

Nature and Determinants of Motivation

SOC 346



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

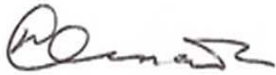
The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study,

seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

Professor Bayo Okunade
Director

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Course Introduction

This course has eight lectures presented herein. Lecture one is on understanding the concept of Motivation presented various definitions of motivation and discuss the benefits of the concept to individual workers and organisation at large. Lecture two discusses some three classical theories of motivation namely; Hierarchy of Needs theory, Two-Factor theory and Theory X and Y. Also, their strength and weaknesses of the theories are highlighted.

Lecture three is centered on contemporary theories of motivation. In this lecture three theories, Existence, Relatedness and Growth (ERG) theory, McClelland's theory of Needs and Goal Setting theory, are discussed. Also, their benefits, weaknesses, and implications are discussed. Further to contemporary theories of motivation, lecture four discusses Reinforcement, Equity and Expectancy as Contemporary theories and highlighted their benefits, shortcomings and implications in explaining the nature and determinants of motivation of workers in the work organisation. Lecture five focuses on motivation incentives. In this lecture, monetary incentives and non-monetary are discussed. Under non-monetary incentives, security of service, praise or recognition, suggestion scheme, job enrichment and promotion opportunities are discussed. The lecture further discusses positive incentives, negative incentives and morale as part of determinants of motivation of workers.

Lecture six is on self and team motivation. In the lecture nature as well as techniques for self and team motivation are discussed. Lecture seven is focused on leadership and motivation. The lecture explained leadership, discussed some theories of leadership as well as leadership-motivation nexus. The last lecture which is lecture eight is based on discussing the effects of low motivation and challenges of achieving high motivation for workers in the workplace. In the lecture some effects of workers are discussed. The lecture also identified and discussed some challenges of achieving high motivation among workers. Some of these challenges emanated from the workers themselves while other stemmed from the work organisation.

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Contents

Contents	8
Study Session 1: Concept of Motivation	11
Introduction.....	11
Learning Outcomes for Study Session 1.....	11
1.1 The Concept of Motivation.....	11
1.2 Importance of Motivation	12
Summary	15
Self-Assessment Questions (SAQs) for Study Session 3	16
SAQ 1.1 (Testing Learning Outcomes 1.1)	16
SAQ 1.2 (Testing Learning Outcomes 1.2)	16
SAQ 1.3 (Testing Learning Outcomes 1.3)	16
Study Session 2 Classical Theories of Motivation	17
Introduction.....	17
Learning Outcomes for Study Session 2.....	17
2.1 The Hierarchy of Needs Theory	17
2.1.1 Implications of Maslow's Hierarchy of Needs Theory for Managers	19
2.2 Herzberg's Two-Factor Theory of Motivation	20
2.2.1 Implications of Two-Factor Theory	22
2.2.2 Limitations of Two-Factor Theory	22
2.3 Theory X and Theory Y	23
2.3.1 Implications of Theory X and Theory Y	24
Summary	25
Self-Assessment Questions (SAQs) for Study Session 2	26
SAQ 2.1 (Testing Learning Outcomes 2.1)	26
SAQ 2.2 (Testing Learning Outcomes 2.2)	26
SAQ 2.3 (Testing Learning Outcomes 2.3)	26
Study Session 3 Contemporary Theories of Motivation.....	27
Introduction.....	27
Learning Outcomes for study session 3.....	27
3.1 ERG Theory of Motivation	27
3.1.2 Implications of the ERG Theory.....	28
3.2 McClelland's Theory of Needs	29
3.3 Goal Setting Theory of Motivation.....	30
3.3.1 Goal Setting Theory Eventualities	31
Summary	33
Self-Assessment Questions (SAQs) for Study Session 3	33
SAQ 3.1 (Testing Learning Outcomes 3.1)	33
SAQ 3.2 (Testing Learning Outcomes 3.2)	33
SAQ 3.3 (Testing Learning Outcomes 3.3)	33
Study Session 4 Reinforcement, Equity and Expectancy as Contemporary theories of Motivation.....	34
Introduction.....	34
Learning Outcomes for Study Session 4.....	34
4.1 Reinforcement Theory of Motivation	34
4.1.1 Methods for Controlling the Behaviour of the Employees	35

4.1.2 Implications of Reinforcement Theory	36
4.2 Equity Theory of Motivation	36
4.3 Expectancy Theory of Motivation	38
4.3.1 Implications of the Expectancy Theory	41
Summary	41
Self-Assessment Questions (SAQs) for Study Session 4	41
SAQ 4.1 (Testing Learning Outcomes 4.1)	41
SAQ 4.2 (Testing Learning Outcomes 4.2)	41
SAQ 4.3 (Testing Learning Outcomes 4.3)	41
Study Session 5 Motivation Incentives.....	42
Introduction.....	42
Learning Outcomes for Study Session 5.....	42
5.1 Monetary and Non-Monetary Motivation Incentives	42
5.1.1 Types of Non - Incentives.....	44
5.2 Positive Incentives and Negative Incentive	44
5.2.1 Positive incentives	44
5.2.2 Negative Incentives.....	45
5.3 Role of Morale in Motivation Incentives.....	45
5.3.1 Difference between Motivation and Morale	46
Summary	47
Self-Assessment Questions (SAQs) for Study Session 5	47
SAQ 5.1 (Testing Learning Outcomes 5.1)	47
SAQ 5.2 (Testing Learning Outcomes 5.2)	47
SAQ 5.3 (Testing Learning Outcomes 5.3)	47
Study Session 6 Self and Team Motivation.....	48
Introduction.....	48
Learning Outcomes for Study Session 6.....	48
6.1 Self-Motivation	48
6.1.1 Ways and Techniques for Self-Motivation	49
6.2 Team Motivation.....	49
6.2.1 Strategies for Effective Team Motivation.....	51
Summary	52
Self-Assessment Questions (SAQs) for Study Session 6	52
SAQ 6.1 (Testing Learning Outcomes 6.1)	52
SAQ 6.2 (Testing Learning Outcomes 6.2)	52
Study Session 7 Leadership and Motivation.....	53
Introduction.....	53
Learning Outcomes for Study Session 7.....	53
7.1 The Concept of Leadership	53
7.1.1 Functions of Leadership in Organization.....	54
7.2 Theories of Leadership	55
7.3 Leadership -Motivation Nexus	59
Summary	60
Self-Assessment Questions (SAQs) for Study Session 7	61
SAQ 7.2 (Testing Learning Outcomes 7.2)	61
SAQ 7.3 (Testing Learning Outcomes 7.3)	61

Session Study 8 Effects of Poor Motivation and Challenges of Achieving High Motivation among Workers.....	62
Introduction.....	62
Learning Outcomes for Study Session 8.....	62
8.1 Effects of Poor Motivation.....	62
8.2 Challenges of Achieving High Motivation	64
Summary	66
Self-Assessment Questions (SAQs) for Study Session 8	67
SAQ 8.1 (Testing Learning Outcomes 8.1)	67
SAQ 8.2 (Testing Learning Outcomes 8.2)	67
NOTES ON MODULE SAQs	67
Notes on SAQs for Study Session 1	67
Notes on SAQs for Study Session 2	68
Notes on SAQs for Study Session 3	68
Notes on SAQs for Study Session 4	69
Notes on SAQs for Study Session 5	70
Notes on SAQs for Study Session 6	71
Notes on SAQs for Study Session 8	72
REFERENCES OF STUDY SESSIONS	74

Study Session 1: Concept of Motivation

Expected duration: 1 week or 2 contact hours

Introduction

This study session you will be introduced to the concept of motivation, its various conceptions/definitions as well as its benefits both to an organization and individual. In doing this you will consider the various definitions of motivation.

Learning Outcomes for Study Session 1

When you have studied this session, you should be able to:

- 1.1 Define the concept of motivation (SAQ 1.1)
- 1.2 Discuss the importance of motivation (SAQ 1.2)
- 1.3 Explain the benefits of motivation to individual and business (SAQ 1.3)

1.1 The Concept of Motivation

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people into action to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be desire for money, success, recognition, job-satisfaction, team work, etc



Figure 1.1 Motivations

Source:http://image.shutterstock.com/display_pic_with_logo/1102406/117605818/stock-photo-concept-of-motivation-consists-of-responsibility-empowerment-achievement-confidence-promotion-117605818.jpg

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore the role of a leader is to arouse interest in performance of employees in their jobs.

The process of motivation consists of three stages:-

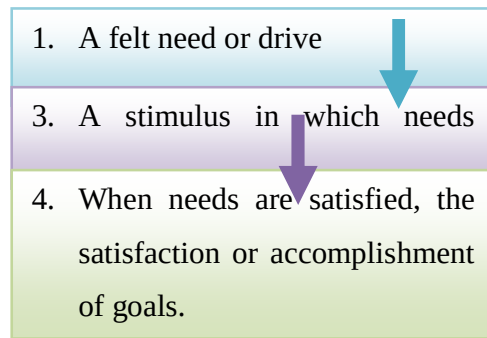


Figure 1.1 *The process of motivation*

Therefore, we can say that motivation is a psychological phenomenon which means needs and wants of the individuals have to be tackled by framing an incentive plan.

■ Now that you have studied the concept of motivation in this study session, explain the most important functions of management in an organization.

□ One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore the role of a leader is to arouse interest in performance of employees in their jobs.

1.2 Importance of Motivation

Motivation is very important for an organization because of the following benefits it provides:-

1. Puts human resources into action

Every concern requires physical, financial and human resources to accomplish the goals.

It is through motivation that the human resources can be utilized by making full use of it.

This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

2. Improves level of efficiency of employees

The level of a subordinate or a employee does not only depend upon his qualifications and abilities. For getting best of his work performance, the gap between ability and subordinates. This will result into-

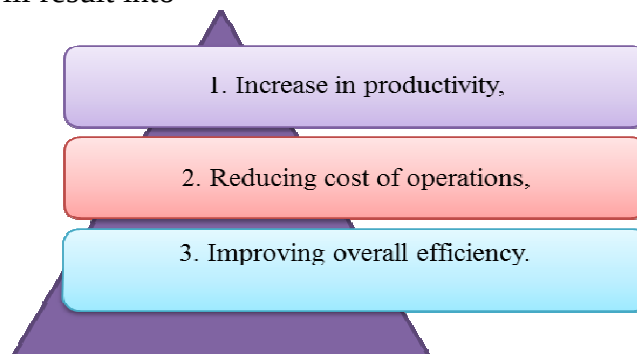


Figure 1.3 *Level of efficiency of employees*

3. Leads to achievement of organizational goals

The goals of an enterprise can be achieved only when the following factors in the table are considered:

- ❖ There is a co-operative work environment
- ❖ The employees are goal-directed and the act in a purposive manner,
- ❖ Goals can be achieved if co-ordination and co-operation takes place simultaneously which can be effectively done through motivation.

4. Builds friendly relationship

Motivation is an important factor which brings employees satisfaction.

This can be done by keeping into mind and framing an incentive plan for the benefit of the employees

This could initiate the following things:

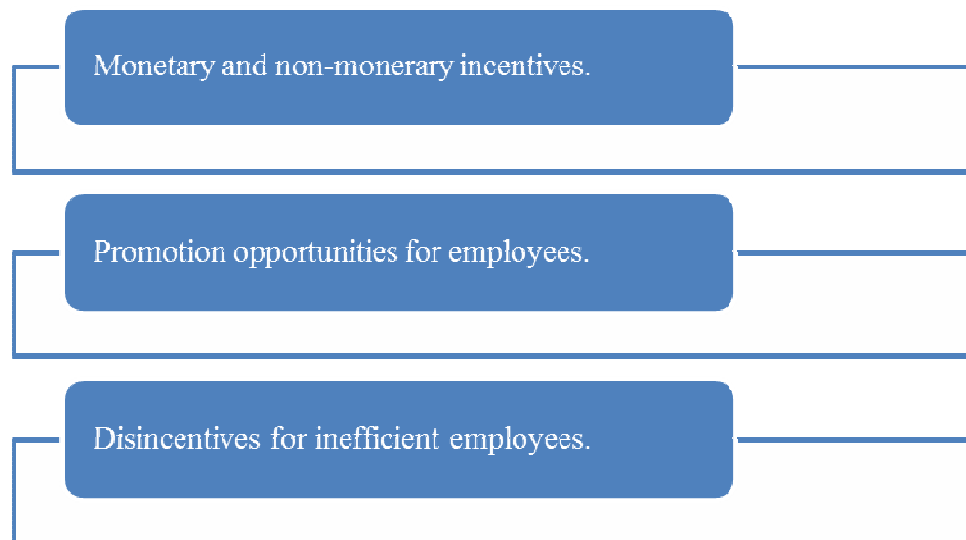


Figure 1.4 shows the builds friendly relationship.

In order to build a cordial, friendly atmosphere in a concern, the above steps should be taken by a manager. This would help in

BOX 1.1 Builds friendly relationship helps in listed below

1. Effective co-operation which brings stability,
2. Industrial dispute and unrest in employees will reduce,
3. The employees will be adaptable to the changes and there will be no resistance to the change,
4. This will help in providing a smooth and sound concern, in which individual interests will coincide with the organizational interests,
5. This will result in profit maximization through increased productivity.

5. Leads to stability of work force

Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise only when they

have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employees as well as employees.

This will lead to a good public image in the market which will attract competent and qualified people into a concern. As it is said, “Old is gold” which suffices with the role of motivation here, the older the people, more the experience and their adjustment into a concern which can be of benefit to the enterprise.



Figure 1.4 employees

Source: www.s1.ibtimes.com/sites/www.ibtimes.com/files/styles/v2_article_large/public/2013/09/17/img_2755.jpg

From the above discussion, you can deduce that motivation is an internal feeling which can be understood only by manager since he is in close contact with the employees. Needs, wants and desires are inter-related and they are the driving force to act. These needs can be understood by the manager and he can frame motivation plans accordingly. You can say that motivation therefore is a continuous process since motivation process is based on needs which are unlimited. The process has to be continued throughout. You can summarize by saying that motivation is important both to an individual and a business. Motivation is important to an individual as:

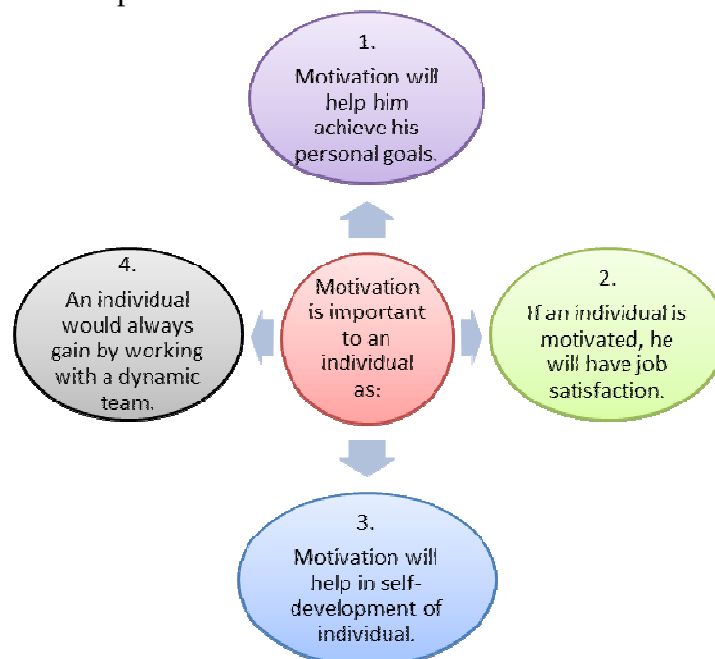


Figure 1.6 Important of motivation to an individual

Similarly, motivation is important to a business as:

1. The more motivated the employees are, the more empowered the team is.
2. The more is the team work and individual employee contribution, more profitable and successful is the business.
3. During period of amendments, there will be more adaptability and creativity.
4. Motivation will lead to an optimistic and challenging attitude at work place.
 - There are some important of motivation, mention any two you know and briefly explain them
 - Puts human resources into action: Every concern requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it.

Improves level of efficiency of employees: The level of a subordinate or an employee does not only depend upon his qualifications and abilities.

Summary

In Study Session 1, you have learnt that:

It is the process of stimulating people to actions to accomplish the goals.

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities.

The process of motivation consists of three stages. They are :

A felt need or drive

A stimulus in which needs have to be aroused

When needs are satisfied, the satisfaction or accomplishment of goals.

Motivation is very important for an organization because of its benefits. The benefits include

- Puts human resources into action
- Improves level of efficiency of employees
- Leads to achievement of organizational goals
- Builds friendly relationship

Self-Assessment Questions (SAQs) for Study Session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 1.1 (Testing Learning Outcomes 1.1)

Discuss in your own term the concept of motivation.

SAQ 1.2 (Testing Learning Outcomes 1.2)

Identify some of the importance of motivation.

SAQ 1.3 (Test Learning Outcomes 1.3)

What do you consider to bring employee satisfaction at work?

Study Session 2 Classical Theories of Motivation

Expected duration: 1 week or 2 contact hours

Introduction

In the previous study session you were introduced to the concept of motivation as well as its importance in the work organization. In this lecture, efforts will be made to consider some classical theories of motivation.

The three classical theories here are; Hierarchy of Needs theory, Two-Factor theory and Theory X and Y. Efforts will also be made to highlight some major strength and weaknesses of the theories.

Learning Outcomes for Study Session 2

When you have studied this session, you should be able to:

2.1 Examine the Hierarchy of Needs theory. (SAQ2.1)

2.2 State the Two-Factor theory. (SAQ2.2)

2.3 Explain the Theory X and Y. (SAQ2.3)

2.1 The Hierarchy of Needs Theory

Abraham Maslow is well renowned for proposing the Hierarchy of Needs Theory in 1943. This theory is a **classical depiction of human motivation**. This theory is based on the assumption that there is a hierarchy of five needs within each individual. The urgency of these needs varies.



Figure 2.1 Abraham Maslow

Source: www.upload.wikimedia.org/wikipedia/en/e/e0/Abraham_Maslow.jpg

The five needs are as follows:



Figure 2.2 The five needs of Maslow theory

Source: <http://www.stevharris.co.za/wp-content/uploads/2013/06/Maslow.jpg>

Table 2.1 Explains the Maslow's theory of needs.

Physiological needs	These are the basic needs of air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life.
Safety needs	Safety needs include physical, environmental and emotional safety and protection. For instance- Job security, financial security, protection from animals, family security, health security, etc.
Social needs	Social needs include the need for love, affection, care, belongingness, and friendship.
Esteem needs	Esteem needs are of two types: internal esteem needs (self-respect, confidence, competence, achievement and freedom) and external esteem needs (recognition, power, status, attention and admiration).
Self-actualization needs	This includes the urge to become what you are capable of becoming or what you have the potential to become. It includes the need for growth and self-contentment. It also includes desire for gaining more knowledge, social- service, creativity and being aesthetic. The self- actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep cropping up to continue growing.

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. Maslow grouped the five needs into two categories - **Higher-order needs** and **Lower-order needs**.

The physiological and the safety needs constituted the lower-order needs. The social, esteem, and self-actualization needs constituted the higher-order needs. Thus, we can conclude that during boom period, the employees lower-order needs are significantly met.

A major difference between the lower and higher order needs is as follow:

The higher-order needs are generally satisfied internally i.e. within an individual

The lower-order needs are mainly satisfied externally.

Table 2.1 Difference between the lower and higher order needs

- After you have studied this study session, briefly explain Physiological needs:
- Physiological needs are the basic needs of air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life

2.1.1 Implications of Maslow's Hierarchy of Needs Theory for Managers

As far as the physiological needs are concerned, the managers should give employees appropriate salaries to purchase the basic necessities of life. Breaks and eating opportunities should be given to employees.

As far as the safety needs are concerned, the managers should provide the employees job security, safe and hygienic work environment, and retirement benefits so as to retain them.

As far as social needs are concerned, the management should encourage teamwork and organize social events.

As far as esteem needs are concerned, the managers can appreciate and reward employees on accomplishing and exceeding their targets. The management can give the deserved employee higher job rank / position in the organization.

As far as self-actualization needs are concerned, the managers can give the employees challenging jobs in which the employees' skills and competencies are fully utilized. Moreover, growth opportunities can be given to them so that they can reach the peak. The managers must identify the need level at which the employee is existing and then those needs can be utilized as push for motivation.

BOX 2.1 Limitations of Maslow's Theory

1. It is essential to note that not all employees are governed by same set of needs. Different individuals may be driven by different needs at same point of time. It is always the **most powerful unsatisfied need that motivates an individual.**
2. The theory is not empirically supported.
3. The theory is not applicable in case of starving artist as even if the artist's basic needs are not satisfied, he will still strive for recognition and achievement.

■ According to this study session, what are the limitations of Maslow's Theory you know?

□ The theory is not empirically supported.

The theory is not applicable in case of starving artist as even if the artist's basic needs are not satisfied, he will still strive for recognition and achievement.

2.2 Herzberg's Two-Factor Theory of Motivation

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction.

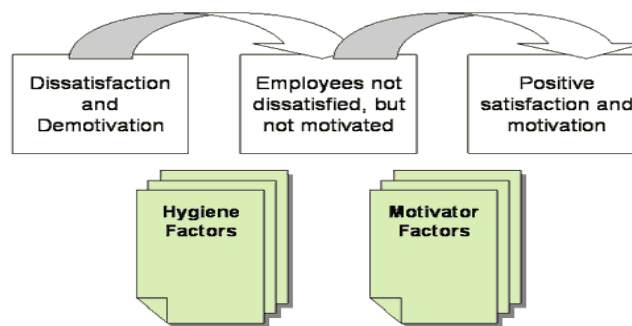
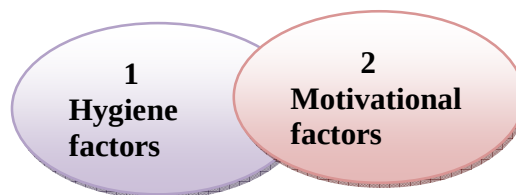


Figure 2.3 Herzberg's Two-Factor Theory of Motivation

Source: http://www.tutor2u.net/business/images/herzberg_factors.gif

According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

Herzberg classified these job factors into two categories:



1. **Hygiene factors:** Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent or if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate or reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work.

Hygiene factors are also called as **dissatisfiers or maintenance factors** as they are required to avoid dissatisfaction. These factors describe the job environment or scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled.

Table 2.2 Hygiene factors

Hygiene factors
Pay: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain
Company Policies and administrative policies: The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
Fringe benefits: The employees should be offered health care plans (mediclaime), benefits for the family members, employee help programmes, etc.
Physical Working conditions: The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
Status: The employees' status within the organization should be familiar and retained.
Interpersonal relations: The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

2. Motivational factors: According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit.

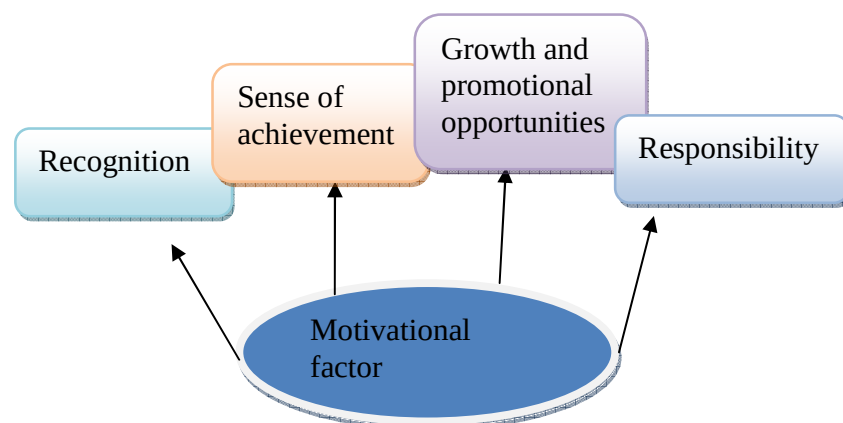


Figure 2.5 Motivational factor

Motivational factors include:

- ❖ Recognition- The employees should be praised and recognized for their accomplishments by the managers.
- ❖ Sense of achievement- The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- ❖ Growth and promotional opportunities- There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- ❖ Responsibility- The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Meaningfulness of the work: The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

- A behavioural scientist proposed a two-factor theory or the motivator-hygiene theory, what is the name of this scientist and which year he proposed the theory
- Frederick Herzberg, 1959

2.2.1 Implications of Two-Factor Theory

The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.

This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

- After you have studied implications of Two-Factor theory, explain the duty of managers to the employee in organizations
- The managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.

2.2.2 Limitations of Two-Factor Theory

The two factors theory is not free from limitations:

- ❖ The two-factor theory overlooks situational variables.
- ❖ Herzberg assumed a correlation between satisfaction and productivity. But the research conducted by Herzberg stressed upon satisfaction and ignored productivity.
- ❖ The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.
- ❖ No comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job.

- ❖ The two factor theory is not free from bias as it is based on the natural reaction of employees when they are enquired the sources of satisfaction and dissatisfaction at work. They will blame dissatisfaction on the external factors such as salary structure, company policies and peer relationship. Also, the employees will give credit to themselves for the satisfaction factor at work.
- ❖ The theory ignores blue-collar workers. Despite these limitations, Herzberg's
- ❖ Two-Factor theory is acceptable broadly.
 - There are some limitations of Two-Factor Theory in this concept, briefly explain two.
 - The theory's reliability is uncertain. Analysis has to be made by the raters. The raters may spoil the findings by analyzing same response in different manner.
 - No comprehensive measure of satisfaction was used. An employee may find his job acceptable despite the fact that he may hate/object part of his job.

2.3 Theory X and Theory Y

In 1960, Douglas McGregor formulated Theory X and Theory Y suggesting two aspects of human behaviour at work, or in other words, two different views of individuals (employees): one of which is negative, called as Theory X and the other is positive, so called as Theory Y. According to McGregor, the perception of managers on the nature of individuals is based on various assumptions.

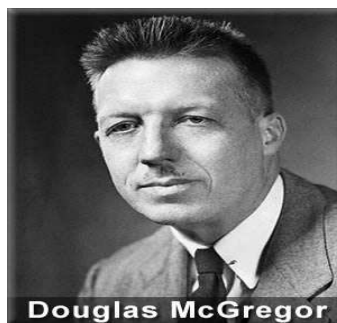


Figure 2.6 Douglas McGregor

Source: www.images.esoterikha.com/coaching-pnl/douglas-mcgregor-teoria-x-e-y.jpg

Box 2.2 Assumptions of Theory X

1. An average employee intrinsically does not like work and tries to escape it whenever possible.
2. Since the employee does not want to work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. A close supervision is required on part of managers. The managers adopt a more dictatorial style.
3. Many employees rank job security on top, and they have little or no aspiration or ambition.
4. Employees generally dislike responsibilities.
5. Employees resist change.

Box 2.3 Assumptions of Theory Y

1. Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts in an inherent manner in their jobs.
2. Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.
3. If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to organization.
4. An average employee can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility.
5. The employees have skills and capabilities. Their logical capabilities should be fully utilized. In other words, the creativity, resourcefulness and innovative potentiality of the employees can be utilized to solve organizational problems.

Thus, we can say that **Theory X presents a pessimistic view** of employees' nature and behaviour at work, while **Theory Y presents an optimistic view** of the employees' nature and behaviour at work. If correlate it with Maslow's theory, we can say that Theory X is based on the assumption that the employees emphasize on the physiological needs and the safety needs; while Theory Y is based on the assumption that the social needs, esteem needs and the self-actualization needs dominate the employees.

(there is mistake of whether theory X or Y)

McGregor views Theory Y to be more valid and reasonable than Theory X. Thus, he encouraged cordial team relations, responsible and stimulating jobs, and participation of all in decision-making process.

- Now you have studied Theory X and Theory Y properly, list any three assumption of Theory X only
- ☐ Many employees rank job security on top, and they have little or no aspiration or ambition.
- ☐ Employees generally dislike responsibilities.
- ☐ Employees resist change.

2.3.1 Implications of Theory X and Theory Y

Quite a few organizations use Theory X today. Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation.

Many organizations are using Theory Y techniques. Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction. Employees should be given opportunities to contribute to organizational well-being.

Theory Y encourages decentralization of authority, teamwork and participative decision making in an organization. Theory Y searches and discovers the ways in which an employee can make significant contributions in an organization. It harmonizes and matches employees' needs and aspirations with organizational needs and aspirations.

■ Differentiate between Theory X and Theory Y in term of their implication

□ Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation, while Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction. Employees should be given opportunities to contribute to organizational well-being.

Summary

In Study Session 2, you have learnt that:

1. Abraham Maslow is well renowned for proposing the Hierarchy of Needs Theory in 1943. This theory is a **classical depiction of human motivation**.
2. The five needs are Physiological needs, Safety needs, Social needs, Esteem needs, Self-actualization needs
3. Maslow grouped the five needs into two categories - **Higher-order needs** and **Lower-order needs**.
4. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction.
5. Herzberg classified job factors into two categories; Hygiene factors and motivational factors.
6. The Two-Factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.
7. The two factor theory is not free from limitations
8. In 1960, Douglas McGregor formulated Theory X and Theory Y suggesting two aspects of human behaviour at work.
9. **Theory X presents a pessimistic view** of employees' nature and behaviour at work, while **Theory Y presents an optimistic view** of the employees' nature and behaviour at work.
10. Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation.
11. Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction

Self-Assessment Questions (SAQs) for Study Session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 2.1 (Testing Learning Outcomes 2.1)

Explain the Hierarchy of Needs theory. (SAQ2.1)

SAQ 2.2 (Testing Learning Outcomes 2.2)

Explain the Two-Factor theory. (SAQ2.2)

SAQ 2.3 (Testing Learning Outcomes 2.3)

From your point of view what are the demerits of Two factor Theory X and Y. (SAQ2.3)

Study Session 3 Contemporary Theories of Motivation

Expected duration: 1 week or 2 contact hours

Introduction

In previous study session, you have studied three classical theories of motivation. In this study session you will study three contemporary theories of motivation. These theories are Existence, Relatedness and Growth (ERG) theory, McClelland's Theory of Needs and Goal Setting theory pioneered by Edwin Locke. Each of these theories will be critically discussed while showing their strength and weaknesses and how they will be applied in examining behaviour of workers in work organization.

You are familiar with the classical theories of motivation, but they all are not empirically supported. As far as contemporary theories of motivation are concerned, all are well supported with evidences. Some of the contemporary / modern theories of motivation are explained below

Learning Outcomes for study session 3

When you have studied this session, you should be able to:

- 3.1 Explain the ERG theory of Motivation
- 3.2 Explain the McClelland's Theory of Needs
- 3.3 Explain the Goal Setting theory

3.1 ERG Theory of Motivation

To bring Maslow's need hierarchy theory of motivation in synchronization with empirical research, Clayton Alderfer redefined it in his own terms. His rework is called as ERG theory of motivation. He re-categorized Maslow's hierarchy of needs into three si

Existence needs- These include need for basic material necessities. In short, it includes an individual's physiological and physical safety needs.

- **Relatedness needs-** These include the aspiration individual's have for maintaining significant interpersonal relationships (be it with family, peers or superiors), getting public fame and recognition. Maslow's social needs and external component of esteem needs fall under this class of need.
- **Growth needs-** These include need for self-development and personal growth and advancement. Maslow's self-actualization needs and intrinsic component of esteem needs fall under this category of need.
 - According to the Clayton Alderfer, there are some simpler and broader classes of needs, mention them
 - The classes of needs are; Existence needs, Relatedness needs and Growth needs

3.1.1 Difference between Maslow Need Hierarchy Theory and Alderfer's ERG Theory

Alderfer's ERG Theory	Maslow Need Hierarchy Theory
According to ERG theory, if a higher- level need aggravates, an individual may revert to increase the satisfaction of a lower- level need. This is called frustration- regression aspect of ERG theory. For instance- when growth need aggravates, then an individual might be motivated to accomplish the relatedness need and if there are issues in accomplishing relatedness needs, then he might be motivated by the existence needs. Thus, frustration/aggravation can result in regression to a lower-level need.	According to Maslow, an individual remains at a particular need level until that need is satisfied.
ERG Theory of motivation is very flexible as he perceived the needs as a range/variety rather than perceiving them as a hierarchy. According to Alderfer, an individual can work on growth needs even if his existence or relatedness needs remain unsatisfied. Thus, he gives explanation to the issue of "starving artist" who can struggle for growth even if he is hungry.	Maslow's need hierarchy theory is rigid as it assumes that the needs follow a specific and orderly hierarchy and unless a lower-level need is satisfied, an individual cannot proceed to the higher-level need
ERG Theory states that at a given point of time, more than one need may be operational.	
ERG Theory also shows that if the fulfillment of a higher-level need is subdued, there is an increase in desire for satisfying a lower-level need	

■ Now that you have studied this study session, differentiate extensively between Maslow Need Hierarchy Theory and Alderfer's ERG Theory

□ **ERG Theory of motivation** is very flexible as he perceived the needs as a range/variety rather than perceiving them as a hierarchy while **Maslow's need hierarchy theory is rigid** as it assumes that the needs follow a specific and orderly hierarchy and unless a lower-level need is satisfied, an individual cannot proceed to the higher-level need

3.1.2 Implications of the ERG Theory

Managers must understand that an employee has various needs that must be satisfied at the same time. According to the ERG theory, if the manager concentrates solely on one need at a time, this will not effectively motivate the employee. Also, the frustration-regression aspect of ERG Theory has an added effect on workplace motivation.

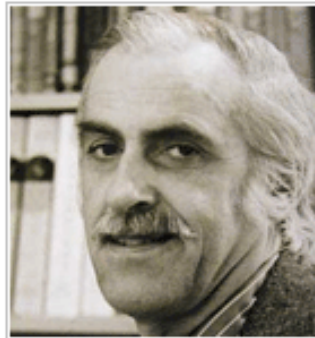
For instance, if an employee is not provided with growth and advancement opportunities in an organization, he might revert to the relatedness need such as socializing needs and to meet those socializing needs, if the environment or circumstances do not permit, he might revert to the need for money to fulfill those socializing needs.

The sooner the manager realizes and discovers this, the more immediate steps they will take to fulfill those needs which are frustrated until such time that the employee can again pursue growth.

- If an employee is not provided with growth and advancement opportunities in an organization, base on your own understanding in this concept, according to the ERG Theory what is the implication of this employee?
- The implication of this employee is that he or she might revert to the relatedness need such as socializing needs and to meet those socializing needs, if the environment or circumstances do not permit, he or she might revert to the need for money to fulfill those socializing needs.

3.2 McClelland's Theory of Needs

David McClelland and his associates proposed McClelland's theory of Needs / Achievement Motivation Theory. This theory states that human behaviour is affected by three needs - Need for Power, Achievement and Affiliation.



Dr. David McClelland

Figure 3.2 David McClelland

Source: www.salesdialogue.com/files/3812/8865/4356/davidmcclelland.gif

Box 3. 1 McClelland's theory of Needs is affected by three needs

Need for **achievement** is the urge to excel, to accomplish in relation to a set of standards, to struggle to achieve success.

Need for **power** is the desire to influence other individual's behaviour as per your wish. In other words, it is the desire to have control over others and to be influential.

Need for **affiliation** is a need for open and sociable interpersonal relationships. In other words, it is a desire for relationship based on co-operation and mutual understanding.

Effect of Need for High Achievement

The individuals with high achievement needs are highly motivated by competing and challenging work. They look for promotional opportunities in job. They have a strong urge for feedback on their achievement. Such individuals try to get satisfaction in performing things better.

High achievement is directly related to high performance. Individuals who are better and above average performers are highly motivated. They assume responsibility for solving

the problems at work. McClelland called such individuals as gamblers as they set challenging targets for themselves and they take deliberate risk to achieve those set targets. Such individuals look for innovative ways of performing job. They perceive achievement of goals as a reward, and value it more than a financial reward.

Effect of Need for Power

The individuals who are motivated by power have a strong urge to be influential and controlling. They want that their views and ideas should dominate and thus, they want to lead. Such individuals are motivated by the need for reputation and self-esteem. Individuals with greater power and authority will perform better than those possessing less power.

Generally, managers with high need for power turn out to be more efficient and successful managers. They are more determined and loyal to the organization they work for. Need for power should not always be taken negatively. It can be viewed as the need to have a positive effect on the organization and to support the organization in achieving its goals.

Effect of Need for Affiliation

The individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. These people want to be liked by others. The manager's ability to make decisions is hampered if they have a high affiliation need as they prefer to be accepted and liked by others, and this weakens their objectivity.

Individuals having high affiliation needs prefer working in an environment providing greater personal interaction. Such people have a need to be on the good books of all. They generally cannot be good leaders.

- There are some Effect of Needs, briefly explain the effect of need for power

- ☐ The individuals who are motivated by power have a strong urge to be influential and controlling. They want that their views and ideas should dominate and thus, they want to lead. Such individuals are motivated by the need for reputation and self-esteem. Individuals with greater power and authority will perform better than those possessing less power.

3.3 Goal Setting Theory of Motivation

In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. In simple words, **goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.**



Figure 3.3 Edwin Locke

Source: www.aynrand.org/images/content/pagebuilder/78134.jpg

The important features of goal-setting theory are as follows:

- The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals.
- Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.
- Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.
- Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction. Also, employees' participation in goal is not always desirable.
- Participation of setting goal, however, makes goal more acceptable and leads to more involvement.
 - Explain any one important features of goal-setting theory
 - Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

3.3.1 Goal Setting Theory Eventualities

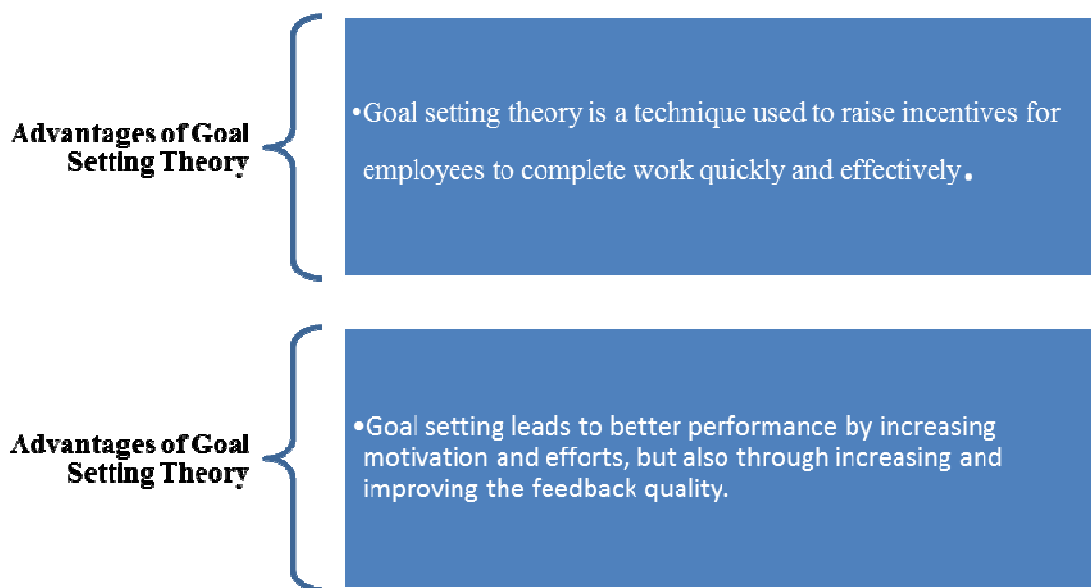
Goal setting theory has certain eventualities such as:

- a. **Self-efficiency:** Self-efficiency is the individual's self-confidence and faith that he has potential of performing the task. Higher the level of self-efficiency, greater

will be the efforts put in by the individual when they face challenging tasks. While, lower the level of self-efficiency, less will be the efforts put in by the individual or he might even quit while meeting challenges.

- b. Goal commitment:** Goal setting theory assumes that the individual is committed to the goal and will not leave the goal. The goal commitment is dependent on the following factors:
- Goals are made open, known and broadcasted.
 - Goals should be set-self by individual rather than designated.

Individual's set goals should be consistent with the organizational goals and vision.



Box 3.2 Limitations of Goal Setting Theory

1. At times, the organizational goals are in conflict with the managerial goals. Goal conflict has a detrimental effect on the performance if it motivates incompatible action drift.
2. Very difficult and complex goals stimulate riskier behaviour.
3. If the employee lacks skills and competencies to perform actions essential for goal, then the goal-setting can fail and lead to undermining of performance.
4. There is no evidence to prove that goal-setting improves job satisfaction.

- Goal setting theory have two certain eventualities, list them
□ These are; Self-efficiency and Goal commitment

Summary

In Study Session 3, you have learnt that:

1. Clayton Alderfer rework is called as ERG theory of motivation. He re-categorized Maslow's hierarchy of needs into three simpler and broader classes of needs:
 - **Existence needs.**
 - **Relatedness needs**
 - **Growth needs**
2. According to the ERG theory, if the manager concentrates solely on one need at a time, this will not effectively motivate the employee. Also, the frustration-regression aspect of ERG Theory has an added effect on workplace motivation.
3. David McClelland and his associates proposed McClelland's theory of Needs / Achievement Motivation Theory. This theory states that human behaviour is affected by three needs - Need for Power, Achievement and Affiliation.
4. The individuals with high achievement needs are highly motivated by competing and challenging work.
5. The individuals who are motivated by power have a strong urge to be influential and controlling.
6. The individuals who are motivated by affiliation have an urge for a friendly and supportive environment.
7. Goal setting is essentially linked to task performance. **Goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.**
8. Goal setting theory has certain eventualities such as **Goal commitment, Self-efficiency**

Self-Assessment Questions (SAQs) for Study Session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 3.1 (Testing Learning Outcomes 3.1)

Explain the ERG theory

SAQ 3.2 (Testing Learning Outcomes 3.2)

Mention and discuss the McClelland's Theory of Needs

SAQ 3.3 (Testing Learning Outcomes 3.3)

Discuss the Goal Setting theory (SAQ3.3)

Study Session 4 Reinforcement, Equity and Expectancy as Contemporary theories of Motivation

Expected duration: 1 week or 2 contact hours

Introduction

In this study session, three theories namely, Reinforcement, Equity and Expectancy theories will be discussed as part of contemporary tiers of motivation. In doing this, the basic assumptions of each theory will be presented and discussed. Also, you will study the benefits, limitations and implications of each theory in explaining the nature and determinants of motivation in the work place.

Learning Outcomes for Study Session 4

When you have studied this session, you should be able

4.1 Define the Reinforcement theory of motivation. (SAQ 4.1)

4.2 Explain the Equity theory of motivation. (SAQ 4.2)

4.3 Explain the Expectancy theory of motivation. (SAQ 4.3)

4.1 Reinforcement Theory of Motivation

Reinforcement theory of motivation was proposed by B.F. Skinner and his associates. **It states that individual's behaviour is a function of its consequences.** It is based on “law of effect”, i.e. individual's behaviour with positive consequences tends to be repeated, but individual's behaviour with negative consequences tends not to be repeated.

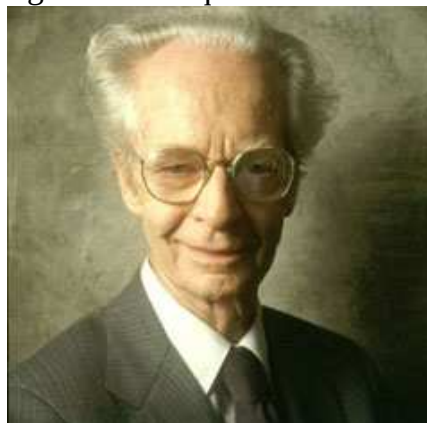


Figure 4.1 B.F. Skinner

Source: www.nndb.com/people/297/000022231/bf-skinner-sm.jpg

Reinforcement theory of motivation overlooks the internal state of individual, i.e., the inner feelings and drives of individuals are ignored by Skinner. This theory focuses totally on what happens to an individual when he takes some action. Thus, according to Skinner, the external environment of the organization must be designed effectively and positively so as to motivate the employee.

This theory is a strong tool for analyzing controlling mechanism for individual's behaviour. However, it does not focus on the causes of individual's behaviour.

■ Explain the Reinforcement theory of motivation

□ It states that individual's behaviour is a function of its consequences. It is based on "law of effect", i.e. individual's behaviour with positive consequences tends to be repeated, but individual's behaviour with negative consequences tends not to be repeated.

4.1.1 Methods for Controlling the Behaviour of the Employees

S/N	The managers use the following methods for controlling the behaviour of the employees:
1.	Positive Reinforcement- This implies giving a positive response when an individual shows positive and required behaviour. For example, immediately praising an employee for coming early for job will motivate him. This will increase probability of outstanding behaviour occurring again. Reward is a positive reinforce, but not necessarily. If and only if the employees' behaviour improves, reward can said to be a positive reinforcer. Positive reinforcement stimulates occurrence of behaviour. It must be noted that more spontaneous is the giving of reward, the greater reinforcement value it has.
2.	Negative Reinforcement- This implies rewarding an employee by removing negative / undesirable consequences. Both positive and negative reinforcement can be used for increasing desirable / required behaviour.
3.	Punishment- It implies removing positive consequences so as to lower the probability of repeating undesirable behaviour in future. In other words, punishment means applying undesirable consequence for showing undesirable behaviour. For instance, suspending an employee for breaking the organizational rules. Punishment can be equalized by positive reinforcement from alternative source.
4.	Extinction- It implies absence of reinforcements. In other words, extinction implies lowering the probability of undesired behaviour by removing reward for that kind of behaviour. For instance - if an employee no longer receives praise and admiration for his good work, he may feel that his behaviour is generating no fruitful consequence. Extinction may unintentionally lower desirable behaviour.

■ Differentiate between positive reinforcement and negative reinforcement

□ Positive reinforcement implies giving a positive response when an individual shows positive and required behavior while Negative Reinforcement implies rewarding an employee by removing negative / undesirable consequences.

4.1.2 Implications of Reinforcement Theory

Reinforcement theory explains in detail how an individual learns behaviour.

BOX 4.1 *Managers who are making attempt to motivate the employees must ensure that;*

1. They do not reward all employees simultaneously.
2. They must tell the employees what they are not doing correct.
3. They must tell the employees how they can achieve positive reinforcement.

4.2 Equity Theory of Motivation

The core of the equity theory is the principle of balance or equity. As per this motivation theory, an individual's motivation level is correlated to his perception of equity, fairness and justice practiced by the management.

- ❖ Higher is individual's perception of fairness, greater is the motivation level and vice versa. While evaluating fairness, employee compares the job input (in terms of contribution) to outcome (in terms of compensation) and also compares the same with that of another peer of equal cadre/category. D/I ratio (output-input ratio) is used to make such a comparison.
- ❖ **Negative Tension state:** Equity is perceived when this ratio is equal. However, if this ratio is unequal, it leads to **"equity tension"**. J. Stacy Adams called this a negative tension state which motivates him to do something right to relieve this tension. A comparison has been made between 2 workers, A and B to understand this point.
- ❖ **Referents:** The four comparisons an employee can make have been termed as "referents" according to Goodman. The referent chosen is a significant variable in equity theory.

These referents are as follows:

Self-inside: An employee's experience in a different position inside his present organization.

Other-inside: Another employee or group of employees inside the employee's present organization.

Self-outside: An employee's experience in a situation outside the present organization.

Other-outside: Another employee or employees outside the employee's present organization.

An employee might compare himself with his peer within the present job in the current organization or with his friend or peer working in some other organization or with the past jobs held by him with others. An employee's choice of the referent will be influenced by the appeal of the referent and the employee's knowledge about the referent.

■ State the referents according to Goodman

□ They are: Self-inside, Self outside, Other-inside, Other outside.

❖ **Moderating Variables:** The gender, salary, education and the experience level are moderating variables. Individuals with greater and higher education are more informed. Thus, they are likely to compare themselves with the outsiders. Males and females prefer same sex comparison.

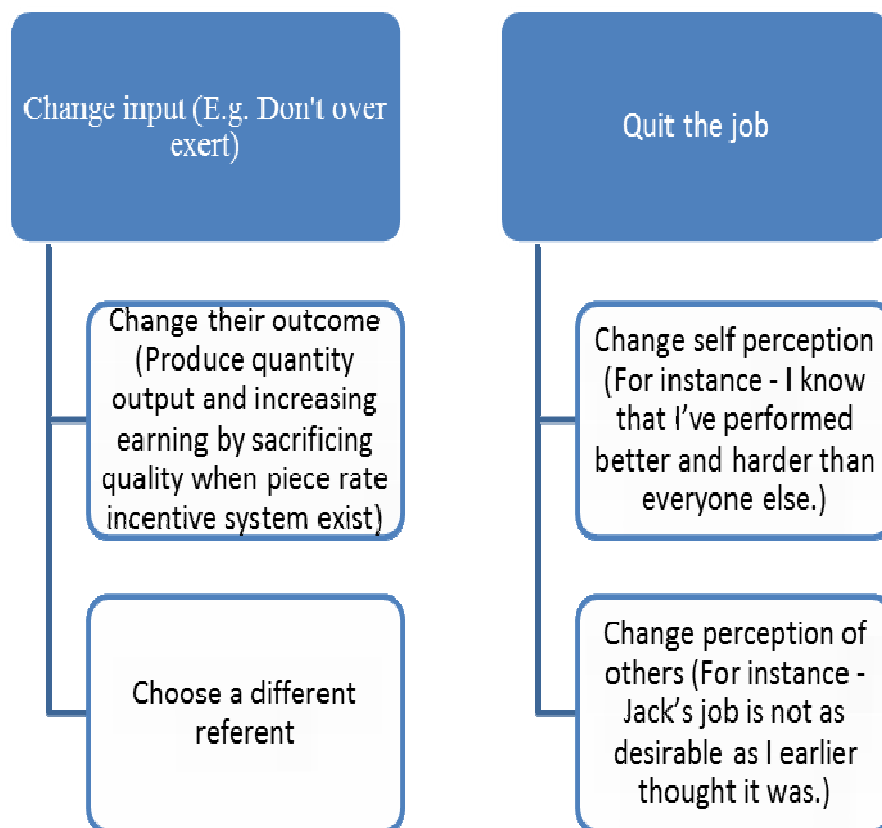
It has been observed that females are paid typically less than males in comparable jobs and have less salary expectations than male for the same work. Thus, a women employee that uses another women employee as a referent tends to lead to a lower comparative standard.

Employees with greater experience know their organization very well and compare themselves with their own colleagues, while employees with less experience rely on their personal experiences and knowledge for making comparisons.

■ In a simple sentence explain the moderating variable

□ Gender, salary, education and the experience level are moderating variables

Choices: The employees who perceive inequity and are under negative tension can make the following choices:



4.2.1 Assumptions of the Equity Theory

BOX 4.2 Some of the assumptions of equity theory:

1. The theory demonstrates that the individuals are concerned both with their own rewards and also with what others get in their comparison.
2. Employees expect a fair and equitable return for their contribution to their jobs.
3. Employees decide what their equitable return should be after comparing their inputs and outcomes with those of their colleagues.
4. Employees who perceive themselves as being in an inequitable scenario will attempt to reduce the inequity either by distorting inputs and/or outcomes. psychologically, by directly altering inputs and/or outputs, or by quitting the organization.

4.3 Expectancy Theory of Motivation

The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. **Vroom stresses and focuses on outcomes, and not on needs** unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.



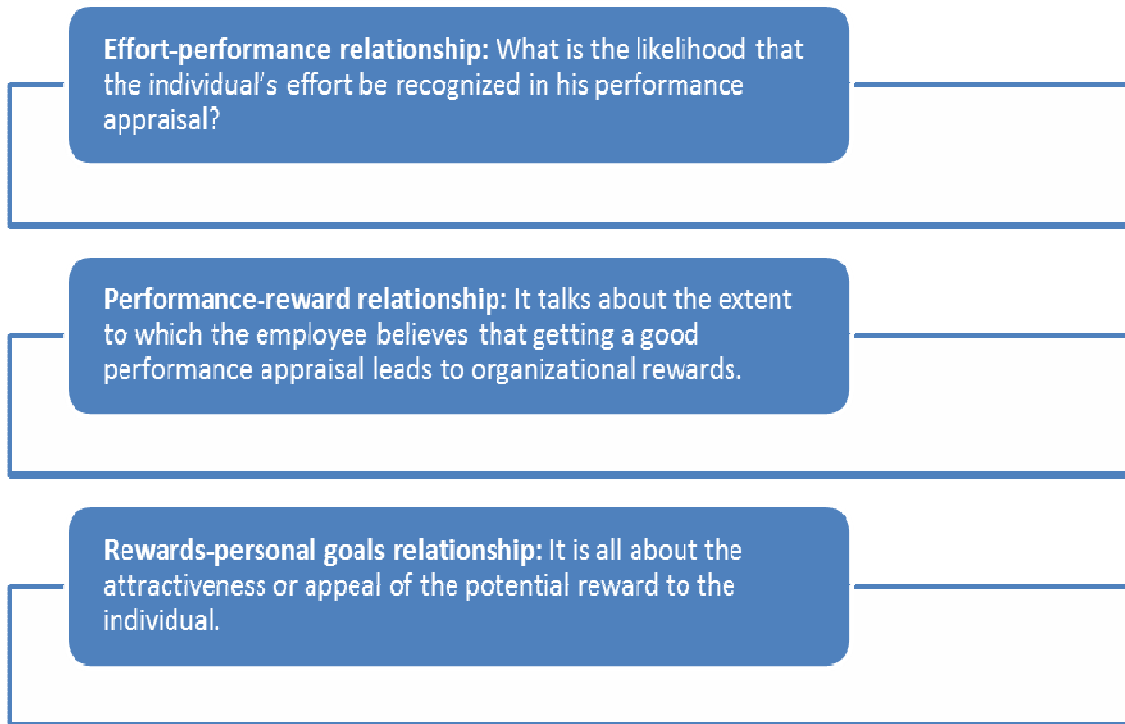
Figure 4.3 Victor Vroom

Source: www.mile.org/forms/faculty/webinars/images/62_profile_5135bf569b023.jpg

The Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood, that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).

- **Valence** is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals.
- **Expectancy** is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.
- **Instrumentality** is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as believe in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes.

Thus, the expectancy theory concentrates on the following three relationships:



Vroom was of view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality.

■ **What influences expectancy?**

- Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

Table 4.2 Explains the Merit and Demerit of Expectancy Theory.

Advantages of the Expectancy Theory	Limitations of the Expectancy Theory
It is based on self-interest individual who want to achieve maximum satisfaction and who wants to minimize dissatisfaction.	The expectancy theory seems to be idealistic because quite a few individuals perceive high degree correlation between performance and rewards.
This theory stresses upon the expectations and perception; what is real and actual is immaterial.	The application of this theory is limited as reward is not directly correlated with performance in many organizations. It is related to other parameters also such as position, effort, responsibility, education, etc
It emphasizes on rewards or pay-offs.	
It focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain.	

4.3.1 Implications of the Expectancy Theory

1. The managers can correlate the preferred outcomes to the aimed performance levels.
2. The managers must ensure that the employees can achieve the aimed performance levels.
3. The deserving employees must be rewarded for their exceptional performance.
4. The reward system must be fair and just in an organization.
5. Organizations must design interesting, dynamic and challenging jobs.
6. The employee's motivation level should be continually assessed through various techniques such as questionnaire, personal interviews, etc.

Summary

In Study Session 4, you have learnt that:

1. Reinforcement theory of motivation was proposed by B.F. Skinner and his associates. It states that individual's behaviour is a function of its consequences.
2. Reinforcement theory of motivation overlooks the internal state of individual, i.e., the inner feelings and drives of individuals are ignored by Skinner
3. The managers use the following methods for controlling the behaviour of the employees: **Positive Reinforcement, Negative Reinforcement, Punishment and Extinction.**
4. The core of the equity theory is the principle of balance or equity. As per this motivation theory, an individual's motivation level is correlated to his perception of equity, fairness and justice practiced by the management.
5. The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964.
6. The Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood, that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).
7. The expectancy theory concentrates on the following three relationships: Effort-performance relationship, Performance-reward relationship, Rewards-personal goals relationship.

Self-Assessment Questions (SAQs) for Study Session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 4.1 (Testing Learning Outcomes 4.1)

What is your understanding of Reinforcement theory of motivation. (SAQ 4.1)

SAQ 4.2 (Testing Learning Outcomes 4.2)

Define the Equity theory of motivation. (SAQ 4.3)

SAQ 4.3 (Testing Learning Outcomes 4.3)

Explain the Expectancy theory of motivation. (SAQ 4.3)

Study Session 5 Motivation Incentives

Expected duration: 1 week or 2 contact hours

Introduction

This lecture will discuss motivation incentive in the work organization. Five broad incentives that will be discussed are; Monetary incentives and Non-monetary. Under Non-monetary incentives, security of service, praise or recognition, suggestion scheme, job enrichment and promotion opportunities will be discussed. The other three types of incentive that will be discussed are Positive incentives, Negative incentives and Morale.

Learning Outcomes for Study Session 5

When you have studied this study session, you should be able

5.1 Briefly explain the monetary and non-monetary motivation incentives. (SAQ 5.1)

5.2 State the positive and negative motivation incentives. (SAQ5.2)

5.3 Discuss the role of morale in motivation incentives. (SAQ5.3)

5.1 Monetary and Non-Monetary Motivation Incentives

Incentive is an act or promise for greater action. It is also called as a stimulus to greater action. Incentives are given in addition to wages. It means additional remuneration or benefit to an employee in recognition of achievement or better work.



Figure 5.1 An employee received a car as an incentive bonus in Syntek Global

Source:www.3.bp.blogspot.com/y2Nxd8DxKgs/UtR2Z1P3LJI/AAAAAAAAAbg/jIzs2LoW6nI/s1600/Winner.jpg

Incentives provide a spur or zeal in the employees for better performance. It is a natural thing that nobody acts without a purpose behind. Therefore, a hope for a reward is a powerful incentive to motivate employees. Besides monetary incentive, there are some other stimuli which can drive a person to work better. This will include job satisfaction, job security, job promotion, and pride for accomplishment. Therefore, incentives really can sometimes work to accomplish the goals of a concern.

Box 1 The need of incentives can be due to the following	
1.	To increase productivity,
2.	To drive or arouse a stimulus work,
3.	To enhance commitment in work performance,
4.	To psychologically satisfy a person which leads to job satisfaction,
5.	To shape the behavior or outlook of subordinate towards work,
6.	To inculcate zeal and enthusiasm towards work,
7.	To get the maximum of their capabilities so that they are exploited and utilized maximally.

■ Now that you have understood what incentive means, state one purpose of incentive
☐ Incentives provide a spur or zeal in the employees for better performance.
 Management has to offer the following two categories of incentives to motivate employees:

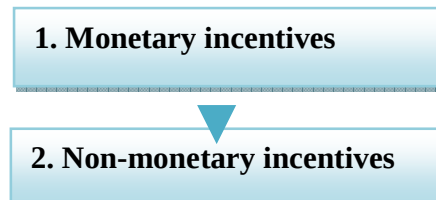


Table 5.1 Explanation on two categories of incentives

S/N	EXPLANATION ON TWO CATEGORIES OF INCENTIVES
1.	Monetary incentives- Those incentives which satisfy the subordinates by providing them rewards in terms of rupees. Money has been recognized as a chief source of satisfying the needs of people. Money is also helpful to satisfy the social needs by possessing various material items. Therefore, money not only satisfies psychological needs but also the security and social needs. Therefore, in many factories, various wage plans and bonus schemes are introduced to motivate and stimulate the people to work.
2.	Non-monetary incentives- Besides the monetary incentives, there are certain non-financial incentives which can satisfy the ego and self- actualization needs of employees. The incentives which cannot be measured in terms of money are under the category of “Non-monetary incentives”. Whenever a manager has to satisfy the psychological needs of the subordinates, he makes use of non-financial incentives.

■ Why is monetary incentive an effective means of motivating employee
☐ Money incentives stimulate people to work because it does not only satisfy psychological needs but also the security and social needs.

5.1.1 Types of Non - Incentives

Non- financial incentives can be of the following types:

- ❖ **Security of service:** Job security is an incentive which provides great motivation to employees. If his job is secured, he will put maximum efforts to achieve the objectives of the enterprise. This also helps since he is very far off from mental tension and he can give his best to the enterprise.
- ❖ **Praise or recognition:** The praise or recognition is another non- financial incentive which satisfies the ego needs of the employees. Sometimes praise becomes more effective than any other incentive. The employees will respond more to praise and try to give the best of their abilities to a concern.
- ❖ **Suggestion scheme:** The organization should look forward to taking suggestions and inviting suggestion schemes from the subordinates. This inculcates a spirit of participation in the employees. This can be done by publishing various articles written by employees to improve the work environment in various magazines of the company. This also is helpful to motivate the employees to feel important and they can also be in search for innovative methods which can be applied for better work methods. This ultimately helps in growing a concern and adapting new methods of operations.
- ❖ **Job Enrichment:** Job enrichment is another non- monetary incentive in which the job of a worker can be enriched. This can be done by increasing his responsibilities, giving him an important designation, increasing the content and nature of the work. This way efficient worker can get challenging jobs in which they can prove their worth. This also helps in the greatest motivation of the efficient employees.
- ❖ **Promotion opportunities-** Promotion is an effective tool to increase the spirit to work in a concern. If the employees are provided opportunities for the advancement and growth, they feel satisfied and contented and they become more committed to the organization.

The above non- financial tools can be framed effectively by giving due concentration to the role of employees. A combination of financial and non- financial incentives help together in bringing motivation and zeal to work in a concern.

5.2 Positive Incentives and Negative Incentive

5.2.1 Positive incentives

Positive incentives are those incentives which provide a positive assurance for fulfilling the needs and wants of employees. Positive incentives generally have an optimistic attitude behind and they are generally given to satisfy the psychological requirements of employees. For example-promotion, praise, recognition, perks and allowances, etc. It is positive by nature.



Figure 5.3 Positive incentive (Scout member promoted)

Source: www.scout.org/sites/default/files/styles/770x/public/mop_project_images/i10465.jpg?itok=-3XZDbk0

5.2.2 Negative Incentives

Negative incentives are those whose purpose is to correct the mistakes or defaults of employees. The purpose is to rectify mistakes in order to get effective results. Negative incentive is generally resorted to when positive incentive does not work and a psychological set back has to be given to employees. It is negative by nature. For example- demotion, transfer, fines, penalties.

- After you have studied the roles of positive and negative incentive, State the different roles of positive and negative incentives perform.
- Positive incentives are those incentives which provide a positive assurance for fulfilling the needs and wants of employees. Negative incentives are those whose purpose is to correct the mistakes or defaults of employees.

5.3 Role of Morale in Motivation Incentives

Morale can be defined as the total satisfaction derived by an individual from his job, his work-group, his superior, the organization he works for and the environment. It generally relates to the feeling of individual's comfort, happiness and satisfaction. Morale is a mental condition of groups and individuals which determines their attitude.

In sum, morale is a fusion of employees' attitudes, behaviours, manifestation of views and opinions: all taken together in their work scenarios, exhibiting the employees' feelings towards work, working terms and relation with their employers. Morale includes employees' attitudes on and specific reaction to their job.

There are two states of morale:

High morale - High morale implies determination at work. It is an essential in achievement of management objectives. High morale results in:

- A keen teamwork on part of the employees.
- Organizational Commitment and a sense of belongingness in the employees mind.
- Immediate conflict identification and resolution.
- Healthy and safe work environment.

- Effective communication in the organization.
- Increase in productivity.
- Greater motivation.

Low morale - Low morale has the following features:

- Greater grievances and conflicts in organization.
- High rate of employee absenteeism and turnover.
- Dissatisfaction with the superiors and employers.
- Poor working conditions.
- Employees frustration.
- Decrease in productivity.
- Lack of motivation.

■ In your own words explain morale.

□ Morale can be defined as the total satisfaction derived by an individual from his job, his work-group, his superior, the organization he works for and the environment. It generally relates to the feeling of individual's comfort, happiness and satisfaction.

5.3.1 Difference between Motivation and Morale

Though motivation and morale are closely related concepts, they are different in some ways.

No	Motivation	Morale
1	While motivation is an internal-psychological drive of an individual which urges him to behave in a specific manner	morale is more of a group scenario
2	Higher motivation often leads to higher morale of employees	High morale does not essentially result in greatly motivated employees as to have a positive attitude towards all factors of work situation may not essentially force the employees to work more efficiently.
3	While motivation is an individual concept	Morale is a group concept. Thus, motivation takes into consideration the individual differences among the employees, and morale of the employees can be increased by taking those factors into consideration which influence group scenario or total work settings.
4	Motivation acquires primary concern in every organization	Morale is a secondary phenomenon because high motivation essentially leads to higher productivity while high morale may not necessarily lead to higher productivity
5	Things tied to motivation are tied to the performance of the individual	Things tied to morale are usually things that are just part of the work environment

Summary

In Study Session 2, you have learnt that:

Incentive is an act or promise for greater action. It means additional remuneration or benefit to an employee in recognition of achievement or better work.

1. The need of incentives can be due to the following:

- To increase productivity,
- To drive or arouse a stimulus work,
- To enhance commitment in work performance etc.

2. Management has to offer the following two categories of incentives to motivate employees: Monetary incentives and Non-monetary incentives.

3. Non- financial incentives can be of the following types:

Security of service, Praise or recognition, Suggestion scheme, Job Enrichment, Promotion opportunities.

4. Positive incentives are those incentives which provide a positive assurance for fulfilling the needs and wants of employees.

5. Negative incentives are those whose purpose is to correct the mistakes or defaults of employees. The purpose is to rectify mistakes in order to get effective results.

6. Morale can be defined as the total satisfaction derived by an individual from his job, his work-group, his superior, the organization he works for and the environment. It generally relates to the feeling of individual's comfort, happiness and satisfaction.

7. There are two states of morale: high morale and low morale.

Self-Assessment Questions (SAQs) for Study Session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 5.1 (Testing Learning Outcomes 5.1)

Define the monetary and non-monetary motivation incentives. (SAQ 5.1)

SAQ 5.2 (Testing Learning Outcomes 5.2)

Discuss the positive and negative motivation incentives. (SAQ5.2)

SAQ 5.3 (Testing Learning Outcomes 5.3)

State the role of morale in motivation incentives. (SAQ5.3)

Study Session 6 Self and Team Motivation

Expected duration: 1 week or 2 contact hours

Introduction

In this study session, you will be able to know two most important aspects of motivation. These are self-motivation and team motivation. Also, you will learn various techniques for self and team motivation with relevant examples.

Learning Outcomes for Study Session 6

When you have studied this session, you should be able to:

Explain the self-motivation and the ways and techniques for self-motivation. (SAQ 6.1)

Discuss the team motivation and the ways and techniques of team motivation. (SAQ 6.2)

6.1 Self-Motivation

Self-motivation is a power that drives us to keep moving ahead. It encourages continuous learning and success, whatever is the scenario. **Self-motivation is a primary means of realizing our goals and progressing.** It is basically related to our inventiveness in setting dynamic goals for ourselves, and our faith that we possess the required skills and competencies for achieving those challenging goals. We often feel the need for self-motivation.



Figure 6.1 Self-Motivation

Source: www.images.ctrustnetwork.com/static_pages/self_help/mindset/motivation/how.self.motivate.jpg

6.1.1 Ways and Techniques for Self-Motivation

Table 6.1 Indicates the various methods of Self -Motivation

1.	Communicate and talk to get motivated	Communicating with someone can boost up your energy and make you go on track. Talk with optimistic and motivated individuals. They can be your colleagues, friends, wife, or any one with whom you can share your ideas.
2.	Remain optimistic	When facing hurdles; we always make efforts to find how to overcome them. Also, one should understand the good in bad.
3.	Discover your interest area	If you lack interest in current task, you should not proceed and continue with it. If an individual has no interest in the task, but if it is essential to perform, he should correlate it with a bigger ultimate goal.
4.	Self-acknowledgement	One should know when his motivation level is saturated and he feels like on top of the world. There will be a blueprint that once an individual acknowledge, he can proceed with his job and can grow.
5.	Monitor and record your success	Maintain a success bar for the assignments you are currently working on. When you observe any progress, you will obviously want to foster it.
6.	Uplift energy level	Energy is very essential for self-motivation. Do regular exercises. Have proper sleep. Have tea/coffee during breaks to refresh you.
7.	Assist, support and motivate others	Discuss and share your views and ideas with your friends and peers and assist them in getting motivated. When we observe others performing good, it will keep us motivated too. Invite feedback from others on your achievements.
8.	Encourage learning	Always encourage learning. Read and grasp the logic and gist of the reading. Learning makes an individual more confident in commencing new assignments.
9.	Break your bigger goals into smaller goals	Set a short time deadline for each smaller goal so as to achieve bigger goal on time.

■ Explain one of the techniques for self-motivation

□ Encourage learning: Always encourages learning. Read and grasp the logic and gist of the reading. Learning makes an individual more confident in commencing new assignments.

6.2 Team Motivation

A team is any group of people organized to work together interdependently and cooperatively to meet the needs of their organisations by accomplishing a purpose and goals. Furthermore, a team can be described as a group of people with a full set of complementary skills required to complete a task, job, or project.

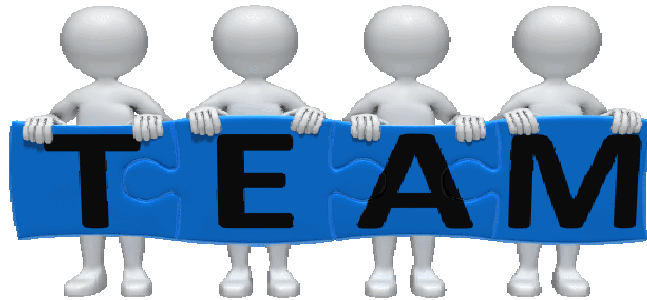


Figure 6.2 Team Motivation

Source: www.effecta.com.au/wpcontent/uploads/2012/07/stick_figures_team_puzzle_500_clr.gif

Usually, team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members. **Teams are created for both long term and short term interaction.**

Types of Teams in Working Organizations

Three common types of teams in most work organizations are;

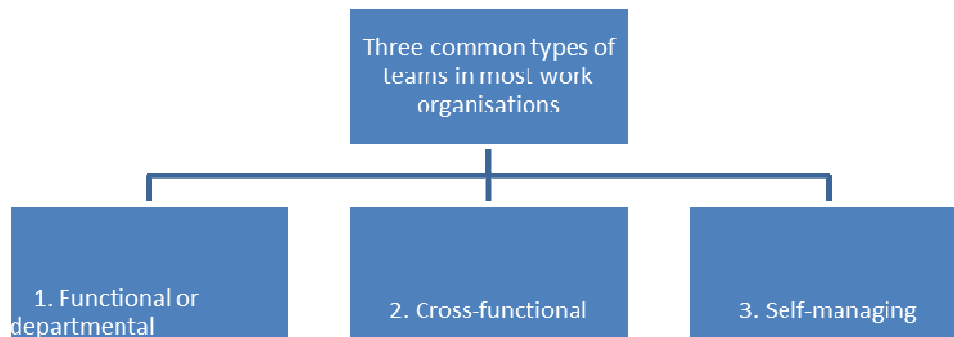


Figure 6.3 Types of Teams in Working organizations

- ❖ **Functional or departmental teams:** These refer to groups of people from the same work area or department who meet on a regular basis to analyze customer needs, solve problems, provide members with support, promote continuous improvement, and share information.
- ❖ **Cross-functional teams:** These are groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process.
- ❖ **Self-managing teams:** These are groups of people who gradually assume responsibility for self-direction in all aspects of work

BOX 1 Qualities of a Team Member

1. Demonstrate reliability
2. Communicate constructively
3. Listen actively
4. Function as an active participant
5. Share openly and willingly
6. Cooperate and pitches in to help
7. Exhibit flexibility
8. Show commitment to the team
9. Work as a problem-solver
10. Treats others in a respectful and supportive manner

A group heading towards a common objective will perform best when it is motivated as a team. Team motivation is determined by how well the team members' needs and requirements are met by the team.

6.2.1 Strategies for Effective Team Motivation

- ❖ The team's objective should well align and synchronize with the team members needs and requirements.
- ❖ Give in writing the team's mission and ensure that all understand it (as mission is a foundation based on which the team performs).
- ❖ For maintaining motivation, the team should be given challenges (which must be difficult but achievable) consistently.
- ❖ Giving a team responsibility accompanied by authority can also be a good motivator for the team to perform.
- ❖ The team should be provided with growth opportunities. The team's motivation level is high when the team members feel that they are being promoted, their skills and competencies are being enhanced, and they are learning new things consistently.
- ❖ Effective and true leaders can develop environment for the team to motivate itself. They provide spur for self- actualization behaviours of team members.
- ❖ Devote quality/productive time to your team. Have an optimistic and good relation with your team members. This will make you more acquainted with them and you can get knowledge of how well they are performing their job. Welcome their views and ideas as they may be fruitful and it will also boost their morale.
- ❖ Motivation is all about empowerment. The skills and competencies of the team members should be fully utilized. Empowering the team members makes them accountable for their own actions.
- ❖ Provide feedback to the team consistently. Become their mentor. Give the team recognition for good and outstanding performance. Give the team a constructive and not negative feedback.
- ❖ Discover and offset the factors which discourage team spirit such as too many conflicts, lethargy, team members' escape from responsibilities, lack of job satisfaction, etc.

Summary

In Study Session 2, you have learnt that:

1. Self-motivation is a power that drives us to keep moving ahead. It encourages continuous learning and success, whatever is the scenario. Self-motivation is a primary means of realizing our goals and progressing.
2. The ways and techniques for self-motivation are as follow;
 - Communicate and talk to get motivated
 - Remain optimistic
 - Discover your interest area
 - Self-acknowledgement
 - Monitor and record your success
 - Uplift energy level
 - Assist, support and motivate others
 - Encourage learning
 - Break your bigger goals into smaller goals
3. A team is any group of people organized to work together interdependently and cooperatively to meet the needs of their organization by accomplishing a purpose and goals
4. Teams are created for both long term and short term interaction.
5. There are three common types of teams in most work organizations. They are; functional or departmental, cross-functional, and self-managing.
6. A group heading towards a common objective will perform best when it is motivated as a team.
7. Team motivation is determined by how well the team members' needs and requirements are met by the team.
8. Strategy for effective team motivation include the following:
 - The team's objective should well align and synchronize with the team members needs and requirements.
 - Give in writing the team's mission and ensure that all understand it (as mission is a foundation based on which the team performs).
 - For maintaining motivation, the team should be given challenges (which must be difficult but achievable) consistently. Etc.

Self-Assessment Questions (SAQs) for Study Session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 6.1 (Testing Learning Outcomes 6.1)

Discuss the self-motivation and the ways and techniques for self-motivation. (SAQ 6.1)

SAQ 6.2 (Testing Learning Outcomes 6.2)

Explain team motivation and the ways and techniques of team motivation. (SAQ 6.2)

Study Session 7 Leadership and Motivation

Expected duration: 1 week or 2 contact hours

Introduction

This study session you will examine the relationship between leadership and motivation. In doing this several definitions of leadership will be examined. The study session will also present feature or characteristics of leadership. Also, the lecture will examine briefly some theories of leadership. Finally, you will examine leadership-motivation nexus.

Learning Outcomes for Study Session 7

When you have studied this session, you should be able to:

- 7.1 Briefly explain the concept of leadership. (SAQ7.1)
- 7.2 Discuss theories of leadership. (SAQ 7.2)
- 7.3 Mention the leadership-motivation nexus. (SAQ 7.3)

7.1 The Concept of Leadership

Leadership is a complex concept. In spite of numerous studies and writing on the subject there is yet to emerge a universally accepted definition, a comprehensive and empirically tested theories of leadership. Leadership according to Keith Davis (1967) is part of management but not all of it. It is the ability to persuade others to seek defined objectives



Figure 7.1 Example of leadership

Source: www.blog.simplyyouthministry.com/wp-content/upload/dodge/2013/12/leading-leaders.jpeg

Enthusiastically. It is the human factor which binds a group together and motivates it towards goals’.

Leadership can also be defined as the process of influencing the activities of an organized group towards goal setting and goals achievement. It is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment

of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

From the definitions above, it is evident that **leadership is the potential to influence behaviour of others**. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

Box1 Characteristics of Leadership

1. It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.
2. It denotes a few qualities to be present in a person who includes intelligence, maturity and personality.
3. A leader is involved in shaping and molding the behaviour of the group towards accomplishment of organizational goals.
4. Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

■ In your own words define leadership.

□ Leadership can be defined as the process of influencing the activities of an organized group towards goal setting and goals achievement. It is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation.

7.1.1 Functions of Leadership in Organization

Leadership performs a number of functions in work organization. Some of these functions are:

Table 7.1 Examine the functions of a good leader.

S/N	FUNCTIONS OF A GOOD LEADER
1.	Initiates action: Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
2.	Motivation: A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
3.	Providing guidance: A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
4.	Creating confidence: Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
5.	Building morale: Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale

	booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
6.	Builds work environment: Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
7.	Co-ordination: Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

■ Explain one of the functions of a leader

□ Initiates action: Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.

7.2 Theories of Leadership

There are several theories of leadership; we will consider each very briefly

"Great Man" Theories

These theories assume that the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed.

The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

Trait Theories

Similar in some ways to "Great Man" theories, trait theories trait assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders.

If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation.

According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

Situational Theories

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making.

For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective.

Behavioral Theories

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorisms, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can *learn* to become leaders through teaching and observation.

Participative Theories

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.

Management Theories

Management theories, also known as transactional theories focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished.

Relationship Theories

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Other Empirical Studies on Leadership

Besides some of the theories of leadership discussed above, there are several empirical studies done on leadership and leadership styles.

Prominent among these studies is the one carried out by Stogdill (1948.) In his study, he emphasized the importance of roles to the determination of leadership.

These roles he highlighted included:

Box 2: Importance of roles to the determination of leadership

1. Expectations that define individual role in a group are status and function of the position occupied.
2. The demands made upon the individual by his group

3. Perception of group members of what leadership is, and;
4 Role differentiation. This may be in terms of achieved role, ascribed role, etc. For instance it may be difficult for women to occupy certain positions say a President in Nigeria.

In other words, there are some roles or occupations that are exclusively reserved for men while ‘Marginal Jobs’ such as nursing, catering, typing, teaching in primary schools, etc are regarded as women’s calling. Thus, from this perspective it can be seen that there is a horizontal and vertical segregation of roles along gender lines.

Stogdill (1948) therefore argues that leadership is the initiation and maintenance of structure, expectation and interaction. For instance most people always maintain their position in the hierarchy.



Figure 7.2 Stogdill (1984)

Source: www.1.bp.blogspot.com/_3ep52CD3qxQ/R0QfsfqR9tI/AAAAAAAAAAg/CqylEh7ZQwc/s320/Grupo1.jpeg

Another study was the one done by Likert (1961,1967). According to him, successful leadership must involve a process of employee participation in the structuring of work and work environment. He also made a case for democratic supervision.

His studies emphasized the importance of open and full communication within a group as a necessary condition for effective leadership. For Likert (1961), effective leadership is where conflict is averted.

Furthermore, Likert (1961, 1967) argued that the job-centered versus employee-centred continuum is one possible way to classify type of leadership styles in an organization. The job-centered manager also referred to as task – oriented manager is primarily concerned with the design of work and the development of rewards to increase productivity. A good example of job-centred manager is F.W. Taylor who structured work according to engineering principles of efficiency and financially rewarded workers who exceeded a quota determined by careful measurement of potential output.

On the other hand, the primary concern of the employee – centred manager is people. He or she focuses on improving performance through human relations. The employee-centred leader emphasizes supportive relationship, allows maximum participation in decision-making, and stays away from detailed supervision and set high performance goals for the work unit.

Furthermore, he or she encourages the employees to grow or develop. He later suggested four basic systems of leadership style. These are system one (Exploitative authoritative); system two (Benevolent authoritative); system three (Consultative democratic) and system four (Participative democratic).

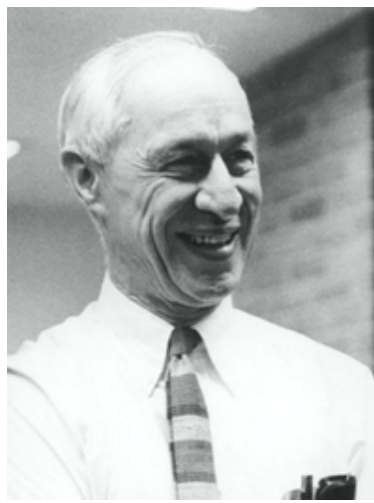


Figure 7.3 Likert (1961, 1967)

Source: www.magazine.amstat.org/wp-content/uploads/2010/08/Likert.png

According to Likert (1961) system 1 managers are *exploitative*. These managers have characteristics of the autocratic leaders. Also system 2 management referred to as *benevolent authoritative* maintains an authoritative relationship with subordinates, but they allow a limited amount of decision making by subordinates.

Motivation in this system is by rewards and some use of punishment. Generally system 2 leaders correspond to benevolent autocrats. The system 3 managers called *consultative democrats* show considerable, but not total confidence in subordinates.

There is always a two-way communication and some trust between supervisors and subordinates. Also, important decisions are made at the top but the subordinates make many specific ones. System 4 (*participative democrats*) management style is the one Likert (1961, 1967) argued to be most successful in most organizations.

These managers have total confidence and trust in subordinate. In this system, superior – subordinate relationships are friendly and characterized by mutual trust. Decision-making

is highly decentralized. Also communication is both two-way and lateral. System 4 managers are highly employee-centred in direct contrast to highly job-centred system 1 managers.

Likert (1961,1967) concludes by arguing that supervisors with the best records of performance focused their primary attention on the human aspect of their subordinate problems, creating supportive relationship, building effective work groups and setting high performance objectives. They use a group style of supervision instead of the traditional style of individual discussions with a subordinate.

7.3 Leadership -Motivation Nexus

You should recall that motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation.

However, there is no specific blueprint for motivation. As a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier.

Both an employee as well as manager must possess leadership and motivational traits. An effective leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others.

Given below are important guidelines that outline the basic view of motivation:

- Harmonize and match the subordinate needs with the organizational needs. As a leader, the executive must ensure that the business has the same morals and ethics that he seeks in his employees. He should make sure that his subordinates are encouraged and trained in a manner that meets the needs of the business.
- Appreciation and rewards are key motivators that influence a person to achieve a desired goal. Rewarding good/ exceptional behavior with a small token of appreciation, certificate or letter can be a great motivator. If a certificate is awarded to a person, it should mention the particular act or the quality for which the individual is being rewarded.
- Being a role model is also a key motivator that influences people in reaching their goals. A leader should set a good example to ensure his people to grow and achieve their goals effectively.
- Encouraging individuals to get involved in planning and important issues resolution procedure not only motivates them, but also teaches the intricacies of these key decision-making factors. Moreover, it will help everyone to get better understanding of their role in the organization. The communication will be unambiguous and will certainly attract acknowledgement and appreciation from the leader.
- Developing moral and team spirit certainly has a key impact on the well-being of an organization. The mental or emotional state of a person constitutes his or her moral fabric. A leader's actions and decisions affect the morale of his

subordinates. Hence, he should always be aware of his decisions and activities. Team spirit is the soul of the organization. The leader should always make sure his subordinates enjoy performing their duties as a team and make themselves a part of the organization's plans.

- A leader should step into the shoes of the subordinates and view things from subordinate's angle. He should empathize with them during difficult times. Empathizing with their personal problems makes them stronger-mentally and emotionally.
- A meaningful and challenging job accomplished inculcates a sense of achievement among employees. The executive must make their employees feel they are performing an important work that is necessary for the organization's well-being and success. This motivational aspect drives them to fulfill goals.

Summary

In Study Session 7, you have learnt that:

1. Leadership is a complex concept. Yet to emerge a universally accepted definition, a comprehensive and empirically tested theories of leadership.
2. Leadership according to Keith Davis (1967) is part of management but not all of it. It is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals'
3. Leadership performs a number of functions in work organisation. Some of these functions are :
 - Initiates action motivation
 - Providing guidance
 - Creating confidence
 - Building morale
 - Builds work environment
 - Co-ordination
4. There are several theories of leadership. Here is a list of some of them.

"Great Man" Theories

Trait Theories

Contingency Theories

Situational Theories

Behavioral Theories

Participative Theories

Management Theories

Relationship Theories

5. An executive must have the right leadership traits to influence motivation.
6. An effective leader must have a thorough knowledge of motivational factors for others.

7. There are important guidelines that outline the basic view of motivation. One of them is to harmonize and match the subordinate needs with the organizational needs.

Self-Assessment Questions (SAQs) for Study Session 7

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 7.1 (Testing Learning Outcomes 7.1)

Highlight the concept of leadership.

SAQ 7.2 (Testing Learning Outcomes 7.2)

What do you understand by the theories of leadership. (SAQ 7.2)

SAQ 7.3 (Testing Learning Outcomes 7.3)

Explain the leadership-motivation nexus. (SAQ 7.3)

Session Study 8 Effects of Poor Motivation and Challenges of Achieving High Motivation among Workers

Expected duration: 1 week or 2 contact hours

Introduction

In this last study session, you will learn some effects of poor motivation in the work organization. Also, you will see some challenges involved in achieving high motivation among workers; you should recall that high motivation is a major prerequisite for high productivity in work organization and by extension the achievement of organizational goals and objectives.

Learning Outcomes for Study Session 8

When you have studied this session, you should be able to:

8.1 Identify the effects of poor motivation in the work organization. (SAQ 8.1)

8.2 Explain the challenges of achieving high productivity in the work organisation. (SAQ 8.2)

8.1 Effects of Poor Motivation

For any work organisation to break even, (succeed) the human resource should be adequately catered for in terms of motivating them for higher productivity.(error) Where this is not done, it will produce a wide range of negative effects on the organisation.

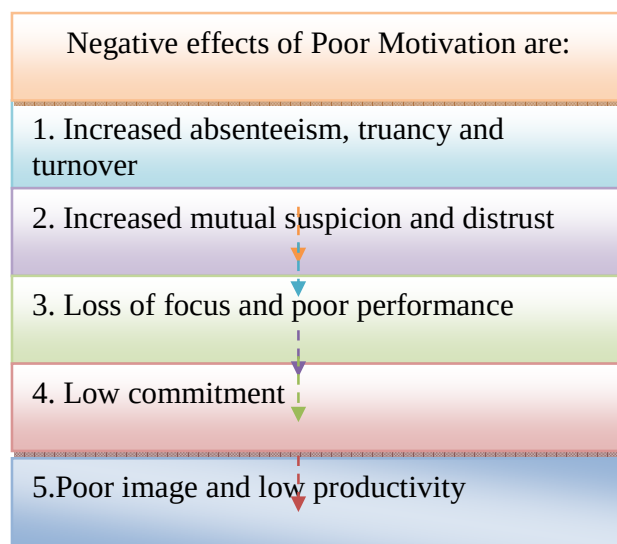


Figure 8.1 Negative effects of Poor Motivation

Source: DLC University of Ibadan

Some of these negative effects are discussed below;

1. Increased absenteeism, truancy and turnover: Usually when an employee is not well motivated and perceived to have been not well motivated, he may not feel like going to office and eventually his job suffers. At this stage, he begins to treat his job as a burden.

His happiness at work place starts to disappear and in an attempt to avoid other employees, he starts giving excuses for not being at work and when he even manages to go to work, he tries as much as possible to avoid other employees through truancy and other associated behaviours.

Also, employee retention becomes a major problem when employees do not feel motivated. An organisation invests so much of its time in training new recruits so that they come at par with the other existing employees and it is really sad when the employees leave midway because of poor motivation.

2. Increased mutual suspicion and distrust: Poor motivation has the tendency to create mutual suspicion and distrust between employees working in an organisation. An employee who suspects and distrusts other employees is always on the fence.

He spends a lot of time trying to find out what other employees are trying to do against him because he himself is also trying to figure out what he will do to them. He does not enjoy any friendly relations with others and in a team, his views or opinions on certain issues may never be known.

Hence, his membership of the team is, therefore, not worthwhile. Even at home, the employee may suffer 'workplace hangover' in his relationship with members of his immediate family.

3. Loss of focus and poor performance: When an employee feels cheated in motivation, he may distrusts other employees and always want to know what other employees are 'planning' against him, he losses focus and performs his task poorly.

The energy that would have been expended on his work to justify the salary he receives at the end of the month is now used to dwell on perceived 'enemies'. The implication of this is that he may not enjoy his work anymore.

He will not also be willing to learn new techniques and skill of performing his job from other employees. With this, he may become redundant in the organisation. In essence, poor motivation stifles creativity and innovation among the employees.

4. Low commitment: An employee who feels poorly motivated at the workplace is most likely to be less committed to his job. **Low commitment at the workplace is a function of a number of factors, one of which poor motivation is a critical factor.** Consequently, an employee who is less motivated and committed will hardly put in his best in his work performance and the organisation suffers for this.

5. Poor image and low productivity: In a situation of poor motivation, the organisation is usually the biggest loser. This is because the activities of an employee who feels

poorly motivated will always engage in activities and behaviours that are inimical to the growth of the organisation. For example, if employees always leave because of poor motivation, the organisation may not attract and retain a capable and well-committed workforce.

For those who chose to remain in the organisation, their poor motivation and commitment, low performance and other clandestine behaviours would ultimately result in low productivity in the organisation. In this situation, the organisation will not achieve its goals and objectives.

- There are some effects of Poor Motivation, explain briefly any one known to you.
- Loss of focus and poor performance: When an employee feels cheated in motivation, he may distrusts other employees and always want to know what other employees are ‘planning’ against him, he losses focus and performs his task poorly.

8.2 Challenges of Achieving High Motivation

Socio-demographic differences: Nigerian work organisations are made of men and women who come from various socio-cultural backgrounds. It is inevitable that in a team, men and women may be grouped together.

In this case, what may motivate a man may not be what motivates a woman in the work organisation, Similarly, a married person who has responsibilities may not motivated by what motivated a single who has less family responsibility.

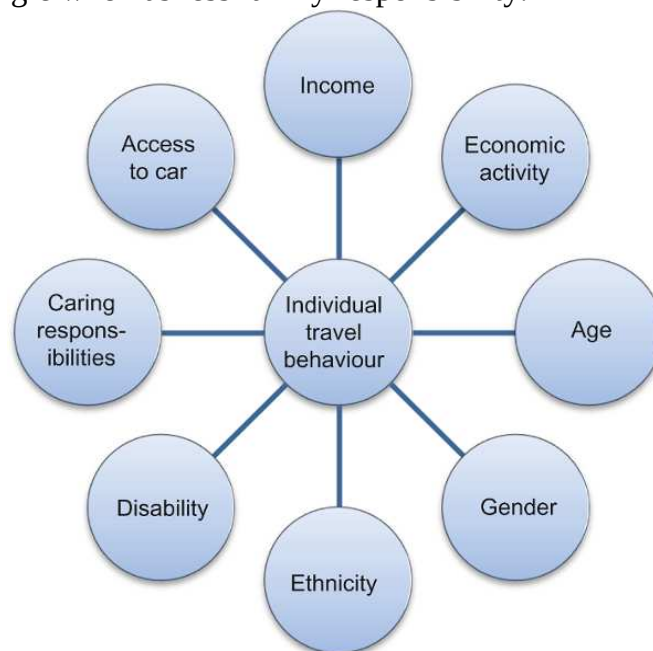


Figure 8.2 Socio-demographic differences

Source: www.emeraldinsight.com/fig/32_10_1108_S2044-9941_2012_0000002014.png

The same applies to religion. For instance religion shapes worldview of individuals. Therefore, what may motivate a Muslim may motivate a Christian. Even within the two religions, what may motivate a liberal Muslim/Christian may not motivate a more rigid Muslim/Christian. Moreover, age also matters in motivation of worker. For instance, a relative young worker may not be motivated by what motivate a relatively older worker.

Limited Resources and Opportunities: Every work organisation operates under the constraints of limited resources and opportunities. Under this arrangement, there is the tendency for employees and department to compete for these limited resources and opportunities through various means. Some employees may go the extra mile to outsmart other in their attempt to better motivation.

Unrealistic Expectations: Every employee who comes to work in an organisation usually comes with some expectations, some of them achievable while others may not. As a human being, this is normal. However, in reality it is practically impossible for an organization to meet all the financial and non-financial expectations of every employee. This is more so when such expectations exceed the organization's budget.

The moment the management refuses to offer the desired incentives or perks to the employees, some may develop negative attitude about the organization. They may become indignant, resent their managers, or even lose interest in work, and hence their relationship with management and others may suffer. To avoid such a situation, it is essential for the employees to have realistic expectations.

Employees' expectations should be kept simple or moderate so that they do not disturb the budget of the organization. However, if an organization chooses to give incentives, incentive plan should be drawn and criteria for benefiting made open and clear.

Life experiences: In Nigeria, employees who work in organisations usually come from different socio-cultural backgrounds. They also may have had unique life experiences or orientations in their childhood that shaped their expectations, thereby developing entrenched personality traits that will be difficult or may take some time to change.

For instance, it may not be possible to change the thought process of any employee who had suffered injustice, discrimination and abandonment in the past. Such employee may likely treat management with suspicion, distrust and resentment. Moreover, working with such an employee in a team may be a herculean task, and nothing may motivate him. He may stunned personality and become skeptical to things around him despite all attempts to motivate him for greater productivity.

Favoritism: In life some people may be more favoured than others. In the work place, it is even more obvious that a particular employee may be more favoured by the management because he or she may possess some personality or character traits such as integrity, broadmindedness, industry, honesty and intelligence, which are a rarity. This may offer the employee limitless opportunities to advance in a chosen career.

Favoring a particular employee may be acceptable to other employees if it is based on objective criteria. However, if it is based on some primordial factors such as ethnicity, religion and other sentiments, it is likely that other employees may resent it. This is a major problem in most work organisations in Nigeria.

Status: The positions workers occupy vary in the organisation. As demonstrated in the Hierarchy of Needs theory of Abraham Maslow, as employees advance in his career, his needs and expectations change from simple to more complex.

If an organization does not have provisions to accommodate these changing needs and expectations, the advancing employee may get less motivated and may quit. However, if he chooses not to quit he may adopt passive resistance that may be inimical to the growth of the organisation.

Government Policy: Sometimes government policy may pose a critical challenge to motivating workers especially in the public sector organisation. For instance, where government run organisation adopts quota system or federal character to promote its worker, some workers may not benefit from this policy may feel cheated and the system is not fair to them.

Usually, when this affirmative policy is adopted either to motivate workers, it is not based on any objective criteria like hardwork, dedication, rather it is often based on the state of origin of the workers.

■ Highlight four Challenges of Achieving High Motivation.

These are:

- ☐ Life experiences
- ☐ Government Policy
- ☐ Favoritism
- ☐ Status

Summary

In this Study Session, you have learnt that:

1. Usually when an employee is not well motivated and perceived to have been not well motivated, he may not feel like going to office and eventually his job suffers.
2. Poor motivation has the tendency to create mutual suspicion and distrust between employees working in an organisation
3. When an employee feels cheated in motivation, he may distrust other employees and always want to know what other employees are 'planning' against him, he loses focus and performs his task poorly
4. Low commitment at the workplace is a function of a number of factors, one of which poor motivation is a critical factor
5. In a situation of poor motivation, the organisation is usually the biggest loser.
6. Nigerian work organisations are made of men and women who come from various socio-cultural backgrounds. And it is a challenge to high motivation as what pleases A may not please B

7. Every work organisation operates under the constraints of limited resources and opportunities.
8. Every employee who comes to work in an organisation usually comes with some expectations, some of them achievable while others may not.
9. Favouritism may offer an employee limitless opportunities to advance in a chosen career.
10. The positions workers occupy vary in the organisation.
11. Sometimes government policy may pose a critical challenge to motivating workers especially in the public sector organisation.

Self-Assessment Questions (SAQs) for Study Session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this module.

SAQ 8.1 (Testing Learning Outcomes 8.1)

Explain the effects of poor motivation in the work organization. (SAQ 8.1)

SAQ 8.2 (Testing Learning Outcomes 8.2)

What are the challenges of achieving high productivity in the work organization.(SAQ 8.2)

NOTES ON MODULE SAQs

Notes on SAQs for Study Session 1

SAQ 1.1

Motivation is the process of stimulating people into action to accomplish certain goals. The management of any organization should be able to create willingness among the employees to perform in the best of their abilities.

SAQ 1.2

Motivation is very important for an organization because of its benefits. The benefits include

- Puts human resources into action
- Improves level of efficiency of employees
- Leads to achievement of organizational goals
- Builds friendly relationship

SAQ 1.3

- Promotion at work
- Incentives to employee monetary or non- monetary incentives
- Appreciations from the employer

Notes on SAQs for Study Session 2

SAQ 2.1

This theory is based on the assumption that there is a hierarchy of five needs within each individual. The urgency of these needs varies.

The five needs are as follows:

1. **Physiological needs**
2. **Safety needs**
3. **Social needs**
4. **Esteem needs**
5. **Self-actualization needs**

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. Maslow grouped the five needs into two categories - **Higher-order needs** and **Lower-order needs**. The physiological and the safety needs constituted the lower-order needs. The social, esteem, and self-actualization needs constituted the higher-order needs.

Notes on SAQs for Study Session 3

SAQ 3.1

In 1959, Frederick Herzberg, a behavioral scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction.

Maslow's hierarchy of needs into three simpler and broader classes of needs: According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the **Existence needs**- These include need for basic material necessities. In short, the opposite of "Dissatisfaction" is "No Dissatisfaction".

includes an individual's physiological and physical safety needs. **Herzberg classified these job factors into two categories:**

1. **Relatedness needs**- These include the aspiration individuals have for **Hygiene factors**: Hygiene factors are those job factors which are essential for maintaining significant interpersonal relationships (be it with family, peers or existence of motivation at workplace. These do not lead to positive satisfaction superiors), getting public fame and recognition. Maslow's social needs and for long-term.
2. external component of esteem needs fall under this class of need. **Motivational factors**: According to Herzberg, the hygiene factors cannot be **Growth needs**- These include need for self-development and personal growth and regarded as motivators. The motivational factors yield positive satisfaction. These advancement. Maslow's self-actualization needs and intrinsic component of factors are inherent to work.

esteem needs fall under this category of need.

SAQ 2.3

In 1960, Douglas McGregor formulated Theory X and Theory Y suggesting two aspects of human behaviour at work, or in other words, two different views of individuals (employees): one of which is negative, called as Theory X and the other is positive, so David McClelland and his associates proposed McClelland's theory of Needs / called as Theory Y. According to McGregor, the perception of managers on the nature of Achievement Motivation Theory. This theory states that human behaviour is affected by individuals is based on various assumptions.

three needs: Need for Power, Achievement and Affiliation.

Need for **achievement** is the urge to excel, to accomplish in relation to a set of standards, to struggle to achieve success.

Need for **power** is the desire to influence other individual's behaviour as per your wish. In other words, it is the desire to have control over others and to be influential.

Need for **affiliation** is a need for open and sociable interpersonal relationships. In other words, it is a desire for relationship based on co-operation and mutual understanding.

SAQ 3.3

This theory states that goal setting is essentially linked to task performance. In simple words, **goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.**

The important features of goal-setting theory are as follows:

The willingness to work towards attainment of goal.

Specific and clear goals lead to greater output and better performance.

The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction. Also, employees' participation in goal is not always desirable. Participation of setting goal, however, makes goal more acceptable and leads to more involvement.

Notes on SAQs for Study Session 4

SAQ4.1

Reinforcement theory of motivation was proposed by B.F. Skinner and his associates. It states that individual's behaviour is a function of its consequences. It is based on "law of effect", i.e. individual's behaviour with positive consequences tends to be repeated, but individual's behaviour with negative consequences tends not to be repeated.

This theory focuses totally on what happens to an individual when he takes some action. Thus, according to Skinner, the external environment of the organization must be designed effectively and positively so as to motivate the employee. This theory is a strong tool for analyzing controlling mechanism for individual's behaviour.

SAQ 4.2

The core of the equity theory is the principle of balance or equity. As per this motivation theory, an individual's motivation level is correlated to his perception of equity, fairness and justice practiced by the management.

Higher is individual's perception of fairness, greater is the motivation level and vice versa. While evaluating fairness, employee compares the job input (in terms of contribution) to outcome (in terms of compensation) and also compares the same with that of another peer of equal cadre/category. D/I ratio (output-input ratio) is used to make such a comparison.

SAQ 4.3

Vroom stresses and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

The Expectancy theory states that employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood, that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).

Notes on SAQs for Study Session 5

SAQ 5.1

Monetary incentives- Those incentives which satisfy the subordinates by providing them rewards in terms of rupees. Money has been recognized as a chief source of satisfying the needs of people. Money is also helpful to satisfy the social needs by possessing various material items. Therefore, money not only satisfies psychological needs but also the security and social needs.

Non-monetary incentives- Besides the monetary incentives, there are certain non-financial incentives which can satisfy the ego and self-actualization needs of employees. The incentives which cannot be measured in terms of money are under the category of "Non-monetary incentives". Whenever a manager has to satisfy the psychological needs of the subordinates, he makes use of non-financial incentives.

SAQ 5.2

Positive incentives

Positive incentives are those incentives which provide a positive assurance for fulfilling the needs and wants of employees. Positive incentives generally have an optimistic attitude behind and they are generally given to satisfy the psychological requirements of employees. For example-promotion, praise, recognition, perks and allowances, etc. It is positive by nature.

Negative Incentives

Negative incentives are those whose purpose is to correct the mistakes or defaults of employees. The purpose is to rectify mistakes in order to get effective results. Negative

incentive is generally resorted to when positive incentive does not work and a psychological set back has to be given to employees. It is negative by nature. For example- demotion, transfer, fines, penalties.

SAQ 5.3

Morale can be defined as the total satisfaction derived by an individual from his job, his work-group, his superior, the organization he works for and the environment. It generally relates to the feeling of individual's comfort, happiness and satisfaction. Morale is a mental condition of groups and individuals which determines their attitude.

Morale is a fusion of employees' attitudes, behaviours, manifestation of views and opinions

Notes on SAQs for Study Session 6

SAQ 6.1

Self-motivation is a power that drives us to keep moving ahead. It encourages continuous learning and success, whatever is the scenario. Self-motivation is a primary means of realizing our goals and progressing.

The ways and techniques for self-motivation are as follow;

- Communicate and talk to get motivated
- Remain optimistic
- Discover your interest area
- Self-acknowledgement
- Monitor and record your success
- Uplift energy level
- Assist, support and motivate others
- Encourage learning
- Break your bigger goals into smaller goals

SAQ 6.2

Team motivation is determined by how well the team members' needs and requirements are met by the team.

Strategy for effective team motivation includes the following:

- The team's objective should well align and synchronize with the team members needs and requirements.
- Give in writing the team's mission and ensure that all understand it (as mission is a foundation based on which the team performs).
- For maintaining motivation, the team should be given challenges (which must be difficult but achievable) consistently. Etc.

Notes on SAQs for Study Session 7

SAQ 7.1

Leadership according to Keith Davis (1967) is part of management but not all of it. It is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals'

Leadership performs a number of functions in work organisation. Some of these functions are:

- Initiates action motivation
- Providing guidance
- Creating confidence
- Building morale
- Builds work environment
- Co-ordination

SAQ 7.2

There are several theories of leadership. Here is a list of some of them.

1. "Great Man" Theories
2. Trait Theories
3. Contingency Theories
4. Situational Theories
5. Behavioral Theories
6. Participative Theories
7. Management Theories
8. Relationship Theories

An executive must have the right leadership traits to influence motivation. Both an employee as well as manager must possess leadership and motivational traits. An effective leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others.

Notes on SAQs for Study Session 8

SAQ 8.1

For any work organization to succeed the human resource should be adequately catered for in terms of motivating them for higher productivity. Where this is not done, it will produce a wide range of negative effects on the organization.

Some of the negative effects are:

- **Increased absenteeism, truancy and turnover**
- **Increased mutual suspicion and distrust**
- **Loss of focus and poor performance**
- **Low commitment**
- **Poor image and low productivity**

SAQ 8.2

Some of the challenges of achieving high motivation in the work place are as follow:

- **Socio-demographic differences**
- **Limited Resources and Opportunities**
- **Unrealistic Expectations**
- **Life experiences**

- **Favouritism**
- **Status**
- **Government Policy**

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