Definition of Motivation.

Will use Herbergz’s Motivation-Hygiene Theory (1959, Smerek&Peterson, 2007) and the Compensatory Model (Kehr, 2004).

The compensatory model talks about **implicit motives**, **explicit motives** and **perceived abilities**.

**Implicit motives** have been conceptualized as associative networks connecting situation cues with basic affective reactions and implicit behavioral tendencies. Implicit motives are related to unconscious needs (Maslow, 1943) and basic and organismic needs (Deci & Ryan 2000). Implicit motives are not consciously accessible, but they lead to affective preferences (McClelland 1985), but they lead to spontaneous, expressive and often pleasurable behavior (McClelland et al, 1989).

**Explicit motives** are the reasons people self-attribute for their actions (McCelland, 1995). For example, people that are hard-working usually consider themselves to be accomplishment-driven or goal-acheivers. Explicit motives are influential in determining cognitive choices- choosing a specific task (Spangler, 1992). Combining **explicit motives** and **perceived abilities** leads to the formation of *intentions* (Gollwitzer, 1993; Tubbs&Ekerberg, 1991), which are known to have motivational significance (Latham&Locke, 1991).

**Problem solving** compensates for insufficient abilities and overcomes environmental (extrapersonal) difficulties, whereas volition compensates for insufficient motivational support and resolves intrapersonal conflicts from competing behavioral impulses originating in implicit/explicit motive discrepancies (Sokolowski, 1993; Muraven & Baumeister 2000).

Most people think goal attainment should lead to satisfaction and well-being (Locke&Latham 1990), however Brunstein et al. (1998) showed that goal attainment only leads to well-being if goals are congruent with a person’s **implicit motives**, and a goal that is incongruent with those needs will decrease well-being. This is an important reason for managers to get to know their staff and understand their inner motives, so that the tasks that the person has to achieve are more likely to complain with their motives so chance of success is increased. Also taking into account the ***Goal Setting Theory*** (E.A. Locke&Latham, 1990;2002) managers have to be sure that the goals are clear and they are understood by everyone.

It is also important to notice that **easy goals** are unlikely to motivate the employee, while **difficult goals** (Mulling, 2007) are more likely to be tackled and end up being solved. However, it proves that the best types of goals are **“stretch goals”** (Gratton, 2000:135), which are not SMART, since we are unable to predict the outcome that might be achieved, but they can be directional (‘improving’ or ‘maximizing’). It is important to note that stretch goals are based entirely on the person’s ability to attain the goal, by creating a psychological priming effect in which the rewards are influenced by the person’s thoughts. All these findings stand in line with McClelland’s ***Theory of Needs*** McClelland(1974,1986) – in particular the need for achievement. **High achievers** perform at their best when the task has a 0.5, but they dislike winning too easily since that provides no challenge to their skills. As well, they rarely take on tasks that have a low chance of success because they get no satisfaction from success that comes by pure chance. So we can conclude that goals need to in line with one’s inner motives and prove to be challenging enough for them.

When both **problem solving** and **volition** are required, the chances of accomplishment decreases because of the limitations of attentional capacity. Therefore, we need to make sure that people are faced with tasks that only require them to use one of the two, so they have a chance of completing it. Successful performance generally leads the person to believe that similar behavior will be successful as well (Bandura, 1977), and also following occurrences of the behavior will require less volition and it will come with the perception of ease of performing (Ajzen, 1991). Thus, if a manager is able to increase the difficulty of a task gradually, it will also increase the likelihood of completion, since the employee will already have completed similar tasks, and will strongly believe in his or her power of achieving the given goal.

White introduced the concept of competence: “an organism’s capacity to interact efficiently with its environment”(1959), but more recent approaches focus on perceived abilities rather than actual abilities (Ajzen, 1991, Wright et al, 1995). **Perceived abilities** is the amount of control a person can exert over the environment.