❖ **Motivation: Direction and intensity**
  o <mark>Ability</mark> refers to the knowledge, skills and receptiveness to learning that a person brings to a task or job.
    ▪ Knowledge is what a person knows
    ▪ Skill is their capacity to perform some activity, including knowing what is expected of them (called accurate role perceptions)
    ▪ Receptiveness to learning a function of how quickly a person acquires new knowledge.
  o <mark>Accurate role perceptions</mark> refer to how well an individual understands their organizational role. This includes the goals the person is expected to achieve and the process by which the goal will be achieved.
  o The <mark>performance environment</mark> refers to those factors that impact employees performance but are essentially out of their control.
    ▪ Some factors facilitate performance, while some constrain it.
  o <mark>Motivation</mark> is a force within or outside the body that energizes, directs and sustains human behaviour.

- The fourth major factor that determines whether the person will perform well.
- Within body: needs, personal values, goals
- Outside body: an incentive
- Word stems from its Latin root movere which means to move
- Arises out of our interaction with and perception of a particular situation.
  - Work motivation is the amount of effort a person exerts to achieve a certain level of job performance.

❖ **Motivation has 2 direct components: Direction and Intensity.**
  - Direction is what a person wants to achieve, what they intent to do, a target that motivated people try to hit.
  - Intensity is how hard people try to achieve their targets, is what we think of as efforts, energy we expand to accomplish something.
  - Successful employees know what they want to achieve (direction) and they persist until they achieve their goals (intensity)
  - If either is lacking, performance will suffer.

o Employees targets don't always match with their employers want.
- E.g. Absenteeism (calling in well)
- It is managements job to provide direction.

❖ **Determinants of performance**
o What influences your performance
o Core aspects of your ability/skillset.
- **Motivational Theories**
o Content Theories
- Focuses on the content of what motivates people and the importance of human needs.
- When need is energized, we are motivated to satisfy it.
- Heodism- People are motivated to satisfy mainly their own needs (seek pleasure, avoid pain). Clarifies that need provides direction for motivation.
- Instincts are our natural, fundamental needs, basic to our survival. Our need for food and water are instinctive.

- Distinction between instinctive and learned needs sometimes blur.

o **Manifest Needs Theory**
  - Henry A Murray
  - Are whatever needs is motivating us at a given time, dominates our other needs.
  - Assumes human behaviour is driven by the desire to satisfy needs.
  - **2 Types:**
    - **Primary needs/Instincts**- Include physiological needs for food, water, sex (procreation), urination etc.
    - **Learned Needs/ Secondary needs**- Are need for achievement, for love and for affirmation etc. Psychological in nature.
  - <u>A latent need</u> cannot be inferred from a persons behaviour at a given time, yet the person may still possess that need.
    - Major implication of management is that some employees needs are latent.

o **Learned Needs Theory.**
  - David C McClelland
  - Built on work of Murray over 50 years

- These needs are learned primarily in childhood but each need can be taught, especially nAch
- Is important because much of current thinking about organization behaviour is based on it.
- <mark>3 needs:</mark>
    - <mark>The need for achievement (nAch):</mark>
        - Motivated to excel in a task and has greatest impact
        - Varies in intensity across individuals, this makes it a personality trait as well as statement about motivation.
        - These people have high achievement motive. (motive is source of motivation, need that a person is attempting to satisfy)
        - Becomes manifest when individuals experience certain types of situation.
        - May give you qualities for hardwork, dedication, responsibility, commitment.
        - Result oriented need

- nAch people:
    - the success of the organization is depended on them
    - are constantly trying to accomplish something
    - they feel personally responsible for the tasks assigned
    - They avoid both simple and impossible situations
    - They perform well with minimal supervision
    - Have strong desires for performance feedback.
- ==The need for affiliation(nAff):==
    - Desire to establish and maintain friendly and warm relation with other people
    - High nAff people:
        - are very sociable.
        - Maintain good relationship with co-worker
        - They fear rejection

- Helps perform better in jobs that require teamwork
- Maybe motivated to perform well if others depend/trust the individual

- **The need for power (nPow)**
  - Need to control things/person
  - A motivation to influence and be responsible for other people
  - Often talkative/give orders/argue a lot.
  - Can be beneficial for organization at some extent
  - Can be good or bad, McClelland calls this "Two faces of power"
    - <u>Personal power seeker</u> endeavours to control others mostly for the sake of dominating them
    - <u>Social power seeker</u> have needs to influence others. Motivator for successful managers.

  - Maslow's Hierarchy needs

- Prepotency for example is our need for water that takes precedence over our need for social interaction.
- 5 basic types of human needs:
  - Self-Actualization
    - Is never completely satisfied
    - Desire for self-fulfilment/Reach ones highest potential
    - Developing all of our special abilities to their fullest degree
  - Ego and Esteem
    - Esteem needs go beyond social needs
    - Need to be respected by other and to have esteem for ourselves
    - Ego and esteem needs have Internal (Self) and External (Other) focuses
    - Internal focus: Desire for achievement, strength, competence, independence.
    - External focus: Desire to have prestige, recognition, attention etc.

- o Satisfaction of external focus can lead to satisfaction of internal focus.
- Social Needs
  - o Desire to be the target of affection and love from others.
  - o Satisfied by the presence of others to whom we feel close.
  - o Feeling of loneliness and rejection are symptoms that this need is not satisfied.
- Safety and Security needs
  - o Invokes behaviours that assure freedom from danger
  - o Satisfaction of these needs prevent fear and anxiety while adding stability and predictability to life.
- Physiological and survival needs
  - o Most basic human needs.
  - o Includes needs for water, food, sleep, sex, activity, stimulation and oxygen.
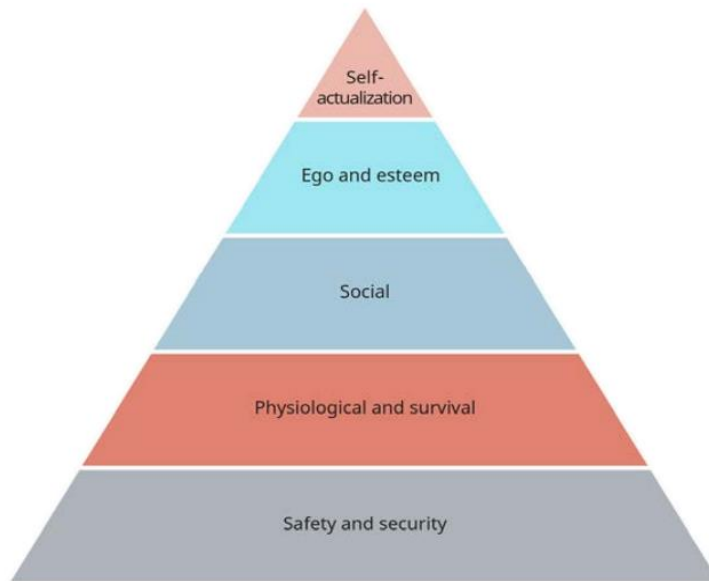
- People first direct their attention to satisfying their lower-order needs (i.e. physiological, safety and security)

- **Alderfer's ERG Theory**
  - o Reduced Maslow's Hierarchy of needs to 3 levels:

- **Existence Needs:**
  - Includes Physiological needs and material safety needs
  - Satisfied by material conditions and not through interpersonal relations/personal involvement in the work setting.
  - Opportunities- Heat, AC, Clean air, lighting, restrooms, water, salary, cafeteria, insurance etc.
- **Relatedness Needs:**
  - Includes social needs, social esteem needs and interpersonal safety needs.
  - Satisfied through exchange of thoughts and feelings with other people.
  - Opportunities- Friendship, work teams, social events, social recognition, interpersonal security etc.
- **Growth Needs:**
  - Includes self-esteem and self-actualization

- Satisfied through ones full involvement in work and the work settings.
- Opportunities- Challenging job, autonomy, creativity, achievement, responsibility, participation etc.

o Key to understanding:
  - Satisfaction progression- basic agreement with Maslow's process of moving through the needs. Once existence need is satisfied we move towards relatedness and then out growth needs becomes active.
  - Frustration-Occurs when we attempt but fail to satisfy a particular need. Might make unmet need more important to us, unless we repeatedly fail.
  - Frustration regression- causes us to shift our attention to a previously satisfied, more concrete and verifiable need.
  - Aspiration- Growth is intrinsically growing, more we grown, the more we want to grow.

- **Herzberg's Motivator-Hygiene Theory**
  - Frederick Herzberg
  - Interviewed 2 types of people- Satisfiers and Dissatisfiers
  - Argued that there are 2 sets of need:
    - Motivators/Growth needs:
      - satisfiers
      - Relate to jobs we perform and ability to feel sense of achievement.
      - Need to experience growth and self-actualization.
      - Related to job content
      - Motivates to perform well.
    - Hygiene's:
      - Dissatisfiers
      - Relate to the work environment and based on basic human need to "avoid pain"'
      - Not directly related to work itself rather to job context factors (pay, working conditions)
      - Must be met to avoid dissatisfaction

- **Self-Determination Theory:**
  - Types of motivation:
    - Intrinsic Motivation:
      - Factors "inside" the person that causes people to perform a task.
      - Performing because it is interesting or fun to do.
      - We bare motivated by intrinsic rewards, rewards that we more/less give ourselves.
    - Extrinsic Motivation:
      - Refers to the performance of an activity in order to attain some valued outcome.
      - Jobs that pay well, are performed in safe environment, clean working conditions etc.
      - Directly/indirectly satisfy lower needs
      - "outside" the person factor.
  - Explains what causes motivation and how extrinsic rewards affect intrinsic motivation

- **Process theories of motivation**
  - How people become motivated
  - How people perceive to think about a situation
  - Tries to explain "why" behaviours are initiated
  - Focuses on mechanism by which we choose our target and effort we exert to "hit" the target
  - 4 major theories:
    - Classical condition Theory
      - Found by Pavlov (physiologist)
      - Associate an involuntary response and a stimulus
      - Learned behaviour
    - Operant conditioning theory:
      - Is the simplest theory
      - Associate a voluntary behaviour and a consequence
      - People will do things for wich they are rewarded and avoid for which they are punished
      - Sometimes called "law of effect"

- Indicates that learning results from "operating on the environment", consequence results.

- **Equity theory:**
  - Motivation is affected by the outcome we receive for our inputs compared to the outcomes and inputs of other people
  - Concerned with reactions people have to outcomes they receive as a part of "social exchange"
  - How equally are you treated in the organization?

- **Goal theory:**
  - People will perform better if they have difficult, specific, accepted performance goals or objective.
  - People will attempt to achieve those goals they intent to achieve.
  - We intent to do something, we exert efforts to accomplish it.

- **Expectancy theory:**
  - What they expect?

- We will exert much effort to perform at high levels so that we can obtain valued outcomes
- Victor H Vroom
- Variables:
  - Expectancy:
    - What you expect from yourself?
    - Based on past experience/belief.
  - Instrumentality:
    - If perform well I will achieve it
    - Performance outcome
  - Valance:
    - Unique value of an individual
    - The degree to which we perceive an outcome as desirable/neutral/undesirable.

- ==Reinforcement== occurs when a consequence makes it more likely the response/behavior will be repeated in the future

- ==Extinction-== occurs when a consequence makes it less likely the response/behaviour will be repeated in the future
- **3 ways to make response more likely to recur:**
  - ==Positive reinforcement-== desirable consequence that satisfies an active need or that removes a barrier to need satisfaction.
    - As simple as kind words, as major as promotion
  - ==Negative reinforcement-== when a behaviour causes something undesirable to be taken away, the behaviour is more likely to be repeated in the future.
    - Often confused with punishment
  - ==Avoidance learning-== occurs when we learn to behave in a certain way to avoid encountering an undesired or unpleasant consequence.:
- **2 ways to make the response less likely to recur:**
  - ==Nonreinforcement –== no consequence at all following a workers response.
  - ==Punishment-== an aversive consequence that follows a behaviour.