Open University of Cyprus

Faculty of Economics and Management

Postgraduate Programme of Study: *Master in Business Administration (MBA - En)*

Master's Dissertation

Motivating People in an Educational Institution Workplace. Theory and Practice.

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Supervisor
Evangelia Baralou

May 2022

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Summary

The goal of this study is to identify and assess the motivation level of "Team A" employees of 'University X', to compare the results with the existing theoretical framework and to provide suggestions on how to enhance it, in order to increase work performance. A case study strategy was selected, and the qualitative and quantitative data were collected via a survey of interviews and questionnaires. The data analysis confirmed the examined theories on motivation, job satisfaction and work performance.

Acknowledgements

I would like to express my gratitude to my supervisor, Professor Evangelia Baralou, who guided me throughout this project. I would like to thank the employees of "University X" for the valuable research data and the HR department for the permission to use them on this Thesis.

But, most of all, I want to thank my lovely wife and our two sons for their constant support and patience.

Contents

Chapter 1

Introduction

Motivation is the driving force for the employees' performance. Existing motivation theories try to interpret how different people can be motivated and how this corresponds to each organization's efficiency and effectiveness in terms of its scope and mission.

University X is a relatively new institution and consists of highly educated and experienced people from 104 different nationalities that live and work within its campus and luxurious compound. From early on, the organization has set its mission to become one of the world's most influential educational institutions. The objectives are to maximize the quality and quantity of its research activities, its academic output and scientific impact. To achieve these objectives, the institution's Higher Management, along with the Human Resources Department, are constantly trying to find potential ways to improve the employees' working performance, in terms of efficiency and effectiveness. The focus is on the level of their motivation, how to identify it on the different hierarchy levels at any given time, and how to stimulate and further improve it in order to maximize their work performance. This thesis will be a study on this "problem"- more with the sense of a challenge to excel in a highly demanding and competitive global environment - hoping that it will contribute to the organization's mission by providing valuable research information and by making any potential recommendations on the employees' motivation in respect to the existing theoretical background.

1.1 Problem Statement

The purpose of this study is to identify and assess the motivation level of "Team A" employees of 'University X', to compare the results with the existing theoretical framework and to provide suggestions on how to enhance it, in order to increase work performance.

1.2 Research Questions

To provide a better understanding of the correlation between employee motivation and their performance

in this unique working environment, we will address the following three research questions:

RQ1: What motivates the employees of University X and what is the current level of their motivation?

RQ2: How does this level of motivation influence their performance?

RQ3: How and with which techniques can we further motivate them to enhance their performance?

1.3 Purpose of research

The research questions of this thesis clearly outline the multi-faceted character of our research: exploratory, descriptive, and explanatory as well.

Undeniably, the exploratory side of our research is highlighted on the literature review chapter, where we retrospectively go through the most dominant theories of motivation, from the 1940's until the present time. Moreover, we try to understand the relationship between motivation, job satisfaction and high work performance.

Our research can be additionally defined as descriptive, as per the RQ1 and RQ2 objectives. Through RQ1, we attempt to assess an accurate profile of motivation, in terms of type and current level, within a certain period. The motivation level is indirectly inferred from "job satisfaction" levels (Noermijati & Primasari, 2015). Through RQ2, we try to explain the relationship between this motivation level, and its effect on, work performance.

Through RQ3, the nature of our research distinctly becomes explanatory, as the objective is to find how motivation influences employee performance and, respectively, how motivation can be further enhanced.

Chapter 2

Literature Review

This chapter goes through the literature by examining the classical and contemporary theories on Motivation, Job Satisfaction, and Individual Work Performance.

2.1 Motivation Theories

Many theories have been introduced to illustrate the concept of motivation. Initially, researchers classified them into two main categories: the *content motivation* and the *process motivation* theories. Further studies evolved from combining those two diametrically opposed theories, resulting in the more refined Self-Determination theory, also known as SDT (Deci & Ryan, Intrinsic motivation and self-determination in human behavior, 1985), consolidating all previous theories into a broader and more inclusive and holistic system.

2.1.2 Content Motivation Theories

The content motivation theories elaborate on the internal factors that stimulate and steer human behavior. These theories are based on the assumption that people are motivated by the inner tension created by unfulfilled needs; a state of disequilibrium that results into certain behaviors.

Needs are psychological or physiological inadequacies that elicit some kind of behavioral reaction, varying from weak to strong depending on the surrounding environment, as well as the given time and place. They differ from one person to another, as everyone is different and unique. Rather than static, needs are susceptible to priority changes. Balance is restored when needs are identified and satisfied. As a result, people can get motivated and enhance their performance.

2.1.2.1 Abraham Maslow – Hierarchy of Needs

Maslow's 'Hierarchy of Needs' (Maslow, 1943), is a content motivational theory in psychology that classifies and ranks an individual's needs. It is based on the belief that everyone has a set of behaviors

that are driven by his different needs at a particular point in time. Maslow stated that motivation originates from a person's endeavor to fulfill his needs.

He classified needs in a five-level (later in a six and finally an eight-level) hierarchy, traditionally depicted as a pyramid model, consisting of Physiological, Safety, Social, and Esteem and Self-Actualization needs Figure 1: Maslow's Early Pyramid of Needs*Figure 1*). Later on, the pyramid was broadened by integrating Cognitive and Aesthetic needs (Maslow, 1970) and finally Self-Transcendence needs (Maslow, 1970) *(Figure 2)*.

Each need is built upon the foundation of its predecessor: one cannot fulfill the needs of a given level without having satisfied the ones below it: the *progression principle.* Fundamental needs are found at the bottom, whilst higher-order needs are at the top.

Maslow grouped them into the *deficiency needs* (levels 1-4) and the *growth needs* (levels 5-8). Deficiency needs meet the "deficit principle"; a satisfied need is no longer a motivator, as an individual will only attempt to satisfy unmet needs. On the contrary, when growth needs are satisfied, people get further motivated.
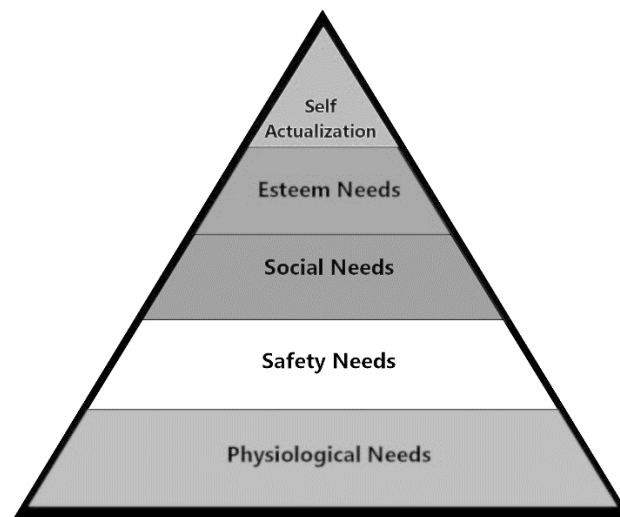
Figure 1: Maslow's Early Pyramid of Needs (1943)

1. Physiological needs

The basis of Maslow's hierarchy of needs, psychological needs and are related to human nature itself. They consist of the physical requirements that are vital for survival, such as homeostasis, water, food, sleep, shelter, and sex, and are the first ones to be fulfilled in order to pursue intrinsic motivation higher up the hierarchy. Should these needs are not achieved, the human body is unable to function properly, and this leads to a state of internal displeasure. The latter triggers the increase of one's motivation to satisfy those needs. According to Maslow, everything above on the hierarchy is of zero significance if physiological needs are not satisfied.

2. Safety needs

Having satisfied the physiological needs, safety needs take precedence and dominate behavior. These needs are about keeping an individual physically and financially safe. Physical safety needs include anything from owning a house to being away from wars, natural disasters, violence, and abuse. Economic safety needs include having job security, owning assets, having health insurance etc. If those needs are not satisfied, people get highly motivated and will do whatever it takes to seek any kind of safety by finding a new job, by migrating to other countries etc.

3. Social needs

Social needs are next to be satisfied and are associated with love and belonging. These needs are met through satisfactory social relationships. They involve the feeling of acceptance by others, belongingness to a social group and being loved by friends and family. Failing to maintain such intimate ties leads to social resentment and introversion.

4. Esteem needs

Maslow categorized them into two groups. The first one is *the desire for reputation or respect* from others, meaning having a social status or recognition. This need is the most important and precedes the second category, *esteem for oneself*, which incorporates dignity, personal success, competence and autonomy. Should this need remain unmet, the individual has *feelings of inferiority* and low agreeability.

5. Cognitive needs

Cognitive needs are the innate need to learn, discover and explore the world. It is the need to chase knowledge, increase intelligence and understanding. When this need is not fulfilled, the individual feels confused and goes through an identity crisis.

6. Aesthetic needs

Aesthetic needs refer to the quality of being creatively, beautifully, or artistically pleasing. They are the needs to express oneself through beauty, balance, and form.

7. Self-Actualization

Self-actualization is people's natural desire to maximize their potential and strive to be their best by utilizing their abilities and talents. Self-actualized individuals seek to grow and to experience a state of self-fulfillment, leading them to a *feeling of generativity*.

8. Self-Transcendence

Self-transcendence is a state where an individual experiences the transition above the self; a connection to something bigger. It is a state of altruism and spirituality, where a person may experience "plateau experiences" in which they retain or attain a state of serenity and higher perspective (Messerly, 2017).
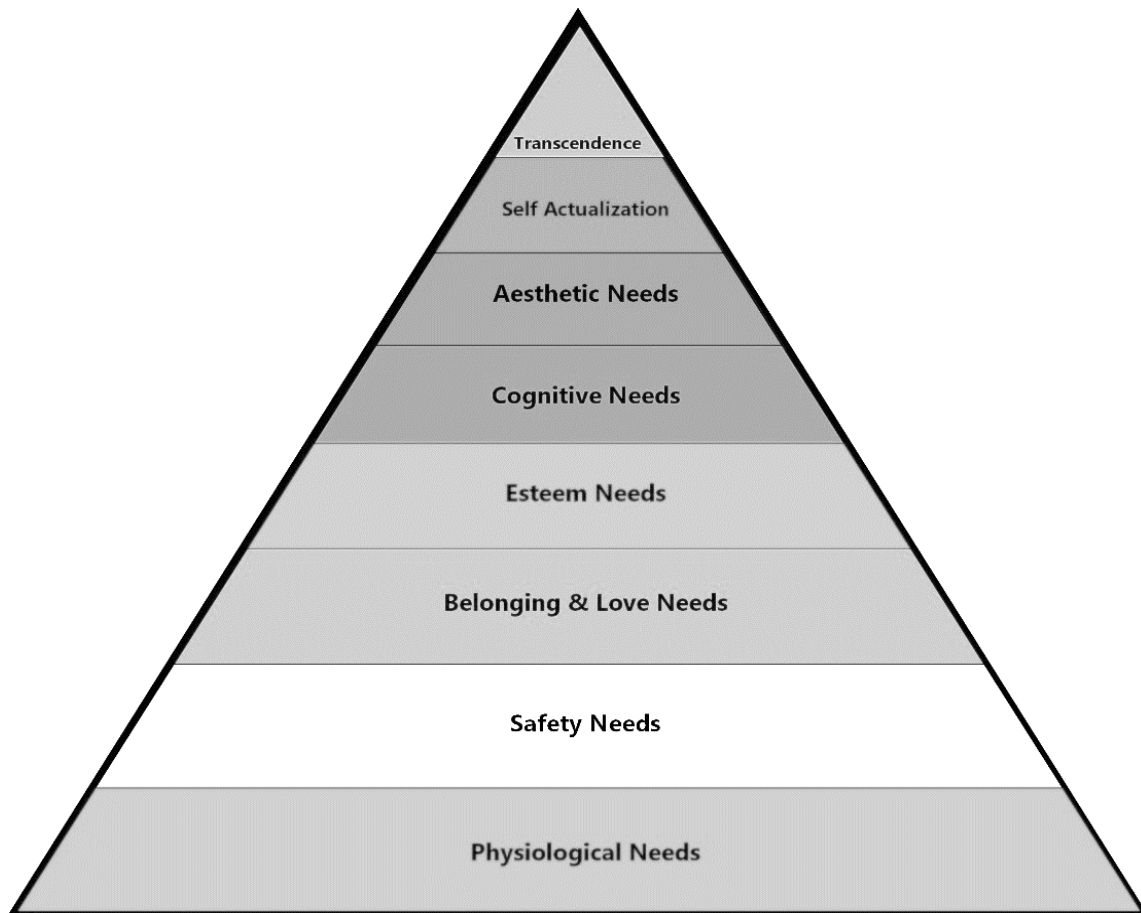
Figure 2: Maslow's Late Pyramid of Needs (1970)

2.1.2.2 Clayton Alderfer – ERG Theory

Maslow's Hierarchy of Needs (Maslow, 1943) proposed that individuals progress from one need to another once a need is satisfied. Clayton Alderfer observed that the importance of each need may vary for every individual. He suggested that satisfaction of needs doesn't have to move in an order of progression, noting that needs can be satisfied simultaneously.

Alderfer devised the ERG theory by grouping Maslow's needs into three categories: **Existence**, **Relatedness** and **Growth** (Alderfer C. P., 1969). He argued that individuals are not appropriately motivated if they focus exclusively on one need at a time. He stated the *Frustration – Regression principle*, describing that people may retreat to lower-level needs if a higher-level, and more difficult to satisfy, need remains unfulfilled (*Figure 3).*
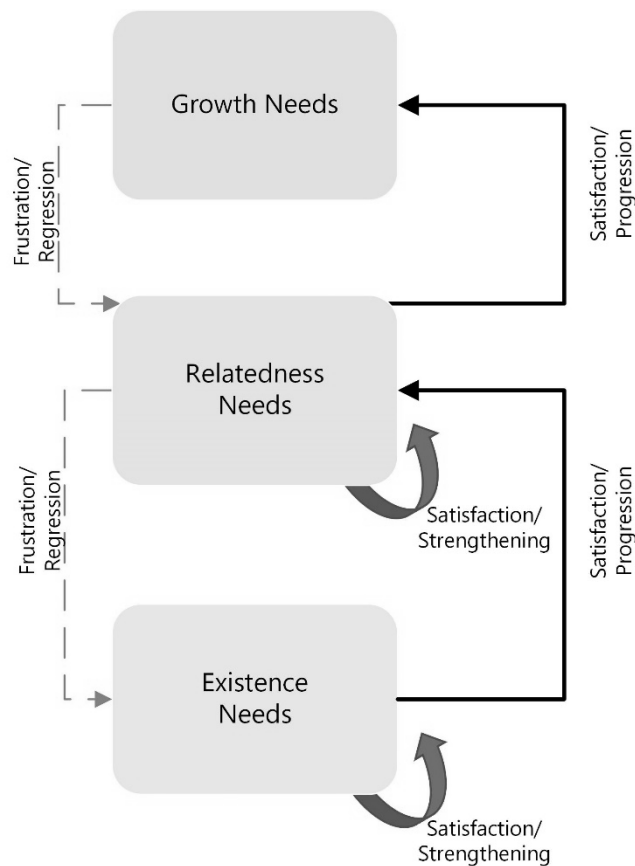
Figure 3: Alderfer's ERG Theory

Existence

The Existence needs group consists of Maslow's physiological and safety needs, as they both are essential to one's survival.

Relatedness

The Relatedness needs group relates to the aspiration for human relationships, consisting of Maslow's Social needs and, partially, of Esteem needs.

Growth

The Growth needs group consist of the internal Esteem Needs and the Self-Actualization needs, as per Maslow's theory.

2.1.2.3 Douglas McGregor – Theory X and Theory Y

Christened by the employee who crosses his arms in a "X" shape while refusing to work *(Figure 4),* Theory X, consists of all the unpleasant assumptions a manager has for his subordinates: workers dislike their job, are inherently lazy, have little motivation, prefer direction from their superiors, need rewards and punishments, have no desire to grow or achieve personal or professional goals. Therefore, employees prefer to be controlled, coerced, and directed toward organizational goals and, thus, avoid responsibility.

(McGregor, 1960)

On the other hand, Theory Y's assumptions focus on the positive side. Taken its name from the cheering worker who raises both his arms wide-open *(Figure 4)*, this theory is based on the assumption that employees are internally motivated, willing to accept challenges, self-directed and proud of their work. Managers no longer must micromanage; on the contrary, they encourage greater participation, delegate more responsibilities, and aspire commitment to long-term goals.
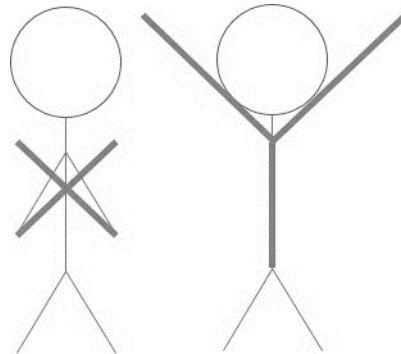
Figure 4: Theory X and Theory Y

McGregor's Theory X does satisfy the physical and safety needs we find on Maslow's bottom pyramid levels (Kurt, 2021), while Theory Y targets at higher level needs, such as esteem and self-actualization.

2.1.2.4 David McClelland – Three Needs Theory

McClelland developed the Three Needs Theory (McClelland, The achieving society, 1961), a model that describes how motivation is driven by the needs for *Achievement, Affiliation* and *Power*. In his later work, he introduced the 4th need of *Avoidance* (McClelland, Human motivation, 1987). He believed these motivators exist in all individuals, regardless of age, sex, or race. He argues that every individual has a unique weighted combination of the aforementioned motivators that defines his attitude and actions in a working environment, with the dominant motivator depending on culture and life experiences. Below are the needs McClelland pointed out:

    1.   Need for Achievement (nAch)

The need for achievement is the degree to which a person wishes to effectively complete tough and hard activities. A high need for achievement leads individuals to constantly seek new accomplishments, praise and recognition. Predominantly, they avoid easily attained and low-risk situations, perceiving them as a non-challenge, but also high-risk projects, viewing success as a product of luck rather than their own abilities. Consequently, their motivation is energized by difficult, yet realistic goals. McClelland proposed that a high need for achievement leads to effective leaders, and successful entrepreneurs.

2. Need for Affiliation (nAff)

The need for affiliation is the need for healthy social interactions, honest relationships, belongingness and social acceptance. People with high need for affiliation tend to follow and adhere to the norms of a workplace culture, choose to collaborate than compete with others, reject risky and uncertain situations, and prefer to work that involve personal and social interactions.

Need for Power (nPow)

The need for power is the desire within a person to control and influence others. Individuals with high need for power value professionalism, punctuality and discipline. They have a need to be perceived as important, favor recognition whilst enjoying competition and winning. They get motivated by the need for higher personal status and prestige.

3. Need for Avoidance (nAv)

This need will surface when people prefer to avoid unpleasant situations and choose to perform at the background. Driven by the fear of failure, rejection or, even, success itself, these individuals feel comfortable within the safety of their environment.

2.1.2.5 Frederick Herzberg – Two-Factor Theory

Herzberg, intrigued by people's work motivation, conducted research by examining a group of accountants and engineers. He discovered that motivation is driven by job satisfaction and developed the Two-Factor Theory (Figure 5), where satisfaction is influenced by the "Motivation Factors" (or, simply, Motivators) and dissatisfaction by the "Hygiene Factors" (Herzberg F. , 1968):

1. Motivators

Motivators are job content factors that are connected to positive satisfaction and physiological growth. They arise from purely intrinsic conditions of the job itself and directly motivate people to strive harder and do better. They consist of the job's nature, how challenging it is, the recognition of achievements, the responsibility involved, the potential advancement, the engagement in decision making, the sense of significance to a company, and so forth.

2. Hygiene Factors

Hygiene factors (in the sense of self-maintenance) are job context-related and consist of, from highest to lowest importance according to Herzberg, company policies, appropriate supervision, relationship with the higher-ups, work conditions, salary, financial rewards, relationships with peers etc. As of their extrinsic nature to the work itself, these factors do not give positive satisfaction or higher motivation to individuals, but lead to dissatisfaction from their absence and, by being tied to dissatisfaction, they can de-motivate if not present.
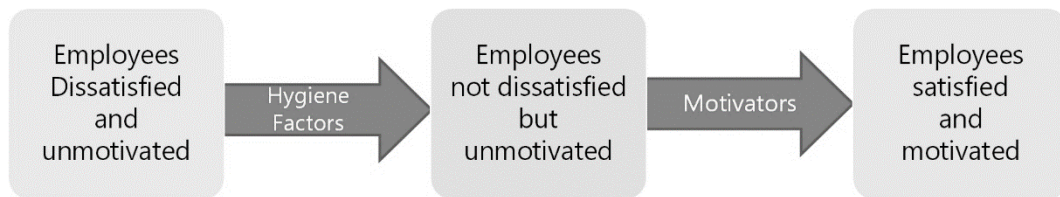
Figure 5: Herzberg's "Two-Factor Theory"

The Two-Factor Theory describes the following possible scenarios:

1. High Hygiene and High Motivation, where employees are highly motivated with minimal complaints, the most favorable case.

2. High Hygiene and Low Motivation: Employees have minimal complaints, not motivated whatsoever, and working only for the paycheck.

3. Low Hygiene and High Motivation: Employees have a lot of complaints due to low paychecks and work conditions but are highly motivated due to the exciting nature of the job.

4. Low Hygiene and Low Motivation: Employees are not motivated and have many complaints, the worst case of all.

Herzberg further classified employees' actions into *movements* and *motivations*, according to how and why they are performed. A mandatory work-related action, performed because *one has to,* is classified as *movement*, whereas a voluntary one, performed because *one wants to,* is classified as *motivation*. Herzberg believed that job discontent must be eradicated prior to pursuing job satisfaction, claiming that if this happened simultaneously, they would work against each other. Dissatisfaction in a work environment can be decreased by gratifying the hygiene factors: by paying fair salaries, maintaining a safe and secure workplace, and fostering a positive, merit-based culture. On the other hand, he argued that job satisfaction can be increased by improving on motivation factors, leading employees to higher performance. Motivation factors can be enhanced through job enrichment, which, as a continuous process, leads to the desired employee intrinsic motivation.

2.1.3 Process Motivation Theories

Process motivation theories, also known as '*Cognitive Theories*', examine *how* motivation happens and *how* different mechanisms might impact our motivation, with a focus on the psychological factors and basic needs, and how people perceive, interpret and understand their working environment.

2.1.3.1 B.F. Skinner – Operant Conditioning

B.F. Skinner based his work on Thorndike's Law of Effect (Thorndike, 1898), where behavior followed by

pleasant consequences is likely to recur, and behavior followed by unfavorable outcomes is less likely to occur.

Skinner rejected John Watson's Classical Conditioning (Watson, 1913) theory that did not relate consciousness with behavior. On the contrary, he believed that the latter do exist and, based on Pavlov's experiments, that responses are associated with stimuli patterns. His approach to understanding behavior entails investigating the origins of an activity and learn through the resulting consequences. He sported we can both predict and, thus, control behavior.

Skinner conducted experiments (Skinner, Superstition' in the pigeon, 1948) using the *'Operant Conditioning Chamber'*, or '*Skinner Box*', where animal behavior could be predicted according to the manipulation of the environment and concluded that the consequences following a response do determine whether the behavior will be repeated.

The Operant Conditioning Theory (Skinner, The Behavior of organisms: An experimental analysis, 1938) states that "learning is a function of change in behavior"; and change comes through stimuli and response: individuals make an association between a behavior and a consequence. Reinforced activity tends to be repeated, whereas not reinforced behavior tends to fade out.

Skinner introduced the following types of responses, or operants that come after behavior:

1. Neutral operants: Responses that neither raise nor diminish the likelihood of a behavior being repeated.

2. Reinforcers: Either positive or negative responses that enhance the likelihood of a behavior being repeated. Positive Reinforcers strengthen behavior through rewards, whereas Negative Reinforcers also strengthen behavior because they prevent an unpleasant experience.

3. Punishers: Responses that reduce the chance of a behavior being repeated. They are considered as an unpleasant stimulus that weaken behavior and cause increased aggression, fear, misguidance, and a suppressed behavior that will probably resurface once punishment is no longer present.

Operant conditioning may be used to describe a variety of behaviors, including the learning process and language development, even though it does not take into account the importance of the inherited and cognitive factors in learning. Nevertheless, it is quite valuable and may be used in companies, classrooms, detention centers and mental institutions.

2.1.3.2 Victor H. Vroom – Expectancy Theory of Motivation

The "Expectancy Theory" by Victor Vroom (Vroom, 1964) assumes that behavior results from conscious choice and focuses on motivation within a work environment. It states that people will be motivated to try harder if they believe this will result in higher performance and, thus, better rewards. Vroom differentiates

between people's efforts, performance, and the end result.

The theory is broken down to four key elements: Motivational Force, Expectancy, Instrumentality and Valence, under the formula:

Motivational Force = E x I x V

Motivational Force = Expectancy x Instrumentality x Valence

Expectancy (E) is the notion that an increase in effort will lead in increased performance, the level of working efficiency. Its equation value varies between 0 and 1, where 0 means that maximum effort will not result in performance change and 1 means maximum effort will definitely lead to high performance.

Instrumentality (I) is the perception that increased performance will result in specific rewards and outcomes, under the condition of total transparency and justice. Its value can vary between 0 and 1.

Valence (V) is the extent to which the outcome is desirable and depends on the relation of each individual's different needs and goals with the rewards he may receive. It can vary between -1 and 1. Negative values represent undesired outcomes such as stress and fatigue, whilst positive values are related to the pleasant ones.

The Expectancy Motivational Theory is a realistic approach to motivation, where employees' performance can be predicted according to the rewards that can satisfy them and provides the quantitative formula to calculate it. It emphasizes on effort, performance, rewards, and personal goals. Vroom believes that motivation is calculated by multiplying expectation, instrumentality, and valence. This means that motivation is zeroed out if any of these factors is zero. An individual who sees no link between effort and performance will have zero expectancy. A person who cannot see the connection between performance and reward has no instrumentality. A reward will have no valence for someone who does not appreciate the expected consequence.

2.1.3.3 John Stacy Adams – Equity Theory

Adams' "Equity Theory" (Adams, 1963) focuses on the fair balance, or ratio, between employee inputs and outputs. Inputs are all the contributions an employee may provide: effort, loyalty, hard work, commitment, skills, ability, adaptability, flexibility, enthusiasm, support to colleagues and more. Outputs consist of the employees' benefits such as financial rewards (salary, benefits etc) and a set of intangible ones (recognition, reputation, responsibility, job security, growth etc.).

Adams believed that people value justice and get motivated to keep the fairness maintained within an organization. His theory extends beyond the individual self and incorporates the influence and comparison of other people's situations, whom he calls the 'referent' others, by forming an awareness of justice, or "what is fair". The Equity Theory focuses on the concept of social comparison: how this sense of fairness is measured when employees compare their own 'fairness ratio' to the others'. When

employees feel they are being treated properly or better, they tend to be motivated, but when they believe they are being treated unfairly, they are more likely to be demotivated. Thus, the Equity Theory can explain why motivation cannot be based only on both tangible and intangible good benefits, why people can be demotivated when they learn that a colleague enjoys a better reward-to-effort ratio or why someone's promotion may have a demotivating effect to others, and this has broad consequences on employee morale, efficiency, productivity, and turnover.

According to the theory, individuals that participate in inequitable workplaces, become proportionally distressed, no matter whether they are in favor of their supervisor or not. Getting more than deserved brings a feeling of guilt or shame, whereas getting way less than deserved causes anger, resentment and humiliation. Both parties will try to alleviate their anguish by restoring equity. Higher inequity causes more distress, resulting greater efforts to restore equity. Even the smallest indication of negative disparity can generate tremendous dissatisfaction and a sense of significant unfairness, leading in demotivation, or, in the worst-case scenario, outright hatred. Some individuals limit their work commitment and become internally upset, or socially unpleasant, or even hostile. Others try to enhance their outputs by claiming better rewards or by looking for a job replacement. Equity Theory can help managers and policymakers to recognize that satisfying one's demands may upset the feeling of equity of others and, thus, can easily create many more issues than it intended to solve.

2.1.3.4 Edwin Locke – Goal-Setting Theory

Edwin Locke's "Goal setting theory" (Locke & Latham, A theory of goal setting and task performance, 1990) is very similar to Vroom's the expectancy theory. It highlights the need of creating clear, difficult performance objectives and adhering to them as essential motivators. Goals represent a desired future, and these goals might influence behavior. The achievement of the goals inspires people to accomplish even more. The theory suggests the following goal characteristics (Lunenburg, 2011):

1. Goals Need to Be Specific

When challenged to fulfill a specified high-performance goal, individuals perform at a higher level. Simply asking members of an organization to improve, work more, or do their best is ineffective since it does not provide them with a clear aim. Specific goals (often quantifiable) help people focus on their objectives and allow them to track their own progress. According to research, specific goals may end up with additional organizational goals, such as low absenteeism, tardiness, and turnover. (Locke & Latham, Building a practically useful theory of goal setting and task motivation, 2002).

2. Goals must be Difficult but Attainable

Goals that are too easily attained will not enhance performance: a goal must be difficult to a degree that makes it challenging and in accordance with an employee's capabilities. As goals become too difficult,

people tend to reject them as unrealistic and unattainable.

3. Goals must be accepted

Goals can be accepted only if people are involved in the goal-setting process. By including them into this procedure, individuals feel more committed to their objectives. Practices where goals, especially ones that are difficult to achieve, are just assigned to an individual will lead to lack of dedication.

4. Goal Attainment must be followed by Feedback

Constructive feedback helps people understand their performance in the pursuit of their goals. Feedback acts as reference for people, helping them understand how to fine tune their efforts tends to achieve their goals.

2.1.4 Self Determination Theory

Self-Determination theory (SDT) is a "wide spectrum of human motivation and personality research that focuses on innate growth proclivities and inner psychological needs of individuals" (Ryan & Deci, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, 2000). SDT is concerned with the rationale behind the decisions that individuals make when they are not influenced or interfered with any external force, focusing on the extent to which human conduct is self-motivated and self-determined (Ryan & Deci, Self-determination theory: Basic psychological needs in motivation, development, and wellness, 2017).

The theory was formed on the premise that intrinsic motivation is far more important to human behavior than extrinsic motivation, according to number of research studies. (Lepper, Greene, & Nisbett, 1973). The term "Self -Determination", defined as "a person's self-management, decision-making, and critical thinking skills" (Deci, The Effects of Externally Mediated Rewards on Intrinsic Motivation, 1971), and formally established around 1985 (Deci & Ryan, Intrinsic motivation and self-determination in human behavior, 1985).

2.1.4.1 Definition

SDT is a "meta-theory" of human motivation and personality development and is comprised of combined multiple "mini-theories" that provide a holistic explanation of human motivation and functioning. SDT is built on the core humanistic idea that people always attempt to develop and organize themselves in order to better understand and appreciate who they are and how they fit into the world (Legault L. , 2017).

On the other hand, SDT contends that people's core psychological requirements for autonomy, competence, and relatedness may be undercut by a poor social environment, and, as a result, they might become dominated, divided, and alienated.

SDT is based on the idea that the person is always involved in a dynamic engagement with the social

world - at the same time aiming for need satisfaction while simultaneously adapting to the environment that either support or obstruct needs. This interaction between the person and the environment may result either in people that are engaged, curious, and connected, or demotivated, ineffective, and socially detached. (Legault L. , 2017).

2.1.4.2 Basic Components

According to the CSDT organization, (Ryan R. , et al., 2021), SDT comprises six mini theories that provide an explanation for a collection of motivationally driven phenomena that evolved from laboratory and field research. Legault (Legault L. , 2017) argues that each mini theory examines one motivational or personality functioning, such as work (Fernet, 2013), relationships (La Guardia & Patrick, 2008), education (Reeve & Lee, 2014), religion (Soenens, Berzonsky, Vansteenkiste, Beyers, & Goosens, 2005), health (Russel & Bray, 2010), sports (Pelletier, Fortier, Vallerand, & Brière, 2001), and even stereotyping and prejudice (Legault & Inzlicht, 2013). At the basis of each mini theory is the notion of the following basic psychological needs:

1. Autonomy: the need to be autonomous and self-directed, as opposed to being controlled, coerced, or constrained
2. Competence: the need to feel useful and effective in achieving the desired outcomes.
3. Relatedness: the need to establish intimate relationships with others.

These mini theories are:

2.1.4.2.1 Cognitive Evaluation Theory (CET)

The Cognitive Evaluation Theory (CET) describes how internal and external factors can affect intrinsic motivation, the non-instrumental involvement in activities out of joy and interest, rather than for the reward or incentive attached to the behavior because it is inherently satisfying (Legault L. , 2017)

The effect of external events (such as incentives or punishments), interpersonal circumstances (such as peer negative feedback or appraisal), and internal tendencies (e.g., an individual's engagement level), according to CET, may either promote or impair intrinsic motivation. These factors directly affect one's perception of autonomy and competence. When external and internal factors facilitate the satisfaction of the need of autonomy and competence, the level of intrinsic motivation increases. On the contrary, in cases where autonomy is neglected by manipulating events (for example, by bribery, demands, or pressing rhetoric) or where perceived competence is compromised for example, through negative feedback), the level of intrinsic motivation is reduced, (Ryan R. , Control and information in the intra-personal sphere: An extension of cognitive evaluation theory, 1982) and cannot be enhanced by extrinsic motivators such as money (Deci, The Effects of Externally Mediated Rewards on Intrinsic Motivation,

1971). Similarly, intrinsic motivation may decline when one's own perceptions, feelings, expectations, and ego become controlling and self-oppressing (Mageau, et al., 2009).

2.1.4.2.2 Organismic Integration Theory (OIT)

The Organismic Integration Theory (OIT) focuses on the various processes by which individuals' behaviors are not intrinsically motivated but driven by external factors. The theory argues that when people's demands for autonomy, competence, and relatedness are met within their surroundings, they are more likely to internalize the prevalent values and behaviors that are present in their environment. Legault (Legault L. , 2017) concludes: the greater the degree to which a behavior or regulation is internalized, the more it relates to the self and becomes the basis for self-determined motivation. In accordance with OIT, the process of regulating behavior may become further internalized to the point that the person feels independent and competent in carrying it out. Moreover, through relatedness, individuals tend to internalize behaviors that are values by close others.

Ryan (Ryan R. , Psychological needs and the facilitation of integrative processes, 1995) states that full internalization is the process where an externally driven by rewards or punishments regulation is transformed into an internal regulation that no longer requires the presence of an external factor. As a result, the internalization degree defines the autonomy or self-determination degree. Depending on the degree to which an externally driven behavior becomes internalized, the broad term "extrinsic motivation" is expressed into four forms:

1. **External Regulation:** behavior is purely driven by rewards (e.g., money, promotion, etc.), intangible incentives (e.g., praise, fame, social status, etc.) and punishers (e.g., demotion, negative critique, etc.). Lazear (Lazear, Performance Pay and Productivity, 2000), believes that extrinsic motivation is a powerful way to motivate people. On the other hand, Deci (Deci, Koestner, & Ryan, Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again, 2001) points out that external regulation, if not applied with extra caution, can undermine, and impede intrinsic motivation.

2. Introjection (or introjected regulation): a negative form of internalized motivation that results from non-action and poor results, where the person feels guilty, unworthy, worried, or shameful. It can be described as an internalized, pressuring voice from within. While the stimulus that triggers one's motivation is internal, introjection is closely related to the internalization degree of an external regulation. Introjection fosters anxiety and makes it difficult for individuals to feel positive and confident about their actions.

3. Identification (or identified regulation): a version of internalized extrinsic motivation where the person has identified the importance of a specific behavior and accepts it as a regulation of their own because of the benefits they can achieve. This motivation form is more self-determined and personal when compared to external regulation, especially because the rewards are long-term and stem from realizing

one's personal benefits.

4.Integration (or integrated regulation): a form of motivation when a person has fully internalized and assimilated an external regulation to the point where it belongs to their self-evaluation and beliefs on their personal needs. The main difference when compared to intrinsic motivation is that integrated regulation's goals are extrinsic to one's self, rather than derived from a genuine delight in the work itself.

All four external motivation types, along with intrinsic motivation and amotivation are depicted on Figure 6.

	Not Self-Determined					Self-Determined
Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Regulation	Non-Regulation	External Regulation	Introjected Regulation	**Identified Regulation**	Integrated Regulation	Intrinsic Regulation
Source of Motivation	Impersonal	External Regulation	Somewhat External	**Somewhat Internal**	Internal	Internal
Factors that regulate motivation	Nonintentional, Nonvaluing, Incompetence.	Compliance, External Rewards and Punishments	Self-Control, Ego-Involvement, Internal Rewards and	**Personal Importance, Conscious Valuing**	Congruence, Awareness, Synthesis with self	Interest Enjoyment Inherent Satisfaction

Figure 6: The Self-Determination Continuum

2.1.4.2.3 Causality Orientations Theory (COT)

Causality Orientations are concerned with the individual's inner resources that grow through time to create the foundation of motivation at the broader personality level. COT describes an individual's proclivities to align within different environments and adjust their behavior accordingly. Deci & Ryan (Deci & Ryan, Intrinsic motivation and self-determination in human behavior, 1985) proposed three causality orientations: autonomy, controlled and impersonal orientation; each person has some degree of all three.

1. **Autonomy Orientation:** the degree to which people experience choice in their actions, reactions, and opportunities in the world. People with high autonomy orientation tend to have high levels of intrinsic motivation, acting out of interest, with identified and integrated styles of extrinsic motivation.

2. **Controlled Orientation:** the degree to which people are conscious of external contingencies and controls, and what other people think. People with high controlled orientation tend to have low levels of intrinsic motivation - with focus on rewards, gains, and approval - and external and introjected styles of extrinsic motivation.

3. **Impersonal** (a.k.a. amotivated) **Orientation:** the degree to which people orient towards obstacles, barriers, and their own incompetence. People with high impersonal orientation tend to be passive, easily overwhelmed by their environment or their own drives and emotions and suffer from anxiety concerning

competence.

2.1.4.2.4 Basic Psychological Needs Theory (BPNT)

In contrast to the needs of autonomy, competence, and relatedness in SDT and its mini-theories, BPNT focuses on psychological health, well-being, and optimal functioning. The theory argues that factors that support versus obstruct these needs should invariantly impact wellness: all three needs are essential, and, if any of them is impeded or unsatisfied, individuals become apathetic, irresponsible and insecure. (Ryan & Deci, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, 2000)

2.1.4.2.5 Goal Contents Theory (GCT)

GCT defines extrinsic and intrinsic goals in terms of essential needs for fulfillment and well-being and distinguishes between them (Ryan & Deci, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, 2000). Seeking to understand the reasoning behind an individual's goals, the theory makes a comparison between the benefits of intrinsic goals to the negative consequences of external goals in terms of psychological well-being. Extrinsic goals are more concerned with prosperity and fame, while intrinsic goals are more concerned with a sense of belonging, intimate connections, and personal progress.

2.1.4.2.6 Relationships Motivation Theory (RMT)

This theory's focal point is the significance of high-quality interpersonal relationships in satisfying the psychological needs of autonomy, competence, and relatedness. RMT examines the relationship dynamics between coworkers (Legault L. , 2017), hence the highest impact is towards relatedness. According to RMT, the satisfaction of relatedness requires the fulfillment of autonomy and competence within a relationship context. A high-quality relationship can provide a bond between individuals who simultaneously support their partner's needs for autonomy and competence.

2.1.4.3 Discussion

SDT has been applied in several domains, including education, organizations, sport and physical activity (including religion), health and medicine (including pediatrics), parenting (including virtual environments and media), close relationships (including psychotherapy), and psychotherapy (including counseling). Over the course of these domains, researchers have examined the effect of coercive versus supportive environments on functioning and wellness, as well as performance and persistence. Applied research has led to effective techniques towards sustained and voluntary motivation, including goal structures and

ways of communication.

2.2 Motivation Techniques

Motivating people is a complex process, as a team leader must be aware of his members' motivators prior to setting a motivation plan. Barbuto argues that the sources of motivation, as per the SDT theory, are motivated by the following factors and advocates ways (summarized here) to induce them (Barbuto, 2001):

1. Intrinsic Process, motivated by the *fun factor*

    a. Find out and assign each employees' favorite tasks, while discarding the non-favorite ones

    b. Create an environment where people can express their sense of humor

    c. Introduce team social events

    d. Hold meetings off-site

2. Instrumental, motivated by rewards

    a. Link performance to salary increase with clear objectives

    b. Create a generous bonus scheme with high, but still attainable, goals

    c. Reward only top performers and on a regular basis

3. External Self-Concept, motivated by the reputation factor

    a. Regularly give feedback on employees' performance

    b. Publicly praise and recognize op performers

    c. Criticize only in private and never in front of others

    d. Openly appreciate employees for their work

    e. Run an employee recognition system (employee of the month, etc.)

    f. Highlight achievements on a separate board with public view

    g. Place employee pictures with short biographies in a central place

4. Internal Self-Concept, motivated by challenge

    a. Assign tasks according to the skills and talents an employee possesses or wants to improve

    b. Discover ways for continuous development

    c. Avoid assigning uninteresting tasks

    d. Encourage employee autonomy

5. Goal Internalization, motivated by the cause or purpose

    a. Clearly communicate and regularly remind the organization vision, mission, and goals

    b. Elaborate on the organization's code of conduct

    c. Link employees' work and everyday tasks to the organization purpose

d. Explain on why things need to occur

e. Highlight why employees' efforts make a difference

f. Involve everyone in the visioning and strategic planning process
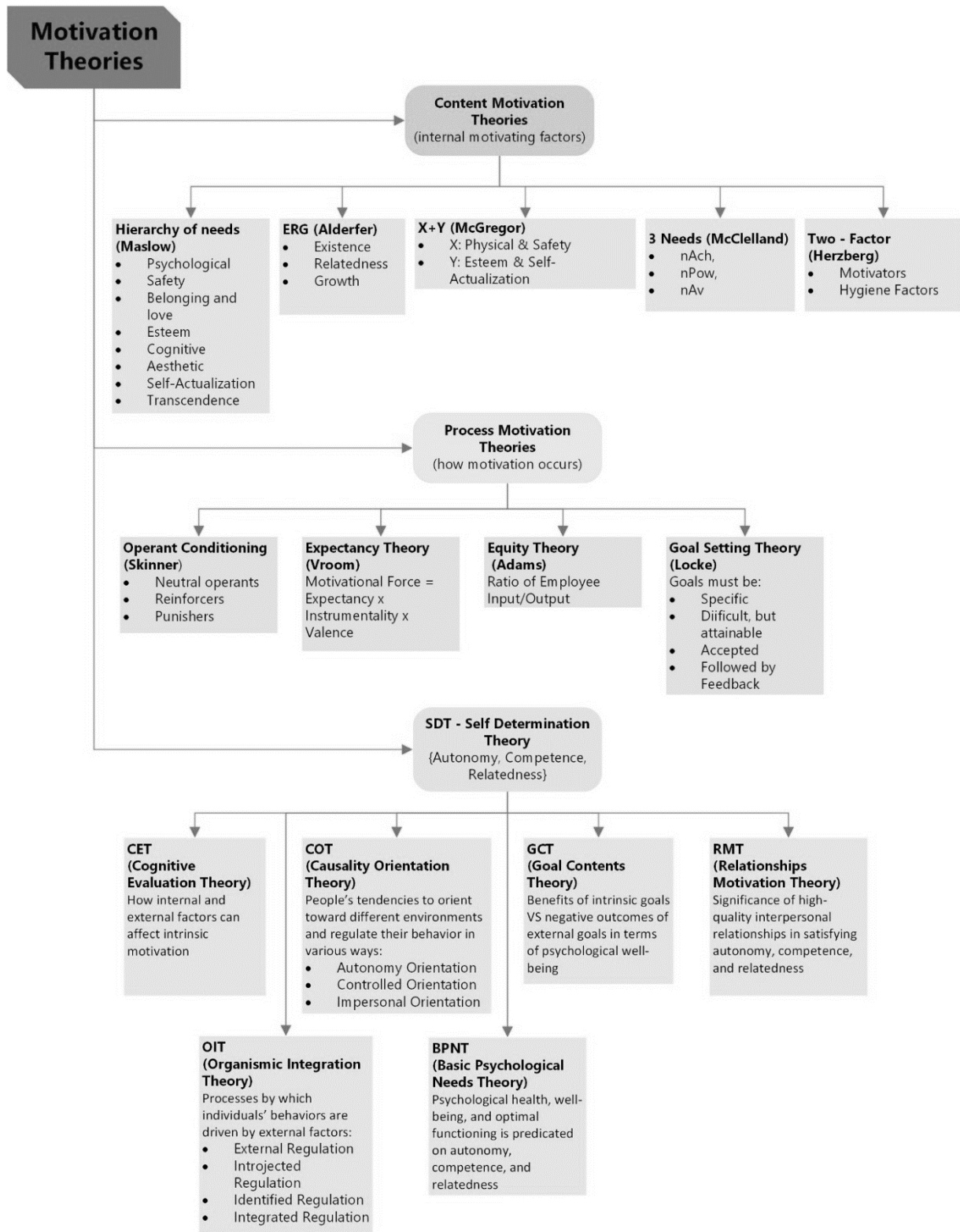
Figure 7: A graphic representation of the aforementioned Motivation Theories

2.3 Job Satisfaction

There are several theories and definitions for job satisfaction. Some early theories regard job satisfaction as identical to motivation while others link them proportionally.

Locke (Locke, What is job satisfaction?, 1969) states that job satisfaction is a multi-faceted notion with a cognitive and an affective side, and it is derived from the discrepancy between what individuals do value in a job and what they actually experience.

Spector's affective approach (Spector, 1997) claims that job satisfaction is the overall feeling individuals have for their job in terms of nature of work, colleagues, higher-ups or subordinates and remuneration. Meier & Spector (Meier & Spector, 2015) argue that job satisfaction is the individual's overall evaluation of their job as favorable or unfavorable and, as it reflects an attitude towards their job, involves emotions, cognition, and behavioral proclivities.

Herzberg (Herzberg, Mausner, & Snyderman, 1959) discovered that motivation is driven by job satisfaction and developed the *Two-Factor Theory* (already discussed). Adams (Adams, 1963) states that the perception of equity acts as a motivator and generates job satisfaction and, whereas inequity acts as a demotivator that generates dissatisfaction.

2.3.1 Approaches

In general, there are three approaches to identify the predecessors that define job satisfaction: the dispositional approach, the situational approach, and the interactionist approach (Meier & Spector, 2015). The dispositional approach places the person in the center, as some people are more satisfied than others. It examines the job satisfaction deviation among individuals, and this is due to genetic factors, differences in personality, potential neuroticism, extraversion, the degree of openness to new experiences, the degree of agreeableness and conscientiousness, as well as self-efficacy and self-esteem.

The situational approach examines work events and conditions, job characteristics (skill variety, task identity, task significance, task feedback and autonomy), work stressors (workload, conflicts, constraints, and injustice) and resources like social support. Meier (Meier & Spector, 2015) underlines that all these elements are consecutively linked to job satisfaction. He argues that employee job satisfaction seems to be increased by promoting jobs with characteristics that make it challenging, by reducing work stressors and by enhancing resources.

The interactionist approach examines the variance of job satisfaction when matching different people with different jobs.

2.3.2 Outcomes

Job satisfaction is considered to be a major factor to work environments. It is directly linked to all work performance facets, task performance, contextual performance, adaptive performance, and counterproductive work behavior and, thus, it significantly affects productivity (Spector, 1997). Job satisfaction is interconnected to health and well-being, as it can play a major role on individual's health and well-being, in terms of physical and psychological health, and life satisfaction.

2.3.3 Job Satisfaction and Motivation

Herzberg (Herzberg, Mausner, & Snyderman, 1959) claims that motivation is driven by job satisfaction, while Adams' theory (Adams, 1963) indicates that *job satisfaction levels and motivation levels are proportional*. Job satisfaction and motivation act as a cycle: the more individuals are motivated, the more they are satisfied, which leads to further increased motivation that creates more satisfaction. Consequently, as these two notions are *directly influenced and proportionally linked to each other* (Noermijati & Primasari, 2015), job satisfaction levels can be used to identify motivation levels.

2.4 Individual Work Performance

Campbell (Campbell, 1990) argues that work performance is defined as "behaviors or actions that are relevant to the goals of the organization", even though Koopmans (Koopmans L. , Bernaards, Hildebrandt, de Vet, Henrica, & van der Beek, 2014) states that there is no comprehensive definition or conceptual framework to define individual work performance. According to Motowidlo (Motowidlo, Borman, & Schmit, 1997), job performance is the degree an employee contributes to the achievement of organization goals.

There are numerous studies that attempt to describe the concept of work performance. Koopmans' study on conceptual frameworks on individual work performance (Koopmans, et al., 2011) identified 17 generic frameworks (applying across different occupations) and 18 job-specific frameworks (applying to specific occupations). The most frequent dimensions that describe individual work performance are task performance, contextual performance, adaptive performance, and counterproductive performance (or work behavior). There are several scales that have been developed to measure task performance (Podsakoff & MacKenzie, 1989), contextual performance (Van Scotter & Motowidlo, 1996), or counterproductive performance (Bennett & Robinson, 2000). Koopmans points out that each performance dimension can be identified by specific indicators. She identified and assessed a total of 128 unique indicators, concluding that only 23 of them are essential to the development of a standardized, generic, and short measuring instrument for assessing individual work performance (Koopmans L. ,

Bernaards, Hildebrandt, de Vet, Henrica, & van der Beek, 2014).

2.4.1 Task Performance

Task performance can be defined as the proficiency, or competence, with which an individual performs a job task. It can be met under the name "job-specific task proficiency", "technical proficiency", "task behaviors" or "in-role performance" (Campbell, 1990).

The most important task performance indicators are: *work quality, working efficiently, prioritizing, being result-oriented*, and *planning and organizing work* (Koopmans, et al., 2011)*.

2.4.2 Contextual Performance

The term "contextual performance" refers to individual behaviors that support the organizational, social, and psychological environment in which the technical core must work. (Borman & Motowidlo, 1993). It can be met under the name "non-job specific task proficiency", "extra-role performance", "organizational citizenship behavior" or "interpersonal relations" (Koopmans, et al., 2011). This word is used to describe actions that go above and beyond the explicitly defined job objectives. The most important indicators are *accepting and learning from feedback, cooperating with others, being customer-oriented, being creative, taking on challenging tasks, communicating effectively, showing responsibility*, and *taking initiative* (Koopmans, et al., 2011).

2.4.3 Adaptive Performance

Adaptive performance is the degree to which a person adapts to changes in a particular work environment or job position. The most important adaptive performance indicators are: *showing resilience, dealing with stress, adversity and challenging conditions, keeping job knowledge up to date, keeping job skills up to date, dealing with uncertain and unpredictable work situations, and adjusting work goals when necessary* (Koopmans, et al., 2011).

2.4.4 Counterproductive Performance

This type of performance is defined as behavior that is harmful to the organization's well-being and comprises of undesired actions. The most important counterproductive performance indicators are *excessive negativity, doing things that are harmful to colleagues and supervisors, spreading negative comments and purposely making mistakes* (Koopmans, et al., 2011).

2.4.5 Measuring Individual Work Performance

Once work performance is defined, one must be able to identify, assess, quantify, and measure people's

work performance before implementing a case study over them. This can be achieved through the work performance dimension indicators.

2.4.6 Work Performance and Motivation

Up until now we have pointed out several aspects of motivation and human behavior theory, we have defined the notion of work performance, as well as the various forms of rewards. To answer our second research question (RQ3), we must investigate the relation of these three theories: how we can motivate the individuals in a way they can find some meaningfulness through their daily working duties. As per our objective, the goal is to discover those techniques that effectively achieve high levels of motivation and enhance work performance through. The question implies that motivation leads to enhanced performance: but is that correct? Is it possible to induce increased work performance by targeting at people's motivation? How can we blend the rewards theory into this equation?

According to Pinder, (Pinder, 2011), employee's motivation is one of the key factors in boosting work performance. This can be considered as "common knowledge" according to Steers (Steers, Mowday, & Shapiro, 2004), who points out that the relationship between motivation and work performance has gained significant attention in industrial and organizational psychology. Based on this premise, Imran (Imran, Arif, Cheema, & Aeem, 2014) argues that contemporary managers continuously seek effective ways to support their employees' motivation by providing them with either intrinsic or extrinsic motivational incentives, resulting in improved work performance.

Vansteenkiste (Vansteenkiste, Lens, & Deci, 2006) asserts that, as each individual is a unique case of its own, we cannot be certain with whether one's behavior can be explained by either intrinsic or extrinsic incentives towards increased work performance. This is true, as there are many cases, especially within our case study team, where individuals ended up with a job that's not fulfilling, but still, they perform relatively well because the job provides them with monetary security and stability. There are other cases where one's goals do not align with the ones of the organization, even though their performance is outstanding.

The question that arises is which type of motivation, or which combination of specific motivation facets that belong to the intrinsic or extrinsic motivation family and rewards system promotes work performance. Lazear (Lazear, The power of incentives, 2000) states that job performance is more closely related to extrinsic motivation. The latter statement is reinforced by Benabou and Jean (Benabou & Jean, 2003), denoting that using monetary incentives and punishments as a primary motivator seem realistic and attractive, and are frequently used in today's management systems.

On the other hand, Cerasoli (Cerasoli, Nicklin, & Ford, 2014) manifests that intrinsic motivation is connected to total job performance and even more strongly to "quality of work" performance, implying

that intrinsic motivation is likely to improve employee task performance. He further advocates that, when an individual's goals do not align with the goals of the organization, intrinsic motivation as a technique for improving job performance may fail.. On the other hand, Burton, from a self-determination theory standpoint (Burton, Lydon, D'Alessandro, & Koestner, 2006), while studying the impact of intrinsic and identified motivation, discovered that positive feelings improve one's job performance and psychological well-being.

Individual Work Performance

Task Performance:
- *work quality*
- *Working efficiently*
- *Prioritizing*
- *being result-oriented*
- *planning and organizing work*

Contextual Performance
- *accepting and learning from feedback*
- *cooperating with others*
- *being customer-oriented*
- *being creative, taking on challenging tasks*
- *communicating effectively*
- *showing responsibility*
- *taking initiative*

Adaptive Performance
- *showing resilience*
- *coping with stress, difficult situations and adversities*
- *keeping job knowledge up to date*
- *keeping job skills up to date*
- *dealing with uncertain and unpredictable work situations*
- *adjusting work goals when necessary*

Counterproductive Work Behavior
- *excessive negativity*
- *insulting and doing things that harm coworkers and supervisor*
- *absenteeism*
- *misusing privileges*
- *purposely making mistakes*

Figure 8: Individual Work Performance Dimensions & Common Indicators

2.4.7 Job Satisfaction and Work Performance

Job satisfaction plays a major role is an individual's work performance, as it acts as a precursor to task performance, but also as a potential reason for counterproductive behavior (Meier & Spector, 2015). Job satisfaction is loosely connected to employee absenteeism (Dalton & Mesch, 1991). On the other hand, individuals have the proclivity to quit their jobs given the right opportunity when their job satisfaction is low (Carsten & Spector, 1987).

Chapter 3

Methodology

This chapter unveils the design and process of our research on employee motivation in a university workplace. We present the combination of our research philosophy, strategy and method that will lead us to our findings. We elaborate on the data collection choice and methods, but also point out how we tackled data quality issues related to reliability, bias, validity and generalizability. Lastly, we present our quantitative and qualitative data analysis techniques that will lead us to the research results.

3.1 Research Philosophy

Our ontological view is purely based on subjectivism. We agree with the notion that social phenomena, such as organizational culture, are formed by the perceptions and consequent actions of social actors (Saunders, Lewis, & Thornhill, 2009), something very prominent within our case. Each team member uses his past working experience as reference and, thus, experiences a different reality compared to his colleagues.

3.2 Research Strategy

To fulfill our research purpose, we have adopted a combination of a deductive and inductive approach. Our first research question objective - the pursuit to find what motivates the employees and at what level - is inherently tied to the content of the existing motivational theory. Consequently, our approach, a solid deductive one, was to identify and select the most appropriate variables that are related to motivation, create, and evaluate our data in accordance with theory.

Our second research question implies an inductive research approach, we attempted to identify the connection between motivation and work performance through observations, but also to discover the techniques that would enhance work performance through motivation.

3.3 Research Method

Our research endeavor will have the form of a 'case study'. Robson (Robson C. , 2002) defines the term "case study" as "a strategy for doing research that involves empirical investigation of a particular contemporary phenomenon within its real-life content using multiple sources of evidence", whereas Yin (Yin R. K., 2009) underlines the significance of context, stating that "the boundaries between the phenomenon under study and the context within which is being studied are not clearly evident".

Through this research method we are able to grasp the context of this research, as well as the enacted processes within (Morris & Wood, 1991). As our research is both explanatory and exploratory, the 'case study' method will assist us in answering the 'what' and 'how' that lie within our research questions.

Our strategy is characterized by Yin (Yin R. K., 2009) as a single case, because it represents a unique case, and holistic, because it is concerned with a specific unit within an organization.

Qualitative and quantitative data collection will take place through a combination of techniques: interviews, questionnaires, and periodical reports.

3.4 The Case Study Team

The team we examined is a distinctive case, arguably a "one of its kind". It consists of 42 professionals, all with a technical background (Mechanical, Production and Electrical engineering) of different levels and degrees (vocational, bachelors, masters, phd). The team has a clear mission to support research that takes place in a very special university.

The university has a strong vision and mission to excel. It employs people from more than 100 nationalities, different cultures, religions and educational backgrounds, as well as work experience and life aspirations. It is a highly diverse environment where individuals have different perceptions, interpretations and understanding of social and working environment hierarchies and structures. People are either expats (an alternative and fancier way to say "immigrant"), or locals, with fixed-term or indefinite contracts. The university is located in a security controlled area that includes the campus and a luxurious private city for its employees.

3.5 Data collection

We adopted a "multiple methods" research choice (Tashakkori & Teddlie, 2003); in particular the "mixed-model", where we combined both qualitative and quantitative data acquisition and analysis techniques, but also quantitized qualitative and, in reverse, qualitized quantitative data, as these two strategies complement each other (Bryman A. , 2006).

Our goal was to gather data from multiple sources to minimize potential errors in our findings and corroborate our conclusions through triangulation (Bryman A. , 2006). The qualitative data will be collected from the interviews and the open questionnaire questions. The quantitative data will be collected from the questionnaire closed questions, by interpreting the 5-point Likert scale into a score from "1" to "5".

3.5.1 Interviews

We then conducted a survey through non-standardized, one-to-one, face-to-face, semi-structured, but also unstructured (also known as in-depth) interviews – two types also known as 'qualitative research interviews' (King, 2004)that cater us with qualitative data. Semi-structured interviews help in understanding the relation between variables of an explanatory study (Saunders, Lewis, & Thornhill, 2009). As per Robson (Robson C. , 2002) in-depth interviews can provide valuable insights to an exploratory study.

The interviews were designed to last for approximately 45 to 60 minutes, followed the same style and consisted of two parts: the semi-structured and the in-depth part.

During the semi-structured part, we had a list of topics and questions to cover that varied according to the respondent's role and were discussed in a relatively relaxed manner. During the in-depth part, the respondents were free to elaborate on any subject that was relevant to our research and, hence, they were given the opportunity to guide the conduct of the interview.

The respondents were the former team director, who was the architect of the team transformation, the current team director, and the five-team division leads; 7 in total.

During our interview with the former team director, we got a better understanding of the team's cultural background, the situation before the organizational changes he implemented, the transformational strategy, the change management process, the difficulties during the implementation and the final results.

During our interview with the current manager, we got a better understanding of his experience, then as an employee during the team transformation and now as a director, but also the organizational results and the current team status he's directing.

During the interviews with the five team leads we, got a better understanding of the team leading challenges before, during and after the transformation.

3.5.2 Questionnaire

We concluded with a questionnaire, a widely spread data collection technique that works best for explanatory studies. The questionnaires were self-administered, Internet-mediated, and addressed to all team employees, except for the two directors.

Robson (Robson C. , 2002) argues that questionnaires are more comprehensible when they consist of standardized questions and for that reason, all of the questions are closed-type (multiple choice). The questionnaire consists of the following sections:

1. Motivation Assessment

Taking into consideration the RQ1 objective, to assess the employee's present work motivation type and levels, this questionnaire section was based on J.C. Ryan's "Factor analysis of the 30-item measure of motivational sources" (Ryan J. , 2011). The closed-type rating 25 items are grouped into five motivational concept categories: intrinsic process motivation, goal internalization motivation, instrumental motivation, external self-concept motivation, and internal self-concept motivation (Ryan J. , 2011). These categories are opinion variables, and the corresponding answers are based on a 5-Point Likert-type scale (1= I strongly disagree, whereas 5= I strongly agree).

2. Job Satisfaction Assessment

This section measures the level of job satisfaction, an opinion variable that 'describes how the respondent feels about something' (Dillman, 2007). Consequently, we indirectly assess the level of motivation, as job satisfaction is directly influenced by, and proportionally linked to, motivation (Noermijati & Primasari, 2015).

This section is based on the short form of the "Minnesota Satisfaction Questionnaire (MSQ)" (Weiss, Dawis, England, & Lofquist, 1967), a closed-type rating 20-item questionnaire with a 5-Point Likert-type scale response (1= not satisfied, whereas 5= extremely satisfied), where we categorized them into 5 categories, according to the motivation type they are linked to.

3. Work Performance Assessment

As per the RQ2 objective of how the level of motivation influences job performance, this section makes an assessment on work performance. It is based on Koopmans' "Individual Work Performance Questionnaire – IWPQ", (Koopmans L. , et al., 2013). The 49 closed-type rating items are divided into four groups (dimensions) that act as our behavioral variables: task performance dimension, contextual performance dimension, adaptive performance dimension and counterproductive work behavior dimension. The answers to the items were rated on a 5-Point Likert frequency response scale (each scale was adjusted to the question).

4. Motivation Enhancement Techniques -

As per the RQ3 objective, this is a multiple choice question, where the respondents can choose what would further motivate them and, consequently, would positively influence their performance (already discussed). The answers are based on Barbuto's proposed sources of motivation (Barbuto, 2001).

Variables of sections 1, 2, and 3 are outlined on Table 1.

Section			Number of Questions	Score Per Question		Total Score	
				min	max	min	max
1		Motivation assessment					
	1	Instrumental Motivation	5	1	5	5	25
	2	External Motivation	5	1	5	5	25
	3	Intrinsic Motivation	5	1	5	5	25
	4	Internal Motivation	5	1	5	5	25
	5	Goal Internalization	5	1	5	5	25
2		Motivation Level Assessment via Job Satisfaction					
	1	Instrumental Motivation	4	1	5	4	20
	2	External Motivation	4	1	5	4	20
	3	Intrinsic Motivation	5	1	5	5	25
	4	Internal Motivation	4	1	5	4	20
	5	Goal Internalization	3	1	5	3	15
3		Performance Assessment					
	1	Task performance	12	1	5	12	60
	2	Contextual performance	16	1	5	16	80
	3	Adaptive performance	8	1	5	8	40
	4	Counterproductive work beh	10	1	5	10	50
4		Motivation Enhancement Techniques					
	1	Instrumental Motivation	3	1	5	3	15
	2	External Motivation	7	1	5	7	7
	3	Intrinsic Motivation	5	1	5	5	5
	4	Internal Motivation	4	1	5	4	4
	5	Goal Internalization	6	1	5	6	6

Table 1

5. Demographics

The demographics section provided us with data of the interviewee's educational and cultural background, essential attributes to have a better understanding of the quantitative data patterns and qualitative data themes within an international and cross-cultural sample (Saunders, Lewis, & Thornhill, 2009). Questions with sensitive data (such as country of origin and income), were given the option not to be replied by the option "I prefer not to say".

3.6 Ethical Considerations

The data collection survey was conducted under a high level of attention on ethical conduct (Committee of Publishing Ethics, Committee on Publication Ethics (COPE): guidelines on good publication practice, 2006), (Committee of Publishing Ethics, Committee of Publishing Ethics (CoPE): Core practices, 2018). Authorization was granted in written form by the university HR department, as per their "Staff code of conduct". Prior to the survey, all potential participants were physically gathered in an amphitheater and informed via a public presentation about the following:

1. who the researcher is

2. the intent of this research

3. the type of data to be collected

4. the confidentiality of the interviewee identity

5. the total anonymity of the questionnaire procedure, as their personal email and internet protocol (ip) address would be protected

6. how the data would be collected, that is through interviews and a questionnaire

7. how the data would be used, processed, and reported

8. the affiliation with the "Open University of Cyprus"

9. the zero connection with the institution they work for, in a sense that the results and findings would not be disclosed to their higher management

10. the option to opt out at any given time

Signed consent was given by all interviewees prior to the interview procedure. Questionnaire respondents were given a web link in the form of a QR code, from which they were able to withdraw at any given time; and this is a valid consent, as the respondent willingly takes part into a survey.

3.7 Data Quality Issues

Typical data quality issues, such as reliability, forms of bias, validity, and generalizability, may arise when collecting data through semi-structured and in-depth interviews, but also through questionnaires.

3.7.1 Reliability

Data reliability addresses the concern whether alternative researchers would find similar information (Easterby-Smith, Thorpe, Jackson, & Lowe, 2008) (Easterby-Smith): a common matter in qualitative research (Silverman, 2007).

To minimize reliability issues during interviews, we tried to meticulously describe our research method and strategy in an open manner. Prior to data collection, all team member backgrounds were indirectly examined from their personal information on the team's official website. All interviews were conducted in-person and took place at the respondents' private office spaces so that they could feel more comfortable within their private space. The interviewees were informed about the research topic and scope in the beginning of the interview.

To minimize reliability issues regarding questionnaire responses, I personally introduced myself to the whole team during their weekly team meeting, explained the purpose of my research and asked them to scan the QR code to fill out the questionnaire, but also sent out the link via email. I did point out that uniformed responses (Saunders, Lewis, & Thornhill, 2009) or socially desirable responses (Dillman,

2007) would contaminate the research. The team response was widely positive, as they were already familiar with filling out questionnaires. The response rate was 92% (35 out of 38 employees). To further ensure reliability via internal consistency, we approached the 'alternative form' method, where several questions are very similar, acting as 'check questions' to each other (Saunders, Lewis, & Thornhill, 2009).

3.7.2 Bias Issues

Interviewer bias was constantly being taken into consideration during the in-person interviews, with attention to portray a non-opinionated interviewer, genuinely curious to acquire knowledge. Trying to remain neutral, without any kind of comment or gesture, and keeping a neutral tone throughout the interview helped the interviewees express themselves under a safe atmosphere where they feel they are not criticized.

Response bias was a challenge to overcome. The data collection procedure was designed to minimize any kind of bias the interviewees may have had towards their organization, the nature of their job, or me as the interviewer. All respondents were eager to get interviewed without any kind of pressure.

3.7.3 Validity

The interviews were recorded with an audio recording device, then transcribed into notes that were validated by the respondents within a few days after their interview. Notes regarding were also taken during the interviews and, once more, were validated by the respondents. Lastly, my immediate impression was written down right after each session, and these contextual data were stored separately from the interview transcription or notes, linked by a corresponding number.

The questionnaire was based on the highly cited research of Ryan (Ryan J. , 2011), Weiss (Weiss, Dawis, England, & Lofquist, 1967) and Koopmans (Koopmans L. , et al., 2013), whose questionnaires focus on the exact topics of our RQ1 and RQ2, motivation and work performance assessment. This corroborates the internal validity of our questionnaire, as we can confidently claim it does measure what we intended, as per the referenced research work. By covering both the RQ1 and RQ2 topics, we ensure the content validity of our questionnaire (Cooper, Schindler, & P.S., 2008). RQ3 was based on Barbuto's "sources of motivation", according to the SDT theory. The questionnaire was successfully pilot tested on several people before getting administered, with a 13-minute average time of completion.

3.7.4 Generalizability

Admittedly, our survey sample is relatively small when compared to other case studies, and this may create generalizability issues (Saunders, Lewis, & Thornhill, 2009). Our sample identity is very distinctive: a special case of its own, extremely rare to find. Moreover, it consists of well-paid employees (mostly

expats), the majority of whom live with their families in a luxurious housing compound, with all the amenities and recreational capabilities one can dream of. It is almost impossible to find such a unique sample, and, as there are no studies for such sample types, our case study can proudly stand among others that involve large samples. Bryman corroborates this premise, (Bryman A. , 1989) and argues that case studies have no acute differences to larger survey samples.

Regarding the generalizability issues that arise due to the significance of this study with respect to the existing theory (Bryman A. , 1989) (Yin R. , 2003), Marshall and Rossman (Marshall & Rossman, 1999) state that findings have a broader theoretical significance when a case study is related to existing theory. Our survey sample is an excellent case to examine motivational patterns of employees that have over-satisfied the 'psychological' and 'safety' needs of Maslow's "Hierarchy of Needs" (Maslow, A Theory of Human Motivation., 1943) (Maslow, Motivation and personality, 1970), or the 'existence' needs according to Alderfer (Alderfer C. P., 1969), but also to examine several process motivation theories, in contrast to more common sample types, where these two need types are not a given.

3.8 Data analysis

The Data Analysis is both qualitative and quantitative.

3.8.1 Qualitative Data Analysis

The Qualitative Data analysis is performed on the Interview and Questionnaire acquired data.

3.8.1.1 Interview Qualitative Data

Interview data were processed under a deductive approach (Yin R. , 2003), where prior theoretical background organizes and directs qualitative data analysis, keeping in mind not to be biased towards existing theoretical constructs (Bryman A. , 1989).

All interview notes and audio recordings were transcribed into data. The findings were summarized and condensed into the corresponding key points (Kvale, 1996). The key points were, consequently, grouped into the following category structure that derives from our research question objectives. The data were then structured into an order of meanings so they could be interpreted within a narrative that can explain potential themes and patterns.

3.8.1.2 Questionnaire Qualitative Data

The last section of this questionnaire consists of two open questions where the respondents can express their point of view on what would further motivate them and, respectively, positively influence their performance. The responses were categorized into groups and were used to identify potential themes

and patterns, but also to quantitative analysis as descriptive categorical data.

3.8.2 Quantitative Data Analysis

The quantitative analysis refers exclusively to questionnaire ranked and descriptive categorical data.

3.8.2.1 Ranked Data

For each respondent, we transform the 5-point Likert Scale responses into a normalized score for every category variable within each section of the questionnaire:

1. Motivation assessment

For each category (instrumental, external, intrinsic, internal, and goal internalization motivation), we transform the 5-point Likert scale responses into numerical data (scale 1 to 5), calculate the total score sum, then divide it with the maximum possible score to convert them into percentages. We then sort the motivation type percentages, and that responds to the RQ1 leg "what motivates the employees" in a prioritized order. The results are shown in several charts.

2. Current level of motivation assessment via Satisfaction Measurement

We transform the 5-point Likert scale responses into numerical data (scale 1 to 5), calculate the total score sum, then divide it with the maximum possible score to convert them into percentages, and that responds to the respondents' satisfaction level. The results are shown in several charts.

3. Work Performance assessment

For each category (task, contextual, adaptive, and counterproductive work behavior), we transform the 5-point Likert scale responses into numerical data (scale 1 to 5), calculate the total score sum, then divide it with the maximum possible score to convert them into percentages. We then sort the motivation type percentages, and that responds to the RQ1 leg "what motivates the employees" in a prioritized order. To calculate the overall work performance level, we inverse the "Counterproductive Behavior" results on a scale "5 to 1", so that the negative effect becomes positive, and we, hence, calculate the average score. The results are shown in several charts.

4. Motivation enhancement

The statistical frequency was calculated for every answer option and each category (instrumental, external, intrinsic, internal, and goal internalization motivation). The results are shown in several charts.

3.8.2.2 Descriptive Data

We statistically processed the "motivation enhancement" open-question type response grouped descriptive data by classifying it into the SDT categories (instrumental, external, intrinsic, internal, and goal internalization motivation), calculated each category frequency and plotted the (Committee of

Publishing Ethics, Committee on Publication Ethics (COPE): guidelines on good publication practice, 2006)results on a pie chart.

3.9 Time Horizon

The time horizon of our research is mainly cross-sectional, as the survey data refer to a three-month period, and can be considered as a 'snapshot' of the results coming from a "transformational process" (Easterby-Smith, Thorpe, Jackson, & Lowe, 2008), (Robson C. , 2002). The interviews cover a wider period, starting from the plan conception towards the team transformation until the present time. Hence, the research study is also partially longitudinal, as we focus on the team changes and development (Saunders, Lewis, & Thornhill, 2009).

Chapter 4

Results & Discussion

This chapter analyzes the interview and questionnaire results and discusses the findings in reference to the research questions and theory.

4.1 Interview Results

The interview with the team Director extracted valuable information about the organization before, during and after its transformation.

During the previous manager's reign, the team was problematic in terms of motivation; something that was very prominent on their contextual and adaptive work performance, as well as high in terms of counterproductive work behaviour. The new Director soon realized that the team had no regard to the university's vision and mission. There was no sense of comradery among coworkers and past experiences and events were still haunting the team. Employees would not utilize their talents and skills to their full potential due to task mismatching, and felt they were unappreciated as most of them never had had the opportunity to enhance them through trainings. Micro-management had dwindled work autonomy and freedom, while very few people could implement their innovative ideas. The Director expressed his disappointment when he realized that employees had lost any interest towards their job at the extent of consciously being counterproductive. He could clearly feel the tension among the employees during the first team meetings.

The Director then elaborated on the way he deals with team transformations, especially addressed to dysfunctional teams. Having a great experience with psychology concepts, he underlined the significance of motivating people, primarily by targeting on the factors that are related to within the self, and secondarily on rewards. The transformation plan the team went through had the following characteristics:

1. The team was involved into the development of the vision and mission, procedures that took place since the first team meetings. Daily tasks were linked to the greater cause and the purpose of the team's existence. All employees welcomed and enjoyed taking place in the process, something that did show

the difference in their attitude during the meetings that followed, and when working.

2. All employees were interviewed in private, and the Director managed to assess their skills, talents, motivational profile, but was able to listen to their problems regarding their past work experience, task-related issues and their suggested solutions.

3. Weekly meetings became a cultural event where people were encouraged to formally present themselves and their achievements, in order to cultivate a team-bonding environment.

4. Employees were encouraged to proactively find the training they believe would enhance their talents and skills, while all costs were covered by the organization "operational expenses" account.

5. Employees were publicly encouraged to take ownership of their job, to report any problem or issue that may occur, as well as to suggest their preferred solution.

6. "Protect the team" became the main slogan among employees, meaning to always show professionalism and never discuss the unpleasant sides of work outside the organization to protect team reputation.

7. Public appraisals to the ones that deserve it became a norm, something that was embraced by all team members.

8. Team bonding was promoted via team events such as team dinners, a "Whatsapp" group where team members constantly text anything that may happen (it also acts as a platform for public appraisals).

9. Compensation was corrected to the maximum degree as per the university policy for the individuals who were stuck on the same remuneration package and whose contribution had not been recognised for many years.

The Director was familiar with several motivation theory concepts, and highlighted the significance of intrinsic, internal, and goal internalization motivation, as he believes these are the most prominent types of motivation the team has been guided by, one year after he took over. In fact, these motivation concepts have been the epicentre of his team transformation plan.

He strongly believes that people really focus on their inner motivation once the tangible rewards, such as money, are exhausted to the maximum, and intangible rewards such as public appraisal, are honored on a regular basis.

4.2 Questionnaire Responses

The questionnaire responses provided us with valuable information about the respondents' motivational profiles, job satisfaction types and levels, work performance type and levels, as well as their preferred techniques to boost their motivation, which will lead to increased job satisfaction and, consequently, elevated work performance, as theory suggests.

4.1.2.1 Motivation Profile Assessment

The statistical analysis of the first questionnaire section, "Motivation Assessment", reveals the multi-faceted overall team motivation profile, as per the average score (minimum = 1, maximum = 5) per category on *Figure 9*. The overall team motivation profile is depicted in percentages on the *Figure 10* pie-chart.
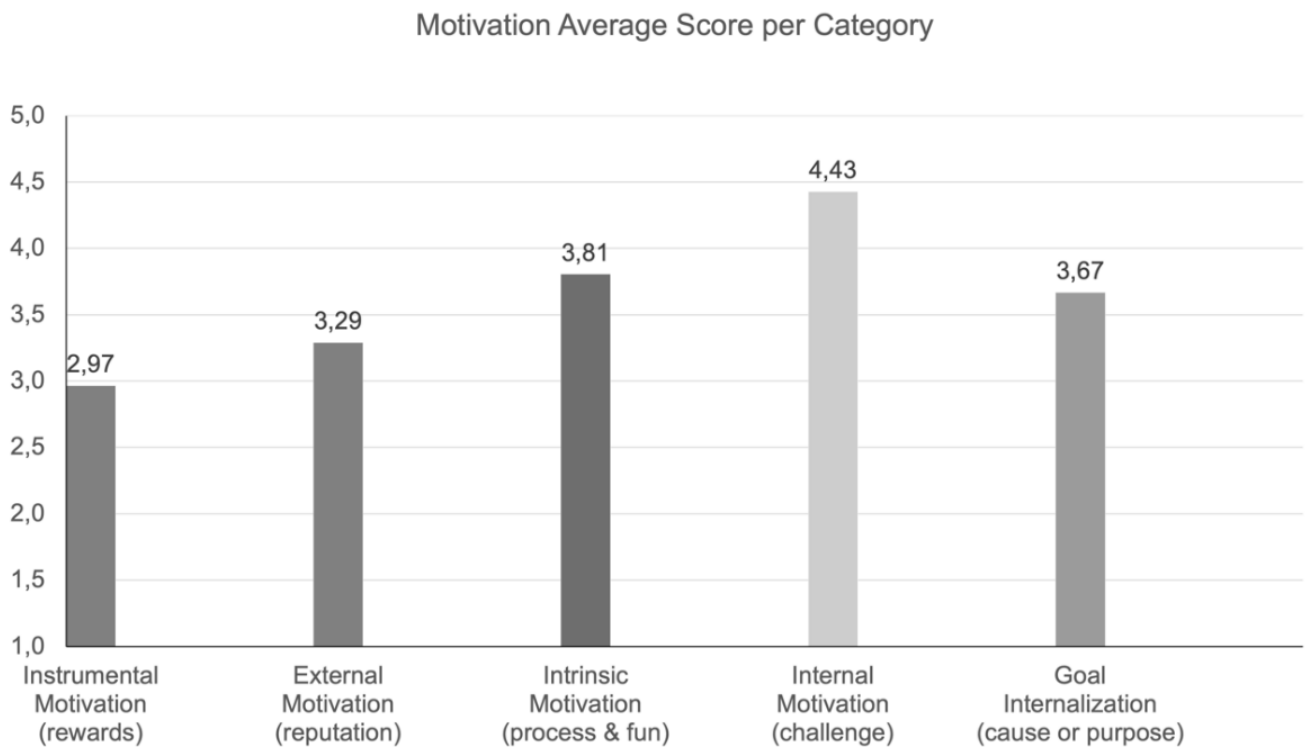
Figure 9: Motivation Average Score per Category
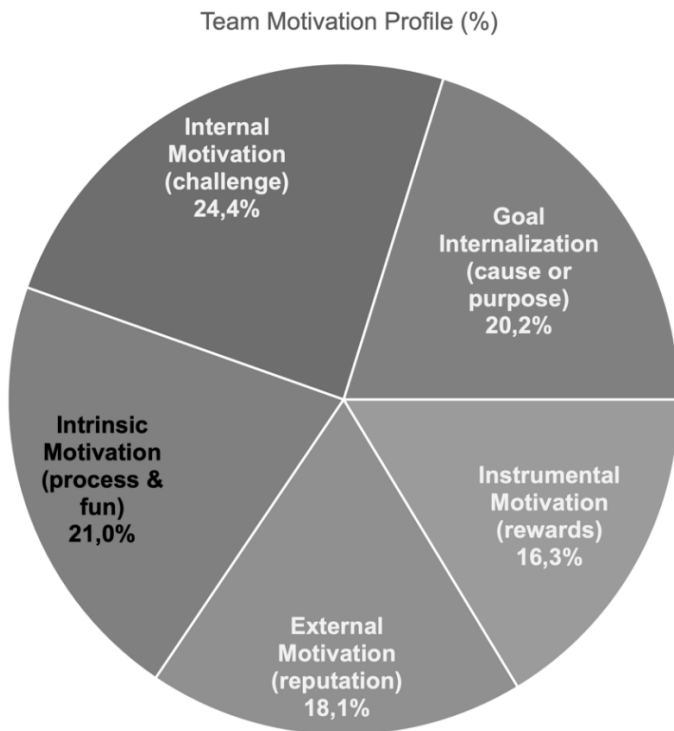
Figure 10: Team Motivation Profile (%)

4.1.2.2 Job Satisfaction Assessment

The statistical analysis of the second questionnaire section, "Job Satisfaction Assessment", reveals that the average satisfaction score is 3,94 out of 5, or 78,8% (minimum = 1, maximum = 5). The average score for the responses is shown on *Figure 11* (colors represent the motivation categories they're linked to), while the average score per category is shown on *Figure 12.*

Job Satisfaction Average Score per Question

Question	Score
My current employment security	4,26
My salary compared to my work load	3,49
The potential to get promoted	3,46
My working environment	4,43
Being able to become distinguished among colleagues	3,71
Higher management attitude towards employees	3,86
My direct lead's ability to make sound judgements	3,94
Positive feedback when I deserve it	4,03
Being able to keep yourself engaged at all times	3,57
The opportunity of doing good deeds for my colleagues	4,49
Working while utilizing my skills and talents	4,57
Being able to carry out tasks the way I prefer	4,31
The satisfaction my job provides me	4,17
The opportunity to work alone on a project	3,43
Being able to occasionally try new things	4,43
Being able to delegate tasks to others	3,63
Being able to make my own decisions	4,03
The opportunity to work according to my morals	3,91
How company policies are implemented	3,54
Team member mutual professionalism	3,51

Job Satisfaction Average Score per Category

Figure 12: Job Satisfaction Average Score per Category

4.1.2.3 Work Performance Assessment

The statistical analysis of the third questionnaire section, "Work Performance Assessment", reveals that the average work performance score is 4,16 out of 5, or 83%. The average score was calculated by inversing the "Counterproductive Work Behavior" results so that it positively influences the average score.. The average score per category is shown on *Figure 11*, and the overall "Work Performance Profile" is illustrated on *Figure 14*.
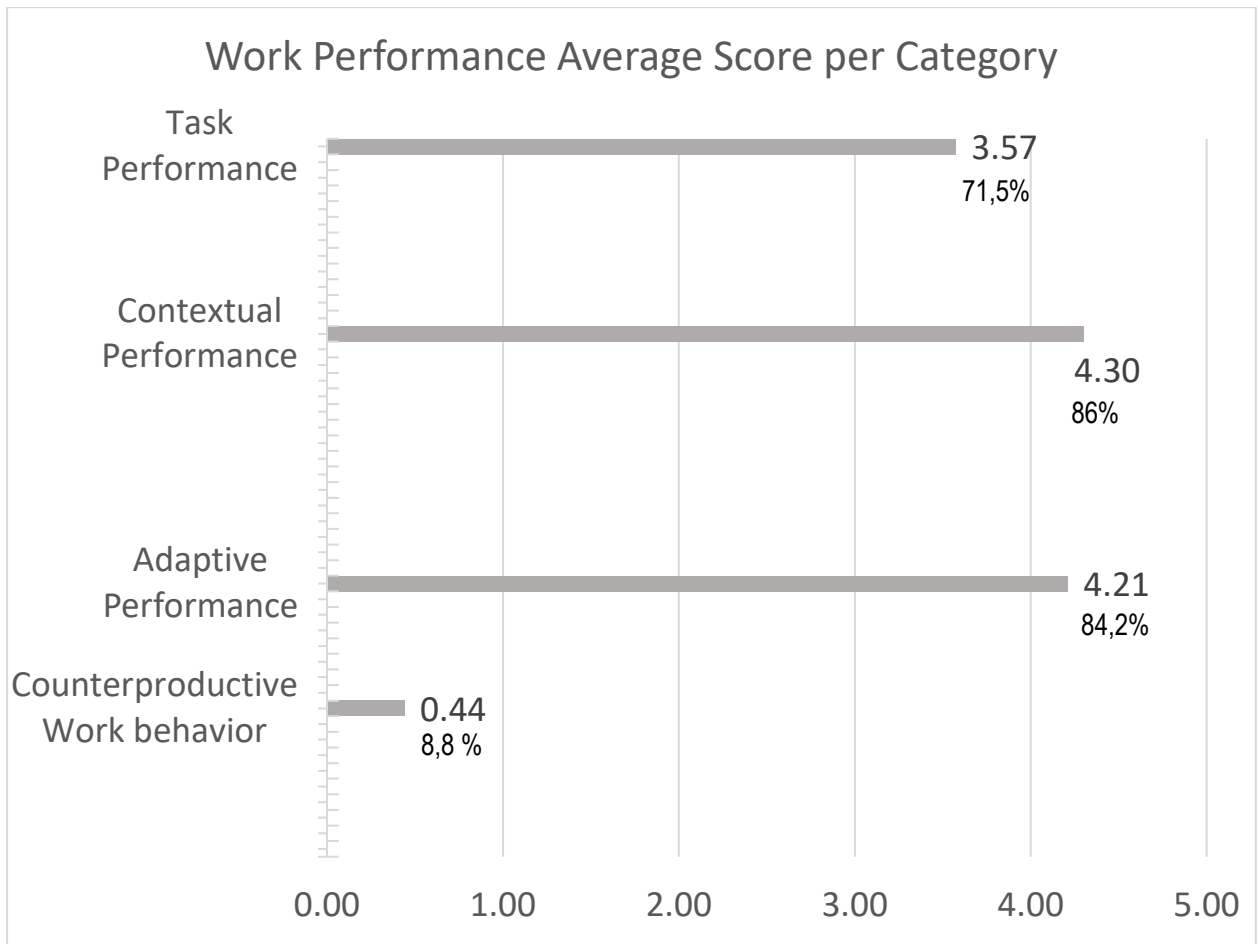
Figure 13: Work Performance Average Score per Category
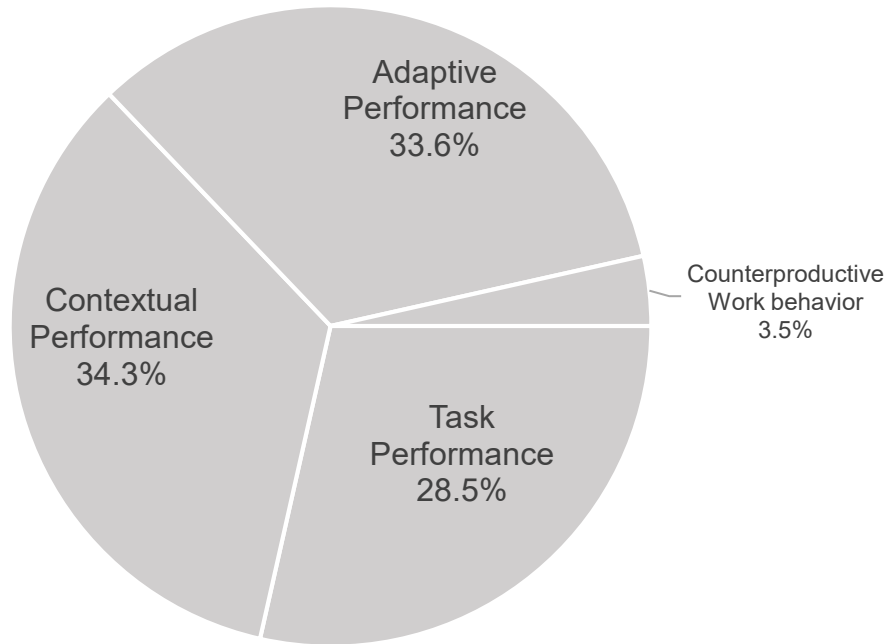
Figure 14: Work Performance Profile (%)

4.1.2.4 Techniques for further Motivation Enhancement

The statistical analysis of the fourth questionnaire section, "Techniques for further Motivation Enhancement", illustrates the ways the employees would be further motivated. The response frequencies by category are depicted on *Figure 15,* the response frequencies by question are illustrated on Figure 16: Technique Response Frequencies by question*Figure 16*, whereas *Figure 17* shows the results as percentages*.*
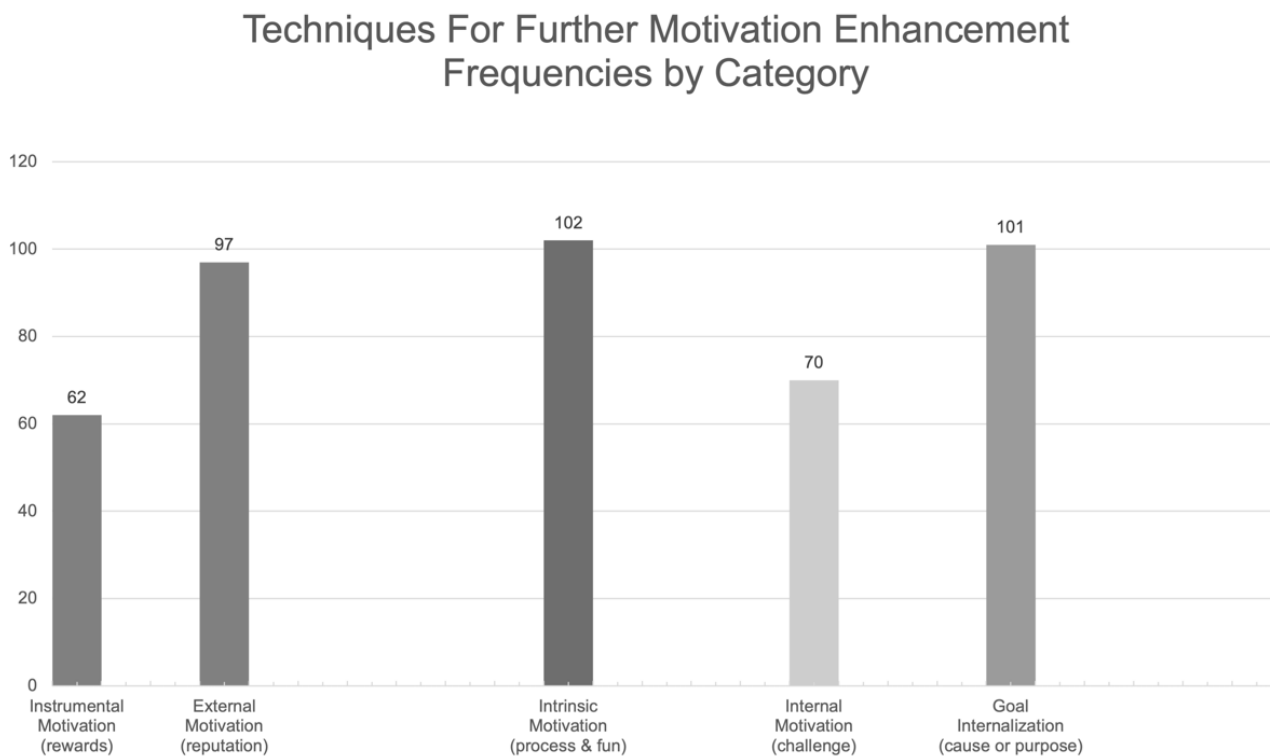
Figure 15: Techniques for Further Motivation Enhancement Frequencies by Category

Techniques for Further Motivation Enhancement Frequency by Question

Question	Frequency
Work on tasks I enjoy the most	31
Positive feedback when I perform well	31
I get assigned tasks according to the skills and talents I want...	24
A salary increase for my overall contribution	24
I'm given the opportunity for continuous development	23
I get the trainings I've always wanted	23
More freedom to express myself	22
I understand my everyday tasks are directly linked to the...	21
I get the freedom of decision how to accomplish my assigned...	21
A salary increase if I perform well	21
I am involved in the visioning and strategic planning process	19
The organization's code of conduct is clearly communicated...	19
Negative feedback is given only in private	19
The team vision and mission is clearly communicated and...	18
A generous bonus if I reach my goals	17
I get assigned tasks according to my current skills and talents	16
Public appraisal and recognition when I perform well	16
Highlight why employees' efforts make a difference	12
My organization is stricter with its code of conduct	12
Team meetings to be held as an off-site event	12
An appreciation event for my contribution	10
My achievements are highlighted on a board with public view	10
I become the "employee of the month"	8
My photograph and short biography is placed in a central place	3
I am able to reject uninteresting tasks	0

Figure 16: Technique Response Frequencies by question

Techniques for Further Motivation Enhancement (%)

- Internal Motivation (challenge) 16%
- Goal Internalization (cause or purpose) 23%
- Intrinsic Motivation (process & fun) 24%
- Instrumental Motivation (rewards) 14%
- External Motivation (reputation) 22%

Figure 17: Techniques for Further Motivation Enhancement (%)

44

4.1.2.5 Demographics

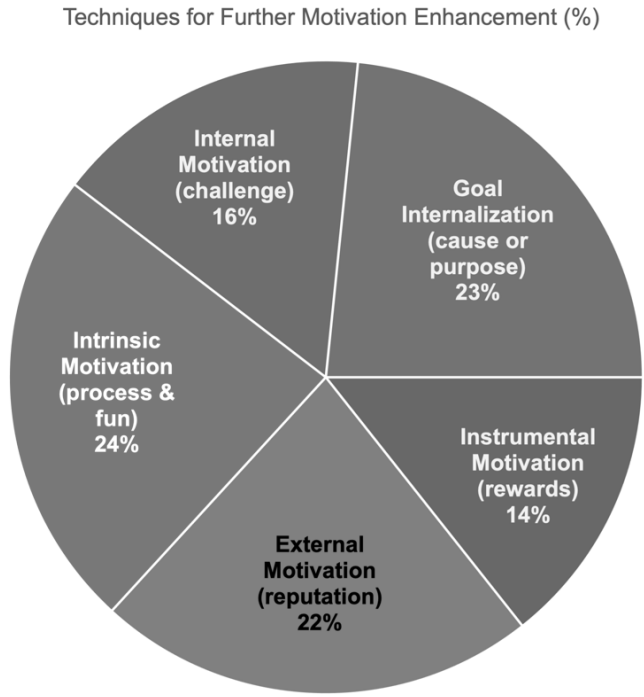The statistical analysis of the fifth questionnaire section, "Demographics", provides us with valuable information about the sample's demographical properties, as shown on *Figure 21, Figure 22, Figure 23,* and *Figure 24.*

Age

46-55 yrs
51,4%

56+ yrs
2,9%

25-35 yrs
25,7%

36-46 yrs
20,0%

Figure 18

Tenure

10+ yrs
14,3%

7-9 yrs
22,9%

0-3 yrs
22,9%

4-6 yrs
40,0%

Figure 20

Educational Level

Bachelor
22,9%

Master
2,9%

Coll
34,

Vocational
training
40,0%

Figure 19

Career Level Level

Senior
34,3%

Junior
14,3%

Mid-career
51,4%
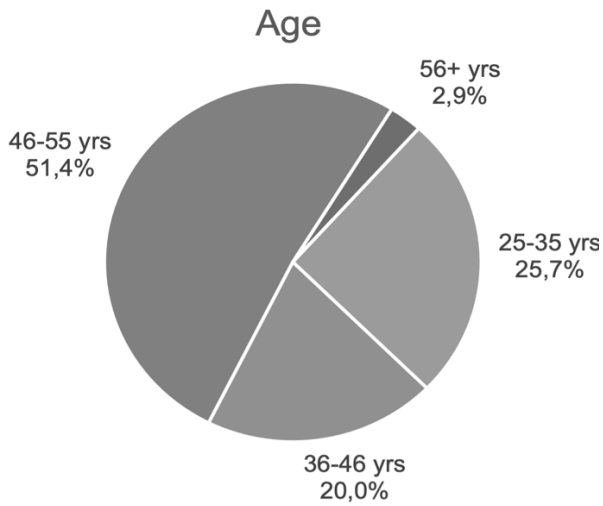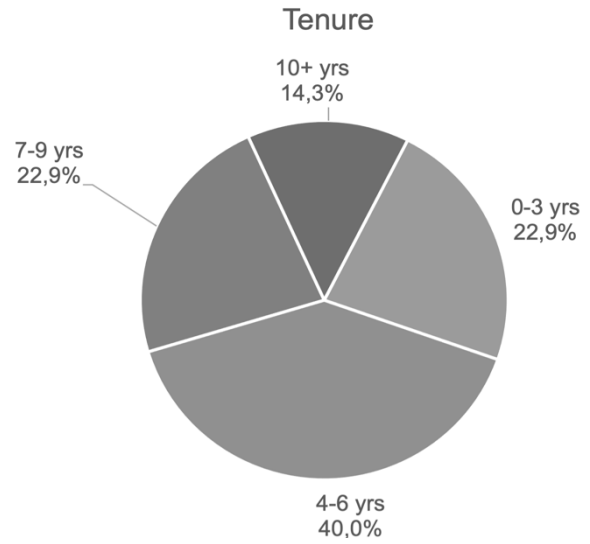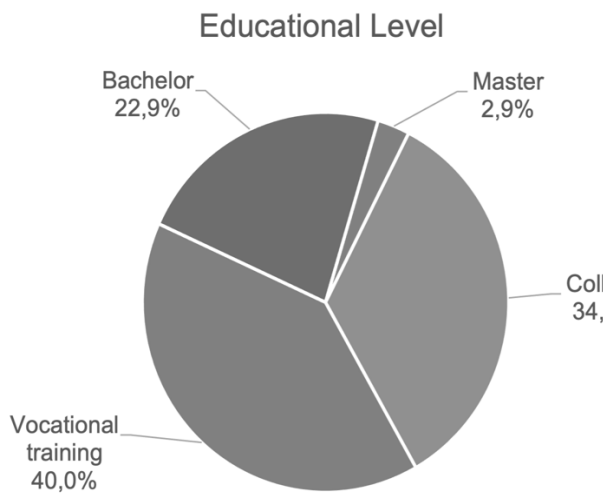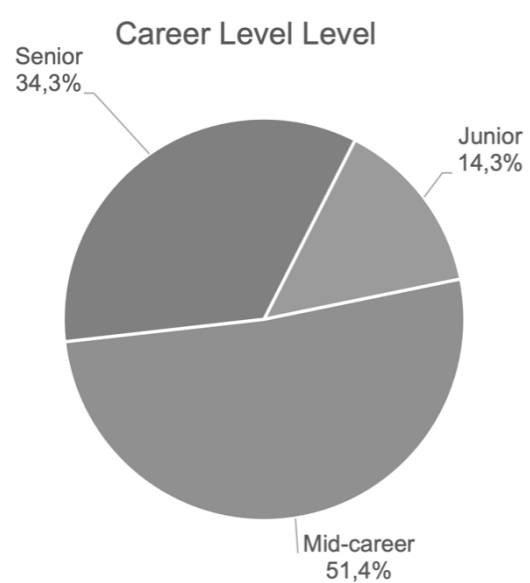
Figure 21

Family Status

Single
11,4%

Married
88,6%
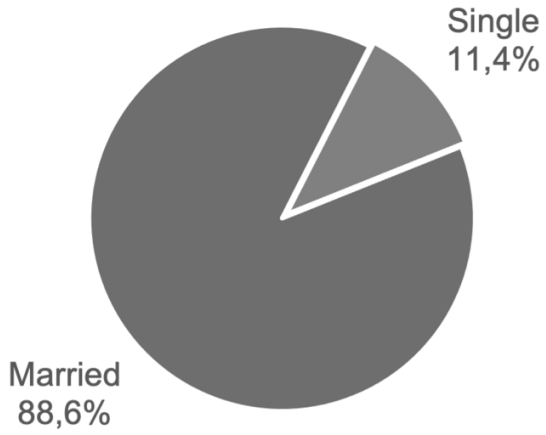
Figure 22

Figure 232

Yearly Income

up to $30K
11,4%

I prefer not
to say
57,1%

up to $50K
17,1%

up to $150k
5,7%

up to $100k 8,6%

Figure 241

Continent of Origin

I prefer not to
say
25,7%

Middle East
22,9%

Europe
14,3%

A
37

4.3 Discussion over the research questions

This section discusses the findings over the research questions.

4.3.1 Research Question 1

According to the results of the questionnaire's 1st section, the team is motivated profile can be described by the following motivation hierarchy, followed by the corresponding percentages:

1. Internal Motivation, by 24,4%
2. Intrinsic Motivation, by 21%
3. Goal Internalization, by 20,2%
4. External Motivation, by 18,1%
5. Instrumental Motivation, by 16,3%

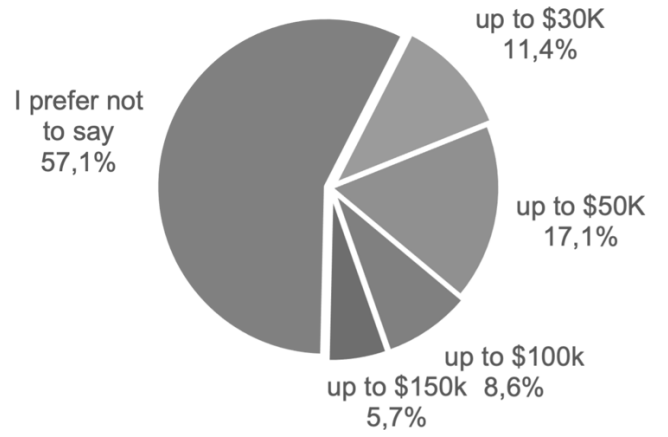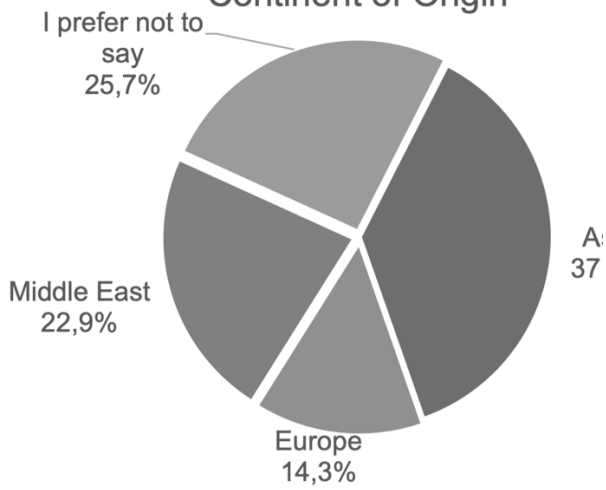We observe the team is primarily motivated by factors **that come from within the self** (internal, intrinsic and goals internalization), summing up to 65,5%. The team is secondarily motivated by factors that can be classified as **tangible** (instrumental motivation) and **intangible** (external motivation) **rewards sum** up to 34,5%.

As already elaborated on, we approach the team's motivation level by measuring the job satisfaction levels. The overall team job satisfaction levels is 78%. The job satisfaction levels per motivational category are ranked according to the following hierarchy:

1. Intrinsically satisfied, by 84,5%
2. Instrumentally satisfied, by 78,1%
3. Externally satisfied, by 77,7%
4. Internally satisfied, by 77,6%
5. Satisfied in terms of "Goal Internalization", by 73,1%

We can infer that the team's overall motivational level is 78%, as an average of all job satisfaction type results.

4.3.2 Research Question 2

According to the second questionnaire section results, the employee types of work performance, along with their corresponding levels, are ranked to the following hierarchy:

1. Contextual Performance, preferred by 34,3% at a 86% level
2. Adaptive Performance, preferred by 33,6% at a 84,2% level
3. Task Performance, preferred by 28,5% at a 71,5% level
4. Counterproductive Work Behavior, adopted by 3,5% at a 8,8% level

We calculate the team's overall average positive work performance level by combining the contextual, adaptive, task performance and the inversed counter productive work behavior percentage scores, which is 83%.

We can argue that the current level of motivation, as described on the RQ1 findings, has a significant effect on the positive types of work performance. Since the rewards-related motivation levels (instrumental and external motivation) are low, the employees tend to focus on the intrinsic, internal and goal internalization motivation factors, while consciously rejecting counterproductive behaviors.

The effect of the overall motivation level on "contextual" and "adaptive" performance levels in remarkably high, 86% and 84,2% respectively, attesting a healthy working environment of productive collaboration, sincere interpersonal relationships and true solidarity among coworkers.

The effect of the overall motivation on "task performance" levels, 71,5%, is also high, something we anticipated due to the 84,5% job satisfaction level related to intrinsic motivation and the 77,6% job satisfaction level related to internal motivation. These motivation types are directly related to "task performance", as they focus on the nature of the task that is done, but also on the required skillset and the challenges that arise.

We can claim the very low levels, 8,8%, of negative work performance is the result of the very high motivation levels, indirectly estimated via the 78,8% overall job satisfaction level.

To summarize, the 78,8% motivation level positively influences their high work performance.

4.3.3 Research Question 3

According to the fourth questionnaire section, the employees can be further motivated by a combination of techniques, ranked according to preference in percentages:

1. Intrinsic Motivation Techniques, by 24%.
2. Goal Internalization Techniques, by 23%.
3. External Motivation Techniques, by 22%
4. Internal Motivation Techniques, by 16%
5. Instrumental Motivation Techniques, by 14%

As the team consists of people of different cultures, nationalities and backgrounds, it is expected that a plan to further motivate them would require a more holistic approach: a plan that can be developed according to the most popular responses of the corresponding questionnaire section, taking into consideration the team's motivational profile. We can implement the techniques as per the ranking order on *Figure 16*, starting from the most popular response in the following order towards the least popular. Techniques that are similar can be merged into the same action:

1. Facilitate the process where people have the freedom to work on tasks they are compatible with their

skills and they enjoy the most.

2. Encourage a culture where people get positive feedback and public appraisal when they perform well, but also negative feedback is given only in private

3. Develop a system where people get assigned tasks according to the skills and talents they want to improve.

4. Revise salary and bonus policies, by linking "instrumental motivation" rewards to positive performance.

5. Develop tailored training programs for all employees according to their "internal motivation" challenges.

6. Include everybody on the creation of the vision and mission, regularly communicate them, and link them to everyday tasks.

4.4 Discussion over theory

This section elaborates on the findings in reference to the theoretical content, as presented on "Chapter 2".

4.4.1 Low Instrumental Motivation

The least dominant motivational category that currently energizes our sample is "Instrumental Motivation", the type that is related to tangible rewards such as salary, benefits and bonuses, by 16,3%. The corresponding job satisfaction levels are very high (78,1%), while the preference on the "Instrumental Motivation"- related techniques is extremely low (14%). To explain this phenomenon, one has to consider that our sample earns five to ten times the regular salary, gets very high-valued benefits, and lives and work within a luxurious, safe and well-protected environment. According to the progression and deficit principles of the "Hierarchy of needs" theory (Maslow, A Theory of Human Motivation., 1943) our sample has already satisfied their *deficiency needs* and now focuses exclusively on the *growth needs*. According to ERG theory (Alderfer C. P., 1969), our sample has already satisfied the *Existence Needs* and want to progress towards *Relatedness* and *Growth needs.*

4.4.2 Low External Motivation

The second least dominant motivational category that currently energizes our sample is "External Motivation", the type that is related to intangible rewards such as reputation, appraisal and public recognition, by 18,1%. The corresponding job satisfaction levels are very high (77,7%), while the preference on the "Instrumental Motivation"- related techniques is also high by 22%. As per the previous explanation, this phenomenon can also be explained by the progression and deficit principles of the

"Hierarchy of needs" theory (Maslow, A Theory of Human Motivation., 1943) where our sample has already satisfied their *deficiency needs* and now focuses on the *growth needs.* According to the ERG theory (Alderfer C. P., 1969), the *Existence* and *Relatedness Needs* are already satisfied, and our sample wants to progress towards *Growth needs.*

4.4.3 High Intrinsic Motivation

The high levels of intrinsic motivation and the job satisfaction factors that are related to it, are responsible for the high levels of task performance, something that is confirmed by Cerasoli's theory (Cerasoli, Nicklin, & Ford, 2014). Maslow's theory (Maslow, A Theory of Human Motivation., 1943) explains the fact that the team asks for more actions that would further stimulate their growth needs, a relentless procedure that leads to enhanced motivation. By having established a fair working environment, the Director managed to increase the overall intrinsic motivation levels by raising autonomy and competence, as explained by the "Cognitive Evaluation Theory", (Legault L. , 2017). In addition, the high intrinsic motivation levels can be explained by the highly invigorated autonomy orientation, as per the "Causality Orientations" theory (Deci & Ryan, Intrinsic motivation and self-determination in human behavior, 1985).

4.4.4 High Goal Internalization

The high levels of "goal internalization" motivation and job satisfaction over the elements related to it confirm Cerasoli's theory (Cerasoli, Nicklin, & Ford, 2014), who claims that work performance is promoted when an individual's goals fit the organization's goals.

4.4.5 High Internal Motivation

The team is highly motivated by internal motivators, and the job satisfaction that is related to internal motivation factors is also high. The team is constantly challenged by the very demanding mission to technically support, research, and this has a significant effect on the high task work performance levels (Campbell, 1990) and adaptive performance (Koopmans, et al., 2011). This also confirms the "Need for Achievement", as per McClelland's theory (McClelland, The achieving society, 1961), where individuals are motivated by difficult, yet realistic goals, and this is probably why the team does not prefer more challenges to be further motivated. The latter can also be corroborated by the "Goal-Setting" theory (Locke & Latham, A theory of goal setting and task performance, 1990), where these goals, when achieved, lead to further motivation.

4.4.6 High Contextual Performance

The high contextual performance level is followed by the high job satisfaction that is related to external motivation factors. This is justified by McClelland's the satisfied "Need for Affiliation" (McClelland, 1987), for healthy and social interactions, honest relationships and collaboration. This was one of the Director's desired plan outcomes where positive social behavior was notably encouraged, a "cause and effect" procedure, corroborated by the "Operant Conditioning" theory (Skinner, The Behavior of organisms: An experimental analysis, 1938).

4.4.7 Herzberg's point of view

The findings confirm the "Two-factor" theory (Herzberg F. , 1968), due to the elevated levels of "motivators" (intrinsic, internal and goal internalization factors) and "hygiene factors" (instrumental and external rewards), something that is confirmed by the high job satisfaction levels and, consequently, by the high work performance.

4.4.8 Expectancy Theory

Vroom's expectancy theory (Vroom, 1964) validates the high motivational levels as a result of the Director's plan. Having assessed the needs of every person in private, resulting in high *Valence*, he increased the people's *Expectancy* and *Instrumentality* with tangible and non-tangible rewards in order to increase their work performance. The outcome is very prominent, as both job satisfaction and work performance skyrocketed.

4.4.9 Equity

The "needs assessment" performed by the Director, followed by rational actions that restored the feeling of unfairness for each employee individually, resulting in such a high-performance working environment, ratifies the "Equity Theory" (Adams, 1963), where people are highly motivated when employee inputs and outputs are in balance.

Chapter 5

Conclusions

The aim of this research has been to contribute towards the understanding of motivation, job satisfaction and work performance within a challenging, and very special, educational environment. To this end, this thesis has adopted a descriptive, explanatory and exploratory stance, while following a single case study. The survey findings confirm the most popular, and widely cited, theories of human motivation, job satisfaction and work performance.

This chapter concludes the research effort by analyzing how each chapter has contributed towards addressing the research questions. The following section outlines the research contributions in terms of theory, methodology and practice, the implications on management. The last parts outline the research weaknesses and the potential further research opportunities.

5.1 Research Overview

The first chapter of this study defined the problem statement, the research questions and its purpose. The second chapter reviewed the literature on the existing theory on motivation and the widely accepted motivation techniques, job satisfaction and individual work performance. The third chapter describes the thesis' research methodology, elaborating on the adopted research philosophy, strategy and method, the data collection and analysis techniques, as well as the potential data quality issues and ethical considerations. The fourth chapter comprises the results and findings, the responses to the research question and the discussion over theory.

5.2 Research Contributions

The, admittedly, long literature review, as well as the research findings provide us with a better understanding of motivation, job satisfaction and work performance under a working environment with very specific characteristics. In particular, the study was conducted on a unique sample that works within a challenging, and highly demanding, multinational and multicultural educational environment. Their

organization has a clear vision and mission, implements strict, but fair, policies and renders a steady and safe working environment. The remuneration packages are, at least, five-fold and the housing compound is built and run under the highest living standards. It is unlikely to find a similar study on such a unique sample.

The findings of the study do confirm all the motivation theories that were examined on the "*Chapter 2 Literature Review*" chapter, as elaborated on the "

4.4 Discussion over theory" chapter. Moreover, the findings corroborated the theories over the relationship between motivation and job satisfaction, but also between motivation and work performance. The study's methodological contribution lies in the expertise obtained via the selection and implementation of a case study method, as well as the approach and procedures used for data collection over a such a diverse sample of individuals. Another contribution is related to the appropriateness of the questionnaire questions that were based on existing multi-cited studies.

The practical contributions of this study are the detailed insights that were revealed through the data statistical post-process, the verification that the Director's method to uplift the employees' motivation and work performance levels does work, and the confirmation that the most important trait a manager must possess is high emotional intelligence and empathy for each employee individually.

5.3 Implications for Research

This thesis can be generalized and used as a reference for studies that deal with motivation, job satisfaction and work performance within organizations that generously provide employees with everything the average individual would dream of, but also for studies that deal with multinational and multicultural samples.

5.4 Research Weaknesses

There are three major weaknesses to this study that have implications for further research. The first weakness is that the case study has been conducted only on one team within the greater organization (University X), as similar teams may have yielded different results and findings. The second weakness is the small sample size, as is consists of 35 individuals, and this may be evaluated to be close to systematic statistical errors. The third weakness is the basic, and not advanced, statistical data analysis.

5.5 Further Research Opportunities

The study can be improved by conducting the survey on several teams under the same parent organization. This implies that there should be new variables that can assess the different management plans of the corresponding directors. The results can be processed with more sophisticated software, desiccated for survey analysis and statistical methods.

Appendix A

Questionnaire

Section 1: Motivation Assesment, based on J.C. Ryan's "Factor analysis of the 30-item measure of motivational sources"		I strongly disagree	I Disagree	I neither agree nor disagree	I Agree	I strongly agree
Instrumental Motivation	Salary and benefits are the most important aspects of any job					
	The most significant criterion between jobs is "the one that pays the most"					
	One should always pursue a higher-salary job					
	If I were offered a better paying job, I would gladly leave my current one					
	Money is what I'm working for					
External Motivation	It is vital to me that people appreciate my contribution when I succesfully finish a task					
	I work harder when I know I'm being monitored and evaluated by my higher-ups					
	It is critical to me that my coworkers approve of how I conduct myself at work.					
	I work harder on a project if I know my efforts will be publicly recognized					
	I frequently make decisions based on what I believe people will think of me					
Intrinsic Motivation	If something isn't fun to do, it isn't worth doing					
	Enjoyment and satisfaction are the most important aspects of any job					
	The most significant criterion between jobs is which one is more enjoyable					
	It is critical that the work I do provides me with a sense of fulfillment					
	I believe it is more vital to be able to enjoy your work					
Internal Motivation	It is critical that I work in a position that allows me to put my abilities and talents to good use					
	I enjoy doing work that challenges me and gives me a sense of accomplishment.					
	The high standards I set for myself are expressed in the decisions I make.					
	It is critical that I work in a position that allows me to reach my full potential.					
	My decisions reflect my personal beliefs and standards of behavior					
Goal Internalization	It is critical to me that the objectives of the company for which I work align with my own					
	It would be tough for me to work for an organization that doesn't align with my goals					
	I dedicate myself to a company only if their vision matches my moral principles					
	An organization's mission needs to be in agreement with my values for me to work hard					
	I always choose to work for an organization that aligns with my values					

Section 2: Current Motivation Assessment via Satisfaction Measurement "Minnesota Satisfaction Questionnaire"					
How satisfied are you with the following:	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
Being able to keep yourself engaged at all times					
The opportunity to work alone on a project					
Being able to occasionally try new things					
Being able to become distinguished among colleagues					
Higher management attitude towards employees					
My direct lead's ability to make sound judgements					
The opportunity to work according to my morals					
My current employment security					
The opportunity of doing good deeds for my colleagues					
Being able to delegate tasks to others					
Working while utilizing my skills and talents					
How company policies are implemented					
My salary compared to my work load					
The potential to get promoted					
Being able to make my own decisions					
Being able to carry out tasks the way I prefer					
My working environment					
Team member mutual professionalism					
Positive feedback when I deserve it					
The satisfaction my job provides me					

Section 3 (a): Work Performance Measurement						
Task performance	*How would you evaluate the quality of your own work?*	Very Poor	Poor	Fair	Good	Very Good
	How would you evaluate the quality of your own work compared to the previous year?	Much worse	Worse	Same	Better	Much Better
	How frequently has the quality of your work been worse than it should have been?	Much worse	Worse	Same	Better	Much Better
	How would you rank the quantity of your work output?	Very Poor	Poor	Fair	Good	Very Good
	How frequently was the quantity of your labor less than it should have been?	Never	Rarely	Often	Very Often	Always
	I was able to schedule my tasks such that it was completed on time.	Never	Rarely	Often	Very Often	Always
	I worked hard to achieve my goal.	Never	Rarely	Often	Very Often	Always
	I took into consideration the outcomes I needed to attain at work	Never	Rarely	Often	Very Often	Always
	I found it difficult to prioritize my work	Never	Rarely	Often	Very Often	Always
	I was able to tell the difference between major and minor challenges at work	Never	Rarely	Often	Very Often	Always
	I was able to complete my tasks with minimum time and effort	Never	Rarely	Often	Very Often	Always
	I underestimated the time I needed to execute a task	Never	Rarely	Often	Very Often	Always
Contextual Performance	*I did my due dilligence*	Never	Rarely	Often	Very Often	Always
	Interaction with others was successful	Never	Rarely	Often	Very Often	Always
	People always comprehend what I am trying to tell them	Never	Rarely	Often	Very Often	Always
	I always comprehend what people are trying to tell me	Never	Rarely	Often	Very Often	Always
	I implemented my innovative ideas.	Never	Rarely	Often	Very Often	Always
	I took the initiative to solve a problem	Never	Rarely	Often	Very Often	Always
	I sought for assistance when I felt necessary	Never	Rarely	Often	Very Often	Always
	I was receptive to constructive feedback	Never	Rarely	Often	Very Often	Always
	I used feedback as leverage to improve	Never	Rarely	Often	Very Often	Always
	I seized the opportunity to take over a difficult task	Never	Rarely	Often	Very Often	Always
	I believe customers appreciate the quality of my services	Never	Rarely	Often	Very Often	Always
	I take into consideration customer instructions	Never	Rarely	Often	Very Often	Always

Section 3 (b): Work Performance Measurement						
Adaptive Performance	*I worked hard to maintain my job knowledge updated*	Never	Rarely	Often	Very Often	Always
	I worked hard to maintain my employment skills	Never	Rarely	Often	Very	Always
	I have shown I can adapt to change	Never	Rarely	Often	Very Often	Always
	I was able to deal well with tough circumstances and failures	Never	Rarely	Often	Very Often	Always
	I was able to get back to normal after tough circumstances and failures	Never	Rarely	Often	Very Often	Always
	I developed novel solutions to unexpected issues.	Never	Rarely	Often	Very Often	Always
	I managed to deal with unexpected and unavoidable work issues	Never	Rarely	Often	Very Often	Always
	I effortlessly adapted to work changes	Never	Rarely	Often	Very Often	Always
Counterproductive work behavior	*I protested about trivial issues*	Never	Rarely	Often	Very Often	Always
	I aggravated existing work problems	Never	Rarely	Often	Very	Always
	I concentrated on the unpleasant characteristics of a work situation than on the favorable parts	Never	Rarely	Often	Very Often	Always
	I discussed the unpleasant sides of my job with coworkers	Never	Rarely	Often	Very Often	Always
	I discussed the unpleasant sides of my job with someone outside of my team	Never	Rarely	Often	Very Often	Always
	I deliberately take my time when I work	Never	Rarely	Often	Very Often	Always
	I deliberately left my work unfinished so that it a colleague would have to complete it	Never	Rarely	Often	Very Often	Always
	I insulted a colleague of mine	Never	Rarely	Often	Very Often	Always
	I had disagreements with my coworkers, management, or customers.	Never	Rarely	Often	Very Often	Always
	I deliberately commit errors	Never	Rarely	Often	Very Often	Always

Section 4: What would further positively influence your motivation?	
Intrinsic Process & Fun	Work on tasks I enjoy the most
	More freedom to express myself
	Team meetings to be held as an off-site event
	I get assigned tasks according to my current skills and talents
Instrumental, motivated by rewards	A salary increase for my overall contribution
	A generous bonus if I reach my goals
	A salary increase if I perform well
	I get the freedom of decision how to accomplish my assigned tasks
External Self-Concept, motivated by the reputation factor	Positive feedback when I perform well
	Public appraisal and recognition when I perform
	Negative feedback is given only in private
	I become the "employee of the month"
	My achievements are highlighted on a board with public view
	My photograph and short biography is placed in a central place
	An appreciation event for my contribution
Internal Self-Concept, motivated by challenge	I get assigned tasks according to the skills and talents I want to improve
	I get the trainings I've always wanted
	I'm given the opportunity for continuous development
	I am able to reject uninteresting tasks
Goal Internalization, motivated by the cause or purpose	The team vision and mission is clearly communicated and regularly reminded to me
	communicated and regularly reminded to me
	My organization is stricter with its code of conduct
	I understand my everyday tasks are directly linked to the organization purpose
	Highlight why employees' efforts make a difference
	I am involved in the visioning and strategic planning process

Section 5: Demographics	
Age	18-24
	25-35
	36-45
	46-55
	56+
Education Level	No formal education
	High school
	Vocational training
	Bachelor
	Master
	Phd
	Other
Job Tenure	0-3 years
	4-6 years
	7-9 years
	10+ years
Professional Level	Junior
	Mid-career
	Senior
Country of origin is located in	Africa
	America
	Asia
	Europe
	Middle East
	I prefer not to say
Yearly Income	up to $30k
	up to $50k
	up to $100k
	up to $1500k
	more than $150k
	I prefer not to say

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