

The Relationship between Management Styles and Workforce Motivation in Kenya

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Abstract

The relationship between employees and employers is hugely influenced by the management style that an institution usually employs. It is important to understand the different styles of management that institutions employ, while at the same time understand the manner in which this styles influence worker motivation. The purpose of this study was to understand the relationship of management styles and worker motivation in Kenya. The study reviewed literature from all over the world in order to understand the theoretical perspectives of management and motivational needs at the workplace.

The research employed a desktop study whereby various literature materials from Kenya were researched and compared in order to meet the objectives of the study (Iqbal, 2007). From the results, it was established that most studies done in Kenya on management styles and motivational needs at the workplace were done in the teaching institutions. Furthermore, the desk study established that students in institutions of higher learning did these researches. Only one study was commissioned by an institution to study its employee motivation. The research concluded that the democratic and transformational management styles were the most worker motivational management styles. Most employees preferred this forms of management styles. Institutions that employed authoritative and laissez faire styles of management were found to be less motivating environments while at the same time they experienced low productivity (Dwivedula & Bredillet, 2010). This study recommends that future field studies should be commissioned by more institutions in the country in order to ensure that employers understand their workers motivational needs. It only through understanding employee motivational needs that employers will be able to improve on their organizations productivity (Greenberg, 2011).

Keywords: Management styles, Motivational needs, Democratic management, Autocratic/authoritative management, Laissez faire Management, Transformational Management

1.0 INTRODUCTION

1.1 Background

Most employers have never understood the main reasons why their employees will always turn up daily and enable the working of their organizations to run. Employees are usually content with their employees meeting their objectives, which is having the job done. Research indicates that production increases in any organization whenever the management implements and identifies the employee's motivational needs Vroom (1964). Every manager has their own way of doing things; some are laid back and open while others are more formal and structured. A manager who understands where his style lies on the management scale will help the interaction with employees leading to overall better results.

Motivation is defined as a human psychological characteristic that add to a person's degree of commitment. It is the management process of influencing employees' behavior" (Badu, 2005, p.38). Conversely, Bartol and Martin (1998, 23) relate motivation to the force that stimulates behavior, provide direction to behavior, and underlies the tendency to prevail. In other words individuals must be sufficiently stimulated and energetic, must have a clear focus on what is to be achieved, and must be willing to commit their energy for a long period of time to realize their aim in order to achieve goals (Bartol & Martin, 1998, 23).

However, other than motivation being a force that stimulates behavior, Vroom (1964) emphasized on the 'voluntary actions'. Supported by Steers et al. (2004), Vroom (1964) defined motivation as "a process governing choice made by persons...among alternative forms of voluntary activity". Similarly, Kreitner and Kinicki (2004) assumed that motivation incorporate those psychological processes that create the arousal, direction and persistence of voluntary actions that are goal oriented.

Quite differently from the other definitions, Locke and Latham (2004) identified that motivation influence people's acquisition of skills and the extent to which they use their ability. According to the authors, "the concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence). Motivation can affect both the acquisition and utilization of people's skills and abilities (Locke and Latham 2004, p.388).

Briefly, different authors have put forward the concept of motivation differently. Nonetheless, these definitions have three common aspects, that is, they are all principally related with factors or events that stimulate, channel, and prolong human behavior over time (Steers, Mowday and Shapiro, 2004).

1.2 Motivational needs

Motivational needs refer to means that employees need to help them do their jobs. Employees might feel that they need a lot of recognition from their employer or manager to boost their ego. Once their ego is boosted this motivational need is fulfilled. An employee might have many motivational needs all-varying in importance. The employer or manager has the task to detect these needs and act to appropriately to allow fulfillment.

1.3 Management Styles

There are several types of management styles at the workplace. Choosing the type of style to lead has a big impact on how the staff and employees work. Understanding the different leadership styles in management does not necessarily mean that the manager can simply pick one and it will work. In most cases, the traits of the staff that is managed helps define the management styles that are to be used. Sometimes, it is a blend or combination of different categories of the management style or a single category of management style (Robert, 2008).

Management styles can be categorized as either formal or informal. All other categories of management styles have been defined in these two basic styles. The formal management style is commonly referred to as authoritative or dictator style. The manager expects complete compliance from employees and staff members. The management style is usually very direct to the point of instructions with the likelihood of tight control on any situation, job, project, etc. It also means that the management requires employees to follow its directions to the letter without fail. Although the style is a bit rough, many great managers have employed it to their. The formal management style helps the management to make tough decisions quickly with less socialization with employees (Robert, 2008).

The informal style management style is also referred to as affiliative or democracy style and it requires that the management prefers a more laid back, group style approach to managing employees. The management values the employees opinions on different approaches to projects, jobs, and plans hence there is an established constant contact with employees. Schedules and positions are flexible for all to cope with family problems/emergencies/needs, hence making sure that the employees are put first and the job second. The management trusts employees to have all the skills and education needed to do the job at hand. Employees are constantly involved in tough decisions making while valuing everyone's input as well as friendship (Robert, 2008).

2.0 LITERATURE REVIEW

Several scholarly materials have proposed defined management styles through different definitions. Leadership styles are influenced by culture, environment and type of business or grouping that need to be managed. Each manager will choose a management style that is deemed suitable for his working.

In the fierce era of competition, organizations nowadays emphasize on the management of Human Resources (Robert, 2008). Motivation; a key strategy in Human Resource Management has helped practitioners largely enough to subject the term "Motivation" for a discussion. Steers, Mowday and Shapiro (2004), assert that employee motivation plays a vital role in the management field; both theoretically and practically. It is said that one of the important functions of human resource manager is to ensure job commitment at the workplace, which can only be achieved through motivation (Petcharak, 2002).

According to Mishra and Gupta (2009) the world of work has changed significantly due to globalization over the past few years and organizations are being assessed against international standards and best practices. Consequently, the emphasis upon people has increased. Conferring to the authors, since organization has to produce its outcomes through its employees, there is emphasis on motivation and concern for people through assessment, regular feedback, ongoing support and experience based initiatives. Motivation is important because of its significance as a determinant of performance and its intangible nature (Mishra and Gupta 2009).

2.1 Intrinsic and Extrinsic motivation

Following Lakhani and Wolf (2005), the current scholarly thinking favors a framework that considers two components of motivation given by intrinsic and extrinsic components. Accordingly, Lawler (1969) has defined intrinsic motivation as the degree to which feelings of esteem, growth, and competence are expected to result from successful task performance. This view bounds intrinsic motivation to an expectancy approach and expectancy theory, which clearly indicates that intrinsic and extrinsic motivations summate (Porter & Lawler, 1968).

Moreover, according to Amabile et al. (1993) Individuals are said to be intrinsically motivated when they seek, interest, satisfaction of curiosity, self-expression, or personal challenge in the work. On the other hand, individuals are said to be extrinsically motivated when they engaged in the work to gain some goal that is part of the work itself. As per to the author this definition of intrinsic and extrinsic motivation is based on the individual

perception of the individual perception of task and his or her reasons for engaging in it. Moreover, Amabile et al. (1993), further argued that intrinsic motivators arise from an individual's feelings concerning the activity and they are necessary to adhere to the work itself. Conversely, extrinsic motivators although they may be dependent on the work, they are not logically an inherent part of the work. Extrinsic motivators refer to anything, coming from an outside source that designate to control work performance and include examples such as promised reward, critical feedback, deadlines, surveillance or specifications on how to do the work.

De Charms (1968) further argued that intrinsic and extrinsic motivation may interact, rather than summate that is the introduction of extrinsic rewards for the behaviors that was intrinsically rewarding may decrease rather than enhance the overall motivation. The introduction of an extrinsic reward put the individual in a dependent position relative to the source of the reward. The locus of causality for his behavior changes from self to the external reward and thus the individual's perception of self-control, free choice, and commitment deteriorate and hence do his motivation.

In addition Frey (1997) note that high intrinsic work motivation evolving from work which is interesting involves the trust and loyalty of personal relationships and is participatory. However, under certain circumstances, intrinsic motivation can be diminished, or "crowded-out" by external interventions like monitoring or pay-for-performance incentive schemes. This was also supported by Frey and Jegen (2001) who reviewed the literature on intrinsic motivations and found that the evidence does suggest that incentives sometimes do "crowd-out" intrinsic motivations. Besides, Frey (1997) suggests that the important matter is whether the external intervention is in the form of a command or a reward. Commands are most controlling in the sense that they seize self-determination from the agent, while rewards might still allow autonomy of action.

2.2 Earliest views of motivation

One of the earliest views of motivation is Frederick W Taylor et al. (1911) scientific management theory. Taylor (1911) with regards to employee motivation proposed a paternalistic approach to managing workers that relied on a combination of job training, pay-for-performance incentive systems, improved employee selection techniques, and job redesign, including the introduction of ergonomics. According to Taylor (1911), workers are "economic men" and in order to motivate them, workers should be paid higher wages. The author also argued that the higher is the wage rate, the higher will be the level motivation and productivity. Furthermore, Taylor points out that many payment methods were ineffective, as they did not reward efficiency and he believed that a differential piece-work incentive system should be replaced with a piece rate incentive system (Wren, 2005). In other words workers should be paid according to the number of units produced in order to motivate them to work.

On the other hand in line with building on the concept of motivation Elton Mayo (1953) came up with the Human Relations approach whereby the emphasis is laid on non-economic motivators. According to Elton Mayo (1953), if objectives of organization's are to be met, it must attempt to understand, respect and consider the emotions, sense of recognition and satisfaction that is the non-monetary needs of workers. He believed that employees are not just concern with money but also they need to have their social needs to be met in order to be motivated to work. He is of view that workers enjoy interactions and managers should treat them as people who have worthwhile opinions.

2.3 Content theories of motivation as proposed by Abraham Maslow

Content theories tend to focus on individual needs and attempt to explain the factors within a person that stimulate and stop behavior, in other words they focus on identifying factors that motivate people (Reid, 2002). According to Bassett-Jones and Lloyd (2005), content theory assume a more complex interaction between both internal and external factors, and explored the circumstances in which individuals react to different types of internal and external stimuli.

The most well known content theory of motivation is the hierarchy of needs which has been put forward by Abraham Maslow (1943). According to Maslow, people are motivated by five types of needs and in order to motivate people to work more productively there is a need to offer them opportunity to satisfy those needs. He proposed that basic needs are organized in a hierarchy of prepotency and probability of appearance (Wahba and Bridwell, 1973). These needs include physiological needs, safety needs, social needs, self-esteem and self-actualization. Maslow argued that once a lower order need is fulfilled, the next level of needs in the hierarchy comes into play that is once employees satisfy the lower order needs they will next consider the next level of needs. The author further argued that unfulfilled lower needs dominate ones thinking and behavior until they are satisfied (Berl et al. 1984).

However this theory has also been criticized to a large extent, for example Wahba and Bridwell (1973) argued that based on the ten factor analytic studies that have attempted to test Malow's theory; there is no clear evidence that human needs are classified into five different categories, or that these categories are organized in a special hierarchy. The authors contradict Maslow's proposition and points out that, "none of the studies has shown all of Maslow's five need categories as independent factors" (p. 516). They also argued that studies have also proved

the issue of need deprivation and the domination of behavior to be different from that suggested by Maslow. Moreover, results have also proved that either self-actualization or security is the least satisfied needs and social needs are the most satisfied. Therefore, the degree of satisfaction of other needs varies greatly that is it is difficult to determine their general pattern and these trends are not the same as proposed by Maslow (Wahba and Bridwell, 1973).

2.4 Process theories of motivation

The opponent-process theory was proposed by psychologist Richard Solomon. According to Viorel et al. (2009) the content theories emphasize on specific factors that motivate workers with regards to certain necessities and aspirations, while the process theories emphasize on the processes and the psychological forces that have an impact on motivation. They start from the premise that motivation starts with the desire to do something. The process or cognitive theories are more useful to the managers compared to the content theories because they provide more realistic principles with regards to the motivation techniques (Viorel et al. 2009).

Vroom (1964), in the interest to study motivation developed an alternative to the content theories which is known as the expectancy theory. Vroom suggest that there are three mental components that are considered as instigating and directing behavior and these are referred to as Valence, Instrumentality, and Expectancy. He argued that employees rationally analyze different on-the-job work behaviors and then choose those behaviors which they believe will lead to their most valued work-related rewards and outcomes for example promotion. Moreover, Porter and Lawler (1968) expanded Vroom's work to identify the role of individual differences for example employee abilities and skills and the role clarity in relating job effort to actual job performance. Porter and Lawler also explained the relationship between performance and satisfaction. They argued that this relationship is mediated by the extent and quality of the rewards that employees receive in return for their job performance.

2.5 Self-Regulatory Theory

Moreover quite differently, Higgins (1997, 1998) proposed the regulatory focus theory that draw important differences in the processes through which individuals approach pleasure and avoid pain. Huggins proposed that individuals have two types of motivational systems given by a system that regulates rewards (promotion focus) and one that regulates punishments (prevention focus). According to the author people who operate primarily within the promotion focus are concerned with accomplishments, are sensible towards the existence or absence of rewards, adopt a goal attainment strategy, are more creative and are more willing to take risks. However, people who operate within the prevention focus tend to be more concerned with duties and responsibilities and are more sensitive to the existence or absence of punishments. Moreover the regulatory focus is ascertained both by situational and chronic factors (Higgins, 1997, 1998).

2.6 Job Characteristic Model (JCM)

On the other hand Hackman and Oldham's (1976) proposed the Job Characteristic Model (JCM) and identified five 'core job characteristics' namely: skill variety, task identity, task significance, autonomy, and feedback. According to the authors the core job characteristics are three determinants of the 'critical psychological states' namely skill variety, task identity and task significance which contribute to 'experienced meaningfulness'; autonomy to 'experienced responsibility'; and feedback to 'knowledge of results'. The critical psychological states in turn are projected collectively as promoting job satisfaction, internal work motivation, performance and reduced absence and labor turnover. The model assumes that autonomy and feedback are more important than the other work characteristics and people with higher 'growth need strength' will respond more positively to enriched jobs than others" (Parker et al. 2001).

2.7 Activation theory

Besides, quite similar to the JCM, Anderson (1976, 1983) came up with the activation theory whereby he argued that the strongest motivating factor is the work itself however over time as the worker get used with the environment and learns the responses required in the repetitive task there may be a fall in the activation level or job stimulation. It is important to highlight that over time all work tends to become repetitive after the job has been practiced and therefore a wide range of dysfunctional and non-task activities must be pursued to offset the fall in the job stimulation level (Milbourn 1984). Moreover according to Milbourn (1984), if dysfunctional activities are addressed, managers can consider enriching jobs through job redesign to reduce monotony at work in order to maintain job stimulation.

2.8 Motivational practices in Organizational environment

According to Islam and Ismail (2008) the theories mentioned continue to offer the foundation for organization and managerial development practices to a large extent. Along with the above theories, during the last decade, based on employees' motivation many empirical studies have been carried out (Islam and Ismail, 2008). For example, Milliken (1996) has accounted for way the Eastman Chemical Company motivate and retain its employees and according to the author the ways or incentives adopted were job security, performance-based appraisal system, extrinsic recognition through employee suggestion system, providing performance feedback

and the provision of training in problem solving, etc. In addition, Kovach (1995) has described the ranking of ten motivational factors made by the employees and their immediate supervisors and Kovach has found that largely the rankings made by the supervisors differed to those made by the employees. He pointed out that manager's make mistakes by thinking that what will motivate them will also be the same for the employees.

On the other hand, Bent et al. (1999) carried out research in small food manufacturing businesses whereby respondents were asked to complete, using a five-point Likert scale about how they felt motivated and then how satisfied they were with their jobs and the authors found that the degree of positive motivation was high. Bent et al. (1999) state that the employees were either very or moderately motivated with their jobs, however it was important to note that no respondents stated that they were either very motivated or very dissatisfied with their job. The authors also argued that issues which are associated with individual management style include lack of appreciation from management to feel for the work of employees and that there was also poor communication contributing to low job satisfaction and this contrasts with the identification by employees, of the motivating or satisfying qualities of a good management style. Moreover, another issue raised by the employees was that of training and this was both in terms of effective training contributing positively to job motivation and in terms of poor or lack of training which caused demotivation (Bent et al. 1999).

Eventually, Dwivedula and Bredillet (2010), in line with the authors Cummings and Blumberg (1987) pointed out that studies from the manufacturing sector emphasize on the importance of providing autonomy, and skill variety to the employees, which are otherwise absent. On the other hand, Adler (1991) observed and concluded that manufacturing firms rely on job rotation, and voluntary job switching to motivate the employees. Moreover, Galia (2008) supported by Dwivedula and Bredillet (2010) reported that more recently it has been observed that, in a survey of 5000 manufacturing firms by SESSI (Industrial Statistics Department of the French Ministry of Economics, Finance, and Industry), practices such as autonomy at work, incentives to promote creativity have been widely adopted in order to motivate the workers.

3.0 METHODOLOGY

3.1 Research design

A desktop study was undertaken in February 2013 to obtain and examine existing literature and data in order to ascertain the relationship between management styles and workforce motivation in various institutions in Kenya. The desktop study was supplemented by specific interviews at the Mombasa Marine Reserve, as a case study for the research.

The approach outlined above included management features from both the collected data and the interview administered at the case organization. Iqbal (2007) shows that primary purpose of the inductive approach allows research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies. Empirical research especially surveys induct from the frequent occurrences to arrive at appropriate conclusions. In this study, the research conducted a meta-analysis study to categorized the research work already done on motivation.

The approach of meta-analysis was adapted. Two search techniques were applied: 'General Search' and 'Advanced Search'. The 'General Search' was applied to get reliable data because Devadass (2011) used it in his study. This review focuses on papers published in English language and based on both quantitative and qualitative studies. The extent of research was limited to articles published from 2000 to 2013. Single search terms motivation were used to find the articles of interest. Triple search terms such as Motivation, Management and Kenya were employed in narrowing down the articles of interest. There were 18 hits from various university database in Kenya. The data was reduced by using the period of 2000-2013. The hits include the book review, research articles, editorials and literature reviews; 8 articles were selected for the review.

To find out the research output the paper conducted a number of analyses by using different analysis techniques. To categorize the search output for various variables count and percentage of data were used. Analyzed variables include the journal name in which the article was published, author name, publication year, subject category, country name, and the name of institution to which author belongs. A thorough analysis was conducted to get different information about the data, which was not possible to obtain straightforwardly from reading the articles. In order to analyze, the abstracts of the articles were examined and the information was recorded about research paradigm, unit of analysis and so on.

3.2 Findings and Discussions

The study established that there is a substantial amount of literature, which has been published in Kenya on Management styles and motivation at the workplace. The research, which has been done on this topic, comes mostly from academic papers from masters students in Kenyan Universities. The study also established that most of the research done on motivation and management styles was carried out in the teaching profession. Out of the 7 materials that were analyzed for the study, only three of them dealt with industries that were not related to teaching.

From the research, it was established that in most teaching institutions, the teaching staff preferred a democratic leadership or management style. All the ten papers also reported that autocratic style of management and leadership was the least preferred in the in the various institutions that the research were undertaken. The study established that schools, which employed a democratic style of leadership, had a more motivated staff compared to other institutions. Data obtained in this study also indicates that democratic leadership style leads to high level of workers motivation in terms of commitment, hard work and achievements targets set. Employers who practice laissez faire leadership practice a non-interference policy, which allows complete freedom to all workers and has no particular way of attaining goals. Trends observed revealed that the laissez faire leadership demotivated workers. Poor pay is the leading cause of low motivation among teachers.

When it came to motivation, the study ascertained that money and reward were the key form of motivation in these institutions. However, in teaching institutions, a management that allowed them to have more freedom in terms of teaching and how they design their own timetables and work schedules, motivated teachers. Where the employer/principal provided small incentives such as provision of meals at the school, housing and facilities to support their families was seen as one of the most important motivational needs that ensured better performance. In addition to this, the study also established that most of the institutions were able to motivate their staff through various means such as delegating duties and responsibilities to their staff members.

3.3 Conclusion

Motivational needs are an important aspect in any organization for maximum production. Management strategies always determine the level of motivation that employees get from their employers. It is important for the management of any institution to understand its management system and its influence on the employees motivation. The desk study above provides the concept of management systems and motivational needs in the Kenyan Perspective. However, there is need for an actual field study by all institutions in order to determine the motivational needs of its employees.

3.4 Recommendations

Management styles have a big impact on worker motivation across many institutions. Managers who employ autocratic leadership styles should include other leadership styles to enable improve their leadership by involving teachers in decision-making programs to improve their relationship. Managers should adopt democratic leadership styles, where they involve all employees in making decision that affects their day-to-day activities in the schools. The study recommends that the most effective management styles to be employed in Kenyan institutions are Democratic and transformational management styles of leadership because they were observed to be highly motivating and inspiring.

The researcher also recommends that a full field study be carried out in more institutions in order to ascertain management issues and worker motivation practices. From the desk study, most of the studies on management and motivation were those done by students in institutions of higher education. Companies and other institutions should commission internal studies in their organizations in order to ascertain the best practices when it comes to management and motivational needs. Most Kenyan institutions were found to operate without a well-defined management style.

The study further recommends that institutions of higher learning should ensure that management styles are basic parts of their curriculums. From the desk study, it was discovered that management styles are given very little attention in the course syllabus of many institutions. A curriculum that gives management more attention will ensure that future managers have well defined roles, which will ensure that workers and employees are highly motivated and this will result in high levels of productivity.

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