Types of Motivation and Their Use in the Management of an Organization

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ABSTRACT

This thesis deals with the motivation of the students with a previous work experience or working while studying at the moment. It examines how motivation of the current sample is different from other samples. The aim of the thesis is to show the importance of motivation by considering the main motivation factors. Also the importance of needs and goals has been brought for close examination. The thesis also covers employee involvement.

Keywords:

motivation, motivation factors, sample, needs, goals, employee involvement

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CONTENTS

INTRODUCTION

It has been an ideal prerequisite to afford people a special place in management. As Lee Iacocca said "management is nothing more than motivating other people." (Brainy Quote).

This may serve as a useful starting point for adequate management. In reality there is no much room for balanced management as organizations apply their own principles. The personnel is at risk of being downgraded. The worst case scenario is employee absenteeism, high employee turnover, degraded employee morale. Moreover the personnel has to be literally compelled to get to work. The rates of employee detention are remaining at a sustainable level, which raises questions about the reasons for this pathetic phenomenon. It has long been considered that the financial factor influences people's decision to leave their jobs. However other studies alongside stick to non-financial factors, others take middle of the road stand on these issues. One of the things that those numerous studies have in common is that they draw a much broader picture of how motivation is applied. Ways to prevent above mentioned problems seems to be centered on an individual: teamwork, job enrichment and rotation are one of the multiple tools to turn unstable management into balanced one.

The thesis aims at studying which factors lead to a higher motivation among employees. Additionally, the demotivating factors have been touched on as well. Particularly the study provides insights into motivation among students with previous work experience or currently employed.

The paper starts with a description of the main motivation concepts and approaches with a special focus on the hierarchy of needs. The chapter also draws on statistics about employee detention and other key facts which are going to be used in the research findings. The analysis part is intended to determine the motivation in a particular group; the results are summarized in tables and charts.

I.   THEORY

1 LITERATURE REVIEW

The objective of this chapter is to give insights to the concept of motivation by targeting selected general approaches. Additionally the chapter aims at providing a reader with a necessary background to capture the essentials of the superior management based on the knowledge of motivation. Given the scope of the existing motivational theories, it is worthwhile to stay on the track and at the same time to bring about one's own standpoint to the successful motivational leadership. This fact explains the variety of literature on how to motivate people, while the theory itself doesn't get much coverage. Motivation is often misconstrued in terms of favoring a particular motivational factor, taking motivation for manipulation, complacence, and other distorted practices. In this respect the theory overview prevents an entrepreneur from messing up with the basic terms.

1.1 Defining motivation

Vroom (1964, 6) defines motivation as "a process governing choices, made by persons or lower organisms, among alternative forms of voluntary behavior." Atkinson brings to light physical aspects, suggesting that motivation is "the contemporary (immediate) influence on direction, vigor and persistence of action" (1964, 2). Indeed, the word "motivation" comes from the Latin word "movere" (movement). Baron as well relates motivation to a "force that energizes behavior and directs it towards attaining some goal" (1983, 123). Campbell and Pritchard (1976) conceptualize motivation as based on direction and persistence. The above mentioned definitions view motivation as a driving force and can be easily simplified under the famous Jim Rohn's quote: "Motivation is what gets you started. Habit is what keeps you going" (Quotes.Net). Jim Rohn is a renowned American motivational speaker and author.

The concept of motivation is vital and actively applied in human resources management, management in general, and especially performance management. Lee Iacocca (Brainy Quote) suggests that basically there are three things that are most significant in any business, those are people, products, and profits, and stresses that the human asset is indispensable to the rest two things. If the success of the company depends on humans rather than elaborate programs and robots, then it is a company's first and utmost responsibility to "treat people right" (Lawler 2003). Lawler (2003) once again emphasized that employees form a valuable asset of the company. The vision of employees as an asset, contrary to a sort of expense, can be traced back to early motivation theories, for example,

McGregor's theory Y. In general, the 21st century views people as "an asset that should be valued and developed" and views teamwork and creative projects as predominant (Kohan 2003, 4).

Another angle of understanding motivation is its connection with the outcomes and behavior. Employers and employees have their own outcomes. Employers are concerned about productivity, professional competency, on-time results and much more. As for employees, the outcomes consist of material (salary, bonuses) and non-material benefits (promotion, flexible job schedules, increased status). Since it is a human nature to strive for positive outcomes, motivation as such comes to the forefront. While stating all the importance of rewarding outcomes, Deeprose (1994, 62) advances the need for supporting the behavior as well: rewarding behavior motivates employees to fill the gap in their abilities and spurs them to perfect. Wegmans Food Market with its motto "Employees first, customers second" is distinguished for its "Eat Well. Live Well Challenge" program, no smoking policies and other diverse programs that are really awarding and make a noticeable improvement to the company image and employee ethics (Wegmans).

As it has been stated, motivation is followed by outcomes and is dependable on abilities. Therefore, performance is ability multiplied by motivation (Maier's distinguished formula, cited by Whetten, 2000). Whetten finally says that motivation is desire multiplied by commitment (Whetten, 2000). He also states that both ability and motivation are important to achieve high outcomes: if a person has 100% of motivation and 75% of ability, the results would be positive; but if the abilities form only 10% with the same amount of motivation, the outcomes are not likely to be alright (Whetten 2007, 277). This might not be true. One could take exception to this, but as a matter of fact most manual jobs don't need much of ability, since it is all about the same algorithm. To do manual jobs is one of the toughest things unlikely to the common view. There needs to be high motivation and personal endurance to do all those monotonous tasks. On the contrary abilities are essential for a knowledge-based company, where the major concern is about losing talents and where the high risk of "brain drain" exacerbates the situation.

Being an eager antagonist of routine, stoic, and restrained tasks, Jim Harris brings about the concept of "heart power": it is the core of an organization, once the heart power is evoked, there is no need to constantly spur an employee to do a better job (Harris 1996). Needless to say, it is as much invigorating as it is practical to transform the mundane tasks into creative ones. The results seem to be promising and double. Harris (1996) assumes that to

get the heart power awaken an assembly of the three things should be present: vision, the balance between the family and work, and turning work to fun without any boredom. As Voltaire notices "Work spares us from three evils: boredom, vice, and need." (Great-Quotes).

Over a long time the theories tried to explain motivation in terms if hedonism: all organisms strive to increase pleasure and decrease pain (the pleasure – pain principle). Weiner notes that "reward (pleasure) does not inevitably increase the likelihood of a response, nor does punishment (pain) assuredly decrease the probability of the reoccurrence of the punished behavior" (Weiner 1992, 356).

To a greater extent the transition from hedonism took place which gave an extensive ground for further research and many motivation theories were formulated to perfect the very concept of motivation.

To summarize, motivation carries the notion of movement, but it is not movement itself; it has to be linked with abilities, behavior and performance (outcomes). It does bring pleasure but it is not equal to pleasure, or satisfaction itself.

1.2 Motivation and management styles

"Management is about coping with complexity." John Kotter (Great-Quotes). Motivation at an organization with an elaborate hierarchy would certainly differ from the one with a simplified management structure.

1.2.1 Taylorism vs. Likert's group organization

The concept of scientific management, or Taylorism, was first launched by Frederic W. Taylor (Bruno 2002, 147-149). Taylor catered to extreme uniformity and simplicity of a work process (horizontal specialization), as well as the division of labor (intellectual and manual tasks were separated, vertical specialization) (Bruno 2002, 148). The tasks were tailored to the workers' skills; the decision-making was left to managers who exerted control. The working day was meant to be intensive, but short, with few breaks in between. Taylor was the first man who proposed the concept of wage incentives, while there were beliefs that "workers were simply production factors without any particular needs other than the wages they earned" (Bruno 2002, 149). Motivation was perceived as secondary means to get people to work. It was one-sided and conditioned: only high outputs deserved the best lot. The remnants of Taylorism are still visible at some industries, like software

and IT. With the data-driven society and the issues about human capital versus human resources, the possibilities to downgrade to Taylor's unification and his concepts of motivation are likely to be high.

Rensis Linkert replaced control with self-control and supportive relationships. He believed that the objectives of an organization can be fulfilled by linking together the company sectors and commitment: each member serves a "linking pin", each member contributes to an organization directly or indirectly (Bruno 2002, 150-159). The major condition on the way to motivation is the awareness of employees of their contribution to a company.

Linkert argued with Taylorism and claimed that employees have their needs and preferences that employers should conform with (Bruno 2002).

Linkert defined four management styles with differing motivation: the exploitive – authoritative system, the benevolent-authoritative system, the consultative system, the participative – group system (accel-team). The first type is based on force and authority, while the second style is distinguished by rewards, but with little interaction and teamwork; consultative management has some extent of cooperation, teamwork; the ideal type is a participative system where all parts, starting from top managers to lower workers, combine their efforts in order to achieve the goals of the company (accel-team).

1.2.2 Other management styles

Motivation can only occur when there are objectives; there is no need to motivate people if no goal is at sight. Peter Drucker (1955, 110) insisted on employees being aware of their roles and responsibilities assigned to them. He focused on self-control which means "stronger motivation: a desire to do the best rather than just enough to get by."(Drucker 1955, 113).

In 1930-1940 Elton Mayo carried out a series of experiments to determine the impact of work conditions (e.g. light conditions) on a person's performance. The bottom line was to show that motivation is dependent on improved working conditions. In general, the theory laid the ground to so called Hawthorne effect: motivation is two-three times higher when an employee feels singled out of the crowd. Therefore directing efforts to search for the needs of an employee is a basic postulate that comes out from the Hawthorne studies (Pride 2009, 283). It should be emphasized those needs don't float around as such; they need to be identified through questionnaires and that. Appropriately enough, the polls help to raise awareness concerning motivation.

Autocratic management incorporates a strict control where there is no place for motivation. Is makes a contrast with paternalistic model of management, where an employer is the center of a company just like the head of the family and his needs are a priority (Pride 2009).

1.3 Intrinsic and extrinsic motivation

Taylor and Linker didn't probably operate with such terms as "intrinsic" and "extrinsic". In today's literature their models are viewed as intrinsic and extrinsic correspondingly. According to Ryan and Deci (2000, 55), intrinsic motivation "refers to doing something because it is inherently interesting or enjoyable" and extrinsic motivation "refers to doing something because it leads to a separable outcome."

The word "intrinsic" itself associates with an internal nature. To be intrinsically motivated means to have internal drives to perform an activity which is expected to deliver satisfaction. According to Deci and Ryan, these innate drives include the needs for competence and self-determination (2000, 32). Intrinsic drives don't have a cyclical character and they serve as an "energizer of behavior" (2000, 32). They also stated that intrinsic motivation "exists within individuals, in other sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task." (Deci and Ryan 2000, 56).

Any person who is intrinsically motivated is under the influence of external factors as well. Skinner's operant theory suggested that rewards spur motivation, so for intrinsic motivation the reward is an activity itself (Deci and Ryan 2000).

Extrinsic motivation is not a degraded and "selfish" form of motivation. There is just a high distinction between intrinsic and extrinsic rewards. Two forms exist independently or might affect one another. A lot of studies argue about the impact of external rewards on intrinsic motivation, for example it's believed that when there are some material rewards, intrinsic motivation is likely to increase, but not always (Cameron 1994).

What seems to be true for both forms of motivation is that the lower motivation is the lower is the performance. Indeed, increasing motivation can lead to higher performance to some point. This is the part one of the process studied by Yerkes and Dodson widely applied to sport psychology. Moran mentioned this theory in his work "Sport and Exercise Psychology" 2004. Dodson and Yerkes examined the ratio of arousal level and task

difficulty. The premise made by scholars was something reminding the inverted U-shape curve: when the arousal reaches the optimal point, so does the performance; then when the arousal becomes abnormally high, the performance drops back (Moran 2004, 87). Another finding was that the level of arousal depends on type of work: "the performance of difficult tasks decreases as arousal increases" and vice versa (Moran 2004, 87). The opposite can be as well: performance followed by rewards can lead to motivation.

Moran's theory most likely undermines the existence of external rewards because as stated intrinsic motivation doesn't have a cyclical character. What matter is motivation in general and not exactly the types of motivation, but people.

Cameron and Pierce (Cameron and Pierce, 1994) were among those who conducted the research to find out the impact of external rewards on intrinsic motivation. The findings were opposite to the numerous studies of the past years which advocated the detrimental impact of extrinsic rewards on intrinsic motivation. But Cameron and Pierce proved extrinsic motivation can accompany intrinsic motivation and have even a beneficial effect (Cameron 1994).

But some extrinsic rewards and factors can affect intrinsic motivation in a less desired way. Gagne and Deci (2005) stated that too much of surveillance lowers intrinsic motivation. They referred to their self-determination theory where autonomy and freedom are among the focal points: more freedom intensifies intrinsic motivation, and vice versa (Gagne and Deci, 2005).

1.4   Major motivation theories

There have been a lot of research about what motivates an employee and a human being in general, yet little is proved to be more or less objective.

1.4.1   Need-based theories of motivation

The hierarchy of needs makes the basis of the motivation questionnaire.

Maslow's hierarchy of needs theory

Maslow (1943) identified the five vital needs: physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. In the practical part of the thesis, it is shown how those needs can be placed to the work context, just like any other theoretical approaches provided hereafter provided that the closer examination is needed. A human possesses make the whole bunch of basic needs like food, drink, sleep, oxygen, shelter.

Basically, what makes the physiological needs basic is their indispensable character for a man. Moreover, they are prevailing needs, thus "a person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else" (Maslow 1943, 372). It certainly doesn't mean that people hunt for job merely for benefits aimed at sustaining or improving their condition. Safety needs include the needs for protection and security: they arise from the deprivation of the physiological needs. Maslow gives an example of a child in a wrecked family or a family with high level of domestic violence where fear, let alone the physical pain, causes the child feel deprived of safety (Maslow 1943, 377). Love needs include a sense of belonging and affection. Esteem needs include respect for oneself and others, and the recognition from others (Maslow, 1943). Maslow summarized the self-actualization needs in one phrase: "What a man can be, he must be" (Maslow 1943, 382). In other words, seeing more good qualities about oneself than ever before is what makes self-actualization.

Maslow goes on further to say:

> No claim is made that it is ultimate or universal for all cultures. The claim is made only that it is relatively more ultimate, more universal, more basic, than the superficial conscious desires from culture to culture, and makes a somewhat closer approach to common-human characteristics, Basic needs are *more* common-human than superficial desires or behaviors. (Maslow 1943, 390).

When physiological needs are satisfied completely, a person steps to another level – safety needs and etc. Above all, Fisher notes there is always a link between the needs described:

> It seems to me that our three basic needs, for food and security and love, are so mixed and mingled and entwined that we cannot think one without the others. So it happens that when I write of hunger, I am really writing about love and the hunger for it, and warmth and the love of it and the hunger for it; and then the warmness and richness and fine reality of hunger satisfied; and it is all one." M.F.K. Fisher, "The Art of Eating"

Douglas McGregor theory X and Y

Theory X basically comes from Sigmund Freud's assertions on the nature of a man: he tends to be initially lazy, lacking initiative, and needs to be constantly spurred. His theory doesn't allow any display of creativity or relative freedom at work. Theory Y is ascribed to Douglas McGregor who has been an optimist in contrast with Sigmund Freud. McGregor believed that "human growth is self-generated" (McGregor 1987, 26). McGregor emphasized that power is not the only means to hold the leadership. When there is a strict

control, there is little space to develop personally. He believed a man is initially morally prepared to work and take responsibilities (McGregor 1987).

Later on Thomas Kohan compared the 20th and 21st centuries: the 20th century assumes people as "a cost that must be monitored and controlled" and work as "segmented, industrially-based, and individual tasks" (Kohan 2003, 4). The 21st century views people as "an asset that should be valued and developed" and puts on the first place teamwork and creative projects (Kohan 2003, 4). Theory Y, in contrast with the theory X, satisfies the higher needs in Maslow's hierarchy: self-actualization, esteem and social needs while emphasizing "people's maturity, creativity and the need for belonging, status and self-fulfillment" (Palmer 1998, 174).

Herzbeg's motivation hygiene theory

Herzberg brought about his theory about motivators (satisfiers) and hygiene factors (dissatisfiers) (or two-factor theory). The motivating factors (satisfiers) are mostly the final results, accomplishment, success, progress, recognition, competition, teamwork etc. The absence of hygiene factors creates dissatisfaction. Among those factors are the company policies, supervision, working conditions, salary, security, reputation, status, work relationship. Palmer places the hygienic factors in the pyramid of needs below the esteem needs; everything above is the motivator group (Palmer 1998, 174).

McClelland's achievement motivation

McClelland found that motivation depends on the level of the need for achievement, power, and affiliation (Moore 2010, 25). Achievement is the "success in competition with some standard of excellence" (Moore 2010, 25). Thus achievement orientated people really care about the quality of their work and the feedback. They welcome competition but reject money as their primary goal. Those people who choose the need for power tend to like exercising power and correspondingly taking senior positions. The need for affiliation affects a person's desire to interact and be a part of team. (Moore 2010).

Alderfer's needs modified theory

This theory is also called ERG theory (Existence, Relatedness, and Growth). Existence needs cover the physiological and safety needs in Maslow's hierarchy; the Relatedness needs refer to social and esteem needs, and the Growth needs is the highest among them all as it refers to self-actualization needs. Alderfer modified Maslow's hierarchy while indicating that more than one need may be present; he doesn't accept the strict hierarchy

(Alderfer 1969). According to Alderfer (1969), when a high-order need is not satisfied, a person turns to a lower need.

Motivation was considered in terms of needs; other theories (process-based) suggest that motivation is "controlled by conscious thoughts, beliefs, and judgments" (Werner, 45), rather than needs.

1.4.2   Process-based theories of motivation

Equity theory

Equity theory suggests that a person tends to feel over-paid or under-paid under certain conditions. An Equity theory was first formulated at Adams' work. It defined a referent, inputs (training, effort, professional experience) and outcomes (salary, status, appraisal, performance ratings, job responsibilities, promotions, work schedule, work load etc.). (Adams 1965, 267-299). There is a tendency to underestimate one's inputs and the rewards you get for the work done. For example, for some it wouldn't be fair to pay two consultants the same salary if one is working part-time and another one full-time. Basically, it is based on what seems to be fair for a person. Further actions depend on the personality type. Huseman (1987) identified sensitives, entitleds, and benevolents. Sensitives prefer equal ratios of inputs and outcomes, both his own and the referral's. This matches the equity theory by Adams perfectly because those who get equal outcome have fewer motives to be disgruntled: both workers can have an equal pay and be alright with this. However entitleds aspire for greater outcomes disregarding their inputs, thus they might have more "stress" going around the problem. Benevolents, according to Huseman (1987), accept their lower outcome less dramatic than entitleds. Huseman's theory (1987) partly interconnects with the achievement theory: most of the times achievement people work for feedback and not for money.

There arise three types of justices: distributive, procedural, and interactive justices. Fields (2002), after Greenberg (2001) defines distributive justice with "the extent to which an employee believes that his or her work outcomes, such as rewards and recognition, are fair" (Fields 2002, 170). Procedural justice connects with the decision-making process: if the demands were satisfied or not. At last, interactional justice is about the respect and general dignity.

Vroom's expectancy theory

Expectancy theory has three elements: expectancy, instrumentality, and valence (Vroom, 1964).

Expectancy element is the relationship between efforts and performance: whether high efforts can lead to productive performance (Green 1992, 2). Instrumentality is understood as whether high performance causes high outcomes. If the outcomes are accepted with satisfaction, then it's all about valence (Green 1992, 2-3). Therefore expectancy theory bases itself on the premise that there is an interconnection between efforts, performance, outcome, and satisfaction. Motivation mainly comes with satisfaction and the whole cycle repeats. For example, satisfied employees at the car factory can get the free driving pass and then they are given further incentives, e.g. a discount to buy a car. Green notices that motivation doesn't guarantee high performance. "Motivation and effort are required for performance, but alone do not guarantee it" (Green 1992, 5).

Performance = f (effort, skill, environment)

Effort = f (motivation)

As Green (1992) suggests, performance is the function of effort, necessary skills and environment (working conditions, schedule etc.); effort is the function of motivation, whereas motivation is the function if the three elements of the expectancy theory. Porvazník specifies other motivation factors such as notion of work, influence of other people, compliments and criticism (Porvazník 1941, 186). According to Porvazník (1941), the notion of work is to be in accordance with the company's vision.

Knowledge of this gives the opportunity to affect expectancy, instrumentality, or valence for employers.

Reinforcement theory

Reinforcement theory holds that "behavior that is rewarded is likely to be repeated, whereas behavior that is punished is likely to recur" (Pride 2009, 287). This theory takes it origin from Skinner's studies on operant conditioning (Skinner 1953) where he suggested the effect of the reinforcement stimulus. He practically proved his studies first on rats with his famous Skinner box (Skinner 1953).

According to Lussier (2008) there are four reinforcement methods such as positive reinforcement, avoidance (or negative reinforcement), punishment, and extinction. Positive reinforcement includes feedback, bonus, a few extra days off. Negative reinforcement exists when a negative factor exists, such as constant reminder to an employee to do his/her job which may be effective or not. Another example is that a soon-leaving employee avoids

the consequent troubles by informing the employer about his leave decision beforehand. Punishment is used to "decrease the undesired behavior" (Lussier 2008, 399). It may come in the form of fines, infractions, the written notice, discussing the matter under the general committee. Extinction is defined as "withholding reinforcement when an undesirable behavior occurs", specifically ignoring (Lussier 2008, 399).

1.5   Employee retention and intrinsic motivation

Looking back to the year 2010, one could see a certain leak in the human management. According to the Deloitte/Forbes Insight Survey, released on Dec.8, 2010 "Talent Edge 2020", found the lack of the personnel possessing R&D skills (Research and Development) and executive leadership.

A brief summary of the results: 40% shortage of R&D talent – technology, media, telecom industry; 39% consumer/industrial companies; 37% life science and healthcare.

56% executives admitted the average shortfall of leadership skills, while 63% are highly concerned about employee retention. 64% of the companies surveyed are open and show the desire to hire professionals worldwide (Deloitte).

The demand for special skills had been captured in the Czech republic as well, when in 2007 the Research Institute for Labor and Social Affairs and Masaryk University Brno have released the statistics regarding foreign workers: 327 specialists, 224 administrative, technical, and accounting work. 652 manual workers also were a part of the survey (EWCO). That supports the fact that technical professional skills are more welcomed than sales and administrative skills. The survey found that the workers were motivated to some degree, also with a disadvantage: 23% of employers provide further training and education to foreigners, compared with 37% doing the same to native workers (EWCO).

The bottom line the increasing number of companies is finally getting to broaden the definition of an equal employer. What caused the decreased number of professionals? Among those factors are cracked economic situations, the urge to cut the budget and respectively to reduce the costs directed to research, the lack of financial and moral support. If the quantity was the only factor for prosperity, then the whole system would have been trapped under over-production and an increase of public demand. As it has been stated by Kathleen Brush, there should be "a dual focus on driving productivity", indeed 3% automation, 97% leadership (Brush 2010). These figures don't happen to be real for the past decades.

What would come after blocking the non-routine workers and stranding them from other work groups? The first thing that comes to mind is the illegal ventures. As in the popular film "Jingle All the Way" the Santas of different background formed sort of illegal venture; it might have been possible to direct the potential into doing something legal in real.

Absolutely, motivating people and giving them a sort of freedom prevents a company from turning into a worm depending on the public demand. It has been stated there should be an internal drive at any company. For example, it can be a drive for commitment which is the general outcome of motivation (intrinsic motivation). (Thomas 2000).

Commitment enhances motivation and increases employee productivity, counting to organizational performance. According to Thomas, there are four intrinsic rewards: a sense of choice, a sense of competence, a sense of meaningfulness, a sense of progress. A sense of choice lets people select what they are interested in and make sensible choices therefore. Competence is all about a sense of accomplishment about a done task. Meaningfulness is about being adherent to the task. Progress is about a feeling of contribution and that your efforts really lead to the advancement of an organization (Thomas 2000).

The motivation yields commitment. Management, in general, is a kind of practice of throwing the boomerang: investing motivating people gives back commitment. According to the survey by Watson Wyatt, companies with highly committed workers deliver much higher returns to shareholders. The exact numbers can be seen in the full survey (Watson Wyatt). High commitment – 112% for three years, average – 90%, low – 76%

Certainly commitment is not enough to retain employees. They should understand the essence of their work and what core values they are helping to create. Communication is another cost effective solution. According to another survey Communication ROI Report companies "good communicators" had 47% higher returns over the last five years than companies with stumbling communication (towerswatson).

1.6   Summary

It seems to be an easier option to blame the majority of leaders for their insufficient motivation skills and marginalizing motivation in general. When autocracy entered the management, the new style of an autocratic management emerged as mentioned previously. The theoretical part was intended to show that apart from poor leadership skills, there are individual characteristics on the other side of the scale which result in anyone being motivated or less motivated. This stress on individual can be found in many motivation

theories (Maslow's hierarchy of needs, McClelland achievement motivation and others). The theories of motivation have led to understanding that types of motivation revolve around individual and intrinsic rewards should be studied in particular. These views were the result of the previous studies and also were accelerated with decreased employee retention rates and high turnover costs.

Since motivation is about the pursuit of a driving force, various motivation factors should be studied particularly. Understanding of motivation types is essential for developing motivation strategies that last. It is vital to have all parts of organization function together, and motivation has become an inseparable part of any management.

Motivation types should be immune to any bias, for example motivation and manipulation. The dynamic nature of motivation was stated in this aspect to differ it form any other misinterpretations.

Commitment and communication help to battle high employee turnover as supported by case studies and polls.

II. ANALYSIS

2 METHODS

This chapter intends to report on the preliminary preparations for the survey and describe the research tools utilized. The identification of the respondents, a summary of the most relevant statistic methods, and the hypotheses have been drawn together under this chapter. It is vital for the survey to be valid in order to get accurate and reliable results.

2.1 Survey respondents

Thompson (2002, 1) defines sampling as, "selecting some part of a population to observe so that one may estimate something about the whole population." The survey was administered to thirty part-time/full-time students of the Tomas Bata University in Zlín who are proceeding further beyond a bachelor's or master's degree. The participants were selected on a random and voluntarily basis which was done deliberately for the purpose of proving the hypotheses of this study. All the respondents have previous work experience or working while studying. Another reason for the present sample selection is to bring about more objectivity and diversity to the research conducted. The students have been employed with different companies, which certainly widens the scope of the research. To deal with a specific company would be irrelevant as it increases the risk of ambiguity and therefore unreliable results with regard to the topic of the study.

Among the major prerequisites of the questionnaire is a proper and succinct formulation of the questionnaire items, which in no manner should affect the respondents' thinking. In this regard the sampling is distinct from a simple experimental design which tests the sample on an effect produced by an action (Thompson 2002, 1). Thompson (2002, 2) also separates observational studies which have its data "observed by happenstance, convenience, or other uncontrolled means "unrepresentative". In this case the survey is certainly not observational because it happened on an agreed date and wasn't simultaneous. Another objective of the survey was to maintain the response rate as high as possible by eliminating distracting factors, such as excessive noise and time pressure. Since the length of the survey was far from short, each of the respondents confirmed that the time allotted to fill in the questionnaire was sufficient. The primary goal was to bring down the NR (no response) rate to a minimum, and this goal was handled as the percentage of the non-response items was kept at minimum at 4.1%. Human errors were also taken into account, such as the items marked twice.

The participants and the area of work remained anonymous.

The Code of Standards and Ethics for Survey Research (CASRO) may be efficiently used in any survey of this kind. The code summarizes some of the points mentioned above and says that the participants should be:

> a. willing participants in survey research; b. appropriately informed about the survey's intentions and how their personal information and survey responses will be used and protected; c. sufficiently satisfied with their survey experience; d. willing to participate again in survey research. (CASRO: The Voice and Values of Research.)

Confidentiality is what makes a real research. At the end of the survey the respondents were welcomed to give a feedback.

2.2   Sample characteristics

The background of the recipients is represented in a graphical format.
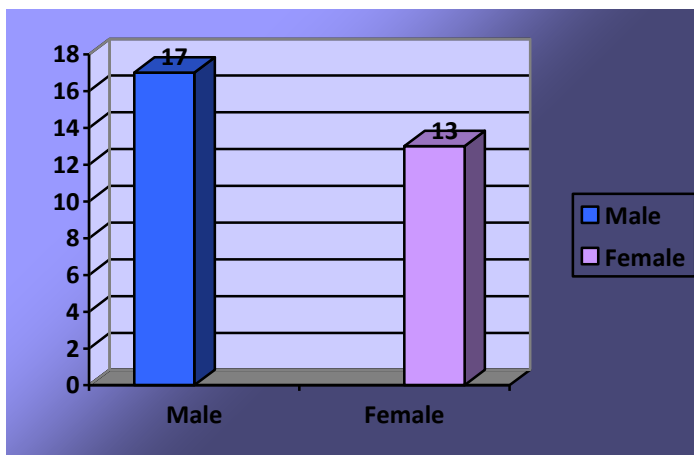
Figure 1. Gender distribution of the sample

Figure 1 represents the gender distribution of the sample of students. The figure indicates that the majority of the sample are men (56.7%, or 17), and the remainder are females (43.3%, or 13). The willingness of men to participate in the survey is more likely explained by random circumstances, however Foster Thompson admitted that there has been a lack of focus on the personal characteristics of the survey takers: his research found that identical twins are less willing to take research than fraternal twins,. That spurred the further research on how predisposition to take surveys varies between males and females (Thompson 2011).
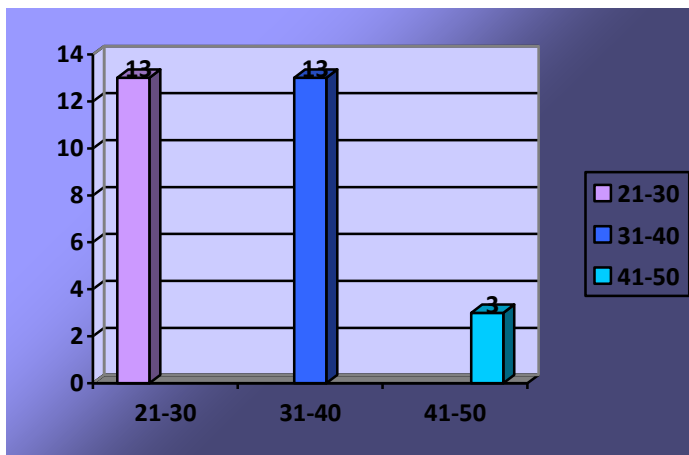
Figure 2. Age distribution

As can be seen from the figure, the same number of respondents is observed for the age categories of 21-30 and 31-40 (44.8%, or 13). Only 3 respondents aged 41-50 participated in the survey. There were no respondents of the minimum and maximum age ranges (under 20 and over 50). One participant didn't mark his age. The age differences are explained with the fact that most of the respondents are still continuing their education.

As it has been observed in the theoretical part, the motivation and goals are interconnected. Juniors might be more goal-oriented as they start working, that's why this age range (21-30) and (31-40) are of a particular interest as well. However concrete conclusions are drawn on the data and statistics. In general, any company should have senior workers as well; otherwise that is the violation or even age discrimination. According to the Australian newsletter not only people above 40 complain of "ageism", younger employees have also been ignored in job hunting because employers think they are too young and inexperienced (Smart Manager).
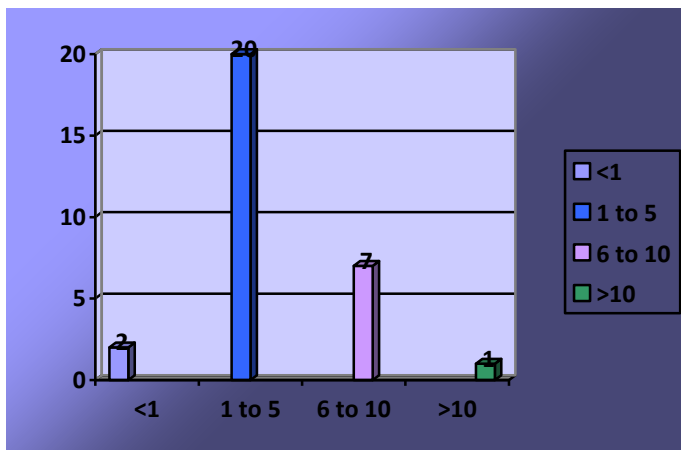
Figure 3. Experience distribution

About 67% (20) of the respondents have worked at a company for 1-5 years. 7 participants (23.3%) indicated work experience exceeding 5 years but less than 10. Only one respondent had work experience more than 10 years.

Experience contributes a lot to the validity of the results on motivation as participants before starting a work career might look at motivation and motivation factors from a different angle. The initial viewpoints are more likely to be raw.
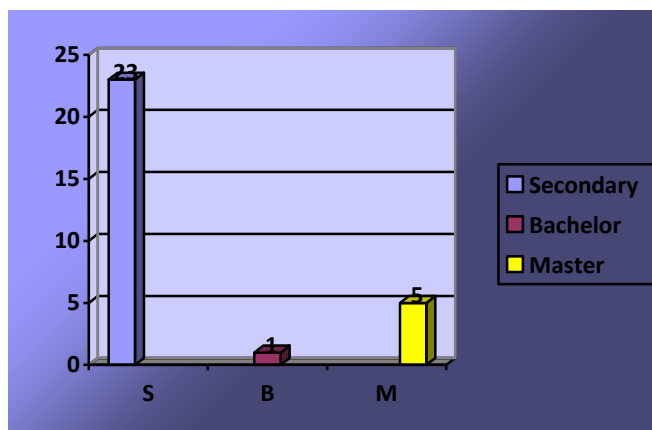
Figure 4. Education distribution

Without experience there is no a right understanding of motivation, and without motivation any experience fails to be important (Nobilis, 2008). 79.3% or 23 respondents with secondary education comprised the majority. The remaining 5 students (17.2%) already got

their master degree and only 1 participant indicated possession of a bachelor's degree. One non-response was observed as well.
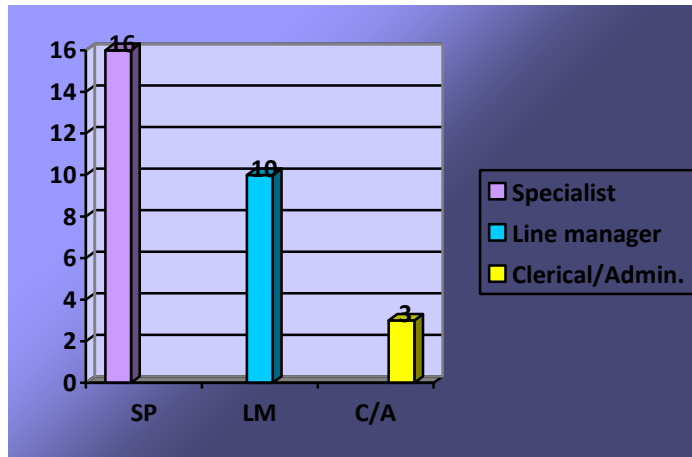
Figure 5. Job category distribution

As seen from the chart, the majority of the respondents (55.2%, or 16) worked as specialists, 10 respondents (3%) as line managers; there were only 3 respondents who occupied administration/clerical posts.

To avoid mixing up with two terms (line manager and specialists), the definition is provided: "someone who is responsible for managing someone else in a company or a business; one of the managers who are responsible for the most important activities of a large company, such as production." (Cambridge Advanced Learner's Dictionary Online, s.v. "Line manager"). It's obvious that specialists is a contrast group, because they provide services to line managers.

Due to an insufficient number of recipients with administration/clerical positions, this group hasn't been considered in details.

In this section, the background information about the recipients was presented in the form of charts. Some of these data were used in the findings.

2.3   Questionnaire structure

In the course of the survey the respondents were asked to complete a 43-item questionnaire with a five point scale employed by Likert (See Appendix 1). The respondent was asked to rate the importance of the items included in the questionnaire by circling one item. The range of responses varied from 1 to 5 (1 "unimportant", 2 "not so important", 3 "somewhat

important", 4 "important", and 5 "very important"). A biographical questionnaire (work experience, age, gender, job category and education background) was also included in the survey.

The items of the questionnaire were presented in a seemingly detached and chaotic order. For the research purposes, they had been previously sorted out into five subcategories: the factors related to the physiological, security, social, esteem and self-actualization needs. As it was stated, the results are based on the hierarchy of needs (See Maslow's Hierarchy of Needs). The respondents were unaware of the subcategories but informed of the general theme of the survey, as it is one of the regulations of the The Code of Standards and Ethics for Survey Research (CASRO) (See 2.1 Survey respondents). They were also asked to fill in the questionnaire at a definite point of time, which is the 28th February, Monday. This is a one take survey which aims at immediate results. It should be mentioned that some surveys apply a technique of asking the same questions at two or more points of time. That has been a part of comparable experimental and longitudinal survey designs which are found to be less cost effective than traditional questionnaires. Another setback is the risk of losing the valuable data as with the time and numerous survey phases some pieces of information may become obsolete (De Vaus 2001). This approach is good for those who want to proceed with the further research, drawing on data obtained at different times.

The questionnaire items mostly represent noun phrases as it makes them more readable and laconic. The aim was to get the imminent reaction rather than getting respondents to rack the brains over the complicated question structures. Thompson's books on survey serves as an excellent manual for advanced survey makers (Thompson 2002).

The proportion of the items in each subcategory was almost equal (13:12:12:12), Some esteem items may also fall into a self-actualization group and vice versa.

2.4   Statement of the hypotheses

(1) Earning additional income is one of the main motivating factors for students who work while studying. Extrinsic motivation is as essential as intrinsic motivation.

(2) There is a significant relationship between self-actualization needs and motivation. The basic needs tend to matter less for the working students than self-actualization needs.

(3) Freedom and authority at work are the most significant factors for most respondents.

(4) Motivation based on gender, age, and job category is almost similar.

(5) Teamwork plays an important role in motivating.

2.5   Measurement methods

The survey employed also called Likert scale developed by Rensis Likert in 1932. The respondents were asked to rate items by using the following abbreviations: U ("unimportant"), NI ("not so important"), SI ("somewhat important"), I ("important"), VI ("very important"). The grades 1-5 were given correspondingly. The Likert scale varies depending on the research design and research goals. One can regularly find a scale with "undecided" or "neutral" in it. There have been some debates over whether to include "undecided" to the scale. Respondents don't need to be impelled to give an answer (Ary 2009, 208-211). However they are encouraged to give their takes. If the survey is organized voluntarily and it is known that the respondents are quite responsive, there is no need to include "undecided" in a scale. The decision is finally left after the survey maker, because the diversity has always been appreciated and if all the surveys followed the same structure, there wouldn't be any interest and motivation to take them.

The data collected were entered into the Statistical Package for the Social Sciences (SPSS) version 12 and analyzed using the frequency analysis. This software is unique by its multiple features that allow an advanced research go further than just measuring the frequency (multiple regression analysis, chi-squares, log-linear analysis, etc. (Pearson).

The enhanced intake of inferential statistics methods is what makes the SPSS a powerful research tool.

As for descriptive statistics, it is also used to consolidate large amounts of information (Thompson 2002). Calculating a simple frequency, means and standard deviation are good examples of descriptive statistics:

> Standard deviation uses the mean of the distribution as a reference point and measures variability by considering the distance between each score and mean. It determines whether the scores are generally near or far from the mean … In simple terms, the standard deviation approximates the average distance from the mean. (Gravetter 2008, 109).

The study uses mainly descriptive statistics as it deals mainly with one sample of working students.

3 PRESENTATION OF RESULTS

This chapter reports on the results of the survey. All the data have been previously double checked. The data are entered into tables for a better view. The analysis of variables, such as education, job, age, gender, and job category are included as well.

3.1 Results of the motivation questionnaire

The means and standard deviations were calculated for each of the questionnaire item. This process was facilitated with the use of the above mentioned SPSS software. The missed, so called "no response, or non-response" items were also taken into consideration, while calculating the means and standard deviations.

In the left column VAROOO... stands for the questionnaire item, for example VAR00021 refers to the questionnaire item number 21 ("promotion"), etc.

The full table is given in the appendix (See Appendix 2).

After sorting out the data in an ascending order, the variables with the lowest and highest means were identified. The factors with the highest and lowest means have been summarized in the table below:

Table 1. Selected factors in an ascending order

No.[a]		Mean	SD[b]
29	Company softball outings	2.14	1.079
42	Security guards, building patrols	2.21	1.146
6	Good canteen	2.33	1.241
16	Job stress consultants	2.38	1.237
43	Good performance feedback	4.03	.778
34	Trust in making decisions	4.03	.778
36	Working on projects on your own	4.10	.673
18	A higher salary	4.13	.900
2	Responsibility for the work done	4.14	.789
37	Importance of your opinion	4.14	.693
13	Extra money	4.23	.679
4	More freedom/authority at work	4.24	.636

[a]No. refers to the numbered list of the questionnaire items.

[b]SD=Standard Deviation

Those are the immediate results of the survey with the majority of respondents placing extra money and more freedom/authority at work on the highest level (with the means of 4.23 and 4.24 correspondingly). The less mean is, the less motivated the respondents were about the other factors. The items, such as softball outings, security guards/building patrols, good canteen, job stress consultants received the lowest means, and therefore they were less attractive for the current sample of the survey. Good performance feedback and trust in making decisions have equal means of 4.03. Working on projects on your own, passion to contribute, a higher salary, responsibility for the work done and importance of your opinion were evaluated in a mean range of 4.10 – 4.14.

The standard deviation for the last eight factors varied from 0.6 to 0.8. That says the participants voted almost wholeheartedly to approve the items. But there was a considerable disparity in responses which received the lowest means. The respondents might have had their own takes on the questionnaire items. This tendency is shown by the rate of variance in the table below:

Table 2. Range, minimum and maximum of the selected items

No.		Range	Min.[a]	Max.[b]	Var.[c]
29	Company softball outings	4	1	5	1.164
42	Security guards, building patrols	3	1	4	1.313
6	Good canteen	4	1	5	1.540
16	Job stress consultants	3	1	4	1.530
1	Adequate working hours	3	2	5	1.154
43	Good performance feedback	3	2	5	.606
34	Trust in making decisions	3	2	5	.606
36	Working on projects on your own	2	3	5	.453
18	A higher salary	3	2	5	.809
2	Responsibility for the work done	3	2	5	.623
37	Importance of your opinion	3	2	5	.480
13	Extra money	2	3	5	.461
4	More freedom/authority at work	2	3	5	.404

[a]Min. refers to the minimum rating

[b]Max. refers to the maximum rating

[c]Var. Variance

As can be seen, the variance decreases towards the item number 4.

Table 3.2 (See Appendix 3) compiles the total ratings of the scale from "unimportant" (I) to "very important" (VI). There were no negative responses for the items 4 (more freedom/authority at work), 6 (good canteen), 13 (extra money), 15 (participating at project contests within the company), 36 (working on projects on my own). Some items got either one "unimportant" or one "not so important" rating: 18 (a higher salary), 37 (importance of your opinion), etc. The entries with the rating "very important" are 18 (a higher salary), 13 (extra money), 4 (more freedom/authority at work), 2 (responsibility for the work done). Some of the primary results with one of the ratings more or equal to 15 can be shown on the chart.
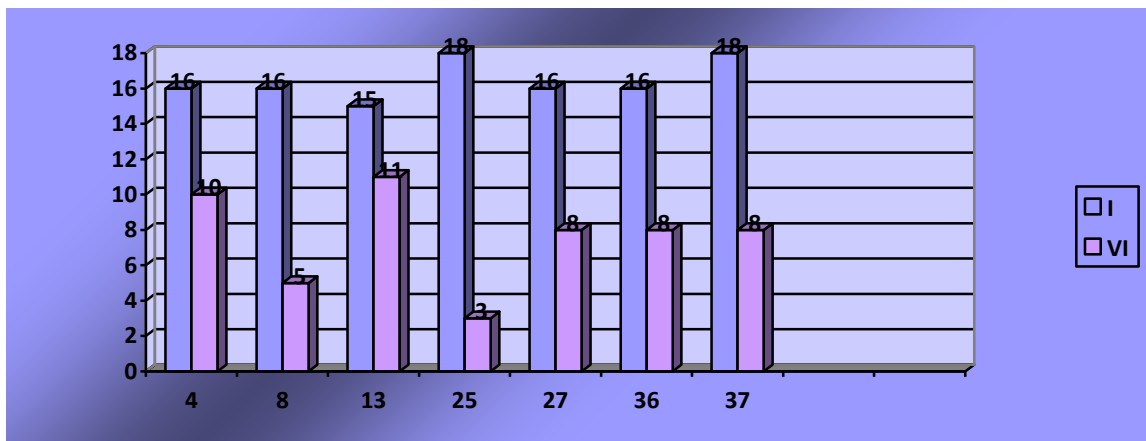
Figure 6. The top ratings of the selected questionnaire items

4 (more freedom/authority at work), 8 (more recognition), 13 (extra money), 25 (medical&vision, and dental insurance), 27 (work content), 36 (working on projects on your own), 37 (importance of your opinion). Some of the items also received no negative responses (such as freedom/authority at work and working on projects on your own).

For the full picture of the ratings refer to the table 3.3 (See Appendix 3).

The results don't indicate that the respondents are not motivated about some factors. They are just motivated less.

3.2   Analysis of the survey subcategories

As it has been mentioned in the thesis, the questionnaire items had been previously sorted into five groups (factors corresponding to physiological, security, social, esteem, and self-actualization needs). In the previous part the individual factors that were more or less

relevant for a survey participant have been identified. This section shows the overall subcategory rating.

Table 3. Subcategories analysis

	Means									
Physiolog.	[a]3.13	3.40	2.33	2.47	4.23	4.13	3.54	3.25	2.86	3.33
										<u>3.27</u>
Security	[b]3.03	2.38	2.79	3.20	3.12	3.25	3.13	2.21		
										<u>2.89</u>
Social	[c]3.31	3.30	3.97	3.97	3.63	3.60	3.52	2.14		
										<u>3.44</u>
Esteem	[d]4.14	2.87	3.73	3.40	3.25	4.03	3.59	4.03		
										<u>3.63</u>
Self-Act.	[e]4.24	3.93	3.87	3.83	3.48	3.43	3.37	4.10	4.14	
										<u>3.83</u>

[a]Refers to the questionnaire items adequate working hours, the opportunity to have paid holidays, good canteen, a smoking ban at a workplace, extra money, a higher salary, work content, a separable and enclosed office.

[b]Refers to injury and illness prevention programs, job stress consultants, medical&vision, and dental insurance, job security, grievance procedures, retirement benefits, no stress at work, security guards/building patrols.

[c]Refers to opportunities to travel, a strong influence among others, feeling of being accepted within the company, good relations with supervisors, teamwork, assisting colleagues when needed, companionship at the company, company softball outings.

[d]Refers to responsibility, job title, promotion, being aware of the objectives of the company, trust in making decisions, free communicating of your views, good performance feedback.

[e]Refers to freedom/authority at work, job enrichment/job rotation, more recognition, participating at project contests within the company, aiming at excellence at work, achievement orientation, passion to contribute, working on projects on your own, importance of your opinion.

In this table the means and standard deviations for each subcategory have been calculated. The categories can be put in order of significance: Self-actualization (3.83), Esteem (3.63), Social (3.44), Physiological (3.27), and Security (2.89).
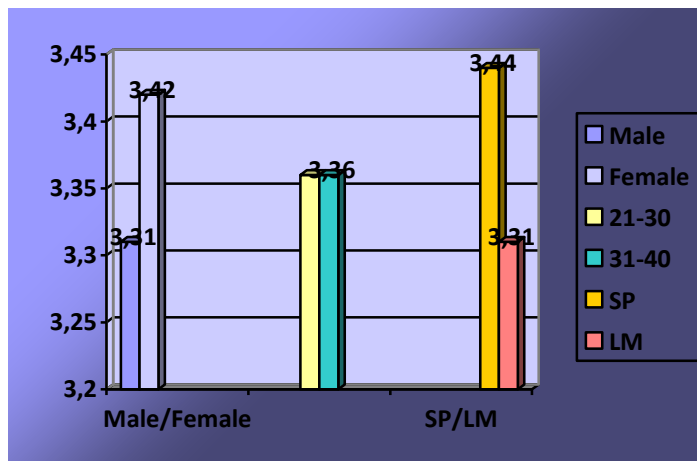
Figure 7. Means for gender, age and job categories

The average means of the responses within each group (males and females, those aged 21-30 years and 31-40 years, specialists and line managers). Administration/clerical respondents were considered in a group with the line managers. As seen from the chart, the men have got slightly lower means than females, while the total mean for two age groups was almost identical; the mean for the specialist a bit exceeded that of the line managers. In general, the gap is not high in the mathematical logic, the difference is about 1/10 of the number.

Table 4. Differences in means based on gender and job category

No.[a]		Subcategories[b]			
		F	M	SP	LM
43	Good performance feedback	4.42	4.00	4.50	3.77
36	Working on projects on your own	4.18	4.17	4.31	3.92
32	Passion to contribute	2.91	3.45	3.08	3.33
18	A higher salary	4.33	4.08	4.15	4.15
2	Responsibility for the work done	4.08	4.00	4.25	4.08
37	Importance of your opinion	4.18	4.08	4.08	4.17
13	Extra money	4.17	4.17	4.08	4.38
4	More freedom/authority at work	4.27	4.25	4.08	4.42

[a]No. refers to the numbered list of the questionnaire items.

[b]Subcategories: F=female, M=male, SP=specialist, LM= line manager, AC = Administration/Clerical

About an equal number of males/females, specialists/line managers has been used to calculate the means. Some means equaled each other (more freedom/authority at work, extra money, a higher salary, working on projects on your own).

Table 5. Differences in means based on gender and job category

	Subcategories[a]			
	F	M	SP	LM/AC
Physiological needs	3.50	3.32	3.39	3.43
Security needs	2.88	3.15	3.12	2.83
Social needs	3.59	3.30	3.50	3.40
Esteem needs	3.66	3.52	3.71	3.45
Self-actualization needs	3.72	3.71	3.77	3.56

Note: Data based on the table 7.

[a]Subcategories: F= female, M = male, SP=specialist, LM= line manager, AC = Administration/Clerical

4 DISCUSSIONS

This chapter serves to refer to the results of the research to the existing motivation studies. There has been a resurgence of interest on the ways of how to maintain and boost motivation.

Summary on the background of the respondents

The research was conducted among 30 working students mainly with a secondary education (or those who had previous work experience). The proportion of males and females happened to be slightly unequal: 17 men and 13 women. The majority was aged between 21-30 years and had at least 5 years of work experience, nearly a quarter had a broad experience of more than 6 years. Almost all recipients were specialists.

4.1 Extra income and working students

As can be seen from the previous chapter, the mean for extra money was one of the highest (M=4.23, SD=0.679). That indicates that the respondents were highly motivated about it. As a matter of fact, one should consider the education system in the Czech Republic. The education is funded by the government, at the same time a family support is a supplemented feature of education. Besides the support, there is an extensive package of benefits such as exemption from or reduction in tuition fees, sponsored accommodation and meals, a scholarship, etc. (Matějů 2007).

The benefit which is most relevant to the students is a scholarship. Taking into the account the likelihood that not every student had a scholarship on the time of the survey, the importance of the monetary factor increases twice. According to Caroll (1998) another important factor is obviously a time factor; students would rather attend part time than full time: they could have more time for work while studying. Caroll (1998) extensively examined the undergraduate students who worked while being enrolled. He also studied the issues of borrowing in the context of work and study.

In fact, the monetary factor is not the only driving force here. Students are getting more motivated if they are certain that they are on a firm ground, if they know that their part time job might turn to a long-term one and they wouldn't face the risks of choosing the wrong career upon completing their studies. The evidence proving that extrinsic motivation in this case doesn't stand alone will be presented further on.

Caroll (1998) also brings about individual characteristics such as age and marital status, stating that married and more independent applicants are more motivated to work. This point doesn't hold much for this study because the marital status wasn't considered as a part of the questionnaire.

Another study supporting the finding is the Education Work Survey which was executed by the ABS (Australian Bureau of Statistics). As indicated on the Australian Bureau of Statistics' website in the years from 1990 to 1995 and 2000, the total percentage of working students increased from 54.8% to 57.0% and 57.8% in the years correspondingly. Among the part time students the percentage of females, married, born overseas, with post-school qualifications, attending higher education and other institutions has increased (Australian Bureau of Statistics).

Material benefits matter the same way for workers with lower income (Porvazník 2008, 87). It is suggested that after a period of time the workers become less attracted by money, it happens during so called a culmination point (Dolanský, as cited in Porvazník 2008, 87). After this culmination point workers feel a stronger need in having more leisure time (preference of leisure time) rather than in material rewards (preference of material reward) (Porvazník 2008, 87-88).

Some of the material rewards listed are "stimulating basic salary and personal assessment, regular salary increases, rewards and bonuses for objectives achieved, shares on the profit … company car also for private purposes, payment of all phone bills … solution of accommodation issue (flat), … material present for the anniversaries and working jubilees... ." (Porvazník 2008, 188).

The statistics for these material rewards can be extracted from the results. For example, the mean for a higher salary in the current study is as high as 4.13.

To conclude, the material rewards, especially bonuses and extra money, have been found to have an impact on working students which is explained by growing opportunity costs and desires to afford superior needs. Also high ambitions might be a reason. "Your people should be encouraged to earn as much bonus as they can and then spend it on clubs, limousines, other corporate luxuries, or save it or give it to charity. However the choice should be theirs. Don't ask your people to subsidize the ego of fat cats at the top." (Townsend 1970, 82).

4.2   Higher needs and goal-based motivation

Looking back to the table 3.3 (subcategories analysis) it was found in general that self-actualization need factors have got the highest ranking. For example, aiming at excellence was ranked as high as 3.48. Before considering particular self-actualization factors, one should say a few words about goals because the working students as it has been mentioned previously tend to be driven not only by material rewards, but goals, to make sure of having a stable job in the future. What it is like to have a stable job and what a goal based company means for the working students. This can be taken from the questionnaire results, as well as from real company observations.

With the growing pace of industry and technology the needs tend to develop as well, from the simplest needs described by Maslow, to the highest ones. It is widely known that the needs can act as a stepping stone towards over-indulgence when satisfied in excess. There are two types of companies, those focusing on the short-term goals and those going with the long-term objectives. Short-term success may be occasionally attributed to successful satisfaction of selected needs within a company staff, while the long-term success is achieved both by catering to the employee needs and inspiring them to finish more distant but far more prospective goals. To prevent the employees to flee from a company is twice beneficial than to fill the lacking vacancies later in turmoil, because recruiting employees at a major spell can severely impede the realization of the set up goals set by a company.

Nevertheless one should consider personal goals as well, which should be in concordance with a company's goals. That being said a company with employees who have impaired visions or lack goals resembles a ship going against the current. Associating the current with the goals, it's quite easier to compile the driving forces at any company: one's personal success, a sense of being worth, and the company's overall healthy approach. Therefore the questionnaire items, such as 32 "passion to contribute", 23 "achievement orientation", 15 "participating at project contests within the company", and some others were included as well. The means equaled to 3.37, 3.43, 3.83 correspondingly (See Appendix 2).

It is sometimes misunderstood how important those little observations are until firing off the employee turns to a major financial expenditure. Among the company's goals is increasing the profit, gaining the leading positions in industry. But in fact, behind the company there are people who perform the roles prescribed to them. To make sure that the goals are clearly interpreted to the staff, effective communication comes in between. It is

visible in a management structure with senior and junior managers who are supposed to maintain interactive communication links so that the employees wouldn't become at odds with the top management and there wouldn't be much of discrepancy and demotivation going on. Good relations with supervisors have got a mean of 3.97 which is a way too high. The plight can always be turned to blessing if there is just more attention to the company ethics and employee morale rather than to the figures and data. According to Messmer (2001), open communication, keeping employees challenges is what leads to a more positive company ethics. Schermerhorn (2002) rightfully emphasized the presence of two major company layers: an observable culture and the core culture. Motivation and the ways to foster it come under the core culture also because of the fact that it isn't observable from the first sight. The core values have been identified as "underlying assumptions and beliefs that shape and guide people's behaviors" (Schermerhorn 2010, 184). This being said, motivation guides to help achieve the vision and the goals of the company and also brings about a personal satisfaction and a sense of achievement.

4.3   Freedom and authority at work

In the chapter 1 the definition of extrinsic and intrinsic rewards was fairly given to get a better understanding of what these terms are in essence. The intrinsic rewards might seem to carry lower monetary value for the fortune hunters and the audience less aware of the terms as intrinsic and extrinsic. The reason number one to fret over which rewards are better and correspondingly which motivation patterns to follow is quite simple and straightforward: all this introduces major changes to the company's policy. For some employees the value is in money mainly, for others the value is in non-material things, like an extended holiday leave to stay longer with dear ones. On top of this, any company would find itself obliged to prevent the loopholes derived from demotivation, namely shirking from job responsibilities, constant delays, etc.

The Starbucks Company and the Miller Brewer Company can serve as bright examples to show the top level which many companies have a long way to reach it. The renowned employment practices haven't been giftwrapped for the company: it is the result of a long run policy. Any employee would justify how hard it is to have a boring and monotonous day and stick it out. Seemingly that doesn't sound about right for the Starbucks company with its multiple and diverse employee programs many of which focus on keeping employees fit and healthy: on site-fitness services, childcare consulting, a flexible work

schedule, and the programs linking employees with the common hobbies. Starbucks' benefits are represented in a so called "Special Blend" (full medical and dental insurance, paid time off, adoption assistance, disability and life insurance, sick pay, time off, and others). As an example, Starbucks states that "time away from work is essential to our partners' health and productivity, whether it's time spent with family and friends, or contributing to our communities or favorite causes" (Starbucks). It is really impressing to see the company calling its employees partners. Meanwhile the first step on the way to employee ownership was made in 1991 with the opportunity for workers to get a Starbucks share. On the flip side, the internal rewards are clearly obvious here as well. Take for example, internal recognition programs. Warm regards program advocates personal achievement, Mission Review gets the feedback from the partners who work there. "We are profitable because of the value system of our company … Starbucks is about people – a humanistic approach to doing business that produces bottom-line results", says Howards Schulz, the founder of the renowned company (McCuddy 2005).

What distinguishes these companies from others is a certain amount of freedom. The employers believe that they have some authority to add to the company's vision. These examples were just the examples proving the importance of some freedom for workers. The mean for freedom and authority at work, as it has been mentioned, was 4.24.

Certainly, freedom and authority were considered as one branch of self-actualization need factors, but in general there have been enough surveys proving the point that self-actualization can exist together with the monetary rewards, but on the minus side the monetary rewards tend to be temporary. "Once the rewards run out, people revert to their old behaviors." (Kohn 1993, 3).

The bottom line is that when some authority is combined with material rewards, the effect is tremendous. The example of Starbucks also showed the importance of teamwork defined by Cohan as "work together to advance the interests of the corporation" (Cohan 2003, 81). The mean for the teamwork was 3.63 which is relatively high.

4.4 Job involvement

Job involvement is understood as "the degree to which individuals identify psychologically with their work" (DuBrin 2008, 231). The questionnaire results showed the teamwork has the mean of 3.63 which is considered relatively high. However the standard deviation equaled to 1.066: that says about the variety of responses.

According to the first findings of the 2004 Workplace Employment Relations Survey, the team work is one of the factors leading to high work involvement after cross-training and the use of problem-solving groups (Kersley 2004). The survey showed that in 2002 the percentage of the employees engaged in a team was 72% (including public and private sectors) (Kersley 2004). Kersley et al. refer to those employees as core employees – "permanent employees comprising the central and foundational group that provides the skills essential to the survival and growth of an organization." Moreover Kersley brought about the data for cross-training and "the use of problem-solving group". "Cross-training involves training staff to undertake jobs other than their own."(Kersley 2004). In fact cross-training is interconnected with job rotation: whenever there is a need in job rotation, there is a need in cross-training. The mean for job rotation in the present survey mounted to 3.93 (SD=0,799) that slightly exceeds the teamwork mean.

The use of the problem-solving groups is represented by "job stress consultants" with the mean of 2.38 (SD=1.237). This category also relates to ergonomics and many other factors can be brought under this group, such as anti-smoke, health nutrition, absenteeism management programs, etc. In the conditions of the employee high involvement, job stress consultants are as necessary as job rotation. There is always a risk of high employee involvement turning to workaholism: the measures need to be observed and therefore the job stress consultants are included in the survey as well. "Ill health and damaged family relations" are some of the outcomes of workaholism (Perrewé 2007, 253).

Teamwork implies the presence of a leader. In reality it is nearly impossible for two or more leaders to work together. More freedom by one person might humiliate other team members. That's it would be fair to have an informal leader of the team rather than formal, that would give the opportunity to other to exercise their own freedom. The data showed that the mean for freedom and authority comprised about 4.24 (SD=0,636) and working on projects on your own 4.1 (SD=0,673). That says teamwork and freedom at work can coexist and a sort of autonomy within teams makes employees more motivated and enthusiastic about the job they are doing.

The participants have shown a relatively active approach to the company activities.

Participating at project contests within the company got 3.83 (0.711). This tendency to compete contributes a lot to the image of the company. These competitive orientations may lead to higher motivation to do the job.

Any competition requires realizing the goals and vision of the company. The respondents had a relatively high level for "being aware of the objectives of the company" 3.25 (SD=0.799). One of the management tasks is to have employees aware of the reasons they are doing their jobs. A sense of contributing to a large company is of importance. The importance of communication was mentioned in the theory part. The mean 3.52 (SD=0,753) (companionship at the company).

As for the differences in gender, education and job category the study there are almost no differences in that. See the results.

CONCLUSION

The study provided the overview of the main motivation factors and how important they are for the current sample. The nature of motivation is shaped by motivation factors. The findings contributed to the importance of the monetary factor limited to the students who are working while studying or had a previous work experience.

The study reported a total high ranking of the self-actualization needs as motivation factors with the freedom and authority at the top. The students were also encouraged about teamwork and interaction with the senior staff, which are the parts of the social needs. It was also found that team members can have considerable authority at work but still stay within the team.

Organizations are welcomed to put their focus on the teamwork and consider other aspects (such as feedback, creative approach, involving more employees at the projects). Motivation strategies can be adjusted depending on the context, but it would be less effective to have physiological needs on the top. The present study showed the respondents are goal-oriented individuals.

The range of answers varied deeply most of the times. Motivation is also about individuals and it should never be regarded absolutely and based on data only.

To cater to the needs of employees is a general priority for companies. The issues related to employees should be addressed first of all. One tiny step on the way to company improvement may be fist striving to realize what employees need first of all and having the will to commit to various motivation techniques of today.

Whatever it costs, the physical and emotional health should be protected. There is always a respect for companies that not only deliver outstanding services but also try to increase motivation.

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III

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APPENDICES

P I   Motivation questionnaire.

P II   Means and standard deviations.

P III   Ratings.

APPENDIX P I: MOTIVATION QUESTIONNAIRE

BACKGROUND

Confidential

How long have you worked at this company? a. <1 year, b. 1-5 years, c. 6-10 years, d. >10 years

Education: a. No secondary, b. Trade/Apprenticeship, c. Diploma, d. Secondary, e. Bachelor's Degree, f. Master Degree, g. Ph. D., h. others

Job Classification: a. Specialist, b. Line Manager, c. Clerical/Administration

Gender: a. Male, b. Female

Age: a. Under 20 years, b. 21-30 years, c. 31-40 years, d. 41-50 years, e. 51 years and older.

Motivation Questionnaire

Mark the importance of each of the factor. You have a choice of five answers. Choose one of the following: Unimportant (U), Not so Important (NI), Somewhat Important (SI), Important (I), Very Important (VI). Circle one answer for each item.

		U	NI	SI	I	VI
1	Adequate working hours	1	2	3	4	5
2	Responsibility for the work done	1	2	3	4	5
3	The opportunity to have paid holidays	1	2	3	4	5
4	More freedom/authority at work	1	2	3	4	5
5	Opportunities to travel, temporary placements abroad	1	2	3	4	5
6	Good canteen	1	2	3	4	5
7	Job enrichment/job rotation	1	2	3	4	5
8	More recognition	1	2	3	4	5
9	A smoking ban at workplace	1	2	3	4	5
10	Job title.	1	2	3	4	5
11	A strong influence among others	1	2	3	4	5
12	Injury and illness prevention programs	1	2	3	4	5
13	Extra money	1	2	3	4	5
14	Being proud for the company you're working for	1	2	3	4	5
15	Participating at project contests within the company	1	2	3	4	5
16	Job stress consultants	1	2	3	4	5

		U	NI	SI	I	VI
17	Feeling of being accepted at my company	1	2	3	4	5
18	A higher salary	1	2	3	4	5
19	Good relations with supervisors	1	2	3	4	5
20	Aiming at excellence at work	1	2	3	4	5
21	Promotion	1	2	3	4	5
22	Teamwork	1	2	3	4	5
23	Achievement orientation	1	2	3	4	5
24	Assisting colleagues when needed	1	2	3	4	5
25	Medical & vision, and dental insurance	1	2	3	4	5
26	Job security	1	2	3	4	5
27	Work content	1	2	3	4	5
28	Companionship at the company	1	2	3	4	5
29	Company softball outings	1	2	3	4	5
30	Being aware of the objectives of the company	1	2	3	4	5
31	A separable and enclosed office	1	2	3	4	5
32	Passion to contribute	1	2	3	4	5
33	Home loan assistance as an additional benefit	1	2	3	4	5
34	Trust in making decision	1	2	3	4	5
35	Grievance procedures	1	2	3	4	5
36	Working on projects on your own	1	2	3	4	5
37	Importance of your opinion	1	2	3	4	5
38	Retirement benefits	1	2	3	4	5
39	Innovative workplace solutions	1	2	3	4	5
40	Free communicating your views	1	2	3	4	5
41	No stress at work	1	2	3	4	5
42	Security guards/building patrols	1	2	3	4	5
43	Good performance feedback	1	2	3	4	5

Thanks for filling in this questionnaire. Your efforts are much appreciated.

APPENDIX P II: MEANS AND STANDARD DEVIATIONS

Table 6. Means and standard deviations of the questionnaire items

	Variable	Mean	SD	N
Adequate working hours	VAR00001	3.13	1.074	30
Responsibility for the work done	VAR00002	4.14	.789	29
The opportunity to have paid holidays	VAR00003	3.40	1.221	30
More freedom/authority at work	VAR00004	4.24	.636	29
Opportunities to travel, temporary placements abroad	VAR00005	3.31	.930	29
Good canteen	VAR00006	2.33	1.241	30
Job enrichment/job rotation	VAR00007	3.93	.799	29
More recognition	VAR00008	3.87	.681	30
A smoking ban at a workplace	VAR00009	2.47	1.570	30
Job title	VAR00010	2.87	1.074	30
A strong influence among others	VAR00011	3.30	.702	30
Injury and illness prevention programs	VAR00012	3.03	.765	30
Extra money	VAR00013	4.23	.679	30
Being proud for the company you are working for	VAR00014	3.73	1.015	30
Participating at projects contests within the company	VAR00015	3.83	.711	29
Job stress consultants	VAR00016	2.38	1.237	29
Feeling of being accepted within the company	VAR00017	3.97	.850	30
A higher salary	VAR00018	4.13	.900	30
Good relations with supervisors	VAR00019	3.97	.765	30
Aiming at excellence at work	VAR00020	3.48	.829	29
Promotion	VAR00021	3.40	.770	30
Teamwork	VAR00022	3.63	1.066	30
Achievement orientation	VAR00023	3.43	.836	28
Assisting colleagues when needed	VAR00024	3.60	.968	30
Medical&vision, and dental insurance	VAR00025	2.79	1.048	29
Job security	VAR00026	3.20	1.186	30
Work content	VAR00027	3.54	.838	28
Companionship at the company	VAR00028	3.52	.753	27
Company softball outings	VAR00029	2.14	1.079	28
Being aware of the objectives of the company	VAR00030	3.25	.799	28
A separable and enclosed office	VAR00031	3.25	1.076	28

	Variable	Mean	SD	N
Passion to contribute	VAR00032	3.37	.688	27
Home loan assistance as an additional benefit	VAR00033	2.86	.891	28
Trust in making decisions	VAR00034	4.03	.778	29
Grievance procedures	VAR00035	3.12	.516	26
Working on projects on your own	VAR00036	4.10	.673	29
Importance of your opinion	VAR00037	4.14	.693	29
Retirement benefits	VAR00038	3.25	.928	28
Innovative workplace solutions	VAR00039	3.33	.784	27
Free communicating of your views	VAR00040	3.59	.747	27
No stress at work	VAR00041	3.13	1.252	30
Security guards/building patrols	VAR00042	2.21	1.146	29
Good performance feedback	VAR00043	4.03	.778	29

APPENDIX P III: RATINGS

Table 7. The number of U ("unimportant"), NI ("not so important"), SI ("somewhat important"), I ("important"), VI ("very important") responses

No.		U	NI	SI	I	VI
1	Adequate working hours	3	5	8	13	1
2	Responsibility for the work done	0	1	4	14	10
3	The opportunity to have paid holidays	3	4	6	12	5
4	More freedom/authority at work	0	0	3	16	10
5	Opportunities to travel, temporary placements abroad	0	6	11	9	3
6	Good canteen	0	0	11	15	4
7	Job enrichment/job rotation	9	10	5	4	2
8	More recognition	0	0	9	16	5
9	A smoking ban at a workplace	13	3	4	4	5
10	Job title	3	8	11	6	2
11	A strong influence among others	0	2	19	7	2
12	Injury and illness prevention programs	0	7	16	6	1
13	Extra money	0	0	4	15	11
14	Being proud for the company you are working for	0	5	5	13	7
15	Participating at projects contests within the company	0	0	10	14	5
16	Job stress consultants	10	6	5	8	0
17	Feeling of being accepted within the company	0	1	8	12	9
18	A higher salary	0	1	7	9	13
19	Good relations with supervisors	0	1	6	16	7
20	Aiming at excellence at work	0	3	14	11	2
21	Promotion	7	12	7	2	2
22	Teamwork	5	12	7	5	0
23	Achievement orientation	1	3	9	10	7
24	Assisting colleagues when needed	1	0	16	8	3
25	Medical&vision, and dental insurance	1	4	4	18	3
26	Job security	3	8	12	4	2
27	Work content	1	0	5	16	8

No.		U	NI	SI	I	VI
28	Companionship at the company	2	8	6	10	4
29	Company softball outings	1	1	10	14	2
30	Being aware of the objectives of the company	0	2	11	12	2
31	A separable and enclosed office	11	5	9	3	0
32	Passion to contribute	0	4	15	7	2
33	Home loan assistance as an additional benefit	2	5	7	12	2
34	Trust in making decisions	0	1	5	15	8
35	Grievance procedures	0	2	19	5	0
36	Working on projects on your own	0	0	15	6	8
37	Importance of your opinion	0	1	2	18	8
38	Retirement benefits	2	1	15	8	2
39	Innovative workplace solutions	0	3	14	8	2
40	Free communicating of your views	0	1	12	11	3
41	No stress at work	2	8	11	2	7
42	Security guards/building patrols	11	6	7	5	0
43	Good performance feedback	0	1	5	15	8