



**UNIVERSITAT  
JAUME·I**

**INFLUENCE OF THE  
CHARACTERISTICS OF THE  
WORKPLACE ON THE  
EMPLOYEE'S MOTIVATION:  
EMPIRICAL ANALYSIS IN BP**

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## ***ABSTRACT***

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At present, more and more companies are worried about encouraging the motivation of their workers, as they know that this will lead to an increase in the performance for the company. Therefore, motivation is an essential attitude for employees' organizations because it allows them to improve work performance, better perform job functions and tasks, all of which organizations will be more likely to get better results and workers will experience. An increase in their quality of working life. The main objective of this work is to verify how the characteristics of the jobs affect the motivation of the employees. To do this, we first carried out a theoretical study and later carried out an empirical study on the company BP Oil España S.A.U. The empirical study consisted in the execution of 30 surveys, answered by employees of 3 departments (HR, HSSE and TECNICO) of the organization. Finally, we performed the statistical analyzes using the SPSS program to verify if there are significant effects between the variables of the job and the motivation of the employees.

## 1. Introduction

Jobs are the very essence of an organization's productivity. Fernandez-Rios (1995) defines the analysis of jobs as "specialization and coordination. The fragmentation is carried out through an analytical process of decomposition of the work and the subsequent grouping of the resulting units into other superior and diverse, to constitute, for example; Jobs or global units of personal contribution (UGA) ".

An analysis of the jobs, is given by four concepts that belong to the field of the division of labor and that should be classified, so we find both tasks, jobs, roles and occupations, are fundamental elements, On the one hand for the analysis and description of the positions and on the other hand, for the organization, design and management of the work.

The objective of this work is to analyze the influence of the characteristics of the work position on the motivation of the employees, making an empirical analysis in the company BP Oil Spain. Motivation is one of the most important and fundamental factors for both the company and the employee. We can say that motivation is like the impulse that guides and maintains the desire to do things in the best possible way.

When a team is fully committed and dedicated, they will be more likely to function better and achieve the goals or objectives.

Regarding the analysis that we are going to carry out on the company, it refers to the three departments in which they are going to realize the study, as they are; The Department of Human Resources, HSSE, and Technical, in which a series of results will be obtained once the analysis on the characteristics of the job and the motivation have been carried out.

Bp Oil España S.A.U, has been present in Spain since 1954, has about 900 employees, 629 service stations and is today one of the main energy companies in the country. BP ranks third in the Spanish oil market, with a market share of around 8%; It also maintains a prominent position in the natural gas industrial market.

The Refinery of Castellón has been operating since 1967 and is an economic and industrial engine for its environment, being one of the most important companies of the Valencian Community. It has a crude processing capacity of 6 million tons per year or 110,000 barrels per day. The polygon "El Serrallo" located in Grao de Castellón and in the various organizations of recognized importance continues to develop its activity. Its main activities are:

- Exploration and production
- Refining and marketing
- Alternative energies

Through the analysis and description of the positions, we will be able to locate the position in the organization, to describe its mission, main functions and tasks necessary to carry out fully those functions. Depending on the needs, the minimum structure can be supplemented by sections relating to safety, workplace protection, internal and external relations, motivation, etc.

Some studies have studied how human resource practices can affect this system (Bou and Beltrán, 2005) and what practices are "ideal" and their influence on the members of the organization. Three studies have shown that human resource practices can positively influence organizational performance (Balkin and Gómez-Mejía, 1987, Huselid, 1995, Frey et al., 2000, Khatri, 2000).

In this study we will focus on the importance of the design of jobs and their characteristics on the motivation of the employees, in order to carry out an empirical analysis of the organization. Designing jobs is important as it involves involving people in their tasks and increasing their talent and ability to achieve good results. For this, the first thing that is required is to understand what the design of the works is and what they are based on to design it correctly. In this way, we will obtain results of how it affects and influences each one of the variables that allow to design a work.

The design of a job involves the identification and description of the tasks to be performed, the technical methods to be applied, the machines, tools and materials to be used, as well as the people with whom the occupant of the position will be related (Chiavenato, 1983, Walker, 1992). Following Hackman and Oldham (1975) are five variables to consider in the design of the work: variety of skills, task identity, autonomy, importance of the task and knowledge of the results of the work.

Very few companies have submitted that work also requires design and a viable profile for the person who has it. A misleading work design is the main source of motivation, dissatisfaction, and low productivity of human resources (Malik, 2000).

The structure of the work consists of the following parts. In the first part, a review of the definition of employment will be carried out, followed by how the design of the work is a component of the Human Resources strategy, and to identify that human resources are the most appropriate to increase the motivation of the members. The

organization and achieve an improvement. Special emphasis is placed on designing jobs. In the second part, it will be defined as the design of jobs, characteristics or variables that influence the design and importance of the design of jobs for the human factor in the motivation of employees. Finally, an empirical study will be carried out and the conclusions, the implications on the behavior of the employees and the proposals of future studies will be discussed.

For this, a theoretical review of the design of jobs and practices that must be carried out for a good implementation in the motivation of the employees will be carried out.



## **2. Theoretical Framework**

### **2.1 A Review of the Work Concept**

The concept of work has been the subject of many definitions in recent years. In a preliminary way, we can define the work as "a coherent set of human operations that are carried out on the subject or on immaterial goods is like information, with the support of tools and various means of work, using certain techniques that are oriented to produce the necessary material means and services to human existence "(Neffa, 2003: 12).

What societies have called, represented and valued as work has changed throughout history, since it was influenced by the visions or perceptions that they handled in each time. The different representations have been congruent with the historical, philosophical, political, cultural, economic and psychological circumstances of each culture and time.

According to Fernandez-Rios (1995), the organization of work is done through processes of analysis and synthesis, specialization, sequencing and integrative coordination, all with the support of monitoring and control mechanisms that are intended to ensure errors Committed in the organizational process and with the final result what is sought is to achieve that is actually achieved. Organized work usually requires the performance of a group of people who perform those specialized activities, to guarantee the "almost perfect assembly" between the various outputs resulting from the work of each individual.

By means of the coordination and integration of the various individual and / or group and / or departmental and / or divisional and / or business outputs ... partial or final results are obtained that must correspond with what had been foreseen as objective

In prehistoric times human groups were small, and intergroup contacts were only sporadic. Specialization was actually a distribution of tasks depending on the physical possibilities of who could actually execute them. Sex and age were very important variables, and a large part of leisure time was dedicated to creating surpluses that could be exchanged for surpluses of other groups. Organizational capacity could probably be scant, limited to close or less specialized collaboration in hunting and food gathering.

With the emergence of pottery activities, the treatment of textile skins and metallurgical activities, the specialization began to be remarkable. In the ancient world

complex forms of organization have emerged, involving division and specialization of work and various forms of coordination.

At the same time, social classes emerged with a complex distribution of functions and responsibilities associated with status. Many aspects of this social organization became hereditary (occupation, specialization, social status). Also arise the trades and appear the workshops of specialized manufacture. But it is the construction of great monuments and public works (road networks, aqueducts, buildings and public baths, etc.) which is the best example of the organizational capacity of the great classical cultures. Projects that probably required the participation of several tens of thousands of people over many years demanded an entire organizational structure that would astonish us even today because of its complexity.

According to Fernandez-Rios (1995), the social class structure reflected a division of labor. The nobles and lords, owners of the land in an eminently agrarian society, were at once warriors, protectors, hunters, consumers and who organized the work in the lands of their property. The commercial activity is carried out mainly in the cities by small traders who were grouping themselves constituting truly guilds as "masters" (those of training and superior estates), "jornaleros" (middle level) and "apprentices" (the beginners). The work being done was remarkably specialized and many of the activities could be carried out by people with minimal training.

In the metallurgical industry there are also good examples of work specialization. According to Kranzberg (1990), he explains how in the mine, besides the master miner, chief administrator of the mine, there was a hierarchy of technical and administrative personnel and a number of men of trades and mechanics specialized in different phases of the mining operation: miners, winch operators, carriers, repairers, Laundromats and smelters.

Commercial activity increased to the extent that commercial capitalism appeared. These capitalists become employers of large masses of workers, thus giving rise to the production system in factory or factory, characterized by:

- a) Meeting of large groups of workers in a common place.
- b) The imposition of disciplinary rules.
- c) Mechanization of production processes.

During the eighteenth century there is an intense mechanization of many jobs, which forces a greater rationalization of production processes. With the new procedures of

organization and production, the increase in performance depended more on the rational organization of processes than on the abilities and abilities of individuals.

Mechanization became a reality in many different ways, but it was the assembly line that marked the fundamental pattern and that would later be taken as a basic reference for other productive processes and service delivery.

Henry Ford adapted and extended this system to the production of automobiles, reducing the assembly time of an automobile chassis. The principles underlying the assembly line were applied to other fields such as farming techniques or farms for animal husbandry and fattening. All of this had three obvious effects on the organization of work, such as:

- The work was fragmented to unimaginable limits and could be developed with effectiveness by workers with minimum levels of qualification.
- A hierarchy of supervisors and directors appeared, where work coordination tasks were carried out.
- Increasing complexity of operations.

With all these technicians and professionals, it seems evident that something new, very important, has occurred in the forms of work organization in the early twentieth century. According to Henry Ford, the new revolution is simply a sophistication of mass production systems, which go hand in hand with three basic principles:

1. Planning and ordering of the continuous production process.
2. Rationalization of the whole process.
3. Analysis of each and every task in its constituent elements.

The last known advance in mass production is automation and robotization: replacing manual labor with machines and automatic controls ensures accuracy and quality beyond what human skills allow.

So we understand that a job is the precise location occupied by a person within a company. A work not only involves the occupation of a physical space, but also the performance of a role that uses various tasks to achieve certain objectives (Chiavenato, 1992).

According to Chiavenato (2000, p.291, 292) a work defines as "a unit of the organization, whose set of duties and responsibilities distinguish it from other

positions." The duties and responsibilities of a position that corresponds to the employee, who performs it, provide the means for employees to contribute to the achievement of the organization's objectives. "

The purpose of the people is to demonstrate all their efforts in order to obtain their subsistence, to manage the actions for the defined purpose, as well as the functions carried out later on which may be; Direct their activity to the training of their leisure or to their personal formation). However, the main objective of productive work is found in the final result as subsistence of the worker.

Therefore, an organization before starting to work should define its objectives, in order to identify the jobs that are required to be able to achieve them. This is what is called job design and is a task carried out by the Human Resources department, which must achieve the effective creation of a job that is comfortable, clear and able to meet the needs of the person doing it to avoid later problems.

## **2.2 The Design of Work as a component of the HR Strategy**

In a first point we will comment on the strategy of HR, at the same time identifying the main elements or practices of the HR strategy in relation to the design of positions within it.

According to Chandler 1962, the strategy is the long-term determination of objectives and the adoption of training necessary to allocate the resources available to achieve the most efficient achievement of those objectives. We can determine that the strategy encompasses both ends and means, so it consists of a flow or process of decisions conceived by management, which affect the different hierarchical levels and the different departments of the organization.

Therefore, in relation to this section, the four main practices of the HR strategy are: human capital practices, performance evaluation for development purposes, equitable remuneration, and finally enrichment of the job. This selection of human resources practices corresponds to the two factors that, according to Huselid (1995), represent the domain of high performance practices. Thus, human capital practices and job enrichment are related to the factor termed by Huselid (1995) "employee skills and organizational structures", which includes a wide range of practices aimed at improving the knowledge and skills of employees to That can be used to improve their performance. Performance appraisal and equitable remuneration practices would be

linked to the factor Huselid calls "employee motivation" and includes the use of performance appraisal systems and linking them to employee compensation. Also, a review of the main empirical work in the field of high performance management of the last decades reveals that such practices have appeared in most studies in this field (Snell and Dean, 1992; Youndt et al., 1996; Wright et al., 1999; Wright et al., 2003). Next, we focus on analyzing the extent to which these practices influence the design of jobs.

## **1. Human Capital Practices**

The first high-performance practice we consider relates to management's efforts to improve the organization's human capital. According to the theory of human capital, people possess skills, experience and knowledge that bring economic value to organizations (Ichniowski, 1990; Snell and Dean, 1992; Guthrie, 2001). Although this theory emerges with the purpose of analyzing the economic value of education, it has been widely applied in the field of human resource management to address the analysis of human resource practices. In this context, human capital is considered to be the result of deliberate investments by the company through human resources practices (Snell and Dean, 1992). In this sense, it is possible to improve the human capital of the organization either by focusing on recruitment processes that determine the characteristics of new employees or by designing training and development actions for current employees (Weitz et al., 1986; Delery And Doty, 1996, Groot and van den Brink, 2000, Hatch and Dyer, 2004). Therefore, the composite approach to defining this practice is based on the joint consideration of selection and training within the concept of human capital practices.

The human capital practices favor the design of jobs, since they promote the potential in the variety of tasks effectively, due to the increase of knowledge and skills that they possess (Friedrich et al., 1998). In addition, employees will show a greater interest in expanding the set of skills and abilities they possess when they have a solid educational base, through initiatives related to training in the company, since the skill in certain areas gives them the confidence to master And to apply new knowledge (Wright and Snell, 1998). One of the highlights of this practice is that they improve the intrinsic motivation of employees and, therefore, this leads to a predisposition to present flexible behaviors.

## **2. Performance Evaluation for Development Purposes**

In this second practice called performance evaluation, it highlights managerial efforts to spend more time evaluating employee achievements and identifying areas for performance improvement (Snell and Dean, 1992). When the evaluation of the workers' performance is oriented toward their own development, it is intended to inform the worker on what to do to achieve a correct performance of their tasks, In addition, the worker's progress is assessed and monitored in order to improve his / her achievements and competencies. All this contributes to improve the feedback implicit in the performance evaluation processes as an important form of recognition that contributes to reinforce the motivation of the worker (Miao and Evans, 2007). This is done by Collins and Smith (2006), for whom linking promotions to evaluation results and developmental orientation of evaluation systems increases the necessary trust among workers and creates a common language that promotes good Work climate in the company.

## **3. Equitable Remuneration**

As for the equity of the remuneration, it implies that the workers interpret as fair the relation between what was contributed (work, effort) and what was received in exchange (retribution) (Lam et al., 2002; Paterson et al., 2002). Equity in remuneration refers, on the one hand, to external equity, according to which the remuneration offered by the company is similar or superior to that offered by other companies of the same characteristics and for an equivalent position. On the other hand, internal equity refers to the balance between inputs and outputs perceived by the employee, for example, through the linkage of the remuneration system to labor performance. From a socio-psychological approach, employee motivation and performance depends on how fair or equitable a worker is to consider the pay he receives in return for his or her work.

On the one hand, more versatile employees who possess multiple and varied skills will be more interested in working in companies that offer equitable remuneration, since this will be interpreted as an opportunity to fully utilize their skills. On the other hand, some studies have shown that a system of rewards based on equity contributes significantly to favor the predisposition of employees to learn (Lawler, 1990), since they know that they will be rewarded in a fair way as they improve their performance in the company. Since such remunerations may be beneficial to increase the characteristics of the position as; the importance of the tasks, the autonomy, in which a great effort is required so that the organization must provide adequate remunerations to be able to compensate those efforts.

#### **4. Workstation Enrichment**

Finally, the enrichment of the position refers to the provision of significant tasks by the organization and to the increase of the employee's level of responsibility at work (Drach-Zahavy, 2004). The purpose of job enrichment is to utilize human resources to their full potential by providing high quality motivating tasks, as opposed to rigid "taylorist" systems with closed job specifications and limited employee autonomy (Edwards and Wright, 2001). The enrichment of the job implies that the tasks are significant, that the employees have control and that an adequate exchange of ideas with the group work is allowed (Vandenberg et al., 1999).

This implies that it is one of the previous characteristics in the design of the position, since the importance of the enrichment of the position can promote the flexibility in the behaviors, since to the extent that the one that causes a greater autonomy, the employees will experience a growing intrinsic motivation, and pay more attention to the content and results of their work (Weitz et al., 1986; Miao and Evans, 2007).

Traditionally, the design of the work has been related to the specification of activities, methods and working relationships necessary to meet the technical, social and personal needs of the occupant of the position and the performance needs of the organization (Chiavenato, 1983; , 1992).

Mondy (1997) indicates that the design of the work is to determine the specific activities to be developed, the methods used to develop them and how the work is related to other tasks of the organization.

According to Gómez-Mejía (2001), the design of work is the process of organizing work through the tasks necessary to perform a specific job.

Therefore, the design of a job involves the identification and description of the functions or tasks that must be performed, the technical methods to be applied, the machines, tools and materials to be used and the persons with whom the occupant is related. Chiavenato, 1983, Walker, 1992).

This traditional definition of job design focused on the functions and how to carry them out currently has some shortcomings (Lawler, 1994). Today, jobs undergo major changes and employees must have the flexibility to adapt to the changes that are taking place. Hence, assigning fixed activities to workers does not make much sense (Lawler, 1996). Because of this, it is now more important that work is designed on the

basis of skills, attitudes and knowledge rather than activities and tasks (Lawler, 2000). In this way, people will be the basic element and not the jobs.

It should be borne in mind that each job requires a number of different skills, qualities and skill levels, so effective human resource planning is required to take these job requirements into account. To do this, today, managers must invest more time in the preparation of teams responsible for the design of key positions in the company.

One of the elements to consider are both the capacity and availability of employees, in addition to taking into account the social environment. The degree of acceptance of a job is also influenced by the demands and expectations of the social environment. A skilled designer will give jobs that design features that make them desirable (work enrichment<sup>1</sup>). "If the work is well designed and performed properly, the organization is on track to achieve its goals" (Werther and Davis, 1990: 66).

Another point to note is that you have to design the position taking into account the worker and the task that he is going to carry out, so that it can be carried out placidly and efficiently. As we know, the design of jobs must include all the elements that make up the work system, including aspects related to the physical environment and the organization of work.

The main phases that form the design process are the following:

- 1. Analysis of the system.** This stage involves the identification of the main procedures to be carried out to obtain the proposed results and the specification of the system of work necessary for this.
- 2. Assignment of tasks.** At this stage, the most appropriate allocation of the different tasks between the technical system and the operator according to different criteria, such as efficiency, safety, quality, etc., is decided.
- 3. Implementation of the system.** This phase is about designing the most appropriate physical configuration and selecting the necessary technical devices.
- 4. Validation.** In this phase, on the one hand, a design evaluation is carried out through prototypes and simulations; And the required improvements are also introduced.
- 5. Implementation.** Before implementing the new work system, employees must be informed of the intended objectives and changes to be made. If necessary, these workers should also be trained and trained.



The overall design procedure has an iterative character; That is to say, the analysis and synthesis of the work system usually require several times to review the successive stages in order to achieve and obtain a satisfactory solution or at the same time to obtain several solutions, among which one can Choose the best

Finally, in the redesign design process, the contributions and points of view of the workers or users constitute valuable information that must be appropriately collected and treated by the designers.

### 2.3 Description of job characteristics

One of the most important approaches to the study of job characteristics is the Job Diagnostic Survey model, initially proposed by Hackman and Oldham (1975). This model specifies how the interaction between a set of job characteristics and the individual occupant differences (in knowledge, skills, etc.) influence motivation.

Hackman and Oldman (1976) identify five variables that represent characteristics to be considered for designing a work, based on the idea that employees will be more motivated and more satisfied with their work when it has certain basic characteristics. Therefore, these authors came close to determining how the work can be structured in order that individuals are continually and intrinsically motivated. These characteristics contribute to create the conditions that allow employees to experience critical psychological conditions related to work results, including a high motivation to work.

The first variable is the **importance of the task**, which is the degree to which the work has a substantial impact on the life or work of other people in the immediate organization or in the external environment, i.e., the work has the recognition of others. Work is more satisfying if people believe it makes a difference and is providing something of value to peers, the organization or the community at large. Greater perceived importance, greater commitment (Hackman and Oldham, 1975; Antón, 1999).

The second variable is called a **variety of skills**, which is the extent to which work requires a variety of different activities for its implementation, therefore requiring employees to use various qualities, skills and talents (horizontal specialization). When the task requires different skills for its execution, the subject's sense of competence

increases and commitment is generated, but the higher the perceived routine, the less stimulating will be and the less commitment will be generated (Hackman and Oldham 1975, Antón 1999). Lack of variety can cause boredom, which in turn causes errors, fatigue and accidents. By contrast, when a job is based on a worker's various skills, this can find great personal significance at work, even if the job is not of great importance (Hackman, 1976).

The third variable is the **identity of the task**, which is the degree to which a person can do the work from start to finish with a visible result. The identity of the task is high when the individual works from the beginning to the end of a project and can see tangible results (Hackman and Oldham, 1975; Anton, 1999).

The fourth variable is **autonomy**, which is the degree to which a person who carries out the task has freedom, responsibility, independence and discretion to organize his work, decide how to do it and control the outcome. Therefore, autonomy is the degree to which the worker feels free and independent at work to make decisions related to their duties, in addition, accompanies a sense of responsibility over the work done and its results, in this way, is generated The sense of competence that facilitates the development of commitment (Hackman and Oldham, 1975; Antón, 1999).

And finally, the variable **feedback** or knowledge of the results of work, which is the degree to which the performance of work provides the individual with clear and direct information on their effectiveness and performance (feedback). When employees are not given feedback on performance, they have little reason to improve performance. Information can come directly through other people (clients, friends or supervisors) (Hackman and Oldham, 1975).

These five variables are summarized in a general concept called **Motivating Potential Score (MPS)**. Motivating Potential Score, is an integrated tool used by job evaluators to evaluate the ability of a job to motivate. The MPS model was developed to reflect the worker's psychological state, work motivation characteristics and personal attributes that influence the response to challenging and complex jobs (Hackman and Oldham, 1975). The tool is useful for informing managers about the motivation of employee performance and the need to redesign the work.

The Hackman and Oldham Model of Job Characteristics (1975, 1976, 1980) provides the so-called "Motivation Potential Index" (MPS), which is interpreted as the

total value of employment perceived by employees in terms of their content motivational. Therefore, it is a mathematical index that measures five aspects of motivation, that is, the variety of skills, the identity of tasks, the importance of tasks, autonomy and feedback.

The MPS formula is equal to:

$$\text{MPS} = \frac{\text{Variety of Skills} + \text{Identity of the Task} + \text{Importance of the task}}{3} \times \text{Autonomy} \times \text{Feedback}$$

As shown in the formula, an increase in any of the central dimensions will increase the MPS; but because of the multiplier relationship between its components, if any of the three major components of the MPS is low, the resulting MPS will also be low.

Thus, the model predicts that by motivating the potential score increases, critical psychological states change positively and hence the level of internal motivation increases, decreasing the level of absenteeism and the abandonment of personnel (González, 1995). In particular, the model specifies that the enrichment of certain elements of the jobs alters the psychological states of the people in a way that improves their effectiveness in the work.

## **2.4 Influence of job characteristics on employee motivation**

At this point we will develop the concept of employee motivation with the different definitions and theories of several authors relating to the characteristics of the job, as well as the hierarchy of labor needs by Maslow and the difference between motivation Intrinsic and extrinsic. And on the other hand, in the next point we will clarify the relation between the characteristics of the work and the motivation of the employees.

### **2.4.1 Definition of employee motivation**

As mentioned above, job motivation is the process that activates the behavior of people at work, maintains it and guides the achievement of the organization's objectives.

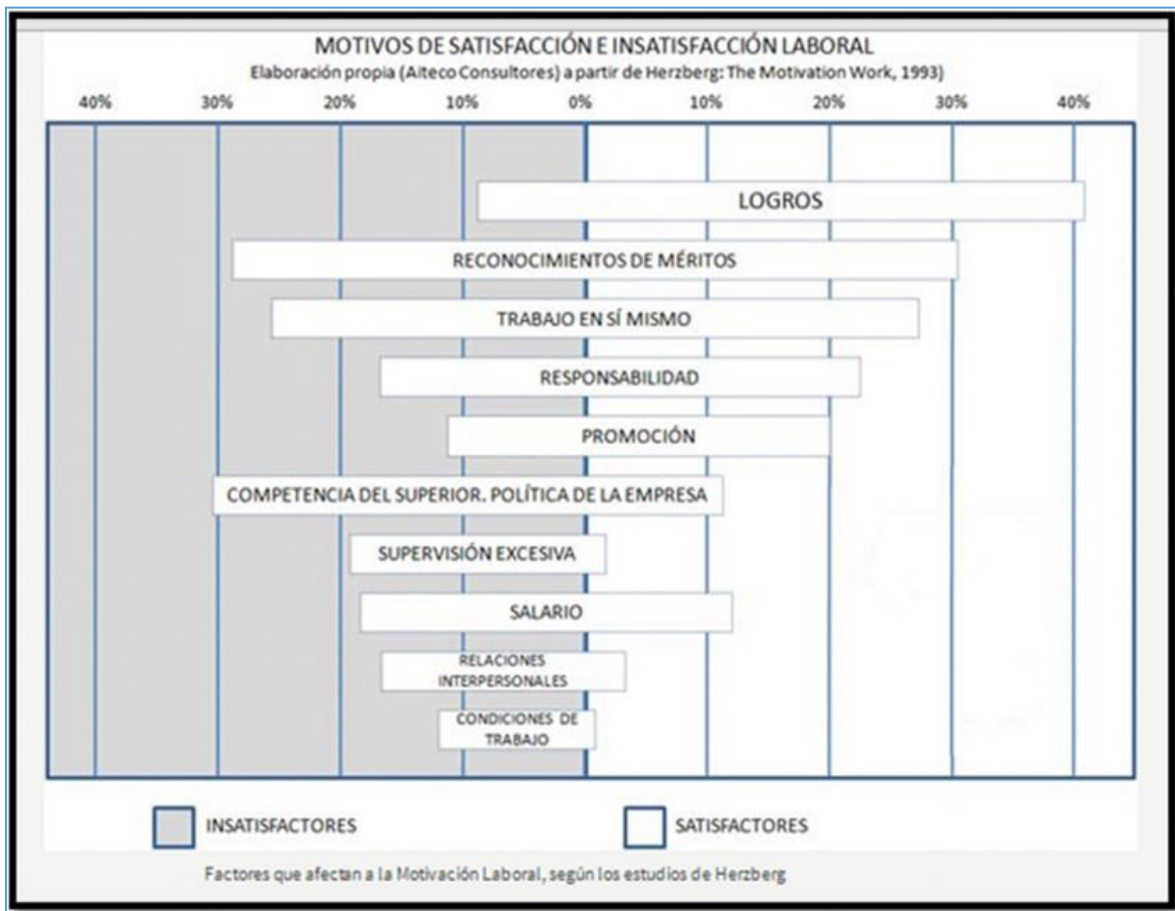
Therefore, we stress that motivation is everything that drives a person to act in a certain way. Thus, in the field of motivation at work, knowledge of what stimulates action is crucial. In this way, both managers and managers can intervene on the drivers of the behavior of the members of the organization to pursue the objectives of this organization, at the same time they feel more satisfied.

There are many approaches and theories of human motivation in the workplace. The classic model of the hierarchy of needs (AH Maslow), Theory of Goal Setting (Edwin Locke) Theory of Needs (McClelland) or Theory of Expectations (Victor H. Vroom), McGregor's approach Theory X - Theory Y), among others, have proposed to give an explanation to the behavior of people at work.

Other points of view have been directed towards the definition of the factors that determine the motivation of the work, but from the perspective of its increase from the organizational design and the jobs. For example; The Two Factor Theory (Herzberg), and the subsequent Model of the Characteristics of the Post (Hackman and Oldham), represent two valuable milestones in this respect from which the parameters to be considered in the design of organizations and Jobs to positively affect job satisfaction and motivation.

The objective of these studies was to find out which situations caused satisfaction or dissatisfaction in the work activity. The following table (Table 1) shows the reasons for job satisfaction and dissatisfaction with how these factors affect job motivation.

**Table 1:** Reasons for Satisfaction and Job Dissatisfaction



Source: Alteco Consultants from Herzberg: *The Motivation Work*, (1993)

After a series of studies on factors affecting attitudes at work (Herzberg, 1993), the first conclusion to be drawn is that the factors causing dissatisfaction are totally different from those that provoke satisfaction.

As for the factors that cause dissatisfaction are not directly related to the professional activity or its contents. They refer, rather, to the conditions surrounding the employee while working, such as:

- Physical and environmental conditions in which the task is carried out.
- Salary.
- Company policies.
- Steering style.
- Relationships between management and workers.
- Status.
- Security.

These factors, both physical and social, are frequently employed by management to motivate employees. However, according to existing evidence, its power of influence over human behavior is very limited and does not meet the objective of labor motivation.

However, they can be used to avoid job dissatisfaction. That is, when the state of these factors is optimal, it avoids job dissatisfaction. On the contrary, when it is precarious, it causes dissatisfaction. These factors were initially called hygiene and then maintenance, since they contributed to maintaining a neutral position in the worker (not satisfaction - no dissatisfaction).

On the other hand, factors of satisfaction are related to the content of the job, the functions and tasks to be developed in it, referring to social reasons and rather psychological. They have a positive effect on motivation and an increase in productivity. These factors are:

- Performance and success.
- Recognition.
- Responsibility.
- Development and growth.
- Challenging, challenging work.

When these factors are optimal, they increase job satisfaction and motivation. When they are precarious, satisfaction is absent; although this does not mean that there is dissatisfaction.

An application of the theory of the two factors can be carried out by designing the jobs, getting them to be configured in such a way that contain motivating characteristics, making possible the satisfaction of high value motives. It would make effective the enrichment of the work, as much in its horizontal slope as, above all, vertical. This would mean the addition of a greater number of tasks, in the first case, while more ambitious and more responsible, in the second.

The model proposed by Herzberg points out that job satisfaction can only be generated by intrinsic factors (which Herzberg called "motivating factors"), while job

dissatisfaction would be generated by extrinsic factors (which Herzberg called "Hygienic factors").

Many subsequent investigations do not corroborate exactly the division of factors that Herzberg found in his research, but it has been found that the distinction between intrinsic and extrinsic factors is important and useful and that there are important individual differences in terms of the relative importance accorded to one And other factors.

On the other hand, starting from Maslow's Theory (1943), motivation defines it as having to be based on all the things that impels an individual to perform in various actions and maintain a position or behavior of the company until they reach their objectives. The concept, on the other hand, is attached to the will and interest. In other words, it can be defined as the need for it gives you boost or stimulation you make the effort to achieve certain goals.

According to Maslow, human needs are distributed in a pyramid, depending on the importance and influence it has on human behavior. At the base of the pyramid are the most elementary and recurrent needs (primary needs), while the needs for development, self-realization and transcendence are at the top (secondary needs).



**Figure.1.** Maslow's Pyramid of needs / Hierarchy of Labor Needs

In addition, it must be taken into account that for contemporary companies, that is to say, current ones, it is a priority to have competitive and motivated collaborators that contribute to the achievement of the objectives of the organization, which means that it

is not a simple task. Studies that have been carried out and carried out have shown that a motivated employee is much more productive, assists his work more happily, takes better advantage of the time, as well as the resources allocated to him and invests all the effort to reach the Goals and objectives of your job.

It is common to find that for many organizations the motivation of their employees is centered on the economic side and therefore the strategies to motivate their employees refer to the increase in salaries, benefits, economic incentives or extra payments.

However, it is important to recognize people who seek other satisfactions to ensure the efficiency and effectiveness of employees, such as improving the work climate, increase the commitment and loyalty of its employees.

For this purpose there are certain motivational techniques, in which they can help the employee:

- Perform the position that best fits the employee towards their professional skills and competencies.
- Periodically bring together the employee so that the director or head of the company can jointly establish the goals and objectives that have been proposed and are expected to be achieved.
- Existence of a constant feedback.
- Flexible working, contributing to increased productivity
- Look for continuous improvement in the physical facilities of the workplace.

To conclude this point we will highlight and explain the difference of two key factors that motivation presents the intrinsic motivation and extrinsic motivation.

**Intrinsic motivation** is defined as behavior that is carried out periodically and without any kind of remuneration. The stimulus itself is intrinsic to the activity itself, that is, self-actualization is what "motivates" us.

This type of action is innate to our person without the need for external stimuli, hence this type of behavior is considered the personal motivation of each employee.

On the one hand, to emphasize that there are other relative aspects that explain the intrinsic motivation, as they are the following:

- **Self-competence and efficiency:** people have the need to feel competent and to act effectively in the environment.



- **Personal Causes:** behaviors that initiates a person to produce changes in the environment.
- **Self-determination:** part of the approaches of self-competition and causation. It is defined as an innate tendency that leads to engaging in behaviors that arouse interest rather than obligation. It is the same subject, who decides his own behavior and the degree to which he is involved in a task.

And on the other hand, one of the most relevant effects of the task that affect intrinsic motivation:

- **Degree of difficulty of the task**

According to Csikszentmihalyi, "it has raised the existence of a flow that only emerges when one perceives congruence between the presented challenges and the own competences".

Thus, the flow situation is executed effortlessly due to a state of total concentration by the individual or employee.

For the flow experience to occur, 3 conditions are required:

1. Ability to concentrate on the tare.
2. Task and objective to be met are clearly established and defined.
3. Performance feedback provided immediately.

Regarding **extrinsic motivation**, it is those characteristics of external stimuli that are determined by the direction of our own behavior. The motivation regulated by the environment is the result of learning.

Generally it is the own salary the main labor motivation that exists when we realize something in exchange for a material good. When the reward is of extrinsic value, rather than intrinsic, the yield decreases. In the last few years, other types of incentives that are not of an economic nature, such as breaks, motivational phrases that highlight their strengths, are being considered.

Some of the main characteristics of extrinsic motivation may be:

- Ability to perform a task by obligation or reward, ie, the worker does not bring a benefit to the company for its own account, but, that its contribution is caused by an additional incentive.

- Little adaptation to teamwork, the employee to not perform individual work their self-esteem will be at a lower level than usual, due to the fact that all employees receive the same reward.
- Extrinsic motivation = obligation, many employees can internalize an extrinsic motivation as a task obligation, which have no option to decide their participation.

The main difference between them is that intrinsically motivation emanates from internal sources and extrinsically arises from incentives and rewards. The level of both types of motivation that leads us to perform a behavior depends on the moment and the activity.

Therefore, given the subject we are dealing with in this work we will be more inclined to intrinsic motivation. Since it is the motivation to get involved in an activity for its own value.

From my point of view, I believe that intrinsic motivation is the main focus of motivation for employees, by their self-realization and their own benefit employees will obtain a series of rewards of their own that would be defined as an important source of motivation.

This type of motivation will be developed so that the employees can transmit their own knowledge for the improvement of the company without an external incentive, simply for the personal and work improvement of the companions. In addition, the sense of competence does not improve intrinsic motivation unless it is accompanied by autonomy, that is, employees must not only experience their self-confidence or perceived competence, but must feel that it is they who decide their behavior so that motivation Intrinsic is maintained or improved.

This type of motivation is one of the main tools to overcome the difficulties encountered in the transmission of knowledge among employees, in particular, it favors the development of informal groups outside the formal structures, thus solving problems And conflicts, the transfer of best practices and the development of professional skills from their own experiences will be easily oriented.

In addition, intrinsic motivation allows creating an adequate work environment that facilitates communication, both formal and informal, which results in a greater transmission and acquisition of new knowledge and in the development of behaviors that leverage learning.

### 2.4.2 The relationship between the characteristics of work and the motivation of employees

The model of job characteristics, proposed by (Hackman and Oldham), is based on the idea that the task itself is key to motivation in the work of employees. In particular, boring and monotonous work stifles motivation to perform well, while difficult work increases motivation. Variety, autonomy and authority can be three ways to add challenge to a job. Work enrichment and job rotation are the two ways to add variety and challenge.

By designing jobs according to the aforementioned criteria, employees will perceive work as more meaningful, feel more responsible and gain more knowledge about the outcome of their activity. The consequence will be a higher probability that the process will be stable, since those who carry out the results obtain feedback on the results and thus can exert more control over it. They also get positive information about their performance (rather than only negative when the process does not work well), which is a source of gratification.

Another positive point is to promote the polyvalence of the staff, which is formed in various tasks and is used to assume and manage responsibilities. To enrich jobs, improving their variety, identity, value, autonomy and information a posteriori, the executives of the organizations can undertake five types of actions:

- **Organize work in meaningful groups of tasks.** So that they are perceived as an identifiable whole and with significance in itself.
- **Combine tasks.** That in a single post tasks should be given that had been separated into several, in order to produce large working modules, which would mean a horizontal enlargement.
- **Provide customer relationships.** Facilitate contact with the users of your product or service. Both with its clients, internal and external, so that the worker knows the requirements of the client and the criteria under which the result of their activity will be evaluated.
- **Vertical integration.** Provide staff with the ability to perform functions other than mere performance. To allow the exercise of self-control, participation in decision-making and in the programming of their work in the process.
- **Create feedback systems.** Maximum information to employees, and as direct as possible, about the work they are doing and their results.

**Figure 2.** Dimensions of the Job Characteristics

DIMENSIONS OF THE TASK THAT ENRICH						
ACTION TO ENRICH HE MARKET STALL		Variety of skills	Task identity	Value of the task	Autonomy	Feedback
	Combine tasks	⊗	⊗			
	Design meaningful groups of tasks		⊗	⊗		
	Build relationships with customers	⊗			⊗	⊗
	Vertical integration				⊗	
	Feedback Systems					⊗

Source: Own elaboration based on the characteristics of the job

This formulation gives us the information and sufficient idea about the aspects to be examined, from the point of view of the management of the people, when proceeding to design a process. It is not only the technical aspects of it, but also a greater attention to how the tasks and responsibilities of the people who will carry out this process will be configured.

However, this job redesign is not a filter to solve job motivation. Before starting an action of this type, it is necessary to reflect on the following subjects, as for example; Although most people want challenging work, not all are interested in it. There will be individuals who prefer not to have responsibilities and who will prefer to stay at work under the same conditions. Then it will have to be very clear the people who will be able to occupy positions whose content has been extended vertically and / or horizontally.

Employees, who take on more tasks, and more responsibility, must be sufficiently trained to do so. If this is not the case, you run the risk of generating frustration, with the consequences you would have for a job redesign program.

People who are affected in some way, as well as those who need some support, will have to be involved in the design of processes and positions, in order to avoid future more or less manifest resistance.

The theory of job characteristics proposed by Hackman and Oldham (1976) states that for an employee to have a high degree of intrinsic motivation, he must have met three types of personal development needs, which are called "critical psychological states." Hackman and Oldham (1976) relate five characteristics of work with critical psychological states as shown in Figure 3. Critical psychological states refer to the positive effects that individuals have on doing well in a job. Serve as internal incentives that motivate people to keep doing things right. It constitutes a cycle of positive motivation based on internal rewards. These psychological states were proposed to improve employees' intrinsic motivation, job satisfaction, quality of work and performance, while reducing staff turnover and absenteeism.

The three critical psychological states that are affected by the work characteristics mentioned above are: significant meaning, experienced responsibility and knowledge of the results.

The **significance experienced** is the degree to which the employee feels that his or her work is important, valuable and worthwhile, that is obtained through the first three variables that define a work, so that it considers a variety of skills, identifying The tasks he performs, and finds meaning in these tasks. It is not that an employee performs all the tasks in his work, but can adequately perform a good number of them, so that he can develop various capacities, skills and knowledge that allow him to escape the monotony and boredom. For example, if an employee is fully aware of the results of work, but experiences such a trivial task or feels no personal responsibility for the results of the work, the motivation will not be high.

The **responsibility experienced** is the degree to which the employee feels personally responsible for the results of his work and the results he has produced, since he enjoys autonomy. He must feel responsible for the achievement obtained, perceiving that it is based on his effort or initiative, which he obtains by having autonomy (fourth variable). To the extent that a job has a great deal of autonomy, the results are increasingly dependent on its own efforts, initiatives and decisions, rather

than on the adequacy of management instructions in a manual of work procedures. In such circumstances, the employee must feel a strong personal responsibility

Successes and failures you experience at work. For example, if an employee feels totally responsible for the results of work on a meaningful task, but not how well he is performing, it is doubtful that he experiences internal rewards that can foster self-generated motivation.

And the ultimate psychological state is the **knowledge of results**, which is the degree to which the employee normally understands whether or not he is actually doing his job. This depends on the fifth job design variable (feedback). When this information does not exist, the worker will have little reason to make his performance better. With these guidelines it carries out its work, which will produce a series of deviations or successes with respect to the anticipated. Feedback allows you to incorporate that information into actual performance. The more these psychological statements are presented, the greater the motivation.

In later versions of the model, Hackman, JR (1980), Oldham, GR and Hackman, JR (1980), Hackman, JR and Oldham, GR (1980), Hackman, JR (1981), Oldham, GR, Hackman, JR (1981), Oldham, GR and Hackman, JR (2005) include moderating variables to critical psychological states, which explain why employees in similar jobs may present very marked differences, influencing work variables and personal and Organizations. These are: knowledge and skills; and the need for self-realization.

The **knowledge and skills** of the person expresses to us the degree to which the employee has the appropriate knowledge and ability to successfully carry out the work.

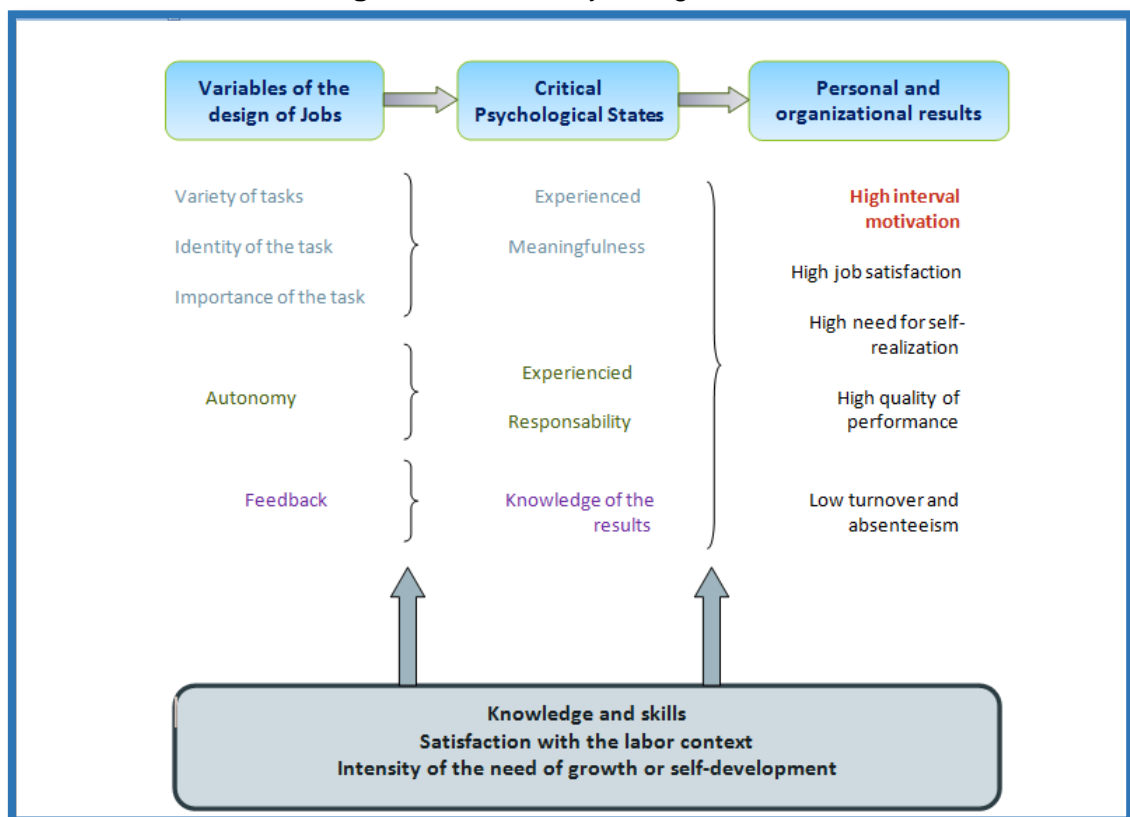
Finally, only workers who have a high need for growth or self-growth will respond positively to critical psychological states. Consequently, the degree of satisfaction with the context factors and the need for self-actualization modulate the relationships between the basic characteristics of the tasks and the desired results of the work.

The progress experienced by a worker in critical psychological states would act as a multiplying factor in his internal motivation, in the quality of the work done, and in the desire to change jobs.

A job that has some characteristics that allow an employee to experience the three critical psychological states generates an internal reward that maintains the motivation.

These rewards come from having a job in which the person can learn (knowledge of the results), can see that he did good work (responsibility experienced) and that he cares (sense of experience). This situation stems from certain beneficial results for the organization: high internal motivation, high need for self-realization and high quality of performance. The theory of job characteristics holds that jobs are designed taking into account the characteristics that employees consider rewarding or motivating. So in the following figure of critical psychological states (Figure 3), we focus on the high motivation that these psychological statements can present.

**Figure 3: Critical Psychological States**



Source: Elaboration own from Hackman and Oldham (1976) "Motivation through Of Labor Design: Proof of a Theory, *Organizational Behavior and Human Performance*, Vol. 16.2, p.

A study by Hackman and Lawler (1971) provides evidence that job characteristics can directly affect attitudes and behaviors of employees at work. These authors suggested that employees should react positively to these basic dimensions (variety of skills, task identification, task importance, autonomy, and feedback).

The results of the study generally supported the hypothesis that employees working in jobs with high basic dimensions show high motivation for work, satisfaction,

performance and attendance, which will focus on high motivation. In addition, Hackman and Lawler (1971) found that employees with high needs for personal growth and development responded more positively to complex work positions than employees with low personal growth needs.

On the other hand, when an organization has significant deficiencies in the design of jobs, phenomena such as staff turnover, absenteeism, complaints, protests, low internal motivation, low satisfaction, poor performance, among others, can occur. Designing jobs take time, since job design functions affect the entire organization.

For this we will identify each of the hypotheses that refer to the characteristics of the post on the influence of employee motivation.

Thanks to the human resources practices carried out previously, we can say that for each one of the hypotheses a positive result has been obtained on the motivation of the employees, since in each of the characteristics the company has put its maximum effort and Work, as well as design training and development actions for current employees. In addition, it has made progress of the workers, applying a system of rewards based on equity which has fostered an appropriate exchange of ideas with the group work and has improved the human capital of the organization, learning, achievements and competencies.

**H1: The importance of the task** has a positive effect on the motivation of the employee.

**H2: The variety of skills** has a positive effect on employee motivation.

**H3: Task identity** has a positive effect on employee motivation.

**H4: Autonomy** has a positive effect on employee motivation.

**H5: Feedback** has a positive effect on employee motivation.



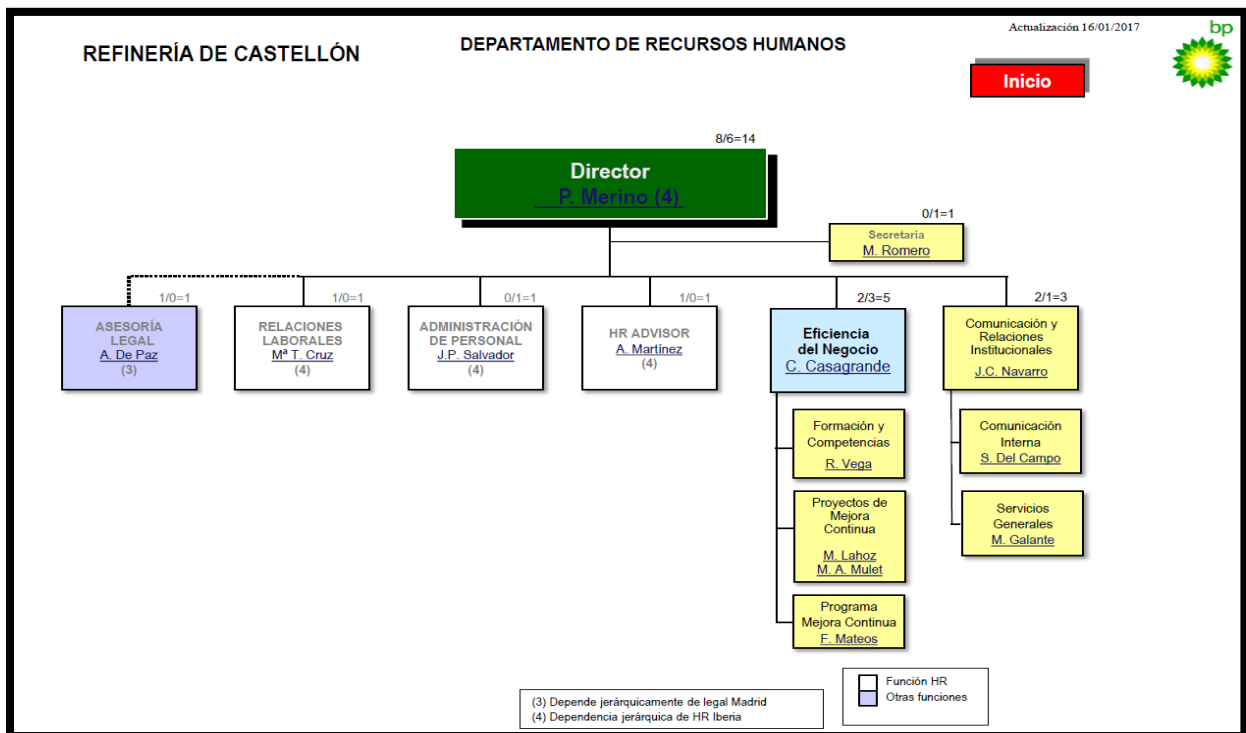
### 3. Methodology

#### 3.1 Procedure for sampling and data collection

In the study that we carried out to perform the different samples of the relationship between the variables of the job design along with the variable motivation and the control variables, the sample is formed by the employees of 3 departments which are; Human Resources, HSSE and Technical, made up of 10 people each belonging to the company Refinery BP Oil España S.A.U. To do this we will see each organization chart of how each department is formed:

#### HR department

Figure 4: Organizational Chart Human Resources Department



Source: Own elaboration based on the Intranet of the BP Oil Company Spain

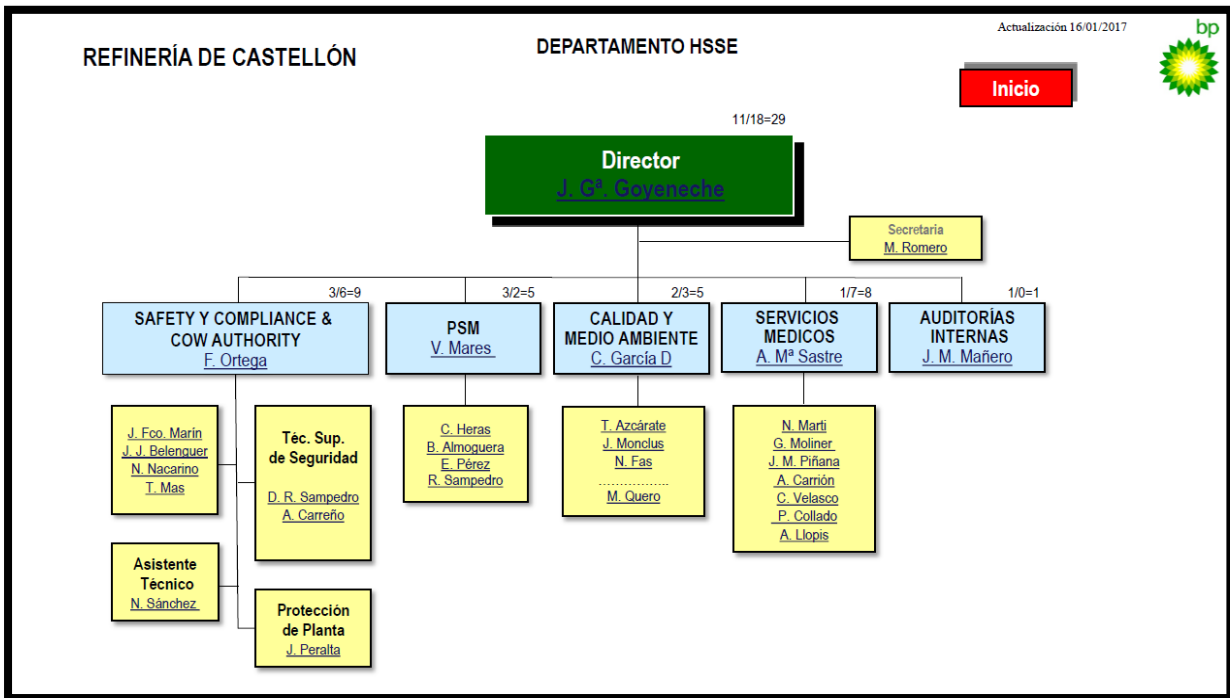
The main mission of Human Resources is to ensure that each of the businesses and functions that make up the organization have at all times the right people to ensure their success. This has to do with how we support, develop, motivate and reward employees who contribute every day to improving BP results.

The Human Resources area plays an essential role in all this and strives every day to ensure that, through our plans, programs and support services, we are all prepared to achieve the goals we set ourselves as a company. HR provides an

integrated strategy for people management and facilitates a set of processes aimed at strengthening talent and ensuring that BP is a good place to work.

**Department HSSE**

**Figure 5: Organization chart HSSE Department**

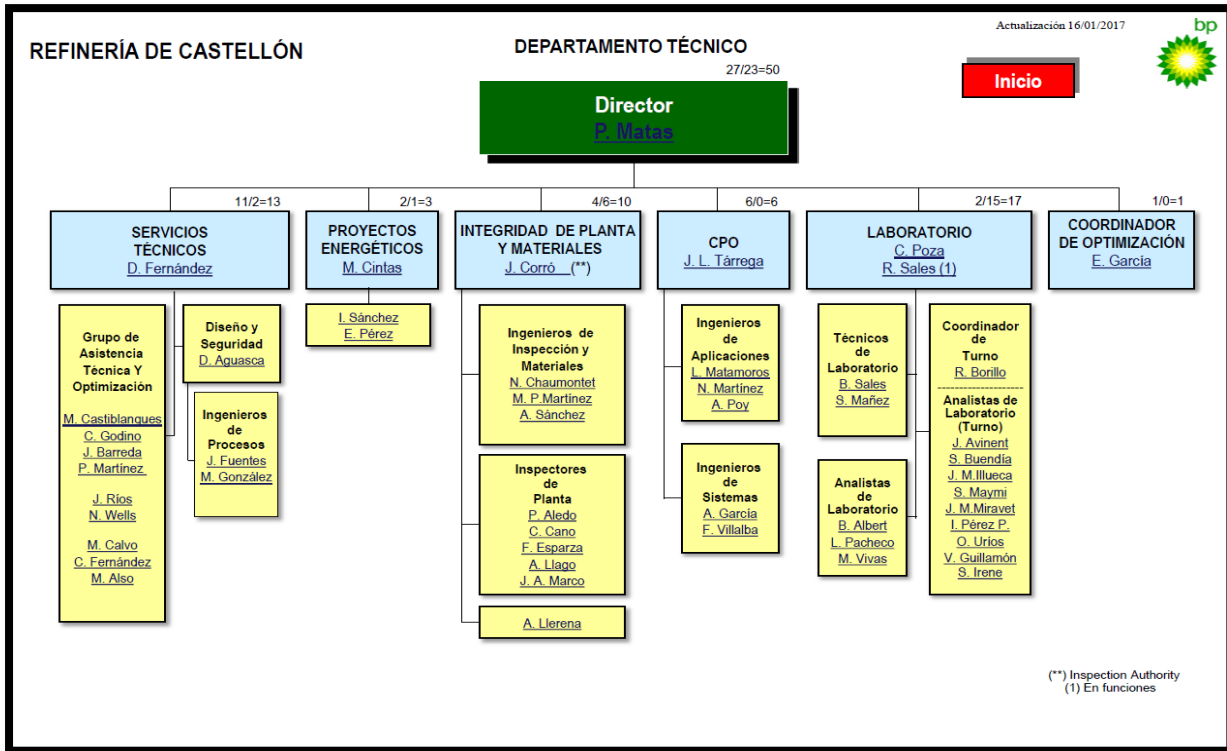


Source: Own elaboration based on the Intranet of the BP Oil Company Spain

The HSSE team is responsible for ensuring the implementation and compliance with the Integrated Policy of WHO, Environment, Safety, Occupational Hazard Prevention and Labor Control which is summarized in: No accident, no harm to persons, property or environment.

**TECHNICAL Department**

**Figure 6: Organization Chart Technical Department**



Source: Own elaboration based on the Intranet of the BP Oil Company Spain

It contributes to creating a strong culture of control and Ethics & Compliance in the organization, ensuring that policies and procedures are aligned with the Code of Conduct, Group standards and applicable law, in order to protect reputation and assets of the company. It applies preventive processes such as Delegations of Authority, Segregation of Responsibilities, mitigation of possible conflicts of interest and regular training in regulations such as Competition Law or Anti-Corruption. It also leads the investigation in case of possible violations of the Code of Conduct, in coordination with the Fraud & Misconduct Team (IMF) of the Group.

On the other hand, it should be noted that the questionnaire measures the variables that are most relevant to work (the importance of tasks, variety of skills, task identity, autonomy and feedback) and motivation. On the other hand, control variables are those related to (sex, age, level, age of the company, age of the post, birth area, residential area, type of contract, job level, department or section, number Hours worked and working hours).

The questionnaire consists of 39 items, in which it was applied mainly to the personnel of each department in order to know how they conceive the characteristics of their work together with the motivation.

The employees selected to conduct the surveys depended on the consideration of the person in charge of the Human Resources department (Training and Skills) who supervised the tasks to be performed when I was practicing the career, giving me advice and opinion at all times Of each worker as such to carry out the surveys. For the simple fact that these selected employees were those who could answer with a greater ease and possible brevity of time at the time of delivery, once filled.

### **3.2 Measurements**

One of the approaches generally used for the study of the characteristics of the work is the model of the characteristics of Job Diagnostic Survey-JDS-, initially proposed by Hackman and Oldham (1975). This model specifies how the interaction between a set of job characteristics and the individual occupant differences (in knowledge, skills, etc.) influence motivation.

Job enrichment is a common motivation technique used by organizations to give an employee greater satisfaction in their work. Enriched work gives the employee more self-management in his or her tasks.

These authors, named in the previous paragraph, identify five variables that represent characteristics to consider when designing a work, based on the idea that employees will be more motivated with their work when it obtains certain basic characteristics. Therefore, these authors came close to determining how the work can be structured in order that individuals are continually and intrinsically motivated. These characteristics contribute to create the conditions that allow employees to experience critical psychological states related to work performance, including a high motivation to work.

In summary for a job to be motivating for the employee must have three general characteristics, of which are:

- The results must be evaluated by the employee.
- The employee must feel responsible for the achievement achieved or obtained.
- The worker must receive information on his performance at all times.

Hackman and Oldham (1975, 1976), starting from these propositions and attributes have carried out a model on what characteristics of the work will influence the internal motivation of the employees, which are:

The first variable is the importance of the task or sense is the degree to which the job allows the realization of a complete or identifiable product.

The second variable is called a variety of skills or competencies; it is the degree to which employment requires different activities that require different skills.

The third variable is the identity of the task; it expresses the degree to which the job allows the realization of a complete and identifiable product

The fourth variable is the autonomy, or degree in which the employee acts freely and independently in the performance of tasks.

And finally, the feedback variable is the extent to which the activities that the job requires provide in themselves direct information about the effectiveness of their performance.

In relation to these characteristics of job design, for an employee to feel with a high degree of internal motivation, he must have met three types of personal development needs, such as:

1. The employee must perceive his job as the most important, useful and meaningful for him. This is obtained from the first three dimensions, so that the work has to have a variety of tasks, identifying the tasks that are performed and finding an importance to the tasks.
2. To feel responsible and satisfied for the achievement of the objectives obtained, so that the employee perceives the effort made, that is, what he achieves through autonomy.
3. The employee must know that the results of his work and performance have been correct, i.e. that there is a feedback.

These five variables are summarized in a general concept called Motivating Potential Score (MPS). Motivating Potential Score is an integrated tool used by job evaluators to evaluate the ability of a job to motivate. The MPS model was developed to reflect the worker's psychological state, work motivation characteristics and personal attributes that influence the response to challenging and complex jobs (Hackman and

Oldham, 1975). The tool is useful for informing managers about the motivation of employee performance and the need to redesign the work.

Regarding the **motivation** was measured using the measurement scale proposed by Warr, P. B., Cook, J.D. & Walll, T.D. (1979). This scale consists of 6 items that evaluate different aspects of work (humor at work, personal satisfaction, pride of a job well done ...). The items are evaluated using a Likert scale with five alternatives, from 1 "strongly disagree" to 5 "strongly agree".

The Hackman and Oldham Work Character Model (1975, 1976, 1980) provides the so-called "Motivation Potential Index" (MPS), which is interpreted as the total value of employment perceived by employees. In terms of its content motivational. Therefore, it is a mathematical index that measures five aspects of motivation, that is, the variety of skills, the identity of tasks, the importance of tasks, autonomy and feedback.

The characteristics of the work were evaluated by the questionnaire Leonard, E.C. (2013). The variables of job design (variety of skills, task identity, task importance, autonomy and feedback) were measured through 21 items with a scale of five alternatives, from 1 "very little descriptive" to 5 "Very descriptive". The Motivation Potential Index (MPS) was calculated as the product index, as described by Hackman and Oldham:

The MPS formula is equal to:

$$\text{MPS} = \frac{[\text{Variety of Skills} + \text{Identity of the Task} + \text{Importance of the task}]/ 3}{\text{Autonomy} \times \text{Feedback}}$$

As shown in the formula, an increase in any of the central dimensions will increase the MPS; but because of the multiplier relationship between its components, if any of the three major components of the MPS is low, the resulting MPS will also be low.

Thus, the model predicts that by motivating the potential score increases, critical psychological states change positively and hence the level of internal motivation increases, decreasing the level of absenteeism and the abandonment of personnel (González, 1995). In particular, the model specifies that the enrichment of certain elements of the jobs alters the psychological states of the people in a way that improves their effectiveness in the work.

**Figure 7:** Workplace Design Variables

<b>Importance of tasks</b>	Degree in which work has a substantial impact on the life or work of others in the immediate organization or in the external environment.
<b>Variety of Skills</b>	The extent to which work requires a variety of different activities for its implementation, therefore, requires employees to use various qualities, skills and talents
<b>Identity of the Tasks</b>	Degree in which a person can do the work from start to finish with a visible result.
<b>Autonomy</b>	Degree in which work has a substantial impact on the life or work of others in the immediate organization or in the external environment
<b>Feedback</b>	Degree in which the performance of the work provides the individual with clear and direct information about its effectiveness and performance.

*Source: Elaboration own from Hackman and Oldham (1975), Antón (1999), Hackman and Oldham (1976).*

Given once we have explained all the concepts of the variables of the design of the job, we will go on to develop each of the questions of the questionnaire formulated and made by the employees. The characteristics of the work were evaluated by the questionnaire Leonard, E.C. (2013). The variables of job design (variety of skills, task identity, task importance, autonomy and feedback) were measured through 21 items with a scale of five alternatives, from 1 "very little descriptive" to 5 "Very descriptive". And as for the second part of the questionnaire that refers to how the employee looks, that is, as seen inside the company. The questions show a relation as to the habitual behavior in the work, that is to say, as it influences the motivation. These questions were measured through 6 items with a scale of five alternatives, where 1 "strongly disagree" to 5 "strongly agree".

For this, five aspects of work are taken into account: work itself, work satisfaction, promotion possibilities, supervision (supervisors and management style) and colleagues.

This "Job Diagnostic Survey - JDS" questionnaire based on the job characteristics model, which is now considered the most influential of the paradigms, in research on job design (Fried and Ferris, 1987).

This multidimensional questionnaire was developed by Hackman and Oldham (1974), in an indissoluble relationship with the motivational model of these authors and was designed to evaluate:

- 1) The characteristics of jobs in organizations.
- 2) The reactions of employees to their jobs.
- 3) The willingness to perform a more demanding and motivating work.

Since its creation, this questionnaire has been used in the analysis of job satisfaction and job design, in which it allows the measurement of: specific elements of work experience (both objective and subjective), feelings about work in general And their work in particular.

Finally, in the questionnaire carried out by the employees of the company, we find a first sheet to fill in, called "Occupant and Job Classification Data", in which a series of questions (specifically 12 questions) are determined, ie indicators Both quantitative and qualitative, to be adapted to each departmental objective defined and used to measure the associated objectives or the current situation of productive area of each employee. Therefore, to carry out the study to these questions we will name "control variables" which are as follows:

- Sex
- Age
- Level
- Employee Age
- Market Stall
- Birth
- Home
- Contract
- Position Level



- Department
- Hours worked
- Working day

These variables inform each employee of his current situation, that is, both the person himself and within the company. Once the survey has been completed and the data of all employees obtained, we pass the data to the SPSS program, in order to know how it influences the motivation.

### **3.3 Statistical procedures**

The empirical study will consist of the analysis of the score given by the employees surveyed to check to what extent companies use the characteristics of the job and how it influences the motivation. For this, as we have mentioned before, the chosen company is BP Oil España located in Grao de Castellón.

To carry out the study or the empirical analysis of the organization, the SPSS (Statistics for Social Sciences) program has been used. With this program we can obtain the necessary results for our study and help us to verify the relationship between the independent and dependent variables, as well as the control variables. We have to take into account the results obtained from these hypotheses. As for the null hypothesis ( $H_0$ ), it contrasts whether the differences between the means of the different groups (firms with high motivation and low motivation) are statistically significant. On the other hand, the alternative hypothesis ( $H_1$ ) states that the differences between the means are significant. In the analysis, not rejecting the null hypothesis implies that the differences between the means of the groups are not significant.

In this paragraph, we will analyze the relationship between job characteristics and motivation. That is, we are going to observe the extent to which the organization applies the motivation. The questions are divided first into (Job and Job Classification Data), followed by the questionnaire (Job Design) and (Intrinsic Motivation). So we will analyze the number of employees surveyed, the average questions, the minimum and maximum of each question that employees surveyed have answered and the level of significance.

With this value, we will identify if there are significant differences between the responses of employees surveyed in different organizations. The null hypothesis we have is that there are differences of significance, and the alternative hypothesis is that there are no differences in significance. That is, if the level of significance is higher than 0.05 we reject the null hypothesis and, therefore, there is no difference of significance. But if the level of significance is less than 0.05, we do not reject the null hypothesis and for this there will be differences of significance.

In order to carry out the procedure of the statistical data we have been based on using the program SPSS. To do this, we first calculated the means of the questions of all the questionnaires of each variable, once all the averages have been analyzed we analyze the linear regressions, in order to obtain the results of the data, and to know if the results have an effect Significant or not.

The linear regression model is a statistical technique to study the relationship between variables. It adapts to a great variety of situations. It is also one of the most used models when predicting the values of a quantitative variable from the values of another explanatory variable, that is, also quantitative. For example, in social research, regression analysis is used to predict a wide range of phenomena.

In the case of two variables (simple regression) and in that of more than two variables (multiple regression), linear regression analysis can be used to study and quantify the relationship between a variable called dependent or criterion (Y) and one or Plus independent variables (X1, X2, ..., Xk), as well as to develop a linear equation for predictive purposes. In addition, regression analysis is associated with a series of diagnostic procedures (residue analysis, influence points) that report on the stability and suitability of the analysis and provide steps on how to refine it.

Specifically, according to the simple linear regression model, the subjects' scores on two variables, one of them considered as; (X) and the other as a response variable (Y), are represented by the following equation of a straight line:

$$Y = \beta_0 + \beta_1 \cdot X_1$$

And when there is more than one explanatory variable (multiple regression model), a subscript is used for each of them, for example, as in the case of two explanatory variables:

$$Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2$$

The two parameters of the simple linear regression equation,  $\beta_0$  and  $\beta_1$ , are known as the origin or also, "constant" and the slope of the model, respectively. Together they are called coefficients of the regression equation. If the equation of the regression line is obtained from a sample, and not from a population (that is, the coefficients of the regression equation are statistical, not parameters), the equation is expressed as:

$$Y = b_0 + b_1 \cdot X_1$$

Once the values of  $\beta_0$  and  $\beta_1$  of the simple linear regression model are known, it can be used as a predictive model, that is, to make predictions of the values that the response variable will take for certain values of the explanatory variable. For this, the specific value of  $X$  desired ( $X_i$ ) will be substituted in the regression equation. Once done, the predicted value for  $Y$  will be obtained according to the regression equation for those cases that in the variable  $X$  take the value  $X_i$ . This value is known generically as predicted score, being symbolically represented as  $Y_i$  or  $\hat{Y}_i$ .

The main objective is to provide the basics of regression analysis (such as using linear regression analysis and how to provide results).

In summary, the procedure basically involves obtaining the least-quadratic equation that best expresses the relationship between the RV and the VI and from there, by means of the coefficient of determination, estimate the quality of the regression equation obtained. These two steps must be accompanied by a review of compliance with the conditions or assumptions that guarantee the validity of the procedure.

On the other hand there are also related concepts such as the so-called "Adjusting the regression line". Defined as, the adjustment of a regression model entails obtaining coefficients that characterize it, in the case of the simple linear regression model,  $\beta_0$  and  $\beta_1$ . This involves applying a calculation procedure (estimation method) that allows, from the available data, to obtain the coefficients of the equation of the straight line that best represents the joint distribution of the adjusted variables.

And as for the "goodness of adjustment of the regression model", it refers to the degree to which it is convenient as a model that represents the variables involved in it. As we have seen, by fitting a simple linear regression model to the joint distribution of two variables we will obtain the best regression line from among all the possible ones that can be adjusted to that distribution, but this does not mean that it is good as a

model Which represents both variables. Thus, it may occur that the joint distribution of two variables is difficult to model due to the inexistence of a relationship between the variables, or that the linear regression model is not the most adequate for that purpose.

#### 4. Results

Regarding the results obtained after all the questionnaires were done and all the data passed to the SPSS program, we carried out to carry out the different samples of the relationship between the variables of the job design along with the variable motivation and the Control variables. We will comment on the most important aspects that can be highlighted once this study has been carried out.

Table 2 shows the effect of the Motivation Potential Score (MPS) with the variables of the job characteristics. The results show that MPS does not have a significant and positive effect on the importance of the tasks (0.464, p value <0.05), as well as the variety of skills and identity of tasks are also not significant, Motivation effect of these variables are negative. Regarding autonomy and feedback, they also show a non-significant effect on motivation (0.333, p value <0.05) and (0.755, p value <0.05). However, the effect on motivation is positive in both variables (1.007) and (0.315). The existence of non-significant relationships may be due to the fact that the sample size is very small.

**Table 2: Employee Behaviour**

<b>Employee Engagement</b>	<b>N°</b>	<b>P-value</b>	<b>T</b>
<b>Importance of tasks - motivation</b>	<b>30</b>	<b>0,464</b>	<b>-0,742</b>
<b>Variety of skills - motivation</b>	<b>30</b>	<b>0,542</b>	<b>-0,617</b>
<b>Identity of the Tasks - motivation</b>	<b>30</b>	<b>0,391</b>	<b>-0,871</b>
<b>Autonomy - motivation</b>	<b>30</b>	<b>0,323</b>	<b>1,007</b>
<b>Feedback - Motivation</b>	<b>30</b>	<b>0,755</b>	<b>0,315</b>

*Source: self made*

Based on the results obtained, several comments can be made on the validity of the Work Characteristic Model. According to Table 2, the variables that have obtained the lowest score are: autonomy and feedback, being the variety of skills, task identity and task importances that have obtained the highest score in the questionnaire. The MPS is 22.66 in a range of 1 to 125; therefore the overall result is positive. However, its reliability is not very high because the sample is small.

**Table 3: Potential score of motivation**

	Importance of the tasks	Variety of skills	Identification of the tasks	Autonomy	Feedback
<b>Mean</b>	<b>4,735</b>	<b>4,814</b>	<b>4,770</b>	<b>4,023</b>	<b>4,319</b>
<b>MPS</b>	<b>22,66</b>				

*Source: Own Elaboration*

On the other hand, Table 3 shows the relationship between employee behavior (motivation) and job design variables.

In terms of motivation, job design variables are not significant, although in general they are positive except for the variables importance of the tasks, variety of skills and identity of the tasks.

**Table 4: Regression of employee behavior with the dimension of Motivation**

Variables	Motivation	
	Coef.	p-value
<b>Importance of the tasks</b>	-0,139	0,464
<b>Variety of skills</b>	-0,116	0,542
<b>Identity of the tasks</b>	-0,162	0,391
<b>Autonomy</b>	0,187	0,323
<b>Feedback</b>	0,059	0,755

*Source: Own Elaboration*

Now we will go on to comment the results obtained from the control variables. In the first place, to emphasize that the dependent variable (motivation) to be negative affects the independent variable (importance of the tasks) reason why, it obtains a negative

result. Therefore, these results show that they do not have a significant effect on motivation (0.308, P value <0.05).

**Table 5: Measurements of Control Variable**

**Importance of the task**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard error	Beta		
<b>1 (constant)</b>	5,934	1,553		3,821	,002
SEX	,002	,228	,002	,007	,995
AGE	,019	,031	,645	,604	,554
LEVEL	-,066	,085	-,199	-,778	,448
LENGTH OF SERVICE	-,034	,031	-1,159	-1,098	,288
BIRTH	,006	,034	,056	,171	,867
RESIDENCE	,051	,274	,068	,186	,855
CONTRACT	-,066	,262	-,066	-,252	,804
POST LEVEL	,046	,112	,144	,414	,684
DEPARTMENT	-,081	,085	-,288	-,950	,356
WORKED HOURS	-,018	,067	-,093	-,271	,790
WORKING DAY	-,016	,025	-,245	-,641	,531
IMP	,023	,080	,081	,285	,780
	-,197	,187	-,255	-1,053	,308

**a. Dependent Variable: MOT**

En segundo lugar, respecto a la variable independiente (variedad de destrezas), obtiene unos resultados negativos junto con la variable dependiente (motivación), por lo que no tiene un efecto significativo sobre la motivación (0,507, valor de P<0,10).

**Variety of skills**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard Error	Beta		
<b>1 (constant)</b>	5,875	1,618		3,632	,002
SEX	-,056	,231	-,083	-,243	,811
AGE	,011	,030	,381	,366	,719
LEVEL	-,047	,088	-,140	-,528	,604
LENGTH OF SERVICE	-,029	,031	-,982	-,934	,364
BIRTH	,014	,035	,137	,399	,695
RESIDENCE	-,002	,287	-,002	-,006	,995
CONTRACT	-,001	,299	-,001	-,003	,998
POST LEVEL	,031	,114	,097	,273	,788
DEPARTMENT	-,070	,087	-,251	-,809	,430
WORKED HOURS	-,035	,071	-,177	-,489	,632
WORKING DAY	-,013	,025	-,204	-,529	,604
DEST	,056	,082	,201	,681	,505
	-,130	,192	-,165	-,679	,507

**a. Dependent Variable: MOT**

As regards the following independent variable (task identity) together with the dependent variable (motivation), it also has negative results, since it has no significant effect on motivation (0.585, P value <0.05 ).

**Identity of the task**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard Error	Beta		
<b>1 (constant)</b>	5,744	1,590		3,613	,002
SEX	-,001	,239	-,001	-,002	,998
AGE	,011	,031	,364	,348	,732
LEVEL	-,056	,087	-,169	-,649	,525
LENGTH OF SERVICE	-,026	,031	-,879	-,843	,411
BIRTH	,012	,035	,115	,337	,740
RESIDENCE	,033	,281	,045	,118	,907
CONTRACT	-,081	,268	-,081	-,301	,767
POST LEVEL	,056	,119	,174	,469	,645
DEPARTMENT	-,097	,094	-,345	-1,031	,318
WORKED HOURS	-,011	,072	-,055	-,150	,882
WORKING DAY	-,012	,025	-,181	-,470	,645
TAR	,024	,086	,085	,278	,785
	-,094	,169	-,155	-,557	,585

**a. Dependent variable: MOT**

As for the independent variables (autonomy and feedback), to comment also on the same case as the previous variables, the results obtained show that they do not have a significant effect (0.562, P value <0.05) and (0.416, value P <0.05) on motivation. The existence of non-significant relationships may be due to the fact that the sample size is very small.

**Autonomy**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard Error	Beta		
<b>1 (constant)</b>	4,833	1,928		2,506	,023
SEX	-,004	,237	-,006	-,018	,986
AGE	,010	,030	,354	,340	,738
LEVEL	-,042	,091	-,127	-,464	,649
LENGTH OF SERVICE	-,025	,031	-,850	-,817	,426
BIRTH	,033	,281	,044	,117	,908
RESIDENCE	-,077	,268	-,077	-,287	,778
CONTRACT	,047	,115	,145	,405	,691
POST LEVEL	-,082	,087	-,291	-,936	,363
DEPARTMENT	-,018	,069	-,092	-,261	,798
WORKED HOURS	-,010	,025	-,145	-,375	,712
WORKING DAY	,044	,080	,157	,551	,589
<b>AUTO</b>	,105	,177	,140	,593	,589

**a. Dependent Variable: MOT**

**Feedback**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard Error	Beta		
<b>1 (constante)</b>	6,218	1,735		3,585	,002
SEX	-,034	,227	-,049	-,147	,885
AGE	,024	,035	,829	,684	,504
LEVEL	-,081	,090	-,243	-,901	,381
LENGTH OF SERVICE	-,041	,036	-1,373	-1,147	,268
BIRTH	,006	,034	,056	,168	,868
RESIDENCE	-,074	,310	-,099	-,238	,815
CONTRACT	-,024	,277	-,024	-,086	,932
POST LEVEL	,049	,114	,153	,432	,671
DEPARTMENT	-,088	,087	-,315	-1,016	,325
WORKED HOURS	-,038	,071	-,196	-,541	,596
WORKING DAY	-,018	,026	-,275	-,687	,502
<b>RETRO</b>	,052	,080	,185	,648	,526
	-,200	,239	-,260	-,835	,416



**a. Dependent Variable: MOT**

Since none of the control variables has a significant relationship together with the dependent variable motivation. To do this we have made a new mean between the five independent variables (importance of tasks, variety of skills, task identity, autonomy and feedback), once the average is calculated, we will analyze the linear regression with the control variables and The dependent variable motivation, to see if the results have been obtained meaningful or not. Let's see the results in the following table:

**Average work**

Model	Non-standardized coefficient		Standardized coefficient	t	Sig.
	B	Standard Error	Beta		
<b>1 (constant)</b>	6,799	2,003		3,395	,004
SEX	-,026	,226	-,039	-,117	,908
AGE	,020	,032	,689	,628	,539
LEVEL	-,072	,086	-,218	-,841	,413
LENGTH OF SERVICE	-,037	,033	-1,253	-1,141	,271
BIRTH	,010	,034	,098	,295	,771
RESIDENCE	-,023	,283	-,030	-,080	,937
CONTRACT	-,006	,277	-,006	-,021	,983
POST LEVEL	,050	,113	,156	,443	,663
DEPARTMENT	-,091	,087	-,325	-1,053	,308
WORKED HOURS	-,028	,068	-,142	-,409	,688
WORKING DAY	-,019	,026	-,282	-,715	,485
<b>AVERAGE WORK</b>	,031	,079	,111	,393	,699
	-,371	,382	-,255	-,971	,346

**a. Dependent Variable: Mot**

Finally, as we can see in relation to this table the results obtained still have a non-significant effect (0.346, P value <0.05). Since this situation has been reached, it is important to indicate at a global level that the relationship between the characteristics of the work and the employee's behavior is not significant, but has a positive effect. One limitation seen in the study is that the sample is small; It is therefore very difficult to establish meaningful relationships.

This work is a first approximation to the study of the relation of the organization that contains the characteristics of the design of the post influencing the motivation. According to the results obtained in this study, the variables in which there are

significant differences are in the design of jobs along with motivation and control variables. Companies with initiatives for greater motivation value these characteristics and provide more time and resources in them to achieve a good working environment and a good functioning of the organization.

Because in the practice of job design, companies spend more time specifying the tasks that employees must perform and the skills needed, but allowing the freedom of employees to carry them out in their own way and even define tasks.

The main contribution of this paper is to demonstrate that employee motivation, commitment and involvement are related to job characteristics, which highlights the need to deepen theoretical and empirical studies to facilitate Alignment of personal results with the results of organizations.

Job enrichment can be implemented in organizations to improve desirable work behaviors, from the Job Character Model of Hackman and Oldham (1974, 1975, 1976, 1980); Therefore, it is proposed for other investigations to operate all models, to study how the different elements behave and to seek relationships, to have a closer relationship with the human factor and to provide the conditions for development within the work area. Hackman and Oldham (1980) stated that employment characteristics would have a greater effect on critical psychological states and work outcomes in those people who feel more competing for work and greater need for personal growth.

In general, the relationship between job characteristics and employee behavior is not significant. A limitation that is seen in the interpretation of the results, ie, in the study is that the sample is small; therefore it is very difficult to establish meaningful relationships. Although a review of the main authors on this topic has been carried out, other variables that affect motivation results, and not only those related to human factors such as business strategy, should be explored. In addition, this study has analyzed the congruence between the model of the characteristics of the design of jobs and the phases that is carried out, so that there may be other functional areas of the company that have not been studied and that can give results Similar. For future research it is possible to analyze the congruence between the commercial policies carried out by the company, the organizational policies and even the financial policies.

## 5. Conclusion

Work motivation has shown that employees can work more effectively when they see that they can obtain greater opportunities for their future career expectations, so that in recent years has been one of the phenomena that has aroused more interest in companies. In addition, the integration of the employee in the work is essential for the success in the work.

Thus, the motivation in each person is different, because the needs vary from individual to individual and produce different patterns of behavior. The individual capacity to achieve social goals and values are also different, where the latter vary over time, which causes a dynamic process in the behavior of people who in essence is similar.

In this sense, there are three premises that explain human behavior (Chiavenato, 2001): Behavior is caused, behavior is motivated and behavior is goal oriented.

Consequently, it can be suggested that behavior, proposed objectives, incentives and motivation to work will be of significant importance in this world of competence and productive effort. A possible field for further research would be to investigate how to develop a continuous training program tailored to the needs of employees. On the other hand, another possible field is to improve other channels of communication and participation in general.

The main practice of human resources that has been studied in this document is the design of jobs. The works must be designed according to the skills, attitudes and knowledge of the people. According to the Hackman and Oldham (1975) model, the variables to be considered in the design of the work are five: variety of skills, task identity, task importance, autonomy and knowledge of work results . Employees need to develop skills to improve their tasks, perform tasks with visible results, feel that their work is beneficial to other people in the organization, have autonomy to make decisions about their tasks and get information on how they are doing their job. These variables influence the motivation of the members of the company. As a result, poorly designed work causes demotivation and employees are less committed to the organization. In addition, if the three critical psychological states (meaningful experience, experienced responsibility and knowledge of results) are present, there will be high motivation and satisfaction of the individuals and there will be less likelihood that employees will leave the organization. The moderating variables of critical psychological states (knowledge and skills, satisfaction with the work context and the

need for self-actualization) show the difference between individuals who have a similar job, influencing work variables and personal and organizational results.

Therefore, there is a relationship between a well-designed workplace according to the above variables focusing on employee motivation and satisfaction.

Training is also one of the most important practices in organizations with quality initiatives. These companies provide continuous training to all members of the company to improve the processes that are carried out and the skills of the employees.

One limitation is that often companies do not properly carry out some human resource practices to motivate employees in their jobs; therefore, they could also study different techniques to apply to carry it out.

Finally, the study of the relationship between the variables of job design and the behavior of the employees, mainly a positive effect, is observed. Although the results obtained have not been generally significant because the sample is small and obtaining significant results is very difficult. Therefore, future research should focus on a larger sample of departments to ratify this relationship and identify what to do or what methods are used to implement these aspects in organizations. It is also proposed to study possible approaches to the human factor and to provide the conditions for their development in the work environment.

To conclude, the contribution of the work consists in the influence of the characteristics of the design of jobs on the motivation of the employees. In addition, motivation is related to the characteristics of the work, which evidences the need to deepen theoretical and empirical studies, to facilitate the human resources department the alignment of personal results with the results of the organization.

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## APPENDIX 1: Questionnaire about relationship of the variables of design of jobs and motivation



### CUESTIONARIO SOBRE EL DISEÑO PUESTOS DE TRABAJO Y FACTOR HUMANO

Este cuestionario se ha elaborado para un proyecto final de grado de Administración de Empresas en la Universitat Jaume I. Se agradece mucho su colaboración contestando a las preguntas que aparecen a continuación, cuyo objetivo es realizar un estudio sobre cómo afecta el diseño de puestos de trabajo sobre los empleados en una organización. Respecto a la información facilitada se garantiza una total confidencialidad y anonimato, al ser los datos tratados de un modo global y no individualmente.

Utilice las escalas que se muestran a continuación para indicar si cada afirmación es una descripción exacta o inadecuada de su trabajo o del trabajo más reciente que haya realizado:

Muy descriptivo	poco		Medio descriptivo		Muy descriptivo
1	2	3	4	5	

#### DISEÑO DE PUESTOS DE TRABAJO

Descripción	Valoración				
	1	2	3	4	5
1. Tengo casi toda la responsabilidad para decidir cómo y cuándo el trabajo está correctamente realizado.	1	2	3	4	5
2. Realizo diferentes tareas utilizando una amplia variedad de habilidades y talentos.	1	2	3	4	5
3. Realizo una tarea completa desde el principio hasta el final. Los resultados de mi trabajo son claramente visibles e identificables.	1	2	3	4	5
4. Mi trabajo afecta al bienestar de otras personas de manera importante.	1	2	3	4	5
5. Mi superior me proporciona una retroalimentación constante sobre el trabajo que se realiza.	1	2	3	4	5
6. El trabajo en sí me proporciona información acerca de lo bien que estoy realizándolo.	1	2	3	4	5
7. Tengo muy poca libertad para decidir cómo se debe realizar el trabajo.	1	2	3	4	5
8. Utilizo una serie de habilidades complejas en el trabajo.	1	2	3	4	5
9. El trabajo es bastante simple y repetitivo.	1	2	3	4	5
10. Mis supervisores o compañeros de trabajo rara vez me dan retroalimentación de cómo estoy haciendo el trabajo.	1	2	3	4	5



11. Lo que hago es de poca importancia para cualquier otra persona.	1	2	3	4	5
12. Mi trabajo implica hacer una serie de tareas diferentes.	1	2	3	4	5
13. Los supervisores nos hacen saber cómo piensan que se está llevando a cabo el trabajo.	1	2	3	4	5
14. Mi trabajo está dispuesto de manera que no tengo la oportunidad de hacer una pieza entera de trabajo de principio a fin.	1	2	3	4	5
15. Mi trabajo no me permite la oportunidad de participar en la toma de decisiones.	1	2	3	4	5
16. Las exigencias de mi trabajo son muy rutinarias y predecibles.	1	2	3	4	5
17. Mi trabajo ofrece pocas pistas sobre si estoy realizando las tareas adecuadamente.	1	2	3	4	5
18. Mi trabajo no es muy importante para la supervivencia de la empresa.	1	2	3	4	5
19. Mi trabajo me da una gran libertad para realizar el trabajo.	1	2	3	4	5
20. Mi trabajo me da la oportunidad de terminar por completo cualquier trabajo que empiezo.	1	2	3	4	5
21. Muchas personas están afectadas por el trabajo que hago.	1	2	3	4	5

Fuente: Leonard, E.C. (2013): *Supervision: Concepts and Practices of Management*, 12th Edition, Indiana University.



Las siguientes preguntas hacen referencia a cómo se ve usted. Las preguntas se relacionan con su comportamiento típico en el trabajo. Por favor, seleccione la opción que mejor le describa, siendo:

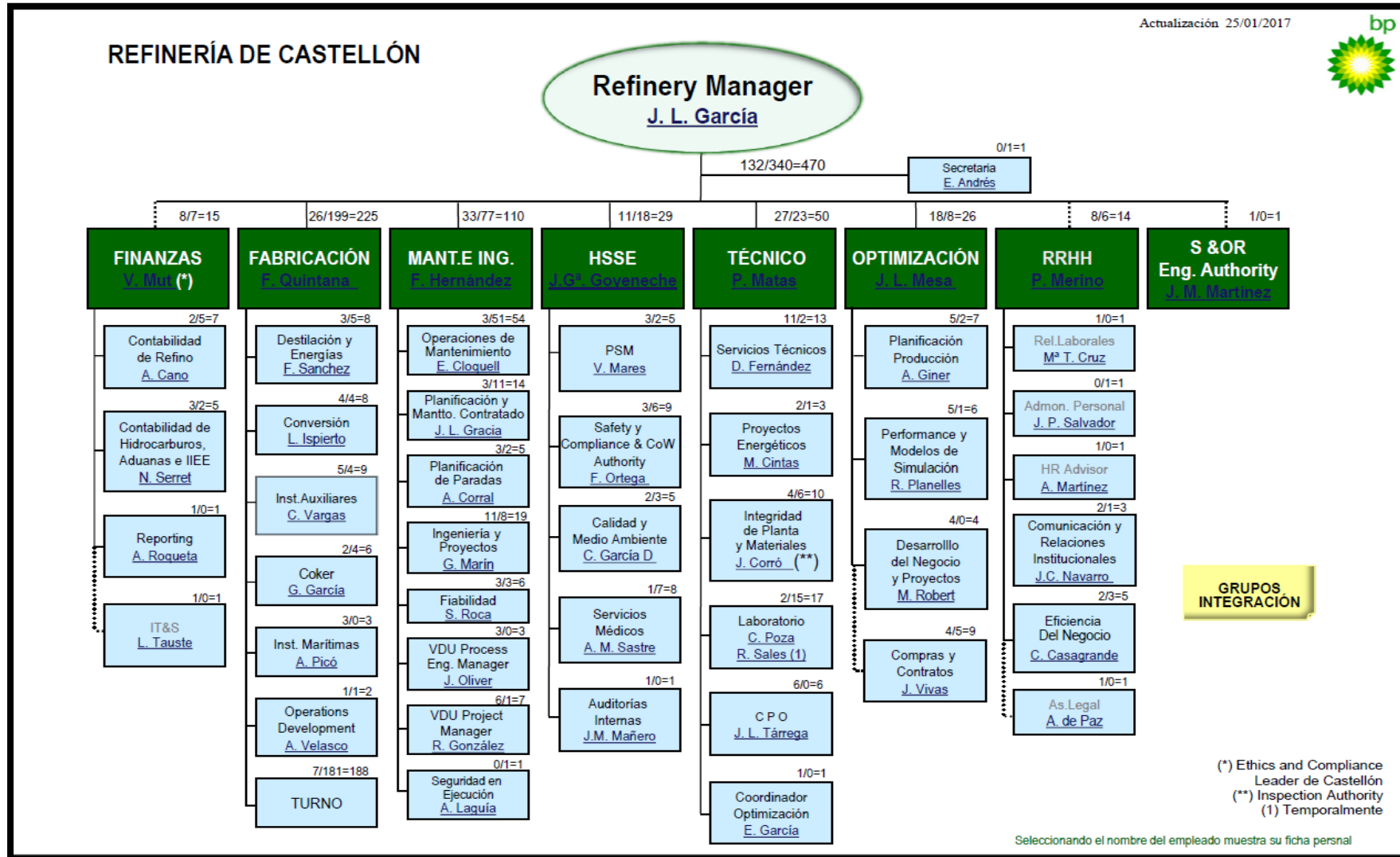
Totalmente en desacuerdo		Ni acuerdo ni desacuerdo		Totalmente de acuerdo
1	2	3	4	5

**MOTIVACIÓN (INTRÍNSECA)**

Descripción	Valoración				
	1	2	3	4	5
22. Siento satisfacción personal cuando hago bien mi trabajo.	1	2	3	4	5
23. Mi opinión sobre mí mismo empeora cuando hago mal mi trabajo.	1	2	3	4	5
24. Me enorgullezco por el hecho de hacer mi trabajo lo mejor que puedo.	1	2	3	4	5
25. Me siento triste cuando desempeño mi trabajo peor de lo habitual.	1	2	3	4	5
26. Me gusta terminar la jornada con la sensación del trabajo bien hecho.	1	2	3	4	5
27. A menudo intento imaginar formas de desempeñar más eficientemente mi trabajo.	1	2	3	4	5

FUENTE: WARR, P. B., COOK, J. D. & WALL, T. D. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology*, 52, 129-148

## APPENDIX 2: Organizational Chart Refinery BP Oil España S.A.U



## APPENDIX 3: Conversation Reviewer

### ¿Cómo ha ido mi conversación sobre un rendimiento difícil? Revisor de la conversación

¿He seguido el flujo de la conversación y usado habilidades para la conversación con el fin de que fuera efectiva y condujera a un mayor compromiso, alineamiento y confianza que, a la larga, repercutieran en el rendimiento del negocio?



En las casillas de verificación proporcionadas, anote en una escala del **1 (bajo)** al **10 (alto)** lo bien que ha usado cada elemento del flujo y las técnicas durante la conversación.

#### 1. Compromiso, alineamiento y confianza

##### **Compromiso: el empleado ahora está motivado para rendir**

- El empleado ha sentido que se le escucha y que se tienen en cuenta sus puntos de vista
- El empleado dejó la conversación más entusiasta y comprometido con hacer un trabajo de calidad
- El empleado se siente más implicado en el negocio al terminar nuestra conversación

##### **Alineamiento: ambos estamos de acuerdo en lo que es importante y lo que tiene que suceder**

- El empleado sabe qué se espera de él (quién hace qué, cuándo, cómo)
- El empleado entiende en qué prioridades debe trabajar y cuándo debe completarlas, y ambos han acordado un plan de resultados
- El empleado entiende el vínculo entre las prioridades y las prioridades del negocio en general

##### **Confianza: el empleado confía en que usted ha sido justo y le ayudará a cumplir las prioridades**

- En mi conversación he hablado con franqueza, de manera justa y con una intención clara
- Gracias a la conversación, he averiguado lo que es importante para la otra persona y he demostrado que soy justo
- Estuve plenamente presente durante toda nuestra conversación

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## 2. Flujo de la conversación

### Preparación y diagnóstico

- Fui claro en lo que quería conseguir en la conversación
- Compartimos lo que ambos queríamos sacar de nuestra conversación
- Antes de acudir a la conversación, reflexioné sobre el contexto y los antecedentes relevantes

### Conversación

- Al principio de nuestra conversación fuimos claros acerca del propósito de esta
- Exploramos las diferencias en las interpretaciones de los hechos tratados en nuestra conversación
  
- Hemos desarrollado una forma más efectiva de avanzar, basada en nuestro intercambio de ideas

### Revisión

- Al final de la conversación alcanzamos un compromiso**
  - Al final de la conversación reflexioné durante unos minutos sobre lo que había aprendido acerca de cómo gestioné la conversación en si
  
  - Pensé en formas de hacer que nuestra próxima conversación sea más productiva y añada más valor
  
  - Nuestra relación es mejor gracias a nuestra conversación**
- 
- 
- 

## 3. Mi impacto

### Estatus

- Ratifiqué sus conocimientos y la importancia de su función. Lo traté como a un igual**

### Certeza

- Fui claro en que el propósito de la conversación era ofrecer feedback sobre el rendimiento**

**Autonomía**

- Le invité a que expresara sus propias ideas y puntos de vista, y le escuché atentamente

**Afinidad**

- Fui humano y cordial, e intenté ver las cosas desde su punto de vista



**Equidad**

- Lo traté como me gustaría que me trataran a mí


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## APPENDIX 4: FLL Development Workshop Give Performance Feedback




FLL Development Workshop  
Give Performance Feedback

Date: \_\_\_\_\_

Instructions: Please indicate your level of agreement with the statements listed below using the scale below:

Give Performance Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can explain the conversation flow model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain the SBI (Situation – Behavior – Impact) model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I leave today's session with ideas on how to improve feedback conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the activities in today's session helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where I can find additional resources and support on this topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator(s) were knowledgeable about the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator(s) were engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- As a front-line leader, what additional support would be helpful to you as you engage and lead your teams?
  
- What is one item you will change or incorporate into your role as a front line leader as a result of attending this session?
  
- What was most helpful about this session?
  
- What could be improved?

## APPENDIX 5: FLL Development Workshop

### Set Expectations and Hold Accountable



#### FLL Development Workshop Set Expectations and Hold Accountable

Date: \_\_\_\_\_

Instructions: Please indicate your level of agreement with the statements listed below using the scale below:

Set Expectations and Hold Accountable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I can explain my responsibilities as a leader to set expectations and hold others accountable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain the importance of holding adult-to-adult conversations with my team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can set SMART goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use the Expectation Setting model to confirm I am setting clear and attainable expectations for my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use the skills discussed in class to improve my capability to hold people accountable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I leave today's session with ideas on how to build upon my skills and capabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the practice exercises and discussions in today's session helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where I can find additional resources and support on this topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator(s) were knowledgeable about the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator(s) were engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Como líder de primera línea, ¿qué apoyo adicional sería útil para involucrarte y dirigir a tu equipo?
  
- ¿Qué elemento vas a cambiar o incorporar en tu papel como líder de primera línea como resultado de asistir a esta sesión?
  
- ¿Qué ha sido lo más útil de esta sesión?
  
- ¿Qué mejorarías?

