THE MOTIVATIONAL PROCESS ACROSS CULTURES: EXPERIMENT ON MOROCCAN & UKRAINIAN SUBJECTS

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Abstract:

Motivation is the driver of the performance in the workplace, as it is the energy that leads and maintains the effort of the worker. Since the early years of the 19th century researchers gave more importance to it. Therefore several theories have been developed to explain what motivation is, what motivates, or demotivates people and what environment is the most suitable to reinforce motivation. However, most of the main authors on this field recognized the importance of the culture in the motivation process, sources and consequences, and yet, they did not demonstrate what specific elements of the motivational process vary from a culture to another. This paper tries to explore the main motivation theories and merge them into a model of motivational process. Then, based on that model, we set an experiment to see what steps of the motivational process are being influenced by the culture. This experiment, consists of a group of tasks to be performed by participants from Morocco and Ukraine and the observation of their behaviour towards them. The importance of this work is about understanding if yes or no, the motivation can vary from a culture to another, and what specific elements can actually vary. These answers would attract further questions for following researches as what specificities of cultures can generate what precise influence on what element of the motivational process.

Key words: motivation, culture, human resource management, intercultural management.

JEL classification: O15, Z10

1. INTRODUCTION

In the company the employee is in the center of all activities as the management job is to making do the right thing the right way, the essence of which is motivation.

Successful motivation in the employee is ideally intrinsic to the human being but it is also stimulated by the outside through rewards, congratulations, respect. Management therefore has an undeniable role to play in motivating employees. However, in order to fully exploit and develop the productivity, it is necessary to know how to motivate the worker according to his own characteristics, which are mainly found in his culture.

We will then see the concept of motivation (its sources, its process and the importance of the goal in its stimulation). Then, to verify the impact of culture on motivation and to analyze where this impact occurs in the process of motivation at work.

2. MOTIVATIONAL PROCESS

Motivation is defined as "the hypothetical construct used to describe the internal and/or external forces producing the trigger, direction, intensity and persistence of the behavior" (Vallerand et Thill, 1993, p.18), besides it was analyzed by several authors who insisted on three elements to understand it: Needs, Processes and Purpose. Thus, the person feels the need, seeks a

means to satisfy it, this means represents a wish that crystallizes into a goal to be attained (Perception plays an important role at this level since the goal might not lead to Satisfaction of the need but perceived as the opposite or the opposite). It is from this that this goal generates an energy that leads to the triggering, direction, intensification and maintenance of the effort to achieve this goal.

The three elements to be retained are thus the needs that are at the origin of the motivation, the process of its launching and reinforcement and finally the purpose of which it is the object:

- Needs: Motivation comes from felt needs, without which there is no reason to provide effort.
    - Maslow, Has classified human needs into levels: Physiological, security, Belonging, Self-esteem, Self-realization.
    - McClelland (1976)proposed a new categorization of human needs: Power, Affiliation and Achievement.

Process :

Several authors have been interested in the process leading from the motivation of simple unsatisfied need to action directed towards a specific objective. Among these authors we find:

- Atkinson (1957),who presented the assessment of the probabilities of success and the consequences of success and failure that are made upstream and which decide the level of motivation generated as a basic element in the process of motivation.
- Vroom (1964),Who presented the motivation as the result of a perception that more effort would bring more results and the latter would automatically result in more reward.
- Adams (1963)has developed the process of these estimates by specifying that they are done by comparing the efforts of the individual with those provided by others, but also the results obtained to those obtained by others. Thus, man establishes an Effort / Result ratio that he compares to the same ratio in others to be more motivated/demotivated.
- Albert BANDURA (1997),Who introduced the sense of self-efficacy as determinant to the estimated probability of success and thus to motivation.
- At this level, all the authors recognize the weight of the cognitive dimension in the process and accept that it is never the probability of real success, nor the ratio Effort / real result, but rather the perception of the individual and his / her understanding of what is fair, just, valuing, important.

Thus, the probability of success or failure, the ratio Effort / result, the value of the reward are all subject to the perception of the individual.

The goal: Locke & Latham (1990), emphasized that the importance given to time in the instruction would draw attention to it but would cause a possible neglect of the quality or quantity. In this theory, several elements are taken into consideration, including: delays, feedbacks, quantification of objectives, etc.

These approaches have been applied and have resulted in a huge success in the united-states where they were initiated. Companies in other countries were inspired by it and followed management models that corresponded to them, such as management by objectives. An evolution of task delegation and empowerment, encouragement of autonomy. However, the concept has not evolved equally everywhere in the world. For example, in the United States of America and Great Britain, where culture itself is individualistic, with a small hierarchical distance, and where interactions are not very diffuse, the concept has easily been assimilated, whereas in more collectivist countries such as Russia, Saudi Arabia and Morocco, management has less often used these practices which are up to now declared motivating. It is at this level that one asks the following question: Is it because managers are not ready to use certain practices that are unfamiliar to them or because this approach does not give the desired effect in the Cultures? Formulated differently, the question is: Are the mechanisms of motivation the same everywhere in the world and regardless of culture?

To find an answer to this question we carried out an experiment which was carried out on two culturally different countries namely: Ukraine and Morocco.

3. DESCRIPTION OF THE EXPERIMENT

The objective of this experiment is to verify empirically whether the motivation for work influenced by culture, and if so, at what level.

Methodology - In order to verify this we have studied the behavior of individuals belonging to three cultures with characteristics are quite distinct (as presented by Hofstede, Trompenaars and Hall). Thus, we have put the proven elements influencing motivation and are nevertheless objects of the differences between the cultures (Collectivism / individualism, universalism/particularism, strong context/weak context). We translated them into practical situations involved in tasks to be performed. To see how these elements will influence the level of motivation of individuals. Thus, ambiguity, complexity, time (delays), communication (instructions and feedback) and work in the presence of a group were considered to be variable in an experiment consisting of a series of tasks (reflective exercises) To be made to participants in the two countries of the study.

In practice - The experience consists of a series of tasks (exercises to be performed), some of which are considered amusing, some annoying, instructions varying between clear, communicated orally, ambiguous and non-existent, certain exercises are impossible, with long delays, illogical. Moreover, some participants receive emotional feedback, others emotionally neutral feedback and finally other participants receive no feedback.

Before they answer, the subjects inform the level of perceived difficulty of the exercise, mark on their level of motivation and activate the stopwatches to stop it when they decide to give up or they finish the exercise.

Topics can ask questions or submit proposals, answer, abandon, respect or not the deadlines. Finally, at the end of the experiment, participants respond to a questionnaire that provides information on their motives, emotions, motivation / demotivation in a qualitative and quantitative way.

Conditions of the experiment :
- Characteristics of populations studied:

Countries	Maroc	Ukraine
Sensitivity to Uncertainty	Average	high
Orientation Internal / External	Internal	Average
Context	top	top
affectivity	high	Average
Masculinity	Average	Low
Monochronic / Polychronic	polychronic	monochronic
allotment	high	high

- Number of participants: 30 participants
    - o   15 Ukrainians
    - o   15 Moroccans
- Conditions of the experiment: The participants spent the experiment in a group, they had all the explanations requested and the experimenter was present throughout the period of the test.
- Location: Classrooms / Offices
- Duration: unlimited with the possibility of giving up at any time.
- Instructions: Individually solve logical, mathematical or psychotechnical problems presented in the form of tasks with different specificities.
- Test Features:

Characteristics of the test:
Accessible to everyone
Composed of several exercises (20 to 30)
Leave the choice to do the exercise
Test where you learn things
Amusing
Emotionally neutral experimenter with the exception of the moment of feedbacks
2 to 4 subjects per test at the same time

- Content of the experiment:

Content of tasks:
Simple Exercises
Complicated exercises
Exercises impossible
Instructions that do not lead to the goal

Tasks:

Variation applied to simple tasks:	
Clear rules	Ambiguous rules
Without deadline	With deadline
Without feedback	With feedback

How to assess motivation:
The motivation is recognizable according to Vallerand et Thill (1993) through 4 elements:
1- the triggering of the behavior: Choice of doing the task

Task	Specificity	Deadline in minutes
Oral	Oral	
1	Simple	
2	Simple	
3	Ambigu	4
4	Simple	2
5	Impossible	5
6	Simple	4
7	Ambigu	

Task	Specificity	Deadline in minutes
8	Simple	2
9	Complicated	
10	Simple	
11	Impossible	7
12	Ambiguous	
13	Complicated	8
15	Impossible	3
18	Impossible	

2- Intensity: The quality of presentation of the paper, the care to give the answers, the level of detail;
3- The perseverance of the effort: Chronometer of the duration taken for each task;
4- The orientation of the effort (the goal): respect of instructions, importance given to time, quality of answers, quality of presentations .

Moreover, motivation is also an energy felt and recognized by the individual, since it is "a process that involves the will to perform a task or to achieve a goal" levy-Leboyer (1984). We tested the 4 elements to define the level of motivation. While asking the subjects themselves to rate their level of motivation for each task to be done.

Thus by proposing different tasks with characteristics perceived differently from one culture to another and then evaluating the motivation generated accordingly. We can know just how

ambiguous, written / oral, the affectivity of feedback. Could influence the perception of purpose, feedback, equity and the rest of the elements raised in the previously cited theories of motivation.

Table no 1. Variables studied and theories they verify

Evaluated Variables	Main theories to be tested:
Ambiguity / clarity of instructions	Clarity of objective presented by Locke
Perceived Facility / Difficulty of Tasks	The curve of the inverse U (the motivation evolves with the evolution of the difficulty).
Emotivity of Feedback	Impact of culture's emotivity on the perception (and effectiveness) of feedback.
No Feedback	Impact of the reward (Deci & Ryan; Locke ...)
time	Attention given to time (Hall) / impact of delay on motivation (Locke)
Challenge of instructions	Level of indulgence (Hosftede); Involvement with purpose
Length of experience (and tasks)	Linking Indulgence and Motivation (McGregor)
Oral / written explanations	Perception of the probability of success, the importance of the ambiguity goal ... according to the level of importance of the context in the culture (Hall, Vroom, Adams ...)
Importance of tasks	Impact of perceived importance on motivation (Vroom, Deci & Ryan, Atkinson)
Conviction of being able to successfully exercise	Self-efficacy (Bandura, Deci & Ryan)
Level of fun	Intrinsic motivation; Motivation to fun (Deci & Ryan; Blais & al.)
Level of intellectual stimulation	Motivation to knowledge (Deci & Ryan; Fenouillet; McClelland)
Level of challenge	Motivation for Achievement (Deci & Ryan, Fenouillet, McClelland, Maslow, Locke, Vroom ...)
Mobile to experience	Deep Need
Comparison with others	Collectivism, particularism (Hall, Hofstede ...)
Estimated probability of success	Self-efficacy (Bandura)

4. RESULT S OF THE EXPERIMENT AND QUALITATIVE RESULTS

Through this experiment we tries to explore the main motivation theories and merge them into a model of motivational process. Then, based on that model, we set an experiment to see what steps of the motivational process are being influenced by the culture. This experiment, consists of a group of tasks to be performed by participants from Morocco and Ukraine and the observation of their behaviour towards them.
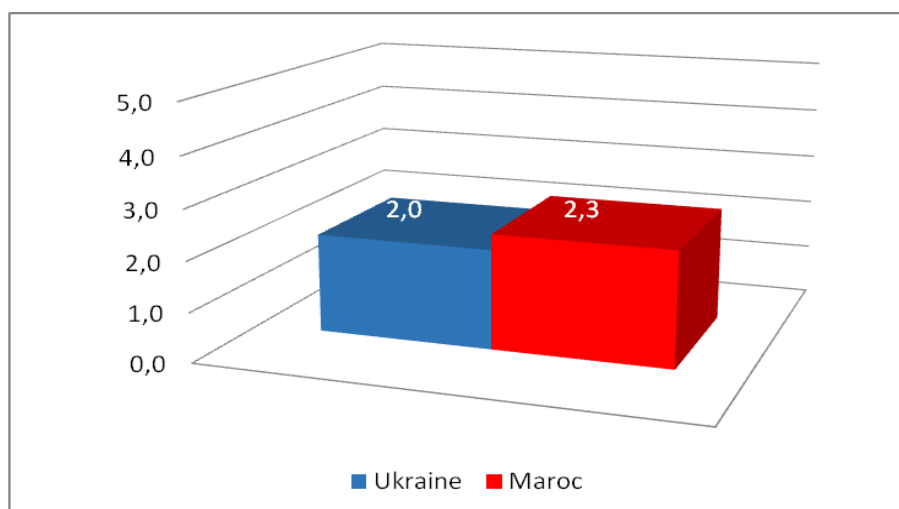

Figure no 1. The perceived overall motivation level

Moroccan and Ukrainian participants showed a virtually equal level of motivation for the experiment.
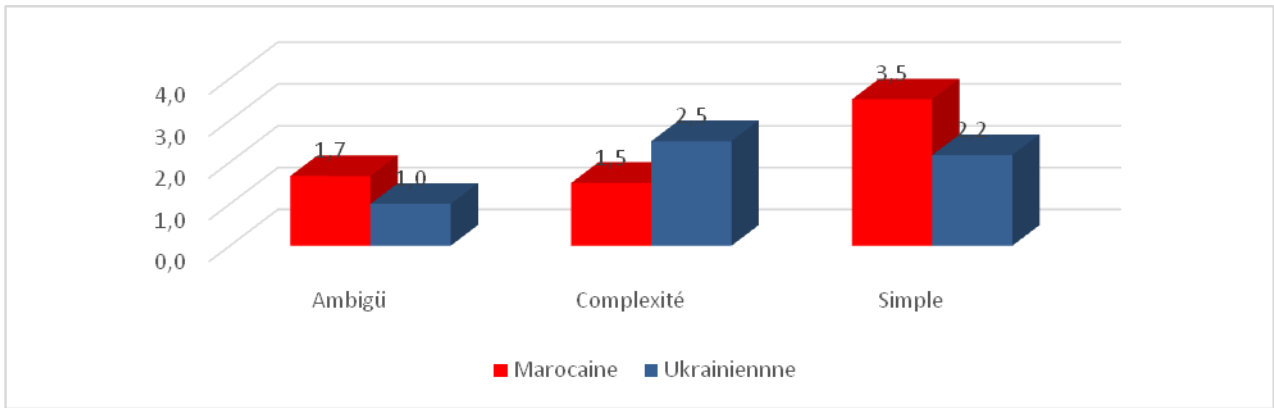
Figure no 2. Impact des spécificités des tâches sur le niveau de motivation

Moroccan participants were much more sensitive to complexity but were more resistant to ambiguity. While Ukrainians were mainly stimulated by complexity and relatively disinterested in simplicity. But how did this motivation translate into perseverance?
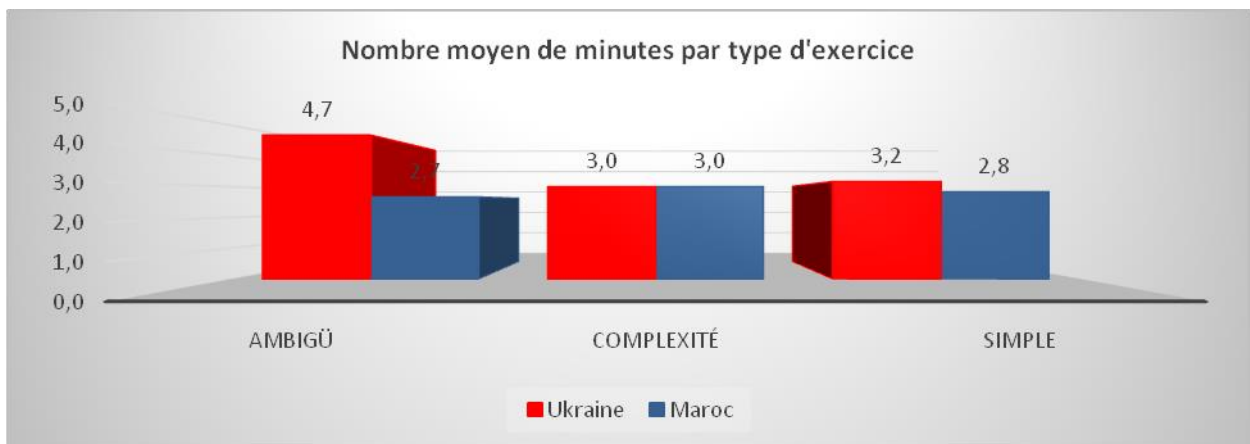

Figure no 3. Time allowed for each task type

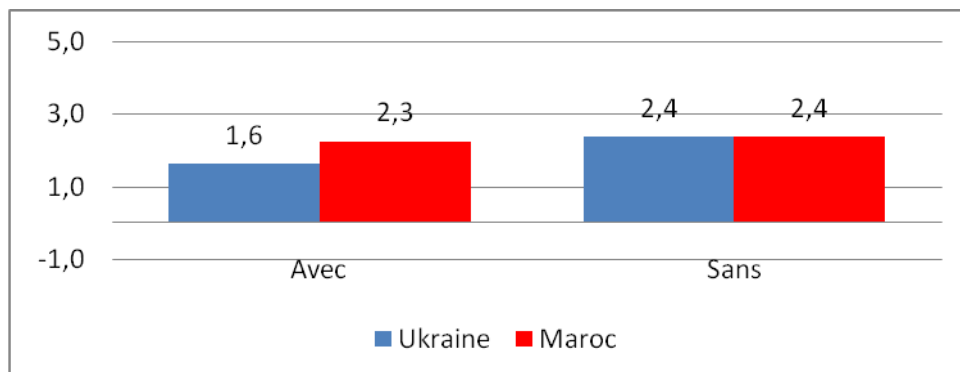The Ukrainian participants had more difficulty with the ambiguous instructions which explains their demotivation.

Figure no 4. The overall level of motivation perceived under the impact of deadlines

All participants showed a relatively equal level of motivation in the absence of deadlines, however, Ukrainians felt relatively less willingness to tasks with deadlines.
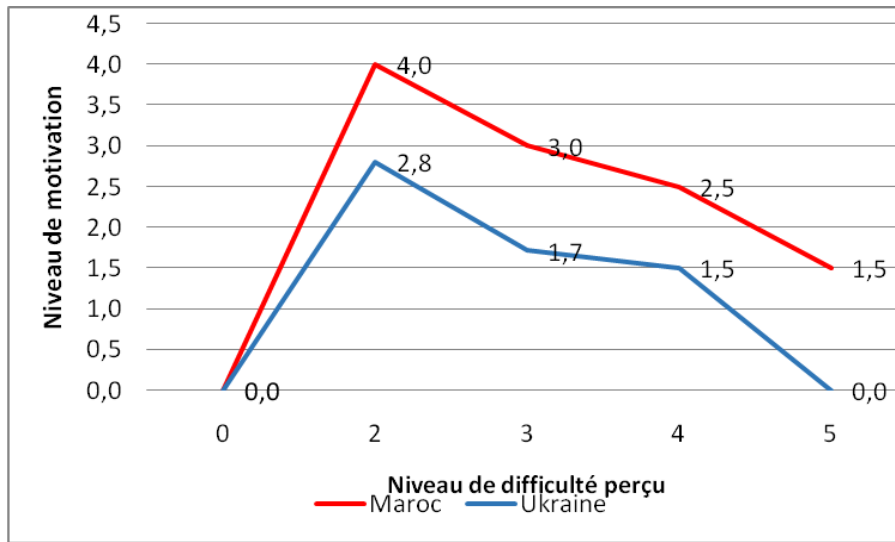
Figure no 5. Impact of the difficulty on the motivation felt

The function of the inverted U was clearly seen in both groups, which confirms the theory of Yerkes et Dodson (1908).The more the difficulty increases the more one is motivated, but starting from a certain level of difficulty, one begins to discourage.
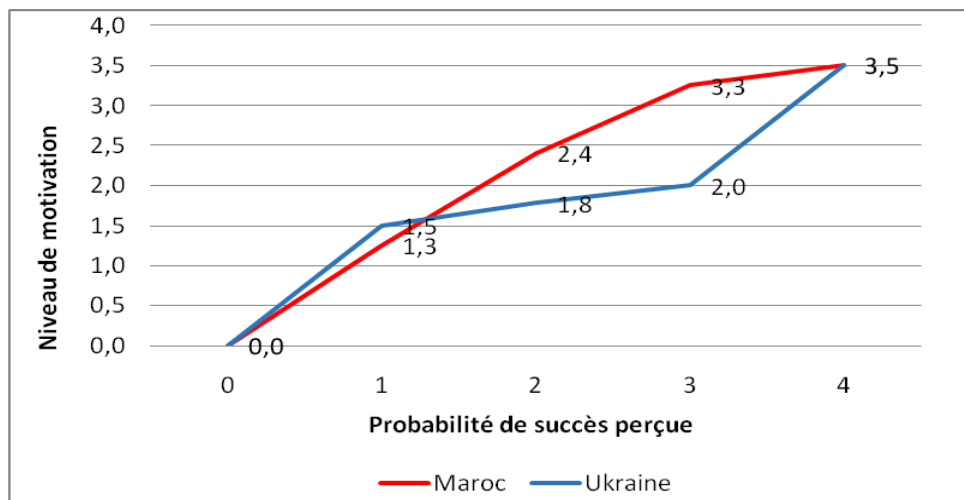

Figure no 6. Relationship between the probability of perceived success and the level of motivation

As affirmed Locke(1990), Atkinson (1957) et Vroom (1964), the greater the likelihood of perceived success, the more motivated the individual.
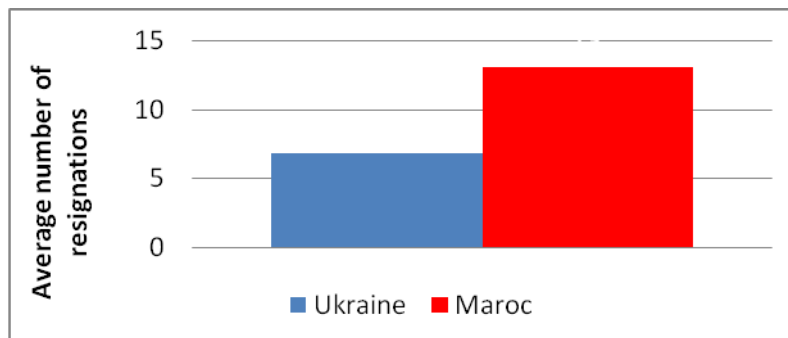

Figure no 7. Level of resignation

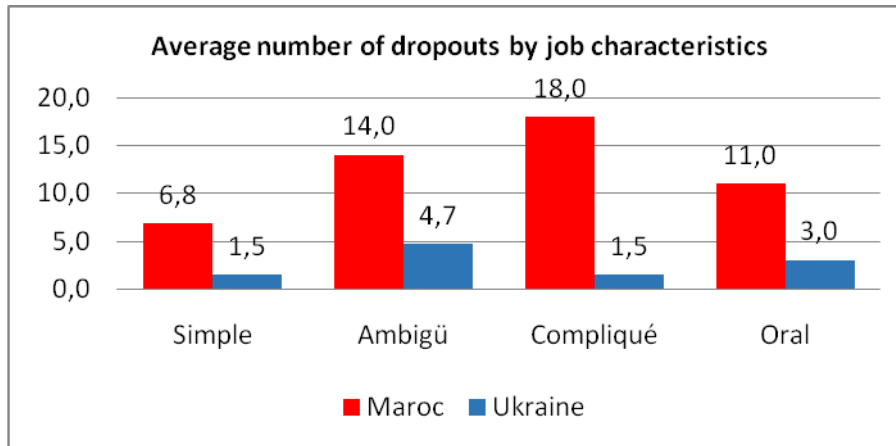Moroccans were more likely to abandon the exercises.

Figure no 8. Abandoned Tasks

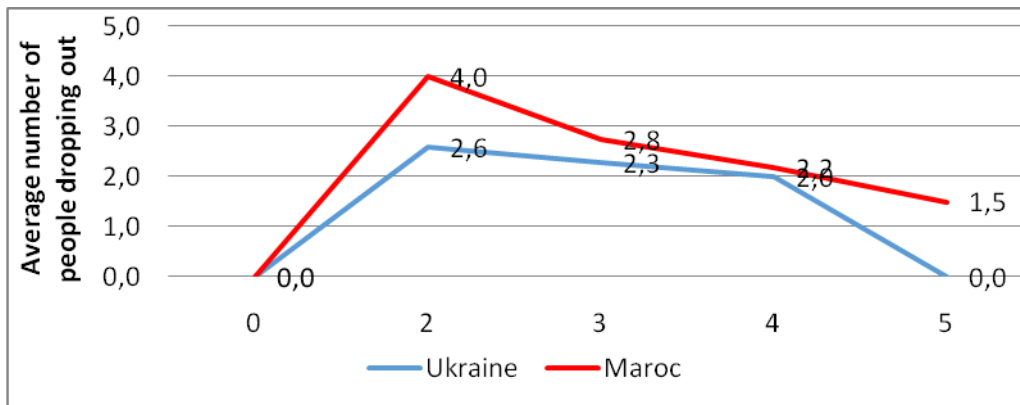Resignation was common to Moroccan participants, regardless of the nature of the tasks.

Figure no 9. Impact of the Difficulty on Abandonment

The greater the difficulty, the stronger the resignation is, especially among the Moroccan participants.
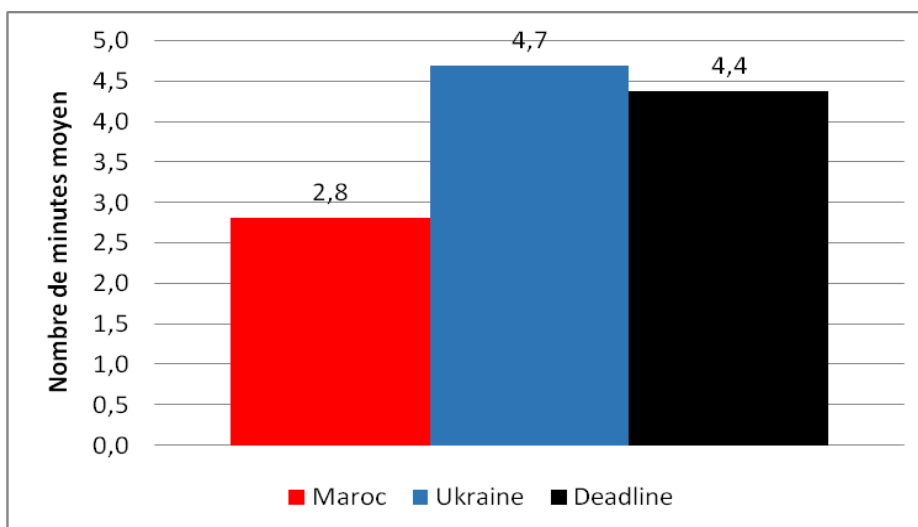

Figure no 10. Respect the deadlines

The Ukrainians were closest to the deadline with only 0.3 minutes of average difference, while the Moroccans scored a difference of 1.6 minutes ie a difference of more than 5 times Ukrainian participants.
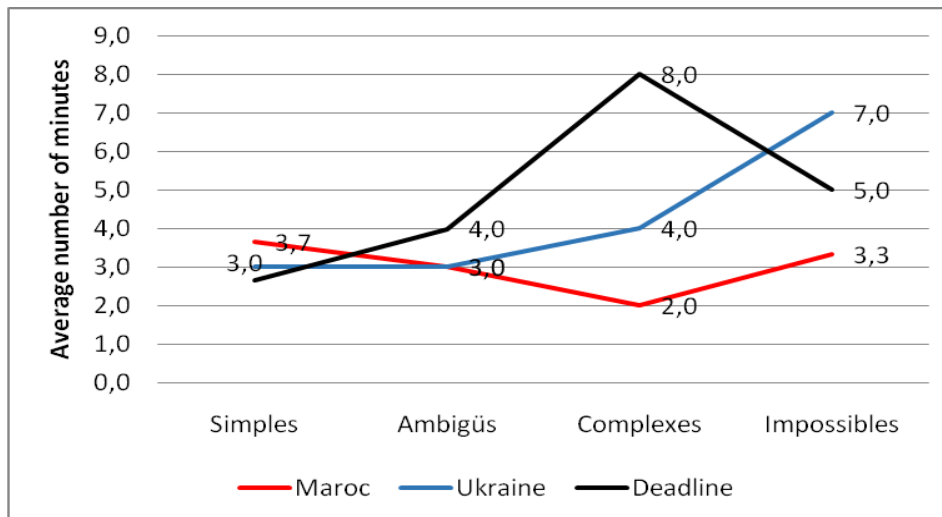
Figure no 11. Relationship between the respect of deadlines and the specificities of tasks

For almost all tasks the Ukrainian participants remained close to the deadlines when finishing / abandoning before or after the deadline.
However, the Moroccans dropped an average of 1.7 minutes before the expiry of the deadline (an average relatively biased by the large number of abundant players in the first few seconds, while the Ukrainian participants stayed there Average 2 more minutes.

Qualitative results:
- Moroccan participants tended to communicate and help each other, although they were aware that it was an individual job. In contrast, the Ukrainians worked individually and refused to communicate with each other or with the experimenter.
- The Ukrainian participants asked few questions to understand the conditions of the test. While for Moroccans the majority of respondents did not read the written questions and asked for oral explanations instead.
- The average length of time spent on tasks:
  o Ukraine: 75 Minutes
  o Morocco**:** 45 Minutes
- Tasks 14, 16 and 17 were intentionally removed from the experience support to test the level of involvement. At this level the participants, Moroccans have noticed their absence but did not announce the remark because they considered it a "simple error". The Ukrainian participants have for the most part made the remark to warn the experimenter.

The importance of this work is about understanding if yes or no, the motivation can vary from a culture to another, and what specific elements can actually vary. These answers would attract further questions for following researches as what specificities of cultures can generate what precise influence on what element of the motivational process.

5. CONCLUSION

In a world where business is becoming more and more multinational, an approach of motivation that takes the culture into consideration seems to be of a great importance. For such reason, the question of motivation across cultures is raising. In order to settle this question, we led this experiment to show if the motivational process is the same across cultures and "where" the differences between cultures raise when motivation is regarded. The series of tasks given to the participants have shown how the perception and sensitivity of the participants towards some elements of the tasks and the conditions of work can vary.

Due to the sample size of the subjects of the experiment, the conclusions can hardly be generalized on the mother populations. However, on the basis of the results we have, we can say that the motivation process is the same in all cultures, and the motivating elements are the same.

Yet the impact of the specificities of the tasks and record greatly influence the level of motivation. In addition, manifestations of motivation may vary according to cultural characteristics, so some cultures will pay more attention to deadlines, be more likely to persevere, prefer oral explanations and feedback or even be more sensitive to the ambiguity than others.

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