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Motivation of seasonal front-line workers

A study at Gröna Lund's Tivoli

Zilan Huang & Cecilia Häggkvist

Graduate Business School
School of Economics and Commercial Law
Göteborg University
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Abstract

The front-line workers have an important role in the service delivery, in order to provide good service quality. What workers experience in their work will transmit to the customers and affect the experience of customers. Due to the increase in temporary employment in tourism & hospitality industry during the past decades, this thesis is to enlarge our understanding of the motivation of seasonal front-line workers in an amusement park. The case study was based on Gröna Lund's Tivoli, the second largest amusement park in Sweden. The aim of the thesis is to identify and analyze the motivational factors which affect the behaviours of workers.

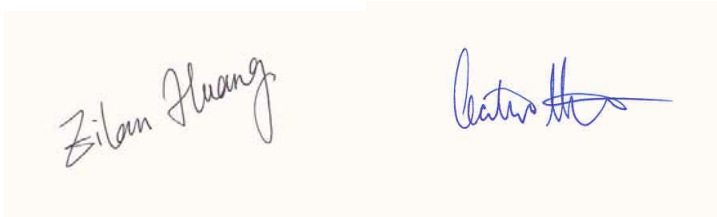
Our main findings show that the front-line staff in Gröna Lund is motivated by intrinsic as well as extrinsic motivational factors. The intrinsic motivational factors include personal reasons, personal work ethics and the characteristics of people. These factors could be regarded as the basic factors motivating the employees to perform the work, but will not push the workers to better performance. In that sense, customers, teamwork and leadership which are regarded as extrinsic motivational factors, play a more important role for management. These could be controlled by managers to trigger their employees to perform better.

The value of the thesis is to contribute knowledge for better understanding of seasonal front-line workers in a particular setting and emphasize management to pay attention to employees themselves to achieve high service quality.

Key words: motivation, motivational factors, seasonal workers, intrinsic, extrinsic, amusement park

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A rectangular area containing two handwritten signatures in blue ink. The signature on the left is 'Zilan Huang' and the signature on the right is 'Cecilia Häggkvist'.

Zilan Huang

Cecilia Häggkvist

Göteborg, January 2004

Table of Contents

1. INTRODUCTION.....	1
1.1 PROBLEM DISCUSSION	1
1.1.1 <i>Service quality</i>	1
1.1.2 <i>Motivation studies</i>	3
1.1.3 <i>The characteristics of the seasonal labour market</i>	4
1.2 LITERATURE REVIEW	4
1.2.1 <i>Define motivation</i>	5
1.2.2 <i>Motivational theories</i>	6
1.2.3 <i>Motivational management</i>	7
1.2.4 <i>Seasonal work – temporary work</i>	8
1.2.5 <i>Why is temporary employment attractive?</i>	9
1.2.6 <i>Summary of literature review</i>	10
1.3 PURPOSE	11
1.4 OUTLINE OF THE THESIS.....	11
2. FIELDWORK	13
2.1 WHAT WE STUDIED – SIGNS OF MOTIVATION.....	13
2.2 APPROACHING THE SUBJECT	14
2.3 CONDUCTING THE INTERVIEWS.....	15
2.4 SIGNS OF MOTIVATION PRESENTED AS NARRATIVES	17
2.5 E-MAIL INTERVIEW CONDUCTED WITH THE MANAGER OF OPERATIONS	18
2.6 INTERACTIVE ONLINE EDUCATION	18
2.7 WRITTEN DOCUMENTATION	18
2.8 SELECTION OF THE RESPONDENTS	19
2.9 EVALUATION OF THE FIELD MATERIAL	20
2.10 EVALUATION OF LITERATURE AND ARTICLES	21
2.11 PERSONAL FRAME OF REFERENCE.....	22
2.12 TRUSTWORTHINESS OF THE STUDY	22
3. THE FIELD	25
3.1 INTRODUCTION TO GRÖNA LUND	25
3.2 THE RECRUITMENT PROCESS OF GRÖNA LUND	26
3.3 INTERACTIVE ONLINE EDUCATION	27
3.4 TO WORK AT GRÖNA LUND	30
3.5 THE BEGINNING OF THE CAREER.....	32
3.6 FEELINGS ABOUT THE WORK.....	32
3.7 DOING A GOOD JOB AT GRÖNA LUND.....	35
3.8 GOOD MEMORIES FROM THE PARK.....	39
3.9 DOING SOMETHING EXTRA FOR CUSTOMERS	40
3.10 TEAMWORK	42
3.11 RELATIONSHIP.....	44
3.12 MOTIVATION	47
3.13 EVALUATION	49
3.14 SUGGESTIONS FOR IMPROVEMENTS.....	50
3.15 THE RETURN OF THE WORKERS.....	52
4. ANALYSIS	53
4.1 INTRINSIC MOTIVATIONAL FACTORS.....	53
4.1.1 <i>Personal reasons</i>	53
4.1.2 <i>Personal work ethics</i>	54
4.1.3 <i>Characteristics of people</i>	54
4.2 EXTRINSIC MOTIVATIONAL FACTORS	55
4.2.1 <i>Customers</i>	55
4.2.2 <i>Teamwork</i>	55
4.2.3 <i>Leadership</i>	57
5. CONCLUSION.....	61

5.1 THE INTRINSIC AND EXTRINSIC MOTIVATIONAL FACTORS	61
5.2 MANAGEMENT IMPLICATIONS	63
APPENDIX.....	65
QUESTION GUIDE FOR THE FRONT-LINE WORKERS	65
QUESTION GUIDE FOR THE TEAM LEADERS	67
QUESTION GUIDE FOR HR-MANGER PIA NILSSON	69
BIBLIOGRAPHY	71

1. Introduction

“At the Fairmont Hotel in San Francisco a computer programmer made a room reservation for a discounted price. On arrival he discovered that all rooms were filled. The front desk clerk responded by sending him to the Sheraton and picking up his room charge, which was over twice what he would have paid the Fairmont. He also paid for the guest’s parking fee at the Fairmont and taxi fare to the new hotel, and threw in a free meal at the Fairmont as well.” (Zeithaml, 2003)

1.1 Problem discussion

In our education we have read a lot about service quality and the importance of front-line employees. The example in the introduction shows that front-line workers are creating an experience rather than a physical product. To do this they must have the skills to do the job and manage the customers, which make their job performance difficult to define. (Ford et al., 2001) This field of research interests us and therefore, we want to develop around motivation of seasonal front-line workers. Most of the studies we found regarding motivation of this working category were conducted in a hotel or ski resort setting (e.g. Charles & Marshall, 1992; Gudmundson & Lundberg, 2001). To broaden the research area regarding this topic, we would like to discuss motivation of front-line staff within other surroundings. When referring to excellent service delivery, Disney was one of the first companies that came in to our minds. Therefore, we thought it could be interesting to conduct the study in an amusement park. Pia Nilsson, the HR-manager of the amusement park Gröna Lund, stressed the importance and difficulties of motivating seasonal front-line employees. By talking to her we realized that there was a need for further research and we decided to carry out the study in Gröna Lund.

In most companies, managers are challenged to motivate their employees. Within the service industry the front-line employees have an important role in the service delivery, thus contributing to the service quality. The characteristics of the seasonal labour market will bring a special insight to the research. Because the work situation is different compared to permanent workers, it may affect the performance of seasonal front-line employees. By elaborating on the following issues; service quality, motivation studies and the characteristics of the seasonal labour market, we outlined the background to the problem.

1.1.1 Service quality

Service industries are mostly very labour intensive, and the majority of the

employees frequently have direct contact with the customers. Their motivation, co-operation and teamwork are critical to delivering a quality service in order to achieve higher customer satisfaction. According to Cowling & Newman (1995) research shows that there is a strong positive relationship existing between the employee satisfaction and customer satisfaction. What employees experience in their work will transmit to the customers and affect the experience of customers. Hence, this shows we believe, the great importance for management to understand the factors affecting the front-line staff. Balmer & Baum (1993, cited in Baum, 1997) considered that in tourism and hospitality, the delivery of quality products and services reflects an increasing focus on intangible experiences, and therefore more emphasized the role of what can be styled the “human factor”. In the tourism and hospitality industry the encounter with customers may be highly fragmented because of the meetings with several different employee categories from the organization (Baum, 1995). The above arguments definitely hold true in an amusement park, where guests encounter several employees and the experience is highly intangible, putting in focus the actions and behaviour of the front-line staff.

The service delivery at a personal level or as also referred to, “the moment of truth” or “service encounter”, has a tendency to play a central part among researchers within the service quality area (see e.g. Gummesson, 1999; Bitner, 1990; Normann, 1983). According to Gummesson (1999), a common definition of service quality is often used as synonymous with customer satisfaction. He stated that the service encounter or “the moment of truth” is a main factor influencing the perceived satisfaction of customer. The “moments of truth” are extremely crucial in all service encounters because this is when the company either satisfy the customer or fail to meet his or her expectations (Baum, 1995). Gummesson (1999) argued that the customer perception on quality has become exaggerated, and therefore the perceived quality from the employee perspective should be emphasized as well. This once again supports our notion that understanding what motivates the front-line employees is vital.

There is a tendency for service organizations to take a keen interest in the attitudes of employees, and to motivate and satisfy them (Cowling & Newman, 1995). Baum (1997) pointed out that human resource management is more than a strategic and operational concern for companies competing within the hospitality marketplace. He considered human resource management as a strategic dimension to achieve a wider enhancement of service quality. A common problem area within tourism and hospitality companies is “the moment of truth” (Baum & Nickson, 1998). In order to achieve high service quality at “the moment of truth”, it has been stressed that the traditional management hierarchy does not emphasize the front-line staff enough. Instead of being control-based management, the manager should focus on assisting the

front-line workers and facilitating their work. (Baum, 1995) It is essential for the manager to find ways of effectively managing the front-line employees to make them deliver high quality service (Hartline & Ferrell, 1996).

1.1.2 Motivation studies

According to Ambrose & Kulik (1999) employee motivation had been develop into two areas. One area they referred to as consisting of basic theories regarding employee motivation. The traditional motivational theories provided answers like why and how employees behave in a certain way (see 1.2.2). This is a well-established research area, which does not need much further empirical testing. During the 1990's a second area developed focusing more on groups, creativity and culture. (Ambrose & Kulik, 1999) However, should it not be the aim for all researchers to integrate the two areas, thus, get a better understanding of what motivate employees?

Johnson (1991) claimed that Disney empowers their employees by having strong creative leadership who will make everyone aware and excited about the company's vision. They make everyone strive to deliver that perfect service quality, even though the service delivery never can be perfect, the standard is continually raised. It is expected that the employees of Disney will work hard, but this demands that they are willing to do so. (Johnson, 1991) With the above as a background the following statement acknowledged by Nicholson (2003) shows the presence of the emerging topics like groups and culture within management. It is commonly promoted within management literature that "*...good managers motivate with the power of the vision, the passion of their delivery, and the compelling logic of their reasoning.*"(Nicholson, 2003: 57). Nicholson (2003) argued that creative and enthusiastic leadership might not be the solution for the creation of highly motivated staff. Nicholson here raised an important point by contradicting what generally could be found within management literature. This could be interpreted as a questioning of the second area of research developed during the 1990's. Thus, showing the complexity of employee motivation and the need to integrate traditional theories with new emerging topics.

We can not argue that Disney has not left its trace within several businesses, but employee motivation is complex and we found it difficult to believe that there exists one way. Van Maanen (1990) stated that the Disney culture could be viewed from another perspective as well, which emphasized its shortcomings. According to Van Maanen (1990) the culture was in fact a very controlled one, because for example different work status existed among the park workers. He further emphasized that there is resistance toward the management techniques and people still have various levels of autonomy. The lack of integration

between the two areas may provide biased answers to what motivates the employees. By merely focusing on one area, we thought the comprehensive understanding could be lost. We sensed the complexity of employee motivation could benefit from more integration. This we especially thought held true in emerging areas such as temporary employment, because the intentions of undertaking for example seasonal work may be different from a permanent job. The underlying factors triggering the employee motivation could differ.

1.1.3 The characteristics of the seasonal labour market

As the characteristics of the tourism industry have been changing, from elite to highly populist activity, over the decades so have the work patterns within the industry. Mass tourism and economic, political and social environment factors developed the nature of the work within tourism and hospitality industry to become more focused on seasonal, part-time and short-term work. (Baum, 1995) Tourism and hospitality industry have been seen to offer attractive jobs to young people (Holloway, 1994). Wood (1992) also emphasized that there is a tendency towards increased part-time employment and the casualization of the work in hospitality industry. He thought that the crucial factor in the trend is the changing of the role of the young people in the labour market. Crompton & Sanderson (1990, cited in Wood, 1992) held the idea that the hospitality industry will become a prime area providing casual and part-time jobs for young people, who need the work to support their education, and for women (Wood, 1992). As the structure of the work force is changing there is a need to conduct research in order to provide management with the latest knowledge.

The long working hours, high pressure in peak time and low salary cause the high turnover of staff in tourism. The reputation of the industry as an employer of part-time, seasonal workers would be a hindrance for the recruitment. (Holloway, 1994) Another problem facing human resource managers are the challenges, such as little social control over the employees and little commitment and effort beyond what is expected from the temporary employees, which have emerged due to the increasing growth of the temporary work force (Feldman et al., 1994). This shows managers that despite the fact that they try to understand what motivates seasonal front-line employees, the character of the workforce has to be considered in order to understand what influences the employees' motivation.

1.2 Literature review

From the above problem discussion, we have to agree that the motivation issue stood out as important within management. To provide an integrated understanding of the motivation field, we will display the supporting theories in

the following literature review. In that section, based on the definition of motivation, the two traditional types of motivational theories, content theory and process theory will be illustrated. The motivator-hygiene factor is the one we will pay more attention to; since we questioned what kinds of motivational factors affect the behaviour and attitudes of seasonal front-line workers. New trends of motivational theories will also be brought to our attention in order to further understand the main factors around the environment. Motivational management will be discussed under the general motivational conception. To be more specific in the situation of seasonal work, the advantages and disadvantages of seasonal work are the premise for knowing the reason for being a seasonal employee. Two types of seasonal workers, voluntary and involuntary workers will help us to understand the motivational factors.

1.2.1 Define motivation

Motivation is “*a field of psychological investigation concerned with certain types of phenomena and events*” (Cofer & Appley, 1964). Motivation is along with perception, habit, attitude, values, or thought constructs used to describe the more complex behaviour phenomenon. Without motivation there would be no behaviour, hence being “*a means, not an end*”. (Cofer & Appley, 1964; Graham, 1994)

The definition of motivation has been stated in different ways. As mentioned by Kini & Hobson (2002), the most widely accepted definition is proposed by Greenberg, et al (1993: 75, cited in Kini & Hobson, 2002: 607):

“... Is the set of processes that arouse (-drive behind behaviour), direct (-directed behaviour), and maintain (-maintaining the behaviour in meeting the goal) human behaviour toward attaining a goal”

O’Neil & Drillings (1994) pointed out that motivational variables, such as effort, anxiety, and curiosity, play a significant role in performance at all stages. Viewing motivational variables from the traditional framework (see 1.2.2) includes both individual differences and environmental factors. Individual differences include two dimensions - the trait of the individual and the state of the individual. A lot of environment factors can affect motivation. The most powerful factor in the environment is other people, such as teamwork and leadership.

Pinder (1998) identified that work motivation was described as the set of internal and external forces that generated work related behaviour, and shape its form, orientation, and duration. Work motivation deals with the incidence and

surroundings related to people's work context. He described that the essential feature of work motivation is an invisible, internal, hypothetical construct (cited in Ambrose & Kulik, 1999).

1.2.2 Motivational theories

We found that there were a great amount of theories that have been developed to explain motivation. In general, there are two basic types of traditional motivational theories content theory and process theory (Alpander & Carter, 1991). Content theories assume the factors that influence the behaviour of individuals and identify the importance of internal elements, such as Maslow's Hierarchy of needs theory; Alderfer's ERG theory; McClelland's theory of needs; McGregor's theory X and theory Y and Ouchi's theory Z. Process theories place more stress on the psychological process based on action and place, for example, Expectancy theory, Reinforcement theory, Goal setting theory and Equity theory. In another words, content theories are concerned with "what" energises behaviour, while process theories focus on "how" behaviour is energised (Alpander & Carter, 1999).

There has been a long history of motivational research to consider the motives and needs of workers in content theories, which peaked in the 1970s. During the 1990's the development of motive and need theories fell into job design theory and achievement theory. Researchers of motives and needs theory asserted that needs determine individual's behaviour. (Ambrose & Kulik, 1999) Some examples of this theory are Maslow's Hierarchy of needs (1943, cited in Burnes, 1996) and Herzberg's dual factor (1966, cited in Amabile, 1993).

Herzberg's motivation-hygiene theory (1966) has had great influence in the development of work motivation theory (cited in Amabile, 1993). Herzberg (1966, cited in Amabile, 1993) stated two kinds of motivational factors, namely, motivators and hygiene factors. According to him, motivators which refer to achievement, advancement, recognition and responsibility are cited as the cause of job satisfaction. Hygiene factors are considered as the factors around the work, such as supervision, interpersonal relations, physical working conditions, and salary. Those factors affect the level of dissatisfaction, but are rarely quoted as creators of job satisfaction. Several other researchers used his theory about the distinctions between intrinsic (motivators) and extrinsic (hygiene factors) factors for further research (e.g. Hackman and Oldham, 1976, cited in Amabile, 1993; and Deci & Ryan, 1985, cited in Amabile, 1993). Intrinsic factors are related to the work itself and have to do with the competence of the employee and the autonomy of the work. Extrinsic factors are factors outside the work itself that drive a person, they can be promised rewards and expected evaluations.

Goal is regarded as a powerful motivational factor. Goal setting approach, the approach to motivation via conscious goal setting was proposed in the mid-1960s. The premise of this theory is that much human action is purposeful, in that it is directed by conscious goals. (Locke & Latham, 1994) From the multiple reviews about goal-setting theories, the two basic principles are mentioned in Locke's model of goal setting (1990, cited in Ambrose & Kulik, 1999). The theory gives the simplest and most direct explanation of why some people perform better at work than others, because of their different reasons for working (Locke & Latham, 1994).

According to Ambrose & Kulik, 1999, they thought that motivational theories have been developing into two levels, traditional motivational theories (Motives and Needs, Expectancy theory, Reinforcement theory, Job design, Goal Setting theory and Equity theory) and three emerging topic areas (Creativity, Groups and Culture). The integration of motivation and creativity has been emphasised, examining how the different variables influence creativity. During the last two decades the new shift turned to group-based work. Research in this area mainly falls into two categories, the work design for teamwork and the effects of group goal setting. Most cross-cultural comparisons on motivation examine the differences in motives, needs, or preferences for job attributes. (Ambrose & Kulik, 1999)

1.2.3 Motivational management

As stated by Ambrose & Kulik, (1999), employee's work performance heavily depended on ability and motivation. How to make the employees perform the best way they can is a critical issue for managers. This was why motivation had been regarded as the most pivotal concern of modern organizational research (Baron, 1991, cited in Ambrose & Kulik, 1999).

Motivational theory may give managers insight into what motivates their employees, but how are they supposed to act upon that. We found that several researchers try to use the intrinsic and extrinsic factors developed by Herzberg (1966, cited in Amabile, 1993) in their way of suggesting good management techniques, for example McCauley & Young (1993) and Kaplan (1993). Some of the ways in which managers can motivate their employees are according to Herzberg (2003): reducing time spent at work, spiralling wages, fringe benefits, human relations training, sensitivity training, communication, job participation, and employee counselling. Amabile (1993) stressed the importance of understanding the types of motivation, their sources, their effects on performance, and their sensitivity to various influences to achieve successful management. Leidecker & Hall (1981) pointed out the importance of understanding the different levels of needs in order to motivate employees.

Hackman et al. (1975) built their management suggestion on basic psychological theory about what motivates people in their work and stressed that jobs should be developed on the basis of the people who are doing the work and the job itself. Dobni et al. (1997) emphasised the importance of understanding which variables influence the individual behaviour. We thought the common thing among suggested management techniques was the emphasis of the results of motivation instead of its process. Therefore, we thought Nicholson (2003) viewed motivation from an interesting perspective, because he asked whether being an inspiring leader really motivates every one of the employees. The people who get motivated by external incentives were usually up and running with or without the inspiring leader. According to Nicholson the remaining employees, “the problem people”, did not respond to such inducements. He believed that the managers’ job was to create a working environment where people were naturally committed; instead of trying to motivate these “problem people”.

Motivational theory is a well-developed area, but we do not seem to find many implications from a management point of view, applied to the tourism and hospitality industry. Lee-Ross (1995) made an attempt to do so and used Hackman’s et al. (1975) Job Characteristics Model. According to his study seasonal hotel workers could be divided into four groups and this will help managers better understand the set of variables motivating employees. Von Hippel and Magnum (1997) suggested that temporary workers are motivated if they know the work may lead to a permanent job or that it will provide them with valuable skills and experiences.

1.2.4 Seasonal work – temporary work

Due to the increase in temporary employment during the past decade or so, there seems to be an increasing interest in doing research in this area as well. However, we realised that terms used in the literature are not used consistently and therefore need further clarification. Temporary employment is part of the contingent labour market, which is the employment category offering flexibility for both companies and employees (Nollen, 1996). Contingent employment can be described either in terms of length of expected employment or number of expected work hours. The following groups of workers belong to the contingent labour force: part-time workers, independent contractors, temporary workers hired directly by company and workers hired by supply service firms. (Thomson, 1995; Christensen, 1987) However, there seemed to be some controversy between researchers as to where part-time workers belong, Segal (1996) included this type of employment in the traditional labour market.

The contingent and temporary labour market are distinguished from the traditional labour market in the sense that in traditional employment agreements, there is an underlying assumption of an ongoing relationship that of course may be terminated by either party at any time (Segal, 1996). Moberly (1986) discussed this employment relationship and made further categorisation namely: temporary workers employed by temporary work agencies and part-time, seasonal or casual workers. Nollen (1996) also divided temporary employment into two categories; employees of staffing companies and direct-hire employees of the company, that is, the company may have formed their own in-house labour pool. Moreover, he stressed the following employment relationships also to be part of the temporary labour market: independent contractors, leased workers, moonlighting, seasonal employment, interim employment and casual work.

Several researchers have divided temporary employment into voluntary and involuntary (e.g. Feldman et al., 1994; Krausz et al., 1995, cited in Tan & Tan, 2002). The difference between a voluntary and involuntary temporary worker is that the latter wishes to have a permanent job, but has difficulties finding one (Carey & Hazelbaker, 1986; Ellingson et al, 1998; Feldman et al, 1994; Howe, 1986; Segal & Sullivan, 1995). Even though this seems to be a common classification other researchers have developed this further and concluded that more sophisticated categorisations might be necessary when evaluating temporary employees (Ellingson et al., 1998; Tan & Tan, 2002). According to Ball (1988) seasonal workers could be divided into voluntary (traditional and professional) and involuntary (immature and displaced). Traditional voluntary workers are unemployed prior to the seasonal job, but want to work because they have other engagements during the year (e.g. students) or are attracted to this type of job agreement. On the contrary the professional voluntary want to work in the seasonal labour market and go from one job to another. Immature involuntary workers just finished school and could not find a job. A displaced involuntary worker had a job in the regular labour market, but has become unemployed.

1.2.5 Why is temporary employment attractive?

Temporary work is usually characterised by lower wages and fewer benefits than permanent work (Nollen, 1996; Segal & Sullivan, 1997), neither are seasonal workers offered the same development opportunities as the regular and core employees (Nollen, 1996). According to Nollen (1996) this has to do with the fact that temporary jobs usually need low skills, hence the career opportunities are few. Ball (1986) stressed that quality assessments have to be considered in the assessment of work within the service sector. After having reviewed the literature of being a temporary worker, we seem to have found

cohesiveness among researchers regarding the benefits. They are flexibility, variety in work, freedom and convenience. (Carey & Hazelbaker, 1986; Ellingson et al, 1998; Feldman et al, 1994; Segal & Sullivan, 1995) According to the survey conducted by Feldman et al, (1994), regardless of reasons for assuming temporary jobs, some key concerns emerged about temporary workers. For example, temporary workers are discouraged by the impersonal way that they are treated on the job, feel insecure about their employment and are pessimistic about the future.

Von Hippel & Mangum (1997) stated individual varieties and growth opportunities as reasons to work in the temporary employment sector. In a study conducted by Tan & Tan (2002) the reasons behind temporary employment could be grouped into six categories: family related reasons, economic related reasons, self-improvement, personal preference, a means to getting a permanent job and could not find a permanent job. They further stressed that the reasons why a temporary worker is undertaking this type of employment affects the job attitudes and work performance differently. DeMicco & Reid (1988) conducted a study on older workers in the food-service business and concluded that the increasing importance of fringe benefits rose with age. It has been argued that some of the benefits with seasonal jobs are the association of non-monetary advantages. Sometimes seasonal jobs are perceived to have higher quality than other in the intermittent labour market. (Ball, 1988) For some people it has been part of their cultural heritage. (Wright, 1978, cited in Ball, 1988)

1.2.6 Summary of literature review

From the literature review, we realized that the different theories approach the problem from different angles and to some extent they complement each other. According to traditional motivational theories, the needs of people are the main motivational factors. However, the function of environmental factors influencing people's behaviour can not be ignored. These intrinsic and extrinsic factors seemed to be interdependent on each other and function together, but sometimes one or two factors might have a predominant position. When referring to the motivation of seasonal front-line employees, traditional theories as well as new trends could be applied, but the specific motivational factors may differ between permanent and seasonal employees.

1.3 Purpose

The purposes of conducting this research are:

- To identify and analyze the motivation of seasonal front-line workers.
- To explore how the motivational factors affect the behaviour of seasonal front-line workers.
- To give implications as to how managers can trigger seasonal workers to perform better at work.

To achieve the first purpose, we need to know which motivational factors exist for the seasonal front-line workers. Then, we formulated the first sub-question as follows:

- Which motivational factors are motivating seasonal front-line workers to carry out the work?

This question will help us to find out the common motivational factors among seasonal front-line workers. After that, the relationship between the motivational factors and behaviour need to be explored in order to understand their performance. Our second sub-question is defined as:

- How do the motivational factors influence the behaviour of seasonal front-line workers?

By answering this question, the reasons why they act in certain ways will be explained. Further, to give implications for the management, our third sub-question is stated as:

- What kind of knowledge should the managers grasp to highly motivate seasonal front-line workers?

By obtaining this knowledge, the managers will be able to outline suitable management techniques to highly motivate seasonal front-line workers.

1.4 Outline of the thesis

The following chapter will in detail explain how we conducted our field studies, the choices we made and their consequences. We will introduce to the reader the notion we defined to study motivation, which is *signs of motivation* (for explanation see section 2.1). Further we will describe the narrative form in

which we chose to present the signs of motivation in our field material chapter. The field work chapter is concluded with an evaluation of our field material and used literature and articles, followed by a discussion of the study's trustworthiness.

In our third chapter we will present our material from the field including the interviews, written documentation and our experience from the interactive online education. We start with an introduction about Gröna Lund and the recruitment process to get a basic understanding of the company. Then the reader will be taken through our vivid experience of the interactive online education. After experiencing the feeling of how it is to become an employee in Gröna Lund, the employees' and management's view regarding working at Gröna Lund will be given.

In chapter four we will analyze and discuss around which motivational factors influence and affect the behaviour of seasonal front-line workers. Based on our findings we will develop our own theory of intrinsic and extrinsic motivational factors. In the final chapter (five) our findings will be concluded. Three ideal types based on our result to be used as guidelines for management and implications for the managers will be presented.

2. Fieldwork

“A kaleidoscope... [is] the child’s toy consisting of a tube, a number of lenses and fragments of translucent, coloured glass or plastic. When you turn the tube and look down the lens of the kaleidoscope the shapes and colours, visible at the bottom, change. As the tube is turned, different lenses come into play and the combinations of colour and shape shift from one pattern to another. In the similar way, we can see social theory as a sort of kaleidoscope- by shifting theoretical perspective the world under investigation also changes shape.” (O’Brien 1993: 10-11, cited in Silverman, 2001: 2)

2.1 What we studied – signs of motivation

According to Silverman (2001), the method a researcher chooses when approaching a research problem is commonly defined as either quantitative or qualitative. A quantitative method is more suitable if you for example would like to find out how people vote, while a qualitative method would be more appropriate when exploring people’s lives, histories or everyday behaviour. Qualitative research is characterised by closeness between the researcher and the studied subject and quantitative research is characterised by a distant relation. Another difference is related to the position the researcher takes, in qualitative research the researcher is within the studied phenomenon, but the quantitative researcher is putting him- or herself outside the actual studied occurrence. (Bryman, 1995) Silverman (2001) pointed out that there could be a danger of classifying research as either quantitative or qualitative on the basis of what is assumed to belong to either one of the two methods. Instead it is primary to reflect upon what you actually are trying to find out. Moreover, the specific methods, such as observation, interviews, recording and transcribing can be used in either qualitative or quantitative research studies. He concluded that methods are techniques which take on a specific meaning according to the methodology in which they are used.

In our research we wanted to study *signs of motivation*, which can be described as behaviour, languages or expressions of employees towards work. Since we wanted to find out which factors motivated the employees to carry out the work, a conception was needed to help us identify them. By defining the conception we included several dimensions (behaviour, languages, expressions), which we believed could be used as expressions of people’s motivation. To further clarify the notion we would like to stress that as researchers we can not study the people’s inner world, but merely expressions of it. The signs of motivation have been triggered by underlying factors. The action undertaken by a person is considered as an expression of that person’s

motivation, which may range from routine work to performance beyond duty. For example if someone expresses a feeling of happiness at work, this is a sign of motivation. The happiness has been triggered by some kind of underlying factor, such as personal satisfaction stemming from customer contact. The action the employee then undertakes for example being extra kind to the customer may also be seen as an expression of that person's motivation. We believed that to catch signs of motivation there was a need to be close to the studied object rather than distant, hence a qualitative approach.

2.2 Approaching the subject

According to Silverman (2001), there are four major methods used by qualitative researchers, observation, analysing texts and documents, interviews and recording and transcribing. We believed that verbal expressions are easier to clarify the human being's perception about themselves and work environment. In-depth interviews were selected as a main method in our research. As Silverman (2001) claimed, the interview method highlights the advantages of qualitative research to present an apparently "deeper" picture than quantitative studies. He argued that "authenticity" is often the issue in qualitative research doubted by researchers and readers. Open-ended questions produce answers which need to be subsequently coded and they are more often used in in-depth interviews, unlike fixed-choice questions (e.g. "yes" or "no"). With the purpose of providing an authentic understanding of people's experiences, open-ended questions are the most effective route, according to Silverman (2001).

According to Silverman (2001) interviews can be conducted in different ways e.g. telephone interviews, surveys, in-depth/qualitative interviews, group interviews, and focus group. In-depth/qualitative interviews are used to understand the feelings and thoughts of the interviewees and it will help the researcher to better understand the social world. It is important to emphasize that this type of interview should not merely be seen as conversations without defined purpose, but rather as well-organized data collecting sessions, which will follow an appropriate order for the interviewed person.

In discussions with Pia Nilsson (HR-manager at Gröna Lund), she suggested focusing on the front-line employees in the Department of Operations. We did not feel that this would be enough, since it might provide a too narrow perspective. Therefore, to learn about the management's perspective on motivation and how they managed their work, the team leaders and the HR-manager were included in the study. By comparing the different voices from different levels within the hierarchy we would like to know whether they have similar conceptions about the work.

We also approached the motivational issue through the outer environment by studying written documentation, like the employees' manual, educational material and organization policies. In order to get an enhanced understanding of the education process at Gröna Lund and to better understand how it is to be a worker there, we did the interactive online education (see 3.3), which all employees at Gröna Lund had to go through. Through these measures, we hoped that we could understand the management techniques at Gröna Lund and be aware of the diverse reactions the employees take and why they did that.

2.3 Conducting the interviews

“Field research is essentially a matter of immersing oneself in a naturally occurring...set of events in order to gain firsthand knowledge of the situation.” (Singleton, 1988, cited in Silverman, 2001: 33)

Field research can not be done without complications (Czarniawska, 1997). A researcher out in the field may take his or her meanings and socially constructed worlds for granted, which could be a disadvantage for the research. In order to diminish this we tried to keep this in the back of our heads and to be less influenced when entering the field.

As an interviewer it is also crucial to acknowledge and try to minimize the power position you have. Moreover, as a researcher you should try to avoid the so called “seductive teaching”, that is, the interviewer is enticing the interviewed person to say something he or she does not want to say. (Trost, 1997) Our aim is to use a conversational approach as our interview style with a clearly defined purpose. We tried to make the interviewee talk freely around each question or theme and our role was to listen and ask follow-up questions like why and how. We believed that by striving to create a relaxed atmosphere, it would help to diminish our power position. In order to obtain the appropriate information and to keep the interview going on the right track, open-ended questions were designed for each interview category. The conversation started by having easy questions to make the interviewees feel comfortable, e.g. age, work position, previous work experience.

The interview guide for the front-line employees included the topics of traditional motivational theories as well as new trends. The questions were designed in sets of two levels where the answers hopefully could be induced by each other. By constructing the questions in sets of two levels we hoped to get answers to both what the employees felt and thought about the job, but also how and why they acted and reacted in certain ways. For example we first asked them what is doing a good job for them and then what makes them do a

good job and why. This we hoped would provide us with a deeper understanding of the interviewees. The questions would hopefully induce more vivid answers, e.g. what is your best memory from Gröna Lund or when did you feel you did something extra for the customer.

The interview guide for the team leaders and the HR-manager differed from the front-line employees'. For example, the management were asked what they thought was the pivotal point to motivate employees. There were also some small differences between the questions asked to the team leaders and the HR-manager, like general questions regarding Gröna Lund for HR-manager. The basic structure of questions was the same. One thing we have to stress is that when designing the questions for the front-line employees, we avoided using the word motivation. We did not want them to be prepared or decorate themselves in order to please us or their managers. As we wanted to know the perception of motivation from management level, we used the word motivation in the questions for the team leaders and the HR-manager.

Some of the more practical issues we needed to consider as researchers before the interview are professional secrecy, place of the interview, group interview etc. (Trost, 1997). We decided that every interviewee, except the HR-manager, would be anonymous in our thesis to make sure that they could speak frankly. In the field chapter the respondents were given fictive names in order to make it more vivid and easy to read. English was chosen as our main language. The interviewee could speak Swedish when they did not find any appropriate word to express themselves. A tape recorder was used during the interviews and afterwards we listened to the tapes. Each interview was written down in order to secure the data correctly for further analysis and discussion. Furthermore, notes taken during the interviews were compared with the recordings. No discussion was done during the interview, as interviewers, we took a passive role rather than actively engaging in discussion with interviewees.

Nilsson helped us to organise the interviews and Gröna Lund provided us with a room to do interviews on four different occasions. The interviews were conducted during the working hours, but there was an employee replacement to fill the gap of the person being interviewed. The first two times, we focused on the front-line workers, and the other two times, we met with the team leaders and the HR-manager. The conversation normally lasted from 30 to 45 minutes for each person. It started with a short presentation of the purpose of doing the interview; for the front-line employees, we expressed an interest in studying their work situation.

2.4 Signs of motivation presented as narratives

Narratives can be described as “...a sequential account of events usually chronological, whereby sequentiality indicates some kind of causality, and action – accounted for in terms of intentions, deeds and consequences - is commonly given a central place.” (Czarniawska-Joerges, 1995: 15). According to McCloskey (1990) these events and actions are combined in time and space with *plots*. The minimal plot consists of three elements; an original state, an action, and a reversed original state. For example, a handicapped person wanted to ride an attraction (the original state), an attraction worker helped him or her to ride it (the action) and resulting in a feeling of satisfaction and happiness (the reversed original state). It could be stressed that merely an original state and an action do not make much sense; hence it is the reversed original state that will make the point to the story (Czarniawska-Joerges, 1995).

The material from the interviews can be described as consisting of actions told by the respondents. The characters of the stories mostly were of a more simple kind while in the example above the minimal plot is predominant. A narration as the above we interpreted as a sign of motivation. The action of helping a handicapped child was triggered by knowledge of the interviewed person, that the reversed original state will be a feeling of satisfaction. Sometimes the interviewees told us stories, including several plots, which could be extracted and interpreted as the above mentioned minimal plot. Occasionally the narratives did not include any minimal plot, but merely consisted of an original state and an action. The obvious reason for the interviewees to express this behaviour was not clear in terms of what was the underlying trigger to the action. In these situations, we further had to consider not merely the motivation itself, but the context in which it was told. Nevertheless they were all narratives, which according to Czarniawska-Joerges (1995) had to be interpreted.

Further Czarniawska-Joerges (1995) argued that in narrations there is no proof of why things are as they might seem to be. Hence, interpretations should not be taken for granted, and researchers should create room for negotiation of the meaning. She stressed that narratives had had a subordinate role in the past, but should be used more frequently. Narratives are more used to fill in gaps, illustrate or entertain the reader in reports to make it more easily read. By explaining and focusing on narration, it is our intention to use this when describing our material from the field. Here Silverman (2001) pointed out the importance of being cautious towards your own text, because it has a narrative structure itself and is used to convince the reader.

2.5 E-mail interview conducted with the Manager of Operations

After having completed all the interviews, we felt there was a need to contact Thomas Lindin, the Manager of Operations. We wanted to get some more general information about the Department of Operations, e.g. how many people work in the attractions, allocation of the employees between the attractions and how he motivated the team leaders. The questions were sent to Lindin by e-mail. We believed they did not demand long answers and it would be most convenient. Lindin answered all the questions in approximately one page.

2.6 Interactive online education

The interactive online education is a complement to the in-house education. It is also more economically viable because the employees can take it throughout the season. All employees have to go through the interactive online education before they attend the introduction day. They can choose the best time and place to do it. The education normally should take about 45 minutes, but it was in Swedish, and therefore translation was needed; it took a couple of hours. The password to access the interactive online education was given to us by Nilsson.

The interactive online education is designed as a game where each square had to be passed in order to move on to the next square. As soon as a square has been passed the user can visit that square as many times as she or he would like. The game contains vivid illustrations and is very easy to understand and follow. There are also some fun games included on the game board. The squares are of different character, some contain information about Gröna Lund and where to find things and other squares more are concerned about how the employees should act in a given situation. The game is constructed so that the player always actively has to make a choice and can not continue until the right answer or solution has been obtained. The game is permeated with the four value words that Gröna Lund view as the key to how to satisfy the guests need for pleasure, excitement and spirit of community. The four value words are safety, concern [*omtanke*], experience and efficiency. Whoever takes the education course will learn the standard actions and performances and the general requirements of Gröna Lund. At the very end of the game the score and the option of printing a diploma is shown.

2.7 Written documentation

With the help of Nilsson and Lindin we collected documents from Gröna Lund; such as information material from the Department of Operations, general education manual for the employees running the attractions, education manual for the attraction Extreme and the recognition program for 2003. The

information from the Department of Operations is printed on a little bit thicker paper and the front page is in colour. The information does not contain any pictures except some black and white photos of the management within the Department of Operations. The text is normal size times new roman, written in short paragraphs, which is divided into two columns on each page. On the front page there is a detailed table of contents. The information contains a few tables.

The general education manual for the employees running the attractions and the one for the attraction Extreme is similar in layout. They are printed in black and white and do not contain any picture or tables. As with the information material these latter documents also contain normal size times new roman text, written in short paragraphs. The recognition program for 2003 is written as a regular word document, normal size, containing no pictures or tables. The paragraphs are short and there is quite a lot of empty space in the document.

2.8 Selection of the respondents

A suggestion was received from Nilsson of focusing only on one group within the Department of Operations. Due to the limited time of the study and to further narrow our field of research we believed this would provide us with more valuable information. We chose to put our attention on people working on the attractions, because the work position has a great responsibility of security, but at the same time it has a tendency to make employees feel bored. The reason for the latter is that for most attraction workers, the employees have to do the routine work everyday, sit in the small control room and just push the button in a predetermined way. Sometimes they have to work alone and do repetitive work. The interviewees could either work only in the attractions or as a combination worker in attractions, ticket and admission office and the Haunted house.

We selected ten persons as our samples from about 200 workers in the Department of Operations. Three variables were considered, namely, gender, age, and work position. Our contact person, a team leader did the selection for us. Four of the five team leaders from the Department of Operations and the HR-manger were chosen. The reason why we did not interview the fifth team leader was merely due to the fact that it was her first season and she was under training.

For the front-line workers, six were between 20 and 22, two were between 24 and 26, and the rest of them were older than 35. The majority of them had worked at least two seasons at Gröna Lund, except for four of the front-line employees who only worked one season. Six of them worked as combination workers, and the remaining four persons were attraction workers. However, the

majority of the interviewed combination workers mostly worked in the attractions. The average age for the team leaders was around 28 years old. Number of seasons the team leaders had worked at Gröna Lund ranged from seven to sixteen seasons. All of them had been team leaders at least for three years. With the exception of the HR-manager, the distribution in gender was 50% for both the interviewed team leaders and the front-line workers.

2.9 Evaluation of the field material

The general feeling from the interviews is that we got what we expected to obtain. After conducting interviews with ten front-line employees, we felt we reached saturation of information. They were willing to express themselves and were frank and honest. The information from the employees' interviews was more or less the same, however differed some. The story telling done by employees was more or less related to examples from their work. Mostly these stories were not specific to a certain time, but rather the determination of time and space could be set to any time during the season. A few of the respondents answered the questions in a general way, e.g. what is team work, while others directly began to relate to their own work and exemplified the given concept.

The information we got from the team leaders included stories of a more general kind related to descriptions of how they performed their job. However, they did several times give narratives of how they could act in certain situations. These stories were not specific to a certain time or place. The information from the HR-manager was similar to the one from the team leaders in the sense that it was general. The interview material was more of an informative character, which provided a better understanding of how and why certain things were done and gave the company's view on certain issues. There were narratives, but the plot did not always exist, hence the more informative character. Some story telling did occur, but it was not specific in time, but more as if it stemmed from the respondent's collective experience of working at Gröna Lund. The answers we got from Thomas Lindin (the Manager of Operations) were purely statistical where that was asked, otherwise narratives were given. The narratives did not always include a plot, but still had an informative character.

The sampling of employees was done by a team leader. This could be seen as a slip; due to the fact that this person's individual preference could have affected a choice of respondents. He tried to get good mix of people with different age, gender and working position, in order to get a true picture as possible of everyone working at Gröna Lund. According to the general information of respondents we believed that he succeeded.

We realized since English is not our native language it could be a problem for us. According to Hofstede (1984), the nuances of meaning might be lost and analysis might be affected by incorrect interpretations. To keep the accuracy of expression, the interviewees were allowed to use Swedish. When we translated Swedish into English, in cases where we were not sure, we kept the Swedish words within brackets.

For two of the team leaders we allowed them to do the interview together, due to the fact it was hard to find a suitable time to have the interviews separately. The behaviour and thoughts of people might affect the performance of others within one group. This could be the tendency of human beings. However, in this particular case, the studied objectives are the front-line workers rather the team leaders. The opinions of the team leaders just provide us with background information to better understand the employees' situation. Moreover, we really saw that the two team leaders were working very closely together, since they as a team had the responsibility for the same attractions for three years. They were sincere and to a large extent viewed things from the same perspective. Therefore, whether the two team leaders' opinion influenced each other should not affect our study too much.

The tape recorder was used during the procession of interviews with given permission. This did not mean that interviewees were really willing to be recorded. Sometimes, we could see the tendency of nervousness when they realized that their voice was recorded. To minimize this problem, the tape recorder was placed in a way not to attract obvious attention, e.g. on the side instead of right in front of the interviewees. The decision of keeping the respondents anonymous was another way of making them speak freely.

The interactive online education was designed in a very realistic way. Even though this was made by Gröna Lund our attitudes and feelings regarding this program did not get influenced by outside preferences. We also thought they did not try to hide the difficult situations the employees can encounter at Gröna Lund.

When it comes to written information presented by the company, we have to remember that it may be biased in favour of the company's own interest. We have tried to be extra critical to the material. This also held true for the information we took from the Gröna Lund's website, where of course the information written by the company was presented in a most positive way.

2.10 Evaluation of literature and articles

In order to search articles and literature to use in the theory part of the thesis,

we used several databases along with literature search on the Göteborg University Library homepage. The database we used was mainly Business Source Premier and when possible we always went to the original source. To evaluate the used literature and articles, the three criteria developed by Eriksson and Wiedersheim (1997) was used; dependence-criticism [*beroendekritik*], tendency-criticism [*tendenskritik*], and contemporary-criticism [*samtidskritik*]. Dependence-criticism is whether the sources may be dependent on each other. According to tendency-criticism the author's own interest in the subject is taken into consideration. The final criterion is about the time aspect, which is how long since the source was written.

We did not find any reasons that either the articles or the literature used in the theory part of the thesis may be dependent on each other. By arguing and studying the subject in question we could see that authors of course get influenced by each other, but it was also evident in articles and literature that the researchers criticised, modified and came up with new ideas to bring the field of research further. We can never be sure of the true objective of each authors writing, but by using several authors to illustrate the subject, we thought this risk may be diminished. The theories within the motivational field were vast and went back a long time. To properly cover the area, some of the articles and literature we used were old, but had to be discussed since they played an important role.

2.11 Personal frame of reference

Several years of studying within either tourism or business have provided us with knowledge within the studied area. A few years ago one of us worked at Gröna Lund as a cashier in the ticket offices and therefore had knowledge about the company and how it was to work there. She also worked in Disneyland Paris as a sales clerk in their boutiques for two seasons, which gave valuable experience to compare the working environment and management techniques. Our research team is of a multicultural background, which we believed was an advantage. We believed this would help us view the problem from multiple angles, because coming from very different parts of the world we saw some things differently.

2.12 Trustworthiness of the study

As Silverman, 2001 suggested that both reliability and validity are important issues in field research; we consequently wanted to evaluate the trustworthiness of our study from these two perspectives.

“Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions.”(Hammersley, 1992: 67, cited in Silverman, 2001)

According to Silverman 2001, it is vital that the respondents understand the questions in the same way, and then the answers could be implied without the possibility of uncertainty. He further stressed that it is helpful to pre-text an interview questionnaire and then compare at least with two researchers to see if they view the data in the same way. Using low-inference descriptors is a criterion when conducting interview studies. However, he thought that researchers did not need to worry about e-mail interviews on this issue, because the respondents had already done their own transcribing. Some concrete measures were pointed out by him when reporting other interviews, for example, tape-recording all face-to face interviews, carefully transcribing these tapes according to the needs of reliable analysis, and presenting long extracts of data in the research report. Considering our studying on the reliability issue, we basically thought that we attained the requirements proposed by Silverman. Due to the time limitation, we did not pre-text interviews, but after finishing two interviews, we had a discussion about what we got from the interviewees to see if we were on the right track. Since we saw that the two respondents viewed the questions in the same way, we decided to go on with the work.

“By validity, I mean truth: interpreted as the extent to which an account accurately represents the social phenomena to which it refers.” (Hammersley, 1990: 57, cited in Silverman, 2001)

Respondent validation is one type of validation. That is taking researchers' findings back to the subjects being studied. (Silverman, 2001) In accordance with Reason & Rowan, 1981 (cited in Silverman, 2001), they argued that to be a good researcher, you should go back to the subjects with uncertain results, and refine them in the light of the subjects' reactions. With the purpose of not misinterpreting the meaning of our respondents, we gave transcripts to each respondent by e-mail, which was the detailed transcription of tape- recording. After having sent this to the respondent the first time, we got four replies about their opinions. We refined and changed the transcriptions according to their comments. For the rest of the respondents, who did not give replies to us after the first time, we wrote a second e-mail to them to make sure that we assumed that they did not think we misinterpreted them. We thought this could make us more confident about the validity of the study.

3. The Field

“Mostly it has been a good day and then I grumble a bit that now when we end at midnight I miss my train home...and on the boat home you sit with people from here and talk about what happened somewhere else and share: Oh did you see that hen party, oh yeah it was horrible, did you have that too or did you see those little kids...the bears, they have won and the kids did everything and the parents were just standing there...yeah, yeah I saw them...it’s a day and most days have been fine, unless there is something special that happen.”

3.1 Introduction to Gröna Lund

Gröna Lund is an amusement park situated in Stockholm on Djurgården. The park opened in 1883, which makes it the oldest of its kind in Sweden, and has continuously been expanded and modernized throughout the years. Gröna Lund had been a family-owned amusement park up until the end of 2001, when it became part of Parks & Resorts Scandinavia AB. The group of companies consists of two other theme parks in Sweden, Skara Sommarland and Kolmården, and a hotel in connection with the latter. (<http://www.gronalund.com>, 2003) The vision of Gröna Lund is that all the guests continuously shall be surprised by delightful [*lustfyllda*] experiences for all your senses (*Vision*, 2003).

There are several tenants within the park, for example the lottery stands and fast food, and altogether there are about 1300 people working there (Lindin, 2003). Gröna Lund is divided into several divisions; restaurants, tivoli, sales, program and technical division. The Department of Operations is part of the tivoli division and provides staff to the attractions, ticket and admission offices, the Haunted house and park-keepers [*parkvårdare*]. In the Department of Operations there work about 400 persons. (*Driftavdelningen informerar*, 2003) Out of these 400, 160 persons are employed to work just at the attractions and 50 as combination workers. The Department of Operations in itself is divided into three divisions; divisions A and B, which are attraction divisions and a third division for the ticket and admission office. There work eight team leaders in the Department of Operations, three for division A, two for division B and three for the ticket and admission office division. (Lindin, 2003) Two team leaders have together as a team in itself, sometimes referred to as a mini team, a particular responsibility for the attractions in either division A or B.

3.2 The recruitment process of Gröna Lund

Gröna Lund employs about 1300 workers each year, and about 800 of them are new. These figures include the tenants at Gröna Lund. In 2003 they received 8000 applications. They employ about 180 new workers at the Department of Operations each year and 85 of those are attractions workers. The average working season for workers at the Department of Operations is approximately 2.5 seasons. (Lindin, 2003)

HR-manager Nilsson (2003) stated, in December or January, Gröna Lund usually start putting out ads and posters at the Stockholm University and the Royal Institute of Technology to employ new workers. This year the process was a little bit different because everything was done on the Internet. On the website of Gröna Lund the applicants can seek general information about all the different jobs, read what kind of profile Gröna Lund is looking for and apply for any job they like e.g. attraction, the Haunted house, or economy department. They log on to the system and fill out what kind of job they like and the times they are available etc.. As soon as the applicant sends the application, there is an instant reply to their e-mail thanking them for applying. All the applications are gone through and the lead time is kept short. It is important that the applicants get quick response regarding the recruitment process. The applicants who pass on to the second stage are called to an interview made by the department of recruitment. The interview time generally lasts about 30-45 minutes. For some of the jobs they like to have a second interview and this time usually the team leaders take part in the interview. The team leader will give the recommendations to the Department of Operations on where to place the new worker, e.g. like working with children, very good with adults etc.. (Lindin, 2003) Nilsson (2003) told us the workers can put down where they would like to be, however they can not choose. Finally, when someone is hired they get a letter containing some information about what is happening in the time to come and the website address to the interactive online education.

After completing the interactive online education the employees are welcome to a half-day meeting with the department they are going to work for. At the first meeting, all employees have to bring the diploma which they got after finishing the interactive online education. During this day they get a lot of practical information. Next the employees will be educated by team leaders or experienced workers depending on what kind of position they will have. For example if the employee is supposed to work at an attraction, the employees will get a certificate after accomplished education stating that they have the authority to run that particular attraction. The above mentioned holds true for someone who is hired for the first time. (Nilsson 2003)

According to documentation, the general information from the Department of Operations is given to all the employees in that department before they begin their employment. It contains information regarding working conditions, salary, policies and rules. There are rules that exist because of the safety and to create a pleasant atmosphere for the guests e.g. you are not allowed to ride the attractions, buy food or visit the lottery stands while you are working, neither are you allowed to eat food or chew gum nor read or listen to music during working hours. There are also dress codes e.g. how the uniform is supposed to be worn, sunglasses are not allowed, everyone has to wear a nametag, no apparent piercing and discrete make-up and perfume. In the general information manual for the employees running the attractions you can find rules and routines regarding the work at the attractions. Here the responsibilities of the employees are clearly stated. The responsibility is defined both in terms of for example check for valid ticket and height limit, but also when to call on team leader, e.g. personal injury, lost children, reimbursement of tickets. The education manual for the specific attraction gives detailed information how to run the attraction.

The employees who worked before at Gröna Lund will receive a letter asking whether they would like to work next season. If they want, they just fill out the form and send it back. (Nilsson 2003) According to Lindin (2003), the employees returning from previous season can choose which attraction or circulation they prefer and write it on the form. The managers will try to meet their wishes as far as they can. Circulation within attractions is very frequent, but the frequency of changing within the attraction differed from attraction to attraction. The attractions are divided into “circulation areas”, which includes three or four attractions. The circulation between attractions is not that frequent; normally an employee works at one attraction for approximately one month. Nilsson (2003) said when workers return to work at Gröna Lund they get another type of education, where case studies and role play are in the focus to better learn and understand the meeting with the guest. Previously this was also for the new employees, but due to little time Nilsson decided to concentrate the case studies and role play on the returning persons.

3.3 Interactive online education

In order to get an enhanced understanding of the education process, we did interactive online education. The story will be told by Zilan Huang one of the writers of this article. With the deep impression of vivid and figurative games, we benefited from integrated knowledge about Gröna Lund, for example, value words, structure of the park, regulations at Gröna Lund, the history of Gröna Lund and how to deal with customers. (<http://www.gronalund.com/gronalund>)

When we enter the website, it shows some blanks in which we need to create the user name and password by ourselves. On the screen, the logo of Gröna Lund Tivoli stands out in the sharp relief against the dark green coloured background. As soon as we click the entry button, we are riding a vehicle in the sky toward Gröna Lund with very exciting music. Now, we are seeing one part of park—the Ferris wheel is on the right, and the Free fall is on another side. So many people in the park, some of them are walking, and some of them are waiting in line to the attractions. The colour of sky is blended with red and orange; the water is blue and the tree is green. How beautiful it is! “Are you ready?” appears on the screen. Yes! We start the game.

A big square like a game board displays in front of us. All squares can be divided into six categories which are marked with different symbols and colours on the game board. In the middle of the big square, there is a picture of Gröna Lund. “Oh, we have to be one character in this game. That is so cool, isn’t it?” Cecilia asks me, “Which one do you want to be among the four choices?” I look through the four characters, and then I point the person with red hair who looks like a joker, saying “Is it ok with you, Cecilia? He is so cute and funny. ” Cecilia clicks the mouse saying “No problem”. After that we are required to write down three words to describe the first impression about Gröna Lund. “That is easy”, I say: “The first word must be “fun”, because people go there for relaxation and having a good time.” Cecilia nods her head and types the word. “What is your feeling about Gröna Lund?” I ask her. Cecilia is thinking then saying “Maybe it should be excitement.” “Exactly, I do love to ride attractions, especially exciting ones. What do you think?” “Yeah, I am not very interested in the scariest one, but I do feel excited when I ride the attractions. What is the last one you think about?” Cecilia asks me smiling. “Let me think” I tell her, “Mysterious. You always think about amusement parks like something different from the normal life. Like the world of fairy tales, at least I think so.” “Yes, I have the same feeling about an amusement park.” Cecilia follows my words.

In the first square the question we meet is how to get to Gröna Lund. There are five vehicles, boat, train, bus, cable train. We need to move each picture to the right place. If we put the vehicle in the wrong place, the picture will return back. We can try every place to fit the transportation until the right place is found, and then the screen will show “right”. After putting all vehicles in the right position, one man appears on one side of the screen, saying “When does the boat

leave?” On the other side, a more detailed explanation about the general illustration of transportation around Gröna Lund is displayed. It is clearly stated that it is very important to know how to get to the park when talking to the customers. “Ok, I think we have finished the first square, what is your feeling?” Cecilia looks at me. “Good. Now I think at least I know how to get there by various ways.” “Shall we move to the second one?” She asks me.

As soon as I click the second square, the mini character moves. “Interesting, Cecilia, do you see it?” I could not help saying to her. “Really? You see in this question we need to find out the correct uniform for the staff.” A person who only wears underwear is waiting for us to choose the right uniform for him. “His figure is so funny.” Cecilia says. “First, choose a pair of pants for him. Not the short one, not the black jeans, and not the blue sport trousers. Yeah, it should be that green uniform, because green is the main colour at Gröna Lund.” I murmur to myself. Then we select the hair style, shoes, jacket and hat for him. When we have made all choices, the person looks like a real worker we see in the park. Below the picture of the person, we see the dress code for employees at Gröna Lund. Here are also some games regarding what we need to find out about what uniform to fit the employees working at different position such as restaurant, and cash office.

We pass the squares one by one in high spirits. Sometimes we discuss how to get the right answers, sometimes we read the text carefully, sometimes we laugh about the funny cartoon pictures and sometimes we are enthusiastic in the computer games. Time flies fast. After a couple of hours, we have almost finished all squares. “Oh, let’s see what scores we got.” Cecilia says. “It should be high grades. How do you think about it?” I answer her smiling. The total score is 49. Almost in all categories we got full grades. “That is pretty good, isn’t it?” Cecilia asks me. “That means we have done very good work today. And it is really worthy to spend a couple of hours to obtain knowledge in service work, especially the knowledge about Gröna Lund.” I say. “The game impresses me a lot, especially the design of the game, like cartoon characters, and customer imitations. When you play these games, you do not feel you are studying like we usually do, but actually we do learn a lot from it.” “It is better than giving employees some paper to read on which the rules and demands are written on, and reciting it.” Cecilia continues to say.

3.4 To work at Gröna Lund

We can clearly see from the written documentation how Gröna Lund in print determines how the staff may be motivated. During the season every fourth week there is a party after closing hours for the employees in the staff canteen, Mollbergs. At the beginning of the season there is a kick-off party and at the end of the season there is a big party, where nine “Gröna Lundare of the year” and one “Super Gröna Lundare” are rewarded. Every other week “The Gröna Lundare of the period” is appointed (*Uppskattningsprogram*, 2003). Nilsson told us that she and her colleague received a candidate along with a motivation of why that particular person should be acknowledged as a good “Gröna Lundare”. “The Gröna Lundare of the period” receives a diploma along with a gift certificate to the movies. The person’s photo and the team leaders’ motivation is placed in the staff canteen for everybody to see.

In the staff canteen during the season there are also special arrangements when it comes to food, e.g. Easter buffet, midsummer buffet and a seasonal final cake. During the season Gröna Lund also holds several information meetings. At these meetings there are some issues that were constant namely, information from the CEO, financial information such as number of visitors, program for the period to come, recognition of employees. Gröna Lund has a recognition program for the seasonal employee that includes the team leaders as well. The program is divided in to four steps; where achievements increased as well as the reward, starting from step one as the most common achievement. Below the four steps will be described as well as the reward following each achievement. (*Uppskattningsprogram*, 2003)

Step 1. An employee does something good which is related to the everyday work in the park, e.g. taking a picture for a visitor or being extra kind or polite to a child. This will be rewarded with a coupon at Mollbergs, the staff canteen.

Step 2. An employee makes a great effort like putting out a smaller fire or getting positive judgement from a customer. The reward will for example be gift certificates to the movies and the achievement will be mentioned in staff news letter as well as on the information meeting.

Step 3. The employee undertakes an effort of greater kind, like saving someone’s life or averting a larger fire or accident. In this case the reward may be to invite the employee’s family to Gröna Lund.

Step 4. At the end of the season ten awards are given at the big seasonal final party. Anyone at Gröna Lund may be nominated for something they have done of a more lasting character. There is no quotation between the departments and it is the responsibility of the team leaders and the management of the different departments to appoint candidates. A jury will then decide who will be awarded.

There also is an organized proposal business in Gröna Lund, where all the proposals handed in get personal feedback. Proposals which need immediate action will be rewarded with e.g. a gift certificate to the movies. All good suggestions are awarded with a light bulb pin and if an employee has ten of these pins he or she may exchange it for a fluorescent tube lamp pin and a gift certificate to any of the restaurants in Gröna Lund. (*Uppskattningsprogram*, 2003)

Nilsson used the term coaching several times as a way the team leader worked with the employees. She believed coaching was vital. She also stressed the great responsibility the team leaders took for the people working at Gröna Lund. Nilsson further expressed the importance of having good leaders with good values for the future. The optimal future according to her would be *“If everything goes well, I don’t have a job in five years, then I succeeded.”* According to her it all came back to the team leaders it was their job to have the personal contact with the employees and to learn what motivated them. Lindin also stressed the great importance the team leaders had for Gröna Lund and the importance of taking actions to motivate them. When looking for new team leaders the characteristics of the applicants should be similar to the five leader demands put down by Gröna Lund, according to Nilsson. As a team leader they also have to be very open-minded and flexible, because many things might happen during the day.

Nilsson further said that the team leaders had to be coached in the same way as the employees and that is the job of Manager of Operations. According to Lindin Gröna Lund has an own leadership program, which the team leaders take part in. It is specially formed considering that they do not work all year around and they have the responsibility for many people. During the leader program the values and leader demands of Gröna Lund are worked upon and discussed. The team leaders have to relate to these issues and tell everyone else what this or that means to them, however Nilsson thought more could be done here.

3.5 The beginning of the career

The front-line employees

The majorities of respondents needed a summer job and therefore they applied without too much thinking. Only one respondent thought it was an old dream of his to work in an amusement park. Some of them mentioned that they thought it could be fun working at an amusement park. Two of them applied for this work on their friends' recommendation. There are some factors which were regarded as important when the respondents applied for a summer job: the working time (evening versus daytime work), meeting new friends, having fun/a good time at work, the money, the duration of the work, the environment (the possibility to work outside) and the atmosphere.

The team leaders

The reason for choosing Gröna Lund as work place for the first time is almost the same for these four persons. They needed a summer job and to work in an amusement park seemed fun. When they got this job, they accepted it without too much thinking, because they did not have many jobs to choose from being 16 or 17 years old.

HR-manager

Nilsson loves amusement parks and for her it is important to have a great product to work with.

3.6 Feelings about the work

The front-line employees

All respondents admitted that it is nice and fun to work at Gröna Lund. What they enjoyed the best in their work is meeting a lot of nice people, both colleagues and customers. For example, Carola said that she liked working with friends in Gröna Lund and meeting different people. She liked the good mood that the customers have and the feeling that everybody takes care of you. The employees also liked the time of their working (the evening shifts), the uncertainty of everyday (everyday could be a different day), to work outside, the feeling from the working atmosphere and the management of Gröna Lund (such as, good planning). This is what one respondent said, "*I enjoy the membership, the camaraderie and the atmosphere.*" Jonas saw working at Gröna Lund as self-development that is, improving his ability to communicate both with the co-workers and the customers. He thought it was important to learn how to react and learn "*how to say things in the right way*". A few of them mentioned that it was quite hard when they first began working at Gröna Lund, because they did not know what they should do and what they should not to do. Now they liked the job more than at the beginning of the season. For

instance, one respondent said, *“The first day, the very first day was a 12 hour day, the very first day, it was horrible, I was hungry and tired and I didn’t know anything. That was over two years ago, but now it is ok.”*

Generally, the respondents did not have a bad feeling when going to work, on the contrary some of them stressed having a positive attitude. For example, one respondent described the feeling he had as if he was going to do something fun with his friends. According to Hanna, when she was going to work she felt more now than earlier in the season that this will be fun, due to the fact that she now knew a lot of people. One respondent never had a bad feeling going to work, even though he thought sometimes it could be hard to be there at a certain time.

Some of respondents expressed the feeling of going to work with curiosity and anxiety. Emil said that he did not know which position he was going to be in, if it was a place he would like to be in or vice versa, but it was not a big problem. Referring to the respondent, a bad position was the place where people have to work alone or where there are less customers. If a lot of people were at an attraction, it could be hard for employees as well he thought, since something could happen every minute, and employees have to take more care. When he faced the problems, such as an accident with small kids, he got stressed, wanted the customers to calm down, so he could continue his work. Sometimes, he called the team leaders, but according to the respondent, *“I can not do more than I have been allowed to do.”* Martina also thought about where she would end up working that day, was there somewhere she enjoyed being or some place she liked less, would the time pass quickly or slowly, who would you work with, was it somebody you knew or have met before or not. According to another respondent he sometimes could feel a little bit of anxiety if the day before had been filled with difficult people. He pointed out that *“...sometimes there are situations that are not really black and white so you are not really sure that you have done the right thing.”* With this he meant that there were rules how you should act in a given situation, but there were grey areas and sometimes you were not sure how to interpret the rules. These kinds of situations mostly revolved around small things, however they happened a lot. In these situations he said that you had to use your common sense and try to do your best, usually he first consulted his co-workers to see if they could solve it together, if not he would have to call a team leader to ask for help.

For most of the respondents the feeling by the end of the working day depended on how the day had been. Normally they felt tired because of noises, all the experiences during the day, long day shift and not enough sleep, but they still felt happy. Anna felt satisfied when she could talk to guests and be nice to them to make them satisfied with Gröna Lund. Usually, she asked children how

the day had been, because she felt that they were easy to talk to. She preferred to have a lot of people in the park. On the contrary another respondent mentioned that he could get quite bored when he did the same thing and worked a long time, only having half an hour break. He continued to say that he never got so bored that he could not bear it. He explained the meaning of “*boring*” based on his opinion; that was people working alone in attractions with fewer customers, nobody to talk with, only stand there and think, because they were not allowed to eat, listen to music or do other things. He further stressed that the job was not hard physically. If he knew that he was going to some place he liked, it would be more interesting. On the other hand if he must work at an attraction that did not seem that fun, he just went, because it was his job and he knew that he would work at other attractions some other day. There is only one respondent, Peter, who used the word “satisfy” to express his feelings. He said: *“I can see them when I shut my eyes...their happy faces and I have been a part of that, it is satisfying...I never had a work that I have been so happy.”*

Some of them did not directly use one word to describe the feeling they had. They narrated the experience by giving examples to us. Respectively Ida said:

“If it is quite a short day like a Sunday we go home at eight then I feel, wow it is early it is not night it is evening I can do something before I go home and sleep, but today we work until twelve and there is nothing else to do than to catch the subway and go home, because otherwise you do not have time to sleep and you are tired. The weekends are the hardest because yesterday we finished at twelve and today we begin at twelve...but then you can sleep during the week.”

The team leaders

Some respondents presented the job at Gröna Lund as very interesting, funny and many of the employees are the same age. They also liked the atmosphere of “*high to the ceiling*” [*högt i tak*] and “*open doors*” [*öppna dörrar*] and that you never know what to expect from a day arriving in the morning, “*Everything can happen!*”

They seemed to hold different views about the feeling they got from the company about being seasonal workers. For example one respondent did not really feel like a permanent employee, because when all employees gathered together during the year, the permanent staff is separated from the temporary employed team leaders when announcement for a meeting is sent out. He would like to change that, but did not think it was possible since the two groups were not employed by Gröna Lund on the same conditions. The team leaders were usually invited to all the meetings Gröna Lund had throughout the year,

which he thought was good. Another respondent also felt more like a temporary employee, but she believed it was because she had another job, which was her main occupation. However, team leader Sofia got the opposite feeling from Gröna Lund. She did feel more like a permanent than a temporary employee, because they had the opportunity to do everything that the permanent employees did, e.g. conferences.

HR manager

Nilsson concluded her feeling about Gröna Lund as follows: *“You just have to go out of your office during the summer and you hear the laughter, smell the smells and you see all the happy faces, oh that’s why I work here.”*

3.7 Doing a good job at Gröna Lund

The front-line employees

There was some homogenous meaning among the different perceptions related to what is doing a good job; that is satisfying customers. This could be further specified into, trying to be nice and active at work and trying to do as much as they can for the customers. One respondent thought the social thing was more important than technique thing. Good work for her was to be positive, look happy and treat everyone individually, especially the children. For example, during the two minutes the ride, the Free fall takes; she had time to talk with customers; this made her feel good and comfortable. Another respondent further gave examples like making customers as happy as possible, taking responsibility, which are trying to get the lines down, treating customers friendly, and politely answering questions, which he sometimes thought were silly. Being active was more important for one of the respondents when he talked about doing a good job. He stated people should act all the time, talk to guests, and try to make them happy, not only take tickets and let them in. In attractions with long ride times there were opportunities to talk to customers, which he liked. In the case of encountering some annoyed people, he viewed it as a challenge and he had to act and deal with it. Even though the respondents tried to do a good job as explained above, the customers sometimes could induce another feeling as expressed by one respondent:

“People think, I think, when they come to Gröna Lund that people who work here are only teenagers or stupid people, but there are a lot of people who have education and have worked at other places and take this just because of fun. The guest thinks we are stupid just because we are standing there and that we are machines...give you the ticket and go in and sometime they push you away when they want to go out. Ehh come on I am a person as well.”

Two respondents thought doing a good job mainly was acting as quickly as possible, especially for persons who worked at attractions. David believed it was important to be effective, because the customers did not want to queue for so long. He thought that working in other places than attractions would have to do more with being nicer and more polite with customers compared to the attractions. The other respondent agreed with this, and she further stressed the importance of also helping children, e.g. who lost their parents. She gave an example which illuminated what doing a good job is for her.

“Actually last year and the year before we had one million people who went to the rollercoaster and I would like us to get over one million this year too, but I’m not sure any more because it was such bad weather and not such long queues, but I want to try and then when I have done something good I know it and the others see it and say good work and perhaps I get coffee or something like thank you for today and it feels good...If you are not interested everything goes slowly and you have perhaps three or four trains down, and then the people are looking, oh is the rollercoaster not working, there are no trains what is happening, and everyone is stressed and the queue goes so slow and why can’t I sit here, but if you do it quickly they do not have to queue so long it will flow better. We can have more customers, we can drive more people during the day, that is the point, if you don’t want to do that you can work somewhere else or some other attraction where it not so much to do. Because there is a big difference between the bigger attractions and perhaps the little ones for children, there is no stress, you can’t stress a three year old, ok run, then you have to do other things to be good...perhaps talk to the parents.”

For Stefan doing a good job is to do everything that the bosses told him, which he did not think was difficult. Because for example the process of controlling attractions was made by a well designed program and people only needed to push the button and it was hard to make mistakes. Described by Martina doing a good job is: *“You have the basic hygiene factors such as being on time, be well prepared, make sure that everything is in order before you open up and then try to give a minimum level of the best and you try to be sharp...it all depends on the working conditions.”* She stressed since she has quite a lot of working experience, some things therefore are basic to her like being on time and if people did not know they should ask. Martina very clearly saw what her responsibilities were as an attraction worker and where her responsibilities ended and became the team leaders’.

The factors that make people do a good job varied among the respondents. Four respondents thought the feeling they got from Gröna Lund motivated them to do a good job. Peter said: *“Perhaps, you have to be a special kind of person to really find the thing that you have in the air. ...I can feel the atmosphere and get the power so to speak from that and other persons could see other things.”* He continued, *“If I've had a life before I must have been working with a circus or a travelling amusement park.”* Good colleagues and leaderships at Gröna Lund were other factors that gave him willingness to do a good job.

Personal work ethics and personal satisfaction made Jonas do a good job. His self satisfaction stemmed from the feeling of having a job and his work ethics. His work ethics were to do as good a job as he could because someone was paying him. Generally he thought, being a seasonal job, the workers tended not to take it as seriously. Reasons behind this he thought were the relatively low pay and the status of the job and *“...in that way they really do not think it is worth doing anything extra.”* According to Ida:

“I think it is the feeling of doing a good job, no one says that I have to do it and as I said I get the same payment if I do it or not...I want to do it properly if I do it. In the evening you see that you had 13000 today, very good and then when we come to the changing room the boss is there and how many did you have today, ok 13000, really good, good work...and they know that we did it well because otherwise we would never have had 13000, maybe 8000 or 9000.”

Two respondents did not know exactly what made them do a good job. Like Anna said that it was obvious to do a good job when she came to work and it was natural to her that she had to be glad towards customers. There is only one respondent who said he was motivated by himself. He knew what he had to do according to the above management, and according to that he wanted to do his job well. He did not think that he got much motivation from outside, and he would have to try to motivate himself from the inside. He explained the word “outside” he used above; it referred to the management. When managers said something as a requirement, he tried to make them happy, at the same time make himself happy. The ways he motivated himself though when getting bored were; counting the time, talking to co-workers, spending half the break at a colleagues attraction and then vice versa or calling the team leaders asking if he could go home earlier. Normally, people were allowed to go home if they asked.

Stefan held a different opinion. He admitted he was motivated by his manager. He said: *“When you get feeling that your work was appreciated by your bosses, and when they tell you that you did a good job today, I of course want to do*

good job.” He stressed that the team leaders at Gröna Lund did something like that. Another two respondents also related to management when they were asked about what motivates them to do a good job. Hanna felt motivated if the management trusted her with enough responsibilities. She said, *“Then you feel I’m a person working here, I have my rights as well.”* For Martina, she has to have the right equipment and the right kind of information to do a good job. The right kind of resources and anything extra that she would need in the work is for example a pair of gloves. She thought that she should be as informed as possible so that she could represent Gröna Lund in the best way. She also believed that *“99% of the people are here because they want to”* and therefore it was easy to do a good job, it was just a matter of keeping it up. She stressed that when you work in a team as they do, it really depended on how the team worked together, how it jelled.

The team leaders

The team leaders knew their responsibilities well. It included taking care of employees, educating them, and solving the problems. These components were also stressed by all the respondents when defining what is doing a good job. Team leader Lars considered his work responsibilities to be a coach, an organizer and to be good with the employees.

“I used to say they are not here for the rest of their lives...a few weeks or months...you have fun, most of them are the same age...It is difficult for us...because they can be bored sometimes and it happens. We are here for a period of time, but at the same time we want them to feel part of Gröna Lund so they can come back, a few seasons would be good.”

According to team leader Kent, his responsibility was to take care of all the workers, educate them, motivate them, and solve complaints regarding the attractions among customers and employees. Regarding handling complaints he said, *“You can’t write it down how to address them, but you have to see to every situation and then try to figure something out how to make them happy when we have finished our discussion.”* Team leader Sofia stressed that *“To fix their problem that is our main job.”* Team leader Annika agreed on this and they both believed that it was a lot of fun when things were happening and they *“fix things”*. According to team leader Annika *“The best time is when the phone is not ringing because then everything is working.”* and she had the time to walk around and talk to the employees.

The respondents had different understandings concerning what made them do a good job. For example, knowing the people, according to one respondent, made him do a good job. He also believed that the age difference between him and

most of the employees (most of them are young) is still quite small and it had an impact for him doing a good job. He then emphasized the importance of changing the way he acted depending on the person not on its age. He always tried to learn what kind of person someone is by talking to that person. From another respondent's view, the co-workers (team leaders) helped him do a good job, because they motivated him when he for example was tired. The fact that he liked to work for Gröna Lund also gave him motivation to do a good job. Team leader Annika believed that it is her experience and enough time that made her do a good job. Her experience from Gröna Lund will help and teach the employees how they should react in certain situations. Respondent D believed in order to be able to do a good job one must have the feeling for this kind of work and of course also the feeling for other people. Team leader Sofia and Annika believed that to get this feeling you have to talk to people.

HR-manager

As an HR-manager, the main responsibilities of her work had to do with strategic questions and employee development, including recruitment, developing policies and rules. She worked quite a lot with the vision of Gröna Lund trying to lay out what she as a HR-manager can do in order to reach that overall vision. Doing a good job according to Nilsson was to make the customers feel great as soon as they entered the park and that they will have a spectacular experience. She would like to create a feeling of "*Oh my god so great to be here!*" and then it is vital that all the employees send out that signal. It was the response from the employees and guests that made Nilsson do a good job and she once again mentioned that she just had to step out from her office to get that satisfaction.

3.8 Good memories from the park

The front-line employees

According to all respondents, the best memories usually came from both colleagues and customers. When they described the best memories related with colleagues most of them did not tell us very vivid stories, only some examples about meeting with people working at Gröna Lund. For example one respondent said that going out to have a beer with the colleagues after work and the monthly party were good memories he had. Another respondent had good memories from a trip he made together with some colleagues to Liseberg in Gothenburg or when they went on a cruise to Finland. Martina thought some of her best memories from Gröna Lund were from working with fun people with a good sense of humour who did not easily get stressed. She gave another example with colleagues involved, when she worked at the Ticket Center at the beginning of the season and there were usually quite a lot of people, because many people wanted to apply for their Gold card, the annual ride and entry

pass. Luckily, there were many people who worked there with a good sense of humour who tried to make the customer see the fun in standing there, e.g. *“This picture actually looks like you or it is worth waiting for, you will have one year of fun.”*

When some respondents described the best memories they have from customers, the stories had more vivid and clear characteristics. The stories either could be about their personal satisfaction after giving something to customers alternatively solving some problems or about their happy feelings deriving from the customers, in particular the children. For example, one respondent told the story about a child, who scraped his arm and she gave him a plaster. It was a plain, boring plaster with no figures on it. She had a few pens with her and she asked the child whether she could paint something on the plaster. The child got very happy and told her he no longer felt any pain. Seeing the happiness of the child really made her feel good, *“I feel good when I see children laugh.”* Another respondent told a story about a little boy as one of her best memories from Gröna Lund. The respondent comes from Iraq and one day she met a little boy that she thought was so cute. She found out he was Iraqi as well and begun talking in Arabic, *“...some of the people you met here you are going to remember.”* Martina remembered the kids riding the Ladybird, because she could not forget their excitement, *“For lot of the kids it is the fastest, the most exciting thing they can ride, so they are very very much into it.”* Peter told two stories about how helping handicapped children to ride the attractions made him happy because he could see the happiness in the child’s face. Another time he developed a contact with a mentally handicapped child. At the beginning, the child screamed all the time, but when he sat on the Ferris wheel, he became quiet and seemed satisfied. After some time, the child started to trust him and allowed him to touch him. This could be the best memory he had in the summer. Experience with helping handicapped people was also mentioned by another respondent as a good memory.

According to Ida, one of her best memories from Gröna Lund was the appreciation she received from the team leaders in relation to an accident on the rollercoaster, luckily no one was injured. She said, *“It was an accident and I tried my best and then I got a free meal at the restaurant...at least that is the best thing this summer, every summer something.”*

3.9 Doing something extra for customers

The front-line employees

When respondents were asked about when they felt they did something extra for the customers, most of them mentioned helping lost children or customers, e.g. following them to the nurse or finding lost items. A few of the respondents

thought most things they did are described as part of the work, which they were supposed to do. One respondent stressed that it was a problem to be nice to one customer, because if he was, other customers will ask him why he was not nice to them. In crowded situation, employees have to be effective; it is hard to be nice to customers. He has not any special feeling about not being able to treat customers well, but said he was just doing his job and it was a part of his responsibility.

For Martina doing something extra for a customer could be to recommend a good lunch place or just talk to them a bit. The respondent then continued to give several examples where she took the time and talked to the guests. One example would be working with people in the Fun house. At the end of the attraction there is a magic carpet ride, which may see a little bit scary to some kids at the beginning. If she noticed a child that was a little bit scared she asked another kid in line if they had done it before, if that boy or girl had and of course enjoyed it, she asked him or her to wave to the scared child going down the slide. A second example she gave was a man she talked with the other day while his kids did the ride, he asked questions like; is there going to be a concert, is it fun to work at Gröna Lund and that he liked the park because it was very clean. Another respondent, Peter, thought helping foreigners who did not understand Swedish, was doing something extra for the customers. Another example he gave was letting the customers ride the attraction before closing time. The attractions were usually closed five minutes earlier.

Hanna gave an example when she helped a girl who fell on the attraction to the nurse, she added, if that could be considered as doing something extra. She did not have to do that and she asked the girl if she wanted to go to the nurse, because she had fallen on the same attraction and hurt her back. Hanna knew the attraction got slippery when it rained and she saw that the girl was in pain. According to Ida, she could feel that she did something extra for the customer, when three guests arrived at the rollercoaster and they would like to sit together, which was problematic because they sit two and two. She then would try to move some people and usually she could arrange something so they can sit together. Ida will do it despite the fact that it will take time and be less efficient, hence the flow of people will be interrupted, but she felt it was worth it, because customers will remember it.

After helping customers some of the respondents feel good about themselves. They view this as a part of their job and he liked to help people. For Jonas, why he acted like this was because this was a combination of his personal satisfaction and since he was working at Gröna Lund he did not want to give the place a bad reputation, he wanted to give a good impression. When Ida described the feelings of doing something extra for the customers, she thought:

“I have succeeded with my work, I have done something extra and not just do this and here is the salary and then the job is done. But I have reached the goal of my work which is that they are happy. They will tell their families Gröna Lund is a good place and it was great. They are going back and it is a good feeling and the other people with whom I work they see that, oh she did like that and then they learned something because they are new.”

3.10 Teamwork

The front-line employees

According to the respondents teamwork was; everybody pitching in and doing the best they can, knowing what they were supposed to do, taking on different roles, knowing how to work together, helping co-workers when they needed help, taking over each other's job, communication and being effective. All the respondents more or less agreed that team work was good at Gröna Lund, but, some mentioned improvements that should be made. One of the respondents gave an example from the Free fall. When it has to close due to bad weather conditions it is important to coordinate and work well as a team so that the customers will be neither frightened nor upset. Martina thought most of the people working at Gröna Lund knew how to work as a team, but some have to improve their abilities in this area. According to Martina people have the responsibility as a team to make sure that everyone did their job and then people also had to take the consequences of someone not doing what he or she was supposed to do. Carola said that everybody wanted to work and was nice and cared about you, which made teamwork good.

David on the other hand thought teamwork sometimes could be hard at Gröna Lund due to the fact that a lot of people are working there. He said that when you knew the way of work of the ones you work with, then teamwork was easy. A couple of respondents agreed with this. When problems arose with his co-workers, David said they usually solved them between each other by communicating instead of calling management. Emil further gave an example if he was alone at an attraction and had to accompany a lost child to “The children's corner” or had to go to the toilet, according to the rules he had to call his team leader. Instead of doing this he said he may call to another attraction worker where he knew there was an extra person and ask that person to come and cover the attraction for him. He felt more natural to ask colleagues than to call team leaders. He believed it happened quite often that the team leaders found the wrong person at the wrong attraction, but *“You are not really worried about getting caught; you don't see it as a problem that you can't trust management, more so it would be easier.”*

Ida did not always think that team work was smooth at Gröna Lund, but said this usually was taken care of by moving people to another attraction. She further stressed the importance of doing what you have to do during the breaks, e.g. make a phone call, go to the toilet or take off your coat. Jonas talked about the team psychology at Gröna Lund. It was created from the fact that everyone went through the same problems with customers, wears the same uniforms, and is in the same phase of their lives. The team psychology developed some kind of attachment to Gröna Lund for the respondent. In one sense he therefore felt like a member of Gröna Lund, but on the other hand he stressed that it is only a seasonal job and you can only take it that serious.

The team leaders

The team leaders sometimes referred to Gröna Lund as a big team or sometimes to the mini teams. There were three dimensions they talked a lot about, namely; working to reach the same goals, people complementing each other in work and the us-feeling. The process of reaching the goals was an on-going process according to team leader Lars, but there were many attractions at Gröna Lund where employees worked alone. Therefore, at some attractions there were not any opportunities to define teamwork goals. He did not see it as an obstacle and the important thing he believed was that everyone showed up for work and felt that they were part of the park. The feeling of being “...*one big happy family*...” According to team leader Kent in the Department of Operations teamwork was good and he felt they took care of each other. However, at Gröna Lund as a whole (the yearly employed people) teamwork could be better.

Another respondent, team leader Sofia, pointed out that there were different kinds of teams, for example there is Gröna Lund as one big team and then there are these “mini teams”. She stressed that she and team leader Annika (one “mini team” responsible for the same attractions) have to be a good team before they went out and faced the employees and made the employees be part of the team. She stressed that all the team leaders worked closely together and that they did have the responsibility for the other team leaders’ employees as well in case there was a problem. They were one good big team. Further team leader Sofia thought the organisation in Gröna Lund is flat and that she could more and more feel “*the us-feeling*”. It is something they both wanted to have and thought was very important. It enabled them to rely on all the other people working in the park, for example the mechanics, the electricians, the technicians, her boss/leader.

HR-manager

Teamwork for Nilsson was working together to achieve a goal. At Gröna Lund team work was better in some departments than others, which still had some

way to go. Nilsson believed teamwork was very personally managed [*person styrt*]. As a good leader you have to like other people, because as Nilsson stressed if you did not like people you could never be a good leader.

3.11 Relationship

The front-line employees

According to respondents a good team leader/leader should; give a calm impression, be trustworthy, trust the employees, take responsibility for his or her actions, be fair, be consistent, be helpful and supportive, take quick actions and give feedback, see the whole picture, know how to delegate, not let feelings or grouches hinder the rational thinking, be able to listen and to handle conflicts with customers and employees.

The respondents mostly felt they had a good relationship with the team leaders, but the opinions varied on how they handled work. One respondent felt appreciated, e.g. they told him he had done a good job at the end of the working day and that was enough. Another respondent wanted more personal feedback instead of general appraisal. She said:

“But if you just have the feeling of, well the training book says that every odd week you should go out and say something nice to the staff and each even week you should go out and yell at them so they could stay sharp, hey who cares?!”

One of the respondents thought his good relationship with the team leaders was to some extent due to his age. He believed that he could better understand the team leaders' situation than the younger employees. At the same time, the team leaders understood and respected him. He called them, especially when the attractions had some problems and then the team leaders always answered and came to a quick decision. He said, *“They always take everything seriously.”* Jonas believed his good relationship with the team leader was due to the good leadership qualities they possessed, such as they did not get hung up on small things. He also mentioned that it was good that all the current team leaders had had the same job as the workers, because they knew what kind of problems they may encounter and which situation might be stressful. *“It is important to have this understanding because everybody will make mistakes...you get to learn from your mistakes instead of getting punished for doing something wrong.”*

Martina liked the fact that the team leaders were very clear what her responsibilities were. Sometimes she would like to get more of a reaction from the team leaders. For example when she worked at the Fun House she was

supposed to have gloves since the work there needed it, but as she went to the stock of clothes to pick up a pair of gloves, it was with hesitation they gave the employee a pair, almost as he or she was stealing them. *“Are you going to work in the Fun House today? No, I think these are fashion statements I want to wear them at home.”* Martina believed it might have something to do with her age that she reacted in this way, but she felt they should trust her. Another example would be this past summer when it had been very hot and humid and most of the places did not have air conditioning. She felt they had brought it up several times, but they were not taken seriously instead they could say, *“Well, you could always go out and maybe it come a breeze.”* She stressed that these were the most negative things and otherwise they came and helped her if there was a problem.

According to Ida, she had a different relationship with each one of the team leaders. There was particular one that she felt she had really good contact with and if she had a problem she hoped that team leader would come. She felt support from her team leaders, because for example they came and cheered them up when it was raining, let her go home if she really was not feeling good or they would give her a day off if there was something she really had to do. Another respondent, David, did not know the exact relationship he had with the team leaders, but believed it was good because no one said anything bad. He felt that the team leaders would tell him and his colleagues when they did something wrong.

One respondent said she had a good relationship with some of the team leaders, but with a couple of them she did not think so, *“I don’t have any respect for them, because they do not have any respect for us.”* The team leaders told her about all these small things she knew about and she did not think it was necessary. She further stressed that all the others were really good considering that the job is not easy. She really emphasized that it was important the team leaders looked at the whole thing. One of the respondents did not feel comfortable with the managers, because it felt as they were watching and screening the employees. She did not feel as they were on the same level as the people working in the attractions. However, she did appreciate the work they did because they create some kind of safety feeling for them.

A few respondents expressed that people sometimes got differently treated at Gröna Lund. As one respondent pointed out that to a certain extent one has to treat people differently because everyone has different needs, but he believed they did it too much at Gröna Lund. In these situations he felt there was not really much you could do, but to accept it and concentrate on the work and try to do the best work you were motivated to do. He stated, *“That’s one of the*

main complaints about management that you really don't know what you get when you call for them."

Most respondents did not know many employees working elsewhere at Gröna Lund. They did not see the need to change this because Gröna Lund is such a big working place. A couple of respondents stressed that it would be better if they knew more people, especially in problem situations. Ida said:

"If we have a problem perhaps a guest goes to the nearest lottery and asks; Ok what's the problem with the roller coaster? And then someone from the lottery could come and ask us; what's the problem, if we were friends, if we knew each other. But we don't do that because we don't have any contact. I've never gone and asked them anything and they haven't come to us."

The team leaders

According to the respondents to be a good team leader is to; have the ability to listen, accept criticism, have experience, trust other people to do what they were supposed to do, be flexible, be able to approach the employees and customers and have a good dialogue with them. Mutual respect between the team leader and the employees was mentioned by a couple of team leaders. The respect should be in a human way as team leader Kent stated, *"They shouldn't look up to me when they are on a break."* If the employees respected the leader as a person, they will know that the decisions that were taken are not made because the employees are being punished.

The majority of respondents assumed and hoped the relationship with the employees was good. Team leader Lars thought he had a good dialogue with most of the employees. According to him if the dialogue was not good *"...sometimes you must do things that are difficult, you'll try...just do it, avoiding is not a good thing."* Team leader Kent felt that he could chit chat with them on breaks, but when he told them to do something at work they did not question it. Team leader Sofia tried to build a relationship on honesty and communication; where the employees could tell her when something was wrong. She knew so much about the employees not only related to work that sometimes she felt that she cared too much and crossed the line of what was actually part of her job. Team leader Sofia emphasized that as an employee it was important that they got attention from their team leader that she told them they are doing a good job. If the employees did not get attention she believed they would not care about their work. Team leader Annika and team leader Sofia thought that at the end of the season all the employees knew each other well and their job as team leaders were not as needed as at the beginning of the season. *"We just go out and go around as much as we can, they think we*

disturb, but we don't care."

The team leaders gave examples of small incentives they gave to the employees. For example on rainy days they walked around to the employees serving them tea, coffee, giving out candy, while on hot days they went around with water. Sometimes they gave out gift certificates to the cinema or for a coffee when someone had done something extra that they would like to encourage. Team leader Annika believed this would show the employees that they cared and that they knew how it is to work at the attractions. Team leader Sofia stressed that these were just small things and she believed that talking and developing relationships were the most important task for her to make people feel special. Most of the team leaders clearly stated that they felt support from Gröna Lund.

HR-manager

As long as Nilsson felt that all team leaders could come to her she thought it was ok. Nilsson had realized that in her position it was impossible to have a personal contact with all employees, but she did feel that she got response from them personally and through the customers surveys they conducted, where the guests got to tell what they liked and did not like about the park, service etc. Nilsson also acknowledged that sometimes the relationship between the team leaders and employees was on too much of a personal level. This is something they would work on for next season.

3.12 Motivation

Motivation of the front-line employees

According to Nilsson people were motivated by a great variety of things. She believed that the largest motive why people worked during the summer at Gröna Lund was money, because most of them were students and they needed money. Since Gröna Lund has a limit on how much they can pay their employees, they knew from the employees' survey that people liked to work at Gröna Lund because of having fun on the job, the camaraderie, and the feeling of solidarity and closeness. She further said that many of the employees also pointed out that they were motivated by the close contact to the guests. During the four years that Nilsson has worked at Gröna Lund, she worked closely with the strategy to put more quality into the meeting between guests and employees and therefore she believed motivation of the employees is very important.

Two of the team leaders viewed motivation as creating some kind of feeling at work, where the employees could feel part of the company and have fun at work. According to team leader Kent in order to do this he could not concentrate on one thing, but had to see to everything to create the above

mentioned feeling. The other two team leaders thought they could not motivate someone from the very beginning; everybody should be responsible for their own motivation. They believed their responsibility is to help the employees along the way, support and motivate them, but initially they must motivate themselves. Team leader Annika mentioned that some days were maybe really boring, e.g. when it was raining and little to do, but that was also part of the job. As an employee at Gröna Lund, people have to understand that the team leaders could not always be there physically for them. Team leader Sofia said: *“Everyday isn’t fun, that is the way it is and it is part of all the jobs...It is very important that we all know that I am responsible for myself.”* Team leader Lars also touched on this subject, where he mentioned that it was not always easy to work in the attractions and he believed everyone at Gröna Lund knew this. This was something Nilsson mentioned as well, and stressed that by understanding what motivated the employees, as a manager, you may then create the right prerequisite that would encourage the employees in the right direction.

All the team leaders saw the advantages of motivating the employees and agreed that it benefited the customers and company. Team leader Sofia and team leader Annika talked about a chain effect, where happy employees will lead to happy guests and from there a loyalty is created. Team leader Kent believed his work would be easier when the employees were motivated, since they then may to a larger extent solve the small problems the customers have. The customers would then complain less compared to if they were not getting the expected service. He gave an example when the cashiers were selling all day ride passes to children, who were less than 120 centimetres tall, their parents may then complain at the attractions that the child could not go on so many rides because he or she is too short. Neither the cashiers nor the attraction workers had the authority to refund tickets, only the team leaders had. In these situations, he had to first solve the problem with the customer and then went back to the employee at the attraction and talked to that person, how it was solved and that they did a good job. It was not the attraction workers’ fault that the cashiers sold the customer the wrong product, but they had to handle the complaint and that was not fun. However, the problem tended to diminish as time passed during the season, since in the beginning the cashiers were new and were not used to the job.

Motivation of the team leaders

Gröna Lund has to know what they must provide their employees with, in order for them to make every guest feel that they are special. Nilsson pointed out that the most important contact with employees throughout the season was the team leaders. They may have the best education and information, but it is the values of the team leaders that could make a difference during the season, therefore knowing what motivates the team leaders is indispensable.

The team leaders were motivated by the strategies of Gröna Lund, Nilsson believed. However, at the end of the season everyone might feel tired and it might be more difficult to feel motivated. So far all team leaders have been recruited within Gröna Lund, because they believed that it was essential that the team leaders had had the experiences from the park. Nilsson said that she encourages bringing some new people in as well. A couple of the team leaders emphasised the importance of taking people from the inside, since they knew the work itself and had experiences from the park. Nilsson stressed that even if the team leaders were seasonally employed they were treated as full-time employees all year long. They attend conferences, Christmas party etc. *“It is important because they are very important to us throughout the season, so they can feel close to the company.”* As already stated there were mixed feelings among the team leaders whether they felt as a temporary or permanent employee. One of the team leaders expressed the great importance of being treated as permanent employee, because the work of the team leaders was very important to Gröna Lund. As a Manager of Operations Lindin encouraged the team leaders to make their own decisions. He also worked with the team leaders on a daily basis, which he believed made him more up to date about their work and he had an open dialogue with the team leaders. Lindin tried to motivate the team leaders along the season, especially going sailing or having a picnic together.

3.13 Evaluation

Each year a survey was conducted among the employees and the result is very valuable to Nilsson, she then could see what the employees liked and disliked about the organisation, team leaders and values. According to Lindin there was also a questionnaire done by the Department of Operations. The questionnaire along with discussions Lindin had with the team leaders gave him good information about the employees and their situation at Gröna Lund. The discussion with the team leaders were held one by one or in groups, within the division as well as for the whole company.

From 2003 a scheduled conversation was held between team leaders and employees, where the employees could talk about their opinions. Due to the limited time, the conversations were held once at the end of the season. Two team leaders thought the idea of having conversations with the employees was good, but the forum was maybe not right. Because they felt that the employees were usually very nervous when they came and had the conversation with them. Most of the time they just said things were fine and hardly any bad things. They did not know why the employees felt nervous. They suggested that group conversations with team leader and a few employees could be tried. It was important for the future to have more time to be able to meet earlier during

the season and not two-three weeks before the park closed. However, for another two team leaders, they both agreed that the conversations with the employees worked very well. They thought it was rare among summer jobs to have this type of conversation with their summer workers.

When an employee did not perform according to set standards, the way to deal with this according to Nilsson was to talk to that person. The team leaders all agreed upon this and that was for them to do. Team leader Kent stressed the importance of getting into that person and trying to understand his or her situation, or the reasons why he or she was acting in a certain way. He said that he would first talk to the employee, if this was not working he would take that person aside and sit down in a more “cosy environment”. He then believed that most of the time these problems then could be solved. Two of the other team leaders as well as Nilsson, here emphasized that if the team leaders had had a talk with the employee, but he or she was still not changing his or her behaviour, that person would no longer be working at Gröna Lund. The main reason for this was that safety is very important at Gröna Lund and it may under no circumstances be jeopardized.

3.14 Suggestions for improvements

The front-line employees

Several respondents had an opinion on how the team leaders handled a problem with the customers. In case of some problems with customers or attractions, the employees call the team leaders. If the team leaders said “yes”, they should arrive quickly, otherwise they should say “no” to the employees. Then the employees would know that they could act and fix the problem in some way rather than just waiting a long time for the team leaders to come. Usually they felt very stupid to tell the customers that a supervisor would come soon but he or she never came. This led to the employees solving the problem based on their ways. For example, they were not allowed to take tickets from other persons to give customers as compensation. However, the attraction worker admitted that at the end of season, they did give tickets to the customers, since they knew that sometimes it was no use to call team leaders. At the beginning of the season, the respondent stressed he had called the team leaders, since it was a rule, but the customers did not want to wait for a long time, even though it was only for ten minutes. The respondents suggested that one thing for the team leaders was learning how to say “no” if it was no.

Another improvement mentioned by one of the respondents was that the team leaders should stop handling situations in an irregular way. This had not happened to her, but sometimes when there was a problem and lots of people in the park. The employee due to its limited responsibility in certain situations

called the team leaders. However, instead of coming and solving the problem the team leaders would authorise the employee to solve the situation in an irregular way. The respondent believed this put the employee in an awkward situation, because the customer then might accuse the employee of actually being able to solve the situation and should not have argued in the first place. In these situations she thought that someone else should solve the problem so they could feel appreciated at work.

A couple of employees talked about wanting to get more feedback during the season, maybe two to three times, to get the team leaders perception about the employee's work. He further gave an example from the other day when one of the team leaders came and talked to him and his co-workers at the attraction, the team leaders did not say much, but still the attractions workers felt appreciated. According to one of the respondents there should be more communication between the team leaders and the employees working in the attractions, she said:

“For two days now, no one came, no one called we just worked from morning to evening, open and closing everything alone, just we. Then we didn't even know who was the team leader, the new one, the old one or the third one. Ok, we can see on a list, there where we change clothes...we knew it was someone, so that was a little bit sad. Because if there had been a problem we would have called and then we wouldn't even have known who was answering from these three. Or is it perhaps someone else who is answering.”

Another improvement mentioned by a couple of respondents was that the information should be better. For example everyone should get the information if an attraction is down and not only the cashiers. Another example would be better information within the attraction, as it is now there is a notebook where everybody is supposed to write when something happens. If everybody did this they would not have to call the team leaders as much. Some of the employees would like to have longer breaks. Further people should more often be moved within the division to make the employees less bored. One respondent thought the rule that every child who is under four years old would get to ride the attractions for free had to be worked on. As it was now it could be really hard for the people working in the attraction to believe what the parents told them. Another respondent did not see any logic in why the company did not always close the children's attraction for example after ten o'clock when there usually were no small children to ride the attraction. The illogical closing time throughout the season was pointed out by one of the respondents. He explained that the park in August closed at midnight, but during peak season closed at eleven.

The team leaders

None of the team leaders denied that the job as a team leader may be very demanding. One team leader believed that being a team leader could be very hard, because walking around and talking to the employees for many hours made her tired. She would like to have had more team leaders during high season because more things that really needed to be taken care of might happen then, as she said “*You can feel like, I’m not enough.*” One of them also mentioned the importance of having the power to do things, which he believed could be enlarged. He gave an example if a group of employees have done something excellent, it would be nice if he had more options to act upon instead of merely giving them a coupon at the staff canteen for example. In the long run it would be what they expected and that was not motivating. It was also told by one team leader that they should work on making the employees feel part of Gröna Lund. When talking to the employees, they might refer to “*why do you do...?*” instead of “*why do we do...?*”

3.15 The return of the workers

The front-line employees

Four of the respondents would definitely come back and work for Gröna Lund next season. For example, one of them was a little bit tired of working in the attractions and would like to get another position. He also thought about getting a job in the winter time for Gröna Lund. Another respondent said, “*I never had such a nice job in my life. It was my greatest summer. Never mind the pay. I do it only for myself.*” Four of the respondents were not sure if they would come back next year, it all depended on how their life situation was and whether they had found another job, which they presumed to be better. Two of the respondents did not think they would work at Gröna Lund the next season, but that was not due to the fact they did not like the job, but rather they were looking for something more permanent.

The team leaders

All the team leaders did not know for sure if they would work at Gröna Lund next year as well, it all depended on their life situation. As a couple of them mentioned, every year it was the same thing they did not know whether they wanted to work or not the next season, but then in next January, they realized they wanted to work another season.

4. Analysis

“Actually last year and the year before we had one million people who went on the rollercoaster and I would like us to get over one million this year too, but I’m not sure any more because it was such bad weather and not such long queues, but I want to try and then when I have done something good I know it and the others see it and say good work and perhaps I get coffee or something like thank you for today and it feels good...”

The perceptions regarding what is doing a good job differed between each respondent. According to our understanding this could to a large extent be related to the main motivational factors triggering them. We used intrinsic and extrinsic to classify the motivational factors. They are endowed with a new meaning compared to the ones developed from Herzberg’s theory by other researchers. The intrinsic motivational factors refer to the person itself rather than the work itself, which can be divided into personal reasons, personal work ethics, and the characteristics of people. Extrinsic motivational factors are related to the people-based work environment instead of physical working conditions, which include customers, teamwork and leadership. The reasons for defining these three dimensions are because people and interrelationships are predominant in the service industry, especially in this case.

4.1 Intrinsic motivational factors

4.1.1 Personal reasons

Researchers of motives and needs theory asserted needs determine an individual’s behaviour. (Ambrose & Kulik, 1999) Money is the basic reason for them to work. In general the respondents did not have a vast selection of work to choose from, because they were young or could not find another job. Only one attraction worker told us that working at an amusement park was an old dream for him. Other reasons for working there are the working time, having fun, self development, meeting people and curiosity of the work. These are also the main factors for them to come back year after year.

Ball’s (see 1.2.4) categorisation of a voluntary seasonal worker into traditional and professional does to some extent apply to our case and we could identify all the categories except the professional voluntary worker. However, we did not see a difference in terms of doing a good job in-between the groups, except for the willingness to return to work another season.

4.1.2 Personal work ethics

For some respondents doing a good job is “... *no one says that I have to do it and as I said I get the same payment if I do it or not...I want to do it properly if I do it.*” These people were good at motivating themselves; hence, little external motivational factors were needed. However, some others meant “...*in that way they really do not think it is worth doing anything extra.*” As one worker told us, sometimes they probably would not take the job as seriously, since it was temporary work, which means low pay and not very high status in the company. We interpreted this kind of behaviour as merely trying to give a minimum level of the best. This could be arrive on time, be well prepared, and do something told by the management. The respondents also viewed what can be named as extra for customers in various ways. Talking or helping customers can not be regarded as doing something extra, but this is mentioned by most of the employees. This also shows they do the minimum of the best. This is why sometimes managers think employees are poorly motivated to perform their best way.

The different perceptions could be the results of the diversities of personal work ethics. It is therefore important for the managers to be aware of the employees' individual perception about work in order to educate them. Managers could put more energy in defining what is doing a good job, and what is doing something extra for customers. Encouraging words should be used when defining the work responsibilities; instead of merely stating what is not allowed to be done. For example, the problems the employees encountered in the interactive online education are great examples of how the attraction worker could learn about service excellence. However, since this was only done once at the beginning of the employment, the effect of it may diminish if it is not repetitive throughout the season. As Snow (2002) stated, by continually repeating a situation in desired direction research has shown that behaviour then can be changed.

4.1.3 Characteristics of people

The characteristics of the person will affect its behaviour. For example, some people could catch the happy feeling in the atmosphere, but some did not express this feeling. Like one attraction worker said “*If I've had a life before I must have been working with a circus or a travelling amusement park.*” This former person is more easily motivated than the latter. Due to their characteristics, they are more likely to interact with the customers, since a great satisfaction stems from these encounters. Other examples about this issue could be the different preferences about being in various attraction positions or the dissimilar views about what to expect from work. For some respondents, the

uncertainty of the daily work was something that attracted them, meanwhile, for others; this is a source of worry. Some other differences exist in groups on age and gender. For example, most of female attraction workers like to talk more with customers, especially children. People with more work experience have different expectations and understandings of the work.

The different characteristics of people has been noticed and executed along the process of daily work at Gröna Lund. For instance, in the light of personal characteristics, the managers assigned them to certain attractions, such as adults' attraction or children's attraction. This is something that could be done more. As a manager you can not change a person to become something he or she is not, but the differences in characteristics can be considered when assigning them job and communicating. Especially, when the employees do something wrong, managers should pay attention when addressing the employees, either implicit or explicit. The proper method used will positively affect the employees, versa vice.

4.2 Extrinsic motivational factors

4.2.1 Customers

Most attraction workers were motivated by customers in particular children. For instance, they said: *"I feel good when I see children laugh."* or *"I can see them when I shut my eyes...their happy faces and I have been a part of that, it is satisfying...I never had a work that I have been so happy in."* These attraction workers felt huge personal satisfaction from helping children and the appreciation from the parents. On the other hand, sometimes customers would affect the motivations of the employees in a negative way, such as confronting problems of customers, or crowded situation. One respondent said that: *"The guest thinks we are stupid...give you the ticket and go in and sometime they push you away when they want to go out. Ehh come on I am a person as well."* In this kind of situation, it is more important for the employees to get support from the management in order to balance the unfair treatment they got from customers. Management shall never condemn the employees in front of the customers. After solving the problem with the guest it is important to talk to the employees about the situation in a secluded corner.

4.2.2 Teamwork

Almost every attraction worker and team leader admitted that co-workers were what they enjoyed best. We were surprised and impressed by a lot of good memories regarding the colleagues, such as a monthly party and going out for a drink. We sensed a feeling of camaraderie rather than competition among them.

Most of the employees were young and seldom interest conflicts existed among them, rather they went to work just for fun. This could be related to the characteristics of seasonal work. We considered it a unique phenomenon of seasonal work, especially in this case.

The respondents associated teamwork with the social status of being a group rather than e.g. meeting the goals of the department, which was mentioned by the management. The mutual trust could be viewed as a sign of motivation. Thus, the respondents in general were clearly motivated by the social factor of being part of a group. When it came to the association of “*the us-feeling*”, there is a distinction between the team leaders and the attraction workers. When the team leaders referred to the feeling of wanting to be treated as a permanent employee, the attraction workers did not make those kinds of associations. This is a great motivational factor for the team leaders, who are in between front-line employees and upper management. They are more likely to compare themselves to the permanent employees, because they have close relationship to the upper management. In this case, they also have a long history in the company which drives them to pursue career development. On the contrary, the front-line employees take seasonality for what it is. They know they are not going to be there for the rest of their lives, therefore do not see great career opportunities.

The social activities are mentioned a lot by the front-line employees and played a significant role in forming the teamwork within Gröna Lund. According to the respondents the goal-setting is not emphasized to be part of teamwork. Research has shown that specific and difficult set goals have a positive effect on group performance. Together individual and group goals will increase group performance. (Ambrose, 1999) We can argue there is a need for a social dimension in combination with goal-setting to increase performance as a team. Here we emphasize the group goal-setting, for example the attractions, department and the whole Gröna Lund can set their goals toward the vision.

In general teamwork worked fine within Gröna Lund, but no matter how much effort the team leaders seemed to put into the work, the attraction workers still felt it was not enough, which at the same time made it vulnerable. This made the attraction workers act on their own, which may not be bad in the sense that they will do a bad job. By acting on their own they may handle situations inconsistently, since they may use their personal opinion, rather than being backed up by the team leaders. The aim of providing a high quality service and the motivation of the employees may be jeopardized. It was also mentioned by attraction workers that there should be more circulation of the workers between the attractions and better information within and between attractions. It showed that workers were motivated by flexibility in the work and updated

information, because it enabled them to do a good job. This could be seen as another factor hindering excellence performance as a team.

Teamwork can not only be looked at within the attractions, but Gröna Lund should be looked upon, as one team leader stated as, “...*one big happy family...*” . In general the attraction workers were not motivated by knowing people within other working categories, since they did not express the need for this. We may here argue that should not the managers strive to make everybody more attached to Gröna Lund as one team. Because even if they are not working literally together, they are working towards the same goal of making the guests happy. For example, during slow times the management could make the employees take a small tour to the adjacent fast food and lottery places where the attraction worker is situated. In order to put a serious touch to it, the worker should complete a form with easy questions like, what is on the menu and who is working in the lottery stand, after completing the tour. This could initiate a communication, hence better communication in-between the lottery stand and the attraction in case of a problem.

4.2.3 Leadership

The respondents like leaders who trusted the employees and acted fairly. The team leaders emphasized to a larger extent the need for gaining the respect from the employees as vital for a good leader. In order to gain the respect of the employees, it is the job of the team leaders to understand what makes them good leaders according to the attraction workers.

In general the attraction workers more or less had a good relationship with the team leaders. The team leader also seemed to be of that opinion. Some of the employees thought the relationship with the team leaders was great and did not have any negative things to say. Some did feel the support from the team leaders, but had issues they did not approve of. For example one attraction worker mentioned that she did not like when the team leaders got hung up on small things and forgot the whole picture. This we interpreted as an expression of these people's feeling of wanting to be trusted. They were rather motivated by responsibility than control. We believed that these negative attitudes decreased the motivation to do a good job. As an employee this can be a sensitive subject to discuss with the management. The team leaders should create an open and honest work environment in order to get frank opinions, both positive and negative things.

The team leaders discussed the amount of responsibility the employees shall have. One team leader in particular pointed out the ambiguity of the problem, there is no easy solution. We strongly believe that empowering the employees

will benefit the company in the long run. For example a restaurant owner from Seattle, Firnstahl (1989), realized the great benefits of empowering his staff, the employees became more proud of their work, which in turn increased their motivation. He made the employees realize that they actually were allowed to act based on their own decisions and the company stood behind them. Therefore, he set up guidelines for how the employees could act and insisted that all employees should do whatever it took to make the customers happy. We understand that great effort is needed from the management to implement such a thing and as a manager you must rethink how the aim of your business should be reached.

General appraisal and more personal feedback were two other signs of motivation, which distinguished the employees. For a few of the attraction workers it is enough if the team leaders come and talk to them for a bit, as one employee expressed that they did not have to say much, just by stopping by, they felt appreciated. Other signs of motivation, such as, being cheered up by the team leaders on rainy days or being allowed to go home earlier, were other factors, which are related to the feeling of appreciation at work. According to the team leaders they tried to encourage the employees by giving them coffee tickets or sometimes gift certificates to the movies. This was just mentioned by a few of the attraction workers, and we must therefore, discuss whether this is enough. This may imply that most employees nevertheless took it as a small incentive at work, but did not in general get motivated to perform better at work. For others, more is needed, they longed for personal feedback in order to feel appreciated at work. Even though some attraction workers claimed it was enough with general appreciation, they will never say no to or even be satisfied by personal feedback. Hence, more appreciation is encouraged by us because it will enhance the willingness to perform at work.

The conversations between the attraction worker and team leaders are a good way to communicate. We agreed with both employees and team leaders that they should be held earlier in the season and more frequently. When it came to the forum for this, the opinions of the team leaders were divided. We think the one to one conversations might be right, because in group discussions there is always a risk for influencing and inhibiting each other's opinions. By clearly defining the reasons behind the conversation at an early stage for all employees, this may take away some of the discomfort from the attraction workers' side. Also having conversations more frequently, could help to lessen the uneasiness. As we know, there was always the problem with lack of time; hence the above suggestion may not be practical. We believed that if it is not possible to have several conversations with the employees throughout the season, the idea of having group conversations could be held on attraction level. The aim of these talks should be to evaluate the team, not on a personal

level. Thus, focus should be on how to improve the team.

Even though we try to outline how the team leaders shall act, the task may seem confusing in the sense that the team leaders must put in a great amount of effort in trying to find out the needs of a person and what factors trigger that person to act in a certain way. As this is not enough, management must also show long-term commitment to the company's vision and strategy, because management has the eyes of the employees on them, to see whether they seem committed or not (Snow, 2002).

By studying a company like Disney, Snow (2002) identified three key leadership behaviour patterns, which will show the management's commitment to executing a service improvement strategy. A committed leader should, walk the talk, keep the vision in front of the team and hold employees accountable for service excellence. By walking the talk, the management will show the employees how they would like them to act, e.g. if you would like the employees to greet the customer when entering the attraction, as a manager you must do this as well. To keep the vision in front of the team the manager must continually stress the importance of delivering high quality service by using stories or problems. Here "the Gröna Lundare of the period" and the interactive online education are great examples.

To hold the employees accountable for service excellence the performance appraisal system (see 3.4) must be studied. When we studied the recognition program it seemed as most employees would never even have the chance to reach step two, merely the first one. To get positive judgement from a customer may in itself not be difficult, but then it is the practical issue of the team leaders to actually hear this as well. We also wanted to question whether putting out a fire or saving someone's life is a common example of service excellence. We felt that saving someone's life is an obvious thing to do and should of course be rewarded, but not as a step in a recognition program, but rather as a special acknowledgment. In the recognition program each step should be imbued with service quality to put that in focus for the employees. As we looked through the documentation, we saw a lack of evidence of service quality. Of course the information here is important and is in one sense vital to delivering good service quality, but it tended to be a little bit boring merely to read rules. Therefore, we are looking for more examples of customer situations as we found in the interactive online education, because this we thought would make the rules less boring and more evident of its existence.

5. Conclusion

In order to treat every customer as a special guest, companies like Disney make their employees perform a role rather than a job, so when telling the 15,000th person to watch their hands and feet on a ride, they do it with a smile. (Ford et al., 2001)

5.1 The intrinsic and extrinsic motivational factors

According to the opening time, Gröna Lund is a typical seasonal employer. However, based on our research, the employees did not possess the typical characteristics of seasonal workers, due to the unique work situation and the constitution of the workers. We can conclude that the front-line workers are motivated by intrinsic as well as extrinsic motivational factors. As a manager there is a need to know the basic function of these factors. The intrinsic motivational factors could be regarded as the basic factors motivating the employees to perform the work, but will not push the worker to better performances. In that sense the extrinsic motivational factors play a more important role. Among them, teamwork and leadership could be seen as the critical ones, which can be used as tools to make employees perform better work. These factors are the link between the company and the employees and they could also to some extent be controlled by management. Here, we have to stress that empowerment could make people take more responsibility and ease the burden for the team leaders. Thus, the team leaders can pay more attention to the front-line employees in terms of appreciation, general or personal and spread the vision and strategies of the company. This holds true for the team leaders as well.

As we realized the perplexity of motivation, we depicted three different ideal types among the employees. These ideal types are endowed with the common characteristics found among seasonal front-line workers in our case. However, we want to emphasize that the characters are fictitious and that an employee could possess characteristics belonging to a couple of them. We hope that these characters can provide guidelines for the management.

Maja

Maja loves to work in an amusement park and could not think of a better way to spend her summer. Maja likes to talk about the special atmosphere she can sense in an amusement park. For her there is nothing more stimulating than to interact with the customers and she gets a great kick out of making people happy, especially children. The relationships to customers and co-workers strongly motivate Maja. She can feel a great personal satisfaction by interacting

with these people. This personal satisfaction is so strong that it will make Maja give excellent service. It is the combined need of money and relationships in particular to customers that make Maja want to return another season. Maja loves her job and will definitely work at least a couple of seasons in the park. For Maja her high personal work ethics contribute to a great extent to her good work performance. Doing a good job according to Maja is to make the guests happy, which includes not only being effective but nevertheless interacting with the customers. Maja seeks comfort as well as great performance in a team. She knows that in order to please the guest they must perform as a team, and therefore it is vital that everyone does their job properly. Many times general appraisal is enough, merely to emphasize the good job Maja is accomplishing and here frequency is important. The general appraisal will not in itself make Maja perform beyond duty, but more could be seen as a complement. Goals related to the work are another great motivational factor for Maja and she tends to put her soul into the job performance in order to reach them.

Kalle

Kalle likes to work in the amusement park, because he meets lots of happy people and friends. At the beginning of the season he did not think too much of the work, but after a while he realized it is nice to work there and can consider working another season. For Kalle it is very important to do a good job, because of his very high personal work ethics. He is also motivated by relationships to customers and co-workers, which create a very strong feeling of personal satisfaction for him. Sometimes if he feels that management does not support him enough, then it is his personal work ethics and satisfactions that make Kalle do a good job. According to Kalle doing a good job is to be efficient and treat people nicely, and be a good representative for the company. Kalle is motivated by the given responsibility instead of control. By not giving Kalle responsibilities, he will feel frustrated and it may affect his job. Kalle likes to get feedback, but if it is not of a personal kind it might as well be. For Kalle it is important that management treat everyone equally and with respect.

Petra

For Petra working at the amusement park is about having fun at work and especially with her co-workers. She likes the idea of working a couple of seasons in the park, because of all the fun moments she spends with her colleagues, at and outside work. Petra wants to do a good job, but for her that has more to do with the actual job than interacting with the customers. She further believes that the job can only be taken that seriously because of its temporary character. Altogether this sometimes does not make her perform her best. Nevertheless she does what the managers tell her. The great motivational

factor for Petra is her co-workers, but one can not ignore that she also is motivated by the interactions with the guests, which provide her with personal satisfaction. When it comes to teamwork and the relationship to management, Petra thinks it is good and does not have much to say about it. She needs to feel appreciated at work and is motivated by general appraisal. For Petra it is important to hear that she is doing a good job from the management.

5.2 Management implications

The result of this study can hopefully help managers to understand the underlying motivational factors of front-line workers. Even though we did not in general find any typical characteristics for seasonal workers, we do believe that managers should be cautious about applying this to jobs with a more permanent nature. Because we studied front-line workers within a very special setting, it would be of interest to do comparative studies to define whether this could be applied more generally.

In our study we did not measure or define service quality. When using the intrinsic and extrinsic motivational factors as defined in our study, the managers should investigate how the service quality is affected. The factors can be a base to use and from there strategies are defined how to make the employees deliver excellent service. Here management is encouraged to look at other companies for example Disney, which is really good at making their employees perform beyond duty, and benchmark them.

Appendix

Question guide for the front-line workers

Background questions

1. Do you want to be anonymous in our thesis?
 2. E-mail address
 3. Record the interview?
 4. Name
 5. Age
 6. How many seasons have you worked at Gröna Lund's Tivoli? What position?
 7. Previous work experience?
 8. Type of shifts usually working (day time versus evening shifts)
-

2.1

Why did you choose Gröna Lund as your working place at the beginning?
After becoming an employee at Gröna Lund what do you enjoy about your work here?

3.1

Can you describe your feelings going to work? What are your thoughts?
How do you feel by the end of a working day? What are your thoughts?

2.2

What is doing a good job for you?
What makes you do a good job? Why?

3.2

Can you please describe one of your best memories from working at Gröna Lund?
What makes this memory especially good?

3.3

Can you please tell us when you felt that you did something extra for the customer?
Why did you do that?

2.3

What is teamwork for you? What are your feelings regarding teamwork at Gröna Lund?
What characteristics make someone a good leader?

If you were manager at Gröna Lund, how would you organize your employees?

3.4

Can you please describe your relationship toward the other working categories within Gröna Lund?

How is your relationship to the team leaders? Do you feel that you have sufficient support from them? Why? Why not?

2.4

What can be improved regarding your work situation here at Gröna Lund?

Why do you think these just mentioned improvements are important?

3.5

What do you value the most when looking for a summer job? Why?

Do you think you will apply for a job at Gröna Lund next year? Same position?

Why? Why not?

Question guide for the team leaders

Background questions

1. Do you want to be anonymous in our thesis?
 2. E-mail address
 3. Record the interview?
 4. Name
 5. Age
 6. How many seasons have you worked at Gröna Lund's Tivoli? What position?
 7. Previous work experience?
 9. Type of shifts usually working (day time versus evening shifts)
 10. Permanent or temporary employment?
-

2.1

Why did you choose Gröna Lund as your working place at the beginning?
After becoming an employee at Gröna Lund what do you enjoy about your work there?

2.2

Your work responsibilities?
What is doing a good job for you?
What make you do a good job? Why?

2.3

What is teamwork for you? What are your feelings regarding teamwork at Gröna Lund?
What characteristics make someone a good leader?
What is the relationship between you and the employees? The employee – team leader conversation?

2.4

How do you think about motivation from you perspective? Define a motivated employee? What are the benefits to your company and your employees, if you motivate them?

2.5

What do you think is the pivotal point to motivate employees?
Please give examples of how and when you motivate your staff?
Why did you use this way of motivating your staff?
What are the differences in actions the staffs took before and after you motivated them?

2.6

How do you deal with unmotivated people, in the case of previous question?

Why did you change measures to motivate them?

How did these changes change their action?

Question guide for HR-manger Pia Nilsson

Background questions

1. Record the interview?
 2. Name
 3. Age
 4. How long have you worked at Gröna Lund's Tivoli? What position?
 7. Previous work experience?
 11. Time usually working (day time versus evening)
 12. Permanent or temporary employment?
-

2.1 General questions about Gröna Lund

- Vision of Gröna Lund
- Organisation chart
- Staff policies, rules, "guides" for employees
- Allocation policy
- Circulation within and between the attractions

2.2

Job responsibilities?

Recruiting process?

Education of the employees?

Evaluation of the employees? How do you act when people do mistakes?

Reward system?

2.3

Why did you choose Gröna Lund as your working place at the beginning?

After becoming an employee at Gröna Lund what do you enjoy about your work there?

2.4

What is doing a good job for you?

What make you do a good job? Why?

2.5

What is teamwork for you? What are your feelings regarding teamwork at Gröna Lund?

What characteristics make someone a good leader?

What is the relationship between you and the employees?

2.6

Why do you think motivation among the employees at Gröna Lund is a

problem?

How do you think about motivation from you perspective? Define a motivated employee? What are the benefits to your company and your employees, if you motivate them?

2.7

What do you think is the pivotal point to motivate employees?

Please give examples of how and when you motivate your staff?

Why did you use this way of motivating your staff?

What are the differences in actions the staffs took before and after you motivated them?

2.8

How do you deal with unmotivated people, in the case of previous question?

Why did you change measures to motivate them?

How did these changes change their action?

2.9

How do you look upon the future regarding your responsibilities at Gröna Lund? Improvements?!

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