



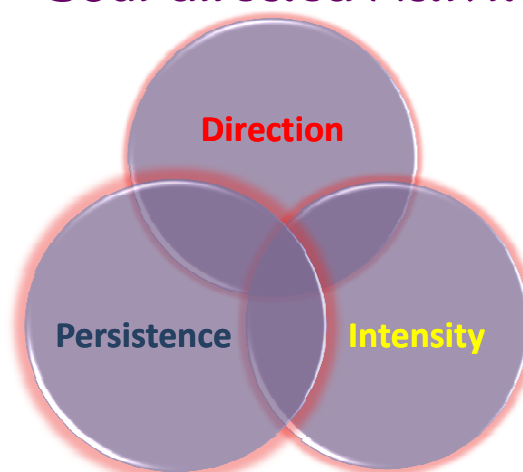
Motivation and Human Behavior

IEMA:Organizational Dynamics



Professor Philip Hallinger

Motivation: Goal-directed Activity



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Unit Learning Objectives

1. To understand factors that impact human motivation.
2. To analyze human motivation according to several different theoretical perspectives.
3. To identify motivational needs and strategies to fulfill the need.
4. To predict the impact of a motivation strategy on workplace attitudes and performance.
5. To analyze the relationship between motivation, satisfaction and performance in the workplace.



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Motivation to Learn

- ◆ Intention/Goal
 - Period of time to learn
 - Importance to you
- ◆ Intensity
 - Difficulty of the task
 - Number and strength of past habits to break
- ◆ Persistence
 - Overcome short-term obstacles
 - Maintain goal over time



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Lesson Learning Objectives

- ◆ To define motivation as a behavioral construct.
- ◆ To distinguish between intrinsic and extrinsic motivators.
- ◆ To define and apply theories of human motivation.
- ◆ To analyze the relationship between motivation and job satisfaction.



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Types of Motivation



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Extrinsic Motivation

- ◆ Anything that comes from outside of ourselves to create energy for a specific goal-directed behavior.
- ◆ Can be salary, promotion, bonus, benefits, fear of your boss, peer pressure or praise.
- ◆ Note that even praise is considered an extrinsic motivator since it comes from outside of ourselves.

Warning: This Clip contains foul language. Do not view if it may offend you.



From "Boiler Room"

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Intrinsic Motivation

- ◆ Motivation from challenge, pride, personal goals, responsibility, achievements.
- ◆ "We try to get people to have an open-minded involvement".
- ◆ "We give them challenge – the thing that seems impossible and they do it".
- ◆ Let high talent people use their skills to solve problem.



Steve Chang
Trend Micro

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Maslow's Theory of Human Motivation

- ◆ Abraham Maslow's theory of motivation asserts that human behavior is goal directed.
- ◆ People seek to “self-actualize” or achieve higher needs.
- ◆ However, Maslow said **basic needs** must be met before “higher needs” become important.

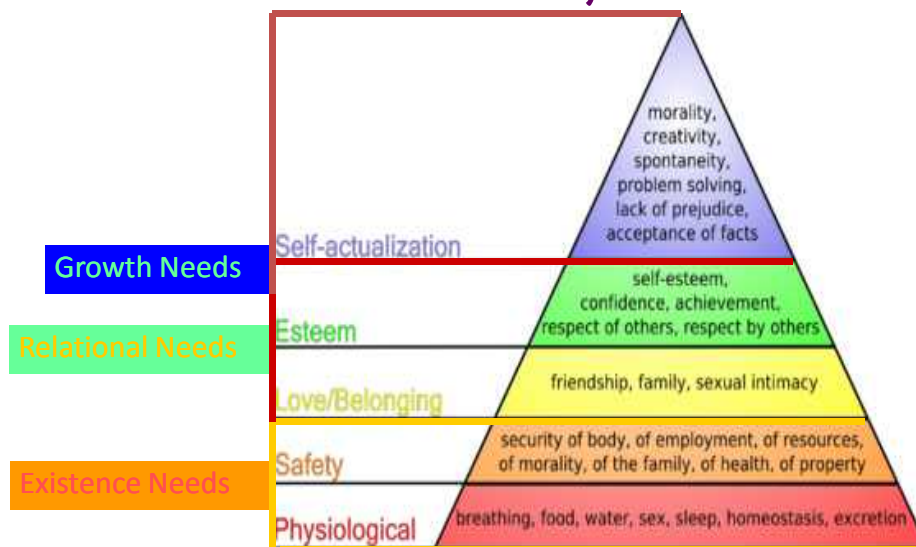


Maslow's Hierarchy of Needs 

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ERG Theory



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ERG Theory

Builds on Maslow

- ◆ Integrates Maslow's 5 Needs into 3 Types
 - Existence Needs (physical and security needs)
 - Relatedness (social and self-esteem needs)
 - Growth (self-esteem and self-actualization needs)

Differs from Maslow

- ◆ Maslow assumed that we must fulfill lower needs before we seek to fulfill higher ones
- ◆ ERG theory claims that we may seek to fulfill needs at more than one level at a time
- ◆ Also, if satisfaction of a higher need is frustrated, desire to fulfill a lower order need increases

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Herzberg's Two-Factor Theory

Hygiene Factors

- Quality of supervision
- Rate of pay
- Company policies
- Working conditions
- Relations with others
- Job security

Motivational Factors

- Career Advancement
- Personal growth
- Recognition
- Responsibility
- Achievement

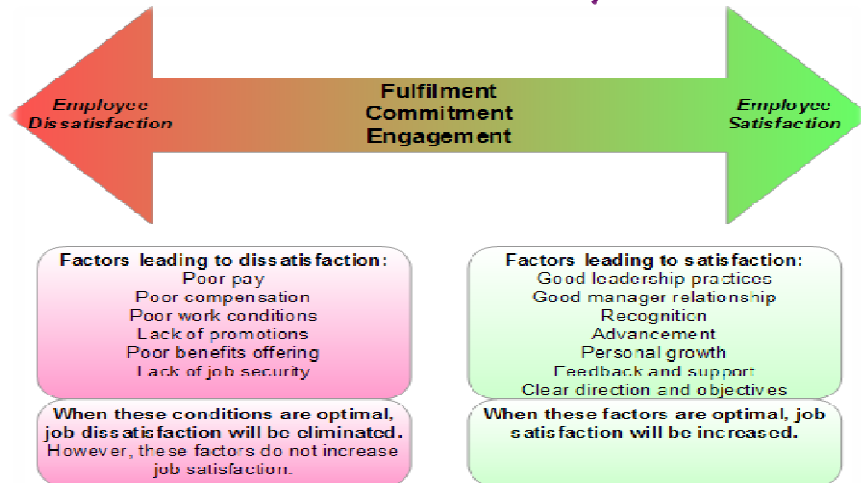


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Application of Herzberg's Two-Factor Theory

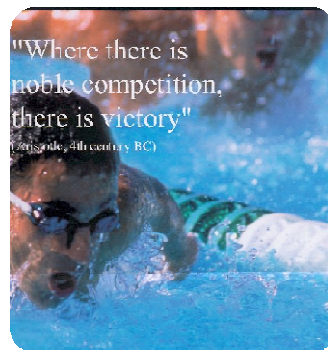


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2-Factor Theory Shares Some Assumptions with Maslow

- ◆ Basic (hygiene) needs must be met first to create a foundation for motivation
- ◆ To focus on Motivation factors Before Hygiene needs are met may not create motivation & satisfaction
- ◆ Meeting only Hygiene needs may not lead to high motivation and satisfaction

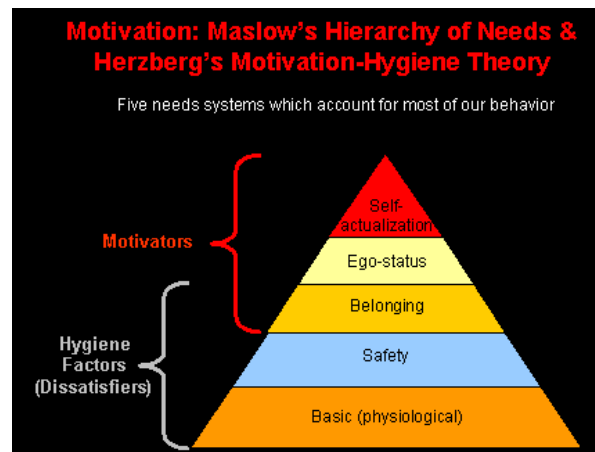


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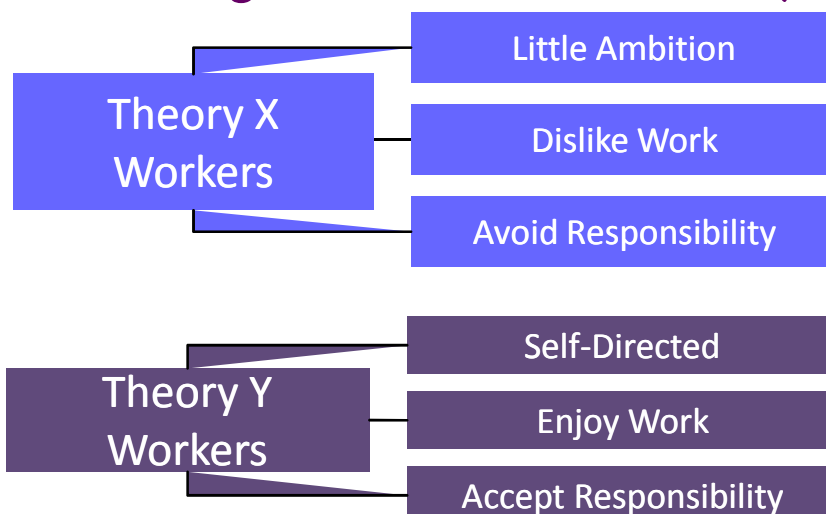
Relate Maslow & ERG Theory to Herzberg



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MacGregor's Motivation Theory

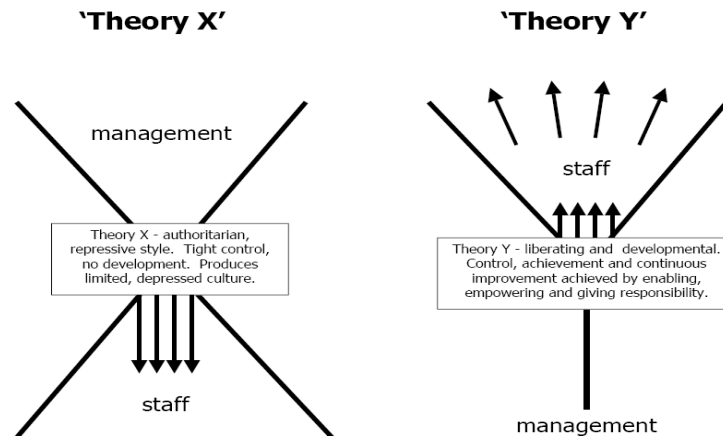


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Theory X v. Theory Y: Role of Management & Staff



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Theory X in Action at Ford Motor Company in the 1930's

- ◆ Workers viewed as lazy and lacking ambition.
- ◆ Use methods to get the most out of the workers.
- ◆ Management focused on control and compliance.
- ◆ Workers paid to act but not to think.



Ford Motors, 1930s

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Theory X Assumptions Influenced the Organization of Schools

- ◆ Schools were organized like factories.
- ◆ Conceptions of success and failure were borrowed from industry.
- ◆ This then carried over into management methods.



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Theory X Management

- ◆ Direct and control.
- ◆ Reward and punish.
- ◆ Focus only on the goals of the organization, without regard to personal goals or satisfaction.
- ◆ Joe Clark's initial change strategy fell reflected Theory X assumptions.



Lean on Me
The First Faculty Meeting

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MacGregor's Theory Y

- ◆ Assumes that people want to succeed.
- ◆ Set vision at the top, managers as teachers.
- ◆ Motivate by aligning corporate and individual goals.
- ◆ Give staff responsibility and authority to make decisions.



Tom Peters
Johnsonville Sausage

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Theory Y: Motivating Students #1

- ◆ 1st day in class for a new teacher.
- ◆ Student behavior suggests that basic needs are not yet being met.
- ◆ Class is ended by a "false alarm" – bell rung early by students.
- ◆ School culture dominated by gangs.



Jaime Escalante

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Theory Y: Motivating Students #2

- ◆ Meet basic needs for safety and security first.
- ◆ Set high, clear expectations for success.
- ◆ Build social relationships and offer individualized support.
- ◆ Support and praise for success.



Jaime Escalante

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Theory Y: Motivating Students #3

- ◆ A gang member had walked out of his class due to social pressure, but actually wants to get back into class.
- ◆ Jaime gives him "individualized support" to further motivate him towards his goal.



Jaime Escalante

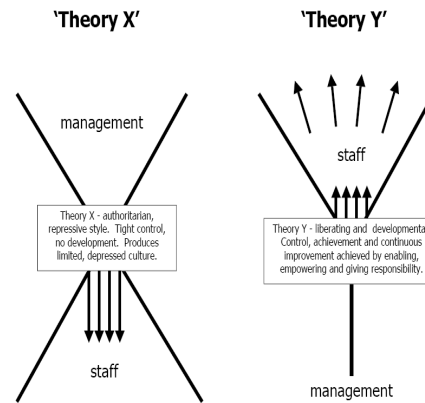
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Summary of Theory X and Y

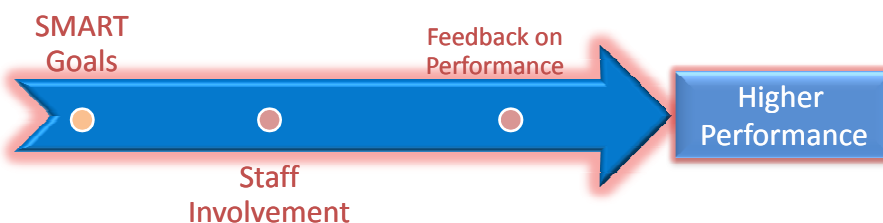
- ◆ Both models can be seen or applied across different organizational sectors.
- ◆ Useful model for thinking about organizational strategies and systems and their impact on staff satisfaction.
- ◆ No hard evidence confirming that either set of assumptions is universally true. The assumptions of Theory X or Theory Y may or may not be appropriate, depending on the situation at hand.



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Goal-Setting Theory



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Goal-Setting for Performance Improvement

- ◆ Survey Results:
 - Only 15% of staff knew their organization's top goals
 - Only 19% felt passionate about the org's goals
 - Spend only 49% of work hours on most important goals
 - 51% didn't know what to do to achieve the goals
- ◆ "Execution Gap"
- ◆ Front-line creates the Bottom-line



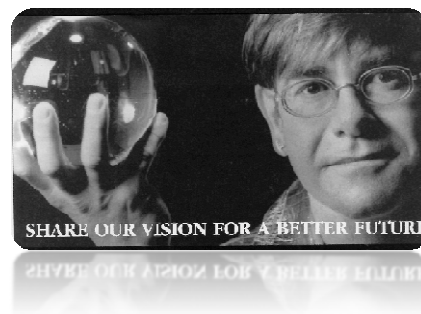
Stephen Covey

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SMARTER Goals

- ◆ Specific: clear, concrete
- ◆ Measurable: assessable
- ◆ Ambitious: stretch, challenge
- ◆ Realistic: relevant, achievable
- ◆ Time-based: within deadline
- ◆ Enjoyable: positive, inspiring
- ◆ Rewarding: beneficial



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Goal-Setting at East-Side High

- ◆ SMART Goal: To increase the % of students passing the state competency exam to 75% within 9 months
- ◆ Benefits of Achieving this Goal
 - Feeling of success -- Increase student's opportunities- Maintain control over the school- Prove new method works - Lay foundation for future success
- ◆ Action Steps
 - Suspend those students who have failed continuously and proven disruptive
 - Focus staff efforts on a single goal/outcome
 - Gain control over the hallways and reduce presence of gangs in the school
 - Focus the curriculum on goal attainment
 - Set up tutorial program
 - Evaluate results frequently and provide visible feedback on results
- ◆ Possible Obstacles:
 - Team resistance, staffing resources, parent understanding, politics

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Goal-Setting Theory?

- ◆ Whose goal?
 - Organization's?
 - Individual's?
 - Shared goal?
- ◆ Try to increase overlap between them.
- ◆ Joe Clark was setting the goal but the teachers and students would need to achieve it.



Communicating the Goal
at Eastside H.S.

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Problems with Goal-setting

- ◆ Goals may become “ceilings”.
- ◆ Employees may set goals low so they can achieve them.
- ◆ “What gets measured gets done.” People will work to achieve the measured goal, but it may be difficult to measure some goals.
- ◆ Staff may ignore the most important things and focus attention on the goals that are being measured.



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Motivators May Vary by Role and Career Stage

- ◆ Job role and career stage can impact the relative importance of different motivators.
- ◆ The concept of adult development is relevant as it highlights the changing “needs” of adults as they move through different life stages.
- ◆ In this graphic, personal growth is a desire for establishing professional competence.



[A Conception of Adult Development](#)



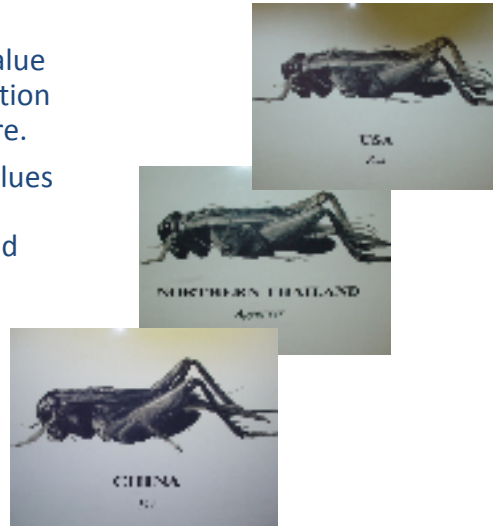
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Motivation Theories & Culture

- ◆ The things that people value differ somewhat from nation to nation based on culture.
- ◆ Culture influences our values and what we perceive as rewarding intrinsically and extrinsically.



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Summary

- ◆ Motivation describes goal-directed behavior.
- ◆ Two main categories of motivation are intrinsic and extrinsic.
- ◆ Most motivation theories propose that basic needs must be met before “higher order needs”.
- ◆ Reward structures of classrooms and organizations address both sets of motivators.



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Motivation

END LESSON ONE

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