ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

THOMAS PLIAKOS – TRYPAS

MASTER'S IN INTERNATIONAL PUBLIC ADMINISTRATION/UNIVERSITY OF MACEDONIA

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

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

Motivational Models and Theories (Chapters A-B-C)

WHAT motivates militants (Chapter E)

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?*

Cultural Characteristics (Chapter D)

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?

## MOTIVATION: SO MANY ASPECTS, SO MANY DIFFICULTIES IN DIFINING

- **Physiological/Biological aspect:** The nutrition statement (HUNGER, THIRST)

- **Phenomenological approach:** Desire and choice (desire, want, yearning, wish or lack)

- **Psychological perspective:** Motivation is the cause of all behavior

- **Hedonistic aspect:** Seek to gain pleasure and avoid pain when pursue goals

- **Philosophical or skeptical standpoint:** We don't know who we are
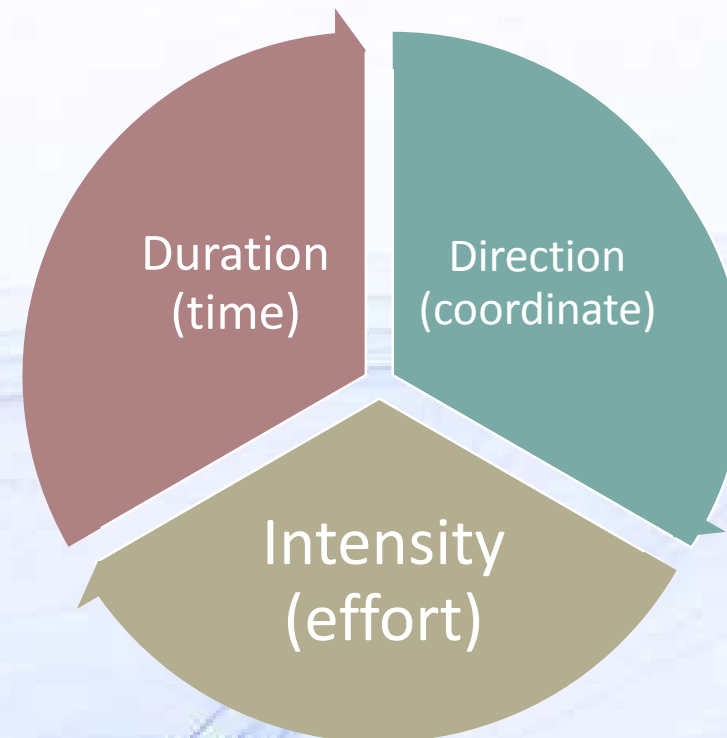
NO PSYCHOLOGICAL BOUNTARIES

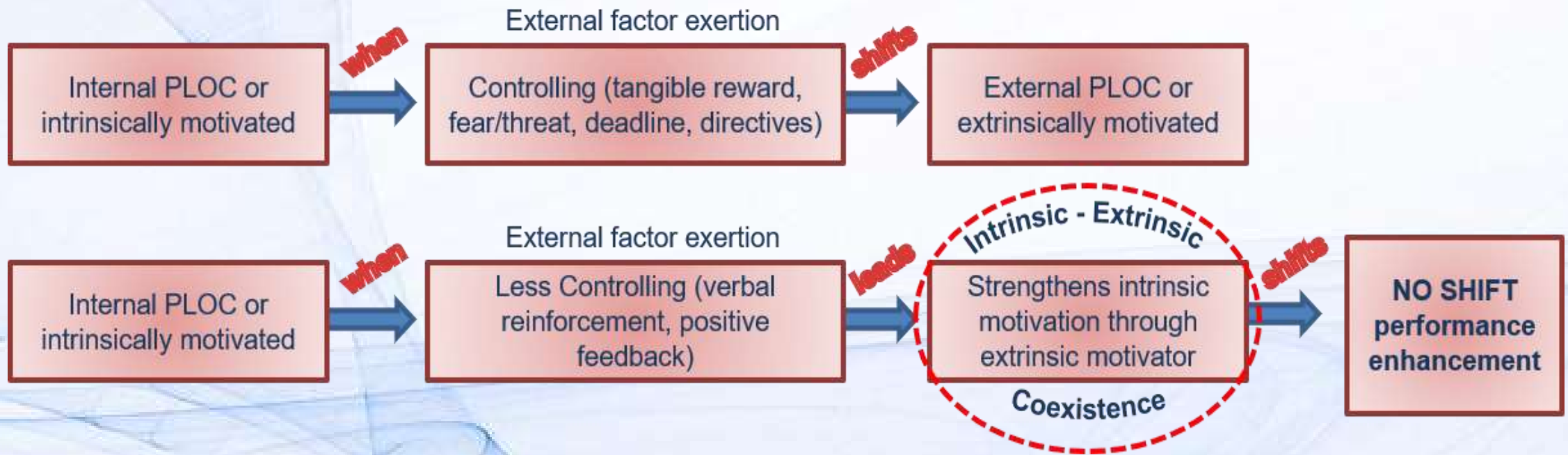# Work – MOTIVATION

"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**" (PINDER 1998)*

Duration
(time)

Direction
(coordinate)

Intensity
(effort)
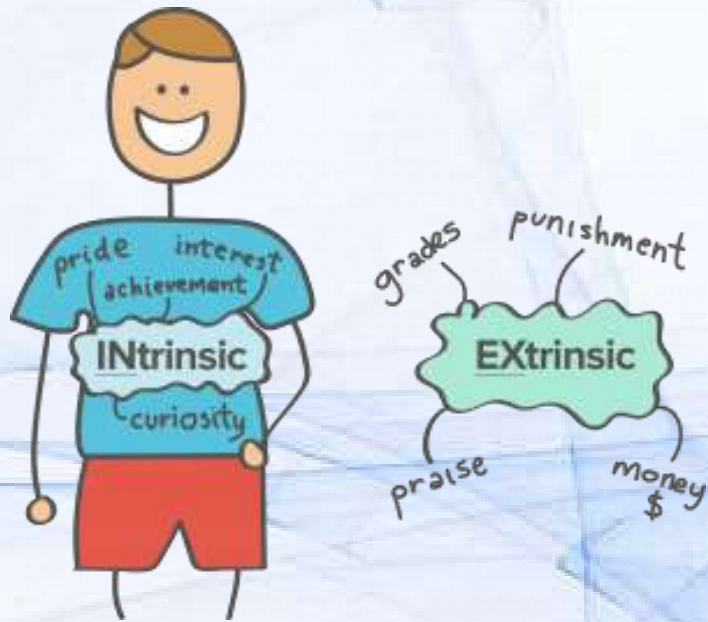
Act as "origins"   Act as "pawns"
DECHARMS 1968

Cognitive Evaluation Theory (DECI and RYAN)

Content or early theories
(The needs an individual has)

➢ **MASLOW 1943: HIERARCHY OF NEEDS THEORY**

➢ **ALDERFER 1963: EXISTENCE- RELATEDNESS – GROWTH (ERG) THEORY**

➢ **MCCLELLAND 1953: ACHIEVEMENT MOTIVATION THEORY OR ACQUIRED NEEDS THEORY**

➢ **HERZBERG 1959: MOTIVATION-HYGIENE THEORY (Satisfiers – Dissatisfiers)**

➢ **MCGREGOR 1960: THEORY X – THEORY Y**

ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

Content or early theories
MCCLELLAND
ACHIEVEMENT MOTIVATION
THEORY
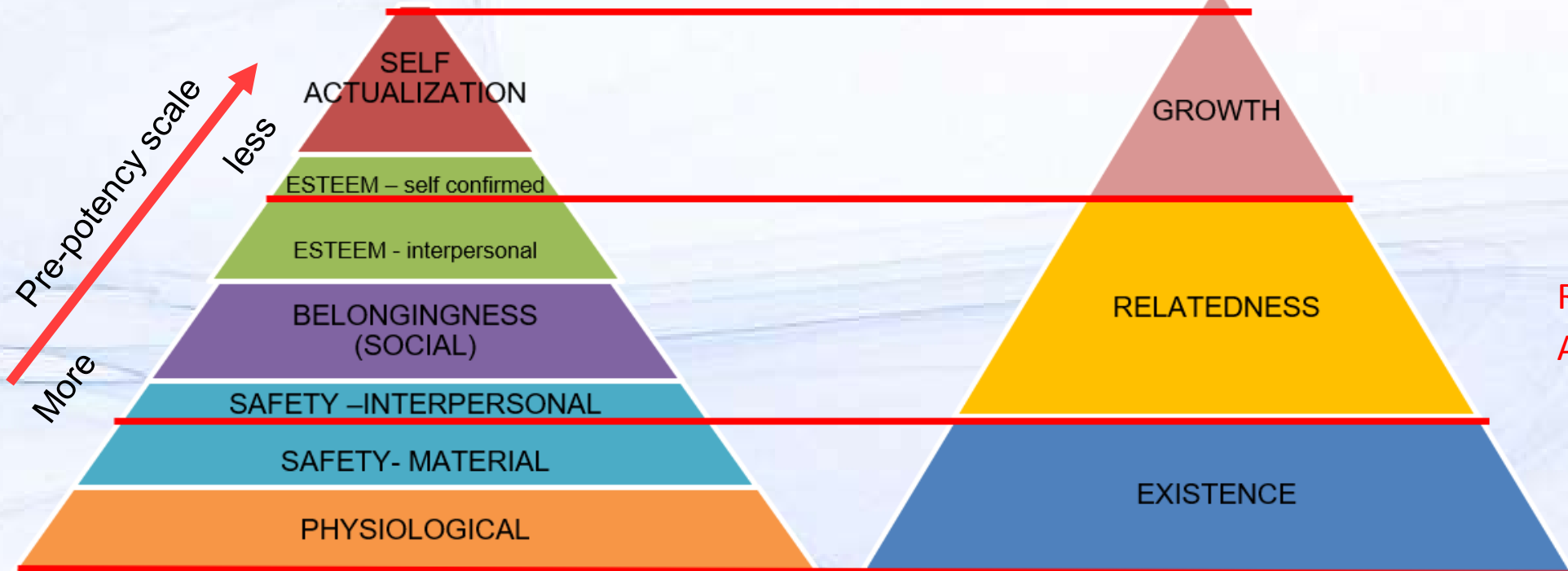
DESIRE

SPECIFIC NEEDS ARE ACQUIRED OVER TIME BASED ON LIFE EXPERIENCES

➢ *NEED FOR* ACHIEVEMENT*:* **EXCELLENCE, EFFICIENT**

➢ *NEED FOR* AFFILIATION*:* **ESTABLISH AND MAINTAIN FRIENDLY INTERPERSONAL RELATIONS, AVOID CONFLICTUAL SITUATIONS**

➢ *NEED FOR* POWER*:* **CONTROL, INFLUENCE AND BE RESPONSIBLE FOR OTHERS**

ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

Content or early theories
HERZBERG

MOTIVATION-HYGIENE THEORY

➢ **MOTIVATOR FACTORS (SATISFIERS)**: **THE NATURE OF THE WORK ITSELF**
COMPANY POLICY, ADMINISTRATIVE PRACTICES, SUPERVISION, WORKING CONDITIONS, RELATIONS, JOB SECURITY, BENEFITS AND SALARY

➢ **HYGIENE FACTORS (DISSATISFIERS)**:**HEALTHY ENVIRONMENT ON THE BASE OF MEETING SPECIFIC FACTORS** ACHIEVEMENT, RECOGNITION, CHALLENGE, RESPONSIBILITY

Content or early theories
MCGREGOR

THEORY X / THEORY Y

➢ **THEORY X:** HUMANS DISLIKE AND AVOID WORK. THEY MUST BE FORCED, DIRECTED AND CONTROLLED

X or Y?

➢ **Theory Y:** WORK IS CONSIDERED AS A SOURCE OF SATISFACTION, TO PLAY OR REST. SELF-DIRECTION AND SELF-CONTROL EMERGES INTRINSICALLY

Process or contemporary theories
(The functional or cognitive processes)

➢ **ADAMS 1963: EQUITY THEORY**

➢ **VROOM 1964: EXPECTANCY THEORY**

➢ **LOCKE 1968: GOAL-SETTING THEORY**

➢ **DECI - RYAN 1985: SELF-DETERMINATION THEORY**

Process or contemporary theories
STACY ADAMS

EQUITY THEORY

- ➢ **INPUTS:** THE ELEMENTS AN EMPLOYEE PROVIDES/INVESTMENT
- ➢ **OUTCOMES:** RECIPROCITY TO THE INPUTS IN THE FORM OF REWARDS

$\dfrac{\text{My Inputs}}{\text{My Outcomes}}$	>	$\dfrac{\text{Other Inputs}}{\text{Other Outcomes}}$	**Inequity** in favor of me
$\dfrac{\text{My Inputs}}{\text{My Outcomes}}$	<	$\dfrac{\text{Other Inputs}}{\text{Other Outcomes}}$	**Inequity** against me
$\dfrac{\text{My Inputs}}{\text{My Outcomes}}$	=	$\dfrac{\text{Other Inputs}}{\text{Other Outcomes}}$	**Equity**
$\dfrac{\text{My Inputs low}}{\text{My Outcomes low}}$	=	$\dfrac{\text{Other Inputs high}}{\text{Other Outcomes high}}$	**Equity** 1st assumption
$\dfrac{\text{My Inputs high}}{\text{My Outcomes high}}$	=	$\dfrac{\text{Other Inputs low}}{\text{Other Outcomes low}}$	**Equity** 2nd assumption

Job Inputs — Job Outcomes

Hours worked, Education, Work performance, Experience — Promotions, Bonus, Recognition, Salary

Process or contemporary theories
VROOM
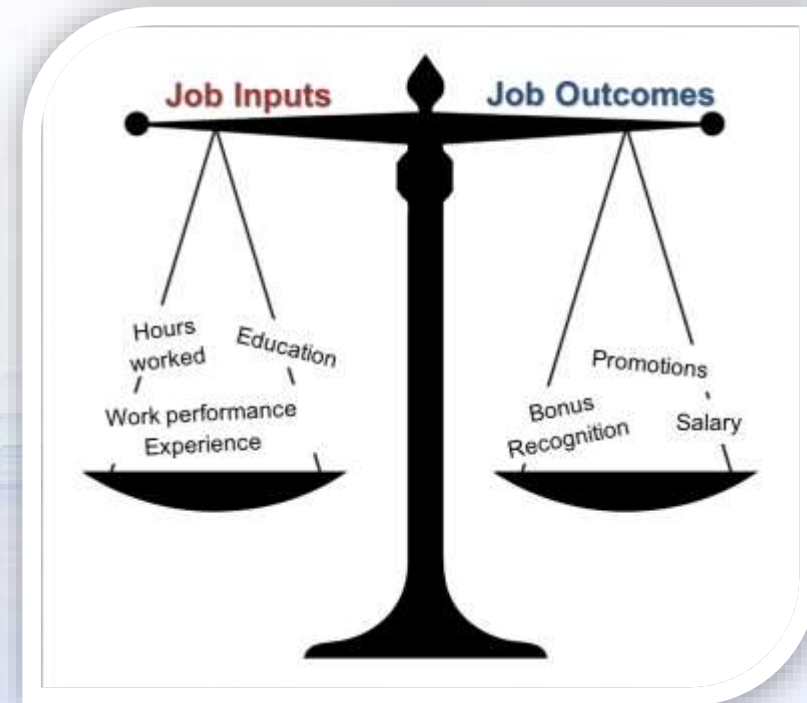
EXPECTANCY THEORY

Motivation= Valence X Instrumentality X Expectation

-1 το +1   *-1 το +1*   *0 το +1*

➢ *VALENCE*: HOW MUCH WE WANT TO ACHIEVE A SPECIFIC OUTCOME

➢ INSTRUMENTALITY: PERFORMANCE WILL LEAD TO A TWO-LEVEL OUTCOME (ORGANIZATION'S – PERSONAL GOALS)

➢ EXPECTATION: A PARTICULAR ACT WILL BE FOLLOWED BY A PARTICULAR OUTCOME

Process or contemporary theories
LOCKE

GOAL SETTING THEORY

"what an employee is trying to accomplish on the job. It is the object or aim of an action"

➢ DIRECTING ATTENTION AND ACTION
➢ MOBILIZING ENERGY AND EFFORT
➢ INCREASING PERSISTENCE
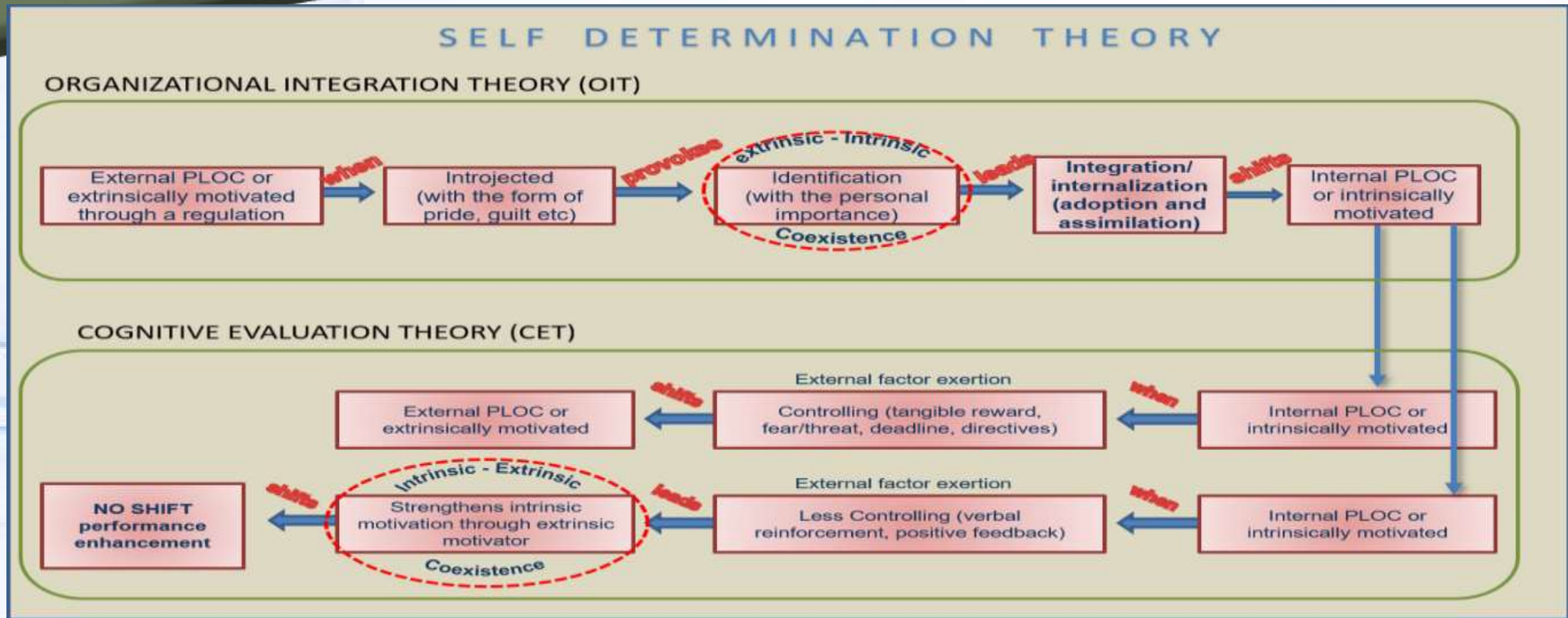➢ STIMULATING THE DEVELOPMENT OF APPROPRIATE TASK STRATEGIES

SMART
Specific   Measurable   Attainable   Relevant   Timely

Are your Goals SMART?

Process or contemporary theories
DECI AND RYAN

SELF DETERMINATION THEORY

ORGANIZATIONAL INTEGRATION THEORY (OIT)

External PLOC or extrinsically motivated through a regulation → *when* → Introjected (with the form of pride, guilt etc) → *provoke* → **extrinsic - Intrinsic** Identification (with the personal importance) **Coexistence** → *leads* → Integration/ internalization (adoption and assimilation) → *shifts* → Internal PLOC or intrinsically motivated

COGNITIVE EVALUATION THEORY (CET)

External factor exertion

External PLOC or extrinsically motivated ← *shifts* ← Controlling (tangible reward, fear/threat, deadline, directives) ← *when* ← Internal PLOC or intrinsically motivated

External factor exertion

NO SHIFT performance enhancement ← *shifts* ← **Intrinsic - Extrinsic** Strengthens intrinsic motivation through extrinsic motivator **Coexistence** ← *leads* ← Less Controlling (verbal reinforcement, positive feedback) ← *when* ← Internal PLOC or intrinsically motivated

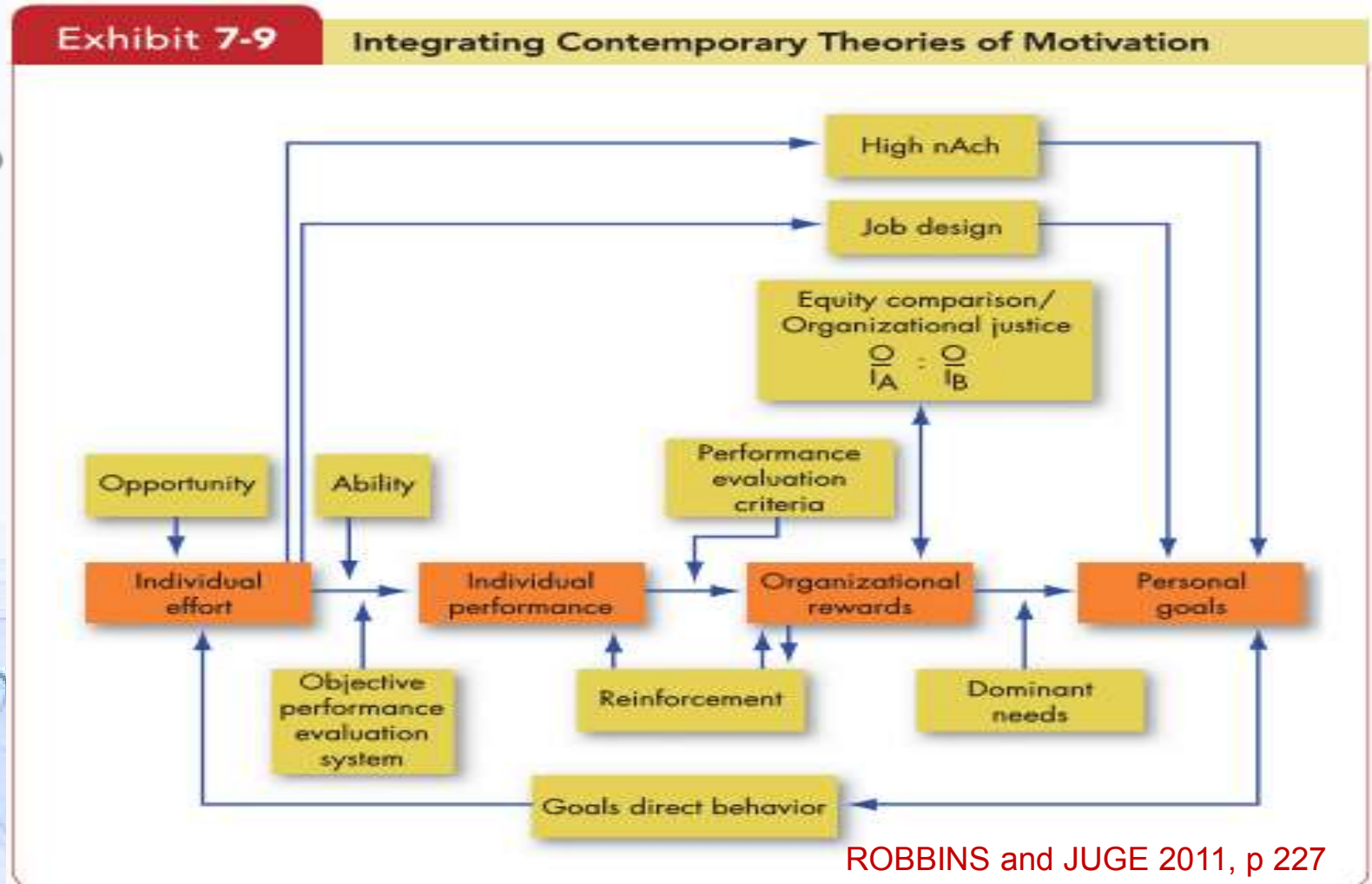**ASSUMPTION 1:** *NO THEORY CAN EXPLAIN OR DRIVE TO OUTSTANDING RESULTS IN THE ORGANIZATIONAL CONTEXT*

CONFIRMED

COMPOSE A MULTI-COMPLICATED MOTIVATIONAL MODEL?

NO

DECOMPOSE AND FOCUS ON THE CULTURAL CHARACTERISTICS OF THE ENVIRONMENT

YES

Exhibit 7-9 Integrating Contemporary Theories of Motivation

ROBBINS and JUGE 2011, p 227

THE GREEK MILITARY ENVIRONMENT

1ST PART

SURVEY: 180 PARTICIPANTS, 35 QUESTIONS (5 OPTIONS)

- 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

GLOBE STUDY PRACTISES
VS
MILITARY PRACTISES

ADMISISON
5 x 1,4=7

THE GREEK MILITARY ENVIRONMENT

DIFFERENTIATION 6/9

GLOBE STUDY

RESULTS

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
PERFORMANCE ORIENTATION	3.20	4.10	+ 0.90
ASSERTIVENESS	4.58	3.26	- 1.32
FUTURE ORIENTATION	3.40	3.82	+0.42
HUMAN ORIENTATION	3.34	4.24	+ 0.90
INSTITUTIONAL COLLECTIVISM	3.25	3.60	+ 0.35
IN GROUP COLLECTIVISM	5.27	5.46	+ 0.19
GENTER ENGALITARIANISM	3.48	4.65	+ 1.17
POWER DISTANCE	5.40	3.98	- 1.42
UNCERTAINTY AVOIDANCE	3.39	4.58	+ 1.19

ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
PERFORMANCE ORIENTATION	3.20	4.10	+ 0.90

PERFORMANCE ORIENTATION

A SOCIETY OR COMMUNITY ENCOURAGES AND REWARDS INNOVATION, PERFORMANCE IMPROVEMENT AND EXCELLENCE

➢ **SECURED EMPLOYMENT, JUSTICE AND STRICT RULES FOR NOT ACCOMPISHING TASKS**

➢ **RECRUITMENT POLICY: OFFICERS AND NSO'S (SUB – OFFICERS) JOIN THE ACADEMIES THROUGH ANNUAL COMPETITIVE NATIONAL (WRITTEN) EXAMS.... INTROJECT TO OTHERS**

ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
ASSERTIVENESS	4.58	3.26	- 1.32

ASSERTIVENESS

THE DEGREE INDIVIDUALS ARE ASSERTIVE, DOMINANT AND AGGRESSIVE TO THEIR RELATIONSHIPS WITH OTHERS

➢ **ORTHODOX CHURCH: "*LOVE THY NEIGHBOR AS THY SELF*". STRONG BONDS BETWEEN ARMY AND CHURCH**

➢ **UNDERSTANDING OF THE NEGATIVE MEANING. IT INHIBITS COOPERATION, TEAM WORK, HEALTHY COMPETITION**

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
FUTURE ORIENTATION	3.40	3.82	+0.42

FUTURE ORIENTATION

THE DEGREE INDIVIDUALS PLAN AND INVEST IN THEIR FUTURE

➢ **GREEK FAMILY: URGES CHILDREN TO ENTER UNIVERSITY**

➢ **MILITARY PERSONNEL IS TAUGHT TO BE ONLY IN OR ON TIME**

➢ **MEMBERSHIP OF NATO MAKES MILITANS ADOPT THE SPECIFIC ATTITUDE**

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
HUMAN ORIENTATION	3.34	4.24	+ 0.90

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

➢ ORTHODOX CHURCH: "*LOVE THY NEIGHBOR AS THY SELF*". STRONG BONDS BETWEEN ARMY AND CHURCH

➢ DEMOCRACY: TREAT CITIZENS IN A FAIR AND JUST WAY

➢ "PHILOTIMO" (LOVE OF HONOR)…… A NOTION THAT HAS NO EQUIVALENT WORD IN ENGLISH LANGUAGE!!

➢ IS THE STRAIN THE BEST "*WEAPON SYSTEM*" IN THE ARMY? 87% YES

MOTIVATION OF EMPLOYEES IN THE FIELD OF DEFENSE

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
INSTITUTIONAL COLLECTIVISM	3.25	3.60	+ 0.35
IN GROUP COLLECTIVISM	5.27	5.46	+ 0.19

INSTITUTIONAL: *ENCOURAGE AND REWARD COLLECTIVE ACTION AND THE COLLECTIVE DISTRIBUTION OF RESOURCES*

IN-GROUP : *EXPRESS PRIDE, LOYALTY AND COHESIVENESS IN THEIR ORGANIZATION*

➢ FAMILY BONDS ARE CONSIDERED STRONG
➢ HOMOGENEITY OF THE GREEK SOCIETY PROVOKES COLLECTIVISM

"DO YOU TAKE PRIDE SERVING IN THE ARMY?" (SCORE 5.32/7)

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
GENTER ENGALITARIANISM	3.48	4.65	**+ 1.17**

GENTER ENGALITARIANISM

THE DEGREE TO WHICH A COLLECTIVE MINIMIZES GENDER INEQUALITY

➢ **GREEK FAMILY TREATS BOYS AND GIRLS EQUALLY**

➢ **MALE AND FEMALE IN THE ARMY HAVE THE SAME RESPONSIBILITIES**

➢ **IN ACCORDANCE WITH LOW ORIENTATION IN ASSERTIVNESS (HOFSTEDE MASCULINITY CONSEPT) AND HIGH IN IN-GROUP COLLECTIVISM (NO DISCRIMINATION)**

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
POWER DISTANCE	5.40	3.98	- 1.42

POWER DISTANCE

THE DEGREE TO WHICH MEMBERS OF A COLLECTIVE EXPECT POWER TO BE DISTRIBUTED EQUALLY

➢ ACT AS A TEAM FOR SUCCESS IS LEARNED TO MILITARY PERSONEL

➢ COMANT BY EXAMPLE AND SHARE IMFORMATION

➢ OBEDIENCE IS BETTER WHEN CONSCIENTIOUS THAN TYPICAL

THE GREEK MILITARY ENVIRONMENT

CULTURE DIMENSION	GREEK SOCIETY PRACTISES (AS IS)	DEFENSE SECTOR PRACTISES (AS IS)	DIFERENTIATION
UNCERTAINTY AVOIDANCE	3.39	4.58	+ 1.19

UNCERTAINTY AVOIDANCE

THE DEGREE TO WHICH ORGANIZATIONS APPLY THEM IN ORDER TO AVOID UNPREDICTABLE SITUATIONS PROVOKING NEUROTICISM, ANXIETY AND STRESS

➢ **EVERY 2 YEARS UNDER MOBILITY'S EXAMINATION (DOMESTIC OR ABROAD)**

➢ **FINANCIAL CRISIS SINCE 2009. REDUCTIONS OF WAGES**

THE GREEK MILITARY ENVIRONMENT

CRITICS

➢ SMALL SAMPLE (180), STILL IT IS INDICATIVE

➢ GLOBE STUDY CONDUCTED FROM 1994 TO 1997. 20 YEARS AND THE ECONOMIC INSTABILITY CAN LEAD TO SIGNIFICANT CHANGES IN BEHAVIOR (FUTURE ORIENTATION AND UNCERTAINTY AVOIDANCE)

➢ SLIGHTLY DIFFERENCES (+/- 0,35) ARE ACCEPTED AND WITHIN THE MARGIN OF ERROR, NOT CHANGING THE CULTURAL BELIEFS.

➢ PROTOTYPE HAS MANY POTENTIALS OF IMPROVEMENT.

AUSPICIOUS BEGINNING

THE GREEK MILITARY ENVIRONMENT

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?*

➢ **SIGNIFICANT DIFFERENTIATIONS IN 6/9 DIMENSIONS**
MORE THAN +/-1

➢ **EMERGED THE NEED TO BE MORE HUMAN ORIENTED**
(HUMAN ORIENTATION 4.24)

ΕΛΛΗΝΙΚΗ
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ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

MOTIVATION IN MILITARY SECTOR

SURVEY: 180 PARTICIPANTS, 12 QUESTIONS 2ND PART

- 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	-	-

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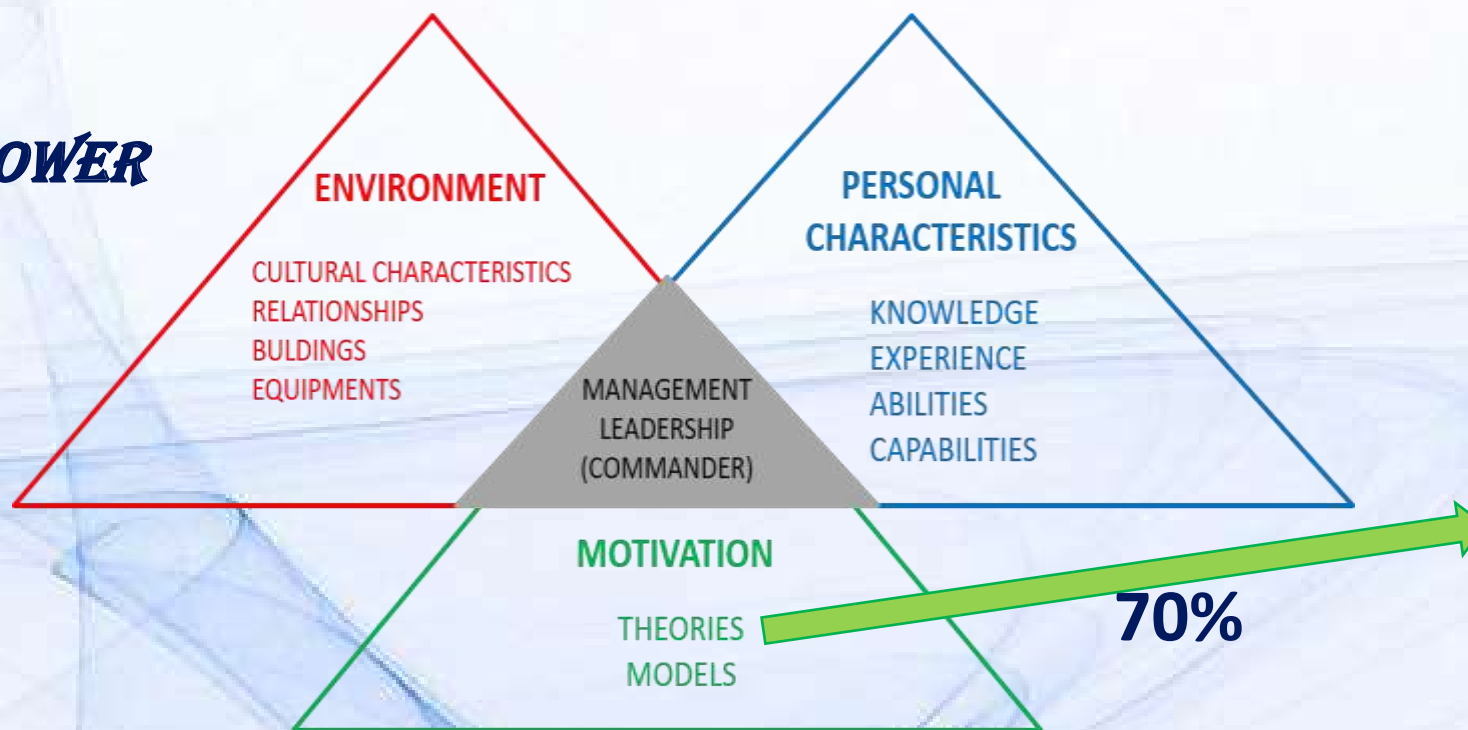
EXAMPLE

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?*

ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ

MOTIVATION IN MILITARY SECTOR

PARAMETERS OF PERFORMANCE

1ST PILAR: COGNITIVE POWER KNOWLEDGE

ENVIRONMENT

CULTURAL CHARACTERISTICS
RELATIONSHIPS
BULDINGS
EQUIPMENTS

PERSONAL CHARACTERISTICS

KNOWLEDGE
EXPERIENCE
ABILITIES
CAPABILITIES

MANAGEMENT
LEADERSHIP
(COMMANDER)

MOTIVATION

THEORIES
MODELS

70%

None: 98
Some: 43
Total: 141

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

MOTIVATION IN MILITARY SECTOR

SOCIAL POWER

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

➢ **INFORMATIONAL**: <u>HOW</u> THE JOB SHOULD BE DONE DIFFERENTLY

➢ **EXPERTISE:** <u>WHY</u> IT MUST BE DONE DIFFERENTLY

➢ **REWARD:**

THE CARROT -AND- STICK APPROACH

➢ **COERCION:**

➢ **LEGITIMATE:** NORMS, RULES AND VALUES WHICH SUSTAIN LEGITIMACY

➢ **REFERENT:** TO BE SEEN AS A MODEL/EMULATE

2ND PILAR: TRUSTFULL ENVIRONMENT

Is your performance greater when you work in a phobic environment? (score 1.81/5)

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

MOTIVATION IN MILITARY SECTOR

HUMAN CENTRIC
THE MOST IMPORTANT ASSET OF AN ORGANIZATION ITS HUMAN WORKFORCE

3ND PILAR HUMAN-CENTRISM

- *IS THE STRAIN THE BEST "WEAPON SYSTEM" IN THE ARMY?* **4.32/5**

- CONSTRUCTIVE DIALOGUE IS A WAY TO FULLY UNDERSTAND THE NEEDS AND ERASE MALFUNCTIONS

ΕΛΛΗΝΙΚΗ
ΔΗΜΟΚΡΑΤΙΑ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΜΑΚΕΔΟΝΙΑΣ
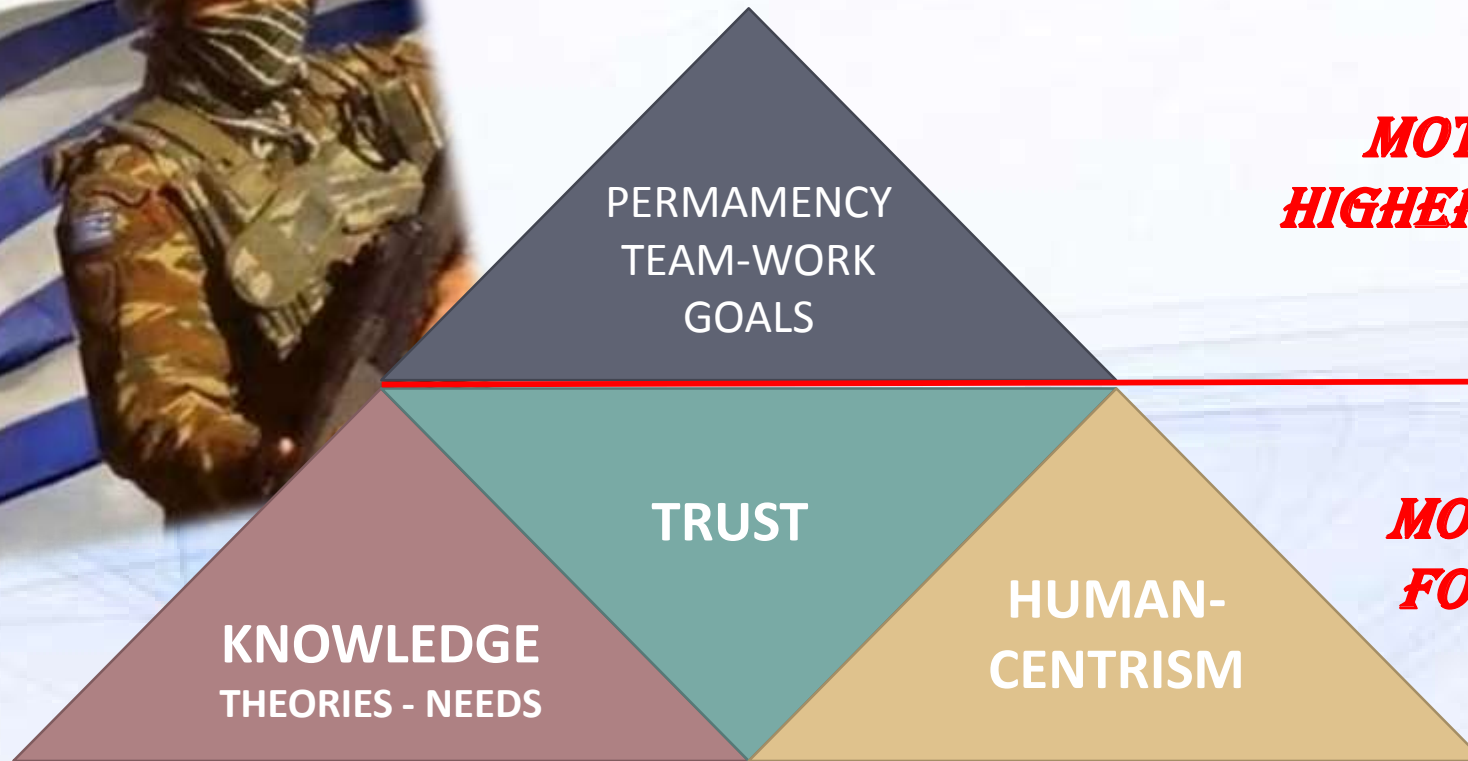
WHAT WE SAW?

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

Motivational Models and Theories (Chapters A-B-C)

WHAT motivates militants (Chapter E)

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?*

Cultural Characteristics (Chapter D)

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?