

Motivation Concepts

Management

Chapter Learning Objectives

➤ After studying this chapter, you should be able to:

- Describe the three elements of motivation.
- Identify four early theories of motivation and evaluate their applicability today.
- Apply the predictions of the self-determination theory to intrinsic and extrinsic rewards.
- Compare and contrast goal-setting theory and management by objectives.
- Contrast reinforcement theory and goal-setting theory.
- Demonstrate how organizational justice is a refinement of equity theory.
- Apply the key tenets of expectancy theory to motivating employees.
- Compare contemporary theories of motivation.
- Explain to what degree motivation theories are culture-bound.

What Is Motivation?

➤ Motivation

“The factors that causes people to behave in a certain way is motivation”

Recee & Grady

“Motivation is a set of forces that cause people to behave in certain ways”

R. W. Griffin

- Is the result of an interaction between the person and a situation; it is not a personal trait.

- Is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

- **Intensity:** describe how hard a person try.
- **Direction:** toward organizational goals
- **Persistence:** exerting effort to achieve goals.
- Motivation works best when individual needs are compatible with organizational goals

Early Theories of Motivation

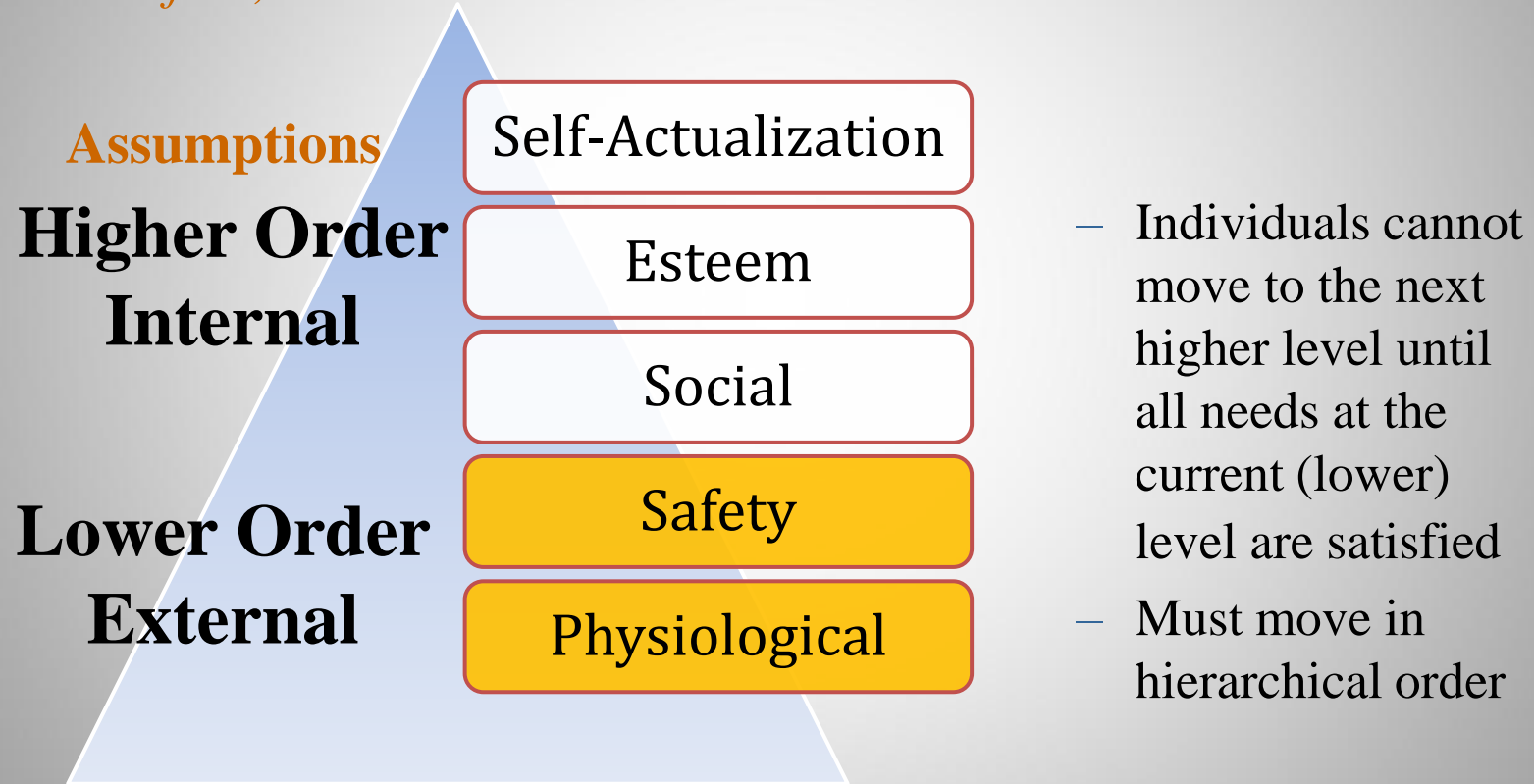
These early theories may not be valid, but they do form the basis for contemporary theories and are still used by practicing managers.

- **Maslow's Hierarchy of Needs Theory**
- **McGregor's Theory X and Theory Y**
- **Herzberg's Two-Factor Theory**
- **McClelland's Theory of Needs**



Maslow's Hierarchy of Needs

There is a hierarchy of five needs. As each need is substantially satisfied, the next need becomes dominant.



See EXHIBIT 7-1

McGregor's Theory X and Theory Y

- **Two distinct views of human beings: Theory X (basically negative) and Theory Y (positive).**
 - Managers used a set of assumptions based on their view
 - The assumptions molded their behavior toward employees

Theory X

- Workers have little ambition
- Dislike work
- Avoid responsibility

Theory Y

- Workers are self-directed
- Enjoy work
- Accept responsibility

- **No empirical evidence to support this theory.**

Herzberg's Two-Factor Theory

Key Point: Satisfaction and dissatisfaction are not opposites but separate constructs



See EXHIBITS 7-2 and 7-3

Criticisms of Two-Factor Theory

Herzberg says that hygiene factors must be met to remove dissatisfaction. If motivators are given, then satisfaction can occur.

➤ **Herzberg is limited by his methodology**

- Participants had self-serving bias

➤ **Reliability of raters questioned**

- Bias or errors of observation

➤ **No overall measure of satisfaction was used, a person may be dislike part of a job yet still think the job is acceptable overall.**

➤ **Herzberg assumed, but didn't research, a strong relationship between satisfaction and productivity**



McClelland's Three Needs Theory

- **Need for Achievement (nAch)**
 - The drive to excel, to achieve in relation to a set of standards, to strive to succeed
- **Need for Power (nPow)**
 - The need to make others behave in a way that they would not have behaved otherwise
- **Need for Affiliation (nAff)**
 - The desire for friendly and close interpersonal relationships
- **People have varying levels of each of the three needs.**
 - Hard to measure

Performance Predictions for High nAch

- **People with a high need for achievement are likely to:**
 - Prefer to undertake activities with a 50/50 chance of success, avoiding very low- or high-risk situations
 - Be motivated in jobs that offer high degree of personal responsibility, feedback, and moderate risk
 - Not necessarily make good managers – too personal a focus. Most good general managers do NOT have a high nAch
 - Need high level of nPow and low nAff for managerial success
- **Good research support, but it is not a very practical theory**

Emerging Theories of Motivation

- **Self-Determination Theory**
- **Goal-Setting Theory**
 - Management by Objectives (MBO)
- **Equity Theory**
- **Expectancy Theory**



Self-Determination Theory

People prefer to feel they have control over their actions, so anything that makes a previously enjoyed task feel more like an obligation than a freely chosen activity will undermine motivation.

➤ Major Implications for Work Rewards

- Intrinsic and extrinsic rewards are not independent
- Extrinsic rewards may decrease intrinsic rewards
- Goal setting is more effective in improving motivation
- Verbal rewards increase intrinsic motivation; tangible rewards reduce it

See EXHIBIT 7-4

Edwin Locke's Goal-Setting Theory

➤ Basic Premise:

- That *specific* and *difficult* goals, with *self-generated feedback*, lead to higher performance

➤ Difficult Goals:

- Focus and direct attention
- Energize the person to work harder
- Difficulty increases persistence
- Force people to be more effective and efficient

➤ Relationship between goals and performance depends on:

- Goal commitment (the more public the better!)
- Task characteristics (simple, well-learned)
- Culture (best match is in North America)

Implementation: Management by Objectives

- **MBO is a systematic way to utilize goal-setting.**
- **Goals must be:**
 - Tangible
 - Verifiable
 - Measurable
- **Corporate goals are broken down into smaller, more specific goals at each level of organization.**
- **Four common ingredients to MBO programs:**
 - Goal specificity
 - Participative decision making
 - Explicit time period
 - Performance feedback

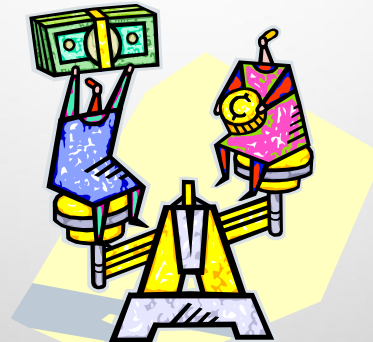


See EXHIBIT 7-5

Adams' Equity Theory

➤ Employees compare their ratios of outcomes-to-inputs of relevant others.

- When ratios are equal: state of equity exists – there is no tension as the situation is considered fair
- When ratios are unequal: tension exists due to unfairness
 - Underrewarded states cause anger
 - Overrewarded states cause guilt
- Tension motivates people to act to bring their situation into equity



See EXHIBIT 7-7

Equity Theory's "Relevant Others"

➤ Can be four different situations:

- Self-Inside
 - The person's experience in a different job in the same organization
- Self-Outside
 - The person's experience in a different job in a different organization
- Other-Inside
 - Another individual or group within the organization
- Other-Outside
 - Another individual or group outside of the organization



Vroom's Expectancy Theory

The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual.



See EXHIBIT 7-9

Three questions employees need to answer

- **If I give a maximum effort, will it be recognized in my performance appraisal?**
- **Second: if I get good performance appraisal, will it lead to organizational rewards?**
- **Third: if I'm rewarded, are the reward attractive to me?**

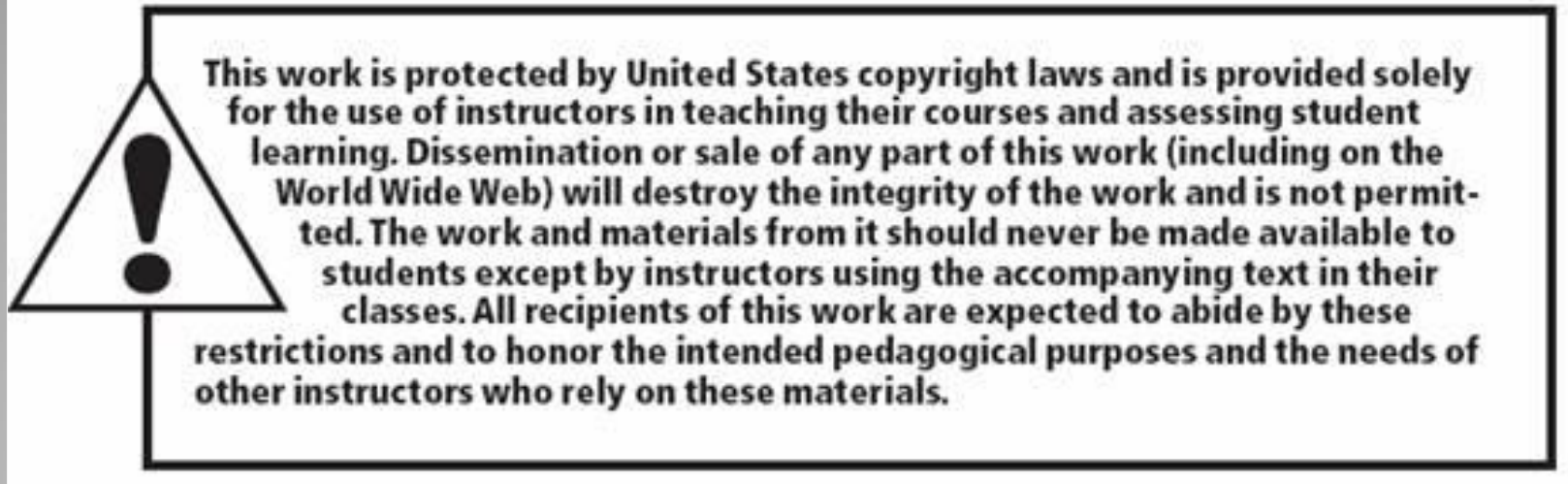


Global Implications

- **Motivation theories are often culture-bound.**
 - Maslow's Hierarchy of Needs Theory
 - Order of needs is not universal
 - McClelland's Three Needs Theory
 - nAch presupposes a willingness to accept risk and performance concerns – not universal traits
 - Adams' Equity Theory
 - A desire for equity is not universal
 - “Each according to his need” – socialist/former communists
- **Desire for interesting work seems to be universal.**
 - There is some evidence that the intrinsic factors of Herzberg's Two-Factor Theory may be universal

Summary and Managerial Implications

- **Need Theories (Maslow, Alderfer, McClelland, Herzberg)**
 - Well known, but not very good predictors of behavior
- **Goal-Setting Theory**
 - While limited in scope, good predictor
- **Reinforcement Theory**
 - Powerful predictor in many work areas
- **Equity Theory**
 - Best known for research in organizational justice
- **Expectancy Theory**
 - Good predictor of performance variables but shares many of the assumptions as rational decision making



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States of America.

**Copyright ©2011 Pearson Education,
Inc. Publishing as Prentice Hall**