

Organizational Behaviour

Arab World Edition

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CH 4 : Motivation: Concepts and Applications

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(OB)
ORGANIZATIONAL
BEHAVIOR



Chapter Learning Objectives

This chapter will enable you to:

1. Describe the key elements of motivation.
2. Identify four early theories of motivation and evaluate their applicability today.
3. Compare contemporary theories of motivation.
4. Identify the motivational theories of equity and expectancy.
5. Describe the job characteristics model and evaluate the way it motivates by changing the work environment.

Chapter Learning Objectives (cont'd)

6. Compare and contrast the main ways jobs can be redesigned.
7. Identify alternative work arrangements and employee involvement measures and show how they might motivate employees.
8. Demonstrate how the different types of variable-pay programs can increase employee motivation.
9. Show how flexible benefits turn benefits into motivators.
10. Identify the motivational benefits of intrinsic rewards.

Don't be afraid to fail. you can't
always win but don't be afraid of
making decisions.

“Don't EVER let someone
tell you you can't do something.
Not even me”

Chris Gardner

NEVER GIVE UP

You got a dream, you gotta
protect it.



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Defining motivation

- **What is motivation ?**
- It's the result of the interaction between an **individual** and a **situation**.
- **Example :**
- the same student who struggles to read a textbook for more than 20 minutes may consume a *Harry Potter* book in a day. The difference is the situation.

Defining Motivation

Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal—specifically, an organizational goal.

- While general motivation is concerned with effort toward *any* goal, **we'll narrow the focus to *organizational goals*** in order to reflect our singular interest in work-related behavior.



Defining motivation

Three key elements:

- **Intensity**: how hard a person tries.
 - Note that: This is the element most of us focus on when we talk about motivation.
 - However, high intensity is unlikely to lead to favorable job-performance outcomes unless the effort is channeled in a direction that benefits the organization.
- **Direction**: effort that is channeled toward, and consistent with, organizational goals.
- **Persistence**: how long a person can maintain effort.
 - Note that: Motivated individuals stay with a task long enough
 - to achieve their goal.

Early Theories of Motivation

These early theories may not be valid, but they do form the basis for contemporary theories and are still used by practicing managers:

- **Maslow's Hierarchy of Needs Theory**
- **Alderfer's ERG (Existence, Relatedness, and Growth)**
- **McGregor's Theory X and Theory Y**
- **Herzberg's Two-Factor Theory**
- **McClelland's Theory of Needs**



Maslow's Hierarchy of Needs

- Maslow hypothesized that within every human being, there exists a hierarchy of five needs:
- **1. Physiological.** Includes hunger, thirst, shelter, sex, and other bodily needs.
- **2. Safety.** Security and protection from physical and emotional harm.
- **3. Social.** Affection, belongingness, acceptance, and friendship.
- **4. Esteem.** Internal factors such as self-respect, autonomy, and achievement,
and external factors such as status, recognition, and attention.
- **5. Self-actualization.** Drive to become what we are capable of becoming; includes growth, achieving our potential, and self-fulfillment.

Maslow's Hierarchy of Needs (cont'd)

Figure 5-1

Maslow's Hierarchy of Needs



Source: Adapted from A. H. Maslow, *Motivation and Personality*, 3rd ed., R. D. Frager and J. Fadiman (eds). © 1997. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Maslow's Hierarchy of Needs (cont'd)

- Although no need is ever fully satisfied , a substantially satisfied need no longer motivates.
- **So if you want to motivate someone, according to Maslow:-**
 - ❖ You need to understand what level of the hierarchy that person is currently on
 - ❖ And focus on satisfying needs at or above that level

Maslow's Hierarchy of Needs

There is a hierarchy of five needs. As each need is substantially satisfied, the next need becomes dominant.

Assumptions

- Individuals cannot move to the next higher level until all needs at the current (lower) level are satisfied.
- Must move in hierarchical order.

Maslow's Hierarchy of Needs

- Maslow separated the five needs into higher and lower orders :-
 - ❖ Physiological and safety needs, where the theory says people start, were lower-order needs (satisfied externally by things such as pay, union contracts, and tenure).
 - ❖ social, esteem, and self-actualization were higher-order needs (are satisfied internally , within the person)

Maslow's Hierarchy of Needs

- Maslow's theory has received wide recognition, particularly among practicing managers. It is intuitively logical and easy to understand.
- Unfortunately, however, research does not validate it. Maslow provided no empirical confirmation, and several studies that wanted to validate it found no support for it.
- There is little evidence that need structures are organized as Maslow proposed, that unsatisfied needs motivate, or that a satisfied need activates movement to a new need level.

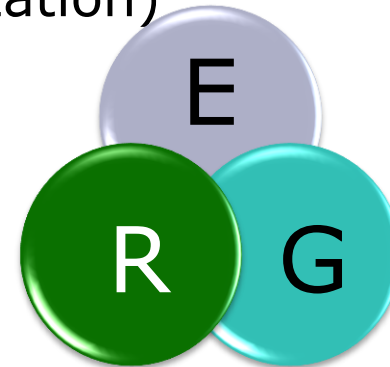
Alderfer's ERG Theory

- A reworking of Maslow to fit empirical research
- A theory that posits three groups of core needs : existence , relatedness, and growth

Three groups of core needs:

- 1. Existence** (Maslow: physiological and safety)
- 2. Relatedness** (Maslow: social and status)
- 3. Growth** (Maslow: esteem and self-actualization)

- Removed the hierarchical assumption.
 - Can be motivated by all three at once.
- Popular, but not accurate, theory.



McGregor's Theory X and Theory Y

Two distinct views of human beings: Theory X (basically negative) and Theory Y (positive).

- Managers that were studied used a set of assumptions based on their view.
- The assumptions shaped their behavior toward employees.



- No empirical evidence to support this theory.

McGregor's Theory X and Theory Y

- To understand more fully, think in terms of Maslow's hierarchy.
- Theory Y assumes higher-order needs lead individuals.
- McGregor himself believed Theory Y assumptions were more valid than Theory X.
- Therefore, he proposed such ideas as participative decision making, responsible and challenging jobs, and good group relations to maximize an employee's job motivation.

Herzberg's Two-Factor Theory

Herzberg wanted to find out what made people feel satisfied and unsatisfied when it came to the workplace.

After spending countless hours interviewing employees about what made them feel both good and bad about their jobs, Herzberg developed a theory of workplace motivation called the **two-factor theory**.

The two-factor theory is based on the assumption that there are two sets of factors that influence motivation in the workplace by either enhancing employee **satisfaction** or **hindering** it.

Herzberg's Two-Factor Theory

The first of the two are called **hygiene factors** and no, I am not talking about the personal hygiene of your co-workers, though that can certainly be questionable at times.

Rather, Herzberg used the term 'hygiene' to describe factors that cause dissatisfaction in the workplace, are extrinsic (or independent of the work itself), and are linked to things such as compensation, job security, organizational politics, working conditions, quality of leadership, and relationships between supervisors, subordinates, and peers.

Herzberg's Two-Factor Theory

According to Herzberg, these factors do not motivate employees. However, when they are missing or inadequate, hygiene factors can cause serious **dissatisfaction**.

Just think about how unhappy you would be in a job where you were underpaid, were in fear of losing your job, dealt constantly with gossip, lacked effective leadership, and were surrounded by coworkers whom you despised.

Hygiene factors are all about making an employee feel comfortable, secure, and happy. When hygiene factors are not fulfilled, it feels like something is missing or not quite right, kind of how you would feel if you couldn't shower, brush your teeth, or wash your hands after using the bathroom.

Herzberg's Two-Factor Theory

The second factor is **motivators or satisfiers**.

These are linked to employee motivation and arise from intrinsic, or dependent, conditions of the job itself.

Factors for satisfaction include responsibility, job satisfaction, recognition, achievement, opportunities for growth, and advancement.

Applying Herzberg's Two-Factor Theory

- One would think that an easy way to improve employee motivation would be to decrease things that cause dissatisfaction and increase those things that cause satisfaction.
- However, it is not that simple. Herzberg argued that addressing the causes of dissatisfaction does not lead to satisfaction. Nor will adding satisfiers eliminate dissatisfaction.
- That is because the opposite of satisfaction is no satisfaction, and the opposite of dissatisfaction is no dissatisfaction.

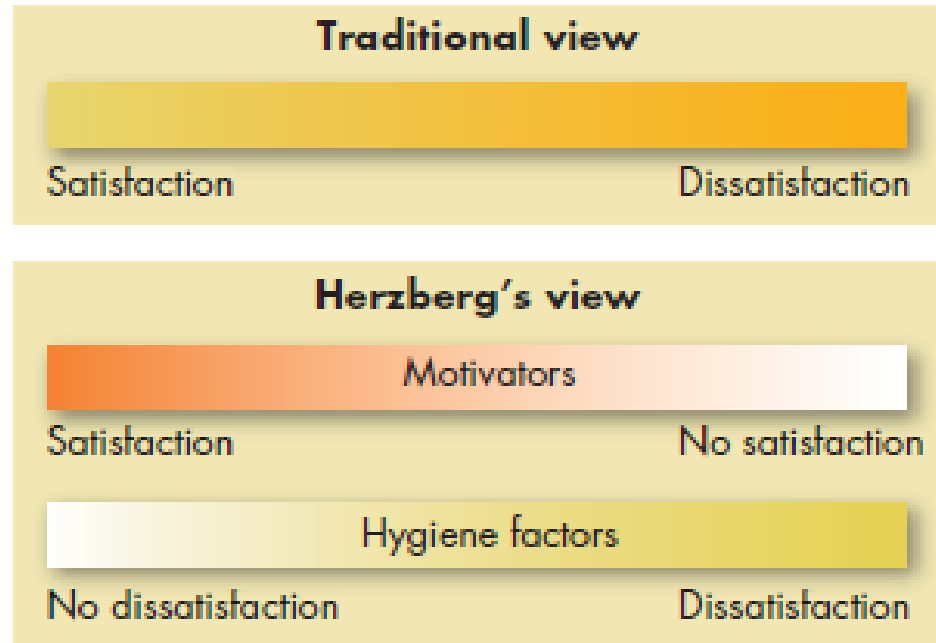
Herzberg's Two-Factor Theory

- psychologist Frederick Herzberg wondered, “What do people want from their jobs?” He asked people to describe, in detail, situations in which they felt exceptionally *good* or *bad* about their jobs.
- The responses differed significantly and led Herzberg to his **two-factor theory** —also called ***motivation-hygiene theory***.
- **intrinsic factors** such as advancement, recognition, responsibility, and achievement seem **related to job satisfaction**. Respondents who felt good about their work tended to attribute these factors to themselves
- while **dissatisfied respondents** tended to cite **extrinsic factors**, such as supervision, pay, company policies, and working conditions.

Herzberg's Two-Factor Theory

Exhibit 7-3

Contrasting View of Satisfaction and Dissatisfaction

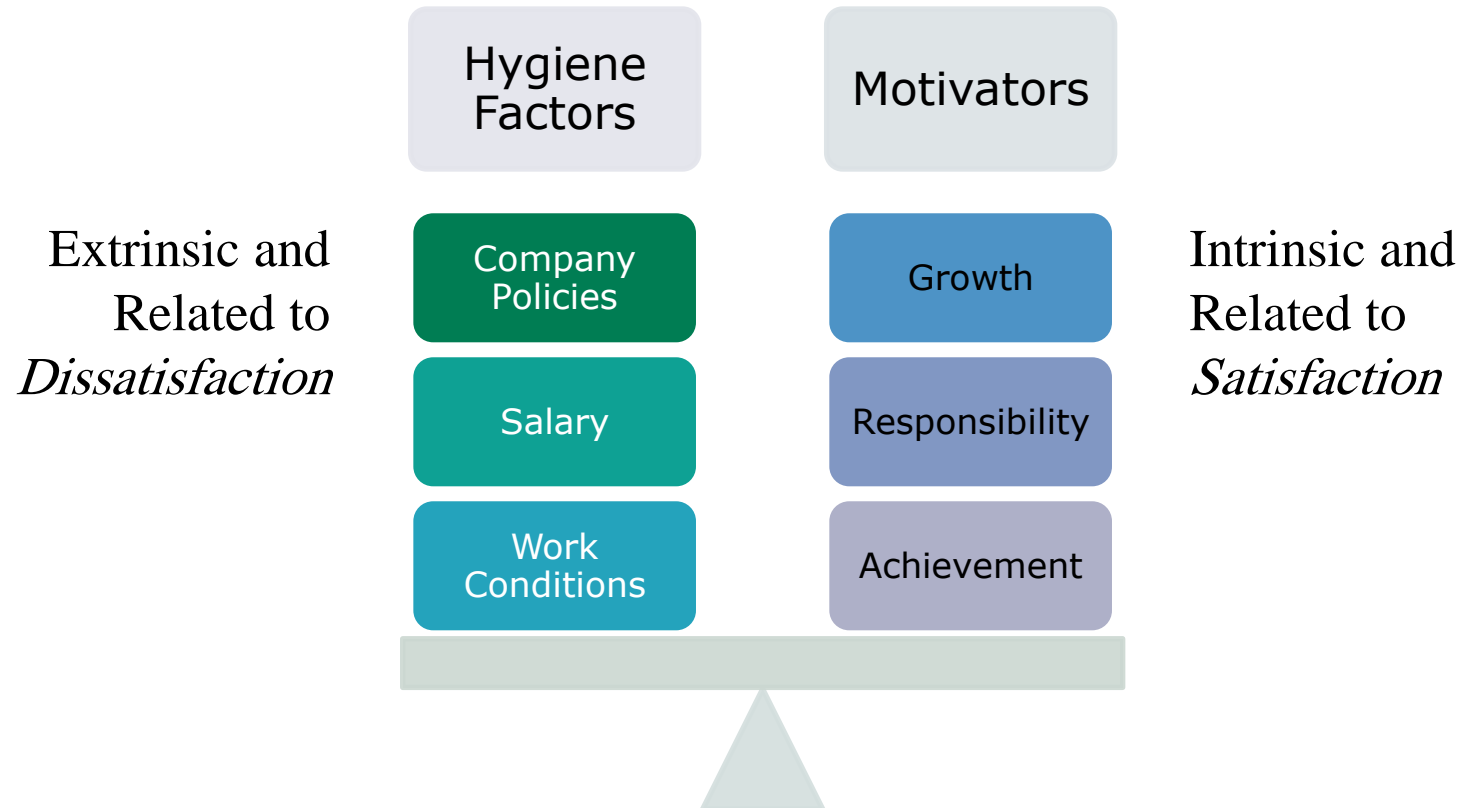


Herzberg's Two-Factor Theory

- **hygiene factors** Factors—such as company policy and administration, supervision, and salary—that, when adequate in a job, placate workers. When these factors are adequate, people will not be dissatisfied.
- **If we want to motivate people on their jobs**, Herzberg suggested emphasizing factors associated with the work itself or with outcomes directly derived from it, such as **promotional opportunities, personal growth opportunities, recognition, responsibility, and achievement**. These are the characteristics people find **intrinsically rewarding**.

Herzberg's Two-Factor Theory

Key Point: Satisfaction and dissatisfaction are not opposites but separate constructs.



Criticisms of Two-Factor Theory ~~XXXXXXXXXXXXXXXXXXXX~~

Herzberg says that hygiene factors must be met to remove dissatisfaction. If motivators are given, then **satisfaction** can occur.

- Herzberg is limited by his procedure.
 - Participants had self-serving bias.
- Reliability of raters questioned.
 - Bias or errors of observation.
- No overall measure of satisfaction was used.
- Herzberg assumed, but didn't research, a strong relationship between satisfaction and productivity.



McClelland's Three Needs Theory

Need for Achievement (nAch); for Power (nPow); for Affiliation (nAff)

The **need for achievement** is greatest for those individuals who have a strong desire to excel. Achievers seek neither power nor approval; rather, their only focus is on success.

Achievers prefer work that has a moderate chance for success (about 50/50) and tend to avoid situations that are low-risk and those that are high-risk.

Low-risk situations are avoided because of the assumed ease of accomplishment related to low-risk activities and the belief that things which come easy are not a true measure of success.

High-risk situations are avoided by achievers because of the fear that success might be more related to luck than actual effort.

Achievers need to be able to see the correlation between the level of effort they exert and the success that results.

McClelland's Three Needs Theory

The achiever prefers to work alone or with other achievers. Managers of achievers should work to provide them with challenging projects filled with attainable goals.

For example, because Maria has a high need for achievement, her manager Sam might ask her to work independently on projects that allow for her to use her knowledge and skills in a way that challenges her, but at the same time provide her with a clear path for how she can successfully accomplish her task.

Additionally, achievers appreciate managers who provide frequent recognition of how well they are doing so that they can monitor their progress, making feedback extremely important to achievers.

McClelland's Three Needs Theory

Need for Power (nPow)

Those with a high **need for power** seek agreement and obedience; approval and recognition are not of their concern.

Managers of power seekers should provide them with an opportunity to manage others. However, they must pay special attention to the type of power seeker they are.

Power seekers who are after personal power have a strong desire to control others or cause them to behave in a way that is consistent with the power seeker's wishes.

For example, Shawn has a high need for personal power and often controls his employees to do his work for him. He later takes credit for it.

McClelland's Three Needs Theory

On the other hand, those power seekers who need **institutional or social power** work to use their power to help mobilize efforts aimed at organizational goals.

For example, Marco has a high need for institutional power and is regarded as a person who is capable of bringing necessary changes to the organization due to his charisma and ability to assemble and motivate employees to work towards some organizational goal in a matter of minutes.

As you might have guessed, because Marco is a manager with a high need of institutional power, he is far more effective as a manager than Shawn, who has a high need for personal power.

McClelland's Three Needs Theory

Need for Affiliation (nAff)

Being liked by others is the main goal of people with a high **need for affiliation**.

Affiliation seekers are more interested in approval rather than recognition or power and will consequently act in ways in which they believe will earn the endorsement of others.

McClelland's Three Needs Theory

Need for Achievement (nAch)

- The drive to excel, to achieve in relation to a set of standards, to strive to succeed.

Need for Power (nPow)

- The need to make others behave in a way that they would not have behaved otherwise.

Need for Affiliation (nAff)

- The desire for friendly and close interpersonal relationships.

People have varying levels of each of the three needs.

- Hard to measure.

Performance Predictions for High nAch

People with a high need for achievement are likely to:

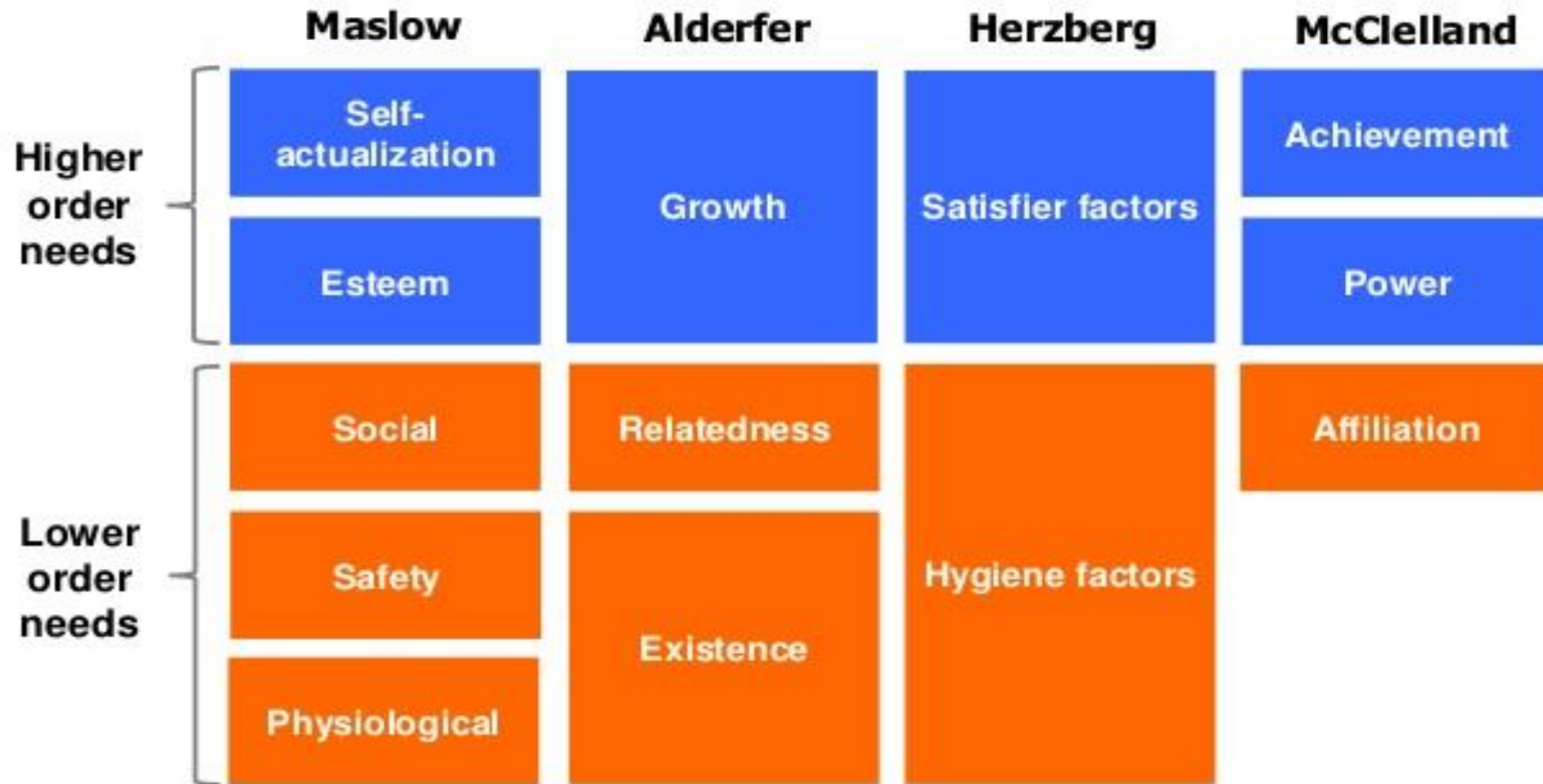
- prefer to undertake activities with a 50/50 chance of success, avoiding very low- or high-risk situations;
- be motivated in jobs that offer high degree of personal responsibility, feedback, and moderate risk;
- They are successful in **entrepreneurial activities** such as running their own businesses, for example, and managing self-contained units within large organizations

Performance Predictions for High nAch

- not necessarily make good managers—too personal a focus (most good general managers do NOT have a high nAch);
- need high level of nPow and low nAff for managerial success.

Good research support, but it is not a very practical theory.

Comparison of Maslow's, Alderfer's, Herzberg's and McClelland's motivation theories



Contemporary Theories of Motivation

There are several current theories of motivation:

- Cognitive Evaluation Theory
- Goal-Setting Theory
 - Management by Objectives (MBO)
- Self-Efficacy Theory
 - Also known as Social Cognitive Theory or Social Learning Theory
- Reinforcement Theory
- Equity Theory
- Expectancy Theory



1. Cognitive Evaluation Theory



**"What do you mean 'money isn't everything'
- we are a bank!"**

Cognitive Evaluation Theory

- **Example :-**
- “It’s strange,” said Marcia. “I started work at the Humane Society as a **volunteer.** I put in 15 hours a week helping people adopt pets. And I loved coming to work.
- Then, 3 months ago, **they hired me full-time at \$11 an hour.**
- I’m doing the same work I did before. But **I’m not finding it nearly as much fun.” !!!!!**

Cognitive Evaluation Theory

- **Cognitive evaluation theory :**

A theory that states that allocating extrinsic rewards for behavior that had been previously intrinsically rewarding tends to decrease the overall level of motivation.

Cognitive Evaluation Theory

Providing an extrinsic reward for behavior that had been previously only intrinsically rewarding tends to decrease the overall level of motivation.

Major implications for work rewards

- Intrinsic and extrinsic rewards are not independent.
- Extrinsic rewards decrease intrinsic rewards.
- Pay should be noncontingent on performance.
- Verbal rewards increase intrinsic motivation; tangible rewards reduce it.

Self-concordance

- When the personal reasons for pursuing goals are consistent with personal interests and core values (intrinsic motivation), people are happier and more successful.

Cognitive Evaluation Theory

- OB research suggests that **people who pursue work goals for intrinsic reasons are more satisfied with their jobs**, feel they fit into their organizations better, and may perform better.

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- **What does all this mean?**

- **For individuals**, it means choose your job for reasons other than extrinsic rewards.
- **For organizations**, it means managers should provide intrinsic as well as extrinsic incentives. They need to make the work interesting, provide recognition, and support employee growth and development.

2. Locke's Goal-Setting Theory **XXXXXX**

Your parents said

- **"Do your best in math "**
- **"You should strive for 85% or higher in math ?"**
- **Which sentence will motivate you more ?**

Locke's Goal-Setting Theory

- If factors such as acceptance of the goals are held constant, **the more difficult the goal, the higher the level of performance**.
- **Specific goals** produce a **higher level of output** than the generalized goal
- People do better when they get feedback on how well they are progressing toward their goals, because it helps identify discrepancies between what they have done and what they want to do
- **Self-generated feedback**—with which employees are able to monitor their own progress—is more powerful than externally generated feedback.

Locke's Goal-Setting Theory

- **If employees can participate in the setting of their own goals, will they try harder?**
- **In some cases**, participatively set goals yielded superior performance; **in others**, individuals performed best when assigned goals by their boss.
- But a **major advantage of participation** may be that it increases acceptance of the goal as a desirable one toward which to work.

Locke's Goal-Setting Theory

Basic premise:

Specific and difficult goals, with self-generated feedback, lead to higher performance.

Difficult goals:

- Focus and direct attention. (ex: difficult exam)
- Energize the person to work harder.
- Difficulty increases persistence.
- Force people to be more effective and efficient.(ex: order)

Locke's Goal-Setting Theory

Relationship between goals and performance depends on:

- **goal commitment** (the more public the better!);

The individual

(1) believes he or she can achieve the goal and

(2) wants to achieve it

- **task characteristics** (simple, well-learned);
- **culture** (best match is in North America).

Implementation: Management by Objectives

- MBO is a systematic way to utilize goal-setting.
- Goals must be:
 - tangible;
 - verifiable;
 - measurable;
- Corporate goals are broken down into smaller, more specific goals at each level of organization (figure)
- Four common ingredients to MBO programs are:
 - goal specificity;
 - **participative decision making**;
 - explicit time period;
 - performance feedback.



Implementation: Management by Objectives

- Many elements in MBO programs match propositions of goal-setting theory. For example, having an **explicit time period** , **goal specificity** , and **feedback** .
- The **only area of possible disagreement** between MBO and goal-setting theory is **participation**: MBO strongly advocates it, whereas goal-setting theory demonstrates that managers' assigned goals are usually just as effective.
- Nevertheless , MBO's popularity should not be taken to mean that it always works.

Implementation: Management by Objectives

Exhibit 7-4

Cascading of Objectives

