Introduction to Management Week 10 Study Group Sem 2

# Study group discussion

Motivation = initiation + direction + persistence

Basics of motivation (Effort and performance, need satisfaction, extrinsic vs intrinsic regards, Motivating people)

Effort and performance:

Effort: (initiation, direction, persistence) —> Performance

Job Performance = motivation \* ability \* situational constraints(ie the external factors for performance)

Needs: (physical + psychological requirement; survival + well-being)

Needs not met —> motivates people

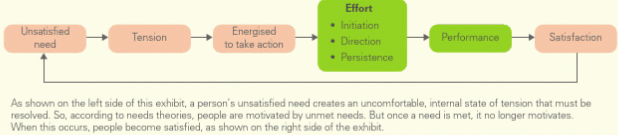
3 types:

(Maslow’s hierarchy of needs, Alderfer’s ERG theory, McClelland’s learned needs theory)

(add the higher order and lower order part diagram)



The need satisfaction model (add the diagram)



Extrinsic (visible, from outside) vs Intrinsic motivation (not visible, comes from inside self)

Motivate with basics :

* what are their needs,
* satisfy lower need first,
* needs will change,
* once lower need satisfied,
* satisfy their higher needs

Equity theory represent human motivation as a function of how individuals perceive their inputs and outputs relative to others. If a employee’ ratio between output/input is greater than

Definition: The set of forces that initiates, directs and makes people persist in their efforts to accomplish a goal.

* Equity theory (Output, Input, Referent, O/I ratio)
* Expectancy theory(motivation = valence \* expectancy \* instrumentality)
* Reinforcement theory(basically taming/ training employees)

(Positive reinforcement, Negative reinforcement, Punishment, Extinction)

(Identify, measure, analyse, intervene, evaluate)

* Goal-setting theory (Goal specificity, Goal difficulty, Goal acceptance, Performance feedback)

Beware: No one theory works with every employee all the time!

# Comprehensive notes

* Motivation definition
  + The set of forces that initiates, directs and makes people persist in their efforts to accomplish a goal.

* Model of motivation
  + Effort and performance
    - Job performance is reliant on these factors:
      * Effort is the degree that someone works hard to do a given job.
        + Can be measured by assessing the following three factors:

Initiation

Direction

Persistence

* + - * Ability is the degree to which workers possess the knowledge, skills and talent needed to do a job well.
      * Situational constraints are factors beyond the control of individual employees.
  + Need satisfaction
    - Needs are a physical or psychological requirement that must be met to ensure survival and wellbeing.
    - According to needs theories, people are motivated by unmet needs.

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* Needs and wants vary from person to person.
  + It is up to the manager to ascertain these in order to get their team to achieve a goal.
* According to Alderfer, just as likely to move down as up, if the next level is not achieved.
* Lower-order needs need to be satisfied before higher-order.

* Extrinsic and intrinsic rewards
  + Extrinsic rewards are tangible and visible to others and are given to employees contingent on the performance of specific tasks or behaviours.
    - Salaries, bonuses, perks.
  + Intrinsic rewards are natural rewards associated with performing a task or activity for its own sake.
    - Interest, enjoyable, making a difference to something important to you, moral, challenging.

* Motivating with the basics
  + Start by asking people what their needs are
  + Satisfy lower-order needs first
  + Expect people's needs to change.
  + As needs change and lower-order needs are satisfied, create opportunities for employees to satisfy higher-order needs.

* Equity theory - IS THE MARKING FAIR?? FEEL FREE TO EMAIL YOUR TUTORS AND ASK WHERE YOU'VE GONE WRONG, BECAUSE CONSTANT BAD MARKS FOR A LOT OF EFFORT IS DEMORALISING
  + Definition
    - Theory that posits that people will be motivated when they perceive that they are being treated fairly.
  + Components
    - Inputs
      * The contribution an employee makes to the organisation
    - Outcome
      * The reward an employee receives for their contributions to the organisation.
    - Referent
      * Someone with whom a person compares themselves to determine if they have been treated fairly.
  + Flaws/thought experiments
    - This doesn't override 'needs theory'. If your CEO earns 50x more than you for half the work, yeah that'll suck, but if you need the job to fulfil your own needs, you're still going to work.
    - If anything, accepting that life is unfair allows you to come to terms with the fact that you may have to work harder than others for the same reward. Whether that means you do work harder or not depends on you.
    - Basically this theory only applies once your lower-level needs are met.
  + Motivating with equity theory
    - Look for and correct major inequalities
    - Reduce employees' inputs, find ways to eliminate parts of their job that don't add meaningful productivity.
    - Make sure decision-making processes are fair.
      * Distributive justice is the degree that outcomes and rewards are fairly distributed.
      * Procedural justice is the fairness of the procedures used to make reward allocation decisions.

* Expectancy theory
  + Definition
    - Theory states that people will be motivated to the extent to which they believe that their efforts will lead to good performance, that good performance will be rewarded and that they will be offered attractive rewards.
  + Components of expectancy theory
    - Valence
      * The attractiveness or desirability of a reward or outcome.
    - Expectancy
      * The perceived relationship between effort and performance
    - Instrumentality
      * The perceived relationship between performance and rewards.
  + Motivating with expectancy theory
    - Systematically gather information to find out what employees want from their jobs.
    - Link rewards to individual performance in a way that is clear and understandable to employees.
    - Empower employees to make decisions if management really wants them to believe that their hard work and effort will lead to good performance.

* Reinforcement theory
  + Definition
    - States that a behaviour is a function of its consequences, that behaviours followed by positive consequences will occur more frequently and that behaviours followed by negative consequences, or not followed by positive consequences, will occur less frequently.
  + Components of reinforcement theory
    - Positive reinforcement strengthens behaviour by following behaviours with desirable consequences.
    - Negative reinforcement strengthens behaviour by withholding an unpleasant consequence when employees perform a specific behaviour.
    - Punishment weakens behaviour by following behaviours with undesirable consequences.
    - Extinction is the removal of a positive reinforcement to weaken a behaviour.
  + Schedules for delivering reinforcement
    - Continuous reinforcement schedule is a schedule that requires a consequence to be administered following every instance of a behaviour.
    - Intermittent reinforcement schedule is a schedule in which consequences are delivered after a specified or average time has elapsed or after a specified or average number of behaviours has occurred.
  + Motivating with reinforcement theory
    - Identify critical, observable, performance-related behaviours that are the most important to successful job performance.
    - Measure the baseline of frequencies of these behaviours (how often workers perform them).
    - Analyse the causes and consequences of these behaviours so that managers can create the conditions that produce these critical behaviours and analysing the consequences helps them determine if these behaviours produce the results that they want.
    - Intervene means changing the organisation by using positive and negative reinforcement to increase the frequency of these critical behaviours.
    - Evaluate means evaluating the extent to which the intervention actually changed workers' behaviour.

* Goal-setting theory
  + Definition
    - A theory that states that people will be motivated to the extent to which they accept specific, challenging goals and receive feedback that indicates their progress towards goal achievement.
  + Components of goal-setting theory
    - Goal specificity is the extent to which goals are detailed, exact and unambiguous.
    - Goal difficulty is the extent to which a goal is hard or challenging to accomplish. Harder goals are more motivating than easy ones.
    - Goal acceptance is the degree that people consciously understand and agree to goals.
    - Performance feedback is information about the quality or quantity of past performance and indicates whether progress is being made toward the accomplishment of a goal
  + SMART
  + Motivating with goal-setting theory
    - Assign specific, challenging goals.
    - Make sure workers truly acequityeqeqcept organisational goals.
    - Provide frequent, specific, performance-related feedback.

* Motivating with the integrated model

Restoring equity 
• Decrease inputs 
• Increase outcomes 
• Rationalise inputs or 
outcomes 
• Change the referent 
• Leave 
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