

STUDY UNIT 5 MOTIVATION

OUTCOMES

- On successful completion of this study unit, students will be able to:
 - Describe the different theories of motivation
 - See and explain the interrelatedness between the different theories of motivation
 - Identify cultural biases in theory making as demonstrated by the theories of motivation
 - Apply motivational theories in organisational contexts

WHAT IS MOTIVATION?

- Motivation is the processes that account for an individual's intensity, direction, and persistence of effort towards attaining a goal.
 - Intensity has to do with how hard a person tries.
 - Direction indicates the goal towards which the effort is channelled.
 - Persistence has to do with how long the effort will be maintained.

EARLY THEORIES OF MOTIVATION

Maslow

- Maslow's needs include:
 - Physiological: Hunger, thirst, shelter and other bodily needs.
 - Safety: Security and protection from physical and emotional harm.
 - Social: Affection, acceptance and friendship
 - Esteem: Self-respect, achievement, status and attention.
 - Self actualisation: To become what a person is capable of becoming.
- Criticised for lacking in research verification but still central to motivation.
 - Immensely valuable and common sense starting point.
 - Laid the ground for other theorists to follow.
- Maslow also stated that a need must be met before that individual can advance to the next level.

Theory X and Theory Y

- Distinct views of human beings, one basically negative Theory X and the other basically positive Theory Y.
- Theory X: The four assumptions held by these managers are:
 - Employees dislike work will attempt to avoid it if possible.
 - Since employees dislike work they must be punished, controlled and threatened so that they will achieve the goals.
 - Employees will avoid responsibilities and will seek formal direction.
 - Most workers place security above all factors associated with work and will display little ambition.
- Theory Y: The four assumptions held by these managers are:
 - Employees view work as being as natural as rest or as play.
 - People will show self-direction and self-control if they are committed to their objectives.
 - The average person may learn to accept or seek responsibilities.
 - People are able to make innovative decisions.

- The implications of this theory are:
 - Subordinate performance was related to how he / she was expected to respond.
 - In terms of Maslow, Theory Y individuals can be viewed as higher order dominant, while X's are lower order.

Herzberg: Motivation-hygiene theory.

- The theory set out to answer the question, "What do people want from their jobs?"
- Two factors operate within people, intrinsic and extrinsic
 - Those who were satisfied with their jobs related this satisfaction to intrinsic factors.
 - These include; advancement, recognition, responsibility and achievement.
 - Those who were dissatisfied with work, listed the following extrinsic factors as causal:
 - Supervision, pay, policies and working conditions. (133 / 7.2)
- Criticism on the theory centres on:
 - The procedure used by Herzberg is limited by its methodology, i.e. When things are going well people take credit themselves, however failures are blamed on the external environment.
 - The reliability of Herzberg's methodology is questioned in that raters interpretations could have been contaminated by their biases.
 - No overall measure of satisfaction is utilised, with people finding different parts of their job more or less enjoyable.
 - The theory is inconsistent with previous research.
 - The relationship between satisfaction and productivity is assumed.

CONTEMPORARY THEORIES OF MOTIVATION

ERG Theory

- There are 3 groups of core needs
 - Existence, which is concerned with providing basic material existence requirements.
 - These include the items that Maslow considered to be physiological & safety needs.
 - Relatedness, which is the desire for maintaining important interpersonal relationships.
 - These social needs and sees people require interactions with others if they are to be satisfied
 - These align with Maslow's social needs and the external component of Maslow's esteem needs.
 - Growth, which an intrinsic component from Maslow's esteem category and the characteristics included under self-actualisation

McClelland's Theory of Needs.

- Motivating each person is subject to that person's individual make-up.
- People differ in the importance they attribute to the following 3 needs:

- Need for achievement, which is the drive to excel, to achieve in relation to a set of standards, in other words to strive to succeed.
- Need for power, which is the need to make others behave in a way that they would not have behaved otherwise.
- Need for affiliation, which is the need for friendly and close interpersonal relationships

Locke's Goal Setting Theory

- An intention to work toward something is an extreme motivator.
 - Thus the setting of difficult, but attainable goals is a powerful management and motivation tool.
 - Goals tell employees what must be done and how much effort will be needed.
 - Goal setting becomes an even more powerful tool when the SMART principles are applied.
 - Involving employees in the setting of the goals that they will be working toward creates even greater commitment to the process of goal attainment.
 - Having implemented goals, the next step is constant evaluation of the effort toward goal attainment and feedback to the workforce
- Four factors have been found to influence the strength of the goal – performance relationship:
 - Goal commitment
 - Self efficacy
 - Task characteristics
 - Relational culture

Equity Theory

- Equity plays a role in motivation.
 - Employees make comparisons of their job inputs namely effort and experience and outcomes namely salaries, raises and recognition relative to those of others.
 - There are four relevant comparisons that an employee can use:
 - Self-inside, which is an employee's experiences in a different position inside his or her current organisation
 - Self-outside, which is an employee's experiences in a situation or position outside his or her current organisation
 - Other inside, which is another individual or group of individuals inside the employee's organisation
 - Other outside, which is another individual or group of individual outside the employee's organisation.
 - Employees might compare them selves to friends, neighbours, co-workers, colleagues in other organisations or past jobs they themselves had.
 - There are four moderating variables:
 - Gender
 - Length of tenure
 - Level in organisation
 - Amount of education or professionalism.
 - Research shows both men & women prefer some gender comparisons.

- Employees with short tenure in their current organisations tend to have little information about others inside the organisation so they rely on their own workers for comparison
- Upper level employees, those in the professional ranks and those with higher amounts of education tend to be more cosmopolitan and have better information about people in other organisations.
- When employees perceive an inequity, they can be predicted to make one of six choices:
 - Change their inputs.
 - Change their outcomes
 - Distort perceptions of self
 - Distort perceptions of others
 - Choose a different referent
 - Leave the field.

Expectancy Theory

- The Expectancy theory argues that 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.
- The Expectancy theory says that an employee will be motivated to exert a higher level of effort when he or she believes that those efforts will lead to high levels of performance, which will be followed by a reward, such as a bonus, a salary increase or a promotion, and that the rewards will satisfy the employee's personal goals.
- The theory focuses on three relationships:
 - Effort – Performance relationship: This is the probability perceived by the individual that exerting a given amount of effort will lead to performance.
 - Performance – Reward Relationship: This is the degree to which the individual believes that performance at a particular level will lead to the attainment of a desired outcome.
 - Rewards – Personal goals relationship: This is the degree to which organisational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual.

INTEGRATING CONTEMPORARY THEORIES OF MOTIVATION

(159 / 7.8)

- From this model we can note that:
 - Opportunities can either aid or hinder individual effort
 - Goals direct behaviour
 - For effort to lead to good performance, the individual must have the requisite ability to perform, and the performance appraisal system that measures the individual's performance must be perceived as being fair and objective.
 - Motivation will be high to the degree that the rewards an individual received for high performance satisfied the dominant needs consistent with individual goals.

- High achievers are internally driven as long as the jobs they are doing provide them with personal responsibility, feedback, and moderate risks.

CAVEAT EMPTOR (LET THE BUYER BEWARE): MOTIVATION THEORIES ARE CULTURE BOUND

- Most current motivation theories are of Western origin, which is the reason why these theories emphasise individualism and quantity of life.
- From the cross-culture transferability perspective the following need to be noted:
 - The arrangement of the hierarchy in Maslow reflect American overtones, where as security would be considered top in countries like Japan and social the top in Scandinavian countries.
 - A strong need for achievement presupposes the two cultural characteristics of moderate risk taking and concern with performance, which again emphasises the Western influence.
 - The Equity theory too has an American bias in that these workers are highly sensitive to equity in reward allocations, whereas socialist countries include the need to reflect in individual needs in reward systems.
 - Factors that need to be included when applying motivation theories in South Africa are:
 - Different levels of education, experience and skills
 - Apartheid
 - High levels of unemployment
 - Affirmative action
- It is safest to assume that few cross-cultural consistencies exist.

EMPLOYEE INVOLVEMENT PROGRAMMES

Participative management

- The common characteristic to these programmes is joint decision making with employees sharing a significant degree of decision-making power.
- For participative management to work the following elements need to be in place:
 - Adequate time to participate
 - The issues in which employees get involved in must be relevant to their interests
 - A supportive organisational culture
 - Employee involvement and empowerment articulated in organisational values
- Reasons for promoting participation include:
 - The increased complexity of jobs
 - Improved decision making
 - Interdependence in tasks
 - The increased need for teams
 - The need to provide for intrinsic needs

Representative participation / management

- Western European prescribes this process.

- Instead of direct participation by employees their interests are represented by a small group of employee who actually participate
- It has as its goal the redistribution of power in an organisation and takes the form of:
 - Works Councils, which are employee representatives which have to consulted when management takes decisions involving employees.
 - Workplace forums are based on these councils.
 - Board representatives are employees who sit on a company's board of directors and represent the interests of the firm's employees.
- The effect of process appears minimal, as evidence suggests that only the representatives display higher levels of motivation.

Quality circles

- A QC is a work group of 8 to 10 employees and supervisors who have a shared area of responsibility who meet regularly on company time to discuss their quality problems, investigate causes of the problems, recommend solutions, and take corrective actions. (157 / 8.2)

Employee Stock Ownership Plans

- ESOPs are benefit plans where employees acquire stock as part of their benefits, making employees shareholders in their organisation.

Linking employee involvement programmes and motivation theories

- From a Theory Y perspective there is consistency with participative management as these programmes provide opportunities for intrinsic motivation by increasing opportunities for growth, responsibility and involvement in the work itself.
- In terms of the ERG theory involvement stimulates the achievement need.

SKILL-BASED PLANS

- These plans sets pay levels on the basis of how many skills employees have or how many jobs they can do.
- These plans create:
 - Employee flexibility
 - Opportunities for communication
 - Opportunities for ambitious employees to meet their needs
 - Opportunities for people to increase their earning potential
- Disadvantages include:
 - The fact that people can 'top out' learning all the skills required of them, leading frustration
 - The fact that performance levels aren't addressed

Linking skills-based plans to employment theories

- It supports the ERG theory in that employees are allowed to learn, expand their skills and grow
- Paying people to grow their skills is consistent with the achievement need
- It has equity implications in that people are rewarded for increasing the input and output potential