

The process that account for an individual's intensity,
direction and persistence of effort toward attaining .

MOTIVATION

◎ Key Elements

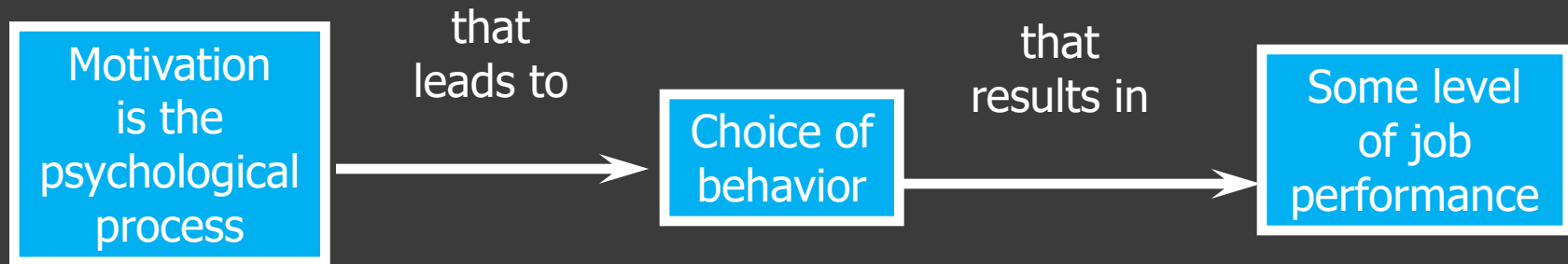
1. Intensity: how hard a person tries
2. Direction: toward beneficial goal
3. Persistence: how long a person tries

Motivation

⦿ **Motivation** is the willingness of a person to exert high levels of effort to satisfy some individual need or want.

- The **effort** is a measure of intensity.
- **Need** – Some internal state that makes certain outcomes appear attractive.
- forces that energize, direct and sustain a person' efforts

Introduction (Cont.)



The Motivation-Behavior-Job Performance Sequence

Need and Importance of Motivation

- ⦿ Higher efficiency
- ⦿ Reduce absenteeism.
- ⦿ Reduces employee turn over.
- ⦿ Improves a corporate image.
- ⦿ Good relations.
- ⦿ Improved morale.
- ⦿ Reduced wastages and breakages.
- ⦿ Reduced accidents.
- ⦿ Facilitates initiative and innovation.

Types of Motivation

- ◎ **Intrinsic Motivation:** Motivation coming from within, not from external rewards; based on personal enjoyment of a task.
- ◎ **Extrinsic Motivation:** Based on obvious external rewards, obligations, or similar factors (e.g., pay, grades)

Types of Motives

- ◎ **Primary Motive:** Innate (inborn) motives based on biological needs that must be met to survive
- ◎ **Stimulus Motive:** Needs for stimulation and information; appear to be innate, but not necessary for survival
- ◎ **Secondary Motive:** Based on learned needs, drives, and goals

Psychological Contract: A Set of Employment Expectations

⦿ **Contributions:**

- **What does each employee expect to contribute to the organization?**

⦿ **Inducements:**

- **What will the organization provide to each employee in return?**

THEORIES OF MOTIVATION

Theories to be discussed

- Maslow's Need Hierarchy Theory
- Alderfer's ERG Theory
- Mc Clelland's Need Achievement Theory
- Herzberg's Motivator-Hygiene Theory
- Mc Gregor's X & Y Theory
- Vroom's Expectancy Model
- Adam's Equity Theory
- Locke's Goal Setting Theory

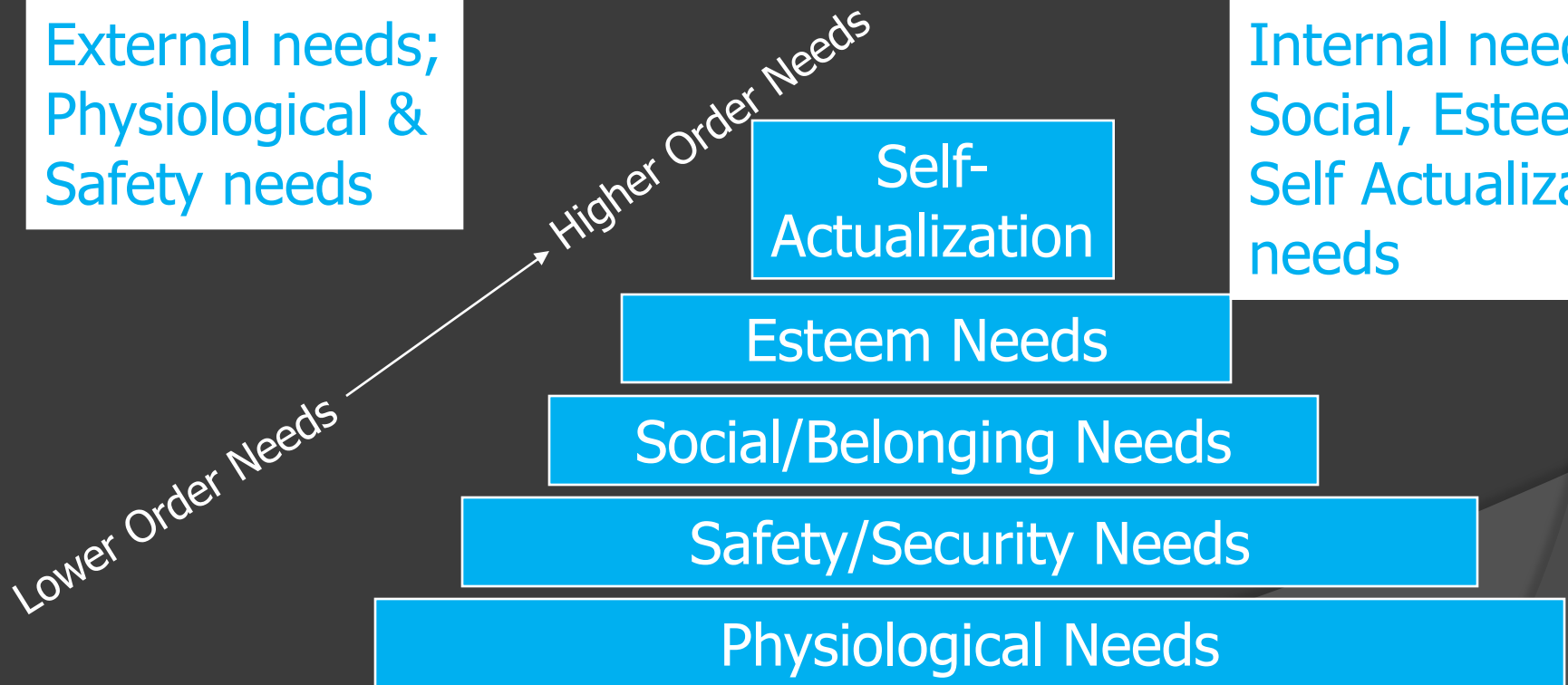
Maslow's Hierarchy of Needs

Lower Order Need:

External needs;
Physiological &
Safety needs

Higher Order Need:

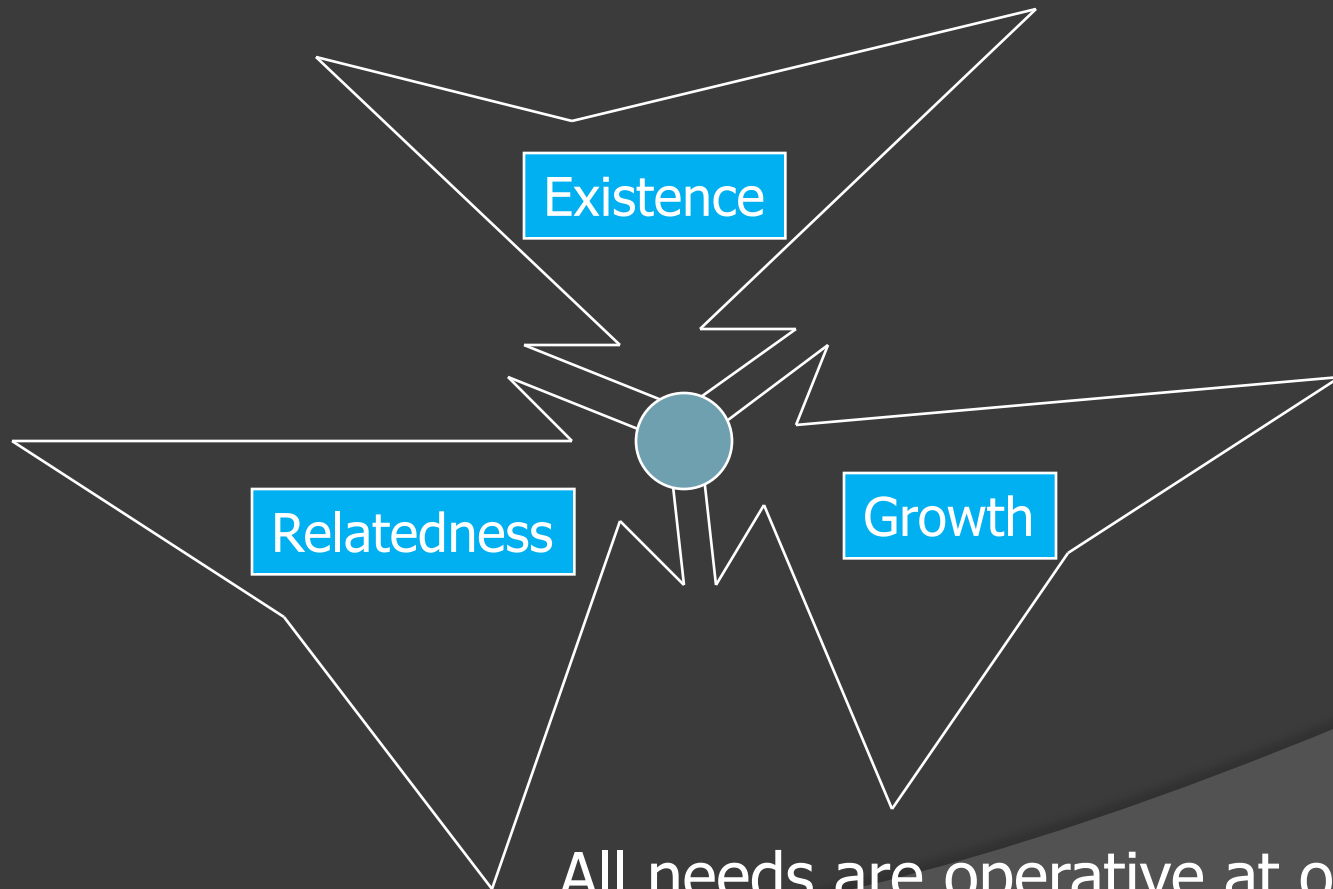
Internal needs;
Social, Esteem &
Self Actualization
needs



- ◎ **Physiological Needs** are those required to sustain life, such as: Air, water, nourishment, sleep.
- ◎ **Safety Needs** are the needs for shelter and security; Eg: Living in a safe area, Medical insurance, Job security, Financial reserves.
- ◎ **Social Needs** include the need for belongingness and love; eg: Need for friends, Need for belonging, Need to give and receive love.

- ◎ **Esteem needs** include the desire for self-respect, self-esteem, and the esteem of others.
- ◎ **Self-actualization**; the need for self-realization, continuous self-development, and the process of becoming all that a person is capable of becoming.

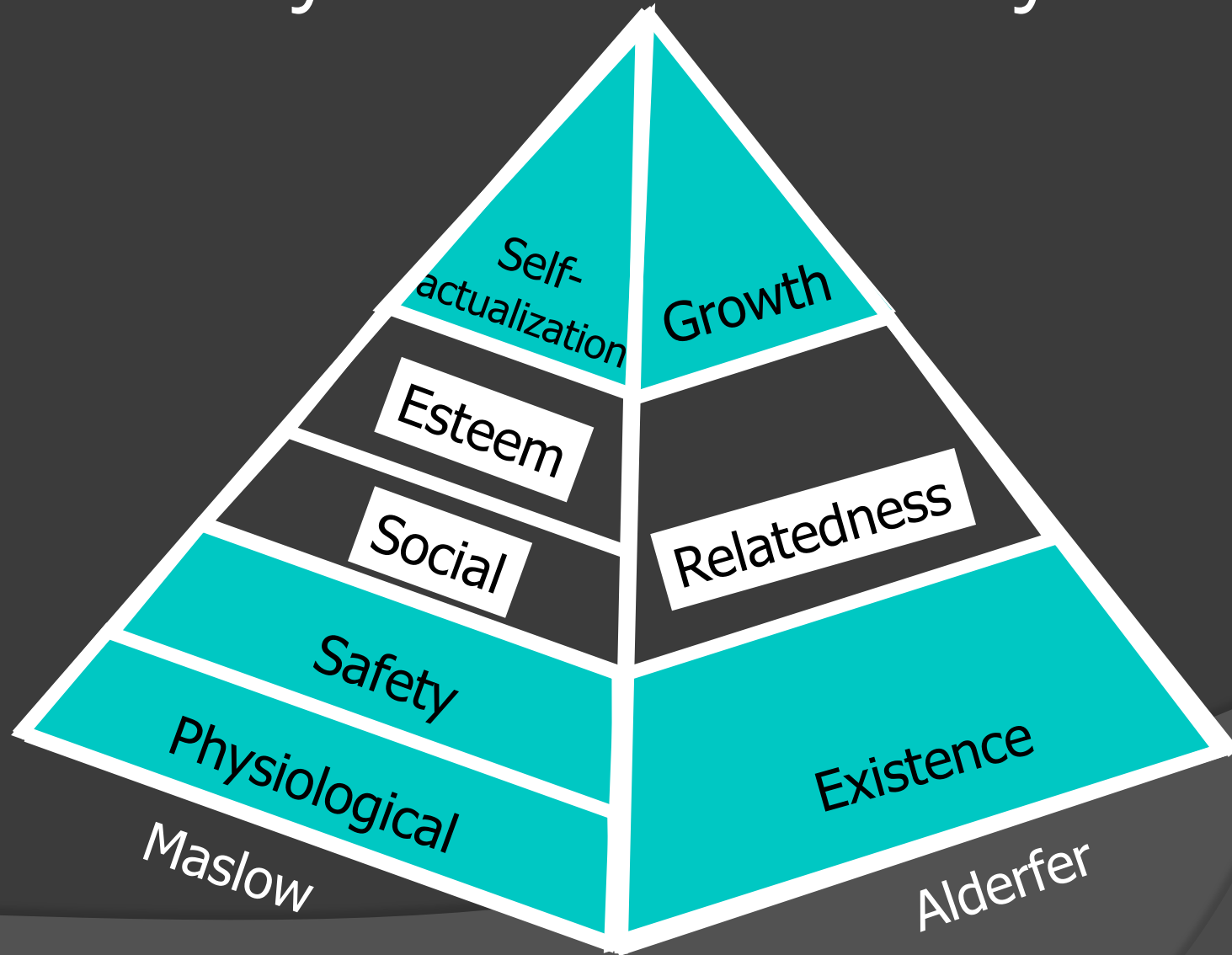
Alderfer's ERG Theory of Motivation



E.R.G. Theory

- ⦿ A variation of Maslow's hierarchy of needs
- ⦿ Three groups of needs
 - **Existence needs:** physical and material wants.
 - **Relatedness needs:** desires for interpersonal relationships.
 - **Growth needs:** desires to be creative and productive; to use one's skills.

Comparison of Maslow's Need Hierarchy And ERG Theory



- ⦿ ERG theory demonstrates that more than one need may be operative at the same time.
- ⦿ ERG theory does not assume a rigid hierarchy where a lower need must be substantially satisfied before one can move on.
- ⦿ Alderfer also deals with **frustration-regression**. That is, if a higher-order need is frustrated, an individual then seeks to increase the satisfaction of a lower-order need.

McClelland's Needs Theory

- ◎ **The need for Achievement:** is the drive to accomplish challenging goals.
- ◎ **The need for Power:** is the desire to control others; to influence others' behavior according to one's wishes.
- ◎ **The need for Affiliation:** is the desire for close relationships with others.

- ◎ **Strong need for achievement people**
 - Take responsibility for results of behavior
 - Willing to take calculated risks
 - Set moderate achievement goals
 - Prefer to set performance standards for themselves
 - Prefer non-routine tasks to routine assignments
 - Welcome feedback about how well they are doing

◎ Strong Need for Power people

- Focuses on "controlling the means of influencing the behavior of another person"
- Having strong effects on other people
- Means of influence: anything available to the person to control the behavior of another
- Actively searches for means of influence

◎ **Strong Need for Affiliation** people

- Focuses on "establishing, maintaining, and restoring positive affective relations with others"
- Want close, warm interpersonal relationships
- Seek the approval of others, especially those about whom they care
- Like other people, want other people to like them, and want to be in the company of others

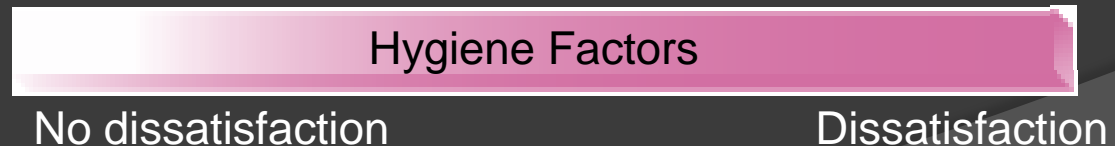
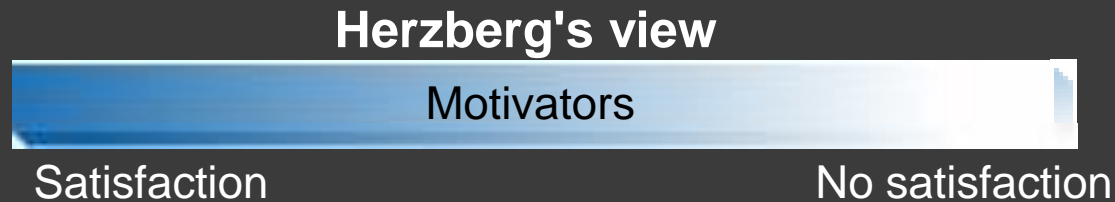
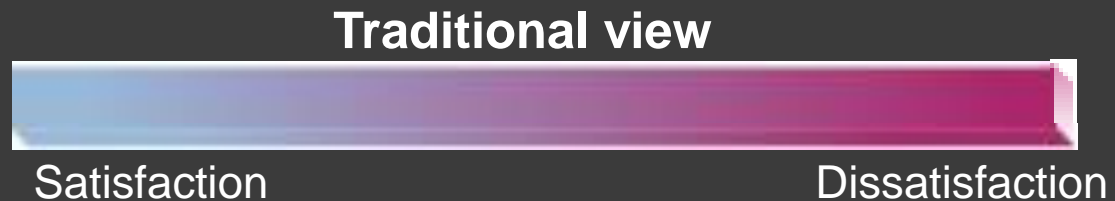
Herzberg's Motivation-Hygiene Theory

- ① Herzberg investigated the question “What do people want from their job?”
- ① He asked people to describe the situations in which they felt exceptionally *Good* or *Bad* about their job.
- ① The replies of ‘Felt Good’ were significantly different from ‘Felt Bad’.
- ① He discovered that factors leading to satisfaction are different from dis-satisfaction.

Herzberg's Motivator-Hygiene Theory

- ① Two distinct continua: one for satisfaction and one for dissatisfaction
- ① Not a single continuum with dissatisfaction on one end and satisfaction on the other
- ① Herzberg eventually called the satisfiers **motivators**; the dis-satisfiers **hygiene factors**.

Contrasting Views of Satisfaction and Dissatisfaction



Herzberg's Motivation-Hygiene Theory

- ◎ Two independent scales:
 - **Satisfaction and No Satisfaction**
 - These are the motivators
 - **Dissatisfaction and No Dissatisfaction**
 - Hygiene or maintenance factors

Comparison of Hygiene and Motivators

⦿ Hygiene Factors

- Company policies
- Supervision
- Work conditions
- Salary
- Relationship with peers
- Status
- Security

These factors contribute to **job dissatisfaction.**

⦿ Motivators

- Recognition
- Achievement
- Work itself
- Responsibility
- Opportunity for advancement
- Growth

These factors contribute to **job satisfaction.**

McGregor's Theory X & Y

◎ Theory X

- Managers are pessimistic about workers' capabilities.
- Managers believe people dislike work, seek to avoid responsibility, and are not ambitious.
- Employees must be closely supervised.

◎ Theory Y

- Managers are more optimistic about workers' capabilities.
- Managers believe people enjoy work, willingly accept responsibility, exercise self-control, have the capacity to innovate, and work is as natural as play.

Goal Setting Theory

- ◎ A goal is what a person tries to attain, accomplish, or achieve.
 - Goals tell an employee what needs to be done and how much effort will need to be expended.
 - A specific hard goal that is understood and accepted by the individual acts as an internal stimulus.
 - Specific hard goals produce a higher level of output than does the generalized goal of “do your best.”
 - The specificity of the goal itself acts as an internal stimulus.
 - Feedback is critical and acts to guide behavior.

Equity Theory of Motivation

- ◎ Individuals compare their job inputs and outcomes with those of others and then respond so as to eliminate any inequities.
- ◎ Equity theory recognizes that individuals are concerned not only with the absolute amount of reward for their efforts, but also with the relationship of this amount to what others receive.

Equity Theory of Motivation

Performance
Education
Organizational Level
Tenure/Seniority
Gender

Social Reward
Benefits
Recognition
Actual Pay
Perks

INPUTS



OUTPUTS

Equity Theory of Motivation

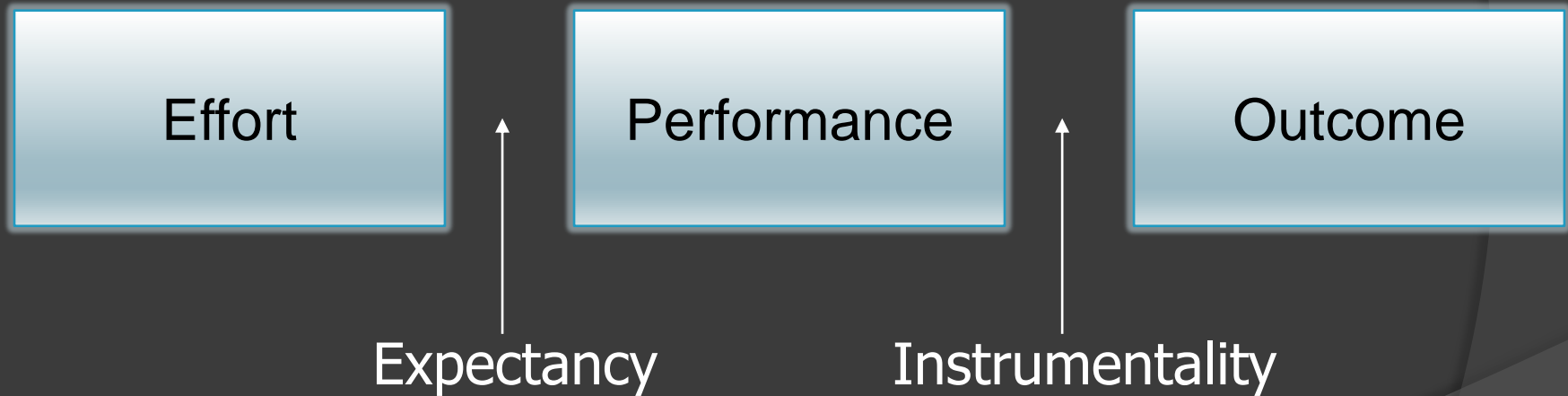
- ◎ If an imbalance is perceived, what could be done?
 - Change the inputs.
 - Change the outcomes.
 - Look at another measurement.
 - Change one's self-perception.
 - Choose to leave.

Vroom's Expectancy Theory

- ◎ The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.
- ◎ **MF = Expectancy X Instrumentality X \sum (Valence(s))**
- ◎ **Where, MF= Motivational Force**

- ◎ **(EXPECTANCY)** **Effort-performance relationship:** The probability perceived by the individual that exerting a given amount of effort will lead to performance.
- ◎ **(INSTRUMENTALITY)** **Performance-reward relationship:** The degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.
- ◎ **(VALENCE)** **Reward-personal goals relationship:** The degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual.

Basic Concepts Of Expectancy Theory



Motivational determinants

1. MBO

Set SMART goals

- Specific
 - Participative
 - Decision making
 - Performance feedback
-
- 2. Employee involvement

Contd..

- ③ 3. Job redesign
- ④ 4. Variable pay programs

Job Dissatisfaction

- ⦿ Employee unrest
- ⦿ Absenteeism
- ⦿ Tardiness
- ⦿ Employee turnover
- ⦿ Union activity
- ⦿ Early retirement

LEADERSHIP

- ① The ability to influence a group toward the achievement of goals
- ① Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Managers Vs Leaders

Manager Characteristics

- Administers
- A copy
- Maintains
- Focuses on systems and structures
- Relies on control
- Short range view
- Asks how and when
- Eye on bottom line
- Imitates
- Accepts the status quo
- Classic good soldiers
- Does things right

Leader Characteristics

- Innovates
- An original
- Develops
- Focuses on people
- Inspires trust
- Long range perspective
- Asks what and why
- Eye on horizon
- Originates
- Challenges the status quo
- Own person
- Does the right thing

Trait Theories

- ⦿ Proposed by 'Ghiselli'.
- ⦿ What characteristics or traits make a person a leader?
- ⦿ **Great Man Theory:** Individuals are born either with or without the necessary traits for leadership
- ⦿ Trait theories of leadership sought personality, social, physical or intellectual traits that differentiate leaders from non leaders
- ⦿ Technical, conceptual and human skills (Katz 1974)
- ⦿ e.g. inborn traits can be intelligence, understanding, perception, high motivation, socio-economic status, initiative, maturity, self assurance etc.

TRAIT APPROACHES TO LEADERSHIP

LEADERS ARE “BORN,” NOT MADE

- ⦿ **Physical characteristics:** appearance, height, age
- ⦿ **Personality:** extroversion, persistence, self-assurance, decisiveness
- ⦿ **Intelligence:** knowledge, ability, judgment
- ⦿ **Social characteristics:** tact, diplomacy, sociability, fluency

Trait Theories (Weaknesses)

- ⦿ All traits are not identical.
- ⦿ Some traits may be acquired through training and may not be inherited.
- ⦿ Most important and least important traits can not be identified.
- ⦿ Traits required to 'attain' leadership may not be same as required to 'sustain' leadership.
- ⦿ It fails to explain many leadership failures even after presence of required traits.
- ⦿ At times many traits are there in follower but they could not lead.
- ⦿ Traits are not uniformly distributed from top to bottom.

Behavioral Theories

Behavioral Theory

Leadership behaviors can be taught.

VS.

Trait Theory

Leaders are born, not made.

Behavioral Theories

This theory proposes that specific behaviours differentiate leaders from non-leaders.

- **Ohio State Studies:** initiating structure (task or goal orientation) vs consideration (recognition of individual needs and relationships)
- **University of Michigan studies:** Employee oriented (genuine concern for people) vs production oriented (genuine concern for task)

Ohio State Studies

Initiating Structure

The extent to which a leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment

Consideration

The extent to which a leader is likely to have job relationships characterized by mutual trust, respect for subordinate's ideas, and regard for his/her feelings

Behavioral Approach

- ⦿ Ohio State Studies/University of Michigan
 - Initiating Structure/Production Orientation
 - Consideration/Employee Orientation
- ⦿ Assumption: Leaders can be trained

Managerial Grid

Management styles in Managerial Grid

- Impoverished Management (1,1)
- Task Management/ Authority Obedience (9,1)
- Country Club (1,9)
- Middle-of-the-Road (5,5)
- Team Management (9,9)

Managerial Grid

- Given by Blake and Mouton in 1969.
- Initial step consist of *Grid Seminar*: In this previously trained managers help others to analyse their management styles.
- It is done through specially designed questionnaire for the managers to determine where they stand on *Concern for People* and *Concern for Production*.
- *Each participant approach is scored using a number ranging from 1 (Low) to 9 (High).*

Likert Leadership Styles

Four systems

- ⦿ System 1: **Exploitive authoritative**
- ⦿ System 2: **Benevolent authoritative**
- ⦿ System 3: **Consultative**
- ⦿ System 4: **Participative group management**

System 1: Exploitive Authoritative

- ⦿ Management uses fear and threats.
- ⦿ Communication is top down with most decisions taken at the top.
- ⦿ Superiors and subordinates are distant.

System 2: Benevolent Authoritative

- ① Management uses rewards.
- ① Information flowing upward is restricted to what management wants to hear and whilst policy decisions come from the top some prescribed decisions may be delegated to lower levels.

System 3: Consultative

- ⦿ Management offers rewards, occasional punishments.
- ⦿ Big decisions come from the top whilst there is some wider decision making involvement in details and communication is downward whilst critical upward communication is cautious.

System 4: Participative Group Management

- ④ Management encourage group participation.
- ④ Involvement in setting high performance goals with some economic rewards
- ④ Communication flows in all directions and is open and frank with decision making through group processes with each group linked to others by persons who are members of more than one group called **linking pins**;
- ④ Subordinates and superiors are close.
- ④ The result is high productivity and better industrial relations.

Contingency Theories

- ⦿ Leadership as being more flexible – different leadership styles used at different times depending on the circumstance.
- ⦿ Suggests leadership is not a fixed series of characteristics that can be transposed into different contexts.

Contingency Theories

- ◎ All Consider the Situation
 - Fiedler Contingency Model
 - Hersey and Blanchard's Situational Leadership Model
- ◎ Assumptions underlying the different models:
 - Fiedler: Leader's style is fixed.
 - Other's: Leader's style can and should be changed.

Fiedler Contingency Model

- ◎ Basic convention is that the appropriateness of leadership style depends upon their matching with situational requirement.
- ◎ Fiedler model consist of three elements:
 - Leadership styles
 - Situational variables and
 - their interrelationships.

Fiedler- Leadership styles

- **Leadership styles:**
- Two dimensions- task directed & relationship oriented.

LPC measures- *task or relationship-oriented leadership style* (think of all the coworkers you have ever had and describe one person you ***least enjoyed*** working with)

Fiedler-Defining the situation

- ***Leader Member Relations*** - the degree of confidence, trust, and respect subordinates have on their leader
- ***Task Structure*** - the degree to which task assignments are in the procedure (Structured/ unstructured).
- ***Position Power*** - influence derived from one's formal structural position in the organization eg. Hire, fire, promotion etc.

Least Preferred Coworker (LPC) Scale

Pleasant	8	7	6	5	4	3	2	1	Unpleasant
Friendly	8	7	6	5	4	3	2	1	Unfriendly
Rejecting	8	7	6	5	4	3	2	1	Accepting
Tense	8	7	6	5	4	3	2	1	Relaxed
Cold	8	7	6	5	4	3	2	1	Warm
Supportive	8	7	6	5	4	3	2	1	Hostile
Boring	8	7	6	5	4	3	2	1	Interesting
Quarrelsome	8	7	6	5	4	3	2	1	Harmonious
Gloomy	8	7	6	5	4	3	2	1	Cheerful
Open	8	7	6	5	4	3	2	1	Closed
Backbiting	8	7	6	5	4	3	2	1	Loyal
Untrustworthy	8	7	6	5	4	3	2	1	Trustworthy
Considerate	8	7	6	5	4	3	2	1	Inconsiderate
Nasty	8	7	6	5	4	3	2	1	Nice
Agreeable	8	7	6	5	4	3	2	1	Disagreeable
Insincere	8	7	6	5	4	3	2	1	Sincere
Kind	8	7	6	5	4	3	2	1	Unkind

Scoring

- Your final score is the total of the numbers you circled on the 16 scales

57 or less = Low LPC (task motivated)

58-63 = Middle LPC (socio-independent leaders, self directed and not overly concerned with the task or with how others view them)

64 or above = High LPC (motivated by relationships)

Hersey and Blanchard's Theory

- ⦿ Called as Situational Leadership Theory.
- ⦿ Focuses on *followers & readiness*.
- ⦿ *Followers*: the one who accept or reject leadership.
- ⦿ *Readiness*: the extent to which the people have the ability and willingness to accomplish a specific task.

Hersey and Blanchard's Situational Theory

The fundamental underpinning of the situational leadership theory is that there is no single "best" style of leadership.

- ◎ Effective leadership is task-relevant, and the most successful leaders are those that adapt their leadership style to the maturity/readiness.
- ◎ The Hersey-Blanchard Situational Leadership Model rests on **two fundamental concepts; leadership style and the individual or group's maturity level.**

Leader Behaviour Types

Hersey and Blanchard characterized **leadership style in terms of the amount of Task Behavior and Relationship Behavior** that the leader provides to their followers.

They categorized all leadership styles into four behavior types, which they named S1 to S4:

S1: Telling - is characterized by one-way communication in which the leader defines the roles of the individual or group.

S2: Selling - while the leader is still providing the direction, he or she is now using two-way communication and providing the socio-emotional support that will allow the individual or group being influenced to buy into the process;

S3: Participating - this is how shared decision-making about aspects of how the task is accomplished and the leader is providing less task behaviours while maintaining high relationship behavior;

S4: Delegating - the leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.

Of these, no one style is considered optimal for all leaders to use all the time. Effective leaders need to be flexible, and must adapt themselves according to the situation.

Maturity Levels

The right leadership style will depend on the person or group being led.

Maturity Levels are task-specific. A person might be generally skilled, confident and motivated in their job, but would still have a maturity level M1 when asked to perform a task requiring skills they don't possess.

- ⦿ **M1** - They still lack the specific skills required for the job in hand and are unable and unwilling to do.
- ⦿ **M2** - They are unable to take on responsibility for the task being done; however, they are willing to work at the task. They are novice but enthusiastic.
- ⦿ **M3** - They are experienced and able to do the task but lack the confidence or the willingness to take on responsibility.
- ⦿ **M4** - They are experienced at the task, and comfortable with their own ability to do it well. They are able and willing to not only do the task, but to take responsibility for the task

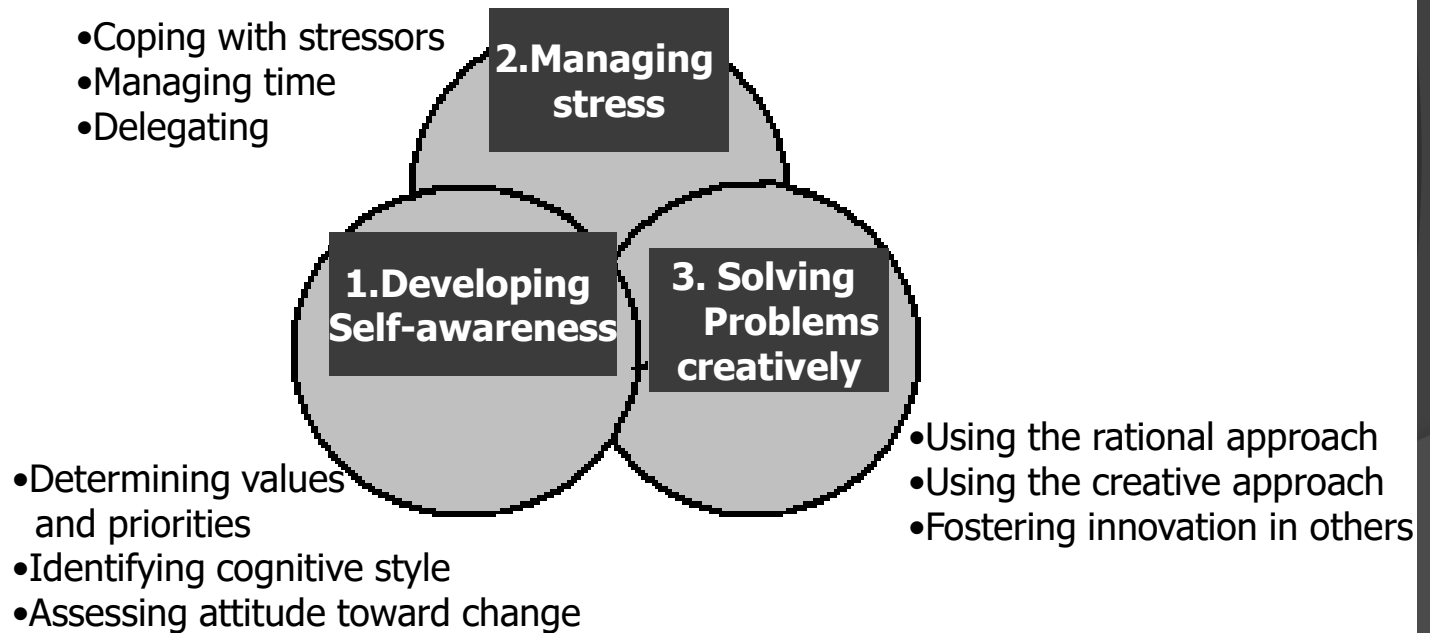
High	Moderate		Low
M4	M3	M2	M1
Very capable and confident	Capable but unwilling	Unable and willing	Unable but insecure

Hersey and Blanchard's Situational Theory



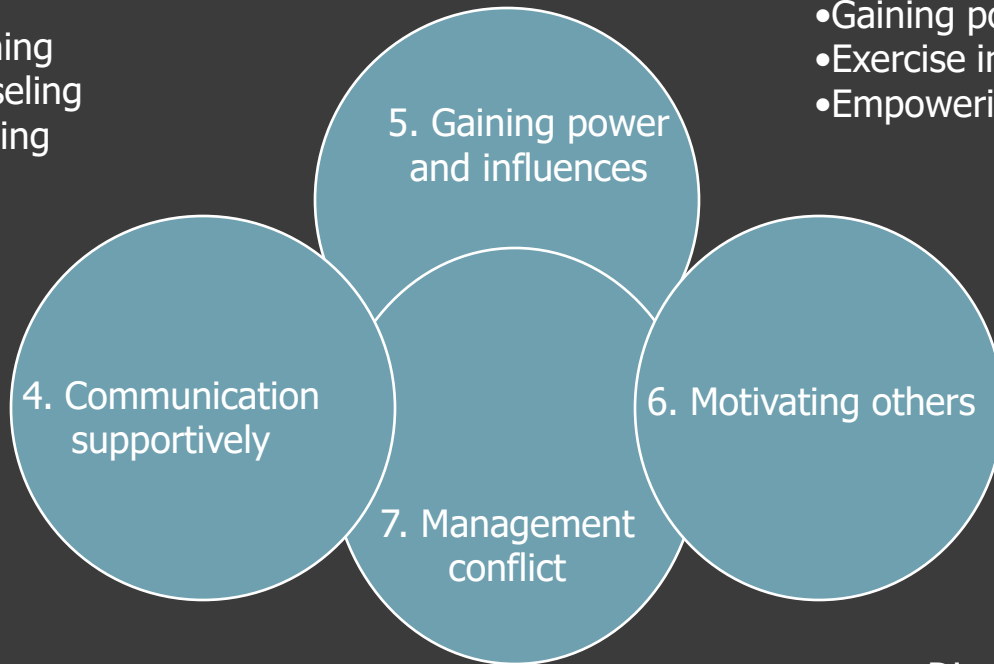
What skills do leaders need to develop interpersonal relationship?

- Skills required



- Interpersonal Skills

- Coaching
- Counseling
- Listening



- Gaining power
- Exercise influence
- Empowering others

- Identifying causes
- Selecting appropriate strategies
- Resolving confrontations

- Diagnosing poor performance
- Creating a motivating environment
- Rewarding accomplishment

GROUP DYNAMICS

GROUP DYNAMICS

- *The social process by which people interact in a group environment.*
- *The term 'Group Dynamics' was popularized by management thinker "Kurt Lewin."*

Group Dynamics

A field of social science focusing on the nature of groups- the factors governing their formation and development , the elements of their structure, and their interrelationships with individuals, other groups and organizations.

GROUP

Group is a collection of individuals.....
the members accept a common task,
become interdependent in their
performance , and interact with one
another to promote its accomplishment.

Types of Groups

Formal Groups structured to perform specific tasks.

- *Command Group* - Those who can legitimately give orders to others.
- *Task Group* – Composed of individuals with some specific interests and expertise in a specific area regardless of their positions.

Types of Groups

Informal Groups

- Emerge naturally in response to organizational or member interests.

- Primarily satisfied needs of its group members.

Types of Groups

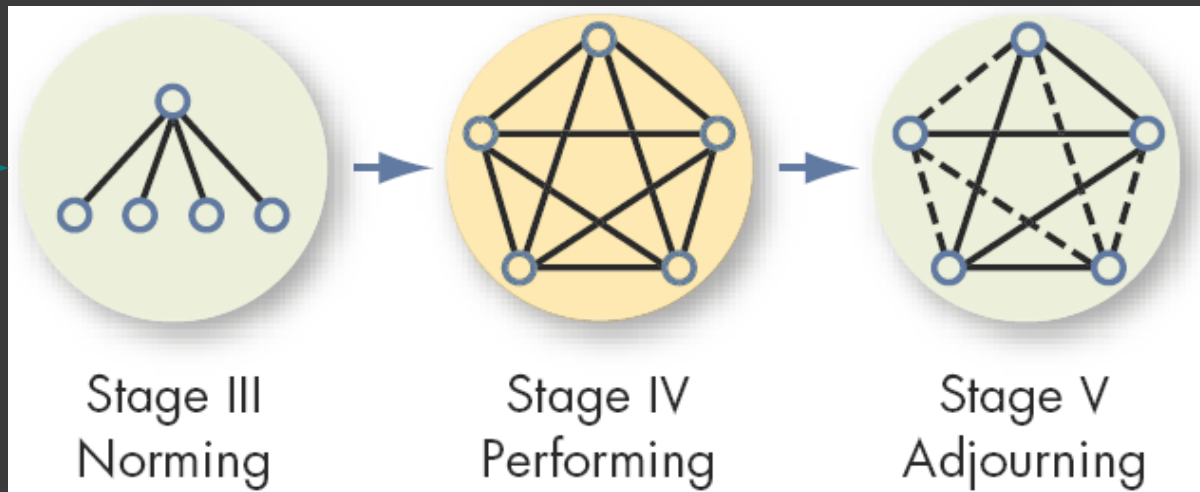
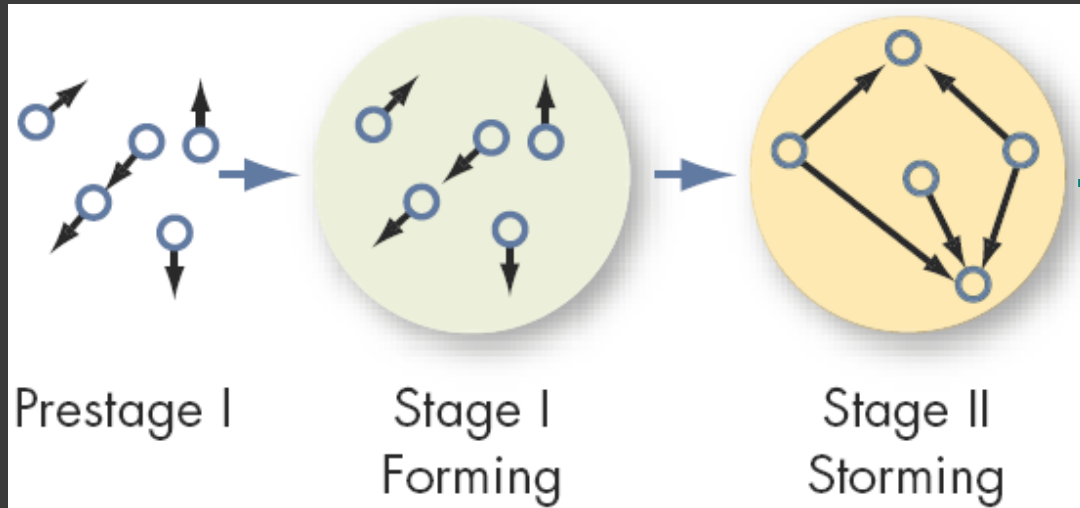
Informal Groups (Types)

- *Interest Groups* - A group of individuals come together to satisfy common interest.
- *Friendship Groups* – Develops because their members are friends, often seeing each other outside the organization.

Why people join Groups?

- Security
- Status
- Self-esteem
- Affiliation
- Power
- Goal Achievement

Stages of Group Development



Tuckman's Five-Stage Theory of Group Development (continued)

	Forming	Storming	Norming	Performing
Individual Issues	"How do I fit in?"	"What's my role here?"	"What do the others expect me to do?"	"How can I best perform my role?"
Group Issues	"Why are we here?"	"Why are we fighting over who's in charge and who does what?"	"Can we agree on roles and work as a team?"	"Can we do the job properly?"

Group Development

Forming - Orientation, guidance (dependence)

Storming - conflict, roles and responsibilities, rules and procedures, individual recognition (counter dependence)

Group Development (contd)

Norming - issue resolution, develop social agreements, cohesion, establish group norms (interdependence)

Performing - mutual assistance, creativity, understanding goals and roles (independence)

Adjourning- closure, symbolism, ceremonies, and emotional support.

Group Cohesion

Affected by the ability of the group to:

Work as a unit, share tasks, recognize member contributions;

-VS-

Conflict, role ambiguity, lack of motivation;

-Attracts-

High performers, opportunists, achievers;

-Affected by-

Group size, cliques, protest, self-interest behavior

Group Processes & Decision Making

- ⦿ Process to arrive at a decision.
- ⦿ Specific objectives – Identify problems – Search for alternatives – evaluate alternatives – choice of alternatives – action – Result – Feedback
- ⦿ Techniques-
- ⦿ 1. Brainstorming
- ⦿ 2. Delphi
- ⦿ 3. Nominal Group

Group vs. Team

Group	Factor	Team
Share Information	Goal	Collective Performance
Neutral	Synergy	Positive
Individual	Accountability	Individual & Mutual
Random & Varied	Skills	Complementary
R. Meredith Belbin, 2000		
Medium/Large	Size	Limited
Immaterial	Selection	Crucial
Solo	Leadership	Shared/Rotating
Focus on leader	Perception	Mutual Understanding
Convergence	Style	Role spreads Coordination
Togetherness, Persecution of Opponents	Spirit	Dynamic Interaction