om å være punktlig	0.0% (0)	0.0% (0)	16.2% (6)	24.3% (9)	59.5% (22)	4.43	37
Jeg synes det er pinlig å komme for sent til en avtale	0.0% (0)	0.0% (0)	2.7% (1)	27.0% (10)	70.3% (26)	4.68	37
Folk her føler et sterkt press til å holde avtaler	5.4% (2)	16.2% (6)	13.5% (5)	35.1% (13)	29.7% (11)	3.68	37
Jeg pleier å bli veldig irritert hvis folk kommer for sent til en avtale	0.0% (0)	8.1% (3)	24.3% (9)	43.2% (16)	24.3% (9)	3.84	37

The discrepancies on punctuality between Agderforskning and KSO (Kristiansand Symphony Orchestra) can be explained by looking at the two tables above, representing the items in the questionnaire which focus on the construct of punctuality. The output generated in these two tables, indicate that the answers given by the respondents at KSO concerning organizational demands on punctuality are higher 59.5% (Strongly agree) than at Agderforskning 40.7% (Agree). When looking at the questions regarding individual preferences, respondents at KSO show higher 70.3% (Strongly agree) that at Agderforskning which gives equal weight 44.4% Agree and strongly agree.

These differences between KSO and Agderforskning may be related to the fact that the musicians represented at KSO face higher pressures on being punctual, due to tournaments, concerts and rehearsals. Compared to Agderforskning where the individuals face more flexibility.

Table 7. Questions measuring Schedules at Agderforskning

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
Jeg foretrekker å ha et tydelig og detaljert tidsskjema ("schedule") for det jeg gjør	3.8% (1)	23.1% (6)	42.3% (11)	30.8% (8)	0.0% (0)	3.00	26
Folk er ikke særlig opptatt av tidsskjema på denne arbeidsplassen	0.0% (0)	15.4% (4)	65.4% (17)	11.5% (3)	7.7% (2)	3.12	26
Jeg liker det ikke når alt en gjør må være del av et tidsskjema	0.0% (0)	11.5% (3)	26.9% (7)	46.2% (12)	15.4% (4)	3.65	26
Alt arbeid her er bundet opp i fastsatte tidsskjema	12.0% (3)	60.0% (15)	24.0% (6)	4.0% (1)	0.0% (0)	2.20	25
Hvis jeg kunne velge, ville jeg helst slippe å ha noe fast tidsskjema i jobbsammenheng	4.0% (1)	32.0% (8)	24.0% (6)	28.0% (7)	12.0% (3)	3.12	25

Table 8. Questions measuring Schedules at KSO

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
Jeg foretrekker å ha et tydelig og detaljert tidsskjema ("schedule") for det jeg gjør	2.7% (1)	18.9% (7)	24.3% (9)	32.4% (12)	21.6% (8)	3.51	37
Folk er ikke særlig opptatt av tidsskjema på denne arbeidsplassen	27.0% (10)	35.1% (13)	21.6% (8)	16.2% (6)	0.0% (0)	2.27	37
Jeg liker det ikke når alt en gjør må være del av et tidsskjema	11.4% (4)	17.1% (6)	34.3% (12)	31.4% (11)	5.7% (2)	3.03	35
Alt arbeid her er bundet opp i fastsatte tidsskjema	13.5% (5)	24.3% (9)	18.9% (7)	29.7% (11)	13.5% (5)	3.05	37
Hvis jeg kunne velge, ville jeg helst slippe å ha noe fast tidsskjema i jobbsammenheng	21.6% (8)	32.4% (12)	24.3% (9)	10.8% (4)	10.8% (4)	2.57	37

The discrepancies on schedules between Agderforskning and KSO (Kristiansand Symphony Orchestra) can be explained by looking at the two tables above, representing the items in the questionnaire which focus on the construct of schedules. The output generated in these two tables, indicate that the answers given by the respondents at KSO concerning organizational demands on schedules, such as that the work is tightly bonded to schedules, 29.7% (Agree) than at Agderforskning 60.0% (Disagree). When looking at the questions regarding individual preferences, respondents at KSO show higher 70.3% (Strongly agree) than at Agderforskning which gives equal weight 44.4% Agree and strongly agree.

These differences between KSO and Agderforskning may be related to the fact that the musicians represented at KSO face higher pressures on meeting schedules, due to tournaments, concerts and rehearsals. Compared to Agderforskning where the individual has more flexibility.

Table 9. Questions measuring Deadlines at Agderforskning

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
Jeg liker å jobbe mot langsiktige tidsfrister ("dealines") og milepæler	0.0% (0)	8.0% (2)	20.0% (5)	52.0% (13)	20.0% (5)	3.84	25
Arbeidet er ikke lagt opp slik at en kan jobbe mot langsiktige frister her	12.0% (3)	44.0% (11)	28.0% (7)	16.0% (4)	0.0% (0)	2.48	25
Jeg liker ikke å jobbe mot absolutte tidsfrister	4.0% (1)	56.0% (14)	24.0% (6)	12.0% (3)	4.0% (1)	2.56	25
Alt vi gjør i arbeidet her dreier seg om å holde tidsfrister	16.0% (4)	24.0% (6)	40.0% (10)	16.0% (4)	4.0% (1)	2.68	25

Table 10. Questions measuring Deadlines at KSO

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig	Rating Average	Response Count
Jeg liker å jobbe mot langsiktige tidsfrister ("dealines") og milepæler	0.0% (0)	5.4% (2)	35.1% (13)	48.6% (18)	10.8% (4)	3.65	37
Arbeidet er ikke lagt opp slik at en kan jobbe mot langsiktige frister her	8.1% (3)	35.1% (13)	40.5% (15)	10.8% (4)	5.4% (2)	2.70	37
Jeg liker ikke å jobbe mot absolutte tidsfrister	8.3% (3)	25.0% (9)	41.7% (15)	13.9% (5)	11.1% (4)	2.94	36
Alt vi gjør i arbeidet her dreier seg om å holde tidsfrister	13.5% (5)	21.6% (8)	27.0% (10)	29.7% (11)	8.1% (3)	2.97	37

After investigating the discrepancies between individual preferences and organizational demands for both Agderforskning as the mechanic organization and KSO representing the organic organizational structure, we find that there are some discrepancies between the individual preferences and organizational demands, however these are not significant. Thus our hypothesis that there is no significant difference between organic and mechanical structures, when investigating between the individual preferences and organizational demand, is supported.

HYPOTESE: THERE IS NO SIGNIFICANT DIFFERENCE ON THE LEVEL OF FLOW BETWEEN ORGANIC AND MECHANICAL ORGANIZATIONAL STRUCTURES.

In order to test for this hypothesis, I tested each of the nine characteristics of flow using reliability analysis, in order to eliminate those questions in each characteristic with the lowest scores on Cronbach's Alpha. This was done for both Agderforskning and KSO.

Reliability Flow State Scale - Agderforskning					
Original Model			Exploratory Model		
Dimension	Chronbachs Alpha	Average total inter item correlation	Dimension	Chronbachs Alpha	Average total inter item correlation
F1 Challenge-skill balance spm. 25 a,b,c	0.337	0.135	F1 Challenge-skill balance spm. 25 a, c	0.548	0.4
F2 Clear goals spm. 25 d,e,f	0.227	0.095	F2 Clear goals spm. 25 e,f	0.378	0.246
F3 Unambiguous feedback spm.25 g,h,i,j,k,l	0.645	0.193	F3 Unambiguous feedback spm.25 g,i,j,k,l	0.745	0.357
F4 Concentration Spm. 25 m,n,o	0.63	0.298	F4 Concentration Spm. 25 n,o	0.847	0.736
F5 Control Spm. 25 p, 26 a,b	0.494	0.336	F5 Control Spm. 26 a,b	0.852	0.745
F6 Loss of self-consciousness Spm. 26 f,g,h	0.676	0.447	F6 Loss of self-consciousness Spm. 26 f,g, h	0.676	0.447
F7 Transformation of time Spm. 26 i,j,k	0.725	0.437	F7 Transformation of time Spm. 26 i, j	0.804	0.691
F8 Action-awareness merging Spm. 26 c,d,e	0.735	0.46	F8 Action-awareness merging Spm. 26 c,d,e	0.735	0.46
F9 Autotelic experience Spm. 26 l,m,n	0.687	0.421	F9 Autotelic experience Spm. 26 m,n	0.754	0.605
Kollektive Flow spm. 27 a,b,c,d,e,f,g	0.619	0.163	Kollektive Flow spm. 27 a,b,c,e,f,g	0.713	0.29

The measuring dimensions were improved by eliminating some of the items in order to achieve higher Cronbach's values, thus higher reliability. Dimensions where the elimination of items could not be conducted, due to reduced reliability, if doing so are marked in red.

Table 11. Reliability analysis for the Characteristics of Flow

Reliability Flow State Scale - Kristiansand Symphony Orchestra					
Original Model			Exploratory Model		
Dimension	Chronbachs Alpha	Average total inter item correlation	Dimension	Chronbachs Alpha	Average total inter item correlation
F1 Challenge-skill balance spm. 25 a,b,c	0.496	0.227	F1 Challenge-skill balance spm. 25 a, c	0.548	0.4
F2 Clear goals spm. 25 d,e,f	0.303	0.159	F2 Clear goals spm. 25 e,f	0.357	0.243
F3 Unambiguous feedback spm.25 g,h,i,j,k,l	0.684	0.331	F3 Unambiguous feedback spm.25 g,h,i,j,k,l	0.684	0.331
F4 Concentration Spm. 25 m,n,o	0.483	0.3	F4 Concentration Spm. 25 n,o	0.755	0.606
F5 Control Spm. 25 p, 26 a,b	0.648	0.479	F5 Control Spm. 25 p, 26 a,b	0.648	0.479
F6 Loss of self-consciousness Spm. 26 f,g,h	0.261	0.095	F6 Loss of self-consciousness Spm. 26 f,g	0.42	0.268
F7 Transformation of time Spm. 26 i,j,k	-0.239	-0.045	F7 Transformation of time Spm. 26 i, j	0.437	0.292
F8 Action-awareness merging Spm. 26 c,d,e	0.35	0.202	F8 Action-awareness merging Spm. 26 d,e	0.832	0.713
F9 Autotelic experience Spm. 26 l,m,n	0.655	0.356	F9 Autotelic experience Spm. 26 m,n	0.814	0.696
Kollective Flow spm. 27 a,b,c,d,e,f,g	0.387	0.125	Kollective Flow spm. 27 a,b,d,e,f,g	0.527	0.206

After conducting the reliability analysis on both organizations, I created new variables for each of the dimensions. These new variables were then used to find an overall dimension for measuring Flow. This dimension included the items which scored the highest, thus explaining the construct of flow.

Descriptive Statistics

	Mean	Std. Deviation	N
OverallFLOW	3.8159	.28597	21
VariableChallengeskill	4.0952	.53896	21
VariableFeedback	3.7905	.49589	21
VariableConcentration	3.4524	.72292	21
VariableControl	3.6429	.65465	21
Variable Actionawarenessmerging	3.9365	.49011	21
VariableAutotelic	4.0952	.49038	21
VariableKollektivflow	3.6984	.46134	21

Table 12,

Descriptive Statistics

	Mean	Std. Deviation	N
OverallFLOW	3.7085	.50039	33
VariabelChallengeskills	3.2879	1.03856	33
VariabelFeedback	3.7121	.53404	33
VariabelConcentration	3.7879	.77086	33
VariabelControl	3.6970	.75629	33
Variabel Actionawarenessmerging	3.9242	.78184	33
VariabelAutotelic	4.1364	.84106	33
VariabelKollektivflow	3.4141	.45476	33

Table 13

Correlations

	OverallFLOW	Variabel Challeng eskills	Variabel Feedback	Variabel Concentration	Variabel Control	Variabel Actionawaren essmerging	Variabel Autotelic	Variabel Kollektivflow
Pearson Correlation								
OverallFLOW	1.000	.678	.542	.565	.781	.696	.742	.694
VariabelChallengeskills	.678	1.000	.502	.166	.599	.191	.258	.263
VariabelFeedback	.542	.502	1.000	.277	.392	.139	.090	.328
VariabelConcentration	.565	.166	.277	1.000	.431	.245	.263	.325
VariabelControl	.781	.599	.392	.431	1.000	.321	.444	.422
Variabel Actionawaren essmerging	.696	.191	.139	.245	.321	1.000	.812	.589
VariabelAutotelic	.742	.258	.090	.263	.444	.812	1.000	.590
VariabelKollektivflow	.694	.263	.328	.325	.422	.589	.590	1.000
Sig. (1-tailed)								
OverallFLOW	.000	.000	.001	.000	.000	.000	.000	.000
VariabelChallengeskills	.000	.001	.001	.177	.000	.143	.074	.069
VariabelFeedback	.001	.001	.059	.059	.012	.219	.309	.031
VariabelConcentration	.000	.177	.059	.006	.006	.085	.070	.032
VariabelControl	.000	.000	.012	.006	.034	.005	.005	.007
Variabel Actionawaren essmerging	.000	.143	.219	.085	.034	.000	.000	.000
VariabelAutotelic	.000	.074	.309	.070	.005	.000	.000	.000
VariabelKollektivflow	.000	.069	.031	.032	.007	.000	.000	.000
N	33	33	33	33	33	33	33	33
OverallFLOW	33	33	33	33	33	33	33	33
VariabelChallengeskills	33	33	33	33	33	33	33	33
VariabelFeedback	33	33	33	33	33	33	33	33
VariabelConcentration	33	33	33	33	33	33	33	33
VariabelControl	33	33	33	33	33	33	33	33
Variabel Actionawaren essmerging	33	33	33	33	33	33	33	33
VariabelAutotelic	33	33	33	33	33	33	33	33
VariabelKollektivflow	33	33	33	33	33	33	33	33

Table 14. Regression analysis - Model summary for Agderforskning

Model Summary^h

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.752 ^a	.566	.543	.19331	.566	24.770	1	19	.000
2	.849 ^b	.721	.690	.15911	.155	10.047	1	18	.005
3	.904 ^c	.816	.784	.13288	.095	8.805	1	17	.009
4	.973 ^d	.947	.934	.07363	.130	39.366	1	16	.000
5	.983 ^e	.966	.954	.06125	.019	8.123	1	15	.012
6	.996 ^f	.991	.987	.03208	.026	40.680	1	14	.000
7	1.000 ^g	1.000	1.000	.00000	.009	.	1	13	.

a. Predictors: (Constant), VariableControl

b. Predictors: (Constant), VariableControl, VariableChallengeskill

c. Predictors: (Constant), VariableControl, VariableChallengeskill, VariableActionawarenessmerging

d. Predictors: (Constant), VariableControl, VariableChallengeskill, VariableActionawarenessmerging, VariableConcentration

e. Predictors: (Constant), VariableControl, VariableChallengeskill, VariableActionawarenessmerging, VariableConcentration, VariableAutotelic

f. Predictors: (Constant), VariableControl, VariableChallengeskill, VariableActionawarenessmerging, VariableConcentration, VariableAutotelic, VariableKollektivflow

g. Predictors: (Constant), VariableControl, VariableChallengeskill, VariableActionawarenessmerging, VariableConcentration, VariableAutotelic, VariableKollektivflow, VariableFeedback

h. Dependent Variable: OverallFLOW

The Model summary for Agderforskning was obtained by conducting a multiple regression analysis, using the stepwise method. This was merely done because this method allows us to investigate each predictor’s impact on the dependent variable, which in our case was the construct of overall flow. The predictors used in both organizations were the ones of 1) challenge skill balance 2) feedback 3) concentration 4) control 5) merging of action and awareness 6) Autotelic experience and 7) Collective flow which is an additional dimension we used when measuring for flow. From the model summary we have that model 1, with the overall flow construct as dependent variable and control being the predictor, we find that R = 0.752. This illustrates the multiple correlations between the dependent variable **OverallFlow** and the predictor. The R Square in model 1 identifies the portion of the variance accounted for by the independent variable, in our case approximately 56.6% of the variance in **Overallflow** is accounted for by **control**. If we look at the differences from model 1 through model 7, we see that the R and R Squared increase in value with the addition of each new variable.

Table 15. Regression analysis – Model summary for KSO

Model Summary^h

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.781 ^a	.610	.597	.31750	.610	48.485	1	31	.000
2	.912 ^b	.831	.820	.21254	.221	39.177	1	30	.000
3	.949 ^c	.900	.890	.16624	.069	20.040	1	29	.000
4	.976 ^d	.953	.947	.11543	.053	32.153	1	28	.000
5	.987 ^e	.975	.970	.08640	.021	22.970	1	27	.000
6	.993 ^f	.985	.982	.06776	.010	17.899	1	26	.000
7	1.000 ^g	1.000	1.000	.00000	.015	.	1	25	.

- a. Predictors: (Constant), VariabelControl
- b. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging
- c. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging, VariabelChallengeskills
- d. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging, VariabelChallengeskills, VariabelConcentration
- e. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging, VariabelChallengeskills, VariabelConcentration, VariabelKollektivflow
- f. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging, VariabelChallengeskills, VariabelConcentration, VariabelKollektivflow, VariabelAutotelic
- g. Predictors: (Constant), VariabelControl, VariabelActionawarenessmerging, VariabelChallengeskills, VariabelConcentration, VariabelKollektivflow, VariabelAutotelic, VariabelFeedback
- h. Dependent Variable: OverallFLOW

The Model summary for KSO was obtained by conducting a multiple regression analysis, using the stepwise method. This was merely done because this method allows us to investigate each predictor’s impact on the dependent variable, which in our case was the construct of overall flow. The predictors used in both organizations were the ones of 1) challenge skill balance 2) feedback 3) concentration 4) control 5) merging of action and awareness 6) Autotelic experience and 7) Collective flow which is an additional dimension we used when measuring for flow. From the model summary we have that model 1, with the overall flow construct as dependent variable and control being the predictor, we find that R = 0.781. This illustrates the multiple correlations between the dependent variable **OverallFlow** and the predictor. The R Square in model 1 identifies the portion of the variance accounted for by the independent variable, in our case approximately 61% of the variance in **Overallflow** is

accounted for by **control**. If we look at the differences from model 1 through model 7, we see that the R and R Squared increase in value with the addition of each new variable. If we then compare the model summary for both Agderforskning and KSO, we see that there are no significant differences between these organizations, when investigating the level of flow. Thus our hypothesis will be supported.

Correlations

		Challenge Skills	Singletaskingawik	Punktlighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Pearson Correlation	ChallengeSkills	1.000	.119	.007	-.502	.196	.302	.049
	Singletaskingawik	.119	1.000	.611	-.497	-.134	.178	-.033
	Punktlighetawik	.007	.611	1.000	-.208	.113	.422	-.244
	Scheduleawik	-.502	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyawik	.196	-.134	.113	-.097	1.000	.170	.424
	Flexibilitetawik	.302	.178	.422	.097	.170	1.000	-.325
	Deadlineawik	.049	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	ChallengeSkills	.	.304	.488	.010	.198	.092	.416
	Singletaskingawik	.304	.	.002	.011	.281	.221	.443
	Punktlighetawik	.488	.002	.	.182	.312	.028	.144
	Scheduleawik	.010	.011	.182	.	.338	.338	.079
	Urgencyawik	.198	.281	.312	.338	.	.230	.028
	Flexibilitetawik	.092	.221	.028	.338	.230	.	.076
	Deadlineawik	.416	.443	.144	.079	.028	.076	.
N	ChallengeSkills	21	21	21	21	21	21	21
	Singletaskingawik	21	21	21	21	21	21	21
	Punktlighetawik	21	21	21	21	21	21	21
	Scheduleawik	21	21	21	21	21	21	21
	Urgencyawik	21	21	21	21	21	21	21
	Flexibilitetawik	21	21	21	21	21	21	21
	Deadlineawik	21	21	21	21	21	21	21

Correlations

		ClearGoals	Singletaskingawik	Punktlighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Pearson Correlation	ClearGoals	1.000	.343	.006	-.255	.354	.156	.239
	Singletaskingawik	.343	1.000	.611	-.497	-.134	.178	-.033
	Punktlighetawik	.006	.611	1.000	-.208	.113	.422	-.244
	Scheduleawik	-.255	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyawik	.354	-.134	.113	-.097	1.000	.170	.424
	Flexibilitetawik	.156	.178	.422	.097	.170	1.000	-.325
	Deadlineawik	.239	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	ClearGoals	.	.064	.489	.133	.057	.250	.149
	Singletaskingawik	.064	.	.002	.011	.281	.221	.443
	Punktlighetawik	.489	.002	.	.182	.312	.028	.144
	Scheduleawik	.133	.011	.182	.	.338	.338	.079
	Urgencyawik	.057	.281	.312	.338	.	.230	.028
	Flexibilitetawik	.250	.221	.028	.338	.230	.	.076
	Deadlineawik	.149	.443	.144	.079	.028	.076	.
N	ClearGoals	21	21	21	21	21	21	21
	Singletaskingawik	21	21	21	21	21	21	21
	Punktlighetawik	21	21	21	21	21	21	21
	Scheduleawik	21	21	21	21	21	21	21
	Urgencyawik	21	21	21	21	21	21	21
	Flexibilitetawik	21	21	21	21	21	21	21
	Deadlineawik	21	21	21	21	21	21	21

Correlations

		Concentration	Singletaskingawik	Punktlighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Pearson Correlation	Concentration	1.000	.013	-.162	-.093	.012	-.235	-.031
	Singletaskingawik	.013	1.000	.623	-.503	-.138	.204	-.034
	Punktlighetawik	-.162	.623	1.000	-.211	.064	.455	-.262
	Scheduleawik	-.093	-.503	-.211	1.000	-.093	.029	-.315
	Urgencyawik	.012	-.138	.064	-.093	1.000	.175	.423
	Flexibilitetawik	-.235	.204	.455	.029	.175	1.000	-.340
	Deadlineawik	-.031	-.034	-.262	-.315	.423	-.340	1.000
Sig. (1-tailed)	Concentration	.	.479	.254	.352	.481	.166	.450
	Singletaskingawik	.479	.	.002	.014	.287	.202	.445
	Punktlighetawik	.254	.002	.	.193	.398	.025	.139
	Scheduleawik	.352	.014	.193	.	.352	.453	.095
	Urgencyawik	.481	.287	.398	.352	.	.237	.036
	Flexibilitetawik	.166	.202	.025	.453	.237	.	.077
	Deadlineawik	.450	.445	.139	.095	.036	.077	.
N	Concentration	19	19	19	19	19	19	19
	Singletaskingawik	19	19	19	19	19	19	19
	Punktlighetawik	19	19	19	19	19	19	19
	Scheduleawik	19	19	19	19	19	19	19
	Urgencyawik	19	19	19	19	19	19	19
	Flexibilitetawik	19	19	19	19	19	19	19
	Deadlineawik	19	19	19	19	19	19	19

Correlations

		Control	Singletaskingawik	Punktlighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Pearson Correlation	Control	1.000	.039	-.081	.000	.310	.196	.017
	Singletaskingawik	.039	1.000	.611	-.497	-.134	.178	-.033
	Punktlighetawik	-.081	.611	1.000	-.208	.113	.422	-.244
	Scheduleawik	.000	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyawik	.310	-.134	.113	-.097	1.000	.170	.424
	Flexibilitetawik	.196	.178	.422	.097	.170	1.000	-.325
	Deadlineawik	.017	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	Control	.	.434	.363	.500	.086	.197	.471
	Singletaskingawik	.434	.	.002	.011	.281	.221	.443
	Punktlighetawik	.363	.002	.	.182	.312	.028	.144
	Scheduleawik	.500	.011	.182	.	.338	.338	.079
	Urgencyawik	.086	.281	.312	.338	.	.230	.028
	Flexibilitetawik	.197	.221	.028	.338	.230	.	.076
	Deadlineawik	.471	.443	.144	.079	.028	.076	.
N	Control	21	21	21	21	21	21	21
	Singletaskingawik	21	21	21	21	21	21	21
	Punktlighetawik	21	21	21	21	21	21	21
	Scheduleawik	21	21	21	21	21	21	21
	Urgencyawik	21	21	21	21	21	21	21
	Flexibilitetawik	21	21	21	21	21	21	21
	Deadlineawik	21	21	21	21	21	21	21

Correlations

		Autotelic	Singletaskingawik	Punktlig etawik	Scheduleawik	Urgencyawik	Flexibilitet awik	Deadlineawik
Pearson Correlation	Autotelic	1.000	-.469	-.190	.294	.408	.393	-.210
	Singletaskingawik	-.469	1.000	.611	-.497	-.134	.178	-.033
	Punktlig etawik	-.190	.611	1.000	-.208	.113	.422	-.244
	Scheduleawik	.294	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyawik	.408	-.134	.113	-.097	1.000	.170	.424
	Flexibilitetawik	.393	.178	.422	.097	.170	1.000	-.325
	Deadlineawik	-.210	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	Autotelic	.	.016	.205	.098	.033	.039	.180
	Singletaskingawik	.016	.	.002	.011	.281	.221	.443
	Punktlig etawik	.205	.002	.	.182	.312	.028	.144
	Scheduleawik	.098	.011	.182	.	.338	.338	.079
	Urgencyawik	.033	.281	.312	.338	.	.230	.028
	Flexibilitetawik	.039	.221	.028	.338	.230	.	.076
	Deadlineawik	.180	.443	.144	.079	.028	.076	.
N	Autotelic	21	21	21	21	21	21	21
	Singletaskingawik	21	21	21	21	21	21	21
	Punktlig etawik	21	21	21	21	21	21	21
	Scheduleawik	21	21	21	21	21	21	21
	Urgencyawik	21	21	21	21	21	21	21
	Flexibilitetawik	21	21	21	21	21	21	21
	Deadlineawik	21	21	21	21	21	21	21

Correlations

		LossofSelf	Singletaskingawik	Punktlig etawik	Scheduleawik	Urgencyawik	Flexibilitet awik	Deadlineawik
Pearson Correlation	LossofSelf	1.000	.121	-.088	-.457	.447	.000	.554
	Singletaskingawik	.121	1.000	.611	-.497	-.134	.178	-.033
	Punktlig etawik	-.088	.611	1.000	-.208	.113	.422	-.244
	Scheduleawik	-.457	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyawik	.447	-.134	.113	-.097	1.000	.170	.424
	Flexibilitetawik	.000	.178	.422	.097	.170	1.000	-.325
	Deadlineawik	.554	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	LossofSelf	.	.301	.352	.019	.021	.500	.005
	Singletaskingawik	.301	.	.002	.011	.281	.221	.443
	Punktlig etawik	.352	.002	.	.182	.312	.028	.144
	Scheduleawik	.019	.011	.182	.	.338	.338	.079
	Urgencyawik	.021	.281	.312	.338	.	.230	.028
	Flexibilitetawik	.500	.221	.028	.338	.230	.	.076
	Deadlineawik	.005	.443	.144	.079	.028	.076	.
N	LossofSelf	21	21	21	21	21	21	21
	Singletaskingawik	21	21	21	21	21	21	21
	Punktlig etawik	21	21	21	21	21	21	21
	Scheduleawik	21	21	21	21	21	21	21
	Urgencyawik	21	21	21	21	21	21	21
	Flexibilitetawik	21	21	21	21	21	21	21
	Deadlineawik	21	21	21	21	21	21	21

Correlations

		Time	Singletaskingavvik	Punktlig hetavvik	Scheduleavvik	Urgencyavvik	Flexibilitet avvik	Deadlineavvik
Pearson Correlation	Time	1.000	-.214	-.280	-.058	-.274	-.029	-.041
	Singletaskingavvik	-.214	1.000	.611	-.497	-.134	.178	-.033
	Punktlig hetavvik	-.280	.611	1.000	-.208	.113	.422	-.244
	Scheduleavvik	-.058	-.497	-.208	1.000	-.097	.097	-.320
	Urgencyavvik	-.274	-.134	.113	-.097	1.000	.170	.424
	Flexibilitet avvik	-.029	.178	.422	.097	.170	1.000	-.325
	Deadlineavvik	-.041	-.033	-.244	-.320	.424	-.325	1.000
Sig. (1-tailed)	Time	.	.176	.110	.402	.114	.450	.430
	Singletaskingavvik	.176	.	.002	.011	.281	.221	.443
	Punktlig hetavvik	.110	.002	.	.182	.312	.028	.144
	Scheduleavvik	.402	.011	.182	.	.338	.338	.079
	Urgencyavvik	.114	.281	.312	.338	.	.230	.028
	Flexibilitet avvik	.450	.221	.028	.338	.230	.	.076
	Deadlineavvik	.430	.443	.144	.079	.028	.076	.
N	Time	21	21	21	21	21	21	21
	Singletaskingavvik	21	21	21	21	21	21	21
	Punktlig hetavvik	21	21	21	21	21	21	21
	Scheduleavvik	21	21	21	21	21	21	21
	Urgencyavvik	21	21	21	21	21	21	21
	Flexibilitet avvik	21	21	21	21	21	21	21
	Deadlineavvik	21	21	21	21	21	21	21

These eight tables represent the Flow Characteristics and their correlation to the temporal discrepancies between individual and organizational demands, for Agderforskning. In order to ease the interpretation of these values and correlations, I have taken the freedom to summarize them in table 16. below.

Items	Challeng-skill balance	Clear goals	Unambiguous feedback	Concentration	Control	Autotelic exp.	Loss of self-consc	Transformation of time
Singletaskingavvik	0.119	0.343	0.198	0.013	0.039	-0.469	0.121	-0.214
Punktlig hetavvik	0.007	0.006	-0.035	-0.162	-0.081	-0.19	-0.088	-0.28
Schedulesavvik	-0.502	-0.255	-0.137	-0.093	0	0.294	-0.457	-0.058
Deadlinesavvik	0.049	0.239	0.211	-0.031	0.017	-0.21	0.554	-0.041
Urgencyavvik	0.196	0.354	0.374	0.012	0.31	0.408	0.447	-0.274
Flexibilitet avvik	0.302	0.156	-0.042	-0.235	0.196	0.393	0	-0.029

Correlation

Correlation Matrix^a

		FLOWChallengeSkills	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWChallengeSkills	1.000	.311	-.287	-.143	-.081	.084	.013
	Singletaskawik	.311	1.000	.319	-.028	.327	-.187	.406
	Punklighetawik	-.287	.319	1.000	-.076	-.014	-.028	.204
	Scheduleawik	-.143	-.028	-.076	1.000	.264	-.249	.493
	Urgencyawik	-.081	.327	-.014	.264	1.000	-.251	.407
	Flexibilitetawik	.084	-.187	-.028	-.249	-.251	1.000	-.480
	Deadlineawik	.013	.406	.204	.493	.407	-.480	1.000
Sig. (1-tailed)	FLOWChallengeSkills		.050	.065	.230	.338	.332	.472
	Singletaskawik	.050		.046	.443	.041	.166	.014
	Punklighetawik	.065	.046		.347	.471	.442	.144
	Scheduleawik	.230	.443	.347		.083	.096	.003
	Urgencyawik	.338	.041	.471	.083		.094	.014
	Flexibilitetawik	.332	.166	.442	.096	.094		.004
	Deadlineawik	.472	.014	.144	.003	.014	.004	

a. Determinant = .192

Correlation Matrix^a

		FLOWClearGoals	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWClearGoals	1.000	-.135	.003	-.250	-.235	.175	-.191
	Singletaskawik	-.135	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	.003	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	-.250	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	-.235	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.175	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	-.191	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWClearGoals		.238	.494	.091	.105	.178	.157
	Singletaskawik	.238		.041	.430	.038	.154	.013
	Punklighetawik	.494	.041		.321	.477	.387	.134
	Scheduleawik	.091	.430	.321		.083	.128	.003
	Urgencyawik	.105	.038	.477	.083		.091	.013
	Flexibilitetawik	.178	.154	.387	.128	.091		.004
	Deadlineawik	.157	.013	.134	.003	.013	.004	

a. Determinant = .266

Correlation Matrix^a

		FLOWFeedback	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWFeedback	1.000	.115	.053	.051	.250	.164	.164
	Singletaskawik	.115	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	.053	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	.051	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	.250	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.164	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	.164	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWFeedback		.273	.390	.395	.092	.193	.193
	Singletaskawik	.273		.041	.430	.038	.154	.013
	Punklighetawik	.390	.041		.321	.477	.387	.134
	Scheduleawik	.395	.430	.321		.083	.128	.003
	Urgencyawik	.092	.038	.477	.083		.091	.013
	Flexibilitetawik	.193	.154	.387	.128	.091		.004
	Deadlineawik	.193	.013	.134	.003	.013	.004	

a. Determinant = .252

Correlation Matrix^a

		FLOWConcentration	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWConcentration	1.000	-.275	-.218	-.254	-.083	.520	-.280
	Singletaskawik	-.275	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	-.218	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	-.254	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	-.083	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.520	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	-.280	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWConcentration		.070	.124	.088	.331	.002	.067
	Singletaskawik	.070		.041	.430	.038	.154	.013
	Punklighetawik	.124	.041		.321	.477	.387	.134
	Scheduleawik	.088	.430	.321		.083	.128	.003
	Urgencyawik	.331	.038	.477	.083		.091	.013
	Flexibilitetawik	.002	.154	.387	.128	.091		.004
	Deadlineawik	.067	.013	.134	.003	.013	.004	

a. Determinant = .182

Correlation Matrix^a

		FLOWControl	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWControl	1.000	-.085	.235	.039	-.053	.199	.002
	Singletaskawik	-.085	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	.235	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	.039	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	-.053	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.199	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	.002	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWControl		.327	.106	.419	.390	.146	.495
	Singletaskawik	.327		.041	.430	.038	.154	.013
	Punklighetawik	.106	.041		.321	.477	.387	.134
	Scheduleawik	.419	.430	.321		.083	.128	.003
	Urgencyawik	.390	.038	.477	.083		.091	.013
	Flexibilitetawik	.146	.154	.387	.128	.091		.004
	Deadlineawik	.495	.013	.134	.003	.013	.004	

a. Determinant = .259

Correlation Matrix^a

		FLOWAutotelic	Singletaskawik	Punklighetawik	Scheduleawik	Urgencyawik	Flexibilitetawik	Deadlineawik
Correlation	FLOWAutotelic	1.000	-.264	-.044	-.239	.025	.325	-.244
	Singletaskawik	-.264	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	-.044	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	-.239	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	.025	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.325	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	-.244	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWAutotelic		.080	.409	.101	.447	.040	.097
	Singletaskawik	.080		.041	.430	.038	.154	.013
	Punklighetawik	.409	.041		.321	.477	.387	.134
	Scheduleawik	.101	.430	.321		.083	.128	.003
	Urgencyawik	.447	.038	.477	.083		.091	.013
	Flexibilitetawik	.040	.154	.387	.128	.091		.004
	Deadlineawik	.097	.013	.134	.003	.013	.004	

a. Determinant = .226

Correlation Matrix^a

		FLOWLos sofself	Singletas kavik	Punklighe tawik	Scheduleawik	Urgencyawik	Flexibilitet awik	Deadlineawik
Correlation	FLOWLossofself	1.000	.297	-.081	-.016	.263	-.228	.382
	Singletaskavik	.297	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	-.081	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	-.016	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	.263	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	-.228	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	.382	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWLossofself		.056	.336	.466	.080	.113	.019
	Singletaskavik	.056		.041	.430	.038	.154	.013
	Punklighetawik	.336	.041		.321	.477	.387	.134
	Scheduleawik	.466	.430	.321		.083	.128	.003
	Urgencyawik	.080	.038	.477	.083		.091	.013
	Flexibilitetawik	.113	.154	.387	.128	.091		.004
	Deadlineawik	.019	.013	.134	.003	.013	.004	

a. Determinant = .217

Correlation Matrix^a

		FLOWTime	Singletas kavik	Punklighe tawik	Scheduleawik	Urgencyawik	Flexibilitet awik	Deadlineawik
Correlation	FLOWTime	1.000	-.159	.033	.132	.068	.399	-.147
	Singletaskavik	-.159	1.000	.322	-.034	.328	-.193	.408
	Punklighetawik	.033	.322	1.000	-.088	-.011	-.055	.209
	Scheduleawik	.132	-.034	-.088	1.000	.259	-.214	.482
	Urgencyawik	.068	.328	-.011	.259	1.000	-.250	.407
	Flexibilitetawik	.399	-.193	-.055	-.214	-.250	1.000	-.480
	Deadlineawik	-.147	.408	.209	.482	.407	-.480	1.000
Sig. (1-tailed)	FLOWTime		.201	.431	.243	.361	.015	.219
	Singletaskavik	.201		.041	.430	.038	.154	.013
	Punklighetawik	.431	.041		.321	.477	.387	.134
	Scheduleawik	.243	.430	.321		.083	.128	.003
	Urgencyawik	.361	.038	.477	.083		.091	.013
	Flexibilitetawik	.015	.154	.387	.128	.091		.004
	Deadlineawik	.219	.013	.134	.003	.013	.004	

a. Determinant = .221

These eight tables represent the Flow Characteristics and their correlation to the temporal discrepancies between individual and organizational demands, for KSO. In order to ease the interpretation of these values and correlations, I have taken the freedom to summarize them in table 17. below.

Correlations between discrepancies and Flow Characteristics - KSO								
Items	Challeng-skill balance	Clear goals	Unambiguous feedback	Concentration	Control	Autotelic exp.	Loss of self-consc	Transformation of time
Singletaskingavvik	0.311	-0.135	0.115	-0.275	-0.085	-0.264	0.297	-0.159
Punktlighetavvik	-0.287	0.003	0.053	-0.218	0.235	-0.044	-0.081	0.033
Schedulesavvik	-0.143	-0.25	0.051	-0.254	0.039	-0.239	-0.016	0.132
Deadlinesavvik	0.013	-0.191	0.164	-0.28	0.002	-0.244	0.382	-0.147
Urgencyavvik	-0.081	-0.235	0.25	-0.083	-0.053	0.025	0.263	0.068
Flexibilitetavvik	0.084	0.175	0.164	0.52	0.199	0.325	-0.228	0.399

Correlations between discrepancies and Flow Characteristics - Agderforskning								
Items	Challeng-skill balance	Clear goals	Unambiguous feedback	Concentration	Control	Autotelic exp.	Loss of self-consc	Transformation of time
Singletaskingavvik	0.119	0.343	0.198	0.013	0.039	-0.469	0.121	-0.214
Punktlighetavvik	0.007	0.006	-0.035	-0.162	-0.081	-0.19	-0.088	-0.28
Schedulesavvik	-0.502	-0.255	-0.137	-0.093	0	0.294	-0.457	-0.058
Deadlinesavvik	0.049	0.239	0.211	-0.031	0.017	-0.21	0.554	-0.041
Urgencyavvik	0.196	0.354	0.374	0.012	0.31	0.408	0.447	-0.274
Flexibilitetavvik	0.302	0.156	-0.042	-0.235	0.196	0.393	0	-0.029

If we now compare these two tables, representing the correlations between each characteristics of flow and the discrepancies in temporal structures, we see that there is no significant difference between Agderforskning as mechanical organization and KSO as a organic organization. This supports our hypothesis, and we may conclude with that there is no difference whether organizations are organic or mechanical when investigating the impact of congruity on the level of flow.

7. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

7.1 INDIVIDUAL TEMPORAL ASSESSMENT

Work assignments, level and type of supervision, number of activity shifts, daily goal setting and assessment could be keyed to an understanding of the individual chronic tendency positions of employees. Job descriptions could for instance be analyzed pointing toward the timestyle behavior-attitude most suited to carry them out. The HR department would have to play an active role in evaluating the applicants, thus serving as a guide for hiring and training of future new employees so that a better timestyle fit could be found with the firm as a whole or with the work team into which the new hire would be placed. By knowing the timestyle to whom you are working with or under, one has a better chance of understanding differences in behaviors, which in turn would reduce conflicts and lead to more realistic expectations of behavior.

Once we have acknowledged these differences in behavior, one has to clarify that whether polychronic or monochronic behavior is the best solution, but the strengths of each can often compensate for the weaknesses in the other. Thus one can say that they contribute side-by-side, and by recognizing and understanding these two timestyles one can put them in good use.

8. ACKNOWLEDGEMENTS

I hereby want to thank my mentors, Harald Knudsen and Jonny Holbek for their cooperation and innovative contributions during the ongoing process of this master thesis and semester. Their knowledge and wisdom will be cherished beyond the educational means of this University.

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11. APPENDIXES

11.1 APPENDIX A : MEASURES WITHIN THE QUESTIONNAIRE

Characteristics of the Flow State. Csikszentmihalyi (1990) and Jackson and Marsh (1996) identified the nine characteristics of the flow state: (1) the existence of a balance between the perceived skills of an individual and the perceived challenges of a situation, (2) a merging of action and awareness, (3) the presence of clear goals, (4) the presence of unambiguous feedback, (5) concentration on the task at hand, (6) a sense of control over oneself and the environment, (7) a loss of self-consciousness, (8) a transformation of time and (9) the autotelic or enjoyable nature of the experience.

These nine characteristics were investigated for by several items on each of the nine scales in the questionnaire (Part 4);

The Balance between Skills and Challenge (Utfordring)

Spm.25a) Ofte sliter jeg og har problemer med å mestre jobben. **Recoded (R)**

Spm.25b) Stort sett opplever jeg jobben som spennende og passe utfordrende.

Spm.25c) Jeg føler meg egentlig overkvalifisert i forhold til arbeidsoppgavene. **(R)**

Clear Goals (Klare mål på arbeidsprestasjonen)

Spm.25d) Det er et problem i jobben min at jeg ofte savner klare mål for arbeidsoppgavene. **(R)**

Spm.25e) Stort sett vet jeg alltid hva mine arbeidsoppgaver går ut på.

Spm.25f) Jeg har alltid klare mål for det jeg gjør.

Feedback

Spm.25g) Jeg vet nesten alltid hvordan jeg ligger an i arbeidet.

Spm.25h) Ofte er det vanskelig å si hvor godt jeg utfører arbeidet. **(R)**

Spm.25i) Stort sett føler jeg underveis i arbeidet om jeg gjør en god eller dårlig jobb.

Spm.25j) Jeg har som regel på følelsen hvordan jeg skal gå videre med en oppgave.

Spm.25k) Ofte føler jeg meg forvirret og usikker og vet ikke om mine avgjørelser er riktige. **(R)**

Spm.25l) Stort sett vet jeg hva jeg skal gjøre ettersom forskjellige utfordringer dukker opp.

Concentration (Oppmerksomhet)

Spm.25m) Det er vanskelig å ha full oppmerksomhet på det jeg holder på med når jeg er på jobb **(R)**

Spm.25n) Når jeg arbeider har jeg 100 % fokus på mine gjøremål.

Spm.25o) Jeg opplever ofte å ha total konsentrasjon på det jeg holder på med på jobb.

Control (Kontroll)

Spm.25p) Jeg opplever ofte at jeg ikke har kontroll med situasjonen på jobb. (R)

Spm.26a) Jeg har ofte en opplevelse av ”dette får jeg virkelig til” på jobb.

Spm.26b) Mine arbeidsoppgaver er slik at jeg opplever god kontroll med det jeg gjør.

Loss of Self-consciousness (Selvbevissthet)

Spm.26f) Jeg blir ofte nervøs og lurer på om jeg egentlig strekker til i jobben. (R)

Spm.26g) Jeg bruker nok litt for mye tid til å lure på hva andre tenker om meg når jeg jobber.(R)

Spm.26h) Når jeg først er i gang med en jobb, gir jeg blaffen i både utseende og hva andre måtte tenke om meg.

Transformation of time (Tidsbevissthet)

Spm.26i) Når jeg er i gang med en jobb, føler jeg at tida bare flyr.

Spm.26j) Ofte glemmer jeg helt å ta pauser.

Spm.26k) Jeg holder alltid et øye med tida mens jeg jobber. (R)

Autothelic experience (Arbeidet)

Spm.26l) Jeg har stort sett en god opplevelse av å få arbeidet unna.

Spm.26m) I det store og det hele liker jeg jobben min veldig godt.

Spm.26n) Jeg opplever at arbeidet i seg selv er veldig motiverende.

Merging of action and awareness (Tilfredsstillende)

Spm.26c) Jeg føler meg ofte utilfreds eller lite tilfreds på jobb. **(R)**

Spm.26d) Jeg opplever stort sett arbeidet som veldig tilfredsstillende.

Spm.26e) I det store og hele føles det bra når jeg er på jobb.

Tilleggspm. Om i hvilken grad du opplever flyt sammen med andre

Spm.27a) Når andre tar kontakt med meg i arbeidet, føler jeg ofte at jeg bare blir enda mer involvert.

Spm.27b) Sammen med kollegene kan jeg ofte være helt oppslukt av arbeidet.

Spm.27c) Jeg føler ofte at jeg kan i god flyt sammen med kunder, leverandører eller andre forretningsforbindelser eller kontakter.

Spm.27d) Nesten uten unntak opplever jeg at kontakten med andre på jobben får meg ut av flyten og konsentrasjonen. **(R)**

Spm.27e) I samtaler med kolleger blir vi ofte så ivrige at vi glemmer klokka.

Spm.27f) Når jeg er ivrig opptatt med arbeidet, opplever jeg stort sett henvendelser fra andre som forstyrrende.

Spm.27g) Veldig ofte opplever jeg full involvering i samarbeid med kollegene er særlig givende. **(R)**

11.2 APPENDIX B

APPROVAL BY NORSK SAMFUNNSVITENSKAPELIG DATATJENESTE AS

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES



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Vår dato: 06.03.2008

Vår ref: 18562 / 2 / SF

Deres dato:

Deres ref:

TILRÅDING AV BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 14.02.2008. Meldingen gjelder prosjektet:

18562	<i>Chronicity, Rhythm and Flow in Knowledge Intensive Work</i>
Behandlingsansvarlig	Universitetet i Agder, ved institusjonens øverste leder
Daglig ansvarlig	Harald Knudsen
Student	Liv Ruyter

Personvernombudet har vurdert prosjektet, og finner at behandlingen av personopplysninger vil være regulert av § 7-27 i personopplysningsforskriften. Personvernombudet tilrår at prosjektet gjennomføres.

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

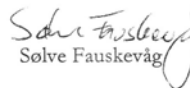
Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html. Det skal også gis melding etter tre år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

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

Personvernombudet vil ved prosjektets avslutning, 30.06.2008, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim


Solve Fauskevåg

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11.3 APPENDIX C – INTRODUCTION LETTER FOR THE QUESTIONNAIRE

Informasjon til de ansatte vedrørende spørreundersøkelsen

Bakgrunn for undersøkelsen

Etter avtale med Dir. Øystein Eidsaa og med godkjenning fra AMU - Arbeidsmiljøutvalget, ønsker din bedrift/arbeidsplass å delta i undersøkelsen, og jeg har da fått tillatelse til å sende vedlagte spørreskjema. Du er en av dem som er trukket ut, og jeg håper du vil samarbeide ved å svare på spørsmålene i vedlegget til denne e-mailen.

Formålet med denne undersøkelsen er å kartlegge hvilken rolle og hvordan "Chronicity, Rhythm and Flow" spiller inn for både enkeltpersoner og organisasjoner. På det personlige plan er det mange som opplever "tidsklemme" og problemer med tempo og stress. På foretakstnivå er det en stadig større utfordring å holde leveringsfrister og tidsplaner og – generelt å holde tritt med endringstakten i omgivelsene.

Hvem står bak?

Spørreundersøkelsen gjennomføres av Universitet i Agder og Agder Forskning, og resultatene av undersøkelsen vil bli brukt av tre masterstudenter ved Universitet i Agder. Prosjektet er også en del av – og støttes av VRI-prosjektet Agder (Virkemidler for regional FoU og innovasjon).

Konfidensialitet

Både på personnivå og bedriftsnivå vil materialet som samles inn bli behandlet med fortrolighet. Alle resultater som blir offentliggjort vil være anonyme. Informasjon om enkeltpersoner vil heller ikke bli gjort tilgjengelig for ledelsen.

Det er ingen riktige eller gale svar – det er dine oppriktige meninger jeg er interessert i. Det er viktig at du besvarer alle spørsmålene mht resultatet og påliteligheten av denne undersøkelsen. Det tar ca. 15 – 20 min å fylle ut skjemaet.

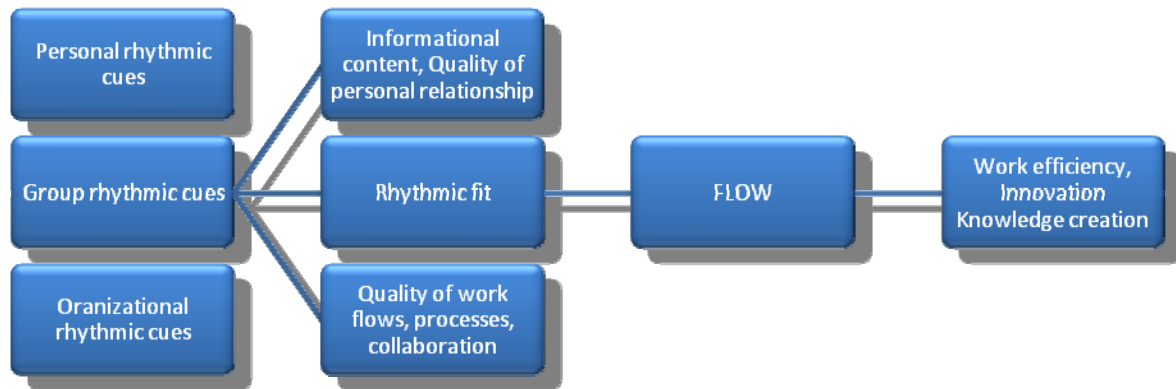
På forhånd takk for hjelpen!



Universitetet i Agder

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As shown in figure 1, in order to establish a temporal temperamental fit, two components have to match: individual temperament or traits and organizational demands. The Organizational demands can be described as the cultural expectations and the systemic/technological requirements. 20

Where in most cases we can expect congruity between technology and culture, based on the assumptions that culture forms around the organizational technologies. Thus, different industries may face different organizational cultures. In addition to this, as mentioned under the chapter on Chronicity, people seek jobs, and companies recruit people that are attracted to certain work processes, technologies and cultures. 20

Therefore, I will assume that there will be reasonably high levels of fit between preferences and demands, while at the same time not exclude the fact that individuals not always seek or find jobs which suit their personality and temporal preferences. Based on these assumptions, what I am looking for is the lack of such a fit, which would indicate problems of low flow. 21

Earlier research done by Schriber and Gutek (1997) examines the dimensionality of time in organizational context, with them focusing on temporal dimensions of work cultures defined as “norms of time in organizations”. Using a principal components analysis with altogether 56 Likert-type-items, they extracted 13 factors. Among them, which also will be included in this thesis are: Schedules and deadlines, punctuality, time boundaries between work and nonwork, and work pace..... 21

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11.4 APPENDIX D

THE QUESTIONNAIRE

1. Informasjon om undersøkelsen

Forspørsel om å delta i forskningsprosjektet "Chronicity, Rhythm and Flow in Knowledge Intensive Work"

Vi har i de senere år fått en økende oppmerksomhet på den rollen tiden, "timing", tempo og bruk av tid i arbeidssituasjoner spiller både for enkeltmennesker og organisasjoner. På det personlige plan er det mange som opplever "tidsklemme" og problemer med tempo og stress. På foretaksnivå er det en stadig større utfordring å holde leveringstider og tidsplaner og – generelt – holde tritt med endringstakten i omgivelsene.

Vi ønsker å kartlegge i hvilken grad dette oppleves som utfordrende på en del utvalgte arbeidsplasser i regionen. Herunder vil vi studere i hvilken grad den enkelte opplever å være "på rett hylle" på sin nåværende arbeidsplass, med hensyn til forholdet mellom egne preferanser og hva jobben krever. Videre vil vi se på hvordan organisasjonsmessige og personlige arbeidsrytmer virker inn på muligheten til å "finne flyt" og oppleve arbeidet som meningsfullt og givende.

Resultatene av undersøkelsen vil bli brukt av tre masterstudenter ved Universitetet i Agder (siviløkonomstudiet) som skriver masteroppgaver på dette temaet. Velleder og prosjektleder er professor Harald Knudsen og prosjektmedarbeider/forsker er professor emeritus Jonny Holbæk. Prosjektet er også en del av – og støttes av – VRI-prosjektet Agder (Virkemidler for regional FoU og innovasjon) <http://www.vri-agder.no/>.

Etter avtale med ledelsen, ønsker din arbeidsplass å delta i undersøkelsen, og vi har fått tillatelse til å sende vedlagte spørreskjema til ansatte i bedriften. Vi håper du vil samarbeide ved å svare på spørsmålene. Vi understreker at det er frivillig å delta i undersøkelsen. Det vil heller ikke kunne få noen negative konsekvenser for deg dersom du ikke ønsker å delta. Både på personnivå og bedriftsnivå vil materialet som samles inn bli behandlet med fortrolighet. Alle resultater som blir offentliggjort vil være anonyme. Informasjon om enkeltpersoner vil heller ikke bli gjort tilgjengelig for ledelsen.

Datainnsamlingen vil foregå i løpet av vårsemesteret 2008. Anonymisering vil foregå fortløpende når dataene legges inn i vår database, senest ved utgangen av 2008. Prosjektet er for øvrig tilrådd av Personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste AS.

Det kan være at du synes noen av spørsmålene kan være litt vanskelige å besvare. Det beste er i så fall ikke å begynne å gruble over svaret, men bare raskest mulig svare det som først faller deg inn. Normalt skal det ta ca. 20 minutter å svare på spørsmålene. Du vil også se at selv om alle spørsmålene er forskjellige, har en del av spørsmålene nokså lik ordlyd. Dette er ikke en feil men noe som er nødvendig av forskningsmessige grunner for å sjekke kvaliteten i de enkelte spørsmålene. Spørreopplegget er delt inn i fire deler, og hver del skal besvares. Vi takker deg for at du vil delta i undersøkelsen og hjelpe oss og studentene til å få en god undersøkelse.

Trygve Wangen Tøsse, Liv Ruyter og Monika Patrycja Mosberg
Studenter

Harald Knudsen (vulleder/prosjektleder) og Jonny Holbæk (forsker)

2. Del 1 - Bakgrunnsinformasjon

1. Kjønn

- 1 Kvinne
2 Mann

2. Aldersgruppe:

- 1 Under 30 år
2 30 - 39 år
3 40 - 49 år
4 50 - 59 år
5 60 år og eldre

3. Etnisk bakgrunn:

- 1 Norsk – med oppvekst i Norge
2 Nord-vest europeisk, nord-amerikansk, australsk – med oppvekst utenfor Norge
3 Annet: øst- og sør-europeisk, afrikansk, asiatisk, latin-amerikansk – med oppvekst utenfor Norge

4. Utdannelse

- 1 Videregående skole
2 Inntil 3 år høyskoleutdanning/bachelornivå
3 Mer enn 3 år høyskoleutdanning/mastergradnivå
4 Doktorgrad

3. Del 1 - Bakgrunnsinformasjon

5. Fagprofil: Vi ber deg merke av hvilke fag som inngår i din utdanningsbakgrunn. Sett gjerne kryss ved flere alternativer

- a Ingeniør/teknisk
- b Økonomisk-administrativ
- c Andre samfunnsvitenskapelige fag
- d Humanistiske fag
- e Realfag
- f Juridiske fag
- g Arkitektur
- h Kunst/kultur/musikk

Annet:

i

6. Posisjon i organisasjon

- 1 Toppleder/toppleder team
- 2 Mellomleder
- 3 Vanlig ansatt
- 4 Konsulent/stab/rådgiver

7. Hvor mange arbeider på din arbeidsplass, dvs. alle innenfor samme geografiske lokalisering?

- 1 1-2
- 2 3-5
- 3 6-10
- 4 11-25
- 5 26-50
- 6 51-100
- 7 101-200
- 8 201 eller mer

4. Del I - Bakgrunnsinformasjon

8. Bransje:

- 1 Bank, finans, regnskap, revisjon
- 2 IT, data
- 3 Oljerelevant
- 4 Eiendom, bygg, anlegg
- 5 Kultur, arkitektur, kunst, opplevelse
- 6 Forskning/undervisning

Annet:

b

9. Vær vennlig å anslå hvor stor andel av en normal arbeidsuke du arbeider innenfor de nevnte organisasjonsformene

- | | | | | | | | |
|---|--------------------------------------|-----------------------|-----------------------|----------------------------|--------------------------|---------------------------|-----------------------|
| a | Prosjektarbeid | Aldri | <input type="radio"/> | En liten del av arbeidsuka | Omtrent halve arbeidsuka | En stor del av arbeidsuka | Hele arbeidsuka |
| b | Basisorganisasjon/linjeorganisasjon | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c | Administrasjon/ledelse/stabsfunksjon | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Vær vennlig å anslå hvor stor andel av ei normal arbeidsuke du arbeider innenfor de nevnte oppgaveområdene

- | | | | | | | | |
|---|--|-----------------------|-----------------------|----------------------------|--------------------------|---------------------------|-----------------------|
| a | Rutinepreget arbeid - med bruk av velkjente arbeidsmetoder | Aldri | <input type="radio"/> | En liten del av arbeidsuka | Omtrent halve arbeidsuka | En stor del av arbeidsuka | Hele arbeidsuka |
| b | Innovativt arbeid, med søken etter nye løsninger eller ny kunnskap, herunder forskning og kunstnerisk virksomhet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Del 1 - Bakgrunnsinformasjon

11. Hvor mange år har du arbeidet på din nåværende arbeidsplass?

- 1 Under ett år
- 2 1 - 3 år
- 3 4 - 10 år
- 4 Over 10 år

12. Generelle spørsmål om bruk av tid

- | | | | | | | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a | Jeg føler i det store og det hele at jeg har god nok tid til alle mine gjøremål | <input type="radio"/> | Helt uenig | <input type="radio"/> | Ganske uenig | <input type="radio"/> | Verken enig eller uenig | <input type="radio"/> | Ganske enig | <input type="radio"/> | Helt enig |
| b | Hvis jeg treffer tilfeldig en gammel venn, føler jeg vanligvis at jeg har nok tid til å snakke med vedkommende | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c | Jeg opplever vanligvis at tempo og rytme i arbeidet passer veldig bra i forhold til mine behov | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d | For at vi skal kunne følge med i konkurransen er vi nødt til å jobbe i meget høyt tempo på min arbeidsplass | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e | I det store og det hele føler jeg at det er meget gode samarbeidsforhold på min arbeidsplass | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Vennlig ranger viktigheten av de følgende faktorer med hensyn til konkurransekraften for din bedrift

- | | | | | | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a | Pris/kostnadskontroll | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b | Kvalitet på produkter og tjenester | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c | Rask levering/rask utvikling/holdte tidsfrister | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d | Pleie gode relasjoner til kunder/brukere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Del 2 - Personlige preferanser og jobbkrav

14. Først noen spørsmål om å "ha mange baller i lufta på en gang" til forskjell fra å jobbe med en ting av gangen

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|---|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg foretrekker å gjøre ferdig en oppgave før jeg begynner på noe annet | | | | | |
| b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I denne jobben er du nødt til å kunne gjøre flere ting samtidig | | | | | |
| c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg foretrekker helt klart å kunne konsentrere meg om en ting av gangen | | | | | |
| d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg liker å ha mange baller i lufta samtidig | | | | | |
| e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I denne jobben kreves det at en gjør en klar prioritering av oppgavene og tar en ting av gangen | | | | | |
| f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg liker best å jobbe med oppgaver som krever 100 % fokus | | | | | |
| g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg liker best å forholde meg til en type informasjon av gangen | | | | | |
| h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg trives best med jobber hvor jeg kan ha oppmerksomhet på flere ting samtidig | | | | | |
| i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De fleste arbeidsoppgavene mine krever udelte oppmerksomhet – 100 % fokus | | | | | |

7. Del 2 - Personlige preferanser og jobbkraav

15. Noen flere spørsmål om å "ha mange baller i lufta på en gang" til forskjellig fra å jobbe med en ting av gangen

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig
a Det meste av arbeidet mitt er slik at jeg gjerne kan ha fokus på helt forskjellige ting samtidig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b Hvis jeg har en krevende oppgave foretrekker jeg å kunne jobbe uforstyrret i flere timer av gangen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Uansett hva jeg holder på med, foretrekker jeg vanligvis å kunne skifte ofte mellom forskjellige oppgaver i løpet av arbeidsdagen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Uansett hva jeg holder på med, føler jeg best når jeg kan jobbe uforstyrret i flere timer av gangen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Hvis jeg har en krevende oppgave foretrekker jeg å dele opp oppgaven og gjøre andre ting inimellom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Nesten uansett hva jeg holder på med liker jeg å følge med på dataskjermen for å se om noe dukker opp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Jeg liker å lese e-mail mens jeg snakker på telefonen om andre ting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Når jeg snakker med noen, enten det er på telefon eller ansikt til ansikt, foretrekker jeg å la alt annet ligge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Jeg synes det er helt ok å forholde meg til flere personer, med forskjellige anliggender, samtidig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Del 2 - Personlige preferanser og jobbkrav

16. De følgende spørsmålene dreier seg om punktlighet, tidsplaner, tidsfrister og arbeidstid

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig
a For meg er det viktig å være punktlig i de fleste sammenhenger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b På denne arbeidsplassen er det et sterkt krav om å være punktlig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c Jeg synes det er pinlig å komme for sent til en avtale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d Folk her føler et sterkt press til å holde avtaler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e Jeg pleier å bli veldig irritert hvis folk kommer for sent til en avtale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f Jeg foretrekker å ha et tydelig og detaljert tids skjema ("schedule") for det jeg gjør	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g Folk er ikke særlig opptatt av tids skjema på denne arbeidsplassen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h Jeg liker det ikke når alt en gjør må være del av et tids skjema	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i Alt arbeid her er bundet opp i fastsatte tids skjema	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j Hvis jeg kunne velge, ville jeg helst slippe å ha noe fast tids skjema i jobbsammenheng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k Jeg liker å jobbe mot langsiktige tidsfrister ("dealines") og milepæler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l Arbeidet er ikke lagt opp slik at en kan jobbe mot langsiktige frister her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m Jeg liker ikke å jobbe mot absolutte tidsfrister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n Alt vi gjør i arbeidet her dreier seg om å holde tidsfrister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o Jeg foretrekker å gjøre ting riktig framfor å gjøre dem fortest mulig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Del 2 - Personlige preferanser og jobbkrav

17. Noen flere spørsmål om punktlighet, tidsplaner, tidsfrister og arbeidstid

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig
a. I dette systemet må du bare henge med enten det du gjør blir riktig eller ikke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Jeg er nok en type som vanligvis prøver å få ting raskt unna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jobben krever et veldig høyt tempo av oss som jobber her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Jeg liker å gjøre alt jeg gjør raskest mulig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Jeg kan gjerne jobbe ut fra et detaljert, fast tidskjema, så lenge jeg selv får være med å utarbeide det	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Jeg liker å sette tidsfrister for mitt arbeid selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Det viktigste med arbeidstempoet er at jeg kan bestemme tempo selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Hvis jeg kunne velge, ville jeg helst ikke behøve å bry meg om tidsfrister ("deadlines")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. På min arbeidsplass forventes det at folk stadig vekker tar med seg arbeid hjem etter arbeidstid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Aller helst ville jeg bare kunne glemme jobben ved arbeidstidens slutt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Systemet og teknologien er slik at en får egentlig ikke utrettet noe etter vanlig arbeidstid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Jeg kunne vanskelig finne meg til rette hvis jeg måtte jobbe ni til fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. For å få gjort jobben min er jeg nødt til å kunne løse arbeidsoppgaver utenom vanlig arbeidstid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Ofte vil jeg helst jobbe med viktige oppgaver om kveldene eller nettene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Del 3 - Organisasjonsmessige rytmer og arbeidsrytmer

18. Spørsmål om hvordan rytmene oppstår

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|--|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Når jeg arbeider helt for meg selv føler jeg at jeg har en god og effektiv arbeidsrytme | | | | | |
| b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selv når jeg arbeider alene føler jeg at jeg aldri helt kommer inn i en god arbeidsrytme | | | | | |
| c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Når jeg jobber alene, kan jeg stort sett bestemme arbeidsrytmen selv | | | | | |
| d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Min måte å arbeide på avspiller rytmene i organisasjonen | | | | | |
| e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Når jeg jobber sammen med nærmeste kolleger i et arbeidsfellesskap, føler jeg at vi har ulike arbeidsrytmer | | | | | |
| f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg opplever at jeg sammen med nærmeste kolleger har en egen "gruppe-rytme" som er annerledes enn resten av organisasjonen | | | | | |
| g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jeg opplever at jeg sammen med nærmeste kolleger har en god felles arbeidsrytme | | | | | |
| h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Når jeg jobber sammen med nærmeste kolleger i et arbeidsfellesskap, føler jeg at det er jeg selv som angir rytmen | | | | | |

11. Del 3 - Organisasjonsmessige rytmer og arbeidsrytmer

19. Noen flere spørsmål om hvordan rytmene oppstår

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|--|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a Sammen med nærmeste kolleger jobber vi i en arbeidsrytme som i det alt vesentlige er bestemt av tradisjoner og rutiner, teknologi eller systemer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b Jeg føler at jeg selv og nærmeste kolleger alle er med å forme vår "gruppe-rytme" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c Jeg opplever at alle på arbeidsplassen har en felles arbeidsrytme som gjennomsvirer det meste av det som skjer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d Rytmen her forandres stadig vekkt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e Jeg føler at det meste i vår organisasjon "går i den samme tralten" - basert på tradisjoner og type virksomhet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f Faste sesongsvingninger eller andre eksterne rytmer er avgjørende for grunnrytmen i organisasjonen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g Ledelsen har alt å si når det gjelder rytmen i organisasjonen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h Jeg føler at alle - både enkeltpersoner og grupper - er med å forme arbeidsrytmene | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Del 3 - Organisasjonsmessige rytmer og arbeidsrytmer

20. Spørsmål om hvordan de organisasjonsmessige rytmene oppleves i jobbsituasjonen og i samhandling med andre

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig
a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spørsmål					
b	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg arbeider sjelden lengre perioder i løpet av dagen helt for meg selv					
c	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En stor del av dagen vet jeg ikke om jeg vil bli avbrutt i arbeidet eller ei					
d	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hvis jeg i arbeidet med en sak er avhengig av innspill fra kolleger, tør jeg aldri stole helt på at de leverer innen fristen					
e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg kan vanligvis stole på at folk her tar tidsfrister alvorlig					
f	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tror alle på arbeidsplassen opplever at vi har meget god framdrift i arbeidet					
g	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Akkurat nå føler jeg at det virkelig "svinger" på jobben (arbeidet går greit/ unna)					
h	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tror vi alle føler at vi stadig er på etterskudd med arbeidet					
i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vi gjør det så godt nå at det oppleves som å være med på noe stort					
j	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg synes stemningen på arbeidsplassen gjennomgående er temmelig laber					
k	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stemningen er nesten alltid svært god på vår arbeidsplass					
l	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gjennomgående har vi et avslappet arbeidstempo					
m	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vanligvis er det veldig hektisk på denne arbeidsplassen					
n	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg opplever at det er lite stress blant medarbeiderne					
o	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg ser slitasje og frustrasjon blant mine kolleger					

13. Del 3 - Organisasjonsmessige rytmer og arbeidsrytmer

21. Noen flere spørsmål om hvordan de organisasjonsmessige rytmene oppleves i jobbsituasjonen og i samhandling med andre

	Helt uenig	Ganske uenig	Verken enig eller uenig	Ganske enig	Helt enig
a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Del 4 - Om å finne "flyt" på arbeidsplassen

Ordet "flyt" brukes om en mental tilstand hvor en opplever å være helt konsentrert om det en holder på med. Tilstanden kjennetegnes ved at en går helt inn i oppgaven og føler seg fullt ut i kontroll av det en holder på med. Noen ganger fører det også til at er så ivrig opptatt at en glemmer både tid og sted.

22. I hvilken grad er du enig i følgende utsagn om din egen jobb-situasjon?

- A Jeg opplever ofte å være i flyt på jobb Helt uenig Ganske uenig Verken enig eller uenig Ganske enig Helt enig
- B For meg er det nesten umulig å finne flyt i den jobben jeg nå har

Når vi skal undersøke grad av flyt, er vi interessert i både hvor sterkt en er i flyt, og hvor lang tid i løpet av arbeidsdagen en er i flyt. Vi vet at dette er vanskelig å beregne, men ber deg likevel om et anslag. Tenk på en helt gjennomsnittlig arbeidsdag (gjørne dagen i dag eller dagen i går). Tenk deg videre at vi har følgende tre nivåer av flyt og at det i løpet av en arbeidsdag kan vekse hvor sterkt du er i flyt:

- A = Lav flyt/ingen flyt: Jeg finner det vanskelig å konsentrere meg om oppgaven, og jeg føler at jeg i liten grad virkelig kan lave meg inn i arbeidsoppgaven.
- B = Noen grad/betydelig nivå av flyt: Jeg finner at jeg kan være ganske konsentrert om oppgaven og jeg føler at jeg i noen grad blir "revet med" i arbeidet.
- C = Høyt nivå eller 100 % flyt: Jeg opplever å være fullt involvert i det jeg holder på med, med full konsentrasjon og full innlevelse. Ofte glemmer jeg både tid og sted, og tankene kretser bare om selve arbeidsoppgaven.

23. Vennligst anslå hvor stor andel av en normal arbeidsdag (dagen i dag, gårsdagen, eller en gjennomsnittlig dag) du opplever å være i forskjellig nivå av flyt?

- | | | | | | |
|--------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| | Aldri | En liten del av dagen | Omtrent halve arbeidsdagen | En stor del av dagen | Hele dagen |
| A = Lav flyt eller ingen flyt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B = Betydelig nivå av flyt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C = Høyt nivå eller 100 % flyt | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Del 4 - Om å finne "flyt" på arbeidsplassen

24. Noen utsagn om flyt

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|---|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Del 4 - Om å finne "flyt" på arbeidsplassen

25. Noen flere utsagn om flyt

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|---|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Del 4 - Om å finne "flyt" på arbeidsplassen

26. Til sist noen spørsmål om i hvilken grad du opplever flyt sammen med andre

- | | Helt uenig | Ganske uenig | Verken enig eller uenig | Ganske enig | Helt enig |
|---|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a Når andre kontakter meg i arbeidet, føler jeg ofte at jeg bare blir enda mer involvert | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b Sammen med kollegene kan jeg ofte være helt opslukt av arbeidet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c Jeg føler ofte at jeg kan være i god flyt sammen med kunder, leverandører eller andre forretningsforbindelser eller kontakter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d Nesten uten unntak opplever jeg at kontakten med andre på jobben får meg ut av flyten og konsentrasjonen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e I samtaler med kolleger blir vi ofte så ivrige at vi glemmer klokka | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f Når jeg er ivrig opptatt med arbeidet, opplever jeg stort sett henvendelser fra andre som forstyrrende | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g Veldig ofte opplever jeg at full involvering i samarbeid med kollegene er særlig givende | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

