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STUDENT/IPA: THOMAS PLIAKOS – TRYPAS/ IPA: 16007

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DISSERTATION

"Motivation of employees in the field of defense"

Supervisor:
 Dr Maria Rammata, Adjunct Professor of Public Administration, Hellenic Open University

Second examiner:
Dr Sophia Boutsiouki, Assistant Professor of Department of International and European Studies, University of Macedonia

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THOMAS PLIAKOS-TRYPAS

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EXECUTIVE SUMMARY

The general purpose of this paper is to present WHAT motivates militants serving the Greek army to behave and perform better. Suggestions are based on a survey carried out in 4 different regions in Greece and determine the fundamental elements on which motivation should rest in Greek army sector.

To this end, we will initially present the notion of work-motivation and cite representative theories, both early and contemporary ones, in order to become familiar with what motivates employees and how much while stating, that no theory can stand-alone and explain or drive to outstanding results in the organizational context.

Subsequently and through the first part of our survey (35 questions), the cultural characteristics (norms and values) of the Greek military environment will be presented, in comparison to those of Greek society. The results of the nine cultural dimensions set and examined by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study will be taken as point of reference.

Finally, based on findings from the second part of our research (10 closed-ended and 2 open-ended questions), we will examine the pillars where motivation in the field of Greek defense should rest or derive from.

INTRODUCTION

The Importance

Motivation, extrinsically or intrinsically oriented, is crucial in order for people both to behave and perform better in general. In working environment, the motivational concept is even more important, at a point that organizations, private and public, have spent time, money and effort to search for he suitable combination that will enhance employee's productivity. The more productive workers are, the higher profit is gained. Yet, humans differ and as such, incentives should differ respectively.

Under these circumstances, there is no specific formula regulating employees' performance. This is one reason, among others, (acceptability, the psychological spectrum etc), that there are so many models endeavoring to explain what motivates employees and quite many too complicated models of motivation. Yet, the primary purpose of this paper is not to present a new sophisticated model but, to explore **what** motivates and **how** to motivate employees in general, as it will be further explained in chapters A, B and C.

The accomplishment of specific needs, such as hunger, thirst, safety and secondarily the social status, may answer the question of what stipulate humans in ordinary life. In organizational level, the WHATs are quite different and refer to permanency, need for cooperation or to become an expert. Apart from what motivates employees, **how to stipulate workforce is of the same importance.** Goals and rewards are two elements explaining how to motivate employees to behave accordingly in workplaces.

A manager must be aware of all these educational elements or tools, in order to use the most suitable ones depending on the occasion and acknowledgement on the basis that motivation is not the only ingredient that contributes to uplifting the organization's productivity.

Cultural Beliefs in Workplaces

Individual characteristics and the working environment are two more aspects of particular importance, which shape employee's behavior and influence motivation. Performance and productivity are much dependable on these facets and should be combined with the motivational concept.

The working environment is the place where a task is assigned, carried out and completed. It consists of the internal and the external environment, which affect employee's behavior directly or indirectly[1]. The way the ordering principle impels its workforce, has much to do with the cultural characteristics the environment possesses. What motivates Greeks may not motivate Americans or Scandinavians as the cultural characteristics between and among nations differ. Regions or working sectors may differ within the same cultural context and this is the reason why contacting a research about the characteristics of the army sector was vital.

Through the first part of our survey (35 questions) as no relevant research in literature was found, Section "D" endeavors to explain challenges such as: 1) Do *the results of the nine cultural dimensions, set and examined by GLOBE study concerning Greece, apply to the same extend to the Greek army sector? 2) Do differentiations exist? 3) If yes, why?*

The practices followed or how things are in Greek defense sector, has much to do with the motivational concept set as the primary purpose of this paper and What motivates better militants in Greek reality. *Is it the Human-centric approach and the human orientation? Is it the commander's knowledge concerning the characteristics of the environment, the tools and his social power?*

To this end, the second part of the research (10 closed-ended and 2 open-ended questions), as cited in section "E", is devoted to motivation, in an effort to shape a solid base concerning the basic elements from where stimuli must emerge.

KEYWORDS: *Individual characteristics, working environment, Motivation, work-motivation, intrinsic - extrinsic motivation, need theories, contemporary theories, Human Orientation, Performance Orientation, Gender Egalitarianism, In Group Collectivism, Institutional Collectivism, Assertiveness, Future Orientation, Power Distance, Uncertainty Avoidance, Human centrism, Social Power.*

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[1] Chitiris, L. S. (2001) Organizational Behavior. 3rd Edition. Interbooks, Athens. pp 22-38.

SECTION "A": THE NOTION OF MOTIVATION

In literature, we have many definitions for motivation that it is very difficult to distinguish the most suitable one that determines it accurately. Until 1981, Paul and Anne Kleinginna (1981)[2] reported and classified 102 definitions, out of 140 collected, into categories based on their phenomenological or theoretical foundation. Since then, many efforts were undertaken in order to encompass the majority, if not all, of the aspects that the spectrum of motivation covers.

1.1 The Aspects of Motivation

The physiological/biological processes within a person to accomplish specific needs are cited by Maslow (1943, 1970)[3,4] as a major and most substantial motivational process and that is the starting point.

> *"A person who is lacking food, safety, love and esteem would most probably hunger for food more strongly than for anything else." (1943,* p. 373)

> *"it is most likely that the major motivation would be the physiological needs rather than any others."* (1970, p.37)

Hunger and thirst are needs emerged through organic processes within the human body changing its biological state. Humans do not have any alternative but to accomplish the need and restore organism balance; a biological process known as homeostasis. The nutrition statement of the body is the cause energizing or motivating people to act. Yet, this is not the only aspect revealed from Maslow's scripts.

The phenomenological approach by virtue of desire and choice based on subjectivity as cited by Maslow (1968)[5]

> *"The original criterion of motivation and the one that is still used by all human beings except behavioral psychologists is the subjective one. I am motivated when I feel desire or want or yearning or wish or lack".* (p. 22)

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[2] Kleinginna, P. R. & Kleinginna, A. M. (1981) Motivation and Emotion. Vol.5, No3, Springer publications. pp 262-291.

[3] Maslow, A. H (1943) A theory of Human Motivation Psychological Review, 50(4), 370-379. Available from: http://dx.doi.org/10.1037/h0054346

[4] Maslow, A. H. (1970) Motivation and Personality New York, Harper & Row. p37.

[5] Maslow, A. H. (1968) Deficiency Motivation and growth Motivation: Toward a Psychology of Being. New York, D. Van Nostrand Company. p.22.

and by virtue of self-preservation as an existential phenomenon observed by S. Augustine (early 5th century AD)[6], is an additional stimulating field. Apart from biological deficiencies, humans have the propensity to enjoyment through desires or wishes. They can choose among alternatives the suitable one appeasing their cravings and thus their choices are subjective. Furthermore, Self-preservation is a conscious phenomenon characterizing human nature since its existence and determining behavior. Survival was and still is the top priority and it is inherent for people to seek for existence. Both phenomena are observed or perceived facts of human nature.

The psychological perspective of the notion is the third and most extensive motivator field as it stimulates and directs an individual to behave in a way that makes motivation to be considered as the cause of all behavior. As cited by Potamianos (2002)[7], *conscious, preconscious/subconscious* and *unconscious* are the three successive levels of psychological awareness or procedure within the human psyche or mind provoking behavioral situations, which Sigmund Freud divided in his first theory in the early 20th century. Figure "A-1", presents schematically the levels and the censorship filters. Filters percolate thoughts before entering the upper level.
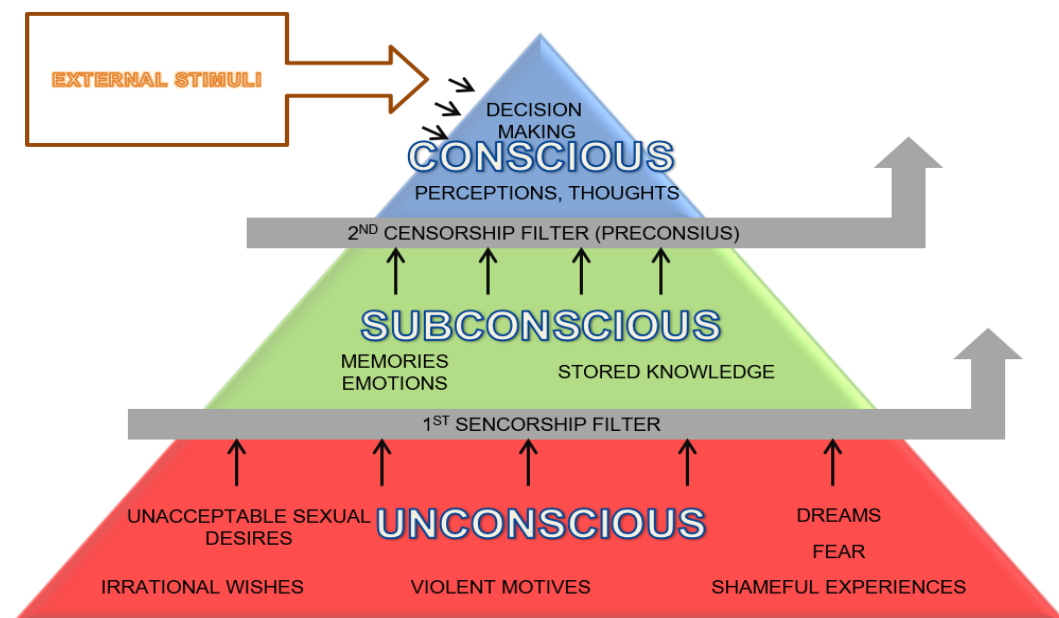

Figure "A-1": Sigmund Freud division of the psyche/mind

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[6] Saint Augustine «City of God»: in Waltz, K.N. (2001) Man, the State And War, a theoretical analysis. 3rd edition. New York, Columbia University Press. p.22.

[7] Potamianos, G. A. & associates (2002) Personality Theories and Clinical Practice. 3rd Edition. Greek Letters. p.86.

These behavioral situations differ not only among individuals but also within a person depending on the occasion. For a specific event, an individual may behave in a gentle manner today, and tomorrow with rudeness. It is a matter of conscious and subconscious filters proper function or malfunction, as both failed to percolate an unconscious unacceptable behavior for reasons within a person or externally oriented. In its most simplistic explanation derived from Schermerhorn (2011)[8], it is a matter of positive or negative emotions arisen internally (self-conscious emotions: shame, guilt, pride etc) or externally (social emotions: pity, envy etc) and moods or even a combination of the two.

The hedonistic aspect of human nature is one more source of motivation. Higgins (1998)[9] stresses that people since at least the ancient years of Plato, seek to gain pleasure and avoid pain when pursue goals. This "*hedonic*" principle stands in the core of Higgins regulatory focus theory, which posits the existence of two self-regulatory systems within individuals; the *promotion focus* system and the *prevention focus* one. The former ensures positive outcomes and the latter the absence of negative outcomes. Hedonism is divided in two categories that of historical and ahistorical approach depending on whether the formation of the behavioral situation is based on events existing at the time when behavior arises and it is not related to events occurred in the past. We may also support that people get great delight when accomplishing a goal with the least effort (pain) while the profit (pleasure) gained from the attainment outweighs the effort.

Motivation derives also from the social environment within which humans interact. Family, friends, coworkers, fellow citizens or even the political and economic environment of a country may have a significant impact upon behavior. Finally, the philosophical or skeptical standpoint which denies the usefulness of the motivational concept as we have not yet conceived the human nature, *of "*who we are*", and*

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8 Schermerhorn, Hunt – Osborn – UHL Bien, (2011) Organizational Behavior. 11th Edition. John Wiley & Sons USA. pp. 62-69.

9 Higgins, E. T. (1998) Promotion and prevention: Regulatory focus as a motivational principle. In Zanna, M. P. (Ed.). Advances in experimental social psychology. Academic Press Vol. 30. New York. pp. 1-46

approach the concept of motivation, *"as the garbage pail for a variety of factors whose nature is not well known"[10]*.

1.2 Work motivation

Having no psychological boundaries, lack of consensus on defining motivation will always be a major problem. Etymologically, motivation emanates from the Latin *movere* (to move), *motive* (the cause of a move) and *emotion (*thrill which describes emotional state)[11]. Through this elementary description of motivation, we can easily stress that a *cause* stimulates an individual to move towards a *goal*. Yet, many people, no matter how much they desire to act and achieve a goal, they remain immovable due to fear of failure, lack of self-confidence, incapacity to handle the psychological or mental pressure or the physical strain. In light of this consideration the notion of motivation encompasses, not only the action towards a goal, but also the willingness to remain a-motivated.

Within the broader spectrum of motivation, work motivation has been the object of several studies for over 30 years, evidenced by the number of contemporary motivational theories arisen since 1960 and onwards. Pinder (1998)[12] based on the work of prominent authors, introduced a representative definition of work motivation. He defined work motivation

> «as *a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its force, direction, intensity, and duration»* (p11).

The definition implies to work related behaviors and it is not a general inclusive definition of motivation that can explain human behaviors. The notion of "force" stands in the core of it, stressing the multidimensional aspect of motivation and the multiplicity of internal and external factors determining behavior. Intensity, direction and duration are the three key motivational elements leading to separable outcomes. *Intensity* refers to the effort needed to accomplish a goal or how much an employee strives to meet commitments toward a task.

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[10] Dewsbury, D .A. (1978) Comparative Animal Behavior. McGraw-Hill New York. p.172

[11] Rammata, M. – Kosmeli, F. – Ziotopoulos, P. (2012) Educational material for the training program «Managers Distance Learning, Motivation of employees». NCPASG Training Institute. p.2.

[12] Pinder, C. C. (2008) Work Motivation in Organizational Behavior. 2nd edition. Psychological Press. p.11.

The effort must be directed toward the outcome satisfying the organization's goals

MOTIVATION's KEY ELEMENTS

INTENSITY
effort

DIRECTION
coordination
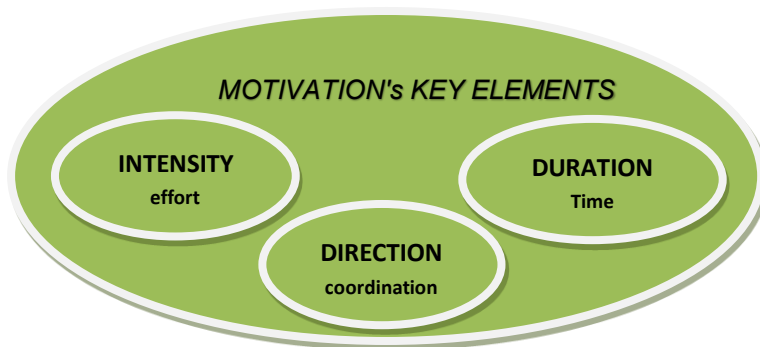
DURATION
Time

and thus, ***direction*** coordinates the efforts towards an end. The end may not be achieved at once or on the set time. Employees and managers should persist in the accomplishment of the goal and their effort should have ***duration*** for as much time needed for the end to be achieved[13].

Inspiration and needs inspire humans to act towards an end and what differentiates them from each other is the amount of necessary motivation to become active. The *fifty – fifty rule* presented by Adair (2006)[14], stresses that fifty percent of motivation derives from within a person and another fifty percent derives from the environment in which the person lives. As humans vary, so does the ratio, and the rule is an indicative and a completely general proportion of the amount of motivation and not a mathematical precision of it. Adair cites the substantiality of the quantitative contribution of each locus especially when referring to working environments. That is to say, 50% of the success lies upon the workers and 50% on the leader or manager. Significant importance of the amount of motivation needed is also held in its orientation or the type of the motivator factor engaged giving rise to an action and concerns the "why" of actions.

1.3 Intrinsic - Extrinsic and Combined Orientations

While 50-50 rule of Adair presents motivation in a quantitative way still, motivation has an intrinsic, an extrinsic and a combined orientation based on studies which have been introduced since 1968. De-Charms (1968)[15] was the first to make the distinction on the Preserved Locus of Causality (PLOC) with regard to behavior.

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[13] Rammata, M. (2018) Master in International Public Administration: A collection of essays on the functioning of the world Community. In Karvounarakis, T. (2018) International Human Resources Development. Ed. University of Macedonia, Thesaloniki, pp.161-209.

[14] Adair, J. (2009) Leadership and Motivation, the Fifty-Fifty Rule and the Eight Key Principles of Motivating. Other kogan Page London and Philadelphia. pp.37-43.

[15] DeCharms, R. (1968) Personal causation: The internal affective determinants of behavior, New York: Academic Press. p.269, p.328.

He clarified the **internal PLOC** where humans act as "*origins*" by possessing and communicating the appropriate behavior and the **external** one where humans act as "pawns" that are directed to act respectively to certain orders.

Intrinsic motivation derives from within a person and the engagement to an activity is a matter of personal volition and interest for its inherent satisfaction rather than an external imposition. An intrinsically motivated person when he/she undertakes an activity shows more interest, persistence, excitement and passion, crucial elements for an enhanced performance which result, not only in a more qualitative and quantitative outcome, but in his/her personal enjoyment and self-esteem as well. Autonomy is another key principle of intrinsic motivation apart from volition, interest and enjoyment. It refers to individual's free choices to get down with something (what), whenever (when) and in the way (how) he/she likes. When eliminated through tangible rewards (money, gifts) or external factors such as fear, deadlines or directives, the PLOC shifts from internal to external, and the individual loses intrinsic motivation for the activity.

Deci (1971)[16] conducted three experiments (2 laboratory and 1 field), the outcomes of which confirm that money as external reward tends to deprive individuals from personal interest and investment, while verbal reinforcement and positive feedback tend to ameliorate people's performance. This assumption stands at the core of "Cognitive Evaluation Theory", a sub-theory of Self-determination Theory introduced by Deci and Ryan. Figure A-2 presents the outcomes of an intrinsic motivated person to whom external motivator factors are exerted. The overall level of motivation decreases and the PLOC shifts, from internal, to external, if extrinsic regulator constrains autonomy, while the level increases when the external motivation factor preserves autonomy.

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[16] Deci, E. L. (1971) Effects of Externally Mediated Rewards on Intrinsic Motivation. *Journal of Personality and Social Psychology*. 18(1), 105-115.
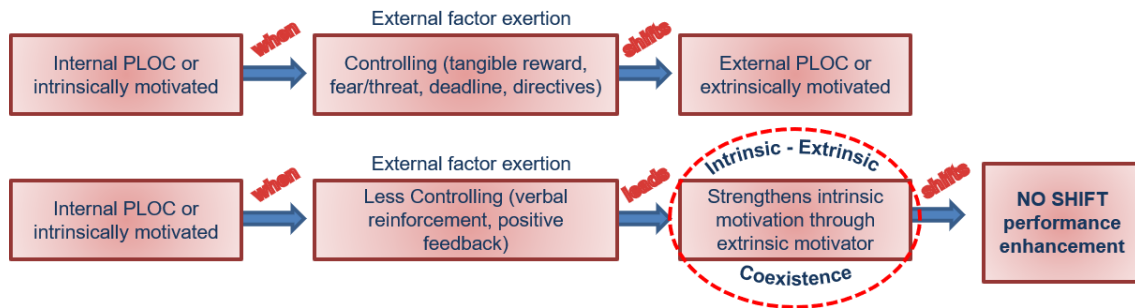
Figure "A-2": Cognitive Evaluation Theory's results to external regulator factors.

External factors rest in the core of extrinsic motivation, the second type of motivation emanating from the environment in which people live and act and the locus of causality regulating behavior is perceived to be external. Rewards and pride for doing something, while guilt and shame for not engaging in an activity, are elements of external motivator factors that control behavior. Volition is replaced by imposition and autonomy by control depending on the type. According to Ryan and Deci (2000)[17], "*it is a construct that pertains whenever an activity is done in order to attain some separable outcome*" (p.60), while, external regulation, introjection, identification and integration are four types as Organizational Integration Theory (OIT) stresses[18]. OIT is also a sub-theory of Self-Determination Theory and figure "A-3" summarizes SDT on the base of CET and OIT sub-theories.
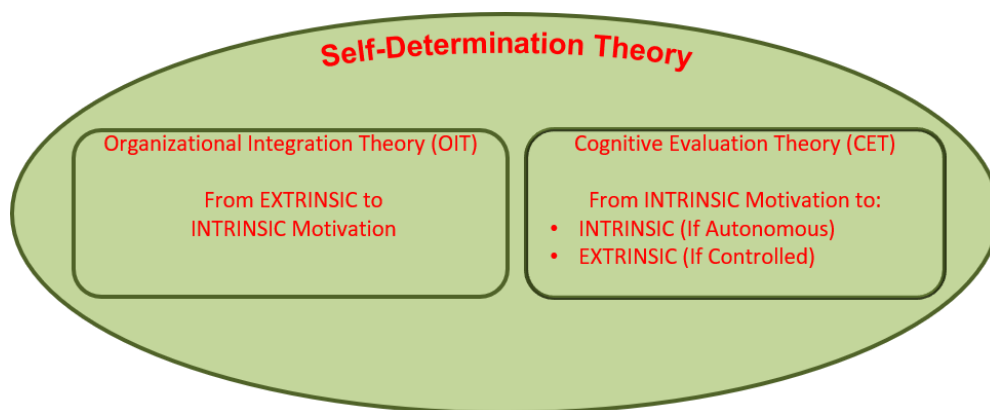
Figure "A-3": SDT's brief summary with its two Sub-Theories (OIT and CET).

External regulation is the most extrinsically controlling behavior where recipient performs accordingly to satisfy an external demand or to gain a reward. Introjection refers to a quite controlling behavior as internal pressures imposed by shame, guilt

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[17] Ryan, R. M. and Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology, 25,* 54-67.

[18] Ryan, R. M. and Deci, E. L. (2000). Self-Determination Theory and the Facilitation of intrinsic Motivation, Social Development and Well-Being. American Psychology Association, 55(1), 68-78.

or self-esteem's maintenance and enhancement that compels individuals to act. Identification is a more autonomous form of extrinsic motivation with which the actor finds himself acting   in full compliance with the directions of the organization while being completely loyal and find a full alignment of his identity to the one of the organization's. The importance of behaving as demanded is recognized and the regulation has been accepted as his/her own. Finally, integration represents the adoption of the value and occurs when an identified regulation has been fully assimilated to the self. The last form (integration) is the most autonomous type and closely related to intrinsic motivation as volition on the base of adoption or assimilation paves the way for satisfaction.

Studies conducted by Ryan and Connell (1989)[19], as well as Ryan and Deci (2000), revealed the potentiality of shifting the locus of causality, from external to internal, through a continuum. To an unmotivated or unwilling person when exerted an external regulation or introjected with a value, changes in his/her stance from unwillingness to passive compliance in front of the fear of being punished, avoid guilt and anxiety or maintain, if not attain, self–esteem. If the recipient is provoked by the external motivator factor to identify the benefits of behaving accordingly and accepts the regulation as one of his own (through a conscious process), then adoption and assimilation (internalization or integration) of the value follows, shifting the perceived locus of causality from external to internal. We may say that identification and integration are the forms that transform *passive compliance* to *active engagement* and personal commitment. Figure "A-4" schematically represents the continuum.

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[19]   Ryan, R. M. and Connell, J. P. (1989) Perceived Locus of Causality and Internalization: Examining Reasons for Acting in Two Domains. *Journal of Personality and Social Psychology*. 57 (5), 749-761.
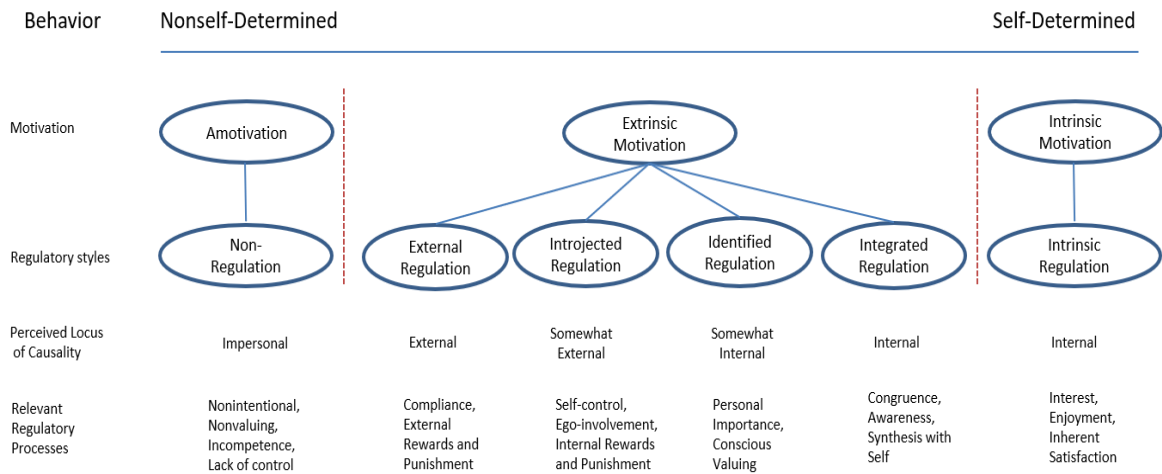
Figure "A-4": The OIT Continuum showing types of motivation with their regulatory styles, loci of causality and corresponding processes (Ryan-Deci, 2000: p.74).

The combined type of motivation revealed from studies where the identified, integrated and intrinsic forms of regulation formed an autonomous motivation mixture when combined (Ryan-Deci, 2000, p73). Based on these studies, the continuum of figure A-3 can be interpreted in a way that the three motivation orientations mentioned of intrinsic, extrinsic and combined, are reduced in just two; Controlled and Autonomous[20]. Controlled motivation encompasses external regulation and introjection while Autonomous identification, integration and intrinsic regulation (Figure "A-5").
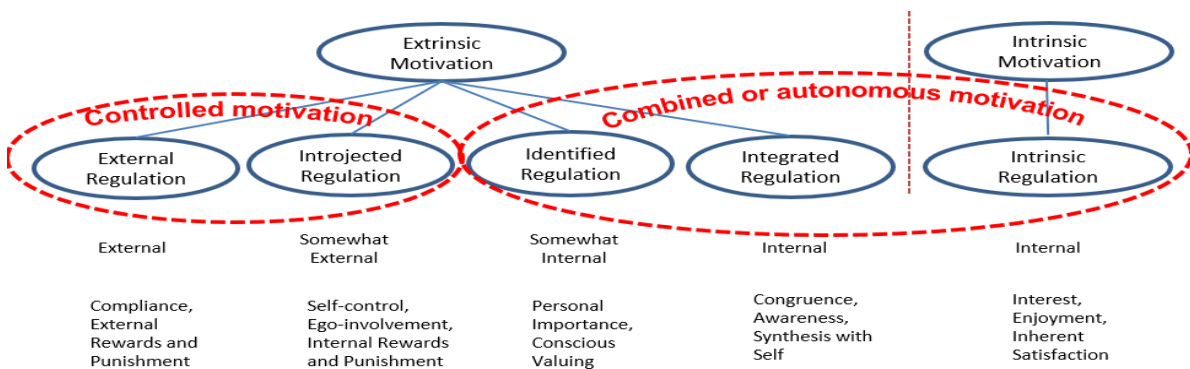
Figure "A-5": Controlled and Autonomous Motivational Orientations.

The process of transforming   the perceived locus of causality allows movement in opposite directions, internal to external and vice versa. Autonomy

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[20] Andrews, C. (2016) Integrating Public Service Motivation and Self-Determination Theory: A Framework. *International Journal of Public Sector Management*. 29(3), 238-254.

demonstrates a catalytic role in this transformational procedure and the person is the dividing line of this spatial metaphor. An intrinsic motivated individual when exposed to an external motivator factor that restrains autonomy, increases group belongingness and imposes control, such as tangible rewards, the locus of causality shifts to external. Respectively, the recipient of an external regulation that is not too controlling (positive feedback or verbal reinforcement) may allow the person to experience the properties representing intrinsic motivation (enjoyment and satisfaction) resulting in an orientation transformation. Finally, and as research has shown, when an individual is behaving accordingly to intrinsic reasons, the quality of experience and behavior significantly differ and outweigh the extrinsic ones. Will explains this significant differentiation as it encompasses interest and enjoyment. In other words, it is an "*I want*" versus "*I have to*" psychological issue either leading recipients to act freely or controlling.

1.4 Conclusions

Motivation is a concept difficult to define, by considering all valuable aspects of it. Its aspects and orientations, from where a stimulus derives, are of particular importance. Every phenomenological or theoretical aspect relishes its uniqueness and, either alone or in combination, it energizes individuals to take action. Superficial thoughts about motivation, can only lead managers to fail to achieve their goals. Theories and models both try to explain human nature in and out of the working environments and to enhance performance exist and must be taken into consideration when referring to employee's performance.

SECTION "B": EARLY MOTIVATION THEORIES AND MODELS

Motivation is a notion introduced since our existence and a case that will always concern humans due to its multiplicity and its significance. The available motivational models are quite many and the aim of this chapter is to introduce those theories that best fit into the Greek military environment.

2.1 Types of Motivation theories

Studies and surveys have been carried out, introducing motivational theories that tried to explain human behavior since 1940. Yet, no single one does it so to the maximum as there is no unique model examining both the nature of human needs and the functional processes of the human mind. Based on this assumption and as cited by Schermerhorn (2011: p110), we can divide motivational theories in those referring to the content and those to the process of the notion.

Content or early theories are focusing primarily on the needs an individual has determining his behavioral situations. Motivation results from the attempts or the actions humans' resort to in order to reduce or satisfy their biological/physiological and psychological deficiencies. Under this assumption, content theories explain work related behaviors on the base of need satisfaction and of the effects exerted to an employee when his needs are blocked. A commander must be in position to

understand his staff needs and respond positively to their accomplishment. For this reason and with reference to Maslow's, McClelland's, Herzberg's, McGregor's and Alderfer's theories, an introduction to need theories will be cited.

Process or contemporary theories on the other hand, focus on the functional or cognitive processes within individuals' minds which create an impetus for humans to behave accordingly towards an end in work places. They suggest rationality and relativity between behavior and goal. While content theories respond to "WHAT" motivates work force, process theories address also the issue of "HOW" (how to motivate, how much effort, for how long) as the amount of effort and time differs depending on the importance the goal has for the employee. Equity theory, Expectancy theory, Goal-Setting theory and self-determination theory with its two subcategories will be cited for better understanding.

2.2   HIERARCHY OF NEEDS THEORY (Maslow 1943)

Abraham Maslow, an American well-known psychologist introduced his theory of human needs based on his clinical and observational work on human subjects. His clinical experience expressed in "*A Theory of Human Motivation*", originally published in July 1943 in "*psychological Review*" (vol 50, No4 pp370-396), formulating a positive human-centered theory of motivation concerning the social environment.

According to Maslow, all human needs can be arranged into a hierarchy of pre-potency where when a more pre-potent need is satisfied then a new need emerges having dominant motivational power. The concept of "hierarchy" assumes that some needs are more important than others and must be accomplished in prior (Maslow 1943: p.370). Their fulfillments serve as a motivator factor to move on to a higher but less important need while the gratified need loses its inducement effectiveness, "*a satisfied need is not a motivator*" (Maslow 1943: p.393). Maslow defined five categories of human needs, broadly named as the *Basic Needs,* that of physiological, safety, love, esteem and self-actualization needs, where the most important rests at the base of the pre-potent pyramid shown in figure B-1.

SOCIAL LEVEL
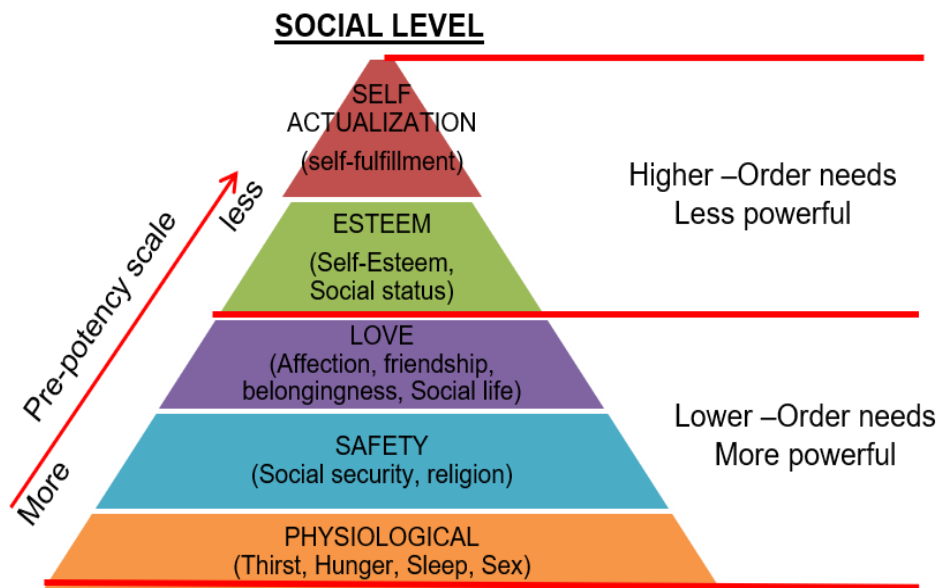
Figure "B-1": Maslow's hierarchy of needs

The ***Physiological or Biological Needs*** occupy prominent position serving as the cornerstone in human motivation and in his theory rather than any other (Maslow 1943: p.373, Maslow 1970: p.36). Maslow based on efficient indications given by the notion of *Homeostasis* and the findings on *Appetites* to prove the importance of this level of motivation. The former refers to the body's natural effort to maintain a constant normal state of the blood stream thus, this set of needs is also called biological. *Appetites* determines a specific appetite for the chemical element body lacks. Body's deficiency in sugar, for instance, creates partial hunger for sweets. While hunger and thirst were the first physiological needs author mentioned as provoking deficiencies to the wholeness of the organism and not localized, yet and beyond Homeostasis, sleepiness and sexual desire were to be attached.

The Safety Needs **refer** to the necessity of living in a stable, peaceful, orderly and organized social environment where unexpected, hazardous and unmanageable situations do not occur. Maslow's assumption emerged by observation of infants and children stressing their need for parental protection and love, but when referring to adults, apart from interpersonal stability, he engages safety on the framework of a good functioning state and of a more materialistic approach through employment which will secure a house, a pension, a life insurance and a saving account (Maslow 1943: p.379). Lastly, safety needs are also satisfied when avoiding the unknown and

prefer familiar things and by having religious or philosophical beliefs which classify individuals in a broader group.

The Love or Social Needs become the dominant center of motivation when the pre-mentioned needs of love, affection and belongingness, are relatively accomplished. According to Maslow, individuals seek to find affectionate relations with people in the sense of friendships in order to both find a place in a group and fill the emotional gap due to the absence of friends or family. The emotional "give and take" affair when having close personal relationships is what Maslow means by the word "love", making the distinction between love and sex. As «love needs» encompass much of being part of a social group in the sense of belongingness and relish among others emotional stability, this set of needs may be also called social needs (Schermerhorn 2011: p.111, Adair 2009: p.53, Robbins-Judge 2011: p.203).

The Esteem Needs are classified in two subsidiary sets, that of self-esteem and of the desire for the esteem of others. To be highly evaluated, both intrinsically and extrinsically, is the goal or the next stage to be pursued. First, people must satisfy the need of self – esteem based on their real capacities (knowledge, achievements, independence, freedom and confidence) in order to create solid ground for the extrinsic evaluation or the deserved respect from other people (recognition, appreciation, reputation, prestige). Both facets in combination lead to the accomplishment of the esteem needs while, basing self-esteem just on people's opinion and on celebrity and unwarranted adulation may jeopardize the fulfillment of it.

The Self – Actualization Needs is the last and the highest category of needs introduced by Maslow. It refers to the desire of people to become unique and actualized in what they are doing, differentiating themselves from others in the same sector. "*What a man can be, he must be*" stressed the author, meaning that one should become what is capable to become or the desire for self-fulfillment.

The first three levels (physiological, safety, love) consist the lower-order needs and are externally satisfied, while the others the higher-order needs where satisfaction lays within the person are internally (Schermerhorn 2011: p.111). Apart from the above five main categories also known as *Conative needs*, Maslow added two more sectors which motivate humans. The *Cognitive Needs* sector (Maslow 1943:

p.384) which refers to individuals' desire to know and to understand, where knowledge is pre-potent to comprehension and *the Aesthetic Needs* (Maslow 1970: p.51) referring to human's desire for beauty, symmetry, completion of an act. Both cognitive and aesthetic are higher order needs (Adair 2009: p.57).

Preconditions for the basic or conative needs satisfaction are the freedoms to speak, act, learn, express, investigate, get information, defend yourself, or the feeling of justice, fairness, honesty and orderliness in groups. What prevents these freedoms is a direct danger to the basic needs. Satisfaction does not always refer to the accomplishment of a basic need to the maximum or 100% in order to move on to the next stage. If need A is satisfied at 25% then need B will emerge at 5%, stating in other words that the more a need is proceeding to its fulfillment the more a higher need is emerging and the more dominant it becomes.

The theory cannot be identified as a flexible one and be applied to every person and every nation, as people vary based on age, personality and especially on culture. Maslow, who adopted the approach anthropologists had, viewing cultural differences as being superficial than basic (such as tastes in food, hair styles, clothing), rejects the cultural dimension when stressing that "*Basic needs are more common-human than superficial desires or behaviors*" (Maslow 1943: p.390). Hofstede's (1980)[21] study revealed the discontinuity in the hierarchy of needs as at least in Argentina, Japan and Greece uncertainty avoidance or safety needs are stronger than social, esteem and self-actualization ones, placing safety on top of the hierarchy.

It is undeniable that the author of the theory advanced one step further by categorizing the needs and by introducing the motivational power and importance of higher-order needs, in a time where behaviorist theories were stressing only lower-order needs as being crucial[22]. No matter if his theory lacks tangible supportive elements and it was not introduced for being applied in workplaces, yet its simplicity and his pioneer beliefs, have affected managers on the frame of understanding; to realize what motivates employees and depending on the case to apply the

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[21] Hofstede, G. (1980) Motivation, leadership and Organization: Do American theories apply abroad?". Organizational Dynamics (summer 1980). p.55.

[22] Robbins, S. – Judge, T. (2011) Organizational Behavior. 15th Edition. Prentice Hall. p.204.

appropriate tools for enhanced quality and production. The correlation between social and organizational level is given in figure B-2[23].
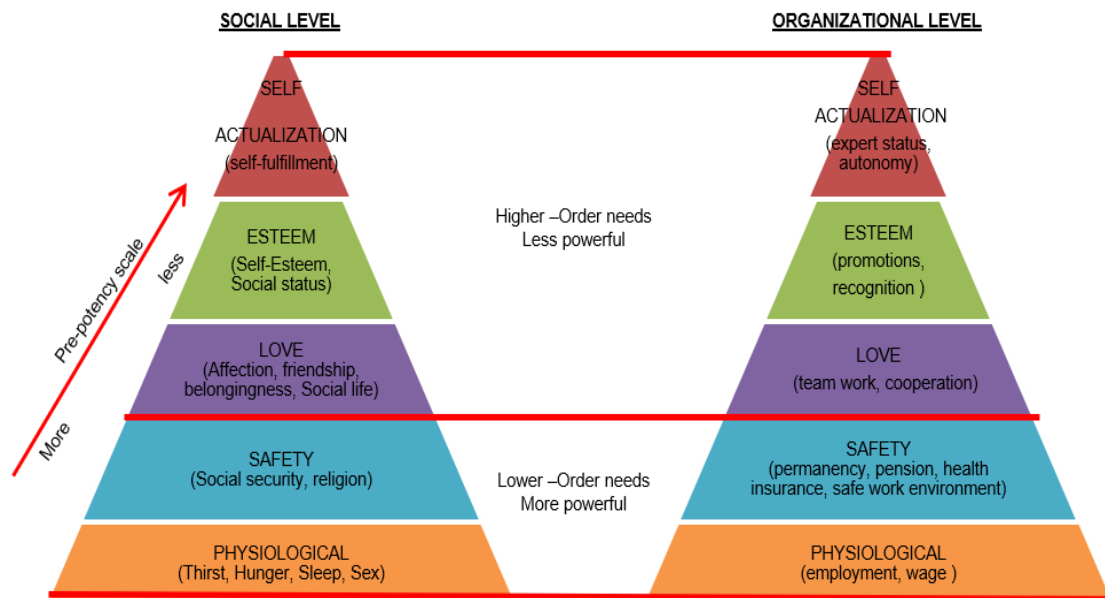
Figure "B-2": Correlation of Maslow's theory in working environment (Robert Tanner web page)

2.3   EXISTENCE- RELATEDNESS – GROWTH (ERG) THEORY (Alderfer 1969)

Clayton Alderfer in 1969 through an empirical test concerning the hypothesis that lower-order needs satisfaction does not stand as a prerequisite for the emergence of higher-order ones, developed and tested an alternative theory to Maslow's, known as the ERG theory[24]. Existence, Relatedness and Growth (ERG) are the three levels of needs stimulating individuals to seek for the satisfaction of its composing elements.

The ***Existence Needs*** encompass all the physiological needs and those safety needs referring only to the materialistic approach given by Maslow. The ***Relatedness needs*** are equivalent to interpersonal Safety, Love (Belongingness) and Esteem needs coming only from others (also interpersonal). The last level, that of ***Growth***

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23   Tanner R. (2019) Motivation – Applying Maslow's Hierarchy of Needs Theory. Management is a Journey. Weblog. Available from: https://managementisajourney.com/motivation-applying-maslows-hierarchy-of-needs-theory/ [Accessed 16th March 2019].

24   Alderfer, C. P. (1969). Organizational Behavior and Human Performance 4: An empirical Test of a New Theory of Human Needs. Department of Administrative Science, Yale University. pp.142-175.

Needs, consists of the Self-Esteem and Self-Actualization needs. Figure B-3 presents the correlation of the two theories.

MASLOW THEORY   **ALDERFER THEORY**

SELF ACTUALIZATION

ESTEEM – self confirmed

ESTEEM - interpersonal

BELONGINGNESS (SOCIAL)

SAFETY –INTERPERSONAL

SAFETY- MATERIAL

PHYSIOLOGICAL

GROWTH

RELATEDNESS

EXISTENCE
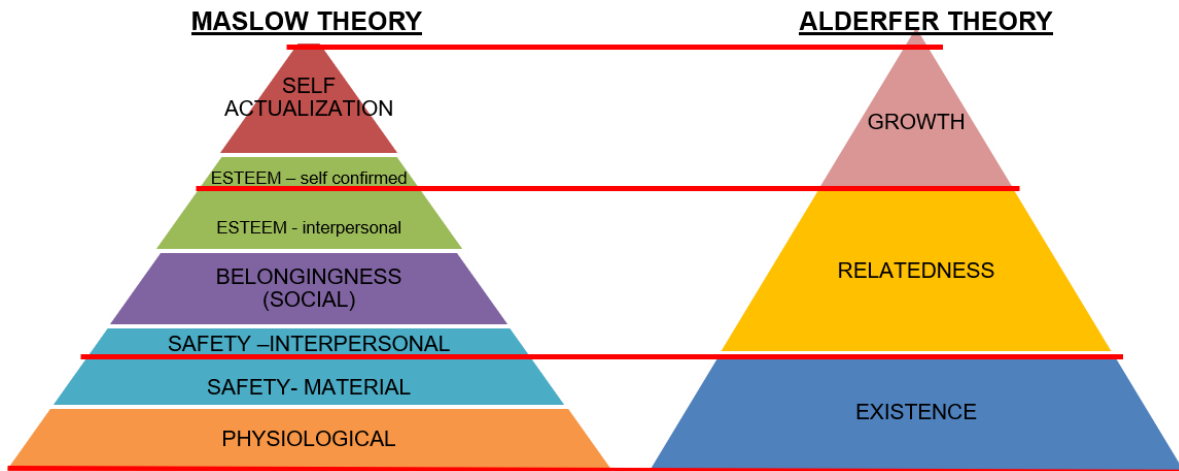
Figure "B-3": Correlation of Maslow and ERG theory[25]

Alderfer differentiated himself from Maslow in two main sectors, that of the categorization and in the interconnection between need satisfaction and human desires (Alderfer 1969: p.144). Classification concerns the reduction of the need levels to three instead of five, while, his two most important contributions were made on the latter field. The author observed that more than one level of need can simultaneously be activated and in an irregular way determine behavior, stating in other words the usefulness of the hierarchy as it is not necessary to satisfy a lower level before moving on to the next (Alderfer 1969: p.154). Second, the frustration hypothesis allows a lower and already accomplished need still to hold its motivational capacity when a higher-level need is not satisfied as it provokes regression (Alferfer 1969: p.154).

While ERG theory was developed on the basis of Maslow's hierarchy of needs theory yet, its empirical supportive elements developed a more flexible approach in understanding to some extent, how human needs function determining stances.

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[25] Schneider, B. – Alderfer, C. P. (1973). Three Studies of Measures of Need Satisfaction in Organizations. Administrative Science Quarterly. p.490.

2.4 ACHIEVEMENT MOTIVATION THEORY or ACQUIRED NEEDS THEORY (McClelland 1953)

David McClelland having been influenced by the work of Henry Murray, with his associates (J.W. Atkinson, C.A. Russell and E.L. Lowell) began experimenting on the Thematic Apperception Test (TAT) as a way of measuring human needs[26]. Almost six years of research (1947-1952) resulted in the conceptualization of a new theory of specific needs that are acquired over time based on life experiences[27].

Need for Achievement refers to the desire of excellence, to do better or be more efficient in comparison with others when undertaking a task. Responsibility of success or failure relies totally on them.

Need for Affiliation concerns the desire to establish and maintain friendly interpersonal relations and avoid conflictual situations. In working environments people dominated by affiliative needs prefer being chosen to accomplish tasks, while their ultimate aim is to cultivate popularity than to promote organization's goals[28].

Need for Power is the desire to control, influence and be responsible for others. People driven by this need focus primarily not on their own individual achievement but on the impact exerted on others, a way of gaining power and relishing attention and recognition. In the framework of work, power is not relevant to authoritarian or dictatorial behavior but is related to power and to the impact on others (McClelland-Burnham 1976).

The theory stresses that all motives are learned. Human's early experiences and the orientations given by their families impel and direct individuals to develop the respective need with its relevant characteristics.

2.5 MOTIVATION-HYGIENE THEORY (Herzberg 1959)

The findings of a preliminary study carried out in 1957 by Herzberg and his team, concerning the factors provoking attitudes at work, led him to deal in depth with

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[26] Miner, J. (2010) Organizational behavior 1: Essential Theories of Motivation and Leadership. Routledge, Taylor and Francis Group. pp.46-49.

[27] Harvey, O. J. (1954) Journal Article review of The Achievement Motive. *American Sociological Review*. 19(6). pp.787-788.

[28] McClelland D. C. - Burnham, D. H. (1976) Power is the Great Motivator. Harvard Business Review. Weblog. Available from https://hbr.org/2003/01/power-is-the-great-motivator. [Accessed 16th March 2019].

the assumption that there are "satisfiers" and "dissatisfiers" in workplaces (Adair 2009: p.69). Subsequent research based on interviews conducted in almost 200 employees determined the introduction in 1959 of a theory, which developed further until 1976, known also as the two-factor theory (Miner 2010: p.62).

"Dissatisfiers" or Hygiene factors is the theory's dimension associated with the job context or the working environment *per se.* The term "Hygiene" is used to designate a healthy environment on the base of meeting specific factors. These factors refer to the company policy, the administrative practices, the supervision, the working conditions, the interpersonal relations with superiors and co-workers, job security, benefits and salary. When these Hygiene factors are met or appropriately provided, they provoke "healthy" situations or positive feelings which decrease dissatisfaction and increase performance, but up to a certain point. Hygiene factors function extrinsically, though for higher levels of performance, it is crucial to apply other set of factors.

"Satisfiers" or Motivator factors are connected to the content of the work; that is the nature of the work itself or what employees actually do. Achievement, recognition, challenge, responsibility and advancement are the work related or intrinsic factors contributing to reach outstanding outcomes. When met, the emerged attitude lasts longer and employees are motivated to improve performance. Motivator factors are the most important sectors in the theory as higher level of performance rests on them, thus it was suggested to companies not only to place emphasis on this specific sector, but also to engage the technique of *orthodox job enrichment*; the process of introducing motivators into a job (Miner 2010: p.65).

Hygiene and Motivation are the two parameters acting independently and are not the ends of the same continuum. Herzberg's strict dichotomy was a sector of debate and criticism. The exclusiveness of the factors was challenged through a secondary analysis of the data presented in 1966. It was reviled that satisfiers can be identified as dissatisfiers and *vice versa*, they act simultaneously on the same sample and motivator factors are more important to both satisfying and dissatisfying job events[29]. The findings question the reliability of the theory and only when the

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[29] House, R., Wigdor, L. (1967) Herzberg's Dual-Factory of Job Satisfaction and Motivation: A Review of the Evidence and A criticism. *Personnel Psychology: The Study of People at Work*. 20 (4) pp.369-389.

relationship between motivation and satisfaction is oversimplified can be applied (House-Wigdor 1967: p.387).

Despite the severe criticism and the fact that Herzberg's theory correlates much to Maslow's, as hygiene factors are equal to Lower-order needs and Motivators to Higher –order needs (Adair 2009, p.83, Chitiris 2001: p.161), still its importance stands to the explanation of Job enrichment; "…*Is the more powerful theory available to explain Job enrichment and…*" (Miner 2010: p.74).

2.6 THEORY X – THEORY Y (McGregor 1960)

Douglas McGregor[30] in 1960 introduced two distinct theories purporting to explain human nature in parallel to suggestion of appropriate managerial styles depending on the case. Having been influenced by Maslow and accepting his assumption that an already gratified need is not yet a motivator (McGregor 1960: p.36, p.39), McGregor conceptualized a static and a dynamic theory.

Theory X accepts that it is in human nature to dislike and avoid work while the "*mediocrity of the masses*" urges the average human being to evade responsibility, have little ambition and place security at the top of the needs-hierarchy. Under these circumstances, people must be forced, directed and controlled so that adequate effort is adjusted towards the accomplishment of the organizational goals. Rewards (money, verbal reinforcement) and threats (punishment) are the means that stimulate individuals to act and as such, are imposed by those being in power. This pessimistic view managers shared for the nature of the human resources was what McGregor tried to challenge in an era where the "carrot and the stick" theory was the dominant managerial method in workplaces.

Theory Y on the contrary, is based on the assumption that for many employees work is considered as a source of satisfaction, to play or rest, where self-direction and self-control emerges intrinsically contributing to goal achievement to which personnel is devoted to. The higher commitment humans place towards organizational objectives, the higher self-direction and self-control capacity they engage. Human resources seek responsibility, ingenuity and creativity and rewards take the form of internal satisfaction; that of ego and self - actualization needs

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30 McGregor, D. (1960). The Human Side of Enterprise. McGraw-Hill. pp.33-57.

gratification. Theory Y is an indicative way of growth and development within working environments and as it is intrinsically oriented, its dynamic potential can only be inhibited by mistaken management methods. Authority, with the form of direction and reward, jeopardizes the key principle deriving from Y concept of integration. Integration refers to the absolute overlap or interdependence between employees' goals achievement and the accomplishment of organization objectives and management should create the appropriate conditions for such a high- level motivator.

McGregor's intention was not to conceptualize two distinct managerial practices or leadership styles but to challenge managers to reconsider their core assumptions about human nature through theory Y[31]. He supported on a theoretical level that conventional methods are obsolete motivational methods based on the realization that the limits of human collaboration in workplaces are not the limits of human nature as determined by the first two levels of needs (physiological and safety needs as given by Maslow). The limits are set by the degree of discovery and realization of the potentials their subordinates possess and the dynamic released in the field of work stimulation.

No matter if Theories X and Y lack empirical validity[32], they have long been compelling ideas, which have marked the turning point of a new era. Theory Y with its humanistic and optimistic view, paved the way for many organizational principles, such as participative, value based, democratic management and many others, to be developed (Heil-Bennis-Stephens 2000: p.36, Kopelman-Prottas-Falk 2010: p.121), because as McGregor stressed "*Theory Y is an invitation to innovation*" (1960: p.57).

2.7 Conclusions

Early theories refer to the content of motivation and more specifically to the needs humans have and strive to satisfy. Maslow's Hierarchy of Needs theory is the starting point as the categorization of the needs, in a prepotency scale, facilitates our understanding of human nature and what energizes people to behave accordingly.

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[31] Heil, G. – Bennis, W. – Stephens, D. C. (2000) Douglas McGregor Revisited: Managing the Human Side of Enterprise. Wiley & sons Inc.

[32] Kopelman, R. E., Prottas, D. J., Falk, D.W. (2010) Construct Validation of Theory X/Y Behavior Scale. *Leadership & Organizational Development Journal*. 31 (2),120-136.

Furthermore, he paved the way for research and development of other distinct need theories stepping foot in organizations and what stimulates employees to enhance their performance in workplaces. Taking for granted the "WHAT" and in order to form a clearer and more complete view concerning motivation, it is crucial the "HOW" questions be addressed in terms of processes.

SECTION "C": CONTEMPORARY MOTIVATION THEORIES AND MODELS

While early theories cover the content field of motivation and addresses biological, social and psychological "needs" as the driving forces, a second series of theories conclude the spectrum of motivation. The process or contemporary theories refer to how people think and act not just in ordinary life but mostly in their working environments. Four theories relishing high importance, acceptance and validity alongside with having a wider cover or scope, will be presented chronologically.

3.1 EQUITY THEORY (ADAMS, 1963)

Stacy Adams, in 1963, based on evidence coming from four studies which include as supportive element in theory's initial presentation[33], formed a model determining the conditions of inequity arousal, the consequences provoked and the means to reduce or eliminate inequity. Further development occurred in 1965 and in 1976, encompassing hypotheses and propositions supported by a vast amount of research studies, contributing to the conceptualization of a social psychology theory capable to explain and predict to a sizable degree humans' social behavior, both in ordinary life and in organizations[34].

Adams initially named the concept as "Inequity theory" (Adams 1963: p.422, Adams 1965: p.268) in a way that it stands at the core of the model as it is the stimulating force for humans to strive for equity and justness. It is easily conceived that the ratio of an exchange is the determinant factor of motivation when referring to work places. The exchange as shown in Figure C-1, involves an employee – employer input/outcome relationship which is compared to the exchange of other employees working in the same or different organization or even to his/her previous working environment. Comparison is inevitable according to Adams, as humans have the tendency to compare the way they are treated by supervisors and put forward the need to be treated in a just and fair way in relation to others. The variables of the exchange as addressed are the inputs, the outcomes and the reference person or source.

Inputs are the elements an employee provides and as a result what he/she expects to get in return. Inputs hold position of investment and as such are the cognitive capacity, experience, skills, seniority even personal appearance, health and social and personal status. **Outcome** is the second variable meaning reciprocity to the inputs in the form of rewards. It is what the employee receives with the notion of wage, intrinsic reward, job status, seniority benefits even informal prerequisites such as having a parking lot. Finally, the Reference source is a coworker or a relative or a neighbor, or even a group. The social comparison object (Schermerhorn 2011) or the comparative aspect is with whom we evaluate the relationship between our own

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[33] Adams, S. J. (1963) Toward an Understanding of Inequity. *Journal of Abnormal and Social Psychology*. 67(5), 422-436.

[34] Adams, S. J. – Freedman, S. (1976) Equity Theory Revisited: Comments and Annotated Bibliography. In Berkowitz and Walster: Advances in Experimental Social Psychology. Vol.9. Academic Press NY. pp.43-90.

inputs – outcomes to others. Inequity exists when the ratio of the exchange is not equally proportioned in favor or against an employee while being in steady state defines equity. The equations follow presenting the states of the model.

$$\frac{\text{My Inputs}}{\text{My Outcomes}} > \frac{\text{Other Inputs}}{\text{Other Outcomes}} \qquad \textbf{Inequity} \text{ in favor of me}$$

$$\frac{\text{My Inputs}}{\text{My Outcomes}} < \frac{\text{Other Inputs}}{\text{Other Outcomes}} \qquad \textbf{Inequity} \text{ against me}$$

$$\frac{\text{My Inputs}}{\text{My Outcomes}} = \frac{\text{Other Inputs}}{\text{Other Outcomes}} \qquad \textbf{Equity}$$

$$\frac{\text{My Inputs low}}{\text{My Outcomes low}} = \frac{\text{Other Inputs high}}{\text{Other Outcomes high}} \qquad \textbf{Equity} \text{ 1st assumption}$$

$$\frac{\text{My Inputs high}}{\text{My Outcomes high}} = \frac{\text{Other Inputs low}}{\text{Other Outcomes low}} \qquad \textbf{Equity} \text{ 2nd assumption}$$

Figure "C-1": Equity theory assumptions.

The first three equations are the general aspects of the theory while the last two in the dot line table are two additional assumptions provoking equity status *per se* (Adam 1963: pp.425-426). Individual's perception determines to what degree inequity will occur or if there will be a balance between the two comparative aspects (personal and the other). The higher the discrepancy is conceived, the stronger the consequences and the motive to engage methods for equity. When inequity is mentally confirmed, dissatisfaction appears which in turn creates tension in the form of anger if the person is under-rewarded or guilt if over-rewarded.

The degree of tension is related to the size of perceived inequity and Adams proposed seven methods[35] to be applied in order to eliminate or to vanish inequity. Those are:

1)   Alter his/her own inputs by lowering or increasing them accordingly if approaches favorable or unfavorable inequity.

2)   Alter his/her own outcomes if inequity is conceived as advantageous or disadvantageous by increasing or decreasing them.

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[35] Adams, S. J., Freedman, S. (1976) Equity Theory Revisited: Comments and Annotated Bibliography. In: Berkowitz, L.& Walster, E. Advances in Experimental Social Psychology. Vol.9. New York, Academic Press. pp.43-90.

3) Distorting his/her own inputs and outcomes cognitively to reach equity.

4) Leaving the field in the forms of moving to another section or quitting the job or even absenteeism.

5) Cognitive distortion of the reference person (other), even if it sounds difficult, yet it is a way of dealing with the case under discussion.

6) Changing the comparative aspect (*other*) emerges as a potential cure if none of the pre-mentioned methods succeeds to balance the exchange.

7) Choosing or engaging more than one of the methods cited to restore justice is also a proposed way to deal.

Apart from the size of inequity, studies have shown two additional determinant factors which stimulate a person to strive for equity through the use of one or more methods; tolerance and the type of individual (Miner 2010: p.139, p.148). Resilience relates to the level of psychological durability an individual possesses against an imposed and unpleasant situation. Humans also differ in tolerance and as such, a high tolerant person might not resort to multiple reactions than those with low tolerance. Being benevolent is the first type of individual who prefers to give more than to what he receives in comparison to others. Equation No2 in figure C-1 characterizes them while No1 is for Entitles; those who prefer to get more than to what they provide. The third type is the Equity Sensitives, to whom equality conforms.

Equity theory was not a totally new concept concerning what is fair and just in workplaces. Adams being influenced by Homans Distributive Justice theory (1961) and Festinger's Cognitive Dissonance theory (1957), proceeded further by setting forth the consequences of inequity and the methods to restore equity. His conceptualization created a broader theory with sufficient supporting elements to confirm the majority of the assumptions introduced while its further development in order to cover personality traits and psychological notions (tolerance) certify the importance and its impact on Organizational justice; in workplace (Schermerhorn 2010: p.117).

3.2 EXPECTANCY THEORY (VROOM, 1964)

Victor Vroom being influenced by the ahistorical approach concerning the hedonistic aspect of motivation[36] and by Michigan's University "school of thought" (Miner 2010: p.97), introduced in 1964 the expectancy theory. The *ahistoric* point of view stresses that behavioral situations depend only on events existing at the time when behavior arises and it is not related to events occurred in the past, while goals direct human behavior and people are keen to seek for positive events and avoid negative ones. To put it simple, it is a matter of time (age) and needs prioritization.

Vroom's purpose was to develop a conceptual model measuring the variables that interrelate to each other and determine the best choice between or among alternatives. **V**alence, **I**nstrumentality and **E**xpectancy (VIE) are the main concepts of the model. VIE model is based on the hypothesis that choices made among alternative choices of action are the product of conscious, rational and subjective thoughts related to psychological events taking place at the same time. How much effort an employee exerts for the accomplishment of an action, depends on the strength, the attractiveness and the expectations provoked by an expected outcome that satisfies both the organization and the employee. The equation

Motivation= Valence X Instrumentality X Expectation

(Schermerhorn 2010: p.118) presents the type of measurement proposed by Vroom.

Valence, refers to "*affective orientations toward particular outcomes*" (Vroom 1964: p.15). Its functional contribution to the model is interpreted on the ground of importance, attractiveness, desirability and/or the expected satisfaction gained by specific outcomes[37]. The size of valence towards an outcome depends on the calculating assessment of the accomplishment of other outcomes and the valence of these other outcomes (Miner 2010: p.97); It increases if the attainment of an outcome will lead to the attainment of other outcomes as well. Valence has a positive and a negative impact on behavior thereat it is calculated from -1 to +1. Negative value is praised to an outcome if the employee detects undesirable consequences when accomplished while, if it leads to desired ones its valence is +1. Zero Valence stands for unconcerned attainment of it. Under these circumstances, valence is the

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[36]   Vroom, V. H. (1964) Work and Motivation. Wiley & Sons Inc, New York.

[37]   Van Eerde W. – Thiery, H. (1996) Vroom's Expectancy Models and Work-Related Criteria: A Meta-Analysis. *Journal of Applied Psychology*. 81(5), 575-586.

subjective value attached to an outcome determining the intensity of the effort exerted for gratification.

Instrumentality is the second variable of the equation with an outcome – outcome association (vroom 1964: p.18), referring to the probability that performance will lead to a two-level outcome related to each other (Eerde - Thiery 1996, Schermerhorn 2011, Chytiris 2001). First level outcome concerns organization's goals and the second level the personal goals that the first level's accomplishment may lead to and it is also rated from -1 to +1. If an employee realizes that by performing exemplary or attaining the first level outcome he will get a reward (pay raise, promotion) that fulfils his/her personal desires or goals (2nd level), then instrumentality gets a +1 value. The organization policy on rewards and the element of subjectivity are the two key characteristics of the notion, as monetary rewards do not always provoke desirability. Promotion is an outcome with multiple consequences, confirming not only a pay raise but also the reputation status on both organizational and social levels.

Expectancy is the last concept with an action – outcome association and defined by Vroom "*as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome.*" (1964, p.17), ranging from zero to +1 Expectancy determines the probability or the degree of personal belief that performance or outcome has in order to be achieved, regardless if the employee resorted to its attainment with the highest valence and instrumentality. The Expectancy facet also rests on the cognitive capacity an individual possesses. *Figure "C-2"* provides schematically VIE model of Vroom.
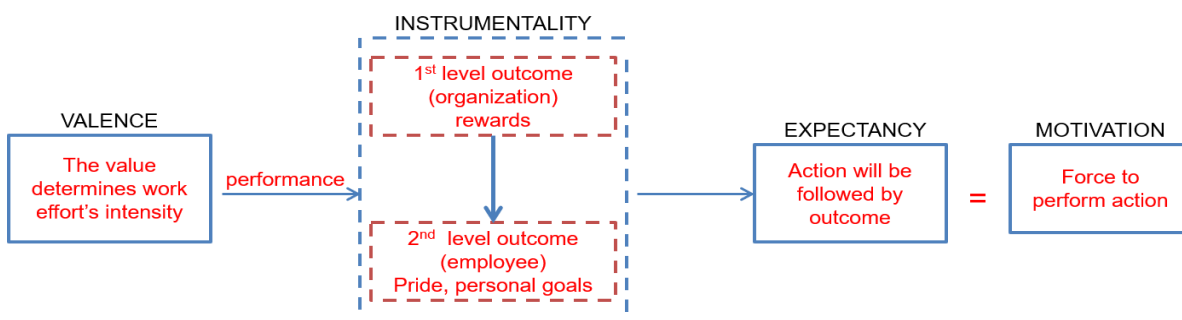

Figure "C-2": VIE model of Vroom (1964, p.27). **Instrumentality is in a dotted line table as it is not given schematically by Vroom, yet it is referred and ranged thoroughly.**

Expectancy theory focuses on three relationships; that of Effort – Performance, Performance – 1st level outcomes, 1st level - 2nd level outcomes (Robbins – Judge 2011: p.224). An employee will exert a high level of effort with expectation that it will drive to exemplary performance. The performance appraisal is expected to lead to organizational rewards, which in turn will lead to the attainment of his/her personal goals. The above-mentioned rational calculations result in high motivation in working environments.

Critics were exerted as the model considers only ideal cases where individuals possess the appropriate perception and ability to calculate with precision the outcomes (Chititris 2001: p.169). Yet, VIE model is a process theory with abundant supportive material to add validity and followed by managers in organizations.

3.3 GOAL-SETTING THEORY (LOCKE 1968)

Edwin Locke in 1968[38] published a summary of the laboratory studies, which revealed the relationship between goals, intentions and performance while formulating a new theory based on the convergence of Scientific Management or Task Management and Management by Objectives (MbO) techniques. Yet, in 1984[39] based on the analysis of 110 controlled experiments (field and laboratory)[40] the goal-setting theory was thoroughly and in depth presented. Research continued and the findings of more than 400 studies support and confirm the correlation of goal setting and the level of task performance[41], ranking it to the most important, institutionalized, validated and useful theory managers need to follow in organizational level (Miner 2010: p.159).

A goal is defined by the authors as "*what an employee is trying to accomplish on the job. It is the object or aim of an action*" (Locke –Latham 1984: p.5) while its most important contribution both in daily life and in the field of organizations is that it specifies the direction and the amount of effort needed to accomplish it. In daily life, volition holds a prominent position and it is up to individuals to opt to set goals or not

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38 Locke, E. A. (1968) Toward a Theory of Task Motivation and Incentives. *Organizational Behavior and Human Performance*. 3, 157-189.

39 Locke, E. A. – Latham, G. P. (1984) Goal-Setting, a Motivational Technique That Works. Prentice- Hall inc. New Jersey.

40 Locke, E. A. – Latham, G. P. – Shaw, K. N. – Saari, L.M. (1981) Goal-Setting and Task Performance: 1969-1980. *Psychological Bulletin*. 90(1), 125-152.

41 Lunenburg, F. C. (2011) Goal-Setting Theory of Motivation. *International Journal of Management Business and Administration*. 15(1), 1-4.

and whether to exert fervent support or lukewarm response determining the degree of goals gratification. Concerning workplaces and based on research findings, goal setting is a determinant factor enhancing performance and productivity.

The need to define or assign explicit and complex goals, results in higher performance. No goals or "do your best" orientation are the two worst-case scenarios managers should follow. The purpose of exemplary performance, entails feedback or knowledge of results and it is one of catalytic importance. Employees should be informed on how well they are performing so as to know if they should continue acting the same way or remediate their actions. The combination of goal setting and feedback leads to efficient performance. Setting goals is also beneficial as objectives clarify expectations set by the management; alleviate boredom, increase job satisfaction and recognition, while self-confidence and pride emerge.

Locke and Latham in 1990[42] being influenced by Bandura's work on the field of Self-Efficacy, enhanced Goal-Setting theory by introducing and integrating the notion of Self- Efficacy. It is the second key element for high productivity alongside with setting conceivable and challenging goals. Having knowledge of one's capabilities managers can set realistic objectives or modify an assigned goal by decreasing or increasing the level of difficulty in order to avoid rejection or invest on their employees through training programs. Self-efficacy is related positively to future performance needed for the accomplishment and affects the determination process of the goal setting (Locke-Latham 1990: p.85, Miner 2010: p.163).

According to Locke and Latham (1984: p.26) goals facilitate performance in four ways, by:

1) directing attention and action,

2) mobilizing energy and effort,

3) increasing persistence and

4) stimulating the development of appropriate task strategies.

Yet, in order to obtain optimal outcomes, goals must be set effectively including some crucial interdependent characteristics; that of **S**pecificity, **M**easurability, **A**cceptability,

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[42] Locke, E. A.– Latham, G. P. (1990) A Theory of Goal Setting and Task Performance. Prentice Hall. New Jersey.

Rationality and **T**imeability. Literally and metaphorically speaking, it is obligatory that goals should be SMART[43].

Goal-Setting theory applies not only in organizations but in daily life as well. It is based on the assumption that goals and intentions are both the products of human conscious thinking and the immediate regulators of human action (Locke – Latham 1990: p.4). More than 400 studies and 100 years of experience (since 1912 when task management was introduced and followed) appraise validity to a well-developed theory which explains human behavior to a significant degree. Specific and challenging goals, which are linked to knowledge of results, to employee's self-efficacy and to rewards, will always result in enhancing performance.

3.4 SELF-DETERMINATION THEORY (DECI AND RYAN 1985)

The last content theory deals with the relation between the personality and human motivation and is well known as of the one of Edward L. Deci and Richard M. Ryan **S**elf-**D**etermination **T**heory (SDT). Alongside with SDT in 1985 Deci and Ryan presented three mini sub-theories of SDT[44]. The development of SDT continued and until today the number of this mini, supporting sub-theories reached six[45].

SDT was cited in section "A", for this reason only a brief review will be given. Theory's frame of action consists of all the internal and external processes stimulating individuals to take action. It focuses on the inherent growth tendencies and psychological needs humans have that regulate their self-motivation and their personality integration. At the same time it examines all facets provoking and impending these processes (Ryan-Deci 2000: p.68).

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[43] Rammata, M. (2011) Contemporary Greek Public Administration – Between bureaucracy and management. Ed. Kritiki, Athens.

[44] Deci, E.L. – Ryan, R. M. (1985) Intrinsic Motivation and Self-Determination. In Human Behavior. New York, Plenum.

[45] Ryan, R. M. - Deci, E. L. (2017) SDT: Basic Psychological Needs in Motivation, Development and Well Being. New York, The Guilford Press.
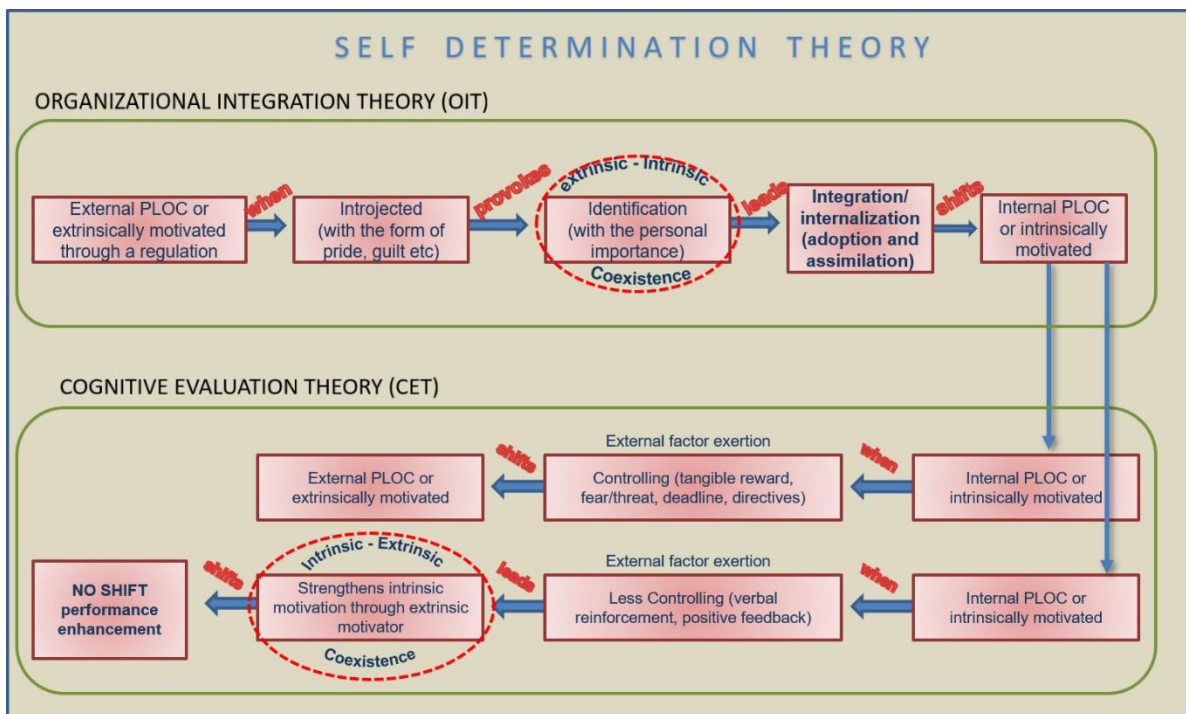
Figure "C-3": SDT and its sub-theories (OIT and CET) continuum.

Self- Determination theory instead of placing a dichotomy between intrinsic and extrinsic motivation, stresses the potentiality of combining external factors with intrinsic ones leading from a-motivation to intrinsic motivation. It accepts that humans are naturally motivated and motivation can be hampered when the organizational context eliminates the three psychological needs of autonomy, competence and relatedness. Finally, SDT is a managerial tool, which reinforces acknowledgement concerning the variations extrinsic motivation has in its relative autonomy.

3.5 Conclusions

Contemporary theories relish a significant higher degree of validity than the context or need theories presented in section "B" based on the amount of empirical research supporting them. They focus on the cognitive processes both employees and employers' resort to so that the former shapes relative behavior and the latter stimulates the appropriate behavior leading to higher and more qualitative performance. The social and psychological growth needs or the higher order needs as presented by Maslow, are their sectors of debate addressing not only the "WHYs" but mostly the "HOW" to stimulate and "HOW MUCH" effort needed, as being relative questions in the organizational context. Still, none of the theories mentioned (contemporary and early) have the potential to explain human nature in and out of work places.

A specific but difficult goal stimulates employees to engage in their task by exerting a higher level of effort through a cognitive evaluation process, both on the basis of rewards gained and of acknowledgment of the equity comparison, as individuals have an inherent need of achievement. This is an indication of how contemporary motivation theories address the "*HOW*" and "*HOW MUCH*" while at the same time reveal their relative strength when combined. Crucial assumption characterizing process theories is that humans or employees are rational thinking beings.

No matter if, no theory can stand-alone and explain or drive to outstanding results in the organizational context, their cognizance is a primary goal for organizations and managers. They should be aware of these tools and depending on their personal assumption of what is best or not, to either combine, transform or enrich them based on their work force abilities and prospects. Yet, motivation is not the only facet contributing to enhancing performance and productivity. The environment within which employees perform is of particular importance, as it is driven by norms, values and practices determining work related behavior.

SECTION "D": THE GREEK MILITARY ENVIRONMENT

When seeking for exemplary performance and higher quality and quantity in production, three facets collaborate leading to the desired outcome: motivation, individual's characteristics and the environment. Managers and leaders should take into consideration the external and internal Environment and its cultural dimensions. The purpose of this section is to present the norms, practices and peculiarities of the Greek military environment in relation to those of the Greek society. To this end, a research was conducted and based on results, an elementary assumption about the military reality is proposed.

4.1 Research and Result Method

A questionnaire consisting of two different thematic modules and 47 closed-ended questions with five answering options was the benchmark concerning the military sector of Greece (see Annex "A"). A hundred and eighty (180) militants of every rank of service responded from four different locations of Greece; Athens, Thessaloniki, Kilkis, and Mytilene.

The first part (35 questions) examines the norms and values ruling the military environment, in accordance with the nine cultural dimensions set and examined for 62 societies (Greece is among them) by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study. GLOBE study was introduced by House (2004)[46] and it is a step further to Hofstede's work (6-D model). The cultural dimensions examined are that of Power Distance, Uncertainty Avoidance, Human Orientation, Institutional Collectivism, In-Group Collectivism, Assertiveness, Gender Egalitarianism, Future Orientation and Performance Orientation. The second part, derived from the theories presented in chapters "B" and "C", deals with motivational factors and how military personnel responds to them when exerted.

The results which are cited in Annex "B", are grouped depending on the given answers. Only for questions dealing with the environment (1st part), the average mark for each question is calculated using the mathematical function:

$$Fx = \frac{1*A + 2*B + 3*C + 4*D + 5*E}{180}$$

A, B, C, D, E: The number of the answers in the given option.

Furthermore, with a view to objectivity and the achievement of reliable results, questions relevant to high and low orientation were asked in accordance with GLOBE study's characteristics as cited for each dimension. When 3 questions were in favor of high orientation and 2 for the low one, then the scores of the 2 latter ones were reversed with the aim to follow the same direction (from Low to High). Table D-1 presents an example.

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[46] House, R. J. – Hanges, P.J. – Jadivan, M. – Dorfman, P. W. – Gupta, V. (2004) Culture, Leadership, and Organizations: *The GLOBE Study of 62 Societies. Thousand Oaks,* Sage Publications.

- To what extent do military personnel seek for success or the accomplishment of their professional goals through healthy competition? (Assertiveness H3 question)

Non-Assertive	to ⟶	Assertive
(or low Assertiveness)		(or High Assertiveness)
1 2	3	4 5

- To what extent do you believe that military personnel use "indirection" to meet their goals? (Assertiveness H2 question)

Assertive	to ⟶	Non-Assertive
(or High Assertiveness)		(or Low Assertiveness)
1 2	3	4 5

(REVERSE SCORE QUESTION)
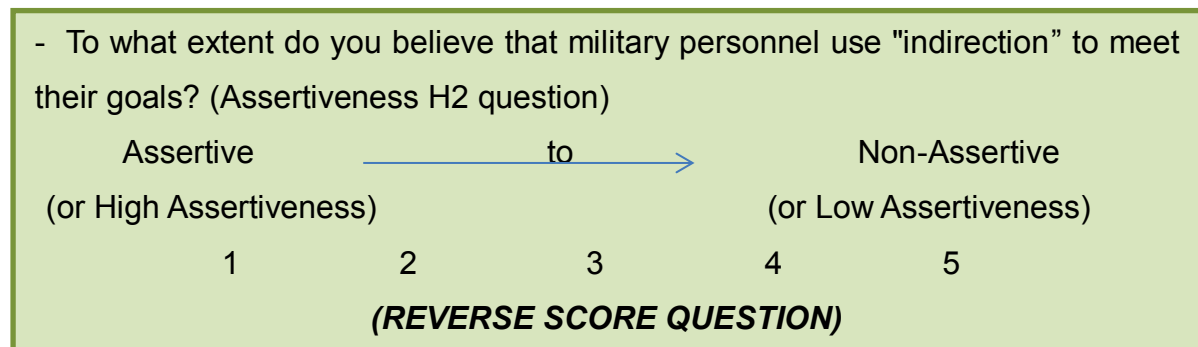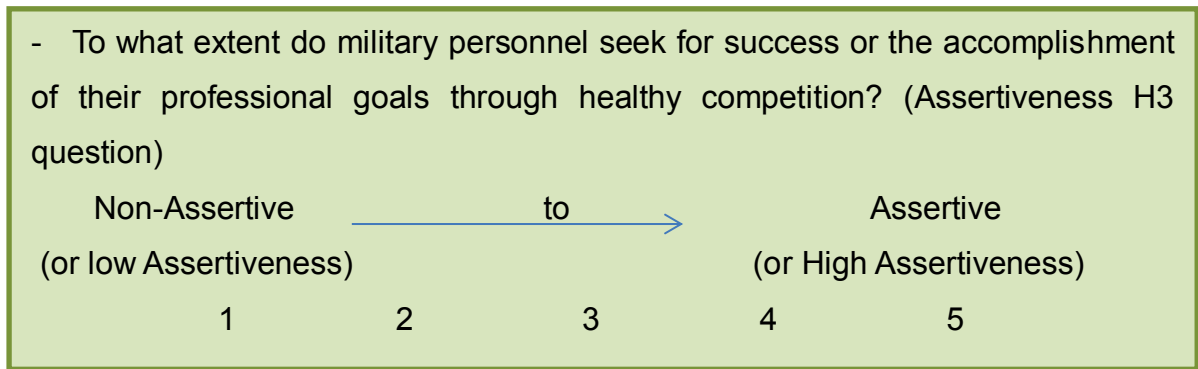
Table "D-1": Sample item of questions relevant to High and Low orientation characteristics of a specific dimension. H2 question's score should be reversed for the total outcome.

4.2 Admissions

`   GLOBE study's questionnaire has 7 potential answers to choose in each question posed and the final result on every dimension is given on the scale of 7. The questionnaire reflecting to the Greek military environment on the contrary, has 5 optional answers. For comparison purposes, we set the admission that*: the analogical transformation of the findings to the scale of 7, does not alter the initial outcome*. Multiplying the results by **1,4** we achieve the desirable analogy.

4.3 Greek Context and Culture

Prior to presenting the results of the research, it is important to present the characteristics of the Greek society according to GLOBE study findings. Societal values and practices reflect on how things should be and how they are. These parameters construct the work - related cultural characteristics of the Greek society as cited in the GLOBE study. Numerically, the results of the nine dimensions are given in figure "D-2".

CULTURE DIMENSION	SOCIETAL PRACTICES (AS IS)	SOCIETAL VALUES (SHOULD BE)	DIFFERENTIATION

PERFORMANCE ORIENTATION (Rewards for performance improvement and excellence)	3.20	5.81	-2.61
ASSERTIVENESS (How much assertive, confrontational and aggressive are in their relationships with others)	**4.58**	2.96	1.62
FUTURE ORIENTATION (Investing in the future or planning it)	3.40	5.19	-1.79
HUMAN ORIENTATION (Be supportive, generous, fair, kind and caring)	3.34	5.23	-1.89
INSTITUTIONAL COLLECTIVISM (Favoring the cooperative versus individualistic behavior)	3.25	5.4	-2.15
IN GROUP COLLECTIVISM (Expressing loyalty, pride and cohesiveness in their organization or families)	**5.27**	**5.46**	**-0.19**
GENDER EGALITARIANISM (Equality between men and women)	3.48	4.89	-1.41
POWER DISTANCE (Is power distributed equally?)	**5.40**	2.39	3.01
UNCERTAINTY AVOIDANCE (Norms, rules and procedures preventing uncertainty for future events)	3.39	5.09	-1.70

Figure "D-2": GLOBE Study Results concerning GREECE.

Focusing on how things are (societal practices) and according to the results, In-Group Collectivism is the only dimension, that is both highly valued and practiced. This is attributed to the strength of the family bond developed through the forms of family (patriarchal and matriarchal) Greek society has experienced through the centuries[47]. Assertiveness is relatively high and in the working environment, employees show a confrontational dynamic against others with competitiveness to rule working attitudes.

Power distance is a notion referring to the way power is distributed in a society or in an organization. The extent to which subordinates participate in decision making processes segregates power distance to «high» or «low». Greek public sector is characterized by high power distances and the ordering principle decides and

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[47] Papalexandris, N. (1999) GREECE: From Ancient Myths to Modern Realities. Chapter Submitted for the 2nd GLOBE Anthology. Athens University of Economics and Business.

announces the outcomes without leaving space for participation while, there is a great gap in power between different levels of society (Papalexandri 1999: p.43). The rest of the findings of the other five dimensions, (low or middle range on performance orientation, institutional collectivism, human orientation, future orientation and uncertainty avoidance), place Greece in the Self-Reliant Non-Competitor category with an indication of emerged individualism, as cited in Markovits-Davis-Van Dick[48].

4.4 Defense sector practices and Differentiations

Table D-3 presents the results concerning the situation (practices or "*As is*") in the Greek military sector and its differentiation when compared with the societal practices of Greece as given by the GLOBE study. Furthermore, Group Ranking has 4 potential categorizations (A, B, C, D), depending on the "might" or the "weakness" a country showed based on its scores. "A" is considered as the strongest group while "D" as the weakest.

CULTURE DIMENSION	Greek Societal Practices (As is)					
	(a)	(b)	(c)	(d)	(e)	
	Defense Sector (in Scale of 5)	Defense Sector (in Scale of 7)	GLOBE group ranking	Greek Society (in Scale of 7)	GLOBE group ranking	Differentiation (columns b and d)
PERFORMANCE ORIENTATION	2.93	4.10	B	3.20	C	+ 0.90
ASSERTIVENESS	2.33	3.26	C	4.58	A	- 1.32
FUTURE ORIENTATION	2.73	3.82	B	3.40	C	+0.42
HUMAN ORIENTATION	3.03	4.24	B	3.34	D	+ 0.90
INSTITUTIONAL COLLECTIVISM	2.57	3.60	C	3.25	D	+ 0.35

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48   Markovits, Y. – Davis A. J. – van Dick, R. (2007). Organizational Commitment Profiles and Job Satisfaction Among Greek Private and Public Sector Employees. *International Journal of Cross Cultural Management*. 7(1), 77-99.

IN-GROUP COLLECTIVISM	3.90	5.46	A	5.27	B	+ 0.19
GENDER EGALITARIANISM	3.32	4.65	A	3.48	A	**+ 1.17**
POWER DISTANCE	2.84	3.98	D	5.40	A	**- 1.42**
UNCERTAINTY AVOIDANCE	3.27	4.58	B	3.39	D	**+ 1.19**

Table "D-3": Research scores on Greek Military practices on scales of 5 and 7, in comparison to the GLOBE study results

Minimal to significant differentiations occurred when viewing the results, revealing the general assessment that defense sector has peculiarities. While employees of public and private sectors have the same societal, economic and cultural characteristics with militants serving in Greek army, still the practices experienced in their working environments differ. This, in turn, poses the orientations in the majority of the dimensions set by GLOBE study under question. Potential answers to, "**why** these differentiations occur?" or "**what** makes military environment differ to a significant degree and in specific sectors to other sectors?", will be given as examining each dimension separately.

4.5 Performance Orientation

The first dimension is the performance orientation that reflects the degree to which a society or community encourages and rewards innovation, performance improvement and excellence (House 2004: p.30 and p.239).

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
PERFORMANCE ORIENTATION	4.10	B	3.20	C	**+ 0.90**

While Greece scored 3.2, sector of defense differentiated by scoring 4.1, with maximum being 7 in both measurements. It is easily conceived that the low

orientation characterizing Greek society in the specific dimension is converted to high, as the group ranking shifts from C to B. Human conditions, Organizational Commitment, internal locus of control and integration compose the spectrum of the interpretation to WHYs and WHATs.

The interpretation effort begins with those human conditions that affect performance orientation. According to GLOBE study (House 2004: p.256), Societal Health and General Satisfaction are the 2 dimensions (out of 6) of Human Conditions which strongly correlate to performance orientation practices. Societal Health refers to the way justice is administered to personal safety and security on the base of wage and pension and to the quality of life employees relish. On the other hand, General Satisfaction encompasses personal beliefs and joy as a result of the accomplishment of tasks and the responsiveness of the administration to working affairs and disputes.

Greek military environment relishes secured employment as working permanency exists (life-time employment) and militants' social status remains high, making them experience pride (question F1, score 5.32/7). Furthermore, every military environment has specific and strict rules determined by law, regulating penalties for not executing a task (order) or not achieving performance at least on minimum level set. This emerges the sense of being just towards those with no high-performance standards and the sector of defense is properly oriented, as question I5 reveals (3,67/7) «It is not who you are but what you produce or deliver».

Another element explaining high performance orientation in Greek army rests on the recruitment policy since late 80's, where at least those intended to become officers and sub – officers, join the Academies through annual competitive national (written) exams. According to the latest data[49], the borderlines show that competition is tough due to privileges attributed to graduates (stability, prestige etc). Before reforming the recruitment method, the only necessary condition was to submit the application form and to have graduated from high school. This is a significant indication that those who apply for the army Academies are exposed to competitiveness since adolescence. They adapt their activities according to their volition and learn to set high standards of performance with the aim to succeed,

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[49] Ministry of Education, Research and Religious Affairs: Borderlines of Greek Military Academies (2017). Available in: https://results.it.minedu.gov.gr/ :

shaping this way a life attitude towards performance orientation, achievement of results and accomplishment of assignments.

This behavioral situation can be easily introjected to every subordinate from officers and sub-officers occupying a managerial post. Greek army also consists of personnel recruited out of any kind of exams and a significant number of militants participated in the research comes from that sector (57 out of 180). In a strict hierarchical environment, the imposition of a "can do" mentality is much easier to implement, yet, the way to do that may differ from manager to manager and it is up to the ordering principal of what tools to be used; punishment, verbal reinforcement, pride or rewards?

4.6 Assertiveness

The second dimension is assertiveness that reflects to the degree individuals are assertive, dominant and aggressive to their relationships with others both in the working environment and in social life (House 2004: p.30 and p.395).

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
ASSERTIVENESS	3.26	C	4.58	A	- 1.32

While public sector of Greece scored 4.58, sector of defense showed a significant differentiation scoring 3.26, with maximum being 7 in both measurements. High orientation characterizing the Greek context in the specific dimension does not reflect the defense sector and the differentiation is one among the two biggest revealed from the research.

Taken into consideration that societal values that reflect on "Assertiveness" are also low (2.96), the explanation may be attributed to ethics Greek society represents and with which nurtures its citizens since early childhood. Family, teachers and the Orthodox Church teaches love, peace and treat people the way you want to be treated from them; "*Love thy neighbor as thy self*". Furthermore, although Greece participated in many wars that have taken place during the last 120 years, the Greek foreign policy also supports findings of the study. "We *do not demand but we don't grand either*", is the governmental position army must sustain, revealing the general attitude that aggression is permitted only as a response to an external threat.

The meaning of the word *aggressive*, which is used to characterize the assertiveness of individuals as members of an organization, also supports findings. Oxford's dictionary[50] defines *aggressive* as behaving in a threatening way, acting with force and determination in order to succeed. House (2004: p.396) refers to aggressive behavior with two different meanings; that of dominating, humiliating and blaming others on the one hand and being confrontational to the extent that individuals stand up for their own personal rights on the other. No matter which orientation is followed, its undeniable that aggressiveness has a negative meaning, it is closely related to assertiveness, and hazard consequences are provoked in the working environment. Threats, punishment, competition and competitiveness create an unsafe and untrusting environment preventing cooperation, teamwork and healthy competition among members.

The score of 3.26 sector of defense showed concerning societal practices, is also related to the societal values Greece represents (2.96) as a nation on assertiveness according to GLOBE study. People aim at belonging in a nonthreatening and nonaggressive society where the execution of a task is based on rational arguments and not on threats, punishment or verbal disparagement. This slight difference may be explained as an appropriate level of aggression and dominance is required for better results while, being violent and confrontational during peace times towards your colleagues and citizens, is not what the Army represents.

Finally, being assertive to a high degree not only does it affect adversely relationships among employees, but also the outcomes in general. GLOBE study also revealed the general trend, which the majority of participating countries appear to seek for, that of lower levels of aggression or assertiveness. Rather than being tough and strict, putting significant emphasis on other managerial tools, such as "philotimo" (love of honor) which characterize Greek society[51], solidarity will be reinforced and team spirit may be provoked.

4.7   Future Orientation

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[50] Oxford Advanced Learner's Dictionary. 7th edition. Oxford University Press. p.30.

[51] Chhokar, J. – Brodbeck, F. – House, R. (2007) Culture and Leadership Across the World: The GLOBE Book of In-Depth studies of 25 Societies. New York, Lawrence. p.789.

The 3rd dimension to discuss is the way the working environment motivates and rewards future oriented behaviors (House 1999) or how both the Agency and the employees assess, plan and invest in their future (House 2004: p.30 and p.285).

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
FUTURE ORIENTATION	3.82	B	3.40	C	+0.42

While the difference between the mean scores is tiny, still it shifts the category the army is placed based on CLOBE study in comparison to Greek society (group B instead of C) and the total outcome for the defense sector is that it has an orientation towards future characterized as medium to high.

According to House (2004: p.300) family, society, culture and geographic factors interact to determine future orientation tendencies. The explanation still has its roots in the way the Greek family prepares its members for the future. Since childhood and during adolescence, the future orientation is introjected to children/adults in order to cognitively prepare them to participate in national examinations which determine the access to national (public) Universities and the Army Academies. Apart from that, the way society contributes to have a high future orientation is also one of significant importance. Knowledge, positively affects the ability to think, assess and plan the future (House 2004: p.300) facets of long term-oriented attitudes.

Cultures differentiate also on the basis of time. They approach time on their own perspective and according to Broome (1996)[52], Greeks approach time differently to what Western Europe and The United States of America do. Yet, every conventional army has a daily program to follow and tasks are assigned with due time to be a parameter of evaluation for militants causing penalties or rewards. Since their entrance, military personnel is taught to be only in or on time and this is a strong indication why Greek army differs to the general attitude towards time, as studies have revealed for the Greek context. Finally, the geographic location of Greece has always been characterized of insecurity and this in turn resulted in the past in wars, yet, the institutional power Greece relishes through its participation in the European

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[52] Broome, B. J. (1996) Exploring the Greek mosaic: A guide to intercultural communication in Greece. Yarmouth, Me., USA: Intercultural Press.

Union and NATO contributes to contemplate a peaceful future and be capable to make long term plans. Under these circumstances, the factors that interact and determine long term orientation attitude to be high exist in the Greek military environment.

Apart from the societal and cultural factors provoking high future orientation, another element explains the *"why the sector of defense is characterized with a more strategic thinking and planning?"*, emerges from the membership of NATO. According to the Memorandums of Understanding , Greece, contributes to NATO with military personnel of every rank and in specific working stations either as staff officers in the Head Quarters or as a conventional army force deployed in the frame of a peace keeping mission. NATO, as an entity, follows the United States of America (USA) or the Western Europe way of performing as the USA is the biggest contributor economically, materially and with personnel followed by Germany, France and the United Kingdom[53]. According to GLOBE study, the USA, Germany and the UK are also characterized as high future - oriented countries and Greeks serving in NATO probably adopt the specific attitude which is later on used when repatriated.

Based on the above analysis and the findings of the study we may argue that the Greek sector of defense is adaptive, flexible, adopts strategic thinking and planning differentiating from the societal attitude to a high degree yet, there is enough space of improvement.

4.8 Human Orientation

"*The degree to which an organization or society encourages and rewards individuals to be fair, altruistic, friendly, generous, caring and kind to others*" (House 2004: p.569), is the dimension's definition on the matter of human orientation. The stronger those characteristics are, the higher degree an entity possesses human orientation.

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation

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[53] NATO Funding (2018-2019): Cost Share Arrangements. NATO weblog. Available from: https://www.nato.int/cps/su/natohq/topics_67655.htm?selectedLocale=en [Accessed 16th March 2019]

HUMAN ORIENTATION	4.24	B	3.34	D	+0.90

Greek society scored 3.34 which is the 3rd lowest score among the 62 countries participated in the GLOBE study, placing Greece in group D cluster (the lowest orientation), while Greek sector of defense gained 4.24. The differentiation of 0.9 is considered high and diverts the overall view about care, benevolence, belongingness and affiliation Greek society shows. Religion, family, political and cultural factors alongside with the characteristics and stances the Greek army represents, justifies explanation.

Greek Constitution determines religion and the relationship between society and Greek Church[54]. More than 90% of Greeks are Orthodox Christians and the Orthodox Church apart from being the cultural depository since its existence and especially during occupational eras (Roman and Ottoman occupations), also demonstrates and introjects its flock/followers to "*Love thy neighbor as thyself*". Crucial elements characterising human oriented societies are taught by the clergy while Greek family stands as a moderator concerning the extent to which love, care and kindness will reach. Family bonds are strong within Greek families and members care for one another.

Human orientation also derives from the political system ruling the state. Democracy not only initiated in Greece approximately 2.300 years ago, but is also the political realm standing at the core of every political party ruled Greece since 1975 and onwards. Treating citizens in a fair and just way is among others an important element democratic beliefs represent. This is a reason why higher education (open universities) and medical - pharmaceutical care are for free, in order for all Greek families to be able to afford financially health care and knowledge. Humanitarian beliefs on political level exist in the Greek reality reinforcing cultural values also in practice.

Many hospitals, educational institutions and societal care infrastructure were constructed thanks to donations from Greeks of diaspora. That is because Greeks possess "Philotimo", a notion that has no equivalent word in English language. "Love of honor" is the general meaning when translated, still it encompasses a self-imposed

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[54] Greek Constitution (2018). provision 3, p.19

way of behaving based on trust and fairness (Papalexandri 1999: p.27) while, according to Triandis[55] a "philotimos" individual also behaves in a polite, virtuous, reliable, proud, truthful, generous, self-sacrificing, tactful, respectful and grateful way towards the members of his group. "Philoxenia" or hospitality also characterizes Greeks which view every stranger as friend and behave towards him in a gentle and friendly manner (Broome 1996, Papalexandri 1999).

Justification concerning the human orientation of Greek army is also revealed from question A6; **is the strain the best "*weapon system*" in the army?**. 87% of militants participated in the survey have accepted the importance of the human element as the most crucial parameter, both in peace and war time. Strains handle military personnel and equipment and the success is based on their efficient way of dealing or handling. As human behavior has much to do with the way the working environments treat their members, being human-centric or having high human orientation in your working relationships provokes high human efficiency, good relationships, ingroup collectivism and trust.

Based on the above mentioned, the societal and cultural characteristics of Greece nurture High Human Orientation as a value (should be) yet, they are in total difference with how things are. Sector of defense has a completely different approach concerning the practices followed which happen to be in accordance with Greek values.

4.9 Institutional Collectivism

According to House (2004: p.465) institutional collectivism is defined as "*The degree to which institutions encourage and reward collective action and the collective distribution of resources*".

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
INSTITUTIONAL COLECTIVISM	3.60	C	3.25	D	+0.35

The mean score of 3.25 describes the current state of affairs (practices or "as is") in Greek society and it is the lowest score among the 62 countries participated

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[55] Triandis, H. (1972) The Analysis of Subjective Culture. New York, Wiley.

the GLOBE research. The Greek defense sector has a higher coefficient of 3.60 shifting the band from "D" to "C" on the base of GLOBE study but is still considered as low at least when compared with the mean societal value of Greece (5.40). As the Institutional collectivism refers to the extent to which cooperative attitude jeopardizes individualistic behavior and vice versa, on the organizational level (Papalexandri 1999, 36), the explanations will be found on the characteristics each notion represents and how they reflect to Greek reality and in the correlation of Institutional collectivism to assertiveness.

Individualism and collectivism are the two opposite poles of the same dimension according to Hofstede (1980). Triandis (1993, 1995)[56,57] revealed through his research the potentiality that cultures can have elements of both dimensions depending on time and the situation and also that cultures of the same cultural syndrome (individualistic or collectivistic) differ each other significantly. The Vertical and Horizontal approaches of each syndrome exist in the Greek reality too, and while both sectors have a collectivistic approach still differ on how members view themselves in the group and how decisions are made. The army can be considered as a more Vertical-Collectivism sector where members view themselves as an aspect of an in-group, still they acknowledge differentiations on the status gained based on the rank and the managerial position.

The results and the analysis presented about assertiveness in the Greek army context also sustain results about institutional collectivism. Individualism as a notion, encompasses a confrontational and dominant attitude towards others (Triandis 1993), just like assertiveness. The army sector is not a confrontational and competitive environment to such a degree so as to compete daily and introject these characteristics to its members. In other words, there is no relevant entity to compete and to provoke cut-throat competition. On the contrary, collective action is required to overcome difficulties and tough assignments during peace time while during armed

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[56] Triandis, H. (1993) Collectivism and Individualism as Cultural Syndromes. *Cross -Cultural Research*. 27(3-4), 155-180.

[57] SingelisT. M. (1995) Horizontal and Vertical Dimensions of Individualism and Collectivism: A Theoretical and Measurement Refinement. *Cross -Cultural Research*. 29 (3), 240-275.

conflicts the need of collectivism and collectivity is increased drastically, as the power of team cannot be easily bitten by autonomous and individualistic actions.

4.10 In-Group Collectivism

In- Group Collectivism is defined as "*The degree to which individuals express pride, loyalty and cohesiveness in their organization*" (House 2004: p.465).

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
IN-GROUP COLECTIVISM	5.46	A	5.27	B	+0.19

The current state of affairs (practices or "as is") in Greek society is relatively high scoring 5.27 and placing Greece in band "B", while the Greek defense sector has a higher coefficient of 5.46 shifting the band to "A" on the base of GLOBE study. The differentiation of +0.19 is considered as minor between the 2 sectors and if taken into consideration that the Greek societal value on the specific dimension is 5.46, we can easily conceive the total identification (100%) on the practices and values followed in the Greek and defense contexts.

The explanation rests (again) in Greek family's potentiality. Family is the strongest societal group in Greece and the first and most crucial level of personality's development in Greek reality (Papalexandri 1999: p.45). Family bonds are considered strong and apart from interdependency members have, they are also taught to create and maintain good and warm relationships within the family frame but also to treat kindly and as a potential in-group member every stranger, domestic or foreigner. These aspects are encompassed in the notion of "Philoxenia" or hospitality as we have analyzed before.

The homogeneity of the Greek society is another base nurturing in-group collectivism. According to Triandis (1993: p.157), homogeneous cultures provoke collectivism or mechanical solidarity because of the similarity people show. At least rural Greece experiences homogeneity (Triandis 1993: p.157) and a simple way of living while, the urban environment, at least the big cities of Athens and Thessaloniki, differentiates only on the field of following a different life pace.

The Greek sector of defense relishes homogeneity to a higher degree as you must be Greek, speaking the Greek language and have Christian Orthodox religious beliefs as basic recruitment demands among others. Militants acknowledge roles and follow norms and rules as explicitly set by the Military Criminal Code. In-group collectivism is by 0.19 higher than in Greek society, as the need of belongingness is also stipulated by the deployments military personnel experience during its service and can be all around Greece and away from their home places. This is also in accordance with Triandis (2001) [58] statement "*the more complex the culture, the more individualistic it is likely to be*" (p.911), and probably so is the opposite. Furthermore, question F1, "***do you take pride serving in the army?***" (score 5.32/7), reveals high in-group collectivism, too.

4.11 Gender Egalitarianism

"*The degree to which a collective minimizes gender inequality*" (House 2004: p.30) is what this dimension refers to.

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
GENDER ENGALITARIANISM	4.65	A	3.48	A	+1.17

The score Greek society gained on the practices (as is) followed in the Greek context is 3.48 while, the army sector has a coefficient of 4.65 differentiating to the significant degree of +1.17 yet, the group ranking according to GLOBE study remains the same. Sector of defense approaches the societal value (should be) Greece has as a culture and is 4.89 according to GLOBE study, revealing the more egalitarian or democratic aspect of the Greek army.

Gender egalitarianism has an internal and an external component (House 2004: p.349). The *attitudinal Domain* (internal) reflects the stereotypes and the ideology or beliefs individuals possess concerning equality while, the *Behavioral Manifestation* (external) is how discrimination and equality are expressed towards the opposite sex. The milestones for equality of the 2 sexes are the Greek family the school and the socio-political believes about the roles of males and females. Boys and girls are

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58 Triandis, H. (2001). Individualism – Collectivism and Personality. *Journal and Personality.* 69(6), 908-924.

treated equally within the family frame, relishing emotional and financial equality in treatment, tumbling old-fashion stereotypes characterizing at least rural Greece (Papalexandri 1999: p.39).

In the above mentioned environment, militants have access to the same opportunities when being stationed in commanding posts. Furthermore, our findings on Gender egalitarianism are in accordance with those of the dimension of "Assertiveness" and Hofstede's Masculinity concept. If having a low score in gender equality, this will potentially mean that the sector of defense would have been characterized as a masculine sector thus, assertiveness will be its basic element (Hofstede1980: p.278). On the contrary, 4.65 score reveals the feminine trend with nurturance, solidarity and tenderness as key elements.

Finally, and as noticed in "In- group Collectivism", we cannot expect an entity characterized by strong collectivism to discriminate males and females. If it does so, solidarity has great potential to be vanished, as racism on the base of gender will prevent members of the opposite sex from gaining the recognition or the status accorded to equally qualified members because of the behavioral manifestation males possess.

4.12 Power Distance

The notion of power distance deals with the fact that individuals in societies are not equal. According to House "*the degree to which members of a collective expect power to be distributed equally*" is what the dimension of Power Distance refers to. The inequality between the ordering principle or the decision-making authority and the employees concerning information, status, wealth and material possessions characterize the concept of power distance (House 2004: p.30 and p.537). With respect to organizations, apart from the prestige gained through unequal distribution of wealth and status based on the position members occupy (CEO, section head or employee), the concept also deals with how much distanced or outlandish the commanding principle is from its work force.

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
POWER DISTANCE	3.98	D	5.40	A	-1.42

Based on GLOBE findings, Greek society scored 5.40 in its societal practices (things as is) while the coefficient concerning societal values (how thinks should be) is 2.39, showing the centralization of power and that might prevails over right in the public sector (Papalexandri 1999: p.43). On the contrary, defense sector of Greece gained 3.98. The differentiation of -1.42 is the highest among the 9 dimensions examined and compared, revealing the tendency of the Greek army to be a more power egalitarian environment and confirming our belief; that, no matter if both sectors exist in the same cultural context and characterized by the same customs, still, significant differentiations occur in their approaches towards working attitudes.

The explanation for being more power egalitarian, with respect to the distances the commanding principle should hold, may be attributed to the mission assigned to conventional army during war and is prepared for during peace time. Functioning as a solid vertical team gives significant probability to success in assignments both in peace and war time. Apart from having an acceptable leadership style and share the same beliefs and values (Chitiris 1999: p.195), it is important to share information and decentralize the procedure of decision-making process. By allowing a subordinate to express his/her thoughts, every militant irrespectively to his/her rank, feels that has contributed to the final decision and by doing so increases the support towards the mission.

Another element explaining the significant differentiation is attributed to the acknowledgment that, the higher the power distance is, the more adversary relations are created (Papalexandri 1999: p.44). The score gained in question 3.3 (score 5.69/7) "**would the command "*by example*" make you work with more zeal**?", also supports the hazards provoked by having an outlandish command order. Militants are aware of the benefits emerged by the personal contact of the commander with his work force out of the formal way and the predetermined time the military schedule imposes. The vision must be common and not unilateral and high-power distance probably imposes it rather than provokes it.

Last but not least, having a power egalitarian orientation does not mean that hierarchical bonds are vanished. On the contrary, hierarchy exists and obedience is rather conscientious than typical, as right prevails over might. In other worlds, the commander will gain more if he convinces them to do or not do something rather than being imposing and threatening towards the staff for it.

4.13 Uncertainty Avoidance

The last dimension to examine, refers to all these parameters that can eliminate uncertainty in our daily life and the degree to which members of a collective seek for. Technology, laws, structure, formalized procedures, thorough planning, feedback even religion are the facets either eliminating or enhancing ambiguous situations threatening individuals and both societies and organizations apply them in order to avoid unpredictable situations provoking neuroticism, anxiety and stress (House 2004: p.602, Hofstede 1980: p.156).

CULTURE DIMENSION	Defense Sector	GLOBE group ranking	Greek Society	GLOBE group ranking	Differentiation
UNCERTAINTY AVOIDANCE	4.58	B	3.39	D	+1.19

According to GLOBE study, Greek society has a mean of 3.39 (57th position, group D) with respect to practices followed in Greek reality when the desired state of how things should be (Values) is significantly high, 5.09. The differentiation states that Greek context lacks measures for preventing unpleasant situations and programs to face hazardous events when occurred (Papalexandri 1999: p.47). On the contrary, Greek Army sector scored 4.58 revealing a completely different approach to the concept of uncertainty as, the differentiation between the 2 sectors is also significantly high and up to 1.19, shifting orientation from low to high.

The higher the uncertainty avoidance, the higher the need for innovative activities, rules and policies to regulate behavior. Greek Army, as every conventional army, has strict and implicit rules regulating behavior working hours, monthly duties (8h or 24h shifts), financial issues (wages, compensations, pension) and a number of privileges for those possessing specific criteria. As such, a normative frame regulating permutations of militants exists and regulates in a fair and just way staff's "mobility". Yet, no matter if prior to recruitment military personnel is fully aware that

every 2 years deployment in a region (domestic or abroad) is probable and they will be under mobility's examination, still transfers provoke anxiety and stress especially for those who have a family. This issue may be a reason explaining why the defense sector is high oriented in uncertainty avoidance.

Another sector of debate which justifies the mean score of 4.58, could be attributed to the financial crisis Greece faces since 2009. Significant reductions to wages took place and many militants still try to find out ways of coping with it. Deployment abroad is a possible solution to deal with the event and as specific qualifications are needed in order to accomplish the goal, planning and being proactive emerge as important factors to control the situation. House (2004) posits that "*the more proactive way of dealing with uncertainty, the more you have control over the environment than the simple prediction of it*" (p.606).

The reasons mentioned above support findings on the dimension of uncertainty avoidance no matter if all militants relish permanency or life - time employment. Hazardous syndromes such as panic, stress, anxiety and neuroticism still occur even if working stability exists because of radical changes imposed due to an unpleasant situation; war, big scale natural disasters (nuclear accidents), or prolonged political and financial instability alongside with changes in daily life due to mobility or permutation.

4.14 Critics on the Survey

The survey for the Greek army context conducted through a questionnaire in order to examine the dimensions set by GLOBE study in a parallel way. The number of respondents (180) may be considered as a very small sample in an organization counting thousands of members but still, it is indicative enough to show the trend of the environment in the frames of the 9 cultural dimensions we examined and analyzed.

Robert House published the findings of his research in 2004, while the survey for the 62 countries was conducted from 1994 to 1997 (House 2004, xxii). These almost 20 years of difference, between GLOBE study and the current one presented in this paper, are significant and cannot be underestimated. From 1997 to 2017

Greece has experienced a lasting economic instability or crisis (almost 10 years) which is by itself a significant reason to change behavior in the frames at least of future orientation and uncertainty avoidance. Still, CLOBE study's measurements are the latest available and comparisons always must be based on tangible and not potential results.

Results in some dimensions such as collectivism, both in-group and institutional, are rather similar for both sections and may raise objections about the optimistic approach exerted to sustain findings. While for both surveys, the turning point of an orientation is 3.5 (7 is the maximum) yet, differentiations close to that point, for example public sector 3.25, army sector 3.6, may be viewed as accepted and within the margin of error not changing the cultural beliefs on the specific frame. Still, for academic reasons, an explanation must be given while the groups set by GLOBE study (A, B, C and D) which concern the might or weakness of a culture cannot be abolished.

Finally, as every prototype when introduced has many potentials of improvement, our survey, which endeavors to determine the peculiarities of the Greek army sector, must be taken into consideration as an auspicious starting point that will inspire future research to be conducted for further support or act as a questionable belief.

4.15 Conclusions

The purpose of this chapter was to present the 9 cultural dimensions in the framework of Greek defense sector as they are set by GLOBE study. In many occasions and in favor of our statement set about the possibility of existing differentiations between the Greek society and the Greek Army, the practices that characterize the sector of defense are significantly different, no matter if the military environment is a part of the Greek society and culture, sharing the same core characteristics of homogeneity, language and religious beliefs.

In 6 out of the 9 dimensions examined, the differentiation on practices followed in Greek context, considered as significant reaching if not overcoming the basic point +/- 1, as given in table D-3. The discrepancies reveal a completely different approach

to the themes each dimension represents, shifting accordingly the orientation from low to high and vice versa. No matter if significant or tiny the differentiations may be, the perceived overall point of view when viewing the scores gained by the defense sector, places Greek army in higher levels of sensibility.

While the purpose of our research was just the comparison on the base of how things are in society and the army sector, for ethical reasons, we cannot disregard the degree of correlations between practices and values of Greek society and the army. In *In-Group collectivism* we experienced the perfect much (5.46/5.46) while, in the dimensions of Assertiveness, Gender Egalitarianism and Uncertainty avoidance the discrepancies do not exceed the +/- 0,40.

Undeniably, the sector of defense stands also as a societal and cultural depositary and not just as a guarantor of national security. These facts, sustain the general belief that the Army contributes to the configuration of the individual's personality through the values introjected during military service, alongside with Greek family, schools and religion.

SECTION "E": MOTIVATION IN THE FIELD OF DEFENSE

In sections "A", "B" and "C" we introduced the notion of motivation and specific theories or models as parameters of both understanding to a significant degree human behavior and what may stipulate employees for exemplary performance in work place. In chapter "D" and through a survey, we introduced the norms, practices and peculiarities characterizing the Greek military environment in comparison to those of Greek society. The purpose of this section, based on the results given by the second part of our research, is to cite the pillars that motivation in the defense sector should rest or derive from and how these may interact with specific characteristics of the Greek military environment.

5.1   Research and Result Method

A hundred and eighty (180) militants of every rank of service from four different locations of Greece; Athens, Thessaloniki, Kilkis, and Mytilene responded to the survey. The second part consists of 10 closed-ended and 2 open-ended questions, all with five answering options (see Annex "A"). It derived from the theories presented in chapters "B" and "C" and deals with motivational factors while sketching out the "HOW MUCH" stimuli they provoke to military personnel. The average mark for each question is calculated using the mathematical function:

$$Fx = \frac{1*A + 2*B + 3*C + 4*D + 5*E}{180}$$

A, B, C, D, E:
The number of the answers in the given option.

- Is your performance greater when you work in a phobic environment? (Question 3.6, Motivation)

	Not at all	Little	much	too much	Absolutely
	(or non Motivated)				(or Highly Motivated)
	1	2	3	4	5
RESULTS:	128	40	12	-	-

$$Fx = \frac{1*128 + 2*40 + 3*12 + 4*0 + 5*0}{180} = 1.81 \quad or\ 1.81/5\ \ or\ Not\ at\ all\ to\ Little$$

EXAMPLE

5.2   The Cognitive Pillar and Motivation

Motivation is one among the three parameters which interacts in work-places and results in our understanding concerning both the degree to which an employee performs and the existence or not of potential improvement to his/her performance. Management and leadership stand in the place where the interaction of motivation, personal characteristics and the environment exist, as presented schematically in figure E-1.
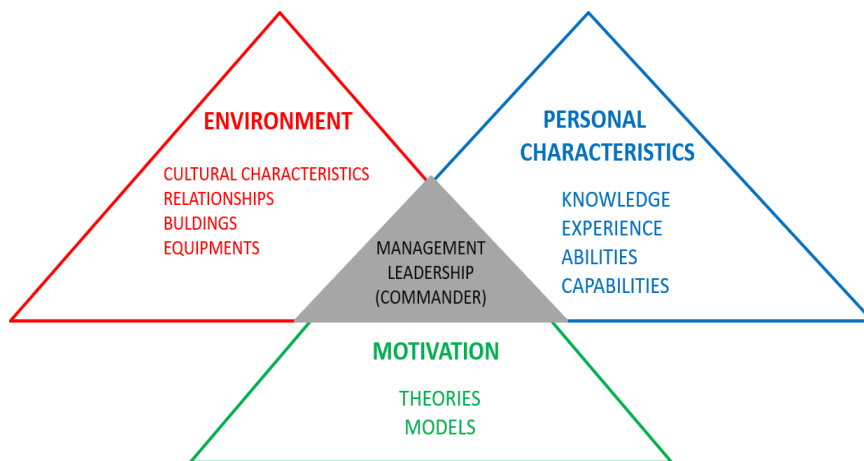
Figure "E-1": Parameters of performance and Management/leadership standpoint.

The commander of every commanding post in the army (company, battalion, brigade etc), apart from being the Leader of his staff, he also holds the upper managerial position towards them. Leadership motivates subordinates to act towards a developed vision that employees have been aligned to through communication[59]. On the contrary, management is the process involving planning, budgeting, setting targets, organizing, problem solving, motivating and controlling for the implementation of the vision set by leader[60] (Kotter 2001: p.4, Chitiris 2001: p.238). In a more general interpretation, leadership determines the direction and management imposes intensity and duration until achieving the desired outcome. Intensity, direction and duration are the three motivational key elements (Pinder 2008: p.11).

The cognitive pillar refers to commander's acknowledgement, initially, of the three facets interacting and determining the level of an employee's performance. Subsequently his/her stand point in the interaction procedure that demands him/her to be a leader and a manager simultaneously, meaning that he must have a vision that provokes a mission. The vision is the purpose of his administration period which must be introjected in all

militants performing under his command so alignment to it be considered as granted. The vision encompasses extrinsic motivation and the higher the inspiration, the better

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59 Kotter, J. (2001) What Leaders Really Do. Harvard Business Review. 1-12.
60 Lunenburg, F. (2011) Leadership vs Management: A Key Distinction – At least in Theory. *International Journal of Management*, *Business and Administration*. 14(1), p.1-6.

chances to succeed in its goal. Commander's mission then, is what managers do in every organization; by setting the appropriate goals, monitoring and intervening with the use of the appropriate tools, they maintain the required level of motivation that will lead to the desired outcome. Finally, the cognitive pillar also refers to knowledge of the motivational tools as cited in sections "B" and "C" with which the commander can enhance the level of employees' performance.

Findings based on our research (Question 3.11) revealed that a significant percentage, concerning the 141 army officers participating our survey, lack knowledge of these tools. Only 43 (30,5%) are aware of them, while 98 (69,5%) are not. Knowledge is power and power is needed for influencing employees to shape the appropriate attitude or behavior.

5.3   The Social Power Pillar and Motivation

Raven (2008)[61] defined Social Power as "*the ability of the agent or power figure to bring about such change in belief, attitude or behavior of a person by using resources available to him or her*" *(p.1)*. Informational, Expertise, Reward, Coercion, Legitimate and Referent, represent the resources or the six bases of power on which Social Power rests.

Explaining the HOW the job should be done differently is what *informational* power represents while*, expertise* refers to the WHYs by using persuasive reasons[62] (Raven 2008: p.3). The carrot -and- stick approach to motivation, is what *reward* and *coercive* power represent based on whether militants succeeded or failed to meet expectations. *Legitimate* power derives from norms, rules and values which sustain legitimacy concerning the required change in subordinates' attitude while, *referent* power refers to commander's ability to be seen as a model that all militants in his/her unit would want to emulate.

According to findings, *coercive* power should be the last motivational resort. Fear and terror, provoked through threats of being punished if employees do not change behavior or meet commitments towards a goal or task, is not a good advisor for motivating militants. Resenting the threat of punishment, having bad feelings towards

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61   Raven, B. H. (2008) The Bases of Power and the Power/Interaction Model of Interpersonal influence. *Analyses of Social Issues and Public Policy*. 8(1), 1-22.

62   Kane G. M. (2015) Sport Leadership in the 21st Century: Leadership Theories. Jones & Bartlent Learning I.I.C. pp.1-19.

the ordering principle and the behavior imposed, is what all employees sooner or later will show no matter the cultural characteristics their society represents (Raven 2008: p.2).

Working in a fearful environment is what the majority of participants in our survey rejected as Question 3.6 revealed «**Is your performance greater when you work in a phobic environment?** » (score 1.81/5). The result points out that fear adversely affects not only performance but also relationships between and among them. "Fear may motivate short-term performance but in the long run it is always a losing motivational tool" (Robbins – Judge 2011: p.229), which will result in the psychological exhaustion of employees.

Another element sustaining the belief that punishment is not a preferable advisor in the Army, is also given by the high score in the dimension of Human orientation, sector of defense gained. To have a friendly, kind, supportive, caring and generous attitude towards staff, is what Greek militants need to see the ordering principle have as a point of reference. As human behavior has much to do with the way the leader or commander treats their members, being human-centric and having high human orientation in your working relationships provokes high human efficiency, good relationships, ingroup collectivism and trust.

In every case, motivation derives from the *social power* commander possesses yet, these resources must be exerted with prudence and acknowledgement that the strain is the best "weapon system" in the army (question 2.A.6, score 4.32/5)

5.4 The Human-Centric Pillar and Motivation

Human centrism is the notion accepting as the most important asset of an organization its human workforce[63]. Human assets are the most crucial resources for organizational success and in order to have profitable outcomes, we must give significant importance to people[64].

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[63] Pfeffer, J. – . Veiga, J. F. (1999) Putting People First for Organizational success. *Academy of Management*. 13(2), 37-48.

[64] Pfeffer, J. (2005) The Potential Pay-Off from Applied Psychology: The Human Component of Organizations. *Journal of Norwegian Psychology Association*. 42, 1013-1015.

In Greek military context, militants have acknowledged the importance and the potential might emerged when strains are properly motivated and manipulated. Results given by question 2.A.6 "**Is the strain the best "weapon system" in the army?**" (score 4.32/5) sustain the human centric pillar as one among other best choices for motivation in the army. Militants of every rank, carry out missions both in peace and war time. As such, investing time for constructive dialogue is a way to fully understand the needs and erase malfunctions jeopardizing good relations and the final outcome which is the implementation of the ordering principle's vision.

Social needs of belongingness (Maslow), needs of relatedness (Alderfer) and needs of affiliation (McClelland), refer to the common desire Greek militants revealed as a cultural characteristic; that of *In-Group Collectivism*. It is a need for them to belong to a social group or a team, have good interpersonal relations and avoid conflictual situations, because this is what Greek society represents (Papalexandri 1999: p.45, Triandis 1993: p.157) and is more intense in the army sector, as seen in section "D".

In order for keep good relations, the commander should lower the distances as the higher the power distance is, the more adverse relations are created (Papalexandri 1999: p.44). Be next to your subordinates, share information and allow them to participate in decision-making procedure, is also what the Greek military environment represents as seen in previous section.

Understanding that strains are the most valuable asset, the needs strains have and by lowering distances towards them, group or team cohesiveness and loyalty will be maintained. Motivation tools then, will be much easier to apply through the social power the commander possesses.

5.5 Conclusions

Motivation is a multidimensional notion and one among the three components interacting to determine behavioral attitude in workplaces. Knowledge is power and as such, the commander must have the appropriate theoretical background to intervene accordingly in order to stipulate, maintain or enhance performance towards his/her vision.

Which motivational tools function better in the Greek Context are also given by the cultural characteristics sector of defense advocates. In-Group Collectivism and

Low Power Distance orients motivation be based on beliefs related to human-centrism, positive thinking for rewarding instead of terrorizing (through punishment) and investing time for constructive dialogue which will reveal the exact needs and shape the goals. Strains handles machinery and high-tech weapons and the opposite does not apply; meaning that strains are the most important asset in the Greek army.

GENERAL CONCLUSIONS

Motivation is a notion with difficulties in limiting and defining. Still, when referring to work places and respectively to military environment, the energetic forces deriving from both within as well as beyond humans, shape work-related behavior. The interaction of three components, that of Motivation, Environment and Individual characteristics, determines quantitative and qualitative outcomes. By thoroughly examining, the two out of three facets (Environment and Motivation), crucial elements emerged sustaining our beliefs concerning the assumptions posed in the introductory part.

Assumption 1: *No theory can explain or drive to outstanding results in the organizational context*

Motivational theories have existed since the early 20th century and are divided into those referring to the content or needs and the contemporary ones covering the spectrum of the process. The first set explains WHAT motivates humans and the second one, HOW to motivate employees. No theory can stand-alone and explain or drive to outstanding results, while too-complicated or too-sophisticated models encompass hazards to fit in the USA context and do not accomplish their mission to the desired extent in specific European countries.

What motivates Greeks may not motivate Americans or Scandinavians as the cultural characteristics between and among nations differ. Regions may differ within the same cultural context while an individual may also differ with himself chronicle concerning age and situationally depending on psychological events taking place at the time when behavioral attitude arises. Subsequently, what motivates you today may not motivate you in the future.

Instead of super synthesizing or using the inducting method to present a multi-complicated motivational model fitting in the Greek military context, it is wiser to decompose and focus on the cultural characteristics of the environment. Results derived from the 1st part of our survey, concerning the Greek military environment, revealed clues sustaining our beliefs about the peculiarities of the Greek sector of defense.

Assumption 2: Do *the results of the nine cultural dimensions, set and examined by GLOBE study concerning Greece, apply to the same extend to the Greek army sector? Do differentiations exist? If yes, why?*

Greek sector of defense has a totally different orientation, when compared to Greek society's scores as given by House GLOBE study, at least towards:

a) *Power Distance* (-1.42), revealing the need for lowering the distances between the commanding principle and military personnel, in order to create close relations, team work spirit and conscientious obedience. Elements that definitely increases the probability to success in assignments both in peace and war time while, militants are fully aware of.

b) *Assertiveness* (-1.32), revealing the need for creating a trustful environment where sportsmanship prevails competition. To be assertive to the extent that solidarity or good relations are not jeopardized, because division negatively affects working relations, team work and the total outcome.

c) *Gender egalitarianism* (+1.17), revealing acknowledgment that both sexes must be given the same opportunities, share responsibilities and contribute to the same degree to the common wealth especially during war time. Discrimination jeopardize solidarity and divides personnel.

d) *Human orientation* (+0.90), revealing acknowledgment that personnel is the most important asset in the sector of defense. By treating them with a generous, kind and friendly manner, the ordering principle benefits relations, provokes trust and stipulates philotimo.

e) *Performance orientation* (+0.90), revealing the need to reward those seeking for improvement and innovative ways of dealing with military issues. This is a mean to motivate personnel in an environment characterized by secured employment.

Slight differences occurred also in the rest three cultural dimensions that of *Future orientation* (+0.42), *Institutional Collectivism* (+0.35) and *In-Group Collectivism* (+0.19). The perceived overall point of view puts Greek army in higher levels of sensibility towards its personnel and in constant pursuit of elements provoking solidarity, collectivity and team work spirit.

The practices followed or how things are in Greek defense sector, has much to do with the motivational concept set as the primary purpose of this paper. Results coming from the 2nd part of our survey, shown direction about WHAT motivates and HOW to motivate Greek militants.

Assumption 3: *Is it the Human-centric approach and the human orientation? Is it the commander's knowledge concerning the characteristics of the environment, the tools and his social power?*

The cognitive pillar is one among the three elements creating a solid motivational base in Greek military context. Acknowledgement is needed on behalf of every commander, initially, of the three facets interacting and determining the level

of an employee's performance. Secondly, knowledge of the peculiarities the Greek military environment advocates and the needs as expressed through the orientations in the dimensions examined, because they shape attitude. Thirdly, knowledge of the motivational theories and models which will be used as tools to increase performance. And finally, acknowledgement that he/she is a leader and a manager at the same time, who must have a vision that will act as a guidance to his/her administrative period provoking mission or missions.

The second pillar of the construct is the social power each commander possesses through the six resources constituting the notion. Not all resources function properly towards Greek militants and must be used in accordance to the characteristics of the environment. Coercive power, if applied as the main motivational pillar, will adversely affect not only performance but also relationships between strain and commander, also among strains. High score in Human Orientation (score 4.24/7) and low in Assertiveness (score 3.26/7) as cultural characteristics, also sustains beliefs concerning what motivates better militants; A trustful environment.

Finally, Human-centrism is the third and last element in our endeavor to shape a solid and functionable foundation which will pave the way for all other motivational tools be applied accordingly or act as supplementary. Strains are the "best weapon" in every conventional army, not just in the Greek one. They are the most valuable asset as no machinery or the most sophisticated and high-tech equipment can function by itself.

Under these circumstances, cultural characteristics may act as a prophet to every manager or leader revealing at least in theoretical level, what to choose or do concerning motivation towards their staff. Humans are the driving force in every organization and the degree of their contribution to the accomplishment of a task, is much more significant than their manager or leader. Commanders order but strains act to bring about desired outcomes. We must focus on them.

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<u>**ANNEX 1**</u>

<u>**QUESTIONNAIRE**</u>

<u>**OF MOTIVATION OF EMPLOYEES IN THE FIELD OF DEFENSE**</u>

You are kindly requested to Complete the questionnaire by marking your answers in the pre-defined box with X or √. Thank you in advance for your time.

1. <u>General Elements</u>

Sex: male ☐   female ☐

Age: 18-25 ☐   25-30 ☐   30-35 ☐   35-40 ☐   40 and above ☐

Years of employment: 0-5 ☐   6-10 ☐   10-15 ☐   15 and more ☐

Rank: Professional soldier ☐   NSO ☐   subaltern ☐   Senior Officer ☐

2. **Questions Concerning the Greek Military Working Environment**

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely
A.	**About how to manage employees (High or low human Orientation)**					
1	The Military Working Environment in general (not your Unit), would it be characterized as friendly, generous, with a clear interest for the employee?	12	96	49	21	2
2	The Military Working Environment in general (not your Unit), would you describe it as an authoritarian or "administrative centered"? That is, the Commander decides individually and announces his decisions as orders, without consulting his subordinates?	27	68	65	20	-
3	Does the Commander determine the status quo (anthropocentric, totalitarian, democratic, etc.) of the working environment depending on his experience, knowledge and interest?	3	14	66	74	27
4	Does the status of the work environment in a unit may vary appreciably after the appointment of a new commander, even though all other strains remain the same?	4	13	38	79	46

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely
5	Should the military working environment be "phobic" in order to be effective?	111	55	6	6	2
6	Is the strain the best " weapon system" in the army?	2	6	22	52	98
B.	**About how power is distributed (high or low power distance)**					
1	In the Military working environment, does the treatment of officers, NSOs, and privates differs?	10	38	46	60	26

2	Do you believe that the transfer of power or orders for carrying out a mission must be highly hierarchical, without overriding intermediate levels of administration?	10	42	33	41	54
3	Have you ever been given the opportunity of direct presence and reference or report on service or other issues, without informing your immediate supervisor?	70	61	28	16	5
4	Are strains relishing the same benefits and having the same access to information irrespective of their rank?	38	64	34	32	12
C.	**Concerning the provision for future use (High or low future Orientation)**					
1	Is the military service flexible and quickly adaptable depending on the situation, by issuing new orders?	32	85	42	16	5
2	If an initially issued order is differentiated by a newer one, in terms of purpose or how to achieve it, do you consider that, this is perceived as a weakness and should be avoided?	103	45	19	9	4
3	To what extent do you believe that the military service foresees from today and acts accordingly, with the purpose of the future use of the forecasting product?	28	100	37	10	5
4	Are strains who either through the service or by their own will have been trained in higher education institutions (domestic and foreign) being reclaimed and stationed accordingly after graduation?	42	105	19	11	3

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely
D.	**Concerning gender egalitarianism issues (High or low Gender egalitarianism)**					
1	Have strains (men and women) the same training opportunities by participating in military schools of the service and in domestic and foreign universities?	22	34	33	38	53
2	Does the military service make distinction when assigning tasks and missions based on the gender of the strain?	22	53	44	44	17

| 3 | Do you think that female strains must occupy administrative positions in the army and participate in decision-making processes? | 14 | 26 | 31 | 38 | 71 |

E. About organizational collectivity (High or low institutional collectivism)

1	Are important decisions (reorganization, credit point system etc.) the result of plan and command realized by a single individual in the Army?	59	48	38	20	15
2	Does the military service tend to give priority to strain's needs at the expense of the timely completion of a task?	36	91	29	18	6
3	Decisions taken concerning staff's issues (military house construction for Officers, NSOs and Privates), are intended to satisfy most if not all strains?	17	62	58	31	12
4	Is strain's reward for a particular action the same regardless their rank?	26	53	40	37	24

F. About group collectivity (High or low in-group collectivism)

1	Do you take pride serving in the army?	4	20	44	52	60
2	Do you think that teamwork should be preferred in order to achieve a goal where responsibilities are distributed equally among strains and rewards as well?	-	4	29	64	83
3	Do you believe the military service seeks teamwork in achieving goals?	12	47	62	39	20
4	Do strains prefer undertaking and completing tasks on an individual level so that reward to be given only to him / her?	15	47	71	38	9
5	Do you believe that "team spirit" helps strains be integrated faster into their unit's environment and cope with their personal and professional difficulties better?	3	9	27	62	79

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely
6	Should "team spirit" be sought by the Commander?	-	-	9	39	132
7	In order to create "team spirit" and "unit spirit", is Commander's role of particular importance or catalytic?	-	3	13	49	115

G. About uncertainty avoidance (High or low uncertainty avoidance)

1	Does the military service leave space for their strains to undertake initiatives?	6	107	42	20	5
2	Should strains undertake initiatives?	1	9	36	59	75
3	Do you believe that the military environment rewards initiatives which are beyond its normative framework?	22	115	27	8	8
4	Is the military environment too bureaucratic?	-	10	22	68	80
5	Is the Army flexible when adopting radical changes?	63	89	17	8	3
6	Does the Commander determine the margins of flexibility and of being or not initiative?	3	15	49	76	37

H. About assertiveness (High or low assertiveness)

1	In staff's issues, does political influence exerted?	8	37	41	51	43
2	To what extent do you believe that military personnel use "indirection" to meet their goals?	1	12	37	89	41
3	To what extent do military personnel seek for success or the accomplishment of their professional goals through healthy competition?	6	92	68	12	2
4	To what extent do military personnel seek to avoid responsibilities?	1	37	59	74	9
5	Military personnel who undertake responsibility, strive to be creative and work overtime, are they sufficiently rewarded towards others?	77	66	29	3	5
6	Does Military personnel share equality in order to be developed and invest in their capabilities?	50	77	26	17	10

Q/N	Question			answer		
		Not At all	little	Much	Too much	Absolutely
I.	**About performance (High or low performance orientation)**					

1	Directions and verbal reinforcement or rewards in conjunction with the recommendation (you are doing great job, but do not re-refer to ...), are necessary for a better result?	17	36	36	36	55
2	Does the Army put emphasis on the development of its personnel through education beyond military subjects (acquiring degrees - postgraduate degrees)?	10	94	39	29	8
3	Does the Army make it easier for executives to participate in university education programs?	14	88	55	19	4
4	Do the facilities provided to those attending a university while working full time in the army depend on the character of the commander of their unit (you will not get your day off because we have much work for example)?	3	31	53	66	27
5	Does the army put more emphasis on the results produced by the staff more than the interference with personal parameters (eg personal acquaintances or he is the son of ...)?	10	86	55	20	9

3. Questions concerning Motivation in the Defense Sector

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely
1	Fear (threats, use of penalties) urges military personnel to perform better?	82	63	25	7	3
2	Using fear as the main means of enhancing staff's performance, is it seen as a weakness in management in the sense of a lack of knowledge (I threaten them because I do not know what else to do)?	13	19	42	71	35
3	Would the command "by example" make you work with more zeal?	10	10	26	47	87

Q/N	Question	answer				
		Not At all	little	Much	Too much	Absolutely

4	A unit in which the "Unit Spirit" exists, does it perform better?	-	2	6	47	125
5	Does "team spirit" contribute to achieve a goal?	1	1	11	47	120
6	Is your performance greater when you work in a phobic environment?	128	40	12	-	-
7	Do you believe the authoritarian working environment cultivates teamwork?	117	40	17	4	2
8	Does permanency positively affect the performance of the staff?	62	53	28	25	12
9	Are the needs of military personnel the most important factor in shaping their behavior in the army?	5	14	65	72	24
10	In addition to character and knowledge, to what extent is the external appearance of the Commander a stimulating factor?	9	18	31	74	48

11	None: 98 Some: 43 Total: 141 Mark with **X** which of the following motivational theories you know. A. MASLOW's Hierarchy of needs theory……………………………………….. ☐ B. McClelland's Acquired Needs theory…………………..………………………… ☐ C. Herzberg's Two Factor Theory…………………………………………….. ☐ E. McGregor's X and Y type theory…………………………………………….. ☐ F. Alderfer's ERG theory…………………………………………………….. ☐ G. Vroom's Expectancy Theory…………………………………………….. ☐ H. Adams's Equyity Theory…………………………………………………….. ☐ I. Locke's Goal-setting Theory………………………………………….. ☐ J. Deci's Cognitive evaluation Theory…………………………..…………… ☐ K. Deci και Ryan's Self-determination Theory)……………….…………….. ☐

Q/N	Question	answer

		Not At all	little	Much	Too much	Absolutely
12	Select up to 6 of the 10 motivational pillars proposed to be applied in the military environment					

A. The creation of "Units Spirit"…………………………………… | 179 |

B. The Human-centered management…..……………………… | 124 |

C. The authoritarian or administrative- centered…..…………… | 5 |

D. Rewards (Praises, extra days off)…………………………… | 140 |

F. Teamwork………..……………………………………………… | 159 |

G. The command "by example"……..…………………………… | 153 |

H. Individualism…………………………………………………… | 3 |

J. Penalties and fear…………………………………………… | 8 |

K.   High Power Distance management………………………… | 6 |

L. Setting goals…………………………………………………… | 123 |

La. (something else)……………………………………………… | - |