

Organizational Behavior

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Lecture 4

جامعة الجميع الذكية

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PMG 671

Organizational Behavior



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

This chapter will enable you to:

1. Describe the key elements of motivation.
2. Identify four early theories of motivation and evaluate their applicability today.
3. Compare contemporary theories of motivation.
4. Identify the motivational theories of equity and expectancy.

5. Describe the job characteristics model and evaluate the way it motivates by changing the work environment.
6. Compare and contrast the main ways jobs can be redesigned.
7. Identify alternative work arrangements and employee involvement measures and show how they might motivate employees.

MOTIVATION ???

- it is defined as a driving force that initiates and directs behavior.
- motivation is a kind of internal energy which drives a person to do something in order to achieve something.
- It is a temporal or dynamic state within a person which is not concerned with his/her personality



Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal—specifically, an organizational goal.

Three key elements:

Intensity: how hard a person tries.

Direction: effort that is channeled toward, and consistent with, organizational goals.

Persistence: how long a person can maintain effort.

These early theories may not be valid, but they do form the basis for contemporary theories and are still used by practicing managers:

- Maslow's Hierarchy of Needs Theory
- Alderfer's ERG (Existence, Relatedness, and Growth)
- McGregor's Theory X and Theory Y
- McClelland's Theory of Needs

Figure 5-1

Maslow's Hierarchy of Needs



Source: Adapted from A. H. Maslow, *Motivation and Personality*, 3rd ed., R. D. Frager and J. Fadiman (eds). © 1997. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Physiological needs: Air, water, food, shelter, sleep, clothing.

Safety needs: Personal security, employment

Social needs: Love and belonging, family, sense of connection.

Esteem needs: Respect, self esteem, status, recognition.

Self Actualization needs: Drive to become the most that one can be.

Chapter 04

Maslow's Hierarchy of Needs

Level of human needs	Applying it to Business
Physiological	Acceptable pay and working conditions
Safety	Job security/ clear job role and description / health and safety protection/ insurance
Social	Working in teams
Esteem	Status/ job title/Authority/trust/ recognition for achievement
Self actualization	Promotion opportunities/ challenging work/ job enrichment

A reworking of Maslow to fit empirical research.

Three groups of core needs:

1. Existence (Maslow: physiological and safety)
2. Relatedness (Maslow: social and status)
3. Growth (Maslow: esteem and self-actualization)

Removed the hierarchical assumption.

Can be motivated by all three at once.

Popular, but not accurate, theory.

Two distinct views of human beings: Theory X (basically negative) and Theory Y (positive).

Managers that were studied used a set of assumptions based on their view.

The assumptions molded their behavior toward employees.

Theory X

- Workers have little ambition
- Dislike work
- Avoid responsibility

Theory Y

- Workers are self-directed
- Enjoy work
- Accept responsibility

The American psychologist David McClelland studied the way in which people satisfy their needs. What motivates people and what motivators are learned? According to David McClelland, people have motivating drivers that are directly linked to need regardless of age, gender, culture or race. As a result of the McClelland Motivation Theory, David McClelland identified four types of motivational need:

Need for Achievement (nAch)

The drive to excel, to achieve in relation to a set of standards, to strive to succeed.

Need for Power (nPow)

The need to make others behave in a way that they would not have behaved otherwise.

Need for Affiliation (nAff)

The desire for friendly and close interpersonal relationships.

People have varying levels of each of the three needs.
Hard to measure.

Need for avoidance

People have fear of failure, fear of rejection and even fear of success. By avoiding situations that may trigger these fears, they think to have found a safe solution.

People with a high need for achievement are likely to:

- prefer to undertake activities with a 50/50 chance of success, avoiding very low- or high-risk situations;
- be motivated in jobs that offer high degree of personal responsibility, feedback, and moderate risk;
- not necessarily make good managers—too personal a focus (most good general managers do NOT have a high nAch);
- need high level of nPow and low nAff for managerial success.

Good research support, but it is not a very practical theory.

Frederick Herzberg's well known Two-Factor Theory was designed in year 1959. Based on two hundred engineers and accountant feedback collected in the USA regarding their personal feelings towards their working environments. Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, named Motivation & Hygiene Factors.

He classified his theory in to 2 factors:

Motivators: factors that directly motivate people to work harder.

Hygiene: factors that can demotivate if not present but do not actually motivate employees to work harder

Herzberg felt that satisfied employees would be productive employees. Herzberg's theory is sometimes called the two-factor theory. These factors are hygiene factors and motivators. Hygiene factors are often referred to as 'dissatisfiers'. These are elements in the workplace that could make employees unhappy, such as excessive company bureaucracy or an autocratic working environment, pay, working environment and relationship with colleagues. However, the existence of these elements cannot make employees motivated, only the non existence can make them unhappy and unmotivated. While motivators are like opportunities for promotion, self improvement, job design (job enlargement- job enrichment- empowerment)

Two Factor Theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction.

HERZBERG'S THEORY RESTS ON 2 ASSUMPTIONS

- 1) Being satisfied with one's job is equivalent to being motivated; "a satisfied worker is a motivated worker"
- 2.) Job satisfaction and dissatisfaction are separate concepts with unique determinants based on work with accountants and engineers

DETERMINANTS OF JOB SATISFACTION ARE MOTIVATOR FACTORS:

Work itself, responsibility ☐ Recognition ☐
Achievement ☐ Advancement ☐ Personal
Growth ☐ Promotion

DETERMINANTS OF JOB DISSATISFACTION ARE HYGIENE FACTORS:

Pay Benefits ☐ Working conditions ☐ Job
Security ☐ Quality of supervision ☐ Company
policy ☐ Relationships with co-workers -
Relationship with Boss - Relationship with
Peers

There are several current theories of motivation:

- Self- Determination Theory

- Goal-Setting Theory

- Management by Objectives (MBO)

- Self-Efficacy Theory

- Also known as Social Cognitive Theory or Social

- Learning Theory

- Reinforcement Theory

- Equity Theory

- Expectancy Theory



Which proposes that people prefer to feel they have control over their actions, so anything that makes a previously enjoyed task feel more like an obligation than a freely chosen activity will undermine motivation.

Basic premise:

Specific and difficult goals, with self-generated feedback, lead to higher performance.

Difficult goals:

Focus and direct attention.

Energize the person to work harder.

Difficulty increases persistence.

Force people to be more effective and efficient.

But why are people motivated by difficult goals? **First**, challenging goals get our attention and thus tend to help us focus. **Second**, difficult goals energize us because we have to work harder to attain them. **Third**, when goals are difficult, people persist in trying to attain them. Finally, difficult goals lead us to discover strategies that help us perform the job or task more effectively.

MBO is a systematic way to utilize goal-setting.

Goals must be:

- tangible;

- verifiable;

- measurable;

Corporate goals are broken down into smaller, more specific goals at each level of organization.

Four common ingredients to MBO programs are:

- goal specificity;

- participative decision making;

- explicit time period;

- performance feedback.



Self-Efficacy: An individual's belief that he or she is capable of performing a task.

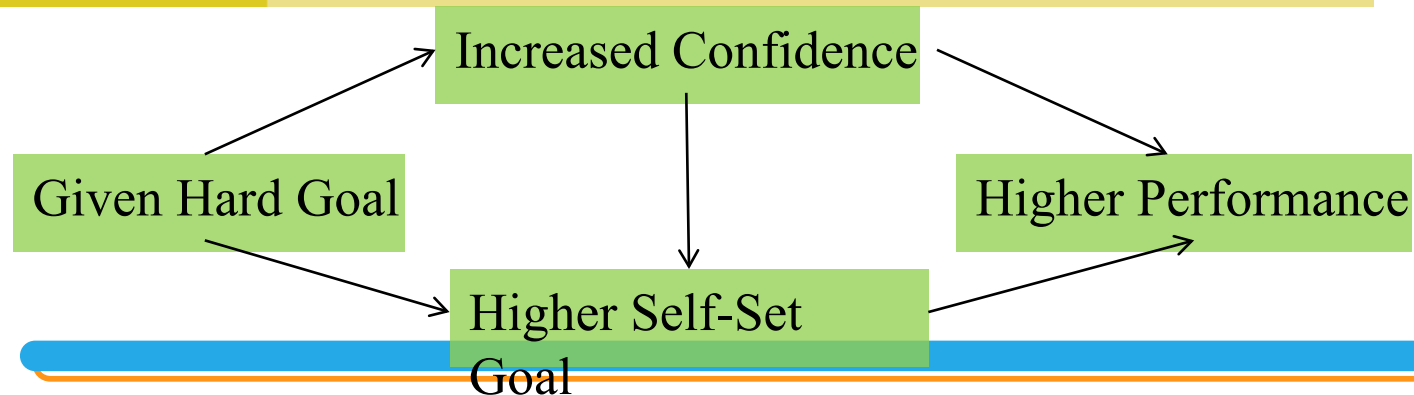
Higher efficacy is related to:

- greater confidence;
- greater persistence in the face of difficulties;
- better response to negative feedback (work harder).

Self-Efficacy complements Goal-Setting Theory.

Figure 5-3

Joint Effects of Goals and Self-Efficacy on Performance



1. Enactive mastery

- that is, gaining relevant experience with the task or job. If you've been able to do the job successfully in the past, you're more confident you'll be able to do it in the future.

2. Vicarious modeling

Vicarious modeling is most effective when you see yourself as similar to the person you are observing

- Increasing confidence by watching others perform the task.
- Most effective when observer perceives the model to be similar to him- or herself.

3. Verbal persuasion
becoming more confident because someone convinces you that you have the skills necessary to be successful. Motivational speakers use this tactic.

Similar to Goal-Setting Theory, but focused on a behavioral approach rather than a cognitive one.

Behavior is environmentally caused.

Thought (internal cognitive event) is not important—Feelings, attitudes, and expectations are ignored.

Behavior is controlled by its consequences—reinforcers.

Is not a motivational theory but a means of analysis of behavior.

Reinforcement strongly influences behavior but is not likely to be the sole cause.



Employees compare their ratios of outcomes-to-inputs of relevant others.

When ratios are equal: state of equity exists—there is no tension as the situation is considered fair.

When ratios are unequal: tension exists due to unfairness.

Underrewarded states cause anger.

Overrewarded states cause guilt.

Tension motivates people to act to bring their situation into equity.

Can be four different scenarios:

Self-inside

The person's experience in a different job in the same organization.

Self-outside

The person's experience in a different job in a different organization.

Other-inside

Another individual or group within the organization.

Other-outside

Another individual or group outside of the organization.

Propositions relating to inequitable pay:

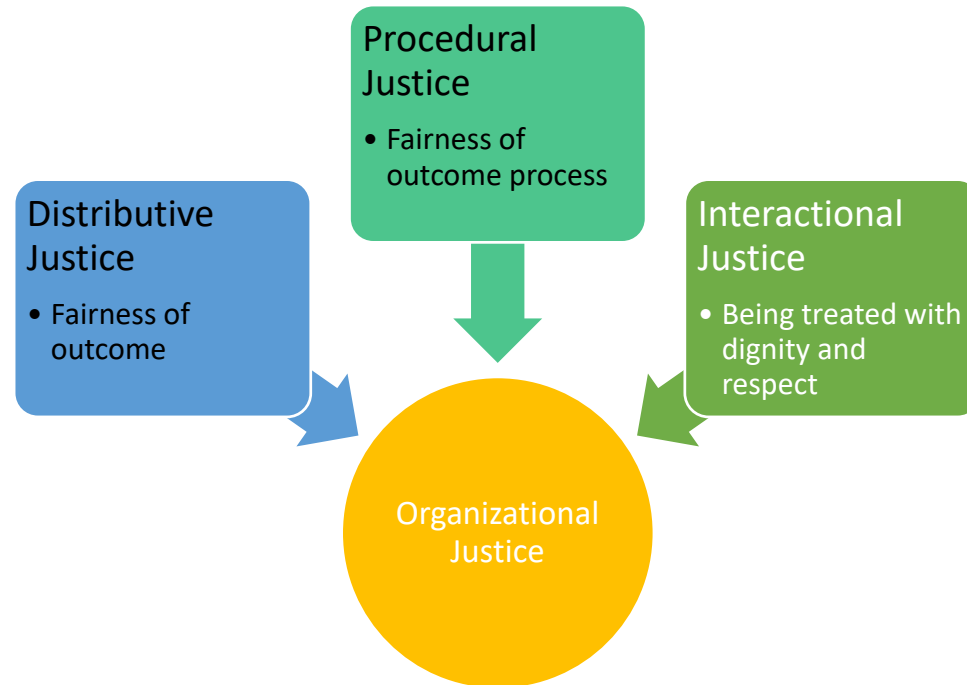
Paid by time:

- Overrewarded employees produce more.
- Underrewarded employees produce less with low quality.

Paid by quality

- Overrewarded employees give higher quality.
- Underrewarded employees make more of low quality.

FIGURE 5-4 Model of Organizational Justice



In social psychology, **distributive justice** is **defined** as perceived fairness of how rewards and costs are shared by (distributed across) group members.

Procedural justice (or procedural fairness) is defined as **the fairness of processes used by those in positions of authority to reach specific outcomes or decisions**. Example: If a company has a strict tardiness policy, with specific punishments if employees are repeatedly late, that policy must apply to every person at every level.



Interactional justice **focuses on the way in which an individual is treated when decisions are made**; individuals feel they are being treated fairly when employers provide explanations for decisions and treat employees with dignity, respect, and sensitivity

Expectancy theory argues that the strength of our tendency to act a certain way depends on the strength of our expectation of a given outcome and its attractiveness.

In more practical terms, employees will be motivated to exert a high level of effort when they believe it will lead to a good performance appraisal; that a good appraisal will lead to organizational rewards such as bonuses, salary increases, or promotions; and that the rewards will satisfy the employees' personal goals.

- 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 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.

The **Job Characteristics Model (JCM)** is Hackman and Oldham's concept that any job can be described through five core job dimensions:

Skill variety: Requirements for different tasks in the job.

Task identity: Completion of a whole piece of work.

Task significance: The job's impact on others.

Autonomy: Level of discretion in decision making.

Feedback: Amount of direct and clear information on performance.

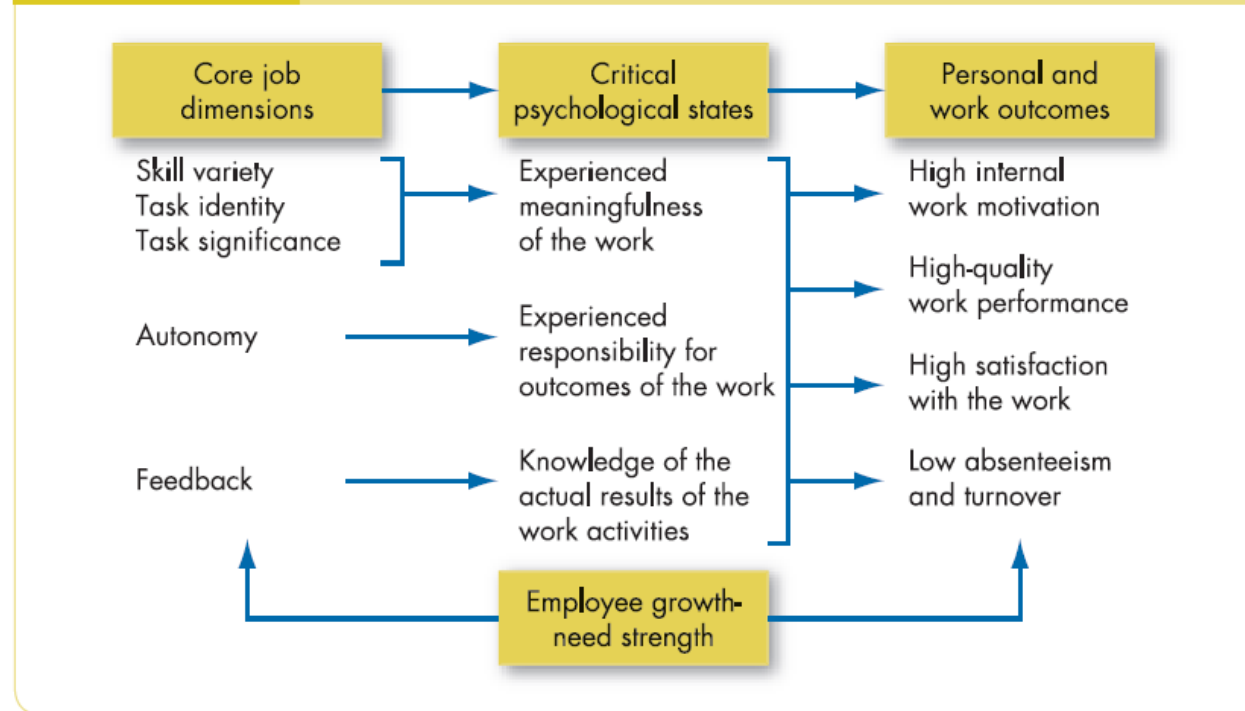
The way elements in a job are organized
(*job design*) impacts motivation,
satisfaction, and performance.

Job design:
Various training organizations such as
Meirc Training & Consulting, pictured,
offer courses in how best to use job
design to develop employees' skills and
motivation.



Figure 5-6

The Job Characteristics Model



Source: Adapted from J. R. Hackman and G. R. Oldham, *Work Redesign* © 1980; pp. 78–80. Reprinted and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

How Can Jobs Be Redesigned?

Job Rotation

The periodic shifting of a worker from one task to another.

Job enlargement

The horizontal expansion of jobs. The definition of job enlargement is **adding additional activities within the same level to an existing role**. This means that a person will do more, different activities in their current job. For example, an employee who will now also manage her own planning where this was formerly done by her manager.

Job enrichment

The vertical expansion of jobs.

Job enrichment

The vertical expansion of jobs. Job enrichment **expands the task set that you perform, and the skills that you can develop.** This makes for more stimulating and interesting work, and adds variety, challenge and depth to your daily routine. Enriched jobs give you more freedom, independence and responsibility.

Reinforcement Theory of motivation **aims at achieving the desired level of motivation among the employees by means of reinforcement, punishment and extinction.** Reinforcement approach, which can be both positive and negative, is used to reinforce the desired behavior.

Positive Reinforcement

Positive behavior followed by positive consequences
(Manager praises the employee)

Negative Reinforcement

Positive behavior followed by removal of negative consequences (Manager stops nagging the employee)

Punishment

Negative behavior followed by negative consequences
(Manager demotes the employee)

Extinction

Negative behavior followed by removal of positive consequences (Manager ignores the behavior)

Need Theories (Maslow, Alderfer, McClelland, Herzberg)

Well known, but not very good predictors of behavior.

Goal-Setting Theory

While limited in scope, good predictor.

Reinforcement Theory

Powerful predictor in many work areas.

Equity Theory

Best known for research in organizational justice.

Expectancy Theory

Good predictor of performance variables but shares many of the assumptions as rational decision making.

To Motivate Employees

Recognize individual differences.

Use goals and feedback.

Allow employees to participate in decisions that affect them.

Link rewards to performance.

Check the reward system for equity.