

MASTER
MANAGEMENT AND INDUSTRIAL STRATEGY

MASTER'S FINAL WORK
DISSERTATION

**UNDERSTANDING THE KEY FACTORS AFFECTING
EMPLOYEE SATISFACTION IN THE CASE OF SHARED
SERVICE CENTERS**

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Abstract

This research explores the motivational factors affecting job satisfaction in Shared Service Centers (SSCs). This is justified by the growing interest of multinationals in SSCs, aiming to enhance efficiency and effectiveness in activities (Richter & Bruhl, 2020). Despite the interest, limited research has studied job satisfaction in SSCs. Hence, the following question was formulated: *what are the key factors of employee motivation in shared service centers that lead to job satisfaction, and what are the related outcomes of job satisfaction?*

A structured survey was conducted with 206 current or former employees of SSCs. Our findings support most of the proposed hypotheses. Our findings reveal that intrinsic motivation is a determinant of job satisfaction, while extrinsic motivation reported a non-significant negative effect. Furthermore, SSC motivation, decision authority and work environment are also important factors influencing job satisfaction, as suggested in the literature. Furthermore, job satisfaction in SSCs is positively related to an international career intention and negatively related with turnover intention. Given the increased interest in SSCs, our research contributes by providing key insights on job satisfaction. First, our research confirms previous theories, such as Self-Determination Theory or Herzberg's (1959) Two-Factor theory. Secondly, it suggests that job satisfaction in SSCs may act as a precursor to an international career.

Keywords: Shared Service Centers; Job Satisfaction; Motivation; International.

Resumo

Esta investigação explora os fatores motivacionais que influenciam a satisfação no trabalho em Centros de Serviços Partilhados (SSCs). O tema revela-se relevante face ao crescente interesse das multinacionais nos SSCs para melhorar a eficiência e eficácia das suas atividades (Richter & Bruhl, 2020). Apesar deste interesse, a investigação nesta área continua limitada. Assim, foi formulada a seguinte questão: quais são os principais fatores de motivação dos colaboradores em SSCs que contribuem para a satisfação no trabalho, e quais os efeitos associados a essa satisfação?

Foi realizado um inquérito estruturado com 206 colaboradores, atuais ou antigos, de SSCs. Os resultados confirmam a maioria das hipóteses propostas. Verificou-se que a motivação intrínseca é um fator determinante da satisfação no trabalho, enquanto a motivação extrínseca apresentou um efeito negativo não significativo. Além disso, a motivação específica no contexto dos SSCs, a autoridade na tomada de decisão e o ambiente de trabalho revelaram ser fatores importantes para a satisfação no trabalho. A satisfação no trabalho em SSCs mostrou ainda uma relação positiva com a intenção de carreira internacional e uma relação negativa com a intenção de rotatividade. Esta investigação contribui com *insights* relevantes sobre a satisfação no trabalho. Em primeiro lugar confirma teorias anteriores, como a Teoria da Autodeterminação (SDT) ou a Teoria dos Dois Fatores de Herzberg (1959). Em segundo lugar, sugere que a satisfação no trabalho nos SSCs pode atuar como um precursor de uma carreira internacional.

Palavras-chave: Centros de Serviços Partilhados; Satisfação no Trabalho; Motivação; Internacional.

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List of Abbreviations

SSCs – Shared Service Centers

SDT – Self-Determination Theory

MFW – Masters Final Work

SmartPLS – Smart Partial Least Square

PLS-SEM – Partial Least Squares Structural Equation Modeling

VIF – Variance Inflation Factor

HTMT – Heterotrait-Monotrait ratio of correlations

SRMR – Standardized Root Mean Square Residual

1. Introduction

Over the last few years, companies have implemented shared service centers (SSCs), usually defined as separate organizational units concentrating a subset of firm-specific resources to provide services to internal customers (Richter & Brühl, 2020). Most SSCs provide support for common functions, including finance, human resources, procurement, supply chain, customer service, IT, master data, compliance, and legal and data analytics, among others (AICEP, 2022).

According to GMI's report (Global Market Insights, 2024), the market size of SSCs is expected to register a compound annual growth rate of 16% throughout the next 8 years, which is directly related to the pursuit that companies have of operational efficiency, cost optimization, and streamlined business processes.

Recent reports such as the *Global Shared Services Survey Report* (Deloitte, 2019) and the *Business Service Centers in Portugal Report* (AICEP, 2022) have focused on underlying how SSCs have improved process efficiency and provided higher value on lower costs, which is one of their main objectives and multinationals often achieve by implementing global business services (GBS). These service centers usually include, in their structure, specialized teams that frequently improve end-to-end processes on a global scale for multinationals.

For the success of SSCs and, as noted in *AICEP & IDC's (2022)* report, employee motivation and dedication are some of the factors of utmost importance. In addition, as highlighted by Koval et. al (2016, p.1), "talent attraction and employee retention are some of the main challenges that currently affect the growth of the shared service industry worldwide". Lastly, Van der Linde et al. (2006) concluded that people and communication are the two of the most important key success factors for the management of SSCs (Van Der Linde et al., 2006). According to these authors, "people will make or break a shared service center" (Van Der Linde et al., 2006, p.209) and communication is key to maintain both customers and the workforce motivated.

Furthermore, Yee et al. (2008) concluded that employee satisfaction is a predictor of operational performance in organizations in the service sector.

Consequentially, employee satisfaction remains a topic of vital importance for all the SSCs willing to succeed in their respective industry.

Several studies have been performed to understand the factors affecting employee motivation (e.g. Hitka et al., 2019; Koziol & Koziol, 2020; Sahar, 2014), and also employee job satisfaction (e.g. Lambert et al., 2020; Aljumah, 2023; Nguyen, 2020), but few have been performed on SSCs specifically, where several aspects need to be considered. In fact, there are several claims for studies that focus specifically on the SSC implementation (e.g. Richter & Brühl, 2021; Boglind et al., 2011; Deloitte, 2011).

In the context of SSCs, we are usually talking about global virtual teams (e.g. Deloitte, 2023), different cultures around the company (e.g. Orhan, 2011), among other things.

This line of thought leads us to the following research question: *what are the key factors of employee motivation in shared service centers that lead to job satisfaction, and what are the related outcomes of job satisfaction?*

In the hope of addressing the research question, I will review the existing literature on several concepts, focusing on motivation theories (especially the self-determination theory), additional factors regarding motivation and demotivation in the workplace and job satisfaction.

2. Literature review

2.1 Motivation theories

Employee motivation is defined as a psychological process that energizes and maintains human activity about work, tasks, or projects. It is a significant factor affecting job satisfaction and willingness to use knowledge and skills for the employer's benefit (Hitka et al., 2019).

Motivation is a topic that, over the years, has been studied by various authors. Maslow (1943) was an early setter in this field when he concluded that human motivation is based on humans seeking fulfillment and change through personal growth. Furthermore, Maslow (1943) concludes that humans are motivated when they fulfill needs that are in a certain hierarchical order, starting from physiological (air, food, among others), but also considering safety and security needs, social (friendships, affection), esteem (recognition, status) and self-actualization needs. Herzberg (1959), a few years later, concluded that motivators encourage job satisfaction while hygiene factors prevent job dissatisfaction after studying 203 accountants in the United States. Contrary to Maslow's (1943) pyramid of needs, Herzberg's (1959) reached the conclusion that only the higher levels of needs act as motivators (e.g. meaningful and challenging work, growth opportunities, among others) while the hygiene factors (company's policies, working conditions, salaries, among others) can only reduce dissatisfaction but cannot cause job satisfaction (Herzberg, 1959).

Furthermore, Deci & Ryan (1985) introduced the self-determination theory, in which all humans have three (3) basic needs, composed of autonomy, competence, and relatedness (social relationships). The need for autonomy refers to the need to feel that we have the freedom to make our own choices, in other words, it is the sense of ownership in our actions. The second need, competence, refers to the need that humans have to master tasks and learn different skills, which is related to the sense that we can succeed and grow. In third, the need for relatedness is strictly related to the sense of belonging and 'attachment' to other people.

While Maslow's (1943) pyramid of needs imposes a hierarchy of needs, self-determination theory defends that the three basic needs can be simultaneously achieved. As defined by Deci & Ryan (1985, p. 38), "self-determination is the capacity to choose

and to have those choices, rather than reinforcement contingencies...”. This theory is, as well, of particular importance as it introduces the concepts of intrinsic and extrinsic motivation. While these concepts were explored by previous theories, there was not a comprehensive and exhaustive framework around it. To illustrate this point, Maslow’s (1943) theory introduced the idea that motivation is purely intrinsic and that it is only driven by personal fulfillment and growth (e.g. physiological needs).

Intrinsic motivation refers to all activities that humans do “for their own sake” (Deci & Ryan, 1985, p. 66) because they fulfill themselves with enjoyment, interest, and inherent satisfaction. In this sense, activities driven by intrinsic motivation are the reward itself. Practicing sports, learning how to play an instrument or visiting a friend would be perfect examples of intrinsic motivation. On the other hand, extrinsic motivation is characterized by the existence of rewards and/or punishments, and this is the reason it is often known as a form of motivation that is controlled and non-autonomous (Richard & Edward, 2020).

2.2 Motivation and demotivation in the workplace

Unlike motivational factors, where there are several well-established theories, the research studies on demotivation factors are not numerous. Stelmach (2005) defined demotivation as the factors that lead to an increased unwillingness to work.

In this manner, Sahar (2014) classified the demotivation factors into 3 main categories. First, the financial sources of demotivation. According to Sahar (2014), there are five different options for an organization to reward its employees: piece of work, distribution of equity, profit shares, one-off bonuses and performance payments (merit pays). To exemplify, performance payments often motivates employees, while also help to recruit and retain workers. Despite of this, this reward structure could also be considered as the initiation of demotivation inside the company.

Second, work environment initiatives. On this basis, Sahar (2014) explains that unorganized work and the lack of possibilities to promote and grow in the job, will be a source of demotivation for the employee.

Third, the outside environment (such as the transportation of employees and the conditions of people doing the same job in other companies). As explained by Sahar

(2014), outside components are dependent on the inside components of the company. In this context, a good outside environment helps employees to be satisfied, motivated and thus perform better.

These are, as defined by Sahar (2014), the factors that could lead employees' motivation to lower and, therefore, impact their performance (Sahar, 2014).

Furthermore, extending Herzberg's (1959) two-factor theory, Koziol & Koziol (2020) introduced the concept of trichotomy motivation factors in the workplace, which adds the demotivating factors to the classical two-factor theory.

The research done by Koziol & Koziol (2020) includes the demotivating factors identified previously by Stelmach (2005), including factors as unclear regulations, overwork, lack of recognition, and unfair division of labor, among others. These factors, if existing, can have an impact on employee job satisfaction.

First, unclear regulations can have an impact on job satisfaction as employees may feel confused and uncertain about their roles. Secondly, overwork and unfair division of labor are both related to the workload of the employee. Overwork can often cause burnout in employees, while a fair division of tasks can help create a feeling of unfairness or inequality. Third, lack of recognition happens when employees' efforts are not appreciated by superiors.

Basing the research on the expert method, Koziol & Koziol (2020) concluded that the whole motivation process needs to be reconstructed to include all factors affecting job satisfaction: motivators, hygiene factors, and de-motivators (Koziol & Koziol, 2020). The last mentioned factor includes, as examples, the lack of possibility of changing the status quo and/or making improvements; the mobbing by superiors/co-workers; stress at work resulting from amoral behaviors of superiors/co-workers; work exceeding employee's psychophysical potential and qualifications; among others.

Complementary to the previous research, Mladenova (2024) concluded that de-empowerment and lack of control over decisions is one of the key factors of demotivation.

In addition to this, the lack of autonomy over different types of operational decisions fosters a feeling of helplessness. Similar to Sahar's (2014) research, Mladenova (2024) explains that employees who feel that they are too under-compensated for their job, often question the value of their contribution, which leads to feelings of being undervalued (Mladenova, 2024).

Employee development is, as well, one of the factors that can lead to demotivation of employees (Mladenova, 2024). It is very likely that, in the case of perceiving that there is no room to grow or future within the multinational, a feeling of disengagement will start to grow, and this will result in a higher employee turnover.

Mladenova (2024) develops the concept of ‘workplace alienation’, which “occurs when employees feel disconnected from their colleagues and the organization’s goals” (Mladenova, 2024, p.151). In this sense, the lack of opportunities to connect and the absence of a ‘real’ team bond can contribute to a sense of isolation, which can lead to employee demoralization and demotivation.

2.3 Motivation and demotivation in SSCs

As multinationals adopt the implementation of SSCs, one of the biggest challenges after the implementation of an SSC is to motivate and retain staff, as people often find it very difficult to transition into a steady state of structured, repetitive, transaction processing environment that characterizes an SSC (Deloitte, 2011).

In addition to this, studies have also shown that employees frequently exhibit low motivation when starting their work in a SSC (Boglund et al., 2011), because they change their job roles (e.g., from generalists to specialists) and execute routine tasks in their new positions (Richter & Bruhl, 2020). Therefore, keeping all employees motivated is a critical factor of success for all SSCs, as this will eventually potentiate knowledge sharing, increase job satisfaction and reduce employee turnover to lower levels. Bearing this in mind, some research has been performed on some of the factors affecting motivation in terms of SSC employees.

In this aspect, Orhan (2011) surveyed 132 SSC employees and concluded that SSC employees’ attitudes, behaviors, and decisions heavily depend on the perception of the justice distributed, executed, and interacted in the organization (Orhan, 2011). The meaning of this is that the fairer the work environment is the more satisfied and committed the employee is to the organization. This is one of the determinants that could help minimize the biggest challenge mentioned before for SSCs, which is keeping employees motivated and decreasing the turnover ratios of employees (Orhan, 2011).

Furthermore, Raso & Olsson (2019), after conducting a study to understand whether the removal of repetitive tasks would affect motivation (in the case of SSCs),

have concluded that the specialization of tasks in the context of SSCs is not a motivating factor for employees (Raso & Olsson, 2019). On the other hand, both authors concluded that there is an increase in motivation when they perform a variety of tasks.

While all of these research jobs have synthesized and explained findings regarding some key factors, they are very limited in terms of explanation of the outcome that these factors have in job satisfaction in the context of SSCs, especially when we think of the cultural dimensions, and the geographical dispersion, among others.

Thus, the existing research is not exhaustive to understand and comprehend the reality behind the motivation and satisfaction of employees in the context of SSCs.

Because of the nature of SSCs, these types of organizations are not only shaped by the culture of the country where they operate but also by the broader context of internationalization where they have emerged. As mentioned, these types of organizations imply different cultures, management styles, ways of working and many more factors.

2.4 Job Satisfaction

Previous research has highlighted employee motivation as a significant factor affecting job satisfaction and employees' willingness to use their knowledge and skills for the employer's benefit (Hitka et al., 2019).

According to Vroom (1964), job satisfaction is the orientation of the emotions that employees have towards their role in their workplace. Similarly, Qassim et al. (2012) argue that job satisfaction is strictly related to the feelings, attitudes, behaviors and beliefs that employees have towards their job. In essence, "the level of employees' job satisfaction is a subjective reflection of what they perceive and feel regarding their job and company" (Varshney, 2020, p. 51). Hence, each employee has different criteria to measure their own satisfaction in the workplace (Varshney, 2020).

Several studies and theories have been developed to understand the factors affecting the satisfaction (or dissatisfaction) of employees (e.g. Herzberg, 1959; Hackman & Oldham, 1976). Undoubtedly, Herzberg (1959) was one of the pioneers in this area, and his studies have been the foundation for much research. As mentioned before, Herzberg's (1959) theory distinguishes two sets of factors: hygiene factors, which prevent dissatisfaction of employees and represent the extrinsic aspects of the job (such as pay,

working conditions, among others); and the motivators, which lead to higher employee satisfaction and are rather intrinsic aspects (such as meaningful and challenging work, opportunities for growth, among others) (Herzberg, 1959). Furthermore, Hackman & Oldham (1976) developed the Job Characteristic Model, where these authors proposed that skill variety, task identity and significance, autonomy and feedback can lead to a higher satisfaction of employees.

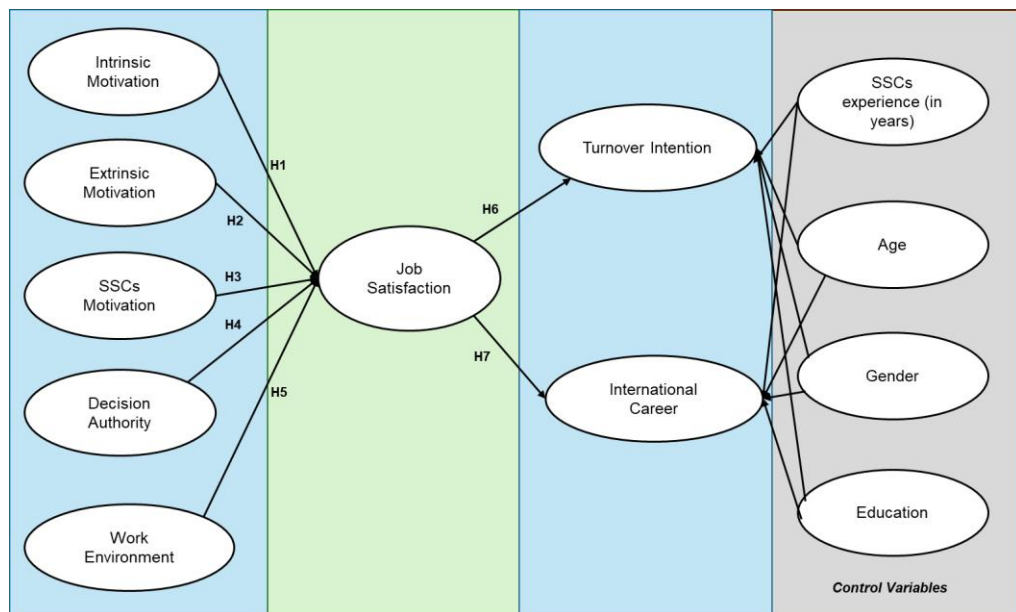
Because of these theories, Job Satisfaction is a variable that has been studied in relation to several employees' outcomes. To exemplify, Koziol & Koziol (2020) concluded that once employees' needs are secured in the workplace, job satisfaction improves, which in turn stimulates employees, what results in an increased employees' productivity. Furthermore, Nguyen (2020) reached the conclusion that employees' job satisfaction has a positive relationship with the operational performance of these employees, after surveying 438 employees. Similarly, Kiarie et al. (2017) came to the conclusion that job satisfaction is an important variable affecting firm's competitive advantage and affecting its productivity. Specific to SSCs, Orhan (2011) reached the conclusion that the fairer the work environment is the more satisfied and committed the employee is to the SSC.

Hence, from an organizational perspective, it is crucial to understand which factors are contributing to overall employee satisfaction or dissatisfaction, to minimize those generating negative feelings on the employees and to maximize those impacting their overall satisfaction (Varshney, 2020).

3. Conceptual framework and research hypotheses

The conceptual framework that commands this research is developed to address the interplay and/or relationship between the different factors that affect Job Satisfaction (according to the previous theories) in the international context of SSCs. This proposed framework aims to contribute to the understanding of the different factors affecting motivation and, thus, influencing employee's job satisfaction in the context of SSCs. Hence, the proposed model is presented below:

Figure 1: Conceptual framework



3.1 Research Hypotheses

Intrinsic and extrinsic motivation have been largely studied over the last decades (e.g., Gagné and Deci, 2005; Kuvaas et al., 2017; Ajmal et al., 2015). While intrinsic motivation involves engaging in activities with the aim of personal interest and satisfaction, extrinsic motivation focuses on the self-selected personal purposes and objectives (Gagné and Deci, 2005). Hence, in existent literature, both intrinsic and extrinsic motivation have been subjects of study to explain their impact on job satisfaction.

More precisely, Kuvaas et al. (2017) concluded that intrinsic motivation is related with positive outcomes, while extrinsic motivation is related negatively to positive outcomes. In contrast to the previous conclusions, Aljumah (2023) concluded that both intrinsic and extrinsic motivation have a positive impact on job satisfaction. Furthermore, Ajmal et al. (2015) found a positive relationship between the intrinsic and extrinsic rewards on job satisfaction. Moreover, Edrak et al. (2013) reached the conclusion that intrinsic motivational factors lead to higher job satisfaction than factors related to extrinsic motivation, after conducting a survey of 200 employees. In this sense, it is of particular interest to understand how both intrinsic and extrinsic motivation affect employees in the international context of an SSC. Hence, we proposed the following hypotheses:

H1: Intrinsic motivation is positively related to job satisfaction in the context of SSCs.

H2: Extrinsic motivation is negatively related to job satisfaction in the context of SSCs.

According to Koval et al. (2016), there are several factors marking employees' preferences to work in SSCs. In their research, these authors reached the conclusion that "the main reason to accept an SSC job is because it is a good career start for professional development, and salaries are good for a recent graduate, regardless of gender" (Koval et al., 2016, p. 4801). In this context, and building on H1 and H2, the desire to learn, assimilate and grow professionally are intrinsic motivators, while a financial reward (such as a good salary) represents an extrinsic motivator (Ryan & Deci, 2000). As outlined above, if employees are motivated to work in SSCs for such professional reasons, job satisfaction tends to increase. Hence, we propose the following hypothesis:

H3: Employees' motivation to work in SSCs is positively related to job satisfaction in the context of SSCs.

Furthermore, as developed by Mladenova (2024), employees' motivation and morale are impacted when they feel disconnected from the decision-making processes. In this matter, Mladenova (2024) concluded that employees that have a feeling of no control

over their workplace are less likely to report motivation, which leads to lower job performance and satisfaction.

Moreover, it was observed by Gazi et al. (2024) that job related factors (such as participation in decision making and the autonomy in work, among others) are significant indicators of Job Satisfaction.

In addition, Shah and Kazmi (2020) concluded that there is a positive link between power dimensions (authority, responsibility and accountability) with both job performance and job satisfaction. In this sense, Shah and Kazmi (2020) conclude that delegating authority leads to job performance and work gratification. Hence, we propose the following hypothesis:

H4: Decision Authority is positively related to job satisfaction in the context of SSCs.

According to Niles and Harris-Bowlsbey (2014), both the employee and the work environment have requirements that must be met. In this sense, “an adjustment to work is achieved when the person and environment are corresponsive to each other’s requirements” (Niles and Harris-Bowlsbey, 2024, p.20). Hence, variables in the work environment can affect employee’s behavior (Westerman and Yamamura, 2007). Furthermore, previous research (Orhan, 2011) reported that the perception of a fair work environment translates into higher satisfaction and commitment levels of employees, on SSCs. Similarly, Lambert et al. (2020) concluded that environments with positive perceptions in terms of justice and fairness report a higher employee’s satisfaction and commitment. Hence, we propose the following hypothesis:

H5: A positive work environment is positively related to job satisfaction in the context of SSCs.

Turnover intention is one of the main issues facing global organizations today (Lim et al., 2017). Along the same line, Koval et al. (2016) highlighted that the retention of employees is one of the biggest challenges that SSCs are facing. Therefore, several studies have been conducted on the relationship between job satisfaction and turnover intention (e.g., Cotton & Tuttle, 1986; Lim et al., 2017). In this sense, Cotton and Tuttle

(1986) concluded that there is a significant negative relationship between job satisfaction and turnover intention. Furthermore, they also found a negative relationship between two demographic factors and turnover intention (age and tenure) and also reported a positive relationship between education and turnover intention. Additionally, Lim et al. (2017) found that there is a negative relationship between job satisfaction and turnover intention, based on a survey of 100 workers of a financial SSC. Consequently, the hypothesis below is proposed:

H6: Job satisfaction is negatively related to turnover intention in the context of SSCs.

Lastly, one of the main objectives of SSCs is to standardize and specialize tasks, as many of the employees' roles are often on a regional or global level. Recent reports have emphasized that global processes are the top focus for the SSCs in the next years (Deloitte, 2023), as SSCs would benefit from increased standardization with global or regional centers (Deloitte, 2011). Hence, the international career perspective and motivations are of particular interest in this study.

Nowadays, we experience a growing trend towards international careers with different types of patterns (Baruch et al., 2013). In this context, several research have been done to understand the international career motives. Adler (1986), after surveying 1129 MBA graduates, found that these students would want an international career during their professional career. Students associate job satisfaction, career advancement and personal growth with an international career, instead of a domestic position. Moreover, Ishakova and Kosheleva (2023) found that four international experience variables are an important indicator on the intention to work abroad of students at the late stage of their studies. In line with the existing research, we proposed the hypothesis below:

H7: Job satisfaction in the context of SSCs positively affects an international career intention.

4. Methodology

4.1 Research Method

As explained in the literature review, there have been several theories of employees' motivation and the different factors that can contribute to a higher (or lower) level of job satisfaction in employees.

As this study is focused on discovering how these factors affect job satisfaction in terms of the SSCs' employees, this MFW intends to, from the literature review, deduce the different factors that will then be tested in terms of the SSCs. In other words, this MFW represents a deductive approach, where data will be gathered to test a set of hypotheses.

Furthermore, the research theme would be analyzed as a quantitative study, as the objective of this MFW is to analyze the relationships between variables and to understand if there is a correlation. To illustrate this point, an example would be to understand if the work environment would have an impact on job satisfaction of SSC's employees.

Considering that this MFW's arrival point will be to understand the factors affecting satisfaction and dissatisfaction of employees in the context of SSCs, the research question will be addressed using the survey research strategy.

According to Creswell & Creswell (2018), using statistics, the survey method can help us generalize the findings from a sample size to the population.

Consequently, for this MFW the data will be collected through questionnaires, using the Likert scale which will be of particular interest for this research, as it will allow us to quantify and measure SSCs employee's attitudes, beliefs, and perceptions.

4.2 Samples and procedure

Data was collected by means of a structured survey, which was sent to the respondents through Google Forms.

The survey was structured in a way that it would allow the investigator to, first, characterize the respondents using demographic information (gender, age, job position, among others). Secondly, to characterize the SSC, in order to understand the size,

functions and scope of the SSC, among others. Thirdly, several questions were presented to understand how the below mentioned variables influence employee job satisfaction.

The survey was shared with current (or former) employees of SSCs using social media, as LinkedIn messaging and posting options. All respondents were informed that the purpose of this research was to assess their motivation in several aspects of their jobs in SSCs. Hence, we follow non-probability sampling, and the potential respondents were selected based on the previous knowledge of the authors, and their ease of access using the professional networks (e.g. LinkedIn) – convenience sampling. For the purpose of this research, non-probability sampling was used, where randomization is not an important factor. More specifically, convenience sampling was utilized, as respondents were selected based on their proximity and accessibility to the authors of this research, through professional networks (Etikan, 2016; Bornstein et al., 2013).

4.3 Measures

In this study, all of the variables were scored on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) unless otherwise noted.

First, *Intrinsic and extrinsic motivation* were measured using the nine items previously used by Kuvaas et al. (2017). Sample items are read as: “The tasks I do at work are enjoyable” or “If I am supposed to put in extra effort in my job, I need to get extra pay”.

The *decision authority* variable was measured using the scale proposed by Van der Doef & Maes (1999). Sample items are read as: “My job allows me to make a lot of decisions on my own”.

The *turnover intention* was measured with the three items previously used by Khatri et al. (2001). Sample items are read as: “I will probably look for a new job in the next year”.

The *work environment* was measured using the six items presented by Aruldoss et al. (2021). Sample items are read as: “My internal work environment is good” or “The required resources are available to perform task”.

The *SSC motivation* has been adapted from the previous research conducted by Koval et al. (2016). Sample items are read as: “This company is a good starting ground for professional growth/career” or “There are good career opportunities inside this SSC”.

The interest in *international career* assignments variable was adapted from the previous research conducted by Adler (1986). Sample items are read as: “I want an international career which would have a series of foreign assignments” or “I think that I have future advantages for working in a multinational”.

Lastly, *Job satisfaction* was measured using items presented by Van der Doef & Maes (1999) and Aruldoss et al. (2021). Sample items are read as “If I had the choice, I would take this job again” or “I find achievement in my job at organization”.

According to research, “demographics such as age and gender are critical in choosing a career in the SSCs” (Koval et al., 2016, p. 4802). Furthermore, Bedeian et al. (1992) concluded that tenure is a more stable forecaster of job satisfaction, rather than the age of the employee. Khatri’s et al. (2001) concluded that tenure is positively associated to turnover intention. In addition, Cotton and Tuttle (1986) found a positive and significant relationship between education level and turnover intention. Furthermore, Cotton and Tuttle (1986) also reported a negative relationship between age and tenure (experience of the employees) on turnover intention. Hence, in this study we included four control variables: age, gender, education level and the employees’ years of experience working in SSCs.

4.4 Participants and data collection procedures

The designed survey (*see Appendix 1*) was distributed to users using LinkedIn’s messaging and posting functionalities. For both cases, a message explaining the purpose of the study was provided. To illustrate this point, please refer to *appendix 2*.

The survey was active from the 07th of April until 17th of May 2025. During this period, every week a new reminder was sent to all users, using LinkedIn messaging.

A total of 700 users were reached. For the data analysis, the final sample was of 206 users, which resulted in a response rate of 29,42%.

4.5 Methods for data analysis

To initiate the analysis, the dataset was downloaded and exported to Smart PLS 4, in order to aggregate and test all the included variables. Smart PLS was also used to develop the conceptual model and to test the hypotheses. The method used was the PLS-

SEM (Partial Least Squares Structural Equation Modeling), as it is a method that allows the researcher to estimate complex models with several variables, constructs and structural paths, without imposing assumptions on the dataset (Hair et al. 2019).

5. Analysis and discussion of results

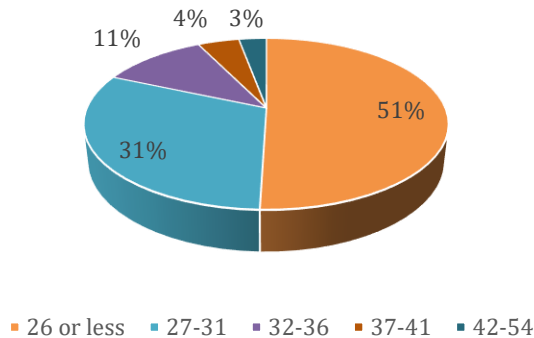
5.1 Sample Analysis

This section is used to describe, in the first place, the respondents and the SSCs. Charts are included to illustrate and help the reader understand the distribution of the responses.

5.1.1 Characterization of the respondents

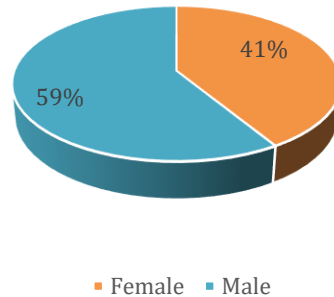
The sample consisted of men (59%) and women (41%). The ages of the respondents were classified into ranges, with the largest proportion of respondents being 26 years or younger (50,49%). Subsequently, the second largest proportion is aged from 27 to 31 years old (31,07%). The 32 to 36 age group represented 11,17% of the total sample, while the 37 to 41 years old group age represented 4,37%. The smaller group was composed of the age group of 42 to 54 years old, which represented only 2,91% of the total sample.

Figure 2. Respondents by age



Source: Prepared by the author based on survey results.

Figure 3. Respondents by gender

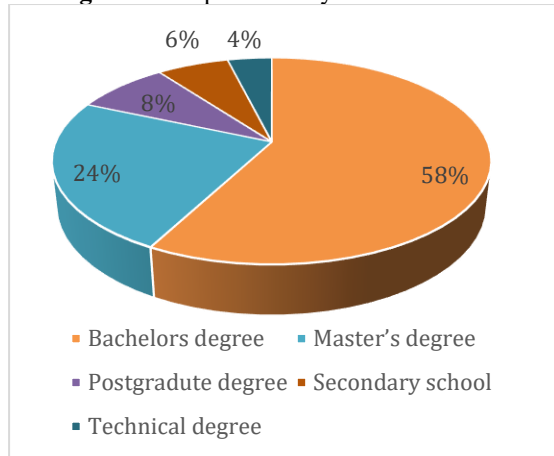


Source: Prepared by the author based on survey results.

In the first section of the survey, respondents were asked to indicate their highest level of completed education and the number of languages that they can speak fluently. In this matter, the majority of the respondents have completed a bachelor's degree (58%). This is followed by the completion of a master's degree, that represents 24% of the total sample. The remaining respondents have completed a postgraduate degree (8%), secondary school (6%) or a technical degree (4%).

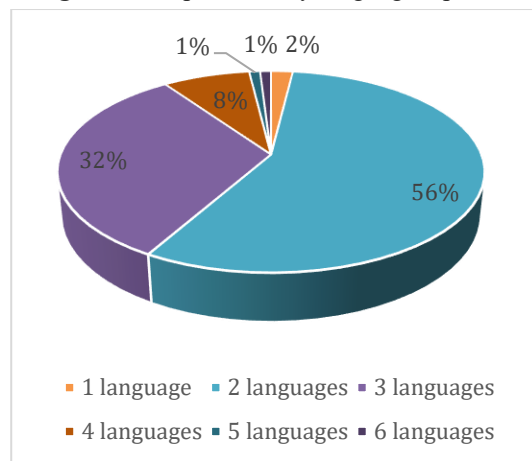
In terms of languages, 56% of the total sample speak 2 languages fluently, which is followed by 32% of the sample speaking 3 languages. A total of 16 respondents (8%), answered that they can speak 4 languages fluently. Only 4 respondents speak only their native language (2%), while there are 2 users (1%) speaking 5 languages, and 2 users (1%) speaking 6 languages.

Figure 4. Respondents by education level



Source: Prepared by the author based on survey results.

Figure 5. Respondents by languages spoken



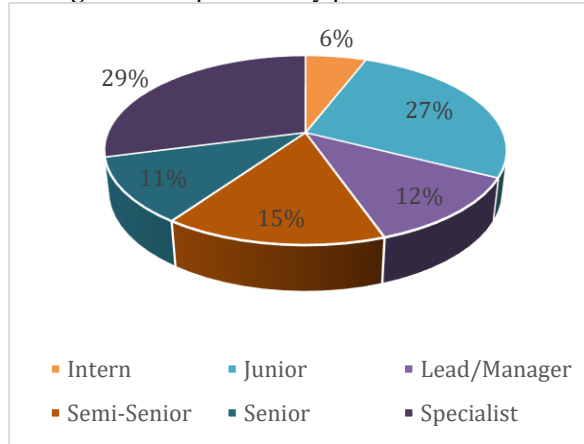
Source: Prepared by the author based on survey results.

During the survey, the respondents were also asked about their level of seniority and range of service, as this study focuses on SSCs.

The majority of the respondents indicated that they currently have a Specialist (29%) or Junior (27%) position. These seniority positions were followed by Semi-Senior (15%), Lead/Manager (12%), Senior (11%) and Intern (6%) roles, respectively.

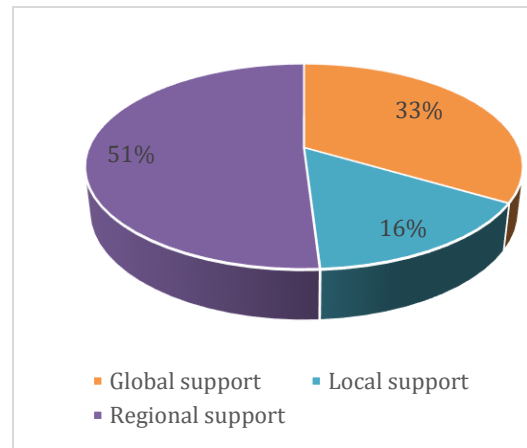
In terms of the range of services, 51% of the sample have a regional support role, while a 33% have a global support role. The rest of the respondents (16%) indicated that they have a local support role.

Figure 6. Respondents by position in the SSC



Source: Prepared by the author based on survey results.

Figure 7. Respondents by range of services

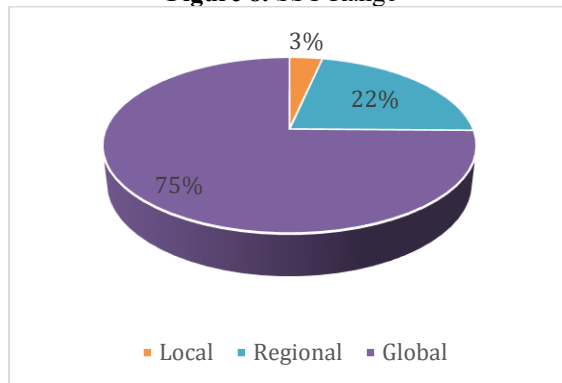


Source: Prepared by the author based on survey results

5.1.2 Characterization of the SSCs

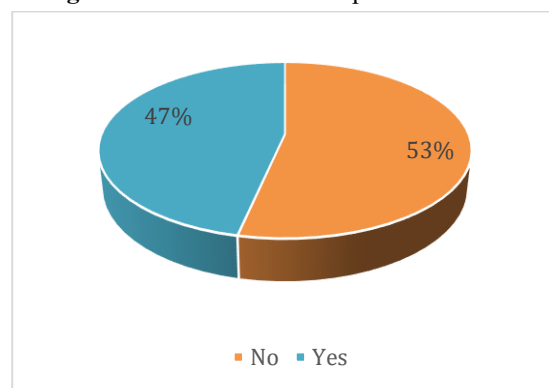
The respondent SSCs are mainly operating on a global scale (75%), while the remaining SSCs work on a regional scale (22%) or a local scale (3%). In addition, half of the respondents (53%) indicated that their SSC does not have a production site in the country where the SSC is located, while the remaining SSCs also operate in the same country where the SSC is located (47%).

Figure 8. SSC Range



Source: Prepared by the author based on survey results.

Figure 9. SSC location with production site



Source: Prepared by the author based on survey results.

The sample indicates that the average number of SSCs by multinational is 6, while the sample also indicates that the number of employees is around 1,700 per SSC. Lastly, SSCs have been operating for 15 years on average.

5.2 Initial data screening

5.2.1 Missing Values

For the purpose of this study, no non-mandatory questions were included in the survey. Hence, there were no missing values on the used variables.

5.2.2 Descriptive Analysis of the Measures

To better grasp the constructs and their items, a descriptive analysis was performed. Hence, the mean, standard deviation, skewness and excess kurtosis are presented for each variable on Appendix 3. Furthermore, the kurtosis (γ_2) was calculated using the excess kurtosis ($\bar{\gamma}_2$) formula presented by Sulewski (2023), where $\gamma_2 = \bar{\gamma}_2 + 3$.

5.2.3 Normality

In order to judge the data's normality, the skewness and kurtosis measures were used.

According to Kline (2015), all variables where the skewness index is higher than |3| indicate a severely skewed distribution, while a kurtosis problem could be found on those variables with a kurtosis index higher than |10|.

In this study, the skewness index ranged from -1.767 to 2.271, ranging within the limits proposed by Kline (2015). On the other hand, the kurtosis ranged from 1.109 to 7.636. In this sense, no issues have been found related to the data normality. However, one of the chosen control variables (Job experience in SSC) reported a kurtosis 10.779. Despite this, the variable was still maintained in the analysis as a control variable, as the job experience (in years) is objective data.

5.2.4 Common-method Bias

To verify the common-method bias, two complementary analyses were executed: the VIF and the Harman's single-factor test. According to Kock (2015), if all the VIFs are equal to or below 3.3, the model is to be considered free of the common

method bias. In this study, the VIF values ranged from 1.028 to 2.910, as illustrated on Appendix 4.

Moreover, all the variables used in this research were considered to perform the Harman's single-factor test. The presence of a single dominant factor, or multiple factors heavily loading onto one, would suggest a potential bias concern.

The exploratory factor analysis identified 8 distinct factors with eigenvalues exceeding 1.0, collectively explaining 70.6% of the total variance, which is well above the 50% threshold. Additionally, the first factor alone accounted for 37.0% of the variance, which is below the 50% level, and thus alleviating concerns about common method bias. These results suggest that the model is free of common method bias.

5.3 Assessment of Measurement Model

5.3.1 Reliability

To judge data reliability, Cronbach's alpha measurement and composite reliability were used. As defined by Hair et al. (2019), the Cronbach's alpha is a measure where values from 0.60 to 0.70 are considered the minimum acceptable level. As illustrated in Table I, all Cronbach's alpha values are within the proposed limits, ranging from 0.788 and 0.941. Furthermore, the composite reliability should be above 0.7, according to Hair et al. (2019). As presented in Table I, values vary between 0.746 and 0.954.

Table I – Measure Factor Loadings

	Number of Final Items	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
Decision Authority	3	0.788	0.875	0.702
Extrinsic Motivation	2	0.795	0.746	0.617
International Career	5	0.806	0.862	0.559
Intrinsic Motivation	6	0.909	0.931	0.694
SSC Motivation	5	0.884	0.917	0.691
Turnover Intention	3	0.925	0.953	0.87
Work Environment	5	0.873	0.906	0.66

Job Satisfaction	6	0.941	0.954	0.776
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5.3.2 Convergent Validity

To verify the convergent validity, all the loadings should be above 0.60-0.70 (Bagozzi & Yi, 2012). In this perspective, after performing the PLS-SEM method, six items were excluded due to having standardized loadings lower than 0.6, following Hair's et al. (2019) recommendation.

However, after performing the PLS-SEM again, one new item was below the limit of 0.6, but we decided to include it in the measurement model, considering that the composite reliability and validity worked correctly. As displayed in Table II, all the items are showing loadings higher than the limits proposed by the authors (Bagozzi & Yi, 2012).

Table II – Item Factor Loadings

Construct/ Items	Description	Standardized Factor Loading	T-Value
Intrinsic Motivation			
Int_Mot_it1	My job is meaningful.	0.669	9.387
Int_Mot_it2	My job is very exciting.	0.905	73.147
Int_Mot_it3	My job is so interesting that it is a motivation in itself.	0.902	55.362
Int_Mot_it4	Sometimes I become so inspired by my job that I almost forget everything else around me.	0.729	18.956
Int_Mot_it5	The tasks that I do at work are enjoyable.	0.891	54.512
Int_Mot_it6	The tasks that I do at work are themselves representing a driving power in my job.	0.871	46.019
Extrinsic Motivation			
Ext_Mot_it3	External incentives such as bonuses and provisions are essential for how well I perform my job.	0.515	1.53
Ext_Mot_it4	If I had been offered better pay, I would have done a better job.	0.984	2.829
Decision Authority			
Dec_Author_it1	My job allows me to make a lot of decisions on my own	0.745	12.065
Dec_Author_it2	On my job, I have freedom to decide how I do my work.	0.892	49.039
Dec_Author_it3	I continuously have to do what others tell me to do	0.869	34.021
Turnover Intention			
Turn_intent_it1	I will probably look for a new job in the next year.	0.948	93.972
Turn_intent_it2	I will likely actively look for a new job in the next year.	0.953	120.696
Turn_intent_it3	I often think about quitting.	0.896	54.416
Work Environment			
Work_Env_it1	My internal work environment is good.	0.836	32.225
Work_Env_it2	My job is motivating.	0.858	43.416
Work_Env_it3	The required resources are available to perform my tasks.	0.781	19.165

Work_Env_it4	The environment is safe to work.	0.765	19.304
Work_Env_it6	Supervisors are very supportive.	0.817	29.299
International Career			
Int_Career_it3	I love to work on a multinational company.	0.804	17.245
Int_Career_it4	I feel that in my SSC I am part of a big multinational.	0.819	18.977
Int_Career_it5	I think that I have future advantages for working in a multinational.	0.83	22.65
Int_Career_it6	I want an international career which would have a series of foreign assignments.	0.651	5.941
Int_Career_it7	I would like to travel internationally, as part of my job.	0.607	6.092
SSC Motives			
SSc_mot_it1	This SSC have several good reviews.	0.875	33.421
SSc_mot_it2	There are good career opportunities inside this SSC.	0.899	52.943
SSc_mot_it3	There are good career opportunities inside the multinational.	0.878	38.44
SSc_mot_it4	The salary is good for recent graduates or young professionals.	0.647	11.389
SSc_mot_it5	This company is a good starting ground for professional growth/career.	0.833	25.182
Job Satisfaction			
Job_satis_it1	If I had the choice, I would take this job again.	0.907	52.562
Job_satis_it2	I am satisfied with my job.	0.937	104.2
Job_satis_it3	I would not like to change jobs.	0.871	49.227
Job_satis_it4	This job is exactly what I wanted when I applied for it.	0.912	63.802
Job_satis_it5	I never have to do work that I would rather not do.	0.741	18.949
Job_satis_it6	I would advise a friend to apply for this job.	0.902	57.953

5.3.3 Discriminant Validity

To assess the discriminant validity, three criteria were used: heterotrait-monotrait ratio (HTMT), Fornell & Larker and cross-loadings. According to Hair et al. (2019), the guideline to evaluate the discriminant validity for HTMT is 0.85 for distinct constructs. As shown in Table III, all measures are below the limit of 0.85.

Table III – Heterotrait-monotrait ratio (HTMT)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Age												
2. Decision Authority	0.244											
3. Education	0.114	0.22										
4. Extrinsic Motivation	0.279	0.079	0.169									
5. Gender	0.167	0.074	0.068	0.057								

6. International Career	0.193	0.304	0.161	0.168	0.113							
7. Intrinsic Motivation	0.179	0.605	0.161	0.14	0.085	0.439						
8. SSC experience (years)	0.762	0.335	0.072	0.157	0.154	0.163	0.121					
9. SSC Motivation	0.092	0.452	0.123	0.165	0.034	0.603	0.681	0.065				
10. Turnover Intention	0.265	0.345	0.029	0.356	0.052	0.168	0.551	0.219	0.372			
11. Work Environment	0.102	0.624	0.096	0.086	0.054	0.603	0.75	0.16	0.81	0.466		
12. Job Satisfaction	0.174	0.651	0.102	0.107	0.055	0.426	0.815	0.188	0.717	0.648	0.783	

Furthermore, the cross-loadings and Fornell-Larcker criterion were used. Regarding the first mentioned and, as illustrated on Appendix 5, discriminant validity is supported by the cross-loadings, as each item has its higher loading on its construct (variable). Lastly, the Fornell and Larcker criterion was used. As defined by Hair et al. (2019), in this criterion “the shared variance within should be larger than the shared variance between” (Hair et al., 2019, p.761). This is illustrated in Table IV, where the values in the diagonal are higher than the correlations.

Table IV – Fornell & Larker criterium

	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>	<i>5.</i>	<i>6.</i>	<i>7.</i>	<i>8.</i>	<i>9.</i>	<i>10.</i>	<i>11.</i>	<i>12.</i>
1. Age	1											
2. Decision Authority	0.208	0.838										
3. Education	0.114	0.19	1									
4. Extrinsic Motivation	-0.27	-0.046	0.082	0.785								

5. Gender	0.167	0.059	-0.068	-0.069	1							
6. International Career	0.035	0.256	0.136	0.083	-0.084	0.748						
7. Intrinsic Motivation	0.17	0.531	0.152	-0.158	0.058	0.399	0.833					
8. SSC experience (years)	0.762	0.288	0.072	-0.155	0.154	0.032	0.116	1				
9. SSC motivation	-0.055	0.379	0.105	0.013	-0.012	0.549	0.621	-0.012	0.831			
10. Turnover Intention	-0.255	-0.304	0.02	0.317	-0.05	-0.102	-0.515	-0.211	-0.339	0.933		
11. Work Environment	0.105	0.535	0.097	-0.039	0.05	0.524	0.712	0.158	0.717	-0.445	0.812	
12. Job Satisfaction	0.168	0.57	0.095	-0.15	0.053	0.408	0.763	0.181	0.663	-0.605	0.746	0.881

5.3.4 Model Fit

To assess the fitness of the model, the Standardized Root Mean Residual (SRMR) was used. According to Hair et al. (2019), an SRMR above 0.1 suggests a fit problem. The SRMR of the estimated model is 0.091, which indicates a good fit.

In addition, the coefficient of determination (R^2) value was also used. According to Hair et al. (2019), the higher the value of the coefficient, the greater the explanatory power. For the purpose of this study, the reported R^2 value is of 70.10% for Job Satisfaction.

Equally important, the effect size values (f^2) were also used to assess the fitness of the model. According to Cohen (2013), a 0.02 value represents a small effect, while 0.15 and 0.35 values represent a medium and large effect, respectively. In this study, Extrinsic Motivation reported a small effect on Job satisfaction ($f^2 = 0.019$), while Intrinsic Motivation reported a medium effect on Job satisfaction ($f^2 = 0.179$). In addition, SSCs motivation ($f^2 = 0.055$), Decision Authority ($f^2 = 0.059$) and Work Environment ($f^2 = 0.080$) represented a small effect. Lastly, International Career intentions ($f^2 = 0.198$) and Turnover intention ($f^2 = 0.551$) outlined a medium and large effect, respectively, on their link to Job Satisfaction.

Lastly, the PLSpredict method was ran in SmartPLS software, to calculate the value of the predictive validity (Q^2). According to Henseler et al. (2009), all Q^2 values greater than zero mean that the model has a good predictive validity. In this study, all values exceed zero: $Q^2 = 0.691$ for Job Satisfaction, $Q^2 = 0.284$ for Turnover Intention and $Q^2 = 0.171$ for International Career.

5.4 Assessment of Structural Model

In the conceptual model of this study, a total of eight variables were used. More specifically: intrinsic motivation, extrinsic motivation, SSCs motivation, decision authority, work environment, international career intention, turnover intention and job satisfaction. The results of the structural model of this study are illustrated in Table V.

Table V – Assessment of Structural Model

<i>Path</i>	<i>Estimate</i>	<i>T-value</i>	<i>Hypothesis</i>	<i>Result</i>
Intrinsic Motivation → Job Satisfaction	0.358***	5.502	H1	Supported
Extrinsic Motivation → Job Satisfaction	-0.078 ^{n.s.}	1.411	H2	Not supported
SSCs Motivation → Job Satisfaction	0.191*	2.493	H3	Supported
Decision Authority → Job Satisfaction	0.163**	2.95	H4	Supported
Work Environment → Job Satisfaction	0.264**	3.006	H5	Supported
Job Satisfaction → Turnover Intention	0.588***	12.023	H6	Supported
Job Satisfaction → International Career Intention	0.410***	6.045	H7	Supported
<i>Control Variables</i>				
SSC experience → Turnover Intention	0.038 ^{n.s.}	0.426	-	-

Age → Turnover Intention	-0.198*	2.221	-	-
Gender → Turnover Intention	0.03 ^{n.s.}	0.262	-	-
Education → Turnover Intention	0.097 ^{n.s.}	1.56	-	-
SSC experience → International Career Intention	-0.028 ^{n.s.}	0.254	-	-
Age → International Career Intention	-0.008 ^{n.s.}	0.061	-	-
Gender → International Career Intention	-0.19 ^{n.s.}	1.352	-	-
Education → International Career Intention	0.094 ^{n.s.}	1.288	-	-

Note: Significance levels: *** - $p < 0.001$; ** - $p < 0.01$; * - $p < 0.05$; ^{n.s.} – not significant.

Results show that intrinsic motivation is positively related with job satisfaction ($\beta = 0.358$, $p < 0.001$). Hence, it supports H1. Moreover, extrinsic motivation reported a non-significant weak negative effect on its relationship with job satisfaction ($\beta = -0.078$, $p > 0.05$), reason why H2 is not supported. Furthermore, SSCs motivation has a positive and significant relationship with job satisfaction ($\beta = 0.191$, $p < 0.05$), which supports H3. In the same way, the decision authority variable also reported a positive and significant relationship with job satisfaction ($\beta = 0.163$, $p < 0.05$), supporting H4. Equally important, work environment also showed a positive and significant relationship with job satisfaction ($\beta = 0.264$, $p < 0.05$), what supports H5.

On the other hand, job satisfaction reported a negative and significant relationship with turnover intention ($\beta = -0.588$, $p < 0.001$), which means that the lower the job satisfaction, the higher the turnover intention. Consequently, this supports H6. Lastly, job satisfaction also reported a positive and significant relationship with international career intention ($\beta = 0.410$, $p < 0.001$), giving support to H7.

6. Discussion of Findings

This chapter intends to present the results of our study, while identifying the main outcomes and contributions to the study of Shared Service Centers and the factors impacting on their employees' satisfaction.

This research is composed of eight variables, in total, which include: intrinsic motivation, extrinsic motivation, SSC motivation, decision authority, work environment, international career intention, turnover intention and job satisfaction. Additionally, a total of four control variables were included in our model.

Corresponding to the existing literature, our results were statistically supported, except for one of the hypotheses (H2). Kuvaas et al. (2017) concluded that intrinsic motivation is related with positive outcomes, while extrinsic motivation is related negatively to positive outcomes. In contrast to the previous conclusions, Aljumah (2023) concluded that both intrinsic and extrinsic motivation have a positive impact on job satisfaction. Furthermore, Ajmal et al. (2015) found a positive relationship between the intrinsic and extrinsic rewards on job satisfaction. Moreover, Edrak et al. (2013) in line with previous studies (e.g., Aljumah, 2023; Kuvaas et al., 2017; Ajmal et al., 2015; Edrak et al., 2013), concluded that intrinsic motivation is positively related to job satisfaction. Nevertheless, in our study, extrinsic motivation reported a non-significant negative relationship to job satisfaction. This contrasts to the work of Aljumah (2023), who concluded that extrinsic motivation also shows a positive relationship with job satisfaction, or the conclusion of Kuvaas et al. (2017) that identify a negative relationship with positive outcomes.

Furthermore, we found a positive relationship between decision authority and job satisfaction. Previous research has shown that decision authority has a positive effect on job satisfaction, as the delegation of authority grants employees with more control and autonomy over their work tasks, which fosters a sense of ownership. Hence, the delegation of authority increases empowerment of employees, which increases sense of value and employees job satisfaction (Mladenova, 2024; Muhammad Shah and Kazmi, 2020).

In accordance with previous research, the relationship between work environment and job satisfaction reported a positive link. According to Westerman and Yamamura (2007), an employee-work environment fit is crucial. If there is no fit, the

employee would often interpret negatively the normal daily occurrences, thus impacting on a lack of satisfaction. Moreover, several research studies have demonstrated that spaces where employees perceive fairness and justice often have greater employee satisfaction (Lambert et al., 2020; Orhan, 2011).

Similarly to previous research, we found a negative relationship between job satisfaction and turnover intention. Within this context, Lim et al. (2017) recommend that managerial teams should pay close attention to the factors enhancing job satisfaction and higher commitment, aiming to decrease the level of turnover intention. A job-fit technique to increase employees' sense of purpose, employees' empowerment by setting goals and making decisions helps employees to increase their satisfaction and commitment (Lim et al., 2017).

Finally, when focusing on the impact of job satisfaction and international career intention, our study reported a positive and significant relationship. Adler (1986) found that students link job satisfaction and personal growth with an international career. In concordance with Adler (1986), Dickmann et al. (2008) concluded that the factors driving employees to pursue international labor markets include personal and professional aspirations, among others. Hence, we believe that the positive relationship with job satisfaction and international career intentions can also be explained by the existence of intrinsic motivations on employees, in the aim of developing professionally.

As for the control variables, only age appears to have a negative relationship with turnover intention, i.e., the older the employee, the less likely they are to change jobs, which is in line with the conclusions of Cotton and Tuttle (1986).

7. Conclusion

7.1 Main Conclusions

This study was developed aiming to address the research question: *what are the key factors of employee motivation in shared service centers that lead to job satisfaction, and what are the related outcomes of job satisfaction?* So the main aims were to better understand the relationship between the different factors (intrinsic motivation, extrinsic motivation, decision authority, work environment, among others) and job satisfaction in the context of SSCs, and how job satisfaction relates to turnover intention and international career intention outcomes.

Based on the existing literature, the conceptual model was developed to address the different associations between these variables. In general terms, this research's findings suggest that intrinsic motivation is a crucial factor impacting job satisfaction in SSCs, in contrast to extrinsic motivation. Additionally, our research also suggests that highly satisfied (and motivated) employees would often be willing to pursue an international career in the context of their SSC. Furthermore, our research also suggests that both decision authority and positive work environments have a positive outcome on employees' satisfaction. Lastly, job satisfaction showed, in concordance with the literature review, a negative relationship with turnover intention.

7.2 Theoretical Implications

This research offers several theoretical implications in the field of job satisfaction, focusing specifically on the context of SSCs. The proposed model establishes a relationship between different key motivational factors and job satisfaction. Although there is a lot of research on motivation and overall job satisfaction, there is not much research done in the specific context of SSCs. Hence, one of our main contributions is related to current research.

Furthermore, our research confirms previous theories. Firstly, the positive and significant relationship between intrinsic motivation and job satisfaction serves to reinforce the SDT theory (Deci & Ryan, 1985). Hence, our study confirms that even when SSCs often involve positions with routine tasks, repetitive tasks, and highly standardized processes (Richter & Bruhl, 2020; Deloitte, 2011), intrinsic motivators remain important for employee job satisfaction.

Secondly, the results of our research also aligned and reinforce Herzberg's (1959) theory. In this regard, our study reinforced that while the hygiene factors (in our research, extrinsic motivation) do not impact positively on job satisfaction, the motivator factors (in our research, decision authority or work environment) increase job satisfaction. Hence, our study confirms Herzberg's (1959) theory.

Thirdly, the positive relationship between job satisfaction and international career intention reported on our research confirms the growing array of international careers in different modes (Baruch et al., 2013). Hence, our study suggests that job satisfaction in SSCs may act as a precursor to an international career.

Considering all these factors, our research contributes to a broader understanding the motivations that affect the satisfaction of employees in an international company, namely in the context of SSCs within multinationals.

7.3 Managerial Implications

On a multinational level, this research provides us with some crucial understandings in terms of job satisfaction. Nowadays, managers must work hard to ensure employees' job satisfaction, as it is a crucial source of concern in all organizations (Aljumah, 2023).

Firstly, SSCs must ensure creating roles that foster employees' intrinsic motivation. In this sense, managers in SSCs must ensure that employees' sense of interest and developments needs are covered. Additionally, this research has shown decision authority to be an important factor affecting job satisfaction. Therefore, all strategies aiming to increase employee's development, sense of interest and decision authority are a good path to achieving highly satisfied employees.

Secondly, our results suggest that highly satisfied employees would be willing to have an international career course. This could be done within the multinational. In this perspective, SSCs' management must ensure to focus on internal career paths and development.

Finally, this study allows us to conclude that highly satisfied employees would report lower levels of turnover intention. In this perspective, management should focus on fostering employees' level of satisfaction to reduce one of the biggest challenges that SSCs are facing: turnover intention (Koval et al. 2016).

7.4 Limitations and Further Research

This research aimed to understand the motivational factors that lead to job satisfaction in the context of SSCs, and what are the related outcomes of satisfaction. Even though this research demonstrated the relationship between several variables, it has certain limitations.

To begin with, one of the limitations of this research is the size of the sample, as the number of respondents was relatively small (206 employees). A larger sample size would help future research to gain a deeper understanding of the factors affecting job satisfaction in the context of SSCs.

Additionally, for the purpose of this study, and in order to promote parsimony, some variables were removed from the conceptual model, such as the knowledge sharing in the context of global virtual teams, or the cultural intelligence aspects, such as motivational and behavioral aspects of cultural intelligence.

Hence, a possible extension of our study would be to have these variables added into a theoretical-conceptual model, while also including other different cultural dimension topics.

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Appendices

Appendix 1 - Survey

INSTRUCTIONS FOR COMPLETING THE SURVEY

1. This survey is intended for individuals with prior or current experience working in Shared Service Centres within multinationals of all types of industries. If you do not have experience in Shared Service Centres, please do not answer this survey.
2. There are no correct or incorrect answers in this survey. Please answer according to your personal experience on Shared Service Centres.
3. This survey has been elaborated to include mostly multiple-choice questions, so that it minimizes the time of completion. The estimated time to complete this survey is less than 20 minutes.

SECTION A – CHARACTERIZATION OF THE RESPONDANT

1. Please indicate your age _____
2. Please indicate your genre ☐ Male ☐ Female ☐ I prefer not to answer ☐ Other
3. Please indicate your highest level of completed education

<input type="checkbox"/> No formal education	<input type="checkbox"/> Bachelors degree
<input type="checkbox"/> Primary school	<input type="checkbox"/> Postgraduate degree
<input type="checkbox"/> Secondary school	<input type="checkbox"/> Master's degree
<input type="checkbox"/> Technical degree	<input type="checkbox"/> Doctoral degree (PHD, MD, among others)

4. How many languages do you speak fluently? _____
5. Please indicate your seniority level (in your current position)

<input type="checkbox"/> Intern	<input type="checkbox"/> Specialist
<input type="checkbox"/> Junior	<input type="checkbox"/> Lead/Manager
<input type="checkbox"/> Semi-Senior	<input type="checkbox"/> Executive/Director
<input type="checkbox"/> Senior	

6. How would you define your position?

<input type="checkbox"/> Local support	<input type="checkbox"/> Global Support
<input type="checkbox"/> Regional support	

7. Please indicate how many years of experience do you have working in Shared Service Centres _____
8. Please indicate your tenure in your current organization _____
9. Please indicate if you have a fixed-term contract or you are a temporary contract (e.g. intern)? _____
10. Please indicate your nationality _____
11. In which country is the Shared Service Centre where you currently work located? _____

SECTION B – CHARACTERIZATION OF THE SSC

1. How many Shared Service Centres does your company have currently operating? _____
2. Approximately, how many employees work within your Shared Service Centre? _____
3. Approximately, how long has your Shared Service Centre been operating for? _____
4. As far as you know, how many markets does your Shared Senter Centre provide services to? _____
5. Please indicate whether you think your Shared Senter Centre has the following scope within the entire group/multinational

- ☐ Local ☐ Global
- ☐ Regional

6. Does your company also operates (e.g. having a production site, apart from the Shared Service Centre) in the country where your Shared Service Centre is located? _____

SECTION C – MOTIVATIONS IN THE WORKPLACE

1. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) My job is meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job is very exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My job is so interesting that it is a motivation in itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Sometimes I become so inspired by my job that I almost forget everything else around me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The tasks that I do at work are enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The tasks that I do at work are themselves representing a driving power in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) If I am supposed to put in extra effort in my job, I need to get extra pay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) It is important for me to have an external incentive to strive for in order to do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) External incentives such as bonuses and provisions are essential for how well I perform my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) If I had been offered better pay, I would have done a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) Sometimes I feel that I do not control how to complete my tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) If I could choose, I would do things at work differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) In my job, I feel forced to do things I do not want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In my job, I feel I have the freedom to choice how to complete my day-to-day task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I can decide for my own which tasks I execute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have a lot to say about what happens on my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) My job allows me to make a lot of decisions on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) On my job, I have freedom to decide how I do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I continuously have to do what others tell me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements about your **commitment?**

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) I really feel as if this organization’s problems are my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I feel a strong sense of belongingness to my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I feel emotionally attached to this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel like part of the family at my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) This organization has a great deal of personal meaning for me. I do not feel like part of the family at my organization (R).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I feel that I have too few options to consider leaving this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) One of the few consequences of leaving this organization would be the scarcity of available alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) For me personally, the costs of leaving this organization would be far greater than the benefit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I would not leave this organization because of what I would stand to lose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j) If I decided to leave this organization, too much of my life would be disrupted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Even if it were to my advantage, I do not feel it would be right to leave my organization now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I do not feel any obligation to remain with my current employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I would feel guilt if I left this organization now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) I would violate a trust if I quit my job with this organization now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements about your **work-family balance**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) I have an adequate time to spend with the family even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I have sufficient time to take care of my children/family even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have enough time to take care of my elderly dependents even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I am not missing important social occasions even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I can maintain my work and family with a proper schedule even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have enough time to take medical health checkups even if I work in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Still about your experience in the Shared Service Centre, please classify your agreement with the following statements about the **future**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) I will probably look for a new job in the next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I will likely actively look for a new job in the next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I often think about quitting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Still about your experience in the Shared Service Centre, please classify your agreement with the following statements about **your role**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
a) I know exactly which are my tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I know exactly what others expect of me in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I know exactly what my supervisor thinks about my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I know exactly my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I know exactly what my colleagues think about my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I am free from conflicting demands that others make.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. About your experience in the Shared Service Centre, please classify your agreement with the following statements about the **work environment**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) My internal work environment is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My job is motivating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The required resources are available to perform my tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The environment is safe to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There is no work overload in organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Supervisors are very supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Still about your experience in the Shared Service Centre, please classify your agreement with the following statements about **training and development**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) On-the-job training is an effective tool for learning new skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Developmental training should include effective communications, team building, and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Developmental training should be afforded to all levels and/or positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Training and development is important for job growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Training and development is important for potential advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I receive updated training which is required for my position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The current training offered is adequate for my professional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements about your **international culture behaviour**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) I enjoy interacting with people from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am confident that I can socialize with locals in a culture that is unfamiliar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am sure I can deal with the stresses of adjusting to a culture that is new to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I enjoy living or working in cultures that are unfamiliar to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I am confident that I can get accustomed to the living or working conditions in a different culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I use pause and silence differently to suit different cross-cultural situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I vary the rate of my speaking when a cross-cultural situation requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I change my nonverbal behavior when a cross-cultural situation requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I alter my facial expressions when a cross-cultural interaction requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Based on your experience in the Shared Service Centre, please classify your agreement with the following statements about knowledge sharing within your **global virtual team**?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
k) In the virtual team, we share working experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) In the virtual team, we share our professional knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I often share new information acquired with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) In the virtual team, we share work reports and official documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) In the virtual team, I can immediately obtain new knowledge required for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) I am capable of using knowledge obtained from the virtual team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) I attempt to solve task problem through knowledge of the virtual team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. About your experience in the Shared Service Centre, please classify your agreement with the following statements about the experience in this multinational company?

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
a) I like to have international missions at some point in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am seriously considering pursuing an international career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I love to work on a multinational company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel that in my SSC I am part of a big multinational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I think that I have future advantages for working in a multinational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I want an international career which would have a series of foreign assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I would like to travel internationally, as part of my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I want my next jobs to be in foreign country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. About your experience in the Shared Service Centre, please classify your agreement with the following statements regarding the reasons to work on this SSC.

(Please, consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral			7 = Strongly agree	
	1	2	3	4	5	6	7
a) This SSC have several good reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There are good career opportunities inside this SSC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There are good career opportunities inside the multinational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The salary is good for recent graduates or young professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) This company is a good starting ground for professional growth/career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) This multinational company gives me a good recognition in the job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The salary/cash benefits are very good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) There are several opportunities for self-realization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) This company presents several possibilities of gaining recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I feel that there are several opportunities to contribute to company success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) This company gives me work flexibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I get several opportunities for quick professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) I find several opportunities for self-fulfilment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D – JOB SATISFACTION

1. Based on your work experience in the Shared Service Centre, please classify your agreement with the following statements regarding your **job satisfaction**?

(Please consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree	4 = Neutral	7 = Strongly agree
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	1	2	3	4	5	6	7
a) If I had the choice, I would take this job again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I would not like to change jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) This job is exactly what I wanted when I applied for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I never have to do work that I would rather not do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I would advise a friend to apply for this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Still about your experience in the Shared Service Centre, please classify your agreement with the following statements about **your job satisfaction**?

(Please consider a scale of 1 to 7, where 1 is “Strongly Disagree” and 7 “Strongly Agree”)

	1 = Strongly disagree		4 = Neutral		7 = Strongly agree		
	1	2	3	4	5	6	7
a) I am satisfied with my responsibility in organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am happy about the work itself in organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I get recognition in my work at organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I find achievement in my job at organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I get co-operation from other members of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E – FINAL QUESTION

1. Final Question

	<i>1 = Very low</i>		<i>4 = Moderate</i>		<i>7 = Very high</i>		
	1	2	3	4	5	6	7
Please indicate your level of knowledge on the topics presented in this survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate your level of knowledge about ISEG – University of Lisbon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your response,

I highly appreciate your time and

Your collaboration is crucial for this research

Julian Bondanza

Appendix 2 - LinkedIn Post

Hi LinkedIn network,

I am conducting a survey as part of my master's thesis, and your input would be of great help.

My research focuses on the factors affecting employee motivation within Shared Service Centres, and I need participants who have worked or are currently working in this environment.

The survey takes less than 15 minutes to complete.

Thank you so much for your time and support!

Feel free to share this post with anyone in your network.

Appendix 3 - Descriptive Analysis of the Measures

Construct	Items	Mean	Standard deviation	Skewness	Excess Kurtosis	Kurtosis
Intrinsic Motivation	Int_Mot_it1	5.311	1.387	-0.978	0.6630	3.663
	Int_Mot_it2	4.956	1.446	-0.486	-0.57	2.430
	Int_Mot_it3	4.592	1.397	-0.547	-0.124	2.876
	Int_Mot_it4	3.631	1.484	0.231	-0.426	2.574
	Int_Mot_it5	4.845	1.248	-0.818	0.8	3.800
	Int_Mot_it6	4.694	1.375	-0.664	0.269	3.269
Extrinsic Motivation	Ext_Mot_it3	4.854	1.683	-0.544	-0.582	2.418
	Ext_Mot_it4	4.301	1.871	-0.238	-1.093	1.907
Decision Authority	Dec_Author_it1	4.976	1.515	-0.473	-0.308	2.692
	Dec_Author_it2	4.476	1.427	-0.557	-0.122	2.878
	Dec_Author_it3	4.922	1.286	-0.944	0.966	3.966
Turnover Intention	Turn_intent_it1	4.728	1.659	-0.512	-0.567	2.433
	Turn_intent_it2	4.49	1.751	-0.323	-0.88	2.120
	Turn_intent_it3	4.112	1.724	-0.163	-0.723	2.277
Work Environment	Work_Env_it1	5.801	1.163	-0.947	0.348	3.348
	Work_Env_it2	4.913	1.596	-0.513	-0.628	2.372
	Work_Env_it3	5.762	1.35	-1.003	0.31	3.310
	Work_Env_it4	6.228	1.111	-1.767	3.071	6.071
	Work_Env_it6	5.374	1.442	-0.94	0.279	3.279
International Career	Int_Career_it3	5.961	1.079	-0.904	0.342	3.342
	Int_Career_it4	5.66	1.421	-0.966	0.51	3.510

	Int_Career_it5	6.044	1.24	-1.331	1.42	4.420
	Int_Career_it6	5.432	1.459	-0.809	0.133	3.133
	Int_Career_it7	6.243	1.038	-1.341	1.263	4.263
SSCs Motivation	SSc_mot_it1	5.592	1.386	-1.168	1.274	4.274
	SSc_mot_it2	5.466	1.5	-1.187	0.938	3.938
	SSc_mot_it3	5.675	1.367	-1.22	1.414	4.414
	SSc_mot_it4	5.34	1.667	-0.918	-0.098	2.902
	SSc_mot_it5	5.927	1.303	-1.521	2.596	5.596
Job Satisfaction	Job_satis_it1	5.32	1.55	-1.177	0.774	3.774
	Job_satis_it2	5.141	1.556	-1.147	0.573	3.573
	Job_satis_it3	4.282	1.695	-0.352	-0.917	2.083
	Job_satis_it4	4.743	1.579	-0.882	0.07	3.070
	Job_satis_it5	4.068	1.682	-0.12	-0.973	2.027
	Job_satis_it6	5.112	1.67	-0.96	0.076	3.076
Age	-	28.087	5.587	1.878	4.636	7.636
Gender	-	0.413	0.492	0.358	-1.891	1.109
Education	-	5.393	1.082	0	-0.183	2.817
Job experience in SSC (years)	-	4.167	3.208	2.271	7.779	10.779

Appendix 4 – Collinearity Statistics (VIF)

	International Career	Turnover Intention	Job satisfaction
Age	2.424	2.424	
Decision Authority			1.506
Education	1.028	1.028	
Extrinsic Motivation			1.05
Gender	1.039	1.039	
International Career			
Intrinsic Motivation			2.394
SSC experience (years)	2.406	2.406	
SSc Motivation			2.206
Turnover Intention			
Work Environment			2.910
Job Satisfaction	1.044	1.044	

Appendix 5 – Discriminant Validity

	Age	Dec_Auth or_it	Education	Ext_Mot_it	Gender	Int_Career_it	Int_Mot_it	SSC_experie nce_years	SSc_mot_it	Turn_intent_it	Work_Env_it	Job_satis_it
Age	1	0.208	0.114	-0.27	0.167	0.035	0.17	0.762	-0.055	-0.255	0.105	0.168
Dec_Author_it 1	0.222	0.745	0.178	-0.027	0.105	0.19	0.316	0.284	0.298	-0.181	0.418	0.378
Dec_Author_it 2	0.131	0.892	0.13	0.01	0.025	0.215	0.549	0.194	0.322	-0.332	0.483	0.558
Dec_Author_it 3	0.19	0.869	0.182	-0.106	0.035	0.238	0.437	0.268	0.335	-0.228	0.444	0.474
Education	0.114	0.19	1	0.082	-0.068	0.136	0.152	0.072	0.105	0.02	0.097	0.095
Ext_Mot_it3	-0.18	0.059	0.167	0.515	-0.027	0.139	0.046	-0.098	0.184	0.23	0.122	0.026
Ext_Mot_it4	-0.274	-0.028	0.107	0.984	-0.066	0.102	-0.129	-0.156	0.05	0.326	-0.009	-0.126
Gender	0.167	0.059	-0.068	-0.069	1	-0.084	0.058	0.154	-0.012	-0.05	0.05	0.053
Int_Career_it3	0.195	0.187	0.051	0.085	-0.08	0.804	0.315	0.175	0.37	-0.163	0.413	0.346
Int_Career_it4	0.111	0.269	0.112	0.083	-0.084	0.819	0.389	0.088	0.583	-0.178	0.536	0.414
Int_Career_it5	0.021	0.285	0.085	0.051	0.026	0.83	0.348	0.024	0.524	-0.06	0.463	0.337
Int_Career_it6	-0.268	0.062	0.172	0.076	-0.127	0.651	0.223	-0.249	0.228	0.071	0.208	0.183
Int_Career_it7	-0.056	0.068	0.123	-0.019	-0.063	0.607	0.13	-0.014	0.211	0.073	0.221	0.146
Int_Mot_it1	0.1	0.36	0.113	0.032	-0.053	0.353	0.669	0.094	0.442	-0.221	0.471	0.488
Int_Mot_it2	0.14	0.496	0.179	-0.056	0.08	0.441	0.905	0.107	0.63	-0.415	0.685	0.689
Int_Mot_it3	0.179	0.436	0.161	-0.18	0.075	0.313	0.902	0.106	0.544	-0.515	0.637	0.694
Int_Mot_it4	0.157	0.306	0.114	-0.195	-0.031	0.219	0.729	0.059	0.29	-0.351	0.347	0.482
Int_Mot_it5	0.16	0.517	0.081	-0.158	0.081	0.317	0.891	0.131	0.535	-0.51	0.691	0.731
Int_Mot_it6	0.113	0.498	0.113	-0.211	0.086	0.346	0.871	0.075	0.604	-0.5	0.651	0.674
SSC_experience_years	0.762	0.288	0.072	-0.155	0.154	0.032	0.116	1	-0.012	-0.211	0.158	0.181
SSc_mot_it1	-0.076	0.318	0.152	0.068	-0.01	0.509	0.473	0.002	0.875	-0.246	0.652	0.534
SSc_mot_it2	0.024	0.352	0.085	0.001	-0.037	0.492	0.612	0.035	0.899	-0.381	0.663	0.622
SSc_mot_it3	0.027	0.387	0.07	0.049	-0.031	0.504	0.551	0.054	0.878	-0.289	0.665	0.598
SSc_mot_it4	-0.087	0.251	0.157	-0.073	0.048	0.316	0.439	-0.054	0.647	-0.242	0.414	0.459
SSc_mot_it5	-0.144	0.247	-0.014	-0.005	-0.006	0.438	0.484	-0.109	0.833	-0.234	0.555	0.521
Turn_intent_it 1	-0.276	-0.272	0.054	0.275	-0.059	-0.04	-0.47	-0.257	-0.264	0.948	-0.403	-0.553
Turn_intent_it 2	-0.244	-0.27	0.014	0.308	-0.038	-0.08	-0.446	-0.202	-0.306	0.953	-0.387	-0.553
Turn_intent_it 3	-0.194	-0.307	-0.011	0.303	-0.043	-0.165	-0.524	-0.13	-0.379	0.896	-0.455	-0.584
Work_Env_it1	0.055	0.472	0.012	-0.028	0.042	0.435	0.558	0.099	0.517	-0.324	0.836	0.63
Work_Env_it2	0.247	0.54	0.183	-0.063	0.108	0.431	0.796	0.24	0.629	-0.509	0.858	0.764
Work_Env_it3	0.025	0.256	0.074	0.004	0.002	0.474	0.454	0.07	0.62	-0.269	0.781	0.462
Work_Env_it4	0.052	0.382	0.042	-0.04	0.041	0.522	0.394	0.13	0.535	-0.182	0.765	0.425
Work_Env_it6	-0.01	0.453	0.052	-0.018	-0.012	0.327	0.571	0.071	0.618	-0.423	0.817	0.638
Job_satis_it1	0.148	0.51	0.073	-0.126	0.024	0.421	0.657	0.149	0.636	-0.482	0.682	0.907
Job_satis_it2	0.104	0.55	0.08	-0.122	0.057	0.42	0.763	0.151	0.684	-0.549	0.752	0.937
Job_satis_it3	0.207	0.449	0.088	-0.13	0.018	0.249	0.652	0.195	0.484	-0.641	0.564	0.871
Job_satis_it4	0.148	0.531	0.079	-0.088	0.037	0.355	0.682	0.134	0.613	-0.55	0.676	0.912
Job_satis_it5	0.107	0.448	0.143	-0.098	0.072	0.197	0.566	0.145	0.404	-0.426	0.489	0.741
Job_satis_it6	0.176	0.517	0.059	-0.216	0.074	0.466	0.697	0.187	0.638	-0.54	0.737	0.902