

STOCHASTICS IN MOTIVATING HUMAN POTENTIAL

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Abstract

Motivation is a crucial element of the organizations success and competitiveness. Based on mentioned presumption, an introductive part of the paper presents the ideas on chances and even necessities to improve the motivation of employees and manages in all types of organizations through the qualitative motivational escalation and sequence of many decisional-motivational processes. Theoretical part deals with the motivation as uneasy definable phenomenon that could be explained from the various points of view, e.g. the very content of this term, possibilities for influencing it, capabilities for the stabilization of its desired level, factors decisive for changing it, subjects who can call up, strengthen or re-orientate its actual shape, etc. Attention is devoted to motivational approaches, conditions, events, and tools that have to be respected when decide about how to efficiently motivate the employees and managers. Methodological part of the paper searches the similarities and differences in motivating. This one presents the most important results of questionnaire survey attended by 2.626 respondents from Slovak Republic and focuses on decisive motivational factors and dynamics of motivational efficiency from the viewpoint of working position which the individuals work on. Differentially considered efficiency of motivators (frequency perceived by employees versus managers as well frequency really expressed by employees versus potentially expected by managers which the managers supposed on the side of employees) makes necessary the improvement of decision making processes that should be implanted/contained in effort for more precise motivating in the organizations.

Key words: motivation, decision making, motivators, survey, differences.

Classification JEL: M12 – Personnel Management.

1. Introduction

Work motivation and work satisfaction continue to be major topics because it is assumed that they exert an important influence on action and behavior in organizations: these ones are regarded as very important resources in organizations (Büssing, 1997: 209). An idea is crucial that the organizations' effectiveness, success, competitiveness, and sustainability are possible to be improved through improving their employees' motivation (Larijani, 2006; Amabile & Kramer, 2007; King & Lawley, 2013; Bratton, 2015; Blašková, 2016; etc.). Motivation should be improved in all types of organizations, i.e. productive, healthcare, governmental, etc. Motivation is the most important factor for strengthening the quality and preciseness of performance as well as all processes in a higher education too: "Need for rapid growth of higher education, issues in compensation, developments in information technology and dearth for teaching and technical skills brought teacher motivation to the center stage," (Rao, 2016).

It means that this is just the motivation that determines the usual *qualitative motivational escalation*: perceived tension of positive versus negative and deficient versus surplus motives (structured into the needs, interests, ideals, values, ambitions, expectations, desires, etc.) causes the concrete behavior (detailed in many various actions) while a success (or failure) in behavior get arise the satisfaction (or dissatisfaction) that leads to a concluding (final, resultative) feeling that influences the importance, intensity and passion of the next (repeated, or further, or absolutely different) motive and thereby the subsequent motivation.

While the motivation is about human strivings, wants, desires, and aspirations – both the individual's own, and the strivings and wants of those the individual cares for, i.e. employees, colleagues, etc. (Reeve, 2009), identifying the structure and importance of effective factors that act on the motivation, job persistence, keeping the employees, and creating competitive advantages for them, is necessary for every organization (Khadem et al., 2016). Because the individuals feel generally a lot of various motives that instigate and lead them to the concrete

social and work behavior, we can emphasize the opinion of Bosworth, Singer & Snower (2016) that “people are recognized to be ‘multi-directed’,” (p. 72). Much of what happens in the workplace can ultimately be reduced to judgments and decisions made by individuals acting alone or in teams (Highhouse, Dalal & Salas, 2014: 5). This leads to the possibility to define the motivation as “a choice about where to direct the individual’s energy, how persistently, and how much effort to put in to achieving a goal,” (Myers *et al.*, 2010: 543). Motivating people can be therefore understood as a cognitive and decision-making process which the individuals’ behavior for achieving certain goals is caused, directed and modified through (Dědina & Odcházal, 2007: 66).

From indicated point of view, all the motives (needs, values, etc.) and motivational directions, i.e. objectives, limitations, accepted or unaccepted risk, etc., affect the motivation and subsequent behavior of the individual in various ways and intensities. In other words: “A large number of decision making processes take place in motivation influencing and motivations harmonization,” (Blašková, 2016: 24).

The aim of paper is to devote a deeper attention to motivational approaches, conditions, events, and tools, and search the similarities and differences that have to be respected when decide about how to efficiently motivate the employees and managers. Based on theoretical analysis, synthesis and generalization in explaining various viewpoints of the term *motivation*, methodological part of the paper deals with presenting the most important results of questionnaire survey focused on decisive motivational factors that are obviously used in Slovak organizations. Differentially considered efficiency of motivators emphasizes the necessity to improve the decision making processes targeted to influencing the motivations in organizations.

2. Motivation and deciding on motivational tools

Motivation is a pillar of building effective, progressive, profitable, value-creating and pro-socially beneficial organizations. Without the motivation, which is appropriately orientated, sufficiently intensive and mutually harmonized, the success of organization is not possible. When trying to define this unique term, it is necessary to take into account several points of view. For example, the very content of this term, possibilities for influencing it, capabilities for the stabilization of its desired level, factors decisive for changing it from the perspective of passing the time, subjects who can call up, strengthen or re-orientate its current shape, etc.

Content of motivation and influential possibilities

From viewpoint of the motivation content, two opinions can be presented: (a) motivation is the will and desire which a person has to engage in a particular behavior or perform a particular task (King & Lawley, 2013: 269); (b) motivation is linked with biological standards of human organism, but also with spiritual and social side of human nature (Matuska, 2014: 78). This means, the motivation is a private, unobservable, and seemingly mysterious experience, and one cannot see another person’s motivation (Reeve, 2009).

A think is obviously disputed that low level of professionals’ work motivation is a critical challenge for many country (Weldegebriel *et al.*, 2016: 160), organizations, HR experts, and managers (Jelačić, 2011; Figurska, 2015; Igielski, 2015; *etc.*). This means from the viewpoint of influential possibilities, it is important to create a welcoming, pleasant and *supportive work conditions* to successfully connect and motivate employees and managers. According to Bessel *et al.* (2002), people tend to do their best work when they are in a work environment that makes them feel valued, where they get a ‘pat on the back’ or a ‘thank you’ for a job well done, but although these courtesies may seem simple, managers sometimes forget to utilize them. Surely, the individual can get motivated by visionary talks, pats on the back, or just mere attention, making effort more enjoyable and less costly (Kvaløy & Schöttner, 2015: 38).

When a previously high-value stimulus is encountered, the response codes generated by that stimulus are automatically afforded high priority, bypassing goal-directed cognitive processes involved in suppressing task-irrelevant behavior (*Anderson et al., 2016*).

From the perspective of internal entrepreneurial behavior that increases the readiness to generate anything new in the organizations (e.g. new qualitative parameters, new values, new solutions, new concepts of market entry, etc.), *Leković & Marić (2016)* conceptualize an *organizational climate* as a mediator of the relationship between leadership style and organizational (internal) entrepreneurship. The individual entrepreneurial potential of the employees is motivated especially through the leadership style/behavior, management's support for new ideas and projects, participation in strategic decisions, tolerance of risk-taking, autonomy, and resource allocations (*p. 169*).

Stabilization of motivation desired level

An idea that social changes and challenges in social conditions (atmosphere, relationships, feedbacks, etc.) can call up the changes in perceived motives emphasizes the importance of appropriate behavior of the motivation influencers. Each motivating person (manager, coworker, subordinate, etc.) should serve as the ethical and technical behavioristic standard, as the normed human ideal, i.e. *role-model*. *Bosworth, Singer & Snower (2016)* confirm that preferences are not located exclusively in the individual, but rather become the outcome of the interplay between the individual and his or her social environment. In this sense, the leader or motivator reduces workers' effort costs (*Kvaløy & Schöttner, 2015*) and increase their feeling of usefulness in their eyes. *Lee & Kulviwat (2008)* confirm empirical support for the eminence of *loyalty* as a motivational tool in a collectivistic work culture. We can add that it is important not only expect the unidirectional loyalty, i.e. loyalty of employees towards the organization, but also so called 'bi-directional loyalty' which means that loyalty of employees is based on the loyalty of managers towards their employees. Bi-directional loyalty causes a strong and stabilized relational satisfaction and openness to new and more courageous tasks.

When connecting the relational satisfaction with a job satisfaction, while one influences the other, this mix determines the level of perceived motivation. *Relational dis/satisfaction calls up the job dis/satisfaction*, and vice-versa. *Woisetschlager, Hanning & Backhaus (2016)* present that job satisfaction may lead to employees looking for ways to improve things for the organization and being sensitized to being open to ideas in contact with the others (*p. 114*).

It is important to accept the fact in this field that since social settings can affect the individual's motives, they influence their behavior not just via their beliefs and constraints, but also in terms of their objectives (*Bosworth, Singer & Snower, 2016: 73*). Thus the objectives (e.g. complexity of objectives, possibility to set objectives with high added and creative value, others' help in achieving goals, etc.) provide considerable scope in addressing and sustaining the individuals' and groups' motivation. *Anderson et al. (2016)* opine that value-driven attention has consequences for behavior and decision-making, facilitating a bias to approach and consume the previously reward-associated stimulus even when doing so runs counter to current goals and priorities. In contrast, *Dawes (2001)* deals with the rationality versus irrationality of motives, and defines the irrationality (irrational conclusions or beliefs) as *conclusions or beliefs* involving self-contradictions. It involves thinking in a self-contradictory manner, and the conclusions it generates are also always false, because conclusions that are self-contradictory cannot be accurate ones (*p. 3*).

Decisions on motivation influencing

Mentioned above opinions underline the necessity for *applying various motivation* approaches, techniques, tools, events, etc., and careful decision making about the effective motivational mixture consisting of financial (tangible) and non-financial (intangible) motivation tools and

rewards. “From a behavioristic perspective, rewards and punishment are often used to motivate employees towards some behaviors and away from others. But while this may have results, it can be viewed as a coercion and manipulation, rather than as genuine motivators of behavior,” (King & Lawley, 2013: 270). According to Kuhn (2014), although employment can provide people with many valuable and desirable outcomes and contributions, *compensation* is perhaps the most obvious and important. The employers’ decisions made about pay are crucial determinant of their ability to attract, motivate, and retain employees (p. 159). But, an idea is very important that “since people will very quickly adapt to a given pay level, no matter how high, it will not make them happy for long,” (Kuhn, 2014: 160).

This is a true even in a case of many other motivators. Many of them have certain positives, and simultaneously, certain negatives. For example, although a positive feedback is often understood as a motivator for individuals to initiate their cognitive and self-reflective processes which can lead to the decision to essentially improve the next work effort, a *negative feedback* (opposed to the positive feedback) does not always achieve desired behavior and results. Study of Hu, Chen & Tian (2016) employed an intervention method to activate the belief that a particular ability could be improved after negative feedback: conveying suggestions, activating the sense of possible improvement in the ability, and affirming the effort can reduce negative self-relevant emotion after negative feedback. Results of Anand’s et al. study (2016) indicate that the individuals who received failure feedback relied more strongly on the reward magnitude when choosing whether to exert greater effort to obtain larger rewards.

Based on indicated ideas, it is needed to thoroughly consider the time-validity and intensity-efficacy of the motivational approaches and elements. Obviously, the intangible motivators exhibit a deeper and longer impact on the individuals’ and groups’ motivation. In other words: „Good decision making takes into account tangible and intangible aspects of the decision situation ... (and) pertinent facts, feelings, opinions, beliefs, and advice,” (Hammond, Keeney & Raiffa, 1999). In addition, we should also make sure that the collection of meters assigned to the processes will result from the adopted strategic directions and have a multidimensional nature (describing reality from several perspectives), (Bober & Majchrzak-Lepczyk, 2016: 40).

Subjects influencing the motivation

From the viewpoint of subjects who motivate the others, Hill’s opinion is absolutely crucial: „People leave managers not jobs. Disengagement results from faulty assumptions about what drives today’s professionals.” Only when the managers change what they think about the motivation, can they get the best out of their staff and retain their best employees (Hill, 2016).

During the interviews employees who spent many years in one organization, when asked about the reasons for seeking a new employer (or a new superior), they responded that they have already achieved everything that was possible, with the former employer, they lack new challenges, seek development and are eager to be tested in new areas (Borowski & Daya, 2014: 668). In accordance with presented opinion, motivational subjects should create such an environment which will instigate and utilize the intellectual capabilities of the individuals, will force motivationally for original, untraditional and unexpected solutions. Of course, the new, more efficient decisions, measurements, tools and elements should be demanded also from the managers and HR experts in the field of how to motivate employees more successfully.

3. Methods

Under the umbrella of a scientific project ‘*Stochastic Modelling of Decision Making Processes in Motivating Human Potential*’ (principal investigator: Associate Professor Martina Blašková, PhD.), a questionnaire survey focused on motivation was performed in 2016. In this survey,

two versions of questionnaire forms were used: (a) for employees – with 17 regular questions and 7 identifiers of respondents; (b) for managers – with 18 regular questions and 8 identifiers. Differences in forms for managers consisted in asking some responses from the managerial position, i.e. from the viewpoint of superior who acts on his or her employees' motivation. For example, while the question for employees was set in this way: What from listed motivational tools does your superior use towards you?, the question for managers was set a slightly differently: What from listed motivational tool do you use towards employees?

Sample of respondents consisted of 2,626 employees and managers of Slovak productive and nonproductive organizations. Of this number, 1,084 (41.28%) were male (with average age 34.62 years) and 1,542 (58.72%) female (with average age 33.57 years). There were 559 (21.29%) managers (285 male and 274 female) with a mean age of 37.35 years, and 2,067 (78.71%) employees (799 male and 1,268 female) with a mean age of 33.88 years.

3.1. The most important results

The key feature of motivation is its amount, or its intensity level. As a unitary construct, motivation can be nonexistent, low, moderate, high, or very high in terms of how much one has (Reeve, 2009: 16). In question No. 6 we asked respondents to express their opinion on what level is their motivation to four motivational areas: (a) quality work done; (b) permanent improving own skills; (c) creating new propositions and solutions; (d) cooperation with the superior (question for employees), or intentional motivating the employees (question for managers). In questionnaires, we decided to use Likert's evaluation scale with 5 levels: high motivation (5), rather high (4), average (3), rather low (2), and low (1). Subsequently, for simpler and more rational processing obtained data, we re-classified the mentioned above 5 levels into 3 levels: high (levels 4–5), average (level 3), and low (levels 1–2). In Table 1, there can be seen the motivation in all four areas is high at least in 60% of respondents (80.81% to quality work done; 72.69% to increasing skills; 64.21% to cooperating and motivating; resp. 59.78% to new propositions). The high motivation is confirmed also by other statistical indicators (mean, median, and quartiles).

Table 1. Intensity of perceived motivation (source: own study: Blašková, M., Blaško, R. & Tršková, K. 2016. *Symbiotic Managerial Spiral of Motivation and Key Processes of Human Potential Development*. RELIK 2016. November 10. – 11. 2016. Praha: VŠE. 70–81)

	Intensity of motivation											
	To quality work done			To increasing skills			To new propositions			To cooperate + motivate		
	All 2,626	Male 1,084	Female 1,542	All 2,626	Male 1,084	Female 1,542	All 2,626	Male 1,084	Female 1,542	All 2,626	Male 1,084	Female 1,542
High	42.50%	40.04%	44.23%	31.53%	30.17%	32.49%	18.09%	20.20%	16.60%	23.34%	22.51%	23.93%
Rather high	39.22%	40.77%	38.13%	42.16%	42.53%	41.89%	40.44%	39.58%	41.05%	40.21%	41.70%	39.17%
Average	14.20%	14.85%	13.75%	20.41%	20.39%	20.43%	30.85%	29.70%	31.65%	27.61%	26.57%	28.34%
Rather low	2.93%	3.23%	2.72%	4.27%	4.89%	3.83%	7.46%	7.20%	7.65%	6.05%	6.64%	5.64%
Low	1.14%	1.11%	1.17%	1.64%	2.03%	1.36%	3.16%	3.32%	3.05%	2.78%	2.58%	2.92%
High (4–5)	81.72%	80.81%	82.36%	73.69%	72.69%	74.38%	58.53%	59.78%	57.65%	63.56%	64.21%	63.10%
Average (3)	14.20%	14.85%	13.75%	20.41%	20.39%	20.43%	30.85%	29.70%	31.65%	27.61%	26.57%	28.34%
Low (1–2)	4.07%	4.34%	3.89%	5.90%	6.92%	5.19%	10.62%	10.52%	10.70%	8.83%	9.23%	8.56%
Mean	4.19	4.15	4.22	3.98	3.94	4	3.63	3.66	3.61	3.75	3.75	3.76
Upper q.	5	5	5	5	5	5	4	4	4	4	4	4
Median	4	4	4	4	4	4	4	4	4	4	4	4
Lower q.	4	4	4	3	3	3	3	3	3	3	3	3

In question No. 12, we questioned respondents what of listed motivational tools are applied towards them from the side of their superior/s (list of motivators consisted of 12 tools – Table 2). From the various results it would seem that pay (financial reward) has an important role in motivating people, but that a word of encouragement or praise from the superior can motivate employees just as much (*King & Lawley, 2013: 273*). Recent experiences of success or failure, as well as cognitive responses to these outcomes, may shape subsequent willingness to expend effort for future rewards (*Anand et al., 2016*).

Table 2. Motivational tools applied towards the individuals (all of employees as well managers: N = 2,626 = 100%, male N = 1,084 = 100%, female N = 1,542 = 100%), (own study)

Motivational tool	All		Male		Female	
	Total	of all	Total	of male	Total	of female
Expressing praise	1560	59.41%	595	54.89%	965	62.58%
Personal bonuses and reward	1390	52.93%	578	53.32%	812	52.66%
Interest in opinions of employees	1198	45.62%	495	45.66%	703	45.59%
Providing needed information	1096	41.74%	435	40.13%	661	42.87%
Building good relations and trust	1088	41.43%	417	38.47%	671	43.51%
Providing space for independency	1080	41.13%	429	39.58%	651	42.22%
Respectability of superior	963	36.67%	385	35.52%	578	37.48%
Participation on trainings	913	34.77%	344	31.73%	569	36.90%
Career growth and promotion	636	24.22%	290	26.75%	346	22.44%
Treats and sanctions	583	22.20%	250	23.06%	333	21.60%
Criteria of performance appraisal	561	21.36%	235	21.68%	326	21.14%
Participation on decision-making	553	21.06%	241	22.23%	312	20.23%

Table 2 presents the praise and personal financial rewards are the most frequently applied motivators. This was expressed by more than 50% of all the respondents. Male and female perceived the application of motivators approximately the same. In almost all of the motivators, the difference is less than 5%. An exception, however, is the praise (54.89% of male and 62.58% of female) and the opportunity to participate in training (31.73% of male and 36.90% of female).

In question No. 14, as opposed to previous question, we asked the managers to express what motivators they apply towards their employees. In Table 3, these motivational tools are compared as these ones are perceived by employees only (question no. 12), and on the other hand, as perceived and quasi applied by managers (question No. 14 – this question was contained only in the questionnaire for managers). We can see the employees vs. the managers have agreed only in two tools: personal rewards (52.44% in a group of employees vs. 53.67% in managers) and criteria of performance appraisal (21.04% in employees vs. 22.90% in managers). These two tools are clearly and well measurable on both sides. Other criteria are subjective and the difference between the perception of the application of these criteria between employees and managers ranges from 5% (career) to 30% (interested in opinions) in favor of the managers. This means the managers perceive the use of these tools on their part much more intense than the touched employees. The only instrument which achieved a negative difference (-5.55%), is the use of threats and sanctions. However, this tool is clearly repressive and this means that the managers again perceive this one in a better light in contrast with the employees.

Next, we compared the influences of 7 the most important tools (from 12th question) on motivational tools from 6th question. As a basis, we took the group of respondents who identified the concrete instrument in relevant questions (Table 4). For this searching, we set the null hypothesis H0: “The probability that the motivation when using the concrete motivator

(e.g. praise, bonuses...) is high, is equal to π ." Alternative hypothesis H1: "The probability that the motivation when using the concrete motivator is high, is less than π ."

Table 3. Frequency of applied motivators from viewpoint of employees (12th question: $N = 2,067 = 100\%$) and from viewpoint of managers (14th question: $N = 599 = 100\%$), (own study)

Motivational tool [difference: expressions of managers minus employees]	Employees				Managers			
		All	Male	Female		All	Male	Female
Expressing praise [+27.64%]	1.	58.59%	55.19%	60.73%	1.	86.23%	84.21%	88.32%
Personal bonuses and reward [+1.23%]	2.	52.44%	54.19%	51.34%	7.	53.67%	52.98%	54.38%
Interest in opinions of employees [+29.55]	3.	42.19%	40.18%	43.45%	2.	71.74%	75.44%	67.88%
Providing needed information [+20.58%]	5.	40.78%	37.92%	42.59%	4.	61.36%	58.95%	63.87%
Building good relations and trust [+26.74%]	4.	40.88%	38.05%	42.67%	3.	67.62%	66.67%	68.61%
Providing space for independency [+16.13%]	6.	38.07%	35.17%	39.91%	6.	54.20%	55.09%	53.28%
Respectability of superior [+24.70%]	7.	34.69%	33.42%	35.49%	5.	59.39%	61.75%	56.93%
Participation on trainings [+7.19%]	8.	33.24%	30.04%	35.25%	9.	40.43%	36.49%	44.53%
Career growth and promotion [+5.16%]	10.	22.21%	24.41%	20.82%	10.	27.37%	28.07%	26.64%
Treats and sanctions [-5.55%]	9.	23.08%	25.03%	21.85%	12.	17.53%	18.95%	16.06%
Criteria of performance appraisal [+1.86%]	11.	21.04%	21.28%	20.90%	11.	22.90%	21.75%	24.09%
Participation on decision-making [+24.95%]	12.	18.34%	18.77%	18.06%	8.	43.29%	45.96%	40.51%

Test with parameter π of alternative distribution was utilized, where an unknown probability π can be estimated by relative frequency of the phenomenon p (motivation is high); frequency is divided by the number of choices. Test criterion has the form $((p-\pi)\sqrt{n})/\sqrt{(\pi(1-\pi))}$, where π is the estimated probability, p is the relative frequency of respondents whose motivation to the concrete motivational area is high (levels 4 and 5, i.e. rather higher and high). The value of π in Table 4 is the lowest just such that the level of significance α , at which the hypothesis H0 can be not rejected, is $\alpha < 0.05$. Hypothesis must be rejected when α is higher, or it is needed to increase the level of α in order to achieve a state when the probability π is higher.

In Table 4, there is presented an ascertained relative frequency p of high motivation (e.g. to quality work, where all of the employees $p = 0.87$) when using concrete motivator (e.g. praise, etc.) and calculated probability π (e.g. to quality work, all of employees $\pi = 0.85$, i.e. 85%) that when using concrete motivator (e.g. praise, etc.), the motivation will be high (it is the highest probability at the significance level α).

In following Tables, these influences are presented only for the employees (without the managers, Table 5) and only for the managers viewed as the managed and motivated individuals (without the employees, Table 6). It is obvious that the motivation of managers is higher than the motivation of ordinary employees. It may also relate to financial remuneration and benefits of the managers; on the other hand, the managers also have more responsibility.

Note: In the Tables 6 and 7, if instead of the value π is symbol **, then the presumption of test $n > 9/p/(1-p)$ is not fulfilled.

Table 4. Impact of applying motivators (12th question) applied by superiors toward employees on motivators (6th question), (all individuals: $N = 2,626 = 100\%$), (own study)

Intensity of motivation																							
To quality work done						To increasing skills						To new propositions						To cooperate + motivate					
All		Male		Female		All		Male		Female		All		Male		Female		All		Male		Female	
π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p
Expressing praise																							
.85	.87	.80	.83	.87	.89	.78	.80	.74	.77	.79	.82	.62	.64	.59	.63	.62	.65	.69	.71	.67	.70	.69	.72
Personal bonuses and reward																							
.83	.85	.80	.83	.83	.86	.73	.76	.70	.74	.74	.77	.58	.60	.57	.61	.57	.60	.65	.67	.64	.68	.63	.67
Interest in opinions of employees																							
.87	.89	.85	.88	.88	.90	.80	.82	.75	.79	.82	.84	.70	.73	.69	.73	.70	.73	.74	.77	.72	.76	.74	.77
Providing needed information																							
.85	.87	.83	.86	.85	.88	.78	.80	.74	.78	.79	.82	.63	.66	.63	.67	.61	.65	.70	.73	.69	.73	.69	.73
Building good relations and trust																							
.87	.89	.85	.88	.86	.89	.78	.80	.74	.78	.79	.82	.63	.66	.61	.65	.62	.66	.71	.74	.68	.73	.71	.74
Providing space for independency																							
.86	.88	.84	.88	.85	.88	.79	.81	.77	.80	.79	.82	.65	.68	.65	.70	.63	.66	.70	.73	.69	.73	.69	.72
Respectability of superior																							
.88	.90	.84	.88	.89	.92	.79	.81	.73	.77	.81	.84	.64	.67	.61	.66	.64	.67	.74	.77	.72	.76	.74	.78

Table 5. Impact of applying motivators (question No. 12) applied by superiors toward employees on motivators (question No. 6), (only employees without managers: $N = 2,067 = 100\%$), (own study)

Intensity of motivation																							
To quality work done						To increasing skills						To new propositions						To cooperate with superior					
All		Male		Female		All		Male		Female		All		Male		Female		All		Male		Female	
π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p
Expressing praise																							
.83	.85	.75	.79	.85	.88	.75	.77	.69	.73	.77	.80	.57	.59	.51	.55	.58	.62	.65	.68	.62	.66	.65	.68
Personal bonuses and reward																							
.80	.82	.76	.80	.81	.84	.69	.72	.65	.69	.71	.75	.52	.55	.49	.54	.53	.56	.59	.62	.58	.62	.57	.61
Interest in opinions of employees																							
.85	.87	.79	.83	.86	.89	.77	.80	.69	.74	.80	.84	.65	.68	.61	.66	.66	.69	.70	.73	.65	.70	.71	.74
Providing needed information																							
.84	.86	.80	.84	.84	.87	.75	.78	.68	.73	.77	.81	.57	.60	.54	.59	.57	.61	.66	.69	.64	.69	.66	.84
Building good relations and trust																							
.84	.87	.82	.86	.85	.88	.75	.78	.68	.73	.76	.80	.58	.62	.53	.58	.59	.63	.68	.71	.63	.68	.68	.72
Providing space for independency																							
.82	.84	.78	.83	.82	.85	.75	.78	.70	.75	.76	.80	.57	.61	.55	.60	.57	.61	.63	.67	.61	.66	.63	.67
Respectability of superior																							
.85	.88	.79	.84	.87	.90	.75	.79	.67	.72	.79	.82	.58	.62	.53	.58	.59	.63	.70	.74	.66	.71	.71	.75

Table 6. Impact of applying motivators (12th question) applied by superiors toward employees on motivators (6th question), (only managers viewed as managed individuals: N = 599), (own study)

Intensity of motivation																							
To quality work done						To increasing skills						To new propositions						To motivate employees					
All		Male		Female		All		Male		Female		All		Male		Female		All		Male		Female	
π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p
Expressing praise																							
.91	.94	.89	.94	.90	.94	.87	.90	.85	.90	.85	.90	.78	.82	.77	.83	.75	.81	.81	.85	.76	.82	.82	.87
Personal bonuses and reward																							
.91	.94	**	.94	**	.94	.83	.87	.82	.88	.81	.87	.74	.79	.77	.83	.69	.75	.83	.87	.78	.84	.84	.89
Interest in opinions of employees																							
.92	.95	**	.96	**	.94	.83	.87	.81	.87	.82	.88	.82	.86	.81	.86	.80	.86	.84	.87	.81	.86	.83	.89
Providing needed information																							
.87	.91	.85	.90	.85	.91	.83	.88	.83	.89	.80	.87	.80	.85	.79	.85	.78	.84	.80	.84	.76	.83	.79	.86
Building good relations and trust																							
.92	.95	**	.96	**	.95	.85	.89	.83	.89	.83	.89	.74	.79	.78	.85	.67	.75	.79	.84	.78	.85	.77	.83
Providing space for independency																							
.94	.97	**	.97	**	.97	.86	.90	.85	.91	.84	.90	.82	.86	.81	.87	.79	.85	.85	.89	.82	.88	.85	.90
Respectability of superior																							
**	.97	**	.97	**	.97	.85	.89	.84	.90	.82	.88	.77	.82	.75	.82	.75	.82	.83	.88	.83	.89	.81	.87

It follows that managers recognize the importance of motivation tools (12th question, Table 7). In addition, they also think that they quite utilized these motivators. But there is a difference in how it is truly perceived by their employees.

Table 7. Impact of applying motivators (14th question) applied by superiors toward employees on motivators (6th question), (only managers viewed as superiors: N = 599 = 100%), (own study)

Intensity of motivation																							
To quality work done						To increasing skills						To new propositions						To cooperate with superior					
All		Male		Female		All		Male		Female		All		Male		Female		All		Male		Female	
π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p	π	p
Expressing praise																							
.90	.93	.88	.92	.90	.94	.82	.86	.79	.84	.83	.88	.75	.79	.77	.82	.71	.76	.80	.84	.78	.83	.80	.85
Personal bonuses and reward																							
.91	.94	**	.96	.87	.92	.83	.87	.83	.88	.79	.85	.78	.82	.80	.85	.73	.79	.82	.86	.78	.84	.82	.87
Interest in opinions of employees																							
.91	.94	.89	.93	**	.95	.84	.88	.81	.86	.84	.89	.79	.83	.79	.84	.75	.81	.83	.86	.80	.85	.83	.88
Providing needed information																							
.89	.92	.87	.92	.89	.93	.83	.87	.80	.86	.82	.87	.75	.80	.76	.82	.72	.78	.79	.83	.78	.83	.77	.83
Building good relations and trust																							
.91	.94	.88	.93	**	.96	.84	.88	.81	.86	.85	.89	.77	.81	.78	.83	.74	.80	.83	.86	.77	.82	.86	.90
Providing space for independency																							
.90	.93	.87	.92	**	.95	.85	.89	.83	.89	.84	.89	.79	.83	.77	.83	.77	.84	.83	.87	.78	.84	.85	.90
Respectability of superior																							
.92	.95	.88	.92	**	.97	.85	.88	.80	.86	.86	.91	.78	.82	.77	.82	.75	.81	.81	.85	.76	.82	.83	.88

Summarizing all the presented results, set hypothesis was confirmed. That means, we succeed in generate the spectrum of motivational tools the application of which (together with other influences) results in the highest levels of perceived motivation.

A prerequisite for deep understanding the motivation is the essential fact that each individual is motivated by something else. This is the foundation of any successful motivation. However, despite the prioritized individualization, in absolute generalizations we can find some common traits between the different groups of staff. Seven the most frequent motivation tools are the same for the employees (acting on them) as well for the managers (applied by/from them). However, these ones are perceived in a different order in terms of frequency, and there are quite big differences in perception on how these tools act on the employees vs. are applied by/from managers. This is illustrated by the following predictive model (Figure 1).

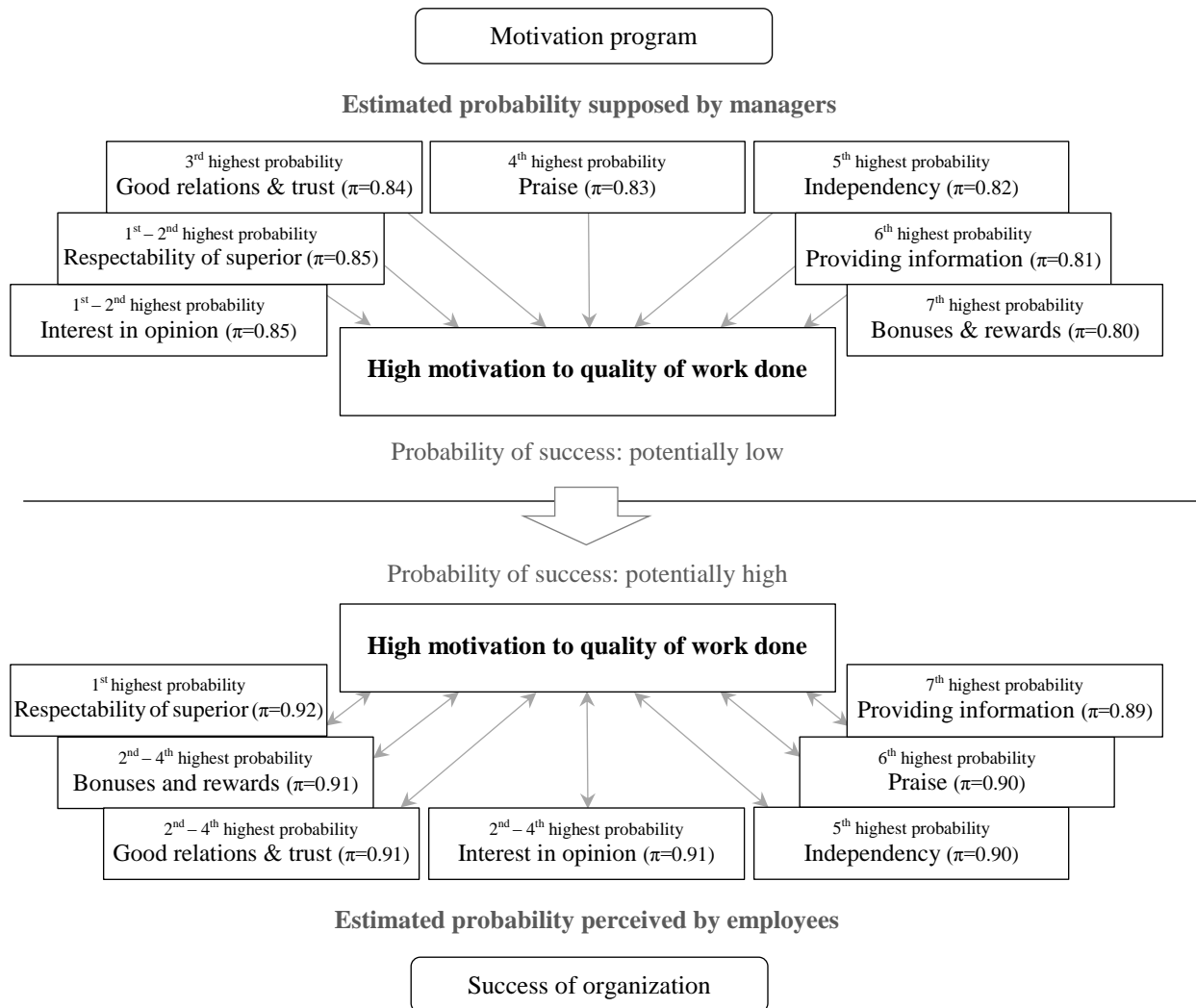


Figure 1. Prediction model of supposed (managers' opinion) vs. really the most frequent (employees' opinion) motivators leading to high level of motivation to quality of work done (own study)

3.2. Discussion

In comparison with twelve motivators defined by us for this survey, the final study instrument by Purohit, Maneskar & Saxena (2016), developed on the basis of existing papers, consisted of 26 sub-factors. These statements measured how important each sub-factor of motivation was for increasing the respondents' will to perform better at work with higher scores indicating higher motivation and vice versa. The most important motivators were identified as follows:

availability of adequate resources; good working environment; supervisor's support; achievement-related promotion.

Study of Weldegebriel et al. (2016), participated by 304 health workers, confirms that sociodemographic characteristics such as age, sex, professional position and type of organization where the questioned people work, were found to be statistically associated with the intensity of intrinsic motivation. When relating this study to our survey, two additional results are very interesting: (a) age was found to be a negative predictor of the intrinsic motivation score; (b) only 56.4% of respondents reported that the performance appraisal was being used for decision making (Weldegebriel et al., 2016: 163; 166).

Akintola & Chikoko (2016) conducted a study among supervisors of the community health workers orientated on the factors which motivate versus demotivate them. Supervisors were motivated by intrinsic factors like making a difference and community appreciation and non-monetary incentives such as promotion to supervisory positions; acquisition of management skills; etc. Demotivating factors identified were patients' non-adherence to health advice and alienation from decision-making (p. 8). This means that it is not only important to appropriately decide on what motivation tools could act efficiently on the employees and managers, but also to utilize the decision-making in the role of efficient motivational tool. In a situation when people cannot participate in taking decisions, their motivation could be impaired. This ascertainment also supports our premise on the importance of time when deciding on how the motivation of employees and managers should be affected appropriately and effectively.

4. Conclusion

Presented theoretical knowledge, results of other authors' surveys as well as results of our scientific project confirm the motivation is really complicated and simultaneously very challenging and inspirational. The secret of successful outputs and impacts of motivating oneself and others lies in understanding that just the *happiness* (in private life) and the *self-fulfillment* (in organizational life) are the most important factors for all the people, and based on this metacognitive truth, the motivating persons have to strongly want and be enthusiastically willing to motivate oneself and motivate the others (subordinate employees, colleagues, superiors, friends, business partners, etc.).

We can state that permanent setting appropriate motivational approaches, measures, tools, events, etc. might be understood as a *sequence of many decisional processes*. Content of every of the plethora decision-making processes is focused on preparing, assessing, choosing, and concreting the motivation efforts an implementation of which enables to enhance both the employees' and managers' motivation. Mentioned statement leads to the necessary conclusion: the motivational authority has to take the concrete decision what of the many motives perceived for/from the perspective of motivated person will s/he accept and consider as the crucial, what of them as only accompanying, and what of them as only supplementary. In other words, the decision consists in what of felt needs or interests the motivator urgently prefers within the organization environs and will realize in their absolute extent and content, what needs will be understood as secondary and potentially transferred to the other occasion, etc. After this decision, the decision-maker/motivator has to prepare and implant all appropriate procedures and steps for achieve their fulfillment and expected satisfaction.

This means, the motivation influencers (especially managers) should remove their rigid presumptions on employees' motivation and usual motivators which 'quasi efficiently' act on the quality and content of motivation, and decide to accept the fact that they have to *address and instigate the motivation of the other person/s* and not only their own motivation.

Mentioned ideas emphasizes the necessity the managers (in the role of motivation influencers) must apply such motivators which have their basis in the personality traits and

positive readiness of managers/motivating persons: express a cordialness, obligingness, helpfulness, behave as the cultivated role-model, make able and contribute in achieving all the working desires of employees, etc. These ones should be permanently combined with suitable tangible motivators: rewards, personal financial bonuses, shares in organization profit, small but valuable gifts intended as an expression of thanks for work done, better and ergonomic working equipment, etc. But, all of applied (both tangible and nontangible) motivational elements should be carefully and individually addressed and provided with the clear and objective correctness. Stated more understandably, each decision, connected with influencing the anybody's motivation, has to be thoroughly considered, critically judged, and masterly performed. In addition, if all the motivational processes are the decision-making processes, then the system and systematic feedback must play the role of dynamic-making and recursive driver. In such the conditions, processes of motivate employees and managers have a great chance to be effective and contributive for organizations and entire country.

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