Chapter 4: Theories of Motivation

WHAT IS MOTIVATION?

motivation = intensity (*how hard a person tries*), direction, persistence (*measure of how long a person can maintain his effort*) of effort a person shows in reaching a goal

- intensity needs to be in the right, beneficial *direction* to lead to favourable performance

- level of motivation varies among & within individuals at diff. times

Theory X (–ve) = assumption that employees dislike work, will attempt to avoid it & must be coerced(forced), controlled, or threatened w/ punishment to achieve goals

favours **extrinsic motivator** = motivation that comes from outside the person (pay, bonus, tangible rewards)

Theory Y (+ve) = assumption that employees like work, are creative, seek responsibility & will exercise self-direction and self-control if they're committed to the objectives

favours **intrinsic motivator** = person's internal desire to do sth, due to interest, challenge, personal satisfaction

- individuals genuinely care about their work, look for ways to improve, energized

NEEDS THEORIES OF MOTIVATION

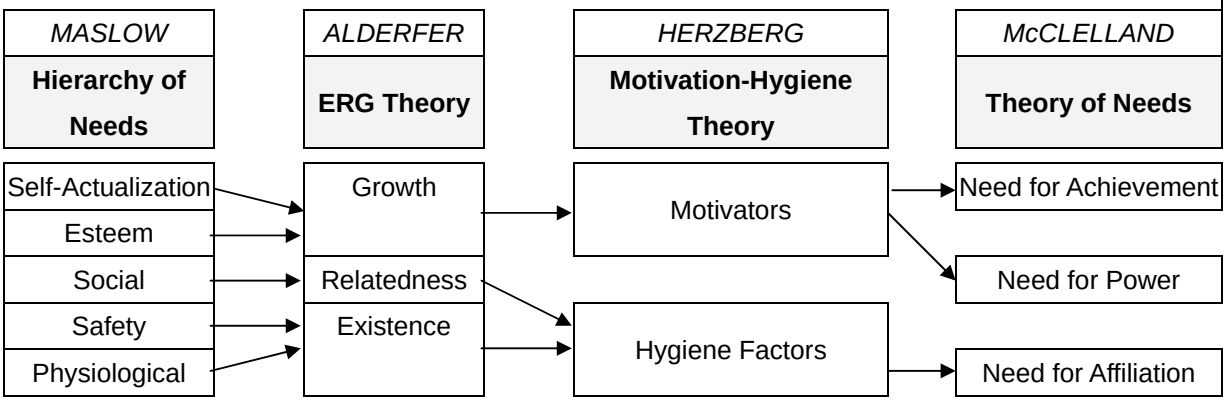
Needs Theories = describe types of needs that must be met to motivate individuals (what motivates ppl)

Maslow's Hierarchy of Needs Theory	MASLOW	LOWER-ORDER (EXTERNAL)	**Physiological**	hunger, thirst, shelter, sex, bodily needs
			Safety	security, protection from physical / emotional harm
		HIGHER-ORDER (INTERNAL)	**Social**	affection, belongingness, acceptance, friendship
			Esteem	internal: self-respect, autonomy, achievement external: status, recognition, attention
			Self-Actualization	growth, achieving one's potential, self-fulfillment - the drive to become what one's capable of becoming
		- individual moves up the hierarchy - no need is ever fully met, but a substantially satisfied need no longer motivates - theory generally not validated (provides no empirical evidence)		

Motivation-Hygiene Theory	HERZBERG	- individual's attitude toward work determines his success/failure - his survey → replies ppl gave when they felt good about their jobs were very diff. from replies given when they felt bad (satisfaction → intrinsic factors; dissatisfaction → extrinsic) - *opposite of Satisfaction = No Satisfaction* *opp. of Dissatisfaction = No Dissatisfaction* - <u>Motivators</u>: factors that lead to job *satisfaction* (achievement, recognition, growth, responsibility) <u>Hygiene Factors</u>: lead to job ***dis****satisfaction* (company policy, work conditions, pay) - managers should *placate*, not *motivate*, employees Critiques: - procedure used is limited by methodology (self-serving bias) - reliability of methodology questionable - did not really produce a theory (more like an explanation) - no overall measure of satisfaction used (some may dislike parts of their jobs, but still think its acceptable) - inconsistent w/ previous research (ignore situational variables)	
ERG Theory (more valid version of Maslow's hierarchy of needs)	ALDERFER	**E**xistence	basic material existence (Maslow's physiological & safety)
		Relatedness	desire for maintaining interpersonal relationships; social & status (Maslow's social & external esteem)
		Growth	intrinsic desire for personal development (Maslow's internal esteem need & self-actualization)
		Differences w/ Maslow's: - more than 1 need may be working @ same time - if satisfaction of a higher-level need is blocked, desire to satisfy a lower-level need inc.	
McClelland's Theory of Needs	McCLELLAND	Need for **Achievement** (nAch)	to excel, achieve in relation to a set of standards, strive to succeed
		Need for **Power** (nPow)	to make others behave in a way that they would not have behaved otherwise
		Need for **Affiliation** (nAff)	desire for friendly and close interpersonal relationships
		- nAch-ers: dislike succeeding by chance, prefer challenge, accept personal responsibility for success/failure, prefer tasks of moderate difficulty - nPow-ers: have impact, be influential, control others, prefer to	

		be placed into competitive, status-oriented situations, concerned w/ prestige - nAff-ers: strive for friendship, prefer cooperative (rather than competitive) situations, high degree of mutual understanding - diff. needs suitable for diff. jobs *(e.g. nPow → managers)*

Relationship of Various Needs Theories



* needs → when satisfied → motivation

Summarizing Various Needs Theories

Theory	**Maslow**	**Aldefer**	**Herzberg**	**McClelland**
Is there hierarchy of needs?	lower-order needs must be satisfied before one progresses to higher-order needs	- > 1 need can be important at the same time - if a higher-order need not met, desire to satisfy a lower-level need inc.	Hygiene factors must be met if a person is not to be dissatisfied (but will NOT lead to satisfaction) Motivators lead to satisfaction	- ppl vary in types of needs they have - motivation and how well they perform at work are related to whether they have nAch, nPow, or nAff
Theory's impact / contribution?	wide recognition among practicing managers (most are familiar with it)	- a more valid version of need hierarchy - tells us that achievers will be motivated by jobs that offer personal responsibility, feedback, moderate risks	- shows > 1 need may operate at the same time - popularity of giving workers greater responsibility for planning and controlling their work – attributed to his findings	tells us that high need achievers do not necessarily make good managers (b/c high achievers are more interested in how they do personally)
What empirical support / criticisms?	- generally not validated by research - little support for hierarchical nature of needs - criticized for how data were collected/interpreted	ignores situational variables	- not really a *theory* of motivation - assumes link btwn satisfaction and productivity that was not measured / demonstrated	- mixed empirical support, but theory consistent w/ our knowledge of individual diff's among ppl - good empirical support exists on nAch in particular

PROCESS THEORIES OF MOTIVATION

Process Theories = help us understand actual ways in which ppl can be motivated (how to motivate ppl)

Expectancy Theory	= individuals act depending upon their evaluation of whether their effort will lead to good performance, whether good performance will be followed by a given outcome, and whether the outcome is attractive to them	
	Expectancy	*Effort → Performance* = belief that effort is related to performance (one's perception of how probable it is a certain amount of effort will lead to good performance) - Range: 0 ~ 1 - Influenced by: - self-esteem - previous success - help from supervisors and subordinates - info - proper materials and equipment
	Instrumentality	*Performance → Rewards* = belief that performance is related to rewards (one's perception of whether performing at a certain level will lead to desired outcome & be recognized by someone w/ power to allocate rewards) - Range: -1 ~ +1 (-ve → high performance ↓ chances of getting desired outcome; 0 → no relationship btwn performance & receiving desired outcome) *e.g. low motivation b/c employee believes that no matter how hard he works, performance won't be recognized*
	Valence	*Rewards → Personal Goals* = value or importance that one places on a reward (degree to which organizational rewards satisfy an individual's personal goals/needs, and the attractiveness of those potential awards for the individual) - Range: -1(very undesirable award) ~ +1(very desirable) - some managers assume all employees want the same thing, thus overlook motivational effects of differentiating rewards
	- most research (including cross-cultural) supports this theory How to inc. motivation using Expectancy Theory?	
	Improving Expectancy	Improving Instrumentality / Improving Valence
	improve ability of individual to perform (skills, training, assign reasonable task/goals)	inc one's belief that perfmnce leads to reward (recognize perfmnce, deliver rewards as promised, indicate how previous good performance led to greater rewards) / make sure that the reward is meaningful to individual (ask what rewards they value, give rewards that are valued)

Goal-Setting Theory: ***Management by Objectives (MBO)*** consistent w/ Expectancy Theory: goal→ E-P feedback→ P-R goal setting→ R-G	**goal** = what an individual is trying to accomplish **Management by Objectives (MBO)** = approach to goal setting, specific measurable goals are jointly set by managers and employees; progress on goals is periodically reviewed, rewards are allocated on basis of this progress *Locke's Model of Goal Setting:* goals motivating by… • Direct attention – goals indicate *where* one should direct their efforts when they're choosing among things to do *e.g. assignment due in a few days, u say no to friends' invitation to movie* • Regulate effort – goals suggest *how much effort* one should put into a task *e.g. if high mark in ACCT is more important than in OB, u put more effort in accounting* • Increase persistence – effort spent on a task *over time* *e.g. when ppl keep goals in mind, they will work hard even when facing obstacles* • Encourage development of strategies & action plans – once goals are set, one can develop *plans for achieving these goals* *e.g. goal to become fit may include plans to join a gym, work our w/ frds, etc* *Effective Goals:* need to be… **SMART** • **S**pecific – one knows exactly what is to be achieved • **M**easurable – goals proposed can be tracked & reviewed • **A**ttainable – goals (even if difficult) are reasonable, achievable • **R**esults-oriented – support vision of organization • **T**ime-bound – goals to be achieved within a stated time - specific goals inc. performance, under certain conditions (but may not work in complex tasks b/c ppl become too goal-focused on complex tasks, not better solutions) - difficult goals, when accepted, result in higher performance than do easy goals (but not when employees view goals as impossible) - feedback leads to higher performance - goals are equally effective whether participatively set, assigned, or self-set (how goals are set is not related to performance; but employees more likely to accept goals if participatively set) - goal commitment and financial incentives affect whether goals are achieved ($$ can lower commitment to difficult goals, inspire ppl to refuse to help co-workers, neglect tasks not directly related to financially-rewarded goals, may affect quality) - Factors that influence G-P relationship: *Goal commitment, Self-efficacy, Task characteristics, National culture* ***self-efficacy** = one' belief that he is capable of performing a task (if high → confidence, try harder to master challenges, respond to –ve feedback w/ inc. effort & motivation) *simpler, well-learned, independent tasks → goals more successful *culture-bound theory (e.g. for Canada and US)

RESPONSES TO THE REWARD SYSTEM

also process theories: Equity Theory & Fair Process (how ppl respond to rewards)

EQUITY THEORY

= ppl compare their job inputs (*effort, experience, education, competence, etc)* and outcomes (*salary levels, raises, recognition, work conditions*) w/ those of others; then respond to eliminate any inequities

- if ratio equal, state of equity exists; fairness perceived → justice (vice versa)

*treated EQUITABLY (good performers deserve higher pay, vice versa) ≠ treated EQUALLY (same pay)

Ratio of Output to Input	*Person 1's Perception*
Person 1 < Person 2	Inequity, under-rewarded
Person 1 = Person 2	Equity
Person 1 > Person 2	Inequity, over-rewarded

Compare with Whom? …4 referent comparisons:

- Self-inside (employee's experiences in a diff. position inside his current organization)
- Self-outside (employee's experiences in a situation/position outside his current organization)
- Other-inside (another person/group of ppl inside employee's organization)
- Other-outside (another person/group outside employee's organization)

Variables that Influence Choice of Referents:

- Gender
  - ppl often make same-sex comparisons
  - women usually paid less than men, so when woman-woman comparison has lower comparative standard for pay
- Length of Tenure
  - employees w/ short tenure: reply on own personal exp.
  - those w/ long tenure: reply more on co-workers for comparison
- Level in Organization & Amount of Education
  - upper-level employees/ in professional ranks/ w/ more education: have better info about ppl in other organizations (thus make more other-outside comparisons)

Responses to Inequity:

- Change their outcomes *(e.g. work harder to show one deserves higher pay)*
- Adjust perceptions of self *(e.g. think, "I've only worked for 2 yrs)*
- Adjust perceptions of others *(e.g. think, "other ppl have worked a lot longer, so deserve higher pay)*
- Choose a different referent *(e.g. consider others w/ similar experience/bg)*
- Leave the field

	PAID BY TIME WORKED	PAID BY # OF UNITS PRODUCED
OVER-REWARDED EMPLOYEE	produce more than will equitably paid ppl (to bring about equity)	produce fewer, but higher quality (b/c inc. in quantity will inc. inequity, so focus on quality)
UNDER-REWARDED EMPLOYEE	less, poorer quality output	produce large # of low quality units (b/c inc. in quantity will inc. reward, so trade off quality for quantity)

FAIR PROCESS & TREATMENT

distributive justice = perceived fairness of the *amount* & *allocation* of rewards among individuals

- high influence on employee satisfaction than procedural

procedural justice = perceived fairness of the *process* used to determine distribution of rewards

interactional justice = quality of *interpersonal treatment* received from manager

- both affect employee's organizational commitment, trust in boss, intention to quit

- when managers/employees believed the processes were fair, they were more likely to show high level of trust & commitment to organization (and vice versa)
- To inc. employee's perception of procedural justice:
  - openly share info on how allocation decisions are made
  - follow consistent, unbiased procedures
- fairness → employee view manager & organization +ve (even if may not be happy about pay, etc)

Cognitive Evaluation Theory

= offering extrinsic awards (e.g. pay) for work effort that was previously rewarding intrinsically will tend to DEC. overall level of a person's motivation

- individual loses control over his behaviour when it's rewarded by external sources
  → causes intrinsic motivation to diminish
- simply pay fairly, and allow one's intrinsic motivation to guide performance

Increasing Intrinsic Motivation (Kenneth Thomas)

4 Key rewards that inc. Intr. Motivation:

- *Sense of <u>Choice</u>* (select what one will do, perform the way one thinks best, use own judgment)
- *Sense of <u>Competence</u>* (feeling of accomplishment for doing good job/carrying out challenging tasks)
- *Sense of <u>Meaningfulness</u>* (pursue worthwhile tasks, feel good that what they're doing matters)
- *Sense of <u>Progress</u>* (feeling of accomplishment that one's making progress, spending time wisely)

4 sets of behaviours managers can use to build Intr. rewards for employees:

- *Leading for Choice* (empower employees, delegate tasks)
- *Leading for Competence* (support, coach employees)
- *Leading for Meaningfulness* (inspire employee, model desired behaviours)
- *Leading for Progress* (monitor, reward employees)

MOTIVATING EMPLOYEES THROUGH REINFORCEMENT

operant conditioning = desired voluntary behaviour leads to a reward or prevents a punishment

(Skinner)
- pleasing consequences to follow certain behaviours → inc. frequency of behaviour
- rewards are most effective when they immediately follow the desired behaviour
- if a behaviour is not +vely reinforced, probability of that behaviour repeating ↓

Methods of Shaping Behaviour

positive reinforcement = following a response w/ sth pleasant

e.g. manager praises employee for job well done

negative reinforcement = following a response by termination/withdrawal of sth unpleasant

e.g. instructor asks a question and student looks thru her lecture notes to avoid being called on

punishment = causing unpleasant condition to eliminate undesirable behaviour

e.g. manager gives employee a 2-day suspension from work w/o pay for showing up drunk

extinction = eliminating any reinforcement that's maintaining a behaviour

e.g. instructor ignores students who raise their hands to ask questions. hand-raising becomes extinct.

Schedules of Reinforcement

***continuous* reinforcement** = desired behaviour is reinforced each & every time it's demonstrated

***intermittent* reinforcement** = desired behaviour is reinforced often enough to make the behaviour worth repeating, but not every time it's demonstrated

- promote more resistance to extinction

→ Ratio Schedules: depend on how many responses made

reinforced after giving a certain # of a certain behaviour

→ Interval Schedules: depend on how much time has passed since the previous reinforcement

reinforced on 1st appropriate behavior after a particular time has elapsed

Reinforcement Schedule	*Nature of Reinforcement*	*Effect on Behaviour*	*e.g.*
Continuous	Reward given after each desired behaviour	Fast learning of new behaviour Rapid extinction	compliments
Fixed-Interval	Reward given at fixed time intervals	Average, irregular performance Rapid extinction	weekly paycheques
Variable-Interval	Reward given at variable time intervals	Moderately high, stable performance Slow extinction	pop quizzes
Fixed-Ratio	Reward given at fixed amounts of output	High, stable performance attained quickly; Rapid extinction	piece-rate pay
Variable-Ratio	Reward given at variable amounts of output	Very high performance Slow extinction	commissioned sales

- managers can reinforce each successive step hat moves one closer to desired response

MOTIVATION FOR WHOM?

- motivation theories help managers get more productivity out of employees
- should also focus on improving conditions of workplace for employees

Conclusions

- Recognize individual differences

  (align goals, level of involvement, rewards w/ individual needs)
- Use goals and feedback

  (challenging, specific goals + feedback on how well they're doing)
- Allow employees to participate in decisions that affect them

  (e.g. setting work goals, choosing benefits packages)

  → *can inc. productivity, commitment to work goals, motivation, job satisfaction*
- When giving rewards, be sure they reward desired performance

  (reward linked to type of performance expected so employees perceive clear linkage)

  → *if perceived to be low* → *low performance, dec. in job satisfn, inc. in turnover/absenteeism*
- Check the system for equity

  (rewards equating w/ inputs of employees)