The influence of style and motivation on the consumption of videos on the intranet of Stedin

Results

Introduction

Problem definition

Good internal communication within a company is essential for excellent business A quantitative research method was applied. By using this research method, a lot operations. To this date, many communication channels have been adopted by of data can be collected in a short amount of time to investigate the motivation of corporations to communicate with employees, ranging from traditional print Stedin employees to consume content on the intranet. To a part of the research, publications, phone calls, voicemails, and face-to-face communication, to web a quasi-experimental method was applied to test how style influences the tools, such as intranet, blog, instant messenger, and internal social networking sites experience of watching the content. (Crescenzo, 2011). Current research shows several theories about motivational factors among video consumers (Katz et al, 1973; McQuail, 2010; Bjur, 2009). However, these theories are still a topic of discussion. According to Ruggiero (2000), 3 videos and an online survey were used as material of this research. The consumers have different motivational factors for different media. This research aims to test which motivation factors are the strongest among Stedin employees to were asked to answer the same questions about how they experienced the video watch videos on the internal corporate communication page called the intranet.

Literature review and relevance

The uses and gratification theory is a widely discussed theory among researchers. Katz et al. (1973) say there are three basic motivational factors for online news by a protagonist on screen only without b-roll. Video three was not told by a consumption; information, entertainment, and social motivation. McQuail (2010) argues there are four gratifications consumers seek when consuming television: surveillance, personal identity, integration and social interaction, and diversion (McQuail et al., 1972; McQuail, 2010). Bjur (2009), however argues there are six different states of need television consumers can be in that leads them to consume certain content. Each state is not only shaped by the personal motivation of the consumer behind watching video, but also by context and the choice of device and content (Nordling, 2015). The six states are indulge, unwind, connect, escape, experience, and comfort (Bjur, 2009). For social media consumption, six other motivators were found to influence the users; the six motivational factors are entertainment, connect and share, promotion, education, inspiration, and conversation (Tiwari & Tiwari, 2020).

In addition, video styles can influence the viewing experience as the information is transferred differently. According to Mayer (2003), using conversational voice to **Participants** express information in multimedia teaching, can improve the learning experience. Furthermore, Craig et al. (2002) and Moreno et al. (2001) say that having a person on screen delivering the message will give the viewers a strong sense of social presence. However, showing cues on screen will help the viewer to focus more attention to key elements (Mayer & Moreno, 2003). Gao and Tan (2022) say the best way to convey information in video is having the instructor and content both appear on screen at the meantime.

It is important to find out what motivates employees at Stedin to consume content on internal communication channel the intranet and what video style is preferred by the audience in order to successfully create and supply content that suits the demand. This research is not only vital for corporate communication within Stedin but can be transferred to other corporate settings in different companies.

Research objective

Employees at Stedin consume videos on the intranet for different reasons. Existing literature shows there is not one right answer to the motivation of viewers and the types of media consumed, vary from report to report. Therefore, this research is based on a combined set of motivational factors that are reflective of the literature of the content that can be viewed on the intranet. The following seven motivational factors have been distinguished: information, education, entertainment, connect, unwind, conversation, and inspiration.

The aim of this research is to find out which motivational factor is the strongest among Stedin employees who consume the videos on intranet and if these differences are significant. The objective is to determine what motivation factors and style elements most positively influence the viewing experience of internal coroporate communication videos by the employees.

What is the influence of style and motivation on the consumption of videos on the intranet of Stedin?

Q: Which motivational factor to view videos on intranet is the highest intensity among employees at Stedin?

- H_o: There are no significant differences between the intensity of the motivational factors that Stedin employees possess to consume video content on intranet.
- **H**₁: The Information (H_{1_2}) and Connect (H_{1_2}) are significantly the highest intensity content on intranet.

Q: What is the influence of style (talking head, text on screen, partly voice-over) on the video consumption experience of Stedin employees?

- H_o: There is no significant difference between the video consumption experience of Stedin employees among those who watched the videos with the different style elements.
- H₂: The video with a partly voice-over and b-roll is significantly better experienced by Stedin employees than videos with the the other style elements.

Methodology

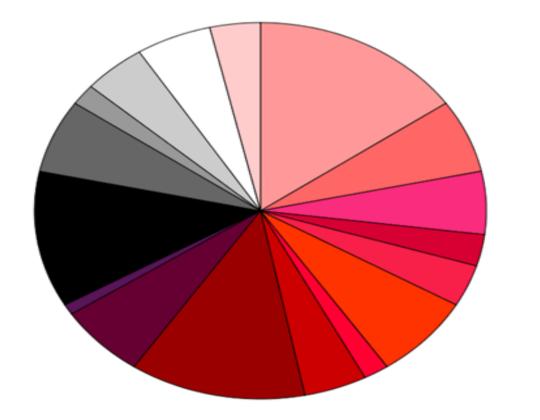
Research Design

Materials

respondents were randomly assigned to one out of three videos, and they all on a 7 point Like scale in order to analyse if there are significant differences in experience between the three videos. All videos included the same script. Video one was told by a protagonist on screen shortly, and as voice-over for most of the video to include relevant b-roll about the topic. Video two was told protagonist but used text on screen and relevant b-roll about the topic.



On November 1st, 2021, Stedin had 4,741 employees (Bedrijfsschool Stedin, n.d.). These employees are spread over 23 departments. In total, 111 respondents filled in the complete survey. The participants were selected according to the purposive sampling approach. The participants were chosen on the criteria of **Results style elements** working at Stedin. All employees from various departments were requested to fill in the survey. The aim was to get at least 95 participants based on 4741 employees, a confidence level of 95% and a margin of error of 10% (Qualtrics, 2022). After the distribution, 111 employees responded in within the time frame and completed the entire survey. In the next figure, the distribution across the different departments in the company is shown.



A recommendation for further research is to research why employees why they do kept paying more attention than both the people who watched video 2(p = .003)watch specific videos on intranet. Besides the motivational factor, there are other **Procedure of data collection** and 3 (p = .024). People who watched video 1 significantly liked the style more factors that play a role in the consumption of media. Think out loud interviews and than people who watched video 3 (p = .025). experiments would be a suitable method to find answers to these questions. With The data in this research was gathered via a Microsoft Forms online quasia think out loud interview the actual thoughts and behaviour of the employees experimental survey distributed among the Stedin employees. The survey existed H₂: H₂ is partly accepted can be analysed when watching videos on the internal communication channels. out of four sections. In section one, the motivation to watch videos was measured Furthermore, content preferences among employees can be investigated more based on the seven motivational factors: information, education, entertainment, References precisely, so all communication videos answer to the needs of the audience. connect, unwind, conversation, and inspiration. In section two, questions about the behaviour of the employees were measured by them answering questions jur, J. (2009). Transforming audiences. Patterns of individualization in television viewing. JMG Book Series no. 57. Gothenburg: University of Gothenburg. https://www.academia.edu/345747/Transforming_ about their current behaviour and content preferences. In section 3, a quasiudiences_Patterns_of_Individualization_in_Television_Viewing?auto=download Craig, S., Gholson, B., & Driscoll, D. (2002). Animated pedagogical agents in multimedia educational environments: Effects of agent properties, picture features and redundancy. Educational Psychology, 94, experimental method was applied to test how style influences the experience of 428–434. doi: 10.1037/0022-0663.94.2.428 of the motivational factors that Stedin employees possess to consume video watching the content. Section four of the survey included standard questions Crescenzo, S. (2011). Internal employee communications media. In Gillis, T., The IABC Handbook of Organizational Communication (2nd ed.). Jossey-Bass, Inc. such as gender, age, and their department within Stedin in order to group the Gao, Q., & Tan, Y. (2022). Impact of different styles of online course videos on students' attention during the COVID-19 pandemic. Front in Public Health, 10, 858780. doi: 10.3389/fpubh.2022.858780 Katz, E., Haas, H., & Gurevitch, M. (1973). On the use of the mass media for important things. American Sociological Review, 38, 164–181. doi:10.2307/2094393 Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. Educational Psychology, 38, 43–52. doi: 10.1207/s15326985ep3801_6 results. Mayer, R. E. (2003). The promise of multimedia learning: using the same instructional design methods across different media. Learning and Instruction, 13, 125–39. doi: 10.1016/S0959-4752(02)00016-6 **Procedure of data analysis** McQuail, D., Blumler, J., and Brown, J. (1972). The television audience: A revised perspective. London: Sociology of Mass Communication. McQuail, D. (2010). Mass Communication Theory (6th ed.). London: SAGE Men, L. R. (2014). Strategic internal communication: Transformational leadership, communication channels, and employee

To analyse the data, the software SPSS was used. For section one, the Shapiroatisfaction. Management Communication Quarterly, 28(2), 264–284. Moreno, R., Mayer, R. E., Spires, H. A., & Lester, J. C. (2001). The case for social agency in computer-based teaching: do students learn more deeply when they interact with animated pedagogical agents? Wilk test was performed to test if the data was normally distributed. The Mannognition and Instruction, 19(2), 177–213. doi: 10.1207/S1532690XCI190202 Whitney U test was used to test if the differences between the motivational fordling, C. (2015). Video consumption in 2020: A study on consumer behaviour and consumer motives. KTH Royal Institute of Technology. Retrieved from https://www.diva-portal.org/smash/get/ iva2:827417/FULLTEXT01.pdf factors. The data was analysed by using the Mann-Whitney U test because the Qualtrics. (2022, February 3). Sample size calculator & complete guide. Retrieved March 12, 2022, from https://www.qualtrics.com/blog/calculating-sample-size/ questions were answered using an ordinal scale and the data was not distributed uggiero, T. E. (2000). Uses and gratifications theory in the 21st century. Mass Communication & Society, 3, 3–37. doi: 10.1207/S15327825MCS0301_02 tedin. (n.d.). Over Stedin. Stedin.net. Retrieved February 22, 2022, from https://www.stedin.net/over-stedin normally. Tiwari, M., & Tiwari, T. (2020). Factors determining social media usage motivations: An empirical study. International Journal of Disaster Recovery and Business Continuity, 11(1), 1717–1727. https://www. esearchgate.net/publication/342624883_Factors_Determining_Social_Media_Usage_Motivations_An_Empirical_Study

Department participants

Construction & replacement

Business support service

Corporate communication

Innovation & new business

Malfunction & maintenance

Finance & accounting

Fusebox & connection

Asset management

CDO office

DNWG

Change office

High voltage HRM

Custome

Supply chain **□**∨GMK

		Mann-	Z	Asymp. Sig.	Mean Ranks
		Whitney U		(2-tailed)	(Group 1; Group 2)
Information	Enjoyment	4812.000	-3.039	.002	123.65; 99.35
	Connection	3297.500	-6.204	.000	137.29; 85.71
	Unwind	2553.000	-7.758	.000	144.00; 79.00
	Contact	1493.000	-9.948	.000	153.55; 69.45
	Education	5547.000	-1.379	.168	117.03; 105.97
	Inspiration	3318.500	-6.151	.000	137.10; 85.90
Enjoyment	Connection	4447.000	-3.694	.000	126.94; 96.06
	Unwind	3617.500	-5.450	.000	134.41; 88.59
	Contact	2163.000	-8.502	.000	147.51; 75.49
	Education	5455.500	-1.565	.118	105.15; 117.85
	Inspiration	4544.000	-3.484	.000	126.06; 96.94
Connection	Unwind	5309.500	-1.809	.071	119.17; 103.83
	Contact	3438.500	-5.776	.000	136.02; 86.98
	Education	3870.500	-4.926	.000	90.87; 132.13
	Inspiration	5930.000	492	.623	109.42; 113.58
Unwind	Contact	4181.500	-4.201	.000	129.33; 93.67
	Education	3097.000	-6.553	.000	83.90; 139.10
	Inspiration	5041.000	-2.385	.017	101.41; 121.59
ontact	Education	1843.500	-9.167	.000	72.61; 150.39
	Inspiration	3087.000	-6.520	.000	83.81; 139.19
ducation	Inspiration	3936.500	-4.785	.000	131.54; 91.46

In the table is shown that 17 out of the 21 comparisons of the differences between the seven motivational factors are significant (p < .05). Survey respondents feel stronger motivated by the factor 'Information' than five of the other factors, except 'education' factor. Motivational factor 'Education' is significantly higher than factors 'Connection', 'Contact', 'Inspiration', and 'Unwind'. Next to factor Limitations 'Information', 'Education' scores higher than 'Enjoyment' as well, except this difference is not significant. Motivational factor 'Éducation' is also significantly higher than factors 'Connection', 'Contact', 'Inspiration', and 'Unwind'

$H_1: H_{1_a}$ is accepted, and H_{1_b} is not accepted

				_				
			Connection	Ease	Interest	Attention	Understand	Style
			l feel	I find the	l find the	l keep	1	I like the
			connected	video	video	paying	understand	style of
			to the	easy to	interesting	attention	the	the video
			person in	watch	to watch	to the	message of	
			the video			video	the video	
Video 1	Video 2	Mann- Whitney U	588.500	608.500	504.500	421.000	504.500	544.500
		Ζ	-1.061	841	-2.023	-2.951	-2.004	-1.555
		Asymp. Sig. (2-tailed)	.289	.401	.043	.003	.045	.120
	Video 3	Mann- Whitney U	298.000	636.000	658.500	486.000	658.000	484.000
		Ζ	-4.266	548	295	-2.255	305	-2.247
		Asymp. Sig. (2-tailed)	.000	.584	.768	.024	.760	.025
Video 2	Video 3	Mann- Whitney U	324.500	605.500	552.500	634.500	547.500	629.000
		Ζ	-3.974	888	-1.467	551	-1.535	612
		Asymp. Sig. (2-tailed)	.000	.375	.143	.582	.125	.541

The results show that people who watched video 1 or video 2 significantly felt a stronger connection to the person in the video than the people who saw video 3 (both p = .000), where the protagonist did not speak directly in front of the camera. However, there was no significant difference between video 1 and 2 (p = .289). People who saw video 1 found the video significantly more interesting than the people who saw video 2 (p = .043). People who saw video 1 significantly

Conclusion

Discussion and conclusion

Motivational factors 'Education' and 'Enjoyment' are significantly higher than factors 'Connection', 'Contact', 'Inspiration', and 'Unwind'. The motivation factor 'Information' is also among the motivation factors Katz et al. (1973) and Tiwari & Tiwari (2020) stated online consumers are being influenced by. Together with the significant differences with the other factors, there can be concluded that 'Information' is the main motivation factor among Stedin employees to consume corporate videos. It is advised that creators of these corporate videos should not limit themselves to use only the 'Information' motivation factor but also include 'Education' and 'Enjoyment' as they appear to be important as well to the employees.

The style of the video impacts the experience of the viewer. The participants who saw the video without the protagonist talking on screen, felt less connected to the protagonist. This was to be expected, however, what is interesting is the result between the video with b-roll and the video without b-roll: Viewers do not feel significantly stronger connected to the participant in talking head videos than in diverse b-roll videos. Craig et al. (2002) and Moreno et al. (2001) said having a person on screen increases the social presence, however, this research shows that having a person only shortly on screen does not result in a lower connection to that person. For some of the factors, video one, the video with a partly voice-over and diverse b-roll was significantly better experienced than the other videos. For those factors, hypothesis one is correct. However, the difference for the factors 'Interest' and 'Understand' is only significant between the voice-over video and the talking head video. This shows that the use of b-roll has a positive influence on the understanding of the topic by the viewer. The research suggests that the style of a voice-over with relevant b-roll has a better influence on the viewing experience than the other two.

The respondents to the survey could be a misleading representation of the population. As most of the participants were reached using Yammer or the intranet, only participants who actually use these internal communication channels were reached. Therefore, these results are based on active users of the internet and not the entire population within the company. The answers from the part of the population that hardly interacts with the intranet could have different answers on motivation.

Recommendations for the industry

I would advise content creators at companies like Stedin to think about the information motivation factor that is the strongest factor among employees to consume corporate videos. Content creators for internal corporate communication should reflect if the videos they are creating for the intranet meet the need for information from the employees who are targeted. Providing information should be the main reason to make and distribute a video on the internal communication channels. This does not take away, that next to providing information, videos can also be entertaining. However, I recommend staying away from videos that are solely entertaining. A good example of previous videos made, was integrating the OR candidates into the music video of the Stedin Band. This provided the audience with information written in the script but was communicated in an entertaining way. However, for more serious topics, it would be best to stay away from attempts to make the video entertaining if it risks not getting the right message across.

In case the creator of the video wants to connect to the audience, it is recommended to have a protagonist talk in the video. However, only showing this person shortly on screen is enough to establish a connection and use the rest as voice-over. Showing the protagonist during the entire video does not significantly improve the connection the audience feels with the protagonist. The video should, next to the protagonist on screen, include relevant b-roll as viewers experience videos in this format to be more interesting, attention grabbing, and even easier to understand.

Recommendations for further research