

Chapter six

Motivation Across Cultures

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CHAPTER OBJECTIVES

1. **DEFINE** *motivation*, and explain it as a psychological process.
2. **EXAMINE** the hierarchy-of-needs, two-factor, and achievement motivation theories, and assess their value to international human resource management



MOTIVATION ACROSS CULTURES

3. **DISCUSS** how an understanding of employee satisfaction can be useful in human resource management throughout the world.
4. **EXAMINE** the value of process theories in motivating employees worldwide.
5. **RELATE** the importance of job design, work centrality, and rewards to understanding how to motivate employees in an international context.

Topic for group presentation

1. Select Process Theories

Motivation applied

Incentives and culture

Pp. 437-447

2. Case: pp. 452-453

Opening case: Motivating Employees in a Multicultural Context: Insights from Emerging Markets

1. How is reward considered in a company, give an example?
2. What are general principles of motivations?
3. How does employee motivation work in China?
4. What are the factors strong drivers of employee commitment?
5. What are tips to adapt management style to fit a multicultural context?
6. What is the role of intrinsic rewards?

THE NATURE OF MOTIVATION

Motivation is a psychological process through which unsatisfied wants or needs lead to drives that are aimed at goals or incentives.

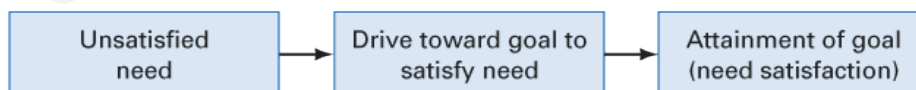


Figure 12-1
The Basic Motivation Process

MOTIVATION'S TWO UNDERLYING ASSUMPTIONS

1. The **Universalist** Assumption:

- Motivation process is universal; all people are motivated to pursue goals they value
 - Process is universal
 - Culture influences specific content and goals pursued
 - Motivation differs across cultures

MOTIVATION'S TWO UNDERLYING ASSUMPTIONS

2. The Assumption of Content and Process

Content Theories of Motivation:

Theories that explain work motivation in terms of what arouses, energizes, or initiates employee behavior.

Process Theories of Motivation:

Theories that explain work motivation by how employee behavior is initiated, redirected, and halted

THREE CONTENT THEORIES

1. Maslow's theory

- Rests on a number of assumptions:
 - Lower-level needs must be satisfied before higher-level needs become motivators
 - A need that is satisfied no longer motivates
 - More ways to satisfy higher-level than there are ways to satisfy lower-level needs

MASLOW'S THEORY OF MOTIVATION

Figure 12-2
Maslow's Need Hierarchy

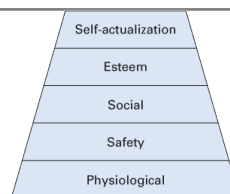
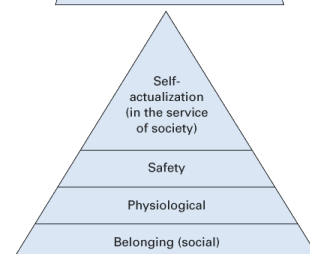


Figure 12-3
Collectivist Need Hierarchy



Source: Patrick A. Gambrel and Rebecca Cianci, "Maslow's Hierarchy of Needs: Does It Apply in a Collectivist Culture," *Journal of Applied Management and Entrepreneurship* 8, no. 2 (April 2003), p. 157. Reprinted with permission.

MASLOW'S MOTIVATION THEORY

International findings:

- Haire study indicated all needs important to respondents across cultures
 - International managers (not rank and file employees) indicated upper-level needs of particular importance to them
 - Findings for select country clusters (Latin Europe, U.S./U.K., Nordic Europe) indicated *autonomy* and *self-actualization* were most important and least satisfied needs for respondents

MASLOW'S MOTIVATION THEORY: INTERNATIONAL EVIDENCE

Another study of East Asian managers in eight countries found *autonomy* and *self-actualization* in most cases ranked high

Some researchers have suggested modification of Maslow's Western-oriented hierarchy by re-ranking needs.

Asian culture emphasizes needs of society:

- Chinese hierarchy of needs might have four levels ranked from lowest to highest: Belonging (social); Physiological; Safety; Self-actualization (in service of society)

ACROSS COUNTRY COMPARISON

Table 12-1
Top-Ranking Goals for Professional Technical Personnel from a Large Variety of Countries

Rank	Goal	Questionnaire Wording
1	Training	Have training opportunities (to improve your present skills or learn new skills)
2	Challenge	Have challenging work to do—work from which you can get a personal sense of accomplishment
3	Autonomy	Have considerable freedom to adopt your own approach to the job
4	Up-to-dateness	Keep up-to-date with the technical developments relating to your job
5	Use of skills	Fully use your skills and abilities on the job
6	Advancement	Have an opportunity for advancement to higher-level job
7	Recognition	Get the recognition you deserve when you do a good job
8	Earnings	Have an opportunity for high earnings
9	Cooperation	Work with people who cooperate well with one another
10	Manager	Have a good working relationship with your manager
11	Personal time	Have a job which leaves you sufficient time for your personal or family life
12	Friendly department	Work in a congenial and friendly atmosphere
13	Company contribution	Have a job which allows you to make a real contribution to the success of your company
14	Efficient department	Work in a department which is run efficiently
15	Security	Have the security that you will be able to work for your company as long as you want to
16	Desirable area	Live in an area desirable to you and your family
17	Benefits	Have good fringe benefits
18	Physical conditions	Have good physical working conditions (good ventilation and lighting, adequate work space, etc.)
19	Successful company	Work in a company which is regarded in your country as successful

Source: Reprinted from Geert H. Hofstede, "The Colors of Collars," *Columbia Journal of World Business*, September 1972, p. 74. Copyright © 1972. Used with permission from Elsevier.

GOALS RANKED BY OCCUPATION

Table 12-2
The Four Most Important Goals Ranked by Occupational Group and Related to the Need Hierarchy

Goals Ranked in "Need Hierarchy"	Professionals (Research Laboratories)	Professionals (Branch Offices)	Managers	Technicians (Branch Offices)	Technicians (Manufacturing Plants)	Clerical Workers (Branch Offices)	Unskilled Workers (Manufacturing Plants)
High—Self-Actualization and Esteem Needs							
challenge	1	2	1	3	3		
Training		1		1			
Autonomy	3	3	2				
Up-to-dateness	2	4		4			
Use of skills	4						
Middle—Social Needs							
Cooperation			3/4			1	
Manager			3/4		4	2	
Friendly department						3	
Efficient department						4	
Low—Security and Physiological Needs							
Security				2	1		2
Earnings					2		3
Benefits							4
Physical conditions							1

Source: Reprinted from Geert H. Hofstede, "The Colors of Collars," *Columbia Journal of World Business*, September 1972, p. 78. Copyright © 1972. Used with permission from Elsevier.

HERZBERG'S TWO-FACTOR THEORY OF MOTIVATION

A theory that identifies two sets of factors that influence job satisfaction:

- **Motivators:** Job content factors such as achievement, recognition, responsibility, advancement, and the work itself. Only when motivators are present will there be **satisfaction**.
- **Hygiene Factors:** Job-context factors such as salary, interpersonal relations, technical supervision, working conditions, and company policies and administration. If hygiene factors aren't taken care of there will be **dissatisfaction**.

HERZBERG'S TWO FACTOR THEORY

Table 12-3
Herzberg's Two-Factor Theory

Hygiene Factors	Motivators
Salary	Achievement
Technical supervision	Recognition
Company policies and administration	Responsibility
Interpersonal relations	Advancement
Working conditions	The work itself

HERZBERG VS. MASLOW:

Table 12-4

The Relationship Between Maslow's Need Hierarchy and Herzberg's Two-Factor Theory

<u>Maslow's Need Hierarchy</u>	<u>Herzberg's Two-Factor Theory</u>
Self-actualization	Motivators
	Achievement
	Recognition
	Responsibility
Esteem	Advancement
	The work itself
Social	Hygiene factors
	Salary
	Technical supervision
Safety	Company policies and administration
	Interpersonal relations
Physiological	Working conditions

HERZBERG'S THEORY GENERALIZED TO INTERNATIONAL CONTEXT

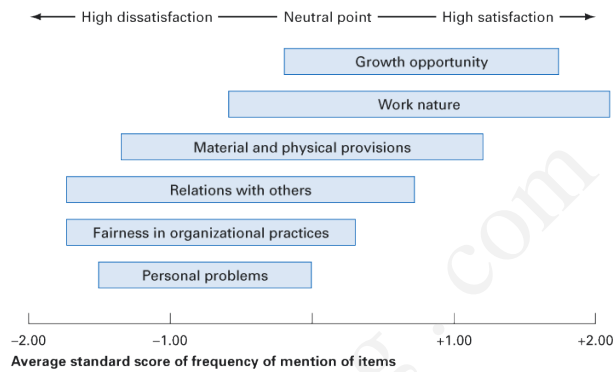
Research tends to support Herzberg's theory

Hines: 218 middle managers and 196 salaried employees in New Zealand; found validity across occupational levels

Similar study conducted among 178 Greek managers; overall theory held true

HERZBERG'S MOTIVATION FACTORS IN ZAMBIA

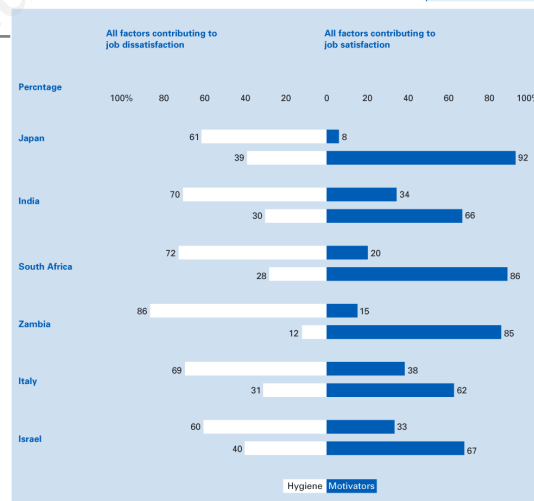
Figure 12-5
Motivation Factors in Zambia



Source: Adapted from Peter D. Machungwa and Neal Schmitt, "Work Motivation in a Developing Country," *Journal of Applied Psychology*, February 1983, p. 41. Copyright © 1983 by the American Psychological Association. Adapted with permission.

HERZBERG'S THEORY IN SELECTED COUNTRIES

Selected Countries Hygiene and Motivation Figure 12-6



Source: Herzberg, *Factors of Job Satisfaction*, 1959, p. 106.

CROSS-CULTURAL COMPARISON

Table 12-5
The Results of Administering the JOI to Four
Cross-Cultural Groups

	Relative Rankings			
	United States (n = 49)	Australia (n = 58)	Canada (n = 25)	Singapore (n = 33)
Achievement	2	2	2	2
Responsibility	3	3	3	3
Growth	1	1	1	1
Recognition	10	10	8	9
Job status	7	7	7	7
Relationships	5	5	10	6
Pay	8	8	6	8
Security	9	9	9	10
Family	6	6	5	5
Hobby	4	4	4	4

Source: From G. E. Popp, H. J. Davis, and T. T. Herbert, "An International Study of Intrinsic Motivation Composition," *Management International Review* 26, no. 3 (1986), p. 31. Reprinted with permission.

ACHIEVEMENT MOTIVATION THEORY

Profile of high achievers:

- They like situations in which they take personal responsibility for finding solutions to problems
- Tend to be moderate **risk-takers rather than high or low risk-takers**
- Want concrete feedback on performance
- Often tend to be loners and not team players

Need for Achievement Theory

How to Develop High Need for Achievement:

- Obtain feedback on performance and use information to channel efforts into areas where success is likely
- Emulate people who are successful achievers
- Develop internal desire for success and challenges
- Daydream in positive terms by picturing self as successful in pursuit of important objectives

Achievement Motivation: international Findings

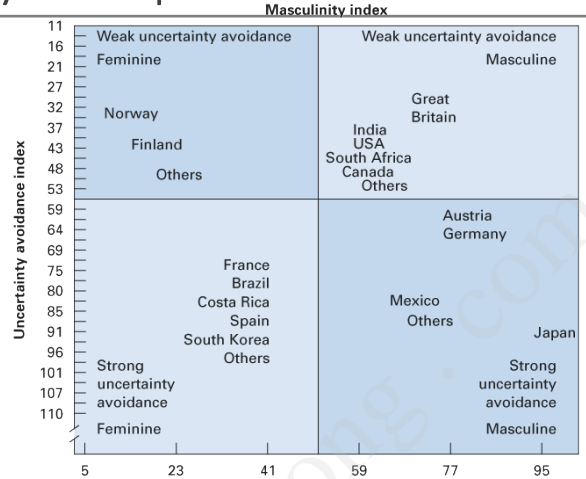
Polish industrialists were high achievers scoring 6.58 (U.S. managers' scored an average 6.74)

Some studies did not find high need for achievement in Central European countries (average score for Czech managers was 3.32 – considerably lower than for U.S.)

Country Comparisons

Figure 12-7

Selected Countries
on the Uncertainty-
Avoidance and
Masculinity Scales



Source: Adapted from Geert Hofstede, "The Cultural Relativity of Organizational Practices and Theories," *Journal of International Business Studies*, Fall 1983, p. 86.

Achievement Motivation International Findings (continued)

Achievement motivation theory must be modified to meet specific needs of local culture

- Culture of many countries doesn't support high achievement
- Anglo cultures and those rewarding entrepreneurial effort do support achievement motivation and their human resources should probably be managed accordingly.

Process Theories of Motivation

Equity Theory:

- When people perceive they are treated equitably, it will have a positive effect on their job satisfaction.
- If people believe they aren't being treated fairly (especially relative to relevant others), they will be dissatisfied leading to negative effect on job performance; they will attempt to restore equity
- While considerable support for theory in Western world, support is mixed on an international basis.

Process Theories of Motivation: Equity Theory's International Support

Israeli kibbutz production unit, everyone treated same but managers reported lower satisfaction levels than workers

Managers perceived contributions greater than other groups in kibbutz and felt under-compensated for value and effort.

Employees in Asia and Middle East often readily accept inequitable treatment in order to preserve group harmony

Japanese men and women (and in Latin America) typically receive different pay for doing same work; due to years of cultural conditioning women may not feel treated inequitably

Equity Theory in Western and Eastern Worlds

Table 12-6 Individualistic and Collectivist Approaches to Equity Model		
	Western (Individualistic) Cultures	Eastern (Collectivist) Cultures
Inputs	Effort Intelligence Education Experience Skill Social Status	Loyalty Support Respect Organizational tenure Organizational status Group member
Outcomes	Pay Autonomy Seniority status Fringe benefits Job status Status symbol	Harmony Social status Acceptance Solidarity Cohesion
Comparisons	<i>Situation</i> Physical proximity Job facet <i>Personal</i> Gender Age Position Professionalism	<i>Organizational Group</i> Similar industry Similar product/service <i>In-Group</i> Status Job Tenure Age Position
Motivation to Reduce Inequity	Change personal inputs Provoke alternate outcomes Psychologically distort inputs and outcomes Leave the field Change points of comparison	<i>Organizational Group</i> Change points of comparison Psychologically distort inputs and outcomes <i>In-Group</i> Alter inputs of self Psychologically distort inputs and outcomes
Source: Adapted from Paul A. Fadi et al., "Equity or Equality?..." <i>Cross-Cultural Management</i> 12, no. 4 (2005), p. 23.		

Process Theories: Goal Setting

Focuses on how individuals set goals and respond to them and the overall impact of this process on motivation

Specific areas given attention in this theory:

- Level of participation in goal setting
- Goal difficulty
- Goal specificity
- Importance of objective
- Timely feedback to progress toward goals

Goal Setting Theory

- Goal setting theory continually refined and developed over time (unlike some of the other theories)
- Considerable research evidence showing employees perform extremely well when assigned specific and challenging goals in which they have a hand in setting
- Most studies have been conducted in US; few in other cultures

Goal Setting Theory's International Evidence

Norwegian employees shunned participation and preferred to have union representative work with management to determine work goals

Individual participation in goal setting was inconsistent with prevailing Norwegian philosophy of participation through union rep

In U.S. employee participation in goal setting is motivational; no value for Norwegian employees in this study

Process Theories: Expectancy Theory

Process theory that postulates that motivation is influenced by a person's belief that

- Effort will lead to performance
- Performance will lead to specific outcomes
- Outcomes will be of value to the individual
- High performance followed by high rewards will lead to high satisfaction

Expectancy Theory: International Generalizability?

Eden: some support for it while studying workers in an Israeli kibbutz

Matsui and colleagues found it could be successfully applied in Japan.

Theory could be culture-bound; theory is based on employees having considerable control over their environment (which does not exist in many cultures).

Applied Motivation: Job Design, Work Centrality, Rewards

Job Design:

➤ **Quality of worklife (QWL) is same throughout world**

- Assembly-line workers in Japan work at a rapid pace for hours and have little control over their work activities
- Assembly-line workers in Sweden work at more relaxed pace and have great deal of control over work activities
- U.S. assembly-line workers typically work somewhere in between – at a pace less demanding than Japan's but more structured than Sweden's
- QWL may be directly related to culture of the country

Quality of Life Across Cultures

Table 12-7
Cultural Dimensions in Japan, Sweden, and the United States

Cultural Dimension	Degree of Dimension		
	High/Strong X ←	Moderate — X —	Low/Weak → X
Uncertainty avoidance	J		USA S
Individualism	USA	S	J
Power distance		J USA	S
Masculinity	J	USA	S

Source: From Geert Hofstede, "The Cultural Relativity of the Quality of Life Concept," *Academy of Management Review*, July 1984, pp. 391, 393. Copyright © 1984 by Academy of Management. Reproduced with permission of Academy of Management via Copyright Clearance Center.

Applied Motivation: Job Design

Socio-technical Job Designs:

- Objective of these designs to integrate new technology into workplace so workers accept and use it to increase overall productivity
 - New technology often requires people learn new methods and in some cases work faster
 - Employee resistance is common
- Some firms introduced sociotechnical designs for better blending of personnel and technology without sacrificing efficiency

Applied Motivation: Work Centrality

Importance of work in an individual's life can provide important insights into how to motivate human resources in different cultures:

- Japan has highest level of work centrality
- Israel has moderately high levels
- U.S. and Belgium have average levels
- Netherlands and Germany have moderately low levels
- Britain has low levels

Applied Motivation: Work Centrality and Value of Work

Work an important part of people's lives in U.S. and Japan
Americans and Japanese work long hours because cost of living is high

Most Japanese managers expected salaried employees who aren't paid extra to stay late at work; overtime has become a requirement of the job

Recent evidence Japanese workers may do far less work in business day than outsiders would suspect

Applied Motivation: Work Centrality and Value of Work

Impact of overwork on physical condition of **Japanese** workers

One-third of working-age population suffers from chronic fatigue

- Japanese prime minister's office found majority of those surveyed complained of
- Chronic exhaustion
- Emotional stress
- Abusive conditions in workplace

Karoshi ("overwork" or "job burnout") is now recognized as a real social problem

Applied Motivation: Rewards

Managers everywhere use rewards to motivate personnel.

Significant differences exist between reward systems that work best in one country and those that are most effective in another.

Many cultures base compensation on group membership.

Workers in many countries motivated by things other than financial rewards

Financial incentive systems vary in range

- Individual incentive-based pay systems in which workers paid directly for output
- Systems in which employees earn individual bonuses based on organizational performance goals

Use of financial incentives to motivate employees is very common

- In countries with high individualism
- When companies attempt to link compensation to performance

Review and Discuss

1. Do people throughout the world have needs similar to those described in Maslow's need hierarchy?
2. Is Herzberg's two-factor theory universally applicable to human resource management, or is its value limited to Anglo countries?
3. In managing operations in Europe, which process theory— equity, goal-setting, or expectancy – would be of most value to an American manager? Why?