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Work Mindset and Motivation in Different National Cultures

A Study on Employees' Work Situation and Perspectives of Work at a Global

Company

Laura Rubi Löthman
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Bachelor of Arts
Psychology

Luleå University of Technology
Department of Business Administration, Technology and Social Sciences

LULEÅ
UNIVERSITY
OF TECHNOLOGY

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Laura R. Löthman

Abstract

The purpose of this thesis is to investigate opinions, attitudes, and experiences of work motivation hold by employees of different nationalities. The aim is to find out what it is that motivates employees at global companies to work, what kind of work perspectives they have and whether these perspectives and motivation differ because of national and cultural factors. Research questions such as "To what degree are employees motivated?", "What motivates employees to work?" and "What is the difference in perspectives attributed to?" will be answered. Semi-structured interviews and structured quantitative surveys were conducted to analyze employees' attitudes, opinions and experiences towards their working situation and motivation. After a careful analysis of interview and survey results it was shown that colleagues was the one factor most influencing motivation among all employees. After that, development, feedback, and compensation were also shown to be strong factors affecting motivation. Both, surveys and interviews, also showed that employees with different national backgrounds at the company had similar engagement levels, indicating that their motivation levels might be equal. Differences were on the other hand, observed on satisfaction levels, specific motivators, and within different perspectives of work. Respondents were shown to differ in cultural dimensions such as power distance, individualism, and masculinity. Results showed that these differences were due to nationality, but some of these were also attributed to age.

Keywords: work motivation, experiences, perspectives, nationality

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Introduction

Background

Throughout time people from all different backgrounds, psychologist as well as others, have wondered what forces lie behind an individual´s decision to act. Why do we humans do what we do? Do we all share similar driving forces that help us satisfy a set of common needs? Or are there different causes to our motivation?

The term motivation, like other areas in psychology, has not always been easy to define and according to some there is still "no single universally accepted definition of motivation" (Arnold & Randall, 2010, p. 309).We cannot do more than to be satisfied with the suggestion that the word itself gives us. Arnold and Randall (2010) expressed it in their book with a mechanical analogy: "the motive force gets a machine started and keeps it going" (p. 309). The actual term comes originally from the Latin word *movere*, meaning "to move" (Porter, Bigley, & Steers, 2003), there are however many more definitions of what motivation is. Take for instance that of Vroom (1964) who declared that motivation is "…a process governing choice made by persons or lower organisms among alternative forms of voluntary activity" (Porter et al., 2003). One could define motivation as the fuel that gives energy to a person's actions, but why is this concept of motivation interesting?

Organizations all over the world are today facing problems due to the lack of motivation. Because of this, a considerable amount of interest to increase employee engagement and commitment has originated. Motivation seems to be now an essential factor of a company's success, because it directly affects its efficiency (Schultz & Shultz, 2010).

Unmotivated employees actively waste time and, depending on the degree of disengagement, even seek out to damage the company. They show no interest in the vision and goals the company has, they show no concern for customers and are sick more often than motivated employees. Motivated employees, on the other hand, are people that are engaged with the organization. They are good colleagues, they like cooperating and they are actively looking for new and better ways to achieve the company's goals (Gallup, Inc. , 2013). A company wants motivated and engaged employees that come out with new ideas and are committed into helping their organization. A motivated staff is simply more productive and does a better job so investing in motivation is something that many organizations should have an interest in doing.

This type of phenomenon of engagement/disengagement at the workplace has led psychologists to create a new definition of motivation; Work motivation. As defined by Pinder (1984) "is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" (p. 8). In other words, one could define work motivation as the force that drives people to perform at their jobs. It is this definition and type of motivation that is the subject and focus of the following thesis.

According to a Gallup's study in 2013, that investigated 142 countries, 63% of the employed population worldwide are "not engaged" at their workplace. This means that they are not motivated, they think that their job is boring, and they go there only for the sake of their salary (Gallup, Inc. , 2013).
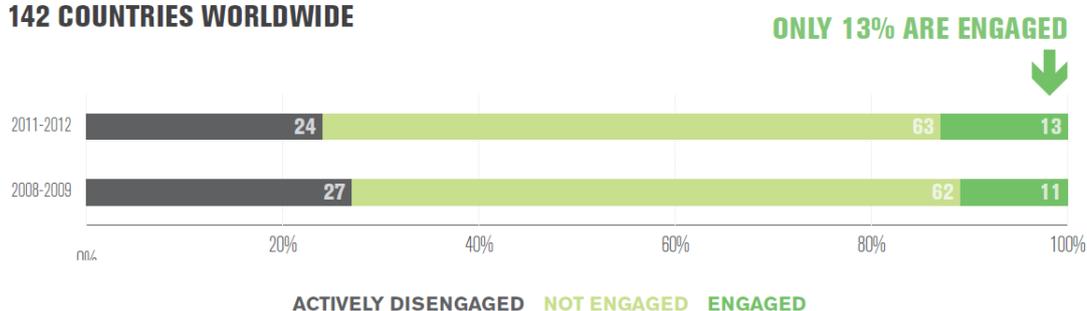
Figure 1: Overall engagement among the employed population in 142 countries worldwide. Gallup, Inc. (2013).

These results showed variations in engagement levels across the globe. The remarkable thing about the results was that not all of the first world and well developed countries showed improved results as would have been expected. Sweden; for instance, showed a total of 73% "not engaged" employees and only 16% of the working population in Sweden feel like they have meaningful and motivating jobs. On the other hand regions such as the Middle East and North Africa showed the highest percentage of "actively disengaged" employees and results showed also differences between professions and educational backgrounds (Crabtree, 2013). This means that apart from location there are other factors that affect employee motivation. Companies throughout the world should be more interested in investigating what other factors affect the effectiveness of their workplace

The most surprising fact from Gallup's study (2013) is not the global difference, but the common lack of motivation. The majority of the working population in the whole world is not happy about their jobs. The fact that only 13% is dedicated and enthusiastic about work says that most people that work right now are having a negative experience (Crabtree, 2013). Understanding this lack of engagement and decreasing work motivation is not only essential for an organization's overall success, but it is vital for society also. The growth of a company benefits its community and, in turn its country. An investment on work motivation from the management of organizations worldwide could have a very positive impact on global economy and therefore in everyone's future (Crabtree, 2013).

Problem Discussion

More and more companies around the world have an urge to use and comprehend their personnel's abilities, skills, and energy in the best way possible. Employee engagement and productivity are crucial to business growth and success (Gallup, Inc. , 2013). Organizations need to get their employees to work more productively, get them more satisfied and involved and above all increase their commitment. Even though companies have made real advancements by applying industrial and organizational psychology to their recruitment, training, and leadership techniques none of these factors can improve the quality of work done if employees are not motivated to do the best job they can do (Schultz & Shultz, 2010). Motivation should therefore be a great concern for companies today.

When it comes to global companies the issue of motivating employees takes greater dimensions. The role that culture plays on work mindset and behavior is considerably

important. Cultural variables determine basic attitudes and perspectives towards work, norms, and social relationships (Phatak, Bhagat, & Kashlak, 2005). So being able to understand and improve the motivation of employees with different national and cultural backgrounds can prove itself to be a big challenge.

Successful motivational practices in one culture can prove to be less or completely inefficient in another. South Asia for instance, is a region where society and culture differs greatly from that of Western Europe, since perspectives and attitudes (especially at work) are very different. In developing countries, work and career have a totally different meaning to individuals, whose highest priority are factors such as safety, wages, and power (Mirabela & Abrudan, 2013).

Managers of international and global corporations should have an understanding of the cultural variables that exist within their organization and that affect workplace behaviors. In this growing global market economy, an appreciation of cultural diversity is in the best interest of every company that wants to succeed. Managers should therefore also make it an important goal to build effective relationships across cultures (Phatak et al., 2005).

This study seeks to contribute to a greater understanding benefiting businesses and economies, but particularly also communities world-wide. In collaboration with an international company, this thesis will examine the cultural differences in work motivation and perspectives of work that may arise between offices in Sweden and the offices the company has abroad.

Aim

The aim of this thesis is to study the overall motivation and perspectives of work of employees at a global organization and find out whether differences in this motivation and perspectives are present. If results show that differences are present, then the thesis will investigate whether these differences are due to cultural factors.

Research Questions

To what degree are employees motivated?
What motivates employees to work?
If there is a difference in motivations and perspectives, is this difference attributed to cultural factors?

Delimitations

This thesis is limited to comparing work motivation and perspectives of work on a group of individuals pertaining to two different countries and who are employed within the same global company

Sandvik Coromant is an international Swedish company that has 8000 employees and is represented worldwide in 130 countries (Sandvik Coromant , 2015). This thesis will only focus on one department, the Research and Development department. Because of the size of this particular department, this investigation will further limit itself to a department within this organization that operates both in Sweden and in India. The investigation will therefore be limited to the Design Automation department in Sandviken, Sweden and in Pune, India.

Theoretical Framework

Theories of Motivation

Various theories of employee motivation have been proposed throughout time to explain why employees behave the way they do on the job. Different psychologists have also studied factors such as job satisfaction, job engagement, and organizational commitment (Schultz & Shultz, 2010). Motivation is an extensive theme with an appreciable amount of research behind. The different motivation theories are arranged into categories; for instance, there are instinct theories of motivation, reinforcement theories, content/need theories, process theories, etc. (Porter et al., 2003).

The motivation theories chosen for this thesis are two of the most famous within the area of work psychology and content/need theories. Maslow's Hierarchy of Needs (1970, as cited in Schultz & Shultz, 2010) and Herzberg's Motivation-Hygiene theory (1966, as cited in Arnold & Randall 2010), were chosen because of their importance for work motivation. Maslow's research depicted a general picture of human functioning, his theory established a ground for different models within the subject of motivation. Other psychologists have applied and elaborated on his train of thought and guided it more to the work setting (Arnold & Randall, 2010). One of this psychologists was Frederick Herzberg, whose focus on the work setting was bigger and which deduced that motivation was a result of job satisfaction. Herzberg's theory has not only inspired a lot of research, but it has influenced organizations into changing the way they work to increase motivation (Schultz & Shultz, 2010).

Maslow's Hierarchy of Needs Theory.

Abraham Maslow (1970, as cited in Schultz & Shultz, 2010) and his hierarchy of needs theory is the first major theory of motivation to be applied to employees at work even though it was not originally designed for organizational purposes (Porter et al., 2003). The needs hierarchy theory claims that humans are wanting beings that constantly strive to obtain what they don't yet have. According to Maslow (1970, as cited in Schultz & Shultz, 2010) it is this need that controls behavior. When a person succeeds in satisfying needs, then these satisfied needs will stop to provide motivation. The theory suggests that there are five classes of human needs that influence all human behavior. Furthermore, Maslow (1970, as cited in Schultz & Shultz, 2010) argues that these needs are arranged in a hierarchical manner where more basic level needs are placed at the bottom and more advanced needs at the top. Once individuals satisfy lower-level needs they will be able to pursue higher level needs. These needs, from lowest to highest, are:

Physiological. These are the most basic and fundamental of all human needs. These are biological needs related to survival such as the need for food, water, oxygen, shelter, sleep, sex, etc. In a work-setting these needs could be illustrated as the need to have basic working conditions such as salary, comfortable work environment, etc. (Porter et al., 2003).

Safety. These relate to the need to feel physically and psychologically safe. At the workplace this need could be illustrated in the employee's interest for job security (Porter et al., 2003).

Belongingness. This needs relate to an individual's desire to be accepted and loved by others. At work it could represent the desire to interact and have good relationships with coworkers (Porter et al., 2003).

Esteem. This represents the need to feel respected and valued by both the self and others. At work this might be represented by a need for higher statuses, responsibility, recognition for successful work, etc. (Porter et al., 2003).

Self-actualization. This is the highest level of needs and refers to the need to fulfill one's potential and develop one's own unique capacities to its maximum. This can be reflected in the

workplace in the need for individuals to be creative and in their effort to be the best they can be (Porter et al., 2003).

According to the theory these needs should be satisfied in this order, where low-level needs must be satisfied first and only after they are totally satisfied will the individual be able to move on to the next level of needs.
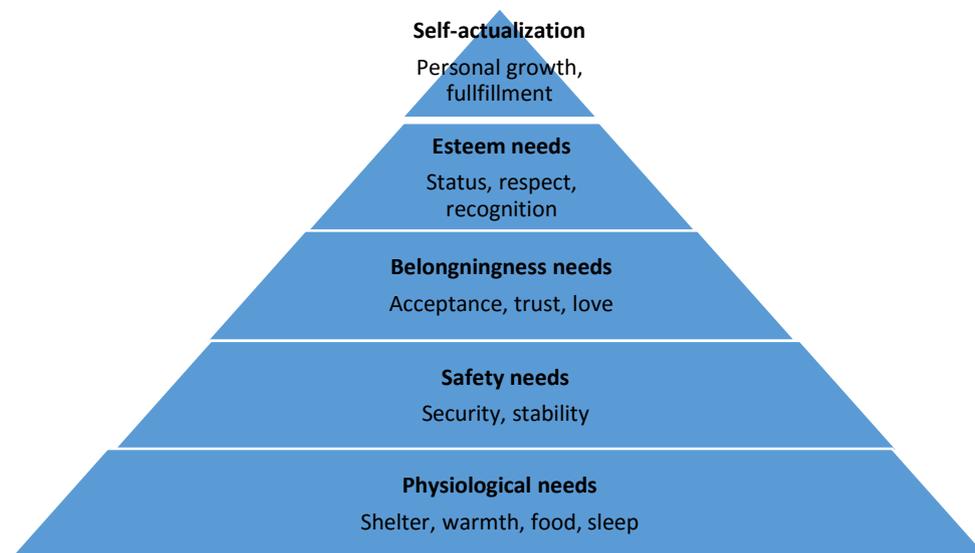

Figure 2: Maslow's Hierarchy of Needs

A person that is preoccupied with finding a job will be motivated to look for ways to reach that level of physical and economic security. For the time being they will not care about satisfying their self-actualization needs. It is not until they reach a level of security in the first level that they will be able to move to the next one and this will continue until they reach the highest level on the hierarchy (Schultz & Shultz, 2010). The important thing about this theory is that it illustrates how an individual's unsatisfied need can motivate his/her behavior (Porter et al., 2003).

Herzberg's Motivation-Hygiene (Two-Factor) Theory.
Frederick Herzberg (1966, as cited in Arnold & Randall 2010), developed his "two-factor" theory, also known as "motivation-hygiene" theory after a study that he conducted at a company in the United States. There, he investigated the cause of employees' job performance. On the basis of this study he found out that employee motivation is determined by two types of factors, namely; Motivators and hygiene factors.

Hygiene factors are factors such as salary, job security, good working conditions, and acceptable working hours. According to Herzberg (1966, as cited in Arnold & Randall 2010), these factors do not directly create satisfaction but if they are not present they could create dissatisfaction. These factors resulted from extrinsic job-related factors, that are factors that have more to do with the setting in which work is performed. Motivators, on the other hand, are factors such as a challenging work, achievement, growth, personal development, responsibility, and recognition. These factors lead to satisfaction but do not take away dissatisfaction and are related to the intrinsic composition of the work itself. Herzberg (1966, as cited in Arnold & Randall 2010), stated that eliminating the factors causing dissatisfaction (by improving hygiene factors) could have a positive effect on employee performance, but it will not create complete satisfaction. In order to create satisfaction and, therefore also motivation the organization should include motivators (Arnold & Randall, 2010).
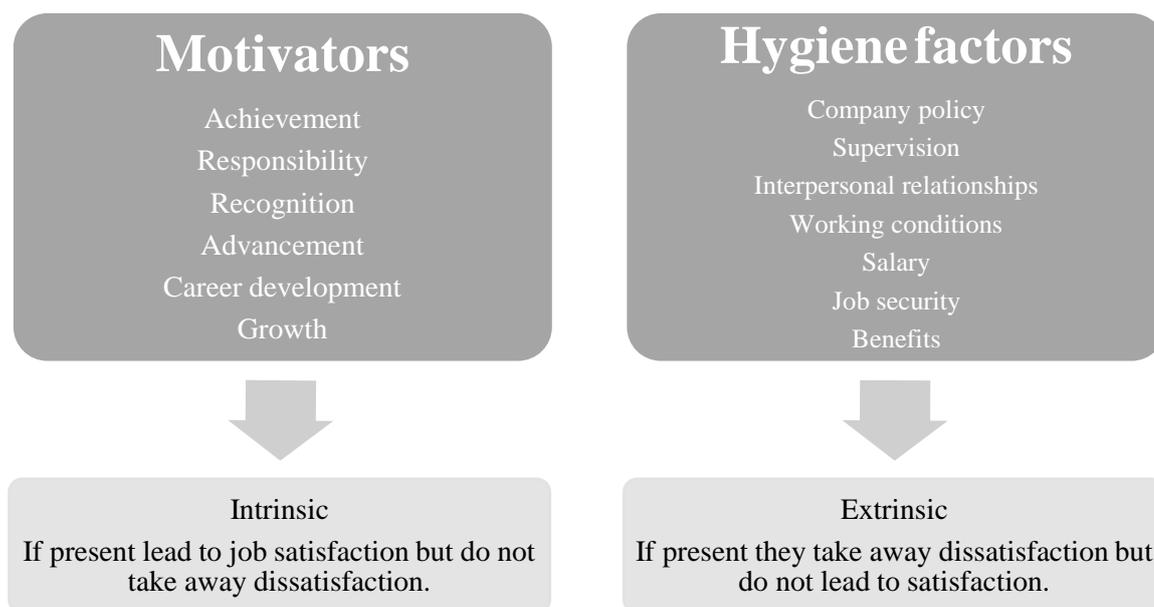
Figure 3: Herzberg's Motivation-Hygiene Factors

Employee Engagement

The terms job involvement and organizational commitment are seen to be closely related to job satisfaction (Schultz & Shultz, 2010). The term employee engagement though is a much more recent concept, which can be seen as related to all three. For instance, someone who is engaged could experience a combination of job satisfaction, commitment, and involvement (Kahn, 1990).

Kahn's theory of personal engagement and disengagement at work.

The first time that the term employee engagement was introduced was in the year 1990 by William Kahn (1990) in a journal published by the Academy of Management called "Psychological Conditions of Personal engagement and disengagement at work". In this article he gave a description of personal engagement as well as disengagement. Personal engagement he described as "the simultaneous employment and expression of a person's "preferred self" in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performances" (Kahn, 1990). By this he meant that people have different dimensions of themselves at different levels that they choose to show according to occasion. People can be engaged at a physical, cognitive and emotional level but choose to express one role. According to Kahn (1990), a person is truly engaged when they "keep their selves within a role, without sacrificing one for the other" (p.700). What this means is that employees must decide how much of themselves they give in their job-role. An engaged employee is an employee that is physically, cognitively, and emotionally engaged in their role at work. Furthermore, Kahn (1990) declared that these different engagement levels are influenced by a series of psychological conditions, that, if present influence people to personally engage and if absent they influence them to disengage (Kahn, 1990). These psychological conditions are:

Psychological Meaningfulness. As defined by Kahn (1990), meaningfulness is seen as "a feeling that one is receiving a return on investments of one's self in a currency of physical, cognitive, or emotional energy" (p. 704). According to Kahn (1990), employees experience meaningfulness, when they feel useful at work and when they feel that they are not taken for

granted, that their work is valued and worth doing. When employees feel meaningfulness they will be more likely to engage in their work tasks.

Psychological Safety. Personal engagement is more likely to happen when employees are not afraid of suffering, because of their personal engagement. Kahn (1990) declared safety as "feeling able of show and employ one's self without fear of negative consequences to self-image, status, or career" (p. 704). In this case engagement is more likely to happen if employees experience clear, consistent, predictable, and non-threatening situations at work. Factors that influenced safety included interpersonal relationships, group dynamics, management style, and rules/norms.

Psychological Availability. Is described by Kahn (1990) as "the sense of having the physical, emotional, or psychological resources to personally engage at a particular moment" (p. 714). By this he meant that availability measures the degree to which the employee is ready to engage if one takes into account the distractions that they experience. Examples of these distractions include lives outside the workplace, insecurity, and depletion of physical and emotional energy (Kahn, 1990).

The important thing with Kahn's (1990) theory of personal engagement is that it established a ground for organizations to conceptualize the term engagement and start using these concepts to measure overall involvement in their employees (Shuck & Wollard, 2010). These engagement theories are used today as a way of measuring employee motivation.

Cultural Influences in Work Motivation

As globalization has increased so has the study of cultural variables in work behavior. Organizations are now required to both cooperate and compete with their counterparts from different parts of the world. An interest in understanding how culture affects the way we interact, behave, and think has grown. This is because for many organizations an understanding of the cultural differences could mean the difference between failure or success. Cross-cultural research and how it relates to employee motivation in organizations has had a serious increase during the last decade and there are plenty of studies that have succeeded in showing that culture has a big influence on factors such as work values and attitudes, achievement motivation, social loafing, etc. (Porter et al., 2003).

Hofstede's theory of cultural dimensions.

Geert Hofstede (2001) performed one of the largest studies in international management between the years 1967 and 1973. His research at the multinational corporation IBM included more than 116, 000 employees from 72 countries and questionnaires in 20 different languages. From his research Hofstede identified five dimensions of culture to explain differences in behaviors between them (Hofstede, 2001):

Power distance. This dimension has to do with how society handles human inequality. Hofstede (2001) explains what power distance means by giving an example in his book: "The power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behavior of S and the extent to which S can determine the behavior of B" (p. 83). He goes then further into explaining that power distance is that which is accepted by both a boss and subordinates and that is supported by the social environment they reside in and that this is determined by culture (Hofstede, 2001). In other words, power distance is seen as the extent to which a society accepts that power is distributed unequally between its members (particularly those who are less powerful). In societies, where power distance is high there is an accepted submissiveness to superiors, even when these are not seen as being right, fair, or accurate (Byrne & Bradley, 2007). Societies with a low level of power distance, on the other hand, believe that power should be distributed more equally.

Uncertainty avoidance. According to Hofstede (2001), the second dimension of culture is about how tolerant a society is, when it comes to uncertainty and ambiguity. As he explained "Extreme uncertainty creates intolerable anxiety, and human society has developed ways to cope with the inherent uncertainty of living on the brink of an uncertain future" (p. 146). In order to cope with this uncertainty human beings use elements such as technology, that has helped humans against the uncertainties that nature gives them. Law, that has helped control uncertainties when it comes to the behavior of others and religion, that has helped fight uncertainty against the unknown (Hofstede, 2001). A society that is high on uncertainty avoidance is not comfortable with uncertain and unknown situations and tries to decrease these types of situations by implementing laws, strict rules, safety, security regulations, and religion. On the other hand societies low in uncertainty avoidance accept, and are comfortable with, unstructured situations and environments and are more tolerant of change (van Oudenhoven, 2001).

Individualism and collectivism. The third dimension has to do with individualism versus its opposite side, which is collectivism. It describes the degree to which people in a society are integrated into groups (Byrne & Bradley, 2007). It is about how people live together, which could be through nuclear families, extended families, tribes, etc. Individualism is a social pattern, where individuals see themselves as independent from the group and who are mainly motivated by their own individual choices. On the other hand, collectivism is a social pattern consisting of individuals, who see themselves as part of one or more groups and who are motivated by rules, norms, duties, and obligations set by these groups. This dimension is seen as one of Hofstede's (2001, as cited by Phatak et al., 2005) most important dimensions of culture because according to some scholars this dimension describes the way people analyze and process social behavior.

Masculinity and femininity. This dimension concerns masculinity and its opposite pole femininity and has to do with a society's distribution of roles between genders. Although controversial, Hofstede (2001) claimed that he developed this dimension because of the significance of the male and female gender roles stereotypes. "The duality of the sexes is a fundamental fact with which different societies cope in different ways; the issue is what implications the biological differences between the sexes should have for the emotional and social roles of the genders" (Hofstede, 2001, p. 279). A society that is masculine places great value on factors such as success, money, power, competitiveness, assertiveness, and ambition. Feminine cultures, on the other hand, place more value on the quality of life, relationships, and are often modest and caring. Masculine societies have social gender roles that are clear and definite whereas in feminine societies social gender roles overlap and both men and women have the same values (Phatak et al., 2005).

Long- versus short-term orientation. This final dimension was added after by Hofstede (2001)after a different value was suggested to him by a group of Chinese scholars. Hofstede understood that his research, at that point, only covered those values of western society and developed then a new questionnaire. The results for this dimension came from a Chinese value survey that was distributed across 23 countries (Hofstede, 2001). This dimension concerns how a society handles and views time. Societies that are long-term orientation place more importance to the future. They concentrate on activities that allow rewards, persistence, saving, and adaptation. Short-term societies, on the other hand, place more importance on the present and past. This includes factors such as a great respect for tradition, fulfilling of social obligations, and national pride (van Oudenhoven, 2001).

The reason why Hofstede (2001) is used in this thesis is because of the influence and the extent use of his theory in cultural research. All of these cultural dimensions have to some degree influenced the behavior, attitudes, values and thinking of individuals in each society (Mirabela & Abrudan, 2013).

Cultural Dimensions and Work Motivation in the European Union.

There is an amount of research on how culture affects motivation. Some of the researchers are Matei Mirabela and Abrudan Madela (2013). Their scientific research paper illustrates the influence that Hofstede's (2001) cultural dimensions play on work views and motivation. The purpose of their research was to identify the different motivational patterns, which might be used in the EU countries. This, because in the past years a difference in cultures between the 27 countries has been perceived. In order to demonstrate these differences they have used three of Hofstede's (2001) cultural dimensions, namely individualism, uncertainty avoidance, and masculinity (Mirabela & Abrudan, 2013).

Each of these three dimensions affect how a society thinks and behaves. The authors then use an interesting way to classify each country given each country's most important cultural dimensions and linked that to Maslow's (1970, as cited in Mirabela & Abrudan, 2013) needs pyramid to better represent the motivation needs of each cultural dimension. They made a map based on the country scores for every dimension from Hofstede's (2001) research. There, all EU countries are divided into four quadrants and with two cultural dimensions respectively. On one side, they had uncertainty avoidance and masculinity and on the other they had individualism and masculinity. They then used these graphical representations to determine what it is that is the main driving force or work motivation for every nation (Mirabela & Abrudan, 2013).

Motivational differences between European countries.

The results showed some interesting findings. For instance, they found that safety and security prevailed on other needs in countries where uncertainty avoidance was strong. Belongingness ruled over the self-esteem in feminine countries, but on the contrary in the masculine countries. In masculine countries, opportunities for improvement, recognition, and additional merit rule, while in the female countries it was factors such as personal time, freedom and the need for togetherness that were most important. The country highest in uncertainty avoidance was Greece and lowest was Denmark. The country highest in masculinity was Slovak Republic and the one highest in femininity was Sweden. Highest in individualism was Great Britain and highest in collectivism were Slovenia and Portugal (Mirabela & Abrudan, 2013).

The important part about this research was that it states that different cultures have different kinds of motivation and that it illustrates the importance of applying motivational practices to the right culture environment. Otherwise motivation practices in a country like Sweden, that is a feminine culture, will cause dissatisfaction in a country like Slovak Republic, which is a masculine culture. In masculine cultures, there is a great need for achievement, praise, and wealth. These cultures appreciate material possessions and additional income, while in the feminine cultures (such as Sweden) working conditions and worker's participation and involvement are more important. The main burden is that the methods of motivation cannot be applied to all countries (Mirabela & Abrudan, 2013) .

Motivational theories invalid.

Another important insight in this research is that it questions the validity of motivational theories (such as that of Herzberg, Maslow, McClelland, etc.), because these theories were created in American culture. There is doubt as to whether they can be valid in a culture different to the one they were created in. For instance, Herzberg's (1966 as cited by Mirabela & Abrudan, 2013) theory was created in an environment that is low in power distance, this means that a factor such as "surveillance" is only a hygiene factor. In countries where power distance is high, the theory will not work because there people have a great need to rely on authority, this could mean that "surveillance" is a motivator and not just a hygiene factor in these other countries (Mirabela & Abrudan, 2013).

Method

Respondents

The investigation group consisted of those employees from Sandvik Coromant within the Design Automation department. This department is divided into 3 units, or teams, and consists of a total of 30 employees, where 16 belong to the unit of Design Automation Team Europa, 8 to the unit Product Development Center Design, India and 6 to the unit of Product Development Center Design Automation, India.

The interview group was made up of 5 randomly selected respondents. Two of these respondents were female and three were male. Two of the respondents were employed by the Design Automation department in Sandviken, Sweden and three were employed by the Product Development Center (PDC) Design in Pune, India and the PDC Design Automation also in Pune, India.

The total time that respondents have been employed by the company varied from everything between 6 to 25 years. Job titles and work duties varied slightly between respondents (design automation engineer and design engineer), yet none of them possessed a manager position. Educational backgrounds included everything from an associate's to a master's degree. The respondents' ages varied from 30 to 46 years of age.

Because of ethical and privacy reasons this investigation will not use the respondents' real names. Instead, this thesis will refer to them as: Bertil Nilsson, Anna Björklund, Liza Kapoor, Mahesh Chopra and Raj Idnani. These are fictitious names.

Materials

Evasys is a survey software program on the internet that is used to develop surveys, send them out electronically or print them. This program was used in the design and distribution of surveys (http://www.alcom.se/evasys/). *Adobe connect* is a software online used for meeting and conferences. This program was used for interviewing employees stationed in India as well as for recording video and audio for those interviews (http://www.adobe.com/se/products/adobeconnect.html).

An interview template with predetermined questions directed at factors that are believed to have an influence on work motivation was created and used. These questions were based on theories by Fredrick Herzberg (1966, as cited in Arnold & Randall 2010), Abraham Maslow (1970, as cited in Schultz & Shultz, 2010) and Geert Hofstede (2001). The interview template also addressed questions involving quantitative and background information. Two versions of this interview template were created, one in english and one in swedish (See appendices A and B). A questionnaire was also used and created in english and included a series of questions and statements that were aimed to measure motivation based on theories by Fredrick Herzberg (1966, as cited in Arnold & Randall 2010), Abraham Maslow (1970, as cited in Schultz & Shultz, 2010) and Kahn (1990) and a series of statements aimed to measure cultural influences in work perspectives based on Hofstede's (2001) theory of cultural dimensions was also used (Appendix C). At last a sound recording instrument that is part of a series of tools provided by Windows 8 operative system was used to record the interviews with Swedish respondents.

Procedure

Interview.

Interviews with employees belonging to the departments in India were conducted online via a private room created in Adobe Connect. Interviews with employees from the Sandvik department took place in the company's headquarters in Sandviken, Sweden. The interviews

began always with a description, where the purpose of the interview was presented along with an explanation of the ethics. This included, among other things, issues of confidentiality and access to and processing of interview material.

The respondents were told that the interview would take about 40-45 minutes and they were asked for consent, regarding questions such as if the interview could be recorded through a recording device. It was also said, that in case the respondent had to end the interview at any time, they could do so if they wished. After that they received information about the purpose of the investigation and the chance to ask questions.

The interview began always with some background questions and then developed into more specific areas. During the interview, the interviewees were given time to talk clearly and freely during a question. When the respondent did not understand a question, a similar question was asked, or it was explained in different terms or words. At the end of each interview, the interviewer asked whether the respondent wanted to add anything else. The interviewer ended the interview by thanking the respondent.

Survey.

Surveys (Appendix C), were sent to all 30 employees within the Design Automation department at Sandvik Coromant via e-mail. In order to increase response rate, an e-mail to the department manager was sent in which he was asked to inform employees of this investigation as well as to give notice of a possible survey coming up. After that, questionnaires were sent in an email, where the purpose for the investigation was explained. This email also explained the fact that answers to the questionnaire would be confidential and private. A reminder was sent one week later to those employees who did not complete the survey.

The survey opened with a series of questions aimed to measure satisfaction and engagement level. In these questions they were asked to choose between 5 alternatives, where the left extreme represented an absolute positive answer and the right extreme represented the most negative answer. After that a series of statements regarding intrinsic and extrinsic factors in motivation were presented. In these statements respondents were asked to choose again between these 5 alternatives, the same procedure followed the section regarding statements based on cultural dimensions.

Towards the end of the survey respondents were presented with a task. They were asked to rank a series of factors based on Maslow's hierarchy of needs (1970, as cited in Schultz & Shultz, 2010) in the order of importance. Finally, they were presented with a series of background questions, where they were asked to choose a single choice answer regarding gender and age and where they had to write their nationality.

Data Analysis

Orthographic transcription.

According to Howitt (2013), "Transcription is the process by which a sound (or video) recording of the spoken word is turned into written language for subsequent analysis" (p. 146). After completion of the interviews, the recorded material was transcribed to an entire text using orthographic (also known as secretarial/play script) transcription. This method focuses on writing into text words that are spoken while employing the spelling system of the spoken language (Howitt, 2013).

This type of transcription focuses only on what is said as opposed to methods like the Jefferson transcription, which also focuses on how it is said. Unlike the Jefferson transcription, orthographic transcription does not give information on things like pace, volume, voice pitch,

laughter etc. (Howitt, 2013). Orthographic transcription was chosen because of time limitations and because of the method's simplicity and availability.

Thematic analysis.

Thematic analysis is a form of qualitative analysis chosen in this investigation with the purpose to analyze the interviews' information. According to Howitt (2013) thematic analysis is "an analysis of the major themes to be found in an interview and other qualitative data".

The analysis was done according to guidelines defined by Braun and Clarke (2006, as cited by Howitt 2013), where data is coded and divided into themes in order to arrive to a detailed description, summary, and understanding of interview information. The themes that emerge during the analysis are given a title, description, and definition. Thematic analysis was chosen because of the method's flexibility and descriptive characteristics.

Computer analysis.

Survey results were analyzed by SPSS (Statistical Package for the Social Sciences), which is a statistical software program used to perform different analyses and procedures on statistical data (McQueen & Knussen, 2006). This program was used to analyze survey results and acquire descriptive statistics of data, as well as to make graphs, figures and diagrams. Differences and factors affecting data were analyzed by using the following methods in SPSS: t-tests, two-way ANOVA and internal consistency.

Results and Data Analysis

Interview

Employees' answers and behavior were coded and analyzed through thematic analysis. The results will be presented from the predestined theory based categories in the interview template (*satisfaction, engagement, hygiene factors, motivators*, *uncertainty avoidance, power distance, individualism, masculinity and motivation*) under each category a corresponding theme from the thematic analysis will be presented.

Satisfaction.

During the interview a series of questions related to job satisfaction were addressed. A majority of the respondents interviewed gave positive responses to these questions. However a number of factors causing dissatisfaction were also discovered. All in all and even though respondents had somewhat varying opinions, it could be inferred that they were moderately satisfied with the overall conditions and with their employment at the company.

The various positive respective negative experiences and opinions were categorized into themes and are presented below.

Differing salary.

This term refers to the difference in experiences and opinions regarding salary satisfaction. While some believed that they have a just and fair salary compared to the work they perform others felt like they are not receiving what they deserve. Of those who felt satisfied with their salaries, two belong to the department in Sweden and one to the department in India. The remaining respondents who felt unsatisfied belong to the departments in India. Respondents expressed these differences when they were asked the question "Do you feel that you have a reasonable salary considering the work that you perform?" respective its counterpart in Swedish. Examples of these responses include:

> No. Because the amount of work I do and the time I used to spend on the company and what I used to do and when I see some other guys inside the same company also being in the same kind of… , I actually see a lot of difference on the salary buds. It's like a roadblock for me in terms of motivation I would say because you should be paid right as part of the industry standard and as part of your experience and knowledge. (M. Chopra)

The unsatisfied respondents went on explaining that they thought this was due to different structure in salaries between European countries and India. They were, however still unsatisfied with the explanation given by their managers and human resources department. These type of comments continued throughout the interview.

> We do not know the exact reason behind this but they used to say that we in India don't have the same salary structure according to experience and knowledge, there's no uniformity in the salary structure, but I don't find anything useful in that argument. (M. Chopra)

On the other hand, respondents who thought they had a fair salary expressed no other opinions on the subject: "ja, jag tror det. Jag har ärligt talat inte koll på vad de andra har och så där men jag har så att jag klarar mig" (B. Nilsson) [yes, I believe so. I honestly don't have a clue on what others gain and so but as for me, I have enough]

Gratifying social relations.

The following theme means, within the context of this investigation, that all respondents perceived pleasant experiences regarding the social context at work. These experiences include good social relationships with coworkers and managers and colleagues from offices abroad.

> The social relationships are very good, we have a good bonding within our team. If we are facing any problem we are discussing it with our immediate manager so we have a really good bonding as a team. If you consider Sweden, the Swedish people are really prompt about their work, they always deliver as required so along with them, we also have a very friendly relation. So both here in India and Sweden we have very good social relationships. (R. Idnani)

Pleasant experiences were also perceived in the way, that they felt that their opinion was valued, often because of their knowledge area and experience, "jag får mycket frågor så jag känner att de värdesätter min åsikt. Det är på grund av min erfarenhet eftersom jag har höll på så länge" (B. Nilsson) [I get a lot of questions so I feel that they value my opinion. It's because of my experience, because I have worked with it so long]. Another quote representing this was expressed by M. Chopra "I used to get a lot of queries from the other guys, also my manager, they used to ask me things, some technically related and they use to listen to my comment".

Even in terms of praise a majority of the respondents felt that they were being appreciated for their good work. When asked whether they get praise, when they have done something good they expressed the following: "Ja. Ofta får vi det. Som sagt jag gillar min chef, han är bra och vi brukar försöka vara duktiga på avdelningen på att ge konstruktiv kritik" (A. Björklund). [Yes, we get it often. As I said I like my manager he is good and, within our department, we try to be good at giving constructive criticism].

However and even though the majority of the respondents felt that they were being appreciated, one of them felt only partly appreciated. Here is what he expressed when asked whether he felt appreciated at work: "In India no, but inside Europe I use to get appreciation from the managers and other colleagues, but not in India" (M. Chopra).

Pride with conditions.

This theme refers to employees' attitudes towards the company itself. While they expressed to be somewhat generally pleased with their employer, Sandvik Coromant, there were comments about things that they would like to change in order for them to be completely proud and satisfied with the company. This attitude of pride was also shown in the positive way they talked about the working conditions offered by the company, the opportunities to make a career and the standard job security within the company. Examples of these positive comments were shown when they were asked the question: "Are you proud of your employer, Sandvik Coromant?" Here they expressed comments such as: "the culture of Sandvik is very much open and we have a lot of fair play so I'm very happy to say that I am proud to work at Sandvik" (R. Idnani).

Ja. Jag tycker att i stort sett de har bra värderingar, bra sätt att se på hur vi ska jobba, bra sätt att se hur vi ska behandla varandra, både inåt och utåt. Och hela den biten tycker jag att det är bra tänkt (A. Björklund) [Yes. I think that they have good values in general, a good way of seeing how we should work, good way of seeing how we should treat each other, both inward and outwards. And that whole part I believe is well-thought]

Among the conditions, comments, and attitudes about the company that prevented respondents in being fully proud were, apart from the salary part for some, also the process in which different things take effect at the company and how bureaucratic and impersonal the climate within the company (outside of their departments) had become. Regarding how much pride he took in his employer a Swedish employee expressed: "Jag har väl varit det mer än vad jag är nu. Jag tycker Coromant har vuxit och blivit opersonligt. Men jo, jag är väl stolt över Coromant, men det är, nej opersonligt tycker jag."(B. Nilsson) [I guess I have been more than what I am now. I believe Coromant has grown and become impersonal. But yeah, I guess I am proud of Coromant, but it's just that… no, I think it's impersonal].

Another example was expressed by a respondent from India:

Yes I do. Actually Sandvik is a really good company, but one thing I would like to improve is the pace of the action. They say things that they say will be done but it takes a lot of time. So I would like to change the speed of the process, the process is really slow. Actually the HR functions, they are even slower. (M. Chopra)

Engagement.

A series of questions related to employee engagement were also addressed during the interview (Appendix A). These questions were related to issues such as colleague involvement, freedom to manipulate work tasks, meaning and interest in work, focus at work and inspiration at work. From the responses it could be inferred that the respondents were moderately engaged in their work. The recurring patterns showed in their experiences and opinions were made into themes and are presented below.

Project significance.

In the context of this investigation, this term means that the nature of the projects at work has an important impact on employee engagement. Respondents reflected the importance that the work that they do plays in their inspiration, focus and involvement through by giving their experiences and opinions. This was a response that was consistent throughout all respondents independently from nationality. For instance: "our involvement depends on the complexity of the project. Sometimes it happens that because of some problem they get stuck and they have to wait from the support from the Sandvik in Sweden" (R. Idnani). One of the respondents expressed the importance that a good project has on his concentration and focus by replying: "för det mesta är jag fokuserad. Jobbar jag på ett bra projekt med bra medarbetare och så, då går det fort men sen om man måste sitta och vänta på svar eller någonting, då börjar man tappa fokus" (B. Nilsson) [I am focused most of the time. If I am working in a good project with good colleagues and so then everything happens quickly but if I have to sit and wait for some answer or something like that then you start losing focus].

When it comes to inspiration it was seen as important to have challenging work tasks and goals: "ja, ganska inspirerad, så länge jag får mål som är utmanande. Det är viktigt att målen känns viktiga" (A. Björklund) [yes, I'm pretty inspired, as long as I get challenging goals. It's important that goals feel important].

Powerlessness.

This concept means, within this investigation a perceived lack of influence regarding project decisions and the unimportance that other people outside the department placed on their role at work. This type of experiences and opinions were expressed, for instance, when they were asked whether they thought company vision and goals made their work feel important. They felt like they were doing an important job, but somehow did not feel like the rest of the company was aware of that. For instance, an employed expressed: "jag vet att mitt jobb är viktigt för att jag vet att vår avdelning sitter mitt i spindelnätet men jag kan tycka att de utomkring inte vet om det" (B. Nilsson) [I know that my job is important because I know that our department lies in the heart of things but I believe that those outside don't know about it].

> Ja, men ibland så känns det väldigt långt emellan, kan jag ju tycka, men samtidigt så tänker man efter liksom så. Det har ändå ganska stor betydelse eftersom vi hamnar ganska mycket spindel i nätet genom att vi gör de här programmen för att få ut överhuvudtaget nya produkter. Så på det sättet hamnar vi i en ganska viktigt sits. (A. Björklund)[yes, but sometimes it feels really far away, I feel that, but at the same time you start thinking like. It still has a lot of meaning because we end up in a very important role by doing these programs to be able to, overall, make new products. In that way we end up in a very important position]

Respondents employed in India felt like in order to be more engaged they needed to have a little more freedom and opportunity, as well as more involvement, in choosing the projects they were working on. They meant that this lack of influence in the making and decision process was the reason they cannot be completely and fully engaged in their work. For example: "Most of the guys are involved and have work to do but after that we don't have any idea. We are all engaged in this single project but after that we don't know what happens" (M. Chopra).

This opinion was also addressed by another Indian employee later on in the interview, where she expressed that they needed more opportunities. According to her, this would not only contribute to a more and better knowledge and experience, but it would also raise their motivation.

> We must get more opportunities to work on the different projects, not just as extensions. That would develop our competence that would be knowledge. We want to work from starting level, we are eager to work, we want more opportunities. (L. Kapoor)

As also expressed by another respondent:

> We don't have much choice, it is usually the local manager that decides what we should be working on. We don't have much freedom or flexibility to work on the different projects. After having some kind of experience I believe that we should have the choice to work on the right projects in which we have the right kind of competence for. (M. Chopra)

Hygiene Factors.

A series of questions based on Herzberg's (1966, as cited in Arnold & Randall 2010) two-factor theory were asked. The purpose was to find out how important hygiene factors seemed to be for motivation. One of these factors (salary) was proven to be extra crucial for motivation for some respondents, mostly, because they felt like they were missing complete

fulfillment of that part at work. There were two other factors, which were seen as vital for the satisfaction and motivation of the respondents; security and social climate. Opinion on these last factors was shared equally by all the respondents. Opinions and attitudes about these hygiene factors were organized into the themes below.

Essential salary.

This theme refers to the importance salary seems to play in people's main reason for going to work. All respondents seemed to agree that salary is an important part in the way that one is dependent on it for survival. Salary was seen as a foundation and a base. However, for some respondents salary was not just seen as a base, but as a strong factor influencing their motivation. Respondents organized within this theme also thought that their colleagues' motivation would raise with more monetary rewards. When asked in what way a rise in salary would affect their motivation respondents answered that it would affect it a great deal.

> A huge amount I would say because we are all working for some kind of money and, I don't want to sound like the money minded person, but still just to be able to live you need some money in your pocket so that's why we are all working here. So sure more money will give you some motivation. (M. Chopra)

Another respondent directly expressed the importance of salary for motivation: "compensation would really motivate us more" (L. Kapoor). One of the respondents explained that this rise in salary could also be seen as defining performance and as an evaluation of one's good work:

> As we work for money if I get a rise in salary I would be very happy and I will try to do my work with more focus and with more responsibility. It's like if somebody were to give you appreciation. (R. Idnani)

Irrelevant salary.

This term refers to a few opinions regarding the unimportance that salary plays on an individual's performance and/or motivation. Although everyone admitted the importance of salary, three of the respondents had different opinions about money directly affecting motivation. When asked whether rewards would have an effect on their performance, these respondents answered that monetary rewards would not work in the same way that support, feedback, and one's own desire to evolve would: "No I don't think that because rewards, if you perform really well you will automatically get rewards. So rewards won't motivate us it's our inner thinking that will tell us how to do things" (R. Idnani).

When asked whether a rise in salary would affect their motivation, two respondents said that it would not affect it permanently. One of them expressed that it was because she thought that a rise in salary entails more responsibility and therefore more work. These answers came mostly from Swedish respondents.

Inte så jäkla mycket. Det är hemskt att säga men ja, naturligtvis till viss del för att man vill känna att man gör bra ifrån sig, men jag tycker att jag har en hyfsad lön för det ansvaret jag har. Ska jag ha mer lön så ska jag ha mer ansvar och det vill jag inte riktigt ha nu. (A. Björklund) [not so darn much. It's terrible to say but, yes, of course partly because you want to feel like you are doing well but I feel like I have a decent salary for the responsibility I have. If I want more in salary I will have more responsibility and I don't really want that now]

Another Swedish respondent expressed it in this way:

När man får den där löneförhöjning så känner man "nu jäklar, nu kör jag!" men sen går det kanske en månad eller två och så känner man, "ja och nu då". Ja i början när man har fått den är den inspirerande men sen går man tillbaka och bara gör sitt jobb. (B. Nilsson) [when you get that salary raise then you feel like "yeah, let's do this!" But then a month or two passes by and then you think "well and now what?" Yes in the beginning when you get it, it's inspiring but then you go back to doing your job again]

Anti-anxiety security.

This theme refers to the tranquility of mind, which job security offers and that respondents view as important. Opinions on the importance of job security were given by all respondents, however, they made no comments regarding the connection security-motivation. Instead respondents told anecdotes and made comments about the anxiety they felt of not knowing whether they had a secure job and how this interfered with their focus at work. One of the respondents expressed that security was still something that worried him by telling an anecdote of two occasions the company had laid people off: "in bad times, when you see in the newspapers and the media, I begin to be worried. So in bad times yes it affects me" (M. Chopra).

Another respondent expressed the importance of security by sharing an experience of job insecurity he had during a probation period at the beginning of his career and how distressing it was: "den oron om man kommer fortsätta eller inte, det kommer jag fortfarande ihåg och det var många år sen" (B. Nilsson) [that worry of not knowing whether you can continue or not, I can still remember that and it happened many years ago].

Meaningful and open social climate.

This term refers to the importance that social relationships have on work motivation. Opinions regarding the importance of colleagues and managers for well-being and motivation at work were expressed by all respondents. This was a recurring theme throughout the interview, where respondents on several occasions expressed the meaning of having good relationships at work. For example: "If people around you are not happy then ultimately you will also feel depressed so it's very important that everyone is happy in order for you to be able to do your job" (R. Idnani).

It was also important to have an open social climate where one could freely talk to colleagues and superior about their lives. This was so that they could have a good understanding of personal problems which could stand in the way of working sometimes. As a Swedish respondent expressed: "man umgås med de dagligen, mer än med dem hemma och då är det viktigt att prata med dem om olika saker" (B. Nilsson) [you socialize with them on a day to day basis, much more than with people at home so it is important to be able to talk to them about different things]. Likewise an Indian respondent expressed: "it's always good someone knowing your problems. If you are angry at someone, it's good that somebody has an

understanding. Sometimes, if you are going through something, you take it out on someone else" (R. Idnani).

Motivators.

Motivators are a series of factors which according to Herzberg cause motivation but do not take away dissatisfaction if such exists (Arnold & Randall, 2010). A series of questions related to these factors were addressed during the interview. The results show that one of these factors in particular (feedback) was considered as crucial for motivation by all respondents. Even *development* was seen as an essential factor for motivation by most respondents although very contrasting opinions around it did show up.

Reinforcing feedback.

This theme refers to the boost of self-esteem that one gets from getting supportive and positive feedback. Although respondents acknowledged the fact that all feedback is important comments about positive feedback were the most abundant. For instance: "if someone shows confidence in your skills, you feel better, you feel eager to solve their problems" (R. Idnani). Another respondent referred to the fact of others considering his experience as motivation: "så länge de kommer och frågar är jag motiverad, att de ser mig som erfaren*"* (B. Nilsson) [as long as they keep coming to ask me, I will be motivated, that they see me as experienced]. Yet another respondent expressed the importance of positive feedback:

> Say that you have done a really good job, saved the company money, it would be nice to hear something. Also from the local team, my manager, if he could acknowledge me in these kinds of things it would really boost my motivation. (M. Chopra)

Relevant feedback.

This theme refers to the importance it has that feedback comes from the right people and for the right reasons. Respondents believed that this was important because of the consequences this has for their own development.

> Stor betydelse. Det är viktigt att det är rättfärdigat och på rätt nivå. Det ska inte vara beröm för berömmets skull utan det ska vara relevant. Men ja när man har gjort någonting extra så är det alltid roligt att ha uppskattning för det(A. Björklund) [a lot of meaning. It is important that it is justified and on the right level. It should not be praise for the sake of praising, it should be relevant, but yes when you have done something extra it's always fun to get appreciation for it]

When respondents were asked about which persons they considered important to get a feedback from, their responses included their boss or project manager in first place and then colleagues and customers. For instance, as one respondent said: "first is your boss and then your costumers. It is very important specially if they think there is some scope for improvement. So the feedback from these two people is pretty much important" (R. Idnani). Similarly another respondent expressed: "from my project manager, then colleagues and people I work with. My manager because he can judge, give good feedback about my performance" (L. Kapoor). Yet another respondent expressed the importance of having a relevant feedback: "från min chef men också utav kollegor, även från andra utomstående som man jobbar i projekt med som står en bit utanför och uppmärksammar vad man har gjort" (A. Björklund) [from my boss and also my

colleagues, even from outsiders that I work with in other projects that are a little bit on the outside and that notice what I have done].

Mandatory development.

This term means that a majority of respondents believed that a factor such as development should be something that everybody should have the opportunity and interest in achieving. This development should be in the form of learning, experience, up-to-date knowledge and also in the form of available career opportunities and challenges:

In order to get progress at the position, I think everyone must develop themselves with new skill. Same with me, because I haven't been so long at the department I need to learn new things and be involved in different projects. (R. Idnani)

Another respondent expressed this same ideal by saying:

Because we are just getting more knowledge, more competence. Actually it should be mandatory for the employees to get updated on the recent techniques, the new and the future technologies. It would affect competence a lot, that you are updated with market, new techniques, etc. (M. Chopra)

When asked about how much importance it had to be able to develop at work, this respondent expressed that it was one of the most important aspects and reasons at work: "Massor, annars slutar jag! Inte så, inte sluta sluta men ja produktionen skulle gå ner drastiskt." (A. Björklund) [Lots. Otherwise I quit! Not like that, not quit quit but yes production would dramatically sink].

Ambition vs security.

This theme represents different attitudes and opinions that emerged between respondents when talking about themes such as development, goals, and the importance of diversified job tasks/duties. While some expressed a preference for security, both when it comes to work tasks and duties but also when it comes to career development, others expressed that they had big ambitions within these areas. Respondents that showed a preference for security were not particularly motivated by more responsibility and did not have specific professional goals or did not have professional goals at all. When it comes to work tasks these respondents were more comfortable with familiar work tasks or within the area they were most familiarized with, as the following respondent expressed:

Jag kan tycka att det är en trygghet någonting som man har gjort tidigare, då vet jag att jag kan det och att jag kommer att göra det snabbt. Det är inte jätteviktigt att få nya utmanande uppgifter utan jag kan ta de här tråkiga uppgifterna också som man kan. (B. Nilsson) [I believe that you can find security in something that you have done before, then I know that I can do it and that I will do it fast. It's not so important for me to get new challenging tasks but I can take the boring tasks also, that I can]

Another respondent who preferred security, expressed the following: " jätteviktigt och där jag kan påverka lite själv, när och var och hur jag gör saker och ting" (A. Björklund). [it's very important and when I can influence when, where and how I do things]. When it comes to motivation by responsibility these respondents preferred not to take a bigger responsibility or one within their knowledge area. For example: "can't say really because if I had a higher position, I wouldn't be able to do the work that I am doing now" (M. Chopra). The same was

expressed by this Swedish respondent: "större ansvar i form av chef, nej, I form av expert, jag tror det så länge det är inom det området jag är intresserad av att jobba med" (A. Björklund)[bigger responsibility in the form of manager, no, in the form of expert, I think so ,as long as it is within that area I'm interested in working with].

On the other hand, respondents, who showed a preference for ambition were really positive about getting more responsibility in form of higher positions and challenging work duties. For instance they expressed: "whenever more responsibility, I would be more motivated. I would like to help others and motivate them also" (R. Idnani). Another respondent who preferred responsibility said: "Yes. I would be more motivated if I had more responsibility, especially in form of a higher position" (L. Kapoor).

These respondents also expressed ambitious professional goals and had a motivating attitude when speaking about them, for example: "about my professional goal, I want to be a manager, I want to handle people" (L. Kapoor) Another respondent expressed: "on the professional part, I want to be a mentor to my teammates but first I need to learn a lot of things so I can lead my teammates, an also eventually a more challenging position" (R. Idnani).

Uncertainty Avoidance.

This category included a series of questions based on one of Hofstede's (2001) cultural dimensions. The point of having this category was to find out to what degree respondents belonging to the different nations felt a need to control uncertainty. Results from the interview show that all respondents shared the same opinions. According to their answers, all respondents seemed to show a moderate level of uncertainty avoidance. Their opinions about their environment, on the other hand, showed a high level of uncertainty avoidance. The factors that indicate this are presented below.

Structure.

All respondents expressed a desire for structure at the workplace and the importance of having clear rules and guidelines. Comments about this included the explanation that, although, this was not always possible to achieve at their workplace, the will and desire to have a structure were always there. For instance an Indian respondent said: "*I* would really like to have that but it's not possible, especially in India" (M. Chopra). Swedish respondents also expressed a desire for structure, as she expressed: "jag tycker om struktur. Jag vill ha tydliga ramar om vad som gäller men sen också kunna påverka lite själv" (A. Björklund)[I like structure. I want clear rules on what is allowed but also where I can influence a little too].

Flexibility.

This term refers to the respondents' ability to adapt to change. Most respondents believed that they could manage and accept change within their organization and also in general regarding their personal life. A majority of the respondents also believed that an organization should be able to break a fast rule if there is an individual that discovers that the company's best interest is at stake. As an example of such attitudes, this respondent expressed: "if it is in the best beneficial for the company then yes, they should break their fast rules" (R. Idnani).

Rigid organization.

This term refers to opinions about the company's inability to adapt to change and different situations. While most of the respondents thought that they, themselves, were able to adapt to change they did not share the same opinion about their colleagues and/or organization. When asked whether they thought individuals in their organization were able to successfully adapt to different situations they expressed the following: "Nej, de ska alltid vara så överens

om allting" (A. Björklund) [No, they always have to agree on everything]. An Indian respondent shared this opinion by expressing: "No. They must first understand the situation and if it is essential, then they commit, otherwise no" (R. Idnani). Likewise, a Swedish respondent expressed: "Coromant har blivit så jättestor och det tar en stund innan saker och ting händer. Anställda ja men organisation, nej" (B. Nilsson)[Coromant has become so huge and it takes a while before things happen. Employees, yes but organization, no].

Power Distance.

This cultural dimension, also based on Hofstede (2001), was addressed to be able to find out to what degree respondents allow power to be distributed unequally. Interview results show that an acceptance for hierarchy was common among all respondents. A desire for more equality though was shown by some of the respondents, particularly Indian respondents. This suggests that a high level of power distance can exist within their environment. A summary can be that respondents showed a moderate/low level of power distance, moderate due to their acceptance of a proper hierarchy, but low because of their wish for equality. Themes that resulted from this category prove this.

Appropriate hierarchy.

This theme refers to opinions regarding a functional and proper hierarchy that provides structure and leadership from people with the right competences. A majority of respondents believed that this kind of hierarchy is needed at their workplace because, according to some, it did not really exist in their organization. A hierarchy is needed but it has to be the right one.

For instance, an Indian respondent explained: "it is easier to handle people if you have a proper hierarchy. I think its important*"* (R. Idnani). Another respondent said: "det är bra för att det behövs någon form av struktur för att få tydligheten. Problemet är att ha rätt folk på rätt ställe" (A. Björklund) [it is good because some form of structure is need in order to bring clarity. The problem is to have the right people at the right place]. Yet another respondent expressed the need for the right type of hierarchy: "some people are not capable of managing others but still they are at a manager position. So at some places the hierarchy is not as it is supposed to be but in other places we have a good one" (R. Idnani). The following respondent even expressed a sort of disapproval against the current hierarchy sytem: "ja, jag tycker att det behövs men det måste finnas krav och jag tycker inte att här hos oss, i den organisationen jag har, så är inte alla riktigt kapabla av att ha den" (A. Björklund) [yes, I think that it is needed but there must be demands and I don't think that here, in this organization I have, not everybody is really capable of having it].

Equal power.

This term refers to opinions expressing desire of a more equal distribution of power, these opinions were mostly expressed by respondents with Indian nationality: "Yes, definitely. If everybody get adequate amount of decision making freedom yes definitely those people would also get motivated and it would ultimately be beneficial to the company also" (R. Idnani). Another respondent answered: "I think that motivation would be better if power was distributed equally" (L. Kapoor). Yet another Indian respondent replied:

I personally don't like it very much because you get a lot of distance and restrictions. I would like to have a straight line in the work structure and not a hierarchical system of which we have a lot in India, not just the Sandvik Company but in our culture, it is there always but I don't like it. (M. Chopra)

Individualism.

This dimension was taken up during the interview in order to find out to what level respondents value individual choices as opposed to those imposed by a group. The results show, that answers were very similar in two aspects; one in that they believed that work was better performed in teams/groups that it needed to be this way and the other one in that the reason for choosing their career was more or less due to their own individual choices and interests. A difference did appear between respondents (and nationalities) and it's illustrated in the theme below. To summarize it could be inferred that both nations are individualistic to some degree, although Sweden a little more than India.

Community vs personal choice.

This term refers to the difference in opinions about whether family and friends should have a saying in ones choice of career. While Indian respondents believed that it was clear that career choice should also be consulted by family and friends, their Swedish counterparts hesitated and came to the conclusion that only immediate family or oneself should be the judge of that. For instance, a Swedish respondent expressed: "nej utan det är det som man känner själv, det som känns rätt" (B. Nilsson)[No, I think it is what one thinks, what feels right]. On the contrary, Indian respondents had answers such as this: "yes because after working you have to live with your friends and family so it's important that they have a saying in what they think about your work" (R. Idnani).

Masculinity.

In order to find out to what degree respondents were motivated by masculine respective feminine factors, this last dimension from Hofstede (2001) was used. Factors based on this dimension were addressed through a description of a scenario.

Masculine vs feminine forces.

In this scenario they were presented with a choice; to choose the work situation that placed emphasis on factors related to masculinity or to choose the one that placed emphasis on feminine factors (Appendix A).They had to choose the option, which best fitted their internal drives. A question regarding the main drive forces in their career was also addressed in the hope that they would describe factors related to either masculinity or femininity. A difference in opinions appeared, where some respondents seemed to favor masculine factors and others feminine factors. Respondents who favored masculine factors also described factors such as challenge and success as their main driving force. For example an Indian respondent expressed the motivation he got from successful people:

In our day to day life we come across some people who are successful in their life so I just try to find out how they get their success. I always try to see a problem as an opportunity so that I will learn more and ultimately I will get success. (R. Idnani)

Respondents who chose the scenario that favored feminine factors, were on the other hand, motivated by social relationships and curiosity.

Motivation.

This category consists of opinions about motivation. Respondents were asked direct questions about their individual motivation. For instance, they were asked to give their own definition of motivation and to give their individual reason to go to work every day. At the end of the interview they were also asked a series of questions related to company influence on motivation. The subjects they were questioned about are presented within the following themes:

Motivating factors.

Social relationships.

This proved itself to be the most important factor regarding respondents' motivation. This was a theme, which continued to emerge throughout the interview. For the majority of the respondents interviewed this was one of the reasons that motivated them to go to work every day. The social atmosphere was described when they were asked about what motivated them to work every day. For example, a Swedish respondent expressed: "dels så trivs jag väldigt bra på avdelningen. Det är liksom roligt de folk jag jobbar med som jag också trivs med, det har jättestor betydelse för mig" (A. Björklund) [on one part I am very happy in the department. It's really fun, the people I work with that I also enjoy, that has a huge significance for me]. An Indian respondent also named social relationships as motivation: "the challenges but also my teammates and also trying to learn as you come across a problem. These things motivate me to work" (R. Idnani).

The social atmosphere within their departments was seen as a powerful motivating force that was also seen as crucial to motivation. Pleasant relationships with their colleagues and managers seemed to make up for the dissatisfaction they felt in other areas. For one respondent this was one of the two positive things he viewed in his job. All in all, this was a positive thing for everyone interviewed and a clear factor affecting their motivation.

Projects.

This factor was also a common motivator. Those projects they found interesting, fun and challenging were a strong influence in their motivation. This was the second most common response, when asked the question: "Have you ever felt extra motivated to go to work?" For the majority the excitement of finishing a project and seeing the results of their work, as well as also starting a new project was something that excited them in their work. One Indian respondent expressed this by saying: "actually what motivates me is the work which I do as well as the support I used to get and the support I give" (M. Chopra). Similarly, a Swedish respondent expressed: "det projektet som jag jobbade med var roligt. Jag hade ett mål och jag visste vad jag skulle göra. Man hade en bild av hur man skulle komma dit" (B. Nilsson) [that project I was working on was really fun. I had a goal and I knew what I had to do. You had a picture of how you were going to get there].

Appreciation.

A majority of respondents brought this factor up throughout the interview. Recognition and supportive feedback were seen as strong factors affecting motivation. When asked what motivated them at work, three of the respondents said that it was seeing that they were appreciated in their work. For instance: "Sometimes during the meeting with your customer, he is appreciating you in front of your manager and teammates. At that time you feel very proud, so it happens sometimes. That is really motivating" (R. Idnani).

Dissatisfaction for one of the respondents, was the fact that he didn't feel like he was getting enough acknowledgement and appreciation. He brought this up on several occasions which can be seen as them being an important factor to motivation. He expressed the following:

As I said we need to improve on the recognition and the acknowledgement part, I guess it was there, in the bits and pieces but we should increase the frequency of just giving the motivation of acknowledging the right work, the effort of the team and the individual. Yeah I would like to improve on that. (M. Chopra)

Requirements for improved motivation.

This theme includes opinions about needed company actions to improve employee motivation. This theme also presents demotivating factors within the company as seen by the respondents. In order to improve the motivation of the respondents interviewed the company would need to improve the following factors.

Compensation.

As named before, this was a common cause of dissatisfaction among some respondents from the departments in India. Though, all of them affirmed, that they felt a raise in salary would greatly improve their motivation. When they were asked the question: "What would the company need to do to increase your motivation?" Answers from most respondents included: "The salary part. More compensation and promotion. As it is now, we are not getting as for the market conditions, we get a lower salary. Compensation would motivate us more" (L. Kapoor). Another Indian respondent expressed:

The salary part. Is not the competition with others for me, so I don't want to know what others have for salary. Actually what I feel it's more the kind of work I am doing right now, the money I am getting, it's not worth it. I should get more and more, so it's not the competition with my colleagues but it's about the work that you are doing and what actually is being valued. (M. Chopra)

Compensation was also brought up among the Swedish respondents. As a way for increasing motivation, one of them proposed more rewards based on success:

Sen är det också det här med att man är mer tydlig på att man kanske har de här målpengarna som man har på en del företag, det är snarare det än att höja lönen. Det skulle jag tycka var intressant. (A. Björklund) [there's this thing that maybe they should be more clear about having rewards based on goals, like other companies have, it is more likely that, than raising salary. I would think that was interesting]

Opportunity.

This was also a recurrent theme throughout the interview, but most importantly when mentioned as a requirement for increased motivation. These opportunities included the chance to work on different projects and the opportunity to higher responsibilities. Although opportunities was something most desired by Indian respondents a challenging work was also appreciated by the Swedish respondents. So opportunity to both challenging work tasks and projects and for some the opportunity to higher responsibilities and positions was also addressed. For example: "I need more responsibilities, more challenges so that I will always be engaged with my work" (R. Idnani).

Organizational effectiveness.

As there were different comments about the lack of effectiveness in the organization, this theme refers to those factors, which respondents believed needed to be changed in the company for more satisfaction. There was some frustration from respondents, when it comes to the incompetence from some people within their hierarchy system to effectively lead and work and the wholeness of the way projects work. As one Swedish respondent expressed:

Man får en tidsplan där det säger att du ska börja den här veckan och "ja" säger jag men för att jag ska kunna börja då måste jag ha regler och man får inte regler men ändå säger dem att du ska börja. Ja men vadå? Det är ungefär som att säga att du ska börja gräva en grop men du får inget spade, ja gräv ändå. Nja.. så det är nackdelen. (A. Björklund) [you get a time schedule where it says that you should start this week and "yes" I say but in order for me to begin, I must have some rules, but you don't get any rules but still they say that you have to start. Yes but how? It's like saying that you should start digging a hole but you don't get any shovel, yea well dig anyway. Hmmm… so that's a drawback]

This is why, as a requirement for motivation, respondents expressed the need for more structure and clarity:

Dels lite mer just det här med struktur, mer tydlighet, att få mer flöde på hur vi ska jobba, få ett stringent sätt att jobba, att alla är med på banan, att alla verkligen vet "det här är det vi ska göra!". (A. Björklund) [partly a little more this thing with the structure, more transparency, to get more flow of how we should work, get a stringent way to work, that everyone is on track, that everyone really knows " this is what we will do!"]

Apart from the fact that the climate within the company seemed indifferent and impersonal, the process in which different functions seemed to happen was also a source of frustration. So a requirement for increased motivation was an increase in speed of the HR functions in the company as well other processes in general. Some respondents thought that it was taking much longer time than needed, especially when it had to do with sensitive questions such as their wage/salary.

Survey
In this section the survey results answered by employees from Sandvik Coromant, department Design Automation, are presented. The survey on motivation and cultural factors was answered by 26 employees. Respondents' description and characteristics are presented in percentages to be able to give a clearer view of how they are grouped.

Demographics.
Table 1 shows the total number of respondents who participated in the survey realized for this thesis:

Table 1
Nationality and gender of respondents

	Male	Female	Total
India	9	5	14
Sweden	9	3	12
Total	18	8	26

Gender.

Table 1 shows that overall there were fewer women than men within both respondent groups in India and in Sweden. There were however fewer women in the department of Sweden than in the department of India.

Age.

Figure 4 shows age distribution among respondents. All respondents under the age of 36 were Indian, and all respondents between the ages of 50-59 and a majority of the respondents ages 43-49 were Swedish.
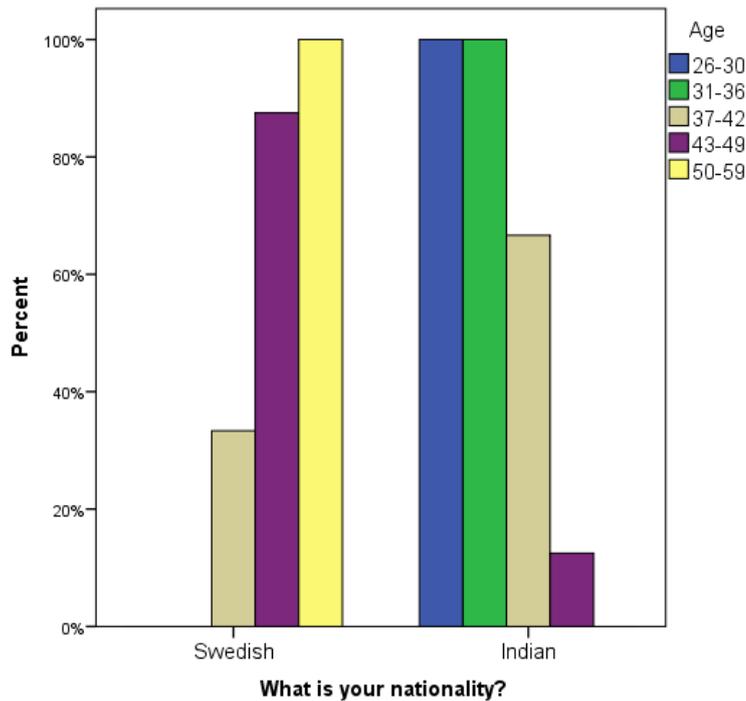
Figure 4: Survey question 11.2: What is your age? Distribution of ages among survey respondents in Sweden and India.

The fact that most younger people happened to be in the Indian group was something unknown to the investigation before the collection of data started. Because of this reason no other actions to control the influence of age were taken. This factor could have affected some of the variables of the result.

Priorities.

During the interview a section showing a list of five different factors based on Maslow's theory of needs (1970, as cited in Schultz & Shultz, 2010) was shown. Respondents were presented with instructions. They were asked to order the factors according to the degree of importance in their lives. They were asked to write a number on a scale of 1-5, where 5 represented *most important* and 1 represented *least important*. Figure 5 shows the results in the mean responses from every group.
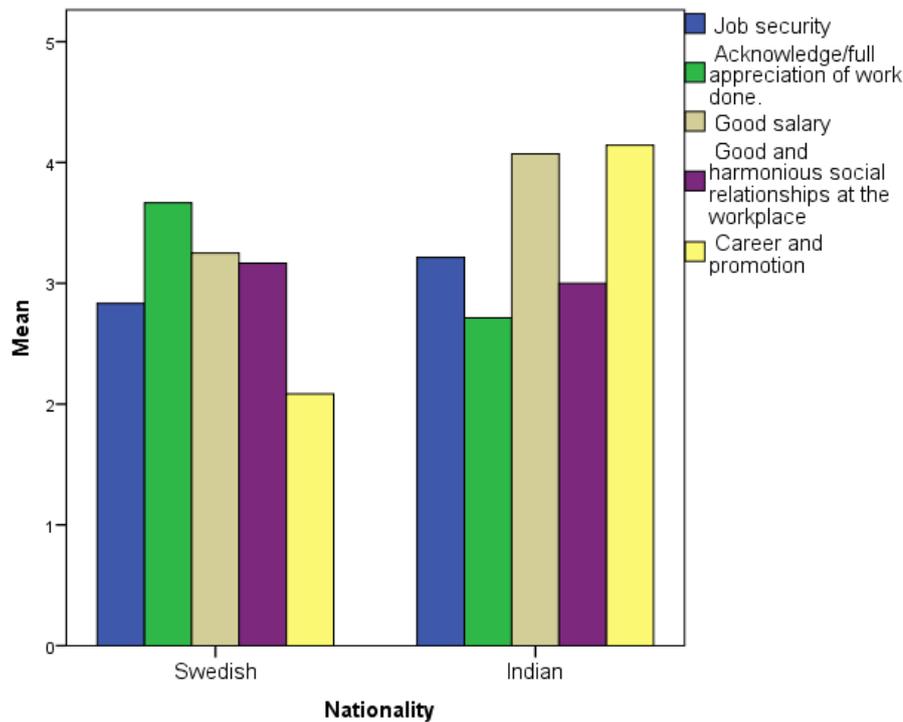
Figure 5: Survey question 10: What is most important for you? Mean scores in the ranking of factors based on Maslow's hierarchy of needs theory (1970, as cited in Schultz & Shultz, 2010) for respective national group.

Figure 5 shows that *career and promotion* as well as a *good salary* were top placed factors among respondents from India almost at the same level of importance, these same factors received a much lower place among Swedish respondents. For respondents in Sweden it was *acknowledgement/full appreciation of work done*, which was most important next to a *good salary* and *harmonious social relationships* at work. Although a bit lower, social relationships at work were almost at the same level of importance for Indian respondents, the same with *job security*. Although one level more important for Indian respondents, job security was close in importance to Swedish respondents.

All in all, it can be inferred that a big difference is present between the most important factors for each nationality. While career and promotion placed the top among Indian respondents, this same factor was considered of least importance for Swedish respondents. This difference between countries could be explained by the fact that Swedish respondents were older. As they have more experience, Swedish respondents might not have the need to make a career and get an increased salary.

Satisfaction.

A series of questions were presented at the beginning of the survey aimed to get information on employee satisfaction, these questions were placed under the title of "work situation" on the questionnaire (Appendix C). Satisfaction levels were measured by the amount of positive answers (scores 1-2) given to those questions. Answer option 1 included a choice that signified the meaning *extremely satisfied*, while scores of 5 signified the answer choice *dissatisfied.* All scores to questions aimed to measure satisfaction were computed into one variable called "satisfaction" in order to be able to better analyze the completeness of this factor. This process was done by computing a mean out of all the answers to questions aimed at measuring satisfaction. The same process was done on every group of questions measuring other factors (engagement, hygiene factors, motivators, high uncertainty avoidance, low

uncertainty avoidance, high power distance, low power distance, individualism, and masculinity).

Results show that, besides some questions exhibiting a wider distribution of answers, a majority of the scores for satisfaction questions were positive. The mean score for answers in satisfaction including both groups combined added up to a mean of $M = 2.66$, which is closer to an average score of 3 (*moderately satisfied*). This could give support to the conclusion that, overall, respondents from both groups combined are moderately satisfied. Descriptive statistics for the overall mean score of satisfaction are shown in Appendix D (Table D1).

According to the independent samples t-test analysis that was conducted, there was no statistically significant difference in the scores for satisfaction between Swedish respondents ($M = 2.64$, $SD = 0.43$) and Indian respondents ($M = 2.68$, $SD = 0.41$). For a detailed result see Appendix E, (Table E1). The fact that there were no differences in responses in satisfaction means that the respondents were equally and moderately satisfied.

Differences in individual questions.

Differences between groups were, however, seen in individual questions. Some questions showed a great distribution in answers. This means that these questions varied greatly in the scores given, while some were graded as very positive others were graded as very negative. These uneven scores will be presented in this section. For instance in the question: "How well are you paid for the work that you do?" there were very varying answers.

Figure 6 shows the varying distributions of answers for question 2.3. Because of this proliferation the question was further analyzed and a graph bar was made in SPSS, shown in Figure 7, with the purpose of seeing a dispersion of the mean values for every group. However no independent samples t-test were done on these individual questions to see whether these results were statistically significant.

2.3) How well are you paid for the work that you do?		0%	15,4%	57,7%	19,2%	7,7%		
	Extremely well						Not well at all	n=26 av.=3,2 dev.=0,8
		1	2	3	4	5		
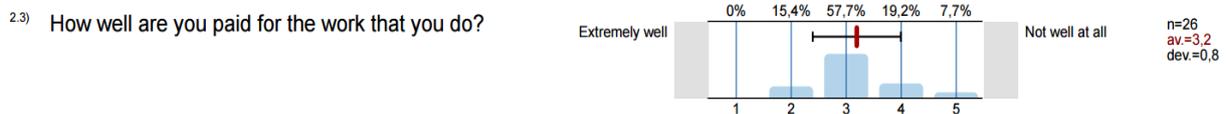
Figure 6: Distribution of ratings on question 2.3

As Figure 7 shows below, the numbers represent the multiple choice answers where a 1= *extremely well* and 5= *not well at all*. The average mean shows up around 3= *moderately well* for both groups, although, much farther away for the Indian respondents.
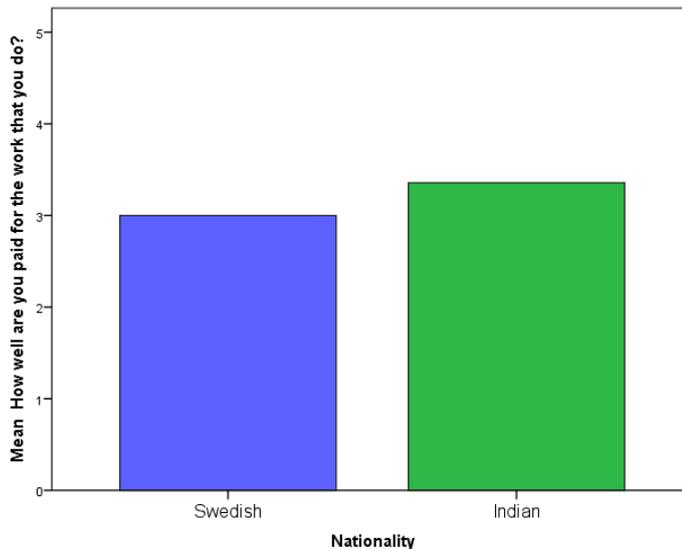
Figure 7: Means for question 2.3. How well are you paid for the work that you do?

In conclusion, Figure 9 above illustrates that a difference in the mean scores for this question can be present. This can indicate that the Indian group believes they are getting paid a little less than moderately well. Swedish respondents, on the other hand, scored a more positive overall mean for this question.

Distribution differences were also shown in the question: "Are you satisfied with your employment benefits?"
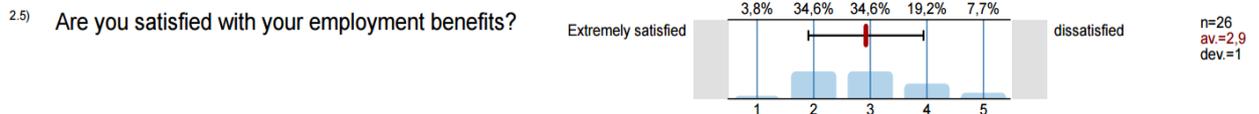
Figure 8: Distribution of ratings of employment benefits.

This question is presented here because it also showed a great variety of answer options. Unlike the rest of the questions related to satisfaction, the answers given in these two questions were really dispersed. Respondents gave very varying answers, from the option of *extremely satisfied* to the option of *dissatisfied.* In order to get a clearer picture of this, a graph bar was made in SPSS with the purpose of seeing a dispersion of the mean values for every group and is shown in Figure 9 below.
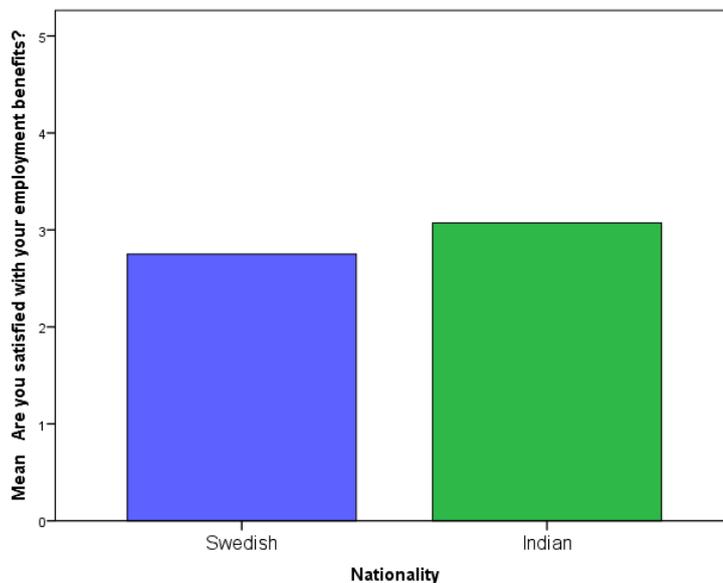
Figure 9: Means for question 2.5. Are you satisfied with your employment benefits?

Figure 9 above shows that means seem to be unequal for this question. Although the average mean for both groups is close to 3=*moderately well*, Indian respondents scored a mean a little further away than their Swedish counterparts meaning that they were a little less satisfied with their employment benefits. Because no independent samples t-test was done on this individual question, as with the individual question before that, it is not known whether these differences in the mean score are statistically significant.

Engagement.

A series of statements aimed to measure employee engagement levels were stated under the section "work situation" in the survey. Scores for these statements were computed into one variable called *engagement.* Answers to these statements included a scale of scores from 1-5, 1 meaning *strongly agree* and 5 meaning *strongly disagree*. A greater amount of positive answers (scores 1-3) was obtained here. The mean for the total scores for both groups showed up to be a 2.1 (*agree*), which is a little further away from the average score of 3 (*slightly disagree*). This means that respondents in average showed a moderate-high level of engagement. During this procedure answers from two of the respondents were omitted, because they did not answer all of the questions related to engagement. For a detailed statistical description, see Appendix D, (Table D2).

Although a slight difference is seen in the means of every group, with Indian respondents $M = 1.9$ scoring a little more positive answers than Swedish respondents $M = 2.3$, no statistically significant difference was present. Results from the independent samples t-test showed that there was no statistically significant difference in the scores for engagement in Swedish respondents ($M = 2.3$, $SD = 0.44$) and in Indian respondents ($M = 1.9$, $SD = 0.61$). For detailed results from this independent samples t-test see Appendix E (Table E3).

The fact that no differences were found here implies the conclusion that Indian as well as Swedish respondents were equally engaged. Because the majority of answers added up to a score of 2.1 it indicates that this overall engagement seemed to be moderately high. The conclusion here is that employees from both groups are equally and highly engaged.

Hygiene Factors.

A section of statements related to extrinsic factors in motivation, based on Herzberg's (1966, as cited by Arnold & Randall, 2010) two-factor theory were addressed during the survey. Average scores for these statements were computed into one score called *Hygiene*.

Descriptive statistics from both groups combined showed a mean of $M = 1.59$, which means that a majority of positive scores were given. This means that, overall, respondents from both groups considered that hygiene factors were very important for motivation, Appendix D (Table D3).

An independent samples t-test showed that there was no statistically significant difference in the scores for hygiene factors in Swedish respondents ($M = 1.7$, $SD = 0.36$), and in Indian respondents ($M = 1.4$, $SD = 0.61$) (Appendix E, Table E4). This means that the conclusion that both groups value hygiene factors equally high can be drawn. With an average mean of $M = 1.59$ it could be inferred, that both groups considered hygiene factors to be highly important for motivation.

Differences and similarities in individual questions.

Differences were, on the other hand, seen in individual questions. Because of wide dispersion in answers on the statement "I feel motivated by a good salary and additional bonuses", this statement was further analyzed in order to see if there was a difference between the groups. The mean ratings were $M = 2.08$ and $M = 1.29$ for Swedish and Indian respondents, respectively (Figure 10).
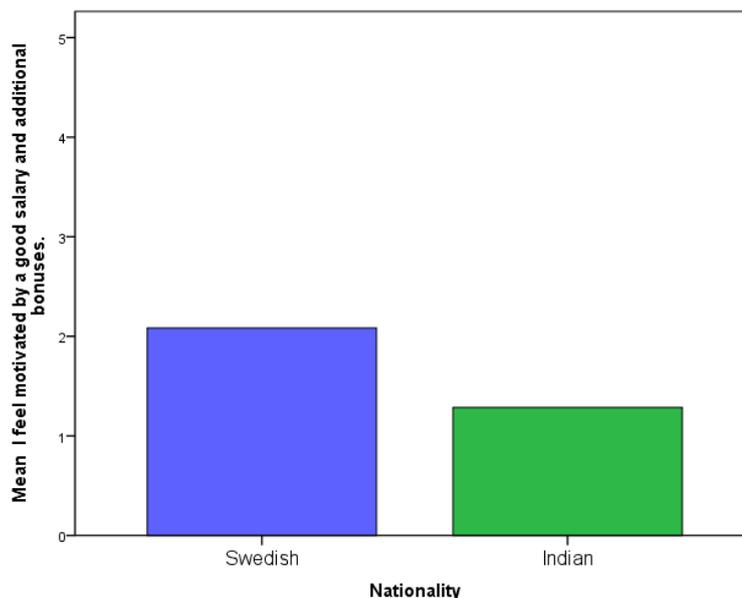
Figure 10: Means for statement 4.1, I feel motivated by a good salary and additional bonuses.

An independent samples test was done for this question and the results showed a statistically significant difference; $t(24) = 3.562$, $p = .002$. This means that Indian respondents are more motivated by a good salary and additional bonuses than Swedish respondents. Detailed results on the independent samples t-test for this question can be seen in Appendix E (Table E2).

A great number of respondents seemed to share scores on another statement; "I feel motivated at work when I have a good relationship with my boss and my colleagues.". A high percentage of respondents (61.5%) did choose the same answer option. No percentage so high was shown in other questions and statements.

Figure 11 shows that a majority of respondents gave positive answers to the statement presented. The fact that such a high percentage of all respondents chose the positive answer of 1 (*strongly agree*) means that this was an important factor for all respondents.

| 4.5) | I feel motivated at work when I have a good relationship with my boss and colleagues. | | 61,5% | 30,8% | 3,8% | 3,8% | 0% | | n=26 av.=1,5 dev.=0,8 |

Figure 11: Distribution of ratings on question 4.5

Although no big differences were found in the importance of hygiene factors between groups, differences were seen in individual questions, for instance in the way respondents seem to get motivation out of extrinsic rewards. On the other hand, a compliance was also shown regarding the importance of social relationships at the workplace where all respondents seemed to consider that a very important factor for motivation.

Motivators.

A section of statements related to intrinsic factors in motivation, based on Herzberg's (1966, as cited in Arnold & Randall 2010) two-factor theory were addressed during the survey. Mean scores for these statements were computed into one variable called *Motivators*. The mean scores of both groups combined was $M = 1.6$, which means that a majority of positive answers were given. Descriptive statistics for the combined groups can be seen in Appendix D (Table D4). An average of 1.6 means that in general respondents believed these factors to be highly important for motivation.

An independent samples t-test showed that there was a statistically significant difference between scores in Swedish respondents ($M = 1.9$, $SD = 0.43$) and in Indian respondents ($M = 1.4$, $SD = 0.49$); $t (24) = 2.97$, $p= .007$. See Appendix E for detailed results (Table E5).

The fact that Indian respondents scored a mean closer to the absolute positive score of 1 (*extremely important*) indicates the possibility, that they are more motivated by intrinsic factors than Swedish respondents are (Figure 12).
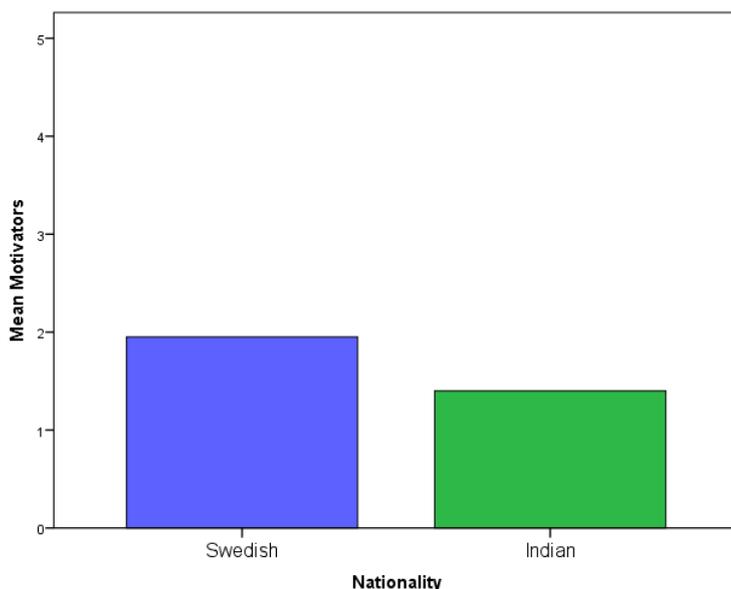
Figure 12: Means for motivators' scores

Univariate analysis of variance- nationality and gender.

In order to find out if this significant difference was really due to nationality factors, a two way factorial ANOVA was computed. The point with this analysis was to see which of these independent factors (nationality and gender) or the interaction between the two had most effect on the dependent variable (motivators). For detailed results see Appendix F (Table F1).

Results showed that there was a statistically significant difference in the factor of nationality $F(1, 22) = 1.920$, $p = .009$. The same was not true for the factor of gender nor for the interaction between the two.

Differences in scores for intrinsic factors (motivators) due to national or cultural factors were in fact illustrated and Indian respondents are more motivated by intrinsic factors (motivators) than Swedish respondents are.

Univariate analysis of variance- nationality and age

In order to test another of the independent factors (age) on the dependent variable (motivators) another two-way factorial ANOVA was computed. This was done in order to discard the fact that age could have an influence. There were however no significant results in any of the factors here. For detailed results, see Appendix F (Table F2).

Similarities in individual questions.

As with hygiene factors, a great number of respondents seemed to share scores on one particular question. As opposed to satisfaction related questions, this statement showed a great similarity in answers.

Figure 13 shows that a majority of respondents (almost 70%) gave positive answers to the statement "I feel motivated when I evolve and learn new things". The fact that more than half of all respondents gave a positive response of 1 (*strongly agree*) means that this was an important factor to all respondents. Such a high percentage of similar answers was not shown on other questions. This was higher than the similarity shown for question 4.5. The statement "I feel motivated when I evolve and learn new things" was aimed to measure the intrinsic factor of *development* described by Herzberg (1966, as cited in Arnold & Randall 2010), as one of the motivators. This can indicate the conclusion that almost all respondents believed development to be an extremely important factor for motivation.

5.5) I feel motivated when I evolve and learn new things.

Figure 13: Similarity in scores for question 5.5.

All in all, a difference in the way intrinsic factors motivate respondents was shown. This difference was influenced not by age or gender, nor by an interaction of the two with the factor of nationality, but by nationality alon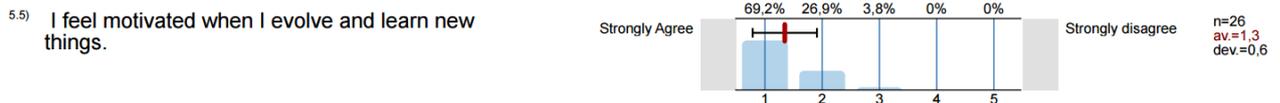e. The fact that Indian respondents score a more "positive" mean, means that they are more motivated by motivators than Swedish respondents are, however, a great similarity was shown in one particular statement. This means that apart from the difference, all respondents agreed that development was an essential factor for motivation.

Uncertainty Avoidance.

A series of questions related to one of Hofstede's (2001) dimensions of culture, uncertainty avoidance, were addressed during the survey in order to see if there were any national differences between these factors. Questions regarding this uncertainty avoidance will be divided into two themes since they had the intention of measuring two different extremes/sides of this dimension.

High uncertainty avoidance.

Scores of questions related to high uncertainty avoidance were computed into one variable. Mean scores for both groups combined was $M = 1.5$. Where 1 means *extremely important*, this means that respondents gave an average of positive answers, showing a high level of uncertainty avoidance. See Appendix D for detailed statistics (Table D5).

An independent samples t-test shows that there was no statistically significant difference in the scores for high uncertainty avoidance in Swedish respondents ($M = 1.6$, $SD = 0.43$) and in Indian respondents ($M = 1.6$, $SD = 0.58$). This means that both groups were equally high on uncertainty avoidance, see Appendix D for detailed results (Table E6).

Low uncertainty avoidance.

Mean scores for questions related to low uncertainty avoidance were computed. Mean score for both groups combined was $M = 1.86$. This means that respondents gave an average of positive answers, showing also a low level of uncertainty avoidance (Appendix D, Table D6). The fact that respondents got positive scores on low uncertainty avoidance contradicts the fact that they also scored high uncertainty avoidance. This can be due to a number of factors, among other things that questions measuring the two extremes did not have enough validity. They were, in other words, not successful enough in measuring what they were supposed to measure. The scores in high uncertainty avoidance were more extreme than scores for low uncertainty avoidance. It could therefore be inferred that individuals are a bit more inclined to a high uncertainty avoidance, than a low uncertainty avoidance.

An independent samples t-test showed that there was no statistically significant difference in the scores for low uncertainty avoidance in Swedish respondents ($M = 2.04$, $SD = 0.49$) and in Indian respondents ($M = 1.71$, $SD = 0.67$). See Appendix E (Table E7) for a detailed result. This means that both Swedish respondents as well Indian are equally comfortable with unstructured situations and change.

Power Distance.

A series of questions related to another of Hofstede's (2001) dimensions of culture, power distance, were addressed during the survey. As with the cultural dimension, questions

regarding power distance will be divided into two themes since they had the intention of measuring two different extremes/sides of this dimension (high vs low power distance). Answer options for these questions included a grade scale of 1-5 where 1=*extremely important* and 5= *unimportant*.

High power distance.

Mean scores for questions related to a high power distance were computed. The mean for both groups combined added up to a $M = 2.40$. This means that respondents gave an average of positive answers, showing a moderate-high level of power distance. This means that the overall acceptance for a hierarchy and unequal distribution of power among all respondents is moderately high, see Appendix D (Table D7), for more descriptive statistics.

An independent samples t-test showed that there was a statistically significant difference in the scores for high power distance between Indian respondents ($M = 2.03$) and Swedish respondents ($M = 2.83$): $t(24) = 2.94$, $p = .007$. (Appendix E, Table E8).

As seen in the Figure 14, there is a clear difference between the groups.. Because the Indian group scored a mean of $M = 2.03$, this means that they considered factors regarding high power distance as an average of 2= *very important*.
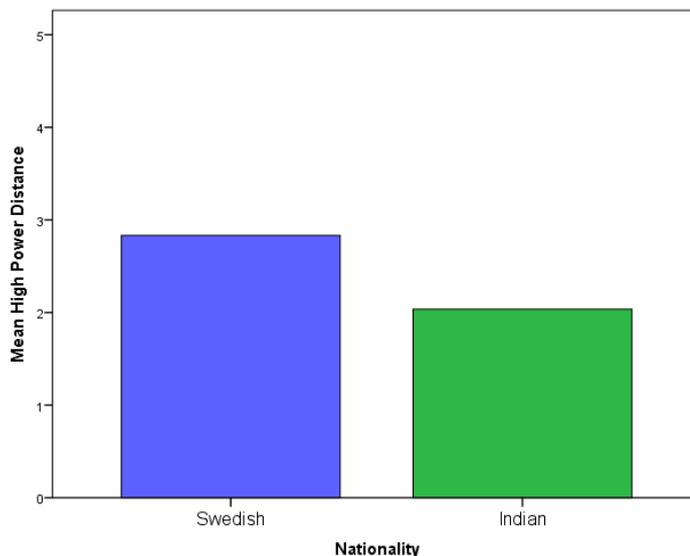
Figure 14: Means for high power distance scores

Although really close to each other, the group in Sweden proved itself to be a bit farther away ($M = 2.83$) meaning that those factors seemed only averagely important. This means that Indian respondents have a higher acceptance for hierarchy and unequal power than Swedish respondents have.

Univariate analysis of variance- nationality and gender.

In order to find out if differences were really due to nationality factors, a two way factorial ANOVA was computed. The point was to see which of these independent factors (nationality and gender) had most effect on the dependent variable (high power distance). Detailed results are shown in Appendix F (Table F3).

Results show that there was a statistically significant difference in the factor of nationality $F(1, 22) = 8.421$, $p= .008$. The same was not true for the factor of gender nor for the interaction of these two independent factors.

Univariate analysis of variance- nationality and age

In order to test another of the independent factors (age) on the dependent variable (high power distance) another two-way factorial ANOVA was computed.

Results show that there was a statistically significant effect of the factor nationality, $F(1, 19) = 7.878$, $p= .011$.

These last results show that the difference found in high power distance scores between groups was due to the respondents' nationality and not due to the other factors playing a role such as age and gender. So the conclusion here can be that the reason why the Indian group is more acceptant of hierarchy and unequal power is due to the fact that this factor is more accepted in their country.

Low power distance.

Questions related to low power distance were computed into one variable. Mean for both groups combined added up to $M = 2.00$. This means that respondents gave an average of positive answers (*very important*), showing a moderate-high level of low power distance. For detailed descriptive statistics see Appendix D, (Table D8). What this means is that respondents think that power should be distributed more equally. Although this contradicts the fact that they also scored a positive score on high power distance, a lower mean for low power distance was shown (2.00 vs 2.40). This could mean that respondents in general think that low power distance is a bit more important than high power. In other words, equality is a bit more important that hierarchy.

An independent samples t-test showed that there was a statistically significant difference in the scores for low power distance between Indian and Swedish respondents: $t(24) = 2.82$, $p = .009$. Appendix E (Table E9).
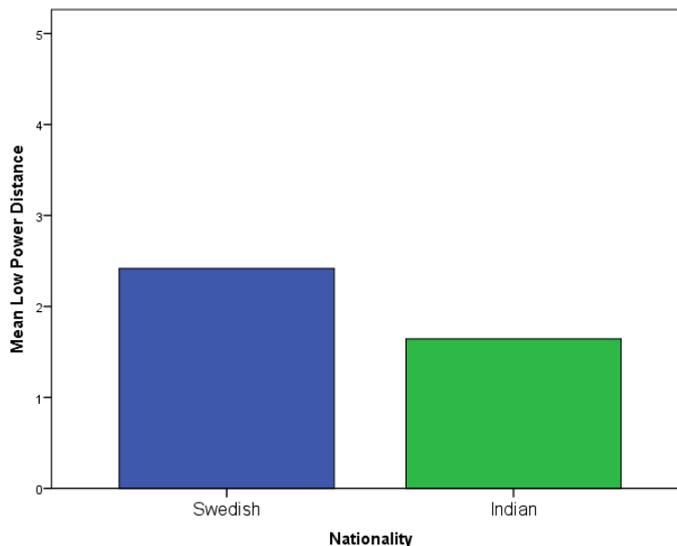
Figure 15: Means for low power distance scores

Figure 15 shows the difference between means in low power distance scores. With a mean of 1.64 where 1= *extremely important* Indian respondents seemed to think that factors regarding low power distance were more important than their Swedish counterparts who seemed to be somewhere between 2 and 3. This means that Indian respondents think that factors regarding equality are more important than what Swedish respondents consider.

Univariate analysis of variance- nationality and gender.

A two-way factorial ANOVA gave a statistically significant difference in the factor nationality; $F(1, 22) = 13.581$, $p = .001$. The same was not true for the factor of gender alone.

A statistically significant interaction between nationality and gender, $F(1, 22) = 5.350$, $p,= .030$, also showed up. It is therefore deduced that there was no difference in scores for low power distance between females and males, but there was a statistically significant difference between nationalities and the size of the difference between nationalities was different for males and females. For detailed results on the ANOVA see Appendix F (Table F5).

Univariate analysis of variance- nationality and age.

A two-way factorial ANOVA showed no significant effect of the factor nationality nor any interaction between nationality and age. A difference was, however, found for the factor of age $F(1, 19)= 3.303$, $p= .032$. In other words there were no statistically significant differences between India and Sweden, but there were statistically significant effects of the respondents' ages. For detailed results on this two-way ANOVA see Appendix F (Table F7).

All in all, and even though nationality was proved to have statistically significant effect on low power distance scores in the first analysis, it was shown that age was a more influent factor. It can therefore be inferred that differences in scores are both due to nationality and age but most certainly not to gender. The fact that it was both nationality and age that seemed to have an effect on low power distance scores can be due to the fact that all of the younger respondents had Indian nationality as opposed to the Swedish respondents who were older in age.

Individualism vs Collectivism.

A series of questions related to yet another of Hofstede's (2001) dimensions of culture, individualism vs collectivism, were addressed during the survey. Unlike the dimensions described above, questions aimed to measure this dimension measured mostly one extreme (individualism). Only one question was addressed regarding its opposite extreme (collectivism) and will be presented as an individual question under a different theme.

Individualism.

Scores to questions related to individualism were computed into one variable. Mean scores for individualism for both groups combined added up to $M = 1.51$, where 1= *extremely important*. This means that respondents gave on average positive answers, showing an overall high level of individualism. See Appendix D (Table D9) for more detail on descriptive statistics.

The Swedish group (N=12) was associated with a score for individualism of $M = 1.69$ (*SD*= 0.30) while the Indian group (N=14) was associated with a smaller score of $M = 1.35$ (*SD*= 0.38). An independent samples t-test showed that there was a statistically significant difference in the scores for individualism between the groups: $t(24) =2.47$, $p= 0.021$. See Appendix E (Table E10) for a detailed result. This difference between means is illustrated in Figure 16.
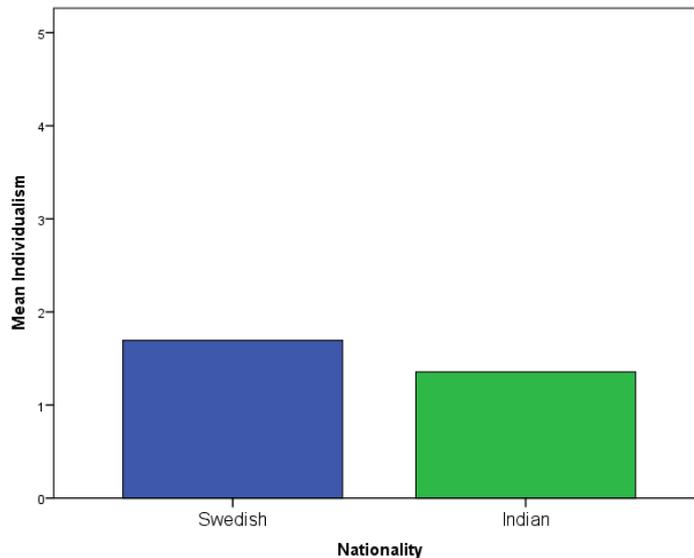
Figure 16: Means for individualism

Giving the fact that Swedish respondents scored a mean of *M* = 1.69, this means that they have a tendency to be a little less individualistic than their Indian counterparts. With a mean score of 1.35. Indian respondents are closer to consider individualistic factors as *extremely important* as shown in Figure 16.

Univariate analysis of variance- nationality and gender.

A two-way factorial ANOVA showed a statistically significant effect of the factor nationality $F(1, 22) = 5.623$, $p= .027$. The same is not true for the factor of gender alone nor for the interaction nationality/gender. Detailed results on the ANOVA can be seen in Appendix F (Table F8).

To resume; there were no statistically significant differences in individualistic scores between males and females but there was a statistically significant difference in these scores between countries.

Univariate analysis of variance- nationality and age.

In order to test the effect of another factor (age) on individualism a two-way factorial ANOVA was computed. There were, however, no significant effects of any of the factors here. For detailed result on this analysis see Appendix F (Table F8).

Collectivism.

A question that mirrored collectivism was placed, due to a mistake in calculations it was the only question aimed at measuring collectivism. Nonetheless, results surrounding this question are presented in Figure 17.
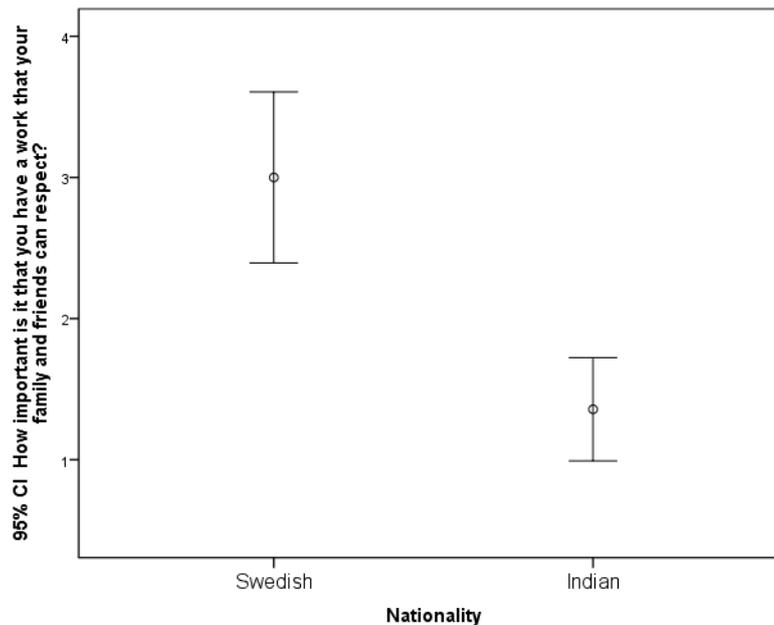
Figure 17: Question 8.1. Means and confidence intervals for nations regarding the importance that family and friends have when it comes to career decisions.

As shown in Figure 17, there is a significant difference between the means of the groups with Indian respondents showing a mean of $M = 1.35$ and Swedish respondents showing one at $M = 3.00$. (Since the confidence intervals do not overlap, the difference must be statistically significant). Indian respondents felt it was *highly important* to have a job that both family and friends could respect, while the Swedish group thought it was only *moderately important*. This can suggest that Indian respondents have more collectivistic tendencies than Swedish respondents. This contradicts the previous results, where Indian respondents were shown to have a slightly higher level on individualism.

Masculinity.

A series of questions related to yet another of Hofstede's (2001) dimensions of culture, masculinity vs femininity, were addressed during the survey. The questions within this dimension were only aimed to measure factors within masculinity. This is because it was considered that a low score on these factors would signify femininity.

Scores from questions related to masculinity were computed into one variable. The mean for both groups combined added up to $M = 1.98$, where 1 means *extremely important*. This means that respondents gave an average of positive answers, showing an overall high-moderate level of masculinity.

The Swedish group (N=12) was associated with a score for masculinity of $M = 2.64$ (*SD* = 0.74) while the Indian group (N=14) was associated with a higher score of $M = 1.33$ (*SD* = 0.34).

An independent samples t-test showed that the difference in masculinity scores between Indian and Swedish respondents was statistically significant: $t(22) = 5.56$, $p = .000$. See Appendix E, Table E11 for detailed results.

Figure 18 shows a difference between the means, indicating congruency with the independent samples t-test. Giving the fact that the Indian group got an average mean of $M = 1.33$ compared to the higher mean from the Swedish group $M = 2.94$, it can be inferred that the Indian group has higher levels of masculinity. Because 1.33 is closer to the rating of *extremely*

important, this means that Indian respondents believed factors related to masculinity were very important, more important than what their Swedish counterparts considered since 2.64 is closer to the answer option 3 meaning *moderately important.*
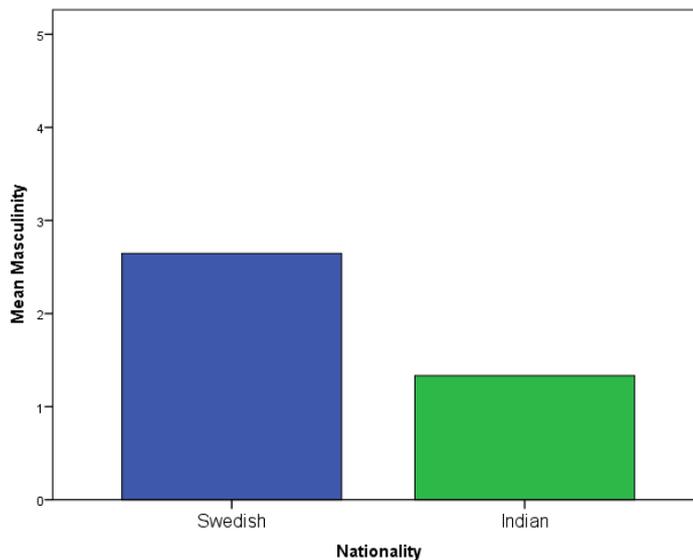
Figure 18: Means for masculinity

Univariate analysis of variance- nationality and gender.

A two-way factorial ANOVA showed a statistically significant effect of the factor nationality: $F(1, 20) = 23.898$, $p= .000$. The same is not true for the factor of gender nor for the interaction nationality/gender. Detailed Results on the ANOVA with nationality and gender can be seen in Appendix F (Table F9)

To resume: there were no statistically significant differences in individualistic scores between males and female nor any interaction between gender and nationality but there was a statistically significant difference in these scores between nationalities.

Univariate analysis of variance- nationality and age.

A two-way factorial ANOVA showed a significant effect of the factor nationality: $F(1, 17) = 7.319$, $p = .015$, because the value ($p= 0.015$). The same is not true for the factor of age nor for the interaction nationality/age. Results for this ANOVA can been seen in Appendix F (Table F10).

This confirms that the differences between mean scores in masculinity are due to nationality and from that, a conclusion can be drawn that the Indian group is more masculine than the Swedish group. The conclusion that Sweden is a feminine country, cannot be drawn due to lack of questions measuring femininity.

Discussion and Conclusions

The purpose of the thesis was to investigate the overall motivation and perspectives of work of employees with different national backgrounds and find out whether there was a difference in this overall motivation and perspectives and if this difference was due to cultural factors. The results show that while motivation differed in very particular factors, it seemed to remain the same in others. Altogether a significant part of this thesis is that differences were found and that results proved that, indeed, these differences were attributed to nationality. An interesting fact is that age was also proven to play a role. A richer description of the study's overall conclusions is presented below.

Research Question 1: To what Degree are Employees Motivated?

Through a series of questions based on Herzberg's (1966, as cited by Arnold & Randall, 2010) theory and Kahn's (1990) theory of employee engagement. This thesis hoped to measure employee motivation through satisfaction and engagement. Results from both interviews and surveys were congruent in showing that employees at Sandvik Coromant, department Design Automation, were moderately motivated.

Interview.

The interview results show that, overall, respondents seem averagely motivated. The interview showed that respondents were dissatisfied with their salary and to some degree also with the company itself. Respondents did not seem to be satisfied with the way that different functions within the company happen. These functions included the way in which projects are managed, the impersonal company climate as well as lack of recognition from other departments and the slow paced actions by the human resources department. These factors seemed to be the main reason for the overall lack of motivation in these particular employees or, at least, the reason why they were not fully and completely satisfied at work. Although they were generally satisfied with other factors, such as working conditions and job security (to some degree), these were not seen as factors affecting their current motivation.

As for the factors currently motivating the respondents, the interviews show that it was the social atmosphere within their individual departments that motivated them the most. After that it was the work itself, the meaning and challenge that they found in their work and their work tasks. Their engagement level seemed to be a bit higher than their satisfaction level, this was concluded from the fact that they showed a big interest for their actual work as engineers.

Survey.

The results from the surveys show, from the overall mean analysis of scores, that respondents had a moderate level of satisfaction and a moderate-high level of engagement. Because of the average scores of these two factors a conclusion can be made that employees are moderately motivated. These results were consistent with the interview results. Furthermore, and according to the independent samples analysis in SPSS no big differences were found in the overall satisfaction and engagement in the respondents. This means that employees from all departments within Design Automation are equally and moderately motivated.

However, differences could be seen in some individual questions regarding satisfaction. Results from those questions are shown in Figures 7 and 8. These results showed that Indian respondents scored a little less than Swedish respondents in the questions: "How well are you paid for the work that you do?" and "Are you satisfied with your employment benefits?" This means that Indian respondents were less satisfied with their salary and employment benefits.

This could also explain the general dissatisfaction shown in the interview results. No other differences were found in engagement scores.

Whether the common dissatisfaction and lack of full commitment among respondents towards the company is a frequent phenomenon that happens in companies the size of Sandvik Coromant, is unknown. This is due to the fact that no specific research in the area of employee motivation at big and or global/international companies was done. Interview as well as survey results were otherwise consistent with the report from Gallup Inc. (2013) on employee engagement worldwide, where it says that most employees worldwide are not engaged at their jobs. Respondents in this thesis did not fit the *engaged* profile set up by Gallup Inc. (2013), where it says that "engaged employees work with passion and feel a profound connection to their company" (p.17). Neither did they match the category *actively disengaged*, where it says that those employees actively seek out ways to prove and show their discontent (Gallup, Inc. , 2013). The respondents interviewed can therefore be considered in the *not engaged* category, which was composed of 63% of the working population that was investigated in their study (Gallup, Inc. , 2013). This was the majority and it seems to also be true in this case according to the presented results.

The fact that more Indian respondents seemed to be dissatisfied to some degree with their salaries could also have affected results in general. Because of this, it is important to point out the fact that responses from this specific group, could have affected overall results.

Research Question 2: What Motivates Employees to Work?

Questions based on Herzberg's (1966, as cited by Arnold & Randall, 2010) theory of *hygiene factors* and *motivators* as well as Maslow's theory of needs (1970, as cited in Schultz & Shultz, 2010) were addressed both during interviews and surveys. The purpose of these questions was to get information on those factors that motivate employees. After comparing results from both interviews and surveys it was shown that what motivates employees is a blending of both hygiene factors and motivators. Mainly the following factors:

> Good social relationships
> Development
> Compensation
> Feedback

Interview.

The interview results showed that what motivated respondents was mainly colleagues, positive feedback and development. Even compensation was viewed as a strong motivating factor although the reasons for this can be discussed giving the fact that these opinions mainly came from those respondents who seemed unsatisfied with their salary. During the interviews, respondents were also asked about the impact salary had in their life situation. A couple of respondents admitted to being the major providers in their families. This could, in fact, have been one of the reasons as to why salary was a more important motivator for some employees.

When it comes to hygiene factors, the respondents thought that salary played an essential role for their reason to go to work every day. This was the same for job security, these terms were however not mentioned by all respondents in direct questions about motivation. Regarding motivators, the interviews show that feedback, mainly positive but also relevant, was an important factor in motivation. Development in the form of opportunities to career and challenge, but also in the form of learning and acquirement of new knowledge were seen as strong motivators by respondents.

Survey.

The survey results show that when it comes to hygiene factors respondents seemed to favor one factor, namely; good relationships with boss and colleagues. This matched results from the interviews. Interesting findings regarding hygiene factors were also shown, where some respondents expressed being more strongly motivated by a good salary and additional bonuses.

When it comes to *motivators*, one particular factor was preferred by all respondents. This factor was development and was represented through the statement shown in Figure 13: "I feel motivated when I evolve and learn new things".

The survey results also show that those factors related to Maslow's hierarchy of needs (1970, as cited in Schultz & Shultz, 2010) most important to respondents turned out to be firstly, career and promotion secondly, acknowledge/full appreciation of work done, and thirdly, a good salary. If compared to the themes mentioned above these factors represent development, feedback, and compensation.

Salary was seen as the obvious reason for working in the first place and did not really come into conversation, when they were asked direct questions about what motivates them. This part matches Herzberg's (1966, as cited by Arnold & Randall, 2010) two-factor theory, which describes salary as a hygiene factor that do not necessarily create motivation but if not present creates dissatisfaction. That could explain the dissatisfaction felt by some of the respondents who felt they were not being paid what they deserved, but still admitted to development and feedback as being their source of motivation. The same applies to job security. Although it was seen as essential for their ability to work well, it was not directly mentioned when they were addressed direct questions about motivation.

The fact that colleagues and social relationships were proven to be a motivating factor was, on the other hand, not what was expected according to what is described in Herzberg's (1966, as cited by Arnold & Randall, 2010) theory. Although satisfactory relationships are described as a hygiene factor in Herzberg's theory, interview as well as survey results show that for these respondents the social relationships at work are a strong motivator.

As with Herzberg's theory, results were not completely or fully consistent with Maslow's theory of needs (1970, as cited in Schultz & Shultz, 2010). According to Maslow's theory a person trying to satisfy basic needs such as salary and security will not be interested in satisfying higher needs in the hierarchy such as personal growth and esteem needs. The results show that those individuals dissatisfied with their salary and or job security were still motivated by high hierarchy needs such as personal growth and fulfillment. The opposite was also shown. Those individuals showing complete satisfaction in low level needs (job security, social needs, and salary) were still highly motivated by social needs and, as expected, also by esteem needs. So, part of the theoretical base presented on this investigation turned out to be true, even though the point was not to prove whether these theories worked in reality.

Research Question 3: If there is a difference in motivation and perspectives, is this difference attributed to cultural factors?

As presented at the beginning of this thesis, there is research that indicates that a difference in motivation and attitudes at work exist due to cultural and national factors (Mirabela & Abrudan, 2013). In order to see if these differences in fact were due to cultural and national factors a series of questions based on Hofstede's (2001) theory of cultural dimensions were addressed both in the surveys and interviews. The point was to see if there were differences in work perspectives related to each dimension.

Results from both interviews and surveys showed that there were in fact differences in motivation and also between perspectives of work between nations on the following factors:

Motivators
High power distance
Low power distance
Individualism
Collectivism
Masculinity

Results also proved that differences in these factors were attributed to nation but also to age, as was the case of one of these factors (low power distance).

Interview.

One of the main differences between nationalities during the interviews was the subject of salary. While Swedish respondents seemed to be satisfied with what they were receiving, Indian respondents expressed dissatisfaction regarding their salary. Differences between nations were also seen when asking questions regarding *motivators.* Although both Swedish and Indian respondents admitted to being motivated by factors related to development, a difference in ambitions was noted here. Indian respondents seemed to have higher ambitions such as aiming for higher positions and the desire for more responsibilities. Differences within this factor could though be attributed to differences in age, since Indian respondents were younger.

Differences were also shown in *power distance*, when Indian respondents expressed opinions that favored more equality. Speculations regarding this difference revolved around the fact that Indian respondents live in a culture high in power distance and for this reason they expressed a bigger desire for equality than their Swedish counterparts.

National differences in *masculinity* were also seen during the interview in the way that Swedish respondents preferred those scenarios that favored feminine factors such as social relations, support and in the way that the majority of Indian respondents favored the opposite, competition, challenge, and success. Also when it comes to *individualism*, Swedish respondents seemed to favor individual decisions as opposed to consulting family and friends. For this reason, they could be considered as more individualistic than their Indian counterparts.

Survey.

The results from the survey show trough, independent samples tests and two-way factorial ANOVAs, that there were significant differences between groups and that most of these differences were due to nationality.

When it comes to motivators and hygiene factors the results show that Indian respondents seemed to be more motivated by intrinsic factors than their Swedish counterparts. This contradicts the fact that the Indian group turned out to be more motivated by hygiene factors such as bonuses and salary. So this result can be hard to validate. This can, in part, be due to the fact that the reliability on the factor of *satisfaction*, was not all that high with a Cronbach's alpha of 0.504 which was lower than the accepted 0.700.

As shown in Figure 14, differences between groups were present on *high power distance*. The ANOVA analysis proved that this difference was due to nationality and that Indian respondents were more tolerant of unequal distributions of power as opposed to Swedish respondents.

The survey results show that differences in *low power distance* were also shown. This difference was unlike the ones described above, not only due to nationality factors, but also to age. A difference between nationalities emerged within this factor, but analysis showed that age

also played a role here. This was most likely due to the fact that younger respondents were Indian.

Although a difference was noticed in *individualism*, where Indian respondents scored a higher mean than Swedish, the same difference appeared when measuring collectivism. Indian respondents scored higher at both *individualism* (unlike results from the interview) and in *collectivism* (congruent with interview). These inconsistent results could also be due to the fact that factors regarding *individualism* scored an unreliable Cronbach's alpha of 0.503, the same as satisfaction questions.

Finally, the survey results also show a difference in masculinity between nations. Indian respondents showed a higher preference for masculine factors such as material success, competition, ambition, and recognition.

All in all, respondents did show a difference in work perspectives. Results from the analysis of the survey prove that the majority of these differences were due to nationality factors. These results are consistent with both Hofstede (2001) and the report on cultural dimensions done by Mirabela and Abrundan (2013), where they state that differences in attitudes, behaviors, and perspectives vary between nations because of culture. Although not all dimensions were tested (long vs short term time orientation was left out), differences between most other dimensions were observed (power distance, individualism, masculinity).

Many of the questions aimed to measure perspectives within the different dimensions seemed to be hard to understand and even perceived as a bit abstract. It was also difficult to come up with a question that could effectively measure each particular dimension even though the author based herself on Hofstede's (2001) description for representative factors. For this reason, it could be possible that answers related to those questions turned out to be considerably invalid and that questions did not truly measure each dimension as they should have.

Method Discussion

When it comes to the methods chosen for this investigation, a combination of surveys and interviews was chosen in order to increase validity and to be able to get different types of information (qualitative and quantitative). There were, however, different factors within these methods that prevented absolute credibility.

Because of time limitations and size of this bachelor thesis, only a small number of individuals could be investigated. For this reason, the investigation focused on only one department within the company. This population sample could be, in other words, too little to be able to draw conclusions for a bigger group. Results presented here should therefore only be considered valid within the context for this specific group of individuals.

The fact that the departments stationed in India only had been created recently could also have influenced a series of factors. This could have explained the fact that Indian respondents were younger and had less working experience than Swedish respondents. This can have affected the results in a number of ways.

Interviews.

When it comes to the interview, different factors could have affected the ability to interpret results. As an investigator, the author lacks experience in many areas, especially regarding correct implementation of interviews and accurate assessment of attitudes. As an inexperienced interviewer, she missed to ask more specific questions that could have gotten respondents to develop their answers. In this way, the author could not get a clearer picture of what they meant. Moreover, the author's presence could have affected their responses in that way that they unconsciously tried to satisfy what they thought she wanted to hear. It can therefore not be certain that what they told was entirely true.

To increase objectivity, the author has throughout the interview tried to avoid giving own opinions and also tried to stick to the theme, when the conversation took a different road she tried to steer it back, all to avoid unnecessary impressions. As for results analysis, the author only tried to stick to answers and tried to avoid taking in personal views.

Because of problems with the internet connection, interviews with Indian respondents suffered a couple of disruptions when communication was taking place, these disruptions included sound and video delay and disconnection. As a result, much of what they said was unclear at certain moments. Similarly, it may have happened that they did not understand what the author said because of connection problems. Because of this, the author had to schedule an interview with another Indian respondent. Hence the difference in interview respondents (2 Sweden vs 3 India)

Because of time limitations, due to most interviews taking longer time than expected, the author had to skip several questions from the interview template. As a result she could have missed important parts of information. Finally, more interviews should have been conducted to obtain a clearer picture of employees' experiences and not just limit it to an individual.

Surveys.

Factors affecting validity and reliability in the survey results include the fact that some answers were omitted in the analysis of results due to respondents not answering certain questions. If a respondent missed a question within a theme, then all answers from that respondent within that theme were omitted.

Another flaw in survey results were that no factorial ANOVAS were computed for individual questions in order to find out whether differences in these individual questions were really due to nationality. Independent samples t-tests were not performed on every individual question presented because of time limitations and size of this thesis.

A reliability analysis was done in all computed variables representing themes. Results from this analysis indicate that not all questions succeeded in measuring those components that they were supposed to measure. For instance, questions regarding *satisfaction* and *individualism* showed a low Cronbach's alpha score (low reliability). Answers within these themes could have measured something other than what they intended to.

Despite these shortcomings, it is hoped that this investigation has managed to capture a picture of the differences in respondents' experiences and attitudes about their work motivation and perspectives of work.

Validity and Reliability.

In order to reach reliability in this investigation, two pilot interviews were performed. This was done with the purpose of identifying unclear questions, test the type of answers and also to test, performance of the interviewer and total time. The same was done with the surveys. Pilot questionnaires were sent to 7 individuals in order to test consistency and to identify those questions that deviated and/or were incomprehensible.

In order to test reliability in survey questions, a Cronbach's alpha was performed on every theme of questions. This was done in order to test the consistency in questions within a theme and find out how correlated they were with each other. This was done in order to find out if all questions within that theme measured the same factor. This reliability analysis was done after surveys were completed. When it comes to analysis, reliability was attempted by using the transcription method in the same way for all 5 interviews.

In order to achieve validity during this investigation, questions were asked after every trial interview to ask respondents for feedback as well as for comprehension. The point was to make sure that they really understood what kind of answers the questions were aiming for and,

in this way, make sure that all interviews would effectively measure those perspectives and opinions that were the focus of this investigation.

Ethical Considerations

Ethics and moral principles in research, especially when it comes to the area in psychology and qualitative research are crucial. This is in part due to the way researchers collect information. As a researcher one is obligated to come into personal contact with participants and be exposed to important information about them. Consent and confidentiality are therefore two central and important factors when conducting research (Yin, 2003).

This investigation has attempted to follow the presented principles above. In order to get a better understanding of how these principles were applied within the methods in this investigation see the content under *interview procedure* that was presented earlier in this paper.

Before any interviews or surveys could be performed two meetings took place at the company. During the first meeting a discussion took place with two members of the management team belonging to the HR Business Partner department and to the Resource Development department. In this meeting consent to do this investigation as well as information about the company was provided. After that, a second meeting took place with the manager for the Design Automation department. During this meeting information about the study's purpose was provided as well as consent to interview and send questionnaires to employees within that department. Information on who the interview respondents would be was not revealed for the manager nor the members of the management team nor for the interview respondents themselves.

Recommendations for Future Research

This narrow investigation has given some insights into how work perspectives and motivation, within a single company, can differ due to national background. Still, more research within this area would help reach a better understanding. For instance, an investigation on the effects that a specific motivation strategy has on employees with different backgrounds would shed light on the subject of cultural differences in work motivation.

It would also be interesting to see how national and cultural factors affect the way global and international companies manage and motivate their employees. In this way it would be possible to investigate if there are any differences in their motivational or engagement strategies, around their offices/stations/production centers worldwide.

Another recommendation is to perform a similar study as the one performed here. Investigate differences in work motivation and perspectives of work within a company on employees with different national backgrounds but that reside in the same country. This type of investigation would leave out factors related to the country such as politics, economics, government, and in this way it would be easier to study those factors related to culture.

Furthermore, and because this thesis found a possible influence by age it would be interesting to investigate differences in motivation between different age and generation groups. Finally, it would also be interesting to see an extended and more complete version of this study in order to see how much difference there is on work motivation and perspectives and attitudes at work within the same company.

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Appendix A

Interview Guide-English
• Introducing study
• Purpose of the interview
• Ethics / Privacy / Rights
• Time
• Questions?
Background
1. Job Title? Position?
2. Age
3. Education?
4. Nationality?
5. How long have you worked for the company?
6. Work duties?
Motivation
7. What does the term motivation mean to you?
8. Do you think that it´s important with motivation at work?
9. Why, why not?
10. What is it that motivates you to go to work every day?
Satisfaction
11. Do you feel that you have a reasonable salary considering the work you perform?
12. How are the social relationships within your department?
13. How much value does your opinion have for your colleagues and boss?
14. Do you feel safe in your working situation/employment?
15. Why? Why not?
16. Do you feel that the company has good working conditions?
17. Why? Why not?
18. What opportunities do you have to evolve in your work?
19. Do you have all materials, equipment and resources to do your job well?
20. Do you get praise when you've done something good?
21. Do you feel appreciated at work?
22. Are you proud of your employer, Sandvik Coromant?
23. Why? Why not?
Engangemang
24. How involved do you think that your colleagues are at work?
25. Do you feel that the company's vision and goals makes your job feel important?
26. How meaningful and interesting, do you feel that your work is?
27. How much freedom do you have to manipulate your work tasks?
28. When you are at work, how focused you are on your tasks?
29. During the past six months, has anyone talked to you about your progress?
How inspired are you to reach your goals at work?

 Motivation Factors
Hygiene Factors
 Salary
30. Do you think that you and your colleagues perform better if you had more rewards?
31. In what way would a rise in salary affect your motivation?
32. How important is salary to you?
33. Why?

Security

34. How important is it to have a permanent employment?

35. How does this affect your motivation?

36. Have you been involved in any organizational change?

37. What effect did it then your daily work and your job security?

Social Relationships

38. How do you see on your colleagues' significance for you to be happy at work?

39. How important is it for you that your boss / colleagues have an understanding of your personal problems?

Motivators

Feedback

40. How important is it for you that you get appreciation and praise for your work?

41. Would your motivation strengthen if your colleagues had a higher confidence in your skills?

42. From which person do you think it´s important to get feedback from?

43. Why is it important to get feedback from these people?

Development

44. How important is it for you to develop in your work?

45. Would you be more motivated if you had a job that involved more responsibility?

46. Do you have high personal or professional goals?

Job duties

47. How important do you think it is with diversified work tasks?

48. How important is it that the work duties are interesting?

Cultural dimensions

Uncertainty Avoidance

51. Do you like it better when there are written, clear rules on everything there is to do at your workplace and regarding your work duties?

52. Why? Why not?

53. Do you think that an organization should be able to break their fast rules if an employee believes that it is in the best interest of the organization to do it?

54. Do you think the employees in your organization can quickly adapt to different situations?

55. Is it easy for you to manage and accept change in work and within the organization?

Power Distance

56. Have you experienced that your employees are afraid to confront their bosses?

57. How often in that case?

58. How important is it to have a manager that you can respect?

59. What do you think about the hierarchical system?

60. Do you think it is needed in the workplace?

61. Do you believe that motivation would increase if power was distributed more equally within the company or department?

Individualism

62. Did you choose your profession according to your own interests? Or

63. Do you think that your environment has played a role?

64. Do you think it is important to consider what family and friends think about it?

65. Would your motivation raise if you had more freedom and responsibility over your own work?

66. Is the work done better when you are working in groups or individually?

Masculinity

67. Which work situation would you thrive best in? The one that has more opportunities of success, development and challenge, or the one that promotes community, social relationships and support.

68. What is the biggest driving force in your career? And especially when you are aiming for high goals.

Conclusion

69. What has company done so far to promote your motivation?

70. Have you ever felt extra motivated to go to work?

71. Why? Why not?

72. What is the positive respectively negative with your work right now?

73. What would the company need to do to increase your motivation?

• Thank the respondent
• Questions? Something to Add?
• Information about the treatment of materials and future surveys

Appendix B

Intervjumall- Svenska
Presentation studie
Syfte med intervjun
Etik/Sekretess/Rättigheter
Tid
Frågor?
Bakgrund
Yrkestitel? Befattning?
Ålder
Utbildning?
Nationalitet? År i Sverige?
Hur länge har du jobbat på företaget?
Arbetsuppgifter?
Motivation
Vad innebär motivation för dig?
Tycker du att det är viktigt med motivation på arbetet?
Varför, varför inte?
Vad är det som motiverar Dig att åka till jobbet varje dag?
Tillfredställelse
Tycker du att du har en rimlig lön med tanke på det arbetet du utför?
Hur ser de sociala relationerna ut inom er avdelning?
Hur stort värde har din åsikt för dina medarbetare och chef?
Känner du dig trygg i din arbetssituation?
Varför? Varför inte?
Tycker du att företaget har bra arbetsvillkor?
Varför? Varför inte?
Vilka möjligheter har du att utvecklas i ditt arbete?
Har du allt material, utrustning och resurser för att göra ditt arbete väl?
Brukar du få beröm när du har gjort något bra?
Känner du dig uppskattad på jobbet?
Är du stolt över din arbetsgivare, Sandvik Coromant?
Varför? Varför inte?
Engangemang
Hur engagerade tycker du att dina medarbetare är?
Känner du att företagets vision och mål gör att ditt jobb känns viktigt?
Hur meningsfullt och intressant känner du att ditt arbete är?
Hur mycket frihet har du att påverka dina arbetsuppgifter?
Hur inspirerad är du för att nå dina mål på arbetet?
När du är på jobbet, hur fokuserad är du på dina arbetsuppgifter?
Under de senaste sex månaderna, har någon pratat med dig om dina framsteg?
Motivationsfaktorer
Hygienfaktorer
 Lön
Skulle du och dina arbetskollegor prestera mer om ni hade mer belöningar?
På vilket sätt skulle en löneförhöjning påverka din motivation?
Hur viktigt är lönen för dig?
Varför?
Trygghet
Hur viktigt är det med fast anställning?

Hur påverkar det din motivation?

Har du varit med om någon organisationsförändring?

Hur påverkade det i så fall ditt dagliga arbete och din anställningstrygghet?

Sociala Relationer

Hur ser du på arbetskamraternas betydelse för att du ska trivas på jobbet?

Hur viktigt är det att du får förståelse för personliga problem från din chef/arbetskollegor?

Motivatorer

Feedback

Hur stor betydelse har det för dig att du får uppskattning och beröm på ditt arbete?

Skulle din motivation stärkas om dina medarbetare hade en hög tilltro till din kompetens?

Från vilka personer är det viktigt att få feedback för dig?

Varför är det viktigt med feedback från dessa personer?

Utveckling

Hur stor betydelse har det för dig att utvecklas i ditt arbete?

Skulle du bli mer motiverad av att ha en befattning som innebär mer ansvar?

Har du höga personliga eller professionella utvecklingsmål?

Uppgiftsbetydelse

1. Hur viktigt tycker du att det är med omväxlande arbetsuppgifter?
2. Hur viktigt är det att de arbetsuppgifterna är intressanta?

   Kulturella dimensioner

   Uncertainty Avoidance

3. Trivs du bättre när det finns skrivna, tydliga regler på allt som ska göras på din arbetsplats och för dina arbetsuppgifter?
4. Varför? Varför inte?
5. Tycker du att en organisation ska kunna bryta sina fasta regler om en anställd anser att det ligger i organisationens intresse att göra det?
6. Anser du att anställda i din organisation snabbt kan anpassa sig till olika situationer?
7. Har du lätt för att hantera och acceptera förändring inom arbetet och organisationen?

   Power Distance

8. Har du upplevt att dina medarbetare är rädda för att konfrontera sina chefer?
9. Hur ofta i så fall?
10. Hur viktigt är det att man har en chef som man kan respektera?
11. Vad tycker du om det hierarkiska systemet?
12. Anser du att det behövs i arbetslivet?
13. Tror du att motivationen skulle öka om man fördelade makten mer jämlik inom företaget eller avdelningen?

    Individualism

14. Har du valt ditt yrke pga dina egna intressen? Eller
15. Tror du att omgivningen har spelat ett roll?
16. Tycker du att det är viktigt att överväga vad familjen och vänner tycker om det?
17. Skulle din motivation öka om du hade mer frihet och eget ansvar över ditt arbete?
18. Utförs arbetet bättre när ni jobbar i grupp eller individuellt?

    Masculinity

19. Vilken arbetssituation skulle du trivas bäst i? Den som har mest möjlighet till framgång, utveckling och utmaning, eller den som främjar gemenskap, sociala relationer och stöd.
20. Vad är största drivkraften i din karriär? Och framför allt när du strävar efter höga mål.

    Avslutning

21. Vad har företaget hittills gjort för att främja din motivation?

22. Har du någon gång känt dig extra motiverad av att gå till jobbet?
23. Varför? Varför inte?
24. Vad är det positivt respektive negativt med ditt arbete just nu?
25. Vad skulle företaget behöva göra för att öka din motivation?

- Tacka respondenten
- Frågor? Lägga till
- Information om behandling av material och framtida enkäter

Appendix C

Survey

2 Work situation

Choose the answer that best describes your current situation at work

	Extremely meaningful	Very meaningful	Moderately meaningful	Slightly meaningful	Not meaningful at all
2.1 How meaningful is your work?	○	○	○	○	○

	Extremely challenging	Very challenging	Moderately challenging	Slightly challenging	Not challenging at all
2.2 How challenging is your work?	○	○	○	○	○

	Extremely well	Very well	Moderately well	Slightly well	Not well at all
2.3 How well are you paid for the work that you do?	○	○	○	○	○

	Exceptionally many	Very many	A moderate amount	A few	None at all
2.4 How many opportunities do you have to get promoted where you work?	○	○	○	○	○

	Extremely satisfied	Very satisfied	Moderately satisfied	Slightly satisfied	dissatisfied
2.5 Are you satisfied with your employment benefits?	○	○	○	○	○

	Like a great deal	Like very much	Like moderately	Like a little	Dislike
2.6 Do you like your employer?	○	○	○	○	○

3 Work situation

Choose the answer that is closest to the statement

3.1	I am determined to give my best effort at work each day.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.2	I am often so involved in my work that the day goes by very quickly.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.3	I get excited about going to work.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.4	I am inspired to meet my goals at work.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.5	My associates or fellow employees are comitted to doing quality work.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.6	At work, my opinions seem to count.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.7	The mission or purpose of my company makes me feel my job is important.	Strongly Agree	○	○	○	○	○	Strongly disagree
3.8	I am motivated at work.	Strongly Agree	○	○	○	○	○	Strongly disagree

4 Motivation

Choose the answer that best describes your opinion about the statement.

4.1	I feel motivated by a good salary and additional bonuses.	Strongly Agree	○	○	○	○	○	Strongly disagree
4.2	I feel satisfaction of having a permanent employment.	Strongly Agree	○	○	○	○	○	Strongly disagree
4.3	I get satisfied by good working conditions. For example comfortable chairs, light and sound levels etc.	Strongly Agree	○	○	○	○	○	Strongly disagree
4.4	I feel motivated when there is personal and company loyalty towards employees.	Strongly Agree	○	○	○	○	○	Strongly disagree
4.5	I feel motivated at work when I have a good relationship with my boss and colleagues.	Strongly Agree	○	○	○	○	○	Strongly disagree

5 Motivation

5.1	I feel satisfied of a varied and interesting work.	Strongly Agree	○	○	○	○	○	Strongly disagree
5.2	I feel motivated when I have a great responsibility at work.	Strongly Agree	○	○	○	○	○	Strongly disagree
5.3	I feel motivated when I get praise and appreciation for the work that I do.	Strongly Agree	○	○	○	○	○	Strongly disagree
5.4	I feel motivated when I have opportuniites to get promoted in my work/organization.	Strongly Agree	○	○	○	○	○	Strongly disagree
5.5	I feel motivated when I evolve and learn new things.	Strongly Agree	○	○	○	○	○	Strongly disagree

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6 Perspectives

Choose the degree of importance that every statement has for you.

6.1	How important is it for you that employees in your organization follow rules, laws and regulations?	Extremely important	○	○	○	○	○	Unimportant
6.2	How important is it that your organization is highly structured?	Extremely important	○	○	○	○	○	Unimportant
6.3	How important is it that your colleagues, superior and organization are flexible?	Extremely important	○	○	○	○	○	Unimportant
6.4	How important is it that your organization provides a changeable and variable environment?	Extremely important	○	○	○	○	○	Unimportant

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7 Perspectives

7.1	How important is it that there is a hierarchic system at the workplace?	Extremely important	○	○	○	○	○	Unimportant
7.2	How important is it for you that you be cosulted by your superiors regarding decisions at work?	Extremely important	○	○	○	○	○	Unimportant
7.3	How important is it to have democracy at the workplace?	Extremely important	○	○	○	○	○	Unimportant
7.4	How important is it that you have a superior that you can follow?	Extremely important	○	○	○	○	○	Unimportant

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8 Perspectives

8.1	How important is it that you have a work that your family and friends can respect?	Extremely important	○	○	○	○	○	Unimportant
8.2	How important is it that you have the freedom to choose the way you work?	Extremely important	○	○	○	○	○	Unimportant
8.3	How important is it that the work that you do in a team gets noticed and appreciated?	Extremely important	○	○	○	○	○	Unimportant
8.4	How important is it that you have sufficient time for your personal life?	Extremely important	○	○	○	○	○	Unimportant

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9 Perspectives

9.1	How important is it that you get monetary compensation for a high performance?	Extremely important	○	○	○	○	○	Unimportant
9.2	How important is it to have high career goals?	Extremely important	○	○	○	○	○	Unimportant
9.3	How important is it to be the best at what you do?	Extremely important	○	○	○	○	○	Unimportant
9.4	How important is it for you to be highly recognized within the company?	Extremely important	○	○	○	○	○	Unimportant

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10 What is most important for you as an employee?

Arrange the following factors according to the degree of importance for you. Write a number on a scale of 1-5 where 5= Most important and 1= least important. **Note**: You will <u>arrange</u> the factors in order of importance, not <u>rate</u> how important each factor is.

10.1	Job security	
10.2	Acknowledge/full appreciation of work done.	
10.3	Good salary	
10.4	Good and harmonious social relationships at the workplace	
10.5	Career and promotion	

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11 Background Information

11.1	Are you?	Please select... ▾
11.2	What is your age?	Please select... ▾
11.3	What your nationality?	
11.4	What was your nationality at birth (if different)?	

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12 Thank you so much for your participation. Have a nice day!

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Spss Results-Descriptive Statistics

Table D1
Descriptive Statistics for the variable of satisfaction.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction	26	2,00	3,67	2,6603	,40955
Valid N (listwise)	26				

Table D2
Descriptive Statistics for the variable of engagement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Engagement	24	1,25	3,13	2,1198	,55717
Valid N (listwise)	24				

Table D3
Descriptive Statistics for the variable of hygiene

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Hygiene	25	1,00	2,80	1,5920	,52115
Valid N (listwise)	25				

Table D4
Descriptive Statistics for the variable of motivators

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivators	26	1,00	2,80	1,6538	,53832
Valid N (listwise)	26				

Table D5
Descriptive Statistics for the variable of high uncertainty avoidance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
High Uncertainty Avoidance	26	1,00	3,00	1,5962	,51028
Valid N (listwise)	26				

Table D6
Descriptive Statistics for the variable of low uncertainty avoidance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Low Uncertainty Avoidance	26	1,00	3,00	1,8654	,60922
Valid N (listwise)	26				

Table D7
Descriptive Statistics for the variable of high power distance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
High Power Distance	26	1,00	4,00	2,4038	,78764
Valid N (listwise)	26				

Table D8
Descriptive Statistics for the variable of low power distance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Low Power Distance	26	1,00	4,00	2,0000	,78740
Valid N (listwise)	26				

Table D9
Descriptive Statistics for the variable of individualism

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Individualism	26	1,00	2,00	1,5128	,37983
Valid N (listwise)	26				

Table D10
Descriptive Statistics for the variable of masculinity

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Masculinity	24	1,00	4,00	1,9896	,87687
Valid N (listwise)	24				

Appendix E

Spss results- independent samples test

Table E1

T-test between the groups Sweden and India on the variable of satisfaction

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Satisfaction	Equal variances assumed	,193	,665	-,242	24	,811	-,03968	,16424	-,37866	,29929
	Equal variances not assumed			-,240	22,871	,812	-,03968	,16506	-,38123	,30187

Table E2

T-test between the groups Sweden and India on an individual question.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I feel motivated by a good salary and additional bonuses.	Equal variances assumed	,134	,718	3,562	24	,002	,7976	,2239	,3355	1,2597
	Equal variances not assumed			3,466	19,322	,003	,7976	,2301	,3166	1,2787

Table E3

T-test between the groups Sweden and India on the variable of engagement

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Engagement	Equal variances assumed	1,626	,216	1,665	22	,110	,36626	,21994	-,08986	,82238
	Equal variances not assumed			1,712	21,527	,101	,36626	,21398	-,07807	,81058

Table E4

T-test between the groups Sweden and India on the variable of hygiene

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hygiene	Equal variances assumed	2,017	,169	1,159	23	,259	,24156	,20850	-,18975	,67287
	Equal variances not assumed			1,231	21,572	,232	,24156	,19627	-,16595	,64907

Table E5

T-test between the groups Sweden and India on the variable of motivators

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Motivators	Equal variances assumed	,044	,836	2,978	24	,007	,55000	,18469	,16881	,93119
	Equal variances not assumed			3,009	23,977	,006	,55000	,18280	,17270	,92730

Table E6
T-test between the groups Sweden and India on the variable of high uncertainty avoidance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
High Uncertainty Avoidance	Equal variances assumed	,888	,355	,262	24	,796	,05357	,20459	-,36868	,47582
	Equal variances not assumed			,268	23,570	,791	,05357	,19989	-,35939	,46653

Table E7
T-test between the groups Sweden and India on the variable of low uncertainty avoidance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Low Uncertainty Avoidance	Equal variances assumed	3,657	,068	1,391	24	,177	,32738	,23530	-,15826	,81302
	Equal variances not assumed			1,424	23,572	,168	,32738	,22991	-,14758	,80234

Table E8
T-test between the groups Sweden and India on the variable of high power distance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
High Power Distance	Equal variances assumed	,337	,567	2,942	24	,007	,79762	,27112	,23806	1,35718
	Equal variances not assumed			2,965	23,911	,007	,79762	,26897	,24239	1,35285

Table E9
T-test between the groups Sweden and India on the variable of low power distance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Low Power Distance	Equal variances assumed	,026	,874	2,826	24	,009	,77381	,27386	,20858	1,33904
	Equal variances not assumed			2,803	22,476	,010	,77381	,27608	,20196	1,34566

Table E10
T-test between the groups Sweden and India on the variable of individualism

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Individualism	Equal variances assumed	,852	,365	2,479	24	,021	,33730	,13608	,05645	,61816
	Equal variances not assumed			2,525	23,864	,019	,33730	,13357	,06155	,61306

Table E11
T-test between the groups Sweden and India on the variable of masculinity

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Masculinity	Equal variances assumed	6,618	,017	5,563	22	,000	1,31250	,23595	,82316	1,80184
	Equal variances not assumed			5,563	15,487	,000	1,31250	,23595	,81095	1,81405

Appendix F

Spss Results- Two-Way Anova

Table F1
ANOVA testing nationality and gender on the dependent variable of motivators

Tests of Between-Subjects Effects

Dependent Variable: Motivators

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2,164[a]	3	,721	3,123	,047
Intercept	58,745	1	58,745	254,364	,000
Nationality	1,920	1	1,920	8,314	,009
Gender	,044	1	,044	,190	,667
Nationality * Gender	,132	1	,132	,571	,458
Error	5,081	22	,231		
Total	78,360	26			
Corrected Total	7,245	25			

a. R Squared = ,299 (Adjusted R Squared = ,203)

Table F2
ANOVA testing nationality and age on the dependent variable of motivators

Tests of Between-Subjects Effects

Dependent Variable: Motivators

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2,282[a]	6	,380	1,456	,246
Intercept	44,886	1	44,886	171,844	,000
Nationality	,434	1	,434	1,663	,213
Age	,296	4	,074	,283	,885
Nationality * Age	,084	1	,084	,322	,577
Error	4,963	19	,261		
Total	78,360	26			
Corrected Total	7,245	25			

a. R Squared = ,315 (Adjusted R Squared = ,099)

Table F3
ANOVA testing nationality and gender on the dependent variable of high power distance

Tests of Between-Subjects Effects

Dependent Variable: High Power Distance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4,987ᵃ	3	1,662	3,476	,033
Intercept	121,694	1	121,694	254,440	,000
Nationality	4,028	1	4,028	8,421	,008
Gender	,361	1	,361	,755	,394
Nationality * Gender	,361	1	,361	,755	,394
Error	10,522	22	,478		
Total	165,750	26			
Corrected Total	15,510	25			

a. R Squared = ,322 (Adjusted R Squared = ,229)

Table F4
ANOVA testing nationality and age on the dependent variable of high power distance

Tests of Between-Subjects Effects

Dependent Variable: High Power Distance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6,081ᵃ	6	1,014	2,042	,110
Intercept	111,996	1	111,996	225,688	,000
Nationality	3,909	1	3,909	7,878	,011
Age	1,673	4	,418	,843	,515
Nationality * Age	,234	1	,234	,471	,501
Error	9,429	19	,496		
Total	165,750	26			
Corrected Total	15,510	25			

a. R Squared = ,392 (Adjusted R Squared = ,200)

Table F5
ANOVA testing nationality and gender on the dependent variable of low power distance

Tests of Between-Subjects Effects

Dependent Variable: Low Power Distance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6,144ᵃ	3	2,048	4,816	,010
Intercept	92,403	1	92,403	217,289	,000
Nationality	5,775	1	5,775	13,581	,001
Gender	,079	1	,079	,186	,670
Nationality * Gender	2,275	1	2,275	5,350	,030
Error	9,356	22	,425		
Total	119,500	26			
Corrected Total	15,500	25			

a. R Squared = ,396 (Adjusted R Squared = ,314)

Table F6
ANOVA testing nationality and age on the dependent variable of low power distance

Tests of Between-Subjects Effects

Dependent Variable: Low Power Distance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8,777[a]	6	1,463	4,134	,008
Intercept	58,921	1	58,921	166,513	,000
Nationality	,017	1	,017	,049	,827
Age	4,675	4	1,169	3,303	,032
Nationality * Age	,017	1	,017	,049	,827
Error	6,723	19	,354		
Total	119,500	26			
Corrected Total	15,500	25			

a. R Squared = ,566 (Adjusted R Squared = ,429)

Table F7
ANOVA testing nationality and age on the dependent variable of individualism

Tests of Between-Subjects Effects

Dependent Variable: Individualism

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1,194[a]	6	,199	1,567	,211
Intercept	39,909	1	39,909	314,284	,000
Nationality	,005	1	,005	,042	,839
Age	,456	4	,114	,899	,484
Nationality * Age	,077	1	,077	,610	,444
Error	2,413	19	,127		
Total	63,111	26			
Corrected Total	3,607	25			

a. R Squared = ,331 (Adjusted R Squared = ,120)

Table F8
ANOVA testing nationality and gender on the dependent variable of individualism

Tests of Between-Subjects Effects

Dependent Variable: Individualism

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1,202[a]	3	,401	3,665	,028
Intercept	46,246	1	46,246	423,049	,000
Nationality	,615	1	,615	5,623	,027
Gender	,376	1	,376	3,444	,077
Nationality * Gender	,035	1	,035	,322	,576
Error	2,405	22	,109		
Total	63,111	26			
Corrected Total	3,607	25			

a. R Squared = ,333 (Adjusted R Squared = ,242)

Table F9
ANOVA testing nationality and gender on the dependent variable of masculinity

Tests of Between-Subjects Effects

Dependent Variable: Masculinity

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10,479[a]	3	3,493	9,695	,000
Intercept	75,081	1	75,081	208,392	,000
Nationality	8,610	1	8,610	23,898	,000
Gender	,111	1	,111	,309	,584
Nationality * Gender	,022	1	,022	,062	,806
Error	7,206	20	,360		
Total	112,688	24			
Corrected Total	17,685	23			

a. R Squared = ,593 (Adjusted R Squared = ,531)

Table F10
ANOVA testing nationality and age on the dependent variable of masculinity

Tests of Between-Subjects Effects

Dependent Variable: Masculinity

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11,125[a]	6	1,854	4,805	,005
Intercept	70,378	1	70,378	182,375	,000
Nationality	2,824	1	2,824	7,319	,015
Age	,762	4	,191	,494	,740
Nationality * Age	,101	1	,101	,263	,615
Error	6,560	17	,386		
Total	112,688	24			
Corrected Total	17,685	23			

a. R Squared = ,629 (Adjusted R Squared = ,498)