

MBA 609

Organizational Behaviour

Week 3

Theories of Motivation



Objectives for today

- What is motivation?
- Needs theories of motivation:
 - Maslow, ERG, Herzberg, McClelland
- Process theories of motivation:
 - Expectancy, Goal-setting, Equity theories
- Motivating through reinforcement
- Summary of what you learned today

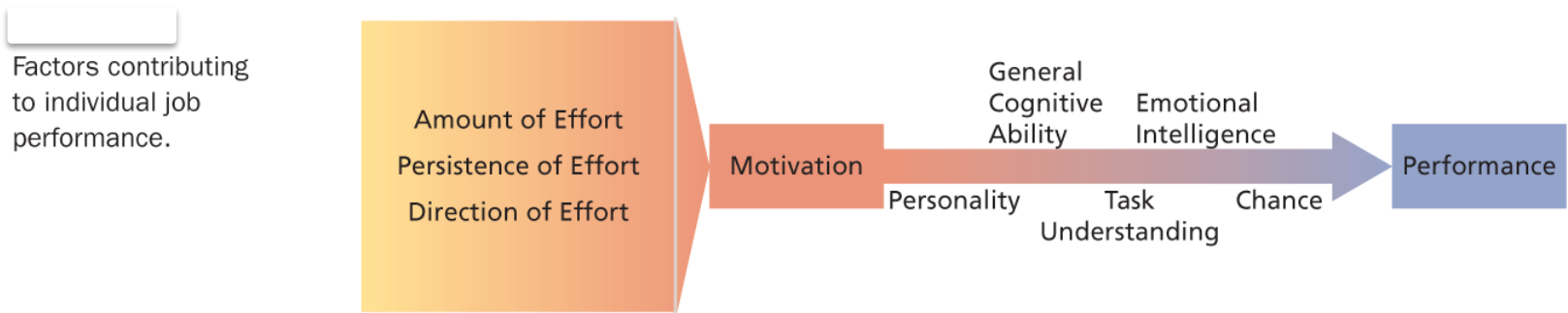
Today's learning outcomes

- What is motivation?
- How do needs motivate people?
- Are there other ways to motivate people?
- Do equity and fairness matter?
- What role does reinforcement play in motivation?
- What are the ethics behind motivation theories?

What is motivation?

- « The extent to which *persistent effort* is *directed* towards a *goal* » (Johns & Sacks, 2011)
- The basic characteristics:
 - Effort
 - Persistence
 - Direction
 - Goals

Motivation and Performance



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Motivation

- What motivates you?
- Take a couple of minutes to think about the answer and write it down.
- Different things motivate different people
- Intrinsic motivators versus Extrinsic motivators
- Douglas McGregor: 2 types of human beings
 - Theory X & Theory Y

Theories X and Y

- In groups of 3, discuss which theory describes best the workplace. Provide examples and evidence for your views.
- With the same group of classmates, discuss what are the implications of Theories X and Y for the managers' management styles and motivation practices.

Maslow's Need Hierarchy & Alderfer's ERG Theory

Relationship between Maslow's and Alderfer's need theories.



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Maslow's Need Hierarchy & Alderfer's ERG Theory

- Maslow's:

A five-level hierarchical need theory of motivation that specifies that the lowest-level unsatisfied need has the greatest motivating potential.

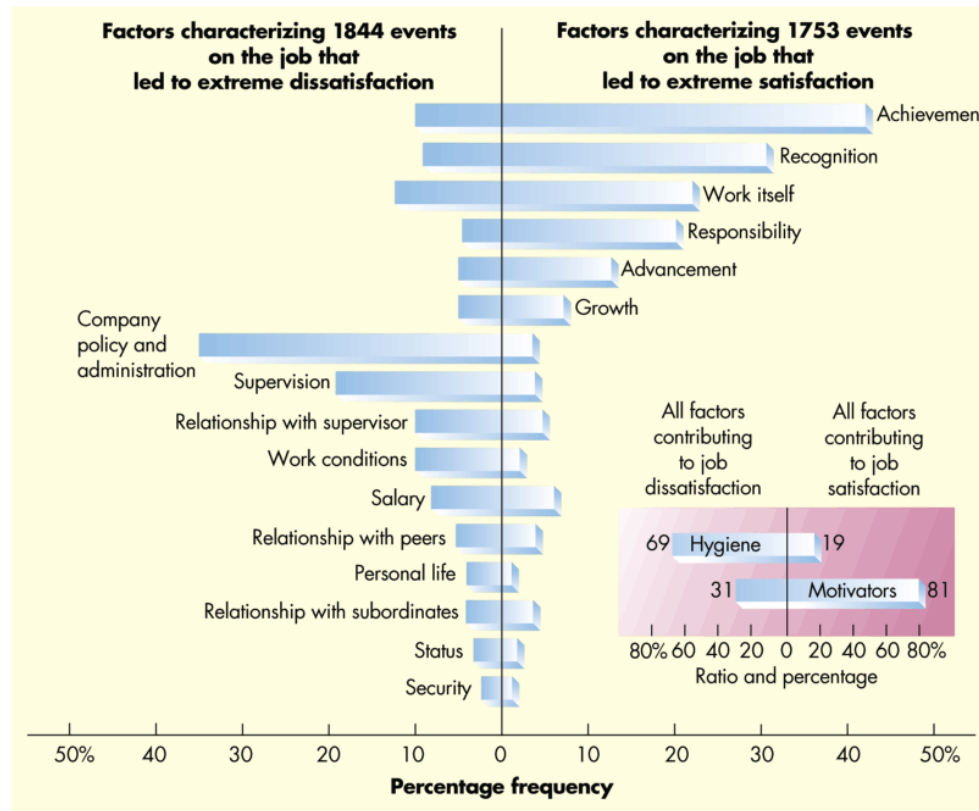
- Alderfer's:

A three-level hierarchical need theory of motivation that allows for movement up and down the hierarchy.

(Johns & Sacks, 2011)

The two-factor theory (Herzberg)

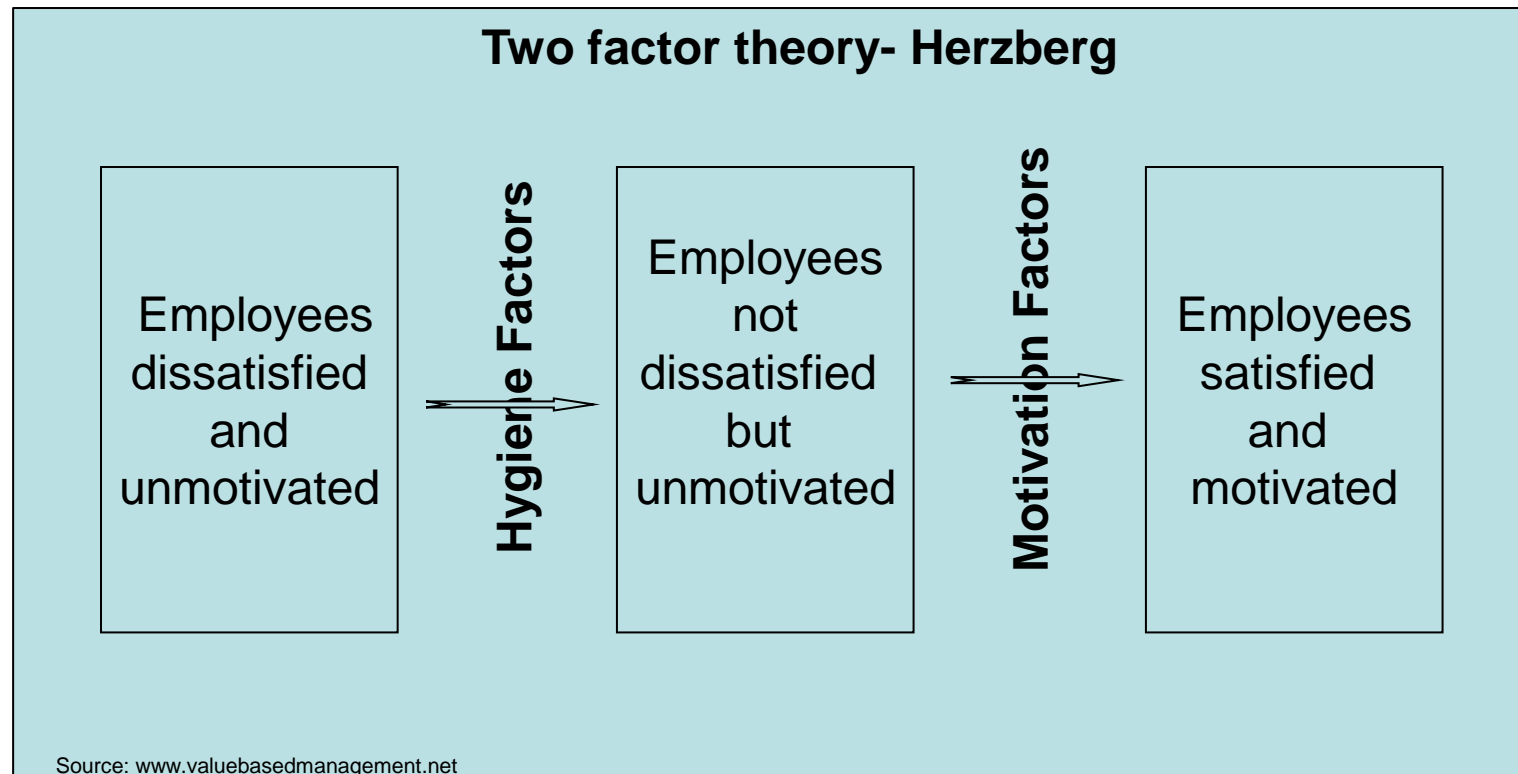
EXHIBIT 4-2 Comparison of Satisfiers and Dissatisfiers



Source: Reprinted by permission of *Harvard Business Review*. An exhibit from Frederick Herzberg, "One More Time: How Do You Motivate Employees?" *Harvard Business Review* 81, no. 1 (January 2003), p. 90. Copyright © 1987 by the President and Fellows of Harvard College; all rights reserved.

The two-factor theory (Herzberg)

- Satisfiers versus dissatisfiers
- Motivators versus hygiene factors
- Intrinsic versus Extrinsic



Maslow and Herzberg

- Make groups of 3 (different classmates)
- Compare Maslow and Herzberg's theories:
 - Do they align?
 - Are they contradictory?
 - Similarities?
 - Differences?

McClelland's Needs Theory

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

Personality attributes and McClelland's Need theory

- Locus of control
- Self esteem
- Self monitoring
- Risk taking
- Narcissism
- Machiavellianism
- Core self-Evaluation
- Proactive Personality
- Type A and Type B personalities

- **Need for achievement**
- **Need for power**
- **Need for affiliation**

The Five Factors Model and McClelland's Need theory

Extraversion	Emotional Stability	Agreeableness	Conscientiousness	Openness to Experience
Sociable, Talkative vs. Withdrawn, Shy	Stable, Confident vs. Depressed, Anxious	Tolerant, Cooperative vs. Cold, Rude	Dependable, Responsible vs. Careless, Impulsive	Curious, Original vs. Dull, Unimaginative

EXHIBIT 2.1

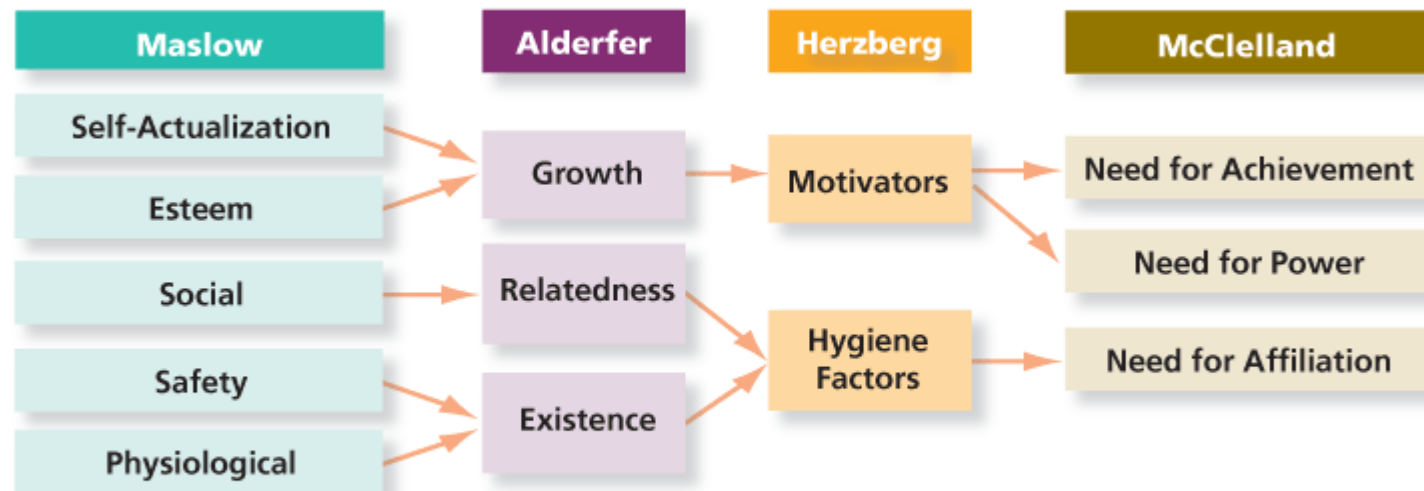
The Five-Factor Model of Personality.

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- **Need for achievement**
- **Need for power**
- **Need for affiliation**

Needs theories: Relationships

EXHIBIT 4-4 Relationship of Various Needs Theories



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Needs theories: a global view

- All the need theories propose a similar idea: **Individuals have needs that, when unsatisfied, have the potential to create motivation.**
 - **Maslow:** Argues that lower-order needs must be satisfied before one progresses to higher-order needs.
 - **Herzberg:** Motivators lead to satisfaction. Hygiene factors must be met if person is not to be dissatisfied. However, they will not lead to satisfaction.
 - **Alderfer:** More than one need can be important at the same time. If a higher-order need is not being met, the desire to satisfy a lower-level need increases.
 - **McClelland's:** People vary in the types of needs they have. Their motivation and how well they perform in a work situation are related to whether they have a need for achievement, affiliation, or power.

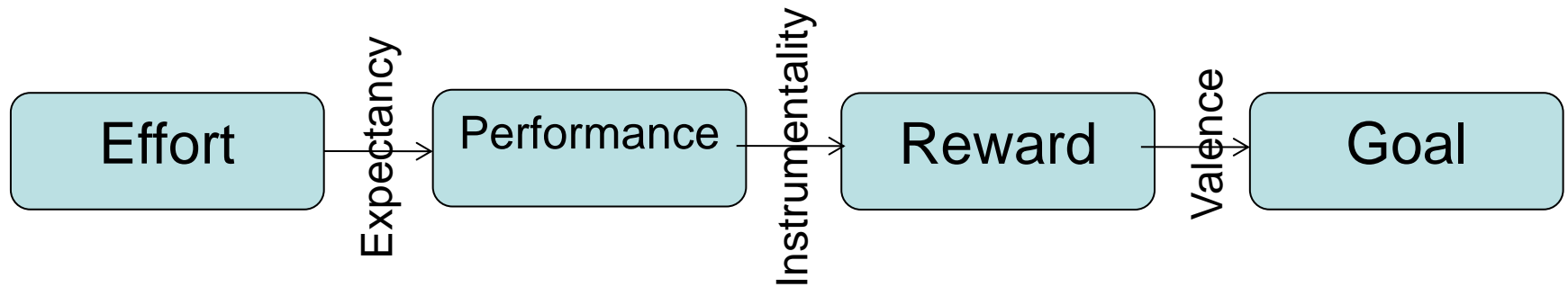
Process theories of motivation

- Look at the actual process of motivation
 - *Expectancy theory*
 - *Goal-setting theory*
 - *Equity theory*

Expectancy Relationships

- The theory focuses on three relationships:
 - **Effort-Performance Relationship**
 - The perceived probability 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 organizational rewards
 - **Rewards-Personal Goals Relationship**
 - The degree to which organizational rewards satisfy an individual's personal goals or needs and are attractive to the individual

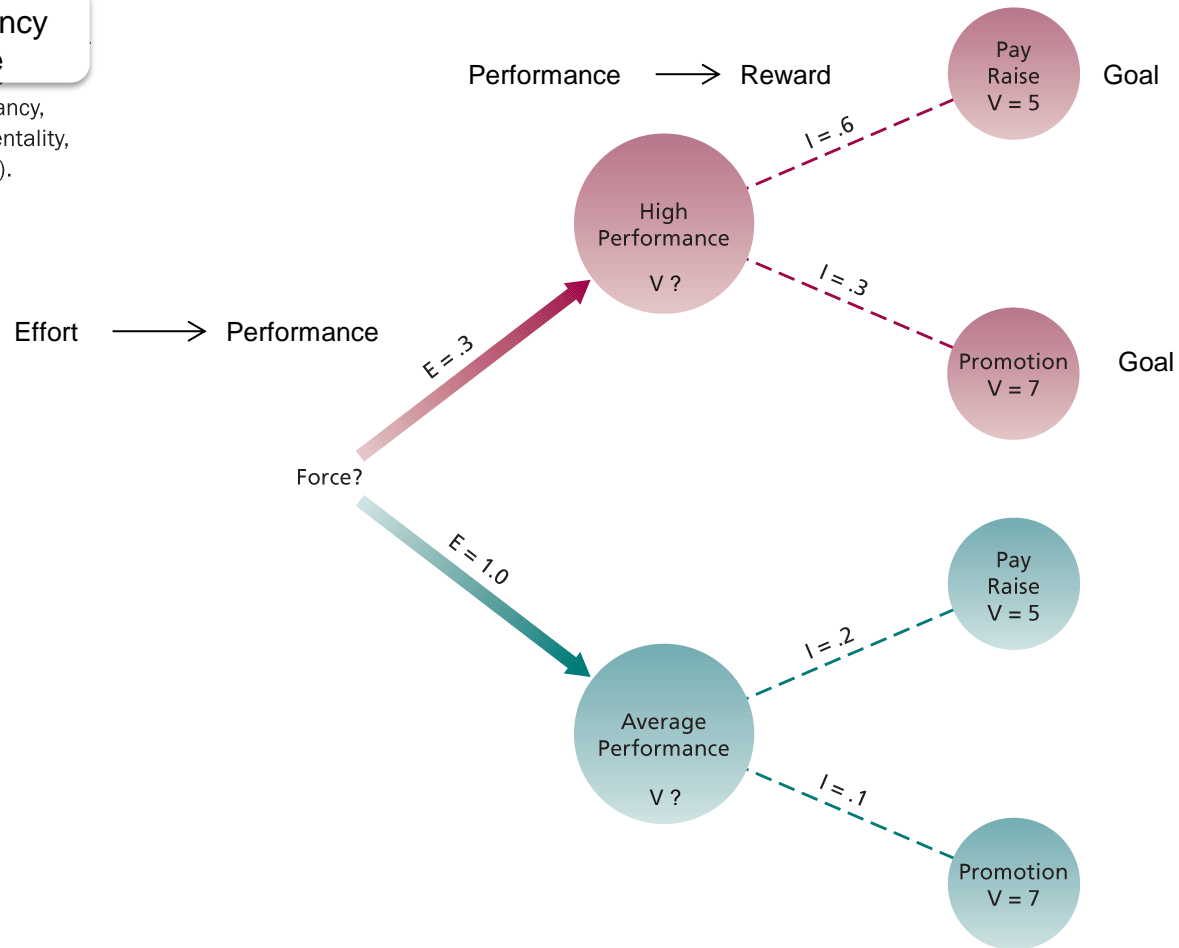
Expectancy Relationships



A practical example: Expectancy Theory

Expectancy example

(E = Expectancy,
I = Instrumentality,
V = Valence).



Using Expectancy Theory to increase Motivation

EXHIBIT 4-7 Steps to Increasing Motivation, Using Expectancy Theory

Improving Expectancy

Improve the ability of the individual to perform.

- Make sure employees have skills for the task.
- Provide training.
- Assign reasonable tasks and goals.

Improving Instrumentality

Increase the individual's belief that performance will lead to reward.

- Observe and recognize performance.
- Deliver rewards as promised.
- Indicate to employees how previous good performance led to greater rewards.

Improving Valence

Make sure that the reward is meaningful to the individual.

- Ask employees what rewards they value.
- Give rewards that are valued.

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Goal- setting Theory

- The theory that specific and difficult goals lead to higher performance.
 - Goals tell an employee what needs to be done and how much effort will need to be expended.
 - Specific goals increase performance.
 - Difficult goals, when accepted, result in higher performance than do easy goals.
 - Feedback leads to higher performance than does non-feedback.
 - *Management by objectives (MBO)* is a more systematic way to utilize goal setting

How does Goal- setting motivate?

EXHIBIT 4-8 Locke's Model of Goal Setting



Source: Adapted from E. A. Locke and G. P. Latham, *A Theory of Goal Setting and Task Performance* (Englewood Cliffs, NJ: Prentice Hall, 1980). Reprinted by permission of Edwin A. Locke.

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The SMART approach

For Goals to be effective, they should be:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esults oriented
- **T**ime bound

Equity Theory

- A process theory that states that motivation stems from a comparison of the **inputs one invest** in a job and the **outcomes one receives** in comparison with the **inputs and outcomes of another** person or group

My outcome

versus

His outcome

My input

His input

Equity Theory: An example

Sam is a middle manager in a manufacturing company. He has 6 years of work experience and an MBA degree. He considers himself to be a good performer. His salary is \$70,000.

Sam finds out that his co-worker Dan, with whom he identifies closely, make the same salary. Dan has a bachelor degree and has 5 years of work experience. Sam considers Dan to be an average performer.

Using the Equity theory, explain whether Sam should feel equitably treated, and why?

Employees response to inequity

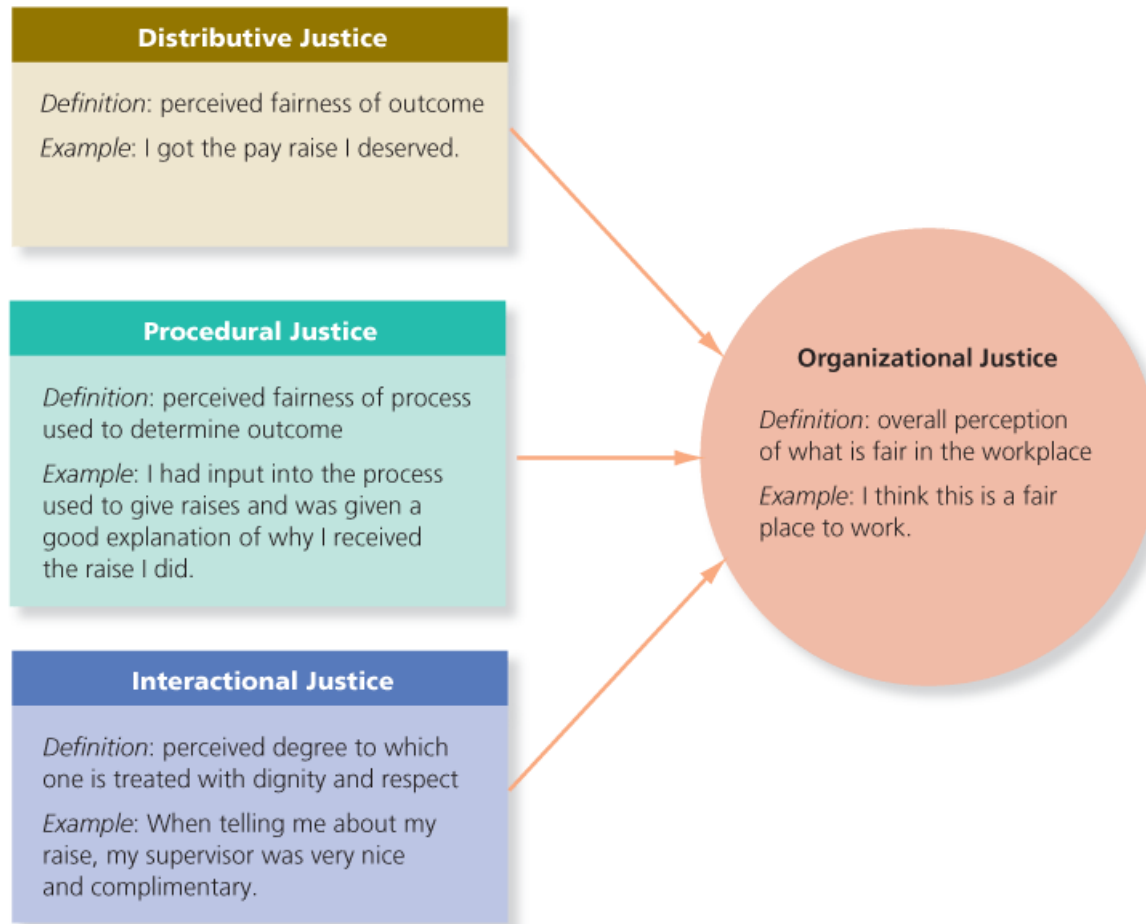
- Change their inputs.
- Change their outcomes.
- Adjust perceptions of self.
- Adjust perceptions of others.
- Choose a different referent.
- Leave the field.

Fair process and treatment

- Historically, equity theory focused on:
 - **Distributive Justice:** perceived fairness of the amount and allocation of resources among individuals.
- Equity is thought of from various standpoints:
 - **Organizational Justice:** an overall perception of what is fair in the workplace.
 - **Procedural Justice:** perceived fairness of the process used to determine the distribution of rewards.
 - **Interactional Justice:** an individual's perception of the degree to which she is treated with dignity, concern, and respect

Model of Organizational Justice

EXHIBIT 4-11 Model of Organizational Justice



Motivating Through Reinforcement: Shaping the behaviour

- **Positive reinforcement**
 - Following a response with something pleasant.
- **Negative reinforcement**
 - Following a response by the termination or withdrawal of something unpleasant.
- **Punishment**
 - Causing an unpleasant condition in an attempt to eliminate an undesirable behaviour.
- **Extinction**
 - Eliminating any reinforcement that is maintaining a behaviour.

Motivating Through Reinforcement: Schedules of Reinforcement

- The two major types of reinforcement schedules are *continuous* and *intermittent*.
 - ***Continuous reinforcement:*** reinforces desired behaviour each and every time it is demonstrated.
 - ***Intermittent reinforcement:*** ratio or interval
 - The individual is reinforced after giving a certain number of specific types of behaviour.
 - The individual is reinforced on the first appropriate behaviour after a particular time has elapsed.

Intermittent Reinforcement

An Intermittent reinforcement can also be classified as fixed or variable.

- Reward given at **Fixed-interval schedule**
- Reward given at **Variable-interval schedule**
- Reward given at fixed amount of output: **Fixed-ratio schedule**
- Reward given at variable amount of output: **Variable-ratio schedule**

Ethical Dilemma: Is Motivation manipulation?

- Make groups of 3, discuss and come up with a position on the above topic.
- Make sure you support your position with the material you learnt to date. This gives credibility and authority to your position.

Bullying Bosses

In groups of 4, try to answer the following questions:

1. Of the 3 types of organizational justice, which one does workplace bullying most closely resemble?
2. If you are a victim of workplace bullying, what steps would you take to try to reduce its occurrence? What strategies would be most effective? What strategies might be ineffective? What would you do if one of your colleagues were a victim of an abusive supervisor?
3. What factors do you believe contribute to workplace bullying? Are bullies a product of the situation, or do they have flawed personalities?

What did I learn today?
Make your own summary