

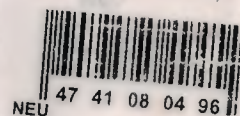


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ABSTRACT

Motivation plays an important role for the organization success. This is due to the fact that motivated employee yield to high performance so the efficiency and productivity of the company will directly increase.

It also most important to provide equity (fair treatment) in the organization. It is the easiest one that can allow people to have conflicts in their mind. And this directly effects the employee's behavior in the work place. They try to reduce the perceived inequity in their minds themselves such as reducing their performance. But if an organization apply the equity well the employees will be more motivated and efficient workforces. All people in the organization will work in harmony.

Motivation has got favorable consequences on the organization success so the managers cannot avoid this concept. If they do, at a later time they may face some difficulties in the their organizations.

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I INTRODUCTION

Motivation plays a major role for organizations' success. All organizations need high-motivated employees because employees are critical link between the organizations and customers. Customer satisfaction is very important for the organization because without them the organizations are meaningless. Thus, motivated employees yield to customer satisfaction and loyalty.

As all of us know that every beginning has end and every end bring us to new beginnings. My studies will finish this term, which will be an end, and facing new life will be the start of new beginning. My aim is not only to work and earn money. Besides earning money I would like to concentrate on having good relations with every body inside and out side the organization. While I work toward my career I would like to be known, as a person who is respected by everybody. In order to gain respect and be successful I believe that I need to study motivational theories of organizational behavior.

In my opinion financial material and information sources have finite limits and boundaries, so they can be understood easily. But understanding organizational behavior is more complex than others, because it involves human behaviors, which differ for each person. Studying in this field will help me to understand people at work much better. If I can learn how to find out human needs and satisfy them I believe I can built better relations with people and be as a successful manager in the future. As we all know motivational theories state that each person have different needs and these needs must be satisfied in a different way. Once I have enough knowledge about motivation I will be able to find out the needs and the ways to satisfy them.

I am planning to be a human resource or marketing manager in the future, which are directly related to human behaviors. I know that only studying motivation will not be enough to develop my self about understanding people but at least starting with motivation will be a good beginning to gather information about needs of people.

Once I studied motivation in detail and understand motivational theories in the organizational behavior course I can say that I have decided to study motivation because it is an important concept for every business and everyday life. I believe that studying motivation will help me in reaching my aims and objectives in the future.

1.1 Objectives of Study

1.1.1 To give information about historical background of motivation

Every words and events has its roots like people. According to me, making a journey through the background of the topic, which will be studied, is the beginning point for any kind of research. This is due to the fact that; everything has to be clearly understood and there must be sufficient information about the topic. So as a result, I will start my research by analyzing the background of motivation, which involves:

- a. Where the word of motivation had come from
- b. How people started to apply it through their life

1.1.2 To describe the theories of motivation

It is my belief that the reader must understand what is meant by the concept of "*motivation*", as well as the historical study of motivation. Therefore in this part of my study, firstly I will attempt to define the motivation. After this I will explain the theories that are used for motivation. There are two kinds of theories. These are "*content theory*" and "*process theory*". But I will mainly focus on the equity multiplier, which is covered as subheading in the process theory because fair treatment is important for each organization. Every manager should understand what the equity multiplier theory means. Only in that way managers can lead their employees efficiently and have an access to motivated and productive workforce. If each employee receives equal treatment there will not be any conflicts between the employees. All personal will work in harmony.

1.1.3 To explain the importance of motivation for organizations

I believe that, people always need to motivate and be motivated. It is not very important for only organizations but also for our everyday life. For example, when the parents want their children to be successful, they are trying to motivate them by rewarding or punishing. In my research I will try to learn:

- a. Why employees are needed to be motivated?
- b. Why do the managers need to motivate their employees?

Also, I will analyze what kind of favorable consequences it has on the organizational structure.

1.1.4 To analyze how equity theory affects the employees' motivation

According to me, if equity theory is applied well in any kind of organization, the employees will be more motivated toward company's goals. So the employees' motivation will increase. In my research I will try to prove my idea, which is also my hypothesis.

1.1.5 To find out what the employees mostly need today

The other aim of this study is to find out the most important need for the employees. For this reason, I have prepared questionnaire and made interview with employees, who work for the Telsim, Turkcell and Itimat in TRNC. So my study will not be limited with literatures and internet research. I had a chance to support my findings and opinions with practical applications, which will be presented as evidence for my study.

1.1.6 Allow readers to think about what their motivators are and how they can be motivated through their aims

While reading this research, I do not want people to get bored. Instead, I want them to think about themselves and try to apply their opinions through their lives.

1.2 Limitations

In any kind of study, if the sample is hold large enough the validity and reliability of it will increase, too. So I have tried to keep my sample as larger as possible. I did not only did not present the questionnaire to managers, but also to employees. By this, I had a chance to compare the answers of managers with employees.

In addition to this, my questionnaire is the mixture of open-ended the questions and multiple choices. So I did my questionnaire face to face. The reason for this try to learn the employees' feeling about the organization, which has stated in the fourth of my research. Also the other reason for questionnaire with face to face is lack of English language. Most of people do not know English so for those people I had to translate them to Turkish.

Of course, during my research I have faced some difficulties. For example, I have written three petitions to managers in order to take permission to present questionnaire to employees. Despite of permission, I could not present it to my expected number of employees because most of employees hesitated to do it. I could not understand the reason, either. As a result, these kinds of reasons made my research too long.

The other limitation in my survey is the proof of performance appraisal, which is used to measure the performance of employees. It is needed for the companies to measure the performance of employees because it helps managers to understand the decrease or increase in their motivation. Although they have stated that they apply the performance appraisal in their companies, I could not take an example for this. The reason for this is performance appraisal includes the objectives of the company and tasks of employees, who are accepted to reach those objectives. But I have found some examples about performance appraisal from Human resources Management books, which Mrs. Eyüboğlu and Miss. Saner suggested me.

1.3 Hypothesis

Equity theory increases the motivation of employees.

1.4 Methods

- ❖ Literatures study (See in Reference)
- ❖ Internet (See in reference)
- ❖ Questionnaires with Telsim, Turkcell and Itimat (See in Appendixes)

II GENERAL INFORMATION ABOUT MOTIVATION

2.1 Historical Perspectives On Motivation

For many years, managers have been bombarded with a number of different approaches to motivation. The terms associated with these approaches are well-known; "human relations", "scientific management", "hedonism"...

Earlier views on motivation are of interest for several reasons:

- ❖ They provide a foundation for contemporary thinking about motivation
- ❖ Since the early views were generally based on common sense and intuition, an appreciation of their strength and weaknesses can help managers learn from their predecessors.
- ❖ Although the early approaches are not accurate, they provide some useful insight into employee motivation in the work place.

2.1.1 Early Psychological Approaches To Motivation

Most psychological theories of motivation, both early and contemporary, have their roots that are in the principle of “hedonism”. The principle of hedonism states that people seek pleasure and comfort and try to avoid pain and discomfort. In theory, people rationally consider the behavioral alternatives available to them act to maximize positive results and minimize negative results. The concept of hedonism dates back to the early Greek philosophers; it later reemerged as a popular explanation of behavior in eighteenth and nineteenth centuries. But toward the end of nineteenth century, the serious problems existed with the concept of “hedonism”. As a result, several theories of motivation began evolving including the formulation of verifiable relationships of among sets of variables to be used to predict behavior.

2.1.1.1 Instinct theories

While not rejecting the notion of hedonism, psychologist like James, Freud and McDougall argued that a more comprehensive explanation of behavior is necessary rather than simply assuming a rational person pursuing his or her own best interest.

McDougall (1908) defined an instinct as “an inherited or innate” psychological disposition which determines its possessor:

- ❖ To perceive pay attention to objects of a certain class
- ❖ To experience an emotional excitement of a particular quality upon perceiving such an object
- ❖ To experience an impulse to such an action

James is the other early is the other early physiologists that focused on instinct theory. He included in his list of instincts the following; locomotion, curiosity, sociability, love, fear, jealous and sympathy. According to both James and McDougall, these instincts were thought to be the prime determinants of behavior.

Freud was a little bit different from James and McDouglass. Freud advocated the existence of unconscious motivation. According to him, individuals were not always aware of all their desire and needs. Thus, the major factor in human motivation was seen as a resulting from unknown forces even to the individual himself.

2.1.1.2 Drive Theories

Drive theories generally assume that concerning present behavior is based largely on the consequences or rewards of past behavior. If past actions led to positive consequences, individuals would tend to repeat such actions. If past actions led to negative consequences, individuals would tend to avoid repeating them. Thorndike first elaborated this position in his "law of effect". But "law of effect" did not explain why some actors were pleasurable or satisfying and others were not.

The term of "drive" was first introduced by Woodworth (1918) to describe the supply (reservoir) of energy that impels on organization to behave in certain ways.

With the introduction of the "concept of drive" the psychologist predict not only what goals on individual would strive toward, but also the strength of the motivation toward them.

2.1.1.3 Cognitive Theories

Drive theories viewed motivation as a function of past satisfactions, but cognitive theories saw it as a sort of hedonism of the future. The cognitive theory is that a major determinant of human behavior is the beliefs, expectations and anticipations individuals have concerning future events. Thus, the behavior is seen as purposeful and goal directed and based on conscious intentions.

There were two early researches studied in this field; Edward Talkman and Kurt Lewin. Talkman studied animal behavior, but of two took the position that organism make conscious decisions concerning future behavior based on the cues from environment.

Talkman(1932) argued that learning resulted more from changes in beliefs about the environment than from changes in the strengths of past habits. However, cognitive theory did not fully reject that past events may be important for present behavior. According to Lewin (1938), past occurrences could have an impact on present behavior to the extend, that they modified present conditions.

Shortly, cognitive theory states that it is the "event of today" that largely influences behavior; past events are important to the extent they affect present and future beliefs and expectations.

2.1.2 Scientific Management View

The Industrial Revolution that started with the development of steam power and the creation of large factories in the late Eighteenth Century lead to great changes in the production of textiles and other products. The factories that evolved created tremendous challenges to organization and management that had not been confronted before. Managing these new factories and later new entities like railroads with the requirement of managing large flows of material, people, and information over large distances created the need for some methods for dealing with the new management issues.

The most important of those who began to create a science of management was **Frederic Winslow Taylor**, (1856-1915). Taylor was one of the first to attempt to systematically analyze human behavior at work. His model was the machine with its cheap, interchangeable parts, each of which does one specific function. Taylor attempted to do to complex organizations what engineers had done to machines and this involved making individuals into the equivalent of machine parts. Just as machine parts were easily interchangeable, cheap, and passive, so too should the human parts be the same in the Machine model of organizations.

This involved breaking down each task to its smallest unit and to figure out the one best way to do each job. Then the engineer, after analyzing the job should teach it to the worker and make sure the worker does only those motions essential to the task. Taylor attempted to make a science for each element of work and restrict behavioral alternatives facing worker. Taylor looked at interaction of human characteristics, social environment, task, and physical environment, capacity, speed, durability, and cost. The overall goal was to remove human variability.

2.1.3 Human Relations View

The human relations view was a product of the Hawthorne, which showed how work groups provide mutual support and effective resistance to management schemes to increase output. This study found that workers didn't respond to classical motivational approaches as suggested in the Scientific Management and Taylor approaches, but rather workers were also interested in the rewards and punishments of their own work group. These studies, conducted in the 1920's started as a straightforward attempt to determine the relationship between work environment and productivity. The results of the research led researchers to feel that they were dealing with socio-psychological factors that were not explained by classic theory, which stressed the formal organization and formal leadership. The Hawthorne Studies helped us to see that an organization is more than a formal arrangement of functions but is also a social system. In the following chart, we can see a comparison of traditional assumptions vs. a newer "human relations" view.

Figure 2.1
Comparison of Traditional to Human Relation Assumptions

Traditional Assumptions	Human relations Assumptions
<ul style="list-style-type: none"> ❖ People try to satisfy one class of need at work: economic need ❖ No conflict exists between individual and organizational objectives ❖ People act rationally to maximize rewards ❖ We act individually to satisfy individual needs 	<ul style="list-style-type: none"> ❖ Organizations are social systems, not just technical economic systems ❖ We are motivated by many needs ❖ We are not always logical ❖ We are interdependent; our behavior is often shaped by the social context ❖ Informal work group is a major factor in determining attitudes and performance of individual workers ❖ Management is only one factor affecting behavior; the informal group often has a stronger impact ❖ Job roles are more complex than job descriptions would suggest; people act in many ways not covered by job descriptions ❖ There is no automatic correlation between individual and organizational needs ❖ Communication channels cover both logical/economic aspects of an organization and feelings of people ❖ Teamwork is essential for cooperation and sound technical decisions ❖ Leadership should be modified to include concepts of human relations ❖ Job satisfaction will lead to higher job productivity ❖ Management requires effective social skills, not just technical skills

Source: Richard M. Steers and Lyman W. Porter, **"Motivation and Work Behavior"**, McGraw-Hill inc., (United States of America, 1975), p. 20.

These studies added much to our knowledge of human behavior in organizations and created pressure for management to change the traditional ways of managing human resources. The Human Relations Movement pushed managers toward gaining participative support of lower levels of the organization in solving organization problems. The Movement also fostered a more open and trusting environment and a greater emphasis on groups rather than just individuals.

In addition to these Mc Gregor's study helped to develop the human resource models. Douglas McGregor was one of the great popularizes of Human Relations approach with

his Theory X and Theory Y. In his research he found that although many managers spouted the right ideas, their actual managers indicated a series of assumptions that McGregor called Theory X. However, research seemed to clearly suggest that these assumptions were not valid but rather a different series of notions about human behavior seemed more valid. He called this Theory Y and urged managers to manage based on these more valid Theory Y notions.

Figure 2.2
Comparison of Theory "X" and "Y"

Theory X	Theory Y
<ul style="list-style-type: none"> ❖ Work is inherently distasteful to most people ❖ Most people are not ambitious, have little desire for responsibility, and prefer to be directed ❖ Most people have little capacity for creativity in solving organizational problems ❖ Motivation occurs only at the physiological and security levels ❖ Most people must be closely controlled and often coerced to achieve organizational objectives 	<ul style="list-style-type: none"> ❖ Work is as natural as play if the conditions are favorable ❖ Self-control is often indispensable in achieving organizational goals ❖ The capacity for creativity is spread throughout organizations ❖ Motivation occurs at affiliation, esteem, and self-actualization levels, not just security, physiological levels ❖ People can be self-directed and creative at work if properly motivated

Source: Richard M. Steers and Lyman W. Porter, "Motivation and Work Behavior", McGraw-Hill inc., (United States of America, 1975).

2.2 The Nature and Definition of Motivation

The word of motivation comes from the Latin verb “*movere*”, which means to move. And there are different definitions made about the term of motivation. Steers sees motivation as “that which energizes, directs and sustains human behavior”.¹ Kelly says that it “has to do with forces that maintain and alter the direction, quality and intensity of behavior”.² Jones define it as concerned with “how behavior gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all of this is going on”.³

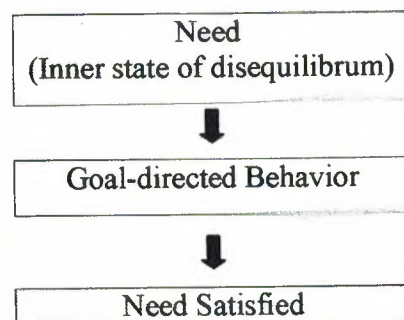
As it is understood from these definitions, three common denominators characterize the motivation process.

1. What energizes human behavior
2. How this behavior directed or channeled
3. How it can be maintained

Depending on these ideas, we can draw a simple model of the motivation process.

Figure 2.3

A Sample Model Of Motivation Process



Source: Steven Altman, Enzo Volenzi, Richard M. Hodgetts, “Organizational Behavior”, Academic Press, Inc. (London) Ltd. Harcourt Brace, Janavich Publishing 1985, p. 147.

¹ Richard M. Steers, *Introduction to Organizational Behavior*, Santa Monica, CA: Goodyear Publishing Company 1981, p.53.

² Joe Kelly, *Organizational Behavior*, rev. ed., Homewood, IL: Richard D. Irwin, 1974, p.279

³ M.R. Jones (ed.) *Nebraska Symposium on Motivation*, Lincoln, NE: University of Nebraska Press, 1955, p.14.

I want to explain this table by giving an example of hunger person. The feel of hunger is a need for person and by eating something (goal directed behavior), need is satisfied. This table only shows the simple model of motivation process. In reality, it is a very complex process. This due to fact that:

1. Each individual has different needs and expectations.
2. People try to satisfy their needs and expectations in many different ways.
3. Goal-directed behavior does not always lead to need satisfaction because various kinds of interruptions often make it difficult to reduce fully the inner state of disequilibrium.
4. The satisfaction of a particular need may lead to an increase in its intensity.

Finally, motivation can be defined as a tendency to expand effort to achieve goals.⁴ In order to understand this term we have to know the theories of motivation better

⁴ Richard M. Steers and Lyman W. Porter, "Motivation and Work Behavior", McGraw-Hill inc., (United States of America, 1975), p. 20.

2.3 Keys to Motivation

The term of motivation includes many elements, which help a person to move from where she/he is to where she/he wants to be. These are the tips and techniques to help people get and stayed motivated. Without this elements, people may face some difficulties to improve their life. But when people are aware of these keys, they will no longer wait for motivation to come toward them. We can order the key elements to motivation as follows:

Desires; is the most difficult element for motivation because most of individuals do not really know what they are considering on while taking action through something. I want to give a simple example. I give special courses to high school students who are not enough successful. I have realized that the reason for this is that they are not aware of what they are studying toward. Thus, they only memorize and this system decreases their success.

Beliefs; the other key to motivation is belief. People must believe themselves. If people do not really believe that they can do something, they must list their strength and weaknesses. If the weaknesses are higher than strengths, they have to expand their abilities toward action, which will be carried out. As a result, the peoples' self-confidence will be increased. They will believe in themselves more and as a result there will be little that the cannot accomplish something.

Attitude; while trip to improvement and success, there will be some ups and downs. And according to me, there has to be. No road is completely smooth. With the right attitude, a person can be handed a failure, but she/he must see it for "what it is, a learning experience" and move on. That means despite of having right attitude, the people must be disappointed. They have to thing everything in the world is learnt by trying.

Work; it is not enough to believe in yourselves and having desires, but also you have to take some actions or work. The people must try to do their best. With sitting, the people cannot reach any solution.

Goals; this is where you get the thoughts out of your mind and turn them into a working plan of action. If you do not start with a specific goal in mind, you will be starting with a

great disadvantage. Because it is focused view of where you want to head. It adds a bold red line on the map, and points you to the destination.

2.4 The Importance of Motivation

The concept of motivation is very important to understand the behaviors of workers in the work place. It is my belief that if managers understand the employees' behavior well, they with both employees will be more successful in reaching the organizational goals.

The motivation is important for increasing the performance of employees. So to increase the performance of them, the managers must understand the employees' behavior. Only with this way they can determine the needs and wants of employees. For example, if an individual has higher needs for achievement generally he or she performs better than the others, who have lower needs. Also according to Adam, perceived inequity changes the performance level of employees; up or down.

In addition to these, it is very important for the workers to be satisfied with their jobs. So the motivation is key element for the managers to make their employees be satisfied with their jobs. Because the employee is a critical link between the organization and customers. Only motivated workforce can provide the level of service, which is expected by the customers. That means, motivated, satisfied employees yield to customer satisfaction and loyalty.

Beside these, work environment such as leader style, system wide and reward structure affect the performance of employees in the organization. These kinds of factors affect the employees' behavior favorable or unfavorable in the work place. So to motivate employees, it is very important to keep work environment related to their needs and expectations. Thus, work quality increases the motivation and conversely, motivation increases the work quality.

Shortly, with high-motivated employees, the organization will be more successful, productive, effective and efficient in achieving their goals with high-performed employees.

III THEORIES AND EVALUATION OF COAMPANIES

Before passing through the theories of motivation, let's firstly define the concept of need and motives. Because all the theories that I will explain, are related to two of these concepts

Needs are the factors, that push behavior. They are drives or forces that compel to behave in various ways. For example, being hungry or thirsty is a need.

Motives are the factors that pull your behavior in certain directions. For example, you may be pursuing a promotion at work. The promotion represents a need. One day you discover that your boss particularly likes workers, who take initiative on their own without being directed. To catch the boss's eye, you began to take on a variety of new projects to demonstrate your initiative. Thus, you are being pulled toward behaving in a certain fashion because of your need for a promotion.

Motives can be distinguished as "primary" or "secondary" motives. (Ernest R. Hilgard, 1967). Primary motives pull people to satisfy unlearned needs-needs they are born with, such as hunger, sleep, avoidance of pain, where secondary motives more relevant to behavior in organizational sittings such as achievement, affiliation and power. Also with this information we can say that needs can be divided into primary and secondary needs like motives, which Maslow made. (See in Need hierarchy of Maslow)

In this part of my project, I will explain the categories of motivational theories. Motivational theories can be divided into two categories; "*content*" and "*process*" theories.

Content theories of motivation attempt to explain the subject in terms of what it is arouses, energizes or initiates behavior. It assumes that all individual passes the same set of needs and therefore prescribe the characteristics that ought to be present in jobs.

Process theories of motivation focus on how behavior is initiated, redirected and halted. It stresses the differences in peoples' needs and focus on the cognitive process that creates these differences.

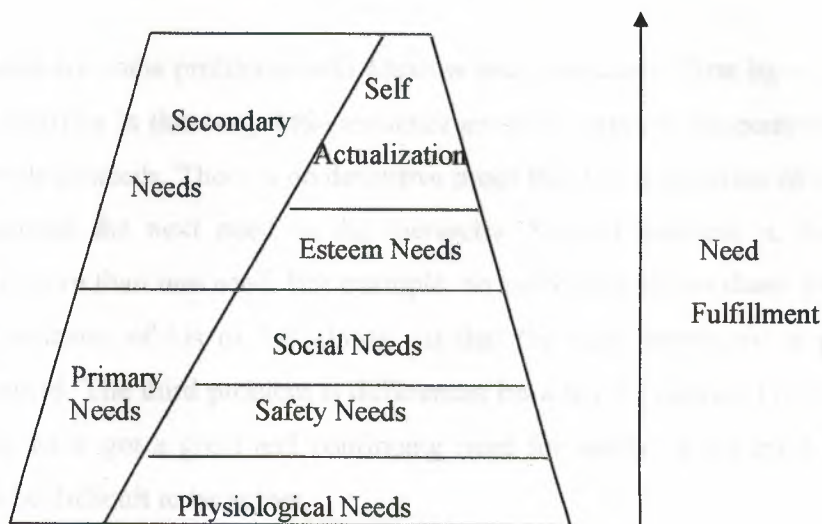
3.1 Content Theories

3.1.1 Maslow's Need Hierarchy

Abraham Maslow has postulated that everyone has five basic needs, which constitute a need hierarchy. In ascending order, starting with the most basic, the hierarchy comprises physiological, safety, social, esteem and self-actualization needs.

Figure 3.1

Hierarchy Needs of Maslow



Source: Altmon Valenzi Hodgetts, **"Organizational Behavior Theory and Practices"**, International Edition, Academic Press Inc. (London Ltd.), (United States of America, p. 152.

As indicated in Table 4, Maslow identifies three lower order needs. These are physiological, safety and social needs. The higher order needs are esteem and self-actualization needs.

When we are at the bottom, we face physiological needs, which involve the needs for food, air water etc. they correspond to the primary motives. Next in the hierarchy are the safety needs, which offer security such as adequate housing and clothing and freedom from worry and anxiety. Belongingness needs, which are primarily social in nature, are

the third level of hierarchy. They are the need for love and affection and the need to be accepted by one's peers. The fourth level, esteem needs include the need for a positive self image and self-respect as well as the need to be respected by others. At the top of the hierarchy, Maslow termed the self-actualization needs, which involve realizing one's full potential and becoming all that one is capable of being.

Maslow theory is useful because;

- ❖ It identifies needs and provides a description of them
- ❖ It postulates the relationship between need satisfaction and motivation, unfulfilled needs energize behavior
- ❖ It helps managers in predicting organizational behavior.

Beside these, there are some problems with Maslow need hierarchy. First basic problem with the need hierarchy is that very little evidence exists to support the contention that there are five levels of needs. There is no definitive proof that the satisfaction of one need automatically activates the next need in the hierarchy. Second problem is that some outcomes satisfy more than one need. For example, an individual can evaluate the salary increase as an indicator of his or her ability, so that the raise serves as a personal physiological reward. The third problem is differences between the people. For example, some individuals have got a great and continuing need for safety so the third level of social needs can be difficult to be active.

3.1.2 ERG Theory

This theory is defined by the Clayton Alderfer. According to his theory, there are only three need categories. These are existence, relatedness and growth needs.

Existence needs corresponds to the lower needs of physical and security needs, which are defined in Maslow's hierarchy. These include the need for food, clothing, shelter, physical working conditions, money and benefits.

Relatedness needs are related with social and esteem needs in Maslow's hierarchy. Interpersonal and social relations are examples for relatedness need.

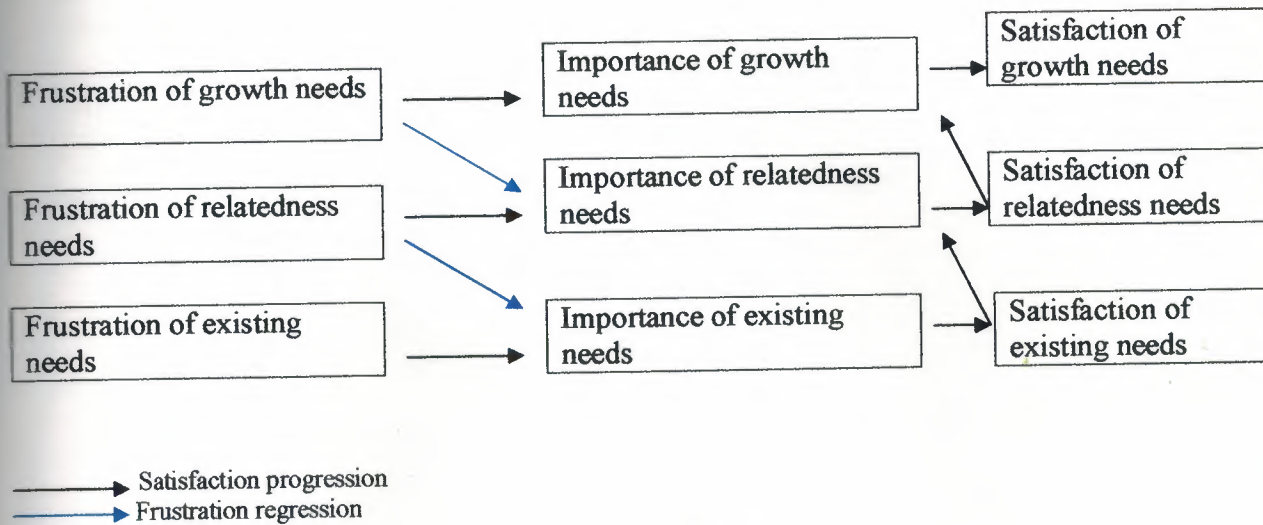
Finally, growth needs are analogous to Maslow's needs for self-esteem and self-actualization, which exist as higher needs in the need hierarchy of Maslow. For example, a person has a chance to be creative on the job if she/he has high self-actualization.

According to Alderfer's ERG theory, people may be motivated by more than one kind of need at the same time, for example, by both relatedness and growth needs.

ERG theory is based on three major propositions. The first proposition is that if each level of need has been less satisfied, there will be more desired for it. For example, if an individual is not satisfied with his/her salary, she/he will strive to increase his or her pay. The second proposition is that if the lower level needs are completely satisfied, then there will be a great desire for higher level needs. For example, if a person is satisfied with existence needs, which includes clothing, money, food then she/he will go through the satisfaction of related needs, which includes relations with society and other individuals.

The third problem is that if there is a frustration in the satisfaction of higher level needs, the individual seek more lower need satisfaction more. This last proposition can be put into figure. (See in Table)

Figure 3.2
Individual Processes and Characteristics



Source: Altmon Valenzi Hodgetts, **"Organizational Behavior Theory and Practices"**, International Edition, Academic Press Inc. (London Ltd.), (United States of America, p. 154.

As it is shown from the figures, Alderfer ERG's theory includes two components of "satisfaction progress" and "frustration-regression".

The satisfaction progression suggests that when one category of need is satisfied, a person progresses the next level. On this point, Maslow and Alderfer agree. However, Maslow assumed that the individuals will remain at the next level until the satisfaction of that need. But Aderfer argued that if a person is frustrated trying to satisfy a higher level of needs, he/she will pass through the previous level.

For example, assume that a manager has achieved basic needs satisfaction at relatedness level and attempts to satisfy her growth needs. But because of some reasons, such as organizational constraints she is unable to satisfy the needs at growth level. There is a frustration of growth needs and this will cause the manager's relatedness needs to become the dominant motivators once again.

ERG theory is a recent addition to the content theories. The biggest argument in its favor is that ERG provides a more workable approach to motivation than do most other content

theories and its satisfaction-progression and frustration-regression components constitute a very clear explanation of human behavior at work.⁵

Figure 1.2
Herzberg's Two Factor Model

Satisfiers Factors	Dissatisfiers Factors
<ul style="list-style-type: none"> Autonomy Recognition Personal self Responsibility Advancement and growth 	<ul style="list-style-type: none"> Work environment Working conditions Interpersonal relations Pay and security Company policies

⁵ Clayton P. Alderfer, "A Critique Of Salancik and Proffer's Examination of Need Satisfaction Theories", *Administrative Science Quarterly*, December, 1997, pp. 658-669.

3.1.3 Herzberg's Two-Factor Model

Two-factor theory has defined by Frederick Herzberg, who began research on motivation theory by asking workers to report times they felt exceptionally good about their jobs and times they felt exceptionally bad about them.⁶ After analyzing nearly 4000 responses, he and his associates noted that the respondents identified somewhat different things in each case. As a result they developed the two-factor theory, which are "motivation" and "hygiene". (See in Table 6).

Figure 3.3
Herzberg's Two Factor Model

Motivation Factors	Hygiene Factors
Achievement	Supervision
Recognition	Working conditions
The work itself	Interpersonal Relations
Responsibility	Pay and security
Advancement and growth	Company policies

Source: Frederick Herzberg (1968), One more time: How do you motivate Employees? pp.53-62

According to the theory, hygiene factors are sources of job dissatisfaction. They are associated with the job context or work settings. Thus, they relate more to the environment in which people work than to the nature of the work itself. According to Herzberg, improving the hygiene factors do not increase the motivation, it will only prevent from being dissatisfied. For example low salary (payment) makes the person dissatisfied but also increasing in salary will not motivate him/her, only may avoid the dissatisfaction of job. But depending upon this theory to improve job satisfaction, there are different sets of factors, which are motivator factors. These are related to job content, what people actually do in their work. According to Herzberg, when these factors are not available low job satisfaction causes a lack of motivation and performance suffers.

⁶Altmon Valenzi Hodgetts, "Organizational Behavior Theory and Practices", International Edition, Academic Press Inc. (London Ltd.), (United States of America).

3.1.4 Murray's Manifest Needs

According to Murray (1938), the manifest needs theory assumes people have a set of needs that motivates behavior. Murray suggests that several categories of needs are important to most people and that any number of needs may be operative in varying degrees at the same time. That is, multiple needs motivate behavior simultaneously rather than progressing systematically through an orderly hierarchy.

Murray believed that a variety of needs may motivate behavior at any given point in time. Thus, he did not arrange the needs in any particular order.

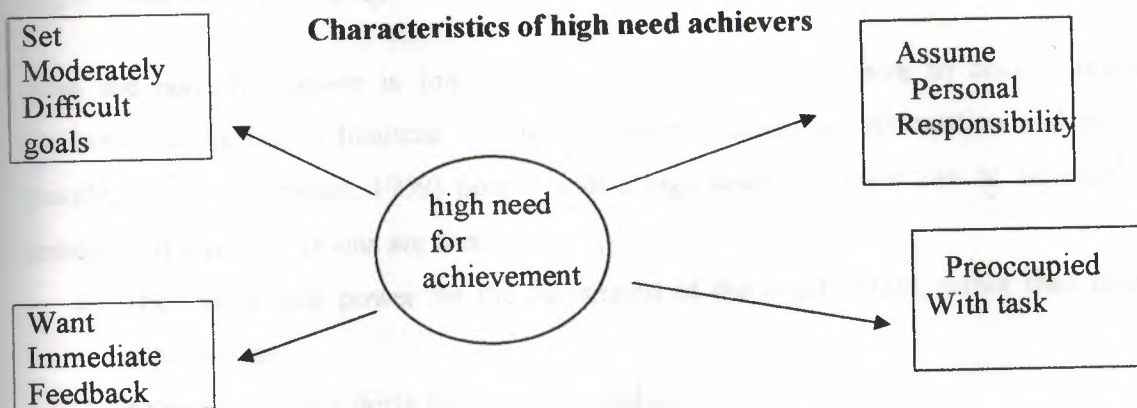
In addition to these, Murray believed that each need has two components: Direction and Intensity. Direction refers to the object or person toward, which the need is directed. If a person is hungry, getting to a local eating establishment may represent the direction of the need.. the second component of intensity represents the importance of the need. If you are very hungry, the need to get a restaurant may be very great; if you are only moderately hungry, the intensity is considerably less.

Also appropriate environmental conditions are necessary for a need to become manifest. For example, if a person with a high need for power works in a job setting where power is irrelevant, the need may remain latent, not influencing his or her behavior. If conditions change, however, the importance of power may increase. The need for power may then manifest itself and the employee will begin to behave so as to increase her or his power.

3.1.5 The Need For Achievement

The need for achievement is mostly associated with the work of David McClelland. (Nothan King, 1970). Need for achievement has been studied at both the individual and societal levels. At the individual level, the primary aim of the research has been to identify characteristics of high need achievers, the outcomes associated with high need achievement and methods for increasing the need for achievement.

Figure 3.4



Source: Altmon Valenzi Hodgetts, **"Organizational Behavior Theory and Practices"**, International Edition, Academic Press Inc. (London Ltd.), (United States of America)

Characteristics of high need achievers: They tend to set moderately difficult goals and make moderately risk. They want to determine the outcome rather than to rely on chance or luck. They also want immediate and specific feedback on their performance. They want to know how well they have done something as quickly after finishing it as possible. For this reason, they frequently take jobs in sales, where they get almost immediate feedback from customers and avoid jobs in areas such as research and development, where tangible progress and thus feedback on their work may be infrequent. Preoccupation with their work is another characteristic of them. They think about it on their way to work, during their lunch and at home. They find their work aside difficult and they become frustrated when they must stop working on a project midway to completion. They also assume personal responsibility for getting things done. They

experience a feeling of accomplishment when they do work more than their peers, without the assistance of others.

In addition to these, people feel need for the affiliation, that is, the need for affiliation in which people with a high need for affiliation differ from those with a lower need. Individuals with a high need for affiliation tend to want reassurance and approval from others. They also usually have a genuine concern for the feelings for others and they are likely to conform to the wishes of others, especially those with whom they strongly identify and desire friendship.

Also the need for power is important to people. It is the desire to control one's environment, including financial resources, material resources, information and other people. (Stanley Schacter, 1959) people with a high need for power can be successful managers if three conditions are met:

1. They must seek power for the betterment of the organization, rather than their own interests.
2. They must have a fairly low need for affiliation
3. They need considerable control, so as to curb their desire for power when it threatens to interfere with effective organizational or interpersonal relationships.

3.2 Process theories

3.2.1 Equity theory

Equity theory is based on the phenomenon of social comparison and is best applied to the work place, which has been studied by the J. Stacy Adams. It is a social comparison for people who use it to compare themselves with others by asking the question of how well am I doing in comparison to others in the organization. People tend to compare themselves with others who are doing same similar work or holding the same position. The answer for the question asked can be any one of three:

- ❖ The reward-to-work ratio is lower than others
- ❖ The reward-to-work ratio is the same as that of others
- ❖ The reward-to work ratio is greater than others

He argues that when people gauge the fairness of their work outcomes relative to others, any perceived inequity is a motivating state of mind. It views motivation as a response to the perceived equity or fairness of relationship among co-workers. Equity theory is a form of balance or exchange theory, in which a person compares him-herself to others in the workplace.

Equity theory is a form of balance or exchange theory, in which a person compares himself or herself to others in the workplace. The person brings inputs to job, such as education or experience, skills, personality characteristics, effort, etc. in return, the person receives outcomes or benefits from the job, such as pay, working conditions, status, social intersections, security etc. So in order to provide equity in the workplace, we can simple say that; the ratio of person's outcome to input must be equal to others ratios' of outcomes to inputs within the similar work or position.

$$\text{Outcomes of X person} / \text{Inputs of X person} = \text{Outcomes of Y person} / \text{Inputs of Y person}$$

If the person perceives that the ratio of his or her outcomes to inputs is less than the perceived ratio of outcomes to inputs of the other person, then a perceived state of inequity will exist for the person. A state of inequity is uncomfortable for a person and

thus he or she will take actions to reduce the inequity. In general, there are several ways to reduce perceived inequity. The person may:

- ❖ Reduce his or her inputs
- ❖ Attempt to change the outcomes received
- ❖ Leave the situation
- ❖ Attempt to change the outcomes of other person
- ❖ Compare him or herself to another person
- ❖ Cognitively distort the value of the inputs or outcomes involved in the comparison

Also the discrimination in the workplace has multiple implications, including its effect on employee motivation. To better understand how discrimination and motivation relate, let's look at equity and Porter-Lowler model theory.

The contemporary theory of motivation argues that a major input into job performance and satisfaction is the degree of equity (or inequity) that people perceive in their work situation (Luthans, 1980). As a result, motivation is heavily impacted by things like cognitive dissonance and the exchange theory. The theory is cognitively based because it focuses on the thought processes and perceptions of the employee. Inequity occurs when an employee perceives his/her outcomes to inputs and the ratio of a coworker's outcomes to inputs to be unequal and can be schematically represented as follows:

$$\frac{\text{person's outcomes}}{\text{person's inputs}} < \frac{\text{other outcome's}}{\text{other's inputs}} \\ = \text{inequality}$$

If the person's ratio is not perceived to be equal to the comparative person's ratio, he/she will strive to restore equity. The strife is considered employee motivation, and the greater the perceived inequity, the more motivated an employee becomes. It is important to note that equality or inequality is based on perception and is subjective.

Discrimination is unequal treatment of individuals, and the equity theory of motivation would suggest that when we feel unequal, we become motivated to balance those ratios. This balancing can be accomplished by changing outcomes or inputs, cognitively

distorting outcomes or inputs, leaving the field, and finally to act on or change the person whose ratio is greater than our own (Luthans, 181).

The process theory called the Porter Lawler Model suggests that levels of motivation are based more on the value that individuals place on the reward. The components that effect motivation then, are called valence (what's important to you) and expectancy (can I do it). Porter and Lawler suggest that perceived inequality in this model plays a pivotal role in job satisfaction. Our motivation, or effort leads to performance. Our performance is followed by intrinsic and extrinsic rewards. The perceived equity of those rewards leads to job satisfaction.

Discrimination in this model becomes relevant after performance. Our perceptions of equal or unequal rewards may cause us to be unsatisfied with the job, and less motivated to perform in the future (Luthans, 178). This is because the model is cyclical. If we are unsatisfied, we feel less motivated and less instrumental. As a result, effort and performance decrease. It becomes particularly critical then, for an organization to evaluate its rewards system. An employee's perception of inequality could be disastrous to a company.

The Equity Theory and Porter-Lawler Model are only two motivational theories that demonstrate the importance of avoiding discriminatory practices in the workplace. It is imperative that employees receive equal treatment on the job. Though discrimination today is subtle, it continues to be problematic. If we continue to act preferentially, employee motivation will be adversely affected, and eventually performance will cease. By participating in such practices, we are steadily building the foundation for disaster.

3.2.2 Expectancy Theory

Expectancy theory can be dated back to hedonism. Firstly, Tolman (1932) began to talk about expectations, which is an action-outcome association. Also Kurt Lewin (1935) presented a cognitively oriented theory of behavior that contained the terms of such as valence and force. Both Tolman and Lewin have built their own motivation theories within the multiplicative of expectancy and valence to determine the behavior.

In 1964, Vroom posited that motivation (M) is equal to multiplication of expectancy (E), valence (V) and instrumentality (I). Thus, $M = E \times V \times I$

Vroom defines expectancy as a momentary belief about likelihood that a particular act will be followed by a particular outcome. Hence like other expectancy theorists, Vroom sees an expectancy as a response outcome association. Expectancies can be described in terms of their strength: maximal strength, which is designated by the number 1, is subjective certainty that the act will be followed by the outcome; minimal strength, which is designated by the number 0, is subjective certainty that the act will not be followed by this outcome.

In addition to this, according to Vroom, valence refers to effective orientations toward particular outcomes. If a person prefers attaining it to not to attaining it, an outcome is positive. If the person is indifferent to it, there will be neutral outcome and if the person prefers not to attain it, outcome will be negative. Valence can vary from +1 to -1: maximum positive outcomes are +1, maximum negative outcomes are -1 and neutral outcomes are 0. Vroom emphasize that valence refers to an outcome's anticipated reward value rather than an outcome's actual reward when obtained.

Also instrumentality is the perceived relationship between performance and attainment of job outcomes and rewards. If workers perceived that job outcomes or rewards are totally unrelated to job performance then instrumentality will be 0. If worker perceives that job outcomes or rewards are totally related to job performance then instrumentality is 1.

The equation of $M = E \times V \times I$ means that the motivational appeal of a given path is sharply reduced whenever any one or more of these factors approaches the value of zero. Conversely, for a given reward to have high and positive motivational impacts as a work outcome, the expectancy, instrumentality and valence associated with the reward all must be high and positive.

Suppose that a manager is wondering whether or not the prospect of earning a merit raise will be motivational to someone. Expectancy theory predicts that motivation to work hard to earn the merit pay will be low if expectancy is low-if a person feels that he or she cannot achieve the necessary performance level. Motivation will be low if instrumentality is low-if the person is not confident a high level of task performance will result in a high merit pay raise. Motivation will also be low if valence is low-if the person places little value on a merit pay increase. And importantly, motivation will be low if any combination of these exists. Thus, the multiplier effect requires managers to act to maximize expectancy, instrumentality and valence when seeking to create high levels of work motivation through the allocation of certain work rewards. A zero at any location on the right side of expectancy will result in zero motivation. In order to influence expectancies, managers should select people with proper abilities, train them well, support them with needed resources and identify clear performance goals. To influence instrumentality, managers should clarify the relationship between performance and reward and confirm these relationships when rewards are actually given for performance accomplishments. To influence valences, managers should identify the needs that are important to each individual and then try to adjust available rewards to match these needs.

A number of developments in motivation theory have taken place since Vroom stated his expectancy theory in 1964. The expectancy model is based on four points, which research on human motivation and provide the best available model for understanding motivations in the organizations. These are as follows:

- ❖ People have preferences among the various outcomes that are potentially available to them

- ❖ People have expectancies about the likelihood that an action (effort) on their part will lead to the intended behavior or performance
- ❖ People have expectancies (instrumentalities) about the likelihood that certain outcomes will follow their behavior
- ❖ In any situation, the actions a person chooses to take are determined by the expectancies and the preferences that person has at the time.

3.2.3 Goal settings

The goals and goal settings affect employee motivation and performance in the organization. But before focusing of this let's consider what is meant by the term of goal. Goals can be conceptualized as future states of desired affairs. (Etzioni, 1964). The goals can be seen as constraints placed on present and future behavior as a result of past and present decisions and commitments. (Simon, 1964). With the help of these definitions we can define the term of goals as a dynamic process by which individuals and organizations determine their future aspirations within certain known limitations.

Goals have some functions for a person, who sets them. (goal-setter). These are:

1. The goals direct and guide behavior.
2. They serve as a standard against, which judgments can be made as to relative effectiveness and efficiency with which individuals or organizations achieve their purpose.
3. They may serve as a source of legitimacy, justifying various activities and the use of resources necessary to pursue them.
4. Goals affect the structure of organization itself.

When viewing the role of goals in employee motivation, it is important to be aware of which type of goals we are considering. There are at three types of goals that affect individuals' efforts and performance. First there are organization wide goals, which represents the statements concerning future directions for large segments of the organization's population. Making a suitable profit or increasing the company's market share can be examples for these goals. Such goals can affect employee effort by giving individuals a general idea of the types of performance desired. A second major type of goal is task-goal, which are specific objectives assigned to an individual or small group of individuals. Broad organization goals can lack significant influence for employees unless they are translated into task-goals so that each employee knows the extent of his or her responsibilities. Third type of goal is personal goal or level of aspiration. Personal goals are differ from the task-goals in that they are internally generated; they are the goals set by the individual himself or herself.

When these three types of goals are taken into consideration, goal setting behavior at the level of the individual employee can be viewed as a bargaining process between the individual and the organization. On the other hand, management attempts to set employee task-goals that are consistent with the larger organizational purpose and sufficient scope and magnitude to justify hiring the employee. On the other hand employees must determine what level of aspiration on assigned tasks they think is fair or desirable or worth pursuing.

The role of personal aspiration levels in performance reviewed by Locke, who proposed a model that posits that behavior is largely the results of intentional actions taken by the individuals. Shortly, he argued that people set personal goals on various activities and these goals guide their behavior.

Although it is not a popular process theory, it has an important impact on job settings. The basic premise in goal setting is that employees' conscious objectives will influence his or her work behavior.

3.3 The Evaluation of Companies

The things I have focused up to here were the theoretical information about the motivation. In order to make the concept of motivation more clear, I have analyzed three companies, which are Telsim, Turkcell and Itimat. The aims for analyzing these companies are:

- ❖ To look at the equity from the view of employees and managers. So we can understand what they are thinking about the equity in their organization.
- ❖ To analyze the consequences of equity or inequity effects on the motivation of employees and how they realize or measure the decrease or increase of employees' motivation.

Beside these, I can reach many conclusions by the help of my questionnaire that I have presented for managers and employees. These are as follows:

- ❖ What employees mostly need, which has not yet satisfied by the organization?
- ❖ Which type of employees organization has. Thus, we can determine if they are "X" or "Y" type of employee.
- ❖ Also I can understand that if equity is tried to be applied or not in the organizations of Telsim, Turkcell and Itimat by the help of second and sixth questions. Because these questions are related to each other. For example if managers have realized that employees feel discrimination, then employees should believe that they get equal treatment in the organization. Thus:

If second question is "YES", then the answer for sixth question must be "NO". Conversely, if second question is "NO", then the answer for sixth question must be "YES".

In this part, I will not evaluate all the answers of questionnaire. I will only give some examples for each companies.

QUESTIONNAIRE FOR EMPLOYEES

Name	Evrin
Surname	Ozbahadir
Job	Telephone Operator
Place	Telsim
Date/ Time	231.05.2002/11:58

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?

- ☒ Would keep working
☐ Would not keeping working

2. Why do you feel that you would work?

- ☐ Enjoy working
☒ To be associated with people
☐ To be occupied
☐ To justify my existence
☐ Others

3. Suppose you did not work, what would you miss most?

- ☒ Feeling of living, being part of something
☐ Feeling of doing something important, worthwhile
☐ Money
☐ Others

4. Do you feel any discrimination? What kind of discrimination?

- ☒ Yes ☐ No

There is individualism in the organization and my experience are not cared.

5. According to your performance, do you believe that you have to be paid more than present salary?

- ☒ Yes ☐ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
- ☒ Try to learn reason and be more active than others
- ☐ Leave the job

7. What kinds of needs do you mostly have?


- ☒ Enough money for survival
- ☐ Self-confidence
- ☐ To be acceptable
- ☒ To feel no discrimination
- ☐ Others

8. Are you satisfied with your job?

- ☐ Yes
- ☒ No

9. Why are/not you satisfied with your job?

I am in the same position for four years and in this position I cannot improve or use my knowledge, skills and abilities that I have learnt before.

EURIM ÖZBAHADIR.


APPENDIX 2A

QUESTIONNAIRE WITH MANAGERS

Name	Şirin
Surname	Güryel
Job	Human Resource Specialist
Place	Türkcell
Date/Time	24.05.2002/11:00

1. Do you feel that you are getting the best performance from your employees?

☒ YES

☐ NO

2. Have you ever realized that people feel discrimination between themselves?

☐ YES

☒ NO

3. If you answer yes for second question, have you tried to find out the reason?

☐ YES

☒ NO

4. Do you consciously try to motivate your employees by understanding their needs?

☒ YES

☐ NO

5. Especially what kinds of needs do your employees have?

☒ Enough money for survival

☐ Self-Esteem

☒ To be acceptable

☐ To feel no discrimination

☒ Others; rewards for achievement

6. Do you employees believe that they get equal treatment?

☒ YES

☐ NO

7. Do you emphasize equity between your employees?

☒ YES

☐ NO

8. Do the people, who are working in same position, take the same wages? Why or why not?

☐ YES

☒ NO

The reason for this is the fact that there are some other factors that the salaries are determined. For example, the duration that the employee is working in the company.

9. If you see a decrease in employees' performance, do you try to find out the reason?

☒ YES

☐ NO

10. How equity (such as fair treatment) affects the motivation of employees? How do you measure or realize the decrease or increase in the motivation of employees?

Equity theory increases the performance of the employees. performance appraisal is used to determine the level of performance. For the performance appraisal there are some forms, which includes objectives of the organization for the future. And these forms are controlled to identify if the employee has reached that objectives. Also if he/she has done above this objectives, he/she is rewarded with bonus.

In addition to these, the people, who are very near to employees such as supervisor or managers, watch them. By this way, we can analyze the performance of employees. if it is seen a decrease in his/ her performance, the reason for this are also analyzed.

Sirin Güryel
jml.

APPENDIX 2B

QUESTIONNAIRE FOR EMPLOYEES

Name	Münür
Surname	Rahcivanoglu
Job	Administrative Assistant
Place	Türkcell
Date/Time	26.05.2002

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?

- ☒ Would keep working
☐ Would not keeping working

2. Why do you feel that you would work?

- ☒ Enjoy working
☐ To be associated with people
☐ To be occupied
☐ To justify my existence
☐ Others

3. Suppose you did not work, what would you miss most?

- ☒ Feeling of living, being part of something
☐ Feeling of doing something important, worthwhile
☐ Money
☐ Others

4. Do you feel any discrimination? What kind of discrimination?

- ☐ Yes ☒ No

5. According to your performance, do you believe that you have to be paid more than present salary?

- ☒ Yes ☐ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
☒ Try to learn reason and be more active than others
☐ Leave the job

7. What kinds of needs do you mostly have?

- ☐ Enough money for survival
☐ Self-confidence
☒ To be acceptable
☐ To feel no discrimination
☐ Others

8. Are you satisfied with your job?

- ☐ Yes ☒ No

9. Why are/not you satisfied with your job?

No comments.

Monor RAHMAN/IOGICU
[Signature]

APPENDIX 3A
QUESTIONNAIRE WITH MANAGERS

Name	Mehmet
Surname	Tilki
Job	General Manager
Place	Itimat
Date/ Time	25.04.2002/12:00

1. Do you feel that you are getting the best performance from your employees?
☒ YES ☐ NO
2. Have you ever realized that people feel discrimination between themselves?
☒ YES ☐ NO
3. If you answer yes for second question, have you tried to find out the reason?
☒ YES ☐ NO
4. Do you consciously try to motivate your employees by understanding their needs?
☒ YES ☐ NO
5. Especially what kinds of needs do your employees have?
☒ Enough money for survival
☐ Self-Esteem
☐ To be acceptable
☐ To feel no discrimination
☐ Others;
6. Do you employees believe that they get equal treatment?
☒ YES ☐ NO
7. Do you emphasize equity between your employees?
☒ YES ☐ NO

APPENDIX 18

8. Do the people, who are working in same position, take the same wages?

☒ YES

☐ NO

9. If you see a decrease in employees' performance, do you try to find out the reason?

☒ YES

☐ NO

10. How equity (such as fair treatment) affects the motivation of employees? How do you measure or realize the decrease or increase in the motivation of employees?

Of course increase the motivation of employees and as a result they will work more willingly and with high efforts. Thus their performance will increase. But measure their performance we do not use performance appraisal. By only observing we control their behaviors. And if we see that he or she has forgotten his or her responsibility we warn them.



APPENDIX 3B
QUESTIONNAIRE FOR EMPLOYEES

Name	Ali
Surname	Taşcı
Job	Driver
Place	İtimat
Date/ Time	23.04.2002/10:00

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?

- ☒ Would keep working
☐ Would not keeping working

2. Why do you feel that you would work?

- ☐ Enjoy working
☐ To be associated with people
☐ To be occupied
☐ To justify my existence
☒ Others, for health

3. Suppose you did not work, what would you miss most?

- ☐ Feeling of living, being part of something
☐ Feeling of doing something important, worthwhile
☐ Money
☒ Others; presence

4. Do you feel any discrimination? What kind of discrimination?

- ☒ Yes ☐ No

In social security

5. According to your performance, do you believe that you have to be paid more than present salary?

- ☐ Yes ☒ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
☐ Try to learn reason and be more active than others
☐ Leave the job
☒ Leave it to boss' conscience

7. What kinds of needs do you mostly have?

- ☒ Enough money for survival
☐ Self-confidence
☐ To be acceptable
☐ To feel no discrimination
☐ Others

8. Are you satisfied with your job?

- ☒ Yes ☐ No

9. Why are/not you satisfied with your job?

Because it is enjoyable.

QUESTIONNAIRE FOR EMPLOYEES

Name	Zeynel
Surname	Karadağ
Job	Driver
Place	At the bus
Date/ Time	18.05.2002/08:30

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?

- ☒ Would keep working
- ☐ Would not keeping working

2. Why do you feel that you would work?

- ☒ Enjoy working
- ☐ To be associated with people
- ☐ To be occupied
- ☐ To justify my existence
- ☐ Others

3. Suppose you did not work, what would you miss most?

- ☐ Feeling of living, being part of something
- ☐ Feeling of doing something important, worthwhile
- ☐ Money
- ☒ Others, to be healthy

4. Do you feel any discrimination? What kind of discrimination?

- ☒ Yes
- ☐ No

5. According to your performance, do you believe that you have to be paid more than present salary?

- ☒ Yes
- ☐ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
- ☐ Try to learn reason and be more active than others
- ☒ Leave the job, because of perceived inequity.

7. What kinds of needs do you mostly have?

- ☒ Enough money for survival
- ☐ Self-confidence
- ☐ To be acceptable
- ☐ To feel no discrimination
- ☐ Others

8. Are you satisfied with your job?

- ☐ Yes
- ☒ No

9. Why are/not you satisfied with your job?

Because my wage is not enough to survive and the work hours are too long so I cannot separate enough time to my family.

QUESTIONNAIRE FOR EMPLOYEES

Name	Celal
Surname	Yucelir
Job	Chief at the Office
Place	Itimat
Date/ Time	23.05.2002/12:00

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?

- ☒ Would keep working
- ☐ Would not keeping working

2. Why do you feel that you would work?

- ☐ Enjoy working
- ☐ To be associated with people
- ☐ To be occupied
- ☐ To justify my existence
- ☒ Others; I cannot live without working.

3. Suppose you did not work, what would you miss most?

- ☐ Feeling of living, being part of something
- ☐ Feeling of doing something important, worthwhile
- ☐ Money
- ☒ Others, to be more healthy

4. Do you feel any discrimination? What kind of discrimination?

- ☐ Yes
- ☒ No

5. According to your performance, do you believe that you have to be paid more than present salary?

- ☒ Yes
- ☐ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
- ☒ Try to learn reason and be more active than others
- ☐ Leave the job, because of perceived inequity.

7. What kinds of needs do you mostly have?

- ☐ Enough money for survival
- ☐ Self-confidence
- ☐ To be acceptable
- ☐ To feel no discrimination
- ☒ Others, the work hours have to be decreased.

8. Are you satisfied with your job?

- ☒ Yes
- ☐ No

9. Why are/not you satisfied with your job?

Because I am the first after boss in the organization because of having too long duration in the organization. Also I am respected and loved by everybody in the organization.

Jack

QUESTIONNAIRE FOR EMPLOYEES

Name	Huseyin
Surname	Kırıksaz
Job	Chief at the Nicosia Office
Place	Itimat
Date/Time	23.05.2002/12:00

1. If by some one chance you inherited enough money to live comfortably without working, do you think would work or not?
 - ☒ Would keep working
 - ☐ Would not keeping working
2. Why do you feel that you would work?
 - ☐ Enjoy working
 - ☐ To be associated with people
 - ☒ To be occupied
 - ☐ To justify my existence
 - ☐ Others; I cannot live without working.
3. Suppose you did not work, what would you miss most?
 - ☐ Feeling of living, being part of something
 - ☒ Feeling of doing something important, worthwhile
 - ☐ Money
 - ☐ Others, to be more healthy
4. Do you feel any discrimination? What kind of discrimination?
 - ☐ Yes
 - ☒ No
5. According to your performance, do you believe that you have to be paid more than present salary?
 - ☒ Yes
 - ☐ No

6. When you learn you are paid under from others, despite of similar work, what would you do?

- ☐ Reduce performance
- ☒ Try to learn reason and be more active than others
- ☐ Leave the job, because of perceived inequity.

7. What kinds of needs do you mostly have?

- ☒ Enough money for survival
- ☐ Self-confidence
- ☐ To be acceptable
- ☐ To feel no discrimination
- ☐ Others, the work hours have to be decreased.

8. Are you satisfied with your job?

- ☒ Yes
- ☐ No

9. Why are/not you satisfied with your job?

Because I believe that I promote services to people.



APPENDIX - 4

PERFORMANCE APPRAISAL

Employee's Name _____

Job Title _____

Department _____

Supervisor _____

Evaluation Period:
From _____ to _____

Instructions for Evaluation:

1. Consider only one factor at a time. Do not permit rating given for one factor to affect decision for others.
2. Consider performance for entire evaluation period. Avoid concentration on recent events or isolated incidents.
3. Remember that the average employee performs duties in a satisfactory manner. An above average or exceptional rating indicates that the employee has clearly distinguished himself or herself from the average employee.

EVALUATION FACTORS

	Unsatisfactory. Does not meet requirements.	Below average. Needs improvement. Requirements occasionally not met.	Average. Consistently meets requirements.	Good. Frequently exceeds requirements.	Exceptional. Consistently exceeds requirements.
QUANTITY OF WORK: Consider the volume of work achieved. Is productivity at an acceptable level?					
QUALITY OF WORK: Consider accuracy, percision, neatness, and completeness in handling assigned duties.					
DEPENDABILITY: Consider degree to which employee can be relied on to meet work commitments.					
INITIATIVE: Consider self-reliance, resourcefulness, and willingness to accept responsibility.					
ADAPTABILITY: Consider ability to respond to changing requirements and conditions.					
COOPERATION: Consider ability to work for, and with, others. Are assignments, including overtime, willingly accepted?					

POTENTIAL FOR FUTURE GROWTH AND DEVELOPMENT:

- ☐ Now at or near maximum performance in present job.
- ☐ Now at or near maximum performance in this job, but has potential for improvement in another job, such as: _____
- ☐ Capable of progressing after further training and experience.
- ☐ No apparent limitations.

EMPLOYEE STATEMENT: I agree ☐ disagree ☐ with this evaluation

Comments:

Employee _____ Date _____

Supervisor _____ Date _____

Reviewing Manager _____ Date _____

Performance Appraisal

Employee Name _____

Title _____

Department _____

Employee Payroll Number _____

Reason for Review: ☐ Annual ☐ Merit

☐ Promotion ☐ End Probation Period

☐ Unsatisfactory Performance ☐ Other _____

Date employee began present position ____/____/____

Scheduled appraisal date ____/____/____

Instructions: Carefully evaluate employee's work performance in relation to current job requirements. Check rating box to indicate the employee's performance. Indicate N/A if not applicable. Assign points for each rating within the scale and indicate in the corresponding points box. Points will be totaled and averaged for an overall performance score.

RATING IDENTIFICATION

- O—Outstanding**—Performance is exceptional in all areas and is recognizable as being far superior to others.

V—Very Good—Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.

G—Good—Competent and dependable level of performance. Meets performance standards of the job.

I—Improvement Needed—Performance is deficient in certain areas. Improvement is necessary.

U—Unsatisfactory—Results are generally unacceptable and require immediate improvement. No merit increase should be granted to individuals with this rating.

N—Not Rated—Not applicable or too soon to rate.

GENERAL FACTORS	RATING SCALE		SUPPORTIVE DETAILS OR COMMENTS	
1. Quality —The accuracy, thoroughness, and acceptability of work performed.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
2. Productivity —The quantity and efficiency of work produced in a specified period of time.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
3. Job Knowledge —The practical/technical skills and information used on the job.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
4. Reliability —The extent to which an employee can be relied upon regarding task completion and follow-up.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
5. Availability —The extent to which an employee is punctual, observes prescribed work break/meal periods, and the overall attendance record.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
6. Independence —The extent of work performed with little or no supervision.	<input type="radio"/> O <input type="radio"/> V <input type="radio"/> G <input type="radio"/> I <input type="radio"/> U	<input type="checkbox"/> 100-90 <input type="checkbox"/> 90-80 <input type="checkbox"/> 80-70 <input type="checkbox"/> 70-60 <input type="checkbox"/> below 60	Points <input style="width: 40px;" type="text"/>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>