LEARNING OUTCOME

1. To learn the basic concepts of work motivation
2. To learn theories of motivation at work
3. To compare differences and similarity of work motivation theories
Employers have made tremendous strides in applying the findings of I/O psychology to recruit, select and train their workers and to provide effective leadership.

But none of these functions can improve the quality of the work being performed if employees are not motivated to do the best job possible.
WHAT IS WORK MOTIVATION

- Refers to forces within an individual that account for the level, direction and persistence of effort expected at work.
- Direction refers to an individual’s choice when presented with a number of possible alternatives.
- E.g.: whether to pursue quality or quantity or both in one’s work.
Motivation

Motivation will always beat mere talents.
But demotivation destroys talents
and crush it head ungrateful to the ground.
ABILITY is what you are capable of doing.
motivation determines what you do.
ATTITUDE determines how well you do it.

LOU HOLTZ
Work motivation refers to a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration”, Pinder (1998).
CONTINUE

- “...the psychological forces within a person that determine the direction of a person’s behavior in an organization, a person’s level of effort, and a person’s persistence in the face of obstacles.” George and Jones, Organizational Behavior, 1999.
‘Motivation refers to internal factors that impel action and to external factors that can act as inducements to action’, Locke & Latham (2004).

This means that motivation concerns the factors that push or pull us to behave in certain ways – made up of three components: direction, effort and persistence.
FUNCTIONS OF MOTIVATION

1. Motivation *arouses/directs* people to do something
2. People are unlikely to change a behavior or do something different unless they are motivated to do so
3. Motivation causes people to focus on a desired end-result or goal.
4. Motivation *fuels* the persistence needed to exhibit sustained effort on a task.
Regardless of the source of motivation, people seek outcomes.

**Outcome**: anything a person gets from a job.

- Examples include pay, autonomy, accomplishment.

Organisations hire workers to obtain inputs:

**Input**: anything a person contributes to their job.

- Examples include skills, knowledge, work behaviour.

Managers thus use outcomes to motivate workers to provide inputs.
DETERMINANTS OF JOB PERFORMANCE

WILLINGNESS TO PERFORM

PERFORMANCE

CAPACITY TO PERFORM

OPPORTUNITY TO PERFORM
# Motivation & Performance

<table>
<thead>
<tr>
<th>High Motivation</th>
<th>High Performance</th>
<th>Low Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Motivation</td>
<td>Is highly motivated; is judged to be a good performer</td>
<td>Is highly motivated, is judged to be a poor performer</td>
</tr>
<tr>
<td>Low Motivation</td>
<td>Is not very motivated, is judged to be a good performer</td>
<td>Is not very motivated; is judged to be a poor performer</td>
</tr>
</tbody>
</table>
4 kinds of motivation

Positive
Motivation towards a goal

"Write this report and you get a bonus."

"I really want to write this report!"

Extrinsic
Someone wants you to do it

Intrinsic
You want to do it

Negative
Motivation away from something

"Write this report or you're fired!"

"I really don't want to write this report!"

These 3 don't work - and yet companies keep using them.

Only this one creates positive, sustainable motivation.
MOTIVATION EQUATION

INPUTS FROM ORGANISATIONAL MEMBERS
- Time
- Effort
- Education
- Experience
- Skills
- Knowledge
- Work Behaviour

PERFORMANCE
Contribute to organisation efficiency, effectiveness and attain goals

OUTCOMES RECEIVED BY MEMBERS
- Pay
- Job Security
- Benefits
- Vacation
- Autonomy
- Responsibility
Motivation is the psychological process that leads to choice of behaviour that result in some level of job performance.

THE MOTIVATION-BEHAVIOR-JOB PERFORMANCE SEQUENCE
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTION OF BEHAVIOUR</td>
<td>WHICH BEHAVIOUR DOES A PERSON CHOOSE TO PERFORM IN THE ORGANISATION?</td>
<td>DO YOU TAKE TIME AND EFFORT TO WORK ON SPECIAL TASK FORCE FOR WHICH YOU WILL NOT RECEIVE ANY RECOGNITION IN YOUR PERFORMANCE REVIEW?</td>
</tr>
<tr>
<td>LEVEL OF EFFORT</td>
<td>HOW HARD DOES THE PERSON WORK TO PERFORM THE CHOSEN BEHAVIOUR?</td>
<td>IF YOU FIND A FLAW IN THE SPECIFICATIONS OF A NEW PRODUCT DESIGN, DO YOU PREPARE THE REPORT DETAILING THE FLAW OR JUST TEE YOUR MANAGER?</td>
</tr>
<tr>
<td>LEVEL OF PERSISTENCE</td>
<td>WHEN FACED WITH OBSTACLE, HOW HARD THE PERSON KEEP TRYING TO PERFORM THE CHOSEN BEHAVIOUR?</td>
<td>IS YOUR ORGANISATION IS DISCRIMINATORY IN ITS PROMOTION POLICIES BUT ARE TOLD TO BE QUIET, DO YOU PERSIST?</td>
</tr>
</tbody>
</table>
MOTIVATION THEORIES

1. Content/Need Theories - focus on what needs people have; what they are motivated by.
   - Maslow’s Need Hierarchy Theory
   - Adelfer’s ERG Theory
   - McClelland’s Need Theory
   - Herzberg’s Two-Factor Theory

2. Process Theories - focus on the process of motivation
   - Vroom’s VIE Theory
   - Adam’s Equity Theory
   - Locke’s Goal Setting Theory
People are motivated to obtain outcomes at work to **satisfy their needs.**

A need is a requirement for survival.

**To motivate a person:**

1. Managers must determine what needs worker wants satisfied.
2. Ensure that a person receives the outcomes when performing well.
Need theories are based on the idea that there are psychological needs, probably of biological origin, that lie behind human behaviour.

When our need are unmet, we experience tension which we try to put right - we behave in ways that satisfy our needs.

The notion of need reflects the content of motivation.
ABRAHAM MASLOW’S HIERARCHY OF NEED THEORY

Maslow’s Hierarchy of Needs is shown above. The pyramid illustrates the five levels of human needs. The most basic are physiological and safety/security, shown at the base of the pyramid. As one moves to higher levels of the pyramid, the needs become more complex.

- **Physiological**
  - Physical survival needs: water, food, sleep, warmth, exercise, etc.

- **Safety/Security**
  - Physical safety, economic security, freedom from threats

- **Social (Belonging)**
  - Acceptance, be part of a group, identification with a successful team

- **Ego (Esteem)**
  - Important projects, recognition from others, prestige and status

- **Self-Actualization**
  - Challenging projects, opportunities for innovation and creativity, learning and creating at a high level
ABRAHAM MASLOW’S HIERARCHY OF NEED THEORY

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization:** achieving one’s full potential, including creative activities

Self-fulfillment needs

Psychological needs

Basic needs
Maslow (1943, 1954) proposed that when one need is satisfied to some adequate extent, the next one up the hierarchy becomes the most important in driving our behaviour.

**Level I:** Physiological needs are the most basic human needs. They include food, water, and comfort. The organization helps to satisfy employees’ physiological needs by a paycheck.

**Level II:** Safety needs are the desires for security and stability, to feel safe from harm. The organization helps to satisfy employees’ safety needs by benefits.
CONTINUE

- **Level III:** Social needs are the desires for affiliation. They include friendship and belonging. The organization helps to satisfy employees’ social needs through sports teams, parties, and celebrations. The supervisor can help fulfill social needs by showing direct care and concern for employees.

- **Level IV:** Esteem needs are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees’ esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated.
CONTINUE

▪ **Level V:** Self-actualization needs are the desires for self-fulfillment and the realization of the individual’s full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees’ minds while drawing on their aptitude and training.

▪ Other psychologist that produced similar analysis: Murray (1938), Alderfer (1972).
ALDERFER’S ERG THEORY

ERG Theory

- Self-Actualization
- External Esteem Needs
- Internal Esteem Needs
- Social Needs
- Safety Needs
- Physiological Needs

Growth

Relatedness

Satisfaction → Progression

Frustration → Regression
### ALDERFER’S ERG THEORY

<table>
<thead>
<tr>
<th>Need Level</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>Growth</td>
<td>Self-development, creative work</td>
</tr>
<tr>
<td></td>
<td>Relatedness</td>
<td>Interpersonal relations, feelings</td>
</tr>
<tr>
<td>Lowest</td>
<td>Existence</td>
<td>Food, water, shelter</td>
</tr>
</tbody>
</table>

After lower level needs satisfied, person seeks higher needs. When unable to satisfy higher needs, lower needs motivation is raised.
DIFFERS FROM MASLOW’S THEORY:

1. Colapses Maslow’s five need categories into three categories.

2. ERG theory emphasizes a unique *frustration-regression* component. An already satisfied lower-level need can become activated when a higher-level need cannot be satisfied. Thus, if a person is continually frustrated in his attempts to satisfy growth need, relatedness needs can again surface as key motivators.

3. Unlike Maslow’s theory, ERG contends that more than one need may be activated at the same time.
McCLELLAND’S (1961) NEED FOR ACHIEVEMENT THEORY

- This theory proposed that an individual’s specific needs are acquired over time and are shaped by one’s life experiences.
- This theory emphasizes the need to accomplish something, to do a good job and to be the best.
- People who have a high degree of a need for achievement derive great satisfaction from working to accomplish some goal and they are motivated to excel in whatever task they undertake.
# McCLELLAND’S (1961) NEED FOR ACHIEVEMENT THEORY

<table>
<thead>
<tr>
<th>Dominant Motivator</th>
<th>Characteristics of This Person</th>
</tr>
</thead>
</table>
| Achievement        | ● Has a strong need to set and accomplish challenging goals.  
                      | ● Takes calculated risks to accomplish their goals.  
                      | ● Likes to receive regular feedback on their progress and achievements.  
                      | ● Often likes to work alone. |
| Affiliation         | ● Wants to belong to the group.  
                      | ● Wants to be liked, and will often go along with whatever the rest of the group wants to do.  
                      | ● Favors collaboration over competition.  
                      | ● Doesn't like high risk or uncertainty. |
| Power               | ● Wants to control and influence others.  
                      | ● Likes to win arguments.  
                      | ● Enjoys competition and winning.  
                      | ● Enjoys status and recognition. |
NEED FOR ACHIEVEMENT & BEHAVIOUR

- Money: important to both high and low achievers, but different reasons
  
  ✓ High achiever wants concrete feedback about performance. Thus, money is a symbol of success and feedback about job performance.
  
  ✓ To a high achiever, making a profit, or receiving a bonus, is a statement about success or failure.
  
  ✓ To a low achiever monetary rewards is an end in itself.
  
  ✓ Rewarding with money to low achiever help in increasing job performance.

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FLAWS OF NEEDS THEORIES

1. Needs did not group together in the ways predicted.
2. The theories were unable to predict when particular needs would become important.
3. There was no clear relationship between needs and behaviour, so that the same behaviour could reflect different needs and different behaviours the same need.
4. Needs were generally described with insufficient precision.
5. The whole notion of need as a biological phenomenon is problematic - ignore the capacity of people and those around them to construct their own perception of needs and how they can be met.
RESEARCH FINDINGS

- High positive correlation between the achievement motivation scores of executives and the financial success of their companies.

- Managers high in need to achieve display more respect for their subordinates.

- These managers are more receptive to new ideas and are more accepting of participative management programme than are managers low in the need to achieve.

- Need achievement is positively related to subsequent promotion among middle-and upper-level managers.

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Both man and women entrepreneur have been found to score significantly higher in the need to achieve than men and women employees who are not entrepreneurs.

Research suggest two types of goals, mastery and performance that can satisfy the need for achievement.

- **Mastery goals**: developing competence and self-satisfaction through acquiring knowledge and skills
- **Performance goals**: developing competence by performing better than other people.
IMPLICATION FOR MANAGEMENT

- People with different needs are motivated differently:

1. **High need for achievement** - high achievers should be given challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator, it is an effective form of feedback.

2. **High need for affiliation** - such employees need perform best in a cooperative environment.

3. **High need for power** - management should provide power seekers the opportunity to manage others.
HERZBERG (1966) MOTIVATOR HYGIENCE (TWO-FACTOR) THEORY

- Identifies job context as the source of job dissatisfaction and job content as the source of job satisfaction.
- **HYGIENCE FACTORS**: sources of job dissatisfaction and associated with the job context or work setting.
- Relate more to the environment of in which people work than to the nature of the work itself.
- The two-factor theory suggests that job dissatisfaction results when hygience factors are poor.
CONTINUE

• Improving hygiene factors will only decrease job dissatisfaction; it will not increase job satisfaction.

• Eg: a low base salary makes people dissatisfied but paying more does not necessarily satisfy or motivate them.

• **MOTIVATOR FACTORS**: sources of job satisfaction.

• Related to job content - what people actually do in their work.

• Include such things as sense of achievement, opportunities for personal growth, recognition and responsibility.
The presence or absence of satisfiers or motivators to people’s job is the key link to satisfaction, motivation and performance.

When motivator factors are minimal, low job satisfaction decreases motivation and performance.

When motivator factors are substantial, high job satisfaction raises motivation and performance.

Herzberg’s theory is similar to Maslow’s theory: both insisted that lower needs must be satisfied before a person can be motivated by higher needs.
Herzberg’s Two-Factor Theory

Dissatisfaction and demotivation

Not dissatisfied but not motivated

Positive satisfaction and motivation

**Hygiene Factors**
- Company policies
- Quality of supervision
- Relations with others
- Personal life
- Rate of pay
- Job security
- Working conditions

**Motivational Factors**
- Achievement
- Career advancement
- Personal growth
- Job interest
- Recognition
- Responsibility
How to satisfy motivators need? **BY JOB ENRICHMENT.**

Herzberg suggested ways of enriching a job:

1. Remove some management control over employees and increase their accountability and responsibility for their work, thus increasing employee autonomy, authority and freedom.

2. Create complete or natural work unit where possible - allow employee to produce a whole unit instead of one component of that unit. This policy increases the likelihood that employee will regard their work as meaningful within the total organisational process.
CONTINUE

3. Provide regular and continuous feedback on productivity and job performance directly to employees instead through their supervisors.

4. Encourage employees to take on new, challenging tasks and to become experts in a particular task or operation.
Vroom asserts that people make choices that are based on their perceived expectancy that certain rewards will follow if they behave in a certain way.

In workplace, employees will choose to perform at the level that results in the greatest payoff or benefit.

They will be motivated to work hard if they expect this effort to lead to positive outcomes such as a promotion or pay raise and if those outcomes will be instrumental in leading to other desired results.

The psychological value (valence) of the rewards varies with the individual.
Perception of the importance of the outcome determines its strength as a motivator.

Eg: high salary and increase responsibility have a positive valence for many people; Dangerous working conditions have a negative valence for most people.

Three facets of the VIE theory:

1. Employees must decide whether they expect certain job behaviours - such as coming to work on time, following safe procedures or improving productivity - to have high probability of leading to a particular outcome (expectancy).
2. Employees must determine whether that outcome will lead to other outcomes - for example, whether a good attendance record leads to a bonus (instrumentality).

3. Employees must decide whether those outcomes have sufficient value to motivate them to behave a certain way (valence).

   ▪ If a student decides that getting a high grades in the courses he takes in his major is important, that outcome has a high valence to him. He will probably developed the expectancy that attending classes, studying hard, and doing more than the minimum requirements will be instrumental in achieving his goal.
Valence is the emotional orientations employees hold with respect to outcomes or rewards. The depth of the want of an employee for extrinsic rewards (i.e. money, promotion, time-off, benefits) or intrinsic rewards (i.e. satisfaction).

Expectancy states that employees have different expectations and levels of confidence about what they are capable of doing.

Instrumentality is the perception of employees of whether they will actually get what they desire even if it has been promised by a manager.

Management must discover what employees value.

Management must discover what resources, training, or supervision employees need.

Management must ensure that promises of rewards are fulfilled and that employees are aware of that.

Motivational force: the employee acts in ways that bring pleasure and avoid pain.

The VIE appears to agree with personal experience and common sense.
ADAM’S (1965) EQUITY THEORY

- Motivation is influence by our perception of how equitably or fairly we are treated at work.
- Adam proposed that in any work environment - whether office, shop, factory, or classroom - we assess our inputs (how much effort we put into the work) and our outcomes (how much reward we receive for the work).
- We calculate, perhaps unconsciously, the ratios of outcome to input (exchange) and mentally compare it with what we believe are the ratios for our co-workers (referent).
If we think we are getting less than other people, the feeling of tension or inequity that results motivate us to act, to do something to bring about a state of equity.

If we perceive that we are receiving the same ratio of reward-to-effort that others are receiving, then a state of equity exists.
ADAM'S EQUITY THEORY
--JOB MOTIVATION--

Balance 'calibrated' and measured against comparable references in the market-place.

What I put into my job: time, effort, ability, loyalty, tolerance, flexibility, integrity, commitment, reliability, heart and soul, personal sacrifice, etc.

What I get from my job: pay, bonus, perks, benefits, security, recognition, interest, development, reputation, praise, responsibility, enjoyment, etc.

inputs

outputs

People become demotivated and reduce input and/or seek change or improvement whenever they feel their inputs are not being fairly rewarded by outputs. Fairness is based on perceived market norms.
LOCKE’S (1968) GOAL SETTING THEORY

- Has a common sense appeal and clearly relevant in a workplace.
- Locke argued that our primary motivation in a work situation is defined in terms of our desire to achieve a particular goal.
- The goal represents what we intend to do at a given time in the future.
- Setting specific and challenging performance goals can motivate and guide our behaviour, spurrrring us to perform in more effective ways.
• Research has shown that having goals lead to better performance than not having goals.
• Goals that difficult to attain have a greater motivators than goals that are easy to attain.
• However, having difficult goals may spurs greater motivation towards attaining that goals at the expense of other behaviour - failed to help co-worker.
• This behaviour is unhealthy and has a potential of reducing the effectiveness of the organisation.
Goals that are beyond individuals’s capabilities are worse than having no goal at all - impact on motivation & job performance.

Important aspect of this theory: individual goal commitment i.e. strength of determination to reach the goal.

Research has proven that goal commitment has strong positive effect on the level of task performance (Klein, Wesson, Hollenberg & Alge, 1999).

Goal commitment is influenced by 3 factors: external, interactive and internal.
## FACTORS INFLUENCING GOAL COMMITMENT

<table>
<thead>
<tr>
<th>EXTERNAL</th>
<th>INTERACTIVE</th>
<th>INTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITY, PEER INFLUENCE, EXTERNAL REWARD</td>
<td>COMPETITION AND OPPORTUNITY TO PARTICIPATE IN SETTING GOAL</td>
<td>NEED FOR ACHIEVEMENT, ENDURANCE, INTERNAL LOCUS OF CONTROL, AGGRESSIVENESS, HIGH SELF-ESTEEM, COMPETITIVENESS</td>
</tr>
<tr>
<td>COMPLYING WITH THE DICTATES OF THE AUTHORITY FIGURE SUCH A BOSS - INDUCE GOAL COMMITMENT.</td>
<td>INTERNAL COGNITIVE FACTORS THAT FACILITATE GOAL COMMITMENT ARE SELF-ADMINISTERED REWARDS AND EXPECTATION OF SUCCESS.</td>
<td>STUDIES FOUND THAT TWO BIG FIVE PERSONALITY FACTORS ARE RELATED TO GOAL COMMITMENT: PEOPLE WHO SCORE HIGH IN CONSCIENTIOUSNESS AND LOW IN NEUROTICISM DISPLAY HIGH LEVEL OF GOAL-SETTING-INDUCED MOTIVATION.</td>
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<td>GOAL COMMITMENT INCREASES WHEN THE AUTHORITY IS PHYSICALLY PRESENT, SUPPORTIVE AND TRUSTED</td>
<td>COMMITMENT REDUCED WHEN EXPECTATION OF ACHIEVING THE GOAL DECLINES.</td>
<td></td>
</tr>
<tr>
<td>PEER GROUP PRESSURE, INCREASE IN PAY ALSO STRENGTHEN GOAL COMMITMENT</td>
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CONCLUSION

- Managers need to consider the variety of causes of poor performance.
- Motivation is only one of several factors that influence a performance.
- Managers should not ignore the many individual differences that affect motivation.
- Performance must be accurately evaluated and rewards should be equitably distributed.
- Managers should recognise that employee motivation and behaviour are influenced by organisational culture.