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MOTIVATION

GRADUATION PROJECT

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Abstract

Employees acting towards company goals and having a strong desire to remain in the organisation are very important for the success of a company. In order to generate such organisational commitment of the employees, the knowledge about what motivates and satisfies them is essential.

The purpose of this study is to investigate and analyse the factors which motivate employees, under consideration of individual characteristics.

Literature research as well as a practical survey consisting of questionnaires and

Personal interviews were carried out in order to best serve the purpose of this study.

Skills, task identity, task significance, autonomy, feedback, environment, job security, and compensation are important factors for the motivation of employees. Taking into consideration the extent to which these factors are present at work and the employees' satisfaction with this state, differences regarding all examined individual characteristics are recognisable. Moreover, the investigation of the importance attributed to these factors by the employees revealed no differences with regard to the individual characteristics, except for the years an employee has been working in the university.

In addition, several factors, this may be because a higher motivation and job satisfaction in the selected company have been identified in terms of the individual characteristics. Thereby, for all employees, the feedback represents the factor with the highest motivation potential.

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1. INTRODUCTION

1.1 Motivation

Motivation is a highly complex phenomenon that influences and is influenced by a large number of factors in the organizational environment. The study of motivation is concerned with why individuals think and behave as they do (Mullin, 1999; Weiner, 1992; Wagner, 1999). A great amount of definitions are presented by literature, points out that motivation is a process that individual to act as they do. Motivation as a drive within the individual necessary to direct that person's actions and behavior towards the achievement of some goals, and focuses, certain needs and expectations.

Moreover, Westerman and Donoghue refer to motivation as;

"...a set of processes which energize a person's behavior and direct him or her towards attaining some goal, or put more simply getting people to do willingly and well those things which have to be done."

Generally, motivation deals with forces, which initiate, direct and sustain behavior towards the attainment of certain goals. Particularly, in terms of the organizational aspect, motivation focuses, on an individual's willingness to put efforts into his/her work, and on the amount of efforts, which are made in order to obtain incentives or a special form of incentives.

The discussion of motivation in the literature refers to three aspects:

- (1) What is the arousal or energizing source of the individual behavior?
- (2) What directs or channels such behavior.
- (3) The maintenance and sustain of this behavior.

The first issue deals with driving forces inherent in the individual that leads to a certain behavior, and with environmental forces that often cause these drives.

The second feature involves the direction of behavior towards a goal. Furthermore, Porter and Steers (1991) refer to the third matter as forces within the individual and environmental forces that provide the individual with feedback. This feedback either reinforces the individual to intensify his/her drive and the direction of his/her energy, or discourages the individual to pursue his/her course of action and redirects his/her efforts. The motivational process represents a very general model of human behavior (Mullins, 1999). Steers (1991) argued that this model assumes that individuals hold a number of needs, desires and expectations in varying strengths. Based on these needs and expectations, people act or behave in a certain way that they believe will lead to the desired goal. Thereby, according to Steers and Porter (1991), the individual will be provided with feedback about the impact of his/her behavior. That, in turn may induce the individual to alter his/her present behavior, or may reassure the individual that his/her current way of acting is correct and may confirm the person in pursuing this course of action result in to achieve feedback .

The motivational process is not as simple and straightforward as it seems. It is a far more complex study.

The first aspect refers to the fact that motives cannot directly be observed and therefore a need to deduce them exists. However, the inference of motives from observed behavior is associated with difficulties traced back to at least five reasons.

These five reasons are:

- (1) Several motives may be expressed through any single action;
- (2) Motives may occur in disguised forms;
- (3) Similar or identical actions may represent several motives;
- (4) Different behavior may embody similar motives;
- (5) The modes of expression of certain motives may be mitigated by personal and cultural variations.

The second complication of the model deals with the fact that any person has a host of motives. These motives may change over time and conflict with each other.

Third, the selection of certain motives over others, as well as the intensity with which such motives are pursued, may differ from person to person.

In addition, they refer to the fourth complication, the fact that an attainment of certain needs, desires and expectations may prompt a person to direct his/her attention to other motives, or to intensify the pursuit of these motives.

2. BACKGROUND OF THE STUDY

2.1 Background

Work provides products and services, which represent the basis for a company's success, but it is also an important and highly central aspect in the lives of individuals due to several reasons.

First, persons receive some kind of reward, extrinsic (such as money) or intrinsic (satisfaction coming from the work), in exchange for their performance. The individual holds certain personal expectations in terms of form and amount of reward, which he/she should receive for the provided service. Thereby, the performance of a person as well as the decision to remain in the company is influenced by the extent to which such expectations are met. Second, the workplace presents opportunities for socialization with other people. Third, the job is often a source of rank, or status, in the society in general. In other words, the work may provide a source of social differentiation. Fourth, work has an individual meaning for each person. This can range from a source of identity and self-esteem, to a source of frustration, boredom, and a feeling of meaninglessness, caused by the nature of the task and the characteristics of the person.

As mentioned before, for some people work is a source of great satisfaction; for many others it is the reason for dissatisfaction. Regarding the fact that employees spend a large part of a day at work for 40 to 45 years, it is important that those employees experience positive feelings towards their tasks. Otherwise, it would be a long time to be frustrated, dissatisfied and unhappy. Moreover, these negative feelings may affect the family or social life as well as the physical and emotional health of an individual. Herzberg, Mausner, and Snyderman (1999) pointed out that an employee, irrespective

of if he/she is working in an office or on a bench, will experience his/her tasks, as well as the workday totally differently if the attitudes toward the job are good or if they are bad. In addition, they argued that the employees' feelings toward their work have a significant influence on the success and failure of the company. For instance, during hard times the level of morale within the work force may determine whether a company will survive. In other words, motivated employees contribute to a company's survival.

Employees are a valuable resource that may contribute in several different ways to a company's activities, provided that the company gives them an appropriate chance. In order to be successful, a company needs employees who act toward the goals of the organization and have a strong desire to remain in the company. Such loyalty and commitment may be generated by motivation. Furthermore, motivation is aimed to achieve increases in work productivity and job satisfaction (Schultz and Schultz, 1998). Particularly, the impacts of motivation on the work performance and productivity attracted attention towards motivation in the work environment. Highly motivated persons tend to work harder and perform more effectively in their jobs than less motivated individuals. In addition, several studies showed that job satisfaction leads to a better performance as well as to more customer orientation.

However, the accumulated research evidence suggests that the relation between job satisfaction and performance is quite weak.

The knowledge about needs and expectations of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees' degree of satisfaction with the job are important in order to increase the actual motivation and satisfaction with their work.

Thereby, the differences regarding what people want and actually perceive from their job are of significance. The strongest motivator is, according to, something that people value, but lack. The knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work, in order to increase an employee's motivation and satisfaction.

2.2 Objective of the Study

The purpose of this project is to investigate and analyze the factors which motivate employees, under consideration of individual characteristics. Human Resource Management and to understand the positive contribution. Makes the organization perfect.

The reason to choose this study is to show, how motivation affect the success of an organization by giving the related information to the businesses. In order to be successful, companies need the commitment of employees. That includes the commitment to act toward the goals of the company, as well as the commitment to stay in the organization. The achievement of organizational commitment, however, is not easy since it may be influenced by personal and organizational factors. The knowledge about what motivates and satisfies people at work may be essential to generate such commitment. In other words, a company has to be aware of what motivates and satisfies the employees at work in order to stimulate them to perform their job as best as possible and to remain in the company.

3. FRAMES OF REFERENCE

3.1 What is Motivation?

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Motivation is goal-directed behavior.

Many people incorrectly view motivation as a personal trait .some has it and others don't. In particle managers often label employees who seem to lack motivation as lazy. Such a label assumes that an individual is always lazy or is lacking in motivation. Knowledge of motivation tells is this just isn't true. Motivation is the result of the interaction of the individual and the situation. Certainly individuals differ in their basic motivation drive.

Defining motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal will be very correct statement, while general motivation is concerned with effort toward any goal.

While it is easy to see the things that a person does, but it is much harder to guess at why they are doing it.

As an example, a hard-working employee may be working hard because he/she wants to get a promotion, but it might also be that she/he really enjoys working on that subject.

He/she may be striving for promotion because she/he wants to impress her/his friends or because she/he wants a good job, so that the promotion themselves are really a step toward another goal. It is dangerous to assume that you know what is motivating someone because you really can't "read their mind".

As we developed our approach to analyzing organizations, it became apparent to us that organizations, like people, have different personalities and work in different rhythms. We were often surprised at how well some organizations seem to work under incredibly difficult circumstances, while others are continually failing to perform under much more favorable conditions. For almost a century now, organizational analysts have pondered the issue of why some individuals are more motivated than others. A great deal can be learned from this literature about the types of working conditions that support or hinder how individuals in organizations perform. Only over the past 20 years has interest shifted from simply understanding the individual's role in organizational motivation, to some of the underlying personality aspects of the organization itself.

Although organizational motivation is manifested in a variety of ways, four primary concepts provide insight into the underlying personality of most organizations: history, mission, culture and incentives.

The first concept is the history and life cycle of the organization. Organizations, like people, vary in the different stages of their organizational life. When they start up, there is often a state of optimistic euphoria, a belief that the resources brought together can do just about anything. While there are not consistent stages in an organization's life that parallel the human life span, there are stages that help to diagnose the organization and its culture. New or young organizations create their own unique patterns of behavior that are normally more informal than formal. In these organizations, roles and responsibilities are not delineated, few policy manuals exist, neither rules nor procedures are established, and there is an excitement normally associated with a new endeavor.

Motivation in these organizations at this early stage is driven in part by the experimental atmosphere that prevails. New entrepreneurial leaders often emerge, and there is a feeling that almost anything is possible. However, as these organizations mature, they begin to develop structures and rules. People are no longer free to make up their own ways of doing things. Roles and responsibilities are set. The excitement of newness fades and other motivational patterns emerge. As the context of the organization changes, it becomes imperative for the organization to change. We talk about organizational renewal or rebirth. If organizations do not renew themselves they become ill, and in the private sector, at least, they die.

While the metaphor of the organizational life cycle does not strictly hold true, *understanding the history of an organization gives insight into what the organization is.* The organization's *raison d'être*, the characteristics of its founders, an understanding of its major milestones and organizational changes-all play an important role in shaping the personality of an organization and how it performs.

The second concept of motivation focuses on the role or purpose of the organization: its mission. Every organization has a distinct role or purpose that is manifested in its goals and objectives. In most definitions of the concept of "organization," there is an explicit goal orientation. Each organization creates, either implicitly or explicitly, a forward looking direction of what it wants to accomplish, a vision of where it wants to go, or what it wants to be. Some organizations are motivated by the opportunity to do good works or to provide services to citizens. Many are motivated by helping those in need. Other organizations, such as research centers, may be driven by prestige-the desire to be regarded as the best in their field. In the private sector, motivation might mean having a bigger market share. Organizational analysts recognize the important role mission plays in shaping and creating an organization's personality, and as such

consider it an important diagnostic consideration. Analyzing the mission of an organization offers insights into the organization itself.

Culture, the third concept, also provides a window to view organizational motivation. Organizational culture relates to the shared assumptions, values and beliefs held by organizational members these factors are at work, however subliminally, within the organization's boundaries. The culture of an organization is rarely written down, but it is definitely communicated to members and stakeholders in a variety of formal and informal ways. Analyzing organizational culture is critical in trying to understand the motivational forces that support or oppose change and improved performance.

Finally, the personality of an organization is shaped by its incentive system. For an organization to perform well, it must have mechanisms that encourage individuals and groups to work toward both its short- and long-term interests. These may include tangible benefits such as salary and bonuses, or less tangible incentives such as the freedom to pursue interests, or to participate in collaborative initiatives. Over the years, many studies have attempted to better understand the needs of organizational members to develop improved or alternative reward structures. Understanding an organization's incentive system is keys to understanding its underlying personality.

These four motivational variables are not necessarily independent of one another, nor are they necessarily the only factors that provide insight into the personality of an organization. Rather, they are simply important factors that help complete the picture of organizational performance and its underlying elements.

Each organization and the people within it are motivated to behave in ways that are predictable within that organization.

Organizations have different characteristics at different points in their history and may be motivated by different forces. Young organizations, for example, may be more open to change and re-engineering than more mature organizations. The mission of an organization can be a powerful guiding light, but it is important to determine whether the stated mission really moves people, whether it reflects what the people in the organization believe, or both. Organizational culture, a complex and layered system of values and beliefs, is difficult to diagnose (with all its sub-themes, sub-cultures and underlying assumptions), but is a powerful contributor to motivation and, ultimately, to performance. People are motivated to do well by a variety of incentives, the greatest of which is not always monetary.

Every organization is driven by a unique combination of energy that comes from experience, a vision of the future, some sense of shared values, and anticipated rewards. Taken together, these factors constitute organizational motivation. Understanding what motivates an organization is a very powerful tool in assessing and improving its performance.

3.2 Motivation is described through several properties:

- 1 Motivation is composed of energy and direction.* A person may or may not have enough motivation to engage in a given activity. For example, a person may be motivated enough to go and shop for food, but not enough to engage in a comprehensive exercise program.
- 2 Motives may be overt, hidden, and multiple.* Some motivations are publicly expressed (e.g., the desire to buy an energy efficient house), while others (e.g., the desire to look wealthy by buying a fancy car) are not. Individuals may also

- hold multiple motivations (e.g., buy a car *and* save money for retirement) which may conflict.
- 3 *Many motivations are driven by the desire for tension reduction* (e.g., eliminate thirst or hunger).
 - 4 *Motivations can be driven by both internal and external factors.* That is, a person may want a painting either because he/she likes it (internal motivation) or because this will give her status among the artistic elite (external).
 - 5 *Motivations may have either a positive or negative valence*--people may either be motivated to achieve something (e.g., get a promotion at work) or avoid something (e.g., being hospitalized without having adequate insurance).
 - 6 *Employees are motivated to achieve goals.* Achieving these goals may require sustained activity over time (e.g., exercising every day for months or years) as opposed to just taking some action once.
 - 7 *Employees maintain a balance between the desires for stability and variety.* Most employees want some variety (e.g., they do not want to eat the same meal every day), but also want a certain stability (they do not want to try an entirely new food every day).
 - 8 *Motivation reflects individual differences.* Different employees are motivated to achieve different things, and it may be difficult to infer motivations from looking at actual behavior without understanding these differences in desired outcomes.

3.3 Theories

In general, motivation can be considered as either *extrinsic* (behavioral) or *intrinsic* (biological, cognitive, affective, cognitive, or spiritual).

It is considered several perspectives on behavior as a way to understand what motivates the employee. Each of these perspectives suggests different things as to what the manager should do and what can (and cannot) be controlled. Each perspective tends to contain a "grain" of truth and that one should not be too dogmatic in emphasizing one over the others.

- 1 The *Hard Core Behavioral* perspective is based on learning theories such as operant and classical conditioning. These theories suggest that employees must learn from their own experiences--i.e., in order to avoid getting sick from overeating, an employee must experience the stomach and other ailments resulting from gluttony rather than merely observing *other people* who overeat and get sick. This suggests, then, that it is important to reward good behavior (e.g., making brand) to the extent possible. Hard core behaviorists tend to look at observable behavior (e.g., making our brand *or* buying another) rather than trying to find out what is going on inside the heads of employee--i.e., hard core behaviorists do not like to mess with "mushy" things like attitudes.
- 2 The *Social Learning Perspective*, in contrast, allows for *vicarious* learning--i.e., learning obtained by watching others getting good or bad consequences for behavior. The *models* that may be observed and imitated include peers and family members as well as relevant others that may be observed in advertising. Certain people are more likely to be imitated than others--e.g., those that are more similar to ourselves based on relevant factors such as age, social status, or ethnic group. Generally, observations are made of overt behavior, but some

room is made for individual reasoning in learning from others. This perspective is clearly more realistic than that of the "Hard Core" view, but the strength of learning tends to be greater for that gained from own experience.

- 3 The *Cognitive* approach emphasizes consumer *thinking* rather than mere behavior--Here, the emphasis is on how people reason themselves to the consequences of their behavior. It is often more difficult to attempt to "get into" a employee's head than it is to merely observe his or her behavior, and what we "observe" is more subjective. A wealth of different factors influence people's thinking, and some expectations and assumptions that hold tend to be culturally influenced (e.g., an American assumes that hard work will tend to lead to a promotion, while members of certain other cultures believe that personal relationships, and perhaps even luck, tend to be more important).
- 4 The *Biological* approach suggests that most behavior is determined by genetics or other biological bases. By this perspective, it is suggested that employees eat the foods they eat in large part because the body craves these foods. Although craving for fatty foods seems quite maladaptive in today's society, it could have been very adaptive earlier in human history where food was scarce and obtaining as many calories as possible helped ensure survival. Clearly, this perspective is very misleading when one takes it as the *only* explanation of behavior--for example, people in different cultures learn to enjoy various kinds of foods. The main implication of *biological determinism* is that the manager must *adapt*--for example, food advertisements are more likely to be effective when people are hungry, and thus they might better be run in the late afternoon rather than in the late morning.

- 5 The *Rational Expectations* perspective is based on an economic way of looking that people think rationally and have perfect information, even though they know very well that these assumptions are often unrealistic. However, despite the unrealistic assumptions made, economists often make relatively accurate predictions of human behavior. (The Cognitive perspective, however, is able to identify certain significant exceptions to rational behavior, however).
- 6 The *Psychoanalytic* perspective is based on the work of historical psychologists such as Sigmund Freud who suggest that (1) much behavior has a biological basis which is (2) often sexual in nature, and (3) that early experiences in childhood will have a profound, but *unconscious* effect on later life.

3.3.1 Maslow's Hierarchy of Needs

The late Abraham Maslow suggested the intuitively appealing notion that humans must satisfy the most basic objectives before they can move onto "higher level" ones. Thus, an individual must satisfy physiological needs (such as food and liquid) before he or she will be able to expend energy on less fundamental objectives such as safety. Only when basic objectives have been met will a person move on to seek such objectives as love and belonging, and only a small minority of people make it as far as seeking self-actualization.

Maslow's Hierarchy is useful in understanding different needs of employees. However, one must be careful not to take it too literally, since people may occasionally "swing" between needs. For example, a homeless person who currently does not have shelter may seek that out even though he or she is hungry.

Maslow's Hierarchy of Needs

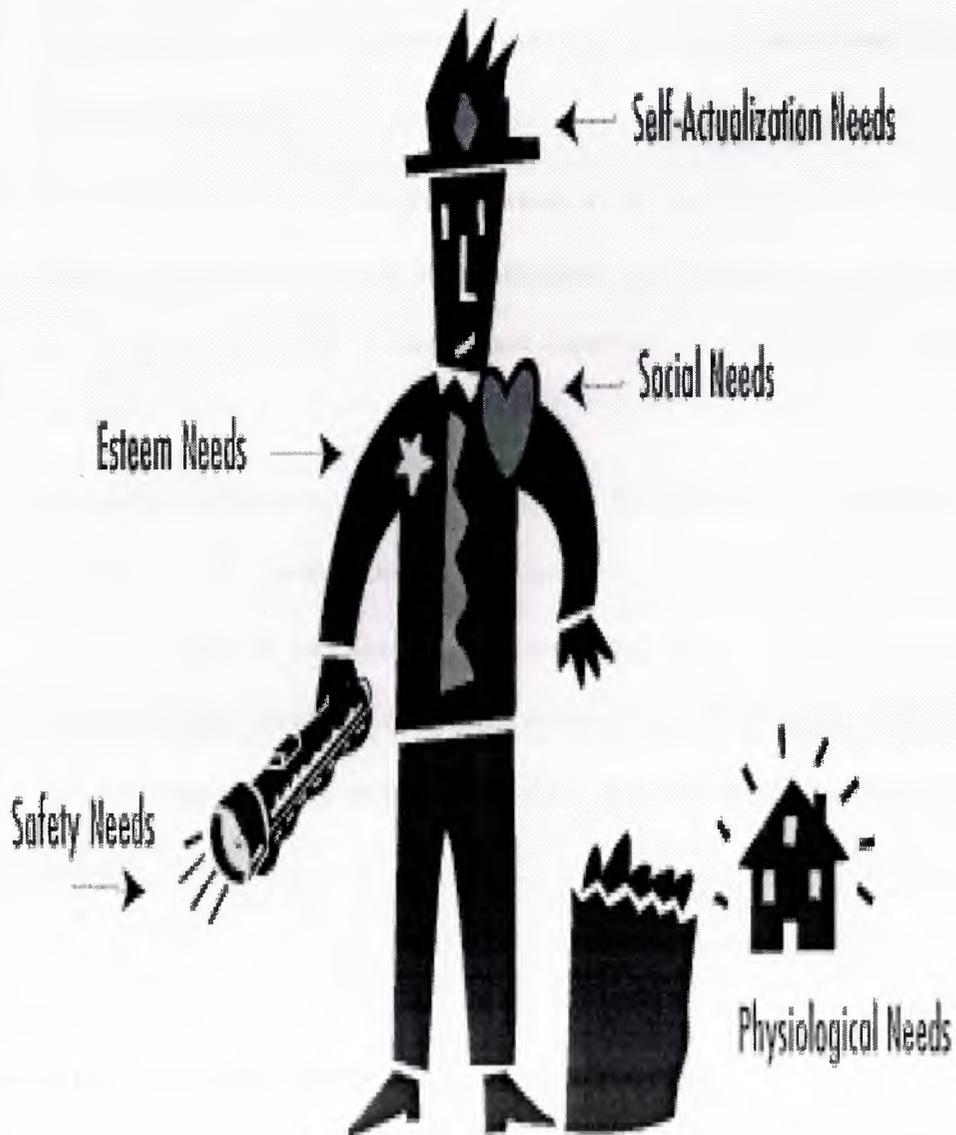


Figure 3.1: Maslow's Hierarchy of needs

3.3.1.2 Employees are frequently motivated by multiple motives suggests a possibility that motives may conflict. Three main types of conflict exist:

- 1 *Approach-avoidance.* One alternative has both positive consequences (that one wishes to seek out) and negative consequences (that one wants to avoid). For example, eating a large banana split is an enjoyable experience ("approach"), but it contains a lot of calories ("avoidance") and may make one feel ill later (another avoidance).
- 2 *Approach-approach.* An employee wants to do two incompatible things at the same time. Another example is an employee who only has one week's vacation but wants equally to go to Hawaii and Greenland, but has time and money only for one of the two.
- 3 *Avoidance-avoidance.* An employee does not want to go for either of two alternatives, but must choose the lesser of two evils. For example, the driver does not want to pay for car insurance, but does not want to get into an accident or get caught by the police without it. A "work ethic disadvantaged" student does not want to study, but does not want to fail his or her courses, either.

3.3.2 Factor theory (Herzberg)

According to Herzberg, two kinds of factors affect motivation, and they do it in different ways:

- 1 Hygiene factors, these are factors whose absence motivates, but whose presence has no perceived effect. They are things that when you take them away, people become dissatisfied and act to get them back. A very good

example is including decent working conditions, security, pay, benefits (like health insurance), company policies, interpersonal relationships.

- 2 Motivators these are factors whose presence motivates. Their absence does not cause any particular dissatisfaction, it just fails to motivate. Examples are all the things at the top of the Maslow hierarchy, and the intrinsic motivators.

So hygiene factors determine dissatisfaction, and motivators determine satisfaction.

The two scales are independent, and can be high on both.

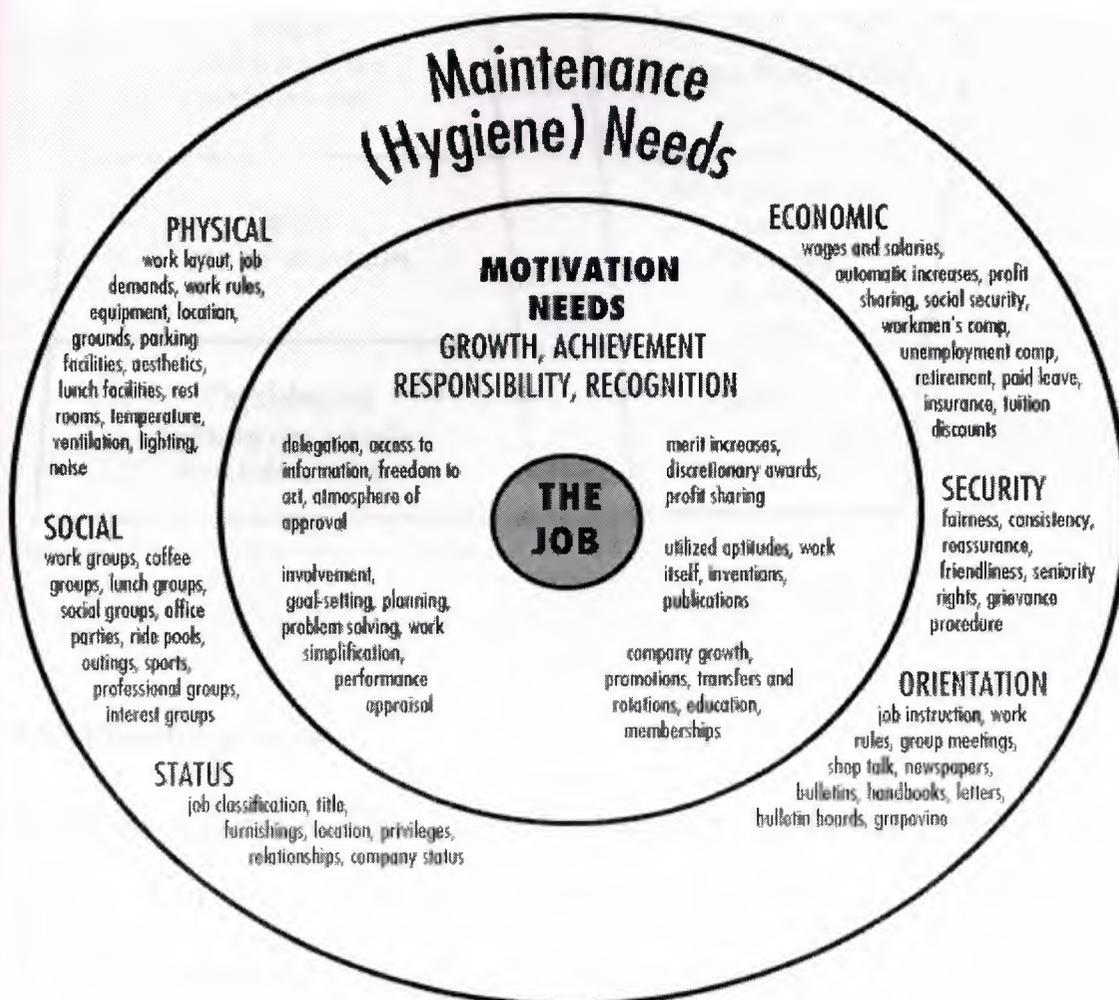


Figure 3.2: Factor of theory (Herzberg)

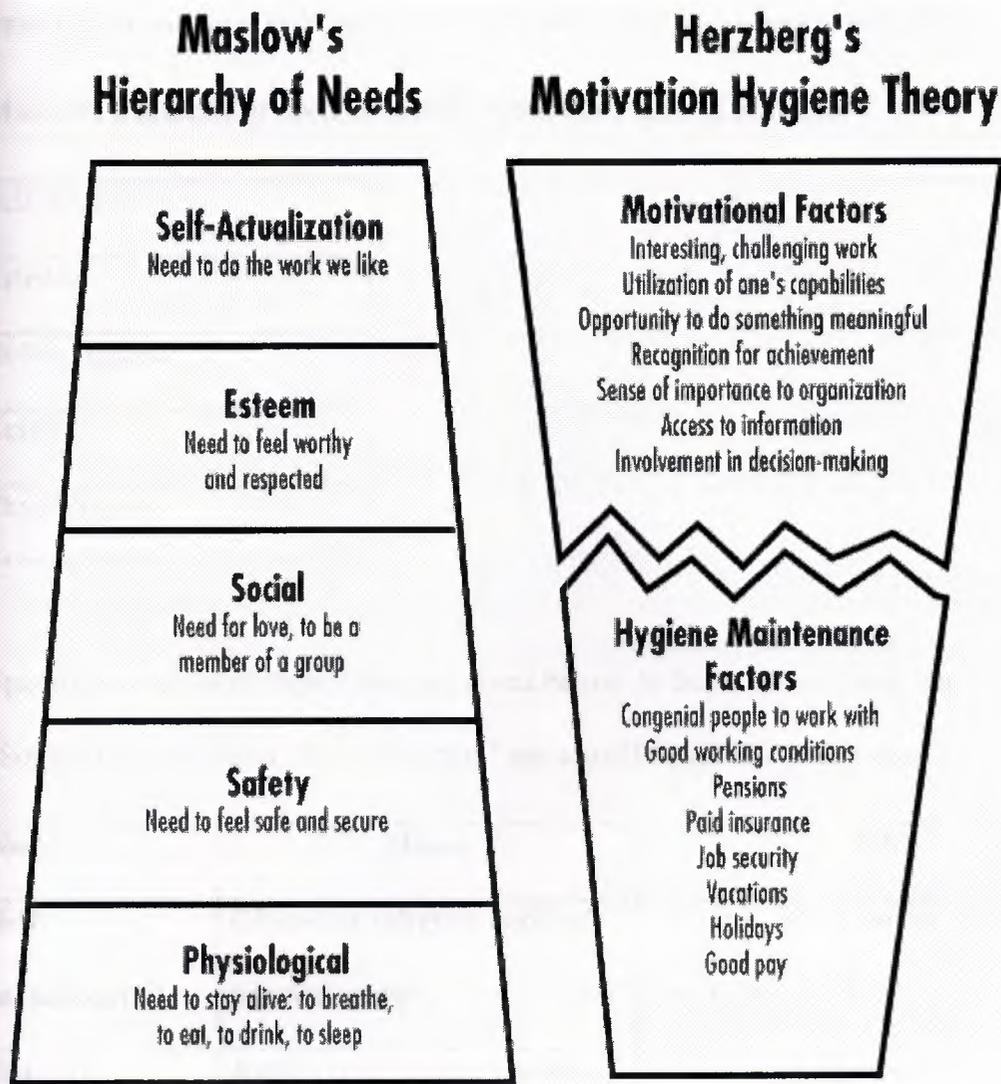


Figure 3.3: The difference between Maslow and Herzberg

3.3.3 Classifying Needs

All the organizations need to try to get a handle on the whole variety of needs and who has them in order to begin to understand how to design organizations that maximize productivity.

Part of what a theory of motivation tries to do is explaining and predicts who has which wants. This turns out to be exceedingly difficult.

Many theories posit a hierarchy of needs, in which the needs at the bottom are the most urgent and need to be satisfied before attention can be paid to the others.

Maslow's hierarchy of need categories is the most famous example:

Self-actualization
Esteem
Belongingness
Safety
Physiological

Specific examples of these types are given below, in both the work and home context.

(Some of the instances, like "education" are actually satisfiers of the need.)

Need	Home	Job
Self-actualization	Education, religion, hobbies, personal growth	Training, advancement, growth, creativity
Esteem	Approval of family, friends, community	Recognition, high status, responsibilities
Belongingness	Family, friends, clubs	Teams, depts, coworkers, clients, supervisors, subordinates
Safety	Freedom from war, poison, violence	Work safety, job security, health insurance
Physiological	Food water sex	Heat, air, base salary

According to Maslow, lower needs take priority. They must be fulfilled before the others are activated. There is some basic common sense here -- it's not wise to worry about whether a given color looks good on you when you are dying of starvation, or being threatened with your life. There are some basic things that take precedence over all else.

Or at least logically should, if people were rational. According to the theory, if you are hungry and have inadequate shelter, you won't go to mosque. Can't do the higher things until you have the lower things. But the poor tend to be more religious than the rich. Both within a given culture, and across nations.

3.3.4 Alderfer's ERG Theory

Alderfer classifies needs into three categories, also ordered hierarchically:

- 1 growth needs (development of competence and realization of potential)
- 2 relatedness needs (satisfactory relations with others)
- 3 existence needs (physical well-being)

This is very similar to Maslow -- can be seen as just collapsing into three tiers. But maybe a bit more rational. For example, in Alderfer's model, sex does not need to be in the bottom category as it is in Maslow's model, since it is not crucial to (the individual's) existence. So by moving sex, this theory does not predict that people have to have sex before they can think about going to school, like Maslow's theory does.

Alderfer believed that as you start satisfying higher needs, they become more intense (e.g., the power you get the more you want power), like an addiction.

These theories have anything useful suggest that;

- 1 Not everyone is motivated by the same things. It depends where you are in the hierarchy
- 2 The needs hierarchy probably mirrors the organizational hierarchy to a certain extent: top managers are more likely to motivate by self-actualization/growth needs than existence needs.

3.3.5 Acquired Needs Theory (McClelland)

Some needs are acquired as a result of life experiences

- 1 Need for achievement, accomplish something difficult. As kids encouraged to do things for themselves.
- 2 Need for affiliation, form close personal relationships. As kids rewarded for making friends.
- 3 Need for power, control others. As kids, able to get what they want through controlling others.

3.3.6 Cognitive Evaluation Theory

This theory suggests that there are actually two motivation systems: intrinsic and extrinsic that correspond to two kinds of motivators:

- 1 Intrinsic motivators: Achievement, responsibility and competence. Motivators that come from the actual performance of the task or job -- the intrinsic interest of the work.

2 Extrinsic: pay, promotion, feedback, working conditions -- things that come from a person's environment, controlled by others.

One or the other of these may be a more powerful motivator for a given individual. Intrinsically motivated individuals perform for their own achievement and satisfaction. If they come to believe that they are doing some job because of the pay or the working conditions or some other extrinsic reason, they begin to lose motivation.

3.3.7 Equity Theory

It is not the actual reward that motivates, but the perception, and the perception is based not on the reward in isolation, but in comparison with the efforts that went into getting it, and the rewards and efforts of others.

In other words, people's motivation results from a ratio of ratios: a person compares the ratio of reward to effort with the comparable ratio of reward to effort that they think others are getting.

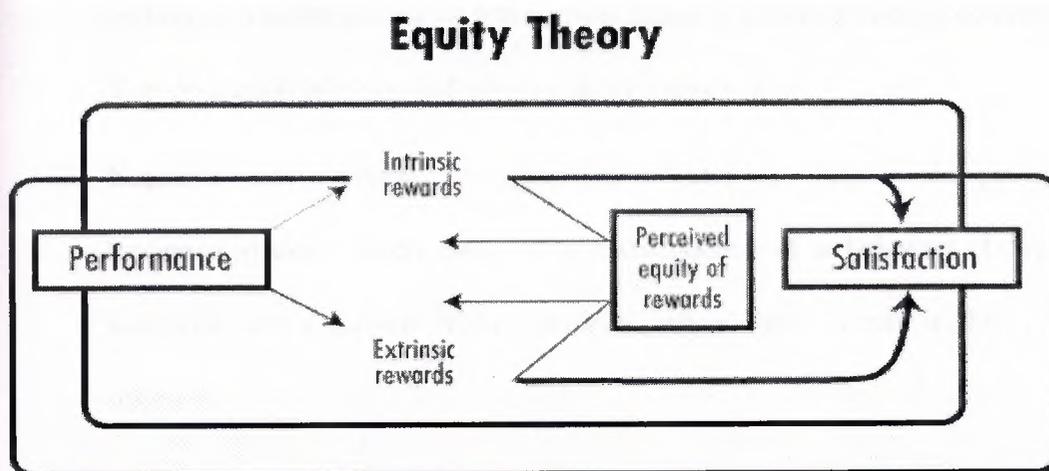


Figure 3.6: Equity theory

Of course, in terms of actually predicting how a person will react to a given motivator, this will get pretty complicated:

1. People do not have complete information about how others are rewarded. So they are going on perceptions, rumors, and inferences.
2. Some people are more sensitive to equity issues than others
3. Some people are willing to ignore short-term inequities as long as they expect things to work out in the long-term.

3.3.8 Reinforcement Theory

Operant Conditioning is the term used by B.F. Skinner to describe the effects of the consequences of a particular behavior on the future occurrence of that behavior. There are four types of Operant Conditioning: Positive Reinforcement, Negative Reinforcement, Punishment, and Extinction. Both Positive and Negative Reinforcement strengthen behavior while both Punishment and Extinction weaken behavior.

1. Positive reinforcement. Strengthening a behavior. This is the process of getting as a consequence of a behavior. Making a sale, getting a commission. You do a good job; you get a bonus & a promotion.
2. Negative reinforcement. Strengthening a behavior. This is the process of having a stressor taken away as a consequence of a behavior. Long-term sanctions are removed from countries when their human rights records improve.

3. Extinction. Weakening a behavior. This is the process of getting nothing when do a behavior. So if person does extra effort, but gets no thanks for it, they stop doing it.

4. Punishment. Weakening a behavior. This is the process of getting a punishment as a consequence of a behavior. Example: having your pay reduced.

	Apply	Withhold
Reward	Positive reinforcement (raise above baseline)	Negative reinforcement (raise up to baseline)
Stressor	Punishment (bring down below baseline)	Extinction (stay at baseline)

The traditional reinforcement schedule is called a continuous reinforcement schedule. Each time the correct behavior is performed it gets reinforced.

Then there is what we call an intermittent reinforcement schedule. There are fixed and variable categories.

The *Fixed Interval Schedule* is where reinforcement is only given after a certain amount of time has elapsed.

The *Fixed Ratio Schedule* is where the reinforcement is given only after a predetermined number of responses. This is often seen in behavior chains where a number of behaviors have to occur for reinforcement to occur.

The *Variable Interval Schedule* is where the reinforcement is given after varying amounts of time between each reinforcement.

The *Variable Ratio Schedule* is where the reinforcement is given after a varying number of correct responses.

Fluctuating combinations of primary and secondary reinforces fall under other terms in the variable ratio schedule.

	Fixed	Variable
Interval	Give reward after first proper response following a specified time period (yearly raise) [short term]	Give reward after a certain amt of time w/ the amt changing before the next reward (unexpected bonus based on merit) [medium term]
Ratio	Punishment (subtract from baseline) (commissions or piecework pay) [medium term]	Give reward after a number of responses, w/ that no. Changing before the next reward (team-based bonus) [long term]

3.3.9 Expectancy Theory (Vroom)

This theory is meant to bring together many of the elements of previous theories. It combines the perceptual aspects of equity theory with the behavioral aspects of the other theories. Basically, it comes down to this "equation":

$$\text{Motivation} = \text{expectancy} \times \text{instrumentality} \times \text{valence}$$

M (motivation) is the amount a person will be motivated by the situation they find themselves in. It is a function of the following.

E (expectancy) = The person's perception that effort will result in performance. In other words, the person's assessment of the degree to which effort actually correlates with performance.

I (instrumentality) = The person's perception that performance will be rewarded/punished. I.e., the person's assessment of how well the amount of reward correlates with the quality of performance.

V (valence) = The perceived strength of the reward or punishment that will result from the performance. If the reward is small, the motivation will be small, even if expectancy and instrumentality are both perfect (high).

3.3.10 Douglas McGregor - Theory X and Theory Y

3.3.10.1 Theory X Assumptions

The average human being has an inherent dislike of work and will avoid it if he can.

- 1 Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- 2 The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.
- 3 These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.
- 4 Both these are "wrong" because man needs more than financial rewards at work; he also needs some deeper higher order motivation - the opportunity to fulfill himself.

- 5 Theory X managers do not give their staff this opportunity so that the employees behave in the expected fashion.

3.3.10.2 Theory Y Assumptions

- 1 The expenditure of physical and mental effort in work is as natural as play or rest.
- 2 Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization.
- 3 If a job is satisfying, then the result will be commitment to the organization.
- 4 The average man learns, under proper conditions, not only to accept but to seek responsibility.
- 5 Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.
- 6 Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

3.4 POSITIVE AND NEGATIVE MOTIVATION

Motivation can be positive or negative in direction. We may feel a driving force toward some object or condition. For example, a person may be impelled toward a restaurant to fulfill a hunger need and away from motorcycle transportation to fulfill a safety need.

Some psychologists refer to positive drives as needs, wants, or desire, and to negative drives as fears or aversion. However, although positive and negative motivational forces seem to differ dramatically in terms of physical (and sometimes emotional)

activity, they are basically similar in that both serve to initiate and sustain human behavior.

Goals, too, can be positive or negative. A positive goal is toward which behavior is directed and thus is often referred to as an approach object. A negative goal is one from which behavior is directed away and thus is sometimes referred to as an avoidance object. Since both approach and avoidance goals can be considered objects of motivated behavior, most researchers refer to both simply as goals.

3.5 PRIMARY MOTIVES

Psychologists do not totally agree on how to classify the various human motives, but they would acknowledge that some motives are unlearned and physiologically based. Such motives are variously called *physiological*, *biological*, *unlearned*, or *primary*. The last term is used here because it is more comprehensive than the others.

The use of the term primary does not imply that group of motives always takes precedence over the general and secondary motives. Although the precedence of primary motives is implying in some motivation theories, there are many situations in which general and secondary motives. Common examples are celibacy among priests and fasting for a religious, social, or political cause. In both cases, learned secondary motives are stronger than unlearned primary motives.

Two criteria must be met in order for a motive to be included in the primary classification: it must be unlearned, and it must be physiological based. Thus defined, the most commonly recognized primary motives include hunger, thirst, sleep, avoidance of pain, sex, and maternal concern. Because people have the same basic physiological make-up, they will all have essentially the same. This is not true of the learned secondary needs.

3.6 GENERAL MOTIVES

A separate classification for general motives is not always given . yet such a category seems necessary because there are a number of motives which lie in the gray area between the primary and secondary classification . to be included in the general category , a motives must be unlearned but not physiological based . While the primary needs seek to reduce the tension or stimulation, these general needs induce the person to increase the amount of stimulation. Thus, these needs are sometimes called (stimulus motives) . Although not all psychologists would agree, the motives of curiosity, manipulation, activity, and affection seem best to meet the criteria for this classification. An understanding of these general motives is important to the study of human behavior – especially in organization behavior than primary motives.

3.6.1 The curiosity, manipulation, and activity motives

Early psychologists noted that the animals used in their experiments seemed to have an unlearned drive to explore , to manipulation objects , or just to be active . this was especially true of monkeys that were placed in an unfamiliar or novel situation . these observations and speculations about the existence of curiosity , manipulation , and activity motives in monkeys were later substantiated through experimentation . in this case , psychologists feel completely confident in generalizing the result of animal experiment to humans . it is general recognized that human curiosity , manipulation , and activity drives are quite intense ; anyone who has reared or been around small children will quickly support this generalization .

3.7 SECONDARY MOTIVES

Whereas the general drives seem relatively more important than the primary ones to the study of human behavior in organization, the secondary drives are unquestionable the most important. As a human society develops economically and becomes more complex, the primary drives, and to a lesser degree the general drives, gives way to the learned secondary drives in motivation behavior. With some glaring exceptions that have yet to be eradicated, the motives of hunger and thirst are not dominant among people living in the economically developed western world. This situation is obviously subject to change; for example, the population bomb or the green house effect may later certain human needs. But for learned secondary motives dominate.

Secondary motives are closely tied learning concepts, in partially; the learning principle of reinforcements is conceptually and practically related to motivation. The relationship is obvious when reinforcements is divided into primary and secondary categories and is portrayed as incentives. Although some discussions regard reinforcements as simply a consequence serving to increase the motivation to perform the behavior again.

A motivation must be learned in order to be included in primary and secondary classification. Numerous important human motives meet this criterion.

3.8 A MODEL OF MOTIVATION

3.8.1 MOTIVATIONAL DRIVES

3.8.1.1 Achievement motivation

Achievement motivation is a drive some people have to pursue and attain goals. An individual with this drive wishes to achieve objectives and advance up the ladder of success. Accomplishment is important for its own sake, not for the rewards that accompany it. A number of characteristics define achievement-oriented employees. They work harder when they perceive that they will receive personal credit for their efforts, when there is only moderate risk of failure, and when they receive specific feedback about their past performance. As managers, they tend to expect that their employees will also orient toward achievement. These high expectations sometimes make it difficult for achievement-oriented managers to delegate effectively.

3.8.1.2 Affiliation Motivation

Affiliation motivation is a drive to relate to people on a social basis. Comparisons of achievement-motivated employees illustrate how the two patterns influence behavior. Achievement-oriented people work harder when their supervisor provides a detailed evaluation of their work behavior. But persons with affiliation motives work better when they are complimented for their favorable attitudes and cooperation. Achievement-motivated people select assistants who are technically capable, with little regard for personal feelings about them. However, those who are affiliation-motivated tend to select friends to surround them. They receive inner satisfactions from being with friends, and they want the job freedom to develop these relationships.

3.8.1.3 Competence Motivation

Competence motivation is a drive to be good at something, allowing the individual to perform high-quality work. Competence-motivated employees seek job mastery, take pride in developing and using their problem-solving skills, and strive to be creative when confronted with obstacles to their work. Most important, they are learning individuals who profit from their experiences and continually improve their skills. In general, they tend to perform their job capably because of the inner satisfaction they feel from doing

It well and the esteem they gain from others who notice it (such as coworkers, customers, and their manager). Competence-motivated people also expect high-quality work from their associates and may become impatient if those working with them or for them do poor work.

3.8.1.4 Power Motivation

Power motivation is a drive to influence people and change situations. Power-motivated people wish to create an impact on their organizations and are willing to take risks to do so. Once this power is obtained, it may be used either constructively or destructively. Power-motivated people make excellent managers if their drives are for institutional power instead of personal power. Institutional power is the need to influence others behavior for the good of the whole organization. In other words, these people seek power through legitimate means, rise to leadership positions through successful performance, and therefore are accepted by others. However, if an employees drives are toward personal power, that person tends to be an unsuccessful organizational leader.

3.8.1.5 Security Motive

Security is a very intense motive in a fast-paced, highly technological society such as is found in modern America. The typical American can be insecure in a number of areas of everyday living, for example, being liable for payments on a car or house, keeping a lover's or a spouse's affections, staying in school, getting into graduate school, or obtaining and/or keeping a good job. Job insecurity, in particular, has a great effect on organizational behavior.

In reality, security motive is much more complex than it appears on the surface. There is the simple, but there also seems to be another type of security motive that is much more complicated and difficult to identify.

3.9 THREE KEY POINTS ABOUT MOTIVATION

1. Motivation and job performance are not synonymous: motivation is just one of several possible determinants of job performance. Just because someone performs well at a task does not mean that he or she is highly motivated. This person actually may be very skillful but not be putting forth much effort at all. If you are a mathematical genius, for example, you may breeze through your calculus class without trying. By contrast, someone who performs poorly may be putting forth a great deal of effort but may be falling short of a desired goal because he or she lacks the skill needed to succeed. If you have ever tried to learn a new sport but found that you couldn't get the hang of it no matter how hard you tried, you know what we mean.

2. Motivation is multifaceted: by this, we mean that people may have several different motives operation at once. Sometimes, these may conflict. For example, a word processing operator might be motivated to please his boss by being as productive as possible. However, being too productive may antagonize his coworkers, who fear that they are being made to look bad. The result is that the two motives may pull the individual in different direction, and the one that predominates is the one that's stronger in that situation. These examples clearly show that motivation is a complex and important concept in the field of organization behavior.

3. People are motivated by more than just money: surveys show Americans would continue working even if they didn't need the money. Although money certainly is important to people, they are motivated to attain many other goals on the job as well. Because technological advance have taken the drudgery out of many jobs, today's workers are motivated by the prospect of performing jobs that interesting and challenging not just jobs that pay well. They also seek jobs actively involve them in the success of the business and reward them.

4. RESEARCH METHODOLOGY

4.1 The design

This chapter describes the steps and methods that are used during the investigation of the proposed study. The first step in doing this research was the formulation of the problem and the creation of the research questions.

The research is an exploratory study, where data were collected through observation and questionnaires, trying to identify the variables that affect the dependant variable the motivation of the lecturers of NEU. Here establishing a cause-and-effect relationship was needed by manipulating certain independent variables such as age, gender, income, department, nationality, material and employment status and its impact on individuals; NEU lecturers where questionnaires were been gathered once between December 2004 and February 2005 and grouped them as their demographic segments. Convenience samples were taken for 35 lecturers differing between their employment statuses because of the large population of the NEU lecturers.

The questionnaire about motivation and work was created, based on the knowledge of the theoretical research; mainly was a combination of a nominal scale and interval scale. At this time, I also started to write the research report. Thereby, several decisions such as the form of the questions, the language used in the questionnaire, as well as the procedure in performing the main questionnaire has to be made.

After that, I gathered secondary data in the form of books and articles in order to improve my understanding of the research problem. The questionnaire was given the lecturers and one week later the questionnaires were collected and analyzing the data started. These results were used for carrying out interviews with several lecturers in order to get a deeper understanding of the questionnaire results affected by the

demographic factors specially the age, gender, working period, nationality, salary payment and working satisfaction. After carrying out the interviews, a period of writing down the results of the main questionnaire and interviews in connection with the theoretical framework followed within some graphs for the independent variables. During the entire time between determining the methodology and the end of writing down the analysis the frames of reference was created. Finally, the research report was completed by adding the conclusion and the closing comments.

4.2 Collection of data

The collection of data represents a prerequisite for carrying out a research and can be derived from a number of different sources. These sources are classified into secondary and primary data.

Secondary data is material that has been gathered previously, and primary data consists of new material collected by the researcher for the purpose at hand by the use of questionnaires, interviews, and participant observation.

4.2.1 Secondary data

Secondary data, in comparison with primary data holds the advantage that it is cheap and most of the time easy to access. However, it may also entail a large amount of flawed and/or inappropriate data. According to the literature, the researcher should first focus on secondary data in the process of data collection.

Although a problem is not completely solved by secondary data, it contributes to a better statement of the problem under investigation. It offers improved methods or data.

I have used several forms of secondary data in my research. These include books, articles and course literature with useful information for this study. Thereby, I received not only an indication of the content as well as an idea of their quality, but I also gained a deeper understanding of the presented research problem. This secondary data was used for writing the theoretical framework and the background.

4.2.2 Primary data

Once secondary data has been examined, primary data can be selected by communication or observation. Communication involves the asking of questions to respondents in an oral or written form by the use of questionnaires. Communication may be served by mail questionnaires and interviews conducted either in person or over the telephone.

Observation means that the researcher observes particular situations in order to record facts, actions, or behaviours that may be of interest for solving the research problem. The selection of primary data by communication is faster and cheaper than observation, and holds the advantage of versatility. Observational data is more objective and accurate due to the fact that the collected information is not influenced by a person's memory, mood, or reluctance to provide the desired data.

The combination of several methods allows the researcher to consider the units under study from several directions and to enhance the understanding. The methodology employed in this research consisted of a questionnaire and the use of sample interviews.

For instance, the questionnaire gathers only data about issues, which are a part of it, and may neglect other important things. This weakness might be compensated by the use of interviews additionally to the questionnaire. The use of observations was not

considered since the extent to which an individual perceives satisfaction with his/her job features as well as the importance, which is attached to certain job features by this person, may be difficult to observe, particularly, in such a short time span that was available to accomplish this study.

4.3 Questionnaire about motivation and work

The primary advantage of questionnaires is the opportunity to reach a high number of respondents. Moreover, there is no interviewer bias and the costs are relatively low. In addition, respondents may be more willing to provide information about certain issues, have time to answer questions, and may answer the questions at times that are convenient. On the other hand, it may consume a lot of time when waiting for answers, non response rates may be high, existing bias due to non response, especially where response is slow, and certain types of questions cannot be asked.

Furthermore, misinterpretations and misrepresentations are common with questionnaires.

However, provided that the survey is carried out properly, the results are reliable and represent a wider population.

4.4 Creation of the questionnaire and carrying out of the survey

The questionnaire about motivation and work was based on a job description and was addressed to every employee of in our University. The questionnaire comprised of five pages, and was divided in two parts.

The cover page provided the respondent with information about the content and the general procedures. In addition, it included among others the remark that the answers will be kept confidential as well as the deadline for return. In the first part the

respondents were asked to describe their job and to evaluate their extent of satisfaction/dissatisfaction with the respective job feature. For that purpose, the persons had to choose a number out of a scale from one ("little extent" or "dissatisfied") to five ("much" or "satisfied"). To sum up, the first part was aimed to investigate the extent of the presence of certain job features as well as the employees' level of satisfaction with them.

The last part was dedicated to gather general information such as the current age range, the gender, the marital status, the years a person has been working in the University as well as the work area and the position within the University.

This individual data comprised the subgroups that represent the basis for the analysis. Finally, the respondents had the possibility to write down additional information about their job that could be helpful to understand that job.

After I had prepared the first draft in English, consisting of part one, and part four of the final questionnaire, I went to the school to talk with my contact persons about the questionnaire. I asked them to have a look at the questions and to tell me their first impression, what changes they may suggest and if there is anything that needs to be added.

Then a person within the tested this questionnaire. This person was asked to tell me her impression and suggestions. The test was aimed to reveal problems in understanding the questions as well as other problems, which have to be solved before sending the questionnaire to all employees. In order to minimize misinterpretations and misrepresentations, the questions as well as the instructions have been designed in a clear and precise way so that different persons would not interpret them differently. Only a limited amount of open ended questions allowed the respondents to answer in their own words.

The questionnaire paper was given to all employees of the University. To return the questionnaire, some are returned at the same time, some are asked me to come after 2 days. The entire procedure, as well as the fact that no names and codes were written on the questionnaire, was designed to give the respondents an increased feeling of trust and to persuade them that the answers will be kept anonymously.

In order to ensure a good quality of the data in terms of representation and size of the sample, the questionnaire was distributed to 60 employees of the University, 35 questionnaires is returned.

4.5 Analysis of the questionnaire results

The questions in part 1 dealt with the actual situation at work, and also considered the satisfaction with the respective job features. Furthermore, the questions asked in the questionnaire, what are critical factors for the motivation and job satisfaction? These are skills, task identity, task significance, autonomy, feedback, environment, job security, and compensation. The questions regarding the benefits provided by the company were divided into four groups - benefit, food, sport, and work.

Thereafter, the answers of the respondents were analyzed by using the mean. Thereby, certain subgroups such as age, gender, marital status of the respondents, the work area, the position (leading/non-leading position), and the years a person has been working in the university represented the basis for the analysis.

The size of the employee population of the entire university, as well as of the sample regarding the respective subgroups (except for the marital status due to missing information). In consideration of this data, it may be stated that the sample is a quite good representation of the employee population of the university.

have the same needs and expectations toward work and may be satisfied in the same way.

Information about the extent to which certain factors of motivation and job satisfaction are present at work and information about the importance, which is attributed to those factors by the employees, may offer valuable clues to the field of motivation. A comparison of this data may reveal factors whose enhancement may cause higher motivation and job satisfaction of the work force.

The following questions will guide NEU to research process in order to gain a deeper knowledge about the motivation of its employees.

- *What are the most critical factors for motivation and job satisfaction in NEU ?*
- *To what extent are these factors present in NEU?*
- *How important are these factors for the employees?*

The last two issues will be examined regarding certain individual characteristics - age, gender, marital status, work area, position (leading /non-leading position), and the years a person has been working in the university. Furthermore, I will identify factors which are valued, but also lacked at the same time by the employees.

The environmental aspect was rated as very important. The interviewees mentioned that it is important to have a good relationship with co-workers, to be able to talk about something else other than work sometimes, to have fun together and not just to work. In addition, it was argued that the employees depend mostly on their co-workers and spend more time with them at work than with their families. Therefore, it is important to feel comfortable with work colleagues no matter which type of work. Since people spend so many hours a day and so many days of their lives at work, the work conditions are important in order to feel comfortable. In addition , they also

mentioned that the condition of classrooms , lackness of heating system in the winter and cooling system in the summer affects their motivation too.

The importance of the environmental aspect is pointed out in the literature as well; for instance Maslow (1943, 1954), Herzberg (1966), and Hackman and Oldman (1980) attributed importance to it. Furthermore, the Hawthorne studies emphasised the environment, in particular the social relations, as very important for the motivation of employees .

The comparison of the benefits offered by the university suggests that ranked as very important, whereas food (lunch and free coffee or tea) seemed to be only moderately important for the employees. The benefits can be ranked as follows (1) work, (2) Environment of university, and (3) Food and Drinks.

These benefits satisfy the lower level needs according to Maslow's hierarchy of needs. Thereby, work and food serve the psychological needs, whereas the work serves to feel belonging to company as well. Environmental of NEU serves to feeling safe and comfort during their working time. In addition, the employees suggested some other benefits like Language lessons, Different education concerning the work, Opportunity to have more literature books which serves to Self – Actualising.

A person who is satisfied with his/her work may show a higher commitment to put efforts toward the achievement of the organization's goals and will not easily change job. However, people differ; they distinguish themselves from each other regarding their needs, backgrounds, expectations, and individual characteristics. In other words, what may satisfy one employee may be different from what will satisfy another, at

least in terms of the satisfaction degree. Moreover, some needs may change over time, getting stronger or weaker. This knowledge of those factors may be of great value for the NEU in order to increase the employee's motivation.



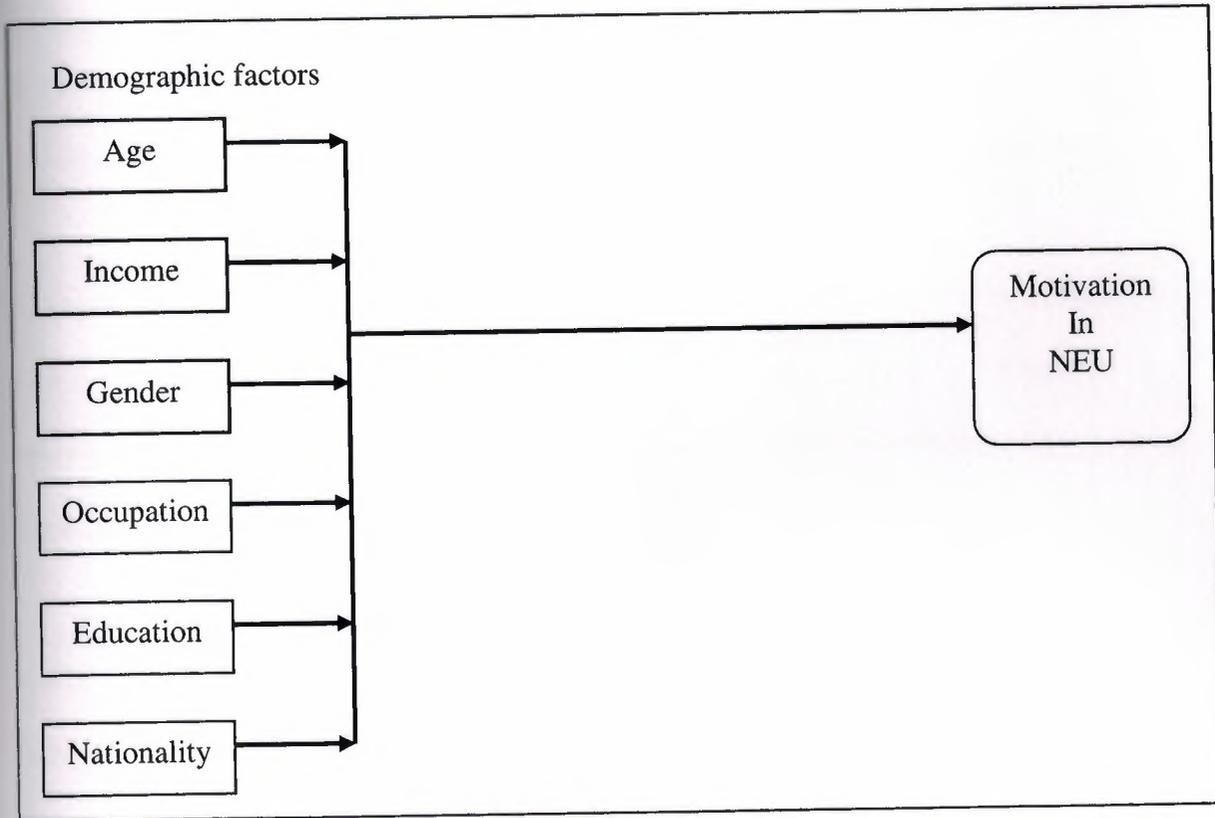
6.1 Age and experience: Older employees have more experience and are more likely to be motivated by financial rewards and job security. Younger employees are more likely to be motivated by career development and growth opportunities.

Older employees are more likely to be motivated by financial rewards and job security. Younger employees are more likely to be motivated by career development and growth opportunities.

The younger employees are more likely to be motivated by career development and growth opportunities. Older employees are more likely to be motivated by financial rewards and job security.

6.2 Income level: Higher income levels are associated with higher job satisfaction and motivation. Lower income levels are associated with lower job satisfaction and motivation.

6. THEORETICAL FRAMEWORK



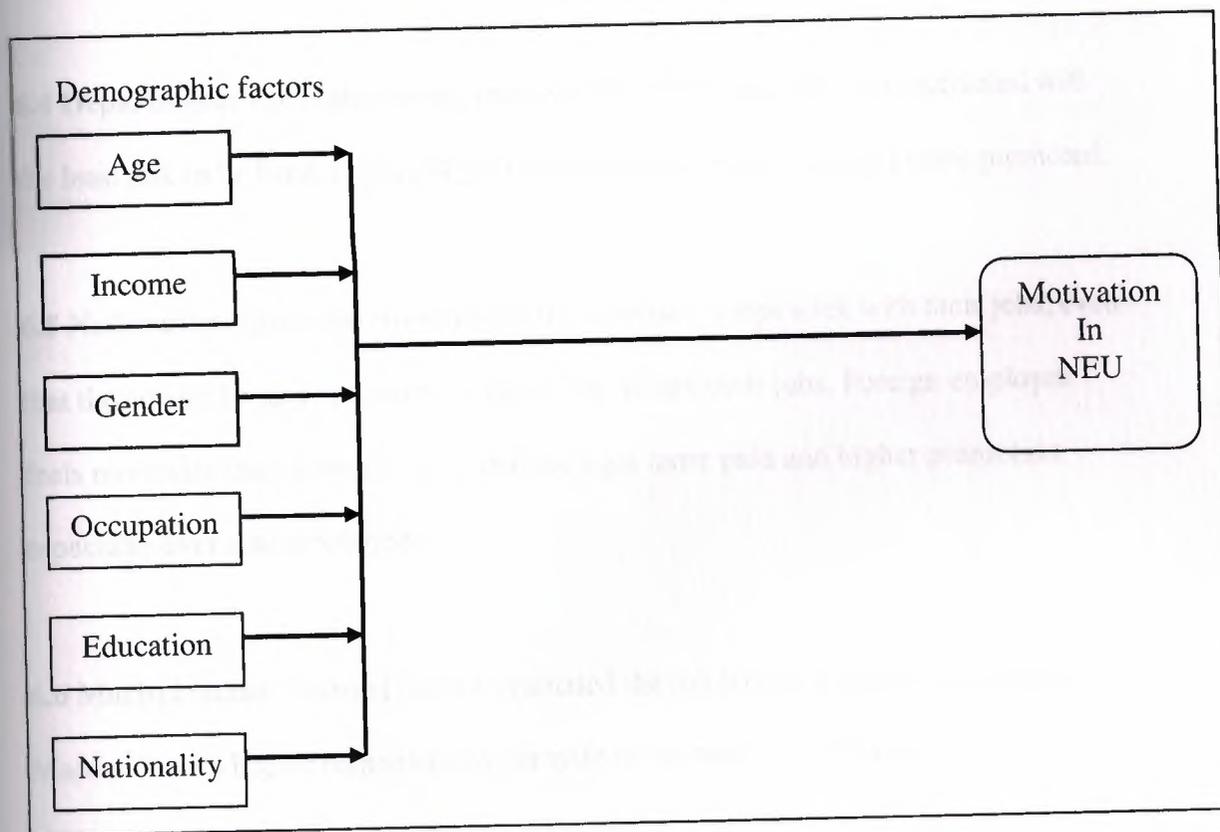
6.1 Age: Older people seem to receive more job satisfaction out of intrinsic motivation factor than younger.

Older people have got a promotion within the company, because they have more experience and do more advantage.

The younger persons do not always get so much feedback than older ones.

6.2 Income: Income is also can be effect the motivation, when the employees have higher income they feel comfort and motivate a high job satisfaction.

6. THEORETICAL FRAMEWORK



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6.2 Income: Income is also can be effect the motivation, when the employees have higher income they feel comfort and motivate a high job satisfaction.



6.3 Gender: Woman evaluated the job factor higher than men. There is no difference between men and women in job satisfaction.

Men and women perceive their work as meaningful to the same extent.

6.4 Department: The higher employee gets a higher degree they are motivated with the least risk to be fired. Higher degree employee gets more paid and more promoted.

6.5 Nationality: Domestic employee of the company keeps stick with their jobs, even that they could be less motivate or higher risk to loss their jobs. Foreign employee feels more safe than domestic even that they get more paid and higher promotion especially over seas employees.

6.6 Marital status: Married people evaluated the job factors higher than unmarried. Married have a higher responsibility for wife or husband and children.

Single people have to think only about themselves, they are free to go and to do whatever they want.

6.7 Employment status: We can talk about the full and part time employees, the full time employees have higher motivated than the part time, and because they feel that the main job for them.

They try to have more responsibility in their job and to get higher promoted than the part time employe

7. EMPIRICAL ANALYZING

This part of the project deals with the results of the questionnaire – the evaluation of the job situation and the satisfaction with certain job features, how much importance employees attach toward certain job features, and the evaluation of the benefits offered by the company. Moreover, the results of the interviews are presented in order to provide a better understanding of the questionnaire findings. Additionally, the empirical findings are analyzed in connection to the theoretical background.

First, the examined factors are explained in order to make it easier for understanding the meaning of those terms.

- The factor skills contain to do many different things, to use a number of skills and talents to perform the work, and to have challenges in the work.
- Task identity means that a person does an entire piece of work from beginning to end.
- Task significance deals with the importance and meaningfulness of the work and its effects on other people's life.
- Autonomy refers to an individual's freedom and independence to schedule and organize his/her work.
- Feedback can be received directly from the work itself as well as from superiors, co-workers, and customers.
- The factor environment includes the relationship to co-workers, the co-operation with other persons, and the work condition.
- Job security deals with the fear to lose the job.

- The last factor compensation considers the salary and wages, as well as the benefits offered by the company. These benefits are the profit-sharing , subsidized lunch price and free coffee (food), sport activities paid by the company (sport), and free work clothes including the washing (work).

Skills, task identity, task significance, autonomy and feedback are job characteristics.

They represent intrinsic motivation factors and can be related to the motivators in

Herzberg's theory and the higher level needs in Maslow's hierarchy of needs. These motivators influence an employee's internal motivation and satisfaction with the job.

Environment, job security, and compensation are factors, which concern the work context. Moreover, they are related to the hygiene factors in Herzberg's theory and the

lower level needs in Maslow's hierarchy of needs. These needs have, according to the before mentioned theories, to be fulfilled to a certain degree before higher level needs

may occur to a higher extent. Furthermore, they do not lead to satisfaction with the work, but decrease the level of dissatisfaction of an employee and influence a person's

willingness to take advantage of challenges in the work. Likewise, the importance of the environment was which identified social relations as the source of motivation.

The factors examined in this study are analyzed according to individual characteristics of the sample - age, gender, marital status, blue-collar/white-collar worker, leading/non-leading position, and the years in the company.

In the following analysis some comparisons are presented.

7.1 Age

When the responses in terms of the work situation and satisfaction were analyzed according to three age groups, weak differences were found. In terms of skills, task

identity, task significance, autonomy, feedback, and environment a tendency of increasing satisfaction with the job with increasing age of the employees can be noticed. Thereby, the differences regarding skills, task significance, and autonomy are weak. These factors are of an intrinsic nature, inherent in the work itself. In other words, older people seem to receive more job satisfaction out of the intrinsic motivation factors than younger people who lack those internal motivators to a higher extent.

My interview partners argued that the weak differences might be due to the following.

"Maybe older people have got a promotion within the company. They have more experiences and do more advanced things. For instance, in the factory young people start in the assembling with easy things and get more advanced things to do later on."

"People get more responsibility and difficult tasks with the age. The performance of more advanced things leads to more autonomy; more decisions have to be made".

Another interviewee linked the age to the years in the company and pointed out, "when you are a couple of years in the company maybe you have been promoted, your skills are better used, and you feel more comfortable with what you are doing."

Moreover, it was mentioned, "superiors rather talk to older people who have been longer here. The younger persons do not always get so much feedback than the older ones."

It can be stated that people experience their work as more meaningful (skill variety, task identity, and task significance), experience more responsibility for the outcomes of the work (autonomy), and have a higher knowledge of the actual results of the work activities (feedback) with increasing age. That leads in turn to a higher internal work motivation and satisfaction with the work, which increases in the age.

In terms of the importance attached to the job features examined in the questionnaire - skills, task identity, task significance, autonomy, feedback, environment, job security, and compensation - no strong or weak differences among the age groups could be noticed. In other words, younger and older people evaluated the job features similar. However, there seems to be a tendency that the older people get the less importance do they attach to feedback. With regard to the feedback, the following remarks were given during the interviews. It was pointed out, "when you get older you know if you do a good job since you got more experiences. You know if your performance is good or not by your self. Older persons do not need so much feedback than younger people; they rely more on themselves." Another interviewee argued, "older people are used to get feedback and therefore do not attach so much importance to it, whereas younger people do not receive so much feedback."

The evaluation of the importance of the benefits offered by the company showed no differences among the age groups evaluated the benefits according to the following order: (1) profit, (2) work, (3) and food and drinks.

Thereby, the profit and the work benefits are evaluated as very important.

Considering the whole, younger as well as older people evaluate certain job factors in the same way, but differ in their satisfaction with those job characteristics, in particular with the intrinsic factors, due to the extent that these features are present in their job.

An individual's motivation, job satisfaction, and job performance is determined by the comparative strength of economic rewards, intrinsic satisfaction and social relationships, as well as their satisfaction .The comparison between the situation at

work and the importance of the job, shows that older people seem to be more motivated and perceive job satisfaction to a higher extent than younger people.

Moreover, the comparison between the actual situation and what employees find important at work suggests differences in all age segments. The current situation and satisfaction with certain job factors was mostly rated lower than the importance of that job features. That finding may serve as a starting point to think about what the reasons are and how to increase the job satisfaction. Therefore, more detailed information is given regarding the single age groups.

7.2 Gender

Women evaluated the job factors higher than men, except for task identity and feedback, which are evaluated higher by men. However, except for the environment which shows a weak difference, strong or weak differences cannot be stated. Generally speaking, except for the environmental aspect, there seem to be no differences among men and women in terms of job satisfaction.

The difference regarding the environment (co-operation with other persons, good relationship to co-workers, and a good work environment) can, according to the interviewees, be due to the fact that the majority of women are working in offices, whereas most of the male persons are working in the production. Furthermore, it was pointed out that women are more satisfied with what they have and do not complain so much.

Considering the actual situation and the job characteristics, there are no differences in terms of skill variety, task identity, and task significance.

Therefore, it can be stated that men and women perceive their work as meaningful to the same extent. In addition, in view of autonomy and feedback it can be said that

men and women feel to the same extent that the work outcome depends on their own efforts and there is no difference regarding the knowledge of the work results. Hence, there seem to be no differences in the motivation and satisfaction with the work regarding the gender.

Women always attached more importance to the respective job features than men did. However, strong or weak differences cannot be stated. During the interviews it was argued that women like more freedom in their job than men do and are not used to deciding, whereas men are used to deciding.

Taking into consideration the comparative strength of the economic rewards, intrinsic satisfaction, and social relationships, and the extent to which they are fulfilled, no differences in the work motivation and satisfaction can be noticed in reference to the gender.

7.3 Marital status

The responses in terms of the situation at work and the satisfaction with work, analyzed regarding the marital status, showed that married people evaluated the job factors, even if only to a minor extent, higher than unmarried. However, strong and weak differences between married and unmarried persons regarding the work situation and the satisfaction with the work cannot be stated.

However, the interviewees gave some explanations for the higher evaluation of the job factors by married persons. "Married persons have a high responsibility for wife or husband and children. They have to be secure about their work and perceive a need to climb in the career, and feel more satisfied." Furthermore, it was pointed out, "Married people feel that they have to find the work interesting because they know

that they cannot afford to be unemployed since they will not have so much money anymore."

Additionally, "they cannot quite their job and move somewhere, because they have maybe children and their wife's or husbands work in that area as well." In contrast, "single persons have to think only about themselves, they are free to go and to do whatever they want."

Moreover, it was argued, "if you are married, have a family, a house of your own, have reached everything what you wanted to reach for the life you live outside the work you can take all the time you need to make your work more interesting". In contrast, "young, unmarried persons often see their job just as a way to earn money, but not as the interesting part of the life. They always plan to do something, even if it is only to go out on the evening or what to do next week. They take their jobs not so serious than older persons."

With regard to the environment some interviewees argued, "Married persons might have another view about how to work together in a group than unmarried persons."

"When a person is married, has a family, lives together with someone that person has to deal all the time - give and take. Single person do not have to do that; they do not have to co-operate with anyone at home, and are maybe more selfish."

In respect to the comparison, no differences among the groups can be identified. In other words, married and unmarried persons lack the same factors. Both groups experience a strong difference regarding the feedback.

Thus, special attention should be given to the aspect of feedback. More feedback would provide the employees (married and unmarried persons) with more knowledge

of the outcome of their work. That in turn will lead to an increase in the internal motivation, work effectiveness, and job satisfaction.

7.4 Leading/non-leading position

Leading persons evaluated all factors of the job higher than non-leading persons did.

The differences between leading persons and non-leading persons may be due to a broader work area and a higher responsibility of leading persons, which in turn lead to the necessity to use a variety of skills and to perform a work from beginning to end.

Furthermore, the work is experienced as interesting and meaningful, as important for other people, and offers a very high degree of autonomy. According to my interviewees, leading persons have a larger work field, more responsibility, more freedom and independence, more variety in their job, use more skills, do things from beginning to end, have been working a long time in the company, and are paid better than non-leading persons.

The jobs of leading persons seem to offer a higher motivating potential than non-leading positions. However, the factor feedback still shows weak differences. Therefore, some attention should be given to that aspect in order to increase the knowledge of the actual outcomes of the work. That in turn will lead to higher personal outcomes and work outcomes such as job satisfaction and work effectiveness. The same is true for the jobs of non-leading positions. Furthermore, in terms of non-leading positions, increases in the variety of skills and task significance would contribute to a higher experienced meaningfulness and therefore increase the internal motivation and satisfaction with the work. In addition, the consideration of the data given by non-leading persons reveals weak differences regarding the environmental aspect and compensation.

7.5 Years in the company

When the responses were analyzed with regard to the years people have been working in the company, some interesting findings can be seen.

After more than 10 years a sharp increase in the satisfaction of employees can be recognized in terms of using a variety of skills, task identity, and the meaningfulness and interest of the job. This can be explained according to the interviewees by the fact that "when a person is longer in the company his/her skills are more used. This is true all over the company including the factory. Usually the employees do not stay at the same job over 20 years, at least most of them. For instance some of the employees from the factory have a job in the office now." "With increasing years in the company the persons get more tasks, are able to do more things by themselves, and may perceive his/her job as more meaningful and interesting." Furthermore, "the company normally selects people inside the organization when a person is needed for a new job." Moreover, "employees often listen to a person who is working a long time in the company since that person has more experience." Additionally, "employees gain more knowledge about the company with the years working here, and see the company and the work in another way."

Moreover, it was mentioned that the longer a person is in the company the higher up that person is in the organization and therefore has more challenges and responsibility in the work performance.

Another interesting fact is the high increase in job security after 5 years and its persistence. This can be due to the fact that during the last years a lot of persons were employed, and to the Swedish law, which states that the person last employed has to be fired first in the case that reductions in the personnel have to be made. Furthermore, the development of the company and its steadily increasing success

might have contributed to the high level of job security perceived by the employees as well.

In terms of the environment it was argued that a person working a long time in the company, for instance more than 10 years, is working hard and has maybe little time to talk to his/her co-workers about other things than work. Moreover, it was mentioned that persons who have been in the company for more than 10 years maybe leave soon and therefore consider the environmental aspects as not so important anymore. In addition, it was pointed out that people who are a long time in the company know most of the people, and feel comfortable with their environment and therefore do not attribute as much importance to it as persons who have not been there such a long time. Furthermore, it was argued that people at middle age and over have more experiences and work on their own to a high extent.

Therefore, they do not need feedback from other persons all the time, and do not need to discuss things (depends on the kind of work). The evaluation of the benefits shows no differences except for the food. Persons have been working in the company from 2 to 5 years evaluated the food benefit, to a weak extent, higher than persons working in the company less than 2 and from more than 5 to 10 years.

7.6 Similarities among the groups

In general, the comparison of the data in terms of the work situation and the satisfaction with the work permits the following order of the aspects: (1) job security, (2) environment, (3) compensation, (4) autonomy, (5) task significance, (6) skills and task identity, and (7) feedback.

7.7 External factors influencing the motivation of the employees

During the interviews I received the following information. "Most of the employees are from this area and have lived here all their life. If people are born in this area and start working here, they do not move later on."

"Persons who have a house here do not move easily. They have their family mostly in the Island. Most people stay in this area when they live here". "There is a bigger risk that people from other cities who are working here change the job, because they are more flexible. "The unemployment rate is quite high today, therefore, it might be not so easy to find a new job in North Cyprus. If people work here they rather stay here instead of looking for another job. You know what you have, what your work is, how the persons are you work together with.

All these aspects may contribute to the organizational commitment, in particular to the behavioral commitment. That means the facts mentioned above contribute to an individual's desire to stay in the company instead of looking around for another employer. Thereby, the payment level, benefits, work condition, and job security in comparison to other employers, low mobility, amount of employers, and the economic situation are of importance.

8. CONCLUSION

The main findings of the investigation and analysis of the motivation of employees under consideration of individual characteristics are presented. In order to fulfil the purpose of this study, I studied the existing literature in the field of motivation and job satisfaction and carried out questionnaires and personal interviews.

According to my literature research, skill variety, task identity, task significance, autonomy, feedback, environment, job security, and compensation are the most critical factors for the motivation of employees and their satisfaction with the job.

These factors represented the basis for the empirical research. Evaluation of the actual work situation and the employee's satisfaction is resulted that there seems to be an increasing tendency in the use of skills, task identity, task significance, autonomy, feedback, and environment with increasing age of the employees. The differences in skills, task significance, and autonomy are thereby of a weak nature.

That may be caused by the fact that with increasing age most of the employees do more advanced things and more difficult tasks, and receive more responsibility due to more experiences. Moreover, the age groups show no differences in terms of job security and compensation. Considering the gender, except for the environment, no differences among men and woman can be stated.

In addition, there are no differences in the evaluation of the work situation and the satisfaction with the work regarding the marital status. Furthermore, the responses showed a clear tendency that higher ranked teachers perceive all factors to a higher extent and are more satisfied with them than lower ranked teachers.

Thereby, skills, task identity, task significance, and autonomy suggest weak differences between both groups.

These differences are due to the work itself. The work of higher ranked teachers often offers more challenges, more responsibility, more variety in the use of skills, and doing a whole work from beginning to end compared to lower ranked teachers.

Leading persons perceived all job factors to a higher extent at work than non-leading persons did. These differences are of a weak nature and are due to a broader work area and more responsibility of leading persons.

Regarding the years in the university, skills, task identity, and task significance show no differences from up to 2 years to 10 years in the company. However, after more than 10 years a sharp increase regarding those factors is noticeable. The fact that the skills of a person are more used and the person receives more tasks, when staying longer in the same organization may be an explanation for that. Moreover, people who have been working a long time in the university are higher up in the organisation and have more challenges in their work. The consideration of autonomy, feedback, environment, and compensation shows no differences among the groups. In addition, job security suggests a noticeable increase after 5 years, and persists at that high level. Considering all individual characteristics, it may be noted here that each subgroup evaluated the presence of feedback at work as low in comparison to the other factors. However, referring to the analyses, the feedback presents a high motivating potential. Therefore, special attention should be given to that factor. Job security was evaluated as highest, and often higher perceived at work than importance was attached to it.

The reasons for that is the success of the university, and the fact that information about the actual situation of the university are given regularly to the employees.

The comparison of the data concerning gender, marital status, lower ranked – high ranked, leading/non-leading position revealed no differences.

Furthermore, there are no differences among the age groups concerning the importance attributed to the factors examined in that study. However, there seems to be a tendency that older people do not attach as much importance to the feedback as younger people do. That can be explained with the increasing experiences as well. Regarding the years in the university no differences except for the use of a variety of skills and the environmental aspect are evident. The following facts may explain those results. For instance, the employees may have achieved some kind of maturity in their job.

They know their work very well and maybe some of them do not like to receive more tasks, and to learn new things. Another reason could be that those people may have more challenging jobs and thus attach not as much importance to the use of a variety of skills anymore. The differences regarding the environment may be due to the fact that those people have more experiences, and work more on their own, and may have a less need for feedback provided in discussions with other persons all the time.

Moreover, the difference may be caused by the fact that people who are a long time in the university know most of the employees, and feel comfortable with their environment and therefore do not attach as much importance to the environmental aspect in comparison to persons who have not been working so long in the university. Another reason could be that some of the employees will retire in a couple of years, and therefore consider the environmental aspect as not as important anymore.

Taking into consideration all individual characteristics, task identity and autonomy were evaluated by each subgroup as not as important as the other job factors, whereas the environmental aspect was rated as very important.

The reasons for that may be that people are aware that many tasks are not possible to maintain by one person and that work may also be of interest and meaningfulness

without a high degree of task significance. In addition, the environment is highly important since people spend a lot of time at work and like to have good relationships with their colleagues, to speak about something else other than work, to feel comfortable, and to feel that their health is not at risk in any way. The employees, regardless of the respective subgroup, evaluated the importance of the benefits offered by the company as similar.

9. RECOMMENDATION

Motivation is a continual process and needs to be sustained and developed as individual and organisational factors change over time. It may be of interest to have a continuous view of what motivates the employees and provides them with satisfaction. Furthermore, it may be interesting to compare the received results with similar surveys done in the same industry. Unfortunately, such data is not accessible, therefore, it may be recommended to do a new survey every second year in order to determine the degree of job satisfaction and to figure out the factors, which are valued and lacked by the respective subgroups. A comparison of the surveys may provide the company with useful information about the success/failure of changes regarding the work and the development in the job satisfaction of the employees.

The results of this research offer a starting point to think about the actual work conditions and their changes in order to provide a basis for a higher motivation of employees. Not only differences and similarities in the work motivation and satisfaction of employees regarding certain individual characteristics, but also the reasons for that are examined in this study.

Moreover, factors that have to be enhanced at work in order to increase the motivation and therefore the commitment toward the company are figured out and presented.

For the purpose of this studies I feel that I could not have adopted another methodology. The use of quantitative as well as qualitative methods enabled me to investigate the problem under research in more depth and to increase the quality and the value of the research and its results. Thereby, the collection of the quantitative data and their analysis by the use of the mean count for objectivity and reliability of the research.

The results of this study are not only of value for the university where the survey was carried out but they also contribute in my opinion to previous studies done in the class of motivation and work. However, the investigation was only performed in our university, I believe that, similarities and differences regarding certain individual characteristics are shown and this knowledge can be used to motivate a group of employees, sharing the same individual characteristic, in the same way.

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4) To what extent do you experience your job as stimulating?

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

5) To what extent do you perform an entire piece of work from beginning to end?

("Little" means that you are doing only a small part of the overall piece of work, which is finished by other people or by automatic machines; "Much" means that you are doing the whole work from beginning to end)

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

6) To what extent is your work interesting for you?

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

7) To what extent do you feel your work is important for other people?

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

8) To what extent is your job meaningful for you?

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

9) How much freedom and independence do you have in your job? That means to what extent can you decide on your own how and when your work is done?

1-----2-----3-----4-----5-----

Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----

Little Moderate Much

10) To what extent does your work provide you with rewards?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

11) To what extent do you receive feedback about your work performance from other persons (co-workers, superiors)?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

12) To what extent do you have to work co-operatively with other people?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

13) To what extent do you feel comfortable in your relationship with co-workers?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

14) How comfortable do you feel with your work conditions (equipment, environment)?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

15) To what extent do you feel "safe" in the current climate in terms of layoffs?

1-----2-----3-----4-----5-----
Little Moderate Much
How satisfied are you with this situation?
1-----2-----3-----4-----5-----
Little Moderate Much

16) To what extent do you feel paid fairly?

1-----2-----3-----4-----5-----
Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----
Little Moderate Much

17) To what extent do you feel that the benefits, which you receive (e.g. free coffee, car) are sufficient?

1-----2-----3-----4-----5-----
Little Moderate Much

How satisfied are you with this situation?

1-----2-----3-----4-----5-----
Little Moderate Much

Part Two

In this part I would like to gather some general information.

A) Your age:

B) Sex: () Male () Female

C) Nationality :

D) Marital status: () single () married () divorced () widowed

E) Work area:

Department :

Faculty :

F) Your position within the organization :

() Professor () Associate Professor () Assistant Professor

() Doctor () Lecturer (with MBA , MA , MSC)

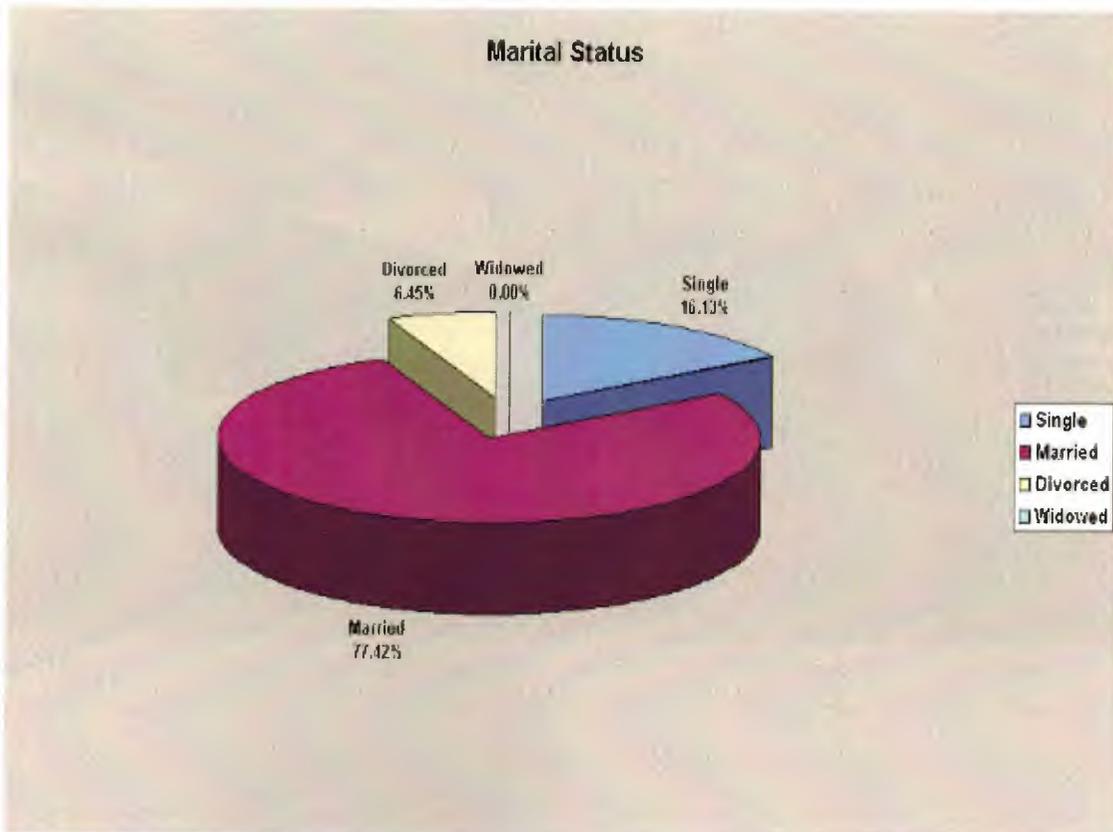
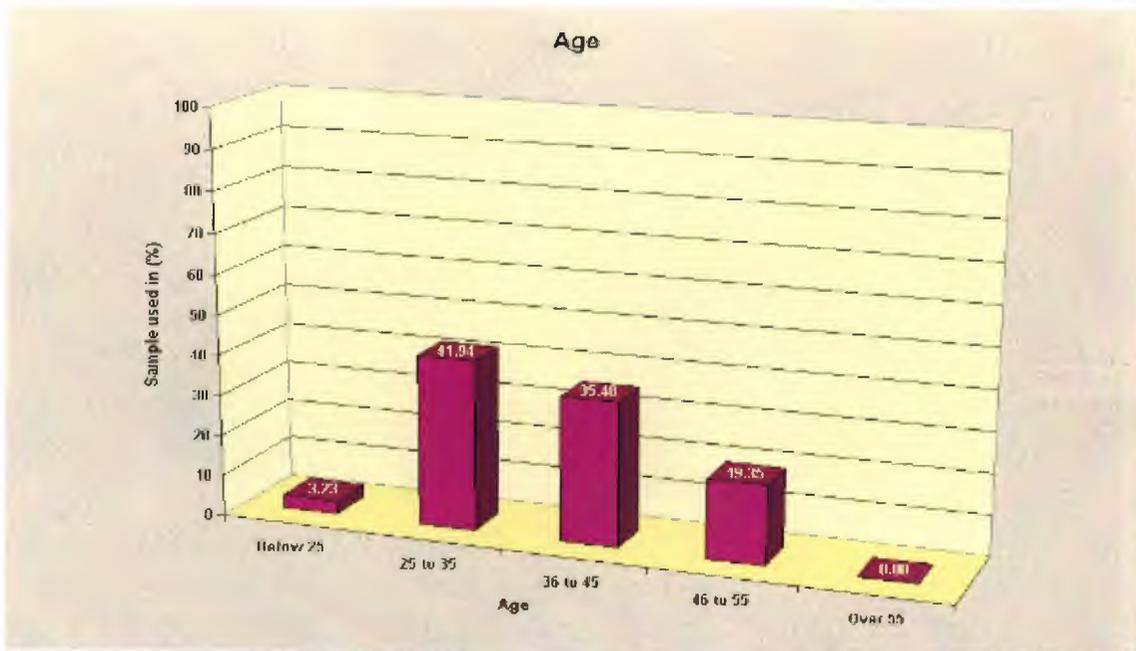
() Lecturer

G) How long have you been working in this organization?

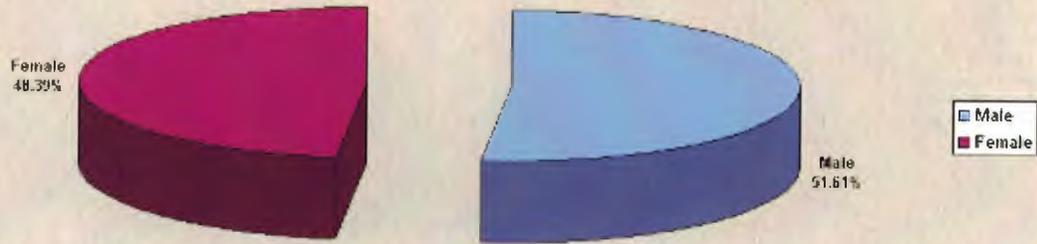
In the space below, please write down any additional information about your job that you feel might be helpful for me to understand your work situation.

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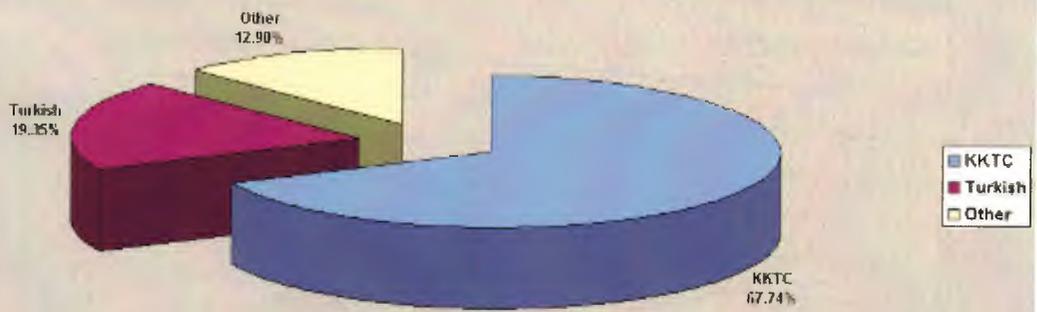
Thank you for your co-operation



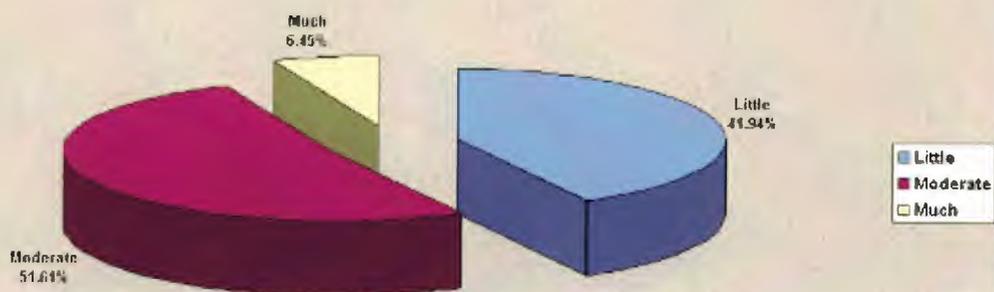
Gender



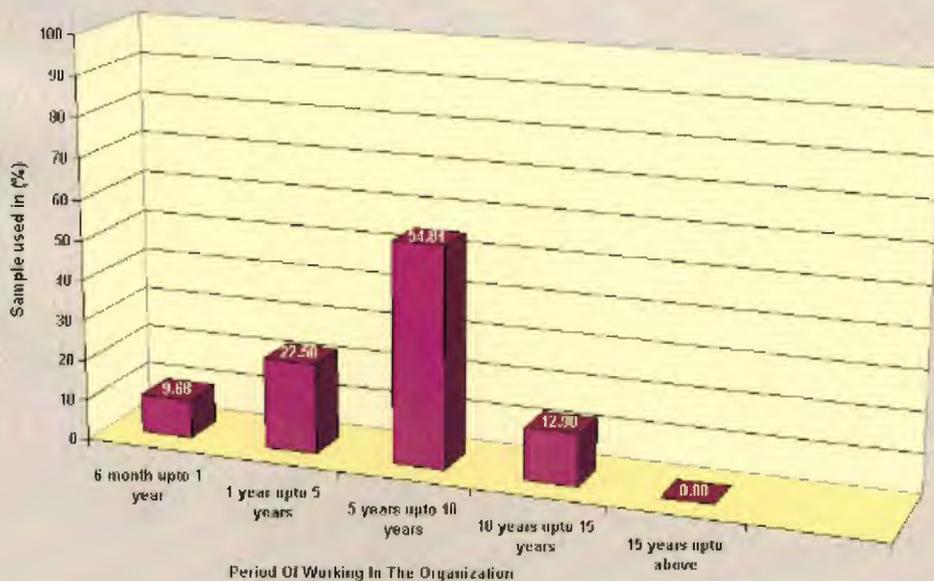
Nationality



Payment



Period Of Working In The Organization



Safety

