

### Chapter Highlights

Introduction, Objectives and Characteristics of Motivation, Motivators; Motivation and Motivating, Satisfaction, The Motivation Process; Sources of Motivation/Employee Wants; Maslow's Need-hierarchy Theory of Motivation; Criticism/Limitations of Maslow's Need-hierarchy Theory; Herzberg's Two Factor Theory of Motivation; Criticism of Herzberg's Two Factor Theory; Similarities and Dissimilarities between Maslow's and Herzberg's Models of Motivation; McClelland's Need Theory of Motivation; McGregor's Views on Motivation; Alderfer's ERG (Existence, Relatedness and Growth) Theory; Equity Theory of Motivation; Expectancy Theory of Motivation; Reinforcement Theory of Motivation; Special Motivational Techniques, Case Study, Questions to Answer, Indicate True or False, Multiple Choice Questions, Exercise, References.

### 11.1. Introduction

Man is a complex animal. He is far more complex than he seems to be. Thus, when one wants to define motivation, he enters a field which is somewhat difficult because the precise conceptual definition of the term is rarely found. Consequently the expressed and implied meanings commonly differ.

Motivation indicates the motive that activates the organisation.

Motivating is often referred to as the 'dynamic' of behaviour. The term 'dynamic' means energies or forces which produce motion in physical bodies. In psychology and administration, it means the mental enraging force or motive that activates the organism.

Motivating may be defined as the act of stimulating someone to take a desired course of action.

Motivation may be defined as the act of stimulating someone to take a desired course of action. It is the art of inducing employees to work diligently and sincerely for the success of the enterprise. It is the intensification of desire of the workers/employees to work more cordially, carefully and consciously. In the words of L. A. Allen, "Motivating is the work of manager who performs to inspire, encourage and impel people to take required action."

In a nutshell we can say that motivating is a means of inspiring people to intensify their desire and willingness to discharge their duties efficiently and to co-operate for the achievement of common objectives.

### 11.2 Objectives and Characteristics of Motivation

The objective of motivation is to create conditions in which people are willing to work with zeal, initiative, interest and enthusiasm. It also creates conditions in which people work with a sense of responsibility, loyalty, discipline and with pride and confidence so that the goals of an organisation are achieved effectively.

Motivation is a captivating concept. It is a fascinating but a complex phenomenon. The main features of motivation are as follows :

- \* Motivation is goal-oriented;
- \* Motivation is a continuous process;
- \* Motivation may be positive or negative;
- \* Motivation may be monetary or non-monetary;
- \* Motivation may be considered in totality, not in piece-meal;
- \* Motivation is a psychological phenomenon which converts abilities into performance.

### 11.3 Motivators

Motivators are things that induce an individual to perform. While motivation reflects wants, motivators are the rewards or incentives that sharpen the drive to satisfy wants.

*Motivators are the rewards or incentives that sharpen the drive to satisfy wants.*

A manager can do much to sharpen motives by establishing an environment favourable to certain drives. For example, employees in a business that has developed a reputation for excellence tend to be motivated to contribute to this reputation.

A motivator, then, is something that influences an individual's behaviour. It makes a difference in what a person will do. Obviously, in any enterprise, the manager must be concerned about motivators and also inventive in their use. Also he has to use such motivators as will lead the employees to perform effectively for their employees.

*A motivator, is something that influences an individual's behaviour.*

### 11.4 Motivation and Motivating

Motivating is the management process of influencing people's behaviour based on the knowledge of what cause and channel sustain human behaviour in a particular committed direction.

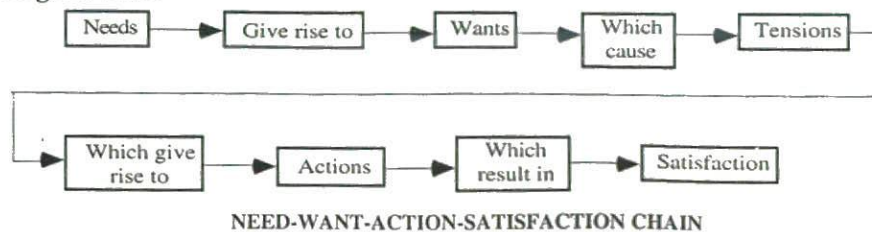
*Motivation refers to a state of mind to work willingly, whereas motivating is the process of influencing behaviour.*

Simply, the term motivation indicates a noun whereas motivating a verb. Motivation refers to a state of mind to work willingly, whereas motivating is the process of influencing behaviour.

### 11.5 Satisfaction

Satisfaction is the end result of the need-want-action-satisfaction chain, which can be represented in the following diagram.

Figure 11.1





*Motivation is the drive or urge while the fulfillment of this drive is satisfaction.*

"Motivation" and "satisfaction" are related to each other, although there is a fine difference between these two terms. Motivation refers to the drive and effort to satisfy a want or goal. But satisfaction refers to the contentment experienced when a want is satisfied. In other words, motivation implies a drive toward an outcome, and satisfaction is the outcome already experienced.

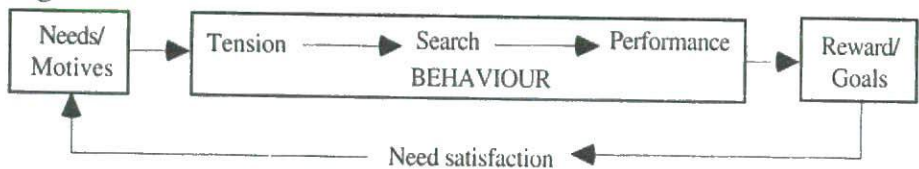
From the management point of view, then, a person might have high job satisfaction but a low level of motivation for the job, or the reverse might be true.

### 11.6 The Motivation Process

The motivation process progresses through a series of discrete steps. Needs/motives are the starting point of motivation. An unsatisfied need creates tension that stimulates drives within the individual. These drives generate a search behaviour to achieve particular goals that will satisfy the need and lead to reduction of tension. The action taken by the individual will lead to reward/goal which satisfies the need and reduces tension.

The motivation process may be presented in the following diagram.

**Figure 11.2**



#### THE MOTIVATION PROCESS

Employee motivation is of crucial concern to management; mainly because of the role that employee motivation plays in performance. Usually performance is determined by (i) ability (ii) environment and (iii) motivation. If any of these three factors is missing or deficient, effective performance is impossible. A manager may have the most highly qualified employees under him and provide them with the best possible environment, but effective performance will not result unless the subordinates are motivated to perform well. Therefore, management can do its job effectively only through motivating employees to work for the accomplishment of organisational objectives.

*Performance is determined by (i) ability (ii) environment and (iii) motivation.*

### 11.7 Sources of Motivation/Employee Wants

Principles of motivation are not very easy to establish because human behavior is extremely complex. Individual differences are substantial, and people are continuously changing. It is, therefore, very difficult to understand people's behaviour. However, agreement is widespread on a number of factors to which most of the people respond. Factors to which people usually respond may be viewed as follows :

1. **Pay or money** : Pay or monetary compensation helps in satisfying physiological, security and egoistic needs. In most industrial societies money is the incentive used frequently to stimulate workers for greater production.
2. **Security of job** : Because of current threat from technological change this need is extremely high for employees. Thus most employees want to feel secure in their job. They want to feel that they will be protected against loss of job and earnings.
3. **Praise and recognition** : It is important that the employee be recognised and praised for his job well done.
4. **Competition** : Competition may be used as an incentive in stimulating certain types of desirable behavior. An employee may compete with other employees or a member of the group.
5. **Knowledge of results** : A knowledge of result serves as an incentive to better performance and it also facilitates learning the job.
6. **Participation** : Participation is recognised as one of the best incentives for stimulating employee efficiency and for enhancing job satisfaction.
7. **Pride** : The appeal of pride overlaps some of the incentives previously stated, such as competition and praise. If a person wins in a competition with others or receives praise, part of his satisfaction can be attributed to pride.
8. **Delegation of authority** : Delegation of substantial amount of authority proves to be a strong motivating factor. It gives birth to pride in the minds of employees.
9. **Cultural variation** : Cultural variation makes differences in human motives. There are significant differences in the culture of say Bangladesh and Pakistan.
10. **Social factor** : Social satisfaction represents an important aspect of totality of benefits. They may evolve from organisational elements.
11. **Opportunity for advancement** : Most employees seek opportunities for advancement in their job. So, the desire for personal development is a good incentive for the employees.
12. **Worthwhile activity** : Employees will work harder when they feel they are doing some worthwhile activity. This incentive can be created by establishing social responsibility of management.
13. **Miscellaneous** : (a) Congenial associates; (b) comfortable, safe and attractive working conditions; (c) competent and fair leadership; (d) reasonable orders and directions; (e) socially relevant organisation etc.

*The usual motivating factors are : pay, job security, praise and recognition, competition, knowledge of results, participation, pride, delegation of authority, cultural variation, social factor, opportunity for advancement, worthwhile activity, etc.*



## 11.8 Maslow's Need-hierarchy Theory of Motivation

This is the classical and basic theory of motivation. Here A.H. Maslow has shown that an individual has a hierarchy of needs that shape his reaction to any particular situation. Maslow advanced the following important propositions about human behaviour.

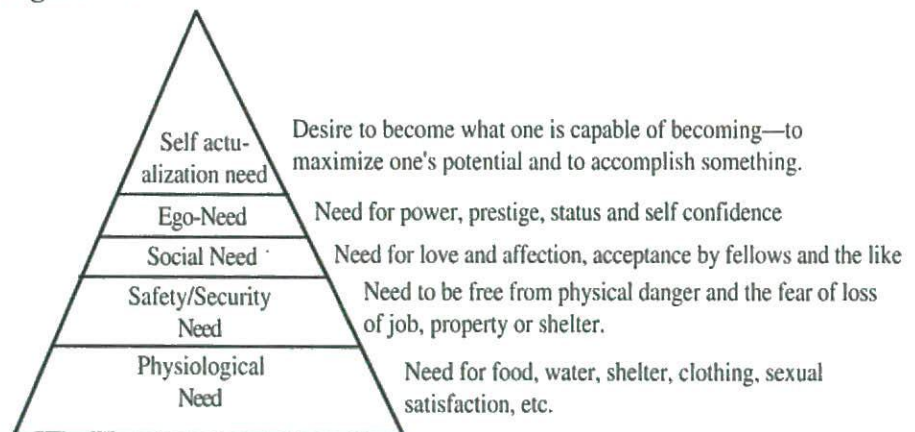
1. ***Man is a wanting being*** : Man always wants and wants more. But what he wants depends upon what he already has. As soon as one of the man's needs is satiated, another appears in the place. This process is unending and continuous from birth to death.
2. ***A satisfied need is not a motivator*** : A satisfied need is not a motivator of human behaviour. Only the unsatisfied needs motivate behaviour.
3. ***Needs can be arranged in a number of levels*** : When needs can be arranged in a number of levels a hierarchy is formed. The satisfaction of lower level needs demands the fulfillment of the next level. That is, human needs move in an ascending order, from the lowest to the highest levels.

The basic human needs identified by Maslow, in an ascending order of importance, are the following :

- i. Physiological needs
- ii. Security or safety needs
- iii. Affiliation, acceptance or social needs
- iv. Ego-esteem needs
- v. Self-actualization needs.

The following diagram shows the need hierarchy model of motivation given by Maslow :

**Figure 11.3**



**Maslow's Need-hierarchy Model**

Let us see what is meant by each of these needs :

- i. **Physiological Needs** : These are the basic needs for the maintenance of human life. These are the basic needs of organism—food, water, shelter, clothing, sexual satisfaction and the like. Maslow took the position that until these needs are satisfied to the degree necessary to maintain life other needs will not motivate people.
- ii. **Safety Needs** : These are the needs to be free from physical danger and the fear of loss of a job, property, food, or shelter.
- iii. **Social Needs** : Since people are social beings, they need to belong and to be accepted by others. Social needs are : physical association and contact, belongingness, love and affection, acceptance by fellows and the like.
- iv. **Esteem Needs** : If other needs are reasonably satisfied then ego needs become motivator. People want to be held in esteem both by themselves and by others. This kind of need produces such satisfactions as power, prestige, status and self confidence.
- vi. **Self-Actualization Needs** : Maslow regards this as the highest need in his hierarchy. It is the desire to become what one is capable of becoming—to miximize one's potential and to accomplish something.

It is apparent that it is impossible to motivate workers by satisfying all of the above mentioned needs. This theory is not valid for the workers of under-developed or developing countries. It may be somewhat true for developed countries.

#### ❑ Criticism/Limitations of Maslow's Need-hierarchy Theory :

Maslow's concept of Need-hierarchy has been subjected to considerable research. Researchers have raised questions about the accuracy of the hierarchical aspects of these needs. Maslow's Need-hierarchy theory is criticized for the following reasons :

1. Maslow's theory lacks clarity and consistency which are the prerequisites for the formation of a theory.
2. Maslow has failed to show empirical evidence to support his theory.
3. Maslow did not clearly spell out the specific operations of his hierarchy of need theory.
4. Need hierarchy theory does not mention the proportion of need that must be satisfied to move to higher need.
5. Maslow provided conflicting images of self-actualized man.
6. Maslow has over-emphasied the subjective side of motivation but he has failed to spell out clearly the objective side of motivation.
7. Needs do not always follow a hierarchy, especially after the lower level needs are satisfied.



8. The strength of needs varies in between individuals. In one individual social needs may predominate while in another self-actualisation needs may be the strongest.
9. The upward movement of needs result from upward career changes and not from the satisfaction of lower order needs.
10. In almost all groups satisfaction of needs is definitely more or less insufficient.

Thus, Maslow's hierarchy of needs theory is not only outdated but also limited in its usefulness to act as an all-encompassing theory of human motivation.

### 11.9 Herzberg's Two Factor Theory of Motivation

Frederick Herzberg, a well known management theorist, developed a specific content theory of work motivation. In the 1950s, he conducted a study of need satisfaction of 200 engineers and accountants employed by firms in and around Pittsburg. The purpose of his study was to find out what people want, and what motivates them.

Herzberg's motivation theory is based on two types of factors. These factors are *satisfiers* (motivational) and *dissatisfiers* (maintenance or hygiene). The dissatisfiers include the factors of company policy and administration, salary, supervision, working conditions, interpersonal relations, status, job security, and personal life. The dissatisfiers are not motivators.

The satisfiers are motivators and therefore related to job content. They include the factors like achievement, recognition, challenging work, advancement, responsibility and growth in the job. Their existence yields feelings of satisfaction.

The first group of factors are called maintenance factors. Their presence will not motivate people, yet they must be present. In fact they provide an almost neutral feeling among the people of an organisation, but their withdrawal or absence creates dissatisfaction. The second group, or the job content factors, are found to be the real motivators. Because they have the potential of yielding a sense of satisfaction.

The factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore if a manager seeks to eliminate factors that can create job dissatisfaction, he can bring about peace but not necessarily motivation. If employees are to be motivated "satisfiers" should be stressed upon.

*Herzberg's theory is based on two factors—motivational and hygiene factors.*

*Hygiene factors are not motivators but their withdrawal creates dissatisfaction. Job content factors like achievement, recognition etc. are the real motivators.*

*If a manager seeks to eliminate factors that can create job dissatisfaction, he can bring about peace but not necessarily motivation.*

### ❑ Criticism of Herzberg's Two Factor Theory

Herzberg's theory has, however, been criticised by many authors. The criticism of the theory is based on the following points.

- (i) The factors leading to satisfaction and dissatisfaction are not really different from each other. It has been contended that achievement, recognition and responsibility are important for both satisfaction and dissatisfaction, while such dimensions as security, salary and working conditions are less important.
- (ii) The two factor theory is an over-simplification of the true relationship between motivation and dissatisfaction. Several studies showed that one factor can cause job satisfaction for one person and job dissatisfaction for another.
- (iii) Herzberg's inference regarding differences between satisfiers and motivators cannot be completely accepted. People generally attribute the causes of satisfaction to their own achievements. But more likely they attribute their dissatisfaction to obstacles presented by company's policies or superiors than to their deficiencies.

Though Herzberg's theory has met severe criticism, it has cast a new light on the content of work motivation. It has contributed substantially to Maslow's ideas and made them more applicable to the work situation. It has also contributed to job design technique or job enrichment.

### 11.10 Similarities and Dissimilarities between Maslow's and Herzberg's Models of Motivation

In fact, there is a great similarity between Maslow's and Herzberg's models of motivation. A close examination of Herzberg's model indicates that for those employees who have achieved a level of social and economic progress in the society, higher level needs of Maslow (esteem and self-actualisation) are the primary motivators. However, they still must satisfy the lower level needs for the maintenance of the current state. So we can say that money might still be a chief motivator for most of operative employees and also for some low paid managerial people. Herzberg's model draws a distinction between the two groups of factors, namely, motivational and maintenance, and points out that the motivational factors are often derived from the job itself. Most of the maintenance factors come under comparatively lower order needs and motivational factors are somewhat equivalent to higher order needs. Both models assume that specific needs energize behaviour.

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*The two factor theory is an over-simplification of the true relationship between motivation and dissatisfaction.*

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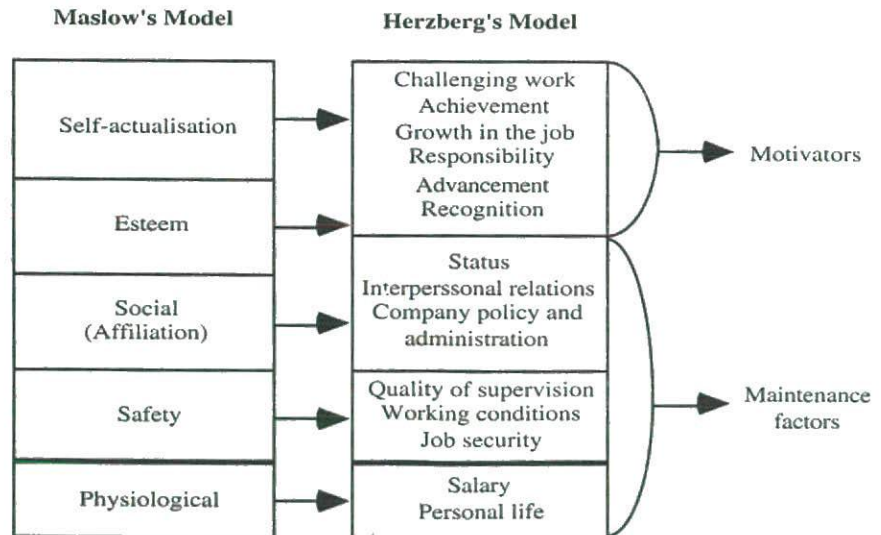
Although there are marked similarities in the two models, many differences exist which are discussed below :

**Table : 11.1 Differences Between Maslow's and Herzberg's Models**

Issue	Maslow's Model	Herzberg's Model
1. <i>Order of needs</i>	Hierarchical arrangement of needs.	No such hierarchical arrangement.
2. <i>Emphasis</i>	Descriptive.	Prescriptive.
3. <i>Essence of theory</i>	Unsatisfied needs energize behaviour ; this behaviour causes performance.	Gratified needs cause performance.
4. <i>Motivator</i>	Any need can be a motivator if it is relatively unsatisfied.	Only higher order needs serve as motivators.
5. <i>Applicability</i>	Takes a general view of the motivational problems of all workers.	Takes a micro-view and deals with work oriented motivational problems of professional workers.
6. <i>Factors</i>	The existence of some factors creates positive attitude and their non-existence creates negative attitude.	The positive and negative factors are completely different.

Diagrammatically we may compare the two models in the way presented below :

**Figure : 11.4**



**MASLOW'S AND HERZBERG'S MODELS OF MOTIVATION**

## 11.11 McClelland's Need Theory of Motivation

D. C. McClelland discusses three types of needs :

- (i) the need for achievement;
- (ii) the need for power and
- (iii) the need for affiliation.

McClelland is of the opinion that a person with high need for achievement possesses certain characteristics which enable him to work better in some situations than in others.

Those characteristics of an achiever are as follows :

- (a) He prefers tasks in which he can take personal responsibility for the outcomes;
- (b) He sets moderate goals and takes calculated risks;
- (c) He wants precise feedback concerning his successes or failure;
- (d) He prefers co-workers who are competent despite his personal feelings about them.

He also found that the drive for achieving varies in individuals according to their personality and cultural background. He classified managers as 'high achievers' and 'low achievers' and suggested that 'high achievers' are more successful managers than 'low achievers'. It is thus important to identify the personal characteristics of both high achievers and low achievers if the best is to be obtained out of people.

*'High achievers' are more successful managers than 'low achievers'.*

## 11.12 McGregor's Views on Motivation

Douglas McGregor expressed his views of human nature in two sets of assumptions. They are popularly known as 'Theory-X' and 'Theory-Y'. Theory-X stands for the set of traditional beliefs held, while 'Theory-Y' stands for the set of beliefs based upon researches in behavioural science which is concerned with modern social views on man at work. These two theories represent the extreme ranges of assumptions. The managerial attitudes and supervisory practices resulting from such assumptions, have an important bearing on employee behaviour.

*Theory-X stands for the set of traditional beliefs held, while Theory-Y stands for the set of beliefs based upon researches in behavioural science which is concerned with modern social views on man at work.*

**Theory-X :** Theory-X represents the traditional view of management and is based on the following assumptions :

- (i) People do not like work and try to avoid it;
- (ii) People do not like work, so managers have to control, direct, coerce and threaten employees to get them to work toward organisational goals;
- (iii) People prefer to be directed, to avoid responsibility, and to want security; they have little ambition;
- (iv) People by nature resist change;
- (v) People are gullible, not very bright.



*Management practices that develop from theory-X assumptions will often fail to activate individuals to work toward organisational goals.*

Managers who accept theory-X assumptions have a tendency to structure, control and closely supervise their employees. These managers think that external control is clearly appropriate for dealing with unreliable, irresponsible and immature people. Drawing heavily on Maslow's hierarchy of needs, McGregor concluded that theory-X assumptions about the nature of man are generally inaccurate and the management practices that develop from these assumptions will often fail to motivate individuals to work toward organisational goals. Management by direction and control may not succeed as it is a questionable way of motivating people whose physiological and safety needs are reasonably satisfied and whose social, esteem and self-actualization needs are becoming predominant.

In view of the drawbacks of theory-X, McGregor developed an alternative theory of human behaviour called Theory-Y.

**Theory-Y :** Theory-Y presents a modern view of management and is based on the following assumptions.

- (i) People do not naturally dislike work; work is a natural part of their lives;
- (ii) People are internally motivated to reach objectives to which they are committed ;
- (iii) People are committed to goals to the degree that they receive personal rewards when they reach their objectives;
- (iv) People will both seek and accept responsibility under favourable conditions;
- (v) People have the capacity to be innovative in solving organisational problems;
- (vi) People are bright, but under most organisational conditions their potentials are under-utilized.

*Theory-Y type managers help their employees mature by subjecting them to progressively less external control and allowing them to assume more and more self-control.*

Managers who accept theory-Y assumptions about nature of man do not attempt to structure, control or closely supervise the employees. Instead, these managers help their employees mature by subjecting them to progressively less external control and allowing them to assume more and more self-control. Employees derive the satisfaction of social, esteem and self-actualisation needs within this kind of environment.

Thus theory-Y aims at the establishment of an environment in which employees can best achieve their personal goals by consulting, participating and communicating themselves to the objectives of the organisation. In this proces, employees are expected to exercise a large degree of internal motivation.

*Theory-Y aims at creating democratic environment.*

In a nutshell it may seem that Maslow, McClelland, Herzberg and McGregor view motivation from different perspectives. But basically they

emphasize similar sets of relationships. Maslow stresses the rarely satisfied higher level needs as the motivating force. McClelland mentioned that the drive for achieving varies in individuals according to their personality and cultural background. Herzberg views "satisfiers" as motivators after the "hygiene factors" have done away with dissatisfaction. McGregor's theory, which is based on assumptions concerning the motives of individuals, views motivation from the perspective of managerial attitude.

*Mcgregor views motivation from the perspective of managerial attitude.*

### 11.13 Alderfer's ERG (Existence, Relatedness and Growth) Theory

This theory suggests that people's needs are grouped into three possible overlapping categories—existence, relatedness, and growth.

- **Existence needs** : These are constantly and pervasively important in the work setting. Some of them are job security, suitable working conditions, reasonable working hours, pay and fringe benefits.
- **Relatedness needs** : These needs focus on how people relate to their social environment. It involves the relationship with significant others—family, supervisors, co-workers, subordinates, friends and so on.
- **Growth needs** : These needs are those that compell a person to make creative or productive efforts for himself or herself. The satisfaction of growth is what a person needs to experience in a sense of completeness as a human being.

ERG theory holds that the less existence needs are satisfied the more they will be desired; but the more existence needs are satisfied, the more relatedness needs will be desired. The less relatedness needs are satisfied, the more both existence and relatedness needs will be desired; but the more relatedness needs are satisfied, the more growth needs are desired. In this way, Alderfer distinguishes between chronic needs which persist over a period of time and the episode needs which are situational and can change according to the environment.

### 11.14 Equity Theory of Motivation

This theory, developed by J. Stacy Adams, is based on the following two assumptions about human behaviour :

- (i) Individuals make contributions (inputs) for which they expect certain outcomes (rewards). Inputs include such things as the person's past training and experience, special knowledge, personal characteristics etc. Outcomes include pay, recognition, promotion, prestige, fringe benefits etc.

*Individuals make contributions (inputs) for which they expect certain outcomes (rewards)*



*Equity exists when an individual concludes that his/her own outcome/input ratio is equal to that of other people.*

*A person's motivation depends upon whether he perceives his reward to be equitable or not*

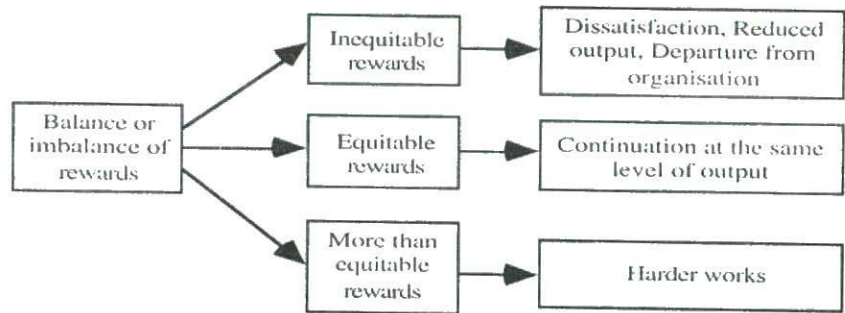
- (ii) Individuals decide whether or not a particular exchange is satisfactory, by comparing their inputs and outcomes to those of others in the form of a ratio. Equity exists when an individual concludes that his/her own outcome/input ratio is equal to that of other people.

The essential aspects of the equity theory may be shown as follow :

$$\frac{\text{Outcomes by a person}}{\text{Inputs by a person}} = \frac{\text{Outcomes by another person}}{\text{Inputs by another person}}$$

There should be a balance of the outcomes/inputs relationship for one person in comparison with that for another person. If the person thinks that the rewards are greater than what is considerable, s/he may work harder. If the person perceives the rewards as equitable, s/he probably will continue at the same level of output. If the person feels that s/he is inequitably rewarded, s/he may be dissatisfied, reduce the quantity or quality of output, or even leave the organisation. The three situations of equity theory are illustrated in the following figure :

**Figure 11.5**



EQUITY MODEL OF MOTIVATION

[Source : H. Wehrich and H. Koontz, *Management : A Global Perspective* (10th edition), p.474]

This theory suggests that people are motivated to seek social equity in the rewards they receive for performance.

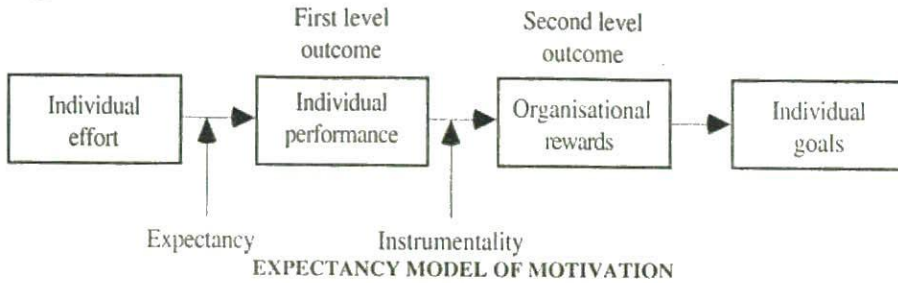
### 11.15 Expectancy Theory of Motivation

This theory is based on the following assumptions developed by Victor H. Vroom.

- (i) Behaviour is determined by a combination of forces in the individual and in the environment.
- (ii) People make decisions about their own behaviour in organisations.
- (iii) Different people have different types of needs, desires, and goals.
- (iv) People make choices from among alternative plans of behaviour based on their perceptions of the extent to which a given behaviour will lead to desired outcomes.

This theory may be shown in the following diagram :

**Figure 11.6**



Vroom's theory may be stated in the following model showing the components of motivation :

$$\text{Force (Motivation)} = f(\text{valence} \times \text{expectancy})$$

The terms used in this model may be defined in the following way :

**Force :** It is the strength of a person's motivation.

**Valence :** It is the strength of a person's preference (feelings) for a particular outcome or reward.

**Expectancy :** It is the probability that a particular action will lead to desired behaviour. In another way, it is the level of individual belief that a particular effort will result in a certain performance level.

**Outcomes :** Outcomes are the end-results of a particular behaviour and we classify them as first or second level outputs/outcomes. First-level outcomes are the direct results of some level of performance. Second-level outcomes are viewed as consequences to which first level outcomes are expected to lead.

**Instrumentality :** It refers to the relationship between performance (first level outcome) and the reward or performance's consequences (second-level outcome).

This theory suggests that motivation depends on two things—how much of something we want and how likely we think we are to get it.

### 11.16 Reinforcement Theory of Motivation

This theory is based on the concepts of operant conditioning developed by B. F. Skinner. It argues that the behaviour of people is largely determined by its consequences. In other words, those actions that tend to have positive or pleasant consequences tend to be repeated more often in future, while those actions that tend to have repeated negative or unpleasant consequences are less likely to be repeated again.

The reinforcement theory suggests that managers should try to structure the contingencies of rewards and punishments on the job in such a way that the consequences of effective job behaviour are positive while

*Motivation is the outcome of the strength of a person's preference for a particular reward multiplied by the probability that a particular action will lead to desired behaviour.*

*Expectancy theory suggests that motivation depends on how much of something we want and how likely we think we are to get it.*

*Behaviour of people is largely determined by its consequences.*

*The focus of reinforcement theory is upon modifying the behaviour of people on the job.*



the consequences of ineffective work behaviour are negative or unpleasant. The focus of this approach is upon changing or modifying the behaviour of people on the job. That is why it is also regarded as organisational behaviour modification.

*An event is said to be reinforcing if the event following some behaviour makes the behaviour more likely to occur again in the future.*

The basic notion underlying reinforcement theory is the concept of reinforcement itself. An event is said to be reinforcing if the event following some behaviour makes the behaviour more likely to occur again in the future.

In organisational settings, four basic kinds of reinforcement can result from behaviour which is discussed briefly as under :

- **Positive reinforcement** : A method of strengthening behaviour with rewards or positive outcomes after a desired behaviour is performed.
- **Avoidance/negative reinforcement** : Used to strengthen behaviour by avoiding unpleasant consequences that would result if the behaviour was not performed.
- **Punishment** : Used to weaken undesired behaviours by using negative outcomes or unpleasant consequence when the behaviour is performed.
- **Extinction** : Used to weaken undesired behaviours by simply ignoring or not reinforcing that behaviour.

### 11.17 Special Motivational Techniques

It has already been stated that motivation is so complex and individualised that there can be no single best answer to the question as to what a manager should do to motivate his sub-ordinates. But experience suggests that they can use some specialised techniques to motivate their sub-ordinates.

*In MBO, motivation is created by collaborative goal-setting and promise of rewards to the employee.*

- (1) **Management by Objective (MBO) and goal setting** : MBO is a process of collaborative goal-setting between a manager and a subordinate with the understanding that the degree of goal attainment by the subordinate will be a major factor in evaluating and rewarding the subordinate's performance. When the manager sits with the subordinates, jointly establishes goals for them and agree that the future rewards will be based on goal attainment then s/he is expected to be more motivated to work toward the goals that merit them.
- (2) **Participation in management** : Subordinates are likely to be motivated the most when they are not only consulted but are also allowed to participate in decision-making. In fact the right kind of participation yields both motivation and knowledge valuable for enterprise success.

*Participation of employees in decision-making motivates them.*

Participation appeals to the need for affiliation and acceptance. It is a

means of recognition and thus enhances subordinates' eagerness to work harder.

**(3) Monetary incentives :** Money can never be overlooked as a motivator. Whether in the form of bonuses, piecework, or any other incentive pay, money is important. And, as some writers have pointed out, money is often more than monetary value. It can also mean power or status.

In order to use money as a motivator, a manager has to remember the following :

- (i) Money is an urgent means of achieving a minimum standard of living, although this minimum has a way of getting higher as people become more affluent.
- (ii) An enterprise can make its wages and salaries competitive within their industry and their geographic area to attract and hold people.
- (iii) People usually evaluate their compensation in the light of what their equals are receiving.
- (iv) Unless bonus for managers are based to a major extent on individual performance, an enterprise is not buying much motivation with them. In so far as possible, compensation has to be based on performance.
- (v) Money can motivate only when the prospective payment is large relative to a person's income.

**(4) Modified work week/flexible working hours :** There is considerable interest among employees in altering the work week to suit their convenience better. The primary motivational implications of the modified work week are that modification in their routine helps them satisfy their higher-level needs and provides them with an opportunity to fulfil several of their needs simultaneously.

By allowing employees more independence in terms of when they come to work and when they leave, managers acknowledge and show "esteem" for the employees' ability to exercise self-control. It is hoped that employees will respond with higher levels of motivation. Modified workweeks give employees the opportunity to fulfil a variety of needs. Using flexible working hours, a person can contribute to the organisation and still have time, for example, to study for the MBA programme or to carry on business as a part-time occupation.

**(5) Quality of working life (QWL) :** This is an important motivational technique, used by managers in western societies. QWL is not only a very broad approach to job enrichment but also an interdisciplinary field of enquiry and action combining industrial relations, industrial engineering, industrial psychology and sociology, organisation theory and development, leadership theory and motivation, etc.

*Monetary incentives work as a great boost to the employee's willingness to work. Money is a good motivator when it is paid substantially in recognition of performance.*

*Flexible routines flatter the ego of the employee about his or her self-control. The freedom with working hours helps the employee accommodate higher needs, which fact acts as a good motivator.*

*QWL is a promising means to improve working condition and productivity.*



Managers have regarded QWL as a promising means of dealing with stagnating productivity. Workers and trade union leaders have also seen it as a way to improve working conditions and productivity and also as a means of justifying higher pay. It may also help minimising labour disputes and ensuring industrial democracy.

*Constructive and carefully worded criticism of the employee's performance can work as a motivating factor for his or her immediate self-improvement.*

**(6) Effective criticism :** This can be a springboard for improving an employee's behaviour and performance. Adopting a positive approach makes criticism less difficult as well as more effective. The manager should examine his or her own motives before criticising. The manager should plan the presentation of his criticism in the best possible form with a view to motivating rather than rebuking him or her criticism should apply to the use of personal efforts for improvement now, not next week or next month. Specific time schedules for improvements are also to be set up.

**(7) Job enrichment :** Making jobs challenging and meaningful is an accepted way of motivating employees greatly. In job enrichment, the attempt is to build into jobs a higher sense of challenge and achievement. Jobs may be enriched by variety. But they also may be enriched by—(a) giving workers more freedom at workplace ; (b) giving subordinates a feeling of personal responsibility for their tasks; (c) encouraging participation of workers and interaction between them; (d) giving subordinates feedback on their job performance; and (e) involving workers in the analysis and change of physical aspects of the work environment, such as cleanliness, layout, temperature, lighting, etc.

Several studies tend to prove that workers will work harder if their jobs are enriched and expanded so as to give them greater control over their work and more freedom from their supervisor.

Job enrichment has certain limitations also. Cost factor, very often, comes to hinder job enrichment. Jobs requiring hi-tech specialisation, special machinery and technology may also suffer from being too meaningful to workers. It merits mention that the limitations of job enrichment apply mainly to jobs requiring low skill levels. The jobs of managers, professionals or technicians already contain varying degrees of challenge and accomplishment.

*Job enrichment can work as a powerful motivator, but it could be costly and ineffectual where high skill levels and technology are required.*

In order to make job enrichment effective, the following approaches can be used :

- (i) manager should have a better understanding of what sub-ordinates want;
- (ii) if productivity increases are the main goals of enrichment, the programme must show how workers will benefit;

- (iii) it has to be recognised that people like to be consulted, to be involved, and to be given an opportunity to offer suggestions;
- (iv) people like to feel that their managers are truly concerned with their welfare. They like to know what they are doing and why. They like to be appreciated and recognised for their work.

*Job enrichment is effectively done when the programmes of the enterprise are participatively drawn, and appear beneficial to the employees.*

#### **Case 11.1 : All about Personality, Mamun Leaves the Company**

Firms are downsizing, consumer confidence is plunging. Given the uncertain economic climate, why would anyone give up a steady job?

It may seem odd, but good people—valuable employees—still do it every day. Usually, they leave for better positions elsewhere. Take Mamun, an experienced underwriter in a national insurance company, who scribbled the following remarks on his exit interview questionnaire :

This job is not right for me. I like to have more input on decisions that affect me more of a chance to show what I can do. I don't get enough feedback to tell if I'm doing a good job or not, and the company keeps people in the dark about where it's headed. Basically, I feel like an interchangeable part most of the time.

In answer to the question about whether the company could have done anything to keep him, Mamun replied, "probably not".

Why do so many promising employees leave their jobs? And why do so many others stay on but perform at minimal levels for the lack of better alternatives? One of the main reasons—Mamun's reason can be all but invisible, because it's so common in so many organisations : a system-wide failure to keep good people.

Company should be concerned about employees like Mamun. By investing in them, they may actually help reduce turnover, increase productivity, protect training investments and teamwork.

Human resource professionals and managers can contribute to corporate success by encouraging employee's empowerment, security, identity, 'connectedness', and competence. How? By recognizing the essential components of keeping their best people and by understanding what enhances and diminishes those components.

Mamun doubts that his company will never change, but other organisations are taking positive steps to focus on and enhance employee retention. As a result, they're reducing turnover, improving quality, increasing productivity, and protecting their training investments.

#### **Questions :**

1. Do you think that Mamun's self-esteem had anything to do with his leaving the firm?
2. What do you think were Mamun's satisfaction with and commitment to the job and firm he is leaving?
3. What lesson can this company learn from the case of Mamun? What can and should it now do?

[Adopted with modification from Fred Luthans, *Organisational Behaviour*, Boston : McGraw Hill, 1998, p.157]



**Case 11.2 : A matter of Perception, Space Utilization**

Hasan Ali, deputy manager for a ready made garment factory, is chairperson of the committee for space utilization. The committee is made up of the various department heads to the factory. The factory manager has given Mr. Ali the responsibility for seeing whether the various office operations, and store facilities of the factory are being optimally utilized. The factory is beset by rising costs and the need for more space. The factory manager wants to be sure that the currently available space is being utilized properly.

Mr. Ali opened up the first committee meeting. Then Ali asked the members if they had any initial observation to make. The office manager stated, "Well, I know we are using every possible inch of room that we have available to us. But when I walk out in the factory there seems to be plenty of room." The production manager quickly replied, "We do not have a lot of space. You office people have the luxury facilities. My supervisors don't even have room for a desk and a file cabinet." Mr. Ali at this point said, "Obviously, we have different interpretations of space utilization around here. Before further discussion I think it would be best if we have some objective facts to work with. I am going to ask our factory engineer to provide us with some statistics on factory and office layouts before our next meeting. Today's meeting is adjourned."

**Questions :**

1. What perceptual principles are evident in this case?
2. Do you think Mr. Ali's approach to getting "objective facts" from statistics on factory and office layout will effect the perceptions of the office and production managers? How does such information affect perception in general?

(Adopted with minor modifications from Fred Luthans, Organisational Behaviour, Boston, McGraw Hill, 8th ed. pp.126-27)

**Case 11.3 : Below Sea Level**

Azad and Kamal were close friends and both were MBA students. They enjoyed doing collaborative work and, for the most part, did very well. A few weeks prior to an exam, Azad and Kamal would meet and identify the material that was to be covered on the exam. Each would then take one-half of the material, review it, and condense it into relevant study notes. After a week of preparing the notes, the two would meet again and exchange copies of their respective work. They would then set aside three hours each night for the remainder of the time before the exam to study, each quizzing the other on the material until they were both confident that they understood it.

Their system was successful. On seven previous exams, they scored within five points of each other. Deciding that this was a desirable learning mechanism, they continued. However, the results began to change significantly. Kamal was now constantly scoring the highest marks on the exams in the class while Azad was just making D's. The two were astounded, and after reviewing each other's tests, could not believe that such a difference was possible. But this occurred in all the classes that the two took together, so the possibility that there was a personality difference with the professor was highly unlikely.

Azad is depressed. He doesn't know what to do. Evidently his studying is not paying off. He has decided to complete the remainder of the semester studying on his own.

Azad finished the semester with a 1.9 GPA (on a scale of 4.0). Demoralized about being placed on probation, he has decided to leave school.

**Questions :**

1. Analyze Azad's behavior in terms of the expectancy theory.
2. What should Azad have done prior to taking a semester off from school?
3. If you were Azad's guidance counselor, how would you motivate him to return to school?
4. How could such a discrepancy exist between Azad's and Kamal's grades?

[Adopted with modification from : David A. DeCenzo and Stephen P. Robins, *Personnel/Human Resource Management*, Delhi, Prentice Hall of India, 1998, p. 336.]

**Case 11.4 : No Matter Where You Turn**

Hasan is a twenty-six-year-old young man who was honorably discharged from the service four years ago. Since that time, Hasan has been attending a local private university in Dhaka studying personnel management. Entering his last semester, Hasan decided that he should be preparing for his job search. Putting together the necessary materials, he mailed his resumes to a number of companies. Six weeks later, he received a positive response from ABC company, a large supplier of leather goods to government.

Interviewing for the position of personnel assistant, Hasan knew that he had sound qualifications. He learned, however, that he was competing with Mousumi a twenty-two-year-old university classmate. During the interview process, it was determined that both Hasan and Mousumi were equally qualified. Hasan however, was given preference and was subsequently offered the job. Mousumi on the other hand, filed a suit against ABC claiming that she was a victim of discrimination.

**Questions :**

1. Do you believe that the company discriminated against Mousumi in giving preference to Hasan? Discuss.
2. As a personnel specialist at ABC, what explanation would you give to Mousumi?
3. Is there any law that would be supportive of Hasan's hiring?

[Adopted with modification from : David A. DeCenzo and Stephen P. Robins, *Personnel/Human Resource Management*, Delhi, Prentice Hall of India, 1998.]

**QUESTIONS TO ANSWER**

1. Explain the assumptions about motivation.
2. What are the assumptions about people under Theory X and theory Y?
3. Describe the assumptions of Theory X and Theory Y.
4. How would you describe the human factors that affect management?
5. What do you mean by motivation? Explain the motivation process with the help of a diagram.
6. Distinguish between motivation, motivator and motivating?
7. What is satisfaction? Describe the need-want-satisfaction chain with the help of a diagram.
8. Name the need theories of motivation. Elaborate with critical appreciation Maslow's Hierarchy of Needs theory.
9. Critically discuss McClelland's Need Theory of Motivation
10. What do you understand by the "Two-factor (Motivation-Hygiene) Theory of Motivation"?
11. What do you mean by "Expectancy Theory"? Critically discuss the "Porter and Lawler Model" based on Expectancy Theory.



12. Write a critical appreciation of the "Equity Theory" developed by J. Stacy Adams.
13. What do you understand by the "Reinforcement Theory of Motivation"?
14. Do you agree that motivation and commitment are higher when employees participate in the setting of goals? Discuss.
15. Name the different theories of motivation. Discuss the theory which you consider most suitable for motivating our managers.
16. Describe the special motivational techniques used for the purpose of motivating employees.
17. What do you mean by monetary incentive? Which factors should a manager remember in order to use money as an incentive?
18. Elaborate on the non-monetary motivational techniques that are suitable for industrial workers in Bangladesh.

**Indicate True or False :**

1. Motivation is a type of expectation.
2. Motivation is often referred to as the 'dynamic' of behaviour.
3. Motivation creates conditions in which employees work willingly.
4. Motivation may be considered in piece-meal.
5. Motivation is always negative.
6. It is not difficult to understand people's behaviour.
7. Cultural variation makes differences in human motives.
8. A satisfied need is a motivator.
9. According to Herzberg motivation can be brought about by eliminating factors that can create job dissatisfaction.
10. If the person perceives the rewards as equitable, s/he probably will continue at the same level of output.
11. Wants give rise to satisfaction.
12. Motivation is a physiological phenomenon.
13. Need for food is a social need.
14. Maslow has shown empirical evidence to support his theory.
15. According to Herzberg, if employees are to be motivated satisfiers are to be stressed upon.
16. In Herzberg's model "status" is a motivator.
17. One of the assumptions of theory 'y' is, "people prefer to be directed, to avoid responsibility ..."

**Multiple choice questions**

√ the most appropriate answer :

1. **Motivation may be defined as the act of :**
  - (a) improving productivity only.
  - (b) stimulating someone to take a desired course of action.
  - (c) working more and more.
  - (d) rendering some public service.
2. **One of the main features of motivation is that it is :**
  - (a) financial in nature.
  - (b) profit-oriented.
  - (c) efficiency-oriented.
  - (d) goal-oriented.
3. **Herzberg's theory of motivation is based on :**
  - (a) two types of factors.
  - (b) productivity.

- (c) managerial efficiency.
- (d) assumptions.
- 4. **McClelland found that the drive for achieving arises in individuals according to their :**
  - (a) personality and cultural background.
  - (b) desire for earning more.
  - (c) social need.
  - (d) psychological make-up.
- 5. **Equity exists when an individual concludes that :**
  - (a) s/he is getting more than what he/she deserves.
  - (b) s/he should get more.
  - (c) his/her own input/output ratio is less than that of other people.
  - (d) his/her own outcome/input ratio is equal to that of other people.
- 6. **Managers have considerable latitude in making :**
  - (a) employees happy.
  - (b) individual arrangements in motivation.
  - (c) arrangements to earn more.
  - (d) workers work hard.
- 7. **Motivation contributes to a person's level of :**
  - (a) earning.
  - (b) understanding.
  - (c) commitment.
  - (d) satisfaction.
- 8. **The end result of the need-want-satisfaction chain is :**
  - (a) motivation.
  - (b) satisfaction.
  - (c) need.
  - (d) productivity.
- 9. **Theory X assumptions are :**
  - (a) democratic.
  - (b) pessimistic.
  - (c) optimistic.
  - (d) participative.
- 10. **Theory Y assumptions are :**
  - (a) optimistic.
  - (b) autocratic.
  - (c) pessimistic.
  - (d) production-oriented.
- 11. **Theories X and Y were coined by :**
  - (a) Elton Mayo.
  - (b) Fayol.
  - (c) Douglas McGregor.
  - (d) F. W. Taylor.
- 12. **A satisfied need :**
  - (a) is not a motivator.
  - (b) is a motivator.
  - (c) improves productivity.
  - (d) lowers productivity.
- 13. **The Two-Factor Theory of Motivation was coined by :**
  - (a) Abraham Maslow.
  - (b) Frederick Herzberg.
  - (c) David C. McClelland.
  - (d) L. W. Porter.
- 14. **A person's needs :**
  - (a) can change over time.
  - (b) have inverse relation with income.



- (c) remain static.  
 (d) cannot be satisfied.
15. **Individuals with the need for power usually :**  
 (a) demand more money.  
 (b) are polite and gentle.  
 (c) seek positions of leadership in organisations.  
 (d) are autocratic.
16. **McClelland's theory highlights the importance of :**  
 (a) social needs in motivation.  
 (b) matching the individual and the job.  
 (c) monetary incentives.  
 (d) power.
17. **Expectancy Theory of Vroom may be stated as :**  
 (a) Expectance = Valence  $\times$  force.  
 (b) Valence = Force  $\times$  expectancy.  
 (c) Force = Valence  $\times$  expectancy.  
 (d) Force = Expectancy  $\times$  reward.
18. **Equity can be defined as the belief that one is being treated :**  
 (a) on equal terms with one's colleagues.  
 (b) fairly relative to the treatment of others.  
 (c) as a good performer.  
 (d) as a friend.
19. **The Reinforcement theory was developed by :**  
 (a) McClelland.  
 (b) Frederick Herzberg.  
 (c) F. W. Taylor.  
 (d) B. F. Skinner.
20. **Participation in management enhances subordinates' :**  
 (a) lust for power.  
 (b) willingness to mix with others.  
 (c) craze for more money.  
 (d) eagerness to work harder.
21. **People usually evaluate their compensation in the light of what their :**  
 (a) equals are receiving.  
 (b) productivity is.  
 (c) employer is capable of giving.  
 (d) friends are earning in other organisations.
22. **Employees like to feel that their managers are truly concerned with their :**  
 (a) welfare.  
 (b) productivity.  
 (c) smartness.  
 (d) treatment.

**Exercise**

1. Interview some of the workers/employees of a company you know of and ask them what motivates them the most.

**For further study**

1. Griffin, *Management*, Boston : Houghton Mifflin Company, 1984.  
 2. Heinz Wehrich and Harold Koontz, *Management : A Global Perspective*, McGraw-Hill International Edition, 1994.  
 3. James A. F. Stoner, et. al., *Management*, New Delhi : Prentice Hall of India, 1997.