

Organizational Behaviour
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Lecture - 13
Motivation

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Objectives

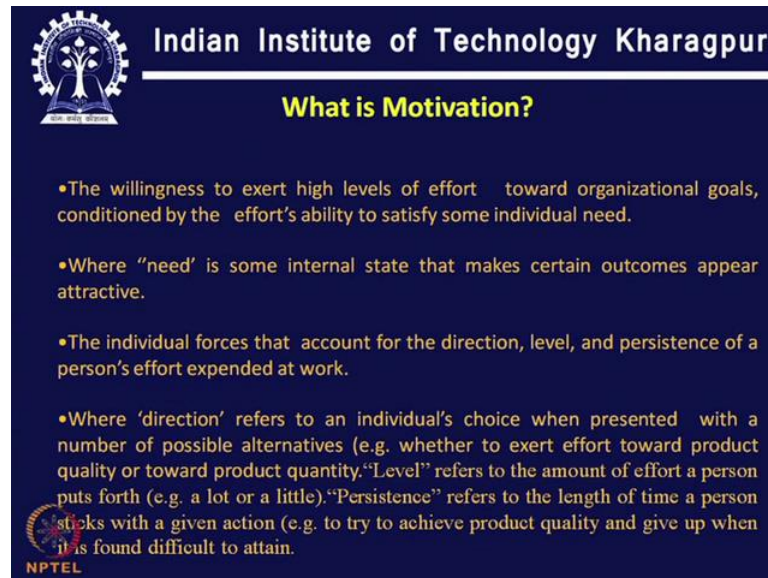
To gain an understanding about:

- Concept of Motivation
- Theories of motivation
 - Need Theories
 - Task Characteristics Theories.
 - Goal-setting Theory
 - Reinforcement Theory
 - Equity Theory
 - Expectancy Theory
- Implication of Motivation theories for Performance and Satisfaction

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Welcome to the chapter eight of the discussion which is on motivation. In motivation we are going to cover today the concept of motivation, theories of motivation grouped under different headings like. need theories, task characteristics theories, goal setting theory, reinforcement theory, equity theory, expectancy theory and we will come to understand the implication of motivation theories for performance and satisfaction.

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What is Motivation?

- The willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need.
- Where "need" is some internal state that makes certain outcomes appear attractive.
- The individual forces that account for the direction, level, and persistence of a person's effort expended at work.
- Where 'direction' refers to an individual's choice when presented with a number of possible alternatives (e.g. whether to exert effort toward product quality or toward product quantity."Level" refers to the amount of effort a person puts forth (e.g. a lot or a little)."Persistence" refers to the length of time a person sticks with a given action (e.g. to try to achieve product quality and give up when it is found difficult to attain.

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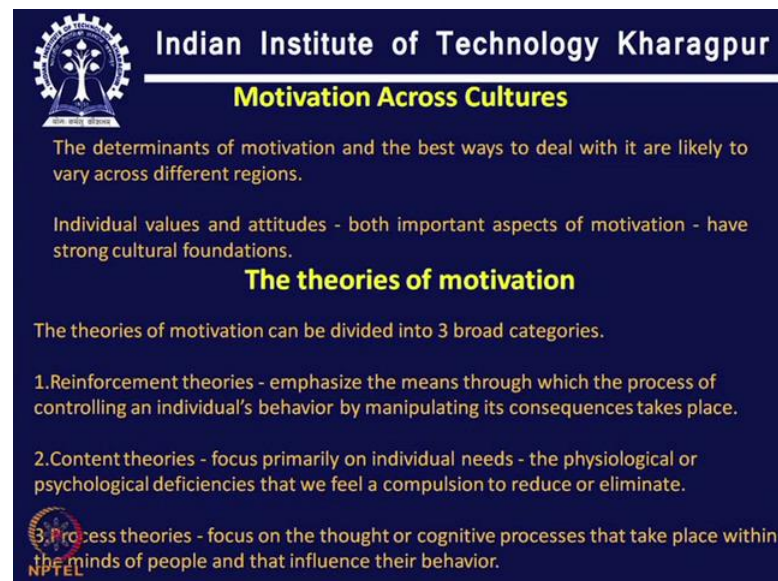
Now, what is motivation? Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts ability to satisfy some individual need. So, when need is actually an internal state which makes certain outcomes appear more attractive to us and motivation is also connected with the concept for direction, level and persistence. These three terms are very important for understanding motivation. First is direction, second level and third is persistence. We will come to discuss each of these separately.

When we are talking of direction means motivation is always towards something, and it it may arise from like the goal which is more attractive, the outcome which is more attractive and we move towards something, it the word generates from the word mover which means to move. And these direction means like there are two or three choices and we are more attracted to one of these choices. Level means the number of times we have tried for certain things, number of times we have tried to reach a goal or to efforts we are taking to do something that is levels. Persistence means the length of time that we have tried, the duration for which we have tried to carry forward a effort towards reaching a goal. So, there are three important terms connected to the concept of motivation.

First direction, second level, third is persistence, if we try to see that then where direction refers to an individual's choice when presented with a number of possible alternatives example whether to exert effort towards product quality or towards product quantity.

Level refers to the amount of effort a person puts forth example a lot of effort or a little of effort. Persistence refers to the length of time a person's sticks with a given action, that is to try to achieve product quality and give up when it is found difficult to attain. So, whether you go on trying or give you up after certain point of time denotes your persistence towards certain things.

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Motivation Across Cultures

The determinants of motivation and the best ways to deal with it are likely to vary across different regions.

Individual values and attitudes - both important aspects of motivation - have strong cultural foundations.

The theories of motivation

The theories of motivation can be divided into 3 broad categories.

1. Reinforcement theories - emphasize the means through which the process of controlling an individual's behavior by manipulating its consequences takes place.
2. Content theories - focus primarily on individual needs - the physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate.
3. Process theories - focus on the thought or cognitive processes that take place within the minds of people and that influence their behavior.

The determinants of motivation varies across cultures and also different regions and the individuals, values and attitudes are both important aspect of motivation and they both have strong cultural foundations. (()) talking of these three things, directions, levels and persistence as you disused in the last slide. You can understand the outcomes which are more attractive to one person or the number of times is going to try for certain things, the length of time is going to do remain here, she is going to, just go on trying and leave there after which denotes persistence will depend on the personality pattern of the individual, the how important he or she perceives the goal to be, what what is the values which makes that goal more attractive or less attractive to the person and cultures has also very important role to play in defining in these three characteristic of motivation. So, cultural differences and individual differences, differences in the values, differences in the personality pattern, perception etcetera play a role to define what motivates a person like how a person gets motivated and what can be done to meet that person, remain motivated towards certain things, after this will try to discuss the theories of motivation. The theories of motivation can be divided into three broad categories.

First is the reinforcement theories which emphasize the means through which the process of controlling an individual's behavior by manipulating its consequences takes place. Content theories which focus primarily on individual needs, the physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate and third group of theories are called process theories which focus on the thought or cognitive processes that takes place within the minds of people and influence their behavior.

So, if we can classify this three groups of theories we can understand like content theories deals with what motivates a person, process theories deals with how this process occurs like the process of motivation, how it happens, what what is the mechanism of how motivations takes place and when you are talking about reinforcement means how we can deal with the degrees of motivation, whether we can change it, whether we can increase that sort of thing depends on this reinforcement theories like how we can control the outcome and the consequence of motivation and as a result of which the levels of motivation are going to change. So these are the three main groups of theories and here we are going to discuss each one by one.

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Reinforcement Theories

Reinforcement is the administration of a consequence as a result of a behavior. Managing reinforcement properly can change the direction, level, and persistence of an individual's behavior.

This is a counterpoint to goal-setting theory.

While goal-setting theory is a cognitive approach proposing that an individual's purposes direct his or her action;

Reinforcement theory is a behavioristic approach which argues that reinforcement conditions behavior.

"What controls behavior are reinforcers -- any consequence that, when immediately following a response, increases the probability that the behavior will be repeated".

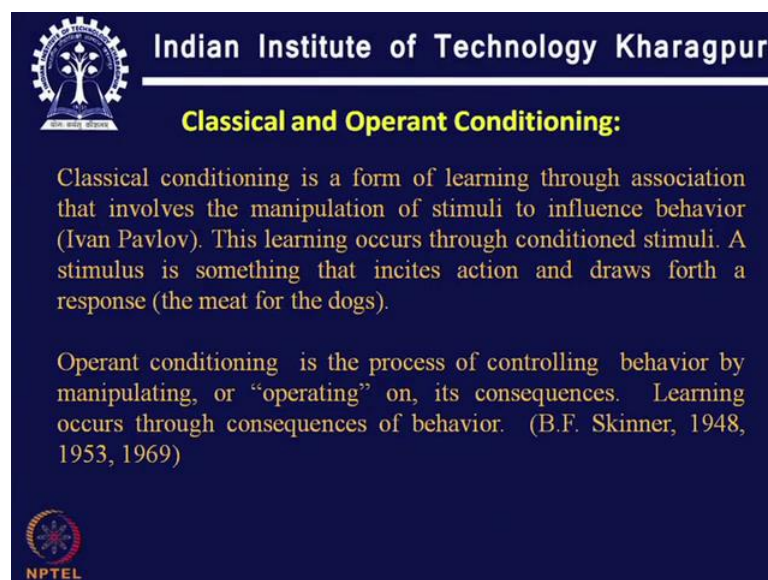
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First we will start with the reinforcement theories. Reinforcement is the administration of a consequence as a result of a behavior. Managing reinforcement properly can change the direction, level and persistence of an individual's behavior. So, we can understand like when motivation is a directed towards something and as a result there is a outcome

of that motivation. So, when we are reinforcing, we are change, trying to act on the consequence which occurs as a result to behavior. Whether you get a positive consequence or you get a negative consequence.

Each can have a tremendous impact on the direction level and the persistence with which you go on towards, approach a certain objects and things and the process with which you carry the vigor with which you carry a walk forward which may lead to changes in different levels of motivation and here we will discuss with the two main groups of theories under reinforcement theories. The operant conditioning theory and the classical conditioning theory. Point to note over here reinforcement theory is counter point to the goal setting theory. While goal setting theory is a cognitive approach, proposing that an individual's purposes direct his or her action while reinforcement as it is a behaviorist approach where reinforcement conditions the behavior of the individual and tells what can, what controls behavior are reinforces, any consequence that when immediately following a response increases the possibility that the behavior will be repeated. So, if the behavior is followed by a positive consequence it is expected that the behavior will get repeated, if it is followed by negative consequence it is generally expect that that the behavior will not be repeated again.

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The slide features the IIT Kharagpur logo in the top left corner. The title 'Indian Institute of Technology Kharagpur' is at the top right. The main heading 'Classical and Operant Conditioning:' is in yellow. The text describes classical conditioning as learning through association (Ivan Pavlov) and operant conditioning as behavior control through consequences (B.F. Skinner). The NPTEL logo is in the bottom left corner.

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Classical and Operant Conditioning:

Classical conditioning is a form of learning through association that involves the manipulation of stimuli to influence behavior (Ivan Pavlov). This learning occurs through conditioned stimuli. A stimulus is something that incites action and draws forth a response (the meat for the dogs).

Operant conditioning is the process of controlling behavior by manipulating, or “operating” on, its consequences. Learning occurs through consequences of behavior. (B.F. Skinner, 1948, 1953, 1969)

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We will discuss the two groups of being personal theories. First is the classical conditioning theory and the second is the operant conditioning theory. Classical

conditioning is a form of learning through association that involves the manipulation of stimuli to influence behavior. This learning occurs through conditions stimuli, a stimulus is something that incites action and draws forth a response. So, you will find like there are two terms over here like first is the stimuli is manipulated to influence a behavior and learning occurs through conditioned stimuli.

The, what is the done over here in the classical conditioning is according like if you go back the original experiments done by Pavlov, what happened there is an unconditional stimulus and an conditional response. Unconditional stimulus and the, evokes an conditional response in the sense which is a natural response of a towards certain stimuli, like when there is a food meat in front of a dog it will salivate, that is a natural response on conditional response of the dog towards the unconditional stimulus which is the meat over here.

Now, what happens in classical conditioning what is done? This unconditional stimulus is being paired with conditional stimulus which is the sound of the bell. What happens? Initially sound of the bell, ringing of the bell is not a stimulus which generally naturally evokes the response of salivation of the, by the dog, but what happens when this condition stimulus is paired with unconditioned stimulus then when it tells like the, whenever there is a food there is the ringing of the bell and then the dog also salivates to it, after a certain point time the dog will start salivating at the sound of the bell itself because by that time, the, there is the paring done between the conditional stimulus and the unconditional stimulus and the ringing of the bell or the sound of the bell is the signal that the food is arriving and that makes the dog salivate. So, in that way there is the paring between the conditional stimulus and the now this becomes the conditioned response also because at the end of the experiment the dog starts salivating because there is a sound of the bell and in anticipation of the food coming.

Now, the bell be, is a signal that the food is appearing and that is called a, that motivates the dog to salivate. This is called the condition response which occurs through associations that involves the manipulation of stimuli to influence the behavior. Next, is called the operant conditioning which is the process of controlling behavior by manipulating or operating on its consequence. Learning occurs through consequence of behavior.

This experiment was done by B F Skinner in 1948, 53 and 1969. So, these these are experiments done on like animal, pigeons and all this animals or rat. What happens in operant conditioning the difference is that, in classical conditioning, the conditioning is like changes or manipulation is made in the stimuli part and in the operant condition what happens you have to act to get the feedback. First you have perform to get the reward. In in the sense like when the there is a pipe with the and there is lever which you have to press and then only the food is going to appear. So, this experiment was made on rats in which there was a pipe inside which the food pellets and there was a lever. So, the rat actually had to press the lever in order to get the fruit pellets which was the reward after the act that is first you have to work, first you have to act press the lever and then only the food is going to appear.

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Classical and operant conditioning differ in two important ways.

First, control in operant conditioning is via manipulation of consequences.

Second, operant conditioning calls for examining antecedents, behavior, and consequences. In operant conditioning, if a behavior is to be repeated, the consequences must be manipulated. The basis for manipulating consequences is E.L. Thorndike's law of effect. (The behavior that results in a pleasant outcome is likely to be repeated while behavior that results in an unpleasant outcome is not likely to be repeated).

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So, that that is the operant conditioning part where it is a process of controlling behavior by manipulating or operating on its consequence is like if you do not act, if you are not going press the lever the food the reward is not going to appear. So, it occurs through consequences of behavior. So, the two groups of theory is classical and operant conditioning differs in two important ways. First controlling operant conditioning is via manipulation of consequences. Second operant conditioning calls for examining antecedents behavior and consequences. In operant conditioning if a behavior is to be repeated the consequence must be manipulated.

The basis for manipulating consequence is Thorndike's law of effect, that is how do you manipulate the consequence, is, it depends on the laws of effect which tells like if the outcome, if the result is a pleasurable outcome is a pleasant outcome it is likely to be repeated with the. While the behavior that results in a unfavorable, unpleasant outcome is not going to be repeated like if the rat goes on pressing the lever. But you know food pallets are going to appear then the, it, that behavior of pressing the lever will not continue, but if after pressing the lever the food pallets is going to appear which is the rewarding consequence to the, then that behavior is going to be repeated. These depends on the law of effect as given by in E L Thorndike which tells the behavior that is followed by a pleasant come consequence is going to be repeated, but the behavior it is not followed by pleasant consequence is not going to be repeated.

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Reinforcement Strategies:

The integration of the notions of classical conditioning, operant conditioning, reinforcement, and extrinsic rewards can lead to changes in the direction, level, and persistence of individual behavior. This is known as OB Mod[®] or organizational behavior modification. OB Mod is the systematic reinforcement of desirable work behavior and the non-reinforcement or punishment of unwanted work behavior.

Four strategies of OB Mod include: positive reinforcement, negative reinforcement (for avoidance), punishment, and extinction.

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So, what happens? How these are used in organizational setup is this, this is called organizational modification OB Mod techniques which there are four strategies where what happens, it is the integration or the classical conditioning, reinforcement and extrinsic reward which helps in changing the direction, level and persistence of individual towards the individual behavior and four strategies include positive reinforcement, negative reinforcement, punishment and extinction. So, positive reinforcement, negative reinforcement for avoidance of certain things, punishment and extinction and we will try to see each of them separately.

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Reinforcement Strategies:

- Positive reinforcement-Providing a reward for a desired behavior
- Negative reinforcement-Removing an unpleasant consequence when the desired behavior occurs
- Punishment-Appling an undesirable condition to eliminate an undesirable behavior
- Extinction-Withholding reinforcement of a behavior to cause its cessation

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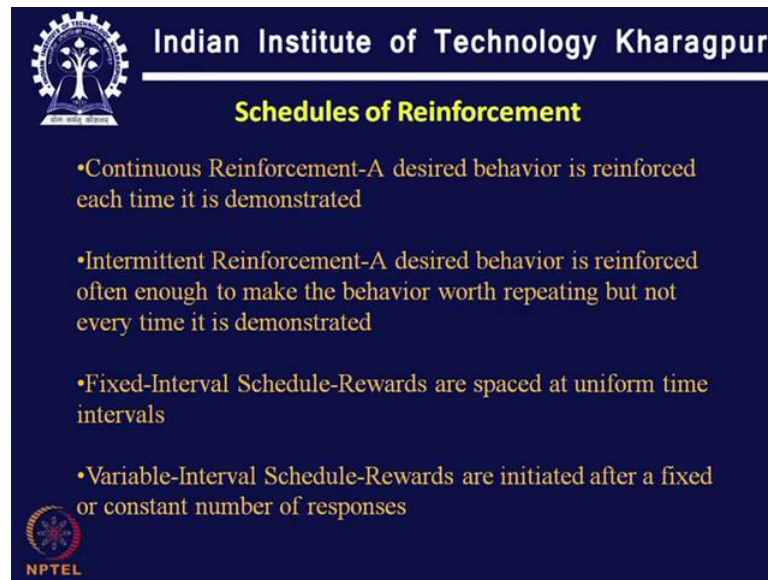
In positive reinforcement what happens? There is providing a reward for a desired behavior, negative reinforcement is removing an unpleasant consequence when the desired behavior occurs. Punishment is applying an undesirable condition to eliminate an undesirable behavior, extinction is withholding reinforcement of a behavior to cause its cessation. So, positive reinforcement is while like you give a positive reward for some behavior that is the organization wants the employ to do. So, that is positive reward. In negative reinforcement of what happens.

Sometimes, you tell okay you will be given this punishment, you would be like face this unpleasant consequence if you are not doing certain things and to avoid that thing what will happen? The employ will start doing the desired behavior and then what you do is remove that unpleasant consequence. In that case this is called negative reinforcement. Punishment is where you given undesirable consequence and unfavorable consequence to eliminate an undesirable behavior.

So, when something undesirable done by the employees you try to punish that employ with undesirable consequence. So, that that behavior gets eliminated. And extinction is what you do, you try to withhold the reinforcement for certain point of time, so that that behavior it does not occur. The, these, this is taken from, this part extinction is taken from the classical conditioning part where there is a total gap between the, there is a time difference between the condition and non condition stimulus, then what happens? That

paring does not occur and like get extinct and also from operant condition like if you to perform a behavior and the reinforcement is appearing very late then what happens? Then the behavior ceases to occur. So, both face you can take for extension.

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Schedules of Reinforcement

- Continuous Reinforcement-A desired behavior is reinforced each time it is demonstrated
- Intermittent Reinforcement-A desired behavior is reinforced often enough to make the behavior worth repeating but not every time it is demonstrated
- Fixed-Interval Schedule-Rewards are spaced at uniform time intervals
- Variable-Interval Schedule-Rewards are initiated after a fixed or constant number of responses


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So, different schedules of reinforcement are continuous reinforcement a desired behavior is reinforced each time it is demonstrated, intermittent reinforcement is a desired behavior is reinforced often enough to make the behavior worth repeating, but not every time it is demonstrated. So, what you find the difference over here, it continues reinforcement every time you do a desired behavior then you find a reinforcement for it, but in intermittent reinforcement what happens? The desired behavior is reinforcement many number of times which makes a behavior worth repeating, but it is not every time that it is demonstrated. In fixed interval schedule rewards are placed at uniform time intervals. Rewards placed at interval, at uniform time intervals where we are talking of variable interval schedule, what happens rewards are initiated after a fixed or constant number of reinforcement responses and it is not placed at uniform time.

So, can you guess? Can you guess like what is the difference while we are talking of continues reinforcement, intermittent reinforcement, fixed interval schedule and variable interval schedule. What what is the different differences that you get when you follow these four different schedules of reinforcement. Does it have any effect on the performance levels of the individuals of the individuals in the organization? Difference is


performance levels why you are following continuous reinforcement or intermittent reinforcement or you are giving a fixed interval schedule or a variable interval schedule. Is the indifference in the performance pattern.

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Reinforcement Scheduled	Nature of Reinforcement	Effect on Behavior
Continuous	Reward given after each desired behavior	Fast learning of new behavior but rapid extinction
Fixed-interval	Reward given at fixed time intervals	Average and irregular performance with rapid extinction
Variable-interval	Reward given at variable times	Moderately high and stable performance with slow extinction
Fixed-ratio	Reward given at fixed amounts of output	High and stable performance attained quickly but also with rapid extinction
Variable-ratio	Reward given at variable amounts of output	Very high performance with slow extinction



Let us find out. When the reinforcement schedule is continuous in nature, what is the nature of reinforcement? Reward is given after each desired behavior, the effect of behavior is fast learning of new behavior, but rapid extinction. Fixed interval schedule is rewards given at fixed time interval. Effect and behavior is average and irregular performance with rapid extinction, average and irregular performance with rapid extinction, variable interval schedule is rewards given at variable times, effect and behavior is moderately high and stable performance with slow extinction, where we are talking of fixed ratio that is rewards given at fixed amounts of output, high and stable performance attained quickly, but also with rapid extinction.


Variable ratio is reward given at a variable amounts of output, very high performance with slow extinction. Now, what happens if you see like when it is a continuous reinforcement schedule and also a fixed interval schedule or a fixed ratio schedule, it sets an expectancy for the individuals okay the rewards are appearing after a certain point of time or after I do certain, produce certain number of units and what happens it these these rewards vary like I know it will appear sort of and it loses its strength and what happens to some extent, if after a considerable point of time because you know it is

known to everybody like after this point of time this reward is going to appear or after I produce a certain number of units it is for sure that this reward is going to appear, it loses its attractiveness as the reinforcement and the effect on behavior is like no more vary pronounced and and certain cases it no longer acts as a very good motivator.

But when it is a fixed interval schedule and variable interval schedule or a variable, but when it is sorry variable in nature, the either in ratio or in interval what happens? I keep my performance level very high because you do not know when is the reward going to appear. When when is the reward is going to appear and it may be a variable times or in after a variable number of outputs. So, in both this cases what happens like there is moderately high performance, moderately high performance and what happens that is slow extinction means like the expectance level is a very high and like I do not know when when it is going to appear.

So I need to perform because I have to be always motivated so the, so the that I do not miss the reward and in that case these reinforce, it has a greater power of reinforcing, greater power of acting as a reinforcement when the schedule is a variable in nature, reward has a greater reinforcing power rather to call intelligent different way when when the schedule is variable in nature, variable interval or the variable ratio and also like in continues with the performance level is also very high.

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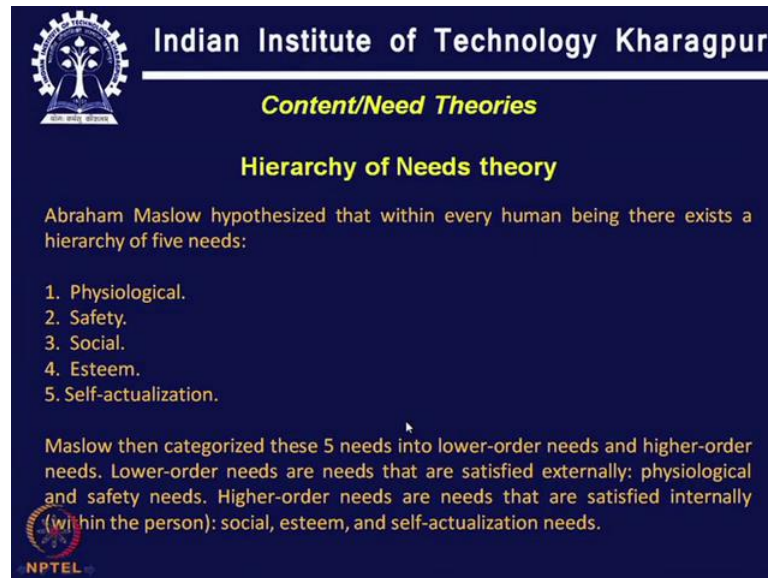
Approach	Strengths	Weaknesses
Variable pay	<ul style="list-style-type: none"> • Motivates for performance. • Cost-effective. • Clearly links organizational goals and individual rewards. 	<ul style="list-style-type: none"> • Individuals do not always have control over factors that affect productivity. • Earnings vary from year to year. • Can cause unhealthy competition among employees.
Team-based rewards	<ul style="list-style-type: none"> • Encourages individuals to work together effectively. • Promotes goal of team-based work. 	<ul style="list-style-type: none"> • Difficult to evaluate team performance sometimes. • Equity problems could arise if all members paid equally.
Skill-based pay	<ul style="list-style-type: none"> • Increases the skill levels of employees. • Increases the flexibility of the workforce. • Can reduce the number of employees needed. 	<ul style="list-style-type: none"> • Employers may end up paying for unneeded skills. • Employees may not be able to learn some skills, and thus feel demotivated.



So, we will try to find out the strengths and weaknesses of different pay programs and rewards which are there. As far as variable pay is concerned we see the strength that it motivates for performance, it is cost effective, it clearly links organizational goals and individual goals. Weaknesses are like individuals do not always have control over factors that affect productivity, earnings may vary from year to year, can cause unhealthy competition amongst employees, team based rewards always it encourages individuals to work together effectively, it promotes goal of team based work. Sometimes what happens the weakness are it is very difficult to evaluate team performance and if all the team members are paid equally then equity problems could arise. So, there is difference like when we talking with two terms equity and equally. Equally is like all members irrespective of their input to the team are given equal rewards, when we are talking of equity, there is a comparison of the input and the output by a single person in comparison to this group members.

So, equity problem could arise if all the members paid equally. Skill based pay increases the skill level of employees, increases the flexibility of the workforce, can reduce the number of employees needed. Weakness could be employers may end up paying for unneeded skills, employees may not be able to learn some skills and thus feel demotivated. So, these could be the weakness is the sense some skills are no more required and because it is a skill based pay we just cannot reduce it in that way. Employers may end up paying for unneeded skills and employees sometimes like they are not able to learn certain other skills and thus they may feel motivated sorry demotivated.

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Content/Need Theories

Hierarchy of Needs theory

Abraham Maslow hypothesized that within every human being there exists a hierarchy of five needs:

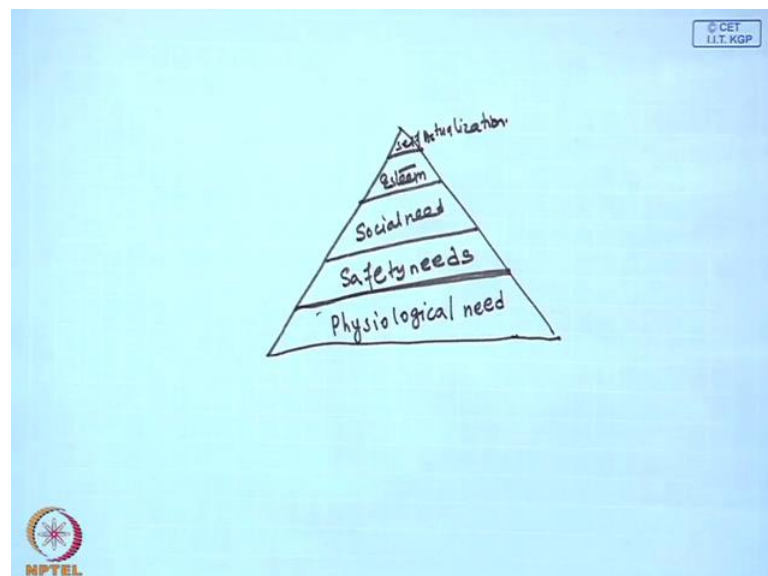
1. Physiological.
2. Safety.
3. Social.
4. Esteem.
5. Self-actualization.

Maslow then categorized these 5 needs into lower-order needs and higher-order needs. Lower-order needs are needs that are satisfied externally: physiological and safety needs. Higher-order needs are needs that are satisfied internally (within the person): social, esteem, and self-actualization needs.

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Content theories or need theories (()) it there are two to three broad theories and the first that we will discuss over here is the hierarchy of need theory. This theory was stated by Abraham Maslow and it was hypothesized that within every human being there exists a hierarchy of five needs. These five needs are physiological needs, safety needs, social need, esteem need and self actualization needs. Maslow categorized these five needs into lower order needs and higher order needs.

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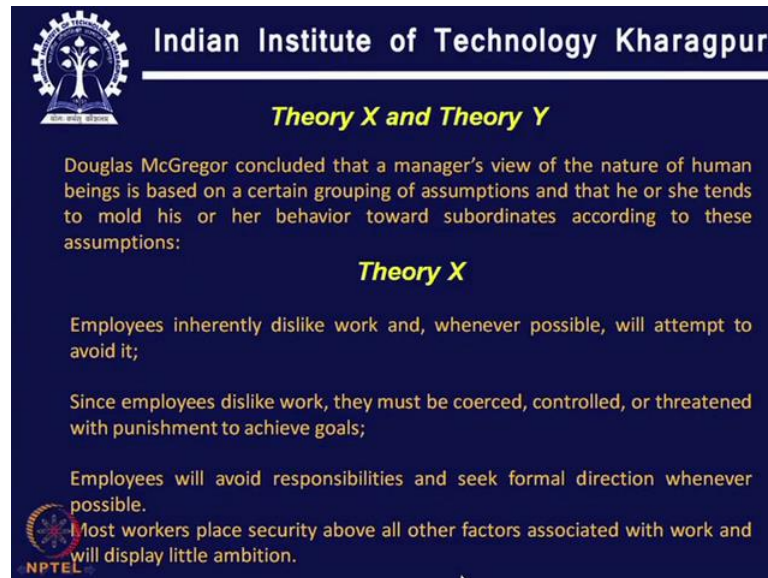


So, if we can see this this is a like triangle and at the lowest level is the physiological need. Next, comes the, your safety needs, third is the social need, fourth is the esteem need and the top is the self actualization need. Now, physiological need is the, at the lower most level of this pyramid and it it is the very basic need that the individual, every individual has and these these are to be met by the organization. After that physiological needs are the safety needs and above that is the social need and then esteem needs and self actualization.

So, physiological needs and safety needs are called the lower order needs and these are satisfied externally and higher order needs are the needs that is satisfied internally like within the person like social needs, esteem needs, and self actualization needs. Because according to this Maslow theory wants the persons lower order needs are satisfied, then only that person can start thinking of higher order needs, can move towards higher order needs. It is very essential for the organization to take care of these five basic needs or the hierarchy which is there.

So, that it can motivate the person to think in a better way and contribute in a better way to the organization. These theory of Maslow has number of criticism regarding the hierarchy of the needs like like the what may Maslow stated is that a person can move to the higher order need only when the lower order needs are satisfied has been questioned by many researchers and different findings have also being found like it depends on a nature of the person and the profession and the age group etcetera etcetera which denotes like whether this, which is always true like the lower order needs have to be satisfied and then only people can move to higher order needs. But this has faced, this has faced a lot of criticism and like researches have been done to say that no sometimes people voluntarily, like do not pay head to the lower order needs so that they can, but they they concentrate more of the higher order needs.

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The slide features the IIT Kharagpur logo in the top left corner. The title "Theory X and Theory Y" is centered in yellow. The main text is in white, describing McGregor's theory. The "Theory X" section is highlighted in yellow. The NPTEL logo is in the bottom left corner.

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Theory X and Theory Y

Douglas McGregor concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior toward subordinates according to these assumptions:

Theory X

Employees inherently dislike work and, whenever possible, will attempt to avoid it;

Since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve goals;


Employees will avoid responsibilities and seek formal direction whenever possible.

Most workers place security above all other factors associated with work and will display little ambition.

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Theory X and theory Y, this is again what motivates an employee and this theory was given by Douglas. Douglas McGregor concluded that a manager's view of the nature of human beings, it is guided by certain assumptions and these assumptions are called theory X and theory Y. According to theory X people inherently dislike work and whenever possible will attempt to avoid it. Since, the employees dislike work, they will not happen they must be coerced, controlled or threatened with punishment to achieve the goals. Employees what they love to do is not to take responsibilities or not to take responsibilities and they will seek formal direction and they love to be guided and workers place more important on security above all other factors associated with work and will display little ambition in what they do. So, this theory proves as if people have to be punished, guided, told like you need to do this, you need to do this this way and this is how exactly you have to proceed. They need to be guided and they love to do that.


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Theory Y:


- Employees can view work as being as natural as rest or play;
- People will exercise self-direction and self-control if they are committed to the objectives;
- The average person can learn to accept, even seek, responsibility;
- The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management positions.



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Theory Y tells employees can view work as being natural as natural as rest and play. Then average people can learn to accept and seek responsibilities also. And the ability to make innovative decisions is widely dispersed, widely present in the population and it is not only the management, we can make innovative decisions and the people will exercise self direction and self control when they are committed to certain objectives. So, this theory Y gives more importance to the person as a holistic person who has his or her own choices, decision making then like and like they love taking responsibilities and all these things. But theory X generally does not assume that.


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Motivation-Hygiene Theory

- According to Herzberg, the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction.
- Hygiene factors include factors such as: company policy and administration, supervision, interpersonal relations, working conditions, and salary, Personal life, status, security.
- Motivator factors include factors such as: achievement, recognition, the work itself, responsibility, advancement and growth.



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And when there is these difference in the management assumption about human being manger guided by the motion of the theory X will manage the employees in one way and the person who is guided by theory Y will look at their employee in a different way and try to behave with them in different ways also. Motivation Hygiene theory, in Motivation Hygiene theory this is given by Herzberg. According to Herzberg the factors leading to job satisfaction are different from factors leading to job dissatisfaction.

The hygiene factors are factors which include like company policy, administration, interpersonal relation, working condition etcetera which are like external to the job. Motivators include factors like achievement, recognition, the work itself and responsibility and advancement for growth. Now, these if you can see somewhere it talks of intrinsic motivation, also like the, it is not only things present in the environment that can motivate you, but but the nature of the job itself needs to be motivating and challenging enough. So, that (()) has a sense of recognition achievement and feeling of advancement and growth. So, these are important factors for hygiene factors and motivators. Another point what Herzberg mentioned is that because this is a separate continuer.

So, presence of hygiene factors does not mean like the person will be motivated or job are, there will be job satisfaction because it is taken to be a basic platforms. The presence of hygiene factors are taken to be basic platform where if like if this factors are not present, it may to job dissatisfaction, but if it present does not mean like that we job satisfaction, but there is a platform from which job satisfaction can take off if the motivation factors are present in the job.

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ERG Theory

ERG Theory proposed by Clayton Alderfer of Yale University: Alderfer argues that there are three groups of core needs:

- 1) Existence**
- 2) Relatedness**
- 3) Growth**

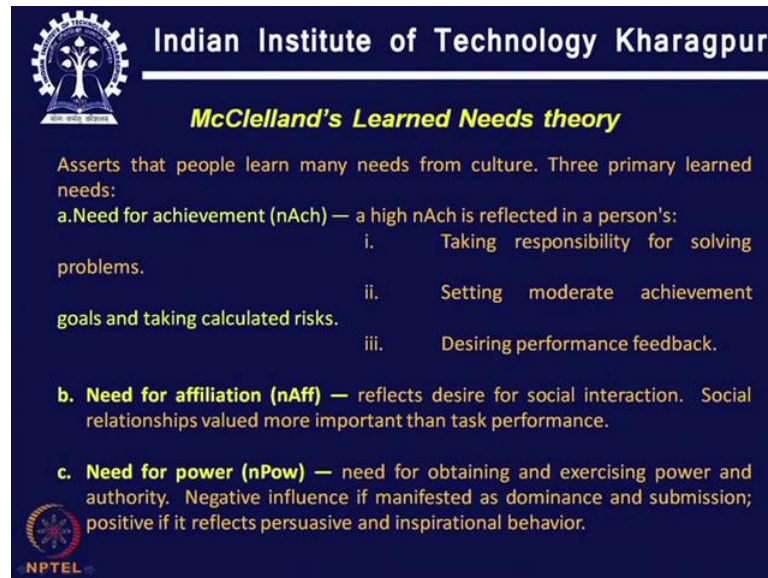
Existence group is concerned with providing our basic material existence requirements. (They include physiological and safety needs) Relatedness group is the desire we have for maintaining important interpersonal relationships. Growth group is the intrinsic desire for personal development.

The ERG theory demonstrates that: more than one need may be operative at the same time; if the gratification of a higher-level need is stifled, the desire to satisfy a lower-level need increases.

ERG theory, it is proposed by Clayton Alderfer which states that there are three groups of core needs existence, relatedness and growth. Existence group is concerned with providing a basic material. Existence requirements means things required for existence, that is physiological needs and safety needs. Relatedness is the, it is like a desire where which we have for maintaining the maintaining the important interpersonal relationships in the organization also likewise in organization.

Growth need is the group of intrinsic desire for personal development. So, in contrast with the Maslow's theory is that, Maslow theory stated that higher order needs can be satisfied if and only if the lower needs are satisfied. And at time, at a single point of time you cannot have the like both needs acting on you. But the ERG theory tells like more than one need may be operative at the same point of time and if the gratification of the higher level need is not there, the desire to satisfy the lower level need increases.

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McClelland's Learned Needs theory

Asserts that people learn many needs from culture. Three primary learned needs:


- a. **Need for achievement (nAch)** — a high nAch is reflected in a person's:
 - i. Taking responsibility for solving problems.
 - ii. Setting moderate achievement goals and taking calculated risks.
 - iii. Desiring performance feedback.
- b. **Need for affiliation (nAff)** — reflects desire for social interaction. Social relationships valued more important than task performance.
- c. **Need for power (nPow)** — need for obtaining and exercising power and authority. Negative influence if manifested as dominance and submission; positive if it reflects persuasive and inspirational behavior.

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McClelland told where the needs can be learned and he gave three needs which can be learnt. First is the need for achievement. Need for a achievement is reflected in a person where there is taking responsibility for solving problems, setting moderate achievement goals and taking calculated risk. Third is desiring performance feedback. These together needs, this reflects high need for achievement, setting moderate achievement goals and taking calculated risk.

So, it is like if I have a need for achievement I I love to see like I have rewards at the end of the activity done and so what I do is I set my goals very low, moderate goals and what I do is I take calculated risk so that I face, always face a favorable outcome. Need for affiliation is reflects desire for social interaction. Social relationships are valued more important than task performance and need for power is need for obtaining and exercising power and authority. It is negative influence if manifested as dominance and submission, positive if it reflects persuasive and inspirational behavior. So, we can understand like people defer individually in there, these three level of needs, need for achievement, need for affiliation and need for power. Different people may have may have different like needs, either needs for affiliation is strong or need for achievement is strong or the each for power is strong and accordingly based on the different personality pattern.

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McClelland asserts that needs are learned from coping with the environment; rewarded behaviors occur more often than unrewarded ones. Allocating extrinsic rewards for behavior that had been previously intrinsically rewarded tends to decrease the overall level of motivation. (This concept was proposed in the late 1960s.)

The interdependence of extrinsic and intrinsic rewards is a real phenomenon.

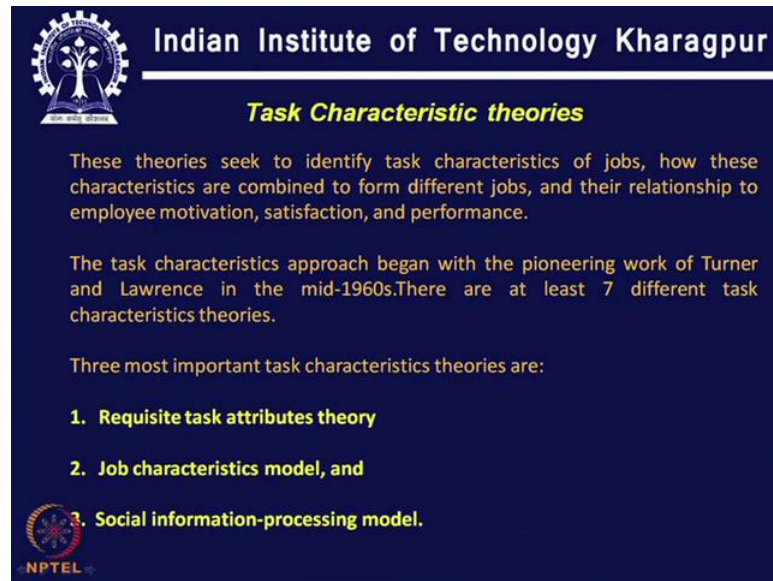
Observations:

1. In the real world, when extrinsic rewards are stopped, it usually means the individual is no longer part of the organization.
2. Very high intrinsic motivation levels are strongly resistant to the detrimental impacts of extrinsic rewards.
3. On dull tasks, extrinsic rewards appear to increase intrinsic Motivation



So, what happens is that it it does about like the intrinsic and extrinsic rewards and it is shown that in the real world when extrinsic rewards are stopped, it usually means the individual is no longer part of the organization and very high level of intrinsic motivation levels are strongly resistant to the detrimental impacts of extrinsic rewards. And on dull tasks extrinsic rewards appear to increase intrinsic motivation. So, what happens sometimes extrinsic rewards when given for a task to a person was intrinsically motivated and it reduces the strength, the effort, the level that you take in doing a particular task and this theory, this relationship of extrinsic rewards and intrinsic rewards and motivation. This comes under the theory of flex self determination and self concordance. These are the groups of the theories which discuss the relationship of extrinsic rewards and intrinsic motivation.

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Task Characteristic theories

These theories seek to identify task characteristics of jobs, how these characteristics are combined to form different jobs, and their relationship to employee motivation, satisfaction, and performance.

The task characteristics approach began with the pioneering work of Turner and Lawrence in the mid-1960s. There are at least 7 different task characteristics theories.

Three most important task characteristics theories are:

1. **Requisite task attributes theory**
2. **Job characteristics model, and**
3. **Social information-processing model.**

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Task characteristic theories denote like characteristics of the job which you combine together, to denote like which is the aspect of the job, which motivates the employees and there are three type theories to be.

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Requisite Task Attributes Theory:

Turner and Lawrence predicted that employees would prefer jobs that were complex and challenging; that is, such jobs would increase satisfaction and result in lower absence rates. They defined job complexity in terms of six task characteristics:

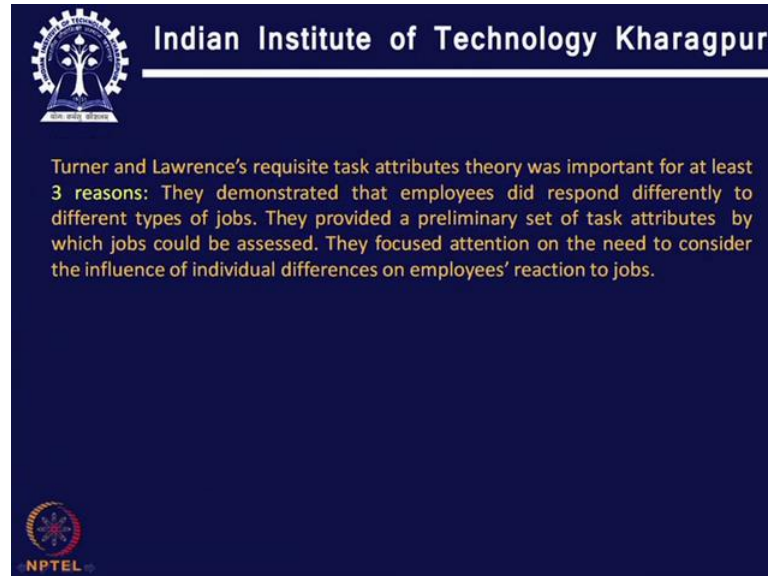
1. **Variety;**
2. **Autonomy;**
3. **Responsibility;**
4. **Knowledge and skill;**
5. **Required social interaction; and**
6. **Optional social interaction.**

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Like the requisite task attributes theories, job characteristics model and social information processing model. Requisite task attribution theory tells about like there are different aspects of the job, variety, autonomy, responsibility, knowledge and skill, required social relationship and optional social interaction, these complexities give rise

to defining a job which is more complex and challenging in nature or not and employees will love to do job which are complex and challenging in nature.

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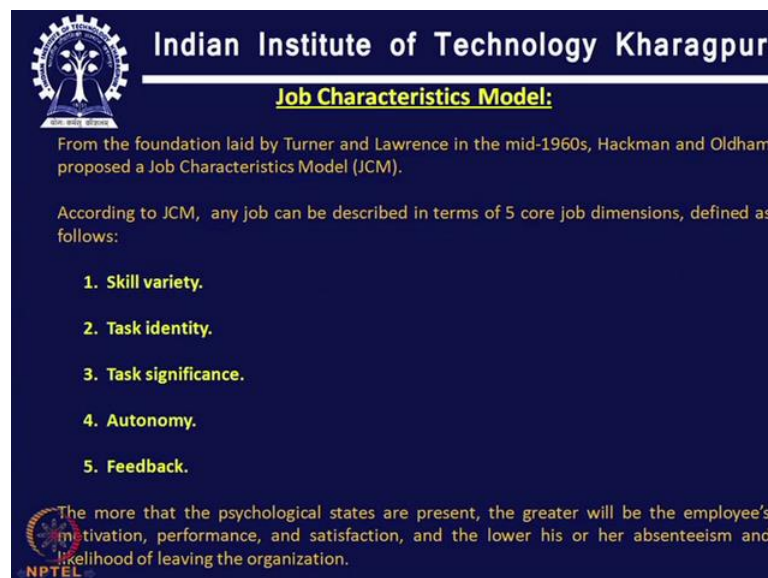
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Turner and Lawrence's requisite task attributes theory was important for at least 3 reasons: They demonstrated that employees did respond differently to different types of jobs. They provided a preliminary set of task attributes by which jobs could be assessed. They focused attention on the need to consider the influence of individual differences on employees' reaction to jobs.

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And it is that like different employees based on there, on different backgrounds and going to like response to the jobs in different ways.

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Job Characteristics Model:

From the foundation laid by Turner and Lawrence in the mid-1960s, Hackman and Oldham proposed a Job Characteristics Model (JCM).

According to JCM, any job can be described in terms of 5 core job dimensions, defined as follows:

1. Skill variety.
2. Task identity.
3. Task significance.
4. Autonomy.
5. Feedback.

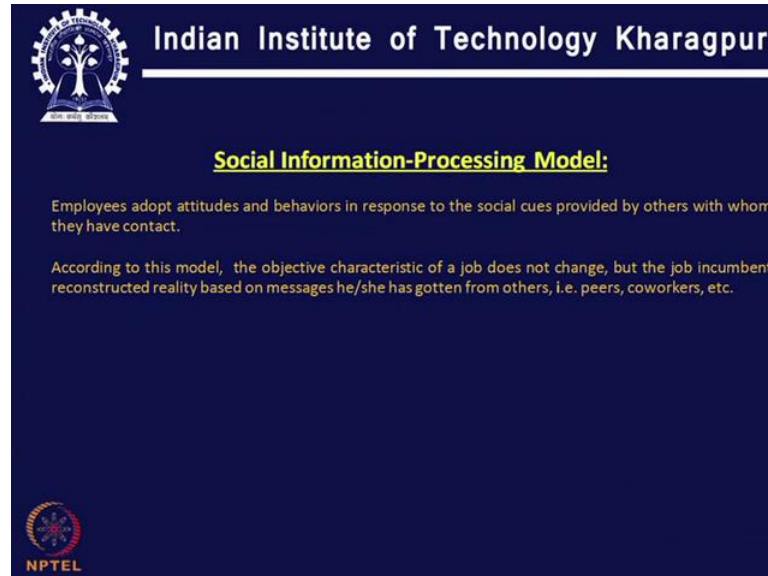
The more that the psychological states are present, the greater will be the employee's motivation, performance, and satisfaction, and the lower his or her absenteeism and likelihood of leaving the organization.

NPTEL

Job characteristics model is also its Hackman and Oldham model which tells about the different five core dimensions of the job and how how it is going to effect the behavior.

We will learn more about this when we are talking of job designs. We will discuss job characteristics model in details while we are talking of job design.

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Social Information-Processing Model:

Employees adopt attitudes and behaviors in response to the social cues provided by others with whom they have contact.

According to this model, the objective characteristic of a job does not change, but the job incumbent reconstructed reality based on messages he/she has gotten from others, i.e. peers, coworkers, etc.

NPTEL

And social information processing model is again when people take use from the environment provided by others to know like which job is more important to them or not. So, these are the three requisite your requisite task attribution theory, job characteristics model and social information processing will tell which job is like it depends on the task characteristics to define what is going to motivate the employees. We will move to the next discussion on, like the process theories of motivation to know like how a person gets motivated in the next lecture.

Thank you.