

Motivation

1 KEY THEORIES OF MOTIVATION

Motivation is the driving force behind human behaviour.

Motivation and human management

Motivated people are those who have made a conscious decision to devote considerable effort to achieving something that they value. What they value will differ greatly from one individual to another. There are a variety of ways to motivate people, including the fear of losing a job, financial incentives, self-fulfilment goals and goals for the organisation or groups within the organisation.

The traditional view - finds some of its origins in the work of Taylor and the school of scientific management. At its most extreme, this view postulates the following:

- ✚ people dislike work
- ✚ people will only work for money
- ✚ people are not capable of controlling their work or directing themselves
- ✚ simple, repetitive tasks will produce the best results
- ✚ workers should be closely supervised and tightly controlled
- ✚ extra effort must lead to greater reward
- ✚ people will meet standards if they are closely controlled
- ✚ firm but fair supervision will be respected

Taylor took the view that there is a right (meaning best) way to perform any task. It is management's job to determine the right way. Workers gain from this approach because the 'right way' is easier and pay is enhanced as a result of increased productivity.

The human relation view - originates in the work of Mayo, known as the Hawthorne Studies. The series of studies essentially concluded that the strongest motivational force behind most employees' behaviour at work was the preservation and nurturing of social relationships with their colleagues. The main tenets of this view are as follows:

- ✚ people want to be made to feel valued and important
- ✚ people want recognition for their work
- ✚ people want to be controlled sensibly
- ✚ managers must discuss the plans they make for staff
- ✚ they must take any objections on board
- ✚ they must encourage self-regulation on routine tasks

Mayo's work leads to an approach towards people which encourages contribution and self-direction, advocating full participation on matters of significance in order to improve the quality of decisions made and the nature of supervision.



Theory X and Theory Y managers

Douglas McGregor proposed a Theory X and Theory Y model to explain basic human traits.

Theory X assumptions are:

- ✚ The average human being has an inherent dislike of work and will avoid it if he can.
- ✚ Most people must be coerced, controlled, directed or threatened with punishment to get them to expend adequate effort towards the achievement of organisational objectives.
- ✚ The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

On the other hand, Theory Y makes different assumptions about the nature of people:

- ✚ Expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work, which can be a source of satisfaction.
- ✚ External control and the threat of punishment are not the only means of bringing about effort. People can exercise self-direction to achieve objectives to which they are committed.
- ✚ Commitment to objectives is a result of the rewards associated with their achievement. The most significant of those rewards is satisfaction of the self-actualisation needs.
- ✚ The average human being learns, under proper conditions, not only to accept, but to seek, responsibility. Avoidance of responsibility, emphasis on security and low ambition are the result of experience and are not inherent in man's nature.
- ✚ Capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organisational problems is widely, not narrowly, distributed in the population.
- ✚ Under conditions of modern industrial life, the intellectual potential of the average human being is only partially utilised.



Needs and goals

These various needs can be categorised in a number of ways eg, physiological and social motives or intrinsic and extrinsic motivation.

- ✚ Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work.
- ✚ Intrinsic motivation is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner.

Goals also influence motivation.

2 CLASSICAL AND MODERN THEORIES OF MOTIVATION

- ✚ Content theories focus on the question of what arouses, sustains and regulates goal directed behaviour ie, the particular things that motivate people. They offer ways to profile or analyse individuals to identify their needs.

Often criticised as being static and descriptive they appear to be linked more to job satisfaction than to work effort. Maslow, Herzberg and McGregor take a universal approach whereas McClelland and Argyris list forces and drives that will vary in relation to different individuals.

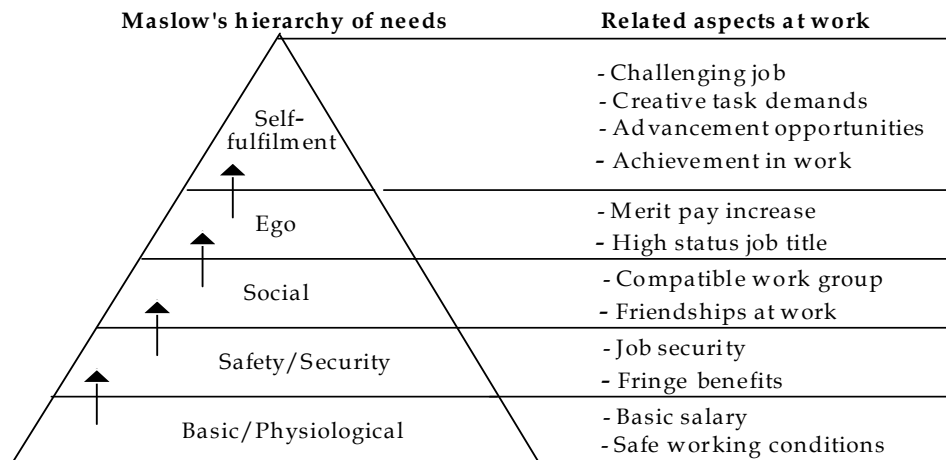
- ✚ Process theories attempt to explain and describe how people start, sustain and direct behaviour aimed at the satisfaction of needs or the reduction of inner tension. The major variables in process models are incentive, drive, reinforcement and expectancy. The best-known work in this area has been concerned with Vroom's expectancy theory, Handy's motivation calculus and Adam's equity theory.



Maslow's hierarchy of needs

Maslow advanced the following propositions about human behaviour:

- 🚦 Man is a wanting being.
- 🚦 A satisfied need is not a motivator of behaviour, only unsatisfied needs motivate.
- 🚦 Man's needs are arranged in a series of levels - a hierarchy of importance. As soon as needs on a lower level are met those on the next, higher level will demand satisfaction. Maslow believed the underlying needs for all human motivation to be on five general levels from lowest to highest, shown below. Within those levels, there could be many specific needs, from lowest to highest.



- 🚦 **Physiological** - the need for food, drink, shelter and relief from pain.
- 🚦 **Safety and security** – once the physical needs of the moment are satisfied, man concerns himself with protection from physical dangers with economic security, preference for the familiar and the desire for an orderly, predictable world.
- 🚦 **Social** - become important motivators of his behaviour.
- 🚦 **Esteem or egoistic** - a need both for self-esteem and the esteem of others, which involves self-confidence, achievement, competence, knowledge, autonomy, reputation, status and respect.
- 🚦 **Self-fulfilment or self-actualisation** – is the highest level in the hierarchy; these are the individual's needs for realising his or her own potential, for continued self-development and creativity in its broadest sense.



Remember the assumptions of Maslow's hierarchy:

- ✚ individuals have multiple needs
- ✚ needs are ordered into levels, creating a 'hierarchy'
- ✚ a need, once satisfied, is no longer a need

To be of use, Maslow's basic theory needs qualification to include the individual as a determining factor in motivation and behaviour. These include:

- ✚ Levels in the hierarchy are not rigidly fixed; boundaries between them are indistinct and overlap.
- ✚ There are individual exceptions to the general ranking of the hierarchy. Some people never progress beyond the first or second level (for example, many inhabitants of the third world), others are so obsessed with the higher needs that lower ones may go largely unnoticed.
- ✚ Variables apart from individual needs may motivate eg, social standards and a sense of duty.
- ✚ An act is seldom motivated by a single need; any act is more likely to be caused by several needs.
- ✚ The same need will not give rise to the same response in all individuals.
- ✚ Substitute goals may take the place of a need that is blocked.

Herzberg's theory of motivation

The major finding of the study was that the events that led to satisfaction were, not surprisingly, of a quite different kind from those that led to dissatisfaction.

One set of factors are those which, if absent, cause dissatisfaction. These factors are related to job context. They are concerned with job environment and are extrinsic to the job itself.

They are called 'hygiene' factors and include such elements as:

- ✚ company policies and administration
- ✚ supervision
- ✚ working conditions
- ✚ interpersonal relations
- ✚ money, status and security

The other set of factors are those which, if present, serve to motivate the individual to superior effort and performance. These factors are related to the job content of work. They are 'motivators' or growth factors. Motivation factors include:

- ✚ achievement
- ✚ increased responsibility
- ✚ challenging work
- ✚ recognition for achievements
- ✚ growth and development



David McClelland

David McClelland (Studies in Motivation, 1955) identified three basic types of motivating needs present in people. He shows that all three needs can be present in a person but the weight attached to each can vary. The three needs are:

- (a) Need for achievement - where this is high then people have an intense desire to succeed and an equally intense fear of failure.
- (b) Need for affiliation - where this is high people tend to seek acceptance by others, need to feel loved and are concerned with maintaining pleasant social relationships.
- (c) Need for power - people with a high need for power seek opportunities to influence and control others, seek leadership positions and are often articulate, outspoken and stubborn.

C Argyris

Even though management based on the assumptions of Theory X is perhaps no longer appropriate in the opinion of McGregor and others, it is still widely practiced. Consequently a large majority of the people in organisations today are treated as immature human beings in their working environment.

In attempting to analyse the situation, Argyris compared bureaucratic/pyramidal values (the organisation's counterpart to Theory X assumptions) that still dominate most organisations with a more humanistic/democratic value system (Theory Y assumptions about people).

Expectancy theory

The common themes in expectancy theories are:

- 📌 conscious decisions by individuals to behave in certain ways
- 📌 individual values with regard to choosing desired outcomes
- 📌 individual expectations concerning the amount of effort required to achieve a specific outcome
- 📌 individual expectations concerning the probability of being rewarded for achieving a desired outcome.



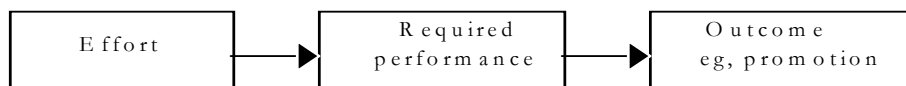
Motivation is a function of the relationship between:

- ✚ effort expended and perceived level of performance
- ✚ the expectation that rewards (desired outcomes) will be related to performance.

There must also be the expectation that rewards are available. These relationships determine the strength of the motivational link.

- ✚ the strength of the individual's preference for an outcome
- ✚ the belief in the likelihood that particular actions will achieve the required goal

This process may be illustrated in the following way:



Force = Valence × Expectancy

- ✚ Force is strength of motivation.
- ✚ Valence is strength of preference for an outcome.
- ✚ Expectancy is the level of belief that changes in behaviour will achieve the required outcome.

The recommendations to management that go with this model are outlined as follows:

- ✚ Discover what outcome each employee values most.
- ✚ Define for employees the kinds of performance that are desired or required, ie explain what constitutes a 'goal' and 'adequate performance'.
- ✚ Ensure that the desired levels of performance are achievable.
- ✚ Link the outcomes desired by employees to the specific performance desired by management.
- ✚ Ensure that the overall motivation strategy avoids conflict between the positive expectations it seeks to create and other factors in the work situation.
- ✚ Make sure that outcome or rewards are sufficiently attractive to motivate the desired level of performance.

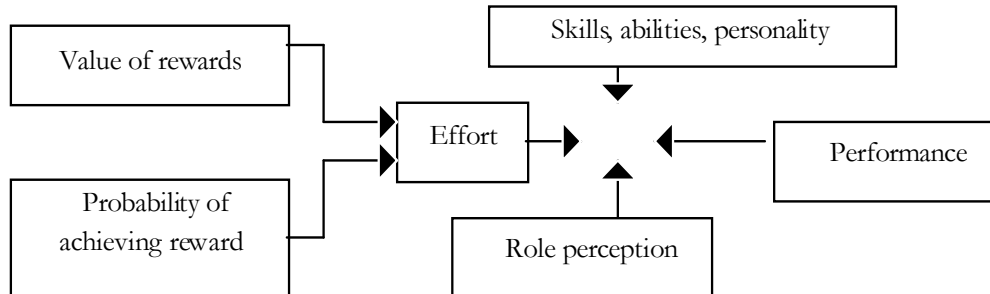
Porter and Lawler's model - Vroom's theory has been extended by the findings of Porter and Lawler (Managerial Attitudes and Performance, 1968) in devising a more complete model of motivation for management.

Basically, Porter and Lawler's model (shown below) shows that the amount of effort generated depends upon:

- ✚ the value of the reward
- ✚ the amount of effort seen to be necessary
- ✚ the probability of receiving the reward



The amount of effort deemed necessary and the probability of receiving the reward are in turn influenced by the individual's record of performance to date, and range of skills, personality, perception of his role, and any number of other environment factors.



Remember that rewards may be:

- (a) external rewards that are given by others and form part of the job situation (eg wages, status, security)
- (b) intrinsic rewards which the individual manager awards himself. These arise from the performance of the tasks (eg feelings of self-esteem, accomplishment)

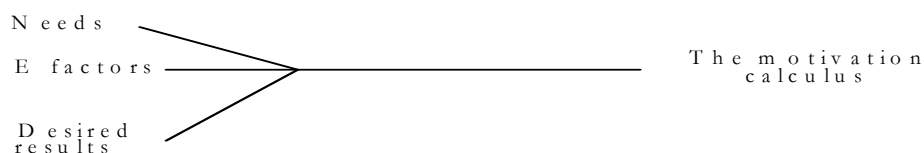
Handy's motivational calculus

The idea put forward here is that each person has a specific 'motivation calculus' in respect of every decision taken – and this can be on a conscious or a subconscious basis. This assesses three factors:

- 📌 **Needs** - these may be defined in accordance with the ideas of Maslow or any other researchers, and they are the person's needs at that time.
- 📌 **Desired results** - these are what a person is expected to accomplish in the work.
- 📌 **Expenditure (E) factors** - these relate to the expenditure of effort, energy, and excitement in attaining the desired results. Handy suggests that motivational theories have been too preoccupied with 'effort'. He notes that there seems to be a set of words (coincidentally beginning with 'e') that might be more helpful.

As a result of this assessment we have a 'motivation decision'. This is the strength of the motivation to achieve the desired results. It will have to be dependent upon:

- 📌 the strength of the needs of the individual
- 📌 the expectancy that the expenditure will achieve the desired results
- 📌 the expectancy that these desired results will assist in the satisfaction of the needs



Charles Handy therefore suggests that:

- ✚ each individual must know exactly what is expected
- ✚ he or she should participate in the setting of the targets in accordance with personal objectives
- ✚ feedback, on a regular basis, is necessary to inform individuals of their performance in relation to the targets

Adams' equity theory

When people sense inequities in their work they will be aroused to remove the discomfort and restore a state of felt equity to the situation by:

- ✚ changing work inputs
- ✚ changing rewards received
- ✚ leaving the situation
- ✚ changing the comparison points
- ✚ psychologically distorting the comparisons

People who feel overpaid (feel positive inequity) have been found to increase the quantity or quality of their work, whilst those who are underpaid (feel negative inequity) do the opposite. Feelings of inequity are determined solely by the individual's interpretation of the situation - the fact that a manager feels that the annual pay review is fair is immaterial.

3 CONTENT AND PROCESS THEORIES OF MOTIVATION

Content and process theories

- ✚ Content theories - such as those of Maslow and Herzberg, stress the satisfaction of needs
- ✚ Process theories - such as those of Vroom, emphasise the importance of rewards.

Content theories attempt to explain those specific things that actually motivate the individual at work. These theories are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs. Content theories place emphasis on the nature of needs and what motivates.

There is the assumption that everyone responds in much the same way to motivating pressures and that there is, therefore, one best way to motivate everybody. These theories provide a prescriptive list which managers can follow in an attempt to increase productivity.

Process theories (expectancy and goal) change the emphasis from needs to the goals and processes by which workers are motivated. They attempt to explain and describe how people start, sustain and direct behaviour aimed at the satisfaction of needs or reduction of inner tension. They place emphasis on the actual process of motivation.

Process theories also attempt to identify major variables that explain behaviour, but the focus is on the dynamics of how the variables are interrelated in explaining the direction, degree and persistence of effort. The major variables in process models are incentive, drive, reinforcement and expectancy.



4 WAYS TO MOTIVATE STAFF

Job satisfaction

Drucker suggested that employee satisfaction comes about through encouraging - if need be, by 'pushing' - employees to accept responsibility. There are four ingredients to this:

- ✚ careful placement of people in jobs
- ✚ high standards of performance in the job
- ✚ providing the worker with the information needed to control his/her own performance.
- ✚ opportunities for participation in decisions that will give the employee managerial vision

Designing rewarding jobs

Herzberg defines three avenues to improve staff satisfaction and motivation:

Job enrichment - is a deliberate, planned process to improve the responsibility and challenge of a job. A job may be enriched by:

- ✚ giving it greater variety (although this could also be described as job enlargement)
- ✚ allowing the employee greater freedom to decide how the job should be done
- ✚ encouraging employees to participate in the planning decisions of their managers
- ✚ ensuring that the employee receives regular feedback on his/her performance

Koontz and Wehrich identify four elements that are necessary to make job enrichment a practical and worthwhile exercise:

- ✚ There has to be a clear understanding of people's needs.
- ✚ If the purpose of enrichment is to increase productivity then it must be shown, at the earliest stage, that workers will share in the benefits.
- ✚ People need to be treated as individuals and involved in the planning and introduction of the schemes.
- ✚ Staff like to feel that managers are committed to the success of the programme. So managers must be seen to be enthusiastic and take part in all stages.



Job enlargement - is an attempt to widen jobs by increasing the number of operations in which a job-holder is involved.

Job enlargement is a 'horizontal' extension of an individual's work, whereas job enrichment is a 'vertical' extension.

A well-designed job should involve the following:

- ✚ giving the individual scope for setting his/her own work standards and targets
- ✚ giving the individual control over the pace and methods of working
- ✚ varying the work to encourage efficiency
- ✚ giving the individual a chance to add his/her comments about the design of the product or of the job
- ✚ providing feedback to the individual about his/her performance.

Job rotation - is the planned rotating of staff between jobs to alleviate monotony and provide a fresh job challenge. It can take two forms:

- ✚ An employee might be transferred to another job after a longish period (2-4 years) in an existing job to give a new interest and challenge.
- ✚ Job rotation might be regarded as a form of training where employees learned about a number of different jobs by spending six months or one year in each job before being moved on.

Participation

There are certain guidelines that must prevail if participation is to be effective in raising motivation:

- ✚ The participation must be seen as part of a continuing approach not just a 'one-off' exercise.
- ✚ Staff must be fed the results of their involvement as quickly and fully as possible.
- ✚ The participation must be genuine.
- ✚ People must have the ability, equipment and will to be involved.

Quality of work life

The intention is to improve all aspects of work life, especially job design, work environment, leadership attitudes, work planning and industrial relations.

It is an all-embracing systems approach, which usually starts with a joint management and staff group looking at the dignity, interest and productivity of jobs.



5 THE IMPORTANCE OF THE REWARD SYSTEM

Money

Whether in the form of wages, piecework, incentive pay, bonuses, stock options, company paid insurance or any of the other things given to people for performance, money is important. Economists, accountants and many managers tend to regard money as a prime motivator.

However, behavioural scientists tend to place it low on the scale of motivators. Probably, neither view is correct as an all-embracing approach; it depends on the individual.

Money in the form of pay is a powerful motivator, which can be related to the motivational theories that we have examined.

In discussing money as a motivator it is necessary to recognise its effects at two levels.

- Money in absolute terms, as an exact amount, is important because of its purchasing power. It is what money can buy, not money itself, that gives it value.
- Money is also important as an indication of status.

Incentive schemes

There are several features which are unique to money as a motivating force and which can affect workers in different ways:

- Money is more important to people who are seeking to establish an initial standard of living rather than those who have arrived.
- Schumacher defined his principle of motivation in which he states that if all efforts by the company are devoted to doing away with work by automation and computerisation, then work is a devalued activity which people put up with because no other way has been found of doing it. People would therefore be working just for money.
- Most organisations use money not as a motivator, but simply as a means of ensuring adequate staffing.
- The need for apparent fairness encourages the use of salary grades and hence comparability of earnings.
- Financial incentives operate with varying strengths for different people in different situations.
- Much research has shown that money is not a single motivator or even a prime motivator.

