Course Name: Organizational Behaviour: Individual Dynamics in Organization

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Week – 07

Lecture – 04

Lecture 34: Keeping up with times: Contemporary theories- 1

Namaskar, welcome back to the course on Organizational Behavior, Individual Dynamics in Organization. Today we move to the lecture 4 of module 7. In the previous classes we looked into what are the different ancient or relatively non-contemporary theories in terms of motivation. We have looked into what motivation is as a construct. We have also dealt deeper into what are the different antecedents that can trigger to motivation intrinsic as well as extrinsic. Today we look into the contemporary theories of motivation.

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Today's theme is if you have been able to do the job successfully in the past, you are more confident you will be able to do it in the future.

Many a time you think that this has been done already or I was successful enough I could do it very effectively in the past then it gives you an innate boost, it gives you an innate motivation to work more stronger, work more clearer and effectively.

So, this is the theme of today's lecture and we move to the contemporary theories. The relevance of the contemporary theories of motivation lies in their ability to provide insights into human behavior and drive in various context. It could include any different context in workplace like education, healthcare, personal development etc. So, all these theories which are relatively contemporary in nature help us to understand what motivates a particular individual, their action and what enables them to make choices and persist in their efforts. So, if you are asking me something which is very relevant is the persistence.

So you cannot undermine what do you mean by let's say what motivates individual, it could be the action, it could be to make choices but the most important part of any motivation or most important aspect would be the persistence that individual gives or the

individual has in the particular task. Many a time you see that the motivation just faces out, many a time you see that though the whole proposition was started with certain extrinsic motivation like reward, maybe monetary factors etc. But at the middle level somewhere the motivation just fizzed out, motivation just vanished. So, there are situations like that. So, all these aspects of motivation come down to a single factor which is known as persistence.

So all these theories that provide framework for understanding various aspects of motivation such as intrinsic and extrinsic motivation, goal pursuit and the role of autonomy, competence and relatedness in driving behaviour. So, these are some of the terms which I would like to introduce you when I come to self-determination theory. Self-determination theory, SDT is a very very popular theory when it comes to motivation. Self-determination it's a functional word. Self-determination theory or SDT is a psychological framework and theory of motivation and personality development that was given by Desi and Ryan in 1980s.

Now interestingly there are three elements, three core elements which these two people discuss in terms of self-determination theory and the first one is autonomy. Now when you are looking into autonomy you must have heard about this word autonomy. Autonomy here means specifically the ability to make choices, the availability of choices and the decision that is being made to take that particular choice and owning of the decision. So, there are certain parameters which are coming in terms of defining autonomy. So, autonomy is not a situation where you have freedom.

The freedom comes with certain choices, you can make those choices and those choices, the selection of the choices, the decision of that selection is totally vested upon you and you are the person in charge of that particular decision and that is what autonomy specifies here.

Another important element is competence. When you are looking into the core competency what could be done? There are certain parameters or certain factors which you are good at. So that gives a boost in terms of your extraneous or continued performance. So, competence and the third one is relatedness.

How effectively you are related to that particular event? Let us take an example of an organization conducting an event in terms of let us say a particular activity. So, you do not have a say in that particular activity, you do not know what that activity is because of the sheer position you are, you are delegated to be a part of that committee which decides on that activity unless and otherwise you do not have any say or any stake in that. So, there could be a bit of lack of motivation that is coming into that particular aspect. So, these are the three components autonomy, competence and relatedness. So SDT

self-determination theory distinguishes between different types of motivation like intrinsic, extrinsic and amotivation.

Let us look into intrinsic SDT distinguishes between different types of motivation intrinsic, extrinsic and amotivation which we have already discussed. Now let us look into gold setting theory. In the late 1960s Edwin Locke proposed that intentions to work towards a particular goal or set of goals are major sources of work motivation. Specifically the relevance of objective, the relevance of moto's goals Et cetera came in after this gold setting theory. So specific goals produced a higher level of output than generalized goal.

Let us say you have a generalized goal of developing your career progressing the particular career of yours in the next 10 to 15 years. You would want you to see yourself from a manager if you are right now to let us say DGM or GM or let us say an AVP. So, this is the career progression you are planning. Now the thing is what motivates you is not only that but some specific goals on a day-to-day basis you want to complete the particular task, you want to complete a particular project and let us say you gain some performance bonus or you gain a bit of good rapport with your boss so that the next promotion may be manager to senior manager becomes easy. So that is more specific in terms of the tangibility.

So, that is more motivating to you because that happens right now but on a long term there is no doubt that the extrinsic goal of taking or you having set a goal to reach the position of AVP would make you reach there. So, the factors such as acceptance of the goals are held constant. Let us assume the more difficult the goal is higher the level of performance. This has been clearly understood and this could be related to any of your examples in the work setting. Let us look into situations where you have worked very hard.

Let us take a case of a student who has worked very hard, cracked a particular examination. Let us take for an ease of understanding civil service examination or NEET or let us say JEE etc. So, they have cracked and they value that particular seat or that particular job or that particular rank position because they have worked very hard for that. So harder you work, harder the efforts or more the efforts you are putting in greater will be the recognition of the value or greater will be your performance no doubt about it. So, people do better when they get feedback on how well they are progressing towards a particular goal.

You are progressing in a very rapid manner. Your pace is very high. But the manager is not so happy with your progression and also with the pace of your progression. These are

two different things if you understand. One is some managers might be okay with the progression you are making but some might not be happy with the pace of the progression you are making.

So that would be higher than what they expected or lower than they expected. So, either ways it could be against their set agenda or set ideas. So let us look into the positive side of it. If the manager motivates you, yes you are in the right track, you are working well towards the task, your deadline was let us say 20th and this is just 10th of the month and you are almost done you have completed 90% of the particular task then it gives you a boost. It gives you a motivation and this is specifically what goal setting theory talks all about.

Goal setting theory assumes an individual is committed to the goal and determined not to abandon it. This is the beauty of goal setting theory. Setting specific difficult individual goals may have different effects in different culture. For example, in some cultures some goals might be trivial. In case in point like let us look into let us say a very individualistic goal, let us say to progress yourself as from let us say manager to senior manager in a Japanese culture.

So there it is more of the organizational culture, the collectivistic scenario where the company comes first, individual takes the back seat, the organization comes first. So, in such a scenario you might not be in tandem with the company policy with respect to the organizational culture. So even if you are setting a specific goal, even if you are setting a specific target for yourself, you might not be performing in a better or in the best possible manner. So, these are some of the aspects of goal setting theory and when you look into performance management application techniques associated with goal setting you will see that mainly the present-day literature talks about two aspects. One is learning goal orientation and second is performance goal orientation.

So when you are looking into relationships in terms of organizational interpersonal relationship there could be two aspects. One is how effectively you are mingling with your fellow workers or your co-employees, is it in terms of the learning goal orientation or performance goal orientation. Many research studies are happening in this particular area. Sometimes learning goal orientation is also known as mastery climate and sometimes performance goal orientation is known as performance climate. So, what is your organization? Is it boosting your learning orientation? Is it more of a mastery climate that you are working in introspect within yourself? Are you in a performance-oriented climate? More the performance better you are valued, better you are judged and better you are making the progress.

Is that the case in your organization or is it that the learning is important? You are trained, you are groomed to a higher calling within the organization. Is that the case? So, when you are looking into goal setting theories these are the different aspects.

Now let us look into another very important theory and very interesting theory which is self-efficacy theory. Self-efficacy if you know it refers to an individual's belief that he or she is capable of performing a task.

It is as simple as this. In difficult situations let us say people with low self-efficacy are more likely to lessen their effort or give up altogether while those with very high self-efficacy will try harder to master the particular challenge or to master the particular task. Now self-efficacy is the innate understanding that I can do it. This is self-efficacy nothing more than that. Changes in self-efficacy over time are related to changes in the creative performance as well and this is research based. So many a time what all statements or what all conjectures I am making is specifically a research outcome.

So that is why if you have gone through the initial set of classes you will see that I am trying to mix the current research also into the content of the course so that it becomes interesting, it becomes relevant and it becomes all the more critical in the present day scenario.

So let us look into how self-efficacy can be increased. That is the whole process of the entire theory that has come up and that is the very basic reason why you are attending this course. Let us look into how self-efficacy can be increased and more than the academic curiosity I want you to imbibe this and try to work out this in your organizational setting so that you will have a higher self-efficacy sooner than later.

So, the first and the critical important aspect here is inactive mastery. So, inactive mastery is something like if you are getting small increments of success you will tend to get a confidence to do the best. Let us look into a situation like let us say small kids they go to a primary class may be a drawing class not the regular academic class then the moment they are into the drawing or the painting class the drawing teacher will not teach them to let us say draw a bird or let us think to draw an animal like that. They will give you if you have observed closely and self-efficacy essentially comes from observational learning and thanks to all the observational learning psychologists like Albert Bandura etcetera for this.

If you look into the drawing classes specifically you will see that he or she the teacher will give them a particular letter let us say 5 or let us say B or P with that particular letter you keep on building some extra lines and finally you carve out a bird out of that. So what essentially happens is the moment you are building something from a very trivial thing which you already know and it turns out to be a success you get that motivation and

it boosts your self-efficacy and you feel that you can successfully do this and that is how you get to the next task and the next and the next likewise.

So this is what inactive mastery is you are given small positive reinforcement yes you can do it this is something which you get and this motivation or this motivates you to achieve much better and harder targets in the future.

The second important aspect is vicarious modelling. Vicarious modelling is interesting because here you are trying to model somebody. Let us look into some situation it is let us say you are trying to replicate some activity of a particular person and the theory states that if the person is more similar to you it is that your self-efficacy can be increased more rapidly and more effectively. Let us take an example if you follow cricket you would want to make a cover drive or let us say a pull shot so you tend to see you are playing cricket and you tend to see your friend your best friend who is not that skilled but is at par with you in terms of the skill and the talent in the game so he is making a classic cover drive. Now you tend to get the feel that if he can do it if she can do it I too can do it so this is vicarious modelling.

I will take this case to an extreme point let us say you are a golf player and you try to see a shot by Tiger Woods. Now he doing it and one of your friend doing it is totally different. Vicarious modelling would not be that effective if Tiger Woods is doing it and you think that you can emulate that. Similarly a classic cover drive by let us say Virat Kohli and you are trying to say that you can do it might not be specifically boosting your self-efficacy it is vicarious modelling no doubt about it but it might not be specifically boosting your self-efficacy when compared to the similar situation where your friend who is equal to you in terms of the talent and skill and abilities in the game is doing the same thing.

This could be seen in your office set up in your organizational set up you must have observed that okay this guy is doing it like this or this girl is doing it like this then it is a simple task. So many a time it could be coding activity it could be a data analysis sheet which you are working on anything it is called as vicarious modelling.

The third important aspect is verbal persuasion. Verbal persuasion is something which your boss can do to you. He or she can always cheer up can motivate yes this is the way to do it. Yes you are almost there the task is almost done this is the right way you have a good start that you have made. So, all these words of motivation all these verbal persuasions are indeed trying to affect or increase your self-efficacy. The fourth important aspect is arousal. Arousal is a state of enlightenment or a state of increased activity. It is not like say you are dull you are sitting very depressed in one corner of your office and your boss is telling you to do particular task then the self-efficacy is already down because you are not in that aroused state.

In arousal you will be actually in a different state of mind where whatever be the task come the task let it be the toughest job in the organization I can do it or I will prove that I can do it that would be the case of a higher arousal and that would in fact lead to a high self-efficacy. So, these were some of the clear aspects that lead you to higher self-efficacy.

Now let us look into another important theory reinforcement theory. Reinforcement theory of motivation is also known as reinforcement learning theory. It is like a reward theory in psychological concept that explains how behaviour is influenced and motivated by consequences.

You are doing something what is the net output of that. How it is perceived in the society? How it is perceived in the organization in the first place? How your boss is perceiving that? What are the results? Whether it is success? Whether it is a failure? Whether it has increased the sales revenue of the organization? Whether it has taken on the cost of the organization? Whether it has been persistent loss? All these things motivate or demotivate as the case may be to enact the action further. So, reinforcement theory is a behaviouristic aspect. In the initial classes I have taken you through the behaviouristic approach.

Everything is external. It works according to the stimulus response. There are no internal factors. It is more of somebody rewarding you and you tend to do that job. Somebody is punishing you; you refrain from doing that particular job. So, this is more of a behaviouristic view arguing that reinforcement specifically conditions the behaviour.

The three components of the reinforcement theory would be behaviour as such, the SR stimulus and response, the relationships that are happening with respect to the stimulus and response, how the response is coming up and finally the consequences to the particular stimulus.

So, these were some of the relevant theories in contemporary aspect that I had to discuss in this particular class. Remember that you are a person who would be motivated externally and internally. We have already discussed extrinsic motivation and intrinsic motivation but when you look into things like self-efficacy, it is more of intrinsic motivation. There are different aspects like vicarious modelling, like arousal, like verbal persuasion, like inactive mastery which you can employ within the organization to build greater self-efficacy and greater self-efficacy, mark my words, any individual with lesser self-efficacy has not survived the race in organization.

Any individual who has higher self-efficacy has the constant motivation to do work

which others might not be able to or might not even think to do. So, this distincts or this distinguishes the individual from the lot. This makes you stand apart in the organization.

So that's all from today's class. Take care. See you in the next class. Bye bye.