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## **Our Relationship is Hanging by a Thread: The Intrinsic Demotivation of Talents in Developing Economies and Their Reluctance to Quit**

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**Our Relationship is Hanging by a Thread: The Intrinsic Demotivation of Talents in  
Developing Economies and Their Reluctance to Quit**

**Abstract**

**Purpose:** This study aims to contribute to the talent management literature by addressing an important yet relatively under-researched issue: talent demotivation, an active process in which an individual’s intrinsic motivation diminishes over time. Specifically, we explore why talents become intrinsically demotivated and why, despite this, they choose to stay with their organization. We draw on self-determination theory (SDT) to provide answers to these critical questions.

**Design/methodology/approach:** We used a multiple-case study approach involving in-depth, semi-structured interviews with 40 participants, including talents, managers, HR personnel, and co-workers from three large high-tech companies in Iran. We conducted a qualitative analysis using theory-driven and data-driven coding, supported by MAXQDA software, to ensure a rigorous and iterative data analysis process.

**Findings:** The research identifies several key demotivating factors, including a lack of authority, feelings of humiliation, and unfulfilled psychological needs related to autonomy, competence, and relatedness. Additionally, it introduces two new psychological needs: positive value creation and a constructive ambience. Despite the prevalence of demotivating factors, many talents chose to stay due to extrinsic motivational factors such as competitive compensation, alignment with societal expectations, and professional networking opportunities.

**Originality:** This study contributes to the literature by examining the demotivation process of talents as a subtle phenomenon rather than solely focusing on retention strategies. It extends SDT into a developing economy context, accounting for specific socio-cultural factors and introducing

two new psychological needs that are particularly important for talents. The findings provide valuable insights to help improve talent-management practices within similar contexts.

Employee Relations

**Introduction**

It is vital for organizations not only to recruit and retain talented individuals but also to keep them motivated (Cajander & Reiman, 2024; Eftekhari, 2017; León & García-Saavedra, 2020). Talents are defined as individuals with high current performance or significant future potential (Kirschner, 2020; Tansley, 2011). Compared to employees not classified as talents, these individuals typically demonstrate higher cognitive abilities, stronger learning capabilities, more innovative mindsets, and a greater problem-solving orientation (Billett & Le, 2024; Schmidt & Hunter, 1998; see also Vardi & Collings, 2023). They often play a critical role in driving organizational success (Collings & Mellahi, 2009; Kwon & Jang, 2022). Furthermore, when motivated, talents tend to show higher levels of commitment to achieving organizational goals than their non-talent counterparts (Efron & Ort, 2018).

However, maintaining the motivation of talented individuals presents significant challenges, as various factors can erode their motivation, leading to demotivation. Demotivation is not simply the absence of motivation. Unlike amotivation—which, according to SDT, is characterized by the lack of both intrinsic and extrinsic motivation (Deci & Ryan, 2008; Ryan & Deci, 2017; Vallerand & Blssonnette, 1992; Vallerand et al., 2008)—demotivation is an active process. It involves the gradual erosion of an individual’s intrinsic motivation over time (Falout et al., 2009; Ryan & Deci, 2017). While amotivation reflects a current state (Ryan & Deci, 2017), it fails to capture the process through which previously intrinsically motivated individuals lose their drive (Falout et al., 2009). This decline is often marked by reduced enthusiasm and engagement, which manifest as decreased productivity and increasing resistance to organizational goals (Falout et al., 2009; Masood et al., 2022; Meyer, 2014).

Previous research has shown that demotivated talents can harm an organization's performance and competitiveness more significantly than non-talent employees due to the disproportionate contributions talents typically make (Effron & Ort, 2018). Understanding the factors that lead to talent demotivation is therefore crucial.

Despite the extensive body of talent management literature (Ott et al., 2018), there remains a limited understanding of the factors contributing to the demotivation of talents (Gelens et al., 2013; Kwon & Jang, 2022; Yadav & BaniAta, 2013; Zeynali et al., 2019), particularly in developing economies (Pereira et al., 2022). The demotivation of talents may differ from that of other employees due to their unique expectations and needs (Effron & Ort, 2018), which often prioritize intrinsic motivators, such as challenging work and opportunities to create impact, over extrinsic factors, such as salary (Delaney & Royal, 2017). This research addresses this gap by posing the first research question: "*Why do talents become demotivated in organizations?*"

While it is known that demotivated talents can negatively impact organizational outcomes (Duxbury & Halinski, 2014), many choose to remain with their employers despite their lack of motivation (Eftekhar, 2017; Sheridan et al., 2019). This behaviour can result in low morale and toxic work environments, as these individuals, despite receiving high compensation (Sheridan et al., 2019), lack the commitment necessary to align with organizational goals (Duxbury & Halinski, 2014). Although there is substantial research on employee turnover and intentions to quit (Bari et al., 2023; Berber & Gašić, 2024; Qiao et al., 2023; Rodrigue & Cox, 2024; Stofberg et al., 2022), which often identifies factors such as a lack of organizational support (Stofberg et al., 2022), breaching the psychological contract (Bari et al., 2020), knowledge-hiding behaviours (Qiao et al., 2023), workplace conflicts (Qiao et al., 2023), workplace bullying ((Bari et al., 2023), and pay secrecy (Rodrigue & Cox, 2024), few studies specifically focus on talents (Aljbour et al., 2024).

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Even fewer examine why demotivated talents choose to stay rather than quit their organizations. To address this gap, the second research question of this study is: “*Why do some demotivated talents choose to stay with their employers?*”

To explore our two questions, this research applies self-determination theory (SDT) (Ryan & Deci, 2017). Self-determination theory provides a comprehensive approach to understanding the types and levels of behavioural regulation and the factors influencing individuals' choices and motivations. It explains how interpersonal and environmental factors, including economic circumstances, shape the fulfilment of psychological needs, making it especially relevant in contexts of uncertainty and change (Ryan & Deci, 2017).

In developing economies, sustaining the motivation of talented employees is vital for fostering economic growth and enhancing national competitiveness (Pereira et al., 2022). Organizations in these regions often face cultural, economic, and structural challenges that impact their ability to motivate talented employees (Budhwar et al., 2019). These challenges necessitate innovative talent management strategies (Tasavori et al., 2021).

This study focuses on the Islamic Republic of Iran (hereafter Iran), a developing economy with a substantial number of engineering graduates (Sheth, 2018), but one that also faces unique challenges, such as the lingering effects of war, international sanctions (Ng, 2021), and high rates of emigration among its talented workforce (ISNA, 2021). These factors create significant obstacles for high-tech organizations, which depend heavily on talented employees and struggle to attract, retain, and motivate them (Bolander et al., 2017; Eftekhari, 2017). To remain competitive, such organizations must prioritize the motivation of their talents (Budhwar et al., 2019; Latukha et al., 2022). When talented employees become demotivated, the impact on organizational performance can be substantial (Kwon & Jang, 2022). By leveraging SDT, this research examines

the interaction between psychological needs, organizational practices, and motivation (Ryan & Deci, 2017). To explore these complexities, we conducted multiple qualitative case studies (Stake, 1978), including interviews with 40 managers and employees from three large high-tech companies in Iran.

This study makes several significant contributions to human resource and talent management. First, it identifies key factors that contribute to talent demotivation, moving beyond the traditional focus on retention. It also explores why demotivated individuals choose to stay in their organizations, shedding light on the organizational dynamics that drive demotivation and addressing a critical gap in the literature (Budhwar et al., 2019; León & García-Saavedra, 2020). Second, while SDT has been widely used across disciplines, its application in talent management—particularly in developing economies—remains limited. This research employs SDT as a robust theoretical framework to analyse talent behaviour across varying motivational intensities within high-tech industries (Ryan & Deci, 2017). Finally, by examining the Iranian context, this study responds to calls for more research in underrepresented regions (Budhwar et al., 2019). The findings provide valuable insights into how organizations in developing economies can create effective talent management strategies tailored to their unique constraints and opportunities.

## **Theoretical Background and Literature Review**

### *Self-Determination Theory and the Spectrum of Motivation*

Self-determination theory offers a critical framework for understanding the complexities of employee motivation (Ryan & Deci, 2017), particularly within the realm of talent management. At its core, SDT posits that individuals are motivated by a fundamental need for autonomy,

competence, and relatedness in their decisions and actions (Guay et al., 2000; Ryan & Deci, 2017). The theory conceptualizes motivation as existing along a continuum, ranging from intrinsic motivation to various forms of extrinsic motivation, which are influenced by external rewards or pressures, and ultimately to amotivation, where motivation is entirely absent (Ronen & Mikulincer, 2014). Understanding this spectrum, as well as the factors that influence movement along it, is essential for addressing the challenges of motivation and demotivation in talent management (see Figure 1). The following section provides a detailed explanation of these different types of motivation from the perspective of SDT.

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Insert Figure 1 about here

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*The Power of Intrinsic Motivation*

*Intrinsic motivation* arises from activities that fulfil three fundamental psychological needs: autonomy, competence, and relatedness (Deci et al., 1981; Guay et al., 2000, p. 32). When these needs are satisfied, individuals are driven by the inherent enjoyment of the activity itself, rather than external rewards. Intrinsically motivated employees tend to demonstrate enhanced performance, greater creativity (Nili & Tasavori, 2022), and a reduced intention to leave their roles (Ryan & Deci, 2017).

*The need for autonomy* reflects an individual’s desire to experience a sense of free choice and alignment with personal values (Ryan & Deci, 2017). While all employees benefit from a work environment that supports autonomy (Ryan & Deci, 2000), talented individuals, in particular, are



likely to derive significant advantages. They typically place a higher value on the ability to direct their own work compared to other employees (Chambers et al., 1998).

The need for competence represents an individual's intrinsic drive for achievement, mastery, and the ability to perform tasks effectively (Ryan & Deci, 2020). Talented individuals are particularly inclined to seek opportunities to demonstrate and utilize their competencies more than others (Luna-Arocas & Morley, 2015). Being designated as a talent inherently emphasizes the importance of their skills and their ability to apply them effectively.

*The need for relatedness* centres on an individual's sense of social connection and belonging (Ryan & Deci, 2017). When employees' need for relatedness is unmet, their motivation often decreases (Ryan & Deci, 2017). For talented individuals, the effects of unmet relatedness can be even more pronounced. Given their disproportionate contributions to organizational success (Chambers et al., 1998; Swailes, 2013), talents may feel an amplified need to be part of a collective effort and to connect meaningfully with their peers.

### *The Complexities of Extrinsic Motivation*

Extrinsic motivation refers to behaviours pursued to achieve specific outcomes (Ryan & Deci, 2017). While it is often associated with external control, certain forms of extrinsic motivation can foster autonomous motivation and satisfy psychological needs. For this reason, these forms are sometimes described as 'behavioural regulations' (Deci & Ryan, 2014). The spectrum of extrinsic motivation ranges from external regulation, the least autonomous form, to integrated regulation, which represents a highly autonomous state (see Figure 1).

**External Regulation.** This form of motivation involves behaviours controlled by external rewards and punishments (Guay et al., 2000). Talents are particularly sensitive to external regulation (Ryan

& Deci, 2017), as it can diminish intrinsic motivation, leading to demotivation and undermining their commitment and engagement with the organization (Delaney & Royal, 2017; Tansley, 2011).

**Introjected Regulation.** This type of motivation occurs when individuals internalize external pressures, compelling themselves to act based on feelings of anxiety, guilt, or a need to boost self-esteem (Strauss & Parker, 2014). Although typically only weakly positively related to work effort and performance (Gagné et al., 2019), introjected regulation may be a significant source of (de)motivation for employees in developing countries, where the status associated with a particular role or organization holds considerable importance (Pereira et al., 2022).

**Identified Regulation.** Identified regulation arises when individuals recognize value in a behaviour and accept it as important, even if it does not provide intrinsic enjoyment (Ryan & Deci, 2017). Talents may remain in unsatisfying roles due to perceived future benefits (Tremblay et al., 2009); however, a lack of intrinsic satisfaction may ultimately lead to demotivation (Deci & Ryan, 2001).

**Integrated Regulation.** This represents the most autonomous form of extrinsic motivation. Individuals fully assimilate the required behaviour into their values and personal needs, making it closely resemble intrinsic motivation (Ryan & Deci, 2017).

*Amotivation: The Absence of Motivation*

*Amotivation* reflects a complete lack of desire to perform a task. This state arises when an individual either feels incapable of undertaking the work or perceives no value in completing it (Deci & Ryan, 2001). As amotivation represents the absence of motivation (Ryan & Deci, 2017), it differs fundamentally from demotivation, which involves an active loss of previously held motivation (Falout et al., 2009).

### *The Dynamics of Demotivation*

Demotivation is particularly concerning as it leads to the loss of commitment, engagement, and productivity (Furnham & Treglown, 2018). The behaviour of managers plays a crucial role in this process, with controlling behaviours that decrease employees' autonomy shown to heighten turnover rates, while management that fosters engagement and relatedness motivates employees (Reina et al., 2017).

In the Iranian context, talent management practices, including the behaviours of supervisors and co-workers, exert a significant influence on talent motivation and retention (Eftekhar, 2017). Unmet psychological needs for autonomy, competence, and relatedness lead to demotivation and, ultimately, increased turnover intentions (Ryan & Deci, 2000). Factors such as the promotion of less qualified individuals (which disrespects more highly qualified employees' competencies), the lack of recognition for talent, and unfair practices (which can give rise to a lack of autonomy) further contribute to talent turnover (Gholipor & Eftekhar, 2017). Figure 2 summarizes our conceptual framework.

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Insert Figure 2 about here

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## **Research Methodology**

### *Research Design and Data Collection*

Given the complexity of the phenomenon—why talents become demotivated and, despite this, choose to remain with their organization—we adopted a qualitative research design (Teddle & Tashakkori, 2009) and employed a multiple-case study approach, allowing for a deeper

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3 exploration of talent management practices across different organizations. This method captures  
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5 nuances and intricacies that a single-case study might overlook, thereby enhancing the reliability  
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7 of our findings (Simons, 2020). Examining diverse environments through multiple cases facilitates  
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9 the identification of shared trends as well as unique talent management practices, offering a richer  
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11 and more comprehensive perspective (Alegria et al., 2010). This approach broadens the  
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13 applicability of our findings by uncovering recurring themes and patterns while also recognizing  
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15 the distinctive characteristics of each case, making the results more relevant to various  
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17 organizational contexts and situations (Yin, 2018). Our method enabled an in-depth investigation  
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19 of the lived experiences of talents within three distinct companies, moving beyond mere  
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21 description to elucidate the underlying social processes influencing the decisions of demotivated  
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23 talents.  
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29 *Data Collection*  
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32 We collected data from three large high-tech companies in Iran. The high-tech sector is  
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34 particularly relevant due to its heavy reliance on motivated talents to maintain a competitive  
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36 advantage (Eftekhari, 2017). As the sector evolves rapidly and offers talented individuals many  
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38 opportunities, retaining talents in this industry presents challenges (Alam, 2023). To ensure  
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40 anonymity and confidentiality for the participating organizations, we do not disclose their names  
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42 and instead use pseudonyms: TechCo, TechMa, and TechEn. Prior to conducting interviews, we  
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44 explained the research topic to HR personnel and relevant senior managers.  
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49 Given the sensitivity of the topic of demotivation, we obtained ethical approval from the first  
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51 author's university ethics committee to safeguard participants' rights (Bryman, 2012).  
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53 Additionally, before each interview, participants were provided with a detailed explanation of the  
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55 study, with particular emphasis on their rights to confidentiality and anonymity. Participants were  
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1 informed that their data would not be shared with other organizations or employees, including their  
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3 managers. After each interview, participants received a copy of the transcribed interview to  
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6 confirm that their views had been accurately recorded (Mero-Jaffe, 2011). This step also served as  
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9 further assurance that informed consent had been obtained for the use of their data in this research.  
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13 Our sampling approach was purposive (Suri, 2011), with participants selected based on their  
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15 involvement in, and insights, into talent management. With the assistance of senior managers  
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17 within the participating organizations, we identified employees regarded as talents based on their  
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19 current high performance or future potential within the organization (Kirschner, 2020; Tansley,  
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21 2011). Our participants held diverse positions within their organizations (Merriam & Tisdell,  
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23 2015), ranging from high-ranking managers to lower-level employees who were either recognized  
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25 as talents or worked closely with them.  
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29 Following the initial interviews, we employed a chain sampling method (Patton, 2014) to identify  
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31 additional informants. Each interviewee was asked to recommend other employees who were  
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33 considered ‘talents’ or who could provide unique insights into our research questions. This method  
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35 proved effective, enabling us to access a broader range of information sources and ensuring that  
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37 our sample included diverse stakeholders. This approach allowed us to capture a variety of  
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39 perspectives on talent demotivation (e.g., talents, their managers, subordinates, and HR personnel),  
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41 facilitating a comprehensive and triangulated understanding of the phenomenon (Corbin &  
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43 Strauss, 2015).  
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48 The sample included a mix of satisfied and dissatisfied talents, non-talents who interacted with  
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50 talents, and talents who had left their previous organizations, but remained within the industry.  
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52 This diversity provided insights from multiple perspectives. Tables I and II present detailed  
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54 information on the participating companies and interviewees.  
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Insert Table I about here

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Insert Table II about here

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We conducted all interviews using a semi-structured interview protocol (Creswell & Poth, 2013), which our research questions and the relevant literature informed. The protocol centred on the key concepts of SDT and the unique aspects of this study, including the definition of demotivation and its relationship with basic psychological needs. The semi-structured format provided the flexibility to allow interviewees to elaborate on themes beyond the prepared questions (Corbin & Strauss, 2015). Interviews lasted between 30 and 120 minutes, with an average duration of 45 minutes; they covered different aspects of de-motivation, such as the lived working experiences of talents and their psychological needs. As previously noted, this research distinguishes between ‘talents’ and ‘non-talents’, with these classifications based on identification by managers and HR departments. To enhance the richness and reliability of our data and ensure triangulation, we also used secondary sources of information, including internal documents, company reports, and media articles related to the participating organizations (Corbin & Strauss, 2015).

*Data Analysis*

To systematically analyse the rich qualitative data collected through interviews, observations, and documents, we employed a rigorous qualitative analysis approach (Corbin &

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3 Strauss, 2015). This method enabled us to identify, analyse, and interpret patterns within our data,  
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5 both within individual cases and across all cases, providing a comprehensive understanding of the  
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7 phenomenon of talent demotivation and their decisions to stay or leave (Yin, 2014).  
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11 Our analysis followed a series of systematic steps. We began by familiarizing ourselves with the  
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13 data, immersing ourselves in interview transcripts, field notes, and relevant documents. The next  
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15 step involved open coding in MAXQDA software, conducted without a predefined framework to  
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17 ensure that all concepts in the texts were considered and nothing was overlooked (Corbin &  
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19 Strauss, 2015). At this stage, two of the authors independently coded all transcripts and resolved  
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21 any discrepancies through discussion, ensuring agreement and reliability in the analysis (Miles et  
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23 al., 2014). Following the initial open coding, similar ideas within each case were grouped, merged,  
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25 and refined into a set of focused codes, which later formed the basis for emerging categories. We  
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27 then conducted an intra-case analysis to clarify context-specific elements and provide a deeper  
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29 understanding of each organization. This step also included examining the relationships between  
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31 talent demotivation, organizational policies, and management initiatives.  
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37 Subsequently, we performed a cross-case analysis, comparing the identified codes across the three  
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39 cases to uncover similarities and contrasts. This comparative approach enabled us to gain insights  
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41 into the generalizability of the research findings. Finally, we distilled the emergent themes from  
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43 the data, offering a structured and coherent interpretation of the phenomenon (Miles et al., 2014).  
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## 49 Findings

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In this section, we first explain why talents become demotivated and then explore why, despite being demotivated, they choose to stay with their organizations, using the framework of SDT.

*Erosion of Intrinsic Motivation: Why Talents Become Demotivated*

A key finding of our research was the pervasive erosion of talents’ intrinsic motivation. This decline was largely attributed to an environment where the three basic psychological needs of autonomy, competence, and relatedness—identified by SDT as essential for intrinsic motivation (Ryan & Deci, 2017)—were not adequately met. Additionally, we identified two further psychological needs critical to talent motivation: the need for positive value creation and the need for a constructive ambience, both of which we explain below. Figures 3 and 4 provide an overview of the codes used to construct these themes.

*Unfulfilled Need for Autonomy*

Our interviews revealed that two primary factors significantly undermined talents’ autonomy: (1) limited authority paired with extended accountability, and (2) working alongside colleagues perceived as less competent.

**Limited Authority/Extended Accountability.** Talented individuals, particularly managers, reported being assigned numerous tasks for which they were held fully accountable, but given insufficient authority to make decisions or control how those tasks were executed. This imbalance violated their need for autonomy, a fundamental tenet of SDT, as they were unable to self-regulate their behaviours to achieve desired outcomes. Talents highlighted how their organizations often demanded results while failing to empower them with the necessary decision-making authority. This unmet need for autonomy led to significant demotivation.



For example, a talented vice president at TechMa, who had experience across all three companies, stated:

*“The CEO always claims that I perform weakly in my tasks without bringing any evidence. He wants to decide everything by himself and asks me to be accountable for activities for which I do not have any authority.”*

Similarly, a talented vice president in TechEn mentioned:

*“One of the most crucial authorities [or responsibilities] I should have is choosing who I want to recruit, but the CEO does this himself, even though he accuses me of unsatisfactory results.”*

**Working with Seemingly Less Competent Co-workers.** Talents also reported becoming demotivated when required to collaborate with colleagues or managers they perceived as being insufficiently competent for their roles. Such situations were seen as both a loss of autonomy and a barrier to achieving meaningful outcomes. Despite their need for independence in their roles, talents felt their autonomy was suppressed when working with individuals unable to make competent decisions. As a talented deputy in TechEn explained:

*“Sometimes you have managers who are not promoted based on their qualifications. Maybe they are here because of some family relationship with some managers. They are not competent. They want to manage a high-tech team with the managerial methods of 50 years ago. They waste your time on issues that you can solve in an hour, but you need 10 hours to convince them of your solutions. They do not dare make a decision. They only prevent you from getting the desired result.”*

*Unfulfilled Need for Competence*

We also found that the need for competence was often unfulfilled through various organizational practices.

**No Space to Excel.** Talents frequently reported a lack of opportunities for career growth, citing the absence of clear pathways for professional advancement as a significant source of frustration. Many stated that their current roles lacked sufficient challenges, leaving them feeling stagnant and undervalued. They also highlighted how organizations failed to support their aspirations by not providing avenues to take on new responsibilities, develop new skills, or showcase their competencies. This perceived lack of investment in their professional development contributed to feelings of demotivation and disengagement, as they felt their potential was being overlooked or underutilized. A mid-level manager in TechEn, who was identified as a talent, stated:

*“I know that whatever I do, I will not be promoted in this organization because higher positions are for in-group ones who have connections to higher managers...”*

This underscores how the absence of a clear career path undermines talents’ need for competence. Talents are inherently driven to improve and grow, and an environment that blocks their path to development erodes their intrinsic motivation.

**Humiliating Talents’ Abilities.** Some talents reported experiencing public humiliation and felt that their abilities were undervalued, with some managers deliberately undermining their accomplishments. Technical managers, in particular, appeared at times to undervalue the abilities of talents, occasionally seeking to erode their confidence to prevent them from becoming too empowered. This lack of respect and recognition for talents’ contributions not only diminished their intrinsic motivation, but also fostered a hostile work environment. For example, when

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3 discussing talents recruited through a rigorous selection process, a non-talent technical manager at  
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5 TechMa remarked:

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8 *“I expected them to be exceptional - brains that I could rely on quickly - but they do not seem to*  
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10 *have the ability to produce notable results; they cannot even work smoothly with other members*  
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12 *of the team.”*

### 13 14 15 *Unfulfilled Need for Relatedness*

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17 Our findings reveal that demotivated talents often experienced an unmet need for  
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19 relatedness, the need to be socially connected and have a sense of belonging with other employees.  
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23 **Boycotting Talents.** Talents were frequently excluded from informal social interactions,  
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25 communication channels, and access to relevant information, creating an atmosphere of isolation.  
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27 For instance, at TechEn, a highly qualified talent was socially isolated and struggled to build  
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29 effective relationships with colleagues. These so-called ‘glass walls’ were prevalent across all the  
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31 studied organizations, excluding talents from in-groups despite their qualifications and  
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33 capabilities.  
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37 **Lies and Distrust.** The lack of trust and misrepresentations that talents experienced during their  
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39 recruitment further created an environment of distrust and disappointment. This distrust  
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41 diminished their sense of belonging and contributed to demotivation. A specialist at TechMa  
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43 explained:  
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47 *“In our organization, the soul of trust is dead; distrust of your colleagues and managers is taken*  
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49 *for granted. No one tells you what the problem is, but you hear people whisper about you.”*  
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Insert Figure 4 about here

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*Expanding SDT: New Needs of Talents*

Our findings reveal the existence of two additional needs uniquely important for highly talented individuals, beyond the basic psychological needs identified in SDT. These additional needs are the need for positive value creation, and the need for a constructive ambience.

*Unfulfilled Need for Positive Value Creation*

Talents prefer to drive positive change in their work environment, yet they often find themselves unable to do so. Instead, they face situations where they are assigned trivial, meaningless tasks or experience social ostracism from friends and family members. This sense of purposeless work frequently fosters feelings of futility among the most skilled and ambitious talents, leading them to question their engagement with their employer.

**Assigning Trivial and Meaningless Work.** Talents frequently felt their potential was underutilized. At TechCo, for instance, new hires from prestigious universities were often assigned tasks they perceived as trivial and meaningless, such as attending unproductive meetings or creating reports that were rarely, if ever, used in decision-making. One talent described these assignments as “*just busywork and did not make any meaningful impact on the overall operation of the company.*”

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3 **Social Ostracism from Friends and Family Members.** Talents at organizations, such as TechCo  
4 and TechMa, also faced social scrutiny from friends and even family members due to widespread  
5 misconceptions about their employers. These misunderstandings—such as the assumption that all  
6 large companies are politically driven—placed external pressure on talents. Questions regarding  
7 the purpose or value of their roles diminished motivation among these high-calibre individuals.  
8 Unlike non-talented employees, who often derive pride and motivation from their professional  
9 associations, talented individuals felt burdened by societal expectations to deliver greater value,  
10 rooted in their prior accomplishments. However, their current roles, often focused on routine tasks,  
11 failed to meet these expectations, leading to further demotivation. This developmental challenge  
12 was compounded by external criticisms, making it distinct from the unmet needs for autonomy  
13 and competency development that arise from organizational practices. For some talents, these  
14 external pressures represented a unique source of their demotivation.  
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#### 34 *Unfulfilled Need for Constructive Ambience*

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37 The talented individuals in our study expressed a preference for work environments that  
38 focused on task-oriented performance and core, value-adding activities. They sought to avoid  
39 distractions caused by *constant criticism from complainers* or *overly restrictive regulations*. A  
40 constructive ambience, in their view, was essential for maintaining focus, engagement, and  
41 productivity.  
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49 **Working with Complainers.** Talents expressed a strong preference for a constructive work  
50 environment, but frequently encountered colleagues who complained incessantly, creating  
51 unnecessary obstacles. These individuals often undermined efforts to improve the organization and  
52 maintain a positive work culture. As a senior business analyst at TechCo remarked:  
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“While everyone in our department is focused on their tasks, the moment we engage with other departments, there is a barrage of complaints and comments like, ‘Why are you doing this?’ and ‘Just let it be.’ It is frustrating and can be demotivating for those trying to get the job done.”

**Increase in Restrictive Regulations.** Talents also reported feeling demotivated by overly restrictive regulations, which less talented employees often bypassed, further complicating their work. A talented IT specialist at TechCo explained:

“As we go about our tasks, myriad strange rules and regulations rain down on us. One day, it’s about dressing a certain way; another day, it’s about filling out a form in a specific manner; and then there are days we’re asked to participate in events entirely unrelated to our job. Please, just let us do our work in peace!”

These findings underscore the importance of creating environments focused on value creation and task performance. Talents become frustrated in workplaces characterized by constant criticism, negative behaviours, and meaningless regulations, which ultimately demotivate them and reduce their productivity.

*Extrinsic Motivations: Why Talents Stay Despite Demotivation*

When the basic psychological needs of talents were unmet, it led to intrinsic demotivation, prompting a variety of responses. Some talents chose to leave the organization, while others stayed, but became disengaged or performed mediocrely. A third group sought to fulfil their unmet needs outside the organization while remaining employed.

Our research examined the factors that encouraged demotivated talents to stay with their organizations, which were often difficult to categorize using SDT alone. While their intrinsic motivation was undermined, their decisions to remain were frequently influenced by extrinsic

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3 motivational factors, but these were not enough to stop their demotivation. We identified three  
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5 primary extrinsic factors that contributed to talents staying in environments they found  
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7 demotivating: *monetary motivations*, *social acceptance motivations*, and *self-satisfying benefits*.  
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#### 10 11 *Monetary Motivation*

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13 **Job Security.** Economic factors, such as financial stability and job security, were critical  
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15 reasons for talents to stay, particularly in unstable economic conditions. Many talents valued the  
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17 predictability of their roles in organizations where connections rather than qualifications often  
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19 influenced promotions and recruitment. In some organizations, job security equated to an implicit  
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21 job guarantee, as a HR manager at TechCo observed:  
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25 “There is no proper performance management system, and no one gets fired here; you can even  
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27 do your personal work and still receive your monthly salary! People do not leave the company  
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29 until they have a strong reason or a better job opportunity.”  
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33 **Acceptable Compensation Package.** Satisfactory salaries offered by high-tech companies  
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35 encouraged talents to remain, particularly during periods of economic uncertainty. However, many  
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37 indicated that they would leave immediately if better opportunities arose. A recruitment specialist  
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39 at TechMa noted:  
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43 “... in difficult economic situations, they stay because they know they could not find a stable  
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45 compensation [package] anywhere else.”  
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#### 48 49 *Social Acceptance Motivation*

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51 Another key factor influencing talents to stay was the social acceptance associated with  
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53 working for a well-known organization. This was particularly significant for married talents, who  
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often had social roles to fulfil within their families and communities. Social expectations frequently shaped their decisions to stay or leave. A team leader at TechCo shared his experience:

*“Previously, I was working for an unknown, but growing institute. I enjoyed working there. However, I did not have a socially acceptable job title. At that time, I was getting married; therefore, I left that job and applied for my current position, where I could gain a better job title that would be acceptable to my wife-to-be’s family.”*

*Self-Satisfying Benefits*

Lastly, talents often remained in their roles to access benefits aligned with their personal values and aspirations.

**Developing Knowledge and Skills.** Some talents stayed in their jobs to develop their knowledge and skill, sometimes benefitting from international training opportunities that supported their personal and professional growth. A talent at TechCo, who also worked as a university lecturer, explained:

*"I use the knowledge and experience that I obtain here to provide better case studies for my students."*

**Expanding Professional Networks.** Others chose to stay to attend international conferences and broaden their professional networks, which they viewed as crucial for their career advancement.

**Commitment to Paternalistic, Religious, or Ethical Values.** Additionally, some talents stayed out of a sense of responsibility to their organizations or society, rooted in ethical or religious principles. For instance, Islamic values, such as “Halal or Haram”—which denote what is permissible or forbidden, respectively—played a significant role. Some talents emphasized that they felt obligated to present their best efforts to ensure that the money they earned and provided



for their families was considered "Halal". Others expressed a sense of duty to their country. The IT Vice President of TechFi stated:

*"I believe that we took a lot from this country, and we have this responsibility to provide for it."*

These findings illustrate how extrinsic motivations, such as financial stability, social acceptance, and personal or ethical commitments, influence talents' decisions to remain in demotivating environments. They also demonstrate how external factors can help talents find a sense of self-determination and purpose, aligning with the principles of SDT (Ryan & Deci, 2017).

#### *"De-talented" Talents: A Consequence of Demotivation*

Talents who experienced feelings of helplessness, incompetence, and a lack of relatedness often lost motivation and actively disengaged from their work. As a TechEn performance manager observed, when talents' abilities were not adequately challenged, they lost the drive to engage actively with their tasks.

In such scenarios, talents remained physically present, but were mentally disengaged, frequently spending their time on trivial activities or cyberloafing, which hindered their ability to perform their duties effectively. A study conducted by TechCo's HR manager revealed that approximately 30 per cent of actively disengaged employees were originally recruited as talents.

These finding highlights that not all demotivated talents choose to leave or find extrinsic motivations to pursue. Instead, in unsupportive environments, they may become "de-talented," unwilling to contribute meaningfully to the organization's goals. This transformation represents a significant loss for both the individual and the organization, as the lack of a supportive and challenging work environment erodes the potential for high performance.

*Talent Turnover*

Our analysis indicates that when neither intrinsic nor extrinsic motivations were present, talents often chose to leave their organizations in search of better opportunities, both domestically and internationally. For example, one senior manager departed to become a CEO at another organization, where they could achieve greater autonomy.

In all three studied organizations, talents frequently sought overseas opportunities or pursued higher education as a way to advance their careers. One HR manager referred to this trend as a “September crisis,” describing the seasonal pattern when many talents left the company to take up educational or employment opportunities abroad.

**Discussion**

Our study underscores how controlling managerial behaviours, unfair practices, and humiliation can suppress intrinsic motivation and autonomy. While previous research has emphasized the role of positive environmental factors in fostering autonomy (Nili & Tasavori, 2022; Reina et al., 2017), our findings highlight the negative actions that actively undermine talents’ intrinsic motivation and sense of autonomy in a comprehensive manner. Specifically, our research complements and expands the existing literature on controlling work environments (Reina et al., 2017; Ryan & Deci, 2017). We demonstrate the damaging effects that interpersonal factors, such as working with less qualified colleagues and experiencing humiliation by managers and co-workers, have on talents' motivation. These actions restrict talents' ability to make decisions and control processes, thereby limiting their capacity to apply their competencies effectively (Nili & Tasavori, 2022).

Our research also emphasizes how workplace dynamics undermine talents’ need for competence by restricting opportunities for growth within the organization. Talents perceive these

opportunities as a recognition of their abilities. The literature frequently highlights the importance of the desire for success and mastery (Ryan & Deci, 2000), and our findings complement this by spotlighting the critical role of manifesting competence. This is further underscored by the recurring theme of humiliation that talents experienced from colleagues, which significantly undermines their need to feel and demonstrate competence. While the literature suggests that the need for competence is fulfilled through practices, such as constructive feedback (Deci & Ryan, 2014), our findings reveal that its unfulfillment is not merely a lack of such feedback, but also the presence of active humiliation.

Additionally, some talents in our studied organizations faced discrimination, unfair treatment, and an atmosphere of distrust, leading to frustration and unmet needs for relatedness. By exploring how unmet needs for autonomy, competence, and relatedness contribute to the erosion of motivation, our study reveals the complex and often subtle ways in which organizational structures and behaviours foster demotivation, expanding the current literature on demotivation (Falout et al., 2009).

Despite these challenges, some demotivated talents stay with their employer, due to external motivations in the form of external regulations, such as the reward of providing financially for their families and social acceptance. This partially supports research on employee retention (León & García-Saavedra, 2020), especially when no attractive external job opportunities exist (Sheridan et al., 2019). Unlike much of the dominant literature, which suggests that talents are likely to leave organizations when they either feel mistreated or distrust their environment (Pang et al., 2015; Reina et al., 2017), our findings, from a developing country, reveal that some talents choose to stay despite feeling demotivated. These individuals often align their work with personal values, deriving benefits, such as curriculum vitae enhancement, professional networking, and training

opportunities (Bari et al., 2021; Martini et al., 2023). Even if they do not find joy or passion in their roles, these external motivations, in the form of external regulations, enable them to partially fulfil their needs for autonomy and growth. Supporting Strauss and Parker (2014), these individuals adopt a strategy that provides a semblance of autonomy and partially satisfies their psychological needs, even in non-supportive environments.

Consistent with other studies (Hom et al., 2012; León & García-Saavedra, 2020), we found that financial rewards and job security often served as temporary incentives for demotivated talents, keeping them with the organization until a better opportunity arose. Furthermore, societal expectations often prevented employees from leaving, aligning with the concept of introjected regulation (Strauss & Parker, 2014). These extrinsic motivations create a state where talented employees remain temporarily with their organizations, but are likely to leave as soon as an appealing opportunity emerges (Sheridan et al., 2019).

The lack of autonomy and meaningful work reduces intrinsic motivation, leaving demotivated talents vulnerable to disengagement and, ultimately, turnover (Ronen & Mikulincer, 2014). Our research uncovered that talents who choose not to leave and fail to regulate their behaviours in a positive way often become ‘de-talented’. This finding supports previous studies (Eftekhar, 2017) that explored talent suppression, showing that when talents encounter non-supportive organizational environments, they may remain, but lose the skills and competencies that initially distinguished them as talents. This process negatively impacts not only the individuals but also the broader work environment, fostering demotivation among other employees. Ultimately, this phenomenon detrimentally influences the organization’s overall atmosphere and performance (Duxbury & Halinski, 2014).

## Conclusion

This research aimed to answer two key questions: why talents become demotivated and why they choose to stay with their organizations despite being demotivated. Our findings illuminate several factors related to intrinsically motivated needs, which, when not met, demotivate talents. Specifically, we reveal that various workplace dynamics, such as the humiliation of their abilities, social ostracism, and working with less competent colleagues, can undermine talents' intrinsic motivation. Additionally, our research identifies new themes that contribute to the existing SDT literature. These include the unfulfilled need for a constructive ambience and the need for positive value creation, as reflected in workplace conditions, such as having to work with complainers and being assigned trivial tasks.

Furthermore, we explore why talents remain with their employers despite their demotivation. Notably, we find that opportunities provided by the workplace to expand their knowledge, enhance their professional networks, and contribute to society—often through a sense of commitment to societal or religious values—play a significant role in their decision to stay. Figure 5 presents a summary of our findings.

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Insert Figure 5 about here

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Our findings make several significant contributions. First, our research enhances the field of human resource management (Al-tkhayneh et al., 2019; Cossette, 2014; Delaney & Royal, 2017). While *employee* motivation has been extensively studied (Deci & Ryan, 2001; Guay et al., 2000),

our research complements existing knowledge by focusing on the process of losing motivation—demotivation—amongst *talents* (Cable, 2018). Second, while talent recruitment (Christensen Hughes & Rog, 2008), talent development (Alam, 2023), and talent retention (Festing & Schäfer, 2014) have all garnered growing attention, we address a relatively underexplored area in talent management. Specifically, our research examines not only why talents become demotivated, but also why they choose to remain with their employers despite being demotivated. In doing so, our study moves beyond the simplistic ‘stay or leave’ dichotomy by illuminating the complex circumstances and motivations that influence talented individuals in demotivating environments.

Third, our research adds to SDT (Ryan & Deci, 2017). By applying this theoretical framework to the context of talents, we unravel the key factors that contribute to the erosion of intrinsic motivation and the onset of demotivation. Specifically, we highlight the factors leading to unmet autonomy, competence, and relatedness needs (see Figure 5). While SDT posits universal psychological processes, our findings suggest that high-potential individuals require their work to be meaningful, impactful, and aligned with their personal values (Delaney & Royal, 2017). Moreover, they excel in environments focused on productivity and core activities, where negative interpersonal interactions are minimized, and overly restrictive regulations do not hinder their performance.

Fourth, our findings underscore two additional needs critical for fostering intrinsic motivation among talents: the need for positive value creation and the need for a constructive ambience. These newly identified needs enhance our understanding of the factors that drive gifted employees and emphasize the importance of creating enabling environments. Furthermore, by analysing extrinsic motivation, we explain why talented employees remain with their employers despite experiencing

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3 a lack of motivation. Specifically, our study provides an in-depth examination of various aspects  
4 of extrinsic motivation, including monetary rewards, social approval, and self-satisfying benefits.  
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8 Finally, in response to the ongoing call for research on less explored regions (Budhwar et al.,  
9 2019), our study addresses intricacies that are often overlooked in the existing literature.  
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11 Specifically, we investigate why demotivated talents choose to stay with their employers,  
12 particularly in environments characterized by economic uncertainty and diverse societal  
13 expectations (Javidan & Dastmalchian, 2003). These findings build on Budhwar et al. (2019) work  
14 on HRM in the Middle East by expanding the scope of the study to a less explored context, offering  
15 valuable insights into talent management in developing regions.  
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#### 25 *Research Limitations and Future Research Directions*

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27 Our First, our research focuses on the high-tech sector in a single developing country;  
28 therefore, our findings may not be directly applicable to other contexts. The narrow scope of our  
29 study implies that the results may not hold for industries or economies with different  
30 characteristics. Future research should extend these findings to broader and more diverse  
31 populations, including other sectors and geographic regions, to enhance generalizability.  
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40 Second, our study examines the period in which talents become demotivated. A longitudinal study  
41 of the motivation dynamics among talents might reveal more detail regarding the various  
42 determinants impacting motivation in the long run, as well as specific conditions under which  
43 talents experience fluctuations in motivation levels.  
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49 Finally, our research was primarily conducted using qualitative methods, such as interviews, which  
50 may introduce subjectivity and biases. To address this limitation, future research should adopt a  
51 multi-method approach by combining qualitative findings with quantitative questionnaires and  
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other data collection techniques. This triangulation would help reduce biases and provide a more comprehensive and robust analysis.

*Managerial implications*

Our research also offers several implications for managers aiming to retain talented employees and keep them motivated. According to our findings, managers should satisfy talents’ basic psychological needs and complement their intrinsic motivation with extrinsic motivations to prevent demotivation.

First, managers should address autonomy by empowering talents, aligning their responsibilities with actual authority. They should grant them the ability to decide their work processes and provide accountability combined with the resources and latitude to deliver on expected results. When designing team compositions, managers should also ensure that talents are matched with competent colleagues to prevent feelings of frustration.

Second, to satisfy the need for competence, it is important that managers provide growth opportunities and initiatives on enhancing skills and knowledge for talents. However, they should remain cognizant that one of the key reasons talents choose to stay is access to opportunities they cannot secure independently, such as participation in international courses or conferences. Moreover, managers should avoid asserting their power and control overtly, as this approach is counterproductive in retaining talents. Despite this inclination, managers must manage their egos and provide opportunities to acknowledge talents’ skills and contributions, specifically avoiding public humiliation and devaluation. Managers should also ensure that talents are given challenging and meaningful work.



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3 Third, to foster the need for relatedness, managers should cultivate an inclusive culture where there  
4 is no evident 'in-group' and should work towards integrating talents into the organization's social  
5 network. Transparent, immediate, and honest communication can help address feelings of betrayal  
6 or distrust arising from organizational practices.  
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13 Fourth, managers can assign impactful tasks that allow talents to contribute meaningfully to the  
14 organization and society. By doing so, they provide an environment in which talents can contribute  
15 to value creation, while simultaneously minimizing the occurrence of trivial work. It is also  
16 essential to communicate the company's societal value to create meaning and reduce the potential  
17 for external criticism.  
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25 Fifth, by recognizing each talent's unique personal values, by implementing strategies and tactics  
26 that help talents navigate economic uncertainties (e.g., by offering dynamic compensation  
27 packages), and by reducing any over-regulation in the workplace, employers can provide talents  
28 with compelling reasons to remain committed to the organization.  
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35 Finally, managers should acknowledge that they cannot retain all talents in the long term, as  
36 external factors often influence talents' decisions to leave. Therefore, they should implement  
37 dynamic structures to maximize the benefits of having talented individuals in the short term.  
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Response to Reviewers

We sincerely thank the reviewers for their thoughtful and constructive comments, which have significantly contributed to improving the quality and clarity of our manuscript. Their insightful feedback has helped us refine our arguments, strengthen our analysis, and address critical aspects of the research. We appreciate the time and effort they dedicated to reviewing our work, and we have carefully considered and incorporated their suggestions into the revised manuscript. In supplementary documents for review, we provide a detailed response to comments, highlighting the changes made and how they enhance the manuscript

Reviewer 1 Comments:

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| <p>The authors submitted a revised document with track changes enabled, but they did not include the original version for comparison. When comparing it to the previous submission, even the unedited sections differ from the earlier version. This makes it difficult to clearly identify the specific revisions made during the review process and to distinguish the changes from the previous version. Additionally, it would help the authors to address each of the reviewers' original comments in order, as this would provide a clearer overview for the reviewers to give their feedback</p>  | <p>Apologizing for the difficulty of reading. As the document is significantly changes, we have many editions which make it difficult to keep the original text in the revised version.</p>   |
| <p>The introduction section has been significantly improved by addressing the research questions and identifying the existing research gap. However, since the authors state that demotivation is an active process (p. 3), a critical concern arises regarding how this study will effectively capture such a dynamic process through interviews. Simply addressing the "why" questions is insufficient to provide a comprehensive understanding of this dynamic; the authors should also consider exploring the "how" questions to further illustrate the research purpose. In addition, I find it difficult to rationalize the interaction between psychological needs, organizational practices, and motivation based on the argument presented on page 6. If demotivation is indeed an active process, as you argued, why focus only on psychological needs and</p> | <p>We sincerely appreciate your meticulous review and thoughtful feedback. As stated in the methodology section, our data sources extend beyond interviews to include observations, documents, and other relevant materials. This multi-faceted approach allows us to gain a comprehensive understanding of demotivation. However, we acknowledge that further exploration is always possible, and we are considering additional inquiries as we continue our research. Moreover, as highlighted in our findings, we have examined various factors influencing motivation, including the behaviors of colleagues and supervisors, as you rightly pointed out. We greatly value your suggestion and will take it into account to refine and expand our study in future research.</p> |



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| <p>organizational practices when examining talent motivation? Shouldn't other influences, such as the attitudes or behaviors of colleagues or supervisors, also be considered? These factors may have a stronger impact on the changes in talent motivation, shifting them from motivated to demotivated.</p>   |   |
| <p>Figure 2 is confusing because it states that the fulfillment or unfulfillment of psychological needs leads to different types of motivation. However, as the authors argue, based on Self-Determination Theory (SDT), the psychological needs of autonomy, competence, and relatedness are all sources of intrinsic motivation (p. 7). It remains unclear how these needs are associated with extrinsic motivation and amotivation. Furthermore, the section titled "Dynamics of Demotivation" on page 10 does not explain how these dynamics relate to other types of motivation mentioned above. Instead, the authors focus on the crucial role that managers' behaviors play in this process. I would suggest paying more attention to how managers' actions influence the demotivation of talents and clarifying the investigation of psychological needs.</p> | <p>We appreciate your thoughtful consideration and valuable suggestions. We have revised Figure 2 to enhance clarity and reduce any potential confusion.</p> <p>As our research focuses on the process of losing motivation, we have incorporated your feedback by further examining the influence of managers and colleagues on basic psychological needs. Additionally, based on existing research, we have identified the actions that contribute to this process, ensuring a more comprehensive analysis. Moreover, it can consider thoroughly in the future research</p> |
| <p>To improve the rationale and clarity of your research design, it is advisable to provide a list of the semi-structured interview questions. Additionally, authors should include a statement in the Methods section confirming that ethical approval has been obtained from the relevant local ethics committee or Institutional Review Board.</p>   | <p>Thanks for your great suggestions. We mentioned question types in the methodology. We include the statement of ethical approval in the methodology section</p>   |
| <p>. Although the current version of your manuscript has improved significantly, I'm afraid that your findings still lack a clear rationale and do not adequately address your research questions. For instance, your findings indicate that the psychological needs of individuals have not been met, which you argue is the reason for a loss of motivation.</p>  | <p>When examining the process of losing motivation, we recognize that it begins from the very first day of entering the organization. Initially, a talented individual's recruitment serves as a recognition of their competence, and they are welcomed with the implicit psychological contract of autonomy. However, over time, they come to</p>  |

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| <p>However, as you mentioned, demotivation is a dynamic process, suggesting that individuals may have had strong motivation at one point but have since lost it. If that is the case, how can it be that their psychological needs were previously met and are now not being met? I believe this is a critical issue that requires to be addressed.</p>  | <p>realize that none of their fundamental psychological needs are being fulfilled, ultimately leading to a decline in motivation.</p>     |
| <p>The main issue with your manuscript is that your interviews focus solely on the current situation without comparing it to previous stages, during which talent participants may have had stronger motivation. As a result, the insights from your study are limited to the Self-Determination Theory (SDT) and outline factors that might contribute to increases or decreases in motivation. However, this approach does not help us understand why the overall circumstances have changed. Consequently, I regret to say that your manuscript has limited contributions to this area of research.</p> | <p>Thank you for your suggestion. We consider this issue in suggestion for the future research. As it was not the focus on this paper</p> |

Figures file:

Figure 1: Self-determination Theory Schema

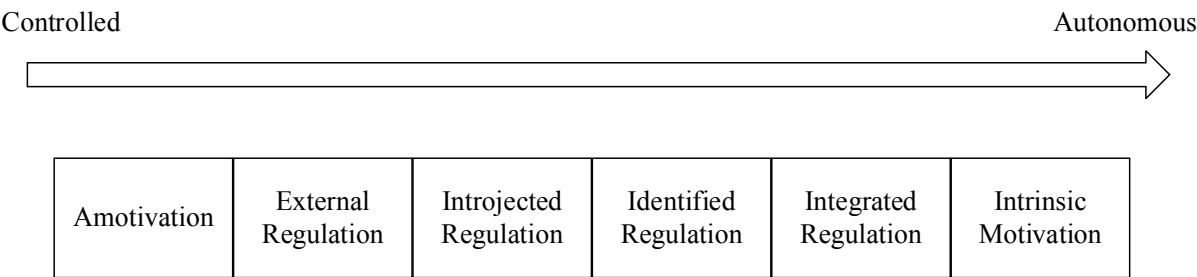


Figure 2: Conceptual Model of the Research

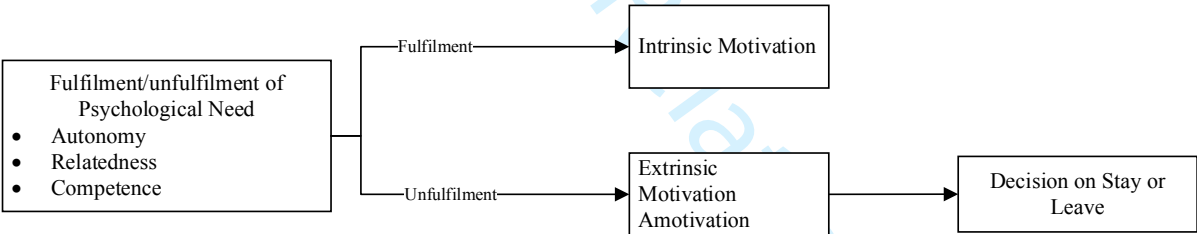


Figure 3: Coding Part 1

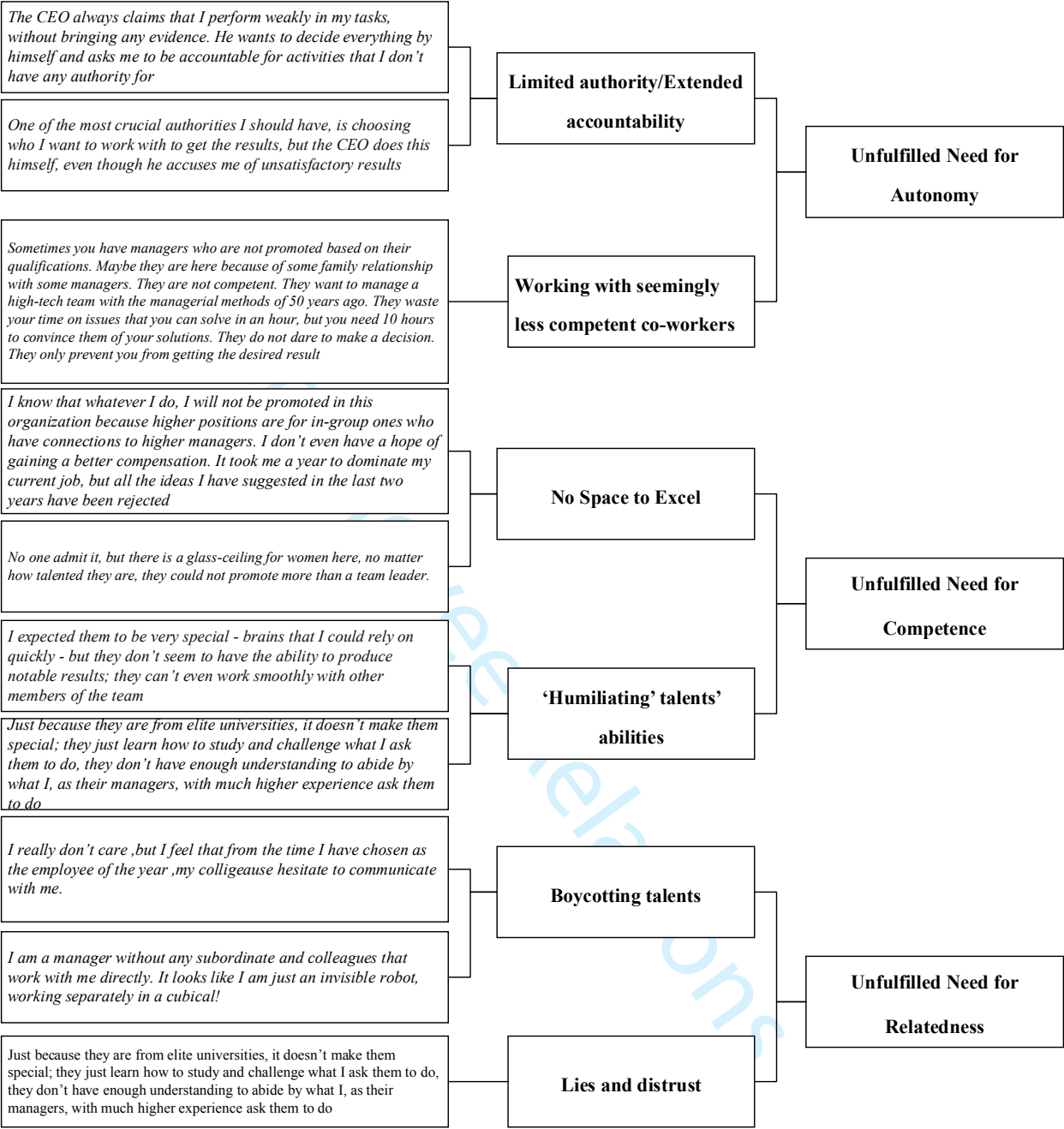


Figure 4: Coding Part 2

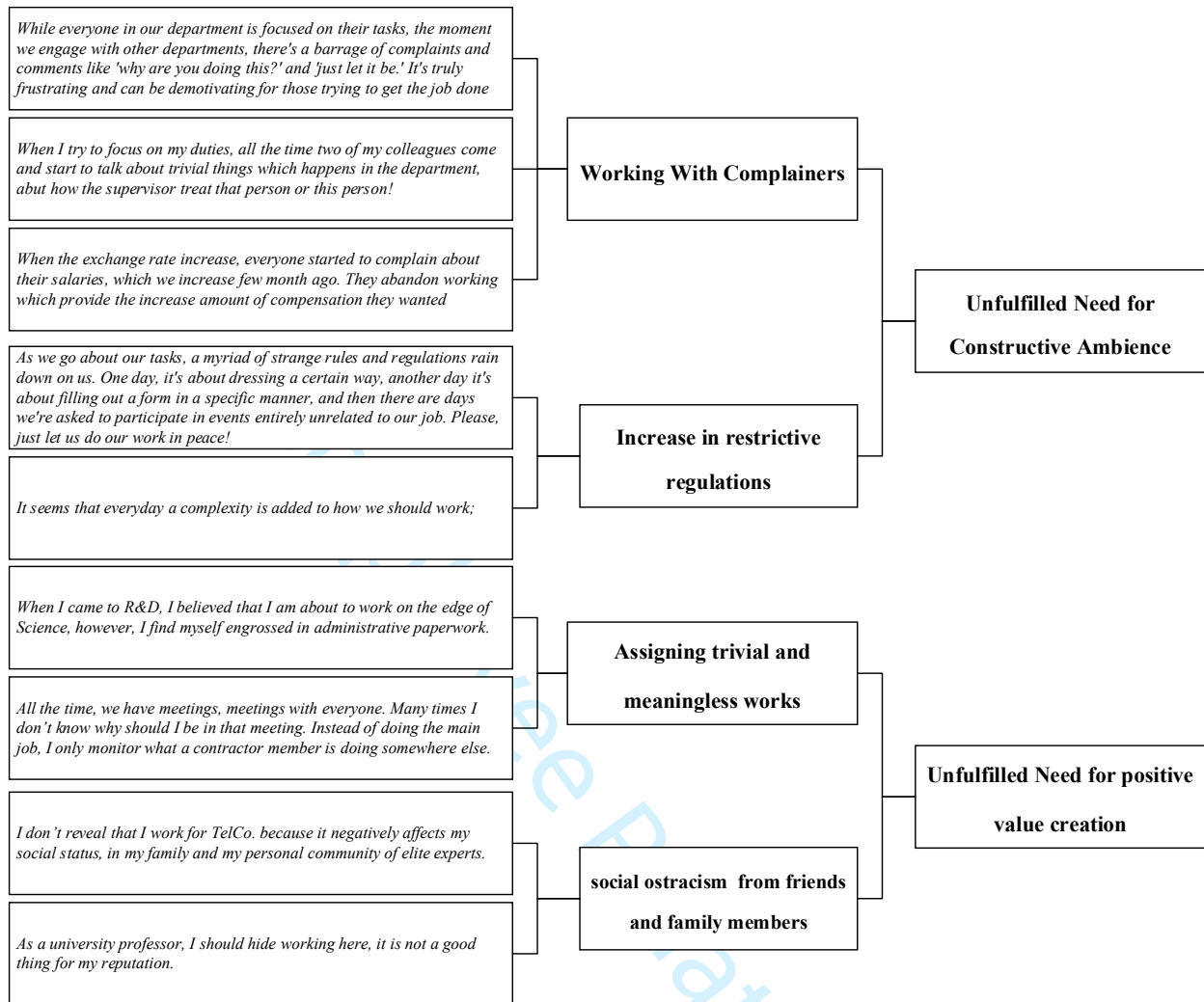
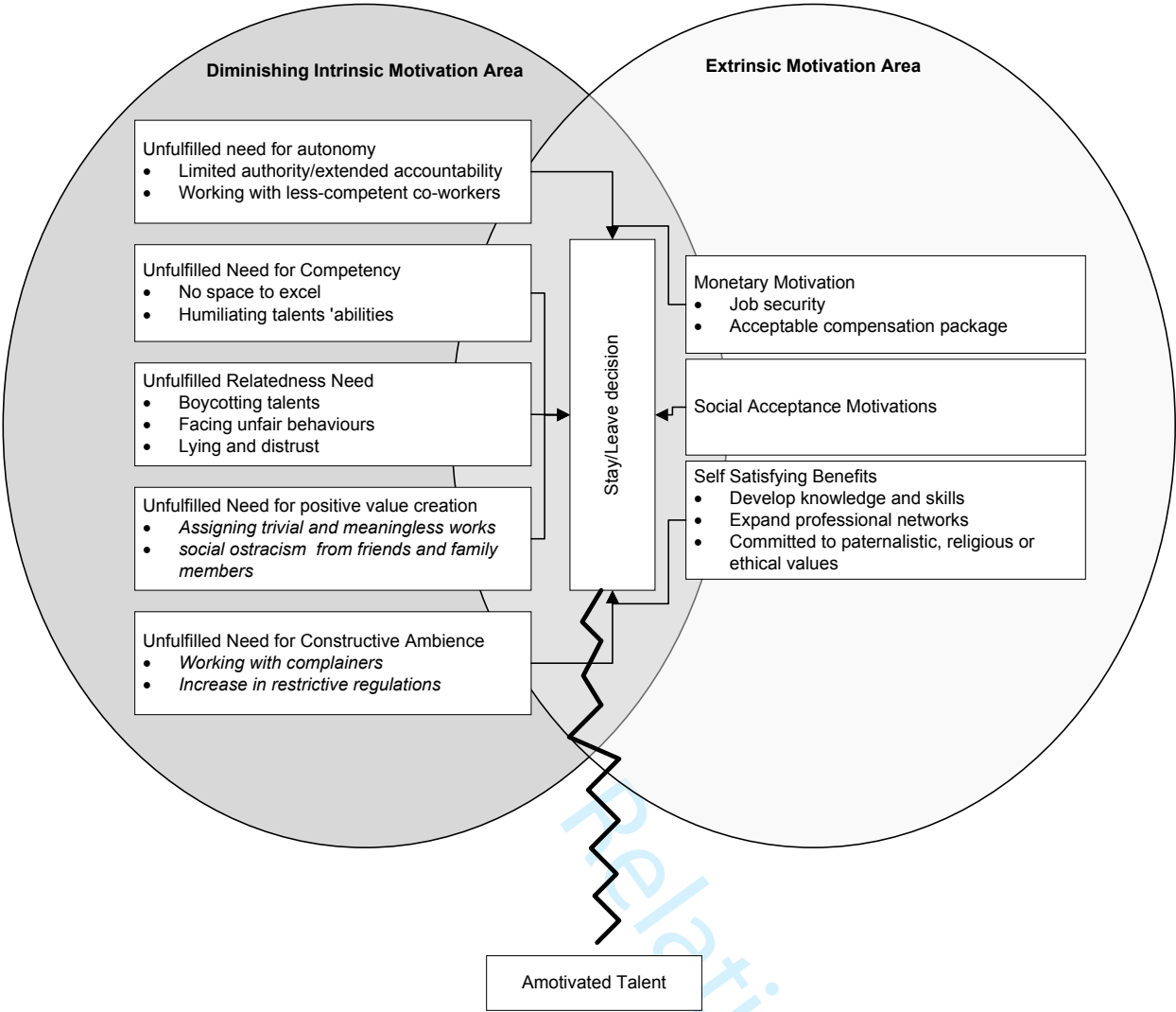


Figure 5: Final Model



## Tables File

*Table I: Overview of companies and interviewees*

| Company | Company age<br>(years) | Number of employees | Number of interviewees |
|---------|------------------------|---------------------|------------------------|
| TechCo  | 26                     | 5000                | 10                     |
| TechMa  | 22                     | 2500                | 10                     |
| TechEn  | 17                     | 1000                | 20                     |

Table II: Research Participants

| Participant Code | Gender | position                                | Age |
|------------------|--------|---|-----|
| TechCo01         | M      | CEO VP (T*)                             | 50  |
| TechCo02         | M      | Board Member (T)                        | 52  |
| TechCo03         | M      | HR Manager (N-T**)                      | 55  |
| TechCo04         | M      | Strategy Development Team Leader (T)    | 42  |
| TechCo05         | F      | Communication Team Leader (T)           | 30  |
| TechCo06         | M      | IT VP (T)                               | 45  |
| TechCo07         | M      | IT Expert (T)                           | 40  |
| TechCo08         | F      | Training Team Leader (N-T)              | 35  |
| TechCo09         | M      | Technical VP (T)                        | 40  |
| TechCo10         | M      | Senor Business Expert (T)               | 28  |
| TechMa01         | M      | HR VP (T)                               | 38  |
| TechMa02         | M      | HR Development Manager (T)              | 45  |
| TechMa03         | M      | Technical Manager (T)                   | 38  |
| TechMa04         | F      | Organisational Architecture Manager (T) | 32  |
| TechMa05         | M      | Technical Senor Manager (T)             | 35  |
| TechMa06         | M      | Technical Expert (T)                    | 25  |
| TechMa07         | M      | Enterprise Business Manager (N-T)       | 45  |
| TechMa08         | F      | Senor Recruitment Expert (N-T)          | 29  |
| TechMa09         | M      | R and D Expert (T)                      | 39  |
| TechMa10         | M      | Marketing Senor Manager (N-T)           | 49  |
| TechEn01         | M      | HR Development Manager (N-T)            | 50  |
| TechEn02         | M      | HR VP (N-T)                             | 41  |
| TechEn03         | M      | Marketing Deputy (N-T)                  | 52  |
| TechEn04         | F      | HR Senor Manager (N-T)                  | 45  |
| TechEn05         | F      | HR Development Expert(T)                | 29  |
| TechEn06         | F      | HR Expert (N-T)                         | 31  |
| TechEn07         | F      | Performance Manager (N-T)               | 33  |
| TechEn08         | M      | IT VP (T)                               | 40  |
| TechEn09         | M      | Financial Manager (N-T)                 | 45  |
| TechEn10         | M      | Customer Care Manager (N-T)             | 50  |
| TechEn11         | M      | IT Senor Manager (T)                    | 32  |
| TechEn12         | M      | IT Expert (T)                           | 28  |
| TechEn13         | F      | IT Expert (T)                           | 33  |
| TechEn14         | F      | IT Expert (N-T)                         | 31  |
| TechEn15         | M      | IT Expert (T)                           | 29  |
| TechEn16         | M      | Technical VP (T)                        | 55  |
| TechEn17         | M      | Technical Manager (T)                   | 38  |
| TechEn18         | F      | Technical Expert (T)                    | 38  |
| TechEn19         | M      | Technical Manager (T)                   | 41  |
| TechEn20         | F      | Technical Expert (T)                    | 32  |

Note. \*T=Talent, \*\*N-T= Non-talent