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"Doctoral (PhD) dissertation thesis"

Examination of motivational possibilities in the food-industry

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INTRODUCTION, PROGRAMME

The main aim of my essay is to examine and introduce the motivational characteristics, problems and opportunities of agricultural and food-industrial organizations based on professional literature studies, a theoretical approach and my own experiments. Based on my research, I have drawn the following conclusions, which can support managers of such organizations to be more successful and effective in their motivational activities.

In addition to the main goal of my study, I explored the following additional elements:

- Analysis of motivational practice in organizations with different scales (micro, small, intermediate, large companies), operational forms (e.g., plc, ltd, deposit company, co-operation) and having different production natures (agricultural, food-industry, industrial, commercial, financial).
- An examination of managerial self-, and target motivation of agricultural and food-industrial organizations. The evaluation of satisfactoral and dissatisfactoral factors and needs.
- The relationships between the value judgment managers make of employee motivation and the employees' own self-motivation. By comparing results and analysing differences, such conclusions can be drawn by which managerial motivational activity can be made more successful.
- I aimed to work out such a model which would be suitable to illustrate the motivational structures within an organization, to define the connections and differences between groups of factors.

At the beginning of my research, I made the following hypotheses, which can be supported or abandoned, based on analyses of the data I collected.

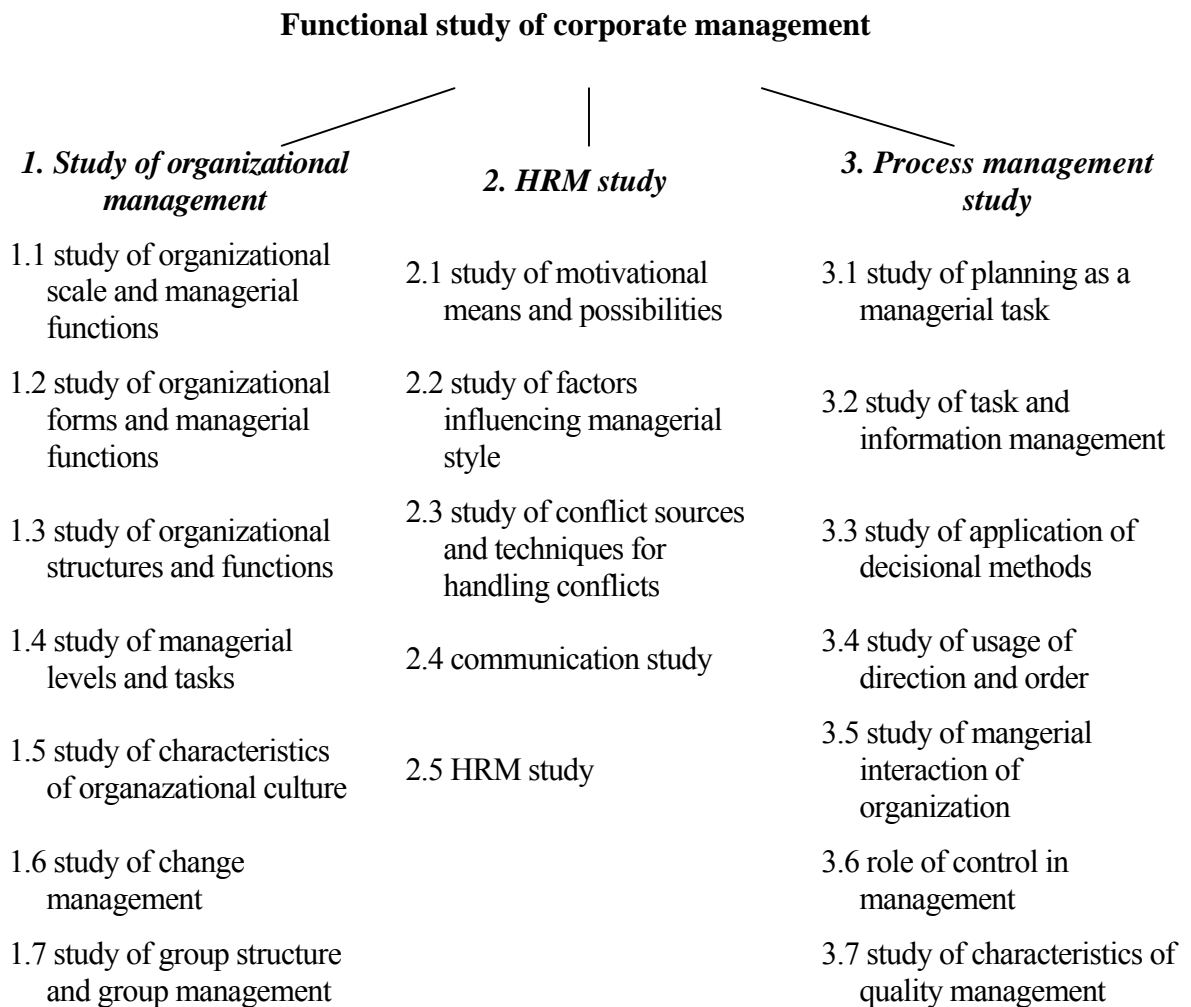
- Depending on the operational characteristics of an organization, there are differences in the characteristics of motivation and the motivational devices actually applied. I assumed that agricultural, food-industrial, commercial and banking organizations are motivated differently, which means the characteristics and activities of an organization influence the applied motivational devices and methods.

- According to my expectations, the size of the investigated organizations plays a key role in the area of the given and applied methods and means. The motivational differences originating from the size of the organization demonstrate the ways workers can and should be motivated differently in a micro, small, medium or large firm.
- I assumed that the skills and characteristics (education level, position, age, sex) of a manager influence the picture of employee motivation, self-motivation and their use of means.
- I demonstrated the differences between managerial motivational devices and organizational motivational possibilities in my previous publications. I used the precondition that overlappings of these conditions provide the most effective motivational possibilities.
- In managerial satisfactoral and dissatisfactoral examinations, I supposed that the same factors have a role in bringing about both feelings.
- Based on literary and theoretical approaches, motivation can be described as an emotional and conscious state, in the creation of which internal and external factors equally take part. As a result of the interaction of both factors, needs develop.

PRECEDENTS AND APPLIED METHODS

I carried out my research within the framework of the research program “Functional study of corporate management.” The program was launched by the Department of Managerial Sciences of the Faculty of Agroeconomics and Rural Development of the University of Debrecen, Centre of Agricultural Sciences. This framework functions as part of the *HRM studies* research subprogram, and is related to the *motivational possibilities and methods* subtopic. The research program is structured as follows:

Figure 1.: Structure of Research at the Department of Managerial Sciences



Source: Berde, Cs. (2000): A vállalati menedzsment funkcionális vizsgálata. Debrecen

The research program is built up of moduls. It divides company management into three main research fields: organizational management, human management, and process management. These main fields can be further divided into subcategories according to the examined problems and participants in research. This structure is not only suitable for dividing examined fields more precisely, but also enables research results to be built into the results of hierarchically set sub-, part-, and main fields. My research within this structure inside the three main research fields, connect to the "Motivational opportunities and methods" of the area of "Human management" and covers the operating motivational processes in agricultural and food-industrial organizations.

The data collection system of the research program is composed of three parts:

To collect company data, we prepared a separate datasheet called the "general data collector". Here, we collected information about a company's scale, production volume, profitability, operational method and structure. These data, or the analysis of these collections and/or summaries, allow for comparative analysis of the different scales, structures, and operational structures of companies.

"Interviewed person identifying data" relates to that person questioned. In this questionnaire, we ask for e.g., the age, level of education and position of the interviewee. These data enable researchers to examine and categorize data on managerial level, position, function, and compare these results for managers and their subordinates. The data also make it possible to evaluate the impacts of the elements of education level and age.

In 1997, we prepared a questionnaire called the "general managerial interview". We started using it in our research in 1998. In the questionnaire, we prepared questions for the examination of 17 groups of manager-related problems. These problem groups are divided into separate lists of questions in the interview. For each of these problem groups, we determined the factors individuals had to rank from 1 to 5 (1: least or worst, 3 intermediate, 5: most or best). In this way, our method of examination can be considered to be a closed, directed interview. Such interviews provide the basis for our research, but to evaluate and categorize the gathered information, both the general questionnaire and the identifying data from actual interviews are necessary.

In the general managerial interview, motivation management was a separately examined problem group. The purpose of my studies was to identify and analyze those factors which determine the success of a motivational intention. After actually posing the question to the interviewee, we identified the most generally used motivational devices and possibilities.

The interviewees had to evaluate factors based on their roles in the success of a motivational activity.

I carried out my detailed examinations of the questionnaires based on suggestions published by CSEH-SZOMBATI - FERGE (1971) and BABBIE (1998). As a questionnaire survey is based on the opinion of those interviewed, i.e. the examination of the preference value of those interviewed, these surveys can be considered to be preference examinations. In the questionnaire, managers and subordinates had to rank their preferences from 1 to 5.

While preparing the motivational questionnaire, I considered those methods which were set up in 1997, and used for the "general managerial interview". The experience I gained during my examinations based on the 1998 managerial interviews were of great assistance, as this work served as preliminary research for my dissertation. Also, based on this same experience, I prepared the questionnaire which was the basis for my study of motivation.

Based on collected questionnaires, I carried out the following research:

- Self-motivational studies
- Study of subordinate-worker motivational factors.
- Satisfactional and dissatisfactional studies.
- Purpose motivational studies.
- Expectation research.
- Needs analysis.

While preparing the questionnaires, I considered the best known motivational (e.g., subject, process, expectation) theories. The questionnaire contains theoretically detailed, important motivational factors. The questions for the managers which examine their self-motivation included the following factors: salary, improving working conditions, praise, punishment, job enhancement, job diversity, understanding purpose, indication of results, further education, chances for promotion, and responsibility. I examined each question separately, as to which factors are used to stimulate performance by the interviewed managers. These initial questions are followed by series of questions to study satisfaction and dissatisfaction. These series of questions are then supplemented by inquiries, divided into two parts, in which I separately examined the managers' and employees' own expectations.

In accordance with the hypotheses raised at the beginning of my research, that managers and subordinates are differently motivated, I therefore worked out a motivational sheet for the

subordinates, too, where similar questions are organized similarly to those in the managerial questionnaire. The survey between managers and employees enables comparisons and also forms the basis of the motivational synchronic model.

The number of people included in my general survey is 1,216, and can be considered a normally distributed sample. The sample involved in the detailed study of managers was 389, 393 persons took part in the detailed subordinate inquiry. The sample is mixed considering sector worked in, some worked in animal husbandry, others in plant production, machinery and administrative fields.

The mass of interviewees can be described briefly by one of their average value, standard deviation and scatter value. Statistics apply the arithmetical average value and variance. (HUNYADI et.al., 2001.) The multitude of the sample was analyzed inductively; thus, I would apply the achieved results to the so-called purpose-multitude (examined part of agriculture and food-industry). In my analysis, I started out from the results obtained from the sample. The sample was qualified so as to achieve homogenic parts from any point of view. Qualification, position, graduation, age, sex, organizational form, organizational scale, activity type, and financial success were group creating factors. Sample-taking was made by quote selection. (HUNYADI et al., 2001). During the process, the rank of the questions was set up by the calculated average points. If the number of questionnaires is n , then the summarized answer for the question j is:

$$p_j = \sum_{i=1}^n a_{ij}$$

And the average of the j question is: $\overline{a_{ij}} = \frac{p_j}{n}$

I carried out their distributional and rank examination parallel to the above-mentioned examinations. I used the SPSS 10,0 software for my study, which calculated the average difference, scatter, standard error, confidence scale of variables and also stated - considering standard free rank - based on the calculated „t” value, the significant rate of the difference of the variables. The questionnaire data were processed considering main groups. Depending on the characteristics of the questions, I used arithmetic average and distribution and analyzed the data by organizing answers into groups. I aimed to carry out research which would indicate whether there is a difference considering motivation between particular groups of examined organizations (e.g., companies with profit or loss, micro, small, intermediate, large plants), which were set up based on different points of view. Moreover, I examined whether

there is any significant difference between groups which were set up by level of education, position, age, the sex of managers and subordinates. Here, I compared the averages of groups of the same factor based on one factorial independent sample variance analysis, which is the most suitable for screening differences. (SVÁB, 1967; KERÉKGYÁRTÓNÉ and MUNDRUCZÓ, 1989; HAJDU et al., 1994; VARGHA, 2000; HUNYADI et al., 2001) Variant analysis is typically one factored, as independent samples were selected considering one point of view, the applied grouping variable. Based on normality and homogeneity examinations, I could carry out one factored independent sample variant analysis. During my evaluation, I only considered values less than 0,05 significant.

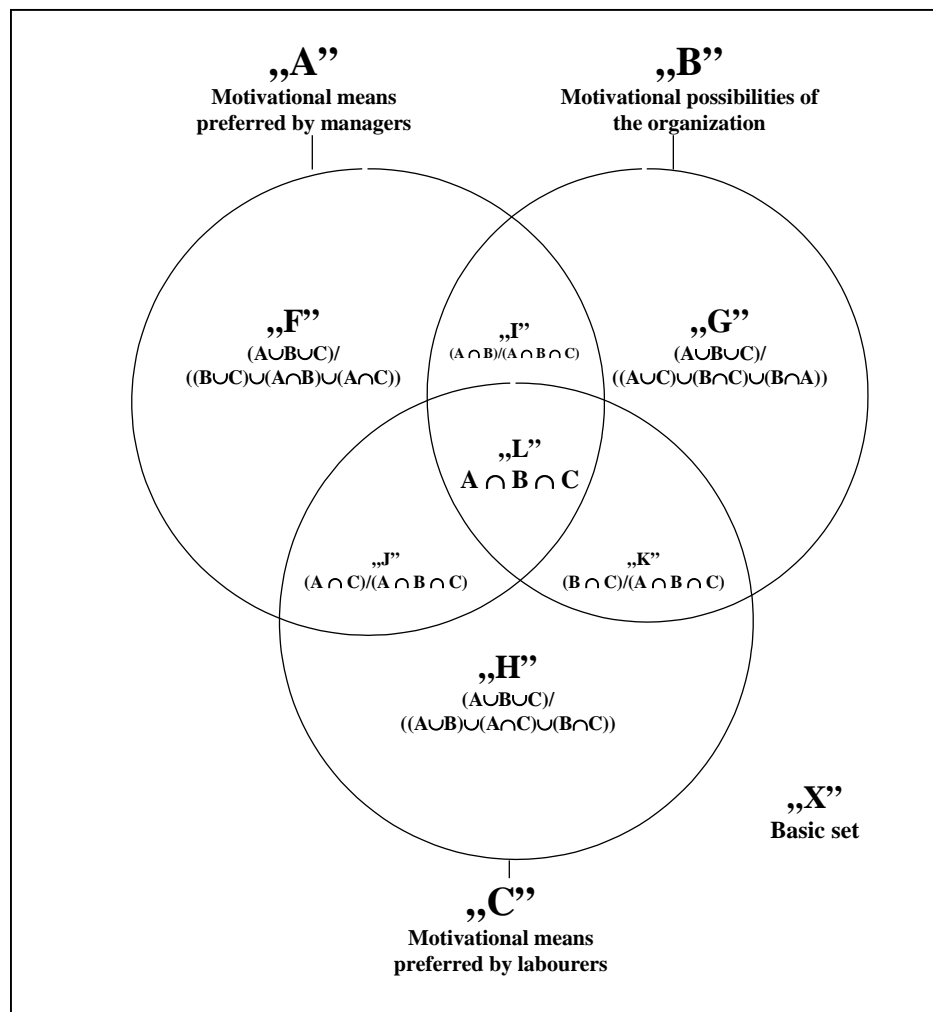
In order to carry out my experiments, I established variables grouped from different points of view by using the characteristics of agricultural and food-industrial organizations:

- Profitability is a factor which characterizes the economic effectiveness of company operation. Based on profit before taxation, I differentiated groups by profit and loss.
- I classified groups considering suggestions from the National Statistics Office (KSH). Groups I examined were divided into micro (1-9 employees), small (10-49 employees), intermediate (50-249 employees) and large plants (more than 250 employees).
- I created groups considering the level of education of managers and subordinates. Considering subordinates, I differentiated groups by elementary, vocational, high school and technical school graduation, and high school, technical school, college and university graduation for managers.
- Analyses and comparisons on the basis of position within an organization were part of my examinations. For managers, I used low, middle and high categories. For subordinates, unskilled, trained, skilled and low level manager categories were applied.
- Sex and age of managers and subordinates were group creating factors. Men and women were differentiated, and 4 age categories (20-29, 30-39, 40-49 and over 50) were determined.

Theoretical bases for motivational synchronic model

Based on my hypotheses and research results, I worked out an individual motivational model. When starting, I supposed that, considering motivation, success of the organization is a result of the interaction of 3 main factors. First is the set of motivational possibilities provided by the organization. The second is the set of factors managers use and consider proper to stimulate. The third part can be called motivation of the laborer. For my examinations, I used the connexions of the set theory according to SZELEZSÁN (1999) and KÓSA (1996).

Figure 2.: Motivational harmony model



Source: Model compared by own hypothesis

$X = \{\text{basic set, including all possible motivational means and possibilities}\},$

$A = \{\text{motivational means and possibilities applied by managers}\},$

$B = \{\text{possibilities and means proper to sby subordinates}\},$

$C = \{\text{achievable motivational means and possibilities by the organization}\}.$

A, B C set are part set of the X base set individually. $A \subseteq X, B \subseteq X, C \subseteq X$

A set can be defined as union of F, I, J and L subsets: $A = F \cup I \cup J \cup L$

B set is the union of G, I, K and L subsets: $B = G \cup K \cup L \cup I$

The sum of H, J, K, L subsets results in C set: $C = H \cup K \cup J \cup L$

The sequences and unions of A, B, C sets on chart 2. can be defined as:

$$F \subseteq A; F = (A \cup B \cup C) / ((B \cup C) \cup (A \cap B) \cup (A \cap C))$$

$$G \subseteq B; G = (A \cup B \cup C) / ((A \cup C) \cup (B \cap C) \cup (B \cap A))$$

$$H \subseteq C; H = (A \cup B \cup C) / ((A \cup B) \cup (B \cap C) \cup (C \cap A))$$

$$I \subseteq A \cup B; I = (A \cap B) / (A \cap B \cap C)$$

$$J \subseteq A \cup C; J = (A \cap C) / (A \cap B \cap C)$$

$$K \subseteq B \cup C; K = (B \cap C) / (A \cap B \cap C)$$

$$L \subseteq A \cup B \cup C; L = A \cap B \cap C$$

$$A \cap B = L \cup J; A \cap C = L \cup I; B \cap C = L \cup K$$

In the sequences and unions of sets, there is motivational synchron and its opposite. For F, G, and H sets, there is no synchron at all, for the I, J, and K synchron is partially but considering L set the synchron is total. As a result, this model is called the “motivational synchron” or “motivational harmony” model.



RESULTS AND EVALUATIONS

Based on my results, I can state the following:

- ❖ Motivational theories were processed in groups differing from traditional systematizations. In my opinion, when grouping motivational theories, it is practical to begin by determining whether that specific method is based on a motivational factor of external or internal origin. Traditional content theories define the motivational power of individual origin as internal effects; therefore, the definition of internal source motivational theories is more practical. Traditional process theories examine rather the external motivational possibilities in the organization instead of characterizing a process. Classifications and systematizations termed "external origin motivational theories" and "internal origin motivational theories" conform better with the nature of motivation.

- ❖ Based on careful study of the results for each of the motivational factors, I demonstrated that the individuals examined considered salary to be the most important, and punishment the least important, motivational factors. The negative opinion of punishment is reflected at approximately the same level in almost all the studies. (Table 1.)

Table 1.

Managerial evaluation of motivational factors

Effectiveness	Value	Motivational factor
Most	4,48 4,01 3,97 3,92 3,91	Salary Knowledge of purpose Continuous indication of results Responsibility and individual tasks Improving work conditions
Middle	3,65 3,52	Praise Further education, chances for promotion
Least	3,14 3,13 3,07	Job enrichment Variety of work Punishment

Source: own examinations

Based on my results, I concluded that punishment only acts as a means of discipline and it cannot be considered a motivational factor. The evaluation of motivational means, according to my results, is influenced most by position, qualification and age from the examined personal factors, the sex of the manager is not determinate. Of the organizational factors, activity has one of the most important effects, but organizational scale is determinate, too. The scale of success did not influence the results.

- ❖ Managerial self-motivational results show that managers, independent of operational form, scale, considering any grouping (qualification, position, sex or age) were less motivated by punishment, which was rated far below the average. Independence and responsibility were qualified to be the most effective self-motivational factors by managers. Thus, results of managerial self-motivational interviews conflict with the experiences of previously demonstrated examinations based on general managerial interviews, which reflected salary and financial possibilities to be the most effective incentive factors. Financial factors appeared in the middle of the factors chosen by managers as being motivating. (Table 2.)

Table 2.

Managerial evaluation of self motivational factors

Motivational possibility	Value	Effectiveness
Individuality	4,43	Most
Responsibility	4,43	
Acknowledge of work	4,35	
Job variety	4,14	Middle
Financial possibilities	4,10	
Job security	4,05	
Organization of work	4,02	
Work conditions	3,95	
Chances for self education	3,86	Least
Chances for promotion	3,73	
Responsibility	3,67	
Influence	3,11	
Punishment	2,32	

Source: own examinations

- ❖ In the subordinates' self-motivational examinations, the analyzed motivational means corresponded with the factors of managerial self-motivation. (Table 3.) I separately examined how managers evaluated the responses given by their subordinates as to what motivated the latter group to perform better at work. Based on the results of two parallel examinations, I demonstrated that managers ranked the motivational effect of some factors much lower than their subordinates. They qualified motivational factors with lower points uniformly, underevaluating the role and position of motivation, too. In conclusion, there is no important difference in the summarized rank. The evaluation of employees revealed that they considered motivation to be more important than the managers did.

Table 3.

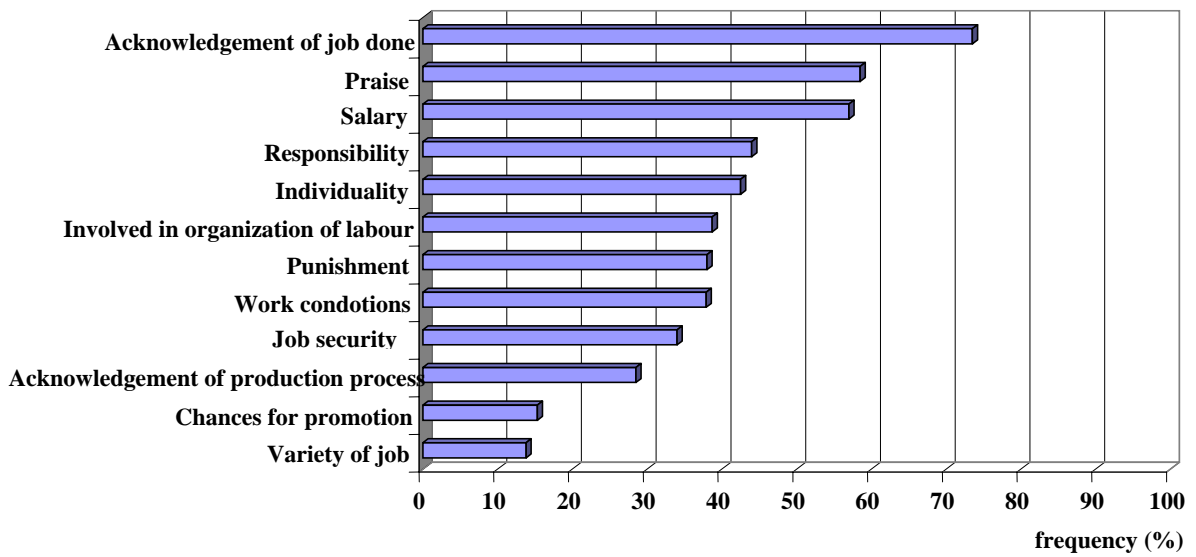
Evaluation of employees' motivational factors

Leaders' evaluation		Subordinates' evaluation	
Punishment	2,75	<i>Punishment</i>	2,78
Job variety	3,27	<i>Chances for promotion</i>	3,66
Chances for self education for promotion	3,27	<i>Job variety</i>	3,78
Responsibility	3,71	<i>Individuality</i>	3,86
Individuality	3,72	<i>Responsibility</i>	4,01
Work conditions	3,80	<i>Work conditions</i>	4,16
Praise	4,01	<i>Job security</i>	4,29
Job security	4,14	<i>Praise</i>	4,30
Acknowledgement of work	4,18	<i>Financial possibilities</i>	4,40
Financial possibilities	4,35	<i>Acknowledgement of work</i>	4,49

Source: own examinations

- ❖ The judgement of motivational means is dual. The results show that managers do, however, use those motivational means which they had rated as unimportant and less effective in motivation. Organizational type plays an important role in what means a manager has. Motivational means are determined by the financial power and success of an organization. (Figure 3.) The result of an attempt to motivate is reflected in the efficiency of an organization, but opportunities to motivate can be created by successful operation. Both these factors can generate a self-strengthening process spiral; we can call it a motivational spiral.

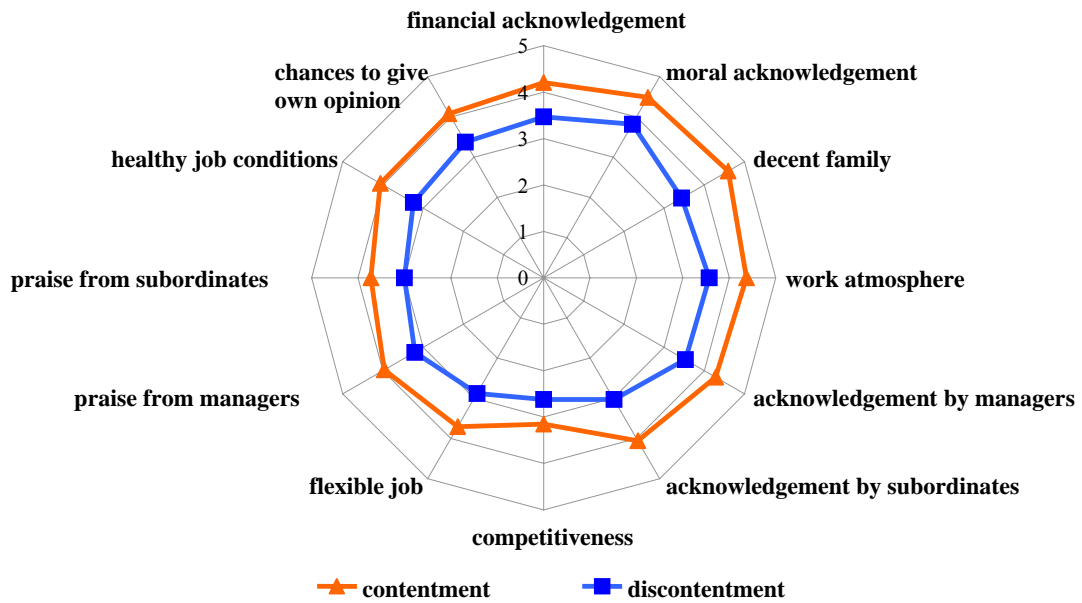
Figure 3.: Examination of the frequency of motivational means used by manager



Source: own examinations

- ❖ Study of the level of satisfaction and dissatisfaction were based on the hypothesis that the same factors are responsible for both these climates inside a company. In my study, individuals had to qualify the same group of factors considering what kind of role they have in causing satisfaction and dissatisfaction.

Figure 4.: Comparison of satisfaction and dissatisfaction



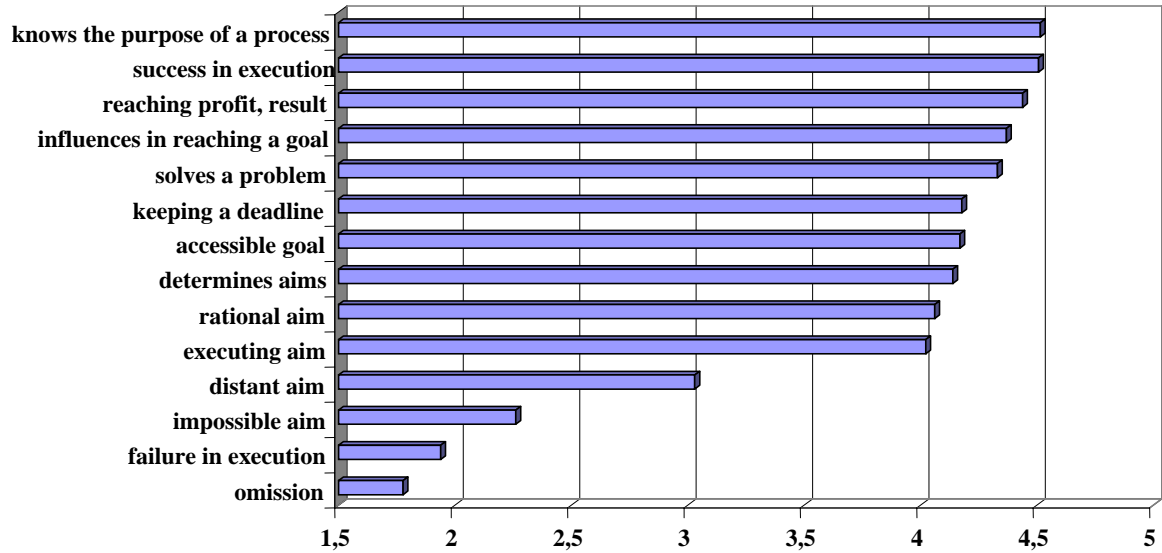
Source: own examinations

As results in Figure 4 show, the examined factors equally determine the formation of satisfaction and dissatisfaction, but at different rates. These results do not agree with Herzberg's statement, as he argues different factors are responsible for these climates.

- ❖ Managers, independent of their qualification, position, age and sex, evaluated distant goals, the issues of the impossibility of achieving a specific goal and being inconsiderate with employees, unfavorably in my targeted motivational examinations.

The difficulties in reaching a goal and inconsideration are factors that decrease their employees' motivation most.

Figure 5.: Managerial evaluations of purpose motivational means



Source: own examinations

A much more effective purposeful motivational factor is the successful result and when the manager knows the goal of the process. The qualification and rating of some purposeful motivational means depended on managerial levels and qualifications.

- ❖ Results of examining needs partly coincide with Maslow's theories. After establishing staple needs (secured position, proper salary), higher needs, such as self-realization,

power and being placed above others are ranked in promoting managerial motivation. Generally, those individual needs were rated higher which were less met.

Table 4.

Rank of factors of examined needs

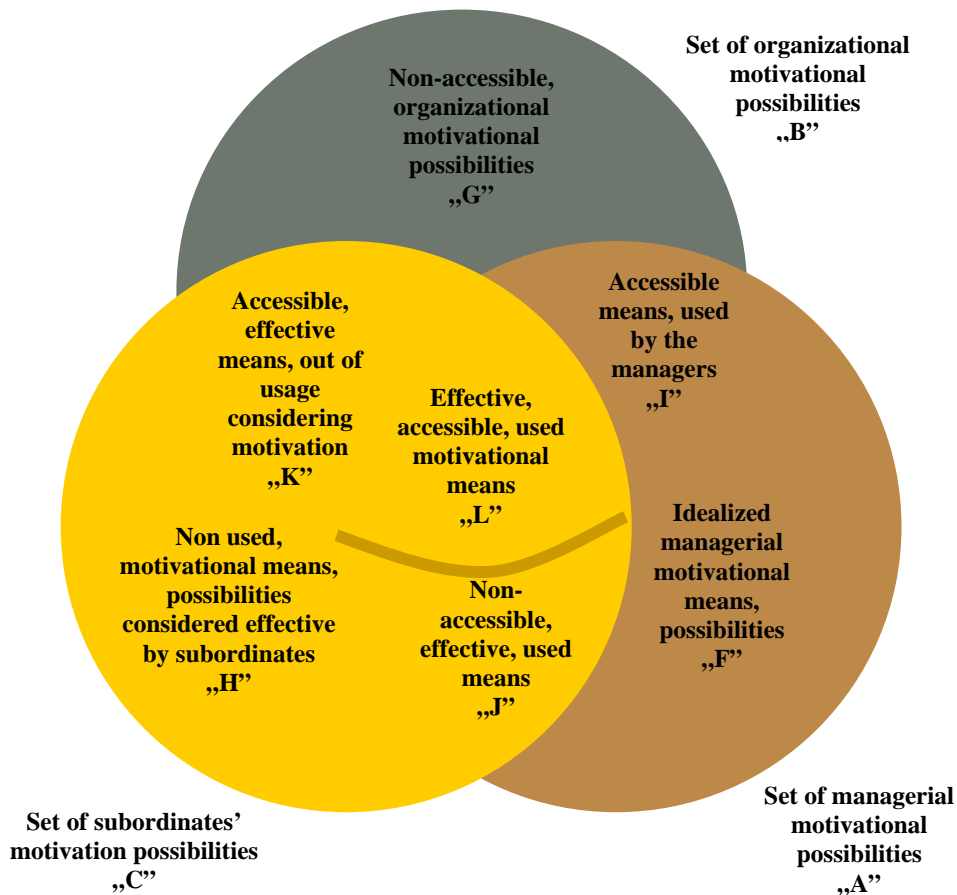
Motivational possibility	Value	Effectiveness
Power	2,62	Least
Existence of subordinate	3,21	
Partner in debate	3,76	Middle
Respect	3,94	
Initiative	4,12	
Self-realization	4,22	Most
Salary	4,24	
Acknowledgement	4,32	
Existence of job	4,53	

Forrás: saját vizsgálatok

- ❖ Considering motivation the success of the organization is composed of the interaction of three main factors. (Figure 6.)

Figure 6.: Motivational harmony model





Source: model based on privates hypothesis

These three main groups of factors can be considered three individual sets. The first is the set of motivational possibilities provided by the organization. The second is a set of factors considered suitable and used to motivate by managers. The third includes factors, subordinates qualified applicable to motivate. These three sets only partly cover each other in my examinations. In the segments, differences in synchron and harmony can be indicated. There are segments where there is no synchron at all. My theory to describe these connections is called "motivational harmony" or the "motivational synchron" model.

NEW AND NOVEL RESULTS OF THESIS

- ① Motivational theories were processed in groups differing from traditional systematizations. In my opinion, to group motivational theories, it is practical to begin by determining whether that specific method is based on a motivational factor of external or internal origin. Classifications and systematizations termed "external origin motivational theories" and "internal origin motivational theories" conform better to the nature of motivation.
- ② The evaluation of motivational means, according to my results, is influenced most by position, qualification and age from all the examined personal factors, while the sex of the manager is not determinate. Of all the organizational factors, activity has one of the most important effects, but organizational scale is determinate, too. The scale of success did not influence the results. Based on my results, I concluded that punishment only acts as a means of discipline, and cannot be considered to be a motivational factor.
- ③ The judgement of means to motivate is dual; results show that managers do use those motivational means which were rated to be unimportant or less effective in motivation. Organization has an important role in what means a manager has. Motivational means are determined by the financial power and success of an organization. The result of the motivation is reflected in the efficiency of the organization, but chances to motivate can be created by successful operation. These two factors can generate a self-strengthening process spiral, which we can call a motivational spiral.
- ④ Studies of satisfaction and dissatisfaction were based on the hypothesis that the same factors are responsible for both these climates inside the company. Results show that examined factors equally determine the formation of satisfaction and dissatisfaction, but at different rates. These results do not harmonize with Herzberg's statement, as he thinks different factors are responsible.
- ⑤ Considering motivation, the success of an organization is composed of the interaction of three main factors. These three main groups of factors can be considered three individual sets. The first is the set of motivational possibilities

provided by the organization. The second is a set of factors considered suitable and used to motivate by managers. The third includes factors, subordinates qualified applicable to motivate. These three sets only partly cover each other in my examinations. In the segments, differences in synchron and harmony can be indicated. There are segments where there is not synchron at all. The theory used to describe these connections is called "motivational harmony" or the "motivational synchron" model.

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