

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

Introduction

Problem definition

Good internal communication within a company is essential for excellent business operations. To this date, many communication channels have been adopted by corporations to communicate with employees, ranging from traditional print publications, phone calls, voicemails, and face-to-face communication, to web tools, such as intranet, blog, instant messenger, and internal social networking sites (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), consumers have different motivational factors for different media. This research aims to test which motivation factors are the strongest among Stedin employees to 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 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 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 corporate 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?

H₀: There are no significant differences between the intensity of the motivational factors that Stedin employees possess to consume video content on intranet.

H₁: The Information (H_{1a}) and Connect (H_{1b}) are significantly the highest intensity of the motivational factors that Stedin employees possess to consume video 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?

H₀: 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

A quantitative research method was applied. By using this research method, a lot of data can be collected in a short amount of time to investigate the motivation of Stedin employees to consume content on the intranet. To a part of the research, a quasi-experimental method was applied to test how style influences the experience of watching the content.

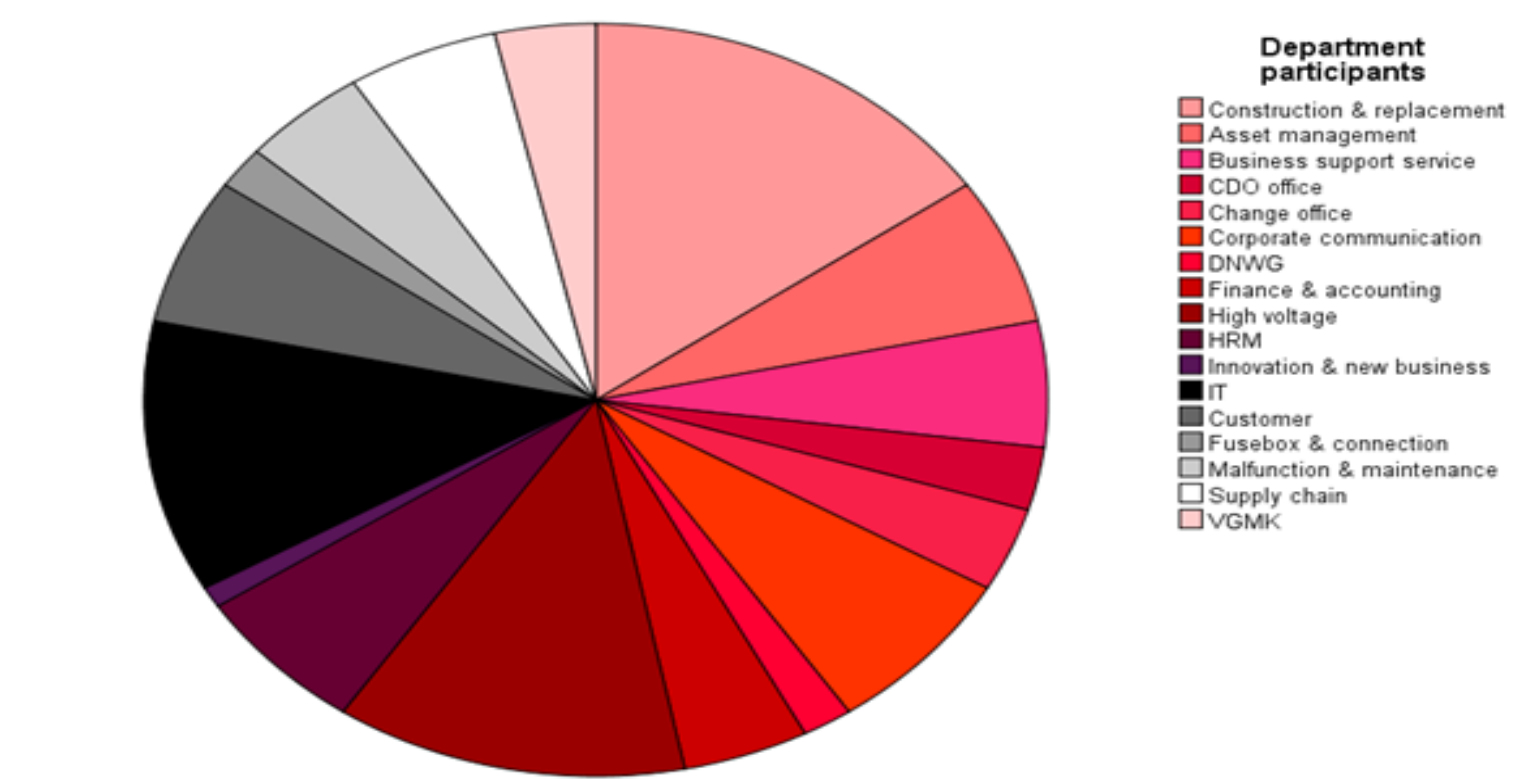
Materials

3 videos and an online survey were used as material of this research. The respondents were randomly assigned to one out of three videos, and they all were asked to answer the same questions about how they experienced the video 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 by a protagonist on screen only without b-roll. Video three was not told by a protagonist but used text on screen and relevant b-roll about the topic.



Participants

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 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.



Procedure of data collection

The data in this research was gathered via a Microsoft Forms online quasi-experimental survey distributed among the Stedin employees. The survey existed out of four sections. In section one, the motivation to watch videos was measured based on the seven motivational factors: information, education, entertainment, connect, unwind, conversation, and inspiration. In section two, questions about the behaviour of the employees were measured by them answering questions about their current behaviour and content preferences. In section 3, a quasi-experimental method was applied to test how style influences the experience of watching the content. Section four of the survey included standard questions such as gender, age, and their department within Stedin in order to group the results.

Procedure of data analysis

To analyse the data, the software SPSS was used. For section one, the Shapiro-Wilk test was performed to test if the data was normally distributed. The Mann-Whitney U test was used to test if the differences between the motivational factors. The data was analysed by using the Mann-Whitney U test because the questions were answered using an ordinal scale and the data was not distributed normally.

Results

Results motivation factor

		Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Mean Ranks (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
Enjoyment	Inspiration	3318.500	-6.151	.000	137.10; 85.90
	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
Connection	Inspiration	4544.000	-3.484	.000	126.06; 96.94
	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
Contact	Education	1843.500	-9.167	.000	72.61; 150.39
	Inspiration	3087.000	-6.520	.000	83.81; 139.19
Education	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 felt 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 'Information', 'Education' scores higher than 'Enjoyment' as well, except this difference is not significant. Motivational factor 'Education' is also significantly higher than factors 'Connection', 'Contact', 'Inspiration', and 'Unwind'.

H₁: H_{1a} is accepted, and H_{1b} is not accepted

Results style elements

		Connection	Ease	Interest	Attention	Understand	Style
		I feel connected to the person in the video	I find the video easy to watch	I find the video interesting to watch	I keep paying attention to the video	I understand the message of the video	I like the style of the video
Video 1	Video 2	Mann-Whitney U	588.500	608.500	504.500	421.000	504.500
		Z	-1.061	-.841	-2.023	-2.951	-2.004
		Asymp. Sig. (2-tailed)	.289	.401	.043	.003	.045
	Video 3	Mann-Whitney U	298.000	636.000	658.500	486.000	658.000
		Z	-4.266	-.548	-.295	-2.255	-.305
Video 2	Video 3	Asymp. Sig. (2-tailed)	.000	.584	.768	.024	.025
		Mann-Whitney U	324.500	605.500	552.500	634.500	547.500
		Z	-3.974	-.888	-1.467	-.551	-1.535
		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 kept paying more attention than both the people who watched video 2 (p = .003) and 3 (p = .024). People who watched video 1 significantly liked the style more than people who watched video 3 (p = .025).

H₂: H₂ is partly accepted

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