Motivating Techniques within Irish and American Manufacturing and Service Companies in the Northwest of Ireland

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Abstract

In today's world, many companies are concentrating on both their technology and human resources to provide them with their competitive advantage. Hence, understanding what motivates people is particularly important for managers in order to develop and sustain a competitive edge. As a result, numerous theories have been advanced to help our understanding of the subject matter and from these theories many motivational methods have evolved to enhance motivation within the workplace. In addition, research has been conducted on the various types of motivational techniques utilised by companies within Ireland. However, very little research has been completed within specific geographical regions in Ireland concerning the types of motivational techniques implemented at different job levels and their impact on employees work performance.

Thus the objective of this research was to identify the motivational techniques utilised at different job levels within large manufacturing and service companies in the Northwest of Ireland and examine how these techniques influence the performance levels of employees. Furthermore, the study examined if these companies have changed from traditional ways of motivating employees to newer techniques. The research methodologies used to undertake the research included interviews with the HR managers and questionnaires completed by different employees at various job levels within the participating companies.

Overall the conclusions were varied. Many different types of motivation techniques were found within the study's participating companies. Irish companies are improving their motivational techniques, however most of these techniques are only used within higher job levels. In contrast to their American counterparts, a variety of motivational techniques are utilised and implemented at all job levels. On a more positive note, the majority of these motivational techniques do increase performance levels at all job levels.

From the extensive primary and secondary research conducted, the thesis concludes by offering a number of recommendations to assist companies in further development of their motivational techniques for all job levels. These recommendations hope to augment the success of companies through an enhanced motivated workforce.

Acknowledgements

Declaration

TO WHOM IT MAY CONCERN

The work in this thesis: "Motivating techniques within American and Irish manufacturing and service companies in the Northwest of Ireland" represents the research carried out by Maria Devenney under the supervision of Karen Clancy and does not include work by any other party, with acknowledged exception

Signed: _Monica Devenney_

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Introduction

Motivation at work has been the object of sustained attention amongst researchers throughout most of the last century. Research has endeavoured to find the key that unlocks people's motivation to work as it is recognised that effective management depends on a knowledge and understanding of human motivation. However, there is no simple answer to the question: How do you motivate people? Several theories have evolved to help explain different facets of motivation and as a result a variety of motivational techniques have been designed to direct, focus and energise human behaviour at work.

Why do we need motivated employees? The answer is survival (Smith, 1994). For companies at present, the global market has never been as competitive therefore a key element that separates these companies in terms of success is the strength of their workforce (Dessler, 2000; Pettinger, 1994). Hence, understanding what motivates people is particularly important for managers as without people who are prepared to perform set tasks to a certain level and standard, organisations would not survive (Ellis & Dick, 2003). Employee motivation sustains global interest because of the perceived benefits its behaviour can accomplish. As Amabile (1993) stresses that motivated employees are likely to be persistent, creative and produce a high quality of work.

The Northwest of Ireland region comprises of three counties - Donegal, Sligo and Leitrim. This region is a part of the BMW region (border, midlands and western regions within Ireland) and within the BMW final report (2004), it documented that there are many manufacturing and services industries established within the region. Specifically, the Northwest has attracted some of the worlds leading multinational companies including Abbott Laboratories, MBNA, Stiefel Laboratories and PacifiCare. As we can from Table 1, the presence of American companies within the Northwest region alone compared to other countries is immense (IDA, 2005).

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Table 1: % of Foreign Multinationals in the Northwest of Ireland

Nationality	
United States	79%
Germany	15%
South Korea	3%
Other (UK, Australia, France, Lux.)	3%
Total Employment in IDA companies	100%

Consequently one of the reasons for choosing to compare Irish companies with American companies was due to their sheer presence within the Northwest of Ireland compared to other international companies. In addition, American companies have been for a considerable period of time, acknowledged as leaders in the employee motivation field (Huddleston and Good, 1999). Brewster and Bournois (1991) state that the human resource school of management originated in America and employee motivation has been a significant factor within it as effective management depends on a knowledge and understanding of human motivation. From the early 1900's, human resource management was not only taught in American universities but also was a vocational practice of business (Eibert,1959; Jacob, 1985; Kaufman, 1993). Many of the key motivational theorists such as Maslow, Herzberg, Locke and Vroom that are taught today originated from America. From these theories, a number of motivational practices have been advanced to help managers motivate their workforce.

Hence, American companies have long been utilising motivational techniques before Irish companies. McCrory (cited in Hearne, 2004) believes the human resource management strategies that arrived from the USA since the seventies have played a part in the re-emphasis of people within an organisation in Ireland. As a result of these management strategies, the use of motivational techniques within Irish companies is becoming more popular to-day. Although there have been numerous national studies conducted on motivational techniques used within Ireland, no research has been conducted exclusively within the Northwest of Ireland. Therefore the researcher wants to investigate if companies

within the Northwest of Ireland have similar motivational techniques compared to what is illustrated within the national research findings.

This research project will examine the success and popularity of different types of motivational techniques practiced by large manufacturing and service companies in the Northwest of Ireland. It will focus on how motivating strategies are being used and how they contribute to the performance of staff. Specifically, the objectives of the research are as follows:

1. To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation.
2. To measure the effectiveness of motivating tools on performance from an employee and management level.
3. To determine if there is a shift from traditional methods of motivating employees to new techniques
4. To recommend how motivational tools used on a worldwide scale may be adapted to suit companies in the Northwest of Ireland

The thesis is laid out as follows;

Chapter One: Literature Review

This chapter reviews motivation theories, examines the importance of motivation within the work environment and highlights that employee motivation is not stagnant but varies continuously. It also examines in depth motivational techniques used in organisations, specifically performance management tools and reward tools.

Chapter Two: Methodology

This chapter contains a comprehensive assessment of all the available research tools. Qualitative and quantitative techniques were utilised in this study. Semi-structured interviews were conducted with each company's human resource manager to identify the types of motivational techniques they employ for various job levels, to discuss the effect of these tools on performance and to consider if the company had changed from traditional ways of motivating their employees to implementing newer techniques. A questionnaire

was distributed to staff in each company to examine the effect of motivating techniques on their performance.

Chapter Three: Findings

All data gathered was then extensively analysed in the following ways;

- Qualitative data was manually organised and thematically structured.
- The questionnaire data was inserted into a computer package designed for questionnaire analysis called Statistical Package for the Social Sciences (SPSS). All calculations were performed through this medium and the findings were recorded.

Chapter Four: Analysis of Findings

This chapter encompasses a discussion between the secondary research documented within the literature review and the primary data found by the author.

Chapter Five: Conclusion and Recommendations

From the analysis of the findings in chapter 4, conclusions were outlined in the final chapter and recommendations were advanced to assist companies in further enhancing their employee motivational techniques.

Chapter 1 – Literature Review

1.1 Introduction to Motivation

How to motivate employees is a question that has intrigued behaviourists for over a century. Hence it is the reason why motivation at work has been the object of sustained attention and now forms an integral part of both industrial and vocational psychology. Research has strived to discover the key elements that influence motivation within the work environment as motivated employees help organisations survive. Therefore effective management should endeavour to understand what motivates their employees within their job tasks.

So why is motivation a focal point of interest for organisations? Steers and Porter (1987) advance a number of reasons. Firstly, they argue companies cannot ignore behavioural requirements of employees. Attracting the right calibre of employee and engaging them in a high performance manner is of great importance to companies. Secondly, with technological advancements and competitive trends increasing in the business environment as a whole, organisations must uncover every possible medium to improve their effectiveness and efficiency. Lastly, they conclude that organisations should focus on 'planning horizons', which involves strategically placing motivation at centre stage in building a skilled and committed workforce. As Thurow (1992) observed that successful companies (and countries) will compete in the future principally on the quality of both their technology and human resources. Hence, a motivated workforce becomes a critical asset in such competition.

According to Pettinger (1994) gaining the commitment and motivation of staff in organisations is now more universally accepted as a crucial business and organisational activity and one that has highly profitable returns. As Dessler (2000) highlights employees are now perceived as a valuable resource (rather than a cost to be minimised), which if effectively managed rather than administered, can provide organisations with a crucial competitive advantage. As Pettinger (1994) asserts;

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There is a correlation between organisations that go to a lot of trouble to motivate their staff and profitable business return. The ability to gain the commitment and motivation of staff in organisations has been recognised as important in certain sectors of the business sphere. It is now more universally accepted as a critical business and organisational activity and one that has highly profitable returns and implications for the extent of the returns on investment that is made in the human resource.

1.2 Definition of Motivation

Motivation has been described as 'complex', due to the general idea that a person is a complex system made up of several subsystems (Brunstein et al, 1998: Deci and Ryan, 2000). The word motivation derives from the Latin word *movere,* meaning 'to move'. Atkinson (1964:2) defines motivation as 'the contemporary (immediate) influence on direction, vigour and persistence of action'. Building on this, Mitchell (1982:80) believes motivation represents 'those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed'.

Looking more closely at the latter definition, arousal has to do with the drive or energy behind our actions. In order for any behaviour to be initiated, that behaviour needs to be triggered by some driving force that influences an individual (Morley et al, 1998). Secondly, motivation is concerned with the choices that people make and the direction their behaviour takes. Our behaviour is directed by the decisions that the individual makes as to what are the best alternatives to select in order to achieve the goal they are pursuing most effectively (Morley et al, 1998). While the final part of the definition deals with maintaining behaviour, what is it that sustains behaviour towards the achievement of a certain goal? In essence, motivation requires all three components of goal-directed behaviour: arousal, direction and persistence.

Having defined the word 'motivation', Greenberg & Baron (2000) highlight two key points about motivation on the job:

1. **Motivation and job performance are not synonymous**
A strong relationship exists between performance and motivation but they are two distinct aspects of behaviour. Performance is the result or evaluation of an

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employee's behaviour, how well he or she has performed in completing a task. Kanfer (1990) states that in the process needed to achieve this result; motivation is only one factor of many that contributes to their employee's performance. The fact that a person performs very well does not mean to say he/she is highly motivated, they could be very skilled and not putting much effort into their work (Greenberg and Baron, 2000). It is important to note that even though motivation and performance are not directly related, motivation is still a major element in work production.

2. Motivation is multifaceted

People may have several different motives operating at once and sometimes these motives may conflict. Motivation as a concept represents a highly complex phenomenon that affects and is affected by a multitude of factors in the work milieu. Thus in order to understand more fully the effects of variations in those organisational factors of interest e. g. organisational reward systems on important dependant variables e. g. organisational performance, an understanding of the topic of motivation seems essential, (Steers et al, 1996). An employee may work very productively to impress their boss but this overproduction may antagonise co-workers. The result is that these two motives may pull the individual in different directions, and the one that wins is the one that is strongest in that situation, clearly illustrating motivation as a very complex subject (Greenberg and Baron, 2000).

How to motivate people?

When explaining how employees may be motivated within organisations today, there is no simple answer. However, one may examine the question from the following angle. Specifically, management can motivate employees through both intrinsic and extrinsic outcomes. Intrinsically motivated work is performed for its own sake; the source of motivation is actually performing the behaviour (Brief and Aldag, 1977). It is therefore connected to 'psychological' rewards and internal feelings such as a sense of personal satisfaction from the job, the opportunity for challenge and achievement, receiving appreciation and positive recognition. While extrinsically motivated work behaviour relates to 'tangible rewards' such as pay and fringe benefits, job security, promotion, the work environment and conditions of work (Rudolph et Kleiner, 1989). However, people react in different ways to different stimuli and as a result numerous theories of

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work motivation have been advanced within the literature to help understand this range of different needs.

1. 3 Motivation Theories

Despite the intense interest in motivation no overall commonly accepted framework or approach to work motivation currently exists. The complex and variable nature of work motivation has given rise to many competing ideas and theories. But these theories are not conclusive (Mullins, 2004). They are all subject to criticism. However, they help to highlight the many motives that influence people's behaviour and performance. Collectively, the different theories provide a framework within which managers can direct attention to the problem of how best to motivate staff to work willingly and effectively (Mullins, 2001).

According to Kanfer (1991) theories of motivation began to be developed as early as the 1930's and 1940's. Most of these traditional motivation theories have received considerable empirical support (Ambrose and Kulik, 1999). The organisational studies literature indicates the theories may be grouped into two general classes, content and process theories. Content theories try to explain those specific things which actually motivate the employee at work. They identify people's needs and their relative strengths and the goals needed to satisfy them. Important content theorists include Maslow, McClellend and Herzberg. While, process theories attempt to explain how behaviour is initiated, directed and sustained. They seek to establish not only what people want from their work situations, but how they believe they can actually achieve it and what influences the process (Tiernan et al, 2001). Process theorists include Locke, Vroom and Adams.

1.3.1 Content Theories of Motivation

1: Maslow's Hierarchy of Needs (1954)

Abraham Maslow's theory, that people have five different types of needs and that these are activated in a hierarchical manner. They include;

1. **Physiological needs:** Need to satisfy fundamental biological drives.

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2. **Safety needs:** Need to operate in an environment that is physically and psychologically safe and secure.

3. **Social needs:** Need to be affiliative.

4. **Esteem needs:** Need to achieve success and have others recognize our successes.

5. **Self-actualisation needs:** Need to perform at one's maximum level of creativity and become a valuable asset to one's organisation.

As the more basic needs are satisfied, a person seeks to fulfil the higher- level needs. If the person's needs are not satisfied then they claim priority and thus efforts to fulfil the higher needs are postponed. In general, Maslow's theory has been controversial among researchers. According to Lawler and Syttle (1972) many researchers have failed to confirm that only five basic categories of need exist and that these needs are activated in the exact order specified by Maslow. In addition, few managers are aware that this theory evolved from a study of neurotic people in a clinical setting. Maslow never claimed to be an expert in organisational contexts and processes. Nevertheless, the theory is very helpful for understanding the needs of people at work and for determining what can be done to satisfy them.

2. McClelland's Theory of Needs

According to McClelland (1961) there are three key needs which motivate people's behaviour at work, namely achievement, power and affiliation. The need for achievement person is 'achievement motivated' and therefore seeks attainment of realistic but challenging goals and advancement in the job to sustain high motivational levels. The need for power person is 'authority motivated'. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. While the need for affiliation person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people in organisations (McClelland and Boyatzis, 1982).

These needs are found to varying degrees in all workers and managers and this mix of motivational needs characterises a person's or manager's style and behaviour, both in terms of being motivated and in the management and motivation of others. According

to Gunnigle et al (2002) an important implication of this theory is that, if such needs are acquired, then they may be developed through appropriate environmental conditions that facilitate the emergence of the desired needs profile.

3. Herzberg's Two-Factor Theory

This theory proposes that there are two types of factors in the workplace. One set of factors called *motivators or satisfiers* that include recognition, responsibility, advancement, achievement and personal growth are capable of motivating people to perform. The other set of factors called *hygiene or maintenance factors or dissatisfiers* which include job security, working conditions, salary, company policies, co-worker relations and supervisor relations only have a negative or dissatisfying impact if they are absent, but are not capable of motivating behaviour when present. House and Wigdor (1967) criticise Herzberg's theory for its method boundedness, that is, similar findings have only been established using the same methods applied in the original study. When other samples of respondents have been asked directly what motivates them at work, responses have shown that hygiene factors are widely used to motivate people in the workplace. For example, financial rewards are potentially powerful motivators, even though Herzberg saw them mainly as hygienes. Regardless of criticisms though, Herzberg's two-factor theory has been widely read and few managers are unfamiliar with his recommendations. The popularity of vertically expanding jobs over the last 40 years to allow workers greater responsibility in planning and controlling their work can probably be attributed largely to Herzberg's findings and recommendations (Robbins 2003).

1.3.2 Process Theories

1. Locke's Goal –Setting Theory

Another major contribution to our understanding of motivation is the process theory of Locke's (1978), whose argument is that employees have certain goals they set for themselves, and that an organisation can have a strong influence on the work behaviour of its employees by influencing their goals. Goal setting theory is one of the most prominent and empirically supported theories of motivation (Klein, 1991: Locke and

Latham, 1990, 2002). Morley et al (1998) argue goals should be devised into five ingredients. Goals should be specific and clear; challenging but achievable; flexible; agreed on by those trying to achieve them; monitored, reviewed and feedback provided for the employee. To implement the five elements is a difficult and demanding process for both the manager and the employee. Though as Morley et al (1998) stress if goals are not implemented fully or incorrectly it can have a large demotivating effect on the employees and their performance. Research suggests strong support for the theory and its effects on motivation. Latham and Locke (1979) found that difficult goals, when accepted resulted in higher performance than easy goals; and that feedback leads to higher performance than no feedback. Locke et al (1984) further stress that feedback must accompany goal setting because workers need information about their effectiveness to meet their goals as part of a continuum to work toward them.

2. Vroom 's Expectancy Model

Expectancy theory has generated a great deal of research and has been successfully applied to understanding behaviour in a wide range of organisational settings (Mitchell 1983). Vroom (1964) argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Specifically, this theory states that an employee will be motivated to exert a high level of effort when he/she believes that their effort will lead to a good performance appraisal, that a good appraisal will lead to organisational rewards and that the rewards will satisfy his/her personal goals. Hence, the key to expectancy theory is the understanding of an individual's goals and the linkage between effort and performance, between performance and rewards and finally, between the rewards and individual goal satisfaction (Robbins, 2001). Therefore, organisations should establish a clear link between an increase in an employee's performance and a meaningful reward. This is an extremely difficult challenge for organisations with regard to time and financial constraints in understanding and satisfying all individual's goals which in large companies may amount to thousands of employees.

3. Equity Theory

Adam's equity theory (1963) is based on the assumption that the most important motivator for individuals is the perception that they are being treated fairly in comparison to other people in the same context. His research explains how people are constantly involved in three main evaluative processes;

1. A comparison between their work inputs and their work outcomes.
2. A comparison between other people's work inputs and outcomes.
3. An analysis of these two comparisons.

Steers and Porter (1987) explain that employees tend to determine fairness by considering their inputs and rewards on the job in comparison with those of other people. According to Holley (1997) and Ting (1997) employees must feel that they are being remunerated fairly within the organisation when compared to similar positions. If the comparison is equal, the employee feels treated fairly. If it is unequal, the employee feels inequity and is motivated to take corrective action. This could hinder performance significantly within organisations. Goodman (1977) and Vecchio (1982) criticise the equity theory for little is known about how people select a 'comparison other' and they believe it is very hard to define inputs and outputs. Though generally, research evidence is particularly supportive of the theory in situations of underpayment and other forms of negativity inequality (Crosier and Dalton, 1989).

1.4 Conclusion of Content and Process Theories

It is clear that the content and process theories of motivation both make a valuable contribution to the understanding of motivation at work, especially via the identification of factors and needs that drive behaviour. However, from the perspective of employee motivation within the workplace, process theorists have shown that there is more to motivation than simple responses to experienced needs as described in the content theories (Morley et al, 2004). In addition, research findings are overall more supportive for process theories than need theories. As Landy (1989: 379) states "data supportive of need theories have been infrequent. Damaging data in this field are commonplace". Therefore process theorises are more rational and by the 1960s process theories were more preferred as a means of understanding people's motivation (Landy, 1989).

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Process theories advocate that a stimulus that motivates an employee to act initiates a behavioural action, as a consequence the stimuli can be associated with a rewarding (positive-approach) perception or a punishing (negative-withdrawn) perception (Carver and White, 1994; Depue and Collins, 1999; Gray, 1990; Lehner, 1979). Hence by integrating motivating techniques correctly into a work environment, they may act as the motivating stimulus which could help influence an employee's behaviour to increase their productivity/performance. As a result, this piece of research concentrates strongly on process theories and their related techniques. As underlined earlier, the focus on maximising the capability of a company's workforce is paramount in today's competitive business world, consequently effective motivational techniques can become essential to achieve this.

1.5 Motivation Techniques

Resulting from the theories of motivation, a number of motivational techniques have been devised and implemented in various forms within the business environment. Through the years, resulting from continuing research and analysis, which has come mostly from America, many of these techniques have been adapted and improved. A key challenge for contemporary human resource management is the need to enhance organisational performance by maximising the competence and performance of the individual employee and the team through the utilisation of such techniques.

This study acknowledges that a vast amount of motivational techniques are implemented globally in the workplace at present i.e. career development, training, job security etc. However, after extensive examination of many motivational tools plus analysis of the companies participating in the research, the researcher concluded that the following motivational approaches will be used in this study; Performance Management Systems, Job Design and Reward and Recognition tools.

a) Performance Management Systems

Performance management is concerned with measuring an individual's performance in a given job against predetermined work standards and involves designing a formal system to facilitate observation, monitoring, analysis, feedback and target setting (Foot and Hook, 2002). This can be achieved through motivating programmes such as goal setting programmes in the workplace accompanied with effective feedback delivered through mediums such as performance appraisals or 360 degree feedback. Performance management systems have been long established within HR as having the ability to improve employee motivation and hence performance, and consequently provide management the control to attain organisational goals (Orpen, 1995).

b) Job Design

The job design approach to motivation suggests that jobs can be designed to enhance people's interest in carrying out their job tasks, e.g. job enrichment. Herzberg (1968) introduced 'vertical loading' within the workplace, where employees he argued are more motivated when they have interesting, varied or challenging work tasks to complete. This idea originated from the monotonous work found in many organisations at that time, which created a demotivation or boredom effect for employees. Fried and Ferris (1987) found general support in their studies for jobs that were enriched and recorded positive effects the approach had on motivation, satisfaction and performance outcomes. Employee empowerment and self management teams are management practices that provide employees with some responsibility and/or control over their job designs. It allows the employee to become more involved with their work and therefore more motivated to perform to their ability.

c) Reward and Employee Recognition Programmes

This involves motivating employees through reward schemes such as bonuses, merit pay and skills based pay. In addition, flexible benefit plans and employee recognition programmes are also used to motivate employees. Schuler's (1995) argues that one of the four core objectives underlying why organisations introduce different reward

packages is they should serve to motivate their employees. Valued reward increments can act as strong motivation variables for employees and can help improve their performance/production effort. Wiley's (1997) research clearly illustrates that pay can be a top motivator for employees especially when downsizing and insecurity plays a major factor within the economy. While according to Locker and Teel (1977) and Eichel and Bender (1984) research in multinationals in the United States highlight the value of linking pay to performance as it helps motivate and/or increase performance levels of their employees. Additionally, research has demonstrated that employee recognition remains a considerable important variable and a relatively inexpensive way to motivate employees to sustain/improve their performance (Wiley, 1997). Employee recognition can help support overall morale and trust within a work environment between management and employees.

1.6 Performance Management Systems

Performance management is an umbrella term that includes performance planning, performance review and performance appraisals (IBEC, 2002). The first recorded use of the term 'performance management' is in Beer and Ruh (1976) whose view was that 'performance is best developed through practical challenges and experiences on the job with feedback from supervisors'. Within organisational settings, performance management systems are continuously improving. Through these advancement stages in recent years, performance management systems are now recognised as a growing strategic tool in the 21st century.

In Irish organisations, the Mercer survey (2004) listed that one of the five key ingredients required to attract, retain and motivate employees was to have a structured performance management system in place. While, the most comprehensive analysis of performance management in Irish based organisations was conducted by IBEC in 2002. This survey stated 73% of participants operated formal performance management/appraisal processes which were most likely to be found in large foreign owned companies, particularly within the financial services and hi-tech manufacturing sectors.

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In addition, the motivational importance of performance management systems is supported by evidence illustrated in this survey carried out by IBEC. Specifically, companies highlighted that 'motivation' was one of the top five key objectives of a performance management system. This research also highlights that twenty per cent of the respondents thought performance management was a 'very effective' process as a mean to motivating employees, while 55% rated it a 'mostly effective' process.

The survey also reported that performance management processes have progressed from concentrating only on senior management to all levels of employees within a company. Specifically, the results were as follows;

● Senior managers - 85%

● Other managers, team leaders and supervisors - 89%

● Skilled, technical and clerical staff - 89%

● Routine manual and clerical - 72%   **Source:** IBEC (2002)

Most organisations (65%) indicated that their formal processes were the same for all groups of employees.

In American organisations, Lieberman Research Worldwide (2003) examined the effectiveness of performance management systems in mostly Fortune 1000-type companies. Executives interviewed for the study saw a clear linkage between improvement in operations and enhanced product quality, safety and performance because of performance management systems. Over three-quarters (78%) of the respondents stated that, "performance management systems result in fewer product recalls or design-plan revisions," and "improved product and service quality".

According to the IBEC survey (2002), the main ways that performance management systems manifest themselves in Irish organisations are through the following ways;

1   Goal setting programmes

2   Giving employee feedback through annual appraisals

1. 6. 1 Goal Setting Programmes

Within the context of employee motivation, the motivational impact of performance goals and goal-based plans has been recognised for a long time. McShane & Von Glinow (2003) define goal setting as the process of motivating employees and clarifying their role perceptions by establishing performance objectives. Goal setting potentially improves employee performance in two ways: (1) by stretching the intensity and persistence of effort and (2) by giving employees clearer role perceptions so that their effort is channelled toward behaviours that will improve work performance. A widely used technique namely management by objectives (MBO) was originally proposed by Drucker more than 50 years ago as a means of using goals to motivate people in the workplace. This technique is linked to Locke's Goal Setting Theory. As Drucker (1955:12) states the basis for this system is that an organisation will be more successful if:

> 'their efforts...... all pull in the same direction, and their contributions....... fit together to produce a whole, without gaps, without friction, without unnecessary duplication of effort'

Essentially, MBO is a management system that incorporates participation in decision-making, goal setting and objective feedback. It involves a comparison between specific, quantifiable target goals and the actual results achieved by an employee. The employee and the supervisor mutually agree upon the measurable goals at the beginning of the appraisal period. Each objective has a specific time period in which it is to be completed. In addition, MBO seeks to give continuous feedback on progress toward goals so that workers can monitor and correct their own actions (Carroll and Tosi, 1973). In order to maximize the motivation of the employee, it is crucial to ensure linking the attainment of objectives or goals with valuable rewards as research shows that collaborative goal and reward setting is successful as a motivational tool (Dewey, 1995; Shaw and Schneier, 1995).

Rodgers and Hunter (1991) conducted a meta analysis on the impact of management by objectives from a number of past studies which included many manufacturing and services companies. From their comprehensive research, they conclude that companies

whose CEO's demonstrated a high commitment to MBO showed, on average, a 56% gain in productivity. Companies with CEO's who showed low commitment only saw a 6% gain in productivity. Their second analysis that included 18 further studies demonstrated that employee's job satisfaction was significantly related to senior management's commitment to the MBO's process. If commitment was high, so was job satisfaction among the workforce.

In Ireland, the IBEC human resource management survey (2002) stated that 73% of Irish organisations utilise objective/goal setting and review as a performance management process and 48% of respondent's describing the process as 'very effective'. This research examined performance management systems in financial services, other services, high-tech manufacturing and other manufacturing environments. Unfortunately the research does not differentiate between the types of goal programs used or at what job levels they are applied.

In addition, according to IBEC (2002), this report provides no data on the extent of MBOs implementation within Irish organisations. They did report how MBO was not as successful as its advocates had hoped it would be. It was not the actual practice that failed companies but the improper or half measured approach in its introduction and implementation that failed. However, for the many companies who did integrate it wholly into the organisation's culture, they reaped the benefits. Hence, in order for MBO to be successful the process must be tailored to fit the needs of the company. It also requires considerable time, expenditure and support for successful adoption and if it is not practiced it will fail or not live up to expectations (Carroll and Tosi, 1973). Therefore organisations that do not have the above resources may shy away from it or only half implement it resulting in limited results or complete failure. Furthermore, Rodgers and Hunter (1991) conclude that MBO is only effective if introduced fully with the support and participation of top management.

1.6.2 Employee Feedback

Ilgen et al (1979) describe feedback as a communication process in which the sender conveys a message to a recipient. In the case of feedback, the message comprises information about the recipient. The recipient's perception of the feedback and

responses to it depends upon his/her personal characteristics, the nature of the message and the characteristics of feedback. These authors emphasise that feedback is essential both for learning and motivation as it clarifies what to do and how to improve.

Feedback is an element that is practically incorporated into all processes within an organisation. The importance of an employee's contribution is now given a lot more priority and significance in achieving all types of strategies. It was in the early 20th century 'knowledge of results' or as we now call it feedback became more and more integrated into the workplace. At the particular time there were many broad assumptions on the effects of feedback. Ammons (1956) concluded that it can act as an information or rewarding function and stated that the most common effect of knowledge on performance is to increase motivation. Positive feedback signals to performers the behaviors they should repeat and reinforces those correct behaviours (Bandura, 1969). In addition, positive feedback informs a performer that progress is being made.

Earley et al (1990) document that pairing specific challenging goals with specific feedback about results can significantly enhance the motivational impact of feedback. From an organisations perspective, Renn (2003) states that larger amounts of task feedback provided within the work environment was positively associated with work performance of higher goal committed employees and negatively related to the work performance of lower goal commitment recipients.

However, Bobko and Colella (1994) and Kanfer (1990) caution that feedback may be viewed as an evaluation and judgement on the employee. Employees who experience dissatisfaction from negative feedback may not improve performance because negative feedback lowers their goal commitment (Locke and Latham, 1990). Therefore a culture of trust is important. Organisations should be aware that a lack of needed resources, support and attention from their supervisors might affect an employee's commitment to goals (Katz and Kan, 1978). Therefore management/supervisors understanding of their role is crucial to the feedback success otherwise a decrease in motivation and performance could result. Many problems are due to feedback being perceived as a straightforward process. But in today's dynamic business world there are many variables to consider. The ability of the employee at their job, the relationship that exists between the supervisor and the employee, the stress level of the employee, the

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sensitivity of the employee when dealing with feedback especially if it is negative and lastly how well trained the supervisor is in assessing the employee and successfully delivering feedback that can still motivate them.

Feedback can take many forms and one of the most popular ways in which it can be conveyed to staff in Irish organisations is through performance appraisals. In Ireland, according to IBEC (2002) 74% of respondents had annual performance reviews, 32% of respondents used twice-yearly appraisals, 37% had an element of self-appraisals. While, O'Connell et al (2004) documented that just under half of all employees in Ireland employed in the public and private sectors receive regular performance reviews/appraisals and 40% are personally involved in the process.

1.6.3 Performance Appraisal

As mentioned above, performance appraisal is a popular technique used to encourage, motivate and aid workers to enhance their performance. It is another medium in giving employees feedback (ACAS, 2001). The appraisal is an opportunity to take an overall view of work content, the load and volumes of the work, to look back on what has been achieved through a reporting period and agree objectives for the next period. Mullins (1999) concludes that appraisal schemes should enable a regular assessment of the individual's performance highlighting potential and identify training and development needs. In addition, he states the effectiveness of any appraisal system relies heavily on the quality and reliability of assessment. Hence, the importance of the critical role the manager plays in this process is without debate.

New Forms of Appraisal

According to Armstrong and Baron (1998) performance management has moved from traditional performance appraisal schemes passed from top-down only to one, which sees it as a continuous process and illustrates the words 'shared understanding, agreement and mutual commitment'. The newer types of appraisals strive for a more joint review. There is a growing interest in the value of obtaining feedback from a number of different sources. One appraisal technique that has gained popularity in recent years is the 360 degree appraisal.

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Ward (1997:104) defines 360 degree feedback as 'the systematic collection and feedback of performance data on an individual or group, derived from a number of the stakeholders on their performance'. As well as being assessed by their boss, as in traditional appraisals, feedback recipients are also assessed by their direct reports and peers. It is a self-awareness tool used to help feedback recipients become clearer about their strengths and development needs. It is argued that individuals will find feedback from peers and subordinates compelling and more valid (Boran, 1998) and as Edwards and Ewen (1996: 4) maintain 'no organisation action has more power for motivating employee behaviour change than feedback from credible work associates'.

Undoubtedly, many organisations have gained some advantages from using 360 degree feedback, particular in management developmental terms. It has been especially useful for providing feedback for senior managers who are often neglected at the top in appraisal terms (Redman and Wilkson, 2001). According to IBEC (2002), the use of 360-degree feedback was quite small in Ireland with only 12% recorded as practising it but IBEC did report there is a growing value of obtaining feedback from a number of different sources. Of those companies who utilised this technique, 39% rated it as 'very effective' and a further 36% describe it as 'mostly effective'. From an American perspective, this feedback process has been extensively implemented with three quarters of Fortune 500 companies reported as using it (Redman and Wilkinson, 2001:65).

Even though 360 degree feedback is a relatively new practice for companies in Ireland, Lawler (1994) claims that assessment from multiple sources is more reliable and more predictive than a single source (i. e. supervisor only). This could eliminate the demotivation an employee may suffer after feedback. As different human beings with different personalities exist, 360 degree could reduce the negativity that may exist between an employee and a supervisor. If a bad relationship develops, mistrust can affect feedback, which create a demotivated atmosphere and thus affect performance levels. If feedback was attained through multiple sources the employee may feel they are appraised fairer. Edwards and Ewen (1996) believes that 360 degree feedback allows people to see themselves as they are seen by others which can have an instructional and motivational impact. He further believes it not only targets developmental areas but, as well, sustains interest and motivation to improve these areas.

1.7 Job Design and Work Motivation

Over the past 40 years of motivational research, 'interesting work' has been highlighted as one of the top five motivating factors in the workplace. Research has shown that workers who are more involved in their jobs display more commitment and experience lower turnover (Jauch and Sekaran, 1978). According to Robbins (2003) one strategy that can be used to increase the motivational potential of jobs is job enrichment, which is the practical application of Herzberg's two-factor theory. Following this theory by increasing intrinsic factors in a job-such as achievement, responsibility and growth – employees are more likely to be satisfied with the job and motivated to perform. Job enrichment organises tasks so as to allow the worker to do a complete activity, increases the employees freedom and independence, increases responsibility and provides feedback, so an individual will be able to assess and correct his/her own performance (Hackman and Oldman, 1980). Within the Irish workplace, O'Connell et al's (2004) research reported that 27% of employees have low levels of control, about half (46%) have some levels of discretion and only 27% had a high degree of control over their time and work tasks. O' Connell et al (2003) concluded that managerial, professional and technicians attain a higher level of autonomy and that these levels of discretion and autonomy are strongly related to the level of occupation.

One strategy that is used within the business environment to enrich jobs is empowering employees. The concept of modern employee empowerment has evolved from the late 1980's as an intrinsic motivation element and was seen as critical to job satisfaction. In recent years the term empowerment has become a part of everyday management language (Collins, 1994). Empowerment advocates employees should be able to take control and responsibility for their performance. In order to create this intrinsic motivation, employees must feel a sense of influence and choice, (Thomas and Velhouse, 1990).

Empowerment seems to improve performance by encouraging new ideas and by allowing employees to work more effectively. These positives affect the performance of both the organisation and employees. As Ransom, (1994) argues the organisation benefits from increased work unit efficiency and improved cross-functional co-ordination. From an employee's perspective research has shown that there is a positive

link between participation, satisfaction, motivation and performance (Hollender and Offerman, 1990:83). O'Dowd (2002) conducted survey work in the late 1990's on 80 companies in Ireland regarding employer and employee partnerships. The majority of these companies were of a manufacturing or service background. He concluded that the companies who implemented partnership arrangements among their employees (i.e. involving them in work decisions) proved very successful. Results illustrated that these partnership arrangements improved work force productivity in over 70% of companies and 65% reported that business performance improved.

Within an organisational setting, according to Magjuke (1992), employee empowerment initiatives can manifest themselves through the following ways;

1   Quality circles
2   Self managed work teams

Bartol and Martin (1991) state that these structures have proved effective in resolving problems related to productivity and quality as well as improved employee morale and job satisfaction.

1.7.1   Quality Circles

Quality circles are small groups of employees and managers who meet regularly to consider means of improving quality, productivity or other aspects of work organisation (Gunnigle 1997). Quality circles provide an opportunity for people at work to become more involved in matters that have a bearing on their job (Russell, 1983). Dale et al (1998) reports that quality circles increase a worker's satisfaction, improve team working, productivity and product quality.

Geary (1999) reports from his research that permanent groups like quality circles were in 28% of enterprises in Ireland. In addition, quality circles have been integrated successfully with large global companies such as IBM, Mercedes-Benz and Duracell which are all manufacturing industries. Within the services sector Scott's Hotel Limited introduced quality circles successfully (Simmons and Teare, 1993) and in Harvester restaurants the staff works in teams and make the decisions for the individual restaurants (Pickard, 1993). United Airlines used quality circles to look at problems of employees like no shows and sick leave problems. As a result of the implementation of the quality circles, United Airlines saved $18.2 million in the first year (Russell, 2003).

However, quality circles do not always achieve the positive results that other types of team structures enjoy. As Dale and Barlow (1987) point out that many quality circles malfunction because of insufficient preparation and management support or management's opposition. While, Wellins et al (1991) state that the suggestions of quality circles are rarely implemented because of their lack of authority. Nonetheless, these authors acknowledge that quality circles are important in that they place value on employee's opinions and recognise their work-related input. However, in more recent years, many organisations have replaced quality circles with more comprehensive team-based structures that include self-managed work teams.

1.7.2 Self Managed Work Teams

According to Parker (1993) and Smith (1997) people nowadays tend to work more in self-management teams than ever before and this popular work method is still growing in the 21st century. Self-management teams are linked to empowerment as some companies use it as an umbrella term for involving employees more in the decision making process. Self-management teams have from usually 5-12 employees and attain the necessary skills needed to direct and manage themselves (Stokes and Stewart, 1991). Typically, this includes planning and scheduling of work, assigning tasks to members, collective control over the pace of work, making operating decisions, taking action on problems, and working with suppliers and customers (Robbins, 2001).

With current trends in restructuring and increasing demands for work flexibility, companies are likely to promote a greater interest in self managed teams. In examining data on 56,000 US production workers, Capelli and Rogovsky (1994) found that one of the most common skills required by new work practices is the ability to work as a team. Stokes and Stewart (1991) state that self-management teams can offer numerous business reasons for companies to implement them: increased employee motivation and commitment, increased productivity, reduced costs, fewer layers of managerial bureaucracy and increase recognition of individual employee's contributions. This type of contribution and involvement from human resources provide many companies with the vital ingredients needed to survive and/or stay ahead of the competition.

Within an Irish context, teamwork is shown to exist in 59% of workplaces within Ireland, illustrating its presence in Irish working society (Geary, 1999). This figure has increased as O'Connell et al (2004) maintains 70% of Irish workplaces (with more than 20 employees) indicated they had some type of teamwork practices in place. However, from Geary's research he studied the characteristics of these teams and found only 53% had control over pace of work vested in team members, responsibility in the majority of cases resided with management. This underlines the limited constraints of the employees over their work and therefore even though Ireland scores high on having teams in operation, employee's motivation or self development is limited due to companies not implementing teams fully i.e. delegating the responsibility or control to self manage. Even though Geary (1999) draws attention to teams not being implemented completely almost 80% of Irish workers report that they are pleased to be working in teams and the majority also say that they would not want to return to a more traditional way of working.

In American organisations, research conducted by the Industrial Relations Counsellors (1994) report on the effectiveness of self managed teams which highlighted that 72% of 2,600 employees from 16 major US companies felt their personal job performance had improved as a result of their group involvement. This research highlighted that workers who are more involved in job related decisions, respond by showing greater involvement and motivation (Sekaran, 1989:349). Sixty-eight percent of Fortune 1000 companies reported that they used self-managing work teams in 1993 compared to 28% in 1987 (Lawler, Mohrman, & Ledford, 1995). In addition, Cappelli and Neimark (1999) found that the impact of self management teams on productivity is strongest when combined with innovative pay and reward practices, such as gainsharing. Hence this connection should be made as further studies from Guest and Peccel (2001) and Longnecker (1997) maintain that new work practices like self-managed work teams, when combined with financial gain lead to improved performance.

However, with the success rate of these teams and the growing number appearing in the workplace, it should be noted that more research needs to be undertaken to examine the impact of these structures on employee motivation (Erez, Kleinbeck and Thierry, 2001). Agreeing with this statement, Ambrose and Kulik (1999:274) maintain 'as organisations

continue to move towards group-based systems, research on motivation within groups is increasingly important'.

1.8 Reward Management

Armstrong and Murlis (1996:17) define reward management as;

> *'the process of developing and implementing strategies, policies and*
> *systems which help the organisation to achieve its objectives by*
> *keeping the people it needs, and by increasing their motivation and*
> *commitment'.*

Throughout the US and around the world, money, benefits and many different forms of compensation have been used to attract, retain and motivate employees and achieve organisational goals (Barber and Bretz, 2000: Chiu et al. , 2001, Rynes and Gerhart, 2000). As Lawlar (1984) and Willian and Dreher (1992) state those organisations that give the most rewards tend to attract and retain the most people. In addition, higher labour rates may lead to lower labour costs due to employees' higher quality and/or quantity of performance (Pfeffer, 1998). Employees see reward systems as signalling the importance the employer places on various activities or behaviour. However, like motivation, pay is complex and multi-faceted factor. As Herzberg (1968:125) points out, whilst too little pay may irritate and demotivate, it does not always follow that more and more money will produce increased satisfaction and motivation. Nevertheless, reward systems have a motivational impact and must be a key element within a company's structure.

Traditionally, reward plans in many organisations were originally conceived in the 1950's, when the workplace practice was very different to what it is today. Business practices have undergone transformations especially regarding what reward systems to offer employees in order to motivate them and help organisations capitalise on their performance objectives. As Armstrong and Murlis (1998) stress change has occurred within the business environment and the significance of reward strategies has led to the replacement of traditional grading structures with less bureaucratic means of determining an individual's pay. In particular, Williams and Sunderland (1999) highlight the following differences between traditional pay and newer techniques;

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Traditional Pay

- Supports command and control management and traditional job hierarchies.
- Driven by duties and responsibilities in job description; focus on tasks.
- Highly structured design with little room for flexibility.
- Tightly controlled communication, 'need to know' basis only.

Strategic Pay (Newer methods)

- Aligned with business objectives and strategic plan
- Motivates and rewards critical behaviours; focuses on contribution.
- Flexible design adapts to changes in business priorities.
- Openly communicates shared vision, performance expectations and success.

In today's work environment, it is possible to reward individual contributions to organisational success through payments related to profit, performance or skills acquisition to a far greater extent than was previously the case. As Dyer and Revees (1995:657) state 'since employee performance is a function of both ability and motivation, it makes sense to have practices aimed at enhancing both'.

Fortune 100 companies in America, found organisations using strategically designed pay systems performed better than their traditional-pay counterparts based on the financial objectives such as earnings per share, return on profits, profit per share and cash flow (Schuster and Zingheim, 1996). From an Irish perspective survey research conducted by IBEC (2002) was illustrated in the IBEC's Reward and Recognition report (2003), which demonstrates the increasing importance attached to reward schemes as motivational tools to improve performance and promote productivity within Ireland.

The most common type of reward schemes utilised in Irish companies included;

Table 2: Reward Schemes in Ireland

Type of Scheme	Percentage of Companies with Scheme For One or More Category of Employee
Production/Output-related Bonus	29
Individual Performance/Merit Related	56
Company Performance-Related	51
Skill-based Pay	10
Competency Pay	4
Team work Pay	4
Gain Sharing	7
Broad Banding	4
Commission	16
Employee Financial Involvement Scheme	18

Source: IBEC Human Resource Management Survey 2002

1.8.1 Performance Based Rewards

As demonstrated in the table above, the most popular reward schemes are performance based rewards which are defined 'as an intention to pay distinctly more to reward highly effective job performance than you are willing to pay for good solid performance (McBeath and Rands, 1989). For many companies motivation is the main reason why they implement performance based rewards as it provides financial incentives to employees as recognition for their achievements. The individual can increase these benefits by identifying closely with their employer's goals and that this can increase productivity and encourage quality, flexibility and teamwork (Armstrong and Murlis, 1991; Wright, 1991).

Performance based rewards schemes can be categorised in relation to the format in which they are distributed. Bonuses, merit pay and skill based pay are individually determined. Employees in this process can be motivated by the fact that if they increase their individual performance then they can receive a reward, such as a bonus. From

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another angle, rewards can be distributed through an overall organisational system. Profit sharing and employee share options can motivate an employee if the organisation as a whole is very competitive thus profitable within their market and a percentage of these profits are shared among employees. However in contrast to individual type rewards, employees cannot control the outcome of the reward as it depends on external factors, though the motivational aspect for employees is if performance is maximised throughout the organisation, then the organisation should stay profitable and they will prosper from this.

As highlighted above, rewards based on individual performance include bonuses, merit pay and skill based pay. While rewards based on organisational performance include profit sharing and employee stock options. These rewards are discussed in more detail below.

1.8.2 Bonuses

Money bonuses are an important tool to maximise an employee's motivation in the hope of an increase in their performance. Gordon (2002) defines bonuses as one-time, lump–sum payments that are tied to exceptional performance. They can be used to recruit high quality employees, motivate them and most importantly retain them. The logic is that when employees are confident of the linkages between effort and reward, they are motivated by the prospect of greater financial gain, hence they will engage in greater effort on the job. Parnell (1991) states that laboratory and organisational research shows that pay based on performance increases job satisfaction, increases productivity, reduces absenteeism and decreases voluntary turnover. From a motivational point of view, Lawler (1981) suggests that a bonus system may actually be more effective than salary increments as it links pay to performance more closely. While, other research has shown that one of the most frequently studied factors influencing goal commitment was monetary incentives. In particular, Locke and Latham (1990) suggest that monetary incentives strengthen goal commitment if the amount of money is sufficiently large and the incentives are not tied to goals perceived as impossible.

Depending on the level of employee or industry, there are different kinds of bonuses used in various work settings;

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- Output/production related bonus schemes are predominately used in the manufacturing sector, they are attractive to both the employee and employer as they can increase the wages of the employee and increase efficiency for the employer.

- Commission is rewarded to employees only if he/she achieves a financial or volume target. It can be used as part of the salary or like in sales, commission can make up all the salary.

- Bonuses for executive staff are very similar to that of the shop floor staff, they gain their bonus after achieving their target(s). For senior staff the option of bonuses through profit sharing or share options is increasing.

- Other bonus schemes that are popular are Christmas schemes, holiday bonuses or bonusbonds. Companies can give employees bonuses as a reward for low absenteeism, target attendance etc.

Traditionally in Ireland, bonuses have been used to reward employees who work on the shop floor. However, the scope of bonus schemes has been expanding in recent years, and they are now being used to reward employees in all areas of the organisation including management and executives (IBEC, 2003). Lovio-George (1992) highlights from their research that 95% of American managers and professionals which include technicians, artists, salespeople and clericals rank a cash bonus as a meaningful incentive.

1.8.3 Merit related pay

Merit pay consists of an increase in base pay, normally given once a year. The payment can be made either as a once-off bonus or it can be paid as a permanent increase in the basic wage or salary. Gordon (1993) claims the major difference between merit pay and the bonus system is that merit pay plans provide for an increase in regular base salary while bonus systems provide a lump-sum payment at one point in time. Of the individual-based plans commonly used, it is by far the most popular; its use is almost universal (Gomez-Mejia et al, 2001). This popularity is evident in Irish reward practices as findings highlighted in IBEC Human Resources Management Survey

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(2002) established that merit related pay was the most applied compensation scheme technique used by Irish companies.

In order for a merit pay programme to work successfully, Gordon (1993) highlights that the programme must have a solid foundation, especially the performance appraisal system, as any weaknesses in this step will undermine the whole reward programme. He further argues that supervisors should be taught to effectively carry out appraisals and feedback to employees if results are to be successful. Finally, he notes that companies must be conscious of the fact that if rewards are of little significance to the employee, a merit increase may be seen as too small to justify an increase motivation or performance. As Mount (1987) highlights money is an important reward to most people, so individuals tend to become more motivated to increase their performance if they feel the reward is significant to them. This idea closely links into the underlying premise of Vroom's expectancy theory.

1.8.4 Skill based pay

Skill based payment is made to the employee not through job definition but on how many skills employees have or how many jobs they can do (Ledford, 1995). Therefore it can be seen as both a motivator and a challenge. Skill base pay links to the underlying theme in Maslow's model of motivation of satisfying an employee's need for growth and McClellend's search for achievement within the workplace. The purpose of this approach is to encourage and motivate an employee to grow and equip themselves with more skills and experience in different fields by setting an employees' pay on how many skills they attain. O'Neil and Lander (1994) states skill based pay can increase participation, commitment and teamwork among staff, through enriching their jobs with better reward opportunities.

According to O'Neil and Lander (1994), the major benefit for organisations adopting a skill-based pay system is the creation of a flexible workforce, which helps organisations compete more effectively in the 21st century. Specifically, O'Neil and Lander (1994) states that skill based pay can promote flexibility amongst the workforce to cover elements of turnover, absenteeism and production bottlenecks. He further states that it can maintain productive efficiencies through increased output due to a learner

workforce and consequentially less supervision. As a result, skill based pay can create the competitive advantage for organisations through their workforce while satisfying the motivational (both intrinsically and extrinsically) needs of the employees. These sentiments are also highlighted by Jenkins et al (1992), stated a skill based pay plan benefits both organisational and employee-related outcomes. For the employee, skill based pay can result in higher levels of motivation, higher satisfaction, higher pay rates, skill growth and problem solving challenges. For the organisations, the benefits could include higher quality products, decreased labour and increased productivity (Gupta et al, 1986).

Shaw et al (2005) conclude from their research that skill based plans are more successful and sustainable in manufacturing facilities than in service facilities. One main reason for this is manufacturing can involve the usage of many skills especially in large multinational companies. Therefore, employing individuals who are flexible in many areas can be a great advantage resulting in greater usage of skill based pay in this industry than others. Murray and Gerhart (1994) studied skill based pay over 37 months in a large manufacturing factory in the US. They developed a skill based program which saw more job rotation, full knowledge of work processes by employees, to motivate employees to increase their skills and generate more support and interest at work. The key results showed that labour costs were reduced by 16%, productivity showed a 58% increase and an increase in wages also improved employers satisfaction from an already satisfying challenging program.

Irish companies at the turn of the century were slower to adopt skill based pay with only 10% incorporating it into their reward structures (IBEC, 2002). One reason for this may be the amount of investment and time needed in training employees in a variety of skills especially for smaller to medium companies where finance can be scarce for investment strategies. As Ledford and Heneman (2000) point out that critics maintain that a skill based system may lead to higher labour costs, loss of labour specialisation and greater difficultly in selecting applicants because the qualifications are less specific. However, comprehensive research conducted by Flood and Guthrie (2005) shows that skills based pay has grown in Ireland over the last few years in a majority of manufacturing and service industries. In particular, a variety of firms in Ireland show a 'substantial portion of 26. 6%' of employees are paid on the basis of their 'skill or knowledge based pay'.

Thus highlighting the significant increase of skill based pay as a motivational and productive tool over the last few years.

1.8.5 Profit Sharing

Profit sharing is a reward system under which an employer pays to eligible employees, in addition to their normal wages, special sums in the form of cash or shares in the company related to the profits of the business (Armstrong and Murlis, 1996). The scheme is based on an agreement between the organisation and their employees and it is usually made annually. Therefore it is designed to motivate cost savings by allowing workers to share in increased profits. Rewards can be periodic cash disbursements or deposits to an employee account.

Brown and Harvey (2001) state that these incentives are usually directed toward improving work processes, product quality, reducing operating costs or increasing morale rather than merely increasing productivity. Profit sharing seeks to motivate increased involvement from employees rather than have them just to do a job. The assumption underlying profit sharing is that employees who have profit sharing plans identify more closely with the company and its profit goal and thus increase productivity. Many governments within the European Union have tried to encourage companies to establish financial participation schemes through a variety of tax incentives. Poutsma's (2001) research within the European Union member states excluding Luxembourg shows profit-sharing schemes were found in 45% of companies who had more than 200 employees that these schemes are more likely to be open to all employees. However in Ireland, despite the States support for financial participation schemes, profit sharing schemes have declined from 11% in 1999 to 6 7% in 2001 (D'Art and Turner, 2004). This is disappointing from an Irish perspective as research on the relationship between profit sharing and organisational performance within the European Union found a positive and significant relationship between profit sharing and the measures of organisational performance i. e. financial performance, productivity and service quality (D'Art and Turner, 2004).

Unfortunately, trying to measure the effectiveness of profit sharing on employee motivation is difficult and results from research studies are either unbalanced or

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inconclusive as profit sharing has been criticised as being remote and perceptually unrelated to individual performance (Baddon et al 1989, Poole, 1989; Poole and Jenkins, 1990; Ramsey 1991). However, other research indicates that it produces generally positive results. Specifically, Freeman and Dube (2000) highlight that employee reports of productive behaviours were higher in companies that combined profit sharing with employee participation in decision-making and concluded that "the impact of compensation practices appears to be contingent on such decision making structures". In addition, Drennen (1989) cites a study by Hanson and Bell that shows that with profit sharing arrangements companies perform better and show positive changes in employee attitudes. All these elements can create the environment for motivation to grow within a company. As Poutsma (2001) highlights companies that develop financial participating schemes, tend to involve employees more through better communications of informing employees of corporate strategy and financial issues than those without any scheme.

1.8.6 Employee Stock Options

The growth of ESOPs over the past 25 years is part of a general growth in compensation arrangements linking worker pay to company performance including profit sharing, gain-sharing and broad-based stock options in addition to the various methods of employee ownership (Kruse 1993; Freeman and Dube 2000; Sesil et al 2002). Employee stock ownership plans is the outright sale of stock; the offering of options or appreciation rights (in which the individual gets the increase in the value of stock ownership); and stock bonus programs (Shanney-Saborsky, 2000).

Conyon and Freeman (2001) argue that there is evidence to suggest that organisations in which employees have a financial stake perform better. Buchko (1993) state that ESOPs have profound implications for employees' organisational commitment. Within this system employees feel more involved in the organisations operations as an increase in motivation and performance could result in direct profit for themselves. While Tannenbaum (1983) documents those employees under ESOPs view their organisations as being more participative and supportive, they are likely to demand an active role in decision making at the operational and strategic levels. Hence, methods like ESOP therefore can help instigate an increase in motivation among staff.

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Stock options used to be only offered to CEO's and Executive Management as a means to motivate them but now it is becoming commonplace for other employees as a means to attract and retain individuals (Core and Guay, 2001). A survey conducted by the National Center for Employee Ownership (2000) states around 10 million employees in the United States participate in some sort of stock ownership program. In O'Connell et al's (2004) comprehensive study reported that US research found productivity improves by an extra 4-5% on average in the year an ESOP is adopted and the higher level of productivity is maintained in subsequent years.

O'Regan (2001) highlights that much of Ireland's exposure to the concept of the option scheme has been gained through the US multinationals with operations here. In Ireland the increase of stock options within Irish companies is very modest in some job levels. During 1992 to 1995 there was a rise in the uptake of share options for not only management, but professionals/technicians, clericals and manual employees. The latter two job levels showed the greatest increase availing of the reward incentive, highlighting the extension of stock options to lower levels of staff. However, there was a decrease although minimal, in the following years of 1995 to 1999 in all the job levels excluding professionals/technicians in the utilising of share options (Cranet E. /University of Limerick Surveys, 1992, 1995, 1999). Research undertaken in the last few years by IBEC (2002) illustrated that share options was the fourth most popular reward type to be offered to staff in Ireland however the research did not stipulate the different types of job levels receiving share options.

1.9 The value of reward schemes in motivating performance

As mentioned earlier, pay is a complicated factor and Kohn (1993) argues that performance based reward systems are unable to motivate performance in a constant manner and individual incentives erode teamwork, cause harmful competition among employees and lead to mistakes being suppressed. He does make an important point that companies should be concentrating on the deeper main problems of poor leadership, job design and lack of feedback instead of implementing as he states 'these manipulative and controlling' financial rewards. In contrast to Kohn's argument, employees earning an increased salary may acknowledge this as feedback or recognition

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for their performance level, satisfying both their intrinsic and extrinsic needs. Employees naturally expect to receive pay for their work effort so rewards need not decrease any intrinsic motivation they acquire from their job. Therefore, recognising performance with rewards is not defective. Many of these companies that do utilise performance based reward systems successfully have understood the entirety of the process and implemented the system completely into a suited culture.

As Armstrong and Murlis (1991:41) highlight there is no such thing as a 'right' reward policy for all companies. They state that reward policies have to take into account the corporate culture and values and the type of organisation before introducing them. Such reward systems should compliment the overall strategic direction of the organisation and include effective training for managers if the reward programme is based on employee evaluations. Inefficient evaluations or unqualified managers conducting evaluations may result in demotivating the workforce. Other problems encountered when implementing new reward packages is not being patient with their development and as a result not allowing sufficient time for these new programs to mature. As a consequence the reward systems are axed or tinkered with if they do not see a return in the first six months – a deadly mistake when it comes to employee motivation, one that undermines the entire mission of the design (Williams and Sunderland, 1999).

1.10 Flexible Benefit Plans

Robbins (2001) defines flexible benefit plans as those that allow employees to tailor their benefit program to meet their personal needs by picking and choosing from a menu of benefit options. It replaces the traditional 'one-benefits-plan-fits-all' programs that have dominated organisations for more than 50 years (Thompson 1991). According to Barber et al, (1992) traditionally benefits plans were aimed at meeting the needs of the nuclear family. However, the changing composition of the family unit from the nuclear family with the one wage earner to a variety of family forms including single parent families and double income families has created a wide variety of benefit needs.

According to Smith (1983), employee benefits may be categorised in the following way. Firstly, there are employers that promote security such as sick pay, redundancy cover

and insurance. Secondly, those that are based on employer goodwill and promote employee commitment like holidays, loan schemes and provision of car parking. Thirdly, employers can offer flexible benefits which aim at improving employee performance such as company cars and which also can help to improve an employee's standard of living.

Research results suggest that employee motivation is enhanced with the presence of a flexible benefit plan (Werther, 1986; White and Becker, 1980) and that flexible benefit plans may increase employee satisfaction (Barber et al 1992; Tremblay et al 1998). McCrory (cited in Hearne, 2004) states flexible benefits motivate a person as they can choose or reject benefits that suit themselves individually and their lifestyle. By offering flexible benefit plans, employers are becoming facilitators rather than providers of benefits (Charles, 1995). Thus flexible benefit plans are consistent with the trend towards empowerment and more employee involvement in organisational decision making (Kauk, 1996; Lawler, 1990). If companies can offer an array flexible benefits and/or valuable flexible benefits, this can_help them recruit and retain high-quality employees that are seen as strategic resources in achieving competitive advantage (Lado and Wilson, 1994; Fernandez et al. , 1999; Nerdrum and Erikson, 2001; Horwitz et al. , 2003) Hence, greater benefits (or an array of flexible benefits) may enhance a company's productivity by attracting or retaining labour of better standard. Lipold's (2002) case study confirmed this argument.

Flexible benefit plans have gradually appeared in response to this growing diversity in the North American workforce (Haslinger and Sheerin, 1994; Pywowarczuk, 1994; Steinberg 1995). In Ireland, IBEC's Human Resources Management survey (2002) report that less than one in six respondents currently have a 'flexible benefits' arrangement for their staff. However, since then the growth in flexible benefits has been substantial. Current research by O'Connell et al (2004) highlights that 43% of companies in Ireland offer some form of flexible benefits. Specifically, the research found 30% of employees' report that they were involved in job-sharing and that over half the workplaces makes available part-time hours for flexibility of staff.

Furthermore, Corcoran (2003) states whatever a company's approach to offering benefits, both communication and education are crucial. This supports Huseman et al's

(1978) empirical evidence suggesting that employee understanding of benefits may be limited and that the perceived value of benefits plans therefore must be communicated properly to their employees, otherwise employees may not embrace it as a motivating plan but a money saver for the company. This is consistent with the expectancy theory's thesis that organisational rewards should be linked to each individual employee's goals. Therefore organisations should ensure to provide meaningful benefits otherwise it will fail to motivate staff.

1.11 Employee Recognition Programs

Employee recognition programs consist of personal attention, expressing attention, expressing interest, approval, and appreciation for a job well done (Luthans and Stajkovic, 2000). These programs are closely linked to motivation, as employees need to be motivated to make a positive contribution in the workplace to improve performance (IBEC, 2002). Deal and Key (1998) state that employee recognition programs can enhance relations by communicating that the organisation cares about their employee's ideas and is willing to reward them for their efforts.

To encourage this process organisations are incorporating recognition strategies to give credit to employees for ideas to increase morale, improve employee relations and to enable the organisation to improve their own performance. The management team and the human resource department can encourage employee recognition into an organisation's culture through programs such as suggestions systems and recognition awards. A suggestion system is designed to solicit, evaluate and implement suggestions from employees and then reward the employees for worthwhile ideas (Meyers, 1986). Recognition rewards can take numerous other forms. Examples include employee of the month type schemes, the general manager's note, promotion, financial awards or stock allocations, travel, a meal out, thank you letter/memo/note/E-mail message, formal recommendation, formal company awards and/or gifts.

According to IBEC (2003), in Ireland almost half of all companies within the survey did have additional recognition or rewards in place, however many organisations failed to really tap into the potential of recognition to motivate and to retain staff. Managers must realise that recognition or appreciation for work done, will have positive

motivational effects for all employees (Levesque, 1987). Corcoran (2004) reports the fact that the Irish workplace culture suffers badly from a lack of recognition for the contribution that people make. This lack was the main contributor for a staggering 26% of Irish people moving jobs last year. Increasingly the view from employees is that their contributions should be valued. In many cases companies report that while they recognise that their people are the most important asset of the business, they forget to convey this to their staff because of pressure of work. But employers are becoming much more aware of the recruitment costs and the value of keeping employees who have the knowledge of their businesses. Hence, organisations and their management structures should embrace this concept as it can help employees entwine more with their organisation and therefore be more committed through their performance.

As Duncan (2005) (cited in Irish Independent, 2005) states;

'if you ask employees what is the one thing that motivates them and commits them to the organisation, 84% of the people in the study say being treated with respect is important'.

Therefore, organisations could utilise recognition programmes to illustrate their respect for their employee's hard work. Organisations should re-examine their implementation of motivation strategies because by prioritising recognition it can be an instrumental benefit for companies. However, Scholtes (1995) explains that there are drawbacks associated with employee recognition programmes. These include internal competition, undermine teamwork and co-operation and create cynics and losers. Therefore, when organisations are devising which methods of recognition to use they should be careful to eliminate these elements.

1.12 Changes in Employees Motivational Needs

The difficult obstacle for organisations at present is to be able to tackle and satisfy each employee's motivational needs. As Mitchell (1982) states every person is different and people are motivated to work in order to satisfy a range of different, complex needs not simply monetary reward. Traditional approaches to employee motivation relied heavily on extrinsic factors, particularly pay. Federick W. Taylor's Scientific Management Theory was one of the early management theories, which suggested using financial compensation to impel motivation and job performance. Workers would be motivated

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primarily by the satisfaction of the highest possible wages (Mullins, 2001). Essentially money was always the main factor in how employees viewed their employment. However, motivational theories developed through the 1900's demonstrated that people are motivated to work in order to satisfy a range of different complex needs, not simply monetary reward. In particular, research conducted by Wiley (1997) highlights the changing motives of workers with the workplace.

Specifically, Wiley (1997) provides a summary comparison of past and present attitudes of employees concerning work-related motivational factors. Specifically, motivation surveys were carried out in 1946, 1980, 1986 and 1992 and the results show how employees' motives can change over time. In 1946 'appreciation for work' was the top motivator for employees. Through the decades the understanding of motivation increased and a more stable economy worldwide was developed, workers experienced a significant increase in living conditions (Kovach, 1987). Consequently, changes in employee's attitudes to work also took place. Employees in the 1980 and 1986 survey rated 'interesting work' as the top motivator in their job. As Goddard (1989) explained this transformation of employees today viewing their work as a means to further their self-development and self expression and not as a means for survival as in previous years.

It should be noted that the 1980 and 1986 employee surveys listed 'appreciation for work' as second in importance on the motivational list, demonstrating the fact that appreciation for work remained a high priority for employees in the workplace. Through the 1980's labour downsizing and cost cutting strategies influenced and altered employees' motives. Cameron et al (1993) highlighted that more than 70% of senior managers in these downsized companies reported morale, trust and productivity decreased as a result of these actions. As a result, the insecurity suffered by employees was clearly illustrated in the 1992 survey as 'interesting work' was replaced by 'good wages and job security' as the top priority for motivating employees. However, in the 21st century people have undergone further motivational changes and these must be addressed and satisfied with newer or adapted motivated techniques within organisations.

One of these motivational changes is that many companies recognise that people are motivated by more than just money. As Greenberg and Baron (2000) state most Americans would continue to work even if they did not need the money. Many individuals are incredulous when presented with research concluding that pay is not employee's number one motivator at work. As Duff (2004:1) (cited in Rowley, 2004) states;

> *'A hundred years ago the workforce would have been interested in physiological and safety needs with the state of the economy now, most people do not struggle for food. So pay is no longer the most important issue'.*

Of course, money is important to people but they are motivated to attain many other goals as well. Specifically, Strempel (2003) highlight that younger employees in contemporary organisations potentially hold new and untapped knowledge and thus the motivation required to attract and retain them is quite different from the previous generations. In today's knowledge work environment, money has not remained as good a motivator as it had been in the past. Motivation of these younger workers, who through their observations of work habits of their parents have developed a work ethic that has altered the earlier generations behaviour of "living to work" to "working to live" (Loughlin and Barling, 2001), cannot be satisfied by motivational theories and tools of the past. To effectively motivate employees in the knowledge work environment, Karp et al (1999) suggest that the rewards that firms offer their employees should be expanded to include non-financial benefits such as giving individuals the opportunity to perform challenging and interesting work not just handsome financial rewards. In addition, these knowledge workers also seek jobs that actively involve them in the success in the business and reward them for this success (Karp at al, 1999).

Stweatman (1996) reports that recognition for a job well done is a top motivator of employee performance. Koch (1990) and Stuart (1992) agree that recognition of a job well done or full appreciation for work done is often among the top motivators of employee performance. While in Ireland, Corcoran (2004) highlights that with the positive growth of the Irish economy, results show Irish people are motivated more by other job related factors like career development than money when switching jobs. Likewise, Ester, Halman, and de Moor (1994) compared the motivation values of modern day workers with those of previous generations and they concluded that people

nowadays want significantly more than just a high salary. They want to express autonomy, creativity and growth in the job. They rate meeting new challenges and finding self-expression higher than accruing status.

Hence, organisations must be able to satisfy present day employees through newer motivational approaches that go beyond the obvious needs of money and security. The Irish workforce have prospered considerably from the country's economic growth, so employees at a much younger age have earned money and security that were the key motivational needs of generations before, therefore motivational methods must adapt to suit the present day worker. Ireland has one of the highest educated workforces in the world, therefore with better-educated employees who can offer more to employers, employees expect more from their employers. As Brewster et al (1994) report that talented people are no longer willing to commit their working lives in a typical pattern to one employer. Organisations are always striving to plan for future horizons of success so they need to adopt modern day motivational techniques to retain their talented employees who may be tempted to broaden their own horizons through other company's motivational practices. The difficult obstacle for organisations at present is to be able to tackle and satisfy each employee's motivational needs.

1.13 Literature Review Conclusion

This literature review has provided a theoretical overview of the behavioural concepts of motivation and the variety of techniques that can be used to motivate employees in the workplace. As previously stated, effective employee motivation has long been one of management's most difficult and important duties. Organisations now recognise that their human resource is one of their major competitive weapons to sustain success in to-days's business world. How organisations delegate the time and resources to motivate all staff depends on how much resources a company is willing to invest in their employees and how effective or worthwhile they feel motivational techniques are in enhancing performance. As described in this chapter, motivation is multifaceted; hence, this poses a difficult challenge from management in terms of being able to satisfy the diverse range of motives of their employees.

With the definite establishment today of two main umbrella motivational theories, content and process, it is largely the process theories of motivation that organisations are continually striving to implement as this directs their employee's motivation behaviour to maximise performance. This literature review has highlighted a number of motivational techniques within the process theory school that are being utilised in many companies. However, despite the fact that companies are using a diverse range of techniques to keep their staff motivated, ranging from measures such as job redesign and reward schemes, techniques are continually being updated. Due to the fascination with the study of motivation, as the business world further develops and gets wealthier, changes in each generation of worker's motivational needs are being transformed. Hence, more innovative motivational techniques will emerge. This is supported by Baron (1991:1) (cited in Amborse, and Kulik, 1999) who describes employee motivation as "one of the most pivotal concerns of modern organisational research".

This study sought to investigate motivating techniques within American and Irish manufacturing and service companies in the Northwest of Ireland. The researcher wanted to explore if there existed differences in motivational techniques used at different job levels in the participating companies. American companies were chosen as the USA is at the forefront in terms of developing motivational practices. In deciding on the research methods, the researcher decided to interview the HR managers within each company in order to effectively document their views and insights on the motivational techniques employed (if any) in their company. Furthermore, the researcher wanted to establish how important these managers thought of motivational techniques and how successful their own techniques were at enhancing employee motivation and performance in their workplace. Additionally, a questionnaire was distributed to a percentage of employees at different job levels to ascertain their opinions on the motivational tools used within their workplace.

Chapter 2 – Methodology

2.1 Introduction

According to the OECD (1980), research comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications. Any activity that is classified as research must be original. It should have a primary aim of investigation and the potential to secure results that are sufficiently general for humanity's stock of knowledge to be recognisably increased.

According to Hankel, Sorcher, Beer and Moses (1982) researchers should pay close attention to the following guidelines to increase the likelihood that research results will be useful to organisations. Firstly, they propose all parties should realise what outcomes (costs and benefits) will come from the research. Secondly, the study should provide information on the problem(s), then provide a solution to this problem and thus be able to help the organisation become more effective from the prognoses. In addition, participants in the search must recognise that any research outcomes will not be harmful to them in any way. Finally, the investigator must ensure that the research is both valid and reliable. Bell (1999) states that to establish your research as valid, the investigator should be able to observe, identify and measure what they say they can. Reliability can be assessed by posing the following three questions (Easterby-Smith et al, 2002:53);

1. Will the measures yield the same results on other occasions?
2. Will other observers reach similar observations?
3. Is there a transparency in how sense was made from raw data?

Title of the study

Motivating techniques within American and Irish manufacturing and service companies in the Northwest of Ireland.

Objectives of the Research

1. To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation.
2. To measure the effectiveness of motivating tools on performance from an employee and management perspective.
3. To determine if there is a shift from traditional methods of motivating employees to new techniques.
4. To recommend how motivational tools used on a worldwide scale may be adapted to suit companies in the Northwest of Ireland.

Sample Frame

The companies selected for this research had to comply with the following criteria;

1. Companies had to be either American or Irish in origin
2. Companies had to be from the Manufacturing or Service Sector
3. Companies had to be a large company (i. e. over 200 employees)
4. Companies had to be located in the North West of Ireland (Counties Donegal, Sligo, Leitrim)

Kompass Directory (2004) was utilised by the researcher to source which companies to approach. The researcher initially communicated by phone with ten companies (five American and five Irish) to give a brief description of the study and ask for their participation. Nine of these introductory calls were positive and requests for more information of the actual study details were sought. This information was sent through email that outlined the thesis objectives. The researcher had optimized for 8 companies to participate, four American companies (2 services and 2 manufacturing) compared against four Irish companies (2 services and 2 manufacturing). However, resulting from the email detailing the requirements of the study, 3 companies did not wish to

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participate in the study. These 3 companies were willing to grant the researcher an interview but they did not want to distribute the questionnaire among staff. One company was in the process of downsizing and felt a questionnaire would receive a lot of negative feedback at this particular time. While, the other two companies informed the researcher that distributing questionnaires to staff was against the company's policy. Hence, a total of 6 companies participated in the study, namely two Irish manufacturing companies, one American manufacturing company, two Irish service companies and one American service company.

Confidentiality of respondents

The company's and the identity of the respondents involved in the study were all protected. This confidentiality clause ensured the participating company names and their respondent's names would all be in confidence. This point was reiterated through a cover letter on each questionnaire distributed to all respondents and reiterated through email and telephone conversations with the HR manager/General manager before the interviews.

2.2 Research Design

2.2.1 Descriptive and Comparative Models

The descriptive model aims to describe social systems or relations, provide background information about the issue in question as well as stimulating explanations (Sarantakos, 2001). The objective of the descriptive style of research is to portray an accurate profile of persons, events or situations' (Robson, 2002:59). This method encourages the researcher to develop skills of evaluating data and synthesising ideas. Descriptive analysis is quite a common form of research and in most cases is represented in the form of preliminary study or exploratory studies. Robson (2002) provides a sufficient straightforward description of exploratory studies: they are a valuable means of finding out 'what is happening; to seek new insights; to ask questions and to assess phenomena in a new light'.

In this piece of research, the investigator bases the research methods around the descriptive analysis approach, as it was essentially the most suitable way in which the researcher would accomplish their research objectives. In addition, the researcher includes a comparative analysis as the study focused on American and Irish companies and at different employee levels as the investigator is interested in identifying similarities and /or differences between companies with regards to the motivational techniques used to satisfy their employees.

2.3 Data Collection Methods

When conducting research there are generally two types of methods in data collection, qualitative and quantitative research. Qualitative research is seen as more of an approach rather than a design or an array of techniques. Van Maaen (1979:520) describes qualitative research as an umbrella phrase 'covering an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning of naturally occurring phenomena in the social world'. There exist common elements to qualitative approaches:

-A concern with meanings and the way people understand things

-A concern with patterns of behaviour

Qualitative research involves the researcher's identity, values and beliefs, which play a role in the production and analysis of qualitative data. Therefore *researchers should be* on their guard to distance themselves from their normal, everyday briefs and to suspend judgments on social issues for the duration of their research. A reason for this is qualitative researchers indulge themselves more forcefully when attempting to answer more questions of a 'why' nature. The researcher then plays a more active role in data collection and analysis than in quantitative form. Chadwick et al (1984) summaries the potential strengths and weaknesses that qualitative methods may have:

Strengths of Qualitative Research Methods:

1. Researches people in natural settings
2. Stresses interpretations and meanings
3. Achieves a deeper understanding of the respondent's world
4. Humanises the research process by raising the role of the researched
5. Allows more flexibility

6. Presents a more realistic view of the world

Weaknesses of Qualitative Research Methods:
1. Problems of reliability caused by extreme subjectivity
2. Risk of collecting meaningfulness and useless information
3. It is very time consuming
4. Problems of objectivity and detachment
5. Problems of representatives and generalising of findings
6. Problems of ethics

Quantitative research is: "a formal, objective, systematic process in which numerical data are utilised to obtain information about the world" (Cormack, 1991:140). It is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology. Sarantakos (2001) states that the most common form of quantitative methods are surveys, documentary methods, observation and experiments. The researcher in quantitative research is thought to assume a rather 'passive' role during data collection. Quantitative research is precise, accurate and specific. The hypotheses are formulated before the study and are well planned and prescriptive before data collection. Data processing is mostly statistical analysis and the reporting is high in integrated findings.

McCullough (1997) summaries the potential strengths and weaknesses that quantitative qualitative methods may have:

Advantages of Quantitative Research:
1. The results are statistically reliable. That is, quantitative research can reliably determine if one idea, concept, product, package, etc. , is better than the alternatives
2. The results can be projected to the population. That is, the proportion of respondents answering a certain way is similar to the proportion of the total population that would have answered that way if they all had been asked.

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3. Quantitative methods are well suited to addressing the who, what, when and where of behaviour, (Day, 1998).

4. Quantitative multivariate methods have the advantage of allowing researchers to measure and control variables, (Edwards, 1998).

Disadvantages of Quantitative Research:

1. Quantitative research is neither appropriate nor cost effective for learning why people act or think as they do. The questions must be direct and easily quantified, and the sample must be quite large (200 is an absolute minimum) so as to permit reliable statistical analysis (Urban Wallace & Associates, 1995).

2. Issues are only measured if they are known prior to the beginning of the survey (and, therefore, have been incorporated into the questionnaire) (McCullough, 1995). In other words, 'quantitative research requires the advance formulation of specific hypotheses' (Huysamen, 1997).

3. Though occurring in both qualitative and quantitative, a possible disadvantage is researcher bias. This tends to result from selective observation and recording of information, and also from allowing one's personal views to affect how data are interpreted and how the research is conducted (Johnson, 1997).

4. The resulting theory often fails to take account of the unique characteristics of individual cases" (Edwards, 1998).

Due to the delicate issue of the study of motivation and to best serve the investigators own objectives, qualitative and quantitative methods were implemented in this study. Additional reasons for employing multiple methods within this investigation are as follows;

➢ The researcher due to time constraints used different methods. To conduct interviews (a qualitative method) with all the employees was not feasible, hence the researcher decided to interview only the HR manager or general manager within the different organisations. Questionnaires (a quantitative method) were distributed to employees in order to gather relevant information from them.

➢ The usefulness of multiple research methods allowed one to compensate for the inherent weaknesses within each method and it provided a more complete understanding of research phenomena by examination from different perspectives.

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2.4 Chosen Research Methods

In order to conduct this piece of research, two research instruments were utilised;

1   Semi-structured interviews

2   Questionnaires

The decision to apply a questionnaire and conduct an interview was in order to attain quantitative and qualitative data.

A semi-structured interview was conducted with each HR manager in each company to achieve the following research objectives;

- To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation.

- To measure the effectiveness of motivating tools on performance from a management perspective.

- To determine if there is a shift from traditional methods of motivating employees to new techniques.

While, the researcher used a questionnaire to record the effects of motivational techniques on motivation and performance levels of employees at different job levels.

2.4.1 Interviews

Frey and Oishi (1995:01) define it as "a purposeful conversation in which one person asks prepared questions (interviewer) and another answers them (respondent)" This is done to gain information on a particular topic or a particular area to be researched. As a qualitative research technique, interviews are used to gain insights into how individuals attend to and perceive or deal with some phenomenon of interest.

Berger et al (1989) summaries the advantages and disadvantages associated with interviews;

Advantages of using the Interview Method

1. **Flexibility:** Interviews can be adjusted to suit the many diverse situations that may occur within an interview situation.

2. **High response rate:** Interviews usually have a high participation rate of respondents.

3. **Control over the environment:** The interviewer has the opportunity to excel control over the conditions under which the questions are answered.

4. **Capacity for correcting misunderstandings by respondents**: A valuable attribute when interviewing, which is very hard to do in other forms of data collection.

5. **Opportunity to record spontaneous answers:** This type of answer is rarely given in questionnaires, as time controls are a large factor. Spontaneity can be an important aspect in the interview process in gathering additional data.

6. **More complex questions**: The interviewer can incorporate these into the interview to find out more information. The researcher is present and can therefore explain exactly what they are asking.

7. **Greater permissible length:** This is advantageous if the interview is going very well as more information can be sought and received.

Limitations of interviews

1. Interviews can be more costly.

2. Due to interviews being affected by the factor of the 'interviewer' controlling it bias could be associated with it.

3. Interviewing may be frowned upon, as it is more inconvenient than other methods like questionnaires due to time constraints placed on the interviewees.

2.4.2 Types of Interview

Interviews can be categorised as structured, unstructured or semi structured;

Structured Interviews

Nichols (1991:131) defines structured interviews as a social survey where 'the range of possible answers to each question is known in advance'. Often, possible answers are listed on the form so that the interviewer simply marks the appropriate reply in each case. This approach is much more standardized as answers can be prearranged for the interviewees to select. Therefore there is little freedom for flexibility, due to the fixed question order. Each person is given the same questions therefore being uniform (Wimmer and Dominick 1997:139). As a result of this lack of flexibility in the

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structured approach, there is "little room for unanticipated discoveries" (Breakwell, Hammond and Fife-Schaw 1995:231). Due to the study being on the complex subject of motivation many HR/ General managers may feel that their response do not fit any of the designated answers.

Unstructured Interviews

Nichols (1991:131) defines unstructured interviews as "an informal interview, not structured by a standard list of questions". Unstructured interviews have no restrictions in the wording of the question, the order of the questions or the interview schedule. The interviewer formulates questions as and when required and employs neutral probing. The interviewee is mostly in control in this situation and is given the freedom to elaborate on the events, people and situations on which the interview is based on. The researcher in this type of data collecting must be clear on the aspect they wish to explore. Otherwise much information collected may be unnecessary, (Easterby – Smith et al 2002, Ghauri and Gronhaug, 2002)

Semi-structured Interviews

Semi-structured interviews allow the interviewer to be somewhat flexible in terms of when to raise certain topics and more significantly to allow the interviewee time to develop important ideas and speak more broadly of issues rose (Denscombe, 1998). They are amid structured and unstructured interviews as they contain characteristics of both.

After researching the different types of interview styles above, the investigator decided that a balance between the above two styles would be the most beneficial in retrieving the needed data. Thus, semi-structured interviews were used during this study to produce the desired results.

Reasons for choosing semi-structured interviews

1. This interview format suited the study as it allowed the interviewees to develop their answers to a certain degree as it was felt by the researcher this approach was needed to accumulate the necessary information in order to understand the complex subject area of motivation within organisations.

2.   Data based on emotions, experiences and feelings need to be explored. Due to the nature of humans and their emotions such as motivation, feelings can be very personal, therefore the tactic of interviews is justified in order to explore these feelings rather than relying on a simply report that concentrates on yes/no answers.

3.   For the female investigator, Reinharz (1992) argues that interviewing is 'particular suited to female researchers' and feels that it 'draws on skills in the traditional role'. Therefore this type was advantageous from the investigator's perspective when interviewing the HR managers/General managers.

2.4.3 Research Instrument - The Interview

The researcher made initial contact by letter to the HR managers outlining the researcher's study and seeking for agreement of their involvement in the study. Then, a follow up phone call was made to each respondent to seek approval for the interview and questionnaire process. Subsequently, times were agreed on for all interviews to take place over the months February to March on various dates that suited the managers. All interviews were conducted in the actual organisations. An MP 3 player was used to record the interviews as the sound quality and its practicality made it a superior machine than most for this particular purpose. All interviewees were asked for their permission to allow the researcher to record the interview, no interviewee refused. An outline of the questions utilised in the semi structured interview format is in Appendix E.

The interview questions were closely linked to three of the studies research objectives. Firstly, the companies were asked to discuss the motivational tools that they used for different job levels within the organisation. Secondly, the managers were asked to discuss the impact of the motivational techniques on the performance levels of their staff. Thirdly, the researcher enquired whether there was a change from using traditional methods of motivating staff to utilising newer methods. Each question had several probe questions attached to them to ensure the required information was gathered.

The longest interviews were conducted with the two American HR managers as they had the most motivational practices and opinions on employee motivation techniques. Both of the American HR managers had vast experiences working in HR both with

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national and international companies. Their vast knowledge was intriguing when discussing different motivational tools. They also explained why they felt motivating techniques were a crucial element to a business. Furthermore, they supported these points with either recorded improvements in performance or as one of them explained, people can sense a more motivated work environment, employees are more content and enthusiastic in the workplace.

In relation to the Irish companies, one of the HR managers was exposed to many different types of performance management systems while working with international companies in his previous jobs. This was reflected in the newer motivational techniques he had implemented within the company at present resulting in improved employee performance. He further explained that many of the traditional motivational tools were not implemented properly and had not changed over the years, hence the move to newer methods. Another HR manager in an Irish company had worked in their particular job for many years and spent a long time detailing how the company operates and how the culture had changed and hence this brought changes in the motivational techniques used by this company. Again it was very interesting to learn how this older Irish company changed their culture to adapt traditional tools to newer motivating techniques which benefited their employees morale and improved overall performance.

The other two Irish HR managers were not familiar with a few of the motivational techniques that the researcher asked them to discuss, e.g. 360 degree feedback. One HR manager stated at the beginning of the interview that motivation or performance related techniques are not of great importance in the business. This particular company was very focused on cost reducing measures in all areas of the business, hence the utilisation of motivational techniques was not a priority. The absence of any form of motivational techniques could clearly be felt as the researcher experienced a very negative atmosphere in this particular company. In addition, employees in this company who were speaking with the researcher after filling out the questionnaires gave a pessimistic view of the company and this pessimism was reflected in the questionnaire findings. While the last interview with an Irish company was short as the HR manager explained that the company was an old established company and applied little motivational techniques within their work environment. However he himself is employed by the

company for a long period and over the last two to three years he has witnessed changes relating to techniques being introduced in terms of trying to motivate the staff and increase their performance. Hence, he concentrated mostly on these changes during the interview.

The researcher chose the personal interview format, which was conducted with the interviewee face to face. Usually this method sees the investigator asking the questions and the respondent answering. This method appealed more to the researcher than interviews via telephone or computer due to the nature and complexity of the study.

In addition, a key feature of qualitative interviewing is the integration of varied types of questions that can be utilised. The investigator maximized their usage as described below:

1. **Open questions**: These are designed to encourage the interviewer to provide an extensive and meaningful answer. It also allows for attitudes to be revealed and additional facts to be obtained, (Grummitt, 1980). Wimmer and Dominick (1997:156) agree and state that open-ended questions allow the interviewer, if they wish, to probe deeper into the initial responses of the respondent in order to gain a more detailed answer to the question.

2. **Probing questions**: This can be used to encourage interviewees to elaborate more on certain questions. It is important though when using these types of questions that the interviewer must not influence the answer provided. Also where open questions do not reveal the data you require you may probe the area with additional supplementary questions that rephrases the original question, (Torrington, 1991).

3. **Specific and closed questions**: These allow the interviewer to gather information on specific information or understanding on certain straightforward topics.

Again the researcher was fully aware during the interview not to have any bias, therefore avoiding using leading or proposing types of questions.

2.4.4 Research Instrument – The Questionnaire

Robson (2002) states questionnaires can be used for descriptive research, as they are most effective with standardized questions. Dillman (2000) distinguishes between three types of data variable that can be collected through questions;

-opinion

-behaviour

-attribute

Opinions variables describe how the respondents may feel about some situation and what they understand to be true or false. Behavioral questions concentrates on what people or indeed companies did in the past or their future plans. The inclusion of attributes assist in collecting the important data needed to describe the different respondent's characteristics.

Reasons for choosing Questionnaires

There are numerous advantages associated with the use of questionnaires in research;

Advantages of Questionnaires

1. Questionnaires are less expensive than other methods.
2. They produce quick results.
3. They offer greater assurance of anonymity.
4. They offer less an opportunity for bias or errors caused by the presence of attitudes in the interview.
5. Questionnaires are a stable, consistent and uniform measure, without variation.
6. The use of questionnaires promises a wider coverage, since researchers can approach respondents more easily than other methods.

Disadvantages of Questionnaires

1. They do not allow to the same extent probing, prompting and clarification of questions.
2. Most questions in the questionnaire do not allow for elaboration so therefore limiting respondent's explanations for some chosen answers.
3. It could be difficult to supervise all respondents while answering the questionnaire especially in the bigger organisations to ensure everyone is clarified in what each question means.

2.5 Questionnaire Design

Primary questions

These questions were involved in most of the questionnaire layout as they elicit information directly related to the research topic. There are many topics within the literature review therefore the researcher sought out the most important questions that would provide adequate results to achieve the researcher's objectives.

Open and closed questions

Open questions are those that leave the respondent to decide the wording of the answer, the length of the answer and the kind of matters to be raised within the answers. This is needed to reflect the full richness and complexity of the views held by the respondent. Due to the information required, the researcher limited the use of open questions as they felt closed questions would provide adequate responses. Closed questions allow only answers, which fit into categories that have been established in advance by the researcher.

The Questionnaire

No questionnaire was found in previous studies, which could satisfactory achieve the researcher's objective, a base of questions was recorded and they helped to guide the researcher in the type of questions needed to integrate into the questionnaire. The design of the questionnaire was segregated into the following sections:

Section A: Demographic Details

This section asked the respondents for demographic details. In particular, respondents were asked to indicate their job level within the company. This data enabled the researcher to carry out cross tabulation of results to examine the effect of job levels on the motivational techniques.

Section B: Current Job Position

This section wanted to investigate how much employee empowerment (job control and responsibility) was present within each job level and how this affected their work motivation and performance. Further questions in this section asked respondents to

indicate the level of job variety employees have within their work. In addition, they were asked if more job variety, accountability etc would enhance their motivation and performance for their work. Finally, section B concentrated on their level of involvement in teamwork and formal teams within the participating companies and again respondents were asked to indicate how this particular work structure effected their work motivation and performance.

Section C: Flexible Benefits

The study wanted to investigate the range of flexible benefits that are being offered to different job levels and how influential these flexible benefits are at increasing an employee's work motivation and performance. Secondly, the researcher wanted to ascertain if a 'flexible benefits package' was offered to employees who did not receive any benefits, would it motivate them to work harder.

Section D: Reward Section

This section wanted to determine the respondent's opinions on the value of their reward package and how satisfied they are with their salary. Furthermore, the researcher wanted to document the reward methods companies use to determine two things; firstly, if there is a move away from traditional reward methods to newer types and secondly, to investigate how potent these reward methods are in terms of motivating an employee to improve their performance.

Section E: Goal Setting

This section concentrated on goal setting activities or indeed the lack of them within the participating companies. A significant factor in the goal setting process is how the goals are set in their workplace (i.e alone or with the help of a supervisor) and consequently this question is featured. In addition, respondents were asked to indicate if they received rewards upon completion of their goals.

Section F: Feedback

This section wanted to identify how employees receive feedback in their workplace and how frequently. This information provided the researcher with some knowledge as to the importance of giving feedback within these companies and if there is a difference in feedback methods used among higher and lower job level employees. Respondents were also asked to rate their supervisors approach in providing feedback to them and to indicate how positive and negative feedback impacts their work performance. Finally, respondents were asked to describe the relationship between themselves and their supervisors as this can affect this feedback process.

Section G: Recognition

This section examined the impact of recognition programmes on employee motivation. In particular, information was requested on the type of 'recognition' methods that companies practice. The researcher felt it was important to learn if there was a negative effect on employee's motivation and performance from the lack of recognition or appreciation they receive for their work. Respondents were also asked to make any recommendations on how companies can better recognise the work of their staff.

Pilot Study

A pilot study of the questionnaire was undertaken a month before conducting the actual research with one Irish service company and one American manufacturing company. This was to identify if there was any initial problems with the questions. Both companies provided the researcher with valuable feedback on the questionnaire and the researcher also further found means to improve the layout. As a result some questions were eliminated and others shortened for easier understanding. The full questionnaire and cover letter as it was administered to the sample of respondents is contained in Appendices E of this thesis. The researcher's approach in circulating the questionnaire was adapted in some cases in accordance with the company's convenience. The researcher distributed questionnaires amongst staff in two companies during their tea and lunch breaks. Once questionnaires were completed in this way, the researcher collected them herself or the respondents placed them in a box provided. As some levels of staff did not use the canteen facilitates, the HR manager made arrangements for the researcher to meet these job levels in order to give out the questionnaire. The

HR/General manager in the four remainder companies distributed the questionnaires among the staff levels for the researcher after their interview. This was more convenient for the HR manager as the process would take considerable time to locate the required percentage of staff needed for the study plus ensuring that these respondents were representative of each job level. The researcher then collected these questionnaires within two to three weeks later approximately.

2.6 Secondary Research

According to Stewart (1984:11) secondary sources are defined as:

Sources of data and other information collected by others and archived in some form, these source include government reports, industry studies, and syndicated information services as well as the traditional books and journals found in libraries.

Secondary data are such materials as being 'available data' and Singleton et al (1988:326) classify them under the following five headings;

1. Public documents and official records
2. Private documents
3. Mass media
4. Physical, non verbal materials
5. Social science data archives

Stewart (1984:14) highlights the various advantages and disadvantages associated with this type of research.

Advantages of Secondary Research

1. Secondary sources provide a useful starting point for additional research by suggesting problem formulations, research hypotheses and research methods.
2. Consultation of secondary sources provides a means for increasing the efficiency of the research by targeting real gaps and oversights in knowledge.
3. Secondary data provides a useful comparative tool as new data may be compared to existing data for purposes of explaining differences or trends.

Disadvantages of Secondary Research

1.   The design or conclusions for the secondary sources may be flawed.   Often, secondary data is collected with a specific purpose in mind, a purpose that may produce deliberate or unintentional bias, thus secondary sources must be evaluated carefully.

2.   Secondary data are by definition old data.   Thus, the data may not be particularly timely for some purposes.

In order for the researcher to adequately equip themselves with the required knowledge, a lengthily and vast search through many secondary sources was essential.   Among these included the following sources;

- The researcher carried out an extensive review of numerous textbooks on the topic of motivation /motivation techniques.   University libraries and I. T.   Libraries in the location of the Northwest of Ireland were visited on numerous occasions for this purpose.   The Kompass Directory (2004) was in the Dublin Institute of Technology library which provided the most current names and basic background information on companies established within the three counties of Donegal, Sligo and Leitrim.

- CD Roms were extensively researched to source out relevant journal articles of previous studies on the research topic, for example Emerald, Science Direct and Alsta.

- National Newspapers, business magazines and books.   Many of the Government institutions were also contacted:

-IBEC	-Forbairt	-IDA
-Enterprise Ireland	-CSO (Central Statistics Office)	

Chapter 3 – Primary Research Findings

3.1 Introduction

The findings presented in this chapter are explained in accordance with three of the study's objectives. In relation to the questionnaire data, all information was inserted into a computer package designed for questionnaire analysis called Statistical Package for the Social Sciences (SPSS). All calculations were performed through this medium and the findings were recorded. Qualitative data was manually organised and thematically structured. All the raw data and crosstabulation results that were used to compile this section can be located in Appendix B.

* To simplify the reading of this chapter, two changes were implemented; 'all other managers' will be termed **general managers** and clerical and administration staff will be termed **clerical staff.**

3.2 Response Rate

Six companies participated in the study, three companies from the manufacturing sector and three were from the service sector. Two were of American origin and four were Irish in origin. Therefore, this forced a change in relation to the comparison factor of the study and resulted comparing one American company against two Irish companies in both industry sectors. Ideally the study sought to distribute questionnaires to 20% of the employees in each company. This was not possible in companies D and F (Table 4) as they were unable to attain the target percentage.

In summary, Table 3 highlights the number of people employed in each company and the number of surveys that were distributed by the researcher within each participating company. Responses were personally collected from each company and the numbers were recorded in the last column in the below table. The response rate was 69%. (The abbreviated words represent the following; M=manufacturing, S=service and I=Irish, A=American)

Table 3: The Survey Response Rate

Company Name:	Sector	Origin	Number of employees	Number of surveys	Number of responses
Company A	M	I	200	45	39
Company B	M	I	220	45	41
Company C	M	A	320	65	59
Company D	S	I	440	90	44
Company E	S	I	200	45	34
Company F:	S	A	330	70	34
Total			1710	360	249

3.3 Limitations of the Study

A number of constraints were encountered during the course of conducting the research. The limitations of the sample size in the research in relation to the extent of the wider manufacturing and service sectors are recognised. However, the sample can be used to provide information and understanding on the types of motivational tools used and can act as a benchmark for other companies to learn from.

Firstly, the researcher intended to compare eight American and Irish companies for the study. The study involved comparing one American company with two Irish companies, which created an imbalance in the comparison. Although in the Northwest of Ireland, American companies have a far greater presence than other nationalities, compared to other parts of Ireland there is only a small number of large manufacturing or service American companies based in the Northwest. The American companies had no hesitation granting the researcher an interview, many were sensitive to the idea of distributing questionnaires among staff, therefore they refused to participate in the study and their decision was respected by the researcher. Only two companies agreed to both the interview and the distribution of the questionnaire amongst staff.

Secondly, the responses from the service industry were lower than from the manufacturing industry. Two service companies had a return rate of less than 20%, these were considerable larger than most of the other companies in the research, distorting the comparison figures between manufacturing and service. This resulted in the manufacturing industry having a greater response rate than the service industry. One of the company's explanations was due to the nature of their business, employees are widely dispersed around the Northwestern region of Ireland. As a result there was difficulty in collecting 20% of the questionnaires from staff. The other company offered no explanation to the lack of returned responses.

3.4 Results for Objective One

> **Objective One: To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation. (Appendix A)**

In order to achieve the above objective, interviews were conducted with the HR (Human Resource) manager within each company. Interviewees were asked if different motivational techniques were used for different job levels within their respective company. Essentially, there was little difference between the techniques used to motivate different levels of staff. The key findings are highlighted below which illustrate the range of motivational tools that are used in these companies. A table structure was used to summarise clearly each motivation technique and the job level it was applied to (*some of the same techniques are numbered because of companies having more than one in operation. The same numbers are then used to identify which job level the technique applies to). In addition a summary of the main points discussed during each interview is included after each table, to highlight the HR manager's facts and/or opinions about the range of motivational techniques used at the different levels in the organisation.

Please Note* within the tables the company's identity is abbreviated:

1. Co. = Company
2. I. M. = Irish Manufacturing
3. A. M. = American Manufacturing
4. I. S. = Irish Service
5. A. S. = American Service

Motivational Technique: Goal Setting (Table 4)

Goal Setting Program	Formal GS	Informal GS	GS - Job Levels
Co. A (I. M.)	✓	✓	Management Only
Co. B (I. M.)	✗	✗	n/a
Co. C (A. M)	✓	n/a	All Levels
Co. D (I. S.)	✗	✓	Informally at All Levels
Co. E (I. S)	✓	✗	Management Only
Co. F (A. S)	✓	n/a	All Levels
n/a = non applicable			

Company A

Senior managers meet every year to discuss objectives for Company A for the coming year. General Managers compile a list of their objectives for the year and meet with the senior management. After discussions they come to an agreement on the most effective goals to attain. There are targets to meet each week for ground floor employee. Though no individual goals are set with people on the 'floor', the HR manager makes the point that they are aware of the objectives set by management and

what direction the company is taking. They also can have some input into objectives but this is just informally by speaking to line managers. The goals/objectives are reviewed twice a year with general and senior managers to ensure that goals are being met and to discuss any problems. The HR manager does state if goals are met and employees have performed well, they will be in receipt of a bonus. Company A believe that goal setting is an effective motivational technique.

Company B

There are no goal setting programmes in this company.

Company C

Key Performance Measures (K.P.M.'s) are set for every year at the beginning of the year by 4/5 senior managers. Senior managers will then sit down and discuss with their

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managers their goals for the year, this is then repeated with ground floor employees from their managers. They are educated on the goals of the team and then on their own individual goals for the year. There is participation in this process between all levels of staff, i. e. specifying if employees need more training in order to complete their goals. The process allows the employees to comment on a designated sheet and express their opinions on their goals to date.

Each January the senior management team go through the 'K.P.M.'s' for the company for the coming year. From these overall objectives, each department or team meets and discuss their goals for the coming year in line with the overall organisational goals. Each employee through their first appraisal meeting is told of the organisational and team's goals. After the employee discusses their individual objectives with their manager and come to an agreement on what goals to set in order to achieve the teams goals. Absenteeism has become a K.P.M for the company because it has been a problem through the last few years. As a result, a new system is being implemented to monitor absenteeism.

Company C's HR manager regarded goal setting as a great motivating tool as employees can understand how they are contributing to the overall organisational development. It also allows for formal meetings to occur rather than just relying on informal chats to discuss goals. The HR manager believes that this process also allows managers to formally recognise somebody who has increased their performance, which motivates an employee. For the company it lets them communicate to their employees what is expected in relation to performance.

Company D
Goal setting is very informal with Company D.

Company E
Employee goals are deadlines for work contracts to be completed before a specified time. There was frequent negative feedback from site managers of goals set by senior managers as being unrealistic, resulting in a demotivated workforce. To combat this Company E introduced participative goal setting whereby the senior management team and contract managers engaged in participative decision making to agree on goals. The

HR manager stated, "having a look at the job first and participating in the process, reassures him that he can get the job done within the agreed time". There are no goals setting programs for any other job levels in Company E but employees are aware of when contracts have to be completed.

Company F

Goals/targets are set and are non-negotiable in quality and production as a majority of their workforce are involved these areas. Employees must achieve extremely high standards (99.9%) in both areas. One of the main reasons to ensure that high standards are maintained is because of American legislation. Company F could be fined if quality is below these standards.

Motivational Technique: Feedback (Table 5)

Feedback Systems	Formal FS	Type of Feedback	FS - Job Levels	Feedback Frequency
Co. A (I. M.)	✓	1. Formal meetings 2. Performance Appraisals 3. Informally	1. Management Only 2. For all other staff 3. 'Floor Staff'	1. Weekly to Monthly 2. Twice a year
Co. B (I. M.)	✗	Informally only	For All Job Levels	n/a
Co. C (A. M.)	✓	Performance Appraisals	For All Job Levels	3 times a year
Co. D (I. S.)	✗	Informally only	For All Job Levels	n/a
Co. E (I. S.)	✓	1. Formal meetings 2. Performance reviews	1. Management Only 2. For All Job Levels	1. Monthly Meetings 2. Once a year
Co. F (A. S.)	✓	Formal meetings	For All Job Levels	Monthly Meetings
n/a = non applicable				

Company A

Company A have performance appraisals twice a year. There are formal meetings between managers with regards to work feedback and goal development. There are also informal meetings on the 'ground floor' with managers and employees on their performance output. The HR manager states the length of the meeting depends on the job level the employee works in. The HR manager illustrates this point; a line manager meeting with their manual worker is about 20/30 minutes long compared to a senior manager meeting their department/line manager that could last 2 hours.

Company B

There is only informal feedback that they receive on the job.

Company C

Performance appraisals take place three times a year from senior management to shift workers. Employees meet with their supervisors or managers on these occasions for appraisal.

Company D

There is a standard practice called an 'increment' which is used to motivate an employee to reach a certain standard of skill when they first begin the job. Once they have achieved this they are paid the increment. After this, informal feedback is the only medium used for all employees to distribute feedback to them.

Company E

Within the clerical section of Company E there is very little feedback provided. It is not a scheduled process conducted by staff. The HR manager explains that there are monthly reports prepared from each department on their work details for that month and sent to senior management, problems through this method can then be identified. It is not a process within itself; unless there are problems no feedback is provided in relation to their standard of work. If any employees have any issues then HR staff asks them to air these issues. Performance reviews only happen once a year and it is pay related for all levels.

In Company E, there are contract managers over the different work areas. Feedback is a two way process between managers in headquarters and the contract managers who are on site. They meet once a month and feedback is discussed regarding progress or the lack of progress, problems are highlighted and solutions discussed. Informal feedback is provided to ground employees on the work sites.

Company F

There are one to one meetings, which supervisors have with their employees monthly to discuss their performance to date. The HR manager believes that these one to one meetings between an employee and their supervisor as very important and would like them to occur more frequently. She is dissatisfied in this area at the moment, as it is not happening as regularly as she would like. The managers argue that the administration work is too much. The HR manager makes the point that even if the meeting report were handed to her in written form, this would be sufficient. Her main objective is to have these meetings completed often, she also stresses how important allowing an employee to air their grievances or suggestions to their supervisor. She further states employees like to feel they are being heard. Sometimes the company may not be able to do anything about an employee problems but it is critical to permit them to 'get these off their chest and feel someone has listened to them'. These meetings allow this to happen and the employee feel they have been heard by their company.

Motivational Technique: Job Design/Job Rotation (Table 6)

	Job Design System
Company A	Job rotation exists in the production department.
Company B	Sometimes job rotation does occur.
Company C	Job Evaluation systems and job rotation system exists within production.
Company D	Minimal job rotation exists.
Company E	Due to the variety of job tasks in Company E, job rotation is a critical work element. However if the employee is particularly skilled in a certain area they usually remain in that work niche.
Company F	No job rotation and very little job variety for employees.

Company A

Job rotation exists in the production department. Employees can switch to other departments if they are motivated so long as the company feels it benefits the company and the employee.

Company B

Most employees are trained in different areas but usually remain in the one job. There are some instances when employees are changed around varying their job activities. Although the HR manager does admit that this does not happen often and he further believes the employees motivation stays the same regardless of change of job.There are no set teams but Company B states that each department is recognised as a team with targets to reach each week supervised by the departmental manager.

Company C

Job evaluation systems were introduced 2 years ago and identified 63 positions/job descriptions. People are encouraged to grow within Company C. For example, in production there are 4 types of levels employees can aspire too, namely;

1. Manufacturing technical
2. Process technical
3. Senior technical
4. Advisor technical

There is also a rotation system specifically in production as they have 10 different areas. Employees can be shifted around these areas to vary their work and increase their motivation for the job.

Company D

Job rotation only occurs when a person is in one department for about 5 years and is motivated to move to another department to learn new skills.

Company E

There is various work activities on the sites, employees train to learn many skills, which broaden their skill base. They may have a variety of jobs to do depending on the contract work they have been assigned to. Though Company E does insist if they are

very good at a certain job then they usually stay at that niche area and variety is then minimised. The HR manager stated a major motivating factor why employees come and stay with Company E is it equips them with broad range of skills. Company E are established a long time and have a good company rapport within Ireland, from a motivational perspective they can offer an employee job security. The office staff are crossed trained with at least two skills, this process is more for 'covering' other employees if they are off or on holidays rather than for motivational purposes. It is very seldom that clerical would be doing different jobs so variety level would be low. Problems with Company E is that it has a very flat hierarchy therefore to progress within the organisation is seldom and difficult.

Company F

There are a number of departments in Company F but the HR manager admits that once you are hired, you are trained in a certain area and the usual company practice is that you stay within this job. There may be small internal job variations of work activities but usually an employee's job content is not varied greatly. They can be promoted to manager or supervisor level but again the HR manager admits that these positions are very limited.

Motivational Technique: Employee Empowerment (Table 7)

	Employee Empowerment
Company A (I.M)	Employee committees exist in a number of work related areas that provide a medium for the employees to highlight problems, provide solutions and/or suggestions on work activities. Management in their meetings then discusses this feedback. Staff are encouraged to take on more responsibility and sent on courses to learn the necessary skills required.
Company B (I.M.)	No formal 'employee empowerment' structure exists.
Company C (A.M)	Nearly all employees work within a team, these teams have much control and are responsible over their work. Goals are set for teams also to achieve.
Company D (I.S)	Teams work within all departments. There is also cross-functional teams who have control and responsibility over various work projects.
Company E (I.S)	Teams exist on all work sites. Employees are given significant control and responsibility over their work. Although, some employees need more supervision than others.
Company F (A.S)	All employees work within a team structure. An 'Employee Council' and a 'Consultative Committee' exists which empowers employees to share work problems, decide on solutions and give feedback to management of work related issues.

Company A

There are different work sites within Company A. Employee committees exist in a number of work related areas, which provide a medium for the employees to highlight problems, provide solutions or suggestions on work activities. Management in their meetings then discuss this feedback. In relation to general managers, they have weekly Monday meetings to converse on developments and discuss the outcomes from the ground floor staff's monthly meetings. Those employees who are motivated to increase their work responsibilities are sent on external courses to equip them with the needed skills to facilitate the line manager with his/her duties. The added motivational factor is the increase in pay that they receive if they are successful with their training. Company

A also notes there are "many people who like their job on the front line and who do not want any further responsibility"

Company B

No formal 'employee empowerment' structure exists in this company.

Company C

Teamwork is strong in Company C. There are eight teams in production. The team has control and responsibility over their work. Through the P.M.S. there is a metric that measures teamwork. In other words it is the output of the team that is measured, but teams are paid individually.

Company D

There are teams established in nearly all sections of Company D. Within the company there are cross-functional that work as teams when the company needs them to on projects such as the introduction to financial schemes and customer care projects etc. They would then report directly back to management with recommendations.

Company E

Company E have 3 large geographical sections where 3 managers supervising over these areas. They are in control of the contracts that come into the company and meet the senior manager once a month to report back on their teams progress. They are given the control and responsibility to ensure the job is completed. There are also supervisors on these sites who are given the responsibility of managing these teams on a daily basis as contract managers oversee a few contracts at any given time. Teams may range from 2 to 13 employees depending on the job size. The employees on the site are left in control of the job to ensure that goals are met.

The HR manager in Company E believes it depends on the individual employee whether their motivation increases with additional control and responsibility, 'some will need constant supervision while others would need very little, it is all about employee attitude'. In Company E, the owner of the company had always relied on the loyalty of the staff to get the job complete but now with the growth of the company in employee

numbers, this way of thinking has changed. As a result, increase in supervision has increased to ensure work is completed on time.

Company F

Teamwork has always been the main process of conducting work since the establishment of the company. Team ethos is very important, teams can range from 7 to 12 employees. However, rewarding employees is based on their individual performance. The HR manager explained that the team reward pay was tried but did not succeed as it had a demotivating affect on staff because 'in every barrel there is a bad apple' i.e. there was usually one employee that didn't perform to the expected standard. The HR manager points out "there could be no excuses either as everyone is sufficiently trained, it was laziness of some team members who were not motivated to excel in their work and let the other employees within the group down". This obviously resulted in a negative atmosphere, where arguments among teams occurred and people who were working extremely hard were not being rewarded for their effort. It was then decided to return to rewarding staff individually. Although, it is still the team's performance that is highlighted in meetings therefore the team ethos is still the most important approach to work in Company F.

Employee empowerment is also evident in Company F's 'Employee Council'. This council was established with each team being represented on the council. The council meets with managers and the HR team every two weeks to air work concerns or provides suggestions on work problems. They do have a certain amount of responsibility with this council. If there is a problem then management delegates responsibility to them to come up with a solution and fix it themselves.

Also, within each team there is a 'Consultative Committee' similar to the Employee Council but in a smaller context. They deal with minor issues such as employees swapping workdays for time off, minor quality problems and provide solutions for these issues. They then can implement these solutions as long as it is in compliance with the organisations policies. The committees meet weekly for an hour, which is scheduled in by the organisation. The HR manager finds this method works very well.

Motivational Technique: Employee Recognition (Table 8)

Recognition Rewards	Formal R. R.	Informal R. R.	Types of R. R.	R. R. - Job Levels
Co. A (I. M.)	✗	✓	Informal praises	All Staff
Co. B (I. M.)	✗	✗	n/a	n/a
Co. C (A. M.)	✓	✗	Financial incentives	All Levels
Co. D (I. S.)	✓	✓	Letters/emails Company's newsletter Occasionally in local press	All Levels
Co. E (I. S.)	✓	✓	Informal praises	All levels
Co. F (A. S.)	✓	✓	Monthly/Yearly awards: Financial incentives Vouchers Presents Extra Additional leave Informal praises V. I. P.	All Levels
n/a = non applicable				

Company A

The HR manager believes giving recognition to their employees for their work achievements is an important practice for Company A, who constantly inform their employees of what a good job they are doing and how important their role is within the company. However, this recognition is only informally conducted.

Company A do recognise how important recognition is as they found out with their senior administration staff. These employees were never acknowledged for the long hours they worked or their overall performance as there are no targets to meet as the case within the production department. However, from their new restructured performance appraisal system, senior management learned of their senior administrative work effort and took the opportunity to make several positive recognition points about

their department and their performance. Company A believed this was a great motivational method as it improved the moral of the department as a result of the recognition for their work.

Company B

There are no recognition awards in Company B. The HR manager is of the opinion that recognition programs can only work for the right industry and not suited for all organisations/industries.

Company C

Company C stress this is an important practice, hence the reason why they set up the P.M.S. to recognise employee's achievements and performance. In addition a 'Reward and Recognition' programme is currently under implementation to recognise key performers within the company and this strategy will be conducted over a 3-year period. However, there are recognition awards similar to bonuses that are given at Christmas, the value is about 100 euro and this increases with inflation each year.

Company D

There are many different work sections in Company D but the same types of motivational practices are applied to all staff. If an employee does a good job or excels beyond the call of duty then it is informal praise that is usually provided. The HR manager did state however, if a department or an employee does exceed well within their job then a letter of thanks is sent to them recognising their achievement. The employee achievement could then be published in the staff magazine or put into the local papers depending on the achievement.

Company E

The HR manager believes it is important to recognise employees who work hard. When employees reach a certain skill level, they are rewarded and recognised through increase pay in their wages, as the HR manager cites again that financial incentives is the most important recognition tool. In addition, when an employee is trained successfully on some new skill, they will be informally recognised only. The owner of Company E feels that relationships and feedback are very important. The HR manager states that the owner feels employees must feel like they are valuable assets within the company.

Company F

In Company F there is an annual recognition reward ceremony held every October. It works through employees nominating someone within the organisation who they believe deserve the award for best representing the company and its values to the highest level. Again it is the employees who are involved in this process of deciding who should receive the reward in conjunction with the company directors, managers and the HR employees. The award is quite prestigious as the winner is presented with a trophy, a weeks extra annually leave and also given a financial reward.

Company F recognises work contributions of their employees and achievements outside the company. The HR manager believes through recognising employees, the company can increase their motivation and performance. The HR department has introduced a programme called Value in Practice Card (VIP) to help accomplish this recognition task. It is described as an 'in company thank you card' for staff. The HR manager explains, if an employee "does something beyond the call of duty," their manager/supervisor would fill out a VIP card detailing the incident. A copy is sent to the HR manager drawing their attention to this employee's work contribution and one is sent to the employee themselves. Then every two months there is a draw with these VIP cards and rewards (vouchers, money etc) are given out to the winners.

The recognition process happens almost immediately with the company's new recruits who succeed in the first week of 'introduction training' receive a certificate and attend an award ceremony within the organisation. For employees who have completed three years service in the company, they are awarded with some gift from the company and extra days annually leave. Finally each year of their company's anniversary in Ireland, all the employees receive a gift to thank them for their work.

Company F understands motivating techniques are usually embraced by employees at their introduction and for a period after that, but "you have to keep changing them as they have a certain shelf life". It may lose its motivation appeal and be accepted as part of daily work, resulting in employees being disappointed when the company stops implementing it, even though it has lost its motivating value. The HR manager explains this through an example. A 'Financial Incentive Plan' ran for two years. It was a month by month incentive plan, it was well received in the first few months but then

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employees began to feel that this was their entitlement rather than a motivating method. They are at the moment working on a new incentive planning that will last for 1 to 2 years.

Motivational Technique: Flexible Benefits (Table 9)

	Flexible Benefits	Types of Flexible Benefits	F. B. - Job Levels
Co. A (I. M.)	✓	Job sharing/part-time work. Employees can join company pension schemes 'Pool cars' if your job requires it. Employees can purchase share options	All Levels
Co. B (I. M.)	✗	n/a	n/a
Co. C (A. M.)	✓	Private health care (for employee's families also) Pension schemes Part-time work Flexitime Parental leave Paid educational courses	All Levels
Co. D (I. S.)	✓	Flexitime Paid educational courses Additional annual leave Employees can join company pension schemes	All Levels
Co. E (I. S.)	✓	Company vans for employees who's job requires it	All levels
Co. F (A. S.)	✓	1. Annual leave 'Personal Time Off' Flexitime 2. Company cars	1. All Levels 2. Directors
n/a = non applicable			

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Company A

Employees can work on a flexitime/part-time option or have the alternative of job sharing once Company A can approve it. Company A realises that because a majority of their staff are female and many of them have families, having a flexitime arrangements can increase their motivation as they can better meet their employee's family demands. All employees are entitled to join the Company pension scheme (ages 25-65). There are company cars if your job entitles you to have one. There are also 'pool cars' for people who are on the company insurance to drive the cars, again it must be relative to your job within the company. There are shares within the company open to everyone but there is a low uptake on them.

Company B

There are no flexible benefits. There was a paid educational course for employees to gain more skills for the industry they are in. The motivational aspect for the employees was the NVQ certificate is a recognised qualification they would gain. But the HR manager did admit that employees did not perceive this as an advantage for them to gain more industry knowledge but was only for the company's benefit.

Company C

Employees receive a comprehensive employee handbook at induction, which summarises all employee job entitlements. The handbook is a summary all the employee's job entitlements. They have part-time workers where possible in order to accommodate an employee's needs as Company C believe they do their best to try and accommodate their employees. They also have parental leave, pension and health schemes for all employees, the health scheme also covers an employee's family members.

Company cars were provided for more senior management but this practice has ended as the HR manager underlines the point that Company C wants employees feel they are all equal therefore, have only flexible benefits that all employees can avail of. At the moment one or two only have company cars and no more will be offered. Company C support paid advanced education by financing most of the courses if not the entire course depending on how the course can progress the skills on the employee in relation to the organisational needs. Again all employees can avail of this.

Company D

Company D have flexible working hours, additional annual leave and pay for advanced educational courses, for all levels of staff. There is a pension scheme available if they wish to join. This is termed as 'Staff Education Scheme' whereby they assist the employee with their studies that will be of benefit to their job and the organisation. They can pay in full for the course and give time off for study.

Company E

Company E offer work vans as flexible benefit for those employees who the Company feel need it for their work.

Company F

The Directors in Company F are provided with company cars. In addition to their annual leave, employees receive a number of additional hours they can take off work for personal reasons called 'Personal time off'. The HR manager believes employees see it as a unique benefit. Flexitime is available to all staff. There are three different times you can start your workday. You can change these hours every month to suit the employee's life style. The HR manager states that many choose from 9 to 6 from Monday to Thursday so on Friday, a majority of employees finish work at 2 o'clock, this she believes is a big motivational benefit.

Motivational Technique: Reward Systems (Table 10)

Reward Systems	Types of Reward Systems	R. S. - Job Levels
Co. A (I. M.)	1. Trainee related pay 2. Interim related pay 3. Skill Based Pay 4. Performance Related Pay 5. Profit related pay	1 and 2 are pay systems for employees who are less than 3 years with the company. 3. Pay systems are used for all other staff members. 4. and 5 Applied to all staff
Co. B (I. M.)	1. Basic wage 2. 'Piece rate' system 3. Weekly attendance bonus	1. All employees 2. Applied to a small section of staff (the boning employees) 3. Applies to production and clerical
Co. C (A. M.)	1. 'Hay Process' (introduced additional salary scales through job evaluation methods) 2. P. M. S. categorises employees into 4 types of 'Performers'. Those employees who excel in their work performance can fall into the 2 top 'types of performer' category (superior performer and outstanding performer) and to reward them they receive annual bonus	All Levels
Co. D (I. S.)	1. Basic wage in accordance with National Partnership Agreement for Ireland 2. Occasionally Performance Related Pay	1. All Levels 2. Director Level

Motivational Technique: Reward Systems (Table 10) cont.

Reward Systems	Types of Reward Systems	R. S. - Job Levels
Co. E (I. S.)	1. Skill Based Pay 2. Bonuses	All levels
Co. F (A. S.)	1. Merit related pay 2. Bonuses 3. Profit related pay	All Levels

Company A

The majority of employees within Company A are paid through a skill based pay system. However, when employees start to work within the company there are two lower levels of pay an employee must go through until they are paid through the skill related pay system. Hence, the three levels are of pay are:

1. Trainee related pay
2. Interim related pay
3. Skill related pay.

It takes approximately three years to reach the skill related pay level. Company A have also a Performance Related Pay (PRP) system. It involves a bonus pay award and they are paid twice a year. The maximum amount of this bonus is 10%. The bonus is broken down into two segments, 7% depends on the overall organisational performance and 3% of the bonus is at the manager's discretion as to how well you have performed. The HR manager states "results show that these bonuses increase the production levels".

Company B

The HR manager stated that the employee's basic wage/salary reward that is the all staff is the only method used. This is applied right through production to senior management.

A weekly attendance bonus applies to employees only in production and clerical departments". It did motivate staff to come in each day, so they attend, at the end of the week they receive a bonus accompanying their basic salary. Company B state as a result of this bonus, absenteeism has decreased from 10% to 3%/4%.

The only people that have a certain amount of control over the reward amount are the 'boning employees' who are on a piece rate system. The more they 'de-bone' the more money they receive. The company recognises that it is a harder and more skilled job and therefore this system is the correct motivational technique to use.

Company C

The Performance Management system (P.M.S) has been established for two years. The HR manager believes linking pay to performance is a great motivational tool to utilise. In Company C the employees are categorised into four types of performers depending on their performance output. The highest achiever is number one and so on.

1. Outstanding Performer
2. Superior Performer
3. Good Performer and
4. Needs/Improver Performer

If employees fall into the 1 or 2 category they receive in addition to their annual salary increase each year which everyone obtains, a further payment for reaching these performance levels. Company C believes this link with pay increases the motivation of the employee. It is applied across all departments.

The HR manager explains how staff are further motivated through financial rewards with their introduction of the 'HAY Process'. This process created more salary scales within the company so more people are motivated to reach the next higher salary level. There are salary scales within the company from 80% to 120%, if the manager thinks you deserve an increase because of your high levels of work performance, you are moved up the salary scale. The HR manager believes it acts as a significant motivational tool for people.

Company D

The HR manager admitted Company D have very few motivational techniques. There are no differences in motivational techniques used within their variety of job levels except for Performance Related Pay. This can be used at Director level within Company

D. Every person is paid on basic salary in agreement with the National Partnership Agreement for Ireland

Company E

The employees on the work sites are in teams and paid individually. They are paid through a skill base pay program. The salary an employee can receive is determined by their past work experience and the level of job they are employed in. When employees begin working in Company E, they are placed on the company's standard wage. Their work rate is then monitored over a time period and depending on their progress they can be moved onto a salary. Work increments are another motivational incentive used and these are based on the national wage increase for the particular trade the employee is in.

Bonuses are once a year at Christmas. A review of your work performance is concluded at the end of the year and this determines how much of a bonus the employee receives. The HR manager believes profit sharing is a good method of motivating staff. The idea has been discussed at length but as of yet nothing has materialised. There are work increments each year but it is kept in line with increases in the national index.

To further motivate employees to ensure goals are met on time, HR are bringing in financial incentives to reward projects finished within the specified time. The HR manager explains "we find financial incentives are the only thing that work in terms of motivating employees"

Company F

The HR manager explained that financial rewards are utilised to motivate staff at all job levels in Company F. However the HR manager added that 'obviously the size of the incentives differs greatly in regard the job level they work in'.

Company F has a merit pay system. Targets are not individually based but are organisational based. To motivate their staff, bonuses are based on employees reaching these targets. There are a variety of reward incentive schemes used for separate levels/departments. The reason why the HR department implements different incentives schemes is because different criteria are set for each department because of their different job requirements.

Additionally, each year every employee receives a percentage of the profits from the company when the end of year profit margin is announced. The proportion of profits employees receive depends again on the salary scale they are on. The bigger the salary, the bigger the profit share amount will be.

Company F's HR manager believes while money is essential and an employee has to have a basic salary that cover their needs, when this has been satisfied, employees turn to other things like job design and recognition to further motivate them.

3.5 Results for Objective Two

In order to achieve the above objective it was necessary to distribute questionnaires among all job levels in conjunction with the interviews conducted with the HR managers. Undertaking both research methods enhances the findings worth and provides the reader with a more detailed analysis on motivational techniques and how they effect a respondent's motivational and performance levels from different job levels.

Section A- Demographic Details

Table 11 demonstrates the breakdown of the total percentage of respondents into their corresponding job levels.

Table 11: % of Job Levels within this study

Job Level	% of respondents
Senior Managers	3. 7
General Managers	12. 8
Professionals	16. 1
Technicians	10. 3
Clerical staff	24
Manual staff	33. 1
Total	**100%**

(Appendix 1.0)

Other descriptive data on respondents highlighted the following:

- With regard to gender, 65% of the responses were from males, 35% from females.

- The highest number of respondents were aged between 26 and 35 years.

- 93% of the respondents are Irish employees, the remaining responses from other nationalities within the E. U.

- The average term of employment within the researched companies is between 5 and 10 years.   **(Appendices 1.1-1.4)**

Section D: Rewards

It was decided to document the findings of section D before the other sections in the questionnaire. The reason for this decision is section D identifies core differences between the job levels in relation to the salaries difference that can be a significant motivator. It is hoped section D as an introduction will enable the reader to have a better understanding of the job levels.

Graph 1: Annual Salaries

Annual Salaries

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
Under 24K	0.0%	3.2%	11.9%	23.1%	53.4%	66.7%
25K - 34K	0.0%	16.1%	64.3%	42.3%	41.4%	26.9%
35K - 44K	11.1%	35.5%	11.9%	19.2%	3.4%	5.1%
45K - 54K	22.2%	22.6%	2.4%	11.5%	1.7%	1.3%
55K+	66.7%	22.6%	9.5%	3.8%	0.0%	0.0%
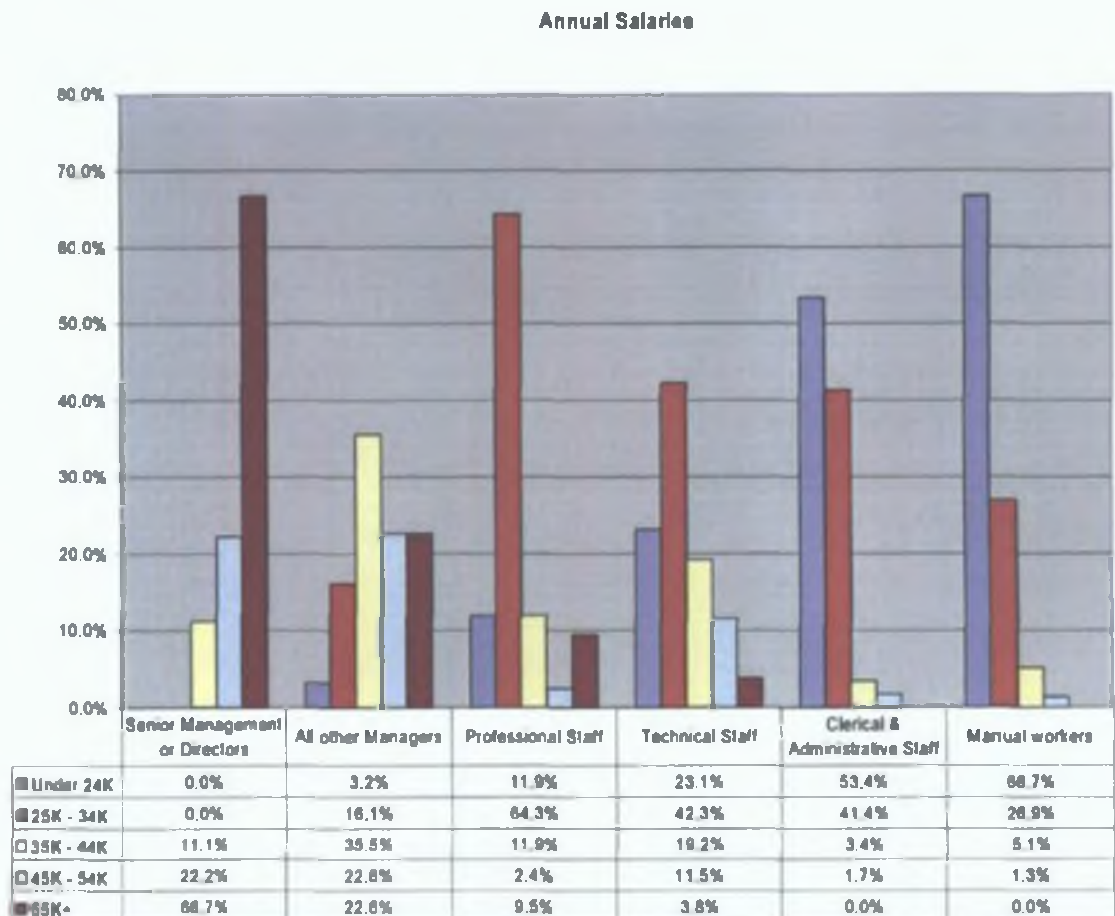
Pay Programs

Graph 1 depicts the salary scales associated with each job level in this sample. The results show what is to expect in organisations, the higher job levels command greater salaries. **(Appendix 2.0)**

Satisfaction of respondents of salary

The highest earners are senior managers and almost all of them (88.9%) are very content with their salary. However, this salary satisfaction significantly decreases as we go through the job levels. Only a half of general managers (51.6%), less than half of professionals (47.6%) and technical staff (40.7%) are satisfied with their wages. The largest number of dissatisfied employees is made up of under two thirds (63.8%) of clerical staff and over four fifths (82.5%) of manual workers. This result is not surprising as these employees are in the lowest wage category compared to the rest of the job levels. **(Appendix 2.1)**

Do respondents feel their efforts merit an increase in their salaries?

Over three quarters of respondents in each job level feel their work effort merits an increase in their wages, excluding senior managers. The majority of senior managers are satisfied with their wages however just over two fifths believe the amount of work they perform warrant an increase in their salary. Over three quarters of all job levels state their motivation and performance would increase if their salary increased. Whereas just over two fifths of senior management believe their motivation would increase with a salary increase, over three quarters of them state more money would enhance their performance **(Appendix 2.2, 2.3 and 2.4)**

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Payment Methods [1]

Table 12 summarises the percentage of employees who receive each reward. From this table it also illustrates how this type of reward impacts on their motivation and performance levels.

Table12: 'Effects of Reward Schemes on Motivation/Performance'

	Motivation	Performance	Mean % of Respondents and rewards
Method of Payment	Increases %	Increases %	% of Rewards used
Individual bonus	87.80	79.70	27.7
Based on your skills(skill based pay)	81.00	72.00	21.7
Individual Performance/Merit Pay	74.30	68.80	44.6
Companies performance (Profit sharing)	59.20	50.70	27.7

The most commonly used reward tools in the companies were as follows:

1. Individual Performance/Merit Pay
2. Individual Bonus and Companies Performance (profit sharing)
3. Skill Based Pay

(Appendix 2.5-2.12)

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[1] As a result of the response rate being very low for both commission and stock options, it was decided to omit these results from the findings.

Section B: Job Design and Empowerment

Findings highlighted in section B of the questionnaire the level of control and responsibility an employee's has in their job, the level of variety in their jobs and participation in teams/quality circles.

Control and Responsibility

Respondents working in senior management, general management, professionals or as technicians have higher levels of control and responsibility over their work content compared to employees working in clerical and manual environments. **(Appendix 3.0 and 3.1)**

Graph 2: Variety within their jobs

Variety levels of work

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
Too much Variety	0.0%	6.5%	0.0%	0.0%	0.0%	0.0%
A lot of Variety	87.5%	67.7%	59.5%	51.9%	27.6%	42.0%
Enough Variety	12.5%	19.4%	28.6%	29.6%	39.7%	29.0%
Little Variety	0.0%	0.0%	7.1%	18.5%	25.9%	19.2%
No Variety	0.0%	6.5%	4.8%	0.0%	6.9%	9.0%
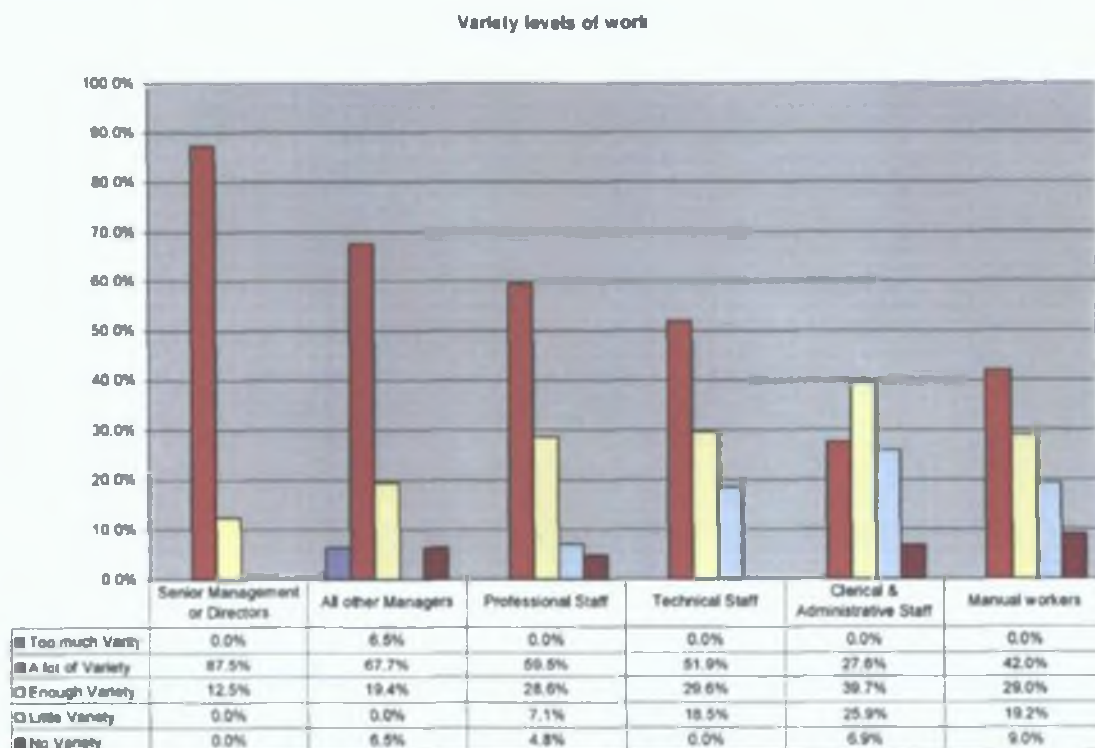
Graph 2 illustrates that the majority of senior management, general managers, professionals and technicians have 'a lot' of variety within their jobs. One third of clerical employees have 'little to no' variety within their job activities. Close to half (48. 1%) of all manual employees also indicate there is 'little to no' variety within their daily work.

(Appendix 3. 2)

The Effects of Control and Responsibility on 'Motivation and Performance'

The majority of senior management, general managers, professionals and technicians indicate their motivation and performance levels 'increase' because of the high level of control and responsibility they have over their work. In contrast, those working within a clerical or manual environment report lower levels of control and responsibility in their daily work. As a result a significant number of clerical and manual employees (29% to 47%) feel these lower levels have 'no effect' on their motivation or performance output in their work. In conclusion, higher levels of control and responsibility within a job can motivate employees and increase their performance output within their work.

(Appendix 3.3 – 3.6)

Changes to Job Position

Respondents were asked to indicate what changes they would make to their current job. Two key findings emerged as highlighted below.

1. Employees such as senior managers, general managers, professionals and technicians are satisfied with the amount of variety content within their job. Although a substantial minority (33%) of clerical staff reported 'little or no' variety within their position, over two fifths (43.9%) of clerical employees feel 'more' variety should be integrated in their average workday. Similar findings were reported in the manual level where close to half (48.1%) indicate 'little to no' job variety, yet a majority (59.5%) of manual employees desire 'more' variety within their daily job content. This outcome is understandable as both of these job levels report the highest number of respondents with 'little to no' job variety within their work.

(Appendix 3.7)

Table 13: Average total of respondents who want to learn new skills

	% of respondents:
Job Level	
Senior Management	62.5
General Managers	50.0
Professional Staff	46.3
Technical Staff	73.9
Clerical Staff	57.4
Manual workers	68.5
Average Total of Respondents	59.8

2. As demonstrated in Table 13, almost three fifths of the survey's respondents stated the desire 'to learn completely new skills' at work. Results highlight that over three quarters of all responses believe their motivation and performance would increase if alternative work processes were introduced such as being trained in skills associated with other jobs/departments. **(Appendix 3. 8, 3. 9 and 3.10)**

Involvement in Teamwork

A vast majority of senior management level, general managers, professionals and technicians have been involved in teamwork, with a majority of all clerical and manual respondents citing their involvement in teams. **(Appendix 3.11)**

A large majority within all job levels feels involvement in teams positively affects their motivation and performance levels except for clerical employees. A significant minority (34. 1%) of clerical staff feel teamwork has 'no effect' on their performance output. **(Appendix 3.12 and 3.13)**

Formal Teams / Quality Circles

Graph 3 shows results of senior management, general management, professionals and technicians where over three quarters of respondents within each of these levels have been involved in formal teams. Over three fifths of clerical staff has participated in formal teams. However, a lesser number of just under two fifths of manual employees have participated in a formal team environment. **(Appendix 3.14)**

Formal team participation

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
Yes	100.0%	86.7%	80.0%	76.9%	61.7%	38.9%
No	0.0%	13.3%	20.0%	23.1%	38.3%	61.1%
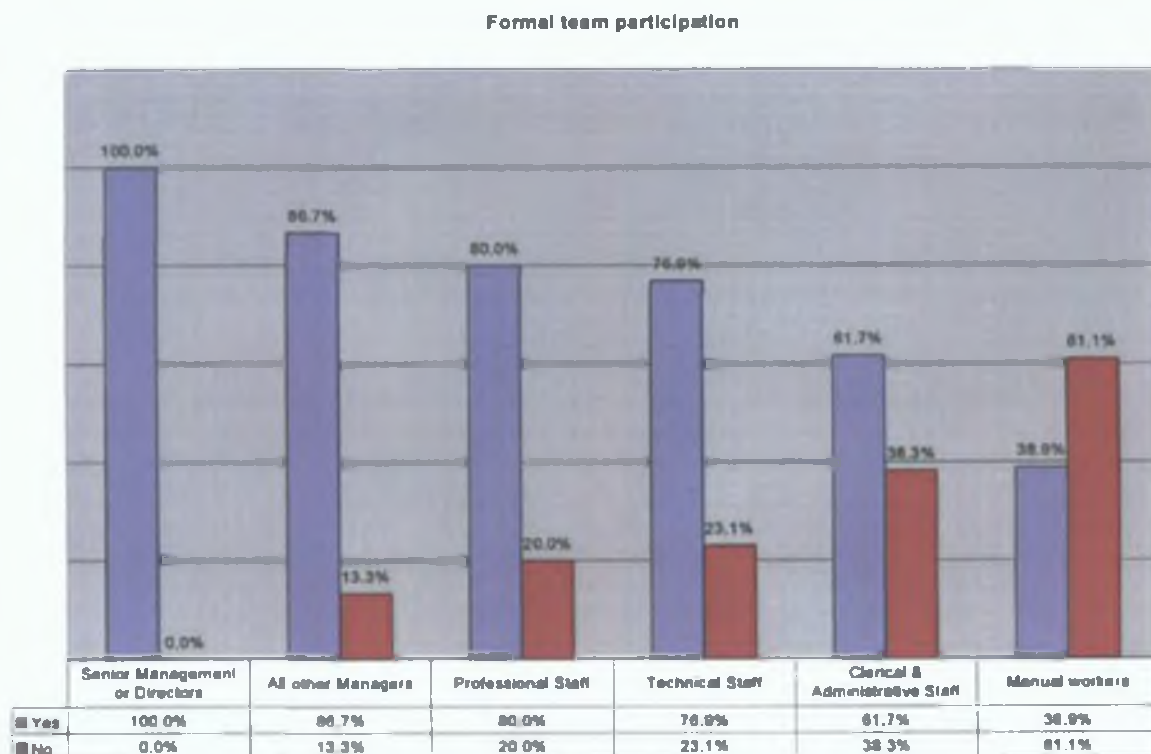
'Formal teams and Motivation' and 'Formal teams and Performance'

All job levels report formal teams as a successful work process. Over two thirds of respondents in each job level declared formal teams 'increases' their motivation within their work. The point should be emphasised that although a minority of manual employees engage in formal teams, they represent one of the job levels with the highest number of employees who felt this work approach enhanced their motivation. The effects formal teams have on employee's performance levels are very similar though slightly lower results to what was found in 'formal teams and motivation'.

(Appendix 3.15 and 3.16)

Section C: Flexible Benefits

Table 14 highlights the overall percentage of different flexible benefits being offered for all levels of staff in the sample. The table highlights the poor distribution of flexible benefits (excluding pension schemes) across all job levels.

Table 14: % of Flexible Benefits Received by Respondents

All Levels of staff	Yes %
Pension Scheme	63.5
Private Health Insurance	40.7
Paid Educational Courses	32.3
Flexitime	26
Additional Annual Leave	20.5
Company Car	8.5
Other	1.7

As this section compares flexible benefits across all job levels, we can identify that pension schemes is the most frequently used flexible benefit across all respondents. The job level of an employee can usually determine the value and number of flexible benefits offered to them. **(Appendix 4.0 – 4.6)**

Senior Managers and General Managers (Appendix 4. 7 -4. 13)

The vast majority of management receive pension schemes and paid educational courses as flexible benefits. Surprisingly only one fifth of senior management report they obtain private health insurance from their employers compared to half of general management. Two fifths of senior management and under a quarter of general managers are rewarded with company cars as flexible benefits, a benefit perhaps characteristic of their job stature. The percentage of management receiving flexitime and additional annual leave are understandably low as it would not be feasible for management to avail of these benefits on a regular basis due to their job requirements.

Professionals and Technicians (Appendix 4.7 -4.13)

Professionals and technicians have a skilled or semi skilled qualification. The significant majority of respondents within a profession or technical job receive a

pension scheme and private health insurance. A smaller percentage of professionals and technicians receive flexitime, additional annual leave and paid educational courses. Due to the nature of their job, professionals and technicians can facilitate to some extent flexible benefits such as flexitime within their work environment without affecting their work performance.

Clerical Staff (Appendix 4.7 -4.13)

Over three fifths of clerical staff receive a pension scheme, similar to the results found in other job levels. Their job requirements can support a much more flexible approach. The flexible benefits that distinguish clerical staff from other job levels are flexitime (60%) and additional annual leave (31.6%) than any job level. Just under two fifths (38%) of clerical employees can undertake educational courses. Additionally close to one third of clerical staff are offered additional annual leave, which indicates over all job levels, clerical staff has the widest choices of flexible benefits.

Manual Staff (Appendix 4.7 -4.13)

Manual employees are paid the lowest amount of wages compared to any other job group. As a consequence of their position within the organisation they are the least involved in work motivational techniques and flexible benefits. Results demonstrate that a large majority within every job level receive a pension scheme, yet less than half (43. 4%) of manual employees obtain it. One fifth of manuals receive private health insurance and the remaining flexible benefits (flexitime, paid educational courses, additional annual leave and company car/allowance) are availed by less than 15% of manual respondents.

Employee's Flexible benefits and Motivation/Performance

The majority of respondents within senior management, general management, professionals and technicians levels feel their motivation and performance 'increases' due to the flexible benefits they receive from the company. Half (54%) of manual workers feel flexible benefits 'increase' their motivation while a smaller percentage of over two fifths of manual employees believe their performance is enhanced from the flexible benefits they receive. Over three fifths (62.2%) of clerical staff cite their flexible benefits have 'no effect' in improving their motivation or performance at work.

This outcome is very surprising as results highlighted that clerical staff receive the widest range of flexible benefits.

(Appendix 4.14 and 4.15)

Graph 4: Inclusion of a flexible benefit package and Performance

Would the inclusion of flexible benefits increase peformance

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
▣ Yes	77.8%	67.9%	75.0%	75.0%	59.6%	87.7%
▣ No	22.2%	32.1%	25.0%	25.0%	40.4%	12.3%
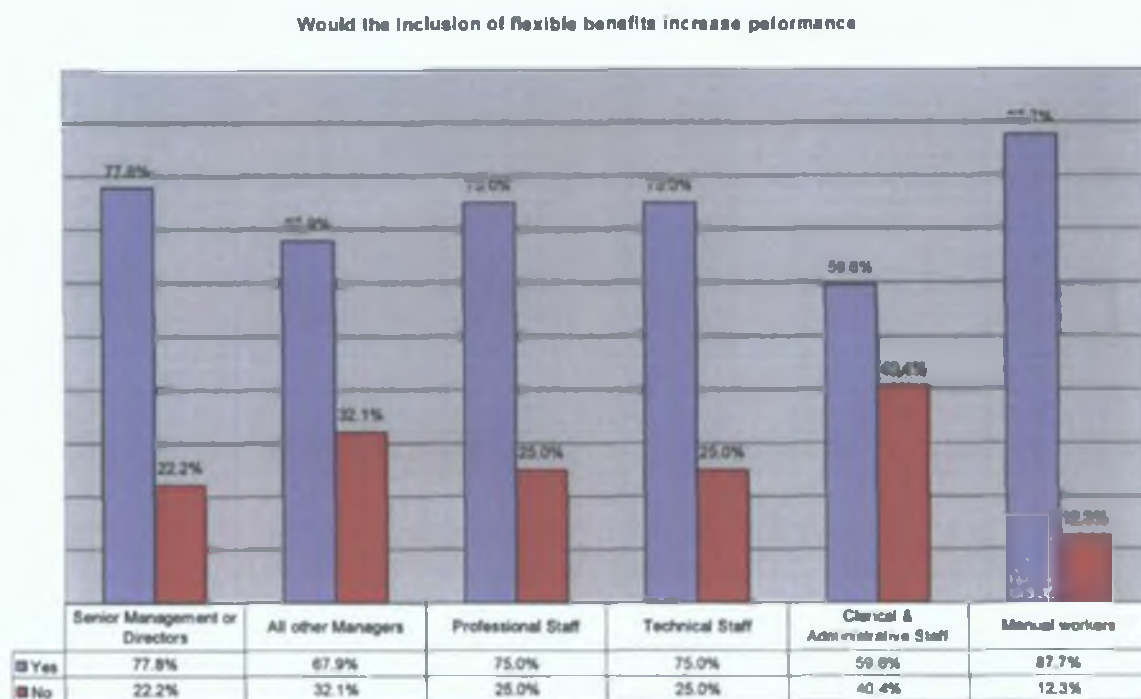
'An Inclusion of a Flexible benefit package and Performance'

As illustrated in Graph 4, if a 'flexible benefit package' was offered to employees over two thirds of all job levels with the exclusion of the clerical level believed this would enhance their job performance. However, a significant minority of clerical employees feel that any offering of a flexible package will have 'no-effect' on their performance, an outcome difficult to explain. Therefore this group may be addressed through a different approach to improve their motivation and performance levels. In contrast, an overwhelming majority of manual employees (88%) feel an inclusion of a flexible benefit package within their job would improve their performance. The reason for almost all manual employees desiring a flexible benefit package is because this group of staff receive the very minimum of flexible benefits compared to what is offered to other job levels. As a result an introduction of a flexible benefit package may enhance performance within this group. (Appendix 4.16)

'An Inclusion of a Flexible benefit package and Motivation',

The results show that an inclusion of a flexible benefits package has a slightly stronger motivational element attachment to it in contrast to the performance results. Thus, this signifies the importance employees render flexible benefits. **(Appendix 4.17)**

Section E: Goal Setting Programmes

Table 15: % of respondents involved in Goal Setting Programmes

Job Level	Your manager sets goals for you	You participate in setting your own goals with your manager	No goals are set are set in the workplace
Senior Management	0.0%	100.0%	0.0%
General Managers	22.6%	71.0%	6.5%
Professional Staff	23.8%	66.7%	9.5%
Technical Staff	33.3%	55.6%	11.1%
Clerical Staff	27.6%	44.8%	27.6%
Manual workers	20.5%	32.1%	47.4%

(Appendix 5.0)

Types of Goal Setting Programmes

Firstly, Table 15 illustrates if goal setting programmes are implemented within a company and secondly identifies what types of goal programmes are practiced. An important finding to stress within this section is nearly half (47.7%) of manual workers have no goals set for them in their workplace. Additionally, the absence of goal setting programmes is also the situation for 28% of employees working within the clerical level. Within the study it was found the majority of respondents participated in setting their own goals. **(Appendix 5. 0)**

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Graph 5: Types of Goal Setting and Motivation

Goal setting & motivation

	Your manager/supervisor sets goals for you	You participate in setting your own goals with your manager/supervisor
Increases	51.7%	82.0%
No effect	46.6%	18.0%
Decreases	1.7%	0.0%
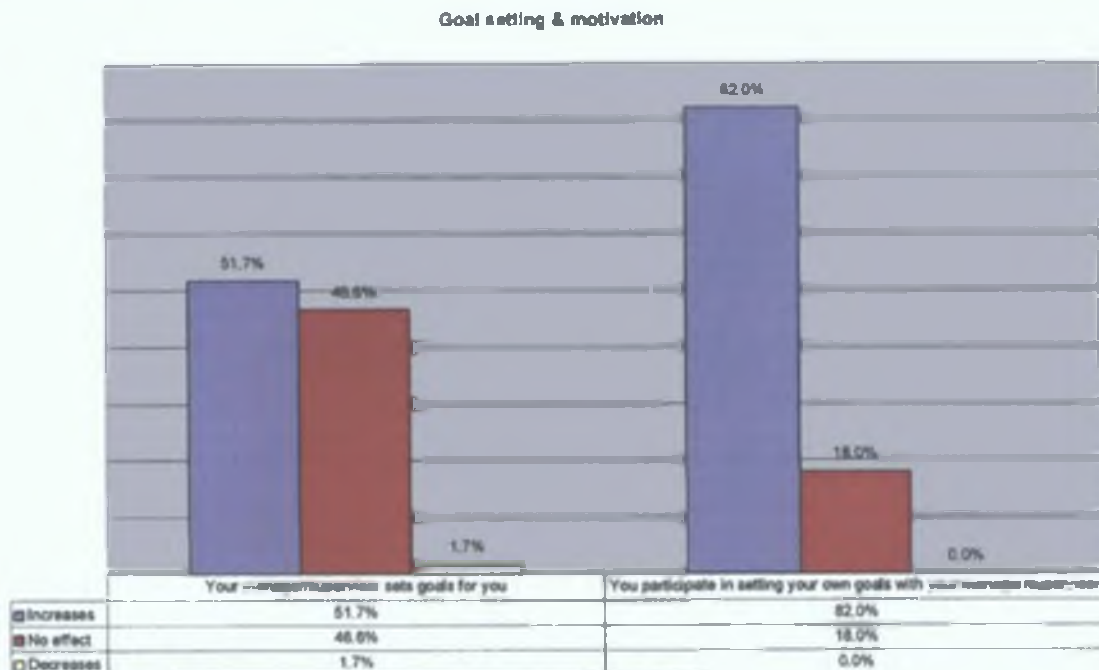
Graph 6: Types of Goal Setting and Performance

Goal setting & Performance

	Your manager/supervisor sets goals for you	You participate in setting your own goals with your manager/supervisor
Increases	55.2%	80.5%
No effect	43.1%	19.5%
Decreases	1.7%	0.0%
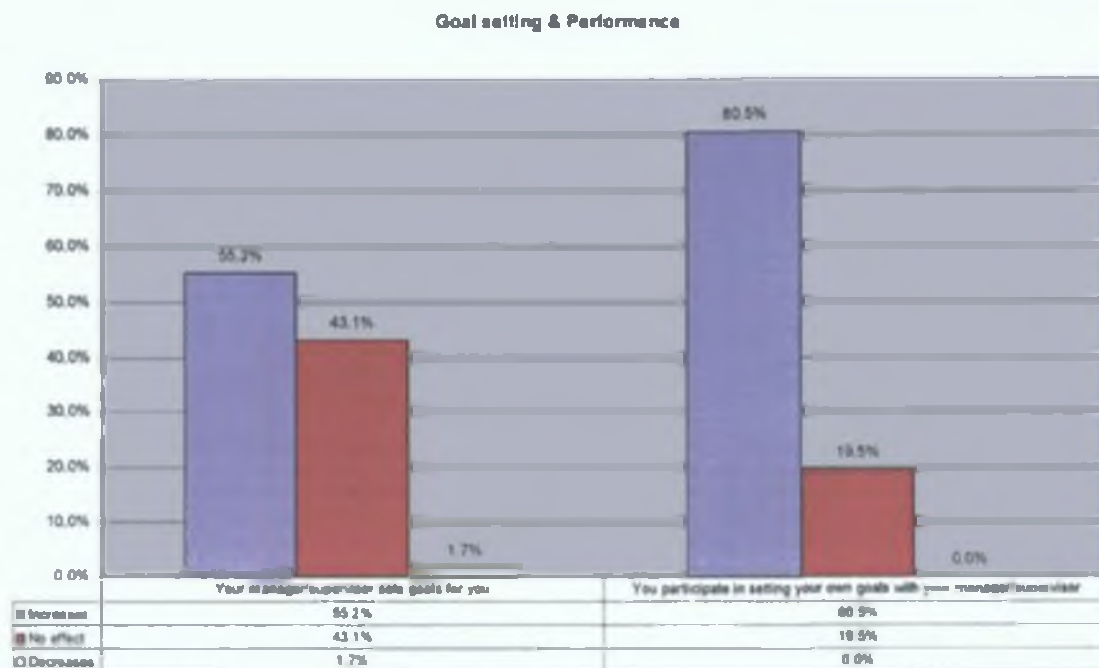
From Graph 5, results show that respondents who are involved with setting their own goals have a greater increase in motivation (82%) than respondents who have goals set for them (51.7%). Results show if goals are set for the respondents, it is twice more

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likely to have a 'no effect' on your motivation than if they had participated in setting the goals with their supervisor or manager. Findings were very similar to Graph 5 when goal programs were analysed against goal performance **(Appendix 5.1 and 5.2)**

All Goal Setting Programmes and Motivation/Performance

All senior management and basically all general mangers (85.7%) who participate in goal setting programmes state when they have targets to reach it 'increases' their motivation and improves their performance within their job. Likewise three quarters of professionals, almost two thirds of technicians and three fifths of manual workers all state their motivation and performance 'increases' with the introduction of goal setting programmes. In spite of the success of goal setting environments, half of clerical workers allege this practice has 'no effect' on their motivation with close to the same percentage (46. 5%) feeling goals set does nothing to enhance their performance efforts. **(Appendix 5.3 and 5.4)**

Goals and Rewards

Table 16 illustrates if respondents receive rewards for achieving their goals and if so how often they receive these rewards.

Table 16: % of Job Levels who receive Rewards for Goals Attained

Rewards for goals Achieved	Always	Sometimes	Never	Total
Job Level				
Senior Management	11.1%	55.6%	33.3%	100%
General Managers	0%	42.9%	57.1%	100%
Professional Staff	2.6%	25.6%	71.8	100%
Technical Staff	0%	32%	68%	100%
Clerical	0%	13%	87%	100%
Manual workers	0%	18%	82%	100%

(Appendix 5.5)

The most evident result from Table 16 is that rewards are only 'sometimes' given to staff in management positions. Again it is staff who work within the clerical and manual levels that rarely receive any type of reward when goals are reached **(Appendix 5.5)**

Section F. Feedback

Feedback Systems

Results demonstrate the variety of feedback systems a company may use, however the majority of employees typically receive feedback through 'formal meetings' except manual employees. Performance appraisals are the main feedback medium for manual staff. **(Appendix 6 0)**

How frequently is feedback provided?

Excluding manual employees and general managers, the majority of respondents in every job level meet monthly with their supervisor/manager to discuss their work performance. This is an adequate time period for staff to meet as it allows for sufficient time to adopt feedback into their work and improve performance before the next feedback session. A majority of general managers meet daily to discuss feedback, as a month is too long a period without receiving information. General managers must continuously ensure their department is effectively run therefore regular feedback is critical. Performance appraisals only occur every six months for the majority of manual employees. One significant finding is over a third of clerical and manual employees 'never' receive any feedback on their work progress. **(Appendix 6.1)**

Table 17: Nature of Feedback

In general the feedback you receive is usually;	Positive	Negative	Both	Total
Job Level				
Senior Management	71.4%	0%	28.6%	100%
General Managers	39.3%	7.1%	53.6%	100%
Professional Staff	29.4%	2.9%	67.6%	100%
Technical Staff	50.0%	4.5%	45.5%	100%
Clerical	42.9%	9.5%	47.6%	100%
Manual workers	29. 2%	10. 4%	60. 4%	100%

(Appendix 6.2)

Nature of Feedback on Motivation and Performance

Table 17 shows feedback is mostly 'positive' or 'positive and negative (both)' nature when conveyed to the majority of respondents. The majority of staff indicates that positive feedback increases their motivation and performance at work. **(Appendices 6.3 and 6.4)**

Supervisors approach to feedback

Half (50%) of senior managers feel the supervisor's approach when giving feedback is excellent. It should be stated that less than three quarters (71.4%) of senior managers generally receive positive feedback and this could influence their perception of the actual feedback process. All other managers and professionals rate supervisors as being 'very good' at giving feedback in relation to their performance. Whereas technicians, clericals and manual staff reported that the way in which feedback is provided to them is 'good' from their supervisors. These results though overall positive illustrates when moving down through management ranks, the standard of delivering feedback is not as high. **(Appendix 6.5)**

Section G. Recognition Programmes

Table 18 highlights whether employees receive recognition for their work. An important point to note from this table is that recognition is rarely received for a job well done regardless of job level.

Table 18: Employee Recognition

	Do you receive recognition for a job well done	
Job Level	YES	NO
Senior Management	37.5%	62.5%
General Managers	36.7%	63.3%
Professional Staff	46.3%	53.7%
Technical Staff	33.3%	66.7%
Clerical	29.3%	70.7%
Manual workers	12.8%	87.2%

(Appendix 7.0)

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Recognition and Motivation/Performance

The majority of respondents in every job level state they receive no recognition for a job well done. For those who do receive job recognition, a majority within each level feel it enhances their motivation. Again the results are similar for 'recognition' and an 'increase in performance' for all levels except clerical staff. Surprisingly, half of clerical employees indicate recognition has 'no effect' on their work performance. Thus concluding that clerical staff who are involved in motivational techniques within their company are the least motivated compared to all other job levels. The same conclusion is reached for clericals and how motivation techniques affect their performance levels. **(Appendix 7.1 and 7.2)**

Recognition Rewards

For those respondents who receive recognition, the following programs are the most common recognition rewards given to employees within their respective companies.

- Thank – you letters
- Formal company award/commendation
- Financial rewards/bonuses

Other types of recognition rewards mentioned were basic feedback from their manger/ boss, annual leave and vouchers/tokens for spending.

Lack of recognition

Respondents who receive no recognition were asked the question if this affects their motivation and performance levels. Graphs 8 and 9 demonstrate the extent of negativity that exists from the lack of recognition on an employee's motivation and performance levels at all job levels. **(Appendix 7.3 and 7.4)**

Graph 7:Lack of Recognition and Motivation

Does lack of recognition negatively affect your Motivation

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
Yes	77.8%	77.4%	79.9%	81.5%	74.5%	90.4%
No	22.2%	22.6%	20.5%	18.5%	25.5%	9.6%
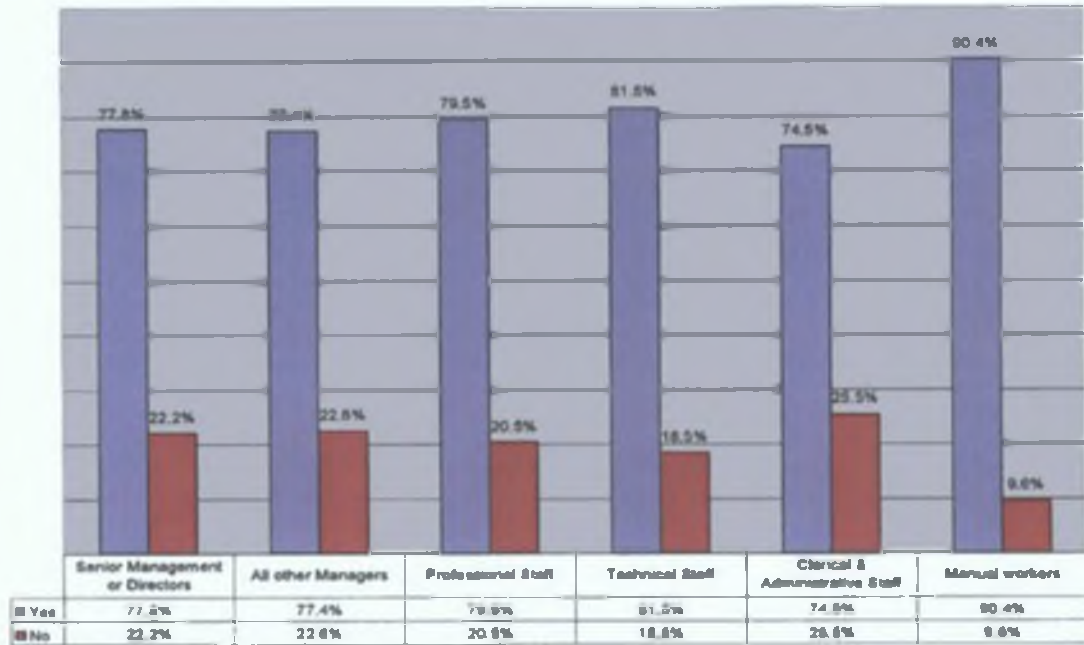
Graph 8: Lack of Recognition and Performance

Does Lack of recognition negatively affect your Performance

	Senior Management or Directors	All other Managers	Professional Staff	Technical Staff	Clerical & Administrative Staff	Manual workers
Yes	66.7%	77.4%	76.9%	77.8%	67.3%	90.4%
No	33.3%	22.6%	23.1%	22.2%	32.7%	9.6%

(Appendix 7.3 and 7.4)

99
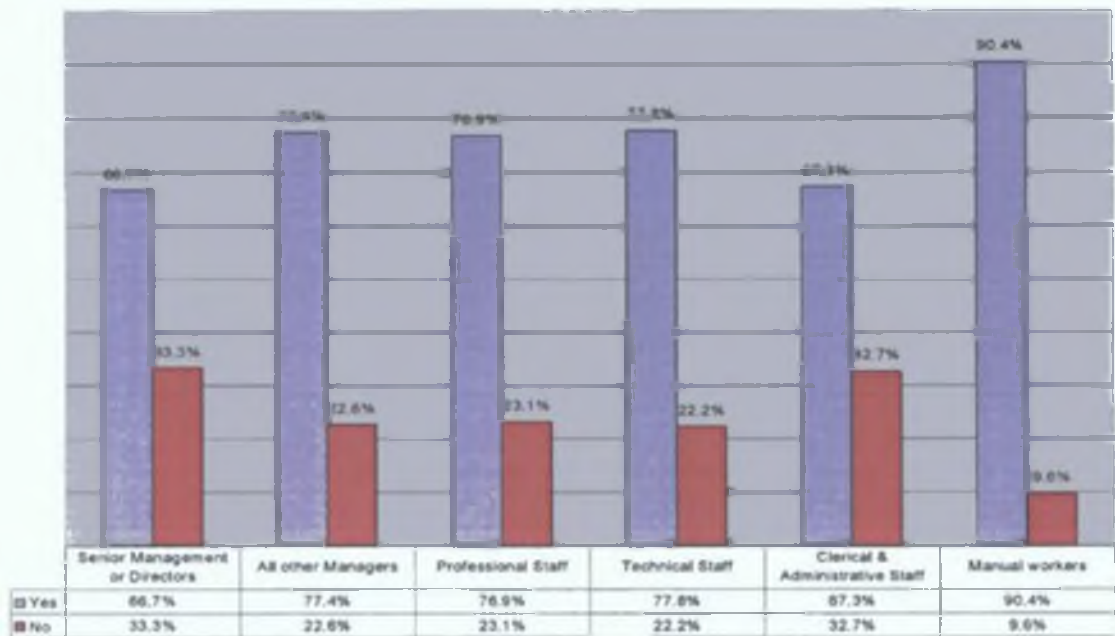
In addition to the questionnaire findings, the researcher felt it necessary to ask each HR manager during the interview process how do the certain motivational techniques they use affect the performance of their employees.

Company A

The HR manager believes motivating employees in order to increase performance/production is enhanced through their pay system. He believes that their pay schemes are successful in increasing employee motivation, as employees who are motivated to maximise their performance can progress up the salary scale. The third and last salary level is skill base pay level, if employees expand their skill knowledge and acquire more responsibility within their job, pay levels further increase.

In addition to motivating employees with a hierarchy pay system, a second performance enhancer in the form of a twice-yearly bonus is utilised by the company and termed Performance Related Pay (P.R.P). The HR manager explains through creating an extra 10% bonus, which is awarded on the employee's performance, results show that these bonuses increase the production levels.

By offering the employee the opportunity for internal promotion for management levels, it can be an effective performance enhancer. The HR manager states "we encourage staff to take on more responsibility and take it off the line manager."

Employee committees have weekly and monthly meetings among staff and managers. This platform allows for employees views to be aired which can result in performance problems being solved quickly and creates a medium where the employee's opinion can be shared with the company.

The HR manager recognised that when he was introduced into the company, he found that the performance appraisal scheme was poor and ineffective at providing sufficient feedback to the employees, as a result the employees had very little faith in the system. As a consequence supervisors and managers were sent on training courses in how to measure performance and give effective and efficient feedback to their staff. The HR manager stressed that "employees say themselves their motivation increased due to the

recognition and appreciation they receive from the present appraisals" Employees now have a better system in operation with structured feedback that helps them increase their performance output.

Company B

The company admitted, "the only motivational technique we have is an attendance bonus that applies to employees only in production and clerical departments". The HR manager concluded that this was an effective tool for motivation as it increased the overall performance of the company as absenteeism decreased from 10% to 3%/4%. However, the HR Manager did allude to the fact that since the attendance bonus had been in operation for a long period of time, "it has become an expected thing and does not really motivate staff at present". The pay system, which does increase performance, is the 'piece-rate' method but is only available for one section in the company namely called the 'boning section/employees'. By increasing their production/performance, they increase their reward value.

Company C

The HR Manager explained "the way we would motivate is through our Performance Management System (P.M.S.), which is applied to everyone" He believed that as a result of their comprehensive P.M.S which they implemented 3 years ago "the performance in shift work improved" which has increased their production significantly in the last three years and "costs have come down".

As noted previously, Company C place employees into one of the four categories depending on their performance output. This motivates an employee to maximise their performance in order to reach the top categorises of 1 or 2, as this entitles them to a significant bonus which is awarded in addition to the employee's salaries. The HR manager stressed that they 'found people leaving the organisation because they did not think they were being appreciated enough'. He concludes how important the introduction of a P.M.S. is as it "rewards the best performers and retains their employees".

Company C also integrated a system called the 'HAY process' that established more salary scales to further increase performance of their employees through job evaluation factors. The HR manager explains that with more salary scales an employee's motivation is increased, as there are more opportunities for him/her to increase the value of their reward package if they enhance their performance.

Company C introduce 'Key Performance Measures' (K.P.M's), which are objectives/goals for the whole company, which directs all levels of employees with their individual and team goals. It also enables the company to improve communication with their staff, informing them of what direction the company is taking etc. The HR manager recognised the contribution that the goal setting programs and efficient feedback appraisal systems provide in supporting the company's K.P.M's in achieving increases in their staff's performance. Finally the company believe supporting the educational aspirations of their staff "shows interest in the employee's progression" and allows the staff to "develop personally as well". Employees also receive a comprehensive employee handbook at induction that summarises all employee job entitlements. Company C offers a range of flexible benefits, which can help increase the performance of the company such as educational courses that can enhance an employee's skill level.

Company D

The HR manager states that at the moment there is very little way to measure how employees are performing. However, he did believe that motivating employees was an important process. As a result he stated 'we are rolling out a performance management system and beginning the training on it in the next few months. " An effective goal system will be implemented which "will involve one to one conversations with a staff member giving them their goals and discussing with them what training needs or other developmental needs they need". In addition there will be a regular feedback system applied for staff to help increase their performance and motivation. Company D also offers educational courses, which can broaden an employee's skill level and as a result may increase their performance levels within the company.

Company E

The HR manager stresses that their company competes on completing jobs within a specified time period and on quality of work. When company E implemented a 'Site Pack' programme, which included the participation of their 'site' managers in determining the time, resources and skills needed for the job, performance and meeting deadlines for contracts to be completed increased for the company. The HR manager stated with managers "having a look at the job first and participating in the process, reassures him that he can get the job done within the agreed time. " She further explained that motivation is high when they can achieve the job within the specified time. If not it can have a demoralising effect of the staff's attitudes.

However there are still difficulties in meeting targets. As a result they are in discussions about introducing an additional bonus for reaching work targets on time, as she states "financial incentives are the only thing they find works". She concluded "managers were just going to work for their weekly wages but by giving them more responsibility it gets the job done in time" Thus by increasing their responsibility and control it can enhance their motivation and performance in finishing the job within the required time.

Company F

The HR manager admits with some of their motivational techniques "we don't actually sit down and go through analysis of what we have done, you can feel a better vibe or better atmosphere". She further explains that they have implemented numerous motivational techniques through the years but "you have to keep changing them as they have a certain shelf life". At the time of the interview the HR manager explained their present motivational technique called the V.I.P (value in practice), which is like a company's thank you card for staff that "goes on beyond the call of duty". Every two months these people go into a draw to win prizes. The HR manager initially believed because V.I.P is an American practice it would be difficult to implement in the Northwest of Ireland, however to her surprise it seems to be working very well. Again she reiterates that this will only be implemented for a period of time as they "always put

a start date and finish date on any motivational technique as otherwise it would lose its effect".

Finally, through their team committees and 'employee councils' it gives their employees the opportunities and responsibility to solve work issues or performance problems themselves, once passed by management they can implement these solutions, again a perceived benefit of this motivational practice.

3. 6 Results for Objective Three

Company A (Appendix 1.A)

The major change for this company was the implementation of their new performance appraisal process. It is very successful in numerous ways, it provides invaluable feedback for staff on work performance, which was not accurately measured before and through this process employees can also be recognised for their work effort. As the HR manager stressed, "employees say themselves their motivation increased due to the recognition and appreciation they received from the present appraisals"

Company B (Appendix 2.A)

There has been no change in work motivational tools.

Company C (Appendix 3.A)

The have implemented a very successful Performance Management System which categories employees in performance groups. The company introduced 'Key Performance Measures. ' In addition, the HR department hope within the next three years to have an effective 'Reward and Recognition' system in operation to further acknowledge and reward key performers.

Company D (Appendix 4.A)

The company is at present 'rolling out' a Performance Management System which they hope to implement in the next few months. This will see a change whereby goals will be set for all employees in the various departments and provide a system where feedback is provided in a structured manner.

Company E (Appendix 5.A)

Most methods have stayed the same in Company E. The introduction of a 'Site Pack' two years ago where managers participate more in contracts is a new step for them and has worked very well. This has encouraged them to give more responsibility and control to their employees. In order for contracts to be completed on time they are at present strongly considering offering financial options to motivate employees to finish jobs on time.

Company F (Appendix 6.A)

They constantly change their motivation tools as the HR manager explains, employees can get use to them over a long period of time if they are not changed. As a result these motivational tools no longer motivate as they did initially when introduced. Teamwork and participation committees /councils are very important to ensure employees are involved and are being listened to. At present they have a Value in Practice (V.I.P), which is a thank you card from the company to individual employees.

Comparison of Key Differences of Manufacturing/Service and Irish/American Companies (Appendix C)

The analysis of the cross tabulation between examining the effectiveness of motivational techniques in Manufacturing/Service and Irish/ American companies highlighted some differences between them which are detailed below.

> **3.7 Cross Tabulation of Motivational Techniques used in Manufacturing and Service companies.**

Flexible Benefits

The service industry enjoys more flexible benefits than those employed in the manufacturing industry. The most significant difference between the flexible benefits is 52. 8% of service employees receive flexitime compared to only 4.4% of manufacturing employees. The main reason for this sizeable difference between the two industries is flexitime can be applied more effectively within a service environment due to the nature

of their work. In addition, 28.6% of service workers receive additional annual leave as a flexible benefit option in contrast to only 13.3% of manufacturing employees. **(Appendices 1.0 - 1.5)**

Surprisingly, findings highlighted that the employees who are most motivated by these flexible benefits are those working within the manufacturing industry, even though they receive significantly less flexible benefits compared to their counterparts in the service industry. It is interesting to point out that the majority of service employees cite the flexible benefits they receive have 'no effect' on their motivation or performance for their work. **(Appendix 1.6 and 1.7)**

Salaries

An important element in how motivated a workforce is depends on their extrinsic motivation and the value of their reward salary. Findings highlight that the majority (43.1%) of service employees receive a higher salary (€25,000 and €34,000) in comparison to the majority of manufacturing employees (45.6%) who are positioned in the lowest salary bracket (under €24,000). **(Appendix 1.8)**

Goals

The absence of goal setting is much more evident within manufacturing than service industries. Findings highlight that nearly twice the number of manual staff (31.9%) compared to service employees (17.1%) have no goals set for them within their work environment. **(Appendix 1.9)**

Feedback

Formal meetings are the most popular form of giving feedback to employees in the service industry (44.4%).   In contrast, manufacturing companies use performance appraisals as the medium for evaluating their employee's performance and providing feedback.   Again it is the service industry that deploys a more effective work structure. The majority (38.5%) of service staff meet with their supervisors monthly to discuss their work performance compared to every six months for a majority (30.1%) of manufacturing employees. **(Appendices 1.10 and 1.11)**

3.8 Cross Tabulation of the Motivational techniques used in Irish and American Companies

Teamwork

Although there is not a significant difference in the results, findings show American companies embrace team structures emphatically within their workplace. Nearly all (94.5%) employees in American organisations are involved in teamwork activities while just over two thirds (67.5%) of employees in Irish organisations work within teams. The same scenario is found for formal teams whereby a large majority of over three quarters of employees (81.1%) within American organisations have been involved within formal teams. In contrast, only half (53.3%) of employees in Irish companies have worked in a formal team environment. **(Appendices 2.0 and 2.1)**

Goals

American companies implement goal setting programs across all levels of staff. Results shows only a very small percentage of employees (6.7%) in American companies have no goals to achieve. While in contrast, no goals are set for over a third (35.9%) of employees working in Irish companies. In addition, in the implementation of goals, a much higher percentage of employees in American companies participate in deciding their own goals compared to employees in Irish companies. In conclusion, American companies lead in work participation structures for their employees. **(Appendix 2.2)**

Feedback

Again lacking a formal structure, the majority of the Irish companies rely on informal feedback as their main medium to distribute feedback. In contrast American companies use a more organised format of formal meetings or performance appraisals as a means to give employee feedback. Also, the majority of staff in American companies (52%) meet monthly with their supervisor to discuss feedback while astonishingly nearly two fifths (38. 5%) of staff in Irish companies never met with their supervisor/manager to discuss their work performance. **(Appendices 2.3 and 2.4)**

Recognition

Once more, the Irish companies lag behind their American counterparts with only a very small percentage (14.3%) of employees in Irish companies who feel their work contribution is recognised by their peers. In American companies, over half the employees (52.8%) receive recognition by their company for their work effort. **(Appendix 2.5)**

Chapter 4 - Discussion of Findings

4.1 Introduction

This chapter will analyse and discuss the results presented in the 'Findings Chapter' in relation to the theories and research documented within the literature review (chapter 1). Once again the findings are discussed in relation to each of the research objectives.

The majority of the companies surveyed motivate their staff through both intrinsic and extrinsic means. The discussion will first examine the intrinsic motivators that companies utilise at different job levels; which include goal setting programmes, employee feedback, job design, employee empowerment initiatives and employee recognition programmes. Secondly, the researcher will examine the different types of extrinsic motivators that companies utilise at different job levels namely rewards and flexible benefits.

4.2 Objective One: To examine motivation techniques used by companies in the Northwest of Ireland at different levels of the organisations

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Goal Setting Programmes

In Ireland, the IBEC Human Resource Management Survey (2002) found that 73% of Irish based organisations used objective/goal setting programs, but these companies were most likely to be large foreign owned companies particularly from a financial services or hi tech manufacturing background. Their findings highlighted that 65% of the companies within their survey had formal performance management systems that are applied, to all job levels. However this is not the case in the present study, with a significant number of respondents within the lower levels (clerical and manual staff) not involved in performance management systems such as goal setting and performance appraisals.

Overall, the results show four of the six companies in this survey implement formal goal setting systems. Two of these four companies are foreign owned American multinationals established in the manufacturing sector and service background respectively. The other two companies are Irish who also work within the manufacturing and service industries. This illustrates that as a motivational approach, goal setting can be successfully integrated into diverse sectors. However, a significant difference was documented between how American and Irish approach goal setting. Regardless of job level, all employees within the American organisations have formal individual or team goals. In contrast, half the Irish organisations in the survey do not have any formal goal setting programmes whereas the other half only utilise goals to motivate staff at management levels, all other job levels do not receive goals.

Feedback

In Ireland, according to the Cranet E. /University of Limerick survey (1999) the following job levels receive feedback through an appraisal system: 62.6% of Managers, 59.9% of Professional/Technical, 55.2% of Clerical and finally 38.6% of Manual employees. In the present study, each company indicated that they utilise either formal or informal feedback to their staff at every job level. These results are similar with Cranet E. /University of Limerick survey (1999). The majority of companies use formal feedback methods to distribute feedback to their staff. Specifically, four out of the six companies have formal feedback structures. Results from the interviews highlighted that formal meetings and performance appraisals are the structures used to analyse and discuss feedback with staff. In particular, the two American companies use performance appraisals and formal meetings across all job levels as indicated in the interviews. The HR managers further explain that by using the same feedback system for all levels of staff, it subconsciously underlines to their employees regardless of job level 'we are all equal'.

While the Irish companies use two formal feedback systems, namely, formal meetings for management staff and performance appraisals are used to accommodate all other job levels. However, despite the fact that the HR managers indicated that feedback is given to all job levels in the interviews, a startling finding from the questionnaire that was distributed to staff indicated that one third of employees working within clerical or

manual jobs never meet their manager to discuss their job performance. This absence of feedback systems can hinder an employee's motivation at work. As Ammons (1956) stressed not only does feedback act as a rewarding function but it also serves to enhance employee motivation.

As well as emphasising the usage of feedback within the studied companies, the frequency of feedback should also be stressed. As Mullins (1999) states appraisal schemes should be a regular assessment in order to highlight potential development and training needs. These results support Mullins argument with the majority of all staff receiving daily (informal) to monthly (formal) feedback sessions. However, it should be noted that results from the questionnaire findings highlighted that manual employees have to wait 6-12 months before they receive structured feedback on their performance. Finally, it was found that no company had 360 degree feedback or any other form of new appraisal methods other than the traditional performance appraisals.

Job Design Systems and Employee Empowerment Initiatives

As highlighted in the literature review, research has shown that workers who are more involved in their jobs display more commitment and experience lower turnover, (Jauch and Sekaran, 1978). By increasing intrinsic factors in a job such as achievement, responsibility and growth employees are more likely to be satisfied with the job and motivated to perform. Hence, work initiatives like job rotation, which is the practice of moving employees from one job to another, can increase work motivation.

Findings from the interviews highlighted that half the companies have either job rotation or varied work activities undertaken by staff. The questionnaire results reflect this finding but only for employees within the higher job levels. One third of clericals and nearly half of manual employee's report their job consists of little to no variety and this result seems appropriate for these respective job levels.

As Thomas and Velhouse (1998) state employee empowerment advocates employees should be able to take control and responsibility for their performance and in order to create this intrinsic motivation, employees must feel a sense of influence and choice. Within an organisational setting, according to Magjuke (1992), employee empowerment

initiatives can manifest themselves through quality circles and self managed work teams. Their existence in companies surveyed in the Northwest of Ireland is generally high in all job levels with the exception of manual employees whereby there is only a minority of this level involved in quality circles. Teamwork in general was found in this study to exist in all organisations and at all levels. This finding is in agreement with O'Connell et al's (2004) study, which reported that 70% of Irish workplaces have some type of teamwork.

Recognition Programmes

IBEC (2002) highlighted that almost half of the companies within their study implemented recognition rewards, however they further stated that management failed to utilise fully the motivational capability of employee recognition programs. This present study supports the IBEC (2002) findings with three companies, two of which are American, utilising formal recognition rewards to show staff appreciation. This is supported in the questionnaire findings, which show 53% of employees in American companies have received recognition for doing their job well, in contrast, only 14% of employees in Irish companies report the same outcome. Five out of the six companies although feel they do recognise their staff's work effort through informal means. However this result is not replicated in the questionnaire findings where a significant majority of respondents in all job levels feel they are not recognised for their work efforts by their peers formally or informally. Consequently, these findings support Corcoran (2004) argument that that Irish workplace culture provides the very minimum of employee recognition programs.

Flexible Benefits

The research conducted by O'Connell et al (2004) reported that 43% of companies in Ireland offer some form of flexible benefits. Specifically, they found that 30% of employees were involved in job sharing and over half the workplaces offered part-time hours for flexibility of staff. This study shows a conflicting outcome between the interviews with the HR managers and the questionnaire findings, concerning the extent of flexible benefits available in companies within the Northwest of Ireland. Although the majority of HR managers highlighted their many flexible benefits provided for staff,

only a minority of staff however indicated that they actually avail of them. The interview results show five out of the six companies have some form of flexible benefits (the majority of companies offer four or more flexible benefits to all job levels). In addition, the interviews revealed that pension schemes and flexitime were the most regularly used flexible benefits provided by companies in the Northwest of Ireland.

With regard to the questionnaire data, a number of key findings emerged. Firstly, pension schemes had the highest response rate out of all the flexible benefits, with two thirds of employees indicating they receive them. For the remaining flexible benefits offered only one fifth to two fifths of all staff actually receive them. Secondly, the findings in the questionnaire suggest that flexible benefits are not allocated equally to all levels. The small percentages of respondents who do receive flexible benefits are usually based in higher job levels. However, surprisingly clerical staff (being a low job level) reported to having the widest range of flexible benefits. It is once again those employees working within a manual environment that receive the very minimum of any type of flexible benefit.

When asked if an inclusion of a flexible benefit package would enhance their motivation, an overwhelming majority of all employees in this study felt that it would increase motivational levels. This was a surprising finding as the majority of companies in the study had a range of flexible benefits on offer to their staff, however an overall 'flexible benefits package' may not have been communicated properly to them. As Huseman et al's (1978) empirical evidence suggests employees understanding of benefits may be limited and companies should communicate effectively the perceived value of them properly to employees, otherwise employees will not embrace flexible benefits as a motivating system. This is further supported by Corcoran (2003) who states whatever approaches a company takes to offering flexible benefits, both communication and education are crucial to heighten staff knowledge of the existence of these benefits.

Types of Reward Systems

This research documented both similar and different results with regard to the types of reward tools utilised in the companies illustrated in the IBEC survey (2002). Table 19 highlights the overall extent usage of reward tools within Ireland.

Table 19: Incidence and Type of Reward/Payment Schemes

Type of Reward Scheme	% of Companies with Schemes – for one of More Category of Employees
	2002
Production/Output Related Bonus	29
Individual Performance/Merit-Related	56
Company Performance-Related	51
Skill-based Pay	10
Commission	16
Employee Financial Involvement Scheme	18

Source: *IBEC Human Resources Management Survey, 2002*

Consistent with the IBEC survey findings (2002), individual performance/merit pay are popular as they were the most applied reward scheme in the Northwest of Ireland. Additionally it is important to note that individual performance/merit pay is applied to all levels within these companies with the exception of Company D, where it is only relevant at Director's level.

Company performance related pay was used in two of the companies, its implementation was annually in one company however in the other company it is only worth a small segment amount within a bonus scheme. This is a stark contrast to IBEC (2002) findings, which highlighted that 50% of companies in Ireland utilise this tool. Consequently, this result can indicate that the companies within this study believe employees are greater motivated if incentives are given to them as the result of their direct performance output. Company performance related pay is not a direct outcome from an employee's work effort in contrast to the other reward programs. This reason alone may be a strong argument for companies to use in order to justify not

implementing profit sharing as a key reward scheme. Output related bonuses are the second highest reward medium offered by companies in the Northwest. Therefore it suggests that bonuses play a key incentive in enhancing motivation and performance as half the companies in this study utilise them.

One of the most significant contrasts between this study and the IBEC survey (2002) is the usage of skill based pay within the Northwest of Ireland. This study found a third of the companies in this study use skill based pay as their main reward system. While as Table 19 illustrates skill based pay was not a common reward tool with only a very small percentage of companies applying it within their workforce in 2002. However this study's finding is similar to Flood and Guthrie (2005) finding, which highlighted the growth of skill based pay within Ireland, stating 'a substantial portion of 26. 6% of employees are paid on the basis of their skill or knowledge'. The positive signs of skill based pay growing further as a valuable motivational reward scheme are indicated by the majority of respondents in this study who clearly express a desire to learn new skills. Thus if more companies invest in creating a flexible skills approach among their workforce, skill based pay is the most obvious reward tool to facilitate its successful integration.

Commission and employee stock options were established as reward tools that are rarely applied within any of the companies in this study, highlighting an even poorer return than what is presented in Table 19. This could suggest companies feel that commission and stock options are not as effective at enhancing employee's motivation and performance levels as the other reward schemes.

4.3 Objective Two: To measure the effectiveness of motivating tools on performance from an employee and management level

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In this piece of research, the discussion will focus on the numerous motivational techniques companies utilise to enhance the motivation and performance levels of their staff. The growth of these motivational techniques is attributed to the ever increasing competitive business world and for survival companies are dependable on two major assets, their technology and employees. Thurow (1992) maintained that successful companies in the future would be those who principally compete on their technological

and human resources strengths. Consequently, investing in motivational techniques can create 'highly profitable returns' for a company through an improvement in performance by the workforce.

Effects of Reward Systems on Performance

Dyer and Revees (1995:675) state, "since employee performance is a function of both ability and motivation, it makes sense to have practices aimed at enhancing both. " Hence the reason why many companies utilise a variety of reward techniques that satisfy both motivational needs of the employee and their performance aspirations within the company. However, one clear finding from this study is the absence of commission based rewards and employee stock options, therefore no discussion concerning their effectiveness on performance can be conversed.

In this study, the HR managers discussed their reward systems and incentives in depth before any other motivational techniques illustrating the value companies place on extrinsic motivators. As the HR manager in Company E stated, "financial incentives are the only thing they find works". This is understandable as reward systems are an essential element to people's lives and lifestyles. However, the majority of employees in this study were dissatisfied with their salary and they felt their efforts warranted an increase in pay.

As noted previously, most companies have a standard reward package that is utilised at all levels, therefore little distinction is made between job levels and different types of rewards methods applied. As already documented, the most popular rewards schemes used by companies in the Northwest of Ireland are performance related pay.

Performance Related Pay

Company C attributes their performance management system as the fundamental reason why the shift work performance increased in this company. In particular, by introducing additional salary scales and catergorising employees into four types of performers, this encouraged employees to expend greater effort. The HR manager in Company C believes that when employees reach the two top performance levels, an additional bonus is given to them. This practice is in agreement with McBeath and

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Rands (1989) argument; to pay distinctly more to reward highly effective job performance than you are willing to pay for good solid performance. The success of performance related pay/merit pay (P. R. R.) is further supported from the employee's perspective, as a large majority of those employees who receive P. R. P. report that it increases their performance output.

Bonuses

Lawler (1981) states that bonus systems may be more effective than salary increments as it links pay to performance more closely. It is interesting to note the variety of methods companies use within this study when determining the value of the bonus. Attendance bonuses were an effective medium in decreasing absenteeism for Company B and due to this increase in the weekly employee attendance, an increase in productivity for the company resulted. In Company A, the HR manager explained how they integrate performance related pay (P. R. P.) with profit sharing to determine what percentage of a 10% bonus each employee will receive. He also stated that "these bonuses increase the production levels" of their company. These results are supported by a significant majority of respondents within this survey who feel that bonuses reward methods enhances their level of performance within their job.

Skill based pay

Gerhart (1994) studies of skill based pay in manufacturing companies demonstrated both significant increases in production for the companies involved and in employee satisfaction. Just over one fifth of employees receive skill based pay in this study. The present results differ from Shaw et al (2005) findings, as skill based pay was very successful in the manufacturing and service companies. Additionally, results from the employees emphatically show skill based pay as a performance enhancer.

Profit sharing

Companies implementing profit sharing schemes should maybe reconsider this reward system as results from this study illustrate that only half of employees find it increases their performance output. Although the two companies who do use profit sharing, do so infrequently (once or twice a year). To validate the appliance of any type of reward system, a majority of employees would need to find it helps drive their performance levels otherwise it defeats the purpose of using it. However, Brown and Harvey (2001)

state profit sharing is directed towards improving morale as well as productivity. In addition D'Art and Turner (2004) found a positive relationship between profit sharing and organisational performance, although they further noted a decline in profit sharing within companies. Therefore profit sharing and its effects on performance are left inconclusive.

Effects of Job Design on Performance

The current research supports O'Connell et al's (2004) conclusion that managerial, professional and technical positions attain a higher level of autonomy and that these levels of discretion and autonomy are strongly related to the level of occupation. This study found a considerable difference between respondents working within higher job levels such as technicians, professionals and management, as they have 'a lot' of control and responsibility within their job and those in clerical and manual lower job levels who experience 'little to some' control and responsibility at work.

Work variety levels are greatest among the higher job levels, where the majority of each group feels they have a lot of work variety and are happy with this current situation. In contrast, one third of clerical staff and just under half of manual employees want more variety within their jobs due to little diversity within their work tasks. Jauch and Sekaran (1978) maintain that research has shown that employees who are involved in their work activities display more commitment and companies experience lower turnover. Since half the companies within this study stated they suffer from employee absenteeism, this is one method that could counteract both problems. If employees are delegated more responsibility and control within their job tasks they may feel further committed and motivated to their job, which may result in reduced absenteeism and an increase in overall staff performance.

One strategy noted by Robbins (2001) which could offer some form of learning new skills is job enrichment, which can heighten the motivational benefit of a job and thus help increase employee performance. It was interesting to note that one key finding in this study was the fact that the majority of all employees at each job level desired to learn new skills as they felt this would result in increasing their motivation and performance within their job.

Teamwork is a very popular work structure within this research. Almost all respondents within higher job levels and two thirds of clerical and manual employees have been involved in teams. Teamwork increases performance levels for a significant majority within most job levels in this study. This is supported by Stokes (1991), who states that self management teams can offer an array of advantages such as reduced costs, fewer layers of managerial bureaucracy as well as increasing motivation and productivity. However a significant minority of clerical staff feels teamwork as 'no effect' on their performance. As we discuss the remaining findings, it is apparent that employees within clerical positions are the least motivated out of all the job levels. They represent the highest percentage of staff that find the motivational techniques they are involved with have no effect on their performance levels.

Quality circles that involve management and employees working together are again a common work practice for companies in the Northwest of Ireland. A majority of all job levels excluding manual employees report their involvement within quality circles. A much smaller percentage of under two fifths of manual staff have participated in quality circles. However this survey found quality circles improved the performance of the majority of employees within each job level. These results are similar to Dale and McQuater, (1998) who indicate that quality circles not only increase performance but also a worker's satisfaction, teamwork and product quality. This research supports past studies that have documented that quality circles can succeed in service companies as well as manufacturing environments (Simmons and Teare, 1993; Pickard, 1993; and Russell, 2003).

In two of the survey's companies, namely, Company E which is an American service company and Company A, an Irish manufacturing company, both emphasise that employee councils can provide a platform where employees can share problems and also empowers them to devise solutions to increase the performance of the company. The two companies feel this is a performance enhancer as it satisfies both the employee and employer needs. For employees it gives them a medium to state grievances, work suggestions and share work knowledge. Employee councils inform the employer of employee complaints and also through employees sharing their work knowledge it may increase the company's performance. If companies find success in their employee councils, employers could further increase the success by developing these councils into

work partnerships between staff and the employer themselves. As O'Dowd's (2002) research highlighted how employee and employer partnerships can be hugely successful within Ireland with findings showing improvement in work force productivity in over 70% of companies and improved business performance in 65% of companies.

Effects of Flexible Benefits on Performance

One of the main factors for implementing flexible benefits is to recruit and retain employees. This can increase the overall performance of the company and motivate the employees. If companies can offer valuable flexible benefits or a choice of flexible benefits to staff, this can help them recruit and retain high-quality employees that are seen as strategic resources in achieving competitive advantage (Lado and Wilson, 1994; Fernandez et al. , 1999; Nerdrum and Erikson, 2001; Horwitz et al. , 2003). The only flexible benefit that the majority of respondents avail of is the pension scheme. Educational courses were also noted to be effective as the HR managers in Companies C and D who invest in these types of benefits, state an increase in the skills of their staff, which can enhance their companies overall performance. Furthermore, Company C advocates that by financing the educational aspirations of their staff this "shows interest in their employee's progression" and allows the staff to "develop personally as well".

All job levels bar the clerical and manual staff felt that their motivation and performance levels increased as a result of receiving flexible benefits. However, flexible benefits have 'no effect' on the majority of manual level employees. This result was to be expected as a very small percentage of manual staff receives either one or two flexible benefits. While clerical staff that avails of the widest range of flexible benefits the majority of them feel these flexible benefits have no influence over their performance or motivation levels within their work.

Effects of Goal Setting on Performance

Although goal setting programmes are popular motivational techniques in companies in the Northwest of Ireland, a considerable number of lower level employees are not

involved in any type of goal setting programmes. Since goals can increase an employees' work motivation (Klein, 1991; Locke and Latham, 1990, 2002), companies who only utilise goal setting programmes at higher job levels neglect the majority of their employees who are usually situated within the lower level jobs. This absence of goal setting within manual and clerical job levels could result in a missed opportunity to further increase the company's performance potential overall.

Latham and Locke (1979) stressed that difficult goals when accepted result in higher performance than easy goals. Therefore if goals are to be 'accepted' there needs to be some form of discussion between an employee and their manager in order to reach agreement on determining an employee's goals. In other words, involving the employee through some form of participation within the goal setting process can achieve greater performance results.

It is encouraging to highlight that the majority of respondents within each job level participate with their manager/supervisor when deciding on their goals. There is a notable difference on performance levels between the employees who are given their goals and employees who participate with their manager in the goal setting process, whereby the latter approach is more effective. In this study, a quarter more of respondents who are involved in setting their own goals indicate an increase in their performance levels than those employees who have goals set for them. These findings supports Rodgers and Hunter's (1991) research, which showed that with high commitment from both managers and staff in setting goals, a significant increase in productivity levels occur.

Additionally, the HR manager in Company C highlights the fundamental reason for their company increasing their overall performance is due to their Key Performance Measures (KPM's), which senior management introduce at the start of each year. Senior managers sit down and discuss with their managers their goals for the year, this is then repeated down through the company to the ground floor employees and their managers. They are educated on the goals of the team and then on their own individual goals for the year. There is participation in this process between all levels of staff to identify training needs, etc and it has proven to be very effective.

Morley et al (1998) stressed if goals were implemented incorrectly it can result in a demotivating effect on employees' performance, as was the situation for Company E[2]. They set unrealistic goals and as a result a demotivated workforce deveolped which ultimately hindered performance. This was rectified when the company introduced 'site' managers to participate in the goal setting system and as a result has increased the overall performance of their company.

According to IBECs (2002) study, goal/objective setting was found to be 'very effective' by 48% of respondents. In general, this study demonstrates that goal setting as a motivational technique regardless of how goals are agreed, increases performance levels in the majority of all job level with the exception of clerical staff. One unanticipated finding is half of clerical employees who work within a goal setting environment affirm it has 'no effect' on their performance levels. There could be a number of reasons for this outcome. Perhaps, due to the nature of the work undertaken by clerical staff, goals may be quite routine therefore limiting the motivational/performance affect. In addition, perhaps clerical staff may need the incentive of receiving a reward upon achieving their goals. As the findings in this study highlighted that little to no rewards are presented when goals are achieved.

Finally, Locke et al (1984) further stress that in order for goals to be achieved, feedback on work performance should be given to employees on a continued basis. This is supported by the HR manager in Company C, who recognises the contribution of their goal setting programs in conjunction with their efficient feedback appraisal systems enhances their staff's performance.

Effects of Employee Feedback on Performance

The present research highlights that the majority of job levels with the exception of the manual job level have monthly formal feedback meetings on their work performance. This is an encouraging finding as Renn (2003) argues that a larger amount of task feedback within the work environment is positively associated with work performance of higher goal committed employees. However, manual staff only obtains feedback on

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[2] Company E: Irish Service Company

their job performance every six months compared to the other job levels. The difference in the frequency of feedback sessions can affect the performance output of employees. Those organisations that do not provide employee feedback until after six months of work or indeed after a year may restrict their effectiveness by not being able to identify performance problems quicker i. e. if further training of an employee is needed or if employees have adopted inefficient work mannerisms. If these types of problems exist and go unnoticed until six months or a full year into an employee's work, it can significantly reduce performance output especially within manual job levels, as they usually comprise of the largest of number of employees in a company. It should also be highlighted that an overwhelming majority of these employees never discuss their work performance or receive any form of feedback are located within Irish companies in the Northwest. This neglect of motivational techniques among lower job levels can create grave problems in an employee's performance level.

An encouraging finding within this section, is the majority of all job levels receive either 'positive' or 'both' (positive and negative) feedback. To strengthen the argument for those companies who do not implement formal feedback structures, the vast majority of respondents in all job levels stated that positive feedback increases their performance within their job. This assists Bandura (1969) research that stresses this positive feedback signals to performers/employees the behaviours they should repeat and reinforces those correct work behaviours.

Finally, a crucial factor in the feedback process as discussed in the literature review is the role of supervisors and how they conduct the feedback program is critical. For example Company A sends their supervisors and managers on training courses in how to measure performance and give effective and efficient feedback to their staff. As a result their HR manager believes employees now have a better system in operation with structured feedback that helps them increase their performance output. It is positive to note in general that in the Northwest of Ireland, employees who are involved in feedback systems find the supervisor's approach in evaluating and distributing feedback as 'good' to 'very good'.

Effects of Employee Recognition on Performance

Employee recognition is poorly utilised by companies within the Northwest of Ireland, especially the Irish companies. IBEC (2003) stated recognition programmes are closely linked to motivation, as employees need to be motivated to make a positive contribution in the workplace to improve performance. Although this study's results found that the majority of the respondents who do receive recognition for their work, believe this acknowledgement from their peers increases their performance level. Except again for clerical staff, where the slight majority within this job level are of the opinion that recognition does not affect their work performance.

Overall, companies should be conscious of the long term affect of neglecting to recognise the contribution of their staff's work on performance. This study's research highlights the significant majority of all levels of staff, especially manual employees who feel this lack of recognition has a negative affect on their performance. Consequently, organisations may actually be hindering the overall performance of their staff and may loose good employees to a company that does recognize them and their work value either through informally or formally means. This point is highlighted by Corcoran (2004), who states that the lack of employee recognition was the main contributor for a staggering 26% of Irish people moving jobs last year.

In general companies who are shifting away from traditional techniques of motivating to newer techniques is a measure of how companies in the Northwest of Ireland have adapted to the changing needs of their employees. This is documented by Wiley's (1997) research, which highlighted that employee motives have changed through the last century. Goddard (1989) adds that this transformation has occurred as people today see their work more as a self-development and self-expression, not as a means for survival as in previous years.

Five out of the six companies within this research have replaced traditional motivational structures with newer techniques. Company E modified their goal setting process from goals that were primarily set for the 'site' managers to a 'management by objective system' where managers now participate in determining their own goals i. e. they are involved in discussing the time element to complete these goals and also receive monthly feedback. Through their improved employee involvement process, the HR manager feels it has benefited both the employee and the employer as goals are now more realistic and achievable, and as a result, the majority of work is completed on time. Company C's HR manager explained how their newly adopted performance management system (P.M.S.) has implemented different categories of performers as well as numerous salary scales to further motivate their employees to increase their performance. Company C has also changed to a more elaborate goal setting system with their yearly introduction of Key Performance Measures (K.P.M.'s). It is a goal system where all employees regardless of job level are involved, participating in determining their own goals and it also acts a medium to highlight any difficulties employees may have in achieving them i. e. the need for additional training. The HR manager asserts that since K.P.M's introduction, the company communicates better with their employees through their improved goals and appraisal systems and as a result the increase in production has been attributed to these systems.

Performance appraisals (P.A.) are an integral element of a performance management system and therefore fundamental to its overall success. Company A has modified their traditional method of feedback appraisals to a more comprehensive performance

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appraisal system, as 80% of their employees were of the opinion it was a waste of time and money. The HR manager insisted that external training of their managers was needed to teach them the value of the appraisal technique and to effectively conduct performance appraisals in order to maximise the objectives of the feedback system. As a result, he concludes "employees say themselves their motivation is increased due to the recognition and appreciation they receive from the present appraisals. " The overall success generated through effective P.M.S. 's has encouraged more companies to develop and implement their own. This is demonstrated by Company D, who are a large public service company and who have identified P.M.S. 's as a key motivational tool and performance enhancer. Company D will be undergoing a significant transition from their traditional style of mostly informal methods of motivating employees to a structured performance management system dedicated to increasing performance levels of their staff.

Finally, Company F has adapted how it implements and develops employee empowerment. They have a strong team ethos culture within the company and have given more responsibility and control to their employees through employee councils and consultative committees. The HR manager made a valuable point in regards motivation techniques, by stating, "you have to keep changing them as they have a certain shelf life. " An example of this is their Value in Practice (V.I.P) thank you card from the company to individual employees who "does something beyond the call of duty" This not only formally thanks employees, it also recognizes them and their work effort. 'Appreciation for work' was a top motivator for many of the employee surveys through the last century, it still remains a high priority for employees in the workplace today (Wiley, 1997; Corcoran, 2004). Therefore it is disappointing to find that few companies in this study apply formal employee recognition tools.

Although many companies within this study highlight employee recognition as a very important motivating tool, the results suggest very few actually formally or informally do it. However this problem which has a negative affect on employee's motivation is recognized by Company C who has now made it a Key Performance Measure (K.P.M.) for the coming year. This will bring a change from the more traditional means of recognising staff to establishing a more formally structured 'reward and recognition' system.

Chapter 5 – Conclusions and Recommendations

5.1 Introduction

This study analysed the motivational techniques within manufacturing and service companies in the Northwest of Ireland, focusing on their influence over performance levels of staff in different job levels. The conclusions and recommendations of this research are based upon extensive analysis and discussion of all the data used within this thesis, namely;

- Secondary data in the form of the literature review
- Qualitative interviewing data from the human resource managers within the various companies
- Quantitative data from the questionnaires distributed to different levels of staff

From this data, conclusions are made and recommendations identified for the companies.

5.2 Objective One: To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation.

Firstly, the evidence from this study suggests a wide variety of motivational techniques are applied within the majority of companies. These include goal setting programmes, employee feedback, job design and employee empowerment initiatives, recognition programmes, flexible benefits and rewards. Secondly, there is very little difference between the motivational techniques used within the service or manufacturing companies in this study. Thirdly, the usage of motivational techniques is particularly evident among higher levels of employees. There was a lack of motivational techniques applied at lower job levels and this is more apparent in Irish companies than American companies. In contrast to the IBEC's (2002) national study that stated 65% of companies had a performance management system, though they do make the point that many of these companies are large foreign owed companies, which is similar to the results found in this study. Hence, the case could be argued to extend these techniques to all levels of employees similar to the structure within the American companies, who

do not differentiate between job levels. By directing the same types of motivational tools to all job levels it emphasises the equality of all employees. As a result it can alleviate any form of negativities that may exist if different motivation techniques or incentives are used for only some job levels. Finally, the research concludes that the American companies are more advanced in their motivational techniques compared to their Irish counterparts. These American companies are multinationals and perhaps they may have additional finance to expend on techniques such as motivation. However, it should be noted that some motivational techniques may not need a significant amount of investment e. g. recognition programmes.

An area of concern for Irish companies in particular, is the absence of the goal setting and feedback for clerical and manual employees. A large percentage of these two job groups have no form of goal setting in place. Another worrying conclusion is that a large percentage of employees within the lower job levels receive no formal or informal feedback concerning their work performance. Subsequently, if this result is representative of large companies in the Northwest of Ireland, it could have repercussions for these companies, firstly it restricts their ability to identify areas where staff can increase performance levels. Secondly, it may illustrate the fact that Irish companies may be neglecting the aspirations of their lower levels of staff.

On a positive note, those companies whom implement goal setting and feedback do so effectively. As the majority of respondents who are involved in goal setting, actively participate in setting their own goals. Additionally, feedback discussions are frequent for the majority of job levels with one to one formal meetings every month with their manager. However, manual employees who wait for six months to obtain feedback on their performance, is too long a time period.

Employee recognition is still poorly incorporated at all job levels by organisations, similar to the results from the IBEC study (2002). Although a large majority of HR managers believe their company does recognise their staff, it is not effectively communicated as many of their employees feel the opposite. In spite of this, American companies overall
are better at utilising employee recognition tools with over half of their employees feeling they are acknowledged for their work performance, in contrast to the

disappointing situation depicted in the Irish companies. Only a very small percentage of employees in Irish companies feel their peers recognise their work contribution. The effect of recognition or indeed the lack of employee recognition has been documented already in past research within Ireland and yet companies have done little to counteract the problem (IBEC, 2003; Corcoran, 2004).

Teamwork and quality circles are very popular work structures applied by companies in both manufacturing and services industries. Another positive aspect is team/quality circles are applied at all job levels, however the point should be noted that there is a much smaller number of manual employees involved with quality circles. Thus, the motivational potential of quality circles among manual employees has not yet been explored.

A number of conclusions can be reached in relation to flexible benefits within this study. Firstly, it is optimistic to note the variety of flexible benefits available in many of the companies as highlighted in the interviews with the HR managers. Alas, a very small number of employees overall acquire them as demonstrated within the questionnaire findings. In general, it can be concluded that the reasons for the low acquirement of these flexible benefits are either, they do not appeal to the majority of employees or their lifestyles, or the other possibility could be that communication is poor between the company and employees in educating staff on what flexible benefits are on offer.

Finally, it is encouraging to note the diversity of reward mechanisms used by companies in the Northwest of Ireland to motivate their staff. This demonstrates the many measures companies are trying to use to satisfy their employee's motivation needs with valuable rewards and as a result companies can capitalise with an increase in performance outputs (Vroom, 1964). Individual performance related pay and bonuses are still the chief reward tools used by the organisations within this research similar to the findings of the IBEC (2002) study. Commission and employee stock option programs (ESOP's) are very seldom offered by any of the companies within this study's companies.

5.3 Objective Two: To measure the effectiveness of motivating tools on performance from an employee and management level.

From this current analysis, the overall majority of respondents within this study claim their performance is enhanced as a result of motivational techniques deployed by their company. However, this conclusion is only limited to the respondents who engage in motivational techniques and as highlighted in the discussion a significant percentage of the lower job level employees do not benefit from many of the motivational techniques implemented. In addition, results show clerical employees differ to the other job levels in relation to the effects of motivational techniques on their performance levels. They are the only job group where the majority of respondents are of the opinion that goal setting, flexible benefits and recognition do nothing to enhance their performance effort. Hence, further research may need to be conducted on clerical staff to identify other types of motivational techniques that can enhance their performance.

Nonetheless, there are a number of other conclusions that can be established following the analysis of the questionnaire data and interview findings. Firstly, regardless of how goal setting is implemented it does overall increase performance. However one can conclude from the survey data, that participative goal setting is the most effective performance enhancer when determining employee goals.

The success of the employee feedback process is reported both by the HR managers and the employees within this survey. Data from the questionnaire indicated that the majority of respondents in the present research feel positive feedback increases motivation and performance levels. Additionally, they report that very little negative feedback is received by employees within this research. As a consequence this success can be attributed to the supervisors/managers receiving the correct training to analyse performance and as a result are able to conduct this critical motivational technique both efficiently and effectively.

Research has documented that a flexible workforce provides companies with their competitive advantage (O'Neil and Lander, 1993). A significant finding in this study is the desire of all levels of staff to learn additional skills for other job tasks. Learning different skills also serves as a performance enhancer for the majority of all job levels

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thus emphasising the need for a variety of diverse job tasks within a workforce. Teamwork and quality teams prove to be a successful work method and as a result are integrated into many work structures within the companies surveyed. This research concludes that similar to past research, team and quality circle structures can increase the individual employee's performance. Employee empowerment is a growing motivational trend and as a consequence, additional control and responsibility has been delegated to employee committees and councils in some companies. As a consequence, these committees and councils can highlight performance problems for the company, discuss the solutions to these problems and also suggest performance improvement measures. These type of outcomes provided by employees can improve the overall performance of the company.

In relation to recognition, overall the significant majority of respondents within all job levels feel a lack of employee recognition. The researcher's findings and findings documented in the literature review, highlight this lack of recognition affects employee's morale and performance considerably, as the majority of staff feels this lack of acknowledgment of work negatively affects their performance. Of course this is understandable, if employees excel in the workplace and receive either little or no recognition, they may feel little incentive to repeat the same level of performance. Companies should re-evaluate this motivational technique, as from the findings in the interviews the HR managers are under the illusion that they do recognize employees and their work efforts sufficiently.

Security needs are the most prominent needs for employees when choosing their flexible benefits, as the pension scheme is the only flexible benefit received by the majority of respondents. There is a low take up of flexible benefits overall, presuming they have little appeal to employees or it could be the case that employees are not aware of their existence, drawing attention to poor communications within a company. This is not to conclude that flexible benefits do not have a strong performance influence. As the significant majority of employees within all job levels highlight their desire for an inclusion of a flexible benefits package and further report that these flexible packages would increase their performance levels.

Finally, the majority of job levels are dissatisfied with the value of their salary therefore the participating companies could strive to implement various rewards tools which

focuses on satisfying their employees and provided staff with rewards for their work performance. This is supported by this survey's findings as over three quarters of the respondents felt an increase in their salaries would enhance their work performance levels. Therefore extrinsic motivation can play a very influential role on the extent of performance effort an employee exerts in their work. Individual performance related, bonuses and skill based pay are all forms of reward tools that increase performance levels signified by the large majority of respondents within this study. Profit sharing is not as effective, as only half of the respondents felt it enhanced their performance. This can be expected as the other reward tools are measured on their individual performance whilst employees have little influence over profit sharing rewards.

5.4 Objective Three: To determine if there is a shift from traditional methods of motivating employees to new techniques.

The interviews with the HR managers gave the researcher a comprehensive insight into how motivational techniques have progressed within the companies. It is encouraging to note that both American and Irish companies within the Northwest of Ireland understand the changing needs of their employees and are trying to satisfy these needs through new motivational measures.

The majority of companies in this study have either adapted or changed completely from their traditional methods of motivating employees to newer or improved techniques. The motivational changes identified in Irish companies and American companies indicate how far behind Irish companies are compared to their American counterparts. Irish companies describe their shifts from traditional to newer motivational techniques through modest changes, such as participative goal setting and more effective performance appraisal systems. However, Company D who is an Irish public company is introducing a performance management system, which is a complete shift from their predominantly informal motivation methods.

Performance appraisals systems and goal setting programmes are motivational practices that have long been established in American companies (Kaufman, 1993). The two American companies (Companies C and F) within this study are continuously striving

to establish superior motivational techniques that can enhance employee motivation and performance. The introduction of yearly K.P.M. 's (key performance measures) in Company C has improved motivation as it has implemented better communication systems informing employees how their individual performance contributes to the overall company's K.P.M. 's of the company. In addition Company C categorises their employees into four different levels in relation to an employee's performance output.

These performer categories can further increase an employee's motivation as there is usually a stigma if employees are in the bottom of a performance level (4. Needs/Improver Performer) especially if they are working within a team environment. Additionally by rewarding employees in the top two performance levels with bonuses, it is not surprising why employees feel more motivated to increase their performance within Company C. In conjunction with Company C, Company F concentrate on continuously changing incentive schemes to increase motivation and implement a variety of employee recognition awards to their workforce such as their V. I. P. (value in practice) programs.

Therefore one can conclude that although Irish companies are behind American companies in the Northwest of Ireland in relation to the motivational techniques they are not stagnant in their motivational work structures and are improving in the employee motivation field. Furthermore, it is encouraging to note that American companies are continuously seeking better techniques to improve employee motivation.

5. 5 Recommendations

> **Objective Four: To recommend how motivational tools used on a worldwide scale may be adapted to suit companies in the Northwest of Ireland**

As highlighted above, the fourth objective of the study sought to recommend how motivational tools used on a worldwide scale may be adapted to suit companies in the Northwest of Ireland. As outlined in the literature review, numerous motivational tools are on offer to organisations. Based on the primary data received in the interviews with the human resource managers in each company and the data accumulated from the questionnaires, a number of these tools are being utilised effectively. However, there is room for improvement and as a result a number of recommendations can be advanced for these companies.

Recognition Programmes

If employees enhance their performance and are either formally or informally acknowledged by their peers for this increase in effort, they are more likely to repeat the same performance level. In this research, the majority of respondents who do receive recognition from their peers through thank you letters, formal commendation, and financial rewards or even with basic feedback from their manager report an increase in their motivation.

However, some companies may use the argument that in general motivational techniques need too much time to implement and have significant cost constraints. But with employee recognition programmes, this does not have to be the case. It can cost very little to show interest in staff, acknowledge their work informally or even sending thank you letters/emails. Unfortunately though sometimes managers do not foresee in the long run what advantages recognition programmes can offer and how this would outweigh the implementation effort and costs involved.

The results show for this study that the two most commonly used recognition rewards used are thank you letters and formal company rewards/commendation which should cost the company very little finance or time needed to distribute. The V.I.P. (value in practice) program which Company F uses is an example of an inexpensive recognition

technique which is very successful in raising the motivational levels of all their staff. Of course financial rewards/bonuses, which are listed as the third most common recognition reward, do cost money but again it does not have to be a significant amount. It is more what it represents; recognizing an employee's contribution than the actual value of the reward. As Duncan (2005) (cited in Irish Independent, 2005) states;

'if you ask employees what is the one thing that motivates them and commits them to the organisation, 84% of the people in the study say being treated with respect is important'.

The American companies within this study appreciate more than their Irish counterparts, the value of utilising employee recognition as a means to motivate staff. Half of the respondents employed by American companies feel they are recognised for their work contribution and are motivated from this practice. Whereas, recognition programmes are utilised to a lesser extent in the Irish companies in this study. Thus it is recommended that Irish companies should be more proactive in using employee recognition programs utilised by their American counterparts initially and after a period of time once confident in applying these employee recognition programs, introduce newer recognition techniques.

Employee Feedback

The majority of employees in this research receive monthly feedback through performance appraisals conducted every six months to a year. However, the vast majority of manual employees who are fortunate to be involved in performance appraisals, have to wait 6-12 months before they receive structured feedback on their performance. Companies should be aware if there is a lack of needed resources, support or attention from their supervisors, it might affect an employee's commitment to goals (Katz and Kan, 1978). What is more without frequent feedback and progress analysis, supervisors may not be able to identify employees who may need additional training for their job until it is addressed at the appraisal period which is too long for both the employee and the employer. For employees the feeling of being labelled poor performers due to lack of feedback on how to improve, can affect their motivation and response to work in a negative manner. Even if this is corrected after a 6 month or year period, the damage may be difficult to rectify. Thus employers can hinder performance levels by not providing adequate feedback regularly.

Obviously this point is extended to the companies who give no feedback to any of their staff, as is the case for a large percentage of clerical and manual staff within this study. Therefore it is strongly recommended for those companies who have no form of formal feedback structures, (specifically Irish companies) to apply formal feedback systems within all job levels. In addition, for companies who give feedback to their management levels only, they need to strongly consider the case for extending feedback to all job levels as feedback has been shown to enhance motivation and performance in the workplace.

Job Design Systems

It is recommended that from the survey's research, companies should analyse in depth their ability to create a skilled flexible workforce. Thomas and Velhouse (1990) cite employees must have a sense of influence and choice for intrinsic motivation to evolve. One would assume to create a flexible workforce within lower job levels that this would be less challenging as skill requirements are generally not as advanced as in higher levels. It would therefore be an easier process to implement autonomy, responsibility and work variety at lower job levels.

It was interesting to note the high preference shown by all job levels to learn new skills for different work areas. Most employees are motivated through their need for growth and achievement within themselves and the organisation (Maslow, 1954 and McClellend, 1961). Half the struggle for companies when implementing any novel work structure such as learning new skills is getting staff to accept it. Companies should therefore nurture this need for learning new skills as it could provide them with a flexible workforce and in addition create a highly motivated work environment. Furthermore, within the Irish culture at present, learning new skills is emphatically supported and encouraged, therefore this is the ideal time for companies to establish a competitive advantage through a flexible workforce.

Employee Empowerment

The motivational benefit of quality circles is clearly shown by the majority of respondents, and is especially evident within the minority of manual staff who are involved with them. Russell (1983) argues that quality circles allow employees to

become more involved in matters that have a direct affect on their job. As stated previously, the level of control and responsibility over your work functions are minimal for lower levels of staff, hence companies could counteract this situation through introducing additional quality circles. Quality circles can increase an employee's responsibility and control over quality issues and work with management on these issues. Therefore, companies should strive to integrate quality circles more extensively at lower job levels such as the manual level, as it can enhance the low levels of responsibility and control manual employees experience within their work and thus further motivate them to increase their job performance.

Flexible Benefits

Out of all the motivational techniques examined in this research, the findings regarding the usage of flexible benefits were the most conflicting when analysing the results. This is worrying as the cost of implementing flexible benefits can be substantial, as a consequence companies need to ensure their effectiveness. As a result two recommendations are presented to help flexible benefits to be a guaranteed success. Firstly, it is all well and good the companies who have a range of flexible benefits on offer but if employees are not motivated to acquire these benefits then it defeats the purpose of having them available. Companies should inquire among their workforce what flexible benefits their employees are enthusiastic about, hence employers become facilitators rather than providers of flexible benefits, (Charles, 1995).

Secondly, communication between the company and all their employees must be improved, stressing the words 'all employees. ' This was highlighted within the research as a possible explanation for the low uptake of flexible benefits. Hence it may be that employees do find these flexible benefits are motivating and would like to avail of them but are not informed of them properly. The communication process is a crucial element when trying to implement any motivational technique or indeed any form of work structures in general. Therefore companies should ensure a clear communication flow exists between all job levels and employers, this could commence through the participative goal setting programs, or through frequent feedback sessions.

Performance Management Systems

Finally, the last recommendation is to advocate for the growth of performance management systems within the Northwest of Ireland. Many companies within this research are only utilising segments of a performance management system such as implementing only goal setting programs or feedback systems. These individual segments prove successful from an employee and employer point of view in increasing motivation and performance of the employee and the company. Subsequently, it poses a strong argument for companies to invest in incorporating a performance management system in its entirety. The IBEC (2002) study illustrated that 65% of their respondents nationally had a formal performance management system in place which applied to all job levels. Therefore companies within the Northwest of Ireland should strive to align themselves with companies nationally by applying effective performance management systems, incorporated all the jobs levels.

Conclusion

The research findings clearly demonstrate that a range of motivational techniques are being implemented in both Irish and American manufacturing and service companies in the Northwest of Ireland. In addition, as highlighted throughout the literature review, most HR studies in the area of employee motivation at work are conducted nationally in Ireland. Therefore, this study contributes valuable research to the area of employee motivation in the workplace in the Northwest of Ireland.

From both a management and an employee perspective the traditional and newer motivating techniques that are in use in these companies positively affect motivation and also increase the work performance of staff. However, there is a notable absence of motivational techniques been utilised within the lower job levels working in the Irish companies surveyed in this study. The researcher finds this result surprising as the lower job levels usually constitute the majority of an employee workforce and consequently could have a significant affect on performance levels for a company if motivational techniques were applied to them also. The researcher is fully appreciative of the fact that there are cost and time constraints to implement these techniques across a company, but as the American companies illustrate in this study, by not limiting their

motivational techniques to only higher job levels, they consequently report greater levels of workforce motivation and enhanced employee performance.

This study highlighted that employee recognition is practically non-existent in all companies that participated in this survey. Since these type of programmes can require little investment of effort and finance compared to other motivational techniques, the simple acknowledging of an employee on a daily basis, of their work efforts or achievements can have a considerable positive impact on their motivation and performance. The researcher concludes that this oversight is very disappointing and a significant motivational opportunity is wasted in these companies. Furthermore, the companies involved in this study should strongly contemplate on utilising varied reward systems to reflect their employee's motivational needs as companies in this study who implement varied methods for rewarding their staff demonstrated how it effectively enhances their employee's motivation to perform.

In this research, American companies are more active in the field of employee motivation compared to their Irish counterparts. A reason for this outcome is that they are more accustomed to the area of employee motivation and have been implementing motivational techniques longer than their Irish counterparts as highlighted in the literature review. However, to conclude, it is a positive outcome that Irish companies surveyed are slowly changing from traditional motivation techniques and introducing newer practices of goal setting techniques, performance management and reward systems to satisfy today's employees motivational needs. The literature review discussed how many companies focus on their human resources as their competitive advantage. Therefore the utilisation of motivational techniques will remain a core activity for many companies as they strive to maximise the motivational levels of their employees and improve work performance.

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APPENDICIES

APPENDIX A

Appendix A

Company A (Appendix 1.A)

Newer Motivational Techniques
Company A have introduced a newer type of Performance Appraisal (P.A) system as the last feedback process was very basic. The HR department conducted a study on the last method used and 80% thought it was a waste of time and money. The HR manager concluded that previous to now, managers were not trained on how to complete a P.A effectively and therefore had no confidence in performing it and delivering feedback on back to employees. In addition, the majority of the time the appraisals were left and not renewed so employees had little faith in them. With this new P.A, managers know how to conduct them efficiently. The HR manager stressed that "employees say themselves their motivation increased due to the recognition and appreciation they receive from the present appraisals" It also provides staff the opportunities to raise any queries concerning their work performance. Most work practices were adapted from traditional practices and some ideas came from the HR department at present.

Company B (Appendix 2.A)

Newer Motivational Techniques
There has been no change of methods since the start of the company.

Company C (Appendix 3.A)

Newer Motivational Techniques
Company C do not directly use any practices from their parent company in America. Many ideas have come from their HR within Company C. They have implemented a very successful Performance Management System which categories employees in performance groups. The company introduced 'Key Performance Measures. ' In addition, the HR department hope within the next three years to have an effective 'Reward and Recognition' system in operation to further acknowledge and reward key performers.

Company D (Appendix 4.A)

Newer Motivational Techniques
Company D are introducing new work methods, "we are rolling out a performance management system and beginning the training on this in the next few months". It is being piloted in another sister company and will be implemented in Company D in the coming months. The system will focus on performance goals of the individual employee, of teams and of the organisational as a whole. The implementation of the system "will involve one to one conversations with a staff member giving them their goals and discussing with them what training needs or other developmental needs they require" Goals will be set from the

overall company perspective and this is then filtered down through the set teams and individual employees.

There will be formal meetings with the individual employees and their manager to introduce goals, this "will involve one to one conversations with a staff member giving them their goals and discussing with them what training needs or other developmental needs do they need" The meetings will highlight if the employee feels they will need more resources or training in order to obtain the goals. This new team style will still be paid individually. The HR manager further explained supervisors will provide regular feedback to their staff.

There is a dedicated communications office informing employees of work related matters, which has brought a more 'open' environment in Company D. The office informs all employees of the company's activities.

. Company E (Appendix 5.A)

Newer Motivational Techniques
Most methods have stayed the same since the established of the company. The introduction of the 'Site Pack' two years ago sees Company E incorporating a more employee participation outlook is relatively new. Company E has also changed their work ethics and employees have more responsibly and control over their work. They are also reviewing different options for incentives to be offered to employees for jobs finished on time (coming in the next 12 to 18 months).

Company E had a culture of trust, where the owner trusted his employee to get a job completed but due to the growing size of the company, the HR manager believes this has changed. The most important motivator now is pay while when the company was first established it was trust and commitment towards the owner and management. The offer of job security was the equally important as pay, as a motivator.

Company F (Appendix 6.A)

Newer Motivational Methods
The VIP's forms came from America, the HR manager admitted she thought it would never work because 'the cultures are very different in regards motivation' However, the VIP's are extremely popular among staff. Furthermore she thought that some of the other motivational techniques used by their American counterparts, Irish employees would find 'uncomfortable'. Situations have arisen when on seldom occasions American employees from their American Headquarters have come over to Ireland and their managing style has not worked due to culture differences.
Hence the reason why most of the motivational methods used originates from their HR department within Company F.

APPENDIX B

Appendix B: Questionnaire Results

Section A: Demographics Details

Appendix 1.0

% of Respondents in each Job Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senior Management or Directors	9	3.6	3.7	3.7
	All other Managers	31	12.4	12.8	16.5
	Professional Staff	39	15.7	16.1	32.6
	Technical Staff	25	10.0	10.3	43.0
	Clerical & Administrative Staff	58	23.3	24.0	66.9
	Manual workers	80	32.1	33.1	100.0
	Total	242	97.2	100.0	
Missing	Missing	7	2.8		
Total		249	100.0		

Appendix 1.1

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	157	63.1	64.9	64.9
	Female	85	34.1	35.1	100.0
	Total	242	97.2	100.0	
Missing	Missing	7	2.8		
Total		249	100.0		

Appendix 1.2

% Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-25	60	24.1	24.1	24.1
	26-35	106	42.6	42.6	66.7
	36-45	52	20.9	20.9	87.6
	46-55	18	7.2	7.2	94.8
	56-65	4	1.6	1.6	96.4
	9.00	9	3.6	3.6	100.0
	Total	249	100.0	100.0	

Appendix 1.3

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belgium	1	.4	.4	.4
	Ireland	223	89.6	92.5	92.9
	Poland	7	2.8	2.9	95.9
	Scotland	3	1.2	1.2	97.1
	United Kingdom	6	2.4	2.5	99.6
	Wales	1	.4	.4	100.0
	Total	241	96.8	100.0	
Missing	Missing	8	3.2		
Total		249	100.0		

Appendix 1.4

Number of Years Worked by Employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	53	21.3	21.3	21.3
	2-5	73	29.3	29.3	50.6
	5-10	80	32.1	32.1	82.7
	10-15	24	9.6	9.6	92.4
	15-20	10	4.0	4.0	96.4
	20-25	4	1.6	1.6	98.0
	25+	5	2.0	2.0	100.0
	Total	249	100.0	100.0	

Section D: Reward Systems

Appendix 2.0

Job level within the company & annual salary - Crosstabulation

		What is your annual salary?					Total
		Under €24,000	€25,000 - €34,000	€35,000 - €44,000	€45,000 - €54,000	€55,000 plus	
Senior Management or Directors	Count			1	2	6	9
	% of this job level within the company			11.1%	22.2%	66.7%	100.0%
	% of Total			.4%	.8%	2.5%	3.7%
All other Managers	Count	1	5	11	7	7	31
	% of this job level within the company	3.2%	16.1%	35.5%	22.6%	22.6%	100.0%
	% of Total	.4%	2.0%	4.5%	2.9%	2.9%	12.7%
Professional Staff	Count	5	27	5	1	4	42
	% of this job level within the company	11.9%	64.3%	11.9%	2.4%	9.5%	100.0%
	% of Total	2.0%	11.1%	2.0%	.4%	1.6%	17.2%
Technical Staff	Count	6	11	5	3	1	26
	% of this job level within the company	23.1%	42.3%	19.2%	11.5%	3.8%	100.0%
	% of Total	2.5%	4.5%	2.0%	1.2%	.4%	10.7%
Clerical & Administrative Staff	Count	31	24	2	1		58
	% of this job level within the company	53.4%	41.4%	3.4%	1.7%		100.0%
	% of Total	12.7%	9.8%	.8%	.4%		23.8%
Manual workers	Count	52	21	4	1		78
	% of this job level within the company	66.7%	26.9%	5.1%	1.3%		100.0%
	% of Total	21.3%	8.6%	1.6%	.4%		32.0%
Total	Count	95	88	28	15	18	244
	% of this job level within the company	38.9%	36.1%	11.5%	6.1%	7.4%	100.0%
	% of Total	38.9%	36.1%	11.5%	6.1%	7.4%	100.0%

Appendix 2.1

Please state your job level within the company * Are you satisfied with your salary?
Crosstabulation

			Are you satisfied with your salary?		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	8	1	9
		% within Please state your job level within the company	88.9%	11.1%	100.0%
		% of Total	3.2%	.4%	3.6%
	All other Managers	Count	16	15	31
		% within Please state your job level within the company	51.6%	48.4%	100.0%
		% of Total	6.5%	6.1%	12.6%
	Professional Staff	Count	20	22	42
		% within Please state your job level within the company	47.6%	52.4%	100.0%
		% of Total	8.1%	8.9%	17.0%
	Technical Staff	Count	11	16	27
		% within Please state your job level within the company	40.7%	59.3%	100.0%
		% of Total	4.5%	6.5%	10.9%
	Clerical & Administrative Staff	Count	21	37	58
		% within Please state your job level within the company	36.2%	63.8%	100.0%
		% of Total	8.5%	15.0%	23.5%
	Manual workers	Count	14	66	80
		% within Please state your job level within the company	17.5%	82.5%	100.0%
		% of Total	5.7%	26.7%	32.4%
Total		Count	90	157	247
		% within Please state your job level within the company	36.4%	63.6%	100.0%
		% of Total	36.4%	63.6%	100.0%

Appendix 2.2

ease state your job level within the company * Do you feel your efforts merit an increase in yoι salary? Crosstabulation

			Do you feel your efforts merit an increase in your salary?		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	4	5	9
		% within Please state your job level within the company	44.4%	55.6%	100.0%
		% of Total	1.8%	2.2%	4.0%
	All other Managers	Count	24	6	30
		% within Please state your job level within the company	80.0%	20.0%	100.0%
		% of Total	10.6%	2.7%	13.3%
	Professional Staff	Count	28	10	38
		% within Please state your job level within the company	73.7%	26.3%	100.0%
		% of Total	12.4%	4.4%	16.8%
	Technical Staff	Count	19	6	25
		% within Please state your job level within the company	76.0%	24.0%	100.0%
		% of Total	8.4%	2.7%	11.1%
	Clerical & Administrative Staff	Count	39	12	51
		% within Please state your job level within the company	76.5%	23.5%	100.0%
		% of Total	17.3%	5.3%	22.6%
	Manual workers	Count	64	9	73
		% within Please state your job level within the company	87.7%	12.3%	100.0%
		% of Total	28.3%	4.0%	32.3%
Total		Count	178	48	226
		% within Please state your job level within the company	78.8%	21.2%	100.0%
		% of Total	78.8%	21.2%	100.0%

Appendix 2.3

'lease state your job level within the company * How would this salary increase affect you motivation? Crosstabulation

		How would this salary increase affect your motivation?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	3	4		7
	% within Please state your job level within the company	42.9%	57.1%		100%
	% of Total	1.4%	1.8%		3.2%
All other Managers	Count	23	7		30
	% within Please state your job level within the company	76.7%	23.3%		100%
	% of Total	10.5%	3.2%		13.7%
Professional Staff	Count	33	3		36
	% within Please state your job level within the company	91.7%	8.3%		100%
	% of Total	15.1%	1.4%		16.4%
Technical Staff	Count	22	3		25
	% within Please state your job level within the company	88.0%	12.0%		100%
	% of Total	10.0%	1.4%		11.4%
Clerical & Administrative Staff	Count	36	12		48
	% within Please state your job level within the company	75.0%	25.0%		100%
	% of Total	16.4%	5.5%		21.9%
Manual workers	Count	64	8	1	73
	% within Please state your job level within the company	87.7%	11.0%	1.4%	100%
	% of Total	29.2%	3.7%	.5%	33.3%
Total	Count	181	37	1	219
	% within Please state your job level within the company	82.6%	16.9%	.5%	100%
	% of Total	82.6%	16.9%	.5%	100%

Appendix 2.4

Please state your job level within the company * How would this salary increase affect your performance? Crosstabulation

		How would this salary increase affect your performance?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	6	2		8
	% within Please state your job level within the company	75.0%	25.0%		100%
	% of Total	2.7%	.9%		3.6%
All other Managers	Count	21	9		30
	% within Please state your job level within the company	70.0%	30.0%		100%
	% of Total	9.5%	4.1%		13.6%
Professional Staff	Count	31	5		36
	% within Please state your job level within the company	86.1%	13.9%		100%
	% of Total	14.1%	2.3%		16.4%
Technical Staff	Count	20	5		25
	% within Please state your job level within the company	80.0%	20.0%		100%
	% of Total	9.1%	2.3%		11.4%
Clerical & Administrative Staff	Count	32	17		49
	% within Please state your job level within the company	65.3%	34.7%		100%
	% of Total	14.5%	7.7%		22.3%
Manual workers	Count	64	7	1	72
	% within Please state your job level within the company	88.9%	9.7%	1.4%	100%
	% of Total	29.1%	3.2%	.5%	32.7%
Total	Count	174	45	1	220
	% within Please state your job level within the company	79.1%	20.5%	.5%	100%
	% of Total	79.1%	20.5%	.5%	100%

Appendix 2.5

*Table 3. The Mean of respondents is taken from the 'Total' and 'Percent' section within the following tables.

Effect of your Individual Performance Pay on Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	84	33.7	74.3	74.3
	No effect	25	10.0	22.1	96.5
	Decreases	4	1.6	3.5	100.0
	Total	113	45.4	100.0	
Missing	Missing	136	54.6		
Total		249	100.0		

Appendix 2.6

Effect of the Companies Peformance on Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	42	16.9	59.2	59.2
	No effect	29	11.6	40.8	100.0
	Total	71	28.5	100.0	
Missing	Missing	178	71.5		
Total		249	100.0		

Appendix 2.7

Effect of Individual Bonus on Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	65	26.1	87.8	87.8
	No effect	9	3.6	12.2	100.0
	Total	74	29.7	100.0	
Missing	Missing	175	70.3		
Total		249	100.0		

Appendix 2.8

Effect of Skill Based Pay on Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	47	18.9	81.0	81.0
	No effect	11	4.4	19.0	100.0
	Total	58	23.3	100.0	
Missing	Missing	191	76.7		
Total		249	100.0		

Appendix 2.9

Effect of Individual Performance on Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	75	30.1	68.8	68.8
	No effect	31	12.4	28.4	97.2
	Decreases	3	1.2	2.8	100.0
	Total	109	43.8	100.0	
Missing	Missing	140	56.2		
Total		249	100.0		

Appendix 2.10

Effect of the Companies Performance on Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	34	13.7	50.7	50.7
	No effect	32	12.9	47.8	98.5
	Decreases	1	.4	1.5	100.0
	Total	67	26.9	100.0	
Missing	Missing	182	73.1		
Total		249	100.0		

Appendix 2.11

Effect of Individual Bonus on Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	51	20.5	79.7	79.7
	No effect	13	5.2	20.3	100.0
	Total	64	25.7	100.0	
Missing	Missing	185	74.3		
Total		249	100.0		

Appendix 2.12

Effect of Skill Based Pay on Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increases	36	14.5	72.0	72.0
	No effect	14	5.6	28.0	100.0
	Total	50	20.1	100.0	
Missing	Missing	199	79.9		
Total		249	100.0		

Appendix 3.0

ɔb level within the company & How much control do you have over your workload? Crosstabulatio

		How much control do you have over your workload?					Total
		Complete	A lot	Some	Little	None	
Senior Management or Directors	Count	3	6				9
	% of this job level within the company	33.3%	66.7%				100.0%
	% of Total	1.2%	2.4%				3.6%
All other Managers	Count	3	22	5	1		31
	% of this job level within the company	9.7%	71.0%	16.1%	3.2%		100.0%
	% of Total	1.2%	8.9%	2.0%	.4%		12.6%
Professional Staff	Count	10	18	12		2	42
	% of this job level within the company	23.8%	42.9%	28.6%		4.8%	100.0%
	% of Total	4.0%	7.3%	4.9%		.8%	17.0%
Technical Staff	Count	1	15	11		1	28
	% of this job level within the company	3.6%	53.6%	39.3%		3.6%	100.0%
	% of Total	.4%	6.1%	4.5%		.4%	11.3%
Clerical & Administrative Staff	Count	5	16	16	17	4	58
	% of this job level within the company	8.6%	27.6%	27.6%	29.3%	6.9%	100.0%
	% of Total	2.0%	6.5%	6.5%	6.9%	1.6%	23.5%
Manual workers	Count	6	18	25	21	9	79
	% of this job level within the company	7.6%	22.8%	31.6%	26.6%	11.4%	100.0%
	% of Total	2.4%	7.3%	10.1%	8.5%	3.6%	32.0%
Total	Count	28	95	69	39	16	247
	% of this job level within the company	11.3%	38.5%	27.9%	15.8%	6.5%	100.0%
	% of Total	11.3%	38.5%	27.9%	15.8%	6.5%	100.0%

Appendix 3.1

Please state your job level within the company * How much responsibility do you have over your workload? Crosstabulation

		How much responsibility do you have over your workload?					Total
		Complete	A lot	Some	Little	None	
Senior Management or Directors	Count	5	4				9
	% of this job level within the company	55.6%	44.4%				100.0%
	% of Total	2.1%	1.6%				3.7%
All other Managers	Count	10	20	1			31
	% of this job level within the company	32.3%	64.5%	3.2%			100.0%
	% of Total	4.1%	8.2%	.4%			12.8%
Professional Staff	Count	9	26	5	1		41
	% of this job level within the company	22.0%	63.4%	12.2%	2.4%		100.0%
	% of Total	3.7%	10.7%	2.1%	.4%		16.9%
Technical Staff	Count	4	16	6	1		27
	% of this job level within the company	14.8%	59.3%	22.2%	3.7%		100.0%
	% of Total	1.6%	6.6%	2.5%	.4%		11.1%
Clerical & Administrative Staff	Count	7	13	18	18	1	57
	% of this job level within the company	12.3%	22.8%	31.6%	31.6%	1.8%	100.0%
	% of Total	2.9%	5.3%	7.4%	7.4%	.4%	23.5%
Manual workers	Count	9	15	31	19	4	78
	% of this job level within the company	11.5%	19.2%	39.7%	24.4%	5.1%	100.0%
	% of Total	3.7%	6.2%	12.8%	7.8%	1.6%	32.1%
Total	Count	44	94	61	39	5	243
	% of this job level within the company	18.1%	38.7%	25.1%	16.0%	2.1%	100.0%
	% of Total	18.1%	38.7%	25.1%	16.0%	2.1%	100.0%

Appendix 3.2

Please state your job level within the company * The work I engage in has Crosstabulation

		The work I engage in has					
		Too much variety	A lot of variety	Enough variety	Little variety	No variety	Total
Senior Management or Directors	Count		7	1			8
	% of this job level within the company		87.5%	12.5%			100.0%
	% of Total		2.9%	.4%			3.3%
All other Managers	Count	2	21	6		2	31
	% of this job level within the company	6.5%	67.7%	19.4%		6.5%	100.0%
	% of Total	.8%	8.6%	2.4%		.8%	12.7%
Professional Staff	Count		25	12	3	2	42
	% of this job level within the company		59.5%	28.6%	7.1%	4.8%	100.0%
	% of Total		10.2%	4.9%	1.2%	.8%	17.1%
Technical Staff	Count		14	8	5		27
	% of this job level within the company		51.9%	29.6%	18.5%		100.0%
	% of Total		5.7%	3.3%	2.0%		11.0%
Clerical & Administrative Staff	Count		16	23	15	4	58
	% of this job level within the company		27.6%	39.7%	25.9%	6.9%	100.0%
	% of Total		6.5%	9.4%	6.1%	1.6%	23.7%
Manual workers	Count		20	21	24	14	79
	% of this job level within the company		25.3%	26.6%	30.4%	17.7%	100.0%
	% of Total		8.2%	8.6%	9.8%	5.7%	32.2%
Total	Count	2	103	71	47	22	245
	% of this job level within the company	.8%	42.0%	29.0%	19.2%	9.0%	100.0%
	% of Total	.8%	42.0%	29.0%	19.2%	9.0%	100.0%

Appendix 3.3

Please state your job level within the company * How does this level of control over your workload affect your motivation? Crosstabulation

		How does this level of control over your workload affect your motivation?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	7	1		8
	% of this job level within the company	87.5%	12.5%		100.0%
	% of Total	3.0%	.4%		3.4%
All other Managers	Count	22	7	1	30
	% of this job level within the company	73.3%	23.3%	3.3%	100.0%
	% of Total	9.4%	3.0%	.4%	12.8%
Professional Staff	Count	34	8		42
	% of this job level within the company	81.0%	19.0%		100.0%
	% of Total	14.5%	3.4%		17.9%
Technical Staff	Count	19	7	1	27
	% of this job level within the company	70.4%	25.9%	3.7%	100.0%
	% of Total	8.1%	3.0%	.4%	11.5%
Clerical & Administrative Staff	Count	27	17	12	56
	% of this job level within the company	48.2%	30.4%	21.4%	100.0%
	% of Total	11.5%	7.3%	5.1%	23.9%
Manual workers	Count	41	28	2	71
	% of this job level within the company	57.7%	39.4%	2.8%	100.0%
	% of Total	17.5%	12.0%	.9%	30.3%
Total	Count	150	68	16	234
	% of this job level within the company	64.1%	29.1%	6.8%	100.0%
	% of Total	64.1%	29.1%	6.8%	100.0%

Appendix 3.4

Please state your job level within the company * How does this level of control over your workload affect your performance? Crosstabulation

		How does this level of control over your workload affect your performance?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	8			8
	% of this job level within the company	100.0%			100.0%
	% of Total	3.5%			3.5%
All other Managers	Count	22	7	1	30
	% of this job level within the company	73.3%	23.3%	3.3%	100.0%
	% of Total	9.6%	3.1%	.4%	13.1%
Professional Staff	Count	35	5		40
	% of this job level within the company	87.5%	12.5%		100.0%
	% of Total	15.3%	2.2%		17.5%
Technical Staff	Count	20	5	1	26
	% of this job level within the company	76.9%	19.2%	3.8%	100.0%
	% of Total	8.7%	2.2%	.4%	11.4%
Clerical & Administrative Staff	Count	30	16	9	55
	% of this job level within the company	54.5%	29.1%	16.4%	100.0%
	% of Total	13.1%	7.0%	3.9%	24.0%
Manual workers	Count	44	25	1	70
	% of this job level within the company	62.9%	35.7%	1.4%	100.0%
	% of Total	19.2%	10.9%	.4%	30.6%
Total	Count	159	58	12	229
	% of this job level within the company	69.4%	25.3%	5.2%	100.0%
	% of Total	69.4%	25.3%	5.2%	100.0%

Appendix 3.5

'lease state your job level within the company * How does this level of responsibility ove
your workload affect your motivation? Crosstabulation

		How does this level of responsibility over your workload affect your motivation?			
		Increases	No effect	Decreases	Total
Senior Management or Directors	Count	8			8
	% of this job level within the company	100.0%			100.0%
	% of Total	3.6%			3.6%
All other Managers	Count	22	3	2	27
	% of this job level within the company	81.5%	11.1%	7.4%	100.0%
	% of Total	9.9%	1.3%	.9%	12.1%
Professional Staff	Count	33	7		40
	% of this job level within the company	82.5%	17.5%		100.0%
	% of Total	14.8%	3.1%		17.9%
Technical Staff	Count	17	9		26
	% of this job level within the company	65.4%	34.6%		100.0%
	% of Total	7.6%	4.0%		11.7%
Clerical & Administrative Staff	Count	18	24	9	51
	% of this job level within the company	35.3%	47.1%	17.6%	100.0%
	% of Total	8.1%	10.8%	4.0%	22.9%
Manual workers	Count	37	33	1	71
	% of this job level within the company	52.1%	46.5%	1.4%	100.0%
	% of Total	16.6%	14.8%	.4%	31.8%
Total	Count	135	76	12	223
	% of this job level within the company	60.5%	34.1%	5.4%	100.0%
	% of Total	60.5%	34.1%	5.4%	100.0%

Appendix 3.6

Please state your job level within the company * How does this level of responsibility over your workload affect your performance? Crosstabulation

		How does this level of responsibility over your workload affect your performance?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	8			8
	% of this job level within the company	100.0%			100.0%
	% of Total	3.6%			3.6%
All other Managers	Count	20	6	1	27
	% of this job level within the company	74.1%	22.2%	3.7%	100.0%
	% of Total	9.0%	2.7%	.5%	12.2%
Professional Staff	Count	34	7		41
	% of this job level within the company	82.9%	17.1%		100.0%
	% of Total	15.3%	3.2%		18.5%
Technical Staff	Count	19	7		26
	% of this job level within the company	73.1%	26.9%		100.0%
	% of Total	8.6%	3.2%		11.7%
Clerical & Administrative Staff	Count	22	22	8	52
	% of this job level within the company	42.3%	42.3%	15.4%	100.0%
	% of Total	9.9%	9.9%	3.6%	23.4%
Manual workers	Count	37	30	1	68
	% of this job level within the company	54.4%	44.1%	1.5%	100.0%
	% of Total	16.7%	13.5%	.5%	30.6%
Total	Count	140	72	10	222
	% of this job level within the company	63.1%	32.4%	4.5%	100.0%
	% of Total	63.1%	32.4%	4.5%	100.0%

Appendix 3.7

Please state your job level within the company * Variety within your job Crosstabulation

			Variety within your job			Total
			More	Same	Less	
Please state your job level within the company	Senior Management or Directors	Count		7		7
		% within Please state your job level within the company		100.0%		100.0%
		% of Total		3.0%		3.0%
	All other Managers	Count	7	20	4	31
		% within Please state your job level within the company	22.6%	64.5%	12.9%	100.0%
		% of Total	3.0%	8.6%	1.7%	13.4%
	Professional Staff	Count	12	27		39
		% within Please state your job level within the company	30.8%	69.2%		100.0%
		% of Total	5.2%	11.6%		16.8%
	Technical Staff	Count	8	16		24
		% within Please state your job level within the company	33.3%	66.7%		100.0%
		% of Total	3.4%	6.9%		10.3%
	Clerical & Administrative Staff	Count	25	31	1	57
		% within Please state your job level within the company	43.9%	54.4%	1.8%	100.0%
		% of Total	10.8%	13.4%	.4%	24.6%
	Manual workers	Count	44	29	1	74
		% within Please state your job level within the company	59.5%	39.2%	1.4%	100.0%
		% of Total	19.0%	12.5%	.4%	31.9%
Total		Count	96	130	6	232
		% within Please state your job level within the company	41.4%	56.0%	2.6%	100.0%
		% of Total	41.4%	56.0%	2.6%	100.0%

Appendix 3.8

Please state your job level within the company * To learn completely new skills for completely different job tasks (job rotation) Crosstabulation

		To learn completely new skills for completely different job tasks (job rotation)			Total
		More	Same	Less	
Senior Management or Directors	Count	5	3		8
	% within Please state your job level within the company	62.5%	37.5%		100.0%
	% of Total	2.2%	1.3%		3.5%
All other Managers	Count	15	11	4	30
	% within Please state your job level within the company	50.0%	36.7%	13.3%	100.0%
	% of Total	6.6%	4.8%	1.7%	13.1%
Professional Staff	Count	19	18	4	41
	% within Please state your job level within the company	46.3%	43.9%	9.8%	100.0%
	% of Total	8.3%	7.9%	1.7%	17.9%
Technical Staff	Count	17	4	2	23
	% within Please state your job level within the company	73.9%	17.4%	8.7%	100.0%
	% of Total	7.4%	1.7%	.9%	10.0%
Clerical & Administrative Staff	Count	31	19	4	54
	% within Please state your job level within the company	57.4%	35.2%	7.4%	100.0%
	% of Total	13.5%	8.3%	1.7%	23.6%
Manual workers	Count	50	19	4	73
	% within Please state your job level within the company	68.5%	26.0%	5.5%	100.0%
	% of Total	21.8%	8.3%	1.7%	31.9%
Total	Count	137	74	18	229
	% within Please state your job level within the company	59.8%	32.3%	7.9%	100.0%
	% of Total	59.8%	32.3%	7.9%	100.0%

Please state your job level within the company * If you made changes to your job would it increaser your motivation Crosstabuiation

			If you made changes to your job would it increaser your motivation		Total
			Yes	No	Total
Please state your job level within the company	Senior Management or Directors	Count	6	2	8
		% within Please state your job level within the company	75.0%	25.0%	100.0%
		% of Total	2.9%	1.0%	3.9%
	All other Managers	Count	21	4	25
		% within Please state your job level within the company	84.0%	16.0%	100.0%
		% of Total	10.2%	2.0%	12.2%
	Professional Staff	Count	24	5	29
		% within Please state your job level within the company	82.8%	17.2%	100.0%
		% of Total	11.7%	2.4%	14.1%
	Technical Staff	Count	20	3	23
		% within Please state your job level within the company	87.0%	13.0%	100.0%
		% of Total	9.8%	1.5%	11.2%
	Clerical & Administrative Staff	Count	38	9	47
		% within Please state your job level within the company	80.9%	19.1%	100.0%
		% of Total	18.5%	4.4%	22.9%
	Manual workers	Count	66	7	73
		% within Please state your job level within the company	90.4%	9.6%	100.0%
		% of Total	32.2%	3.4%	35.6%
Total		Count	175	30	205
		% within Please state your job level within the company	85.4%	14.6%	100.0%
		% of Total	85.4%	14.6%	100.0%

Please state your job level within the company * If you made changes to your job would it increaser your performance Crosstabulation

			If you made changes to your job would it increaser your performance		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	4	4	8
		% within Please state your job level within the company	50.0%	50.0%	100.0%
		% of Total	2.0%	2.0%	4.0%
	All other Managers	Count	21	4	25
		% within Please state your job level within the company	84.0%	16.0%	100.0%
		% of Total	10.5%	2.0%	12.5%
	Professional Staff	Count	23	7	30
		% within Please state your job level within the company	76.7%	23.3%	100.0%
		% of Total	11.5%	3.5%	15.0%
	Technical Staff	Count	19	4	23
		% within Please state your job level within the company	82.6%	17.4%	100.0%
		% of Total	9.5%	2.0%	11.5%
	Clerical & Administrative Staff	Count	36	10	46
		% within Please state your job level within the company	78.3%	21.7%	100.0%
		% of Total	18.0%	5.0%	23.0%
	Manual workers	Count	60	8	68
		% within Please state your job level within the company	88.2%	11.8%	100.0%
		% of Total	30.0%	4.0%	34.0%
Total		Count	163	37	200
		% within Please state your job level within the company	81.5%	18.5%	100.0%
		% of Total	81.5%	18.5%	100.0%

Appendix 3.11

| | | | Have you ever been involved in teamwork in your company? | | Total |
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	8		8
		% within Please state your job level within the company	100.0%		100.0%
		% of Total	3.3%		3.3%
	All other Managers	Count	28	2	30
		% within Please state your job level within the company	93.3%	6.7%	100.0%
		% of Total	11.5%	.8%	12.3%
	Professional Staff	Count	38	4	42
		% within Please state your job level within the company	90.5%	9.5%	100.0%
		% of Total	15.6%	1.6%	17.2%
	Technical Staff	Count	25	2	27
		% within Please state your job level within the company	92.6%	7.4%	100.0%
		% of Total	10.2%	.8%	11.1%
	Clerical & Administrative Staff	Count	38	20	58
		% within Please state your job level within the company	65.5%	34.5%	100.0%
		% of Total	15.6%	8.2%	23.8%
	Manual workers	Count	52	27	79
		% within Please state your job level within the company	65.8%	34.2%	100.0%
		% of Total	21.3%	11.1%	32.4%
Total		Count	189	55	244
		% within Please state your job level within the company	77.5%	22.5%	100.0%
		% of Total	77.5%	22.5%	100.0%

Appendix 3.12

Please state your job level within the company * Does working in a team affect your motivation? Crosstabulation

			Does working in a team affect your motivation?			
			Increases	No effect	Decreases	Total
Please state your job level within the company	Senior Management or Directors	Count	7	1		8
		% within Please state your job level within the company	87.5%	12.5%		100.0%
		% of Total	3.4%	.5%		3.9%
	All other Managers	Count	24	6		30
		% within Please state your job level within the company	80.0%	20.0%		100.0%
		% of Total	11.6%	2.9%		14.5%
	Professional Staff	Count	29	7	2	38
		% within Please state your job level within the company	76.3%	18.4%	5.3%	100.0%
		% of Total	14.0%	3.4%	1.0%	18.4%
	Technical Staff	Count	19	5		24
		% within Please state your job level within the company	79.2%	20.8%		100.0%
		% of Total	9.2%	2.4%		11.6%
	Clerical & Administrative Staff	Count	30	13	1	44
		% within Please state your job level within the company	68.2%	29.5%	2.3%	100.0%
		% of Total	14.5%	6.3%	.5%	21.3%
	Manual workers	Count	46	16	1	63
		% within Please state your job level within the company	73.0%	25.4%	1.6%	100.0%
		% of Total	22.2%	7.7%	.5%	30.4%
Total		Count	155	48	4	207
		% within Please state your job level within the company	74.9%	23.2%	1.9%	100.0%
		% of Total	74.9%	23.2%	1.9%	100.0%

Appendix 3.13

Please state your job level within the company * Does working in a team affect your performance? Crosstabulation

			Increases	No effect	Decreases	Total
Please state your job level within the company	Senior Management or Directors	Count	7	1		8
		% within Please state your job level within the company	87.5%	12.5%		100.0%
		% of Total	3.4%	.5%		3.9%
	All other Managers	Count	23	7		30
		% within Please state your job level within the company	76.7%	23.3%		100.0%
		% of Total	11.3%	3.4%		14.7%
	Professional Staff	Count	28	8	1	37
		% within Please state your job level within the company	75.7%	21.6%	2.7%	100.0%
		% of Total	13.7%	3.9%	.5%	18.1%
	Technical Staff	Count	18	6		24
		% within Please state your job level within the company	75.0%	25.0%		100.0%
		% of Total	8.8%	2.9%		11.8%
	Clerical & Administrative Staff	Count	28	15	1	44
		% within Please state your job level within the company	63.6%	34.1%	2.3%	100.0%
		% of Total	13.7%	7.4%	.5%	21.6%
	Manual workers	Count	45	15	1	61
		% within Please state your job level within the company	73.8%	24.6%	1.6%	100.0%
		% of Total	22.1%	7.4%	.5%	29.9%
Total		Count	149	52	3	204
		% within Please state your job level within the company	73.0%	25.5%	1.5%	100.0%
		% of Total	73.0%	25.5%	1.5%	100.0%

'lease state your job level within the company * Have you ever participated in a formal team tha included management? Crosstabulation

			Have you ever participated in a formal team that included management?		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	9		9
		% within Please state your job level within the company	100.0%		100.0%
		% of Total	4.0%		4.0%
	All other Managers	Count	26	4	30
		% within Please state your job level within the company	86.7%	13.3%	100.0%
		% of Total	11.6%	1.8%	13.4%
	Professional Staff	Count	32	8	40
		% within Please state your job level within the company	80.0%	20.0%	100.0%
		% of Total	14.3%	3.6%	17.9%
	Technical Staff	Count	20	6	26
		% within Please state your job level within the company	76.9%	23.1%	100.0%
		% of Total	8.9%	2.7%	11.6%
	Clerical & Administrative Staff	Count	29	18	47
		% within Please state your job level within the company	61.7%	38.3%	100.0%
		% of Total	12.9%	8.0%	21.0%
	Manual workers	Count	28	44	72
		% within Please state your job level within the company	38.9%	61.1%	100.0%
		% of Total	12.5%	19.6%	32.1%
Total		Count	144	80	224
		% within Please state your job level within the company	64.3%	35.7%	100.0%
		% of Total	64.3%	35.7%	100.0%

Appendix 3.15

'lease state your job level within the company * Does working in a management team affect your motivation? Crosstabulation

		Does working in a management team affect your motivation?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	8	1		9
	% within Please state your job level within the company	88.9%	11.1%		100.0%
	% of Total	5.2%	.6%		5.8%
All other Managers	Count	20	6		26
	% within Please state your job level within the company	76.9%	23.1%		100.0%
	% of Total	13.0%	3.9%		16.9%
Professional Staff	Count	21	9	2	32
	% within Please state your job level within the company	65.6%	28.1%	6.3%	100.0%
	% of Total	13.6%	5.8%	1.3%	20.8%
Technical Staff	Count	15	7		22
	% within Please state your job level within the company	68.2%	31.8%		100.0%
	% of Total	9.7%	4.5%		14.3%
Clerical & Administrative Staff	Count	22	10		32
	% within Please state your job level within the company	68.8%	31.3%		100.0%
	% of Total	14.3%	6.5%		20.8%
Manual workers	Count	25	8		33
	% within Please state your job level within the company	75.8%	24.2%		100.0%
	% of Total	16.2%	5.2%		21.4%
Total	Count	111	41	2	154
	% within Please state your job level within the company	72.1%	26.6%	1.3%	100.0%
	% of Total	72.1%	26.6%	1.3%	100.0%

Appendix 3.16

Please state your job level within the company * Does working in a management team affect your performance? Crosstabulation

			Does working in a management team affect your performance?			Total
			Increases	No effect	Decreases	
Please state your job level within the company	Senior Management or Directors	Count	8		1	9
		% within Please state your job level within the company	88.9%		11.1%	100.0%
		% of Total	5.2%		.7%	5.9%
	All other Managers	Count	20	6		26
		% within Please state your job level within the company	76.9%	23.1%		100.0%
		% of Total	13.1%	3.9%		17.0%
	Professional Staff	Count	21	9	2	32
		% within Please state your job level within the company	65.6%	28.1%	6.3%	100.0%
		% of Total	13.7%	5.9%	1.3%	20.9%
	Technical Staff	Count	16	6		22
		% within Please state your job level within the company	72.7%	27.3%		100.0%
		% of Total	10.5%	3.9%		14.4%
	Clerical & Administrative Staff	Count	18	14		32
		% within Please state your job level within the company	56.3%	43.8%		100.0%
		% of Total	11.8%	9.2%		20.9%
	Manual workers	Count	22	10		32
		% within Please state your job level within the company	68.8%	31.3%		100.0%
		% of Total	14.4%	6.5%		20.9%
Total		Count	105	45	3	153
		% within Please state your job level within the company	68.6%	29.4%	2.0%	100.0%
		% of Total	68.6%	29.4%	2.0%	100.0%

Section C: Flexible Benefits

Appendix 4.0

Private Health Insurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	38.6	40.7	40.7
	No	140	56.2	59.3	100.0
	Total	236	94.8	100.0	
Missing	Missing	13	5.2		
Total		249	100.0		

Appendix 4.1

Company Car or Car Allowance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	8.0	8.5	8.5
	No	215	86.3	91.5	100.0
	Total	235	94.4	100.0	
Missing	Missing	14	5.6		
Total		249	100.0		

Appendix 4.2

Flexitime

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	24.5	26.0	26.0
	No	174	69.9	74.0	100.0
	Total	235	94.4	100.0	
Missing	Missing	14	5.6		
Total		249	100.0		

Appendix 4.3

Additional Health Leave

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	19.3	20.5	20.5
	No	186	74.7	79.5	100.0
	Total	234	94.0	100.0	
Missing	Missing	15	6.0		
Total		249	100.0		

Appendix 4.4

Paid Advanced Educational Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	30.5	32.3	32.3
	No	159	63.9	67.7	100.0
	Total	235	94.4	100.0	
Missing	Missing	14	5.6		
Total		249	100.0		

Appendix 4.5

Pension Scheme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	158	63.5	66.7	66.7
	No	79	31.7	33.3	100.0
	Total	237	95.2	100.0	
Missing	Missing	12	4.8		
Total		249	100.0		

Appendix 4.6

Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	1.6	1.7	1.7
	No	230	92.4	98.3	100.0
	Total	234	94.0	100.0	
Missing	Missing	15	6.0		
Total		249	100.0		

Please state your job level within the company * Private Health Insurance Crosstabulation

			Private Health Insurance		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	2	7	9
		% within Please state your job level within the company	22.2%	77.8%	100.0%
		% of Total	.8%	2.9%	3.7%
	All other Managers	Count	17	14	31
		% within Please state your job level within the company	54.8%	45.2%	100.0%
		% of Total	7.1%	5.8%	12.9%
	Professional Staff	Count	24	18	42
		% within Please state your job level within the company	57.1%	42.9%	100.0%
		% of Total	10.0%	7.5%	17.4%
	Technical Staff	Count	17	10	27
		% within Please state your job level within the company	63.0%	37.0%	100.0%
		% of Total	7.1%	4.1%	11.2%
	Clerical & Administrative Staff	Count	23	34	57
		% within Please state your job level within the company	40.4%	59.6%	100.0%
		% of Total	9.5%	14.1%	23.7%
	Manual workers	Count	15	60	75
		% within Please state your job level within the company	20.0%	80.0%	100.0%
		% of Total	6.2%	24.9%	31.1%
Total		Count	98	143	241
		% within Please state your job level within the company	40.7%	59.3%	100.0%
		% of Total	40.7%	59.3%	100.0%

'lease state your job level within the company * Company Car or Car Allowance Crosstabulatioɪ

			Company Car or Car Allowance		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	4	5	9
		% within Please state your job level within the company	44.4%	55.6%	100.0%
		% of Total	1.7%	2.1%	3.8%
	All other Managers	Count	7	23	30
		% within Please state your job level within the company	23.3%	76.7%	100.0%
		% of Total	2.9%	9.6%	12.5%
	Professional Staff	Count	4	38	42
		% within Please state your job level within the company	9.5%	90.5%	100.0%
		% of Total	1.7%	15.8%	17.5%
	Technical Staff	Count	3	24	27
		% within Please state your job level within the company	11.1%	88.9%	100.0%
		% of Total	1.3%	10.0%	11.3%
	Clerical & Administrative Staff	Count	3	54.	57
		% within Please state your job level within the company	5.3%	94.7%	100.0%
		% of Total	1.3%	22.5%	23.8%
	Manual workers	Count	2	73	75
		% within Please state your job level within the company	2.7%	97.3%	100.0%
		% of Total	.8%	30.4%	31.3%
Total		Count	23	217	240
		% within Please state your job level within the company	9.6%	90.4%	100.0%
		% of Total	9.6%	90.4%	100.0%

Please state your job level within the company * Additional Annual Leave Crosstabulation

			Additional Annual Leave		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	2	7	9
		% within Please state your job level within the company	22.2%	77.8%	100.0%
		% of Total	.8%	2.9%	3.8%
	All other Managers	Count	10	20	30
		% within Please state your job level within the company	33.3%	66.7%	100.0%
		% of Total	4.2%	8.4%	12.6%
	Professional Staff	Count	9	33	42
		% within Please state your job level within the company	21.4%	78.6%	100.0%
		% of Total	3.8%	13.8%	17.6%
	Technical Staff	Count	7	20	27
		% within Please state your job level within the company	25.9%	74.1%	100.0%
		% of Total	2.9%	8.4%	11.3%
	Clerical & Administrative Staff	Count	18	39	57
		% within Please state your job level within the company	31.6%	68.4%	100.0%
		% of Total	7.5%	16.3%	23.8%
	Manual workers	Count	2	72	74
		% within Please state your job level within the company	2.7%	97.3%	100.0%
		% of Total	.8%	30.1%	31.0%
Total		Count	48	191	239
		% within Please state your job level within the company	20.1%	79.9%	100.0%
		% of Total	20.1%	79.9%	100.0%

Please state your job level within the company * Flexitime Crosstabulation

			Flexitime		
			Yes	No	Total
Please state your job level within the company	Senior Management or Directors	Count	2	7	9
		% within Please state your job level within the company	22.2%	77.8%	100.0%
		% of Total	.8%	2.9%	3.8%
	All other Managers	Count	3	27	30
		% within Please state your job level within the company	10.0%	90.0%	100.0%
		% of Total	1.3%	11.3%	12.5%
	Professional Staff	Count	8	34	42
		% within Please state your job level within the company	19.0%	81.0%	100.0%
		% of Total	3.3%	14.2%	17.5%
	Technical Staff	Count	7	20	27
		% within Please state your job level within the company	25.9%	74.1%	100.0%
		% of Total	2.9%	8.3%	11.3%
	Clerical & Administrative Staff	Count	35	23	58
		% within Please state your job level within the company	60.3%	39.7%	100.0%
		% of Total	14.6%	9.6%	24.2%
	Manual workers	Count	7	67	74
		% within Please state your job level within the company	9.5%	90.5%	100.0%
		% of Total	2.9%	27.9%	30.8%
Total		Count	62	178	240
		% within Please state your job level within the company	25.8%	74.2%	100.0%
		% of Total	25.8%	74.2%	100.0%

Appendix 4.11

Please state your job level within the company * Paid Advanced Educational Courses Crosstabulation

			Paid Advanced Educational Courses		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	6	3	9
		% within Please state your job level within the company	66.7%	33.3%	100.0%
		% of Total	2.5%	1.3%	3.8%
	All other Managers	Count	15	15	30
		% within Please state your job level within the company	50.0%	50.0%	100.0%
		% of Total	6.3%	6.3%	12.5%
	Professional Staff	Count	18	24	42
		% within Please state your job level within the company	42.9%	57.1%	100.0%
		% of Total	7.5%	10.0%	17.5%
	Technical Staff	Count	8	19	27
		% within Please state your job level within the company	29.6%	70.4%	100.0%
		% of Total	3.3%	7.9%	11.3%
	Clerical & Administrative Staff	Count	22	36	58
		% within Please state your job level within the company	37.9%	62.1%	100.0%
		% of Total	9.2%	15.0%	24.2%
	Manual workers	Count	11	63	74
		% within Please state your job level within the company	14.9%	85.1%	100.0%
		% of Total	4.6%	26.3%	30.8%
Total		Count	80	160	240
		% within Please state your job level within the company	33.3%	66.7%	100.0%
		% of Total	33.3%	66.7%	100.0%

Appendix 4.12

Please state your job level within the company * Pension Scheme Crosstabulation

			Pension Scheme		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	7	2	9
		% within Please state your job level within the company	77.8%	22.2%	100.0%
		% of Total	2.9%	.8%	3.7%
	All other Managers	Count	27	4	31
		% within Please state your job level within the company	87.1%	12.9%	100.0%
		% of Total	11.2%	1.7%	12.8%
	Professional Staff	Count	35	7	42
		% within Please state your job level within the company	83.3%	16.7%	100.0%
		% of Total	14.5%	2.9%	17.4%
	Technical Staff	Count	19	8	27
		% within Please state your job level within the company	70.4%	29.6%	100.0%
		% of Total	7.9%	3.3%	11.2%
	Clerical & Administrative Staff	Count	40	17	57
		% within Please state your job level within the company	70.2%	29.8%	100.0%
		% of Total	16.5%	7.0%	23.6%
	Manual workers	Count	33	43	76
		% within Please state your job level within the company	43.4%	56.6%	100.0%
		% of Total	13.6%	17.8%	31.4%
Total		Count	161	81	242
		% within Please state your job level within the company	66.5%	33.5%	100.0%
		% of Total	66.5%	33.5%	100.0%

Appendix 4.13

Please state your job level within the company * Other Crosstabulation

			Other		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count		9	9
		% within Please state your job level within the company		100.0%	100.0%
		% of Total		3.8%	3.8%
	All other Managers	Count		30	30
		% within Please state your job level within the company		100.0%	100.0%
		% of Total		12.6%	12.6%
	Professional Staff	Count	2	40	42
		% within Please state your job level within the company	4.8%	95.2%	100.0%
		% of Total	.8%	16.7%	17.6%
	Technical Staff	Count	1	26	27
		% within Please state your job level within the company	3.7%	96.3%	100.0%
		% of Total	.4%	10.9%	11.3%
	Clerical & Administrative Staff	Count	1	56	57
		% within Please state your job level within the company	1.8%	98.2%	100.0%
		% of Total	.4%	23.4%	23.8%
	Manual workers	Count		74	74
		% within Please state your job level within the company		100.0%	100.0%
		% of Total		31.0%	31.0%
Total		Count	4	235	239
		% within Please state your job level within the company	1.7%	98.3%	100.0%
		% of Total	1.7%	98.3%	100.0%

Appendix 4.14

Please state your job level within the company * Do these flexible benefits affect your motivation Crosstabulation

			Do these flexible benefits affect your motivation			Total
			Increases	No effect	Decreases	
Please state your job level within the company	Senior Management or Directors	Count	7	1		8
		% within Please state your job level within the company	87.5%	12.5%		100.0%
		% of Total	3.7%	.5%		4.2%
	All other Managers	Count	19	8		27
		% within Please state your job level within the company	70.4%	29.6%		100.0%
		% of Total	10.1%	4.2%		14.3%
	Professional Staff	Count	25	12	1	38
		% within Please state your job level within the company	65.8%	31.6%	2.6%	100.0%
		% of Total	13.2%	6.3%	.5%	20.1%
	Technical Staff	Count	13	12		25
		% within Please state your job level within the company	52.0%	48.0%		100.0%
		% of Total	6.9%	6.3%		13.2%
	Clerical & Administrative Staff	Count	17	28		45
		% within Please state your job level within the company	37.8%	62.2%		100.0%
		% of Total	9.0%	14.8%		23.8%
	Manual workers	Count	25	19	2	46
		% within Please state your job level within the company	54.3%	41.3%	4.3%	100.0%
		% of Total	13.2%	10.1%	1.1%	24.3%
Total		Count	106	80	3	189
		% within Please state your job level within the company	56.1%	42.3%	1.6%	100.0%
		% of Total	56.1%	42.3%	1.6%	100.0%

Appendix 4.15

'lease state your job level within the company * Do these flexible benefits affect your performance Crosstabulation

			Do these flexible benefits affect your performance			Total
			Increases	No effect	Decreases	
Please state your job level within the company	Senior Management or Directors	Count	6	2		8
		% within Please state your job level within the company	75.0%	25.0%		100.0%
		% of Total	3.2%	1.1%		4.2%
	All other Managers	Count	15	12		27
		% within Please state your job level within the company	55.6%	44.4%		100.0%
		% of Total	7.9%	6.3%		14.3%
	Professional Staff	Count	24	13	1	38
		% within Please state your job level within the company	63.2%	34.2%	2.6%	100.0%
		% of Total	12.7%	6.9%	.5%	20.1%
	Technical Staff	Count	15	10		25
		% within Please state your job level within the company	60.0%	40.0%		100.0%
		% of Total	7.9%	5.3%		13.2%
	Clerical & Administrative Staff	Count	17	29		46
		% within Please state your job level within the company	37.0%	63.0%		100.0%
		% of Total	9.0%	15.3%		24.3%
	Manual workers	Count	19	24	2	45
		% within Please state your job level within the company	42.2%	53.3%	4.4%	100.0%
		% of Total	10.1%	12.7%	1.1%	23.8%
Total		Count	96	90	3	189
		% within Please state your job level within the company	50.8%	47.6%	1.6%	100.0%
		% of Total	50.8%	47.6%	1.6%	100.0%

Please state your job level within the company * Would the inclusion of a flexible package increase you performance Crosstabulation

			Would the inclusion of a flexible package increase you performance		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	7	2	9
		% within Please state your job level within the company	77.8%	22.2%	100.0%
		% of Total	3.3%	1.0%	4.3%
	All other Managers	Count	19	9	28
		% within Please state your job level within the company	67.9%	32.1%	100.0%
		% of Total	9.1%	4.3%	13.4%
	Professional Staff	Count	27	9	36
		% within Please state your job level within the company	75.0%	25.0%	100.0%
		% of Total	12.9%	4.3%	17.2%
	Technical Staff	Count	18	6	24
		% within Please state your job level within the company	75.0%	25.0%	100.0%
		% of Total	8.6%	2.9%	11.5%
	Clerical & Administrative Staff	Count	28	19	47
		% within Please state your job level within the company	59.6%	40.4%	100.0%
		% of Total	13.4%	9.1%	22.5%
	Manual workers	Count	57	8	65
		% within Please state your job level within the company	87.7%	12.3%	100.0%
		% of Total	27.3%	3.8%	31.1%
Total		Count	156	53	209
		% within Please state your job level within the company	74.6%	25.4%	100.0%
		% of Total	74.6%	25.4%	100.0%

Appendix 4.17

Please state your job level within the company * Would the inclusion of a flexible package increase your motivation Crosstabulation

			Would the inclusion of a flexible package increase your motivation		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	7	2	9
		% within Please state your job level within the company	77.8%	22.2%	100.0%
		% of Total	3.3%	1.0%	4.3%
	All other Managers	Count	25	3	28
		% within Please state your job level within the company	89.3%	10.7%	100.0%
		% of Total	11.9%	1.4%	13.3%
	Professional Staff	Count	30	6	36
		% within Please state your job level within the company	83.3%	16.7%	100.0%
		% of Total	14.3%	2.9%	17.1%
	Technical Staff	Count	20	4	24
		% within Please state your job level within the company	83.3%	16.7%	100.0%
		% of Total	9.5%	1.9%	11.4%
	Clerical & Administrative Staff	Count	30	17	47
		% within Please state your job level within the company	63.8%	36.2%	100.0%
		% of Total	14.3%	8.1%	⁻22.4%
	Manual workers	Count	60	6	66
		% within Please state your job level within the company	90.9%	9.1%	100.0%
		% of Total	28.6%	2.9%	31.4%
Total		Count	172	38	210
		% within Please state your job level within the company	81.9%	18.1%	100.0%
		% of Total	81.9%	18.1%	100.0%

Section E: Goal Setting

Appendix 5.0

Please state your job level within the company * Goals Crosstabulation

		Goals			
		Your manager or supervisor sets goals for you to achieve	You participate in setting your own goals with your manager	No goals are set in the workplace	Total
Senior Management or Directors	Count		9		9
	% within Please state your job level within the company		100.0%		100.0%
	% of Total		3.7%		3.7%
All other Managers	Count	7	22	2	31
	% within Please state your job level within the company	22.6%	71.0%	6.5%	100.0%
	% of Total	2.9%	9.0%	.8%	12.7%
Professional Staff	Count	10	28	4	42
	% within Please state your job level within the company	23.8%	66.7%	9.5%	100.0%
	% of Total	4.1%	11.4%	1.6%	17.1%
Technical Staff	Count	9	15	3	27
	% within Please state your job level within the company	33.3%	55.6%	11.1%	100.0%
	% of Total	3.7%	6.1%	1.2%	11.0%
Clerical & Administrativ e Staff	Count	16	26	16	58
	% within Please state your job level within the company	27.6%	44.8%	27.6%	100.0%
	% of Total	6.5%	10.6%	6.5%	23.7%
Manual workers	Count	16	25	37	78
	% within Please state your job level within the company	20.5%	32.1%	47.4%	100.0%
	% of Total	6.5%	10.2%	15.1%	31.8%
Total	Count	58	125	62	245
	% within Please state your job level within the company	23.7%	51.0%	25.3%	100.0%
	% of Total	23.7%	51.0%	25.3%	100.0%

Appendix 5.1

Goals * Goals Motivation Crosstabulation

			Goals Motivation			
			Increases	No effect	Decreases	Total
Goals	Your manager or supervisor sets goals for you to achieve	Count	30	27	1	58
		% within Goals	51.7%	46.6%	1.7%	100.0%
		% of Total	15.5%	13.9%	.5%	29.9%
	You participate in setting your own goals with your manager	Count	100	22		122
		% within Goals	82.0%	18.0%		100.0%
		% of Total	51.5%	11.3%		62.9%
	No goals are set in the workplace	Count	3	9	2	14
		% within Goals	21.4%	64.3%	14.3%	100.0%
		% of Total	1.5%	4.6%	1.0%	7.2%
Total		Count	133	58	3	194
		% within Goals	68.6%	29.9%	1.5%	100.0%
		% of Total	68.6%	29.9%	1.5%	100.0%

Appendix 5.2

Goals * Goals Performance Crosstabulation

			Goals Performance			
			Increases	No effect	Decreases	Total
Goals	Your manager or supervisor sets goals for you to achieve	Count	32	25	1	58
		% within Goals	55.2%	43.1%	1.7%	100.0%
		% of Total	16.4%	12.8%	.5%	29.7%
	You participate in setting your own goals with your manager	Count	99	24		123
		% within Goals	80.5%	19.5%		100.0%
		% of Total	50.8%	12.3%		63.1%
	No goals are set in the workplace	Count	3	9	2	14
		% within Goals	21.4%	64.3%	14.3%	100.0%
		% of Total	1.5%	4.6%	1.0%	7.2%
Total		Count	134	58	3	195
		% within Goals	68.7%	29.7%	1.5%	100.0%
		% of Total	68.7%	29.7%	1.5%	100.0%

Appendix 5.3

Please state your job level within the company * Goals Motivation Crosstabulation

			Goals Motivation			Total
			Increases	No effect	Decreases	
Please state your job level within the company	Senior Management or Directors	Count	9			9
		% within Please state your job level within the company	100.0%			100.0%
		% of Total	4.7%			4.7%
	All other Managers	Count	24	4		28
		% within Please state your job level within the company	85.7%	14.3%		100.0%
		% of Total	12.4%	2.1%		14.5%
	Professional Staff	Count	30	10		40
		% within Please state your job level within the company	75.0%	25.0%		100.0%
		% of Total	15.5%	5.2%		20.7%
	Technical Staff	Count	16	9		25
		% within Please state your job level within the company	64.0%	36.0%		100.0%
		% of Total	8.3%	4.7%		13.0%
	Clerical & Administrative Staff	Count	19	21	2	42
		% within Please state your job level within the company	45.2%	50.0%	4.8%	100.0%
		% of Total	9.8%	10.9%	1.0%	21.8%
	Manual workers	Count	34	14	1	49
		% within Please state your job level within the company	69.4%	28.6%	2.0%	100.0%
		% of Total	17.6%	7.3%	.5%	25.4%
Total		Count	132	58	3	193
		% within Please state your job level within the company	68.4%	30.1%	1.6%	100.0%
		% of Total	68.4%	30.1%	1.6%	100.0%

Appendix 5.4

Please state your job level within the company * Goals Performance Crosstabulation

			Goals Performance			Total
			Increases	No effect	Decreases	
Please state your job level within the company	Senior Management or Directors	Count	8	1		9
		% within Please state your job level within the company	88.9%	11.1%		100.0%
		% of Total	4.1%	.5%		4.6%
	All other Managers	Count	24	4		28
		% within Please state your job level within the company	85.7%	14.3%		100.0%
		% of Total	12.4%	2.1%		14.4%
	Professional Staff	Count	29	11		40
		% within Please state your job level within the company	72.5%	27.5%		100.0%
		% of Total	14.9%	5.7%		20.6%
	Technical Staff	Count	17	8		25
		% within Please state your job level within the company	68.0%	32.0%		100.0%
		% of Total	8.8%	4.1%		12.9%
	Clerical & Administrative Staff	Count	21	20	2	43
		% within Please state your job level within the company	48.8%	46.5%	4.7%	100.0%
		% of Total	10.8%	10.3%	1.0%	22.2%
	Manual workers	Count	34	14	1	49
		% within Please state your job level within the company	69.4%	28.6%	2.0%	100.0%
		% of Total	17.5%	7.2%	.5%	25.3%
Total		Count	133	58	3	194
		% within Please state your job level within the company	68.6%	29.9%	1.5%	100.0%
		% of Total	68.6%	29.9%	1.5%	100.0%

Appendix 5.5

Please state your job level within the company * Are rewards given to you when you achieve your goals? Crosstabulation

			Are rewards given to you when you achieve your goals?			Total
			Always	Sometimes	Never	
Please state your job level within the company	Senior Management or Directors	Count	1	5	3	9
		% within Please state your job level within the company	11.1%	55.6%	33.3%	100.0%
		% of Total	.5%	2.4%	1.4%	4.3%
	All other Managers	Count		12	16	28
		% within Please state your job level within the company		42.9%	57.1%	100.0%
		% of Total		5.8%	7.7%	13.5%
	Professional Staff	Count	1	10	28	39
		% within Please state your job level within the company	2.6%	25.6%	71.8%	100.0%
		% of Total	.5%	4.8%	13.5%	18.8%
	Technical Staff	Count		8	17	25
		% within Please state your job level within the company		32.0%	68.0%	100.0%
		% of Total		3.8%	8.2%	12.0%
	Clerical & Administrative Staff	Count		6	40	46
		% within Please state your job level within the company		13.0%	87.0%	100.0%
		% of Total		2.9%	19.2%	22.1%
	Manual workers	Count		11	50	61
		% within Please state your job level within the company		18.0%	82.0%	100.0%
		% of Total		5.3%	24.0%	29.3%
Total		Count	2	52	154	208
		% within Please state your job level within the company	1.0%	25.0%	74.0%	100.0%
		% of Total	1.0%	25.0%	74.0%	100.0%

Section F: Feedback

Appendix 6.0

State your job level within the company * How do you receive feedback on your work performance? Crosstabulation

		How do you receive feedback on your work performance?				
		Informally	Formal meetings	Performance Appraisals	360° degree feedback	Total
Senior Management or Directors	Count	3	4	1		8
	% of this job level within the company	37.5%	50.0%	12.5%		100.0%
	% of Total	1.7%	2.2%	.6%		4.4%
All other Managers	Count	7	11	8	1	27
	% of this job level within the company	25.9%	40.7%	29.6%	3.7%	100.0%
	% of Total	3.9%	6.1%	4.4%	.6%	15.0%
Professional Staff	Count	9	16	10	1	36
	% of this job level within the company	25.0%	44.4%	27.8%	2.8%	100.0%
	% of Total	5.0%	8.9%	5.6%	.6%	20.0%
Technical Staff	Count	5	8	7		20
	% of this job level within the company	25.0%	40.0%	35.0%		100.0%
	% of Total	2.8%	4.4%	3.9%		11.1%
Clerical & Administrative Staff	Count	16	20	8		44
	% of this job level within the company	36.4%	45.5%	18.2%		100.0%
	% of Total	8.9%	11.1%	4.4%		24.4%
Manual workers	Count	12	5	28		45
	% of this job level within the company	26.7%	11.1%	62.2%		100.0%
	% of Total	6.7%	2.8%	15.6%		25.0%
Total	Count	52	64	62	2	180
	% of this job level within the company	28.9%	35.6%	34.4%	1.1%	100.0%
	% of Total	28.9%	35.6%	34.4%	1.1%	100.0%

Appendix 6.1

State your job level within the company * How often do you meet with your supervisor to talk about your work performance i.e. receive feedback? Crosstabulation

		How often do you meet with your supervisor to talk about your work performance i.e. receive feedback?							
		Daily	Weekly	Fortnightly	Monthly	Every 6 months	Never	Annual	Total
Senior Management or Directors	Count	1	2		2		1		6
	% of this job level within the company	16.7%	33.3%		33.3%		16.7%		100.0%
	% of Total	.5%	.9%		.9%		.5%		2.8%
All other Managers	Count	9	1	2	5	4	3		24
	% of this job level within the company	37.5%	4.2%	8.3%	20.8%	16.7%	12.5%		100.0%
	% of Total	4.1%	.5%	.9%	2.3%	1.8%	1.4%		11.1%
Professional Staff	Count	7	6	2	12	5	5	1	38
	% of this job level within the company	18.4%	15.8%	5.3%	31.6%	13.2%	13.2%	2.6%	100.0%
	% of Total	3.2%	2.8%	.9%	5.5%	2.3%	2.3%	.5%	17.5%
Technical Staff	Count	6	1	2	6	5	4		24
	% of this job level within the company	25.0%	4.2%	8.3%	25.0%	20.8%	16.7%		100.0%
	% of Total	2.8%	.5%	.9%	2.8%	2.3%	1.8%		11.1%
Clerical & Administrative Staff	Count	2	2		23	7	17	1	52
	% of this job level within the company	3.8%	3.8%		44.2%	13.5%	32.7%	1.9%	100.0%
	% of Total	.9%	.9%		10.6%	3.2%	7.8%	.5%	24.0%
Manual workers	Count	9	6		11	19	28		73
	% of this job level within the company	12.3%	8.2%		15.1%	26.0%	38.4%		100.0%
	% of Total	4.1%	2.8%		5.1%	8.8%	12.9%		33.6%
Total	Count	34	18	6	59	40	58	2	217
	% of this job level within the company	15.7%	8.3%	2.8%	27.2%	18.4%	26.7%	.9%	100.0%
	% of Total	15.7%	8.3%	2.8%	27.2%	18.4%	26.7%	.9%	100.0%

Appendix 6.2

Please state your job level within the company * In general, is the feedback you receive either.......
Crosstabulation

			In general, is the feedback you receive either.......			Total
			Positive	Negative	Both	
Please state your job level within the company	Senior Management or Directors	Count	5		2	7
		% within Please state your job level within the company	71.4%		28.6%	100.0%
		% of Total	2.8%		1.1%	3.9%
	All other Managers	Count	11	2	15	28
		% within Please state your job level within the company	39.3%	7.1%	53.6%	100.0%
		% of Total	6.1%	1.1%	8.3%	15.5%
	Professional Staff	Count	10	1	23	34
		% within Please state your job level within the company	29.4%	2.9%	67.6%	100.0%
		% of Total	5.5%	.6%	12.7%	18.8%
	Technical Staff	Count	11	1	10	22
		% within Please state your job level within the company	50.0%	4.5%	45.5%	100.0%
		% of Total	6.1%	.6%	5.5%	12.2%
	Clerical & Administrative Staff	Count	18	4	20	42
		% within Please state your job level within the company	42.9%	9.5%	47.6%	100.0%
		% of Total	9.9%	2.2%	11.0%	23.2%
	Manual workers	Count	14	5	29	48
		% within Please state your job level within the company	29.2%	10.4%	60.4%	100.0%
		% of Total	7.7%	2.8%	16.0%	26.5%
Total		Count	69	13	99	181
		% within Please state your job level within the company	38.1%	7.2%	54.7%	100.0%
		% of Total	38.1%	7.2%	54.7%	100.0%

Appendix 6.3

Please state your job level within the company * In general after receiving positive feedback on your work, how does it affect your motivation? Crosstabulation

		In general after receiving positive feedback on your work, how does it affect your motivation?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	8			8
	% within Please state your job level within the company	100.0%			100.0%
	% of Total	4.2%			4.2%
All other Managers	Count	21	7		28
	% within Please state your job level within the company	75.0%	25.0%		100.0%
	% of Total	11.1%	3.7%		14.7%
Professional Staff	Count	33	2	1	36
	% within Please state your job level within the company	91.7%	5.6%	2.8%	100.0%
	% of Total	17.4%	1.1%	.5%	18.9%
Technical Staff	Count	13	9		22
	% within Please state your job level within the company	59.1%	40.9%		100.0%
	% of Total	6.8%	4.7%		11.6%
Clerical & Administrative Staff	Count	29	12	1	42
	% within Please state your job level within the company	69.0%	28.6%	2.4%	100.0%
	% of Total	15.3%	6.3%	.5%	22.1%
Manual workers	Count	38	15	1	54
	% within Please state your job level within the company	70.4%	27.8%	1.9%	100.0%
	% of Total	20.0%	7.9%	.5%	28.4%
Total	Count	142	45	3	190
	% within Please state your job level within the company	74.7%	23.7%	1.6%	100.0%
	% of Total	74.7%	23.7%	1.6%	100.0%

Appendix 6.4

'lease state your job level within the company * In general after receiving positive feedbacl on your work, how does it affect your work performance? Crosstabulation

| | | In general after receiving positive feedback on your work, how does it affect your work performance? | | | |
		Increases	No effect	Decreases	Total
Senior Management or Directors	Count	7	1		8
	% within Please state your job level within the company	87.5%	12.5%		100.0%
	% of Total	3.7%	.5%		4.2%
All other Managers	Count	18	10		28
	% within Please state your job level within the company	64.3%	35.7%		100.0%
	% of Total	9.5%	5.3%		14.8%
Professional Staff	Count	31	4	1	36
	% within Please state your job level within the company	86.1%	11.1%	2.8%	100.0%
	% of Total	16.4%	2.1%	.5%	19.0%
Technical Staff	Count	14	8		22
	% within Please state your job level within the company	63.6%	36.4%		100.0%
	% of Total	7.4%	4.2%		11.6%
Clerical & Administrative Staff	Count	24	17	1	42
	% within Please state your job level within the company	57.1%	40.5%	2.4%	100.0%
	% of Total	12.7%	9.0%	.5%	22.2%
Manual workers	Count	38	14	1	53
	% within Please state your job level within the company	71.7%	26.4%	1.9%	100.0%
	% of Total	20.1%	7.4%	.5%	28.0%
Total	Count	132	54	3	189
	% within Please state your job level within the company	69.8%	28.6%	1.6%	100.0%
	% of Total	69.8%	28.6%	1.6%	100.0%

Appendix 6.5

ease state your job level within the company * How would you describe your relationship with you supervisor/manager? Crosstabulation

		How would you describe your relationship with your supervisor/manager?					
		Excellent	Very Good	Good	Fair	Poor	Total
Senior Management or Directors	Count	6	2				8
	% of this job level within the company	75.0%	25.0%				100.0%
	% of Total	3.1%	1.0%				4.2%
All other Managers	Count	7	13	6	1	1	28
	% of this job level within the company	25.0%	46.4%	21.4%	3.6%	3.6%	100.0%
	% of Total	3.7%	6.8%	3.1%	.5%	.5%	14.7%
Professional Staff	Count	9	16	8	4	1	38
	% of this job level within the company	23.7%	42.1%	21.1%	10.5%	2.6%	100.0%
	% of Total	4.7%	8.4%	4.2%	2.1%	.5%	19.9%
Technical Staff	Count	3	6	11	2		22
	% of this job level within the company	13.6%	27.3%	50.0%	9.1%		100.0%
	% of Total	1.6%	3.1%	5.8%	1.0%		11.5%
Clerical & Administrative Staff	Count	5	13	14	7	2	41
	% of this job level within the company	12.2%	31.7%	34.1%	17.1%	4.9%	100.0%
	% of Total	2.6%	6.8%	7.3%	3.7%	1.0%	21.5%
Manual workers	Count	2	20	25	4	3	54
	% of this job level within the company	3.7%	37.0%	46.3%	7.4%	5.6%	100.0%
	% of Total	1.0%	10.5%	13.1%	2.1%	1.6%	28.3%
Total	Count	32	70	64	18	7	191
	% of this job level within the company	16.8%	36.6%	33.5%	9.4%	3.7%	100.0%
	% of Total	16.8%	36.6%	33.5%	9.4%	3.7%	100.0%

Section G: Recognition

Appendix 7.0

lease state your job level within the company * Have you ever received recognition for a job we done? Crosstabulation

			Have you ever received recognition for a job well done?		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	3	5	8
		% within Please state your job level within the company	37.5%	62.5%	100.0%
		% of Total	1.2%	2.1%	3.3%
	All other Managers	Count	11	19	30
		% within Please state your job level within the company	36.7%	63.3%	100.0%
		% of Total	4.5%	7.9%	12.4%
	Professional Staff	Count	19	22	41
		% within Please state your job level within the company	46.3%	53.7%	100.0%
		% of Total	7.9%	9.1%	16.9%
	Technical Staff	Count	9	18	27
		% within Please state your job level within the company	33.3%	66.7%	100.0%
		% of Total	3.7%	7.4%	11.2%
	Clerical & Administrative Staff	Count	17	41	58
		% within Please state your job level within the company	29.3%	70.7%	100.0%
		% of Total	7.0%	16.9%	24.0%
	Manual workers	Count	10	68	78
		% within Please state your job level within the company	12.8%	87.2%	100.0%
		% of Total	4.1%	28.1%	32.2%
Total		Count	69	173	242
		% within Please state your job level within the company	28.5%	71.5%	100.0%
		% of Total	28.5%	71.5%	100.0%

Appendix 7.1

lease state your job level within the company * After receiving recognition for your work in your opinion how does it affect your motivation? Crosstabulation

		After receiving recognition for your work, in your opinion how does it affect your motivation?			Total
		Increases	No effect	Decreases	
Senior Management or Directors	Count	3	1		4
	% within Please state your job level within the company	75.0%	25.0%		100%
	% of Total	2.8%	.9%		3.7%
All other Managers	Count	15	2		17
	% within Please state your job level within the company	88.2%	11.8%		100%
	% of Total	14.0%	1.9%		15.9%
Professional Staff	Count	24	1		25
	% within Please state your job level within the company	96.0%	4.0%		100%
	% of Total	22.4%	.9%		23.4%
Technical Staff	Count	11	1		12
	% within Please state your job level within the company	91.7%	8.3%		100%
	% of Total	10.3%	.9%		11.2%
Clerical & Administrative Staff	Count	13	6	2	21
	% within Please state your job level within the company	61.9%	28.6%	9.5%	100%
	% of Total	12.1%	5.6%	1.9%	19.6%
Manual workers	Count	20	8	.	28
	% within Please state your job level within the company	71.4%	28.6%	.	100%
	% of Total	18.7%	7.5%		26.2%
Total	Count	86	19	2	107
	% within Please state your job level within the company	80.4%	17.8%	1.9%	100%
	% of Total	80.4%	17.8%	1.9%	100%

Appendix 7.2

Please state your job level within the company * After receiving recognition for your work in your opinion how does it affect your performance? Crosstabulation

| | | After receiving recognition for your work, in your opinion how does it affect your performance? | | | |
		Increases	No effect	Decreases	Total
Senior Management or Directors	Count	3	1		4
	% within Please state your job level within the company	75.0%	25.0%		100.0%
	% of Total	2.8%	.9%		3.7%
All other Managers	Count	10	7		17
	% within Please state your job level within the company	58.8%	41.2%		100.0%
	% of Total	9.3%	6.5%		15.9%
Professional Staff	Count	22	3		25
	% within Please state your job level within the company	88.0%	12.0%		100.0%
	% of Total	20.6%	2.8%		23.4%
Technical Staff	Count	11	1		12
	% within Please state your job level within the company	91.7%	8.3%		100.0%
	% of Total	10.3%	.9%		11.2%
Clerical & Administrative Staff	Count	9	10	2	21
	% within Please state your job level within the company	42.9%	47.6%	9.5%	100.0%
	% of Total	8.4%	9.3%	1.9%	19.6%
Manual workers	Count	20	8		28
	% within Please state your job level within the company	71.4%	28.6%		100.0%
	% of Total	18.7%	7.5%		26.2%
Total	Count	75	30	2	107
	% within Please state your job level within the company	70.1%	28.0%	1.9%	100.0%
	% of Total	70.1%	28.0%	1.9%	100.0%

lease state your job level within the company * Does a lack of recognition negatively affect you motivation? Crosstabulation

			Does a lack of recognition negatively affect your motivation?		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	7	2	9
		% within Please state your job level within the company	77.8%	22.2%	100.0%
		% of Total	3.0%	.9%	3.8%
	All other Managers	Count	24	7	31
		% within Please state your job level within the company	77.4%	22.6%	100.0%
		% of Total	10.3%	3.0%	13.2%
	Professional Staff	Count	31	8	39
		% within Please state your job level within the company	79.5%	20.5%	100.0%
		% of Total	13.2%	3.4%	16.7%
	Technical Staff	Count	22	5	27
		% within Please state your job level within the company	81.5%	18.5%	100.0%
		% of Total	9.4%	2.1%	11.5%
	Clerical & Administrative Staff	Count	41	14	55
		% within Please state your job level within the company	74.5%	25.5%	100.0%
		% of Total	17.5%	6.0%	23.5%
	Manual workers	Count	66	7	73
		% within Please state your job level within the company	90.4%	9.6%	100.0%
		% of Total	28.2%	3.0%	31.2%
Total		Count	191	43	234
		% within Please state your job level within the company	81.6%	18.4%	100.0%
		% of Total	81.6%	18.4%	100.0%

Appendix 7.4

lease state your job level within the company * Does a lack of recognition negatively affect you performance? Crosstabulation

			Does a lack of recognition negativety affect your performance		Total
			Yes	No	
Please state your job level within the company	Senior Management or Directors	Count	6	3	9
		% within Please state your job level within the company	66.7%	33.3%	100.0%
		% of Total	2.6%	1.3%	3.8%
	All other Managers	Count	24	7	31
		% within Please state your job level within the company	77.4%	22.6%	100.0%
		% of Total	10.3%	3.0%	13.2%
	Professional Staff	Count	30	9	39
		% within Please state your job level within the company	76.9%	23.1%	100.0%
		% of Total	12.8%	3.8%	16.7%
	Technical Staff	Count	21	6	27
		% within Please state your job level within the company	77.8%	22.2%	100.0%
		% of Total	9.0%	2.6%	11.5%
	Clerical & Administrative Staff	Count	37	18	55
		% within Please state your job level within the company	67.3%	32.7%	100.0%
		% of Total	15.8%	7.7%	23.5%
	Manual workers	Count	66	7	73
		% within Please state your job level within the company	90.4%	9.6%	100.0%
		% of Total	28.2%	3.0%	31.2%
Total		Count	184	50	234
		% within Please state your job level within the company	78.6%	21.4%	100.0%
		% of Total	78.6%	21.4%	100.0%

APPENDIX C

Section C
Manufacturing and Service Cross Tabulation Appendices

Appendix 1.0

Company Type * Private Health Insurance Crosstabulation

			Private Health Insurance		
			Yes	No	Total
Company Type	Manufacturing	Count	53	83	136
		% within Company Type	39.0%	61.0%	100.0%
		% of Total	21.9%	34.3%	56,2%
	Service	Count	45	61	106
		% within Company Type	42.5%	57.5%	100.0%
		% of Total	18.6%	25.2%	43.8%
Total		Count	98	144	242
		% within Company Type	40.5%	59.5%	100.0%
		% of Total	40.5%	59.5%	100.0%

Appendix 1.1

Company Type * Company Car or Car Allowance Crosstabulation

			Company Car or Car Allowance		
			Yes	No	Total
Company Type	Manufacturing	Count	8	127	135
		% within Company Type	5.9%	94.1%	100.0%
		% of Total	3.3%	52.7%	56.0%
	Service	Count	15	91	106
		% within Company Type	14.2%	85.8%	100.0%
		% of Total	6.2%	37.8%	44.0%
Total		Count	23	218	241
		% within Company Type	9.5%	90.5%	100.0%
		% of Total	9.5%	90.5%	100.0%

Appendix 1.2

Company Type * Additional Health Leave Crosstabulation

			Additional Health Leave		Total
			Yes	No	
Company Type	Manufacturing	Count	18	117	135
		% within Company Type	13.3%	86.7%	100.0%
		% of Total	7.5%	48.8%	56.3%
	Service	Count	30	75	105
		% within Company Type	28.6%	71.4%	100.0%
		% of Total	12.5%	31.3%	43.8%
Total		Count	48	192	240
		% within Company Type	20.0%	80.0%	100.0%
		% of Total	20.0%	80.0%	100.0%

Appendix 1.3

Company Type * Flexitime Crosstabulation

			Flexitime		Total
			Yes	No	
Company Type	Manufacturing	Count	6	129	135
		% within Company Type	4.4%	95.6%	100.0%
		% of Total	2.5%	53.5%	56.0%
	Service	Count	56	50	106
		% within Company Type	52.8%	47.2%	100.0%
		% of Total	23.2%	20.7%	44.0%
Total		Count	62	179	241
		% within Company Type	25.7%	74.3%	100.0%
		% of Total	25.7%	74.3%	100.0%

Appendix 1.4

Company Type * Paid Advanced Educational Courses Crosstabulation

			Paid Advanced Educational Courses		Total
			Yes	No	
Company Type	Manufacturing	Count	40	95	135
		% within Company Type	29.6%	70.4%	100.0%
		% of Total	16.6%	39.4%	56.0%
	Service	Count	40	66	106
		% within Company Type	37.7%	62.3%	100.0%
		% of Total	16.6%	27.4%	44.0%
Total		Count	80	161	241
		% within Company Type	33.2%	66.8%	100.0%
		% of Total	33.2%	66.8%	100.0%

Appendix 1.5

Company Type * Pension Scheme Crosstabulation

			Pension Scheme		Total
			Yes	No	
Company Type	Manufacturing	Count	82	54	136
		% within Company Type	60.3%	39.7%	100.0%
		% of Total	33.7%	22.2%	56.0%
	Service	Count	79	28	107
		% within Company Type	73.8%	26.2%	100.0%
		% of Total	32.5%	11.5%	44.0%
Total		Count	161	82	243
		% within Company Type	66.3%	33.7%	100.0%
		% of Total	66.3%	33.7%	100.0%

Appendix 1.6

Company Type * Do these flexible benefits affect your motivation Crosstabulation

			Do these flexible benefits affect your motivation			Total
			Increases	No effect	Decreases	
Company Type	Manufacturing	Count	63	32	1	96
		% within Company Type	65.6%	33.3%	1.0%	100.0%
		% of Total	33.3%	16.9%	.5%	50.8%
	Service	Count	43	48	2	93
		% within Company Type	46.2%	51.6%	2.2%	100.0%
		% of Total	22.8%	25.4%	1.1%	49.2%
Total		Count	106	80	3	189
		% within Company Type	56.1%	42.3%	1.6%	100.0%
		% of Total	56.1%	42.3%	1.6%	100.0%

Appendix 1.7

Company Type * Do these flexible benefits affect your performance Crosstabulation

			Do these flexible benefits affect your performance			Total
			Increases	No effect	Decreases	
Company Type	Manufacturing	Count	55	39	1	95
		% within Company Type	57.9%	41.1%	1.1%	100.0%
		% of Total	29.1%	20.6%	.5%	50.3%
	Service	Count	41	51	2	94
		% within Company Type	43.6%	54.3%	2.1%	100.0%
		% of Total	21.7%	27.0%	1.1%	49.7%
Total		Count	96	90	3	189
		% within Company Type	50.8%	47.6%	1.6%	100.0%
		% of Total	50.8%	47.6%	1.6%	100.0%

Appendix 1.8

Company Type * What is your annual salary? Crosstabulation

		What is your annual salary?					Total
		Under €24,000	€25,000 - €34,000	€35,000 - €44,000	€45,000 - €54,000	€55,000 plus	
Manufacturing	Count	62	42	15	11	6	136
	% Company Type	45.6%	30.9%	11.0%	8.1%	4.4%	100%
	% of Total	25.3%	17.1%	6.1%	4.5%	2.4%	55.5%
Service	Count	33	47	13	4	12	109
	% Company Type	30.3%	43.1%	11.9%	3.7%	11.0%	100%
	% of Total	13.5%	19.2%	5.3%	1.6%	4.9%	44.5%
Total	Count	95	89	28	15	18	245
	% Company Type	38.8%	36.3%	11.4%	6.1%	7.3%	100%
	% of Total	38.8%	36.3%	11.4%	6.1%	7.3%	100%

Appendix 1.9

Company Type * Goals Crosstabulation

		Goals			Total
		Your manager or supervisor sets goals for you to achieve	You participate in setting your own goals with your manager	No goals are set in the workplace	
Manufacturing	Count	33	59	43	135
	% Company Type	24.4%	43.7%	31.9%	100.0%
	% of Total	13.4%	24.0%	17.5%	54.9%
Service	Count	25	67	19	111
	% Company Type	22.5%	60.4%	17.1%	100.0%
	% of Total	10.2%	27.2%	7.7%	45.1%
Total	Count	58	126	62	246
	% Company Type	23.6%	51.2%	25.2%	100.0%
	% of Total	23.6%	51.2%	25.2%	100.0%

Appendix 1.10

Company Type * How do you receive feedback on your work performance? Crosstabulation

		How do you receive feedback on your work performance?				Total
		Informally	Formal meetings	Performance Appraisals	360° degree feedback	
Manufacturing	Count	19	28	52	1	100
	% Company Type	19.0%	28.0%	52.0%	1.0%	100.0%
	% of Total	10.5%	15.5%	28.7%	.6%	55.2%
Service	Count	34	36	10	1	81
	% Company Type	42.0%	44.4%	12.3%	1.2%	100.0%
	% of Total	18.8%	19.9%	5.5%	.6%	44.8%
Total	Count	53	64	62	2	181
	% Company Type	29.3%	35.4%	34.3%	1.1%	100.0%
	% of Total	29.3%	35.4%	34.3%	1.1%	100.0%

Appendix 1.11

How often do you meet with your supervisor to talk about your work performance i.e. receive feedback? Crosstabulation

		How often do you meet with your supervisor to talk about your work performance i.e. receive feedback?							Total
		Daily	Weekly	Fortnightly	Monthly	Every 6 months	Never	Annual	
Manufacturing	Count	20	8	2	19	35	28	2	114
	% Company Type	17.5%	7.0%	1.8%	16.7%	30.7%	24.6%	1.8%	100%
	% of Total	9.2%	3.7%	.9%	8.7%	16.1%	12.8%	.9%	52.3%
Service	Count	14	10	4	40	5	31		104
	% Company Type	13.5%	9.6%	3.8%	38.5%	4.8%	29.8%		100%
	% of Total	6.4%	4.6%	1.8%	18.3%	2.3%	14.2%		47.7%
Total	Count	34	18	6	59	40	59	2	218
	% Company Type	15.6%	8.3%	2.8%	27.1%	18.3%	27.1%	.9%	100%
	% of Total	15.6%	8.3%	2.8%	27.1%	18.3%	27.1%	.9%	100%

Appendix 2.0

Country of Origin of Company * Have you ever been involved in teamwork in your company? Crosstabulation

			Have you ever been involved in teamwork in your company?		Total
			Yes	No	
Country of Origin of Company	American	Count	86	5	91
		% within Country of Origin of Company	94.5%	5.5%	100.0%
		% of Total	35.1%	2.0%	37.1%
	Irish	Count	104	50	154
		% within Country of Origin of Company	67.5%	32.5%	100.0%
		% of Total	42.4%	20.4%	62.9%
Total		Count	190	55	245
		% within Country of Origin of Company	77.6%	22.4%	100.0%
		% of Total	77.6%	22.4%	100.0%

Appendix 2.1

:ountry of Origin of Company * Have you ever participated in a formal team that includec management? Crosstabulation

			Have you ever participated in a formal team that included management?		Total
			Yes	No	
Country of Origin of Company	American	Count	73	17	90
		% within Country of Origin of Company	81.1%	18.9%	100.0%
		% of Total	32.4%	7.6%	40.0%
	Irish	Count	72	63	135
		% within Country of Origin of Company	53.3%	46.7%	100.0%
		% of Total	32.0%	28.0%	60.0%
Total		Count	145	80	225
		% within Country of Origin of Company	64.4%	35.6%	100.0%
		% of Total	64.4%	35.6%	100.0%

Appendix 2.2

Country of Origin of Company * Goals Crosstabulation

			Goals			
			Your manager or supervisor sets goals for you to achieve	You participate in setting your own goals with your manager	No goals are set in the workplace	Total
Country of Origin of Company	American	Count	27	57	6	90
		% within Country of Origin of Company	30.0%	63.3%	6.7%	100.0%
		% of Total	11.0%	23.2%	2.4%	36.6%
	Irish	Count	31	69	56	156
		% within Country of Origin of Company	19.9%	44.2%	35.9%	100.0%
		% of Total	12.6%	28.0%	22.8%	63.4%
Total		Count	58	126	62	246
		% within Country of Origin of Company	23.6%	51.2%	25.2%	100.0%
		% of Total	23.6%	51.2%	25.2%	100.0%

Appendix 2.3

Country of Origin of Company * How do you receive feedback on your work performance? Crosstabulation

		How do you receive feedback on your work performance?				
		Informally	Formal meetings	Performance Appraisals	360° degree feedback	Total
American	Count	12	48	26	1	87
	% within Country of Origin of Company	13.8%	55.2%	29.9%	1.1%	100%
	% of Total	6.6%	26.5%	14.4%	.6%	48.1%
Irish	Count	41	16	36	1	94
	% within Country of Origin of Company	43.6%	17.0%	38.3%	1.1%	100%
	% of Total	22.7%	8.8%	19.9%	.6%	51.9%
Total	Count	53	64	62	2	181
	% within Country of Origin of Company	29.3%	35.4%	34.3%	1.1%	100%
	% of Total	29.3%	35.4%	34.3%	1.1%	100%

Appendix 2.4

Origin of Company * How often do you meet with your supervisor to talk about your work performance i.e. receive feedback? Crosstabulation

		Daily	Weekly	Fortnightly	Monthly	Every 6 months	Never	Annual	Total
American	Count	11	1	4	39	16	4		75
	% of Origin of Company	15%	1.3%	5.3%	52.0%	21.3%	5.3%		****
	% of Total	5.0%	.5%	1.8%	17.9%	7.3%	1.8%		34%
Irish	Count	23	17	2	20	24	55	2	143
	% of Origin of Company	16%	11.9%	1.4%	14.0%	16.8%	38.5%	1.4%	****
	% of Total	11%	7.8%	.9%	9.2%	11.0%	25.2%	.9%	66%
Total	Count	34	18	6	59	40	59	2	218
	% of Origin of Company	16%	8.3%	2.8%	27.1%	18.3%	27.1%	.9%	****
	% of Total	16%	8.3%	2.8%	27.1%	18.3%	27.1%	.9%	****

The header for the above table spans: *How often do you meet with your supervisor to talk about your work performance i.e. receive feedback?*

Appendix 2.5

Country of Origin of Company * Have you ever received recognition for a job well done? Crosstabulation

			Have you ever received recognition for a job well done? Yes	No	Total
Country of Origin of Company	American	Count	47	42	89
		% within Country of Origin of Company	52.8%	47.2%	100.0%
		% of Total	19.3%	17.3%	36.6%
	Irish	Count	22	132	154
		% within Country of Origin of Company	14.3%	85.7%	100.0%
		% of Total	9.1%	54.3%	63.4%
Total		Count	69	174	243
		% within Country of Origin of Company	28.4%	71.6%	100.0%
		% of Total	28.4%	71.6%	100.0%

APPENDIX D

Interviews Questions with HR Managers

> **Question One** relates to objective one (To examine the motivational techniques used by companies in the Northwest of Ireland at different levels of the organisation)

Are different techniques used for different levels within the company?

Levels		What Motivational Techniques Are Used
Senior Management/Directors	❑	
All Other Managers	❑	
Professional Staff	❑	
Technical Staff	❑	
Clerical & Administrative Staff	❑	
Manual Workers	❑	

Motivating practices central to the employee's work format
-How do these motivating techniques affect an employee's motivation

1. **Goal setting** (Management by objectives)
2. **Feedback** (360 degree feedback, Performance appraisals)
3. **Job design** (job enrichment)
4. **Employee empowerment** (teamwork, self management teams, quality circles)
5. **Recognition programs:**
6. **Flexible benefits** available to employees? What are they?
7. **Reward management**: Bonuses, skill based pay and performance related pay etc

Are some techniques more successful then others?

> **Question Two** relates to research objective two (To measure the effectiveness of motivating techniques on performance from an employee and management perspective)

How successful are these motivational techniques in increasing employee and management performance? Do you look at specific indicators such as;
- Production records
- Achievement of work goals
- Performance appraisals
- Absenteeism records
- Employee morale

Question Three relates to objective 3 (To determine if there is a shift from traditional methods of motivating employees to new techniques.)

Since the establishment of the company, has there been a significant change in the way in which you motivate staff?

How successful are the newer techniques?

For Irish companies
Where did you come across these new methods?

For American companies
Do your HR practices come from your U.S parent company?

Do they use standard motivating practices through all their subsidiaries or are they devised individually for each company/country?

APPENDIX E

Motivational Techniques in Manufacturing and Service Companies in the Northwest of Ireland

Dear Employee,

I am a post-graduate student at the Institute of Technology, Sligo. As part of my Masters Degree in Business Studies, I am examining motivational techniques in manufacturing and service companies in the North-West of Ireland.

In order to help me carry out the research, I would be very grateful if you would complete the enclosed questionnaire. It is crucial for analysis that each question is answered as fully and accurately as possible, as the conclusions reached will provide a significant insight into this area of study.

I would very much appreciate your assistance in this survey and assure you that the information collected in this survey will be treated in the strictest confidence.

Many thanks for your cooperation

Yours sincerely,

_____

Maria Devenney

A.1 Please specify your gender

         Male ❑   Female ❑

A.2 What age are you? _____

A.3 Please state your nationality _____

A.4 Please state your job level within the company. (Please tick one only)

Senior Management/Directors	❑
All other Managers	❑
Professional Staff	❑
Technical Staff	❑
Clerical & Administrative Staff	❑
Manual workers	❑

A.5 Please state how long you have been employed by this company: _____

- -

In order to be clear on the questions asked below, please read the following definitions.

Motivation is your enthusiasm and commitment to pursue certain goals in the workplace.
Human performance is the results that you achieve from your efforts at work.

Employee control is the amount of power you have over your work.
Employee responsibility is to be assigned a duty with minimum/no supervision from your manager.

B.1 Within your job, how much (a) control and (b) responsibility do you have over your workload? (Please circle one)

	Complete	A lot	Some	Little	None
(a) Control	1	2	3	4	5
(b) Responsibility	1	2	3	4	5

If you have ticked between 4 and/or 5 on both scales above please skip to B.4. Otherwise, please answer the questions below.

B.2 In your opinion how does this level of control over your workload affect each of the following factors?

	Increases	No effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

B.3 In your opinion how does this level of responsibility over your workload affect each of the following factors?

	Increases	No effect	Decreases
(1)Motivation	❏	❏	❏
(2)Performance	❏	❏	❏

B.4 The work I engage in has: (Please tick one)

Too much variety	A lot of variety	Enough variety	Little variety	No variety
❏	❏	❏	❏	❏

B.5 If you could make change(s) to your job, please indicate what changes you would make to each of the factors below;

	More	Same	Less
Variety within your job	❏	❏	❏
Difficult/challenging job tasks	❏	❏	❏
Accountable for your job	❏	❏	❏
To learn completely new skills for completely different job tasks (job rotation)	❏	❏	❏

Other, please specify: _____

_____

_____

B.6 If you made changes in B.5, would this increase your (1) motivation and (2) performance levels?

(1) Motivation	Yes ❏	No ❏
(2) Performance	Yes ❏	No ❏

B.7 Have you ever been involved in teamwork in your company?

Yes ❏   No ❏

If 'yes', please answer the questions below.
If 'no' please skip to the next section (C Flexible Benefits).

B.8 In your opinion how does working within a team affect the two factors below?

	Increases	Has no effect	Decreases
(1)Motivation	❏	❏	❏
(2)Performance	❏	❏	❏

B.9 Have you ever participated in a formal team which included management that dealt with either quality, production or work related problems?

Yes ❑ No ❑

If 'yes' please answer the question below.
If 'no' please skip to the next section (C Flexible Benefits).

B.10 In your opinion how does this level of participation affect the two factors below?

	Increases	Had no effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

SECTION C. Flexible Benefits

C.1 Please specify if you receive any of the following flexible benefits.

Private health insurance	❑	Company car or car allowance	❑
Additional annual leave	❑	Flexitime	❑
Paid advanced education courses	❑	Pension scheme	❑
Other	❑	None	❑

If you ticked 'None' please skip to C.3
If other, please specify:

_____

_____

_____

C.2 In your opinion how do these flexible benefits affect the factors below?

	Increases	Has no effect	Decreases
(1) Motivation	❑	❑	❑
(2) Performance	❑	❑	❑

C.3 Would the inclusion of a flexible benefit package increase the two factors below?

(1) Motivation	Yes ❑	No ❑
(2) Performance	Yes ❑	No ❑

D.1 Please circle the amount your yearly salary falls into.

Under €24,000 ❑
€25,000 - €34,000 ❑
€35,000 - €44,000 ❑
€45,000 - €54,000 ❑
€55,000 plus ❑

D. 2 Are you satisfied with your salary?
Yes ❑   No ❑

D. 3 Do you feel your efforts merit an increase in your salary?
Yes ❑   No ❑   If yes, how much of an increase in € _____

D.4 In your opinion how would this salary increase affect the two factors below?

	Increase	Have no effect	Decrease
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

D.5 If you received any payment methods listed below, please indicate how these methods affected your motivation and performance at work? (Please tick as appropriate)

	Motivation			Performance		
	Increases	No effect	Decreases	Increases	No effect	Decreases
Individual Performance (Merit-related)	❑	❑	❑	❑	❑	❑
On the companies performance (Profit sharing)	❑	❑	❑	❑	❑	❑
Individual bonus	❑	❑	❑	❑	❑	❑
Commission	❑	❑	❑	❑	❑	❑
Stock options	❑	❑	❑	❑	❑	❑
Based on your skills (skill based pay)	❑	❑	❑	❑	❑	❑
Other, please specify below _____	❑	❑	❑	❑	❑	❑

E.1 Please tick as appropriate the following statement (s) if they apply to you in your work environment.

1. Your manager/supervisor sets goals for you to achieve ☐
2. You participate in setting your own goals with your manager/supervisor ☐
3. No goals are set in the workplace ☐

If you ticked No. 3 only please skip to the next section (F Feedback) Otherwise please answer the following questions.

E.2 In your opinion how does goal setting affect the two factors below?

	Increases	Has no effect	Decreases
(1)Motivation	☐	☐	☐
(2)Performance	☐	☐	☐

E.3 Are rewards given to you when you achieve your goals? (i.e. a financial amount, mobile phone, meal vouchers etc)

Always	Sometimes	Never
☐	☐	☐

If 'always' or 'sometimes', please indicate in order of preference the most valued rewards that you have received. (1= most valued)

1: _____
2: _____
3: _____

F.1 How do you receive feedback on your work performance? (Please tick as appropriate)

Informally	Formal meetings	Performance Appraisals	360° degree feedback	No Feedback provided
☐	☐	☐	☐	☐

Other, please specify:

_____

_____

F.2 How often do you meet with your supervisor to talk about your work performance i.e. receive feedback? (Please tick as appropriate).

Daily	❑	Weekly	❑	Fortnightly	❑
Monthly	❑	Every 6 months	❑	Never	❑

Other, please specify:_____

If 'never' please skip to F.9

F.3 In general, is the feedback you receive either.......

Positive	Negative	Both
❑	❑	❑

F.4 How would you rate your supervisor/manager's approach in providing feedback about your work?

Excellent	Very good	Good	Fair	Poor
❑	❑	❑	❑	❑

F.5 In general after receiving positive feedback on your work, how does it affect the two factors below?

	Increases	Has no effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

F.6 In general after receiving negative feedback on your work, how does it affect the two factors below?

	Increases	Has no effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

F.7 How would you describe your relationship with your supervisor/manager. (Please tick one).

Excellent	Very good	Good	Fair	Poor
❑	❑	❑	❑	❑

F.8 How does your relationship with your supervisor/manager affect the following factors? (Please tick as appropriate).

	Increases	Has no effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

F.9 Please make any recommendations that would help the feedback process within your company?

_____

_____

_____

G.1 Have you ever received recognition for a job well done? (e.g. Employee of the month, formal company awards, thank you letter, formal commendation)

Yes ❑   No ❑

If 'yes' please answer the questions below. If 'no' please skip to G.4

G.2 After receiving recognition for your work, in your opinion how does it affect the two factors below?

	Increases	Has no effect	Decreases
(1)Motivation	❑	❑	❑
(2)Performance	❑	❑	❑

G.3 In your opinion, which recognition program(s) motivate you the most? (Please rank i.e. one = most important).

1. _____
2. _____
3. _____

G.4 Does a lack of recognition negatively affect the two factors below?

(1) Motivation   Yes ❑   No ❑

(2) Performance   Yes ❑   No ❑

G.5 Can you make any recommendations on how your company can better recognise their employees contributions?

_____

_____

_____

Please return the completed questionnaire to the box provided called 'Motivational Techniques Research'. Thank you for taking the time to fill this questionnaire, your co-operation is very much appreciated.