CHAPTER 6
BASIS MOTIVATION CONCEPTS

WHAT IS MOTIVATION?

"Maybe the place to begin is to say what motivation isn't. Many people incorrectly view motivation as a personal trait – that is, some have it and others don't. In practice, inexperienced managers often label employees who seem to lack motivation as lazy. Such a label assumes that an individual is always lazy or is lacking in motivation. Our knowledge of motivation tells us that this just isn't true. What we know is that motivation is the result of the interaction of the individual and the situation" (p. 155).

"We'll define **motivation** as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. While general motivation is concerned with effort toward *any* goal, we'll narrow the focus to *organizational* goals in order to reflect our singular interest in work-related behavior" (p. 155).

EARLY THEORIES OF MOTIVATION

a)   HIERARCHY OF NEEDS THEORY

"It's probably safe to say that the most well-known theory of motivation is Abraham Maslow's **hierarchy of needs**. He hypothesized that within every human being there exists a hierarchy of five needs. These needs are:

1. *Physiological*: Includes hunger, thirst, shelter, sex, and other bodily needs
2. *Safety*: Includes security and protection from physical and emotional harm
3. *Social*: Includes affection, belongingness, acceptance, and friendship
4. *Esteem*: Includes internal esteem factors such as self-respect, autonomy, and achievement; and external esteem factors such as status, recognition, and attention
5. *Self-actualization*: The drive to become what one is capable of becoming includes

As each of these needs becomes substantially satisfied, the next needs becomes dominant" (p. 156).

b)   THEORY X AND THEORY Y

"Douglas McGregor proposed two distinct views of human beings: one basically negative, labeled **Theory X**, and the other basically positive, labeled **Theory Y**" (p. 157).

Theory X: The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.

Theory Y: The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction.

c) TWO-FACTOR THEORY

"The **two-factor theory** (sometimes also called *motivation-hygiene theory*) was proposed by psychologist Frederick Herzberg" (p. 158).

"Intrinsic factors, such as the work itself, responsibility, and achievement, seem to be related to job satisfaction. Respondents who felt good about their work tended to attribute these factors to themselves. On the other hand, dissatisfied respondents tended to cite extrinsic factors, such as supervision, pay, company policies, and working conditions" (p. 158).

CONTEMPORARY THEORIES OF MOTIVATION

"We call them 'contemporary theories' not because they necessarily were developed recently but because they represent the current state of the art in explaining employee motivation" (p. 160).

a)   ERG THEORY

"Clayton Alderfer of Yale University has reworked Maslow's need hierarchy to align it more closely with the empirical research. His revised need hierarchy is labeled **ERG theory**" (p. 161).

ERG theory: There are three groups of core needs: existence, relatedness, and growth.

"Maslow's need hierarchy follows a rigid, steplike progression. ERG theory does not assume that there exists a rigid hierarchy in which a lower-order need must be substantially gratified before one can move on. A person can, for instance, be working on growth even though existence or relatedness needs are unsatisfied; or all three need categories could be operating at the same time" (p. 161).

b)   McCLELLAND'S THEORY OF NEEDS

"The theory focuses on three needs: achievement, power, and affiliation. They are defined as follows:

- **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" (p. 162).

"Some people have a compelling drive to succeed. They're striving for personal achievement rather than the rewards of success per se. They have a desire to do something better or more efficiently than it has been done before. This drive is the achievement need (*nAch*)... The need for power (*nPow*) is the desire to have impact, to be influential, and to control others. Individuals high in nPow enjoy being 'in charge', strive for influence over others, prefer to be placed into competitive and status-oriented situations, and tend to be more concerned with prestige and gaining influence over others than with effective performance... The third need isolated by McClelland is affiliation (*nAff*)... Individuals with a high affiliation motive strive for friendship, prefer cooperative situations rather than competitive ones, and desire relationships involving a high degree of mutual understanding" (p. 162/163).

c)   COGNITIVE EVALUATION THEORY

"Historically, motivation theorists have generally assumed that intrinsic motivations such as achievement, responsibility, and competence are independent of extrinsic motivators such as high pay, promotions, good supervisor relations, and pleasant working conditions. That is, the stimulation of one would not affect the other. But the cognitive evaluation theory suggests otherwise. It argues that when extrinsic rewards are used by organizations as payoffs for superior performance, the intrinsic rewards, which are derived from individuals doing what they like, are reduced. In other words, when extrinsic rewards are given to someone for performing an interesting task, it causes intrinsic interest in the task itself to decline" (p. 164).

d) GOAL-SETTING THEORY

"In the late 1960s, Edwin Locke proposed that intentions to work toward a goal are a major source of work motivation. That is, goals tell an employee what needs to be done and how much effort will need to be expended. The evidence strongly supports the value of goals. More to the point, we can say that specific goals increase performance; that difficult goals, when accepted, result in higher performance than do easy goals; and that feedback leads to higher performance than does nonfeedback" (p. 166).

e) REINFORCEMENT THEORY

"A counterpoint to goal-setting theory is **reinforcement theory**. The former is a cognitive approach, proposing that an individual's purposes direct his or her action. In reinforcement theory, we have a behavioristic approach, which argues that reinforcement conditions behavior" (p. 167).

Reinforcement theory: Behavior is a function of its consequences.

f)   EQUITY THEORY

Equity theory: Individuals compare their job inputs and
                          outcomes with those of others and then
                          respond so as to eliminate any inequities.

"Employees might compare themselves to friends, neighbors, co-workers, colleagues in other organizations, or past jobs they themselves have had. Which referent an employee chooses will be influenced by the information the employee holds about referents as well as by the attractiveness of the referent" (p. 169).

"Based on equity theory, when employees perceive an inequity, they can be predicted to make one of six choices:

1. Change their inputs (e.g., don't exert as much effort)
2. Change their outcomes (e.g., individuals paid on a piece-rate basis can increase their pay by producing a higher quantity of units of lower quality)
3. Distort perceptions of self (e.g., "I used to think I worked at a moderate pace but now I realize that I work a lot harder than everyone else.")
4. Distort perceptions of others (e.g., "Mike's job isn't as desirable as I previously thought it was.")
5. Choose a different referent (e.g., "I may not make as much as my brother-in-law, but I'm doing a lot better than my Dad did when he was my age.")
6. Leave the field (e.g., quit the job)" (p. 169/170)

"Historically, equity theory focused on **distributive justice** or the perceived fairness of the *amount and allocation* of rewards among individuals. But equity should also consider **procedural justice** – the perceived fairness of the *process* used to determine the distribution of rewards. The evidence indicates that distributive justice has a greater influence on employee satisfaction than procedural justice, while procedural justice tends to affect an employee's organizational commitment, trust in his or her boss, and intention to quit. As a result, managers should consider openly sharing information on how allocation decisions are made, following consistent and unbiased procedures, and engaging in similar practices to increase the perception of procedural justice. By increasing the perception of procedural fairness, employees are likely to view their bosses and the organization as positive even if they're dissatisfied with pay, promotions, and other personal outcomes" (p. 170/171).

In conclusion, equity theory demonstrates that, for most employees, motivation is influenced significantly by relative rewards as well as by absolute rewards..." (p. 171).

g) EXPECTANCY THEORY

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 that outcome to the individual.

The theory "focuses on three relationships (see Exhibit).

1. *Effort-performance relationship*. The probability perceived by the individual that exerting a given amount of effort will lead to performance.
2. *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.
3. *Rewards-personal goals relationship*. The degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual" (p. 171).

Expectancy Theory

| Individual effort | → 1 → | Individual performance | → 2 → | Organizational rewards | → 3 → | Personal goals |
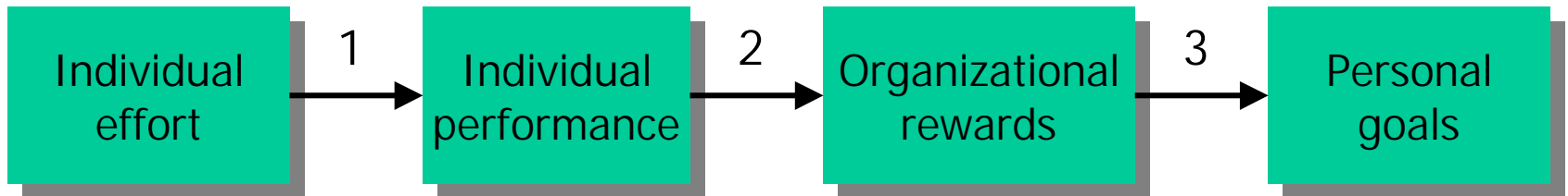
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