



Subject: Psychology

Chapter: Unit 2

**Category: Practice question 2
solutions**

Solution 1:

Motivation in an industrial setting can be defined as, " the willingness to exert high levels of effort towards organizational goals and to satisfy some individual need."

Robbins and Judge (2013) define motivation as "the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal."

Motivation concerns those processes which produces goal-directed behavior. The basic elements of the process of motivation are:

1. **Behavior:** Behavior is generally motivated by a desire to achieve a goal. In order to predict and control behavior managers must understand the motives of people.
2. **Motives:** Motives prompt people to action. They are the primary energizers of behavior. They are largely subjective and represent the mental feelings of human beings. They cause behavior in many ways. They arise continuously and determine the general direction of an individual's behavior.
3. **Goals:** Motives are directed toward goals. Attaining a goal will tend to restore physiological or psychological balance. Goals are the ends which provide satisfaction of human wants. They are outside an individual; they are hoped for incentives toward which needs are directed. Thus, a need can be satisfied by several alternate goals.

Solution 2:

In 1943 was the first time that someone gave the world a theory of human needs. This is called the Need Hierarchy Theory by Abraham Maslow.

5 level of needs in the hierarchy are :-

1. **Physiological needs:** These are hunger, thirst, sleep, avoidance of pain, sex and the maternal instinct. It is on the satisfaction of physiological needs that the survival of the human being depends.
2. **Safety needs:** Need for a secure environment - physical as well as psychological. It is the need for freedom, and safety from fear or threat.

How do you think organizations can provide that?

3. **Social needs:** Needs that are also known as 'love needs' or 'belongingness needs'. It refers to the need of having friends, to be loved and accepted by other people.

How do your think organizations can provide that?

4. **Esteem needs:** Internal factors such as self respect, autonomy and achievement. External factors such as status, recognition and attention.

How do you think organizations can provide that?

5. **Self-actualization needs:** drive to become what we are capable of. It is to fulfill one's potential. Includes growth and self-fulfilment.

These 5 needs are classified into 2 broad categories.

Lower – order needs: The physiological and safety needs fall under this category and are satisfied externally by things such as pay, tenure, etc.

Higher – order needs: Social, esteem and self actualization needs fall under this category and are satisfied internally

Salient features of the theory are:-

1. The needs are hierarchically arranged from lowest to the highest order.
2. Once a need is satisfied, it no longer motivates a person anymore and he/she moves to the next higher need.
3. This theory is popular because it is very easy to understand and it appeals to our intuitive logic.
4. Major limitation is that there is little scientific evidence to support it.

Solution 3:

David McGregor proposed that managers have two distinct assumptions about subordinates and managers thus behave accordingly.

Managers with a Theory X orientation which is negative.

- Subordinates are lazy and irresponsible.
- Dislike work and need direction.
- Will work hard only when they are pushed or threatened with punishment.

Managers with a Theory Y orientation which is positive.

- Are willing to work hard when the right conditions exist. i.e. work is as good as play.
- Have a psychological need to work and seek achievement and.
- Can be motivated to work hard by providing them with interesting and challenging jobs, encouraging greater participation and developing good relations.

Solution 4:

He studied 200 accountants and engineers and asked them to report situations in which they felt exceptionally good or bad about their jobs. This led to the theory also called **motivation-hygiene theory**.

- Satisfaction is due to internal factors. He labelled them 'motivators'.
- Dissatisfaction is due to external factors. He labelled them 'hygiene/maintenance factors'. They are preventive in nature, taking care of them will prevent dissatisfaction, but will not necessarily motivate them.

MOTIVATORS- Factors that motivate or produce job satisfaction are:

- Authority and Responsibility.

- Advancement opportunities.
- Recognition and appreciation.
- Work itself.

HYGIENE OR MAINTENANCE FACTORS - Factors that are related to dissatisfaction are:-

- Company policy and administration
- Supervision
- Salary
- Interpersonal relations
- Working conditions

HERZBERG'S FINDINGS:

- This model threw new light on the importance of the job contents.
- Factors producing satisfaction were entirely separate and different from factors responsible for dissatisfaction and not mere opposites Eg. Unpleasant working condition may cause dissatisfaction, pleasant working conditions may not lead to satisfaction.
- Focusing on the hygiene factors only reduces dissatisfaction, but does not lead to satisfaction. Eg. To boost an employee's morale- provide higher wages, better working conditions and more fringe benefits. This did not solve the problem of low employee morale.
- Hygiene factors are important to maintain the Human Resource of the company, but they are not sufficient to motivate the employees.
- Satisfaction is only possible if the managers focused on the motivators after taking care of the hygiene factors.

Criticism:

- **Methodological limitations :**

Herzberg used the critical incident method. People take credit (intrinsic factors) when things are going well at work and blame it on extrinsic factors when there is a failure.

- **Methodology**

Doubts have been raised about the reliability of these findings because the responses obtained are open to different interpretation by different raters.

- **Overall satisfaction not measured**

Respondents were asked when they felt exceptionally happy about their job and also when they felt exceptionally unhappy. However, he did not find out what was the overall level of satisfaction.

- **Assumption not tested**

In his study, he assumed that satisfaction and productivity were related. However, in his study he only concentrated on satisfaction and did not measure productivity. Hence, his assumptions were not tested.

Solution 5:

Goal-setting theory of motivation states that specific and challenging goals, along with appropriate feedback, contribute to higher and better task performance.

7 principles of goal setting theory are;

1. **Clarity:** It means you need to get clear on your goal. Clear goals are measurable and unambiguous. The more clarity there is when setting a goal with/for an employee, the less of a chance there is for a miscommunication or misunderstanding. This then leads to higher levels of success.
2. **Challenge:** Goal difficulty also ties to the effectiveness of goal setting. When goal attainment presents a challenge, it leads to a higher level of motivation—which, in turn, leads to a higher chance of success.
3. **Commitment:** Employees need to have a certain level of buy-in and goal commitment. If they're not committed, they're not going to have the follow-through necessary to succeed — and as a result, they won't hit their goal.
4. **Feedback:** In order for employees to successfully hit their goals, they need regular feedback. Feedback provides opportunities to clarify expectations, adjust goal difficulty, and gain recognition.
5. **Task Complexity:** If a goal feels too complex or overwhelming, it can negatively impact motivation. Instead, leaders should break down large goals into smaller, more manageable tasks.
6. **Self-Efficiency:** Self-efficiency is the individual's self-confidence and faith that he has potential. When a person performs a task, the higher the level of self-efficiency, the greater the efforts will be in the individual when they face challenging tasks.
7. **Goal Commitment:** The goal-setting theory assumes that the individual is committed to the goal and will not leave the goal.

Solution 6:

The theory states that the *intensity of a tendency to perform* in a particular manner is dependent on the *intensity of an expectation* that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

The Three Variables of the Expectancy Theory

- How much an individual wants a reward (**Valence**)
- The assessment that the likelihood that the effort will lead to expected performance (**Expectancy**)
- The belief that the performance will lead to reward (**Instrumentality**)

The expectancy theory concentrates on the following three relationships:

Effort-performance relationship: Expectancy believes that if you work hard and put in a lot of effort (E), you will achieve the targets set for you by your manager. In other words, you're looking to use effort to enhance your performance (P). So, expectancy is $E \rightarrow P$.

Performance-reward relationship: Instrumentality believes that when someone works to achieve targets, their performance (P) will be rewarded for achieving those goals. This outcome (O) can be the basis of good performance. Hence, $P \rightarrow O$.

Rewards-personal goals relationship: Valence is the value that the employee perceives for his hard work and good performance, resulting in an outcome (O), leading to the reward (R). If the employee believes that the outcome might result in the compensation deemed worthy for his/her effort, this might result in the employee being motivated enough to perform well. Hence, the final piece of the expectancy variable is $V(R)$.

Applications of the Expectancy theory

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

Solution 7:

The equity theory of motivation is the idea that what an individual receives for their work has a direct effect on their motivation. When applied to the workplace, it means an individual will generally aim to create a balance between what they give to the organization compared to what they get in return.

Assumptions of the Equity Theory

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

Solution 8:

Studies at the University of Michigan identified two primary leader behaviors:

- (1) Employee oriented behavior: This behavior is directed towards the satisfaction of the social and emotional needs of group members. The leader stresses growth and development of his subordinates. Leaders high on this dimension are concerned with interpersonal relationship and take personal interest in the affairs of their followers. They accept that there are individual differences among members.
- (2) Production oriented behavior: This behavior is concerned with task accomplishment. Such leaders set goals, devise work strategies and closely supervise the performance of the subordinates. Leaders high on this dimension are more concerned with technical and task aspects of the job.

The Ohio State dimensions and the Michigan dimensions have great similarity. The consideration factor relates closely to employee orientation and the initiating structure dimension relates closely to production orientation.

Further research on the Michigan studies found that.

- (1) Employee oriented leadership resulted in higher group productivity and greater job satisfaction among the employees.
- (2) Production oriented leadership resulted in low group productivity and lower job satisfaction among employees.

Solution 9:

Fred Fiedler is given the credit for developing the first detailed contingency model of leadership. According to Fiedler, the style of leadership that should be used is contingent on the situation.

As the situation varies, leadership requirements also vary. Fiedler developed the Least Preferred Co-worker Scale (LPC). This scale consists of 16 opposite or contrasting adjectives such as pleasant-unpleasant, efficient-inefficient etc. Respondents had to rate their co-workers on each of the 16 set of contrasting adjectives on a scale of 1 to 8.

Based on the responses, Fielder identified two basic styles of leadership:

- (a) The Task Oriented Style: Here the leader is primarily motivated to attain successful task performance.
- (b) The Relationship Oriented Style: Here the leader is concerned mainly with establishing good relations with his subordinates.

Fiedler found that 84% of the respondents could be categorized in either of the two styles. Fiedler also believed that an individual's leadership style is fixed.

According to Fielder, the effectiveness (use) of the task oriented style or relationship oriented style is dependent on whether the situation is favorable or unfavourable. The favorability or unfavorability of the situation depends on three dimensions:

- (1) Leader-member relationship: It is the extent to which the leader enjoys the support and loyalty of his followers. It refers to the extent to which the subordinates trust and like their leaders is the level of confidence that followers have in their leader.

- (2) Degree of task structure: It is the extent to which the group's tasks, goals and the subordinates' roles are clearly defined. It is a degree to which procedures have been established to accomplish the job. A task may be structured or unstructured.
- (3) Leader's position power: It is the formal authority or power given to the leader. It is the extent to which the leader has control over actions such as hiring or dismissal of employees, salary increases, promotions etc. It is the formal authority or power given to the leader.

A situation is described as very favorable if all the three dimensions are good i.e. the leader has the backing of his followers, the task is structured and clearly defined and if a great deal of authority and power is given to the leader. On the other hand if all the three dimensions are poor, then the situation is described as highly unfavorable.

According to Fielder, the task oriented leader effective for very favorable and very unfavorable situations. His explanation was:

- (1) In favourable to highly favourable situations (category 1, 2 & 3)- where the leader has power, is accepted by the group and the task is highly structured- the group is ready to be directed and expects to be told what should be done. Hence, a task oriented leader is most suited.
- (2) In unfavourable to highly favorable situations (category VI and VIII), a relationship oriented approach would result in the leader being brushed off or ignored if too many questions were asked as to what should be done.

On the other hand a task oriented leader would be more effective. Fielder stressed the need for the human relations style of leadership when the situation is moderately favorable or unfavourable.

Fiedler later simplified and reduced the 8 situations described above to just three situations - high, moderate and low control. The task oriented style of leadership is most suitable for situations of high and low control and the relationship oriented style of leadership is most suited for situations of moderate control.

According to Fiedler, the key to effective leadership is to match the appropriate leadership style with the situation.

However, since an individual's leadership style is fixed, leader effectiveness can be improved in two ways:

- Change the leader to match the situation or
- Change the situation to match the leader. This could be done by restructuring of tasks or by increasing or decreasing leader's power to give salary raises, promotions etc.

Solution 10:

Charismatic leadership is a trait-based leadership theory where the leaders act as visionary driven by their convictions and motivate their followers to work towards common vision using their charm and persuasiveness.

As per Cogner and Kanungo four key characteristics of a charismatic leader are :-

1. Vision & Articulation

- *Vision is a long term strategy for attaining goal or goals.*
- Charismatic leaders build follower commitment by creating an appealing and attractive vision.
- This Vision or picture of the future promises a better and more meaningful life to their followers.
- They communicate this vision of idealised goals in a language which is easily understood by their followers.

2. Personal Risk

- Charismatic leaders are willing to make personal sacrifices, take high risk and pay a high cost in order to achieve the vision.

3. Sensitivity to follower's needs

- Charismatic leaders understand and respond to the needs and feelings of their followers.

4. Unconventional Behaviour

- Charismatic leaders engage in innovative behaviours which go against established norms.

Solution 11:

Transactional leaders

"Leaders who guide or motivate their followers in the direction of established goals by clarifying role and task requirements."

Characteristics of transactional leaders are:-

1. Contingent rewards

- Transactional leaders get their work done from their followers by promising and giving rewards for good performance.
- They give recognition to the achievement of their followers.

2. Management by exception (Active)

- Transactional leaders will actively intervene in their followers work only when they deviate from established rules and standards.
- In such situations, they step in and take corrective actions.

3. Management by Exception ANAGEMENT BY EXCEPTION (Passive)

- Sometimes Transactional leaders step in only if the standards are not met.

4. Laissez – Faire

- Transactional leaders avoid making decisions and are unwilling to assume responsibility.

Transformational leaders

"Leaders who inspire followers to transcend their own self-interest and who are capable of having a profound and extraordinary effect on followers."

Characteristics of transformational leaders are:-

1. Idealized influence

- Transformational leaders instill pride in their followers by providing them with a vision that creates a sense of mission.
- They are able to win respect of their followers.

2. Inspirational motivation

- Transformational leaders communicate the important purposes of the organization in a very simple and easy to understand way.
- They motivate their followers by expressing their high expectations through verbal and non verbal methods of communication.

3. Intellectual stimulation

- Transformational leaders encourage their followers to think intelligently, rationally and adopt a careful approach to problem solving.

4. Individual consideration

- Transformational leaders serve as a coach or mentor to their subordinates.
- They pay careful attention to each individual's need for growth and advancement.
- They give advice and provide coaching to their followers.

5. They are more **creative**.

6. They build **great consensus** among group members.

7. They **decentralize responsibility** by empowering the followers. this develops positive personal control among their followers.

8. They prepare compensation plans that are **focused on long term results**.

Solution 12:

A senior employee who sponsors and supports a less experienced employee called a protégé.

Benefits of mentoring

- Research has found that the benefit of mentoring is **more psychological** than in terms of job performance and pay.
- It provides the protégé **access to important resources** in the organization.
- It helps the protege to develop a **good network of relationships** with important people know to the mentor.. This will help the protégé to advance in his career.

Drawbacks of mentoring

- Research has found that mentoring is more likely to take place when the mentor and the protege share similar ethnic, religious, educational and gender backgrounds.
- The protégé may not invest much of himself if he feels the relationship is forced upon him.
- If a mentor doesn't see this as a mutually benefitting relationship, he may not invest his time efficiently on the protégé.