By Amrita Datta

MOTIVATION ???

- it is defined as a driving force that initiates and directs behavior.

- motivation is a kind of internal energy which drives a person to do something in order to achieve something.

- It is a temporal or dynamic state within a person which is not concerned with his/her personality

MOTIVATION

- Derived from Latin word *movere*, which means *to move*.

- Stephen P. robbins --- "the willingness to exert high levels of effort towards organizational goals, conditioned by the effort's ability to satisfy some individual needs."

Motivation

The term 'MOTIVATION' has been derived from the latin word MOVERE' which means 'TO MOVE'.

A Need or desire that motivate direct behavior towards goals

Motivation is the process of including and instigating the subordinates to put in their best.

DEFINITION

• Motivation means a process of stimulating people to action to accomplish desired goals. **W.G.Scott**

• Motivation is a general inspirational process which gets the members of the team to pull their weight effectively to give their loyalty to the group to carry out properly the tasks that they accepted and generally to play an effective part in the job that the group has undertaken. **E.F.L. Brech**

MOTIVATION PROCESS
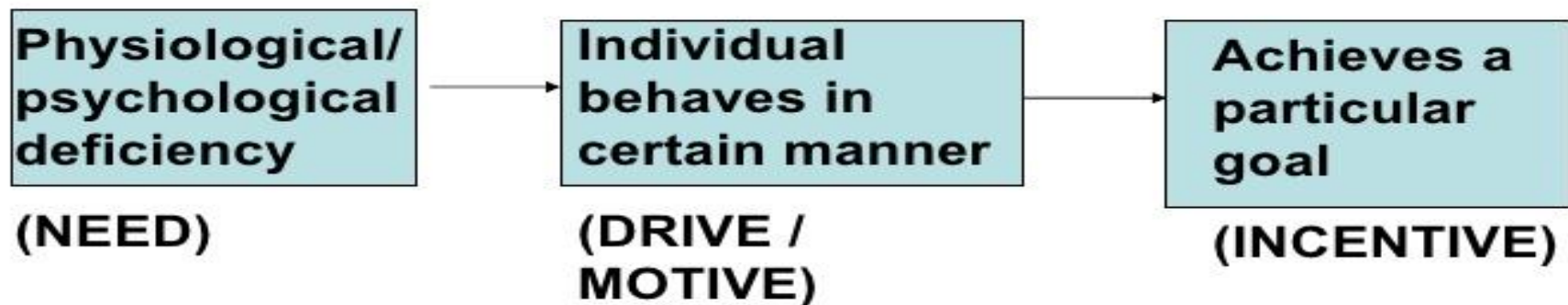
- NEED:-- a physiological or psychological imbalance leads to creation of need.

- DRIVES (MOTIVES):-- propel individuals to attain their goals or satisfy their need

- INCENTIVES:-- anything that can mitigate a need and decrease the intensity of a drive

CLASSIFICATION OF MOTIVES

1. **Primary Motives :--**

- Not learned

- Physiological based.

2. **General Motives (Stimulus motives):--**

- Nether purely primary nor secondary.
- Not learned and not physiologically based.
- Stimulate tension within a person

- **Curiosity, manipulation & activity motives**
- **Affection motives (love)**

3. <u>Secondary motives:--</u>

- Are learned or acquired over time.

- **Power Motive**
- **Achievement Motive (TAT)** ⎯⎯⎯⎯⎯⎯
- **Affiliation Motive**
- **Security Motive**
- **Status Motive**

- **Moderate degree of risk taking**

- **Need for prompt and precise feedback**

- **Satisfaction with achievement than rewards**

- **Dedication towards the task**

NOTE: STATUS – rank a person holds relative to others within a group, organization or society
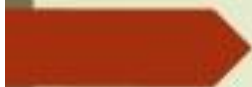
Two categories of motives

➢ **Primary Motives:**

➡ Motives which are linked with basic primary needs and associated with biological well-being of an individual.

➡ Needs that come under this category:

➡ Need for food, water and oxygen

➡ Need to take rest when tired

➡ Need for being active when rested

➡ Need for regular elimination of waste products from our body

➡ **Secondary Motives:**

➡ Motives linked with one's socio-psychological needs are known as secondary or psychological motives.

➡ Needs that come under this category

➡ Need for freedom

➡ Need for security

➡ Need to achieve

➡ Need for recognition

➡ Need for self-assertion

➡ Need for self-actualization

NATURE AND CHARACTERISTICS OF MOTIVATION

- Component of directing
- Psychological aspect
- Goals directed
- Continuous process
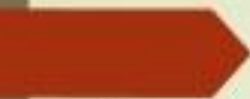- Integrated

Type of Motivation

- **On the basis of source**
  - ➤ Extrinsic
  - ➤ Intrinsic
- **On the basis of approach**
  - ➤ Positive Motivation
  - ➤ Negative Motivation

Type of Motivation
On the basis of source

Extrinsic Motivation

- Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise.

- This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

Intrinsic Motivation

- Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments

On the basis of approach

Positive Motivation

- Positive motivation initiates to offer rewards to persuade employees or workers by providing both monetary and no. monetary benefits. The positive reward can be measured in terms of money, monetary incentives increment in salary, cash rewards, bonus payment, share profit and pension and etc.

Negative Motivation

- Negatives motivation initiates to hold out some punishment to employees to induce desired behavior. The negative motivation is measured in terms of monetary punishments, penalties, reduction of remuneration, bonus allowances, and reduction other financial incentives.

- For Efficiency we have to give positive motivation but, according to situation, negative motivation also plays important role, so it can't be avoided.

Motivation Quotes
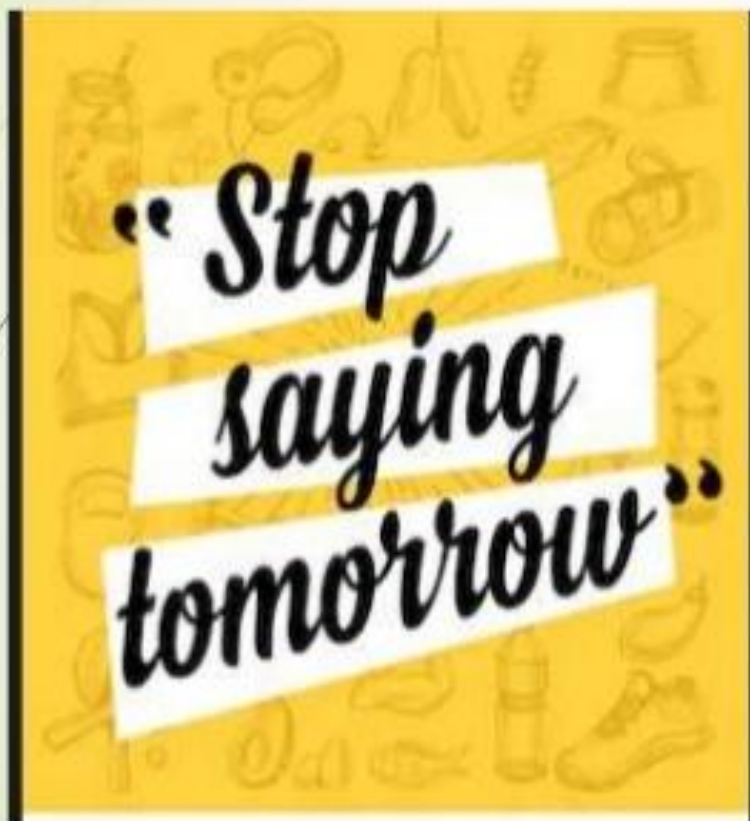
CONTENT THEORY ("what")

1. Maslow's Need Hierarchy:--

- Needs were categorized as five levels of lower- to higher-order needs.
  - Individuals must satisfy lower-order needs before they can satisfy higher order needs.
  - Satisfied needs will no longer motivate.
  - Motivating a person depends on knowing at what level that person is on the hierarchy.
- Hierarchy of needs
  - Lower-order (external): physiological, safety
  - Higher-order (internal): social, esteem, self-actualization

Maslow's Hierarchy of Needs

MOST NEEDS HAVE TO DO WITH SURVIVAL PHYSICALLY AND PSYCHOLOGICALLY

PHYSIOLOGICAL OR SURVIVAL NEEDS
Food, drink, shelter, sex, warmth, physical comfort

Maslow's Hierarchy of Needs

SOCIAL NEEDS
Friendship, love, affection, belongingness

SAFETY NEEDS

PHYSIOLOGICAL OR SURVIVAL NEEDS

Maslow's Hierarchy of Needs

ESTEEM NEEDS
Ego, status, respect, prestige, promotion, influence, power, recognition, et.

LOVE, AFFECTION, AND BELONGINGNESS NEEDS

SAFETY NEEDS

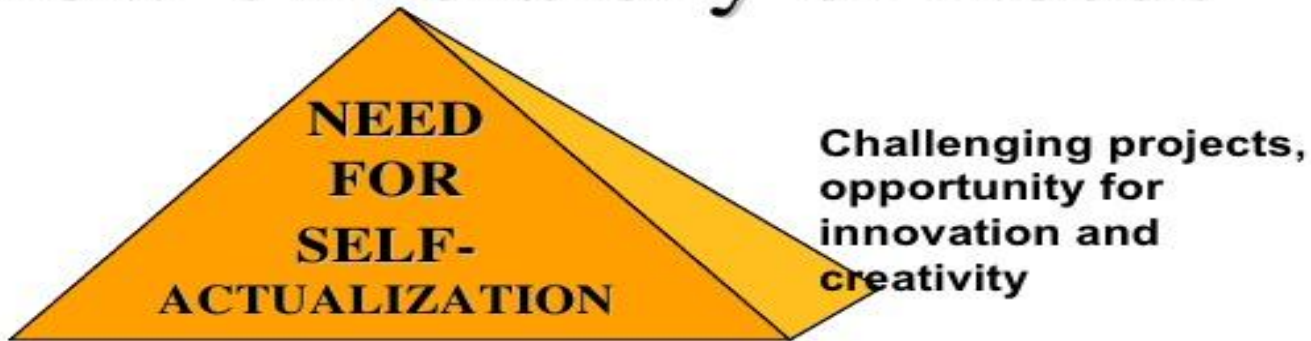**PHYSIOLOGICAL OR SURVIVAL NEEDS**

Maslow's Hierarchy of Needs

NEED
FOR
SELF-
ACTUALIZATION

MASLOW EMPHASIZES NEED FOR SELF ACTUALIZATION IS A HEALTHY INDIVIDUAL'S PRIME MOTIVATION

It explains why people write poetry, plays, book and music, play music, act in films, take up hobbies, climb mountains, take part in charity activies, etc.
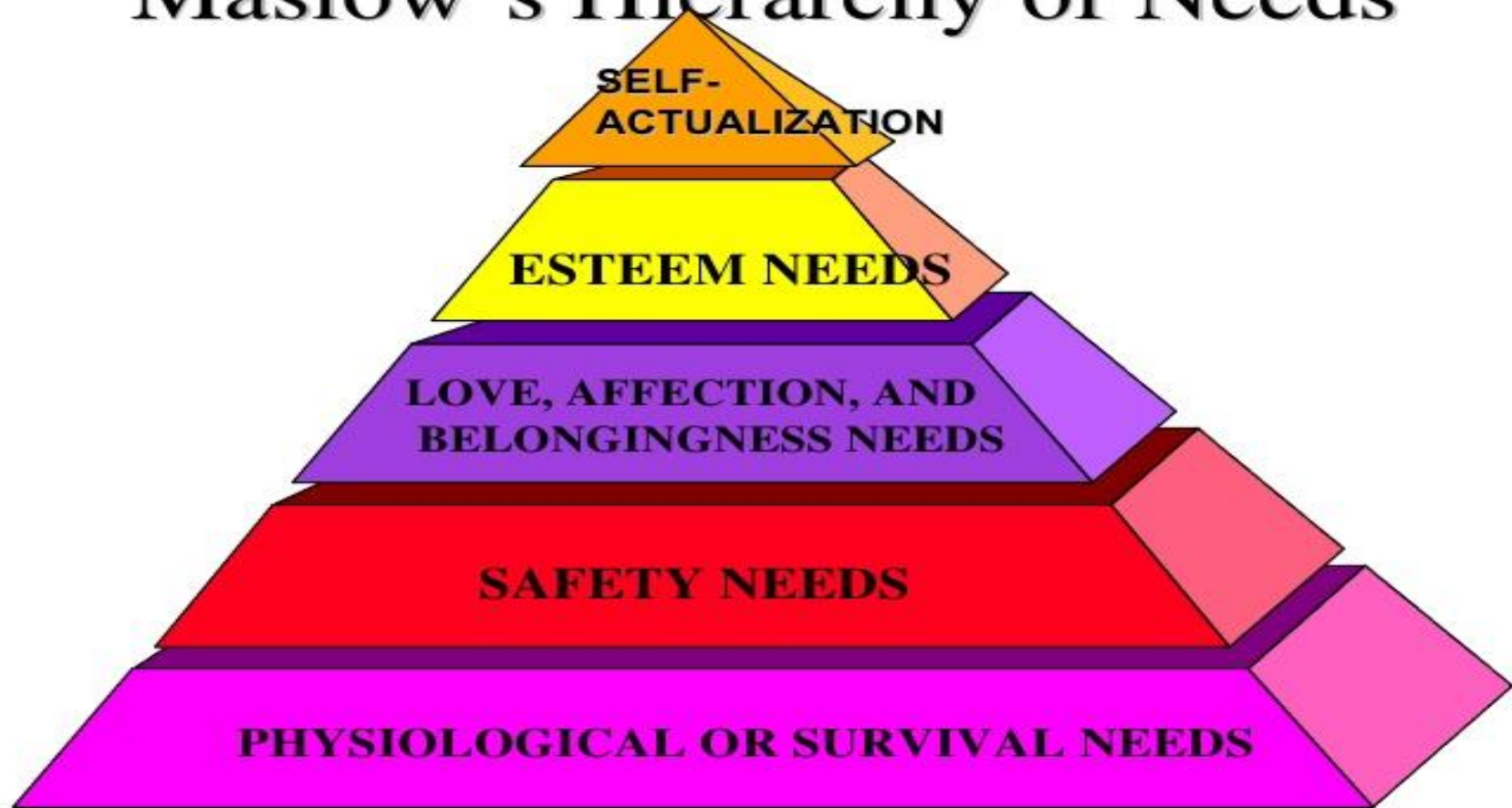
Maslow's Hierarchy of Needs

NEED FOR SELF-ACTUALIZATION

Challenging projects, opportunity for innovation and creativity

**MASLOW EMPHASIZES NEED FOR SELF ACTUALIZATION IS
A HEALTHY INDIVIDUAL'S PRIME MOTIVATION**

**SELF-ACTUALIZATION MEANS ACTUALIZING
ONE'S POTENTIAL BECOMING ALL ONE IS
CAPABLE OF BECOMING**

Maslow's Hierarchy of Needs

SELF-ACTUALIZATION

ESTEEM NEEDS

LOVE, AFFECTION, AND BELONGINGNESS NEEDS

SAFETY NEEDS

PHYSIOLOGICAL OR SURVIVAL NEEDS

- First **proposed by Fritz Heider** in 1958.
- The originator of the theory for achievement; **Bernard Weiner**
- Attribution theory states that people try to determine why people do what they do, that is to say, try to find out causal relationships between events and behaviours (Wiener, 1972).

WHAT IS ATTRIBUTION THEORY?

2

- According to Weiner (1972), **A three-stage process** underlies an attribution:
  - Behavior must be observed/perceived.
  - Behavior must be determined to be intentional.
  - Behaviour is attributed to internal or external causes.

Weiner's attribution theory mainly concerns achievement.

- According to Schunk and Zimmerman (2006), the most important factors affecting attributions are **ability**, **effort, task difficulty** and **luck**.

- Weiner (1972) concludes that attributions are categorized under **three causal dimensions**:
    - **Locus of control** (a continuum with extreme ends; internal vs. extenal)
    - **Stability** (do causes change over time or not?)
    - **Controllability** (causes one can control such as skills vs. causes one cannot control such as luck, actions of other people.)

- **Ability:** Internal, relatively stable and controllable.
- **Luck:** External, unstable and uncontrollable.

To make it clear

Summary of the Theory
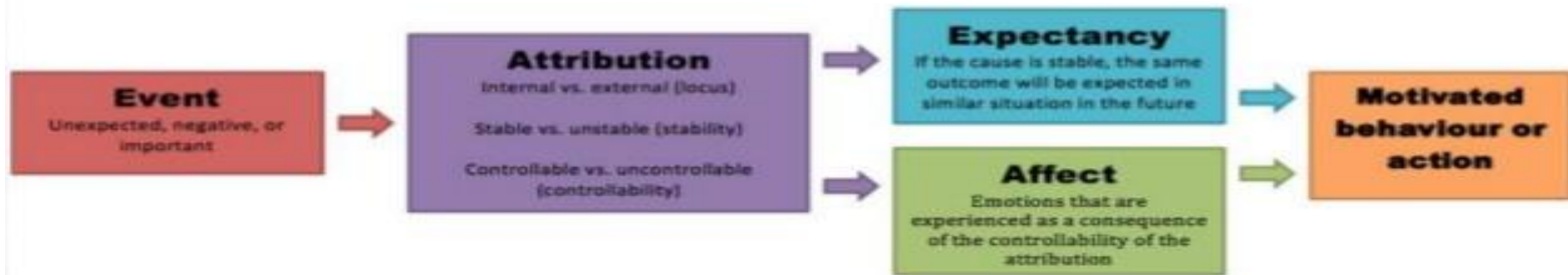
Event
Unexpected, negative, or important

Attribution
Internal vs. external (locus)

Stable vs. unstable (stability)

Controllable vs. uncontrollable (controllability)

Expectancy
If the cause is stable, the same outcome will be expected in similar situation in the future

Affect
Emotions that are experienced as a consequence of the controllability of the attribution

**Motivated behaviour or action**

Attribution theory

Identifies the reasons given by performers to explain success and failure

Weiner (1971)

- The theory looks at reasons given for success and failure
- It has shown to have powerful implications for achievement-related behaviour
- There are strong links between attribution and achievement motivation

- The Model has two dimensions, locus of causality and Stability.

- The locus of causality dimension shows whether the attribution comes from internal or external factors.

- The stability dimension refers to whether the attribution is permanent and hard to change or whether it is temporary and easy to change
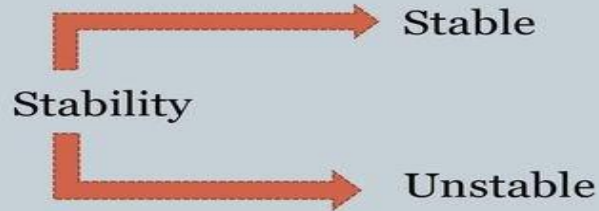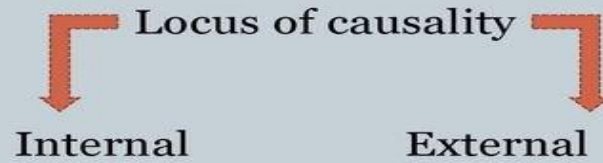
Locus of Causality

- Indicates whether factors are **internal** or **external**

- Effort and ability represent *internal factors*
- Task difficulty and luck represent *external factors*

- External factors are also known as *environmental variables*

Attribution = identifies the reasons given by performers to explain success or failure

From Weiner's theory it shows strong links between attribution and achievement motivation

- According to him, the most important factors affecting attributions are ability, effort, task difficulty, and luck. Attributions are classified along dimensions:

  - locus of causality = identifies the perceived cause of success/failure (external cause is outside of performer's control while internal cause is within their control)

This dimension shows whether the attribution relates to factor which are internal/external to the performer. Effort and ability represent internal factors while task difficulty and luck are external, known as environmental variables

Locus of causality

Internal	External
Ability	Task difficulty
Effort	Luck
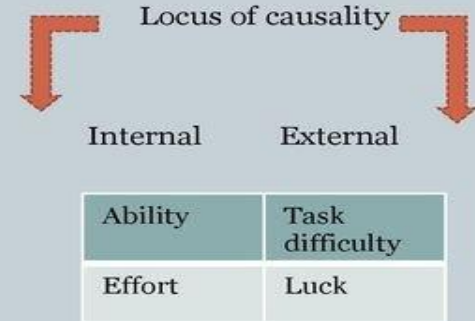
Stability

- Indicates whether attributions are stable or unstable.

- A stable factor is one that is considered permanent and unchangeable such as ability.

- An unstable factor is temporary and can be changed for example luck.

Stability = indicates whether attributions are stable or unstable

Stable

Stability
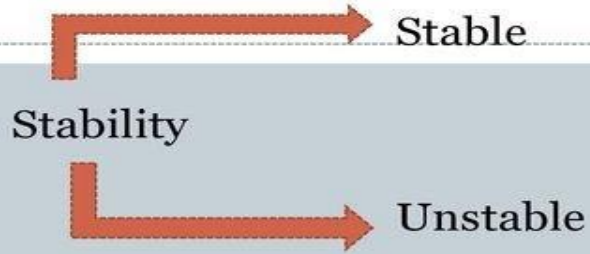
Unstable

Ability	Task difficulty
Effort	Luck

It refers to the degree of permanence associated with an attribution factor, a stable factor = permanent and unchangeable i.e. ability

An unstable factor is temporary and can be changed i.e. Luck

– Control

Attribution retraining (improving performance) involves focusing the reason for failure onto internal, unstable and controllable factors

Attribution Theory

Attribution = Attribution theory identifies the reasons (attributions) given by performers to explain success and failure.

1. Locus of causality = identifies the perceived cause of success or failure (external/internal).
2. Stability = refers to the degree of permanence associated with the attribution factor.

Control is also in the theory (3rd)

→ Stable

Stability

→ Unstable

Locus of causality

Internal   External

	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck
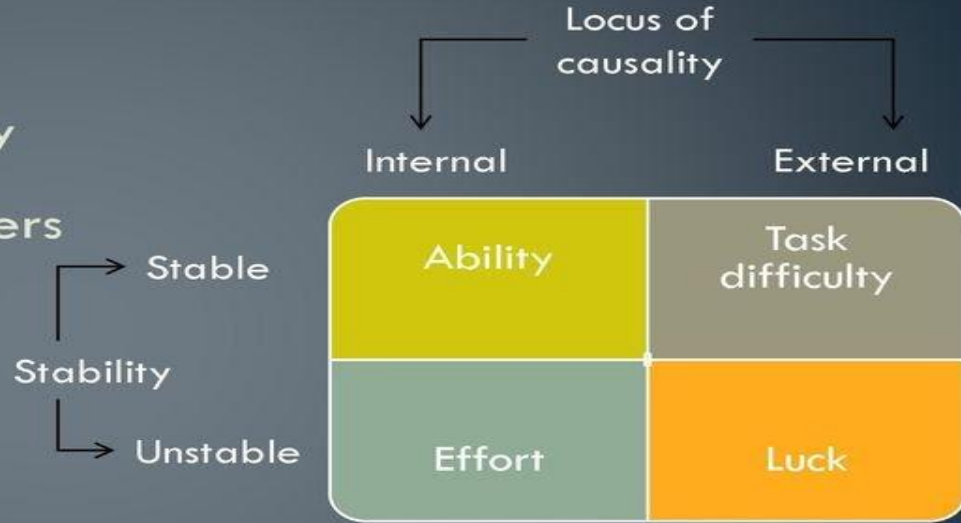
Weiner's original attribution model

Stability dimension		Locus of causality	
		Internal	External
	Stable	Ability	Task difficulty
	Unstable	Effort	Luck

Control is considered a third dimension in the attribution model but does not play a role until attribution retraining

An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will *attribute* their successes or failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck.

The basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future.

There are four factors related to attribution theory that influence motivation in education: ability, task difficulty, effort, and luck. In terms of the characteristics discussed previously, these four factors can be analyzed in the following way:

• **Ability** is a relatively *internal* and *stable* factor over which the learner *does not exercise much direct control*.

• **Task difficulty** is an *external* and *stable* factor that is *largely beyond the learner's control*.

• **Effort** is an *internal* and *unstable* factor over which the learner *can exercise a great deal of control*.

• **Luck** is an *external* and *unstable* factor over which the learner exercises *very little control*.

Note that it is the learner's *perception* that determines how attributions will influence future effort. A learner may believe that he is a "lucky person" - and for him luck would be an internal and stable characteristic over which he exercises little control. In other words, for this person "luck" is really what the preceding list calls an "ability" or personality characteristic. Likewise, a person may believe that she expended a great deal of effort, when in fact she did not, or that an objectively easy task was difficult. The basic principle of attribution theory as it applies to motivation is that *a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future*.

Reasoning behind it

- Ability is an internal and stable attribution and also a direct reflection of personal competence which the individual has no way of changing.

- Effort, however, is unstable but still internal. This means it can be controlled and someone can experience pride from any positive changes.

- No control over failure underpins learned helplessness so attribution training focuses on failure being down to internal, unstable and controllable factors.

- Belief that poor ability is cause of failure is changed to belief that lack of effort is cause.

- Ability is a direct reflection of personal competence and cannot be changed by the individual.
- Effort, however, is changeable as it is unstable and internal so that an individual can experience pride in any positive changes.
- Effort can be controlled by the performer

- Focus the reason for failure onto internal, unstable and controllable factors

We are taught you must blame your father, your sisters, your brothers, the school, the teachers - but never blame yourself. It's never your fault. But it's always your fault, because if you wanted to change you're the one who has got to change.

Katharine Hepburn

Introduction

- David McClelland introduced this theory during 1960's.

- It is based on Maslow's hierarchy of need.

- According to him individual posses three needs which are not innate they are learned through culture, age and experiences.

These are the main three needs

- The Need for Achievement

- The Need for Affiliation

- The Need for Power

  These are the Motivators which are present in varying degrees.

Need Of Achievement

"It is the desire to do better solve problems or master complex problems"

The individuals who posses this need have following characteristics :

- They are Challenging
- They like working Alone or with other Achievers
- They are self motivated
- They like feedback to assess their progress
- These individuals will perform better if money is linked with their achievements.

Need for Affiliation

"Desire for friendly and warm relationship with others"

Individual having this need have following characteristics.

- They are concerned in "being liked" and "being accepted"
- They Form Informal Relationships
- They are very cooperative
- These people perform better in Team.

Need of Power

"It is the desire to control other and influence their behavior"

People with this need have following characteristics.

- They Like to control others
- They are argumentative
- They have ability to influence people
- These people are suitable for leadership roles.

Application of this Theory

These are the prerequisites:

- Manager should be capable of identifying the needs of individuals.

- Managers should motivate individuals according to their needs.

High need of Achievement

- They should be given challenging but realistic projects

- They should be given a constant feedback

- For them money is not the main motivator, feedback, appreciation and recognition is more important for them

- They must be grouped with other achievers for best performance

High Need of Affiliation

- They will perform better in a Team.

- They should not be given challenging tasks, they prefer manageable tasks.

- They should be given feedback in private rather than in front of people.

High Need of Power

- These people should be provided leadership roles whenever possible because they like to rule.

- They should be provided direct feed back as they like to know the real situation.

- They should be motivated by offering career development opportunities.

Need for achievement..

❖ Personal effort

❖ Feedback

❖ Moderate Risk

In Summary: The drive to excel, to achieve in relation to a set of standards, and to strive for success.

Need for power...

➢ Influence

➢ Competitive

<u>In Summary</u>: The need to make others behave in a way that they would not have behaved otherwise.

Need for Affiliation..

➢ Acceptance and friendship

➢ Cooperative

<u>In Summary</u>: The desire for friendly and close interpersonal relationships.

People who have high achievement needs are different from others in the following ways:

➢ They seek personal responsibility for finding solutions to problems.

➢ They need rapid feedback on their performance; they are usually very frustrated by not receiving feedback, and the quicker the better.

➢ They are not gamblers but instead set appropriately challenging goals.

➢ They want to stretch themselves, so they set goals that are challenging, but ones that they receive, they at least have a 50% chance of attaining.

A person's need for power can be one of two types – personal and institutional

➤ People who need personal power want to direct others, and this need often is perceived as undesirable.

➤ People who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization.

➤ Managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

People with a high need for affiliation :

➢ They make social relationships with other people and need to feel accepted by others.

➢ They tend to conform to the norms of their work group.

➢ High Affiliation individuals prefer work that provides significant personal interaction; they perform well in customer service and client interaction situations.

Need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards.

These include: "intense, prolonged and repeated efforts *to accomplish something difficult*. To work with singleness of purpose purpose towards a high and distant goal. To have the determination to win".

Low N-Ach

Opt for:

Very easy tasks (to minimize risk of failure)

or

Highly difficult tasks (a failure would not be embarrassing)

High N-Ach

Opt for:

Moderately difficult tasks (feeling that they are challenging, but within reach.)

Achievement
Need for Achievement

ACHIEVEMENT UNLOCKED

1000
FOLLOWERS

Achievement Unlocked
Became a player! - 50 XP

friendly and close interpersonal relationships, considerable value for friendship and tendency to express one's emotion.

Affiliation
Need for Affiliation

High N-Aff People:

- ☑ Perform better in a team.
- ☑ Make social relationship with other people and need to feel accepted by others.
- ☑ Tend to conform to the norms of their work group.
- ☑ Prefer manageable tasks.

Low N-Aff People:

- ☑ Tends to be a loner who is uncomfortable socializing with others except for a few close friends or family.

- ☑ Lack motivation or energy to maintain high social contacts in networking, group presentations, public relations etc.

The need for Power (N-Pow) is the desire within a person to hold control and authority over another person and influence and change their decision in accordance with own needs and desire.

High N-Pow People:

☑ Wants to control and influence others

☑ Likes to win arguments

☑ Enjoys Competition and winning

☑ Enjoys status and recognition

Power
Need for Power

LIKE A BOSS

A person's need of power can be of two types-

Personal Power	Institutional Power
Those who need personal power want to direct others, and this need often is perceived as undesirable.	Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization.

McClelland's theory can help you to identify the dominant motivators of people on your team. You can then use this information to influence how you set goals and provide feedback, and how you motivate and reward team members.

You can also use these motivators to craft, or design, the job around your team members, ensuring a better fit.

1. Identify Motivational Needs

Examine your team to determine which of the three motivators is dominant for each person. You can probably identify drivers based on personality and past actions.

Based on the driving motivators of your workers, structure your leadership style and project assignments around each individual team member. This will help ensure that they all stay engaged, motivated, and happy with the work they're doing.

2. Approaching According to Need

ACHIEVEMENT

Like challenging, but not impossible projects.

Work very effectively either alone or with other high achievers.

When providing feedback, give achievers a fair and balanced appraisal.

AFFILIATION

Work best in a group environment.

Don't like uncertainty and risk.

When providing feedback to these people, be personal.

Prefer not to stand out.

POWER

Work best when they're in charge.

Do well with goal-oriented projects or tasks.

Very effective in negotiations.

When providing feedback, be direct with these team members.

Keen about their career goals

Thematic Apperception Test

➤ It is a tool to measure the individual needs of different people.

➤ It is used to suggest the types of jobs for which the person might be well suited

Thematic Apperception Test (TAT)

- **TAT** has been among the most widely used, researched, and taught projective psychological tests.
- The TAT is popularly known as the *picture interpretation technique*.
- The subject is asked to tell as dramatic a story as he can.
- Sometimes it is used in a psychiatric or psychological context to assess personality disorders, thought disorders.

- In Example Given:
  PICTURE 1

  - **Descriptive level** (the boy is practicing to increase his competence.)
  - **Interpretative level** (If one practice, then he or she will improve.)
  - **Diagnostic level** (The client has a high need for achievement with a high level of self- efficacy.

The boy is

"Both of them have interesting expressions on their faces. The woman's is of admiration almost and of passion. The look on the man's face is one where he looks eager and confident. He may be leaving for some—for a trip, or an adventure and she, proud of what he is about to do, wants to kiss him one more time before he leaves. He is dressed in the shirt of a working man but may not have his tie on. They're married and they haven't been married long but she appears to be very much in love with him and he appears very eager to do what he what he had to do because he had that confidence and he was ready and he came back and now with that job off his mind, he could turn to her and have the same love in his eyes that she had for him."

According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel.

People with a strong sense of self-efficacy:

Develop deeper interest in the activities in which they participate
Form a stronger sense of commitment to their interests and activities
Recover quickly from setbacks and disappointments
View challenging problems as tasks to be mastered
People with a weak sense of self-efficacy:

Avoid challenging tasks
Believe that difficult tasks and situations are beyond their capabilities
Focus on personal failings and negative outcomes
Quickly lose confidence in personal abilities

Locus of control is a psychological concept that refers to how strongly people believe they have control over the situations and experiences that affect their lives. In education, locus of control typically refers to how students perceive the causes of their academic success or failure in school.

Students with an "internal locus of control" generally believe that their success or failure is a result of the effort and hard work they invest in their education. Students with an "external locus of control" generally believe that their successes or failures result from external factors beyond their control, such as luck, fate, circumstance, injustice, bias, or teachers who are unfair, prejudiced, or unskilled. For example, students with an internal locus of control might blame poor grades on their failure to study, whereas students with an external locus of control may blame an unfair teacher or test for their poor

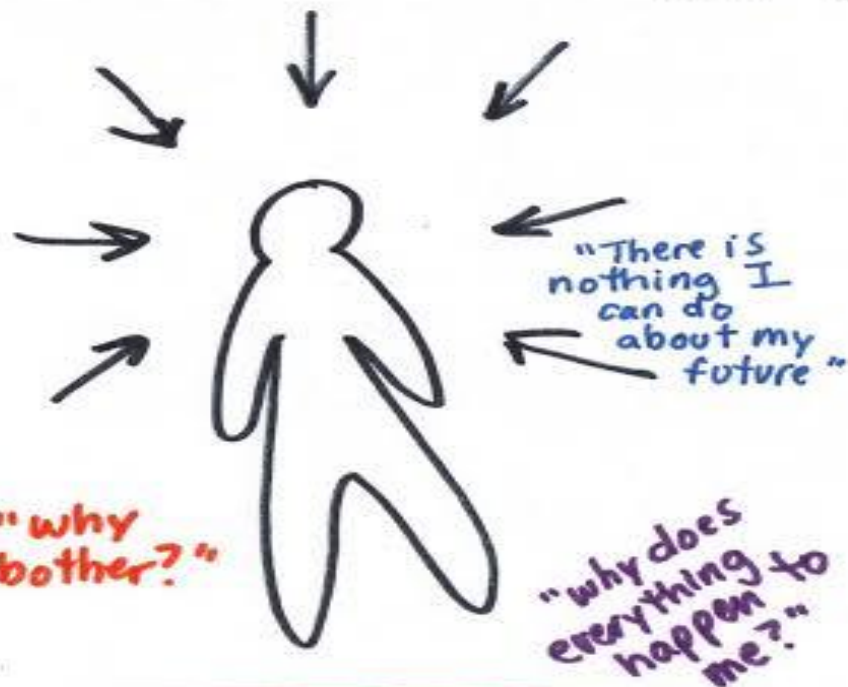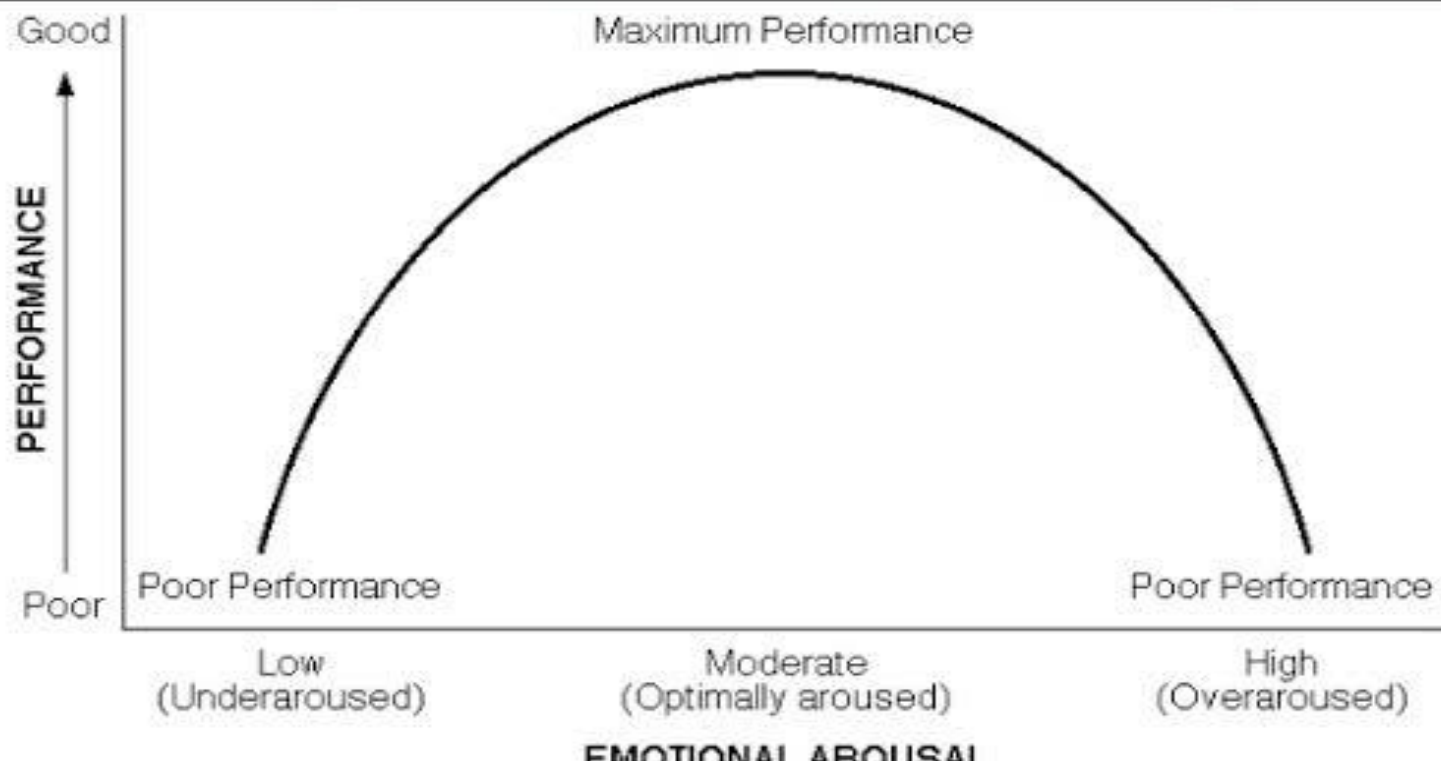Locus of control is related to a variety of psychological concepts, theories, and findings, including learned helplessness, which is when a person has learned to act as if they are helpless even when they actually have control over their situation or the power to change a circumstance or outcome. Some psychologists believe "externals" are more likely to develop learned helplessness than "internals."

Peak arousal and performance

Getting there...

Too anxious – getting distracted by anxiety symptoms

Too relaxed – not sufficiently motivated

So anxious that you can't focus on the task

Performance

Anxiety (Arousal)

PSYCHOLOGYTOOLS®
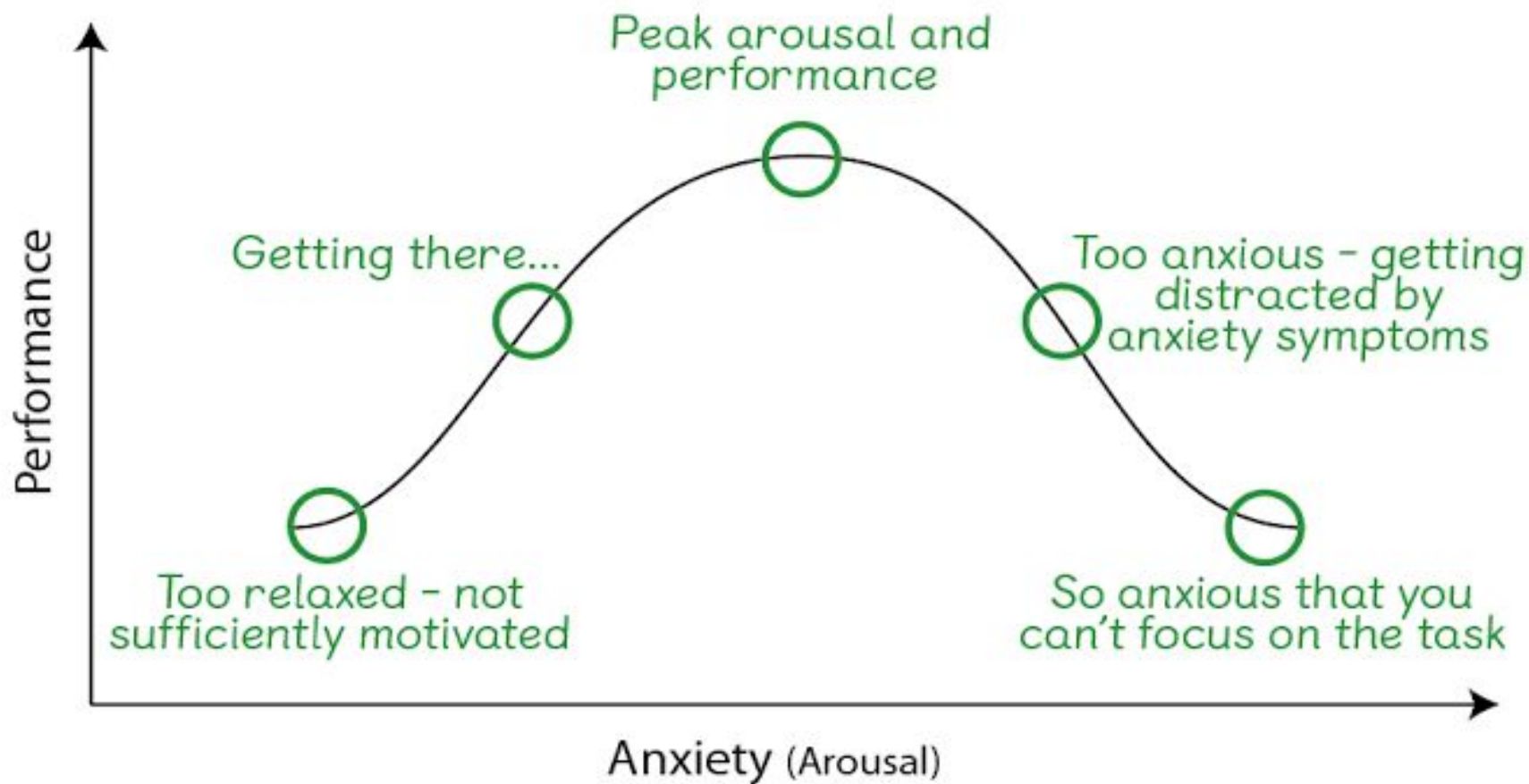
# Anxiety Performance Curve
(Yerkes-Dodson Law)

Curiosity is a pleasant motivational state involving the tendency to recognize and seek out novel and challenging information and experiences. Curiosity differs from other positive emotions by the strong desire to explore and persist in the activity that initially stimulated an individual's interest.

FIGURE 7 The Wundt curve.
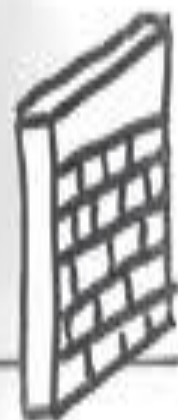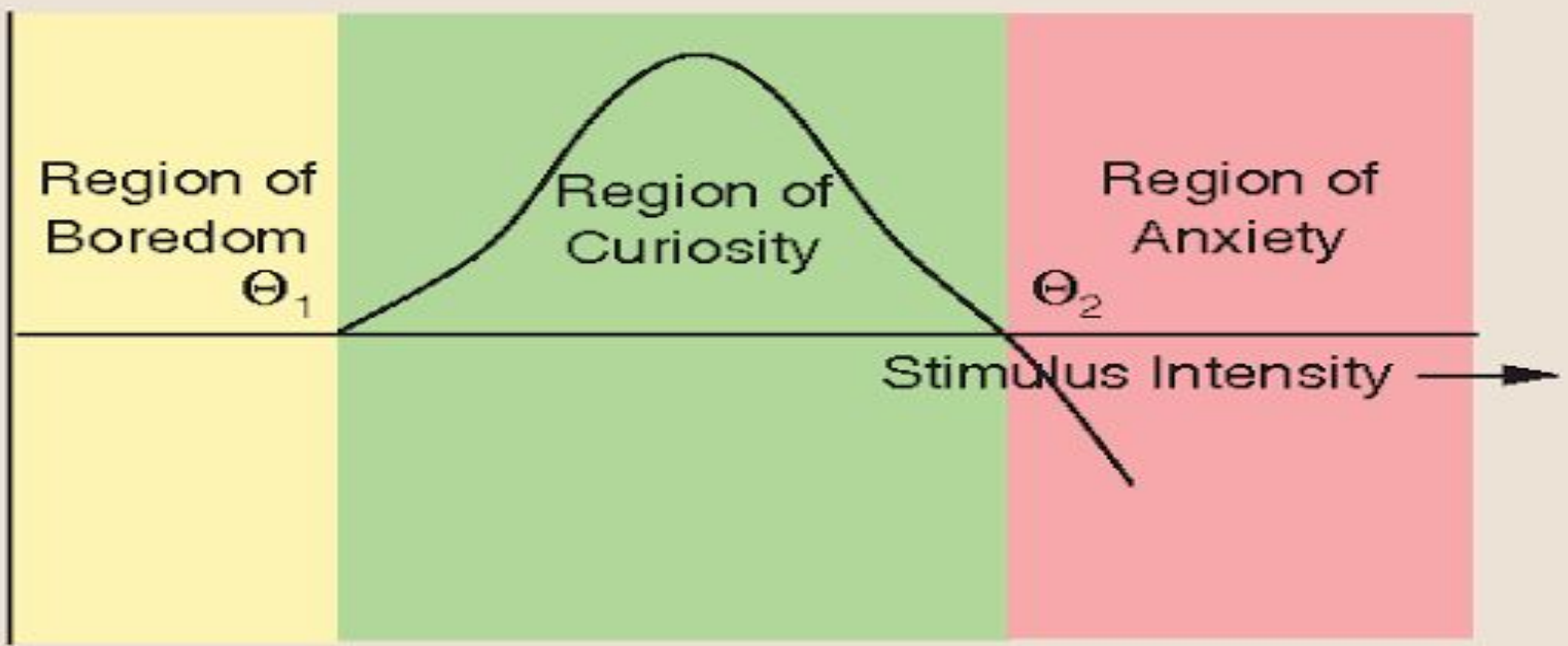
ABILITY IS WHAT YOU'RE CAPABLE OF DOING. MOTIVATION DETERMINES WHAT YOU DO. ATTITUDE DETERMINES HOW WELL YOU DO IT.

Lou Holtz