

MGM603

Managing People and Organizations

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Lecture 6

جامعة الجميع الذكية

تسعى لتكون الكيان الأول الذي يتبنى مبدأ المجتمع التعليمي
التعاوني ويقدم العلم مقابل العمل لتنمية وبناء المجتمعات.

Motivating Behavior Part 2



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Outcomes of the chapter:

- ☐ Characterize the nature of motivation, including its importance and basic historical perspectives.
- ☐ Identify and describe the need-based perspectives on motivation.
- ☐ Identify and describe the major process-based perspectives on motivation.
- ☐ Describe learning-based perspectives on motivation.

Chapter Sequence:**This chapter is explored as following :**

- Nature of motivation , The importance of motivations, and motivation framework.
- Different types of perspective motivations as following :

Early perspectives on motivation

- The Traditional Approach
- The Human Relations Approach

Need-Based Perspective Motivation

- The Hierarchy of Needs
- The ERG Theory]
- The Two-Factor Theory
- The Acquired Needs Framework

Process-Based Prospective Motivation

- Equity theory
- The Expectancy Theory of Motivation
- The Porter–Lawler Model

Learning-Based Perspectives on Motivation

- Classical Conditioning
- The Contemporary View
- Behavior Modifications



1- The Nature of Motivation:

Motivation **Motivation** is the set of forces that causes people to engage in one behavior rather than some alternative behavior.

***Ex.** Students who start assignments several weeks before they are due to ensure that their term papers are the best they can be, Of course, students who avoid the term paper by spending the day at the beach, are also motivated—their goals are simply very different.*

- From the manager's viewpoint, the objective is to motivate people to behave in ways that are in the organization's best interest.

2- The Importance of Motivation:

The Importance of Motivation

- Managers strive to motivate people in the organization to perform at high levels.
- But job performance depends on ability and environment as well as motivation. This relationship can be stated as follows:

$$P = M + A + E$$

Where :

P : Performance , M : Motivating , A : Ability, and E : Environment

- To reach high levels of performance, An employee must want:**
 - ✓ to do the job well (motivation);
 - ✓ must be able to do the job effectively (ability);
 - ✓ and must have the materials, resources, equipment, and information required to do the job (environment).

3- The Motivational Framework:

The Motivational Framework

- We can start to understand motivation by looking at need deficiencies and goal-directed behaviors.

The basic motivational framework:

- **A need:** something an individual requires or wants which is the starting point.
- ✓ ***Motivated behavior:*** usually begins when a person has one or more important needs. Although a need that is already satisfied may also motivate behavior
- ✓ ***Unmet needs:*** usually result in more intense feelings and behavioral changes

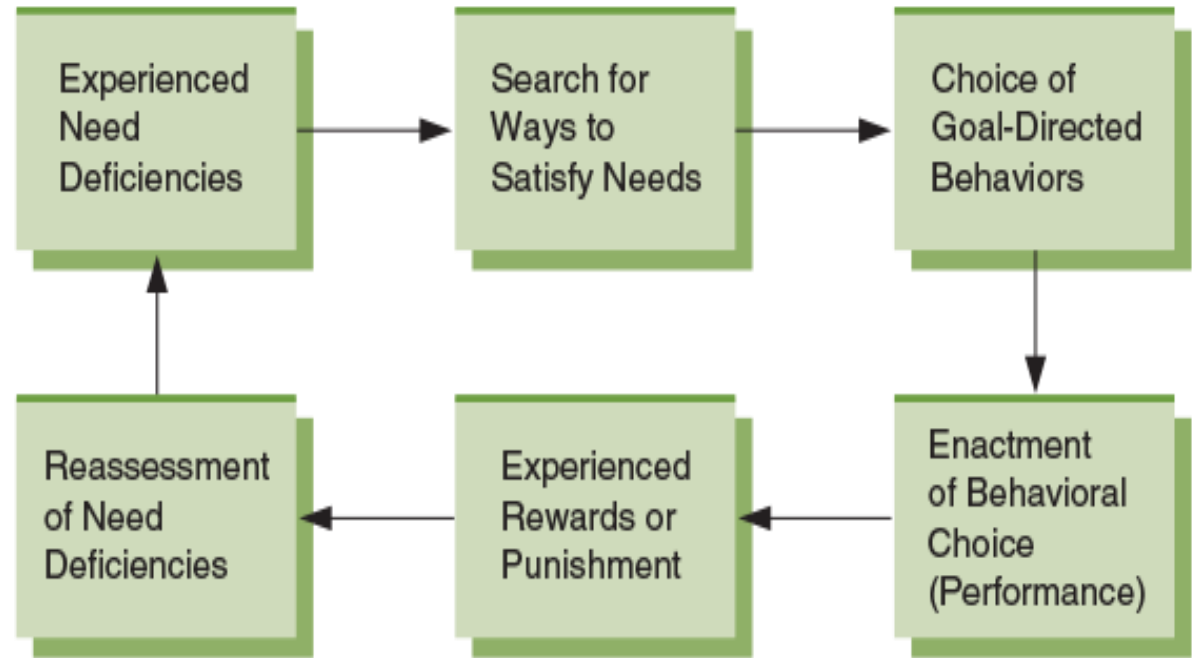
For example, if a person has yet to attain the standard of living he or she desires, this unmet need may stimulate him or her to action.

3- The Motivational Framework:

Figure 5.1.

Motivational Framework

This framework provides a useful way to see how motivational processes occur. When people experience a need deficiency, they seek ways to satisfy it, which results in a choice of goal-directed behaviors. After performing the behavior, the individual experiences rewards or punishments that affect the original need deficiency.



CHAPTER 5

Motivating Behavior (Motivation)

3- The Motivational Framework:

Motivation begins with a need deficiency. Few people aspire to work as custodians or hotel maids or housekeepers, for example, but the need for money to buy basic necessities can motivate people to perform these kinds of jobs. Of course, the motivation for higher levels of income can also drive people to work harder and seek advancement to higher paying jobs as well.



1- Early Perspectives on Motivation:

1- The Traditional Approach

1- The Traditional Approach

- One of the first writers to address work motivation over a century ago was Frederick Taylor.
- Taylor developed a method for structuring jobs that he called scientific management
- **Scientific management of Taylor** : Approach to motivation that assumes that employees are motivated by money
- Although the role of money as a motivating factor cannot be dismissed, proponents of the traditional approach took too narrow a view of the role of monetary compensation and also failed to consider other motivational factors.

CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

1- Early Perspectives on Motivation:

1- The Traditional Approach

Scientific management was developed around the idea that workers are motivated by money. Frederick Taylor advocated using an incentive pay system to motivate workers to perform tasks like laying bricks using the “one best way” so as to maximize productivity.



1- Early Perspectives on Motivation:

2- The Human Relations Approach

2- The Human Relations Approach

- The human relations approach supplanted scientific management in the 1930s
- **The human relations** *approach assumed that employees want to feel useful and important, that employees have strong social needs, and that these needs are more important than money in motivating employees.*
- **For example**, a manager might allow a workgroup to participate in making a decision even though he or she had already determined what the decision would be. The symbolic gesture of seeming to allow participation was expected to enhance motivation, even though no real participation took place.

Individual Differences and Motivation:

- Individual differences play a key role in motivation
- People have different abilities, needs, personalities, values, and self-concepts.
- Because of these huge differences, there is no one best way to motivate everyone.

For example, consider this conversation:

- ✓ **Nancy:** *“I can’t believe you quit your job. Your work seemed so interesting, and you always had a chance to learn new things. I like jobs that challenge me. Your new job sounds so boring that I’d go crazy.”*
- ✓ **Chris:** *“Well, it is tedious work, but it pays better than any other job around.”*
- This simple example highlights the fact that to motivate others, it is critical that you first **understand** what does and what does not motivate them. Our Global Issues feature describes how differences between people also extend to cultural differences as well.

Individual Differences and Motivation:

- The starting point for motivated employees is hiring people whose individual characteristics lead to high motivation on the job.

Ex. A job requiring high-quality work will not be as motivating to someone who lacks attention to detail as it will to a conscientious, detail-oriented person.

- In your own career, finding a job that has the potential to fulfill your needs, meet your goals, and complement your attitudes can help you to maintain your motivation as well.
- Task-specific self-efficacy is a person's beliefs in his or her capabilities to do what is required to accomplish a specific task

Individual Differences and Motivation:**Task-specific self-efficacy**

- Task-specific self-efficacy influences an individual's effort and persistence in the face of challenges related to performing a specific task.
- Task-specific self-efficacy beliefs have three dimensions:
 1. Magnitude: beliefs about how difficult a specific task is to be accomplished
 2. Strength: beliefs about how confident the person is that the specific task can be accomplished
 3. Generality: beliefs about the degree to which similar tasks can be accomplished

1- Need-Based Perspectives on Motivation

Need-based theories

- The basic premise of need-based theories and models, consistent with motivation framework introduced earlier, is that humans are motivated primarily by deficiencies in one or more important needs or need categories.
- Need theorists have attempted to identify and categorize the needs that are most important to people
- Some observers call these “content theories” because they deal with the content, or substance, of what motivates behavior.
- The best-known need theories are the hierarchy of needs and the ERG theory.

1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs

The Hierarchy of Needs

- The hierarchy of needs, developed by psychologist Abraham Maslow in the 1940s, is the best-known need theory
- Maslow argued that human beings are “wanting” animals: They have innate desires to satisfy a given set of needs.
- Furthermore, Maslow believed that these needs are arranged in a hierarchy of importance, with the most basic needs at the foundation of the hierarchy.
- The hierarchy of needs: Assumes that human needs are arranged in a hierarchy of importance

1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs

Figure 5.2.
The Hierarchy of Needs

Maslow's hierarchy of needs consists of five basic categories of needs. This figure illustrates both general and organizational examples of each type of need. Of course, each individual has a wide variety of specific needs within each category.



1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs

The Hierarchy of Needs

1. **Physiological needs** are The most basic needs in the hierarchy . These include the needs for food, sex, and air.
2. **Security needs** are next in the hierarchy : things that offer safety and security, such as adequate housing and clothing and freedom from worry and anxiety.
3. **Belongingness needs**, the third level in the hierarchy, are primarily social. *Examples* include the need for love and affection and the need to be accepted by peers.
4. **Esteem needs**, The fourth level, actually encompasses two slightly different kinds of needs: the need for a positive self-image and self-respect and the need to be respected by others.
5. **Self-actualization needs** are at the top of the hierarchy. These involve a person's realizing his or her full potential and becoming all that he or she can be.



1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs

The Hierarchy of Needs

- Maslow believed that each need level must be satisfied before the level above it can become important
- This escalation up the hierarchy continues until the self-actualization needs become the primary motivators.
- **For example**, that Jennifer Wallace earns all the money she needs for the time being and is very satisfied with her current standard of living. Additional income may therefore have little or no motivational impact on her behavior. Instead, Jennifer will likely strive to satisfy other needs, such as a desire for higher self-esteem.



1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs

The Hierarchy of Needs Limitations

- Research shows that the needs hierarchy does **not generalize** very well to other countries. *For example*, in Greece and Japan, security needs may motivate employees more than self-actualization needs. Likewise, belongingness needs are especially important in Sweden, Norway, and Denmark. Research has also found differences in the relative importance of different needs in Mexico, India, Peru, Canada, Thailand, Turkey, and Puerto Rico
- Maslow's needs hierarchy **makes a certain amount of intuitive sense**. And because it was the first motivation theory to become popular
- Research has revealed a number of **deficiencies** in the theory. *For example*, five levels of needs are not *always present*; the actual hierarchy of needs does not always conform to Maslow's model; and need structures are *more unstable and variable than the theory would lead us to believe*.



CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

1- Need-Based Perspectives on Motivation

1- The Hierarchy of Needs



When people have a good jobs with security, excellent benefits, and high salaries they may be motivated going forward by job titles, status, and challenge. But if they are unemployed and are just looking for a job, their motivation becomes focused on base salary and the need for stability.



According to Abraham Maslow people may be motivated by a hierarchy of needs, including social needs to belong to groups and be part of friendships. These co-workers are apparently helping meet their belongingness needs through close working relationships at work.



1- Need-Based Perspectives on Motivation

2- The ERG Theory

The ERG Theory

The ERG Theory : Describes existence, relatedness, and growth needs

- In many respects, ERG theory **extends and refines** Maslow's needs hierarchy concept, although there are also several important differences between the two.
- The **E, R, and G** stand for three basic need categories: existence, relatedness, and growth.
 1. **Existence needs**—those necessary for basic human survival—roughly correspond to the physiological and security needs of Maslow's hierarchy.
 2. **Relatedness needs**—those involving the need to relate to others—are similar to Maslow's belongingness and esteem needs.
 3. **Growth needs** are analogous to Maslow's needs for self-esteem and self-actualization.

1- Need-Based Perspectives on Motivation

2- The ERG Theory

The ERG Theory

- In contrast to Maslow's approach, ERG theory suggests that more than one kind of need—for example, both relatedness and growth needs—may motivate a person at the same time.
- A more important difference from Maslow's hierarchy is that ERG theory includes a satisfaction–progression component and a frustration–regression component
- The satisfaction–progression concept suggests that after satisfying one category of needs, a person progresses to the next level. On this point, the needs hierarchy and ERG theory agree.
- In contrast, the frustration–aggression component of ERG theory suggests that a person who is frustrated by trying to satisfy a higher level of needs eventually will regress to the preceding level



1- Need-Based Perspectives on Motivation

3- The Two-Factor Theory

The Two-Factor Theory

The Two-Factor Theory: *Identifies motivation factors, which affect satisfaction, and hygiene factors, which determine dissatisfaction,*

- Frederick Herzberg developed the two-factor theory in the late 1950s and early 1960s. Herzberg began by interviewing approximately 200 **accountants and engineers** in Pittsburgh
- Frederick found that entirely different sets of factors were associated with the two kinds of feelings factors about work.
- 1. Motivators: *Which can encourage employees to work harder.*
- 2. Hygiene factors: *These won't encourage employees to work harder but they will cause them to become unmotivated if they are not present.*



1- Need-Based Perspectives on Motivation

3- The Two-Factor Theory

The Two-Factor Theory

- At the time, job satisfaction was being viewed as a single construct ranging from satisfaction to dissatisfaction.
- If this were the case, Herzberg reasoned, **one set of factors should therefore influence movement back and forth along the continuum.**
- But because his research had identified differential influences from two different sets of factors, Herzberg argued that two different dimensions must be involved.
- Thus, he **saw motivation as a two-factor phenomenon. he dual-structure**

1- Need-Based Perspectives on Motivation

3- The Two-Factor Theory

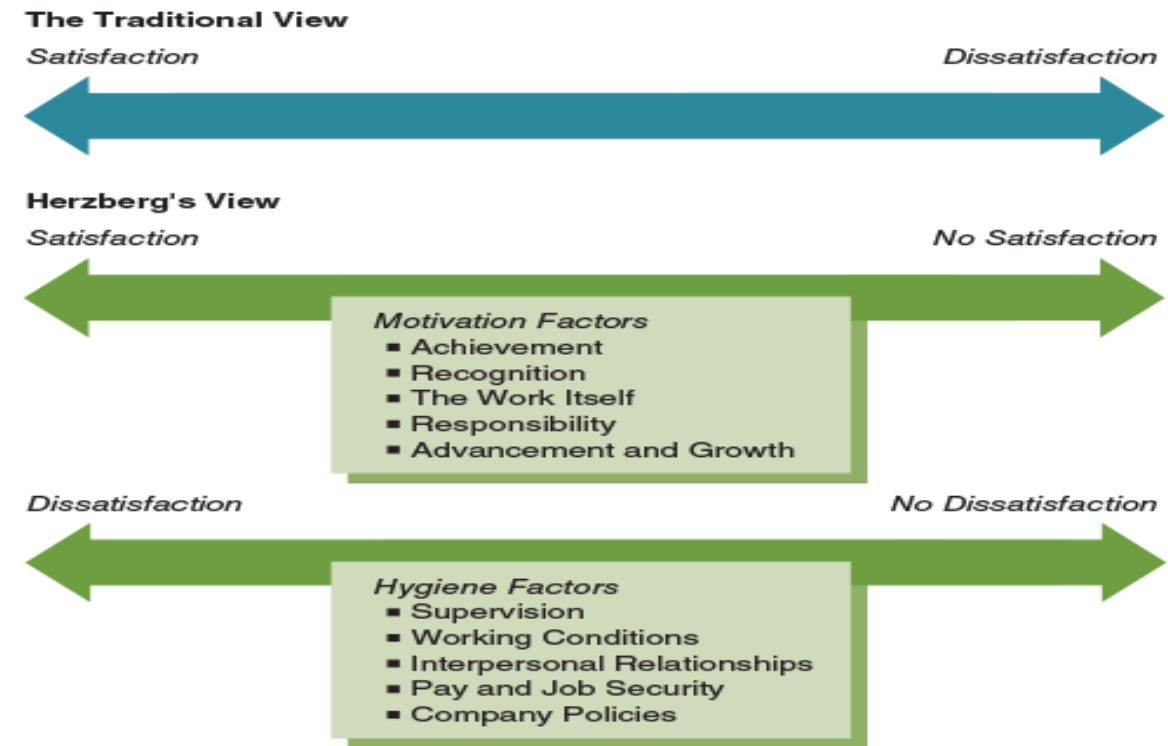
The Two-Factor Theory

- Figure 5.3 lists the primary factors identified in Herzberg's interviews.
- **Motivation factors** : *Are intrinsic to the work itself and include factors such as achievement and recognition such as achievement, recognition, and the opportunity to plan and control their own work* which were often cited by people as primary causes of satisfaction and motivation. When present in a job, these factors apparently could cause satisfaction and motivation; when they were absent, the result was feelings of no satisfaction rather than dissatisfaction.
- **The other set of factors, hygiene factors**: *Are extrinsic to the work itself and include factors such as pay Company policies, Supervision, and job security.* came out in response to the questions about dissatisfaction and lack of motivation.



1- Need-Based Perspectives on Motivation**3- The Two-Factor Theory****Figure 5.3.****The Two Factor Theory of Motivation**

The traditional view of satisfaction suggested that satisfaction and dissatisfaction were opposite ends of a single dimension. Herzberg's Two Factor theory found evidence of a more complex view. In this theory, motivation factors affect one dimension, ranging from satisfaction to no satisfaction. Other workplace characteristics, called "hygiene factors," are assumed to affect another dimension, ranging from dissatisfaction to no dissatisfaction.



1- Need-Based Perspectives on Motivation

3- The Two-Factor Theory

Evaluation of The Two- Factor Theory

- The theory only applies to white collar workers. the original sample of **accountants and engineers** may not represent the general working population.
- The theory fails to account for individual differences.

For Example, *Subsequent research has found that a factor such as pay may affect satisfaction in one sample and dissatisfaction in another and that the effect of a given factor depends on the individual's age and organizational level.*

- In addition, the theory does not define the relationship between satisfaction and motivation. The theory focuses on improving employee satisfaction. That doesn't necessarily translate into increased productivity.

- Two Factor Theory is subject to bias

For example, *when an employee is satisfied they will give themselves credit for that satisfaction. Conversely, when they are dissatisfied they will blame external factors.*



1- Need-Based Perspectives on Motivation

3- The Two-Factor Theory

Evaluation of The Two-Factor Theory

- Research has also suggested that the two-factor framework varies across cultures. Only limited studies have been conducted,
Ex. Other Studies suggest that employees in New Zealand and Panama assess the impact of motivation and hygiene factors differently from U.S. workers
- It is not surprising, then, that the two-factor theory is no longer held in high esteem by organizational behavior researchers.
- Indeed, the field has since adopted far more complex and valid conceptualizations of motivation. But because of its initial popularity and its specific guidance for application, the two-factor theory merits a special place in the history of motivation research.

1- Need-Based Perspectives on Motivation

4- The Acquired Needs Framework

The Acquired Needs Framework

The Acquired Needs Framework: Centers on the needs for *achievement, affiliation, and power*. these needs are also sometimes referred to as *manifest needs*

- The acquired needs framework was advanced by David McClelland.
- A key differentiating element of this framework is the argument that these needs are acquired, or learned, from cultural, societal, and family influences.

1- Need-Based Perspectives on Motivation

4- The Acquired Needs Framework

1- The Need for Achievement

The Need for Achievement: *The desire to accomplish a task or goal more effectively than was done in the past*

- **Individuals who have a high need for achievement** tend to set moderately difficult goals and to make moderately risky decisions
- **High need-achievers** also want immediate, specific feedback on their performance. They want to know how well they did something as quickly after finishing it as possible
- **High need-achievers** tend to do well as individual entrepreneurs with little or no group reinforcement.

EX. Bill Gates, cofounder of Microsoft, Reed Hasting, founder and CEO of Netflix, and Marissa Mayer, former CEO of Yahoo! are all recognized as being high need-achievers.

1- Need-Based Perspectives on Motivation

4- The Acquired Needs Framework

2- The Need for Affiliation

The need for affiliation—*the need for human companionship*

- Individuals with a high need of affiliation tend to want reassurance and approval from others and usually are concerned about others' feelings.
- Individuals with a high need of affiliation are likely to act and think as they believe others want them to, especially those with whom they strongly identify and desire friendship. As we might expect, *people with a strong need for affiliation most often work in jobs with a lot of interpersonal contact, such as sales and teaching positions.*
- A recent survey suggests that people who have at least one good friend at work are much more likely to be highly engaged with their work and to indicate higher levels of job satisfaction.

1- Need-Based Perspectives on Motivation

4- The Acquired Needs Framework

3- The Need for Power

The need for power—*the desire to control one's environment, including financial, material, informational, and human resources.*

- **People with a high need for power** can be successful managers if three conditions are met.
 - i. **First**, they must seek power for the **betterment of the organization** rather than for their own interests.
 - ii. **Second**, they must have a **fairly low need for affiliation** because fulfilling a personal need for power may well alienate others in the workplace.
 - iii. **Third**, they need **plenty of self-control** to curb their desire for power when it threatens to interfere with effective organizational or interpersonal relationships

CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

1- Need-Based Perspectives on Motivation

4- The Acquired Needs Framework

Some people are motivated by a need for power. This need, in turn, may prompt them to seek impressive job titles and lavish offices such as this one. Titles and offices are seen as ways to convey to others how much power a person has.



2- Process-Based Perspectives on Motivation

Process-Based Perspectives on Motivation

Process-based perspectives focus on how people behave in their efforts to satisfy their needs.

- In contrast to needs-based theories, process-based theories see motivation as a rational process: individuals perceive their environment, analyze it, develop reactions and feelings, and respond in certain ways.
- Rather than attempting to identify specific motivational stimuli, such as pay or recognition, process perspectives focus on why people choose certain behavioral options to satisfy their needs (regardless of the needs themselves) and how they evaluate their satisfaction after they have attained these goals.
- Two main process-based theories are Equity theory and Expectancy theory.

2- Process-Based Perspectives on Motivation

1- The Equity Theory of Motivation

Equity theory **Equity theory:** *Focuses on people's desire to be treated with what they perceive as equity and to avoid perceived inequity*

- **The equity theory of motivation** is based on the relatively simple premise that people in organizations want to be treated fairly
- **The theory defines equity** as the belief that we are being treated fairly in relation to others and **inequity** as the belief that we are being treated unfairly compared with others.

2- Process-Based Perspectives on Motivation

1- The Equity Theory of Motivation

Forming Equity Perceptions

People in organizations form perceptions of the equity of their treatment through a four-step process:

1. **First**, they evaluate how they are being treated by the firm.
2. **Second**, they form a perception of how a “comparison-other” is being treated. The comparison-other might be a person in the same workgroup, someone in another part of the organization, or even a composite of several people scattered throughout the organization
3. **Third**, they compare their own circumstances with those of the comparison-other and then use this comparison as the basis for forming an impression of either equity or inequity.
4. **Fourth**, depending on the strength of this feeling, the person may choose to pursue one or more of the alternatives



2- Process-Based Perspectives on Motivation

1- The Equity Theory of Motivation

Forming Equity Perceptions

- Equity theory describes the equity comparison process in terms of an input-to-outcome ratio.
 - i. Inputs are an individual's contributions to the organization—such factors as education, experience, effort, and loyalty.
 - ii. Outcomes are what the person receives in return—pay, recognition, social relationships, intrinsic rewards, and similar things. The equity comparison thus takes the following form:

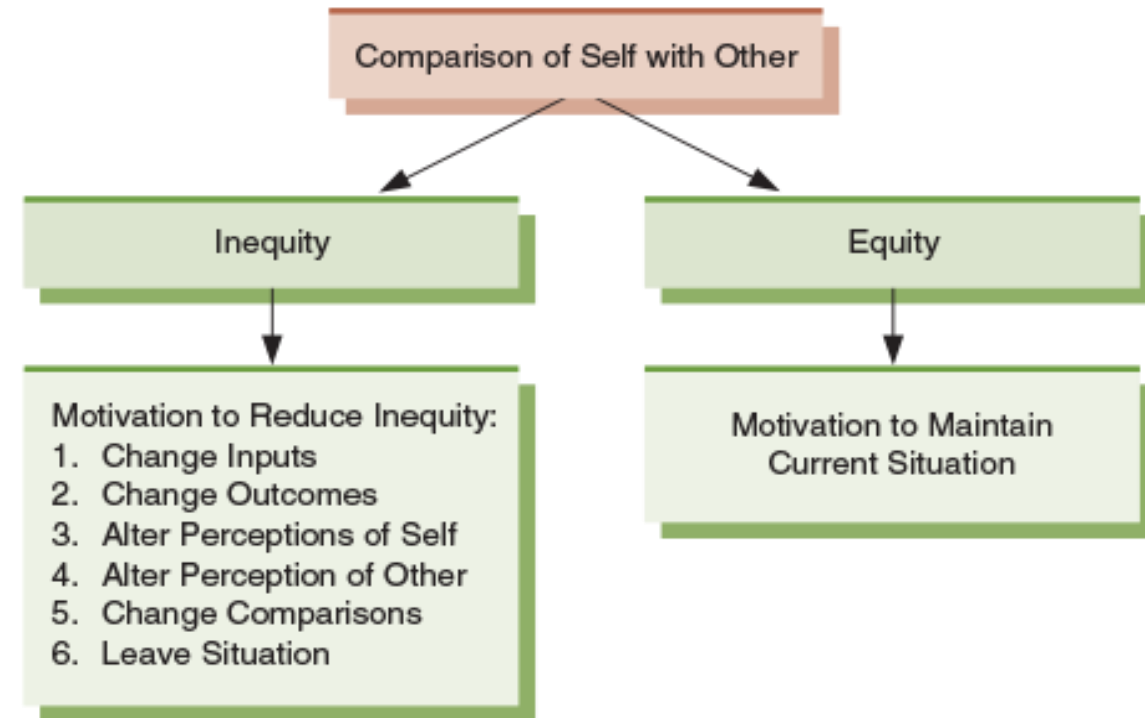
$$\frac{\text{Outcomes (self)}}{\text{Inputs (self)}} \text{ compared with } \frac{\text{Outcomes (other)}}{\text{Inputs (other)}}$$

2- Process-Based Perspectives on Motivation

1- The Equity Theory of Motivation

Figure 5.4.
Responses to Perceptions of Equity and Inequity

People form equity perceptions by comparing their situation with that of someone else's. If they perceive equity, they are motivated to maintain the current situation. If they perceive inequity, they are motivated to use one or more of the strategies shown here to reduce the inequity. ALTER



CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

2- Process-Based Perspectives on Motivation

1- The Equity Theory of Motivation

A key element of equity theory is that people in organizations compare their situations with that of other people. Take these two people, for instance. Each one has an education and experience, and contributes his time, talent, and effort to the company. In return, each gets pay, benefits, others rewards, and various forms of recognition. But if the man standing feels that the man sitting and reviewing his email is being treated better than he is, then he may decide to reduce his contributions to the organization or look for a new job somewhere else.



2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

The Basic Expectancy Model

The Expectancy Theory of Motivation: *Suggests that people are motivated by how much they want something and the likelihood they perceive of getting it*

- **Expectancy theory** is a more encompassing model of motivation than equity theory (*expectancy theory is also known as **VIE theory**, for valence–instrumentality–expectancy*).
- Over the years since its original formulation, the theory's scope and complexity **have continued to grow**.

CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation



Figure 5.5.

The Expectancy Theory of Motivation

The expectancy theory is the most complex model of employee motivation in organizations. As shown here, the key components of expectancy theory are effort-to-performance expectancy, performance-to-outcome instrumentality, and outcomes, each of which has an associated valence. These components interact with effort, the environment, and the ability to determine an individual's performance.

2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

1- Effort-to-Performance Expectancy

Effort-to-performance expectancy is a person's perception of the probability that effort will lead to successful performance.

- If we believe our effort will lead to higher performance, this expectancy is very strong, perhaps approaching a probability of 1.0, where 1.0 equals absolute certainty that the outcome will occur.
- If we believe our performance will be the same no matter how much effort we make, our expectancy is very low—perhaps as low as 0, meaning that there is no probability that the outcome will occur.

Ex. Alex Morgan, a star soccer player who believes that when she puts maximum effort, she has a great chance of scoring higher than any opponent, clearly sees a link between her effort and performance.



2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

2- Performance -to-Outcome Expectancy

Performance-to-Outcome Expectancy the individual's perception of the probability that performance will lead to certain outcomes.

- If a person thinks a high performer **is certain to get a pay raise**, this expectancy is close to 1.0. At the other extreme, a person who believes raises are entirely independent of performance has an expectancy close to 0. Finally, if a person thinks performance has some bearing on the prospects for a pay raise, his or her expectancy is somewhere between 1.0 and 0.
- **Ex** Green Bay Packers quarterback Aaron Rodgers may believe that if he plays aggressively all the time (**performance**), he has a great chance of leading his team to the **playoffs**. Playing aggressively may win him **individual honors** like the Most Valuable Player **award**, but he may also experience more physical trauma and throw more interceptions.



2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

3- Outcomes and Valences

- **An outcome** is anything that might potentially result from performance. High-level performance conceivably might produce such outcomes as a pay raise, a promotion, recognition from the boss, stress, fatigue, or less time to rest, among others..
- **The valence of an outcome** is the relative attractiveness or unattractiveness—the value—of that outcome to the person. Pay raises, promotions, and recognition might all have positive valences, whereas, stress, and less time to rest might all have negative valences.

2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

The basic expectancy framework suggests that three conditions must be met before motivated behavior occurs:

1. **First**, the effort-to-performance expectancy must be well above zero. That is, the worker must reasonably expect that exerting effort will produce high levels of performance.
2. **Second**, the performance-to-outcome expectancies must be well above zero. In other words, the person must believe that performance will realistically result in valued outcomes.
3. **Third**, the sum of all the valences must be well above zero as long as the positives outweigh the negatives.

For example, stress and fatigue may have moderately negative valences, but if pay, promotion, and recognition have very high positive valences, the overall valence of the set of outcomes associated with performance will still be positive.



2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

2- The Porter–Lawler Model

- The Porter–Lawler model appears in Figure 5.6. Some of its features are quite different from the original version of expectancy theory.
- For example, the extended model includes abilities, traits, and role perceptions.
- At the beginning of the motivational cycle, effort is a function of the value of the potential reward for the employee (its valence) and the perceived effort-reward probability (an expectancy). Effort then combines with abilities, traits, and role perceptions to determine actual performance.

CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

2- Process-Based Perspectives on Motivation

2- The Expectancy Theory of Motivation

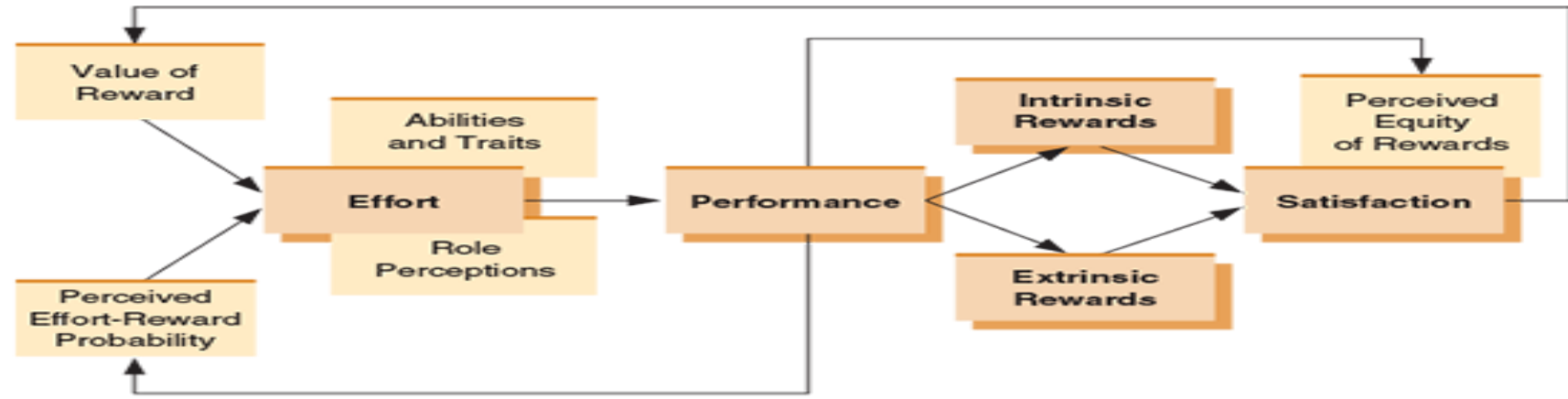


Figure 5.6. The Porter-Lawler Model

The Porter and Lawler expectancy model provides *interesting insights into the relationships between satisfaction and performance*. As illustrated here, this model predicts that satisfaction is determined by the *perceived equity of intrinsic and extrinsic rewards for performance*. That is, rather than satisfaction causing performance, which many people might predict, this model argues that it is actually performance that eventually leads to satisfaction.



3- Learning-Based Perspectives on Motivation

- **Learning is** *a relatively permanent change in behavior or behavioral potential that results from direct or indirect experience.*
- **For example,** *we can learn to use a new software application program by practicing and experimenting with its various functions and options.*
- **How Learning Occurs:** *Experts originally thought that learning occurred most often through a process called classical conditioning. However, it is more often based on cognitive processes.*



3- Learning-Based Perspectives on Motivation

1- The Traditional View: Classical Conditioning

- Classical conditioning is a simple form of learning in which a conditioned response is linked with an unconditional stimulus.
- Classical conditioning (also known as Pavlovian or respondent conditioning) is learning through association and was discovered by Pavlov, a Russian physiologist. In simple terms, two stimuli are linked together to produce a new learned response in a person or animal.

For example,

Ex.1 suppose an employee receives very bad news one day from his boss. It's possible that the employee could come to associate, say, the color of the boss's suit that day with bad news. Thus, the next time the boss wears that same suit to the office, the employee may experience dread and foreboding

Ex2. The most famous example of classical conditioning was Pavlov's experiment with dogs, who salivated in response to a bell tone. Pavlov showed that when a bell was sounded each time the dog was fed, the dog learned to associate the sound with the presentation of the food.



3- Learning-Based Perspectives on Motivation

2- The Contemporary View: Learning as a Cognitive Process

Contemporary learning theory generally views learning as a cognitive process; that is, it assumes that people are conscious, active participants in how they learn

1. **First**, the cognitive view suggests that people draw on their experiences and use past learning as a basis for their present behavior. These experiences represent knowledge, or cognitions.

For example, an employee faced with a choice of job assignments will use previous experiences in deciding which one to accept.

2. **Second**, people make choices about their behavior. The employee recognizes that he or she has two alternatives and chooses one.

3- Learning-Based Perspectives on Motivation

2- The Contemporary View: Learning as a Cognitive Process

3. Third, people recognize the consequences of their choices. Thus, when the employee finds the job assignment rewarding and fulfilling, he or she will recognize that the choice was a good one and will understand why.

4. Finally, people evaluate those consequences and add them to prior learning, which affects future choices.

3- Learning-Based Perspectives on Motivation

2- The Contemporary View: Social Learning

Social Learning *When people observe the behaviors of others, recognize the consequences, and alter their own behavior as a result*

- **Ex.** *A person can learn to do a new job by observing others or by watching videos.
Or an employee may learn to avoid being late by seeing the boss chew out fellow workers.*
- **Social learning theory**, then, suggests that individual behavior is **determined by a person's cognitions and social environment.** More specifically, people are presumed to learn behaviors and attitudes at least partly in response to what others expect of them.

CHAPTER 5

Motivating Behavior (Perspectives on Motivation)

3- Learning-Based Perspectives on Motivation

2- The Contemporary View: Social learning

Social learning occurs when people observe the behaviors of others, recognize the consequences, and alter their own behavior as a result. This individual is getting a reward and promotion. His co-workers may now be motivated to perform their jobs in the same way as him.



3- Learning-Based Perspectives on Motivation

Behavior Modification

- Learning theory alone has important implications for managers, but organizational behavior modification has even more practical applications.
- Behavior modification is the application of **reinforcement theory** to influence the behaviors of people in organizational settings.
- One aspect of behavior modification is the use of various kinds of reinforcement when employees are observed behaving in desired or undesired ways.
- Figure 5.7 summarizes these kinds of reinforcement.

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Motivating Behavior (Perspectives on Motivation)

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Figure 5.7. kinds of reinforcement

Individual behavior can be affected when stimulus is either presented or removed after a particular behavior. This is also dependent on whether the stimulus is positive or negative.

	<u>Nature of the Stimulus</u>		
		<u>Positive</u>	<u>Negative</u>
Action	<u>Present the Stimulus</u>	<u>Positive reinforcement;</u> <u>increases the behavior</u>	<u>Punishment;</u> <u>decreases the behavior</u>
	<u>Remove the Stimulus</u>	<u>Extinction;</u> <u>decreases the behavior</u>	<u>Negative reinforcement;</u> <u>increases the behavior</u>

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- **Positive reinforcement** involves the use of rewards to increase the likelihood that a desired behavior—high performance, for instance—will be repeated.
- **For example**, *Positive reinforcement* when a manufacturing employee wears uncomfortable but important safety gear, the manager can give the employee praise to increase the likelihood that the employee will wear the safety equipment in the future.
- **Positive reinforcement** has been used at a Sears Department Store in Pennsylvania. A manager was having a difficult time getting his staff to prompt customers to apply for credit cards. He offered employees a bonus on their paycheck for every credit card application that was processed. In addition, every ninety days, the employee with the most submitted applications would be recognized at work and receive a gift card. As a result, the Sears store became the number one store for credit card applications in the



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- **Negative reinforcement** is based on the removal of current or future unpleasant consequences to increase the likelihood that someone will repeat a behavior. In other words, avoidance or removal of something undesirable can be motivating.
- **For example,** *suppose a piece of hazardous manufacturing equipment is set so that when it is turned on, the machine operator hears a continuous loud buzzer. After the machine operator runs a series of safety checks, the buzzer stops. Because the machine operator wants the buzzer to stop, he or she is motivated to engage in safe work behaviors (running the safety checks).*
- *If an employee has a long or unpleasant commute, allowing him or her to work from home one or two days a week if her performance stays high can also be rewarding and motivate good performance.*

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- **Extinction refers** to a procedure used in Applied Behavioral Analysis (ABA) in which reinforcement that is provided for problem behavior (often unintentionally) is discontinued in order to decrease or eliminate occurrences of these types of negative (or problem) behaviors.
- **For example,** : *Dannie tries to get mom's attention by dropping her toy on the floor. Her mom smiles at Dannie, picks up the toy and hands it back to her. This series of actions reinforces Dannie's negative behavior because she is getting the attention that she is seeking. As a result, she will continue to engage in this type of behavior in order to receive the positive reinforcement that her mom provides. To address this problem, Dannie's mom should ignore Dannie when she drops the toy; if she consistently ignores this problem behavior, it is highly likely that Dannie will reduce engaging in this behavior as her actions no longer produce the effect that she is seeking.*

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- **punishment** the goal of punishment is removing a factor to make an undesired behavior less likely to happen.
- **For example,** : *Mary's tv time was cut by 20 minutes because she did not listen to her Mom.*
- *Jack was grounded for talking back.*



3- Learning-Based Perspectives on Motivation

Behavior Modification reinforcement schedules

A partial reinforcement schedule is one in which the desired behavior is reinforced only part of the time.

There are four types of partial reinforcement schedules

- **Fixed-ratio:** Desired behavior is reinforced after a specified number of correct responses—for example, receiving pay bonuses for every ten error-free pieces made per hour.
- **Fixed-interval:** Desired behavior is reinforced after a certain amount of time has passed—for example, receiving weekly paychecks.
- **Variable-ratio:** Desired behavior is reinforced after an unpredictable number of behaviors—for example, a supervisor praises a call center representative after the third call, then the seventh call after that, and then the fourth call after that.
- **Variable-interval:** Desired behavior is reinforced after an unpredictable amount of time has elapsed—for example, not knowing when a regional supervisor will visit your location for an inspection.

7- Learning-Based Perspectives on Motivation

Behavior Modification reinforcement schedules

To motivate the right behavior, an expert in behavior modification would identify the desired behaviors and then carefully reinforce them. This process involves five steps:

1. **Define the problem**—what is it that could be improved?
2. **Identify and define** the specific behavior(s) you wish to change.
3. **Record and track** the occurrence of the target behavior.
4. **Analyze the current** negative consequences of the undesired behavior and arrange for more positive consequences to follow the desired behavior.
5. **Evaluate whether** the behavior has improved, and by how much.

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Table 5.1. Different motivation concepts and theories can be applied to various managerial challenges to enhance employee motivation.

<u>Managerial Challenges</u>	<u>Motivation Theories</u>					
	<u>Self-Efficacy</u>	<u>McClelland's Needs Theory</u>	<u>Herzberg's Two-Factor Theory</u>	<u>Expectancy Theory</u>	<u>Equity Theory</u>	<u>Reinforcement</u>
Firm has a low-cost business strategy but needs to motivate employees	X	X	X	X	X	X
An employee feels he cannot meet his performance goals	X			X		
An employee feels underpaid relative to her coworkers			X		X	
An employee engages in inappropriate behavior (bullying, ridiculing coworkers)						X
A talented employee is not feeling challenged at work		X	X	X		
Because the work is repetitive, some employees find it boring and hard to stay motivated		X	X			



Summary and Application

- Motivation is the set of forces that cause people to behave as they do. Motivation starts with a need. People search for ways to satisfy their needs and then behave accordingly.
- scientific management asserted that money is the primary human motivator in the workplace.
- The human relations view suggested that social factors are primary motivators. Individual differences can play an important role in motivation.
- According to Abraham Maslow, human needs are arranged in a hierarchy of importance, from physiological to security to belongingness to esteem to, finally, self-actualization
- The ERG theory is a refinement of Maslow's original hierarchy that includes a frustration–regression component.
- In Herzberg's two-factor theory, satisfaction and dissatisfaction are two distinct dimensions instead of opposite ends of the same dimension.

Summary and Application

- The equity theory of motivation assumes that people want to be treated fairly.
- Expectancy theory, a somewhat more complicated model, follows from the assumption that people are motivated to work toward a goal if they want it and think that they have a reasonable chance of achieving it.
- The Porter–Lawler version of expectancy theory provides useful insights into the relationship between satisfaction and performance.
- Learning also plays a role in employee motivation. Various kinds of reinforcement provided according to different schedules can increase or decrease motivated behavior.
- People are affected by social learning processes. Organizational behavior modification is a strategy for using learning and reinforcement principles to enhance employee motivation and performance.

Thanks



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