Motivation

Kun András István
University of Debrecen, Hungary
Faculty of Economics and Business

The main question is:
how to achieve high work performance?

Work performance is affected by:

Job characteristics and (physical) work environment

+

Abilities and skills

+

The willingness to perform

Misbeliefs on motivation

- Motivation is the willingness to contribute to the oganisational goals
- Motivation is a kind of ability
- Motivation is connected directly to money
- With motivation every job performance problem can be solved
- Motivation depends on the employee

What is Motivation? (Robbins 2009)

- The processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal.
  - Intensity (=effort) – how hard a person tries
  - Direction – what a person is trying to do (Is it one that benefits the organization?)
  - Persistence – how long the effort is maintained
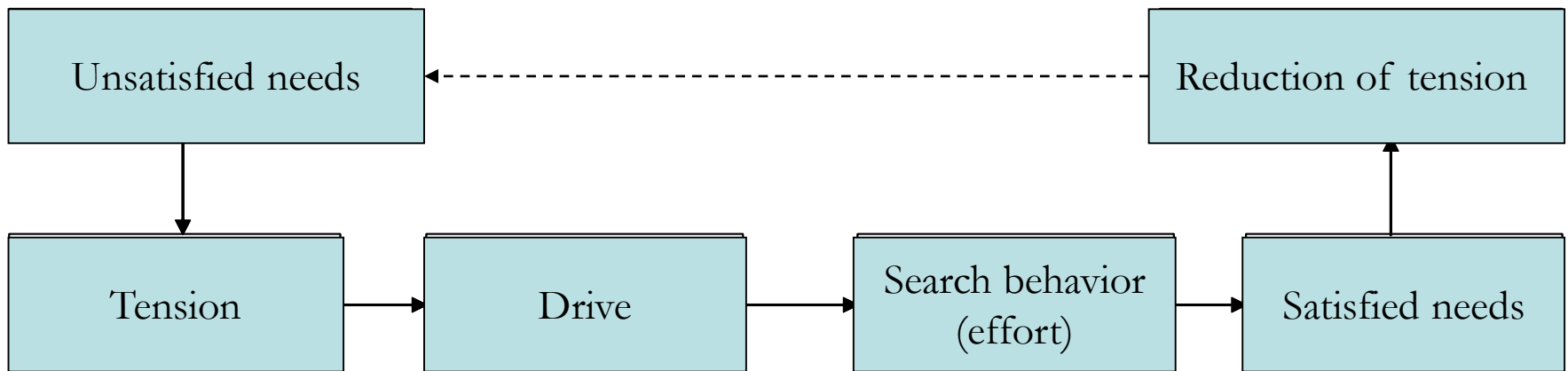
Motive and Motivation

MOTIVATION is a set of processes that moves a person toward a goal.
MOTIVE is a need or a want that causes us to act (energises us).
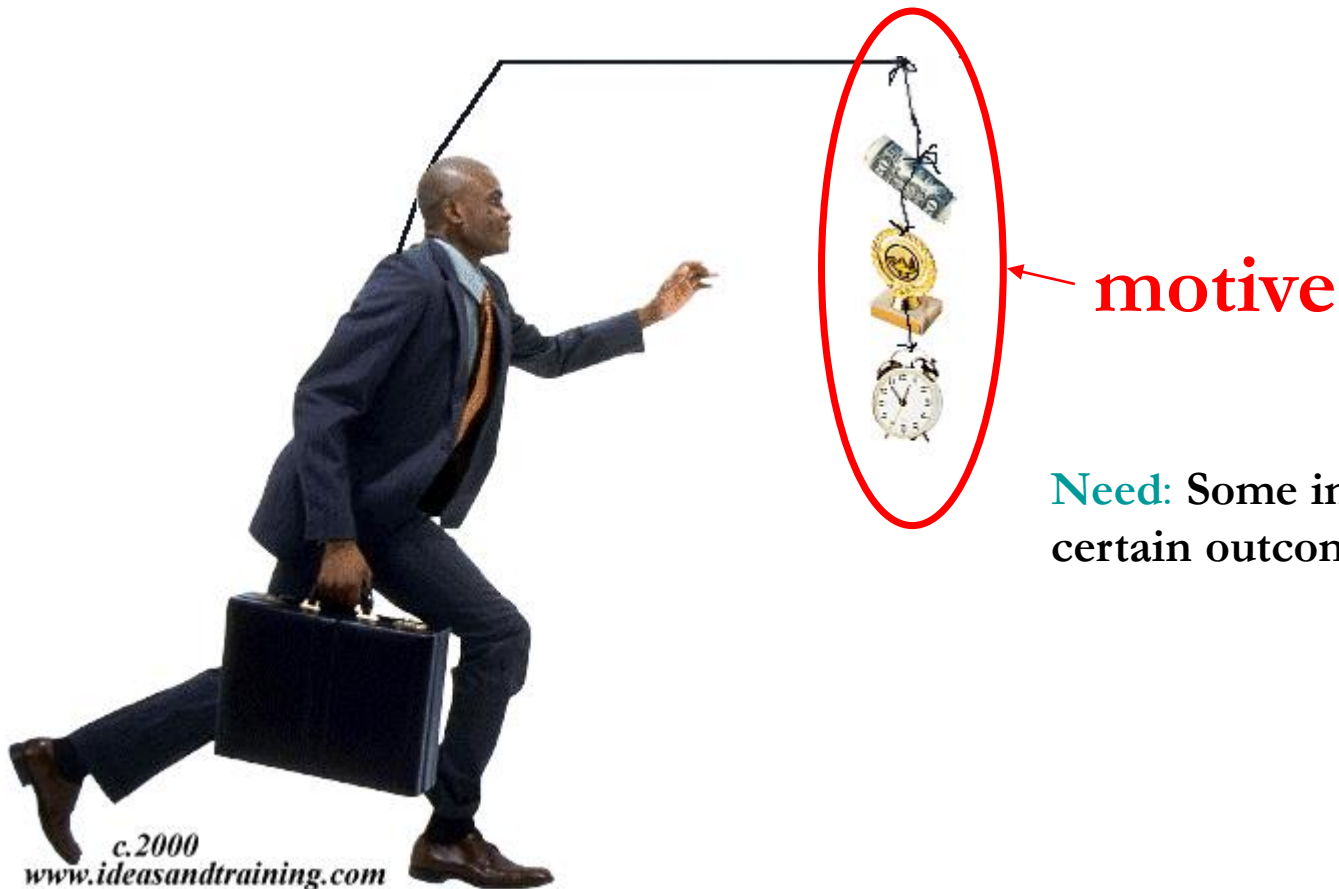
motive

Need: Some internal state that makes certain outcomes appear attractive.

c.2000
www.ideasandtraining.com

Classic process of motivation Two models

| Needs | → | Energisation to fulfil the needs: „wants and goals" | → | Motivated action (effort) |

| Unsatisfied needs | ⇠ - - - - - - - - - - - - | Reduction of tension |

| Tension | → | Drive | → | Search behavior (effort) | → | Satisfied needs |

- **Effort**: a measure of intensity (how hard a person is trying)
- The greater the tension, the greater the effort (Robbins)

Abilites, motivation and performance

' A driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation'
(Mullins, 1993)

Performance   = f(a,m)

Job performance is a function of ability (*a*)
and motivation (*m*)

What is „motivating"?

- Motivating <u>others</u>: to have others doing efforts towards a goal. It usually means the sychronization of their goals or needs with the goals of the organisation.

- Motivating <u>ourselves</u>: setting the direction independently and then taking actions to ensure that we get there.

MOTIVATION
If You Aren't Fired With Enthusiasm, You Will Be Fired With Enthusiasm.

Source: http://www.ineedmotivation.com/blog/wp-content/uploads/2008/07/pp30580motivation-posters.jpg

Intrinsic and Extrinsic Motivation
(Herzberg)

- Intrinsic Motivation: the source of motivation comes from inside the performer (from his/her beliefs, values, attitudes). Responsibility, autonomy etc.
  - Long-lasting effect (high persistency)
- Extrinsic Motivation: comes from outside of the performer. Money, promotion, coertion, punishment…
  - Immediate and powerful, but usually not persistent

Intrinsic vs. Extrinsic Motivation
(Lepper, 1988)

- Intrinsic Motivation is when an individual takes on an activity…
  - For its own sake
  - For the enjoyment it provides
  - For the knowledge gained
  - For the feelings of accomplishment it brings
- Extrinsic Motivation is when an individual performs…
  - In order to gain some kind of reward
  - In order to avoid some kind of punishment separate from the activity

Theories of motivation (Armstrong 2005)

- **Instrumentality theory**: rewards and punishments serve as the means of ensuring people behave in a desired way (operant conditioning – Skinner; taylorism).
- **Content (needs) theories**: explain the specific factors that motivate people (the content of motivation consists of needs). Not all needs are equally important at a given time, and goals and needs has a complex relationship). (Maslow, Herzberg?, McClelland?)
- **Process (cognitive) theories**: focuses on the psychological processes that affects motivation. (Expectancy, Goal, Equity theories)

Two ways of extrinsic motivation: 'carrot and stick'

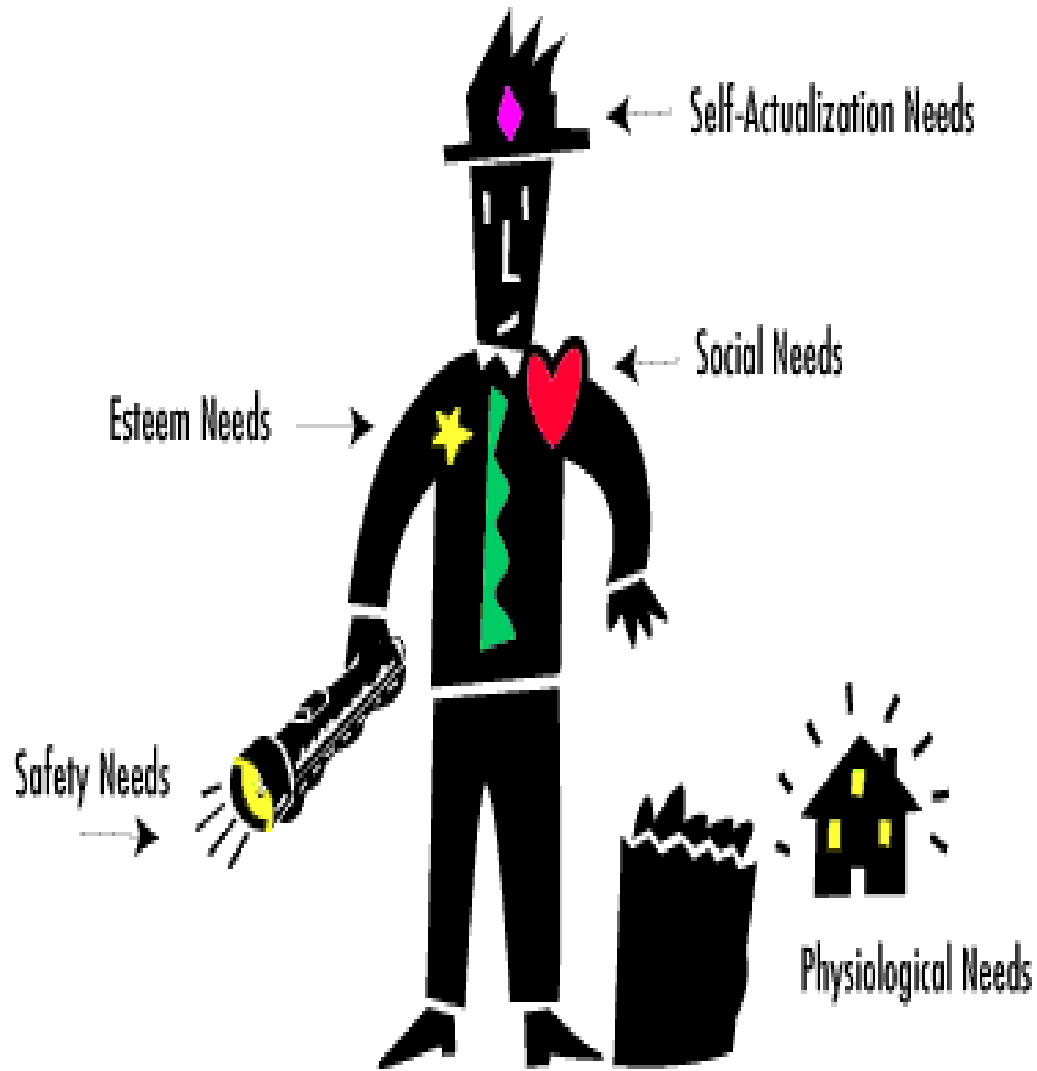Source: http://www.krishnade.com/blog/2010/drive/

Maslow's Hierarchy of Needs

- Five (then later eight) major categories of needs
- Applied generally
- Hierarchy: some needs are more fundamental than others.
  - A higher level of needs can be activated only if the below level is satisfied.
  - No level can be bypassed.
  - A level once satisfied looses its motivating power.

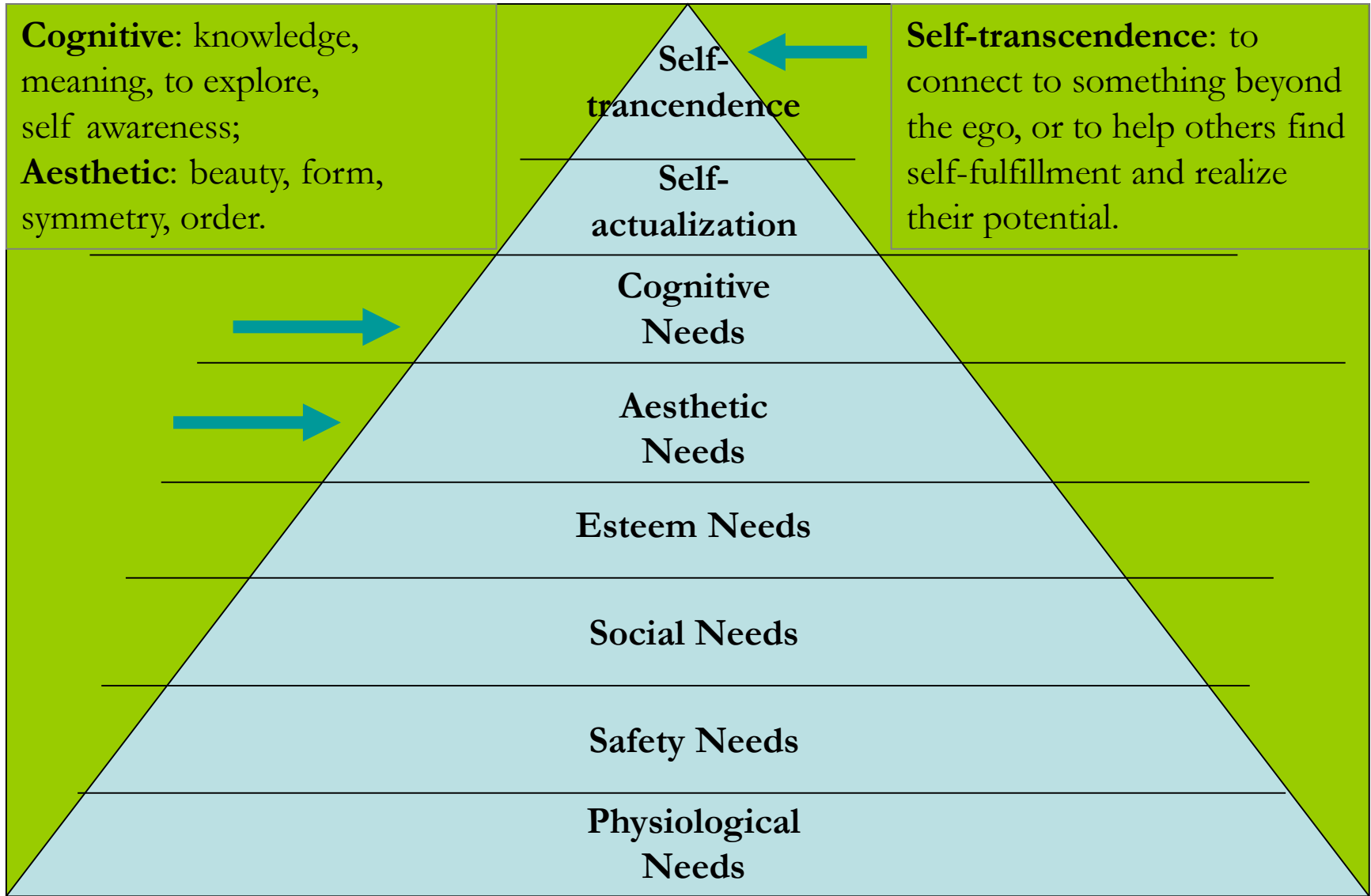# Maslow's Hierarchy of Needs (original model)

Maslow's Hierarchy of Needs

Self-Actualization Needs

Social Needs

Esteem Needs

Safety Needs

Physiological Needs

Maslow's hierarchy with 8 needs

Cognitive: knowledge, meaning, to explore, self awareness;
Aesthetic: beauty, form, symmetry, order.

Self-transcendence: to connect to something beyond the ego, or to help others find self-fulfillment and realize their potential.

Self-trancendence

Self-actualization

Cognitive Needs

Aesthetic Needs

Esteem Needs

Social Needs

Safety Needs

Physiological Needs

Two-Factor Theory of Herzberg

Hygiene factors affect job dissatisfaction	Motivator factors affect job satisfaction
• Quality of supervision • Pay • Company policies • Physical working conditions • Relations with others • Job security	• Promotional opportunities • Opportunities for personal growth • Recognition • Responsibility • Achievement

High   **Job Dissatisfaction**   **0**   **Job Satisfaction**   **High**
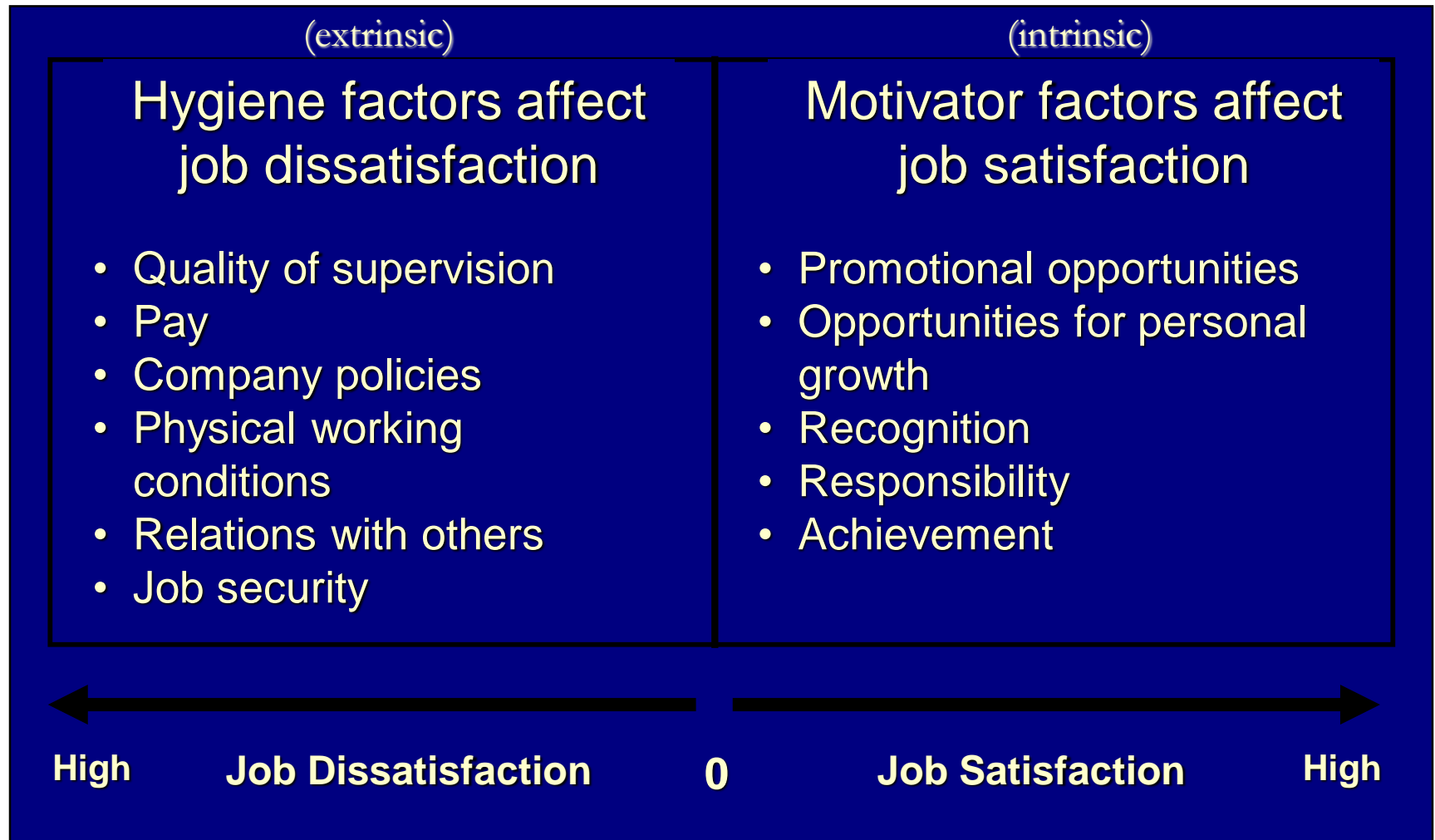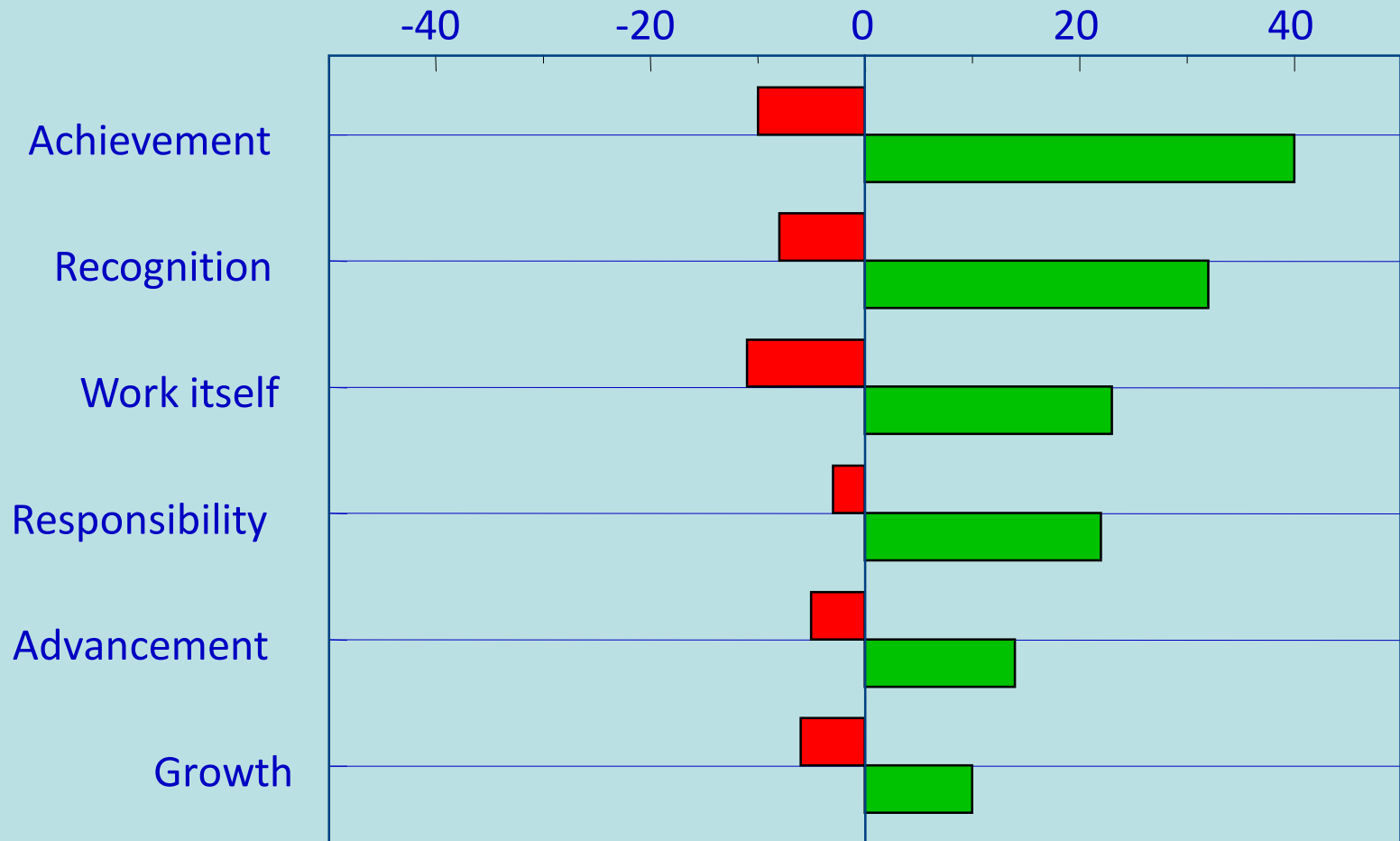
Herzberg's Two-Factor Theory

- Managers who seek to eliminate factors that can create job dissatisfaction may bring about peace but not necessarily motivation.
- If a manager wants to motivate people on their jobs, she or he should emphasize factors associated with the work itself or outcomes directly derived from it.

- Satisfaction and dissatisfaction are not related (not equal, nor opposite)

  - Managers should provide opportunities for employees to maximise the satisfiers (motivators)

  - Keep the Hygiene factors (demotivators) to a minimum

- Underlies that both financial (hygiene) and non-financial (motivator) rewards should be provided.

Satisfiers – Motivators
Intrinsic Factors

Dissatisfaction – Hygiene Extrisic Factors

Percentage frequency for factors affecting extreme dissatisfaction (1,844 events)

McGregor's Theory X and Theory Y

Theory X

- Inherent dislike for work and will attempt to avoid it
- Must be coerced, controlled or threatened with punishment
- Will avoid responsibilities and seek formal direction
- Place security above all factors and will display little ambition
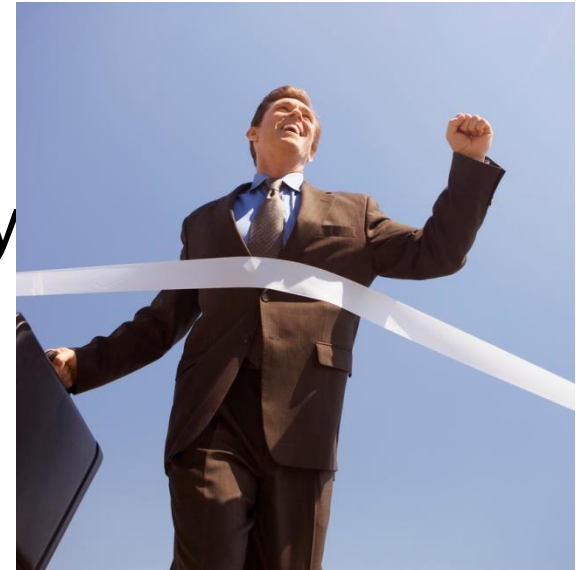
Theory Y

- View work as being as natural as rest or play
- Will exercise self-direction and self-control if committed to objectives
  - Commitment to objectives is directly related to the rewards associated with their achievement
- Can learn to accept, even seek, responsibility
- Can make innovative decisions on their own

McClelland's Theory of Needs

- Need for **achievement** (nAch) - drive to excel
- Need for **power** (nPow) - the need to make others behave in a way they would not have behaved otherwise
- Need for **affiliation** (nAff) - the desire for friendly and close interpersonal relationships
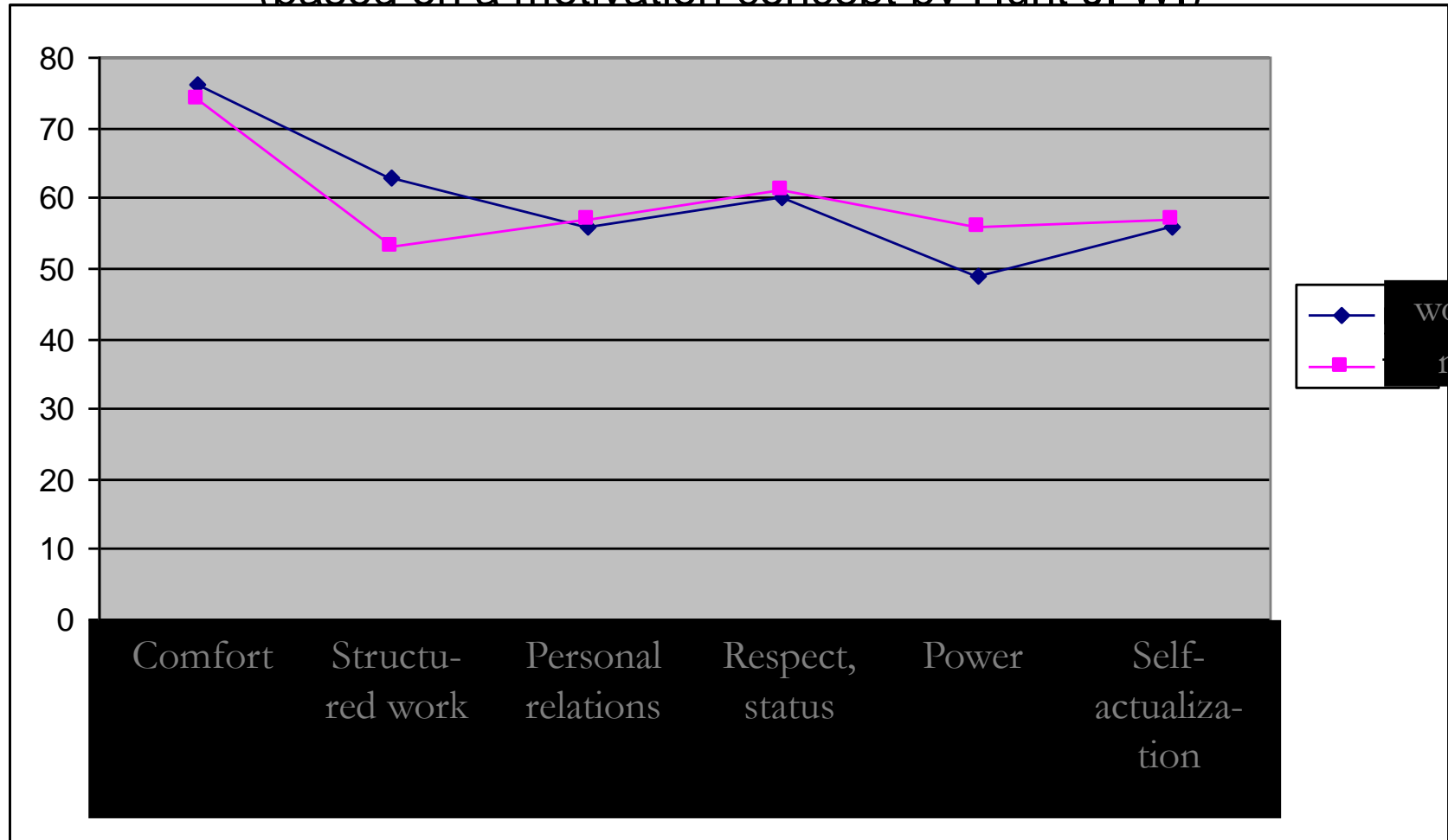
McClelland's Theory of Needs

- High achievers prefer jobs with personal responsibility, feedback, and intermediate degree of risk.
- High achievers are not necessarily good managers.
- Affiliation and power closely related to managerial success
- Employees can be trained to stimulate their achievement need.

What motivates a university student?
(based on a motivation concept by Hunt J. W.)

Expectancy Theory

| Individual effort | → ① → | Individual performance | → ② → | Organizational rewards | → ③ → | Personal goals |
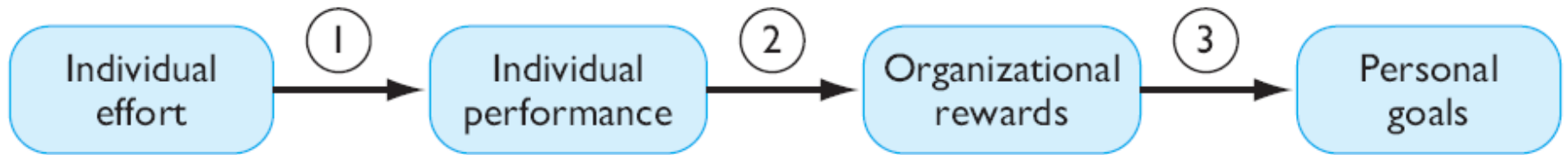
① Effort–performance relationship
② Performance–reward relationship
③ Rewards–personal goals relationship

Expectancy Theory

- Effort-performance relationship:

  - the probability perceived by the individual that exerting a given amount of effort will lead to performance.

- Performance-reward relationship:

  - the degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.

- Reward-personal goals relationship:

  - the degree to which organisational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual.

Simple Numeric Example on Expectancy Theory

Assumptions:

- A given project-work needs some effort:
  - little effort has an opportunity cost of £100
  - great effort has an opportunity cost of £200
- With little effort, the chance to be successful is 50%, with great effort it is 80%.
- If the project succeeds, the company gives us a £500 bonus, if it fails, we get nothing.
- Our discount rate is 10% to the time of rewarding.

Is it worth making a great effort (are we motivated)?
If the answer is yes, then how much we are motivated?

- The expected present value of the greater effort:
  $0.8*(£500/1.1)-0.5*(£500/1.1)= £136.36$

- The 'motivation' in terms of money:
  £136.36-£100=£36.36

Goal-Setting Theory

- Goal Setting Theory is based on people being motivated if they set their <u>own</u> targets
- <u>Specific</u> goals lead to increased performance.
- <u>Difficult</u> (but achievable) goals, when accepted, result in higher output than easy goals.
- <u>Self-generated feedback</u> is a more powerful motivator than externally generated feedback.
- Influences on goal-performance relationship:
  - Commitment
  - Task characteristics
  - (National and/or organisational) culture

Management by Objectives (MBO)

- Converts overall organizational objectives into specific objectives for work units and individuals

- Common ingredients:
  - Goal specificity
  - Participation in decision making
  - Explicit time period
  - Performance feedback

Equity Theory

- People are better motivated if treated equitably

- Employees weigh what they put into a job situation (input) against what they get from it (outcome).

- Then they compare their input-outcome ratio with the input-outcome ratio of relevant others.

Possible inputs and outputs

INPUTS

- **Performance**
- **Education**
- **Organisational Level**
- **Tenure/Seniority**
- **Demographic features**

OUTPUTS

- **Social Reward**
- **Benefits**
- **Recognition**
- **Actual Pay**
- **Perks**

Equity Theory

Ratio Comparisons*	Perception
$\dfrac{O}{I_A} < \dfrac{O}{I_B}$	Inequity due to being underrewarded
$\dfrac{O}{I_A} = \dfrac{O}{I_B}$	Equity
$\dfrac{O}{I_A} > \dfrac{O}{I_B}$	Inequity due to being overrewarded

*Where $\dfrac{O}{I_A}$ represents the employee; and $\dfrac{O}{I_B}$ represents relevant others.

Choices when perceived inequity

1. Change their inputs
2. Change their outcomes
3. Distort perceptions of self
4. Distort perceptions of others
5. Choose a different referent
6. Leave the 'field'

Forms of justice

Distributive Justice

Definition: perceived fairness of outcome

Example: I got the pay raise I deserved.

Procedural Justice

Definition: perceived fairness of process used to determine outcome

Example: I had input into the process used to give raises and was given a good explanation of why I received the raise I did.

Interactional Justice

Definition: perceived degree to which one is treated with dignity and respect

Example: When telling me about my raise, my supervisor was very nice and complimentary.

Organizational Justice

Definition: overall perception of what is fair in the workplace

Example: I think this is a fair place to work.

Thank you for listening