

**An investigation of intrinsic motivation
factors in multinational organisations:
an Irish perspective**

By

Katarzyna Bieniek

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ABSTRACT

The main purpose of this study was to investigate intrinsic motivation factors across multinational organisations located in Ireland. The thesis explored the extent to which intrinsic motivation factors such as autonomy, mastery and purpose affect multicultural workforces. The research addressed employees in Ireland motivated by intrinsic incentives. The examination concentrated on autonomy as the ability to freely choose the task, technique, team and the time related to completing the work. Mastery represents another element of staff's inside drives, dealing with the need to become increasingly better at completing jobs. Purpose, meanwhile, is the final important intrinsic factor, and relates to doing meaningful work that can be beneficial to others.

To gather the data, a quantitative method, in the form of an online survey was used, with 200 respondents providing reliable replies. The research compared two groups of employees, Irish and non-Irish, to understand what motivates them and to what extent the incentives are different based on nationality. The findings have been summarised and presented using the SPSS program.

The findings proved that intrinsic motivation is important for employees. However, Irish workers are more intrinsically motivated than non-Irish. All three: autonomy, mastery and purpose, are highly necessary for staff, regardless of nationality. The research disagreed with the assertion that autonomy is an element of inside incentive, as no correlation was indicated between it and intrinsic motivation. Mastery and purpose can be named as the factors affecting intrinsic incentives, as a significant correlation was found between them. Moreover, non-Irish staff were found to place more value in development and the ability to learn at work than Irish personnel. Finally, the level of intrinsic motivation depends strongly on salary satisfaction.

The thesis has been built on a broad literature review and primary research. The findings can be used by company owners, HR representatives and managers to understand what factors currently motivate employees, and help them to create reliable, successful and effective motivational programmes based on fulfilling their inside desires.

Key words: motivation, intrinsic motivation, autonomy, mastery, purpose, motivation across nations.

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CHAPTER 1: INTRODUCTION

1.1 Research background

The main aim of this research is to examine how people are motivated in the 21st century, with particular attention paid to employee motivation. The research concentrates mainly on the extent and importance of intrinsic motivation across multinational companies located in Ireland. The intrinsic motivation factors on which the author is focused in this paper are autonomy, mastery and purpose.

As explained further in the literature review chapter, motivation can be understood as a state in which people are “energised or activated” to act in a particular way (Ryan, Deci, 2000, p. 54). The intrinsic motivators can be briefly presented as natural, non-financial, “inside” incentives that drive people to complete their tasks (Pink, 2009). Moreover, autonomy at work is expressed as the ability to decide what, when, how and with whom people do their work. Mastery at work is illustrated as a desire to improve one’s performance at company tasks, and purpose is presented as the need to create and be part of something bigger that is helpful to others (Pink, 2009). Finally, multicultural organisations, for the purpose of that dissertation, are understood as companies with employers from diverse nationalities. For the purpose of this dissertation, the researcher often uses the term “multinational organisation” interchangeably with “multicultural organisation”.

Knowing all of the above, the researcher is convinced that the topic is worth studying, as there is ongoing discussion as to what motivates people in the workplace. Scientists are convinced that the motivation theories that emerged decades ago (some even over half a century ago) are not sufficient anymore, and that they even build bad habits and generate unnecessary costs for organisations. What motivated humans in previous times is not necessarily relevant and adequate today (Marciano, 2010). Researchers, indeed, do not make the mistake of continuing investigations in this field, as new findings have greater application in areas such as psychology, but they also significantly affect the world of business or marketing. Conscious leaders, managers and representatives of human resources departments follow new

motivational trends and findings, as they are aware of how beneficial they are for the organisations (Knights, Willmott, 2007).

It has been proven that what makes one firm more effective than another is often the motivation of its workforce (Griffin, Moorhead, 2006). In this respect, effective motivation helps managers to convince their people to work harder and more productively (Knights et al. 2007). New findings also prove that people's hierarchy of needs has changed; the "carrots and sticks" approach is not sufficient for ensuring motivation in the 21st century. Companies still, however, spend millions per year on engagement programmes based on rewards and punishments that are ineffective and do not bring expected returns (Marciano, 2010). Instead of that, a simple solution, which relates to human instinct and behaviours, known as intrinsic motivation, is suggested. Therefore, a new approach is needed whereby people will be motivated according to their individual natures to engage and participate in their work. Marciano asserts that staff appreciate and expect stimuli above financial incentives. Different research by Pink (2009), in his book *Drive: the suppressing truth about what motivates us*, highlights that staff offered the highest financial reward (an extrinsic incentive) deliver worse results than those without a tangible prize. Finally, Pink is convinced that, nowadays, people are motivated by autonomy, mastery and purpose. Those three motivation factors seem to explain and deliver what people want, need and desire (Esque, 2015).

People's behaviours change, and, simultaneously, motivation factors differ. This is a result of the fact that intrinsic motivational concepts are based on traditional motivation theories such as those of Maslow, Herzberg, Vroom or Skinner, with adjustments according to current employees' needs. The incentive theory itself is not a new concept, as some internal motivators have been mentioned in traditional models before. However, factors such as autonomy, mastery and purpose have new implications. Therefore, to be able to understand "inside" incentives and their evolution, it is necessary firstly to highlight basic motivational concepts and their assumptions.

During the last two decades, Ireland has experienced a significant increase in the immigrant population, which has also have been reflected in the multinational

workforce's diversity. It has been stated that more than 15.1% of all workers in 2011 were non-Irish (Central Statistics Office, 2011). As reported by Central Statistics Office in April 2011, 268,180 non-Irish residents were working in Ireland. However, that number has increased since (CSO, 2011). Additionally, the Irish business world has changed rapidly, whereby the existence of multicultural companies with diverse nationalities has become the norm. Therefore, managing multicultural staff creates additional questions such as whether the employees from different nationalities are directed by the same motivations.

The researcher has also discovered that intrinsic motivation focused on autonomy, mastery and purpose is a relatively new motivation philosophy examined mainly in the US. According to author's knowledge, there has been no direct research, so far, to prove how those particular intrinsic motivators affect employees in Ireland and how they differ across cultures. Therefore, the intention of the author is to facilitate an investigation of intrinsic motivational factors such as autonomy, mastery and purpose among Irish workers and other nationalities working in Ireland, to provide a greater understanding of the related phenomena.

1.2 Dissertation question

The thesis investigates whether intrinsic motivation factors such as autonomy, mastery and purpose are important stimuli and examines the effects of them on employees in multicultural organisations based in Ireland. The dissertation provides more information regarding intrinsic motivators and their impact on Irish and non-Irish staff. Moreover, the thesis presents in detail traditional motivational theories and their multicultural implications, as intrinsic motivation has been built on these theories.

1.3 Methodology

To investigate intrinsic motivational factors across multicultural organisations, a qualitative research method was used, in the form of an online survey. Questionnaires were sent to the employees working in multicultural companies. Additionally, some questionnaires were provided manually. The survey contained six demographic questions. Furthermore, six questions were dedicated to extrinsic and intrinsic stimuli. Additionally, 12 questions concentrated on intrinsic motivators such as autonomy, mastery and purpose. The questionnaire was based on three separate validated surveys. All questions were supported by findings describe in the literature review. They were also individually selected due to their ability to best investigate the main objectives of this paper. The surveys were sent to employees from anonymous companies with technological, financial and service profiles based in Dublin. To receive reliable data, a sample of 212 questionnaires was collected, and 200 were fully completed. To interpret the gathered data, the Statistical Package for the Social Sciences (SPSS) program was used.

1.4 Dissertation structure

The dissertation is divided six chapters: the introduction, literature review, the research question, the methodology, the findings and a discussion with conclusions.

Chapter One presents the reasoning underlining why the subject is worthy of study, and it briefly explains terms such as “motivation”, “intrinsic incentives” and “multinational organisations”. The author believes that the dissertation addresses a unique topic, illustrating intrinsic motivators such as autonomy, mastery and purpose. Furthermore, the author explains why the theme is revolutionary and successful. The author also explains why theories used by previous generations are not sufficient and adequate in the modern context. The researcher also indicates why it is important to consider multicultural aspects of motivation in Ireland.

Chapter Two leads the reader through some general motivational theories and factors, with particular attention paid to their intrinsic and extrinsic origins. The literature review proves that intrinsic motivation is developed from traditional

motivational theories. Furthermore, an analysis of motivational aspects across different nations is provided, based on the same elementary theories: those of Maslow, Herzberg, Skinner and Vroom. Moreover, intrinsic and extrinsic motivators are presented in detail, with attention to the differences between them. Finally, intrinsic motivational factors such as autonomy, mastery and purpose are highlighted and explained in greater detail. The chapter ends with a short description of a few successful companies that have applied autonomy, mastery and purpose as their motivational factors.

Chapter Three is fully dedicated to the dissertation main aim and hypothesis. The author will investigate primary and secondary data to fulfil dissertation main objectives and verify stated assumptions.

Chapter Four illustrates the research methodology employed. Elements such as quantitative models, the research design, sampling and the questionnaire are considered. Moreover, the techniques of data collection and analysis are mentioned. Finally, the pilot study, ethical considerations and the limitations of this research are described.

Chapter Five focuses on examining findings presented via SPSS program. Moreover, the hypothesis stated in Chapter 3 is verified in this section.

Chapter Six delivers a summary of the thesis, referring back to the previous literature and discussing the outcomes. Finally, the author concludes with implications for research in this area, detailing the limitations of the present research and providing additional recommendations. The chapter finishes with a conclusion.

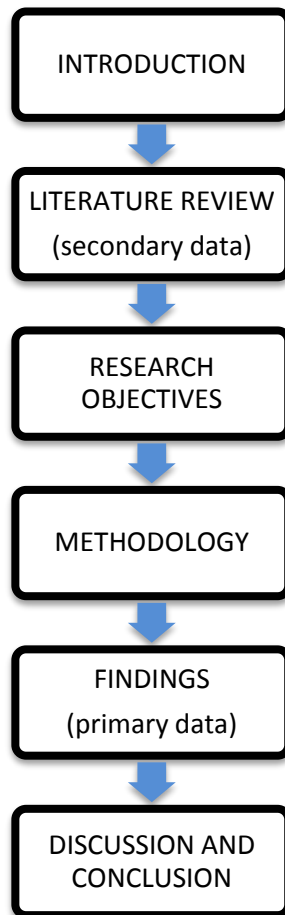


Figure 1 Dissertation workflow.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This thesis is fully dedicated to an investigation of intrinsic motivation factors across multicultural employees working in Ireland. “Inside” incentives, however, have been based on traditional motivational models. New concepts fill the gap between human needs from decades ago and people’s current expectations by following new trends in this area. This chapter describes traditional motivational models such as those of Maslow, Herzberg, Skinner, Vroom, as all involve intrinsic and/or extrinsic elements in their theories. On the one hand, traditional theories are accused of being not fully compatible with current employee needs; conversely, new incentives models and theories would not be effective without taking into account elements from traditional concepts. Therefore, the literature review chapter will partially examine traditional motivation models such as Maslow’s pyramid of needs, the two factors theory, and reinforcement and expectancy concepts which have become the starting point for ideas related to intrinsic motivation. As the dissertation investigates motivation across employees with different nationalities, the researcher decided to include a multicultural view of traditional theories. As a result; extrinsic and intrinsic perceptions have been described. Finally, intrinsic motivation factors, such as autonomy, mastery and purpose, presented by Pink have been illustrated in detail. The chapter finishes with examples of the successful implementation of those concepts in firms.

Motivation is one of the most comprehensively analysed and tested aspects of human life. Between 1950 and 2006, the phrase “motivation” was used in the titles of over 50,000 texts (Landy, Conte, 2007). In order to recognise the key factors of motivation, it is necessary to understand the ground theories and to critically evaluate and compare the most common findings. It is important to mention that in many companies the concepts discovered decades ago are still operated without any adjustments (Marciano, 2010).

2.2 Definitions of motivation

One of the most commonly quoted definitions of motivation belongs to David Eisenhower, the US president, who was convinced that 'motivation is the art of getting people to do what you want them to do because they want to do it' (McFarlin, Sweeney, 2013). Another successful sportsman and politician, Jin Ryun, said: "Motivation is what gets you started; habits are what keeps you going" - (Marciano, 2010). Motivation is defined as the pull or push activity that directs the behaviours of humans to achieve their goals in a certain way (Arnold, Silvester, 2005). Additionally, Arnold and Silvester (2005) describe the motive as individual's reasoning for doing something. Motivation boils down to the ability of choosing and prioritizing some actions over others. It is linked with the decision of where and how the energy will be allocated (Reeve, 2009). That is something in every individual that drives them forward and directs them to act in a certain way (Adair, 1996).

Sara Cook (2008) summarizes the theory as a complex area where motivation comes from the inside of humans not by being imposed on them. Motivation is not universal to all people, however, a clear goal and a constructive feedback help all to progress (Cook, 2008). Additionally, 'carrots' are clearly more successful in the process of motivation than the 'sticks' (Cook, 2008). From the leader's perspective motivation is the action that should direct employees towards behaviours that fulfil the company's best interest (Griffin, Moorhead, 2006).

During the last hundred years, researchers presented a number of motivation concepts. For the purpose of the dissertation, however, only the theories of Maslow, Hertzberg, reinforcement and expectancy will be described (briefly), as they are strongly linking with intrinsic motivational theories.

2.3 Theories of motivation

2.3.1 Maslow's Theory

Almost eighty years ago, Abraham Maslow (1943) defined his theory of needs that remains one of the most influential concepts of motivation nowadays. His model is based on the ladder of needs presented in a hierarchy of importance (Maslow, 1943). The fundamental needs, in Maslow's (1943) perspective, are the psychological ones such as the need of food, sleep and air. When those are fulfilled people can concentrate on the essentials like security and safety (Griffin, Moorhead, 2006). The next level relates to belongingness-needs like love and acceptance (Forsyth, 2006). The first three "ladder steps" are termed deficiency needs and are absolutely necessary to keep the basic human comfort (Griffin, Moorhead, 2006). The next two stages, fourth and fifth, are named growth needs as they concentrate on personal progress and development. The fourth step embraces the esteem necessities of achievement and respect (Griffin et al. 2006). The top of the pyramid of needs is dedicated by the father of humanistic psychology, Maslow, to individual growth and satisfaction (Marciano , 2010).

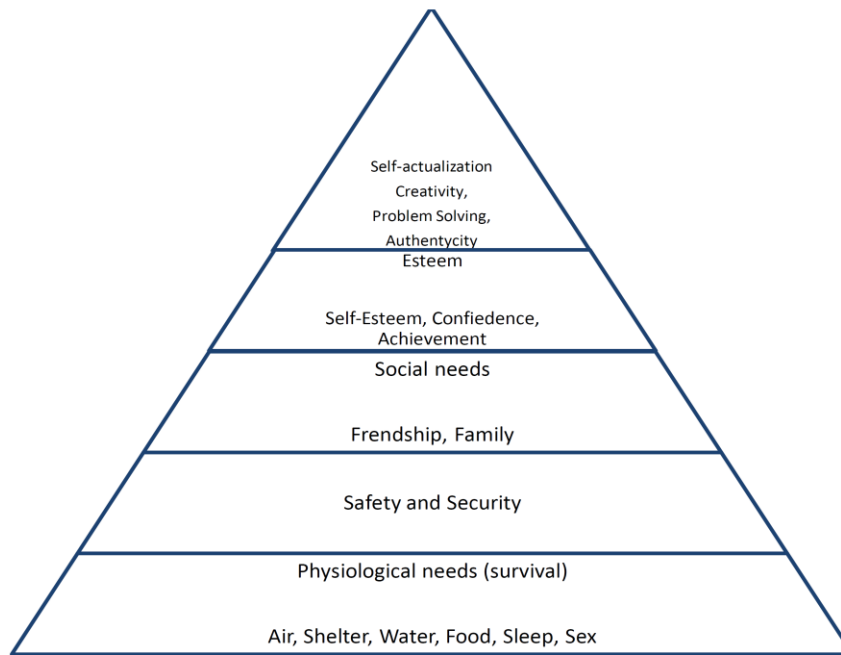


Figure 2 Maslow pyramid of needs

Source: Maslow, A.H. 1943, "A theory of human motivation", *Psychological review*, vol.50,no. 4, pp. 370-396.

One of the ground rules of the Maslow's model is linked with the statement that needs are satisfied from the bottom to the top. None can be omitted or skipped during the journey to the last one - the desire to develop. Besides, the higher placed needs will not be important if more basic ones are not accomplished (Landy et al. 2007). The reasoning is obvious as it is hard to imagine the situation in which an employee is successfully motivated and stays in their workplace as it fulfils their need of personal growth and at the same time they are paid so low that they cannot afford their basic necessities (Forsyth, 2006).

The Maslow's model applies to a workplace where the employees first need is to earn enough to pay their bills, then their job must be secured. As the element of that, their firm is expected to provide life insurance and pension plans (Forsyth, 2006). The third important thing for staff is to feel that they belong to the work group. The next, esteem needs, in the work environment, are reflected by the job title, the salary rise, bonuses and various practices of recognition (Griffin et al. 2006). The final one, self-actualization desire, relates to the fact that the employees potential is fully used by

their managers. Staff members are given exciting and challenging tasks by completing of which they feel that they are progressing and developing (Griffin et al. 2006).

Despite the fact that the Maslow's (1943) theory was presented in the previous century it is still used, to some extent, in modern organisations. It is important, however, to direct attention to the changing environment, for example, in which job security in some cultures is not a priority any more as both the employer and the employees are not so keen to declare a life-long relationship between each other, and they become less loyal (Marciano, 2010). Additionally, the model is criticised for being too simplistic as people might have diverse needs at the same time, not one after another (Landy et al. 2007). Contrary to that, Marciano (2010) defends the theory of needs and proves that the Maslow's concept explains human behaviours very well in hard economy periods like a recession.

The presentation of the Maslow's theory for the purpose of this dissertation is limited only to some basic information and facts to familiarize the reader with the elementary motivation approach that has been used for generations. Furthermore, as the Maslow's theory is one of the most complex ones, therefore, the modern ideas tie in to it or use the elements of it. It can be also observed that the esteem and self-actualisation needs presented in Maslow's theory are, in fact, intrinsic stimuli.

2.3.2. Herzberg's Theory

Below, the Herzberg's model will be briefly analysed to present another general perspective and approach to motivation. Herzberg builds on the Maslow's theory and states that humans are motivated by all that makes them feel good, and they keep distant from all that makes them feel uncomfortable and bad (McKenna, 2012). His theory is based on motivators and hygiene factors. The motivators from the work perspective are: recognition, development, realization or/ and work itself. The hygiene factors in a workplace are determined among others by: wage, relationship with peers, general job conditions, position in organization, company regulations and management (Maitland, 1995). The two factors theory, as it is officially termed, says:

what is enjoyable for people in their workplace is not necessary in contradiction to that what they recognize as dissatisfying. The theory founder insists that work satisfaction and work dissatisfaction are not caused by the contrary elements and those are not opposite to each other (Hollyforde, Whiddett, 2002). Continuing, if motivator factors are adequate they will result in satisfaction, the poor ones will bring no satisfaction. Deficient hygienic factors will cost people dissatisfaction, but, suitable factors will lead only to no dissatisfaction (McKenna, 2012). In this regard, hygiene elements are not exploited to motivate.

According to the concept's discoverer, motivation factors are represented by an intrinsic drive emerging from a fascinating, inspiring and challenging job. Punishment or penalties in the form of taking away the bonuses or rewards are not motivational elements in Herzberg's opinion (Hollyforde et al. 2002). McKenna (2012) reminds that many believe that the theory is not fully compatible with the current realities. Moreover, researchers disagree with Herzberg and advocate that extrinsic influences might increase satisfaction and it is also possible that intrinsic factors can bring dissatisfaction (McKenna, 2012).

2.3.3 The Reinforcement Theory

Described over 70 years ago by B.F. Skinner, who was named the father of behaviourism, the reinforcement concept is treated as a successful way to alter staff behaviours (Landy et al. 2007). The founder proves that a human reaction is determined by the consequences of past activities. People are motivated to operate in certain ways, however, the reinforcement theory mainly investigates people's ability to react to the consequences of their operation (Hollyforde et al. 2002). The concept presents four consequences, where every individual one has a diverse outcome: positive reinforcement, negative reinforcement, sentence, extinction (Hollyforde et al. 2002).

The main task of the positive reinforcement is to rise encouraging performances. In a work environment this can be achieved by financial rewards like a pay rise or bonuses

as much as by recognition and staff advance. It is important to remember that personal motivator will differ (Kessler, 2013). Negative reinforcement builds on removing unwanted, disagreeable consequences when the behaviour arises. Punishment consists of using unpleasant penalties to break unwanted performances and actions. The fourth consequence, extinction, is based on foregoing an encouraging reinforcement that has been practiced before to dilute negative performance (Kessler, 2013). Additionally, the author indicates that human behaviours are based on three factors: stimulus, response and rewards (Landy et al. 2007).

Lastly, it is crucial to identify specific dissimilarities across staff to correctly recognize what positively and negatively reinforces every individual. Rewards and punishments should be selected considering the staff needs, cultures, and the current roles in an organization (Kessler, 2013). Skinner's theory is fully based on tangible rewards or punishment, and it does not take into account intrinsic motivators. Engagement programmes in many companies are built around Skinner's ideas.

2.3.4 The Expectancy Theory

The expectancy theory described by Vroom postulates that humans are driven adequately by the need to have something and the probability they perceive of achieving it (Griffin, Moorhead, 2006). The author assumes that people's activities are determined by the expected consequences (Renko, Kroeck, Bullought, 2012). In other words, the workforce is expected to do brilliantly in their work in a situation when they are convinced that they will master their own performance. They are also expected to be identified and rewarded by an award that they actually value and appreciate (McKenna, 2012).

Forsyth (2006) highlights that the expectancy theory permits that people are motivated by the results, but also by the challenge that occurs. Individuals need diverse stimuli to reach their goals. Additionally, humans can be effectively motivated by their internal satisfaction not by money (Forsyth, 2006). Moreover, Vroom - in his

latest publication - mentions the work objectives, a career plan, linking work to values and building work groups set on high performance as important intrinsic motivators. He convinces that the intrinsic motivation factors will have a different effect on different people from different cultures, but they are a 'reasonable place to begin' (Kessler, p. 276, 2013).

2.3.5 Conclusions to the presented theories

All of the theories presented above have become the basis for intrinsic and extrinsic motivational approaches. All of these are much more complex and comprehensive than they have been presented here. The aim of this dissertation, however, is limited only to the elementary information dedicated to the "historical motivation approach". It is an interesting fact that authors of most motivation concepts partially agree that many variables like personal background, financial conditions, culture, nationality and many others have an effect on motivation factors (Hollyford et al. 2002). They debate, however, which factors are stronger motivators: extrinsic or intrinsic. Maslow proves that, to some extent, extrinsic factors are the main motivators and as those are reached the last step is self actualization, which can partially represent intrinsic factor becoming important. Skinner, in his reinforcement theory, proves that motivation oscillates between rewards and punishment, which are closer to extrinsic motivators. Herzberg and Vroom, in their concepts, take into account the intrinsic motivation factors as the dominant ones. The presented models do not provide an answer to all the motivation questions, but they deliver a framework of why humans behave in certain ways in particular environments (Hollyforde et al. 2002).

2.4 Motivation in a multinational perspective

2.4.1 Multinational companies

For the purpose of this thesis, multinational companies are understood as companies which employ workers from various nations. During the last two decades, Ireland has significantly changed from the demographic perspective. These changes led to the creation of multinational/multicultural organisations. A multicultural company is the one that engages a variety of staff with different nationality, experience, knowledge, cultural and educational backgrounds, sets of values, etc. (Griffin, Moorhead, 2006).

Operating and existing in cross-cultural firms brings benefits not only to the organisation itself but also to the employees as they can learn from one another, get familiar with different behaviours, understand different points of view (Griffin, Moorhead, 2006). It is crucial, however, for the managers to have that multicultural diversity in mind especially in the aspect of employee motivations (Knights et al. 2007) as there is no one panacea and recipe for effective motivation across different nations (Silverthorne, 2005).

2.4.2 Motivation across different nations

It has been proven that motivation and motivators vary through nationality and cultures. Activating stimuli and factors that are effective motivators across one country may not work or may even bring the opposite outcomes for a different nation (Organizational Psychology, 2011). Additionally, most of the motivation theories have been framed and tested in a geographical isolation. Moreover, a significant amount of motivation concepts has been framed in the US, and the other models have been strongly influenced by them (McKenna, 2012). Therefore, managers with a western understanding of motivation should be vigilant and sensitive to national difference. They also need to recognise that motivation is conceived and adapted from a cultural perspective (Iguisi, 2009). At the same time, over 70 % of leaders declare the necessity

of cultural awareness and diversity training (Maclachlan, 2016).

People from different cultures also have different work habits and some link work with more than monetary recompense (Organizational Psychology, 2011). That can be successfully supported by a Japanese philosophy (Kaizen), which concentrates on constant development. In this philosophy, staff and managers in organisations are exhorted to engage in a 'never-ending effort for improvement' (Organizational Psychology, 2011).

The theories by Maslow, Herzberg, Vroom and Skinner presented in the previous chapter have been used as the reference point to describe motivation across cultures. This part of the dissertation is dedicated to investigating the key motivational factors across various nations and to recognising some areas of difference.

2.4.3 The multicultural point of view in the Maslow's theory

This chapter is dedicated to evaluating the prioritisation that some countries across the globe are giving to the Maslow's motivation theories. Griffin and Moorhead (2006) argue that the Maslow's theory cannot be generalised across different countries. Some findings show, for example, that staff in Greece and Japan highly value the need for work security, which is a stronger motivator for them than the desire of self-actualization. Similarly, the needs of belongingness are prioritised above all others in the Nordic countries such as Norway, Sweden and Denmark (Griffin et al. 2006). Researchers discovered, however, that regardless of nations, companies need to be involved in fulfilling the Maslow's needs (Sorrentino, Yamaguchi, 2008).

Leaders across countries state that the needs positioned higher in the hierarchy are extremely valuable for them (Hodgetts, Luthans, Doh, 2005). In respect of the same exploration, respondents in Latin Europe, USA, the UK and Nordic Europe declare that the autonomy and self-actualisation are their main requirements. Nevertheless, they are the last ones satisfied by the employers. Interestingly, leaders from eight Asian

countries confirmed the high meaning of the same needs with special attention to the need of society (Hodgetts et al. 2005). Different researchers show that in Australia the Maslow's hierarchy of needs is respected, but in a different order than stated by the creator of the concept (Silverthorne, 2005). In contrast, the Chinese have their form of the Maslow's theory where they take into the account the four core needs such as belongingness, psychological, safety, and self-actualization respected in the presented order.

Continuing, findings showed that 'blue collar' workers better appreciate safety, income, bonuses and good working conditions, whereas 'white collars' value esteem and self-actualization (Hodgetts et al. 2005). Additionally, the former group prefers to be motivated by psychical rewards, but more skilled professionals acknowledge autonomy, challenge, independence, an ability to progress and master, and collaboration in their workplace (Hodgetts et al. 2005).

Other research indicates that staff from western Europe view their leaders like a "partner who involves them in decisions and provides some self-actualization" (McFarlin, Sweeney, 2013). The same workforce feels that their bosses allow them to be autonomic and independent, and that they value their opinions. The staff from eastern Europe have a more autocratic view of their supervisors (McFarlin et al. 2013).

According to the research led in 2009 by Euro-African Management Research Centre Brussels-Belgium across countries like Italy, France, Scotland, Netherlands and Nigeria it was proven that employees ranked challenging tasks (self-actualizing factor) in their workplace at one of the first three top positions. Additionally, respondents from Italy, France and Scotland declared that the freedom to adopt the own approach in a workplace is also valuable (Iguisi, 2009). Moreover, the authors convince that the Western theories such as the theory of needs (Maslow), the expectancy theory (Vroom) and the Herzberg's model may not be effective to motivate staff from Africa (Nigeria) (Iguisi, 2009).

2.4.4 The multicultural point of view in the Herzberg's Theory

The authors of International Organizational Behavior declare that the Herzberg's theory works best in the US environment (McFarlin et al. 2013). To simplify, autonomy and the ability to achieve are more appreciated in the countries such as the US and the UK, where employees value individualism, focus on goals accomplishment and are able to take a risk (McFarlin et al. 2013). The same researchers suggest that countries like Indonesia, India or Pakistan may have a problem with the interpretation of the Herzberg's concept as workers are not used to independent creativity, ambiguity and they very much depend on the supervisors' instructions and commands (McFarlin et al. 2013). The Scandinavians, in contrast, more than any other nation, value autonomy and freedom (Hodgetts et al. 2005). That group includes the most satisfied employees in the world, the Danish; maybe other countries should also focus on a mixture of good boss-employee relationships, a satisfactory salary and other hygienic elements (Hodgetts et al. 2005). Developing countries take into account hygienic factors as motivators (Mahoney, Trigg, Griffin, Pustay, 2001). As in Maslow's, different cultures and habits need to be learned before any elements of the Herzberg's motivation should be offered (Mahoney et al. 2001).

2.4.5 The multicultural point of view in the Reinforcement Theory

The reinforcement theory, similarly to the other motivational concepts, requires additional courtesy when applied in multinational companies as some of the differences in motivation factors across countries are significant (Maclachlan, 2016). For example, in the US and Australia, there is a desire to be a rewarded individual. Staff feel proud when that is announced in public (Maclachlan, 2016). That is, however, not the case in Asian countries where workforce prefers to be rewarded as a part of a team. An individual grand is embarrassing and demotivating for the team members (Matis, 2014)(Maclachlan, 2016). In contrast, Asian cultures permit employee degradation when the expected performance is not obtained. Such

punishment would be disheartening, and it would push employees in western countries to look for a different job (Maclachlan, 2016). Additionally, in Muslim countries neither an external reward nor punishment will be very successful as some people link life situations only with Goodwill (Mahoney et al. 2001). Moreover, employees around the globe relate differently to the received feedback (Sorrentino, Yamaguchi, 2008). It is important for managers to recognise what motivates their international staff and what incentives and rewards are the most desired by them (Maclachlan, 2016).

2.4.6 The multicultural point of view in the Expectancy Theory

The differences in the understanding the expectancy theory across different countries can be seen in various kinds of the perception of bonuses. In the US rewards are strongly linked with high bonuses, in Europe high staff effectiveness is not always connected with high bonuses. Numbers speak for themselves, most of the executives in Europe earn 60% less than their colleagues in the USA (McFarlin et al. 2013). Some of the big European corporations, however, in order to win back their talented staff 'bought them' offering the US style bonus plan (McFarlin et al. 2013).

Scientists agree that preferences relating to motivation via monetary commendation or non-monetary one are influenced by the culture (Hodgetts et al. 2005). At the same time, 40 different nations guarantee appreciation of motivation different than the financial one as well as recognition and achievement (Hodgetts et al. 2005). On the respondent's list, the second most needed and desired ones were the positive work environment, working hours and pay.

The limitation of the expectancy theory in the international context relates to the assumption that employees have a control on their environment. That is evident in highly developed countries, but unfortunately, that is not guaranteed in some other cultures (Hodgetts et al. 2005).

2.4.7 Conclusion on motivation across nations

In the environment where different factors motivate people the key to success lays in upholding equality (Silverthorne, 2005). Moreover, workforce around the globe is shifting in the direction of understanding work as a changing and developing activity (Hodgetts et al. 2005).

All the above proves that the key motivation factors may differ in different countries. Motivation in multinational firms demands individual tactics for different employees (Silverthorne, 2005), (Hodgetts et al. 2005). Therefore, standard motivation methods may not be sufficient.

For contrary, Table 1 presents ten most important goals for professional technical personnel from different countries. The chart clearly illustrates that needs of autonomy and mastery are high rank by staff regardless of their nationality. Moreover, the research has been lead over 40 years ago, long before autonomy, mastery and purpose have been highlighted as important intrinsic motivation factors.

Table 1. Top ranking goals for personnel from a variety of countries.

Top Ranking Goals for Professional Technical Personnel from a Large Variety of Countries		
Rank	Goal	Questionnaire Wording
1	Training	Have a training opportunities (to improve your present skills and learn new skills)
2	Challenge	Have challenge work to do- work from which you can get the personal sense of accomplishment
3	Autonomy	Have considerable freedom to adopt your own approach to the job
4	Up-to-datenes	Keep up-to-date with the technical developments relating to your job
5	Use of skills	Fully use your skills and abilities on the job
6	Advanceme nt	Have an opportunity for advancement to higher-level job
7	Recognition	Get the recognition you deserve when you do a good job
8	Earnings	Have an opportunity for high earnings
9	Cooperation	Work with people who cooperate well with one another
10	Manager	Have a good working relationship with your manager

Source: Hofstede, G. (1972) 'The Colours of Collars' Columbia Journal of World Business, September 1972, p.74

The purpose of this part of the thesis is to show some general differences and support the need for an individual motivational approach across diverse nationalities. Secondary research strongly proves that one's country of origin has an effect on one's perception of motivation. Moreover, intrinsic motivators are desired by people from diverse nationalities to different extents. During the secondary research, however, the author could not locate any specific findings relating to multicultural workforces and their intrinsic motivational habits in Ireland.

2.5 Differences between intrinsic and extrinsic motivation factors

2.5.1 An overview on intrinsic and extrinsic motivations

Thus far in this thesis, traditional motivation and its multinational implications have been investigated. However, the author would like to analyse in detail intrinsic and

extrinsic motivators, which is one of the main topics related to staff incentives. The discussion also centres around the form and shape of the rewarding system, as both extrinsic and intrinsic approaches have very different functions understandings in this matter (Elliot, Dweck, 2007).

Referring to basic motivation's approach as described in Section 2.3, it can be understood that some researchers have created models believing that extrinsic incentives need to be fulfilled firstly, and that they are therefore more necessary (Maslow) (Maslow, Lowry, 1998). Others, such as Herzberg, beat on intrinsic motivators (Herzberg, 1968). Intrinsic and extrinsic elements of motivation have sometimes been listed as deeply associated with human behaviours (Huczyncki, Buchanan, 2007).

Marciano, in the book "Carrot and Stick do not work" is convinced that, if leaders want to effectively encourage the workforce today, they need to give up traditional motivation approaches and concentrate on creating meaningful and satisfying positions (Marciano, 2010). He states that, as the workforce reaches the appropriate financial level, it seeks motivators other than financial stimuli. Moreover, money does not improve performance in the long term (Marciano, 2010).

2.5.2 Extrinsic motivators

Extrinsic motivation is understood to involve external actions characterised by an increase in pay, bonuses or promotions, but also activities such as punishment by degradation, pay cuts or criticism (Rose, 2014). As regards extrinsic compensation that staff can expect after achieving high results at work, the following can also be added: benefits, prizes, executive compensations, perks and less tangible elements, such as work security (Steers, Nordon, Sanchez-Runde, 2013). All of these are presented and managed by companies, and are commonly labelled outside or external motivations. They can have adverse consequences, however, if they are not adequate for the performance (Young, 1986).

Some believe that extrinsic motivators will help with attracting and retaining staff in the short-term and reduce dissatisfaction (Amstrong, 2002). Conversely, tests and explorations suggest that monetary reward may adversely influence the ability to problem-solve and may stifle creative thinking (Rose, 2014). Moreover, scientists refer to two features of external recompense: the controlling aspect and the feedback aspect. The first negatively impacts inside motivation, whereas effective, constructive feedback increases it. Financial rewards (external stimulus) offered for work which is performed well is a clear controlling aspect that, in the opinion of many, reduces inside motivation (Deci, 1972). Furthermore, when people are urged to fulfil the task and they are driven by extra bonuses, it is more likely that they will not like to do the same task in future without that additional financial reward (Silverthorne, 2005). It can be concluded, then, that prizes or bonuses provide only momentary compliance. However, managers providing the rewards need to take account of the fact that rewards may be separated from the reason that caused them, from an employee perspective (Kerr, 1997). In addition, when the reward is linked with a particular behaviour, leaders manipulate their inferiors, which means that they control them.

Employees motivated by extrinsic factors work because they believe that people need to work, as that is expected from them. They also follow socio-environmental rules and prefer to avoid punishment (Huczyncki, Buchanan, 2007). They are less creative than the intrinsically motivated (Elliot, Dweck, 2007). Extrinsic stimuli, however, can work positively on staff performance, but it needs to be used appropriately and within suitable situations (Kerr, 1997).

Interesting is the fact presented by Oleson (2004) that, the higher the level in the Maslow pyramid of needs, the less important money becomes for staff. Therefore, to effectively stimulate workforce leaders and HR representatives, one should offer more intrinsic motivators and less tangible ones (Kerr, 1997). Building on that, one needs to remember that extrinsic factors may not motivate employees; therefore, motivating people using extrinsic rewards not only generates high costs, but, more importantly, it will not bring engagement and results (Kerr, 1997).

2.5.3 Intrinsic motivators

The phrase 'intrinsic' may have been used for the first time in relation to needs around the year 1950, when used by Harlow (Elliot et al. 2007). Furthermore, well-known motivation experts and researchers such as White and Deci continue to investigate intrinsic incentives (Elliot, et al. 2007). Intrinsic motivation involves stimuli that are the only incentive for the activity itself, involving no other tangible recompense (Deci, 1972). The intrinsic factors of motivation are also described as inborn impulses that lead explicit behaviours (Landy, Conte, 2007). Intrinsic factors are expressed as the elements from the 'inside' that push humans to act in a particular way (Champoux, 2011). These can be represented by the sense that the work is important, with the opportunity to develop and master, access to exciting and stimulating tasks, autonomy to act, and the possibility of growth and progress (Amstrong, 2002). It is also inside fulfilment that people experience from completing the task (Rose, 2014). Other experts describe intrinsic motivation as the capability of cumulating satisfaction from doing the job, with no stimulation or control from outside (Thomas, Velthouse, 1990). Intrinsic incentives are managed by employees themselves (Lee, Reeve, Xue, Xiong, 2012). Those can be represented by staff involvement or work-related attitudes. However, they are very individual (Steers, Nordon, Sanchez-Runde, 2013). Some believe that the reaction to intrinsic incentives is an element of an individual's personality and character (Amabile, Hill, Hennessey, Tighe, 1994). Some workforces are more stimulated by challenging tasks than others. An example of intrinsically rewarded people includes those for whom pay is low or inadequate (Izuma, Saito, Sadato, 2008). However, they stay in one organisation, as they are passionate about their work, and they know that they are helping others (e.g., nurses) (Silverthorne, 2005).

The revolutionary point of view concerning money as the stimulus was presented by Herzberg, who classified money as a necessary hygienic factor, rather than a motivational one (Brooks, 2005). Employees motivated by intrinsic factors work

because they enjoy what they do, and they often treat their work as fun (Huczynski, Buchanan, 2007). Additionally, evidence proves that people who perceive themselves as motivated from 'inside' choose the tasks and work activities in which they can develop their skills, train creativity and get deeply engaged with their job (Champoux, 2011). Furthermore, interest and excitement are treated as successful components of intrinsic incentives. This suggests that, if employees are not interested in the work they do, they are not passionate about it, and they will not be intrinsically motivated by it (Elliot, Dweck, 2007).

It cannot be disputed, however, that intrinsic incentive can be affected by external reinforcement (Deci, 1971). Likewise, verbal support in the form, for example, positive feedback leads to higher 'inside' motivation by strengthening the staff's impression of their own competencies. At the same time, Deci (1972) encourages financial rewards (money) to reduce intrinsic incentives. Contradictory findings demonstrate that "synergetic extrinsic motivators, including certain types of rewarding, recognition, and feedback, do not necessarily undermine intrinsic motivation" (Silverthorne, 2005, p.103).

2.5.4 What works in the modern context

The authors of the article 'Employee motivation: a powerful new model' suggest that is crucial for the successful organisation to fulfil and build motivation by offering meaningful and stimulating jobs in a synergetic and open environment (Nohria, Groysberg, Lee, 2008). The question then arises: what do staff desire? A new approach and new research seem to have found the answer to that query within the area of intrinsic motivation.

According to research based in England in 2003, over 94% of managers declared that offering a financial reward to the employee seems to gain a return in performance results and engagement among as few as 13% of staff (Rose, 2014). Additionally, many suggest that, if only money is used to express appreciation towards staff, they become

the 'guaranteed' rewards that staff will expect regardless of their achievements (Nelson, 1996). The perfect situation, in the opinion of Elliot and Dweck (2007), is that, when motivation is optimal, it accrues from the sum of intrinsic motivators (exciting actions) and extrinsic stimuli (depending recompense). Other findings indicate that, if staff's intrinsic motivation is strong, balanced and appropriate, extrinsic rewards will add up to it positively (Hennessey, Amabile, 2010). If, however, the intrinsic incentive is not stabilised, supporting it by extrinsic motivational factors will negatively affect the incentive one (Amabile, 1997). Silverthorne (2005) asserts that autonomy-orientated employees are intrinsically stimulated, but employees led by control will be more likely to be extrinsically stimulated.

On the contrary, Michael Armstrong states that successful reward systems should be comprised of extrinsic and intrinsic compensation (Amabile, 1993; Amstrong, 2002). However, many believe that intrinsic rewards are stronger and a more effective influence on employee motivation to work (Huczyncki et al. 2007). In this respect, companies that value a high-performance workforce need to focus on creating situations that are intrinsically stimulating and exciting. They should also build a supportive work environment which is beneficial for both employees and employers (Deci, 1972). According to Silverthorne (2005), a similar motivational rule applies to multicultural employees. However, increasing suitable recompense and performance values should fit cultural expectations.

2.6 An investigation into intrinsic motivation factors

2.6.1 The success of intrinsic motivation

This part of the dissertation will analyse in depth 'inside' incentives, paying special attention to elements promoted by Daniel Pink (2009), who revolutionised the understanding of intrinsic motivators: autonomy, mastery and purpose. Readers can also find additional reasons why non-financial motivational factors are effective, and can become familiar with companies that are successful in building that type of

motivation.

Over the last few decades, a number of independent studies have proven that humans who are aware of receiving rewards for accomplishing the job are not as successful as those who are not aware of any prize for completing the task (Kerr, 1997). According to a different study, employed respondents were asked 'what they care about', usually ranking money not first but in fifth or sixth position, which was anticipated by their leaders and company owners as a priority (Kerr, 1997). Professor of psychology Amabile (1993) suggests that prizes can work contrary to engagement and creativity (Kerr, 1997). A motivation strategy needs to be realistic and to 'mirror' employees' needs (Deci, Ryan, 2000).

Research has also revealed that eight of the nine jobs checked across the three experiments proved that higher incentives point to the poorest achievement (Ariely, Gneezy, Lowenstein, Mazar, 2005). An additional reason why managers should rethink their motivation strategy is strongly connected with millennial workforce preferences. This group of staff will comprise over 50 percent of all employees after 2020, and they select workplace flexibility, work-life balance and the ability to do challenging work as more important than monetary compensation (Rose, 2014). Moreover, they declare that they want to decide how, where and for how long they will work. Finally, a leader's support and appreciation may be decisive when changing one's workplace is a consideration. Meanwhile, pre-millennials are more interested in salary-level growth possibilities (Rose, 2014). In respect to other research from 2011, only 5% of respondents declared that they would not compromise on salary in their dream work situation. However, as much as 25 percent answered that they could deduct up to 70 percent of their current payment for their dream job (Rose, 2014). The findings speak for themselves: staff are happier with intrinsic elements of work than with extrinsic aspects of it. To keep sustained motivation in a workforce, researchers conclude that motivation from inside is more beneficial in the long term than internal elements, such as pay or bonuses (Cook, 2008). Therefore, managers should concentrate on building a work environment in which extrinsic rewards are not central (Kerr, 1997).

Finally, the business world should start to follow and implement what science indicates to be appropriate (Pink, 2009b). Additionally, Deci (2005) suggests that mainly jobs that are not exciting and fascinating need extrinsic motivation (Gagné, Deci, 2005).

According to Pink, motivation can be divided into the periods in which its different forms existed. So far, humans have undergone the Motivation 1.0 stage, where the most important aspect for the people was to survive, hunt and live (Broughton, 2010). The next period of human existence, which, in Pink's opinion, worked in the 20th century, is called Motivation 2.0, when the desire to work was led by reward or punishment, commonly named the 'carrots and sticks' approach (Broughton, 2010). Finally, in the 21st century, employees need a new approach, as they seek the deepest meaning in their work and appreciate autonomy, while financial rewards seems to be insufficient as a form of incentive (Pink, 2009). It is important to pay staff above the competition rate. However, that is not where companies' responsibilities regarding workforce motivation finish. His ideology is based on observations by Edward Deci, Richard Ryan and Mihaly Csikszentmihalyi which prove that people are doing the best job when they are stimulated from the inside, when they have an impact on when and how they will do their work and when their jobs have a deeper meaning and purpose (Ryan, Deci, 2012). Following those steps, staff can master any task. This and many other similar findings led Pink to formulate these that effective motivation lay in intrinsic incentive factors, including autonomy, mastery and purpose.

2.6.2 Autonomy

Autonomy is the desire to direct one's own life. Modern societies provide more freedom than ever before, and this need and desire for independence is also reflected in professional life (Deci, Ryan, 2012). Humans are naturally self-directed and autonomous (Pink, 2013). In Pink's (2009) opinion, employees' autonomy is based on four main pillars: task, time, technique and team. The author of the book Drives

proves that those elements are absolutely necessary to promote creativity, engagement and efficiency in the workplace (Pink, 2009). Staff should be able to decide what work they would like to do. Equally important is the time within which the task will be completed. Employees should not be limited by strictly described working hours. Flexi hours and flexible workplace are highly appreciated by a workforce (Armstrong, 2010) in the 21st century. As individuals have different talents and possess different abilities, being able to decide or consult on how goals will be reached is one of the 'must have' elements (Ryan, Lynch, Vansteenkiste, Deci, 2010). Finally, employees would like to choose the team in which they will work. To summarise, by being autonomous, people want to decide 'what they do, when they do it, how they do it and who they do it with' (Pink, 2009, p.209). All of the above-mentioned factors are required by most people in today's workplace (Ryan, Deci, 2012).

Deci (1991) illustrates the clear connection between capabilities, autonomy and intrinsic incentives. Silverthorne (2005) suggests that managers should stimulate autonomy as a form of intrinsic motivation and should cede more responsibility to their employees, giving them more credit, trust and decision-making power. Moreover, what is beneficial is building a situation in which employees think like a company owner (Ross, 2013). Autonomy is important in the 21st century, as it helps to give a sense of control over our lives (Broughton, 2010). Employees need to be paid well, but, more importantly, they must also be offered autonomy, and they need to perceive the deep meaning of their work (Ross, 2013). Both of those factors, autonomy and meaning, make the workforce happy, which leads greater engagement and involvement in their work (Elliot, Dweck, 2007; Ross, 2013). It is important to treat staff as human beings, and not like machines (Broughton, 2010). Pink is clear in stating that different individuals will appreciate different forms of autonomy. It is the manager's and HR team's task to determine what elements of autonomy are important for the workforce, and to what extent (Ryan, Deci, 2012).

2.6.3 Mastery

Mastery is based on the need for being better and better in the areas that are important (Pink, 2005b). In Pink's opinion, for keeping people motivated in the 20th century, compliance was needed. However, staff in the 21st century need to become engaged and deeply involved in their work (Pink, 2013). People who are truly involved can achieve perfection. However, the desire for mastery can only be sensed when people are fully engaged (Fullan, 2011). The journey to mastery requires one to know work objectives and to experience a situation in which it is clear what staff want to do as much as what they need to do (Pink refers to this as situation flow) (Pink, 2009). In Pink's opinion, goal settings are important for motivation. Moreover, studies find that setting up ambitious objectives also provides incentives (Rose, 2014). Different reviews suggest that mastery goals result in constructive effects, but performance aims to result in negative effects (Elliot, Dweck, 2007).

Mastery will not exist without three elements: mind set, painfulness and asymptote (Pink, 2009). Being motivated through mastery requires a mind set directed at the appreciation of learning itself, more than the performance goal (Pink, 2009). It also involves the ability to deal with an effort which will be met on the way to mastery (Cerasoli, Ford, 2013). Furthermore, an improvement on something is usually not easily achieved. Thus, mastering is 'painful', requiring determination, stubborn resilience and multiple repetitions of actions. As observed by Dweck, however, 'effort is one of the things that gives meaning to life' (Dweck, 1999). The last component of mastery is represented by asymptote. Mastery cannot fully accomplish the task. On one hand, it is irritating, but 'raising the bar' is also fascinating and enjoyable (Pink, 2009).

2.6.4 Purpose

The purpose, in this context, is explained as the need to work not only for the drive of fulfilling the task itself, but also in the service of creating and being a part of

something bigger (Ryan, Deci, 2012). Pink asserts that the current workforce is 'not only profit maximises but also purpose maximise' (Pink, 2009b). The purpose is the fuel for mastering and autonomy. Purpose requires setting up objectives and creating a plan that will be clear with regard to how to reach those goals and pursue the activities that will help to accomplish the plan (Pink, 2009).

It has been observed that people nowadays take 'vocation holidays' to try occupations different to their own (Broughton, 2010). People dedicate their personal time to work profit bono (for free) on something that is important to them and to others (Pink, 2009b). Employees want to contribute by sharing their skills and time in order to achieve the most meaningful purpose (Fullan, 2011). An example of this is Wikipedia, which was created voluntarily and operated by people who share knowledge and give free access to awareness and education (Pink, 2009). Furthermore, organisations understand the power and meaning of purpose. Some companies realise that, when staff tasks have a deeper purpose, the work outcomes are greater (Fullan, 2011). Thus, by increasing the purpose of work, profit can be accomplished, but if companies are only led by financial goals, without a more meaningful work purpose, the results can be unsatisfying (Pink, 2009). People like to have the impression of creating superior, significant things (Ryan, Deci, 2012). Pink is criticised, however, for being 'too optimistic' in his theory, and for applying it mainly to the US perspective. Additionally, he is accused of not putting enough attention into aim-setting, because people are goal-directed (Esque, 2015).

2.6.5 Autonomy, mastery and purpose in practice

The flexible motivation model offered by Pink, in the opinion of Broughton (2010), can be easily applicable to companies. Some companies are more aware than others of what motivates their employees. For example, the software company Atlassian allows its staff, for 20 percent of their working time, to concentrate on investigating any software problem they choose that is not a part of their regular job (Broughton, 2010). It appears that staff are much more effective, productive and successful during

that 20 percent of their time than during the rest of the work period (Pink, 2009b). The company is benefitting from many innovative ideas that workers devise (Broughton, 2010).

Another successful firm, Best Buy, implements a staff programme to improve morale, increase engagement and reduce turnover. It has achieved this not via timing the staff at work. The employees can take as much time as they need to complete their tasks or as much time off as they require (Mehok, K. 2010). Additionally, if they need to leave the office at any time of the day, they do not need to report it. They are the masters of their own time and their work (Broughton, 2010). Interesting also is the hiring process in Whole Foods stores in the US, where a new employee is on a 30-day trial period, and the final decision that he gets a permanent contract depends on the team with which he works, rather than the manager. In this way, employees have an impact on those with whom they are working (Pink, 2009).

During the last decade, Google has become not only one of the most successful and profitable companies in the world, but also the most desired from the perspective of the workplace (Conley, 2007). The company, of course, has a very complex strategy regarding attracting talent. The HR team's skill seems to lie in a perfect balance between a relatively high salary (extrinsic motivator) and a group of intrinsic stimuli (Conley, 2007). Google's employees can expect to be encouraged to take part in challenging projects or interesting initiatives which are not only strictly work-related. Moreover, staff can dedicate half of one day (usually a Friday) to concentrating on and developing a personal idea which is not necessarily closely related to their direct role (this is how Gmail was invented) (Pink, 2009b). In fact, it has been revealed that 50 percent of Google's ideas come from this initiative (Pink, 2009b). This company is learning brilliantly in relation to people's behaviour. Staff employed by Google have autonomy in regard to how and when they will achieve their goals; they can master themselves by participating in interesting tasks, and they feel that they create something important, that they are changing the world (Conley, 2007).

2.7 Literature review conclusions

Following the literature review, it can be observed that the intrinsic motivation theory presented by Pink builds on those of Maslow, Herzberg, Skinner and Vroom, with the application of developments that are more relevant to employees' needs nowadays. Pink's model fills the motivational gap and allows staff to reach a high level of involvement and engagement by mastering their goals (Cerasoli, Ford, 2013). Additionally, it has been proven multiple times in several independent types of research that what motivates employees varies not only from country to country, but also from company to company (Osarumwense, 2009). Motivational concepts cannot provide one with general guidance or a defined solution for all (Hollyforde, Whiddett, 2002). What has been supported by a number of independent research studies is the current trend in relation to intrinsic motivators (Pink, 2009).

Motivation 3.0 is a relatively new approach, and intrinsic factors such as autonomy, mastery and purpose were described less than seven years ago, most of the publications and research in that area are also relatively new and still within the phase of construction/testing. Moreover, the theory was 'born' and tested mainly in the US. Hence, its application in different countries may cause different results. Furthermore, the author, during the gathering of information from a number of different sources, did not come across any research relating to the impact of intrinsic motivators across multinational organisations in Ireland. Finally, the power of autonomy, mastery and purpose as motivational factors in the Irish market have not been tested before, to author's knowledge. Therefore, further investigation and observation of those trends and theories is needed.

CHAPTER 3: RESEARCH QUESTION

3.1 Proposed research question

Are intrinsic motivational factors such as autonomy, mastery and purpose important incentives in multinational companies based in Ireland?

3.2 Research objectives

The main aim of the thesis is to investigate and examine intrinsic motivation factors across multinational companies based in Ireland. Special attention will be dedicated to analysing whether employees are motivated by intrinsic factors. The research evaluates the extent to which intrinsic factors such as autonomy, mastery and purpose, as non-financial motivators, stimulate the workforce. Additionally, it considers whether there is any correlation between intrinsic motivational factors and the respondent's nationality (Irish and non-Irish employees) and financial satisfaction.

The research objectives are addressed via the following questions:

- Are employees in Ireland motivated by intrinsic incentive factors?
- Are autonomy, mastery and purpose valuable and important non-financial, intrinsic motivational factors for staffs in Ireland?
- Are multicultural staff motivated differently by autonomy, mastery and purpose when compared to Irish employees?
- Is there a correlation between intrinsic motivation and employee nationality (Irish and non-Irish employees) and financial satisfaction?

These findings are important, as they may help managers, leaders and human resources departments to understand what motivates workforces in Ireland. Additionally, intrinsic motivators such as autonomy, mastery and purpose are important for staff, and it is worth investigating whether intrinsic needs differ between Irish and non-Irish staff. Consequently, the research can help when

formulating engagement and motivation programs in companies with broad cultural diversity.

3.3 Research hypothesis

Based on the secondary findings presented in the literature review, the hypotheses detailed below were formulated:

1. Extrinsic motivators are an insufficient form of staff motivation in Ireland.
2. Intrinsic motivation is a necessary form of employee motivation in Ireland
3. Intrinsic motivators have different levels of importance for Irish and non-Irish staff.
4. Autonomy, mastery and purpose are important factors affecting intrinsic employee motivation
5. Employees with higher financial satisfaction are motivated by intrinsic motivators to a higher extent than those with lower incomes.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

The main goal of master's degree thesis is to investigate the extent to which intrinsic motivation factors such as mastery, autonomy and purpose affect employees in multicultural organisations. To lead the research, secondary data has been studied firstly to highlight the traditional motivation concepts on which extrinsic and intrinsic incentive models have been built. Additionally, facts from secondary resources have been investigated to illustrate the implications of those traditional motivation theories across different countries. Building on that, the author analysed secondary data related to intrinsic and extrinsic motivation, with particular attention paid to stimuli such as autonomy, mastery and purpose. The literature review displayed the gaps in the existing research, such as the effect of intrinsic motivators on multicultural employees in Ireland. Based on this, the author performed primary research through which she was able to investigate the gaps in greater detail and examine the stated objectives.

Reliable primary research, to be successfully accomplished, needs to follow many rules and to comply with a number of different requirements. The methodology chapter illustrates the process underlying how the research was designed, and explains the rationale for the chosen method. Moreover, a small number of paragraphs describe the sampling, questionnaire and research validation. The approach to data collection and data analysis is also discussed. Finally, the author highlights the importance of the pilot study and ethical rules in relation to research. The chapter is summarised with details of the research limitations and a conclusion. Presented part of the dissertation is extremely important, and the ideal course of action needs to be chosen with precise certainty. In addition, there are certain rules by which the author can increase the chances of research being reliable, valid and accurate (Easterby-Smith, Thorpe, Jackson, 2008).

4.2 Qualitative versus quantitative approaches

The aim of this project is to test the theory presented by Daniel Pink which is partially built on traditional motivation models, and this has been adjusted to assess employees' current needs. The Pink theory states that autonomy, mastery and purpose are important motivation factors (Pink, 2009). The present author examined this idea through the collection of data; therefore, the deductive approach was taken (Saunders, Lewis, Thornhill, 2012). Based on the gathered literature, the hypothesis was composed, and this reflected what should happen in particular conditions. The hypotheses are verified by the data that is collected and examined using statistical tools. Research findings can then be used to support or deny the approach described in the literature review. Saunders et al. (2012) suggest that deductive tactics are more likely supported by the quantitative approach. Moreover, during the process of creating the literature review, the author discovered that a significant amount of the research related to motivation factors was based on a quantitative approach.

To simplify, qualitative research illustrates non-numerical data, whereas quantitative research concentrates on numerical findings and data that have been quantified (Saunders et al., 2012). The qualitative approach is named by many as the technique that is more suitable and "scientific"; however, Ghauri and Gronhaug (2005) observe that the success of the technique depends on the purpose of the research, the problem investigated and the ability of the researcher to fit it to the relevant method. The quantitative approach centres on measurement and social events, while the qualitative does not. These methods, however, are not mutually exclusive (Ghauri et al., 2005). The qualitative approach concentrates on understanding, interpretation and rationality (Ghauri et al., 2005). By contrast, quantitative research focuses on facts, logic and critical thinking. Qualitative data is highly validated, whereas quantitative methods have a high degree of reliability (Collis, Hussey, 2009). Additionally, qualitative research is process-orientated, but, to be able to examine the stated hypothesis, for the purpose of this thesis, a results-orientated approach is needed, which is represented by the quantitative method (Ghauri et al., 2005).

The researcher decided to select the quantitative research method, in the form of the questionnaire. The author believed that, to be able to test the stated hypothesis, a large portion sample was needed. Additionally, the quantitative approach was more

appropriate to investigate the extent to which autonomy, mastery and purpose motivate staff and to determine whether there was any difference between motivational factors across Irish and non-Irish employees. Furthermore, statistical findings allowed the ability to recognise whether there was any correlation and compression between motivational factors (Bryan, Bell, 2011). Moreover, surveys are a practical, concrete and logical method of data compilation (Sogunro, 2002). Quantitative methods, however, apart from many advantages, are subject to weaknesses. The researcher's choice was also determined by time concerns.

4.3 Research design

A research design is explained by Cooper and Schindler (2014) as the strategy used for the investigation and the plan regarding how that investigation will be conducted. It also describes the procedures for the gathering, evaluation and examination of statistics (Cooper et al., 2014). The author chose the positivist approach, as that is the most appropriate approach to analyse human and social behaviours such like motivations (Easterby-Smith et al., 2008). Moreover, positivist tactics can be used in situations when a concept is defined, and the hypothesis can be measured by statistical methods (Easterby-Smith et al., 2008). The literature review in the present dissertation described in detail aspects of intrinsic motivation, and the stated hypotheses are verified based on information obtained from the questionnaires. The positivist approach is fast and efficient, and it covers a wide range of conditions, but is blamed for being inflexible (Ghauri, 2005).

The author also accepts the descriptive attitude, as the motivation theories and factors are well described and understood (Ghauri, 2005). Descriptive research must have a strictly specified structure, detailed rules and procedures (Bryman et al., 2011). These are crucial elements, especially when a large amount of data is collected and analysed, as in the present research (Ghauri, 2005). Finally, the descriptive approach allowed the study to detail numbers of the variables in the research. Therefore, the during measurement of intrinsic motivation factors, variables such as

salary level and nationality can be included, and their impact on incentive elements can be taken into account (Ghauri, 2005).

The research involved a cross-sectional study that consisted of collecting primary information necessary to investigate factors such as autonomy, mastery and purpose, and their effect on intrinsic motivation. Cross-sectional research must be executed on a sample that is not controlled (Saunders et al., 2012). Moreover, the research “cause”, in the form of autonomy (or mastery or purpose), and the research “effect” – intrinsic motivation – are measured at the same time (Ghauri, 2005). For example, because the employees have the autonomy to select an effective technique, they are motivated to fulfil the task. The cross-sectional methods will illustrate the intrinsic stimulus as efficient and desire form of motivation nowadays. The quantitative approach allowed an estimate as regards to what extent factors such as autonomy, mastery and purpose in the workplace influence staff’s intrinsic motivation. The primary research located in the literature review relating to motivation theories served as directions by which to recognise independent and dependent variables (Saunders et al., 2012). The research was conducted on a significant sample size, and it gathered data from various segments of staff working in Ireland.

4.4 Sampling

The main aim of this research was to investigate an effect and the extent to which intrinsic motivation factors such as mastery, autonomy and purpose have on overall employee motivation at work in Ireland. For this reason, the author selected a sample of employees that characterised different variables (e.g. nationality, age, work experience, salary satisfaction) to precisely examine phenomena. It is important to mention that the sample is described as the group of people, appearances or subject selected from the wider population to characterise that population to a larger or smaller degree (Jankowicz, 2005).

Sampling, in order to be reliable, needs to be precisely chosen (Easterby-Smith et al., 2008). Therefore, the sample population included employees from multicultural

company X, based in Dublin, which has a technological, service and customer relationship management profile. However, in order to prevent limiting the sample to staff working in one organisation, the surveys were also distributed to employees working in different companies across diverse industries in Ireland. That served to eliminate the possibility of motivation at work being determined by business segment and company culture (Horne, 2009). Accessible sampling members included employees working in multicultural companies with more than 30% of all employees hailing from diverse (non-Irish) nationalities. The sample included working respondents who were Irish and non-Irish, aged 18-65 and based in Ireland.

As indicated in the literature review, employees, to be interested in intrinsic motivation, need to have basic needs such as employment safety, the necessary facilities and work conditions are fulfilled (Ryan, Deci, 2012). Furthermore, it has been stated by many independent researchers that satisfying the level of salary must be achieved to initiate intrinsic motivation (Pink, 2009).

The author decided to use the non-probability method, based on convenience sampling, where the sample is easily accessible (Easterby-Smith et al., 2008). Moreover, the convenience sampling method is suitable when the time available for examination is limited, and it is very popular for quantitative research (Saunders et al., 2012). The researcher distributed 300 surveys and received 212 responses. In total, 12 responses were partially completed, and were treated as non-responses. For the research to be reliable, a minimum of 100 responses had to be collected (Kent, 2007). Consequently, the primary findings have been based on 200 full responses, with 77 responses gathered from Irish employees and 123 collected from non-Irish respondents. The survey rate response was 70,66%, based on the sample size of 212 individuals. The sample permitted an acceptable level of accuracy and precision.

4.5 Questionnaire

After investigating all of the available research methods, the author decided that the method which best reflected the findings and helped to formulate the conclusion was

the online questionnaire. As suggested by Horn, the survey is the most appropriate and efficient form when “the research is well defined in theory and the research hypotheses are specific” (Horn, 2009, p.113). The main advantages of using the online questionnaire, for both the researcher and respondents, apart from the obvious low cost, are the fast reply time and easy access to the survey via computer, mobile, tablet and other internet-connected devices. This method is blamed, however, for having a low response rate and no direct, live assistance (Cooper et al., 2014). Conducting research via the online survey, additionally, required access to special programmes, knowledge of how to use them and adequate computer security (Cooper et al., 2014).

The questionnaire contained six single-choice, general biographical questions that helped to determine whether variables such as nationality, age or education impacted on motivation levels (Horn, 2009). The survey also contained 18 investigative questions, with five reply options available, and these measured the degree of intrinsic motivation (Saunders et al., 2012). All of the questions, apart from one biographical question, related to nationality (open-ended), were closed questions. Additionally, the theory of mastery, autonomy and purpose as motivational factors was briefly explained to ensure that the questions were clear and the respondents had the same level of subject understanding. Moreover, the questions were presented in logical order (Collis, Hussey, 2009), and the survey was divided into five coherent parts. Firstly, the biographical section illustrated the demographic details of the participants. The second part included six general motivation questions that verified which type of incentive (extrinsic or intrinsic) participants was more likely to intensively stimulate the participants. The next three parts of the survey were equally divided between natural stimuli such as autonomy, mastery and purpose.

Each question included in the questionnaire was supported in the literature review, and one strictly linked to an investigation of intrinsic motivation across multicultural companies. Unfortunately, the researcher was not able to locate one questionnaire that would have precisely addressed the questions needed to be asked in order to investigate in depth intrinsic motivators in the form of autonomy, mastery and

purpose. Therefore, the questionnaire was based on three highly rated, valid surveys. The first part of the questionnaire, related to intrinsic and extrinsic stimuli, was adapted from the Motivation Measure survey created by Moran, Dieffendorff, Liu and Kim (2012), which was originally used to evaluate what inspired employees from China. The same study was used and quoted by Armstrong (2010) in his book *Armstrong's Handbook of reward management practice: improving performance through reward*. Cronbach's alpha test determined the overall survey validity, and for the above-mentioned survey was equal to 0.82, which means that the questionnaire was reliable. As stated by Bryman et al. (2011), any results above 0.70 in Cronbach's alpha indicate that a questionnaire is reliable. The four questions in the online survey related to autonomy were derived from Daniel Pink's book *Drive* (2009). Finally, the questions related to motivation factors such as mastery and purpose at work were acquired from a survey by Inner Active Leaders Association, which was also inspired by Daniel Pink (Inner Active Leadership Associates Inc., 2011). Continuing, the survey used in dissertation research adequately reflect the problem and have the high level of accountability, therefore, can be successfully used.

The questionnaires were sent via Gmail to multicultural firms with a technological profile, but were also distributed via social media such as Facebook and LinkedIn to respondents working in culturally diverse organisations. The researcher controlled the sampling of interviewees via pre-examining the profile of people to which the survey was sent via social media. Sample control in research led by an online survey is relatively difficult to achieve, but it was a necessary operation in this case (Horn, 2009). Surveys were sent with an explanation regarding the aim of the research and what was measured. The respondents were advised about how much time was needed to participate in the research. It was made clear that the information that the participants provided was voluntary, confidential and anonymous. Moreover, the respondents were notified that the collected data would not be used for any other purpose or passed on to any third party. Finally, the author guaranteed in the email that the link provided was safe and secure. Data was collected for one week. The survey was distributed to employees working in multicultural companies, and the respondents were encouraged to take part in the research by expressing their needs

and desires as regards motivation at work. Therefore, participating in the research could also be beneficial for the participant as basing on the received results managers and HR department can adjust incentive programmes.

Likert-style rating is a famous technique used to indicate how strongly person agrees or disagrees with a certain statement (Saunders et al., 2012). The five-step Likert scale was used to identify respondents' attitudes towards intrinsic and extrinsic motivation factors and to measure their degree of agreement on a series of declarations stated in the survey (Bryman et al., 2011). Additionally, the scale examined the intensity which respondents felt about autonomy, mastery and purpose as motivational factors (Bryman et al., 2011). Appendix A includes a full questionnaire, together with an introduction that was sent with the online survey.

4.6 Data collection

The data reflected in this master's degree thesis have been described based on secondary and primary research. A number of books, academic articles and journals have been examined and presented. At the beginning, the author analysed in detail well-known, traditional motivation theories and their multicultural implications, as the intrinsic motivation model was built on that. An investigation of secondary data helped the author to narrow down the phenomenon and direct primary research to the area of stimuli such as mastery, autonomy and purpose. The extended literature review also helped to clearly determine gaps in the research. The compartment of primary versus secondary research have been highlighted in the findings and discussion sections. Leded research limited to online surveys involving a large sample size, and was achieved in a relatively short period with a minimal cost of distribution. The central function of the questionnaire was to establish employees' needs and desires in regard to non-financial motivation factors in the multinational workplace.

To verify the secondary findings and test both the hypothesis and thesis objectives, the primary research was conducted. The research has been collected through the

online survey website SurveyMonkey. Saunders et al. observe that SurveyMonkey enables the creation of professional surveys and saves time for the researcher (2012). Replies can be navigated, as they are collected in real time. Furthermore, SurveyMonkey is a respectful and well-known tool used to gather data, which might encourage respondents in terms of trusting the research and the link provided (Saunders et al. 2012). Access to the replies was restricted, safe and secured by passwords. Data was collected from 212 respondents in total.

4.7 Data analysis

The data collected in the form of online surveys was automatically recorded in the SurveyMonkey program. After the survey was closed to the respondents, the researcher exported the data from the SurveyMonkey program into an Excel spreadsheet, and subsequently to the SPSS program, where the information was subjected to statistical analysis.

As observed by Horn (2009) the analysis tool should be selected based on the needs of the investigation and the researcher's knowledge. Moreover, the method used must be respectful, understandable and functional (Cooper et al., 2014). Therefore, the researcher decided to use SPSS as the analysis tool, mainly because it is the one of the most professional, reliable programs for analysing data (Ghauri, 2005). Additionally, illustrating findings via SPSS is a technique commonly used by many authors (Saunders et al., 2012). It allowed the researcher to reflect on the findings in a clear graphical format, and it led to easy statistical calculation in relation to such matters as correlation or distribution. The selected method was used to verify the stated hypothesis and to reflect on other interesting findings.

To analyse the research, mainly the tests indicated below were performed:

- To measure non-parametric data, the Mann-Whitney U-Test was used. This test can be adopted when the researcher is examining no more than two

samples to determine whether there is any difference between them (Collis et al., 2009).

- The Kruskal-Wallis H-Test also measures the differences between groups; however, in contrast to the U-Test, the H-Test compares three or more variables (Easterby-Smith et al., 2008).
- Moreover, Spearman's correlation was used to illustrate the power of the relationship between two sets of variables (Horn, 2009).

It is crucial to mention that, in order to verify the hypotheses, the following guidelines, as recommended by Sheskin (2007), were adopted:

- P value <0.05 : there is significant statistical difference between two groups.
- P value >0.05 : there is no significant statistical difference between two groups.

The answers were given numerical scales in order to be able to analyse the data, support the secondary research and approve or disprove the previously stated hypothesis. The coding of questions was necessary to examine and compare the collected information (Horn, 2009). Therefore, the researcher applied the coding technique for all questions involving the same possible answers. The questions numbered 7 to 24 were rated on a Likert scale ranging from 1 to 5, where strong agreement was rated 5 and strong disagreement was rated 1.

4.8 Pilot study

As advised by Sunders et al., prior to gathering the data via a survey, a pilot questionnaire should be sent to test its comprehensibility and the suitability of the questions (Sunders et al., 2012). When there is time pressure, some researchers are tempted to abandon the testing part. However, as highlighted by Bell (2010), a pilot study is necessary and helpful. That activity will permit the researcher to make changes and adjustments, if needed, before sending it to the final respondents. The pilot study, among others, determines the time necessary to complete the survey,

clarify the questions and perfect the layout (Sunders et al., 2012). A pilot study was thus sent to a test group which was similar to the ultimate sample used in the study (Sunders et al., 2012). The size of the pilot study was prepared adequately to the size of the final sample (Fink, 2009). Consequently, the trial questionnaires were sent to 10 respondents (n=10). Based on the feedback from this, one question was changed in order to ensure it was clearer.

4.9 Research ethics

One of the first ethical rules during the collection and analysis of the data is to avoid causing harm to the participants (Byrman et al. 2011). The researcher familiarised herself with and adhered to the *Ethical Guidelines and Procedures for Research Involving Human Participants* provided by the National College of Ireland. The highest level of confidence and protection was provided for participants during the research. The purpose of the research was clearly explained and attached to the questionnaires. Additionally, confirmation that the replies would not be provided to any third part was communicated (Byrman et al. 2011). Respondents were advised that their participation was anonymous, entirely confidential and voluntary. They had the option to refrain from answering the entire questionnaire and choosing the “neutral” option. No sensitive, personal questions were asked. The questions did not have any suggested answers, and the statements were not misleading or unclear.

The researcher adhered to the *Data Protection Act* (Horn, 2009). No information was gathered from people under 18 years old. Additionally, the researcher’s contact details were given to provide further explanation or support if required. Finally, all responses have been kept secure and safe. No IP addresses have been recorded. Protected passwords have been used to secure the assembled data. According to the researcher’s best knowledge, none of the participants have been treated unethically during the process of investigating intrinsic motivation factors across multicultural companies.

4.10. Research limitations and conclusions

The main limitation of this master's degree thesis relates to the time restriction, with a deadline of 29th August 2016. At the first stage of its creation, the dissertation author had planned that, in order to problem investigation, it would be beneficial to conduct two types of research. One of the forms of research was dedicated to surveying multicultural staff to determine to what extent employees work motivated by intrinsic stimuli. The second type of research was meant to involve semi-structured interviews across a group of managers in the multicultural organisation to analyse what motivates the staff from the perspective of their bosses. Two different approaches were to provide a wider view on the problem and, more precisely, to fulfil the investigation gap and guarantee higher reliability (Saunders et al., 2012). According to Horn (2009), however, using one quantitative method, in the form of survey, is sufficient and understandable for the purpose of the dissertation. Therefore, due to the time pressure, the author limited the research to an online survey, as the questionnaire realise on two aspects – the sample and statistical methods – to authenticate the outcomes (Horn, 2009).

Another limitation relates to the sample size. The author received 212 responses. However, the larger the sample, the clearer compartment between Irish and non-Irish respondents and easier to see and analyse trends if any (Fisher et al., 2010). Moreover, the author was not able to adjust one survey that would fit perfectly to the research objectives, as there was no precise study relating to the Irish market dedicated to analysing the degree to which internal drivers such as autonomy, mastery and purpose affect employees' motivation. Therefore, the questionnaire was built from three separate accredited questionnaires.

Finally, another limitation of this thesis is connected with the maximum word count allowed, which was determined by the college as no more than 20,000 words. Despite the limitations faced, the author is convinced that the chosen methods and the gathered data accurately reflect the phenomenon of intrinsic motivation and the

extent to which factors such as autonomy, mastery and purpose affect multicultural employees across Ireland.

CHAPTER 5: FINDINGS

5.1 Introduction

Chapter Five illustrated the findings gathered in the form of online questionnaires. The data was summarised and presented using the Statistical Package for the Social Sciences (SPSS) program. The survey sample involved 212 responses, though 12 responses were not investigated, as those surveys were not fully completed; therefore, the sample size was 200 (n=200). The findings will examine the stated

hypotheses (indicated in Section 3.3) through tests such as the Mann Whitney nonparametric U test, Kruskal-Wallis Test and Spearman Correlation.

The findings are presented below in parallel with the survey questions. Questions 7, 8 and 9 measured extrinsic motivations. Questions 10, 11 and 12 are dedicated to intrinsic motivation. Questions 13 to 16 relate to autonomy, while 17 to 20 apply to mastery, and the last four, from 21 to 24, measure purpose as an intrinsic motivation factor. Firstly, however, respondents' nationalities are indicated in the form of Excel graphs. Secondly, using SPSS, extrinsic motivation across multinational staff in Ireland is examined, and the same extrinsic motivation among Irish and non-Irish is illustrated. Following this, similar calculations are used to assess the necessity of intrinsic motivation across Irish and non-Irish employees. The author also verifies the necessity of autonomy, mastery and purpose and the correlation or lack of it between those factors and intrinsic motivation. Lastly, the test investigates the level of intrinsic motivation and salary satisfaction.

5.2 The diversity of nationalities among companies in Ireland.

Table 2, in the form of an Excel graph, illustrates diversity of respondent, in terms of nationalities. Analysing the data, it was concluded that 77 Irish respondents took part in the survey (n=77 Irish), and 123 non-Irish were involved (n=123 Non-Irish). For the purpose of further statistical examination, respondents were divided into two groups: Irish and non-Irish. It can be clearly perceived that companies in Ireland have rich diversity in terms of nationality. Across 200 respondents, 22 different nationalities were recognised.

Table 2. Nationality diversity of employees working in Ireland.

Nationality	Response Count	Response Percent
Irish	77	39.0%
Polish	51	25.5%
Italian	15	7.5%
Spanish	9	4.5%
German	7	3.5%
Swedish	6	3.0%
French	5	2.5%
Indian	5	2.5%
Hungarian	4	2.0%
Brazilian	3	1.5%
Slovakian	3	1.5%
Austrian	2	1.0%
Venezuelan	2	1.0%
Zimbabwean	2	1.0%
British	1	0.5%
Chechen	1	0.5%
Danish	1	0.5%
Latvian	1	0.5%
Lithuanian	1	0.5%
Taiwanese	1	0.5%
Turkish	1	0.5%
Others	2	0.5%

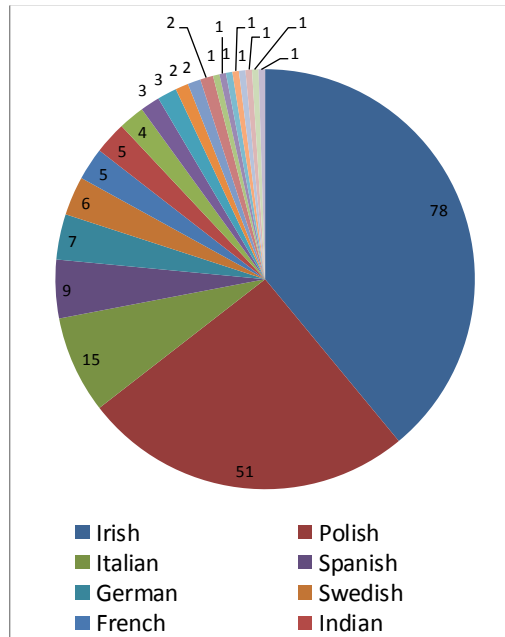


Figure 3. Graphical illustration of nationality divers across companies in Ireland.

5.3 Extrinsic motivation

To make the findings chapter clearer, some of the background calculations are presented in Appendix B. However, the results of those calculation are accessible below. Therefore, Appendix B includes all of the survey questions analysed in the form of tables. The tables are divided into separate responses to investigate the extrinsic motivation phenomenon in greater detail and to provide accurate findings. In Tables 1, 2 and 3 (Appendix B), the first column on the left presents the scale of possible answers (from “strongly disagree” to “strongly agree”); the second column on the left shows the frequency of the answers; the third column displays the frequency of particular answers in percentages; and the last column demonstrates the cumulative percentage. The same rules apply to all of the survey questions described in this chapter and illustrated in Appendix B.

Questions number 7, 8 and 9 in the survey investigated extrinsic motivation for staff working in Ireland (Appendix B). The findings indicate that 59.5% of all respondents were neutral, disagreed or strongly disagreed that they lost interest in the task when

there were no tangible rewards. Additionally, 85.5% of all respondents were neutral, disagreed or strongly disagreed that they worked because they were promised a bonus after completing the task. Moreover, 74.5% of all respondents were neutral, disagreed or strongly disagreed that they chose their work based on the level of future salary, not on their interest.

The above statements can be tested via non-parametrical binominal tests in which all respondents' replies are divided into two groups (Table 3). Group 1 includes the answers "strongly disagree", "disagree" and "neutral", and Group 2 includes the answers "agree" and "strongly agree". Category 0 represents Group 1; Category 1 represents Group 2, and the column N illustrates the sample size. The last column is used to demonstrate the P value. When the P value <0.05, there is significant statistical difference between percentages of two groups; therefore, it can be stated that more than 50% of respondents were neutral or gave less importance to extrinsic motivation factors. In all three questions regarding extrinsic motivation, the P value is less than 0.05.

Table 3. Parametrical binominal test investigating extrinsic motivation divided by three questions.

Binomial Test						
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
EM1_cat	Group 1	0,000	119	0,595	0,5	0,009
	Group 2	1	81	0,405		
	Total		200	1		
EM2_cat	Group 1	0,000	171	0,855	0,5	0,000
	Group 2	1	29	0,145		
	Total		200	1		
EM3_cat	Group 1	0,000	149	0,745	0,5	0,000
	Group 2	1	51	0,255		
	Total		200	1		

Table 4. Median for extrinsic motivation questions.

Statistics		
ExtrinsicMotivationComp		
N	Valid	200
	Missing	0,000
Median		8

To be more precise in regard to the findings relating to extrinsic motivation, another test involves the sum of each respondent's answers being ranked from 3 to 15, where three means that the same respondent indicated strong disagreement in relation to all three extrinsic motivation questions and 15 indicates that the respondent strongly agreed with the statement presented in the question.

The findings indicated in Table 5 prove that **71.5%** of employees declared that extrinsic motivation was neutral or less important for them.

Table 5. Frequent summary of extrinsic motivation questions
ExtrinsicMotivationComposite

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	3	2	1	1	
	4	7	3,5	4,5	
	5	16	8	12,5	
	6	30	15	27,5	
	7	27	13,5	41	
	8	28	14	55	
	9	33	16,5	71,5	
	10	22	11	82,5	
	11	16	8	90,5	
	12	10	5	95,5	
	13	6	3	98,5	
	14	2	1	99,5	
	15	1	0,5	100	
	Total	200	100	100	

As the P value is shown to be .000, this means that the distribution of both groups is different, and the null hypothesis of equivalence of two groups can be rejected (Table 6).

Table 6. Parametrical binominal test- extrinsic motivation.

Binomial Test						
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
EMC_cat	Group 1	0,000	143	0,715	0,5	0,000
	Group 2	1	57	0,285		
	Total		200	1		

Therefore, the below hypothesis can be confirmed. **Hypothesis 1: Extrinsic motivators are an insufficient form of staff motivation in Ireland.** Overall, it can be stated that participants were neutral or not very concerned with extrinsic motivators. Specifically, 71.5% of employees declared that extrinsic motivation was neutral or less important for them.

5.4 Intrinsic motivation

Questions 10, 11 and 12 in the research questionnaire investigated the intrinsic motivation of employees working in Ireland (Appendix B). Tables 4, 5 and 6 (Appendix B) are divided into separate responses to investigate intrinsic motivation in detail.

Findings shows that 56% of all respondents declared that they worked because the work was valuable and/or important for them. In other words, 44% of all respondents strongly disagreed or were neutral to the suggestion that their work was valuable and/or important. A summary of the replies shows that 63.5% of all respondents declared that they worked because they found their work interesting and/or engaging. Additionally, it can be concluded that 62.5% of all respondents would be interested in a challenging project as part of their daily routine, without an additional bonus reward.

The above statements can be tested via non-parametrical binominal tests in which all respondents' replies are divided into two groups (Table 7). According to the binominal test results, for Question 10 in the survey, $P=0.104$, which is higher than 0.05, and this can indicate that there is not enough statistical evidence to state that people work because their work is important and/or valuable. In Questions 11 and 12, $P < 0.05$; therefore, there is significant difference between two groups.

Table 7. Parametrical binominal test investigating intrinsic motivation divided by three questions.

		Binomial Test				
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
IM1_cat	Group 1	1	112	0,56	0,5	0,104
	Group 2	0,000	88	0,44		
	Total		200	1		
IM2_cat	Group 1	0,000	73	0,365	0,5	0,000
	Group 2	1	127	0,635		
	Total		200	1		
IM3_cat	Group 1	0,000	75	0,375	0,5	0,000
	Group 2	1	125	0,625		
	Total		200	1		

The findings presented in Table 8 prove that **70.5%** of respondent in total declared that they were motivated by intrinsic incentives.

Table 8. Frequent summary of intrinsic motivation questions.

IntrinsicMotivationComposite					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	4	1	0,5	0,5	0,5
	5	2	1	1	1,5
	6	12	6	6	7,5
	7	11	5,5	5,5	13
	8	13	6,5	6,5	19,5
	9	20	10	10	29,5
	10	28	14	14	43,5
	11	26	13	13	56,5
	12	43	21,5	21,5	78
	13	27	13,5	13,5	91,5
	14	9	4,5	4,5	96
	15	8	4	4	100
	Total	200	100	100	

Table 9. Parametrical binominal test investigating intrinsic motivation hypothesis.

Binomial Test						
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
IMC_cat	Group 1	0,000	59	0,295	0,5	0,000
	Group 2	1	141	0,705		
	Total		200	1		

As the P value is shown to be .000, the null hypothesis can be rejected (Table 9). Therefore, the below hypothesis can be confirmed. **Hypothesis 2: Intrinsic motivation is a necessary form of employee motivation in Ireland.** Research proves that 70.5% of all respondents agree or strongly agree that intrinsic motivation is important for them. Therefore, it can be stated overall that 70.5% of employees were intrinsically motivated. The P value is less than 0.05.

5.5 Intrinsic and extrinsic motivation divided by nationality

To investigate whether there is a difference in extrinsic and intrinsic motivation between Irish and non-Irish employees, the Mann-Whitney U-Test was chosen. That test can be chosen when two variables are present. The table is presented in such a manner that the mean rank indicates importance perceived by respondents in relation to a particular question. A lower rank expresses lower importance; therefore, it can be observed that intrinsic motivation has a lower role for non-Irish employees

when compared with Irish workers. However, extrinsic motivation is equally important for Irish and non-Irish (Table 10).

Table 10. Extrinsic and intrinsic motivation ranks.

Ranks-extrinsic and intrinsic motivation				
Nationality		N	Mean Rank	Sum of Ranks
EM1	Irish	77	100,11	7708,5
	Non-Irish	123	100,74	12391,5
	Total	200		
EM2	Irish	77	97,24	7487,5
	Non-Irish	123	102,54	12612,5
	Total	200		
EM3	Irish	77	107,42	8271,5
	Non-Irish	123	96,17	11828,5
	Total	200		
Extrinsic Motivation Composite	Irish	77	101,67	7828,5
	Non-Irish	123	99,77	12271,5
	Total	200		
IM1	Irish	77	105,55	8127,5
	Non-Irish	123	97,34	11972,5
	Total	200		
IM2	Irish	77	111,88	8614,5
	Non-Irish	123	93,38	11485,5
	Total	200		
IM3	Irish	77	112,83	8688
	Non-Irish	123	92,78	11412
	Total	200		
Intrinsic Motivation Composite	Irish	77	114,92	8848,5
	Non-Irish	123	91,48	11251,5
	Total	200		

From the below results of the Mann-Whitney U-Test (Table 11), the researcher perceived that the P value for the extrinsic motivation composite is 0.820, which means that there is no significant difference between Irish and non-Irish in terms of extrinsic motivation. However, the **hypothesis 3: Intrinsic motivators have different levels of importance for Irish and non-Irish staff** is correct. The p value for intrinsic motivation is 0.005, which means that there is a significant difference between Irish and non-Irish in terms of intrinsic motivation.

Table 11. Extrinsic and intrinsic motivation vs. nationality.

Test Statisticsa Intrinsic and Extrinsic motivation across nationalities								
	EM1	EM2	EM3	ExtrinsicM otivationC omposite	IM1	IM2	IM3	IntrinsicMo tivationCo mposite
Mann-Whitney U	4705,5	4484,5	4202,5	4645,5	4346,5	3859,5	3786	3625,5
Wilcoxon W	7708,5	7487,5	11828,5	12271,5	11972,5	11485,5	11412	11251,5
Z	-0,078	-0,669	-1,388	-0,228	-1,035	-2,335	-2,498	-2,814
Asymp. Sig. (2- tailed)	0,937	0,503	0,165	0,82	0,301	0,02	0,012	0,005

5.6 Autonomy, mastery and purpose

Again, statements based on the tables with the summarised findings illustrated in Appendix B are presented below.

5.6.1 Autonomy

The frequency analysis in Table 7 (Appendix B) suggests that 78% of respondents declared that they grant importance to the freedom of the task that they are doing. Further findings indicates that 72% of employees acknowledged that they would like to have autonomy in terms of choosing their schedule at work. The investigation shows that, for 73.5%, it was important to have freedom in relation to the techniques used in completing the work. Moreover, analysis specifies that, for 63% of respondent, it was important to be able to choose the team with which they will work.

5.6.2 Mastery

The frequency study in Table 11 (Appendix B) specifies that 88% found it satisfying when the work was challenging. Furthermore, the examination indicates that 80.5%

of employees felt internally motivated to become increasingly better at the work they do. The frequency analysis highlights that 90.5% of employees would like to correct their own mistakes. Finally, findings reveals that 85% of respondents liked to receive regular, constructive and objective feedback from their leaders.

5.6.3 Purpose

It can be stated that as much as 92.5% of the workforce in Ireland declared that they would like to be able to grow, learn and develop in their work (Appendix B). The research proves that 82% of respondents would like to contribute to the community via their work. The analysis indicates that 78.5% of employees were interested in doing work that somehow makes a difference in the world. Finally, as much as 88% of respondents confirmed that they wanted their job to be meaningful and important (Appendix B).

To summarise, autonomy, mastery and purpose were significantly important for all respondents (Table 12). The P value for all of these was less than 0.05.

Table 12. Binominal test for autonomy, mastery and purpose.

Binomial Test						
	Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)	
A_cat	Group 1	0,000	34	0,17	0,5	0,000
	Group 2	1	166	0,83		
	Total		200	1		
M_cat	Group 1	0,000	12	0,06	0,5	0,000
	Group 2	1	188	0,94		
	Total		200	1		
P_cat	Group 1	0,000	12	0,06	0,5	0,000
	Group 2	1	188	0,94		
	Total		200	1		

5.7 Autonomy, mastery and purpose versus Irish and non-Irish staff.

The below findings gathered through the Mann-Whitney U test (Table 14) proves that there is no difference in Irish and non-Irish employees in regard to the need for autonomy at work. The P value in all cases is over 0.05.

Table 13. Ranks- autonomy across nationalities.

Nationality		Ranks		
		N	Mean Rank	Sum of Ranks
A1	Irish	77	102,63	7902,5
	Non-Irish	123	99,17	12197,5
	Total	200		
A2	Irish	77	101,94	7849
	Non-Irish	123	99,6	12251
	Total	200		
A3	Irish	77	107,37	8267,5
	Non-Irish	123	96,2	11832,5
	Total	200		
A4	Irish	77	98,32	7570,5
	Non-Irish	123	101,87	12529,5
	Total	200		

Table 14. U test- autonomy across nationalities.

		Test Statistics ^a			
		A1	A2	A3	A4
Mann-Whitney U		4571,5	4625	4206,5	4567,5
Wilcoxon W		12197,5	12251	11832,5	7570,5
Z		-0,45	-0,292	-1,428	-0,448
Asymp. Sig. (2-tailed)		0,653	0,77	0,153	0,654

a. Grouping Variable: Nationality

The Mann-Whitney test on mastery showed that there was no difference in Irish and non-Irish employees when it comes to the need for mastery at work, as the P value is higher than 0.05 (Table 16).

Table 15. Mastery across nations.

Nationality		Ranks		
		N	Mean Rank	Sum of Ranks
M1	Irish	77	101,06	7781,5
	Non-Irish	123	100,15	12319
	Total	200		
M2	Irish	77	103,6	7977
	Non-Irish	123	98,56	12123
	Total	200		
M3	Irish	77	96,13	7402
	Non-Irish	123	103,24	12698
	Total	200		
M4	Irish	77	92,56	7127,5
	Non-Irish	123	105,47	12973
	Total	200		

Table 16. U test- mastery across nationalities.

		Test Statistics ^a			
		M1	M2	M3	M4
Mann-Whitney U		4692,5	4497	4399	4124,5
Wilcoxon W		12318,5	12123	7402	7127,5
Z		-0,12	-0,654	-0,942	-1,688
Asymp. Sig. (2-tailed)		0,905	0,513	0,346	0,091

a. Grouping Variable: Nationality

The below finding is interesting, indicating that growing, learning and developing as a person in the workplace is less important for Irish than non-Irish employees (Table 18). For the additional three questions relating to purpose at work, there was no difference in importance reported between Irish and non-Irish participants.

Table 17. Purpose across nations.

		Ranks		
Nationality		N	Mean Rank	Sum of Ranks
P1	Irish	77	88,29	6798
	Non-Irish	123	108,15	13302
	Total	200		
P2	Irish	77	98,56	7589
	Non-Irish	123	101,72	12511
	Total	200		
P3	Irish	77	103,24	7949,5
	Non-Irish	123	98,78	12151
	Total	200		
P4	Irish	77	101,25	7796
	Non-Irish	123	100,03	12304
	Total	200		

Table 18. U test- purpose across nationalities.

		Test Statistics ^a			
		P1	P2	P3	P4
Mann-Whitney U		3795	4586	4525	4678
Wilcoxon W		6798	7589	12151	12304
Z		-2,681	-0,414	-0,571	-0,159
Asymp. Sig. (2-tailed)		0,007	0,679	0,568	0,874

a. Grouping Variable: Nationality

5.8 Correlation between the mastery, autonomy, purpose and intrinsic motivation.

Through the course of the study, autonomy, mastery and purpose were treated as the factors affecting intrinsic motivation, as per the literature review findings. The researcher, however, examined whether there is a correlation between those factors and intrinsic motivation. For this purpose, Spearman's correlation was used, mainly because the figures were ranked, not scaled, variables.

The findings were illustrated in the form of scatter plots and non-parametrical tables. Figure 4 demonstrates the lack of correlation between autonomy and intrinsic motivation. The vertical axis represents intrinsic motivation, and the horizontal axis refers to autonomy. Non-parametric Spearman's correlation proved that there is no significant correlation between autonomy and intrinsic motivation (Table 19). The P value of 0.059, confirmed that the correlation between autonomy and intrinsic motivation is marginally insignificant. Therefore, it can be indicated that autonomy should not be treated as an intrinsic motivation factor.

Figure 5 shows the strong relation between intrinsic motivation (vertical axis) and mastery (horizontal axis). The scatter plot in Figure 6 below illustrates the correlation between intrinsic motivation (vertical axis) and purpose (horizontal axis). In the case of mastery, the results suggest that there exists a strong association between both

variables, mastery and intrinsic motivation. The results are statistically significant ($p=0.000$), meaning that it is unlikely that these outcomes are due to chance (Table 19). The same investigation into purpose shows that there is a significant correlation between purpose and intrinsic motivation. The P value is equal to 0.004 (Table 19).

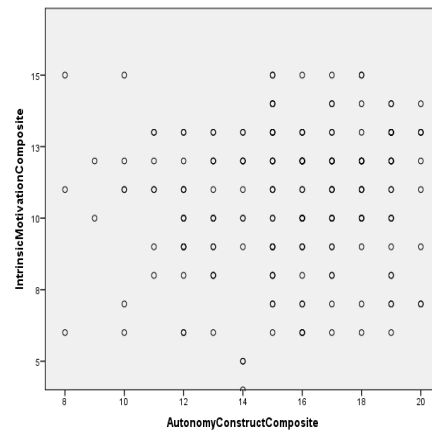


Figure 4. Correlation between Autonomy and Intrinsic Motivation.

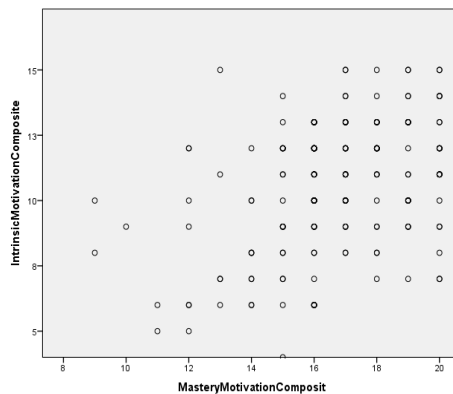


Figure 5. Correlation between Mastery and Intrinsic Motivation.

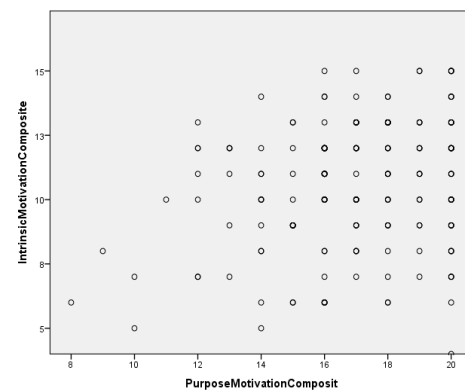


Figure 6. Correlation between Purpose and Intrinsic Motivation.

In the case of mastery and purpose, when the importance of these increase, the importance of intrinsic motivation increases. However, a rise in the importance of autonomy does not affect intrinsic motivation. **Hypothesis 4: Autonomy, mastery and purpose are important factors of intrinsic employee motivators**, is not correct, as only two factors (mastery, purpose) out of three will affect intrinsic motivation.

Table 19. Nonparametric correlation Spearman's test.

Sperman's- Nonparametric Correlations			Intrinsic Motivation Composite	Autonomy Construct Composite	Mastery Motivation Composite	Purpose Motivation Composite
Spearman's rho	Intrinsic Motivation Composite	Correlation Coefficient	1,000	0,134	.362**	.204**
		Sig. (2-tailed)		0,059	0,000	0,004
		N	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

5.9 Salary satisfaction and intrinsic motivation

To measure the relationship of the mean ranks between salary satisfaction and intrinsic motivation, the Kruskal-Wallis H-Test was used. This test can examine more than two groups of variables. Salary satisfaction was divided into three groups, where Group 1 was represented by the respondents who were strongly dissatisfied or dissatisfied with their salary when compared to their responsibility. Group 2 was represented by the respondents who had a neutral opinion towards their salary. Group 3 included people who were satisfied and strongly satisfied with their salaries. It can be concluded that there is a significant difference in intrinsic motivation between people with different levels of salary satisfaction. The P value is less than 0.05 in this case. **Hypothesis 5: Employees with higher financial satisfaction are motivated by intrinsic motivators to a higher extent than those with lower salary satisfaction** is correct.

The findings confirm that higher salary satisfaction leads to higher intrinsic motivation (Table 21).

Table 20. Ranks-salary satisfaction and intrinsic motivation.

Ranks			
Salary Satisfaction Cat	N	Mean Rank	
Intrinsic Motivation Composite	1	59	80,12
	2	53	89,12
	3	88	121,02
	Total	200	
IM1	1	59	85,43
	2	53	94,1
	3	88	114,45
	Total	200	
IM2	1	59	91,43
	2	53	90,17
	3	88	112,8
	Total	200	
IM3	1	59	79,41
	2	53	94,83
	3	88	118,06
	Total	200	

Table 21. Nonparametric Kruskal-Wallis Test-salary satisfaction and intrinsic motivation.

Test Statistics ^{a,b}				
	Intrinsic Motivation Composite	IM1	IM2	IM3
Chi-Square	20,82	10,965	8,017	18,052
df	2	2	2	2
Asymp. Sig.	0,000	0,004	0,018	0,000

a. Kruskal Wallis Test

b. Grouping Variable: SalarySatisfactionCat

Further tests proved that mastery is significantly affected by the level of salary satisfaction. In addition, it has been observed that there was a significant difference in intrinsic motivation between Group 1 (dissatisfied with salary) and Group 3 (satisfied). However, there was no significant difference in relation to intrinsic motivation between Group 3 and Group 2 (neutral).

5.10 Conclusions

This chapter of the thesis illustrated a summary of the main findings arising from the investigation of the hypotheses. Chapter provided a better understanding of intrinsic motivation and the phenomena of autonomy, mastery and purpose. The main goals of the study were achieved, as the research investigated the need for intrinsic motivation across nationalities and examined autonomy, mastery and purpose as intrinsic incentive factors.

CHAPTER 6: DISCUSSION

6.1 Discussion

In Chapter Six, the research findings will be discussed and linked back to the literature. The most significant conclusions will be compared with already existing theories, and will support or contrast with these. Additionally, the author will provide details of the implications of the study, the research limitations, recommendations for future research and, finally, conclusions. The key purpose of this thesis was to investigate intrinsic motivation factors across multinational organisations operating in Ireland, with special attention paid to factors such as autonomy, mastery and purpose.

The thesis partially builds on Daniel Pink's findings regarding the power of intrinsic motivation. Pink observed that effectively motivated employees are those who have autonomy at work, with favourable conditions to master themselves and tasks which have a high level of purpose. Some researchers believe that intrinsic motivation brings positive results when staff's basic financial needs are fulfilled (Pink, 2009; Conley, 2007). The roots of intrinsic motivation, however, lie in traditional motivational theories which indicate the necessity of non-financial, internal stimuli. Maslow (1943) gives anteriority to physiological, safety-related and social needs. However, when those are fulfilled, he emphasises the need for esteem and self-actualisation, which strongly correspond with intrinsic incentives. Additionally, Herzberg, in his two-factor theory, proves that financial reward is not the motivator, but rather hygienic factors (Hollyforde et al., 2002). Other researchers have gone a step further, and not only promote intrinsic motivation, but also accuse extrinsic motivators in the form of financial rewards of being ineffective, costly and decreasing both the creativity and the internal incentives of employees (Deci, 1972). Contrary to the findings, however, modern companies continue investing in unsuccessful motivational programmes based on extrinsic stimuli (Marciano, 2010).

Therefore, the main research aim was to investigate the need for intrinsic motivation across companies in Ireland. Nonetheless, the author realised that firms in Ireland are highly diverse in terms of nationalities, and decided to examine the employees' inside motivation, taking into account the aspect of nationality, as it has been proven that people from different countries might be motivated by various factors (Knights et al., 2007). As a result, individual treatment and awareness are needed (McFarlin et al., 2013). By examining intrinsic motivation with attention to diverse nationalities in Irish companies, the researcher filled the gap in the available literature. Additionally, more interest and understanding was provided in relation to intrinsic incentives such as mastery, autonomy and purpose.

In order to examine the above statements, the author gathered research in the form of an online survey, developing data and carrying out tests using the SPSS program. The study proved that intrinsic motivation is necessary for the respondents. Moreover, the research indicates that non-Irish employees give less importance to intrinsic incentives when compared to Irish staff. Interestingly, research indicates that there is no correlation between autonomy and intrinsic motivation; therefore, autonomy should not be treated as a factor in relation to intrinsic incentives.

In the present research, 71.5% of the employees acknowledged that extrinsic motivation is neutral or less important for them than intrinsic incentive. The presented literature specifies that extrinsic motivation is necessary and important to some extent (Deci, 2000); however, motivating staff only by reward and punishment is insufficient and ineffective. Nowadays, workforces expect something more than just a "carrot and the sticks" approach (Marciano, 2010). Moreover, companies that use only extrinsic incentives can expect lower results, as well as less creative and less productive employees. Therefore, the first hypothesis, "Extrinsic motivators are an insufficient form of staff motivation in Ireland", is correct, and can be confirmed by both the present research findings and literature review.

Following this, 70.5% of all respondents admitted that intrinsic stimuli motivate them and are an essential element of incentives at work. The findings demonstrate that at least 70.5% of employees in Ireland are intrinsically motivated. The existing literature

also confirms that intrinsic motivation is more beneficial than the extrinsic motivation in the long term (Cook, 2008). Ryan and Deci (2012) observe that people are doing their best at a job when they are stimulated from inside. The literature also proves that tangible rewards such as money are not very important for staff from a broad variety of countries, and they prefer training opportunities, challenges at work and autonomy (Howstede, 1972). The findings and the research agree with the second hypothesis, "Intrinsic motivation is a necessary form of employee motivation in Ireland". In this respect, intrinsic incentives should be an inseparable element of staff motivational programs in companies across Ireland.

The findings delivered by the Mann-Whitney U-test showed that there is a significant difference between Irish and non-Irish in terms of intrinsic motivation. Irish employees give higher importance to inside incentives when compared to staff with other nationalities working in Ireland. According to the literature, motivation in multinational corporations demands an individual approach towards employees (Silverthorne, 2005; Hodgetts et al., 2005). People from different nationalities might have different desires, and can be motivated by different drivers (McFarlin et al., 2013). In this respect, the findings and the literature support the third hypothesis; "Intrinsic motivators have different levels of importance for Irish and non-Irish staff". Thus, managers and leaders should apply an individual approach in relation to diverse nationalities when inside drivers are used as an element of a company motivational programme. There is no contrast, however, between the Irish and non-Irish in relation to extrinsic motivation.

The researcher investigated autonomy, mastery and purpose, and their correlation with intrinsic motivation. The tests included in the thesis proved that there is a negative relationship between autonomy and intrinsic motivation; therefore, autonomy is not a factor which affects intrinsic motivation. Conversely, the Spearman correlation demonstrated a strong connection between mastery and intrinsic motivation. The strong relationship between inside incentives and purpose were also confirmed. The author disagrees with the theory proposed by Pink (2009) that autonomy is intrinsic motivation factor. For contrary to findings is been proposed by other researchers that having autonomy over how, when, with whom and in which

way employees complete their tasks is a crucial motivational factor (Pink, 2009; Ryan et al., 2012). Taking into account all of the above, mastery and purpose can be named as important factors affecting inside motivation. However, the fourth hypothesis, “Autonomy, mastery and purpose are important intrinsic employee motivators”, is rejected by the findings, as autonomy was not treated by the respondents as a factor in relation to intrinsic motivation. It is also interesting that, in terms of autonomy and mastery, there was no difference between Irish and non-Irish employees. However, the findings indicated that non-Irish workers appreciate learning, growth and development in the workplace to a greater extent than the Irish workforce.

Finally, based on the study’s findings, people with higher salary satisfaction experience stronger intrinsic motivation than those with lower salary fulfilment. The previous research states that money does not improve employees’ performance in the long term (Marciano, 2010), and proves that, when the workforce reaches a satisfying financial level, they expect non-financial stimuli (Ryan, 2012). However, staff cannot be successfully motivated on an intrinsic level if the necessary financial needs are not fulfilled (Pink, 2009). Therefore, the fifth hypothesis, “Employees with higher financial satisfaction are motivated by intrinsic motivators to a greater extent than those with lower salary satisfaction”, has been supported and proven by the research.

6.2 Implications of the research

This dissertation offers a theoretical and practical explanation of intrinsic motivational factors, especially autonomy, mastery and purpose, and their impact on diverse nationalities working in Ireland. The findings prove that an intrinsic motivational approach in firms is a necessity and that the Irish and non-Irish are motivated in different ways. Therefore, the research findings may be beneficial in terms of leading and managing a multicultural workforce. Moreover, they can be used to build, frame or adjust motivational programmes in multinational organisations. Additionally, findings discovered via the primary research might help

in understanding current employees' needs and to improve their effectiveness. Their productivity and work engagement can be increased by using a few simple measures, such as making employees' tasks more meaningful, helping to develop and grow their careers, providing more freedom and giving constructive feedback.

Moreover, by providing awareness of intrinsic motivation, businesses can save unnecessary money spent on extrinsic drives. Continuing research in relation to the findings gathered in this dissertation could bring to the attention of HR departments that they should consider a more individual motivational approach suited to the diverse nationalities of the workforce. Finally, recruitment agencies could be interested in presenting information to understand better what people need in order to attract talented staff.

6.3 Limitations of the research

It was not possible to cover all aspects of intrinsic motivation, as the topic is very broad; therefore, some limitations must be highlighted. Firstly, the research participants were not asked about how they understood motivation in general. Furthermore, the respondents were divided into Irish and non-Irish, and the second group was not divided further into separate nations. The author did not analyse particular nationalities, such as Polish, Italian, Spanish, German or others, in relation to their individual needs, which could have made the research more precise.

Another limitation relates to the relatively small sample size used, which may have affected the generalisability of the results. Additionally, only chosen factors such as autonomy, mastery and purpose, as the elements of intrinsic motivation, have been analysed, although there are more non-financial stimuli that could have been taken into consideration.

Furthermore, the author did not run tests to examine how/if the length of service affects intrinsic motivation. Lastly, the research did not address any one particular industry, type of job or position held by the respondents, although these may have

an influence on motivational factors. For example: by concentrating on one business sector, the findings could be more detailed. Therefore, more research is needed on how intrinsic motivation affects specific areas.

6.4 Future recommendations

Taking into account this study's limitations, future investigations could analyse other factors affecting intrinsic employee motivation across various nationalities working in Ireland. Future studies could concentrate on examining whether there is any correlation between demographics such as level of education, length of service or age and intrinsic motivation. That could be supported by Rose's (2014) observation that millennials have different needs to non-millennials. Additionally, it could explore how these factors result in the need for autonomy, mastery and purpose in the workplace.

As mentioned in Chapter Four, it would be beneficial to complement the research conducted in the form of an online survey with other methods of gathering data, such as interviews. Both of the research methods, qualitative and quantitative, have strengths and weaknesses; however, by using the two techniques in parallel, some pitfalls can be avoided, and the findings can be more precise. Complementing current research via interviews would allow the researcher to ask more open questions, to observe reactions and to receive feedback from the respondents. That would help to understand the phenomenon of intrinsic motivation in multinational organisations in greater detail.

This dissertation also investigated how salary satisfaction affects intrinsic motivation. However, it is recommended that future research investigate in more detail what respondents meant precisely in relation to salary satisfaction level, indicating a satisfactory pay bracket. It would also be advised to expand the area of research into other intrinsic factors which motivate other employees, apart from autonomy, mastery and purpose. Based on the presented findings, the study limitations and the

recommendations, other research could be developed in the area of intrinsic employee motivation to provide additional information regarding intrinsic motivation across multinational companies in Ireland.

6.5 CONCLUSION

The key objective of this thesis was to investigate and analyse intrinsic motivation factors in multinational organisations within Ireland. The research mainly concentrated on examining whether autonomy, mastery and purpose are effective intrinsic incentives across multicultural employees working in Ireland. As presented in the literature review chapter, effectively motivated staff are the key to high productivity and success (Griffin et al. 2006). However, commonly used motivation programmes based mainly on extrinsic incentives are not a sufficient and satisfactory form of persuasion in the modern workplace (Marciano, 2010). Furthermore, according to Pink (2009), “business need to do what science already knows” in regard to inside, natural motivation (Pink, 2009, p.204). Moreover, as illustrated in the literature, motivation requires a more individual approach towards employees with different nationalities (McFarlin et al. 2013). Therefore, as explained in Chapter Three, the research emphasises autonomy, mastery and purpose as inside motivators and investigates whether there are differences in stimuli between Irish and non-Irish staff.

Intrinsic motivation, however, is built on traditional motivational models; therefore, a significant part of the literature review was dedicated to examining those models and their multicultural implementation. It was crucial to understand the general classification of human needs. Additionally, as proven earlier in the dissertation, Ireland is a country with a highly diverse set of nationalities (CSO, 2011). This diversity is reflected in many companies’ workforces. Therefore, the theoretical charter also concentrates on recognising and understanding primary motivational drivers for people from different countries.

According to the author's knowledge, there have been no similar studies conducted in Ireland, and that is why it was beneficial to fulfil the existing gap. To be able to verify the stated hypothesis, the data was gathered in the form of an online survey sent to a number of unrelated multinational companies and employees located in Dublin. By choosing this method, the author considers the time restriction and technique limitation.

To investigate autonomy, mastery and purpose as motivational factors, 200 replies were gathered across multicultural businesses. To ensure a diverse sample size, 77 responses were collected from Irish employees and 123 from non-Irish ones. Respondents had diverse ages, educational backgrounds and lengths of service, which provided a reliable population representation. Additionally, the pilot test was run to assess whether all of the questions were clear and understood. A Likert scale was used to summarise and present the findings (Saunders et al., 2012).

Based on the research, the following can be proposed: Extrinsic motivation is an insufficient form of employee motivation in Ireland. It should complement intrinsic incentives, as this is proven to be more efficient, less costly and to be expected by the staff. Moreover, Irish employees appreciate intrinsic drivers more than non-Irish employees. Purpose and mastery can be treated as factors of intrinsic motivation; however, autonomy in the workplace is not understood by staff as an element of intrinsic motivation. Finally, to be able to gather benefits from intrinsic stimulation, companies firstly need to offer "fair", satisfactory salaries, as the research proves that higher salary satisfaction results in high intrinsic motivation. Dissatisfaction with salary level results in lower intrinsic incentives. Additionally, based on the findings it was discovered that non-Irish employees are motivated by the ability to grow, learning and develop at work to a higher extent than Irish employees.

The findings have extensive implications, and can be used by companies, owners or HR departments to create effective and proper motivational programmes.

Additionally, they can be applied on a smaller scale by leaders who manage diverse groups of staff. Finally, by understanding such needs and desires, head-hunters can successfully attract talented, naturally motivated staff.

Based on the findings, it can be established that employees are motivated by inside stimuli. However, Irish workers are driven by intrinsic factors to a greater extent than non-Irish personnel. Moreover, autonomy, mastery and purpose at work are necessary for staff; however, only mastery and purpose are correlated with intrinsic motivation. The research was subject to some limitations, therefore, further investigation is recommended.

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APPENDIX A

Appendix A

Introduction email and online survey

Dear Recipient,

I am currently completing a master's degree in Business Administration at the National College of Ireland. This survey is part of my MBA thesis research. The questionnaire consists of six demographic questions and 18 short questions related to motivation factors in the workplace. The survey has been designed to investigate intrinsic motivation factors in multicultural organisations in Ireland. Intrinsic motivation is understood as motivation from the 'inside', which pushes humans to act in a particular way. Intrinsic motivators are non-financial motivators that drive people to complete their tasks. Therefore, the aim of this research is to analyse whether factors such as autonomy, mastery and purpose at work are important motivators for the employees.

The survey takes less than five minutes. Your participation is anonymous, voluntary and entirely confidential. No personal data will be collected. The information provided will be used only for the purpose of this study, and will not be passed on to any third parties. Please be advised that this research is being carried out with the agreement of the xxx company. The link to the questionnaire attached below was pre-tested; it is secure and safe to use.

Your contribution to helping make this research a success would be greatly appreciated. Please feel free to forward the survey to anyone you feel would have an interest in taking part.

Please click the button to take the survey.

Thank you for your time and contribution.

Yours Sincerely,

Kate Bieniek

Intrinsic motivation factors across multicultural organisations

General demographic questions:

* 1. What is your gender?

Female

Male

* 2. What is your age?

18 to 20

21 to 30

31 to 40

41 to 50

51 and above

* 3. What is your nationality ?

Irish

Other (please specify)

* 4. What is the highest level of education you have attained?

Primary School

Secondary School

Undergraduate

Post-graduate degree

* 5. For how many years have you been working in Ireland?

1 to 3

3 to 5

5 to 10

10 to 20

20 and above

* 6. Are you satisfied with your current salary based on the responsibilities involved in your work?

- Strongly Disagree Disagree Neutral Agree Strongly Agree

Intrinsic motivation factors across multicultural organisations

General motivation questions:

* 7. I lose interest in the task when there is no tangible reward.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

* 8. I work because I was promised a bonus after completing the task.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

* 9. I choose the work based on the level of future salary, not on my interest.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

* 10. I work because my work is valuable and/or important.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

* 11. I work because I find my work interesting and/or engaging.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

* 12. I would be interested in a challenging project as part of my daily routine, without an additional bonus reward.

- Strongly Disagree Disagree Neutral Agree Strongly Agree

Autonomy as a motivation factor

Autonomy at work is expressed as the ability to decide what, when, how and with whom people do their work. Knowing this, please rate the statements below:

* 13. I would like to have autonomy over my tasks at work. For example, I would like to be able to decide what tasks I do on a given day.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 14. I would like to have autonomy over my time at work. For example, I would like to be able to decide when I arrive, when I leave and how I allocate my working hours each day.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 15. I would like to have autonomy over the techniques involved in completing my work, such as how I will perform my tasks.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 16. I would like to have autonomy to choose the team with which I will work.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Mastery as a motivation factor

Mastery at work is expressed as a desire to improve one's performance at company tasks. Knowing this, please rate the statements below:

* 17. I find it satisfying when my work is challenging.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 18. I feel internally motivated to become increasingly better at the work that I do.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 19. When I make a mistake at work, I like to correct it myself.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 20. I would like to receive regular, constructive and objective feedback at work from my leader.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Purpose as a motivation factor

Purpose at work is expressed as the need to create and be part of something bigger, such as providing something that can be used by society or which is helpful to others. Knowing this, rate the statements below:

* 21. I would like my work to allow me to grow, learn and develop as a person.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 22. I would like to contribute to the community and/or others as a result of the work that I do.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 23. I would like to do work that somehow makes a difference in the world.

Strongly Disagree Disagree Neutral Agree Strongly Agree

* 24. I would like my work to be meaningful and/or important.

Strongly Disagree Disagree Neutral Agree Strongly Agree

End of Survey

Thank you for your time and contribution.

APPENDIX B

The tables below illustrate findings gathered from the SPSS program. Based on these, the analysis provided in Chapter Five was possible.

EXTRINSIC MOTIVATION QUESTIONS:

Table 1. Question number 7 from survey relating to extrinsic motivation.

Extrinsic Motivation Question 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4	4	4
	Disagree	49	24,5	24,5	28,5
	Neutral	62	31	31	59,5
	Agree	64	32	32	91,5
	Strongly Agree	17	8,5	8,5	100
	Total	200	100	100	

Table 2. Question number 8 from survey relating to extrinsic motivation.

Extrinsic Motivation Question 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	17	17	17
	Disagree	91	45,5	45,5	62,5
	Neutral	46	23	23	85,5
	Agree	24	12	12	97,5
	Strongly Agree	5	2,5	2,5	100
	Total	200	100	100	

Table 3. Question number 9 from survey relating to extrinsic motivation.

Extrinsic Motivation Question 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	14,5	14,5	14,5
	Disagree	71	35,5	35,5	50
	Neutral	49	24,5	24,5	74,5
	Agree	40	20	20	94,5
	Strongly Agree	11	5,5	5,5	100
	Total	200	100	100	

INTRINSIC MOTIVATION QUESTIONS

Table 4. Question number 10 from survey relating to intrinsic motivation.

Intrinsic Motivation Question 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5	5	5
	Disagree	30	15	15	20
	Neutral	48	24	24	44
	Agree	90	45	45	89
	Strongly Agree	22	11	11	100
	Total	200	100	100	

Table 5. Question number 11 from survey relating to intrinsic motivation.

Intrinsic Motivation Question 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	3,5	3,5	3,5
	Disagree	26	13	13	16,5
	Neutral	40	20	20	36,5
	Agree	92	46	46	82,5
	Strongly Agree	35	17,5	17,5	100
	Total	200	100	100	

Table 6. Question number 12 from survey relating to intrinsic motivation.

Intrinsic Motivation Question 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3	3	3
	Disagree	36	18	18	21
	Neutral	33	16,5	16,5	37,5
	Agree	82	41	41	78,5
	Strongly Agree	43	21,5	21,5	100
	Total	200	100	100	

AUTONOMY QUESTIONS

Table 7. Autonomy over a task.

Autonomy Question 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	6	6	6
	Neutral	32	16	16	22
	Agree	104	52	52	74
	Strongly Agree	52	26	26	100
	Total	200	100	100	

Table 8. Autonomy over a time.

Autonomy Question 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	3,5	3,5	3,5
	Disagree	20	10	10	13,5
	Neutral	29	14,5	14,5	28
	Agree	73	36,5	36,5	64,5
	Strongly Agree	71	35,5	35,5	100
	Total	200	100	100	

Table 9. Autonomy over a technique.

Autonomy Question 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	7,5	7,5	7,5
	Neutral	38	19	19	26,5
	Agree	96	48	48	74,5
	Strongly Agree	51	25,5	25,5	100
	Total	200	100	100	

Table 10. Autonomy over choosing a team.

Autonomy Question 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1	1	1
	Disagree	16	8	8	9
	Neutral	56	28	28	37
	Agree	87	43,5	43,5	80,5
	Strongly Agree	39	19,5	19,5	100
	Total	200	100	100	

MASTERY QUESTIONS

Table 11. Mastery- challenging work.

Mastery Question 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3	3	3
	Neutral	18	9	9	12
	Agree	104	52	52	64
	Strongly Agree	72	36	36	100
	Total	200	100	100	

Table 12. Mastery- improvement at work.

Mastery Question 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1	1	1
	Disagree	10	5	5	6
	Neutral	27	13,5	13,5	19,5
	Agree	102	51	51	70,5
	Strongly Agree	59	29,5	29,5	100
	Total	200	100	100	

Table 13. Mastery- correcting an errors.

Mastery Question 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	0,5	0,5	0,5
	Disagree	3	1,5	1,5	2
	Neutral	15	7,5	7,5	9,5
	Agree	103	51,5	51,5	61
	Strongly Agree	78	39	39	100
	Total	200	100	100	

Table 14. Mastery-constructive feedback.

Mastery Question 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1,5	1,5	1,5
	Neutral	27	13,5	13,5	15
	Agree	102	51	51	66
	Strongly Agree	68	34	34	100
	Total	200	100	100	

PURPOSE QUESTIONS

Table 15. Purpose-growth and develop.

Purpose Question 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2	2	2
	Neutral	11	5,5	5,5	7,5
	Agree	73	36,5	36,5	44
	Strongly Agree	112	56	56	100
	Total	200	100	100	

Table 16. Purpose-contribution to community.

Purpose Question 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	0,5	0,5	0,5
	Disagree	9	4,5	4,5	5
	Neutral	26	13	13	18
	Agree	107	53,5	53,5	71,5
	Strongly Agree	57	28,5	28,5	100
	Total	200	100	100	

Table 17. Purpose-work as the difference in the world.

Purpose Question 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	0,5	0,5	0,5
	Disagree	8	4	4	4,5
	Neutral	34	17	17	21,5
	Agree	93	46,5	46,5	68
	Strongly Agree	64	32	32	100
	Total	200	100	100	

Table 18. Purpose- importance of work.

Purpose Question 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	0,5	0,5	0,5
	Neutral	23	11,5	11,5	12
	Agree	83	41,5	41,5	53,5
	Strongly Agree	93	46,5	46,5	100
	Total	200	100	100	