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# The role of leader on motivating workforce

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**THE ROLE OF LEADER ON MOTIVATING WORKFORCE**



**By**

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**MBA in BUSINESS ADMINISTRATION**

**Neapolis University Pafos**

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**Advisor:**

**Dr. Aggelos Tsaklanganos**

**Declaration of Authenticity**

I confirm that this assignment is my own work, and that no parts have been copied from any other person's work (published or unpublished), and has not previously submitted for assessment. I confirm that I have read and understood the Department and University regulations on plagiarism in the Course Handbook.

## **Acknowledgements**

I dedicate this work with special gratitude to my family, Anastasia and Andreas, to my uncle Michalis and to my fiancé Costas for their support me in my effort to gain my first degree when they were not financially able to do so and due to they have always been a source for encouragement and inspiration.

I also dedicate this dissertation to my many friends and especially my colleagues in the masters' course who became a second family to me, proving that age difference is never an obstacle for true friendships to arise.

Eventually, I would like to dedicate this work to all the professors of Neapolis University and especially to my supervisor Mr. Aggelos Tsaklanganos for his patience, assistance, support, guidance during my dissertation work and to Mr. Costantinos Athanasopoulos for his encouragement and support in order to start MBA master.

## **Abstract**

Employee commitment and motivation is one of the cornerstones of human resource management since it is closely linked to human behavior and performance in the organization. It identifies the most critical attitudes of workers to work and commitment to the organization.

Theories developed around motivation have been trying to answer questions about what makes people want to work more or less, what determines behavior towards work and organization and which variables must be influenced and in which direction the worker is motivated to perform more. At the same time, motivation can be a useful tool for increasing the efficiency and effectiveness of employees.

The purpose of this paper is to study the concept and role of leadership in the context of motivation of different employees, discussing the particular factors and the methods that a leader should use in order to motivate effectively the employees.

The dissertation consists of five parts. The first part is the introductory part. The second part covers the theoretical background of the thesis. In this chapter, there is a long list of models, investigations, contradictions, and rejections of the results of the major theorists and researchers of HRM and motivation. The third part of the dissertation refers to the research methodology of our research. We then analyze the results of our research. While in the final chapter of the dissertation, we report on the constraints and difficulties that have arisen in conducting the results of our research as well as the conclusions that we have reached. Our aim is to apply the theory in practice as well as to clarify certain concepts, especially in terms of employee motivation, leadership and commitment.

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## **Chapter One Introduction**

### **1.0 Introduction**

Under the current conditions of strong competition, complexity and uncertainty, the main elements of an organization's competitiveness are flexibility, continuous improvement and immediate responses to change. All of these elements depend on the knowledge, ideas, passion and, of course, the disposal of the people who make up the organization to achieve the highest possible performance. In other words, they depend on the mind and the soul of the employees. Therefore, the rare strategic resource of a company is not just the financial capital but also the intellectual, social and emotional capital (French, 1998).

In contrast due to economic crisis and the cutbacks, employee's positions are doubtful, problematic, sometimes with seasonal contract mainly for six months, with consequences most of the time to have decreasing on employees' productivity and efficiency. Leaders in their effort to avoid these situations, give incentives to employees, economical or not, in order to motivate, to mobilize them to be more vigilant, observant and efficient (Storey, 1994).

According to Bourantas (2005), continuously successful businesses have good strategies, good management, good organization or culture. The question, however, is why other businesses fail. Therefore, if a company has all the necessary resources and practices to be competitive on the market, if they ignore the strategic dimension of the leadership, then it will fail (Kotterman, 2006). The quality of leadership greatly determines the success or failure of a business (Linnander et al, 2017). That is, the motivations of employees, the ideology and the capacity of the leaders to build organizations that can always be successful. Therefore, the development of leadership must be a strategic priority of each organization (Bourantas, 2005).

Leadership is a process of interaction between individuals and groups in an organization in order to achieve the goals of the group. The issue of leadership is always important since the achievement of productivity and efficiency at work is the



leader's primary concern. Historically, there was always a man who functioned as a leader and in his presence determined the positive or negative course of events (Kotter, 2001). It is obvious that leaders are people who gather rare characteristics in their personality. Of course, these attributes can positively influence a leader's subordinates and thus wish to follow him, but may even lead him to acquire opponents. According to Latham et al, (2005) the theories that dominate the motivation literature are the goal-setting, social cognitive, and organizational justice, that will be examined in detail in the dissertation.

For a complete understanding of the concept of leadership, we must answer four fundamental questions:

- 1) What goals should the leader achieve, so that leadership has reason to exist?
- 2) What should the leader do and how, in order to effectively achieve what is needed?
- 3) What characteristics and skills should the leader have in order to have an effective leadership and achieve the goals?
- 4) How do leadership skills, leadership characteristics and leadership develop in practice?

In answering these questions, we can better understand the characteristics of the leader, but also how he and what processes will achieve the best result for the Organization.

Leader plays the most significant and catalytic role on motivating employees and is the connective link among employees and company. He/she focus on employee's coordination and try to utilize their abilities on the best. His/ her duty is not only to motivate employees who has on his/her disposal but to identify any weaknesses, to mobilize the employee, to give the necessary training and to develop the employee in order to be better on the aspects that has difficulties (Bourantas, 2005).

Motivation is the power which pushes individuals to operate with specific way in order to meet specific needs (Daft, 2006). The motivation of employees is one of the most basic issues of human resources management, since it is closely linked to human

behavior and performance in the organization. It identifies the most critical attitudes of employees to work and commit to the organization.

Recognizing the offer of each employee to the business, in addition to the positive climate that undoubtedly creates in the workplace, motivation also contributes most to the cultivation of a more loyal, sensitized and efficient human potential.

Motivation is the process of encouraging a person to take action to achieve a desired goal, using the filters of each person's needs and wishes that are of different importance and do not affect the behavior of all people in the same way [Steers et al, 2004, p387]. In addition to that, employees try to develop and maintain friendly relations, cooperate harmoniously with their colleagues, take responsibility, participate and involve in decision- making and seek for challenge so that to cover the need of conquest. Finally, pursue the transparency and the conferment of justice in the working environment, to feel that satisfy the feeling of acquisition. (Oleson, 2004).

Businesses, knowing that motivation has a significant impact on the action and behavior of employees, have been looking for ways in which they could motivate them. The fact is, however, that motivation is not a simple matter that can be easily dealt with by a series of measures (Hokroh 2014). On the contrary, it is a difficult subject that touches many areas because of the specificity of each employee. Every employee is a different entity that reacts differently, and for this reason can give different results, depending on the degree of motivation, performing his work while it is very important for the strains to understand that different factors motivate different people. These factors are known as "motivational factors".

Nowadays, in the modern business world, the meaning of motivation is interrelated with the success and develop of a business (Hansen, 2002), and many business, companies, keep employees' interest, enthusiasm and appetite for work providing to them trainings, specific education including motivation techniques and methods and giving them financial incentives (Mullins, 2010). These are the modern tools, which companies use, in order to fight against the economic crisis where salaries are lower than expected. Leaders and managers should help employees feel committed to making a bigger positive difference in their organizations, communities and world.

But a leader today has to deal with different types of employees, especially since generation Z has entered the market.

Generation Z refers to those born after the year 1994 until 2004 just before the start of the Millennium and is part of a generation that is global, social, visual and technological as they were born with PCs, mobile phones, gaming devices, MP3 players and internet. They do not know life without technology. They are often call as digital natives and are comfortable with technology as can email, text, use computers without any problem, can understand and master advancement in technology more quickly than previous generations, of course with consequences stay indoors and use their electronics than play outdoors and be active (Howard, 2000).

So nowadays in most business there people working that belong to two or three different generations ; therefore, putting labels on every generation is counterproductive. The reality is that leaders can use this wealth of generations to become more innovative and creative because, different generations are now working side by side, offering different values, different ideas and different perspective. It is, thus obvious, that today, leaders need to find a balance between the generations of employees, meeting their different needs and providing them with the types of incentives that are suitable for each generation group.

### **1.1 Statement of the Problem**

In the modern business world, the concept of motivation is intertwined with the growth and success of the business. For this reason, more and more companies are training their executives on incentive methods and techniques to keep the interest and enthusiasm of their employees unchanged, now that the financial recession has a declining trend. However, it is a fact that motivation is not a simple process that can be done with ease with a series of measures. On the contrary, it is a difficult subject, which touches many areas due to the specificity of each worker. For that reason, this study has focused on the motivation theories, linked with the role of leader and the commitment of the employees towards their organization, and how these three pillars connect with each other in the modern competitive environment.

## **1.2 Aims and Objectives**

Based on the aforementioned, the purpose of this paper is to study the concept and role of leadership in the context of motivation of different employees, discussing the particular factors and the methods that a leader should use in order to motivate effectively the employees, including generation Z.

More specifically, the questionnaire will test the following hypotheses.

- Is there difference between the motivation factors that apply to different generations of employees?
- Are gender and years of employment associated with the different motivation factors?

## **1.3 Data and Methodological approach**

In order to investigate the motivation models in practice, the researcher chose to form a closed-ended questionnaire addressed to representatives of companies that engage personnel belonging to the generation X. The sample selection will be based on the following axes:

- Locality
- Different age groups of employees
- Accessibility

The questionnaire will be analyzed with the use of SPSS 17, and the presentation of the results will make use of the Excel graphs and figures.

#### **1.4 Outline of the Dissertation**

The dissertation shall include 5 chapters. The first chapter will be the introduction to the subject, presenting in short the main concepts, the aims and objectives, as well as the research questions

The second chapter shall be the review of literature, presenting theories of leadership (types of leadership in organizations), the main motivation theories as presented in the pertinent literature (Maslow, Herzberg, Y and X, Vroom and more), and how these are associated with organizational culture and effectiveness, most particularly in association with the younger generation, which makes significant use of the social media and IT.

The third chapter shall present in detail the methodology used in the study, the approach, the design and sample, as well as the entire process of collection and analysis of data.

The fourth chapter shall be the analysis of the results and the discussion, and the fifth chapter shall include the conclusions and recommendations of the study.

## **Chapter Two**

### **Review of literature**

#### **2.0 The Concept and the Nature of Leadership**

It is a fact that the concept of leadership holds a nuclear position in the theory of Administrative Science but also in the day-to-day operation of modern organizations. "Leadership" nowadays is one of the most widely discussed and at the same time one of the most complex issues. Globalization, new technologies, e-commerce, these are new challenges that have an impact on organizations. In order to cope with changes in their environment, they need to be aware of the importance and role that leadership can play in the development of the organization. As Mills (2005) points out, "leadership makes a successful business" (p.10) and continues that "without leadership, organizations are moving very slowly, stagnating and losing their way" (page 10). So organizations, as Andron points out (2013), need managers who have leadership skills. This view is reinforced by De Vries & Korotov (2010), who emphasize that the development of leadership skills by managers within an organization is an important factor in success

Kotsikis (2003) describes "leadership as an administrative action that leads the individual to motivate his subordinates to work with their own will in order to achieve the objectives of the organization or of the educational unit or of the educational system in general". Saitis (2005) also states that "leadership is the process of influencing the behavior of members of an organization (informal or formal) by one (leader) in order to secure their voluntary co-operation, which can lead to the best possible effect".

Bourantas (2005), using and compiling the definitions in the bibliography, defines leadership as a process that influences the thinking, emotions, attitudes and behaviors of a small or large, formal or informal group of people by a person (leader) so that willingly and voluntarily, with the appropriate cooperation, they can do their best to achieve effective goals stemming from the team's mission and its ambition for progress or a better future. The most recent definitions seem to talk about the importance of emotions. Clearly, as is shown by a recent survey by Pashiardis (2004), leaders use their emotional influence to inspire their subordinates, and effective school managers display a leadership style called "Emotion Management" - Management by Feeling and Emotions (MBFE) (Pashiardis, 2004)

Regarding the nature of leadership, the views of scientists are divided. On the one hand, there are those who argue that there are individuals whose nature has conferred them with leadership abilities and claim that "leadership is not taught" (Saitis, 2008). The philosopher Aristotle expressed the view that "people from the time of their birth, others are destined to lead and others to follow" (Constantine, 2005). On the other hand, there are those who claim that leadership is acquired and can be taught, that is, the leader is not born, but becomes (Saitis, 2002). According to this view, most leading positions are not necessarily born leaders, but leadership skills have acquired them with experience and education. Consequently, this ability can be the property of each of us with great concern, practice and education (Constantinou, 2005, Saitis, 2008).

Therefore, the question of whether a person is born a leader or becomes one, cannot be answered in a clear manner. It is difficult to see if the leadership abilities of a person are due to his inborn charisma or to education and practice. What is certain is that, without inherent predisposition, skill cannot exist. However, inherent predispositions can remain in obscurity unless they are given the opportunities and the right conditions for them to manifest and grow (Constantine, 2005).

By studying the relevant literature we find that there is a large number of definitions and the notion of "leader". The effective leader is the one who influences the behavior of his team members so that they can work willingly to achieve their goals (Constantine, 2005). That is, the "leader" is the person who gains the willing and willing participation of his collaborators in the achievement of a project (Buradas,

2005). At the same time, Saitis (2008) argues that the best "leaders" are always the ones who make use of the people. According to Pasiardis (2004), a distinction is made between the terms "manager" and "leader". The "manager" is usually a highly educated and experienced person. He works very hard and is fully informed on subjects related to his subject and science. It respects the system and respects the laws and policy of the ministry.

The "leader" is a visionary and does not seek to perpetuate the existing order. It encourages innovation and initiative. It violates the hierarchy and communicates directly with the base where needed. It is characterized by simplicity, it is human, it recognizes its mistakes, and it is partly unpredictable and uses positive reinforcement as a motivation for work. He appreciates and respects his staff and tries to satisfy them in the best and most possible way. He sees himself as a partner and supporter. The leader is accustomed to communicating the problems that exist with other members of his / her school unit and seeking solutions together. Most importantly, he recognizes that he cannot do it all on his own but that he has the need of all. In general, the leaders are socially-minded (Pasiardis, 2004).

The leader knows both the goals of the organization or team and the aspirations of staff or members, either as teams or as individuals. It is also the "leader" that affects individuals or the group as a whole, to work with enthusiasm and zeal in the success of the organization or team's goals (Papaioannou, 2003; Pasiardis, 2004). Finally, according to Raptis and Vitsilakis (2007), leaders inspire those who follow them in such a way that they themselves become leaders. After this basic difference between a "manager" and a "leader" it is established that in order to be a "leader" he must be a competent "manager". Thus, the "leader-manager" diptych is the ideal combination in the field of Administrative Leadership (Saitis, 2008).

The separation of the concepts of "leadership", "management" and "administration" has been addressed by researchers in Administrative Science. Indeed, many consider those three concepts as identical (Mullins, 1994), but nowadays some differences have been identified. "Administration" also covers many other activities of the organization, such as planning, organization, implementation, control, etc. "Leadership" has to do more with the management of individuals, while the "administration" with the full utilization of human resources, as well as with the



proper management of the material resources to achieve the specific goals of the organization (Konstantinou, 2005).

So we could say that leadership is an integral part of the administration (Everard et al., 2004; Raptis and Vitsilakis, 2007). With the separation, between management and leadership, Pasiardis (2003) defines "administration" as a daily, administrative handling of the day-to-day operations of the organization as a bureaucracy. For this reason, he created the term administrivia (Pasiardis, 2001), which attributes the routine daily routine tasks of the executives. The term administrivia links administration with the trivial. The term "direction" has to do with the day-to-day management of the organization, but at the same time the leader gives direction to the organization within a time horizon of a few months or even one or two years. The term "leadership" is like a term "umbrella" where the two preceding terms fall under both management and direction.

Despite the plurality of definitions for leadership, the similarity between them has allowed the development of classification systems. It is characteristic that over the past 60 years more than 65 different classification systems of the leadership dimensions have been recorded. According to Northouse (2013), leadership has been studied in the light of: (a) personality traits, suggesting that leadership is a combination of special attributes or attributes of some individuals; (b) behaviors; (c) the power relations there is between the leaders and the fans. In this respect, leaders have the power to influence and bring about change to other people. (d) Skills. This view highlights the skills (knowledge and skills) that make leadership effective. e) The roles of relations and administration in the workplace (Yukl, 2010). However, the focus on leadership differs as to who exercises influence and how, also, in terms of the purpose and outcome of the influence effort.

## **2.1 Forms of leadership**

Theories pertaining to the way in which the governing authority is exercised vary and are quite complex of course; in this work we will not refer to all the theories and leadership models that have been said over time, but we will focus on three basic forms of leadership. The categories of "leadership" that we find in practice are authoritarian leadership, democratic or participatory leadership and loose or

empowered leadership (Saitis, 2002, 2008). According to the authoritarian leadership, the leader draws strength from the position he holds, makes decisions by himself, transfers them to his subjects, and waits for compliance and obedience to those orders based on sanctions

He uses fear as an incentive, is doctrinal in his relationships with his own, rarely justifies his orders, often refuses to explain his actions, and hesitates to accept proposals that oppose his views. Autocratic leadership is the result of a certain perception of the exercise of leadership and is a key feature in totalitarian regimes.

Leaders in democratic or participatory leadership in each decision take their views and suggestions seriously into consideration, advise them on their actions and decisions and encourage their participation. Dubrin (1998) and March and Simon (2003) refer to three types of participatory leaders: counselors, consensus and democrats (Saitis, 2008). Advisory leaders consult with the existing ones before they make a decision but retain the ultimate authority in decision-making.

Consensual leaders encourage the discussion of the group on a subject and then take a decision that reflects the general view of the team members and a decision is considered final when all the parties involved agree with it. Finally, the democratic leaders transfer the final power to the group, where the final decision is taken after the vote. In the loose or empowered leadership, the role of the leader is very limited, giving his associates a great deal of independence and freedom. It transfers virtually all the power and control to its subordinates and acts as a sponsor of information to its associates. Clearly, it cannot be said with certainty which of the above forms of administrative leadership is excellent because all methods of administration present both advantages and disadvantages, while at the same time leadership requires beyond the administrative capacity the direction, guidance and influencing other people towards an objective.

Also, there are some factors that help the leader decide which leadership form to follow as general behavior. Consequently, there are no fixed administrative rules that can be applied successfully in all circumstances of the exercise of administrative authority. Typically, the leading executives adopt a form of leadership that is the "golden incision" between the absolute authoritarian and the absolute empowerment

model. Clearly, the adoption of a more authoritarian or democratic way of leadership depends to a large extent on the personality of the leader, the maturity and personal attitudes of his / her subordinates, as well as the situation prevailing in the organization and, by extension, in the school unit (Saitis, 2008) .

## **2.2 Transaction and Transformation**

Many researchers such as James McGregor Burns, Evarard, argue that "there are two main categories or models of leadership: transactional and transformational" (Raptis and Vitolaki, 2007). For transactional leadership it is stated that the leader affects his subordinates through a transaction. Therefore, there is a reward hidden or visible to each other in order to achieve the goals set by leaders and the effectiveness of school units. In the transactional leadership model, the manager simultaneously participates, but also performs the role of mediator. The school leader knows the needs of his staff and tries to satisfy them in return for their work performance (Raptis & Vitolaki 2007). It focuses more on the structures and purposes of the organism while not focusing on humans (Harris et al., 2003).

Instead, transformational leadership is defined by Miller and Miller, (2001, p. 182) as being more robust and complex, and arises when one or more teachers are involved with others in such a way that managers and teachers can raise one the other at higher levels of dedication, dedication, motivation and morality. Through the transformation process, the incentives of the leader and the existing one are consolidated (Raptis & Vitolaki 2007). Burns, and Kowalski and Oates, claim that the transformational leadership is overcoming the interest in ourselves, both from the simple leader and the existing one. Blase states that leaders are trying to use their power with others rather than exercise control over them (Raptis & Vitolaki, 2007). It is important to mention that transformational leaders, in addition to managing the structure, are called upon to introduce changes to the organization, create a school vision, set long-term goals, provide mental stimuli, provide personalized support, and create a remarkable school culture, (Bass, 1985; Raptis & Vitolaki, 2007). Bass (1985) summed up the basic characteristics of the transformative leader in 5, which are: Idealized, Influenced, Inspirational Motivation, Intellectual Stimulator, Individualized consideration.

As a result, this type of leadership is based on relations between the leader and his followers and on a trade between them, and the transformational leadership of the leader-supporter relationship is based on common goals. Bass and Avolio (1994) argued that the transformative and transactional forms of leadership are built on top of each other. It follows that their role is complementary as business practices meet the basic needs and goals of the educational organization, while transformational is necessary to bring about change. No form and no one-dimensional leadership style can address the educational reality in itself, a synthetic form that combines both the dispatching and the transformative behaviors and the corresponding characteristics may be the golden incision.

### **2.3 Motivation of employees**

The process of motivation is the set of relationships of interdependence between its elements, i.e. needs, motives and goals. The principle of this process is the conscious or subconscious existence of needs. The need to generate motivation leads to the definition of goals and actions for their realization. Relationships between needs, motives, goals, behavior, realization of goals and satisfaction are very difficult to define qualitatively and quantitatively and differ significantly between of people and between the conditions in which they live and grow. There are often conflicts between a person's needs, carried at the level of incentives, goals and behavior.

Motivation is to increase employee motives to maximize the quantity and quality of work being offered. Motivation of employees does not aim at the power of their will but the understanding of their needs and the way they think and act. Incitement theories attempt to analyze the methods of dealing with employees so that they are qualitatively and quantitatively productive, giving importance to their material and non-material remuneration, to avoiding biological and psychological burdens in the workplace

### **2.4 Importance of Employee Motivation**

From the definition of incentive, motives are the most crucial element. James and McDugall first attempted to show that much of human behavior is not explained by a "rational consciousness," but by a number of instincts that exist inherently as in

animals. Then Freud stressed the importance of subliminal motivations, which in essence do not differ much from instincts. According to Freud, man can only realize a small part of all his desires. Subsequent psychologists rejected both the theories of instincts and much of Freudian theory. They have successfully asserted that instincts are of value only for explaining the behavior of animals that are "irrational" beings.

Basic motivational forces define the needs and forces that motivate a person to adopt a specific behavior to satisfy them. These vary considerably from person to person, but also to the individual at different times, and are distinguished in biological, social and psychological. Biological Needs: Needs are readily recognizable and directly related to the survival of the individual and his / her family. Included in this category are the needs for food, water, housing, sleep, rest and safety. They have a tremendous impact on the behavior of the individual and are satisfied with money (employment) (Chytris 2001). Social needs: A careful observation of the person is necessary to identify social needs. They are needs that are not related to the physical survival of the individual, but to the inherent need of the individual for acceptance and integration into the whole, for love appreciation and understanding. Social needs are developed either in the workplace or outside of it and throughout the life of man.

C. Hull was the first to set the foundation for the development of theories of incitement, arguing that this is a function of motivation and habits. Modern psychologists consider needs and motivations as a "heart" of incitement that explains an important part of human behavior. "Although there is no agreement between theoreticians to classify incentives, three main categories have prevailed. a) Primary motivation. They include all the natural or biological motivations that come from the needs that are inherent in the existence of man as a biological organism. They are also called elementary motivations and they exist in man by nature. The most important are hunger, thirst, sleep, oxygen, sex. b) General incentives.

They are non-biological motives related to the nature of man, ie they are more inherent than perceived. The most important of these are: Motivation of ability. It is the result of the need for man to react and control his relations with the natural environment.

- a) Motivation of curiosity. He needs to know that there are surrounding him, the relationships between the different parts of the world and the processes of his operation and evolution.
  - b) Incentive of activity. It is the desire of creation that characterizes man.
  - c) Motivation of affection or love. A complex motivation. It is connected with both sex and the need to develop social relationships. It is an inherent but also somewhat acquired motivation
- d) Secondary incentives. The motivation that man acquires in his environment is the result of his socialization. They are the most important incentives in terms of explaining human behavior. Major secondary incentives are:
- Incentive of social inclusion. It is one of the most important incentives. It states the need of man to belong to social groups and to develop social relations.
  - Safety incentive. The complexity and uncertainty that characterizes the evolution of the world make people feel strongly the need for certainty for their future existence.
  - Motivation of success. It is the desire created in man to perform in relation to certain standards set by society or to be distinguished as a "winner" in the context of competition.
  - Incentive of prestige. Today's society is characterized by hierarchy and distinction. It classifies people at different levels of the informal or formal social hierarchy.
  - Motivation of power or power. It expresses the desire of the worker to be able to influence the behavior of others in the direction they want. "

Motivation theories are among of the most important points of organizational theory with particular relevance to the formulation of performance models of employees because they are correlated with work efficiency and the factors that maximize it. They can also be divided into two categories. In the ontological, that is, those attempting to interpret the content and type of motivation (Maslow, Herzberg, McGregor, Alderfer, etc.) and the mechanistic or procedural ones, which focus on

behaviors and conditions that encourage or discourage work performance (Vroom, Locke, Porter / Lawler) (Papanis & Rodos, 2005).

## **2.5 Ontological Theories**

The main inspirator for hierarchy of the need theory based on the priorities of the psychosomatic and social human being is Abraham Maslow. Maslow's theory (1970) had a particular impact on the workplace and relates satisfaction with work to the satisfaction of the five hierarchical needs of man. Maslow argued that man all his life acts in such a way as to satisfy as many of his needs in the most efficient and cost-effective manner. Once a need is met, the desire to meet new needs is presented at a higher level and the escalation is strictly hierarchical (Papanis & Rodos, 16 2005).

Each person's goal is to develop his / her abilities and hence must first meet his or her natural needs (e.g. hunger, thirst, and sexuality), security and love needs, the need for protection, and ultimately the ultimate need for self-realization or the achievement of our greatest goals (Senior & Fleming 2006). Achieving the goals means overcoming obstacles, exerting strength, struggling to do something difficult as well and as quickly as possible (Bosniadou, 2005). Maslow argues that higher-level needs are difficult and to a lesser extent met by organizations. Moreover, it is worth noting that Maslow's theory of needs, does not consider money as an effective motivator (Steers & Porter 1991, p. 35.), which is interesting compared to a number of studies focusing on financial motivation.

Against this background, an enterprise should turn its attention to meeting these needs if it wants to motivate workers by giving them discrimination, opportunities for further education and prospects for development (Senior & Fleming 2006). An extension of Maslow's principles is the theory of Alderfer, who limited the five main categories of needs to three: a) the need for existence to meet the physiological needs and security needs; b) the need for relation with the social environment; social needs; and c) needs growth of Maslow's two higher needs, the needs of self-esteem and self-realization (in Papanis & Rodos, 2005).

However, the most interesting views on the meaning and content of professional satisfaction are expressed in Frederick Herzberg's (1969) two factor theory, one of the

most prominent expressions of linking professional satisfaction to motivation work. Herzberg and his colleagues first identified the factors that shape the work behavior of employees (Michopoulos, 1996). The theory puts it as an axiom that a group of five facets, which Herzberg calls motivators, is satisfying and developing a positive attitude towards work. The motivations of achievement, project recognition, work itself, responsibility, progress-evolution, act as individual motivations, lead the worker toward self-realization and motivate him to work efficiently.

There is also a second group of factors that, due to their protective function, Herzberg calls them hygiene or hygiene. They relate to the working conditions and do not directly contribute to the satisfaction. They, however, prevent their expression of dissatisfaction while having little effect on the creation of positive feelings. These factors are remuneration and growth, the organization's policy and management, working conditions, interpersonal relationships, management (supervision, supervision), and job stability (Makri-Botsari & Matsagouras, 2003).

When absent, they are potential sources of dissatisfaction, they cause a negative attitude, and possible losses in employee performance (Makri-Botsari & Matsagouras, 2003). Therefore, satisfaction is caused by factors in the first group, while dissatisfaction is caused by agents of the second group. Thus, it is possible for a worker to be simultaneously and satisfied and unhappy with his profession (Brouzos, 2004). Herzberg's theory, although widely used, has been criticized in literature for conceptual and methodological problems. It fails to take into account the role of individual characteristics in the values and attitudes of workers. It has been proposed by Dinham & Scott (2000) that the Herzberg model should be modified to include a third group of factors, which in the case of teachers will include variables linked to the wider environment of the school (e.g. the critique of government and society for teachers and their work) (Eliophotou-Menon, et al 2008).

Still, Herzberg's theory argues that motivation has the effect of satisfying the needs of the company's staff, some being satisfied and some being displeased by the various situations that occur in this area. The "maintenance" factors, as Herzberg calls them, are those who dislike and disappoint workers in the workplace, such as wages, the security that the company offers, their conditions and workplace, the environment, the oversight, job positions and relationships and the policies of the company itself. But



the most important thing about Herzberg is that the job itself, the reward and the responsibility of the company's staff are factors that motivate them and motivate them to achieve the goals set by the company (Al-Zawahreh, and Al-Madi, 2012).

From the above, the complexity of incitement is evident. Man is characterized by a large number of motivational needs determined not only by his nature but also by the environment in which he lives and evolves. Understanding motivation requires not only knowledge of the above-mentioned incentive needs, but also the intensity of each of them, the relationships that exist between them and the ways of their satisfaction. As we have seen, when a need is met, it usually decreases the incentive intensity. Relationships between incentives may be compromising or opposing. Compromising are the relationships between two incentives when the satisfaction of the need and the consequent reduction in intensity is the satisfaction of one need to increase the intensity of another.

Now, according to Porter and Lawler, employee satisfaction is the cause of their performance. They believe that incitement is not about having to do with staff satisfaction and performance. The theory of the above is based on four variables: effort, performance, satisfaction and reward. The effort that the employee makes is the externalization of motivation. The performance of staff is not only dependent on the motivation or effort they make, but also on three other factors, such as their capacity and characteristics, as well as the role and means the company provides. (Bourantas, 2002: 278-279).

In other words, employees need to have some skills and abilities to perform efficiently, and the effort being made to be ever greater. But if the company does not provide employees with the right tools, such as technology, materials and systems, then those skills or skills, if any, will not work efficiently. And this is very ugly because staff expect through their performance to be rewarded and rewarded. Its satisfaction stems from and derives from the rewards offered by the company and determined by them. And how fair are the rewards in relation to the rewards of other workers performing the same duties and operating in the business in similar positions to some of them. The importance of the theory of the two above is that they link motivation to performance and satisfaction.

When two motives are compromising, the direction in which they push the behavior of man is more or less the same. While when they are opposed, they push behavior in different directions and, of course, create "internal disharmony". All the theories and patterns of incitement developed below are based on a series of assumptions about the existence, creation, hierarchy and relationship of these incentives, as well as the ways and the process of satisfaction.

Discontent occurs when he receives less than he expects. The greater the deviation from the expected benefits, the lower the satisfaction from work (Salonitis, 2002). In Locke's theory (1984) it is stated that an important role is played by the goal set by the employee and the company of course. The more difficult, clear and specific the individual's goal is, the better his performance will be. Locke's theory is based on the observation that any human energy is necessary to be directed toward a goal, that is to say, a purpose (Argyros, 2005). The results of his research have shown that there is a relationship between the difficulty and the clarity of an employee's performance target. In particular, it found that clear and difficult objectives lead to better performance than vague and easy ones. Locke in his theory sets out five basic principles for setting goals. The objectives to motivate employees should have the following characteristics: a) clarity; b) challenge; c) commitment; d) feedback; and e) complexity of the project.

The model has never been empirically tested in its full form, but despite reservations about its aspects, it is considered satisfactory to describe the processes of work incentives and the relationship between performance and job satisfaction (Papanis & Rodos, 2005).

At the same time, theories have been formulated to interpret the conditions under which professional satisfaction arises. More specifically, Grites (1969) classifies the theories of professional satisfaction in: a) "needs visions" where the degree of satisfaction is considered in connection with the satisfaction of the individual's needs; b) "expectations theories" where the degree of satisfaction is examined in (c) "role-plays", where the degree of satisfaction is considered in relation to the perception of the person about the realization of the psychological and social roles; d) "self-perception theories", where grade of satisfaction is considered in relation to perceptual agreement and professional achievements; and e) "theory of theory", where

21 degree satisfaction is considered depending on how much a person thinks he / she achieves his / her goals in the profession (Dimitropoulos 1998 and Saloniis, 2002).

In the workplace, each employee develops perceptions of what he / she invests in his / her work and what benefits he / she enjoys from him / her as compared to other employees. He invests time, effort, ambition, educational background and experience in his work. In return, he enjoys recognition, money, development, and so on. from the company. The ratio of his / her profits to his / her bid shows the degree of satisfaction from the organization. If the employee perceives an actual or alleged injustice against him, that is, working under a framework of inequality, he reduces his performance. The person's performance includes everything that a person thinks contributes to work, such as his / her own work, his / her qualifications, experience etc.

People who feel wronged but do not actually try to change their behavior do latent tactics either by changing their attitudes to the importance of the factors of inequality or by redefining their "exemplary" relationships in the workplace (Dysvik, and Kuvaas, 2008).

Based on the above theoretical approaches, and in any case, satisfaction significantly affects the occupational activity of employees (Brouzos, 2002). New perceptions of employment content suggest that incentives are now a decisive variable for increasing employee performance (Papanis & Rodos, 2005).

According to McClelland, business space requires that employees have a high motivation to achieve to a large extent. Those who have a high motivation to achieve are well suited to management and business for three reasons: (a) they like situations requiring personal responsibility to solve problems; (b) pose relatively difficult (but feasible) objectives of achievement; (c) seek rapid and clear feedback (i.e., performance feedback) about their actions as soon as they start their activity or work (Dysvik, and Kuvaas, 2008). These three conditions are primarily offered in the field of business and organization management. There is a great deal of trouble here, many of which are relatively difficult. A manager does not have a long time to decide if a solution is successful or not. It needs to be done as quickly as possible, so direct feeding is necessary. In addition, research has shown that, in general, people with low

motivation to achieve perform better in conditions where their guidelines for action are relaxed, while those with a high motivation to achieve better perform in conditions of high competition (Bonner et al. 2002).

## **2.6 Leadership and HRM**

Senior & Fleming (2006) believe that the organization is a combination of individuals or groups that try to influence others to achieve certain goals, using different processes and technologies in a structured way. Robbins & Judge (2013) define the organization as "a consciously coordinated social unit that consists of two or more people, working on a continuous basis to achieve a common goal or a set of goals" (page 5). Tony Watson in his book *Organizing and managing work* (2006) summarizes definitions of the financial organization and notes that the common factor is the idea that the organization has goals that act as a link between the different systems used in the production of things. We could say that financial organizations are groups of people or social entities that work for a common goal by sharing their knowledge and experiences.

According to Robbins & Judge (2012), accepting people who are different is one of the most important challenges for organizations. Indeed, they describe this challenge as a diversity of the workforce. Preeti, Poonam & Ekanshi (2014, p. 102) emphasize that this term refers to the differences and similarities that people present within the organization in terms of demographic characteristics such as gender, age, education, their culture, the country of origin, their religious beliefs, their physical abilities. However, it should be emphasized that beyond the positive impact the organization can face challenges due to the diversity of the workforce. These challenges relate to the communication problems that may exist in the workplace and how they affect the performance of employees, and their motivation and satisfaction.

In this context, several scholars have proceeded to formulate a Leadership Model for organizations, associated with the management of human resources (Răducan & Răducan, 2014; Hansen et al, 2002). According to this, people who are good managers have different emphasis on three characteristics: (a) the need for strength and power; (b) the need for good interpersonal relations; and (c) the need for personal environmental control.

According to Răducan & Răducan, (2014), within a group the leader is the one who has a privileged position and can influence it. As the business world has become more and more complex, the role of leader and leadership is becoming increasingly important. Leadership helps to address the challenges posed by the changes brought about by increased international competition, demographic changes in labor markets, and sudden changes in technology. And as these changes grow, the greater the need for leadership.

According to Andron (2013) the characteristics of successful executives are ) High emphasis on (a) Low emphasis on (b) High emphasis on (c) The individual is interested in / wishes to influence others. He does not care very much if he becomes unpleasant to others. (Excludes those engaged in helping professions, teaching, public relations with clients, etc.) The person is keen to have organization and order in the processes and organization of work.

## **2.7 Factors associated with job motivation**

According to the international literature, there are eleven factors that are thought to affect motivation at work, and hence work satisfaction (Van Saane et al, 2003). These factors are:

- a) The content of the work (variety of skills, complexity, challenge, role of roles, routine)
- b) Autonomy (accountability, control in decision making)
- c) Development (education, personal development)
- d) Rewards (salary, additional benefits)
- e) Promotion (career prospects)
- f) Supervision (support by the boss, recognition, respect)

- g) Communication
- h) Colleagues (relations with colleagues, staff adequacy) importance of the profession
- i) Workload (time pressure in the performance of work, Stress)
- j) The requirements of the profession (insecurity, commitment, need for overtime work).

As it turns out, many features of work and the environment affect professional motivation. Social factors include relationships with colleagues, their working groups and rules, and opportunities for interaction. Cultural factors include attitudes, beliefs and values. Organizational factors include organizational structure, policies and processes, supervision and forms of leadership, management systems and working conditions. Finally, environmental factors include economic, social, technical, political and governmental influences (Mosadeghrad et al., 2008).

Executives are responsible for motivating employees and for this they should use different techniques to activate them and provide appropriate incentives to increase their efficiency. The executives themselves must know how each worker needs, personally, to be motivated. Involvement of employees does not aim at the power of their will, but understanding their needs and the way they think and act. Executives need to know what the employee really wants, for example, it would be good to call employees at regular intervals and ask them about any problems they have or what they like best in their work. These discussions must be made in particular so that the answers are honest. It is important that personal data is not transferred to third parties and that discussions remain in the office. Once the wishes of employees have been understood, then appropriate decisions will be made to acquire them.

Planning a strategy is necessary to achieve the employees' goals. It is also important that staff feel at work in a business that cares about them and seeks to improve them. Incitement of workers to maximize their potential requires complex methods and a deep understanding of human nature. For example, employees need to know why their business chose to work on it, so they can be confident, consider their work valuable and foster a sense of participation in the successful business process. In turn, the bosses must be available to listen to the problems of their existing ones, if any. This creates a climate of trust and respect, which leads to good communication and

cooperation. According to Adam Tobler, managers need to understand the values that each employee responds to. Tobler mentions the model of Michael Maccoby's five "character types": the experts motivated by the very good knowledge, the helpers motivated by interest in the world, the advocates motivated by the fact that they protect self-esteem and self-esteem their survival, the innovators that respond to creation and experimentation, and the self-made ones that are distinguished by balancing ability with personal development (Harvard Business School Press, 2006).

Summarizing, The incentives that Management can use to motivate executives and employees more effectively can be included in the following categories: □ Social - Internal Motivations It is difficult to investigate because they refer to mental needs. We must point out that they meet the individual's social needs, needs for self-esteem and self-fulfillment. The internal rewards that a person desires are:

- Contact and engagement with others who help and accept their help. This ability meets its social needs. Business groups are likely to form informal groups, through which employees seek understanding, affirmation, and support. Also, conducting events to promote friendly ties between staff helps to improve their attitude and attitude towards their work and to build a climate and a culture of cooperation.
- The prestige, strength and overall recognition of the services offered by the employee satisfy the needs for self-esteem. Some people seek the material means to gain prestige, while others have the moral rewards, which ensure the respect and admission of others.
- Achievement, that is, the ability to perform the individual in the best way, the solution of problems, personal success and development. This reward meets the highest level of human needs, the need for self-fulfillment. According to surveys, the achievement is appreciated, especially by people who have stabilized their position within the business, by people with more education and who hold a leading position in the hierarchy.
- Enriching and broadening the content of the work, in order to overcome the over-specificity and possible lack of interest (routine).

Financial - External Motivation As external rewards we consider the economic rewards, the guarantee of employment. Financial incentives can be distinguished directly and indirectly.

- Direct wages, salary increases, production bonuses and profits.
- Different pension plans, share acquisition programs, health insurance, working time, regular leave time, opportunities for education and further training, etc. are indirect.
- "Money" is a highly stimulating factor and increases the employee's performance. It is, however, difficult to investigate whether it is the only factor of motivation or of secondary importance, because the application of various economic incentives usually involves some changes, such as changes in the working method, company policy, the composition of working groups, etc.

There are two key categories of financial incentives:

- Payroll systems for individual employees, such as time pay, pay per piece, and pay in return.
- Payroll systems for employee groups, such as pay-as-you-go schemes, employee participation in earnings.
- Principles of Wage Policy There must be a defined payment plan, based on the variety of project requirements, such as specialty, effort, responsibility and working conditions. The general wage level must follow what is in the labor market or in similar businesses. The first is what is most common.

Employee involvement in the decision-making process may be direct or indirect. Direct participation is the form in which employees participate personally, expressing their opinion and making responsible decisions. B.C. when the supervisor decides, taking into account the views and reactions of his / her subordinates or when he / she sets goals in cooperation with his / her own and gives directions, while the existing ones choose the methods and ways of achieving these goals. Indirect form of participation is one in which employees participate in the business administration through their representatives (in a council). In this case, employees empower their



representatives to act on their behalf. Representatives must strike a balance between potentially conflicting demands on both sides. Financial participation is the participation of employees in capital and profits. Theoretically, one could agree that the profits made by an enterprise belong to all those who contributed to their realization and cannot be denied that these employees include the employees of the particular enterprise (Gerhart et al., 2008). These conclusions also seem to agree with the conclusions by Hokroh (2014), who summarized the concepts of motivation theories based on Maslow, Herzberg and Vroom and suggested that Although monetary incentives are suggested to affect the motivational process it's not the only way and that Every employee has a motivational energy that needs to be attended and aligned with organizational goals (also in Nicholson 2003).

## **2.8 Generation Z**

Generation Z, also known as the Z generation, or those who were born since 1994 and grew up with a smart mobile phone in hand. Like the millennials, generation Z has consistency, but this generation of "digital children" is also very independent in how it decides - digitally by way of - how Snapchat uses it to the products it purchases.

Generation Z require on-demand information and trust the advice of friends, even strangers, more than those of government agencies, organizations and companies in social media. Members of the generation Z use social media not only to communicate with friends but for many more. They are turning to media such as Facebook, Twitter, YouTube, Instagram, and Pinterest as sources of information. They connect with companies through networking means and communicate with other people who like the same products. Companies that do not fully exploit the real-time engagement provided by social media lose the approach of a whole generation.

Generation Z members are constantly receiving a large amount of information and content from multiple sources. They are going through news, photos and videos at high speed. Companies must produce content that excites and exhorts to reach out to these "digital natives".

There is limited literature around generation Z and labor characteristics, and especially in Cyprus there is no literature or studies on this generation. There is just one study in Greece, conducted by Randstad

In the Randstad survey (2016), it is noted that after generation X and Y, the time has come to prepare for generation Z (ages 14-19). 65% of today's workers believe that generation Z is more likely to require more flexible workplace conditions than older generations. Although 64% of Greeks believe that those who are already working can be taught a lot by technology generation G, 28% believe they can learn from this generation things that relate to work-life balance. Also, 56% of workers in Greece consider the generation of G to be essential to enable companies to be truly innovative. Only 30% of respondents believe that their employer is adequately prepared to meet the requirements of generation G. For cooperation between the three generations, 55% said that their employer actively promotes the mentorship, which means that young workers guided and trained by the others.

## **Chapter Three**

### **Methodology**

#### **3.1 Purpose of the research**

The purpose of this paper is to study the concept and role of leadership in the context of motivation of different employees, discussing the particular factors and the methods that a leader should use in order to motivate effectively the employees. In order to achieve this goal it was necessary to first identify the factors that motivate employees in an organization and identify the type of organizational culture that characterizes it and then relate these two elements.

#### **3.2 Research methodology**

The term research methodology refers to all the procedures and methods applied by a researcher in order to carry out a research process. In the present work the method of

quantitative primary research was followed using a structured questionnaire. This method was chosen to collect the necessary data regarding the motivation of an organization's employees and the type of organizational culture.

### **3.3 Scope of the survey**

The questionnaire used in this study was developed to measure motivation and was based on Maslow and Herzberg's theories of motivation. It consists of 18 questions, which are grouped into four distinct motivational factors. The "reward" factor includes four elements: salary, working conditions, retirement and promotion / wage development. "Teamwork" includes four elements: Teamwork, recognition / appreciation, praise and impartiality / equality. The "work properties" factor includes six elements: Power, goals, creativity, clear tasks, skills utilization, and decision-making. The "achievements" factor includes four elements: importance / meaning of work, acquiring respect from work, gaining self-esteem / self-esteem and good interpersonal relationships. All data was neutral. Employees were asked to answer first whether they feel that all these factors exist in their work and secondly whether these factors motivate them to work. The responses were provided in a five-level unipolar scale, where 1 corresponded to "none", 2 to "little", 3 to "moderate", 4 to "very" and 5 to "absolute". The third part includes demographic data on age, gender, education, service and years of experience

### **3.4 Sample and Data collection**

The questionnaire was distributed and received in July 2017. The methodology chosen was that of convenience sampling, since the researcher had access to some organizations in Cyprus.

The sample of this research consists of employees from four different organizations in Cyprus. All of them belong to the IT industry, which is important to note, since they usually attract younger employees. The researcher approached the marketing managers of each one of the companies and asked permission for the employees to participate in the research. Once permission was granted, the employees were informed in detail on the purposes and content of the study, and were also given assurances on the protection of their personal data and anonymity.

The questionnaire was not filled in immediately, but there was a margin of three to four days. In total, the sample administrators were sixty (60). In terms of sample size, the aim was to collect 100 questionnaires. Of the questionnaires distributed only sixty (60) were completed. Therefore, the response rate was about 60%. It is noted that the total number of employees in the four organizations is approximately 130 (of which 60 participated). The response rate demonstrates the greatest difficulty of this research.

### **3.5 Data analysis technique**

As a data analysis technique, the statistical processing selected was the SPSS V17.0 statistical data analysis tool, a tool chosen because of the greater ease of exporting results in a fast and reliable way. The statistical analysis computed the averages and the standard deviations of the variables in order to allow the organizational culture of the service and the desired organizational culture to be diagnosed by the employees, as well as the diagnosis of the degree of motivation of the employees and the importance they had specific factors in motivating them. Therefore, descriptive methods dealing with the organization, collection and presentation of data were used in this part.

An attempt was then made to relate the organizational culture of the organization to the degree of motivation of the employees within the service.

## Chapter Four

### 4.0 Results

The first part of the questionnaire consists of demographics and the results are presented in a descriptive manner with the use of Ms Office tables.

<b>Age</b>	<b>Percentage</b>
<b>18-25</b>	6%
<b>26-30</b>	35%
<b>31-35</b>	44%
<b>36-40</b>	13%
<b>40+</b>	2%

Table 1: Age of the participants

The majority of the employees belong to the 31-35 age group, while the representatives of the Z generation are only at 6%.

<b>Education level</b>	<b>Education level</b>
<b>Secondary</b>	3%
<b>Graduate Degree</b>	36%
<b>Postgraduate</b>	51%
<b>Phd</b>	10%

Table 2: Level of education

The education level in the organizations is high, as most of the employees hold a postgraduate degree (51%), and 10% of the participants also hold a PhD degree.

<b>Position</b>	<b>Percentage</b>
<b>Employee</b>	88%
<b>Head of Department</b>	7%
<b>Head of Division</b>	5%

Table 3: Position in the organization

<b>Years of service</b>	<b>Percentage</b>
<b>up to 5</b>	25%
<b>6-10</b>	55%
<b>11-15</b>	15%
<b>16-20</b>	5%
<b>21+</b>	-

Table 4: service Years

#### **4.1 Data analysis and Discussions**

The second part of the questionnaire includes the questions about the motivation factors. The research has focused on the diagnosis of the degree of motivation of

employees and the importance they attach to specific motivation factors. As mentioned above, these factors were diagnosed through 18 questions, which are grouped into four distinct motivational factors. The "reward" factor includes four elements: salary, working conditions, retirement and promotion / wage development. The "teamwork" factor includes four elements: Teamwork, recognition / appreciation, praise and impartiality / equality.

The factor "working properties" includes six elements: power, goals, and possibilities of creativity, clear tasks, skills and decision making. The "achievements" factor includes four elements: importance / meaning of work, acquiring respect from work, gaining self-esteem / self-esteem and good interpersonal relationships.

Factor	Compensation	Collectivity	Working properties	Accomplishments
Mean value	2.05	2.65	2.66	2.9

Table 5: Degree of motivation of employees in the service (by group of factors)

The results in the above table clearly show that the degree of motivation of the employees in the organizations is low, as in the five-level scale (1 = Not at all, 2 = 3 = Moderate, 4 = Very, 5 = Absolute) the average per group of factors varies between 2.05 and 2.9, i.e. from "Little" to just below "Moderate" (Table 5). A low level of motivation is confirmed by the average of analytical responses of respondents which is 2, 6 hence again between "Slight", and "Moderate"

On the other hand, the results in the question of how important the same factors are in motivating employees show an increased importance, since on the same scale the average per group of factors ranges from 3.03 to 3.94, i.e. from "Moderate" to "Very" ( Table 6.). This is also confirmed by the average of respondents' analytical answers of 3.4, i.e. again between "Moderate" and "Very"

Factor	Compensation	Collectivity	Working properties	Accomplishments
Mean	3,89	3,94	3,4	3,03

value				
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Table 6: Importance of factors in personal motivation (per group of agents)

The following table shows analytically the mean value of Motivation factors of employees at work.

Question	Mean value	Std Deviation
Are you satisfied with your working conditions?	2,58	.56
Are you satisfied with your earnings?	1,93	.32
Are you satisfied with the promotion / wage prospects?	1,85	.03
Are you satisfied with social security / pension entitlement?	1,93	.32
If you compare your fees (financial and non-financial) based on your work with those colleagues who do similar or same work in the same organization, would you say they are at the same level?	2,65	.58
Is there recognition, support, appreciation, respect, fairness and dignity by your supervisor in the performance of your duties?	2,75	.62
Are you encouraged by your supervisor to take initiatives?	2,15	.45
Does management praise and reward your effort?	2,10	.40
Do you participate in making decisions at work?	3,02	.66
Are you given the opportunity for teamwork?	3,01	
Have you clearly communicated the responsibilities and tasks you have to do?	2,55	.55



Do you know the goals of your service?	2,98	.64
Do you have the opportunity to use your personal skills in your work?	2,73	.60
Are you given the opportunity in your job to exercise authority?	2,63	.57
Are you satisfied with the subject of your work?	2,66	.58
Do you have good interpersonal relationships with your colleagues?	2,7	.59
Do you feel that you gain respect / social recognition with your work?	2,04	.41
Do you gain self-esteem and meaning from your work?	2,73	.60

Table 7: Degree of Motivation of employees at work

The results on the above table show that the employees evaluate as low the ability to take part in the decision-making given to them (2,7, "Few" to "Moderate") while evaluating with 3,68 ("Moderate" to "Very"), their degree of motivation if they are given the opportunity to take initiatives or take part in decision-making. These two factors belong to the category of "working properties", which is negatively correlated with the dominant hierarchy culture and positively with the desirable clan of the Generation of Employees. It is worth noting that the ability to develop independent thinking, expression and action in the workplace is one of the most important factors of motivation. It is therefore a matter of enhancing the involvement of officials in the decision-making process. Decisions can usually be taken by political or senior officials. However, the way they are implemented lies with the action of lower-level executives. In this context, a first tool to motivate employees is to strengthen their autonomous action through the possibility of taking initiatives and the unobstructed expression of proposals that enable the creativity of employees to further reduce the risk of reduced productivity due to daily routine. The formation of a Generation clan would favor such an effort as its characteristic is that it is interested in employees and their personal development.

By proceeding with the processing of research data the effort focuses on the diagnosis of a possible correlation between the type of organizational culture and the degree of motivation of the workers. With the help of the SPSS 17.0 statistic tool, the data processing results in the following results: there appears to be a negative correlation between the degree of motivation and the organizational culture of the Hierarchy – leadership type that is dominant in the service while there is a positive correlation between degree of motivation and generation Clan, which is the next one in the service, and based on the respondents' answers is the most desirable as we have seen. The correlation for these two types of culture is statistically significant.

Correlations			
		Motivation	Clan
Motivation	Pearson Correlation	1	,43 **
	Sig. (2-tailed)		,002
	N	50	50
Generation	Pearson Correlation	,43 **	1
	Sig. (2-tailed)	,002	
	N	50	50
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 8: Pearson correlation – motivation – generation

At the same time, it is worth noting that in the attempt to relate the individual factors of motivation of the employees to each type of culture there seems to be a negative correlation of the hierarchy culture with the factor "collectiveness" and the factor "achievements", while on the other hand there is a positive correlation of the culture Generation with the same motivating factors. These correlations are statistically significant. In addition, the culture of Generation is positively correlated with motivation factors "reward" and "working qualities" while hierarchy culture negatively with the same factors. The Open System culture is positively correlated with "reward" and "achievements" factors and negatively with the factors "collectivity" and "working properties", while the culture of culture is positively correlated only with the "reward" factor and negatively with the other three factors . Taking into account the results of the survey, it would be particularly useful to make

some special comments on the organizational culture and motivation of the employees and to make appropriate proposals to improve their motivation.

Correlations			
		Clan	Εργ.ιδιότητες
Clan	Pearson Correlation	1	,245
	Sig. (2-tailed)		,086
	N	50	50
Working Conditions	Pearson Correlation	,245	1
	Sig. (2-tailed)	,086	
	N	50	50

Table 9: Correlation of degree of motivation factor "working properties" and clan of Generation

Correlations			
		Hierarchy	Ανταμοιβή
Hierarchy	Pearson Correlation	1	-,192
	Sig. (2-tailed)		,178
	N	50	50
Compensation	Pearson Correlation	-,192	1
	Sig. (2-tailed)	,192	
	N	50	50

Table 10: Correlation of Reward and Hierarchy (leadership) factor motivation

The results of the survey show that the employees evaluate as low the ability to take part in the decision-making given to them (2,7, "Little" to "Moderate", while evaluating with 3,67 ("Moderate" to "Very") The degree of motivation if they are given the opportunity to take initiatives or participate in decision-making. These two factors belong to the category of "working properties", which is negatively correlated

with the dominant hierarchy clan and positively with the desirable clan of the Generation of Employees.

Lastly, we tested whether the intrinsic and extrinsic motivation are associated with the commitment of the employees. In order to do so, we ran a regression analysis, testing the coefficients. In this case, the greater value of beta and the lower value of significance level ( $p < .05$ ) shall demonstrate the strongest contribution to a particular variable.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.843	1,024		-.822	,412
Intrinsic Motivation	,240	,052	,290	4,646	,000
Extrinsic Motivation	,344	,046	,468	7,477	,000

Table 11: Coefficients table of regression model

The higher coefficient for extrinsic motivation is at .468 ( $p < .05$ ), which suggests that this is the strongest contribution to the commitment of employees. In order to assess the influence of each of the factors to commitment, we ran a t-test.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.252	.601		.419	.676
Salary	.366	.130	.373	2.822	.006
Career Development	.374	.139	.367	2.685	.009
Job Challenge	-.055	.194	-.030	-.283	.778
Compensation Benefit	.111	.161	.106	2.690	.092

Table 12 influence of each independent variable

The above table shows that salary variable is 2.822 which means that it is positively correlated to commitment. Career development is also at 2.685, which means that it is

also positively correlated to commitment, while in the case of job challenge, the .778 significance is higher than 0.05, which means that there is negative correlation – hence job challenge does not have a strong influence on commitment. This is also supported by the pertinent literature, as it seems that it is a factor that has the least engaged the scholars. Compensation, as expected is positively correlated with commitment (2.69 with significance at .092, less than 0.05).

## Chapter five

### 5.0 Conclusions

The main conclusion of this study we conclude is that the organizational culture adopted by an organization is an important factor in shaping the level of motivation of its employees. Our research shows that there is a negative correlation between the level of motivation of employees and the hierarchy culture characterized by stability, regulation, predictability and hierarchy, characteristics that distinguish to a great extent the modern companies in Cyprus. It would therefore be in the right direction to change the dominant organizational culture of the state so as to create the appropriate incentive conditions that will allow the organization, in conditions of economic constraint, to make the most of the most valuable resource available, its labor force.

Clearly, in an organization, the responsibilities and duties of an employee are precisely defined through the job description leaving little room for change. However, it is known that systems characterized by centralization, standardization and rigid hierarchy shrink the self-direction and self-regulation skills of workers, thereby undermining their sense of self-esteem.

Improvements should focus on allowing employees to freely express themselves and their important elements are friendliness, mutual trust, support and interest for colleagues, informal communication, team cohesion, and commitment of employees. After all, commitment has been characterized as *“the relative strength of an individual’s identification with and involvement in a particular organization”* (Steers & Porter 1991, p. 290). In this direction, improvements can also be made to the content of the job. On the contrary, less rigid, non-stereotyped systems, with the potential for more substantial employee participation in the final result, favor higher levels of self-respect because they recognize human resources as a valuable organizational resource and thus ensure improved performance. Thus, it is proposed to enrich the job with different tasks and tasks for the job (job enrichment) in order to use as much of its knowledge and skills as the more interesting the content of a job, the more motivated a worker for higher performance.

## 5.1 Recommendations

### Applications of Workplace Theories

Incentive theories that were presented (like those received due to a limited extent) are complementary to one another. In the workplace, as in any other area, one cannot rely on the exclusive application of one or another theory in order to explain the often complicated forms of behavior. Below we will attempt to illustrate how these theories can be combined to increase incentives for employees.

If a manager wishes to apply incentive theories, one has to take into account the following (Berry & Houston, 1993):

1) There are great individual differences in the needs and desires of employees. This seems to be, to one degree or another, highlighted by all theories:

- From the theory of aid we know that the result of the work can enhance the acquisition of behavior (related to this work), but only if this result is desirable or important for the individual.

- According to the theory of expectation, the results vary as to how significantly they are considered by the employees. (eg someone else works mainly for money, another loves what he does).

- The theory of targeting tells us that the individual should be personally committed to the goal, in order to succeed in his work.

- The hierarchy of needs theory shows that people have different needs that their work is expected to cover. A direct link between performance at work and desired results should be achieved. This will increase incentives.

- According to the theory of expectation and the aid theory, performance should lead to desired results in order to adopt the desired working behavior. • Targeting theory emphasizes the importance of re-feeding. • The theory of equality directs us to reward worthy work, depending on its results.

2) Opportunities should be given to meet internal work incentives.

- This may mean enriching work or employee involvement in decision-making, so that according to the hierarchy of needs theory, the need for appreciation and the need for self-realization

- In the case of projects already undertaken by the employee, the research done on the basis of the targeting theory has shown that it is possible for participation to increase the acceptance of objectives initially set by others.

3) The interface should be taken into account. All motivational theories tell us how to facilitate action. The manager should create appropriate conditions for producing a work, facilitating the conditions and not hampering the action. • From the aid theory, we know that potential barriers can act as aids to an unwanted behavior that impedes performance at work.

By attempting to formulate more concrete proposals for the development of incentives in the workplace, it could be said, for example, (Berry & Houston, 1993): A) Reward incentive schemes: If one wants to introduce a new incentive plan, (eg money, flexible working hours, favorable retirement) will act as an incentive for activation for these individuals (e.g. the incentive for favorable terms of retirement may be n is effective enough in a young person, while the motivation for flexible hours may be very effective in a new mother). It must be sure that the incentives they give will cause the desired target behavior rather than something else (for example, it is likely that someone stays in the company not because they are satisfied with their work but because of the programs interruptions, health insurance, retirement benefits etc.

In this case, the incentives given do not cause the desired behavior, which is the increase in performance, but a side-by-side, ie staying in the job, which is not the primary concern). In conclusion, we must emphasize that the goal of the manager should be to increase external incentives, in the right direction, based on the above points.

Work Redesign: The goal of this action is to increase the employee's opportunities to meet his / her internal motivation through increasing the value of certain work activities for the individual. This can be achieved by introducing changes aimed at enriching the work. This is done in two ways: (a) Horizontal enrichment involves new



responsibilities that replace or add to the obligations one has to reduce the routine, if any, repetition and boredom. (b) Vertical enrichment: the worker also has the ability to design and execute a project, to participate in decision-making on the job.

This helps to increase its participation in more phases of production and makes its work more interesting and satisfying and enhances the sense of personal commitment to the specific goals. By looking at the possible consequences, redesigning work can affect project performance as follows: (1) providing more opportunities to meet higher level needs (according to Maslow's theory), (2) increasing internal satisfaction by the same (3) increasing outcomes (outputs), not just finances, (4) providing greater personal choice of goals, and (5) making aid more available.

C) Changing employee behavior: The aim of such an intervention is to learn and adopt new working procedures. This is what many productivity-enhancing programs that are based on the principle of aid contribute to this: When employees show the desired behavior, they are rewarded with a series of bonuses. This can lead to a methodical, steady, though possibly somewhat slow, learning of certain desirable behaviors that contribute to improving performance and better conducting work.

In the same direction, we suggest short-term seminars and some thematic (e.g. e-government, simplification of procedures, regulatory reform, etc.) in order to develop new skills and new knowledge in the context of work. This will help improve employee skills, which is particularly important for their later assessment. In other words, training and specialization - a criterion that receives high marks on motivation of employees - will help to maintain the competitive advantage of employees, especially given that the prospect of promotions is one of the most powerful factors of motivation of employees, especially of the younger age.

## **5.2 Research limitations and weaknesses**

A basic limitation of the present is that the sample used was a sample of convenience, that is, it was chosen on the basis of the willingness of the employees to fill it up and there was no more and more precise treatment in its choice. Therefore, it may be difficult for the conclusions drawn to be used for general judgments for the entire employee population. Also, there are not enough researches on the subject under

investigation in the organization which has a number of peculiarities, which may lead to erroneous judgments on research.

### **5.3 Ethical implications**

The investigation required the necessary permission from the head of the service, while the participation of the employees was voluntary without any compensation for it and without cost for themselves if they refused to participate in the survey. The questionnaires were not completed during their working hours in order to avoid problems in the performance of their duties and the smooth operation of the service.

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Appendix

Questionnaire

Answer the following questions about your work (tick one  $\surd$  below your grade) using the scale from 1 to 5 as follows:

<b>Question</b>	<b>Degree</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Are you satisfied with your working conditions?</b>					
<b>Are you satisfied with your earnings?</b>					
<b>Are you satisfied with the promotion / wage prospects?</b>					
<b>Are you satisfied with social security / pension entitlement?</b>					
<b>If you compare your fees (financial and non-financial) based on your work with those colleagues who do similar or same work in the same organization, would you say they are at the same level?</b>					
<b>Is there recognition, support, appreciation, respect, fairness and dignity by your supervisor in the performance of your duties?</b>					
<b>Are you encouraged by your supervisor to take</b>					

<b>initiatives?</b>					
<b>Does management praise and reward your effort?</b>					
<b>Do you participate in making decisions at work?</b>					
<b>Are you given the opportunity for teamwork?</b>					
<b>Have you clearly communicated the responsibilities and tasks you have to do?</b>					
<b>Do you know the goals of your service?</b>					
<b>Do you have the opportunity to use your personal skills in your work?</b>					
<b>Are you given the opportunity in your job to exercise authority?</b>					
<b>Are you satisfied with the subject of your work?</b>					
<b>Do you have good interpersonal relationships with your colleagues?</b>					
<b>Do you feel that you gain respect / social recognition with your work?</b>					
<b>Do you gain self-esteem and meaning from your work?</b>					

Generally, you feel that the level of motivation in your workplace is:

- Very Low

- Low
- Satisfactory
- High
- Very High

Determine how important are the following factors in motivating you	1	2	3	4	5
<b>Satisfactory pay - satisfactory salary</b>					
<b>Good working conditions</b>					
<b>Social Security / Pension entitlement</b>					
<b>Promotion / pay progression</b>					
<b>Estimation / recognition of effort and role at work</b>					
<b>Equal and fair treatment / meritocratic assessment</b>					
<b>Chief Support</b>					
<b>Teamwork capability</b>					
<b>Participation in decision-making</b>					
<b>The ability to develop creativity / take-up of initiatives</b>					
<b>Ability to exploit personal skills / personal development</b>					
<b>Clear tasks and responsibilities</b>					
<b>Establish and achieve important goals to exercise authority</b>					
<b>Formation of strong interpersonal relationships</b>					
<b>Social status / respect (prestige) / respect for my face</b>					
<b>Obtaining meaning from work</b>					
<b>Feeling of satisfaction / Self-esteem from work</b>					

Table 11: Importance of factors in the personal motivation of the service staff