MOTIVATION PROCESS & THEORIES

MEANING OF MOTIVATION

Some words whch go with motivation:

- Desire
- want, wishes
- aims, goal
- needs and drives
- motives, incetives

==Motivation is a term used to describe those processes both institictive and rational, by which people seek to satisfy their basic drives, perceived needs and personal goals   which triggers human behaviour==

Therefore motivations is ==a process and a drive==

Motivation may be defined as ==keeness for a particular behaviour or simply willingness to work in order to achive a predetermined reward or goal.==

==Motivation is a product of needs, drives or motives, which is basically the driving force within a person.==

It is inner state that enersises, activates or directs behavior towards achieving a goal

Motivation is a process that starts with *physiclogical* or *psychogical* deficiency or *need* that activates a behaviour or a *drive* that is aimed at a *goal* or an *incentive*

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Therefore motivation lies in the meaning of interelationship between

- need
- drive
- inceintive

Need: Created whenever there is a physiological or psychological imbalance e.g. when the body is deprived of food

Drive: it is a deficiency with direction – actions which provide an energising thrust towards reaching an incentive
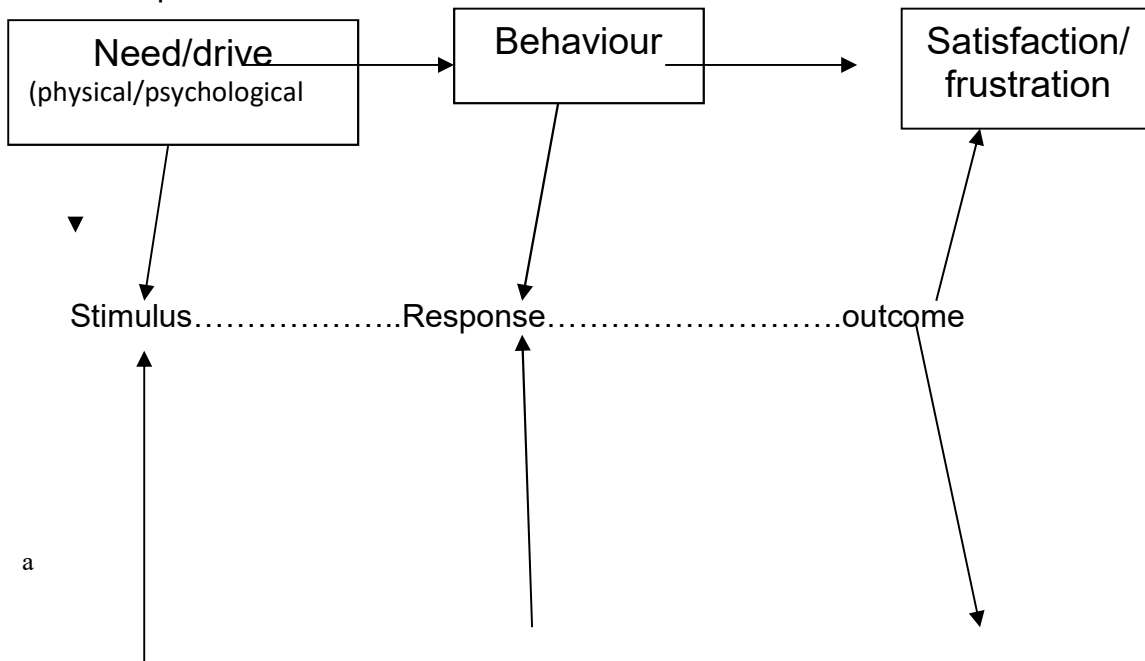
e.g ned for food translates to hunger (drive)
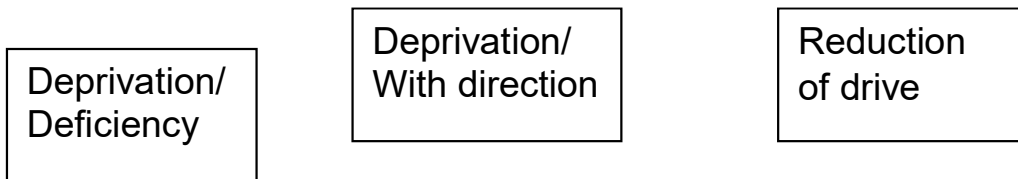
need for friends translates to a drive for affliation

incentive: anything that allievates the need and reduces the drive, restores the physiological or psychological balance

Model of motivation

A simplified model of motivation would look like below

The need is created when there is a psychological or physiological imbalance in the person.

| Need/drive (physical/psychological | → | Behaviour | → | Satisfaction/ frustration |

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Stimulus……………….Response……………………..outcome

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Deprivation/ Deficiency	Deprivation/ With direction	Reduction of drive

- A stimulus - e.g. Hunger (physical) or desire for company (social/psychological) ……….give rise to a response (some kind of behaviour) ………which leads to an outcome….(either satisfaction or frustration

- Motives may or may not be clear to individual

- But as manages we need to understand the motives of each individual actions because how we understand others will influence our attitude and behaviour towards them

- For example if somebody is hardworking and reliable, we treat them with respect – but it might not have been what they wanted (not the motive/need)

- As managers we need to understand the drive/need

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WHAT IS A NEED   - what creates the need?   - Schein's classification of needs

Schein propounded a classification of managers' assumption about people based on a review of earlier approaches of motivation. His classification follows a broadly chronological pattern as follows:

Rational- Economic

Human motivation has its roots from the need for self interest and the maximization of gains as the prime motivations. According to Schein, this view places human beings into two categories:

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1. The untrustworthy, money- motivated, calculative masses
2. The trustworthy, more broadly motivated, moral elite whose task is to organizes and control the masses

Social model

Views people as predominantly motivated by social needs – the need for personal relationship. This is drawn heavily on the conclusions of Hawthorne studies. The implications for managers is that emphasis on attending to peoples needs over the task will lead to greater productivity as well as higher morale.

Self actualization model

Individual needs for self actualization is the prime motivator

The implications to managers here is that people need challenge, responsibility and autonomy in their work if they are to be motivated

Complex model

Presupposes that understanding people motivation is a complex business in which interrelated factors are at work

Managers in this situation need to be sensitive to a range of possible responses to employees' motivation against the different work and team environment

This Schein classification helps to relate the major approaches to organizational behaviour and motivation, the basis of which is that motives are directed towards *desired ends* (social, economic, self actualization etc) and the behaviour that is selected consciously or sometimes instinctively towards the achievement of these ends

CLASSIFICATION OF MOTIVE

Human motives can be classified into two;

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- Primary motives
- Secondary motives

Primary motives

- Primary needs are mainly physiological/biological and unlearned. They include need for food, water, clothing and shelter, sleep, sex and other material concerns

Secondary motives:

- Are mainly psychological and learned. And they include belongingness, power prestige, competence recognition and achievement.
- For organizational behaviour, as the society develops economically and becomes more complex, the primary motives give way to secondary motives in motivating behaviour

THEORIES OF MOTIVATION

The theoretical approaches to motivation can be classified into there:

1. **The content theories – which go as far back as early 1900**
2. **Process theories**
3. **Contemporary theories**

Historical Development

Content Theories

1900 – Scientific management theories (Fredrick Taylor which emphasized wages and incentives as motivators

1940s – Hawthorne Studies (Elton Mayo) emphasizes working conditions and need for affiliation as motivators

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1950s/1960s - ==Maslow's Hierarchy of needs Theory==

==Douglas McGregor Theory X and Y==

==Herzberg two factor theory==

Alderfer Expectancy, Relatedness and Growth (ERG) theory

Process Theories

1960s ==Vroom Expectancy Theor==y

Porter Lawler Performance/satisfaction model

Contemporary Theories

==Stacy Adams equity Theory of work motivation==

1961   McClelland Achievement Motivation model

D.C. McClelland Achievement Motivation Theory

While many psychologists have studied common factors in human motivation, others have focused on differences between individuals. One such researcher is McClelland of Harvard University. He and his team drew attention to three set of needs in particular as follows:

- **The need for achievement (n-Ach)**
- **The need for power (n-Pow)**
- **The need for affiliation, or belonging (n-Aff)**

McClelland isolated the n-Ach as key human motive and that is influenced strongly by personality and environment

> *Achievement may be defined as the degree to which persons wishes to accomplish challenging goals succeeds in competitive situation and exhibit desire for feedback regard performance*

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He concluded that n-Ach is developed more by childhood experiences and culture background than by purely inherited factors. Hence the importance of management by supervisors training and designing jobs to increase achievement motivation

Persons with high need for achievement tend to have the following characteristics:

1. *Want to do better than the competitors – highly competitive*
2. *Moderate riskt takers*
3. *Need for immediate feedback. these people prefer activities that will provide immediate feedback e.g. mechanical work rather than research work, sales rather than marketing*
4. *Satisfaction with accomplishment: accomplishing a task is intrinsically satisfied in itself without necessary accompanying material rewards – want money for what it can buy and not for its own sake*
5. *Preoccupied with the task: higher achievers tend to be totally preoccupied with the task until they are successfully completed. They cannot stand to leave a job half finished and are not satisfied with themselves until they give maximum effort.*
6. *They are dedicated, committed and hence sometimes unfriendly, braggers*
7. *The like attaining or surpassing a difficult goal and are exited when solving difficult and complex problems*
8. *Are innovative – enjoy developing better ways of doing things*
9. *Can exercise personal responsibility*

Need for Power
Characteristics

- Need to influence others
- Control others
- Being in possession of authority
- Gaining control if information

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- Defeating the opponent

Need for affiliation

- Being likely by many people
- Being accepted as part of a group
- Working with people who are friendly
- Maintain harmonious relationship and avoid conflict
- Participating in pleasant social activities

Need for security

- Have a secure job
- Be protected against loss of income
- Protection again illness and disability
- Protection against physical harm or hazardous condition
- Avoid task with a risk of failure or blame

Need for status

- Having the right car
- Wearing the right clothes
- Working for the right company
- Having a degree from the right university
- Living in the right neighborhood
- Belong to a certain club

o **MASLOW'S HERARCHY NEED THEORY**

Drawing mainly form humanistic psychology and clinical experience, Abraham Maslow outline on overall theory of motivation He said that a persons motivation could be arranged in hierchical manner.

He believed that *once a given level of need is satisfied, it no longer serves to motivate. The next level needs to be activated in order to motivate an*

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There are five levels in his hierarchy of needs:

- **Basic or Physiological Needs**

- These are the needs which must be satisfied to maintain life. The basic needs include need for food, water, air and shelter.

Application: These needs are unlearned (primary) these needs can be met by providing basic salary or wage and safe working conditions.

- **Safety or Security Needs**

- Once the physiological needs have been met, the needs at next higher levels, safely needs emerge.
- Need for a stable environment relatively free from threats
- This includes emotional as well as physical safety
- Safety needs include desire for protection from physical danger, quest for economic security, performance for familiar rather than the unfamiliar, and desire for an orderly predictable world.

Application: Safety needs can be met by job security, joining trade union and fringe benefits such as insurance or medical scheme, severance pay, pension plans.

- **Social Needs /love and belongingness**

- When physiological and safety needs have been met, social needs the next level become important motivators.
- Need related to affectionate relations with others and status within the group
- These needs include the desire to belong, to be accepted, to give and receive friendship and affection.

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Application: Social needs are met by compatible formal and informal work groups, friendship at work, joining clubs, societies and social groups

- ▪ **Ego or Esteem Needs**

- Once physiological, safety, and social needs are satisfied**,** the esteem needs assume priority.
- Self esteem needs can be broken into two categories. The first category reflects our need for competence and achievement or success. This can be satisfied intrinsically.
- The second category of esteem needs include the desire for reputation, prestige and recognition from others.

Application : Ego or self –esteem needs can be met by promotion or merit pay increase, high status job title, less direct supervision, delegation of authority.

- ▪ **Self-Actualization or Self-Fulfillment Needs**

- Self-actualization or self-fulfillment is the highest level in the hierarchy. These are the individual needs for realizing his or her own potential for continued self development and creativity.
- It is a feeling of accomplishment and of being satisfied with one's elf or become the best one is capable of becoming.
- Self actualization is the persons motivation to transform self perception into reality
- *Application*: Self – actualization needs can be met by challenging jobs, creative tasks, advancement opportunities, and achievement in work. Realization of ones potential.

According to Maslow*, people tend to satisfy their needs systematically stating with basic physiological needs and then move up the hierarchy.*

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Until a particular group of needs is satisfied, a person's behaviour will be dominated by them

Thus a person who is hungry will not be motivated by safety or affection needs.

Maslow later modified this argument by stating that ***there was an exception to this rule in respect to self actualization – for this level it seems that satisfaction of one need gives rise to further need for realizing ones potential***

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DOUGLAS MCGREGOR THEORY X AND THEORY Y

McGregor saw two different set of assumption made by managers about their employees – X and Y

Theory X

- Regards employees as being inherently
- Lazy – the average human being has an inherent dislike for work and will avoid it if he can
- Because of the laziness, most people require coercion and control, direction, threat with punishment to get the work done
- Avoid responsibility
- Has relatively little ambition and only seeks security

Theory Y

This theory sees people in a more favourable light

- Employees are seen as liking work – which they see as natural as rest or play
- Work is seen as a source of satisfaction
- Employees do not have to be controlled or coerced so long as they are committed to the organisation objectives. Employees will exercise self control and self direction to achieved objectives
- Under proper conditions, they will not only accept but also seek responsibility
- Employee exercise imagination and ingenuity at work

In real life, a bred of the two is likely to provide the best prescription for effective management

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HERZBERG'S MOTIVATION- HYGENE THEORY (TWO FACTOR THEORY) 1959

Herzberg conducted a motivational study on about 2000 accountants and engineers employed by firms around Pittsburg, Pennsylvania

The interviews focused on satisfactory and dissatisfactory feelings about the job (experiences)

The interviewees were asked two questions:

1. When did you feel particular good about your job – what turned you on?
2. When did you feel exceptionally bad about your job – what turned you off?

Following the interview, Herzberg and his team came up with the conclusion that:

- Certain factors tend to frequently lead to job satisfaction and other facts led frequently to job dissatisfaction.
- The factors leading to satisfaction were called **motivators**
- Those giving rise to dissatisfaction were called **hygiene factors**

According to Herzberg, there are two factors that are associated with employee satisfaction and dissatisfaction. The two factors are called hygiene factors (dissatisfies) and Motivators (satisfiers)

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The study showed that good feelings (motivators) were associated with job **experience and job content**. For example an accounting supervisor felt good about being given the job to install new computer equipment

The most important motivators or satisfiers that emerged were
- Achievement
- Recognition
- The work itself
- Responsibility
- Advancement -Opportunity for advancement or professional growth
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As noted, these factors are intimately related to the **content of work** i.e. with the **i**ntrinsic challenges, interest and individual responses
Satisfiers are those benefits above and beyond the basic elements of the job.
Satisfiers tend to enhance motivation Commitment and loyalty of employees.

- **Hygiene Factors**

The study showed that bad feeling were associated generally with the surrounding environment or peripheral aspects of the job – the **job context.** Fore example the boss/subordinate relationship
The most important hygiene factors to emerge were
- The company policy and administration
- Supervision – the technical aspects
- Salary
- Interpersonal relationship – with supervisor
- Working conditions

From this analysis, Herzberg concluded that

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1. Job satisfaction is related to job content (motivators
2. Job dissatisfaction is related to job context (hygiene factors)

The term hygiene refer to (as it does in health) factors that are preventive

In Herzberg theory, hygiene factors are those that prevent dissatisfaction, but do not make a positive contribution to employees well being (at least not in a lasting way)

3. Motivators can bring about positive satisfaction whereas hygiene factors can only prevent dissatisfaction. i.e. if motivators were absent form the job, the employees is likely to experience real dissatisfaction
However, if the hygiene factors are provided, they will not in themselves bring about substantial job satisfaction
Hygiene doe not positively promote good health but acts to prevent ill health

- Hygiene factors do not act as motivators but when they are withdrawn, they create dissatisfaction and may result in lower productivity.
- Employees take hygiene factors for granted as part of the job. Hygiene factors include company policy and administration, supervision, working conditions, salaries and fringe benefit, status and security.
- Hygiene factors are not intrinsic part of the job, but are related to the conditions or the working environment under which the job is performed.

ALDERFER ERG THEORY

Similar to Herzberg and Maslow

Alderfer formulated a needs category model of motivation,

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Like Maslow and Herzberg, he felt that there is value in categorizing needs and that there is a basic distinction between lower-order needs and higher- order needs

Alderfer identified three groups of core needs

1. Existence Needs
2. Relatedness needs
3. Growth needs

Existence – concerned with survival (physiological well being)

Relatedness needs – stresses the importance of interpersonal, social relationship

Growth needs – related to individual intrinsic desire for personal development

Unlike Maslow, the ERG needs do not have a strict line of demarcations

Unlike Maslow also, he does not contend that the lower needs must be fulfilled before a higher level need becomes motivation or that deprivation is the only way activate a need

According to ERG theory, a person's background or cultural environment may dictate that the relatedness needs will take precedence over unfulfilled existence needs and the more the growth needs are satisfied, the more they will increase in intensity.

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ERG theory says that when a higher order growth needs are stifled or cannot be met due to personal circumstance, lack of ability or some other factors, the individual is likely to regress back to lower order needs and feel these needs more strongly

For example, if a person cannot move up the corporate ladder and is stuck in a job he does not like, the individual is likely to emphasize social relationship both on and off job and become more interested in pay and benefits
This Alderfer calls **frustration- regression** relationship
Whereas Maslow emphasis is on **satisfaction- progression** relationship in which a person moves up the hierarchy after a lower – order need is met

Rel

ationship between Maslow Herzberg and Alderfer Theories

Maslow	Herzberg	ERG
Self actualization **Esteem**	**Motivators**	**Growth**

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Love/belongingness Safety Physiological needs	Hygiene	Relatedness Existence

PROCESS THEORIES

Content theories attempt to identify what motivates people at work

Process theories on the other hand are concerned with the cogntive anticedents that go into mativaion of at work. They study the process involved in work motivation

The ones to be discussed include

- Vroom Exptectacy Theory
- And Porter Lawler Model of motivation

Vroom Expectancy Theory (V. H. Vroom – 1960)

Attempts to explain work motivation in terms of anticipated rewards

This theoritical model assumes that people make rational decisions based on ecomomic realities

A key point of his theory is that an iindividuals behavior is formed not on objective reality but on his or her subjective perception of that reality

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The core of the theory relates to how a person perceives the relationships between three things

- Effort
- Perfomance
- And reward

Vroom focused especially on the factors involved in stimulating an individual to put effort into something, since this is the basis of motivation.

He concluded that there were three such factors, each based on the individual's person perception of the situation. These were:

Expectancy ie. The extent to which the indiducal **perceives** or **beliefs** that a particlua act will produce a partilcur outcome

Instumentality, i.e.e the extent to which the individual **perceive**s that effective perfomance will lead to desired reward

Valence i.e. the strength of the belief that attractive rewards are potentially avaialble. The strength of an individual prefence for a partialur outcome/reward (how attractive is the reward)
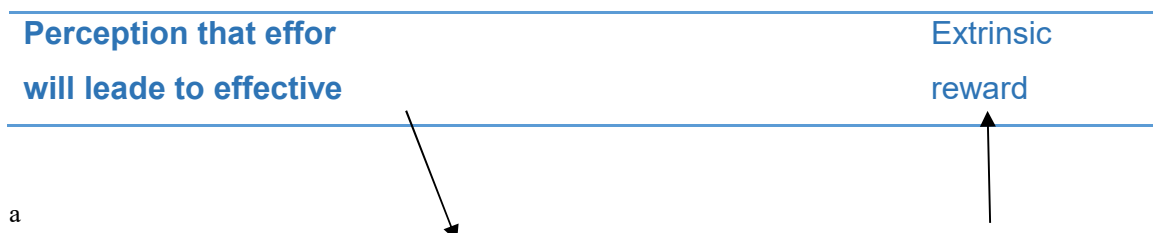
In order for the valence to be *postive,* the person must prefer attaining the outcome to not attainig it
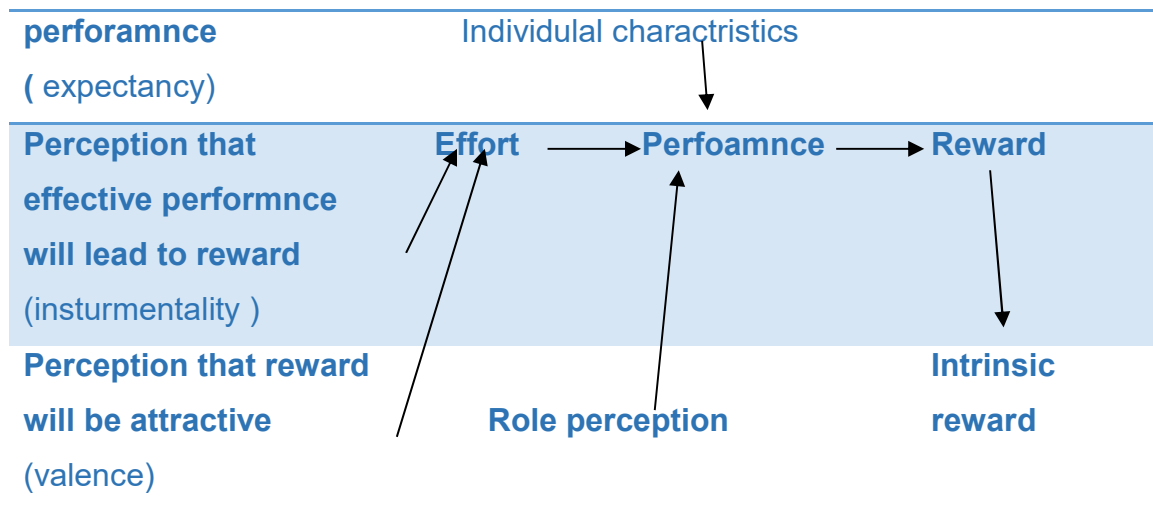
A valence of *zero* occurs when the individual is indfferent towards the oucome

A valence is *negative* if the individual prefers not to attain the outcome to attaining it

This approach to the concept of human motivation emphasis the psychological *mechanims* that triggers effort

The basic model is illustrated below

Perception that effor will leade to effective   Extrinsic reward

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performance (expectancy)	Individual charactristics	
Perception that effective performnce will lead to reward (insturmentality)	**Effort** → **Perfoamnce** → **Reward**	
Perception that reward will be attractive (valence)	**Role perception**	**Intrinsic reward**

According to Vroom, the three facors **– expectancy, instrumentality and valence** – combine together to creat a driving force (FORCE) which motivates the individual to put efferot to achieve a level of perfomance and obtain reward at the end

Vroom suggests that FORCE was a multiple of Expectancy and Valence (encompassing instumentality) in the formular

F = valence x expectancy

Indivdual characteristics

Vroom says that effort alone may not necessariey lead to perfomance, other factors are involved such as individual charactristics . these include:

- Personality
- Knowledge
- Skills
- Attitudes

Role perception

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The way the indidual perceives his role will also lead to perfomance.

Example

Tthe prospects of a promotion could be seen by a newly appointed employee as attractive (valence) but his expectancy to gaining the promotion could be low, if he perceives that promotion is attained only primarily on the length of service. In this situation, perfomance will not be perceived to give reward, so effort on that direction will not e seen worthwhile

In a any case, effort does not neccessariy lead to effective perfomance , if the individuall has insufficient knowledge or skills OR if his perception of his role does not equalte with that of his superior

Other factors which are not shown may affect perfomance e.g. constraints of the job, organisational calture. Effort, therefore, does not always result in effective perfomance. .

It is also true that effective perfomance may not always lead to rewards anticipated by the individual.

Nevertheless on both counts, it is not the reality which spurs on the individual,, but the prospects of effective pefomancee and/or desirable reward. It is the individualsl perception of the situation that is vital part in this theory

Rewards

Rewards may be put into two catogories:

- intrinsic
- Extrinsic rewards

Intrinsic

Rewards gained from fulfilling high level personal needs such as self- esteem and personal growth. Are within the contol of the individuall

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Extrinsic rewards

Provided by organisaion. Outside the control of the individual e.g. promotions, pay etc

Several researchers have suggested that the rewards associated with intrinsic factors are more likely to be perceived as producing job satisfaction. The extrinsic rewards are less likely to come up to the individual expectations.

Conclusion

<mark>The main features of Expectancy theory are:</mark>

1. It takes comprehensive view of the motivation process
2. It indicates that individuals will only react when they have a reasonable expectancy that their behaviour will lead to the desired outcomes
3. It stresses the importance of individual perception of reality in the motivation process
4. It implies that job satisfaction follows effective job performance rather than the other way round
5. It has led to the development in work redesign where emphasis has been laid on intrinsic job factors such as variety, autonomy, task identity and feedback
6. Individual l barriers should be removed for motivation to lead to performance i.e. ability, skills, knowledge
7. Managers should recognise that in a way, employees calculate expectancies regarding future employment possibilities when seeking to leave a company and more importantly, often sees a connection between performance and reward and invites less effort in groups or team situation
8. Intrinsic rewards have gained more significance way

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Porter - Lawler Model

This is an extension/refined Vroom model. Porter Lawler model increases the variables in Vroom model

Lyman Porter and Edward E. Lawler starts with the premises that motivation (effort or force) does not equal to satisfaction or performance

Motivation (force) / = satisfaction (performance

They said that **motivation, performance and satisfaction** are all separate variables and related in different ways from was originally designed

As shown in the model:

Starting with the left hand side of the model

- The expected value of a reward (1) combines with the expectations   that effort will result in a reward (2)

- These two influences determine the level of effort (3) that an employee exerts

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- Effort, however does not simply or easily convert into performance (or accomplishment)

- The employees ability (4) and role perception (5)   interact in determining the level of performance/accomplishment (6)

- Unless a person has a minimum level of ability and the correct understanding of just how to perform a job, his or her effort will not yield an acceptable level of performance

- Performance may or may not be linked to reward intrinsic/extrinsic (7a,b) in a given situation; hence the wavy lines between reward and performance

- Employee expectation of what is equitable (8)   in the way of reward is influence by the awareness of his or per own performance

- Perception of equity or inequality interact with the rewards actually received to determine the level of satisfaction (9)

- The model includes two feedback loops.

    a. The first links satisfaction to subsequent estimates of the value of the rewards – if an employee feels that the reward received for past performance are not particularly satisfying, he or she will diminish future efforts

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    b. The second feedback loop runs from the performance –reward linkage to the expectations that future efforts will result in reward – here again, the employees future effort will be influenced by his or per past experiences

Conclusion

The following checklist, derived form the model suggests that successful managers should :

1. offer valued rewards
2. Create perception that effort will lead to reward
3. Design jobs that so that effort lead to his performance
4. Hire qualified employees
5. Train employees in the correct manner for performing their tasks
6. Design task so that performance is measurable
7. Design reward systems so that reward s are tied to performance
8. Ensure that rewards are view as fair as equitable

EQUITY THEORY

- Based on the work of Stacy Adams
- Attempts to explain the influence of such feelings like **fairness, equity**, and how they serve as powerful stimulus to increase or decrease effort and hence employees behaviour
- Adams equity theory assumes that **people will strive to restore equity if they feel an imbalance exists**

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- Basic to equity theory is the belief that **employees continuously monitor the degree of equity or inequity that exist in their working relations by comparing their own outcomes and inputs with these of another highly similar person**
- In the context of equity theory, **outcomes are anything that employees view as being provided by their jobs or the organizations**. Outcomes include pay, office with space, access to clean washrooms, use of company car tec.
- **Inputs include all the contributions that a person makes to the employment relationship**
- Example of inputs include personal effort, years of service, education, prior work experience, training etc
- Generally speaking, inputs is anything that persons believe he or she should be compensated for

Examples of inputs and outcomes

Inputs	Outcomes
Effort	Salary
Education	Fringe benefits
Training	Travel allowance
Experience	Number of subordinates
Loyalty	Autonomy
age	Titles
	Status symbols
	Job assignment
	Time off
	Opportunity for overtime

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Adams contends that **individuals will estimate the rationof outcomes to inputs.**

But this ratio is only of partial importance

Each person also calculates a similar ratio of another person whom he or she judges to be in similar position. This second person is called **the comparable other**

Adams predicts that an employee will be relatively satisfied if his or her won ratios of outcome to inputs are equivalent to the ratio of comparison other

The condition may be summarized as follows

$$\frac{\text{Outcome A}}{\text{Input A}} = \frac{\text{outcome B}}{\text{input B}}$$

If person A feels that his ratio is ether lower or higher than person B, he should experience a sense of inequity. The magnitude of this feeling will be proportional to the size of the gap between the two ratios

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Feeling of inequity produces a psychological tension that requires reduction

If person A is under compensated in comparison to B(ration of A is less than that of B) , he may need attempts to restore equity by working on the four components in the tow ratios:

$$\frac{\text{Outcome A}}{\text{Input A}} \quad < \quad \frac{\text{outcome B}}{\text{input B}}$$

1. He may increase his own outcomes by asking for a raise
2. He may decrease his won input by being less productive'
3. He may decrease person Bs outcome by persuading his boss to alter B's pay
4. He may increase B's input by pressuring him or her to work harder

If person B is undercompensated in a comparison to person A (ration of A is greater than that of B), equity theory predicts that person A will experience guilt and will attempt to restore equity by altering one or more of the four components of the two ratios.

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Outcome A   >   outcome B

Input A   input B

1. Person A may attempt to reduce his won outcomes
2. Orr increase persons B's outcomes by appealing to his boss for an adjustment
3. Person A may increase his inputs by exerting greater effort on the job
4. Person A may help person B to decrease her input, perhaps by couching him/her in how to work for efficiently

If the four components of the ratio cannot be altered and if the magnitude of inequality is substantial, person A would be force to choose another course of action. She/he might:

1. Alter his perception of the situation so that the inequity no longer seem unjustified, saying for example " I deserve to earn more money because I work harder than most people
2. Leave the field by quitting or obtaining a transfer
3. Choose a different comparison other, someone whose ratio provides a less uncomfortable contrast;

In essence, equity theory focuses on the issue of distributive justice

Distributive justice may be defined as the fairness of the amount of reward as perceived by the reward recipient, and as compared against t the amount of reward given to another

Another aspect of perceived fairness that is actually not part of equity theory per se in the notion of procedural justice. This type of justice may be defined as the fairness of the manner (or method) by which rewards are allocated, again as

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perceived by the recipient of the reward . procedural justice, a somewhat independent issue from distributive justice focuses on the way in which allocation decisions are made, rather than on the results of the decisions

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