

# Motivation



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**Management  
course material-  
Chapter 6.  
page 33.-39.**

# Outline

- ❑ **motivation (definition)**
- ❑ **Performance and motivational strategy**
- ❑ **content theory models**
  - ❑ **Maslow's hierarchy of needs**
  - ❑ **Alderfer's ERG theory**
  - ❑ **Herzberg's two-factor theory: motivator/hygiene factors**
- ❑ **process theory models**
  - ❑ **Expectancy theory**
  - ❑ **Equity theory**



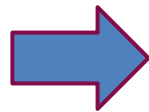
# What is Motivation?

Motives of our actions are basically the impulses created by the **manifestation of a need**. Motives that address behaviors **reducing needs**, are called altogether motivation.

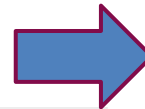


Appearance of a need

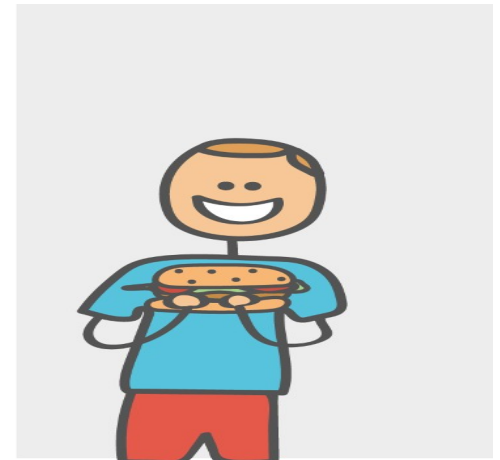
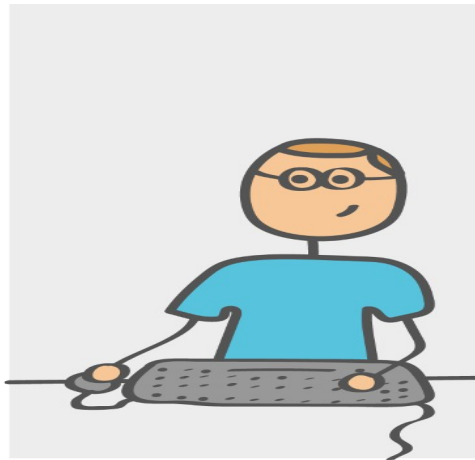
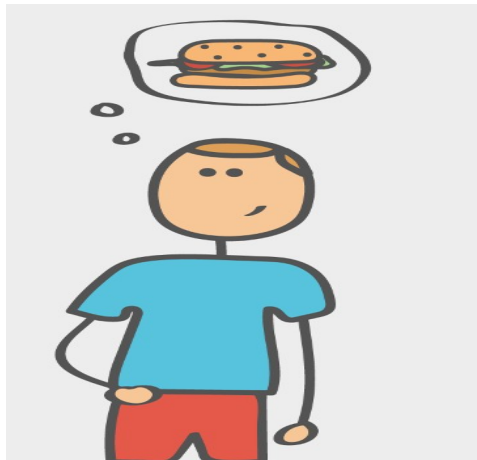
**Drive**



action

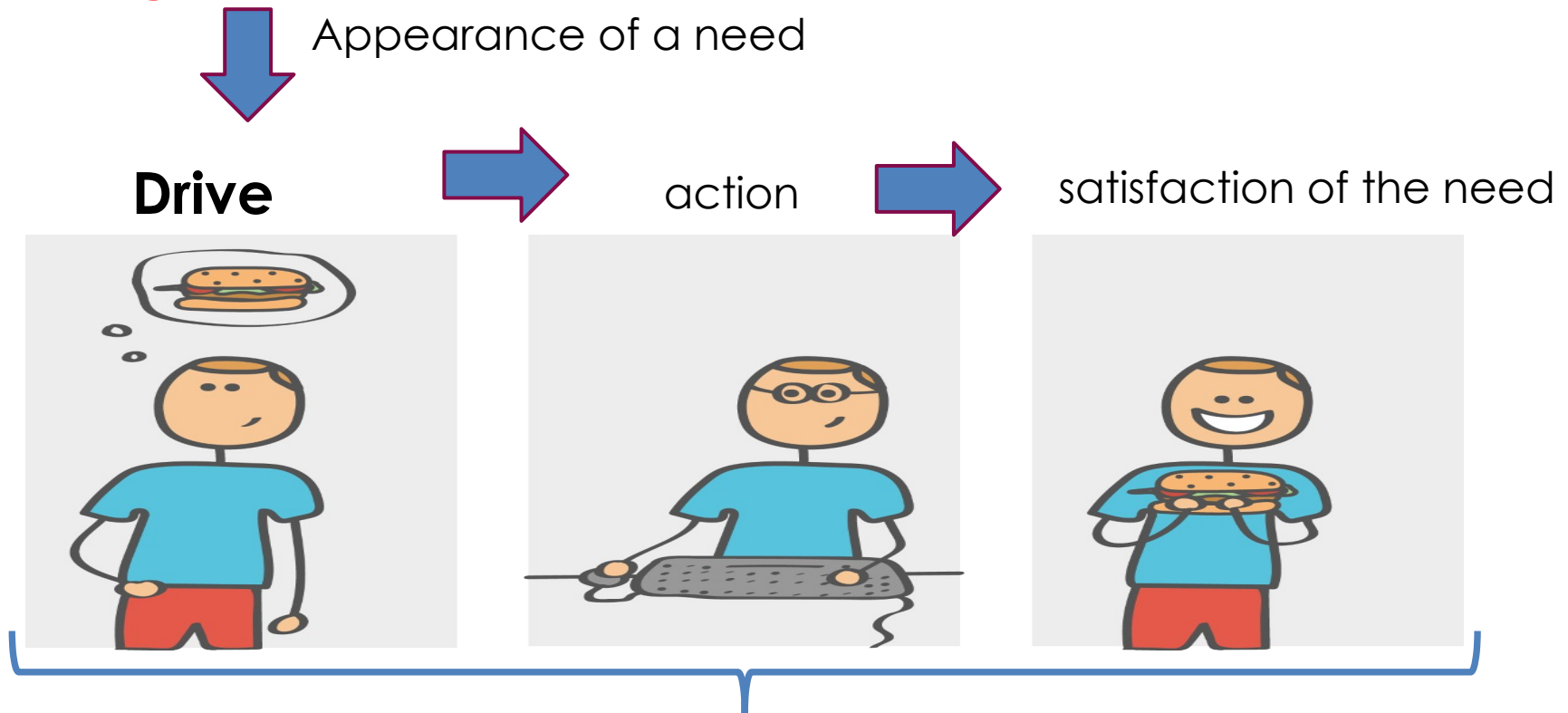


satisfaction of the need



# What is Motivation?

Motives of our actions are basically the impulses created by the **manifestation of a need**. Motives that address behaviors **reducing needs**, are called altogether motivation.



# The Definition (from two aspects)



fulfilling inner drives

**Psychology**



the leader stimulates  
subordinates toward the  
achievement of goals of the  
organization

**Management**

# What affects our performance?

*input factors*



*Personal abilities*



*Factors that motivate us*

# What motivates YOU, to be here, to study here in the Uni?

# Motivation and performance

*Skills of the organization is determined by the interaction of individual and organizational factors. The so-called **input factors** are based on individual abilities and needs of employees, plus the group effects among them. Personal characteristics of employees are strongly influenced by the traits of the organization as well.*

$$\text{Performance} = f(\text{ability} \times \text{motivation})$$

**Performance** in organizations is generated by talent, obtained skills and motivation altogether in a special environment in question. Even a wide range of skills won't lead to results without the will to perform, just like the strongest determination and motivation without the required abilities is not enough to generate performance.

*Input factors conveying organizational skills and a well-chosen motivational strategy together creates two outstanding results in the organization: performance, and satisfaction (**output factors**).*



# Why is hard to tell how to motivate?



the motivational motives (drives) individually differ



we may deduce them from the behaviour only



The motives (also our drives) change dynamically

# Motivation theories

## Content theories

The content of  
motivated  
behaviour,  
factors

**"WHAT?"**

**Maslow, Alderfer, Herzberg,**

## Process theories

The formation  
of the motivated  
behaviour

**"HOW?"**

**Vroom, Adams**

# I. Content theories

**Content theory models** examine the factors that influence motivation, looking for the content elements (motivations) of the motivated behavior.



# Maslow – hierarchy of needs



*According to Maslow, people tend to satisfy their needs in a specified order, from the most to the least basic. In an ascending order, the needs are :*



Society Drives  
(Secondary  
Level of  
Needs)

Biological Drives  
(Basic Level of  
Needs)

# Maslow – hierarchy of needs



Abraham Maslow

**Deficiency needs** – The very basic needs for survival and security.

- *physiological needs*
- *safety and security needs*
- *social needs – belongingness and love*
- *esteem needs*

**Growth needs** – Personal growth and fulfilment of personal potential.

- *self-actualisation needs*

# Maslow – hierarchy of needs

- ❑ As each level is adequately satisfied, we are then motivated to satisfy the next level in the hierarchy, **always new and higher needs are coming.**
- ❑ So **the most basic level of needs must be fulfilled** before a person wants to focus on the secondary or higher level needs.
- ❑ **!BUT!** This hierarchy is not as rigid as we may have implied. For example, there are some humans for whom self-esteem or self-actualization seems to be more important than love or belonging.

**The rigid hierarchy of the needs has been disproved!**

# Alderfer's ERG theory

## Existence needs

- the material demands for survival, corresponding to the physiological and safety needs in Maslow's theory

## Relationship needs

- comprises the desire of individuals for social support, personal relationships, and positive recognition by others. These needs more or less correspond to Maslow's social and ego (or esteem) needs

## Growth needs

- or people's intrinsic desire to use and advance their talents. This set somewhat overlaps Maslow's self-actualization category, although it also includes several elements of the ego category such as the drive to achieve.



# Alderfer's ERG theory

- *proved the invalidity of the hierarchy in Maslow's model.*
- *No rigid hierarchy in which one need has to be completely satisfied before other.*
- *all three categories of necessities can operate simultaneously.*
- *Also, Alderfer claims that if a need is not being met, people may demand more rewards to satisfy other needs.*

# Herzberg's two-factor theory

Herzberg conducted a widely reported motivational study on 200 accountants and engineers employed by firms in and around Western Pennsylvania.

**He asked these people to describe two important incidents at their jobs:**

(1) When did you **feel particularly good about your job**,  
and

(2) When did you **feel exceptionally bad about your job**?  
He used the critical incident method of obtaining data.

# Herzberg's Motivation Hygiene Theory

The replies respondents gave when they felt good about their jobs were significantly different from the replies given when they felt bad.

Reported **good feelings** were generally associated with **job satisfaction**, whereas bad feeling with job **dissatisfaction**.

Herzberg labelled the **job satisfiers motivators**, and he called **job dissatisfies hygiene** or maintenance factors

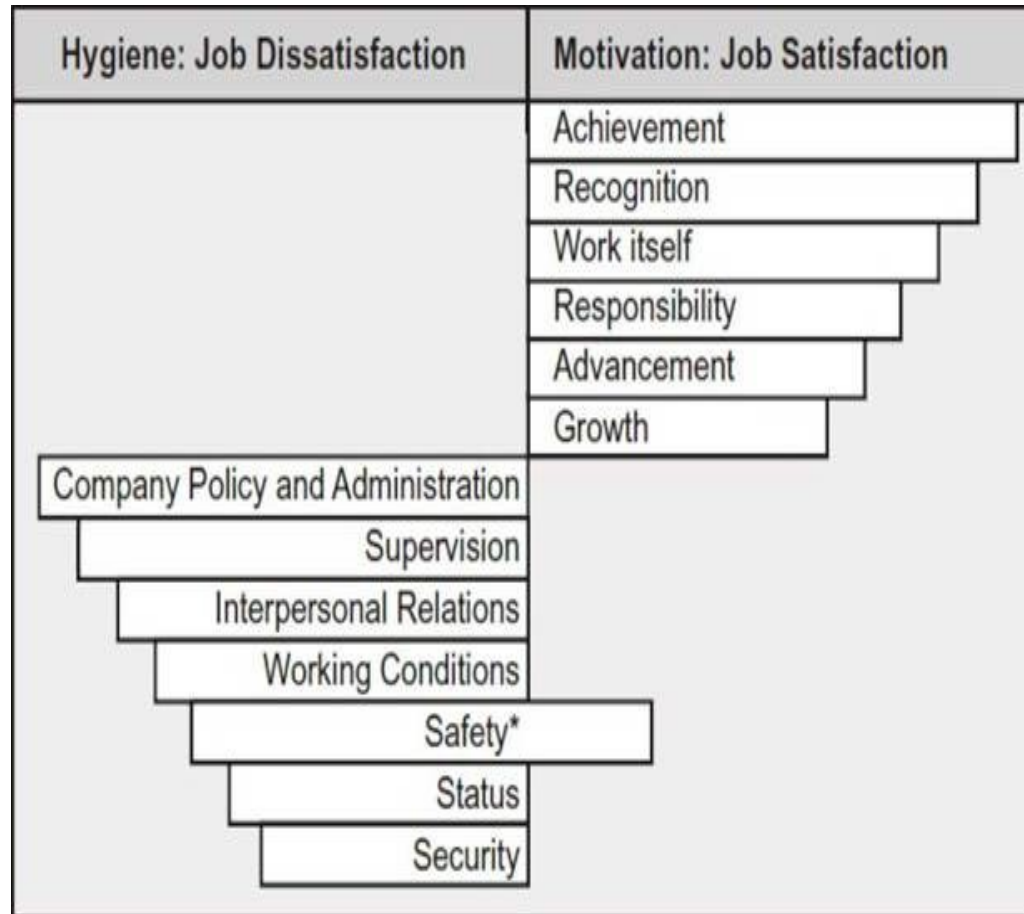
# Herzberg's Motivation Hygiene Theory

Different factors caused satisfaction and dissatisfaction: satisfaction and dissatisfaction can be measured on **two independent scales**. **Satisfaction** causes are more related to the **content** of the work, on the other hand causes of **dissatisfaction** are rather associated with **working conditions** factors.



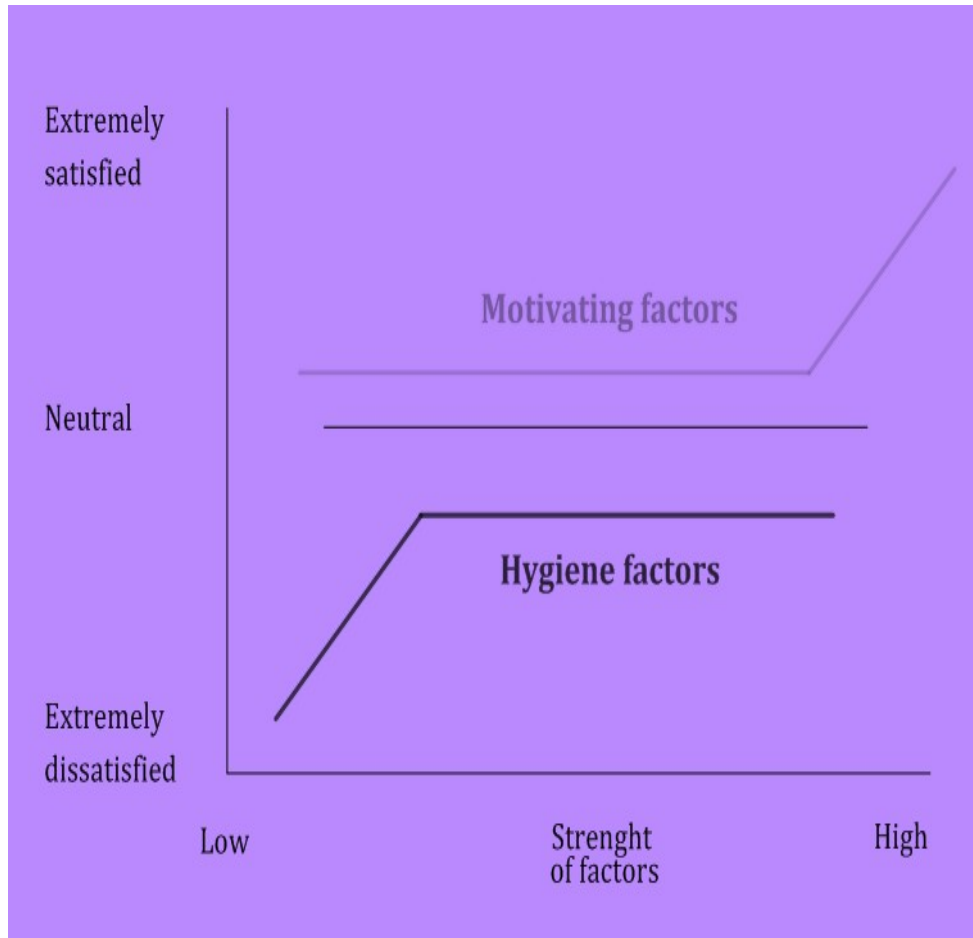
# Herzberg's Motivation Hygiene Theory

Conditions



Content

# Herzberg's Motivation Hygiene Theory



If the **hygiene factors**, are unsuitable (low level) at the workplace, this can make individuals unhappy, dissatisfied with their job.

**Motivating factors**, on the other hand, can increase job satisfaction, and motivation is based on an individual's need for personal growth. If these elements are effective, then they can motivate an individual to achieve above-average performance and effort.

Hygiene factors are needed to ensure that an employee is not dissatisfied. Motivation factors are needed to ensure employee's satisfaction and to motivate an employee to higher performance.

## II. Process theories

*The common feature of **process theory models** is that they focus on the fundamental processes in which develops motivation.*

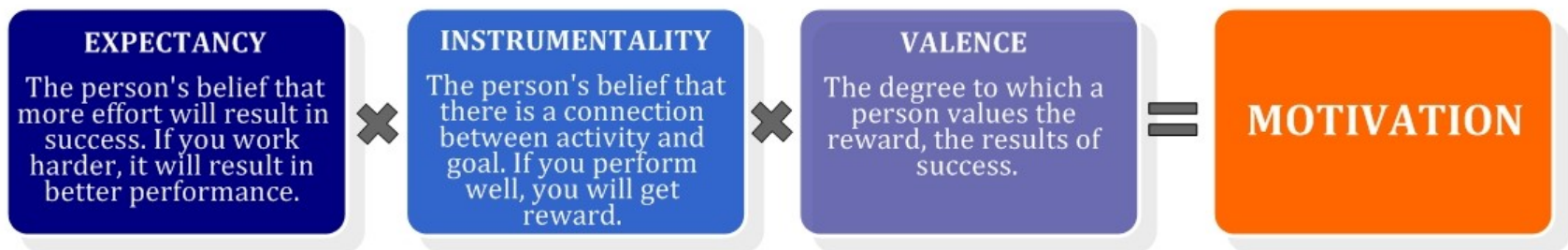


# Vroom's expectancy theory

*According to this theory, the strength to act depends on the beliefs of people that their actions will produce outcomes they find valuable and attractive.*

$$E \times I \times V = \text{motivation}$$

Vroom supposes that expectancy, instrumentality and valence are multiplied together to determine motivation. This means that if any of these is zero, then the motivation to do something will be zero as well.



<https://www.youtube.com/watch?v=lpnzW06shsM>

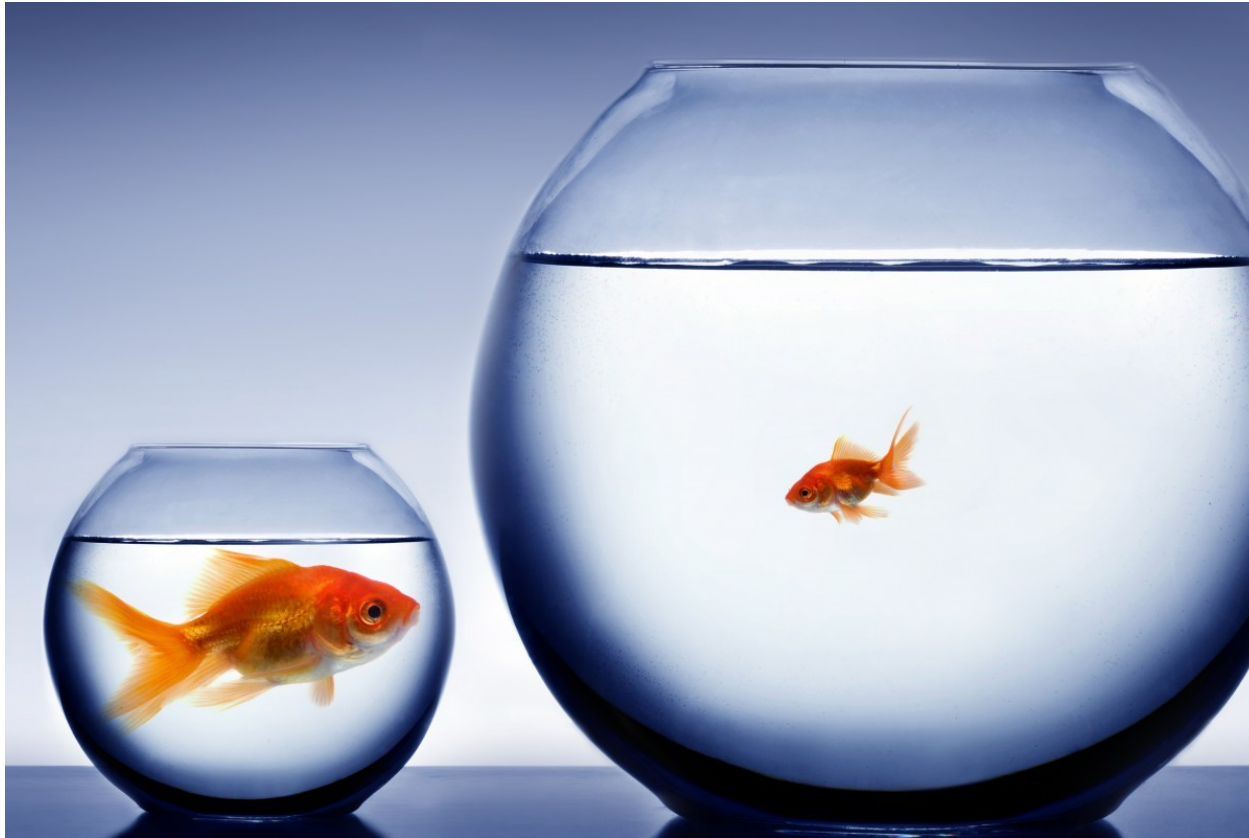


# Conclusions of the expectancy theory



- ▶ **A person who doesn't see the connection between effort and performance will have zero expectancy.**
- ▶ **A person who can't perceive the link between performance and reward will have zero instrumentality.**
- ▶ **For a person who doesn't value the anticipated outcome, reward will have zero valence.**
  
- ▶ For example if I think:
  - *that no matter how hard I'm studying I can't learn math due to lack of necessary skills or*
  - *that no matter how good I perform on the test I don't always get good mark so the reward is unpredictable, not dependent on my success or*
  - *the good mark from math is not important for me, and I'm not interested in math, so the reward is not attractive, then I won't be motivated to learn for the exam.*

# Adams' equity theory



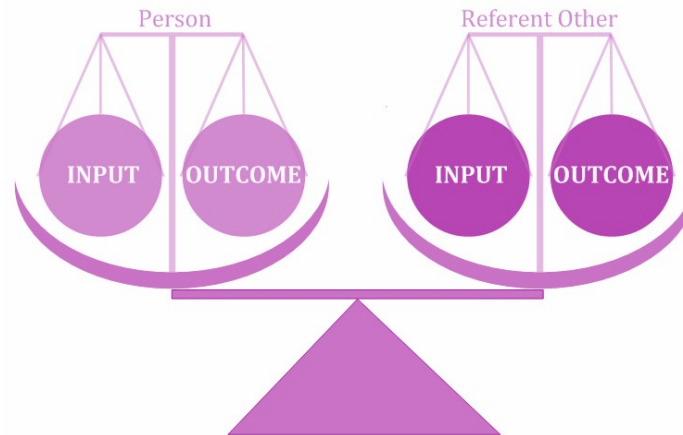
# Adams' equity theory

The equity theory states, that people develop beliefs about the fairness of the rewards they receive in concordance with their contributions. Equity theory proposes that perceptions of individuals about fairness depend on their subjective, personal assessment of outcomes and inputs. Rewards such as recognition, promotions, and pay are considered outcomes. Inputs are contributions like effort, education, and skills.

**Sense of wrongdoing triggers reactions.**

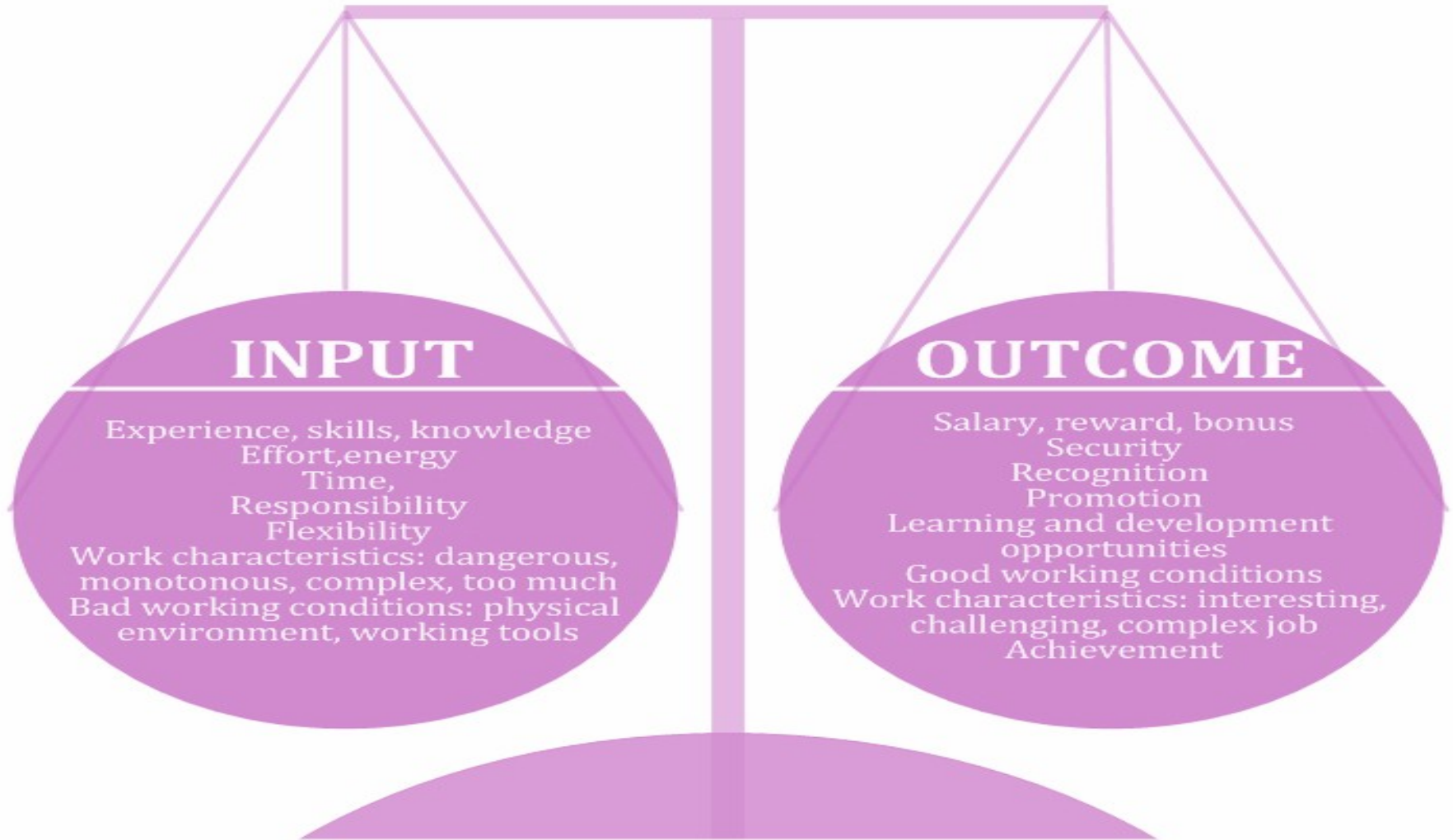
# Adams' equity theory

According to this theory, people compare their contribution to work, costs of their actions and the benefits that will result to the contribution and benefits of the reference person.



If people perceive that the ratio of their inputs-outputs to the ratio of referent other's input-output is inequitable, then they will be motivated to reduce the inequity.

# Adams' equity theory



# Adams' equity theory

*Fairness is achieved when the ratios of inputs and outputs are equivalent. Ratios that are not equivalent produce a psychological state called cognitive dissonance, creating dissatisfaction, resulting in attempts to bring the ratios back into balance. People who perceive that their treatment is not equitable, use one of four strategies to change these ratios, or they can mentally reassess the situation and decide that it is equitable after all.*

$$\frac{OP}{IP} = \frac{OR}{IR}$$

Equity

Remorse

$$\frac{OP}{IP} > \frac{OR}{IR}$$

Anger

$$\frac{OP}{IP} < \frac{OR}{IR}$$

- Sometimes there is no solution
- Sometimes there is no good answer
- In this case your only choice is to leave. Step out of that situation.