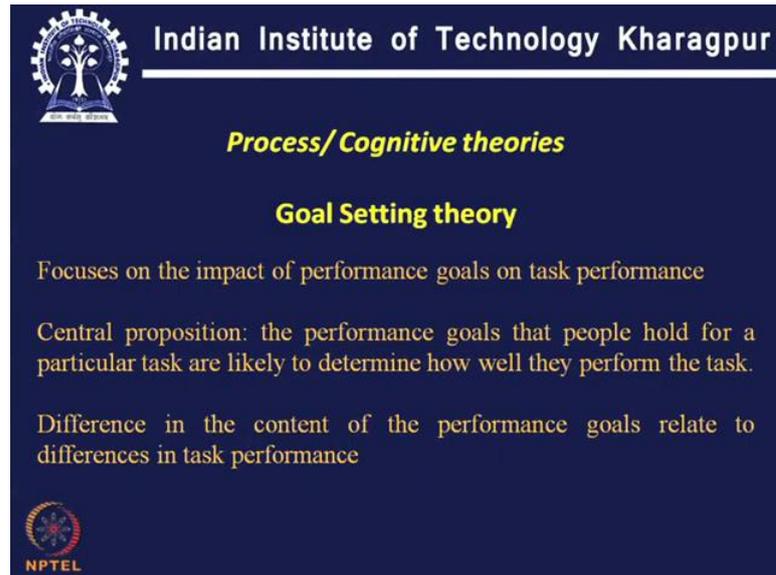


Organizational Behaviour
Prof. Susmita Mukhopadhyay
Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Lecture -14
Motivation (Contd.)

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Process/ Cognitive theories

Goal Setting theory

Focuses on the impact of performance goals on task performance

Central proposition: the performance goals that people hold for a particular task are likely to determine how well they perform the task.

Difference in the content of the performance goals relate to differences in task performance

NPTEL

Good morning and welcome to the continuing session on motivation, in the last chapter, we discussed about the definition of motivation and the content theories of motivation, the reinforcement theories of motivation. In this session, we will continue mainly with the goal setting theory and the process theories of motivation.

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Specific and difficult goals lead to higher performance as they clearly define acceptable levels of performance, increase the amount of effort exerted, increase task persistence, lead to more extensive strategy development and planning, orient individuals toward goal-related knowledge and activities.

Setting these kinds of goals also leads to more effort, greater task persistence, directing individuals toward goal-relevant activities/knowledge, the development of task strategies and more planning



NPTEL

When you talking of the goal setting theory. So, here we are discussing on like, how motivation takes place. Goal setting theory focuses on the impact of performance goals, on task performance. The central proposition of this theory is that the performance goals that people hold for a particular task are likely to determine, how well that they perform that task. And differences in the content of the performance goals relate to the differences in task performance. So, if the goal is highly defined in nature, if the performance goal is attractive in nature then what happens? The people are more motivated to reach that goal.

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Setting these kinds of goals also leads to more effort, greater task persistence, directing individuals toward goal-relevant activities/knowledge, the development of task strategies and more planning



NPTEL

So, if you just tell someone like you have to give your best, which is not a very well defined goal the performance, which comes out of that is bit lower than we then if a target is set as a performance goal. Like you have to give this much of yourself or you have to achieve this target sort of thing. So, a well-defined attractive performance goal will be related more to the motivation of how, what effort that person will take particular person will take in reaching that performance goal.

As a result we can see that specific and difficult goals leads to higher performance as they clearly define, acceptable levels of performance, increase the amount of effort exerted, increase task persistence lead to more extensive strategy development and planning, orient individuals towards goal related, knowledge and activities. So, what happens if us very specific and difficult goals are set.

So, it will be more challenging to the individual to reach that goal because there is a challenge, it will be more motivating for that person. The acceptable because there acceptable level of performance as it is clearly defined, what that person will try to do is to take more effort in reaching that difficult goal and we will try, to persist in the number of times it will be persistence, in the sort of like the considerable period of time for which that person will try to reach the goal.

So, both these things will lead to, and they will go for extensive strategy development, like what are the processes that will help the person, to reach a particular goal. And we will try to know more about the goal set for the person, if the goal set is somewhat difficult in nature, next what happens it will lead to more strategy planning and goal relevant activities.

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- Feedback leads to higher performance than does non-feedback.
- In addition to feedback, other factors have been found to influence the goals-performance relationship. These are
 1. Goal commitment .
 2. Adequate self-efficacy (Self-efficacy refers to an individual's belief that he or she is capable of performing a task). Individuals high in self-efficacy seem to respond to negative feedback with increased effort and motivation, whereas those low in self-efficacy are likely to lessen their effort when given negative feedback



Next important thing is the feedback, which importance of feedback. The feedback leads to higher performance than non-feedback. So, feedback and of course, relevant and timely feedback are very important, in leading to higher performance of the individual to reach the particular goal. In addition to feedback another thing, which is very important for goal setting behaviour is of course, the goal commitment that is how much the individual, who is trying to reach a particular goal is committed to it wants to reach it has a positive attraction for that goal, that is very important because that will define the efforts taken by the person.

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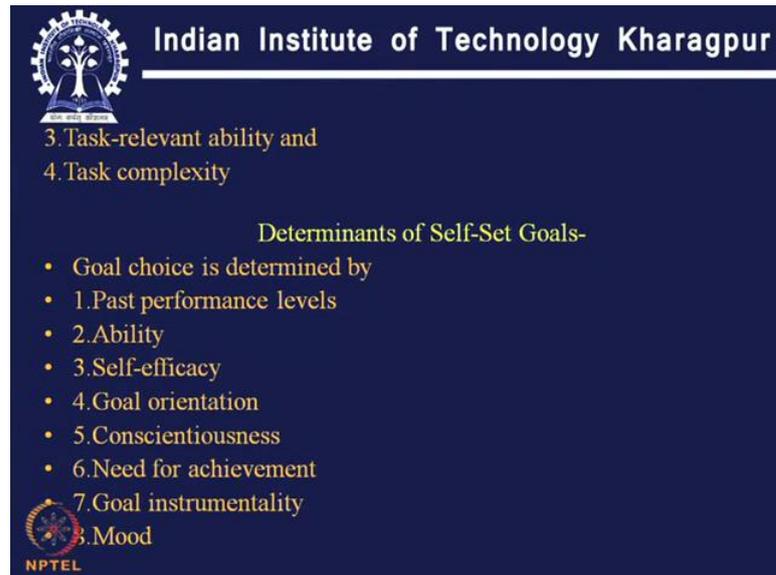


And the persistence of that person in the in the process of achieving that goal, the number of times you will go on trying, try in spite of he may face failure sometimes that will, the goal commitment is going to define that. Next is of course, adequate self-efficacy, self-efficacy denotes the persons own idea and belief that he or she is able to perform certain task. Persons with are who are high in self-efficacy will respond to negative feedback, with increased effort and motivation.

Whereas those low in self-efficacy they are likely to lessen their effort, when given negative feedback because a person with high self-efficacy knows like, how far good or bad, he is in a particular task and he has confident on himself like, he can do certain task. Now, even when receiving negative feedback from the environment, what a person does is he wants to learn from that negative feedback and try to take corrective measures. Corrections required in the process of doing certain things, and moves in the moves in that way like, adapting to the learning from the feedback given and accommodating that in the process of doing certain things.

But people who have a negative or a lowered self-efficacy low in level, they are not very sure about their own capacity of doing certain things. And negative feedback they feel like environment is also telling that, I cannot do certain things and as a result because they them self, not very sure about their ability and also the environment is giving the feedback, about their negative performance or like where corrective actions need to be taken. What they may do is lower the performance and show a lesser degree of motivation. So, in that cases what happens they lessen their effort, in the way of like trying for reaching the goal.

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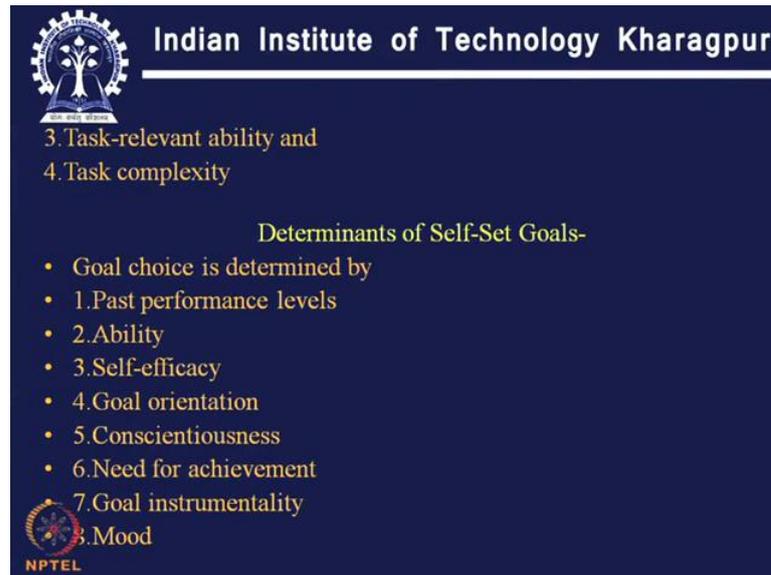


The slide features the IIT Kharagpur logo and name at the top. Below the logo, it lists '3. Task-relevant ability and' and '4. Task complexity'. The main title is 'Determinants of Self-Set Goals-' followed by a bulleted list: 'Goal choice is determined by', '1. Past performance levels', '2. Ability', '3. Self-efficacy', '4. Goal orientation', '5. Conscientiousness', '6. Need for achievement', '7. Goal instrumentality', and '3. Mood'. The NPTEL logo is in the bottom left corner.

Third which is more important in your, in the process of goal setting is of course, like in addition to feedback. We discussed about goal commitment and self-efficacy, third important thing is the task relevant ability and forth is the task complexity. So, if that if the person who is to reach the goal has task relevant ability, then it is it is more expected that the person can reach the goal, in a better way than a person who does not have the task relevant ability.

And task complexity like if the task is complex enough in nature, it will give a intrinsic motivation to the person for like trying to solve that goal, because it is more challenging to the individual in solving a complex task rather then achieving and for a like less complex task. So, these are the factors which in addition to feedback can affect the goal setting behaviour.

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The slide features the IIT Kharagpur logo and name at the top. Below the logo, it lists '3. Task-relevant ability and' and '4. Task complexity'. The main title is 'Determinants of Self-Set Goals-'. A bulleted list follows: 'Goal choice is determined by', '1. Past performance levels', '2. Ability', '3. Self-efficacy', '4. Goal orientation', '5. Conscientiousness', '6. Need for achievement', '7. Goal instrumentality', and '3. Mood'. The NPTEL logo is in the bottom left corner.

But another important thing which was not mentioned as a part of this theory is of course, if you can understand the role of personality pattern and intelligence on this goal setting behaviours, that we saw like self-efficacy or interpreting. The task complexity or like having a task relevant ability all these things, depend on the level of intelligence and the personality pattern of the individual also.

Now, we can now discuss about self-set goals. Now, goals as we have discussed earlier can be set by the individuals themselves for their some activities or it can be chosen by the organization for the individual, based on the roles that the employee has joined in the organization. When you are talking of self-set goals, it depends on various factors like of course, like first important is past performance level if that, if a particular person has performed well earlier in a certain goal, in reaching a certain goal then may be, he will go for more choosing for like a more difficult goal next, time if you that person becomes confident enough like he can reach a very difficult goal.

So, the past performance levels will determine the goal choice next time, next it will depend upon of course, on the ability of the person self-efficacy of the person as we discussed just now, and of course, goal orientation like how much oriented, you are towards that goal what. What you know about that goal this things then consciousness like how far is believed to be dependent in nature like, who can take responsibilities (())

by the organization or the setup in which you set the self-set goals. Next is the high need for achievement and need of achievement of the person who self, the self-set goals then.

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3. Task-relevant ability and
4. Task complexity

Determinants of Self-Set Goals-

- Goal choice is determined by
- 1. Past performance levels
- 2. Ability
- 3. Self-efficacy
- 4. Goal orientation
- 5. Conscientiousness
- 6. Need for achievement
- 7. Goal instrumentality
- 8. Mood

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Next, is instrumentality of that particular goal in getting may be recognition rewards etcetera, in the organization that how far it leads to like, if I reach this goal it will be helpful in getting my recognition or a changed job position in the organization and of course, number eight is the mood of the individual and that particular point of time, which gets attached to the like self-set goals like, what is the mood at this point of time then based on that it gets, this self-set goals leads to positive or negative feeling.

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Control Theory

- Developed to address the early criticisms of Goal Setting Theory (self-set goals; dynamic self-regulation, multiple goals)
- It has two forms
- Cybernetic control theory models (Miller et al, 1960; Powers, 1973, 1978)
- Rational control theory models (Campion & Lord, 1982; Kerman & Lord, 1990; Klein, 1989)
- Both focus on how individuals gather and evaluate environmental feedback to regulate their behavior

NPTEL

Next is like when you are talking of control theory, then the goal setting theory as we discussed earlier it, it has a criticisms like what, what goals do you set, how do you reach that goal, how important is that goal for you, how, how long do you persist for a particular goal, these factors depend on like environmental factors. So, whether a goal is important or not, how far a person can persist or not this depends in on environmental and also for some, some degree of personal factors like emotional intelligence notion, then your personality and all these things.

So, based on that and these provide a control to the person exerting certain influence on the or the effort in trying for a particular goal. So, that is called a control theory and it is divided into two parts, like cybernetic control theory and rational control theory, and both focus on how individuals gather and evaluate environmental feedback to regulate their behaviour.

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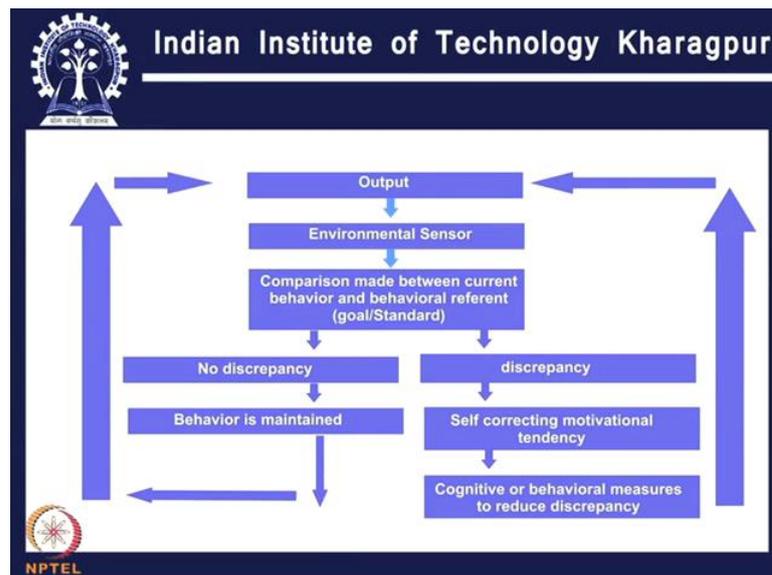
A. Cybernetic Control Theory

- The output passes through an environmental sensor and a comparison is made between current behaviour and behavioural referent (goal/standard). If there is no discrepancy behaviour is maintained. In case of discrepancy there is a self correcting motivational tendency which motivated the person to take a cognitive or behavioural measure to reduce the discrepancy and the result is a changed output which again passes through the loop .

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So, in cybernetic control theory what happens, the output passes through a sensor, environmental sensor and the comparison is made between current behaviour and behavioural referent that is called standard. If there is no discrepancy the behaviour is maintained in case of discrepancy then there is a self-correction motivational tendency which, which motivated the person to take a cognitive or behavioural measure to reduce the discrepancy and the result is a changed output, which again passes through the loop.

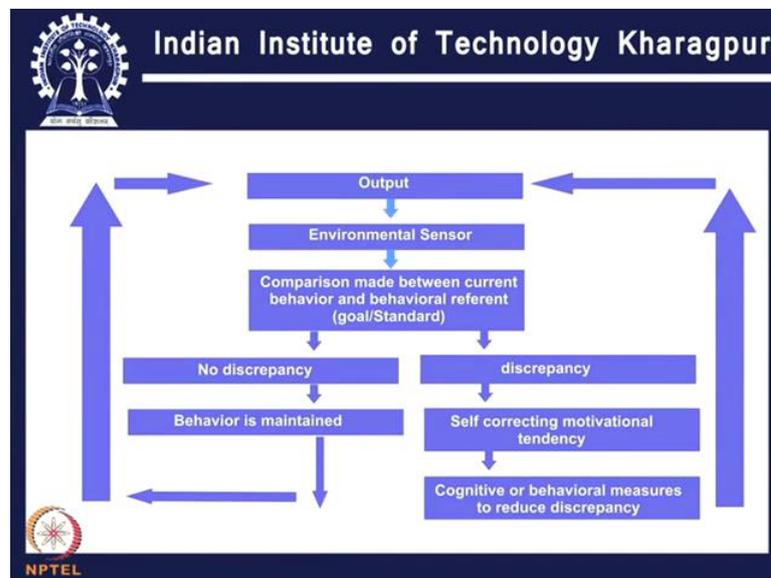
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So, what happens is like when, when there is a comparison made like between the standard like how a good performer would had performed, that standard with along with the current behaviour or an performance then what happens, you lead you may lead to certain discrepancy like how, how what is the standard set, and what is, what is that you get as a part of the current behaviour.

When there is gap between the, how the standard is working and how the present behaviour is happening, this is called a discrepancy or this gap is called a discrepancy. Then what happens if there is a discrepancy then we try to do, we try to take certain motivational techniques and try to reduce that discrepancy. So, what happens whenever, there is a discrepancy it what results in is self-correcting motivational tendency and it may lead to like cognitive and behavioural measures to reduce the discrepancy, and when that is start it is leading to a better output. When there is no discrepancy then when there is no discrepancy then what happens the old behaviour is maintained here. The old behaviour is changed, but when there is no discrepancy, the old behaviour is maintained and it will lead to output and it will lead to like passing through the environmental sensor and this circle is going to continue.

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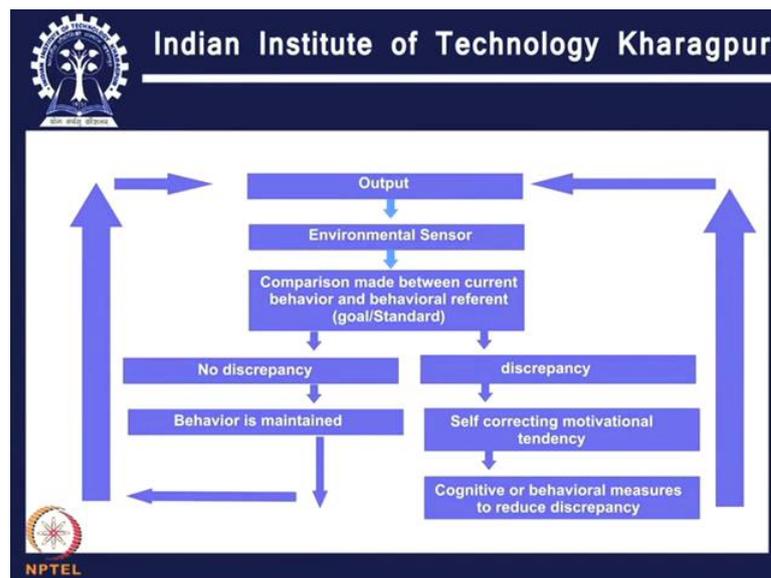
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B. Rational Control Theory

- A goal-behavior discrepancy does not automatically trigger a self-correcting process
- Individuals are tolerant of small goal-behavior discrepancies
- For discrepancies to trigger a reaction, the discrepancy must be known (inward attention)
- Goal must be important factors likely to influence the choice of cognitive and behavioral mechanisms for discrepancy reduction:
- Magnitude of discrepancy
- Expectancy of future success if discrepancy reduced
- Past success/failure in reducing discrepancy failure
- Tend to use cognitive strategies when discrepancy is large, expectancy for failure is high, and recent failures present

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Now, what happens over here? Like when we have talked of discrepancy and a self-correcting motivational tendency like, whenever there is a discrepancy there is a self-correcting motivational tendency, but we have to think over here is that, this self-correcting motivational tendency does not occur automatically, after the discrepancy is noted. So, what is more important over here is the Rational Control Theory.

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So, which tells a goal behaviour discrepancy does not automatically trigger a self-correcting process, individuals are tolerant of small group behaviour discrepancies. So, if a small goal behaviour discrepancies this is like, if the discrepancy is small between the set goals and what you, what is set standard and what you can currently achieve. So, if there is a small goal behaviour discrepancies then individuals are tolerant of it, but when the discrepancy is large enough. Now, the individuals are not tolerant of it.

Next is like, when does a discrepancy trigger an action, so in order for the discrepancy to be realised as a discrepancy between a goal, and the goal, and the behaviour. What happens like it should have an attention, like attention should be given to it. So, that you can tell like due attention to be given to it, so that if people can know like know, this is a real discrepancy which, which you might more concerned about and it can trigger a reaction next is then goal must be important factors, likely to influence the choice of cognitive and behavioural mechanism for discrepancy reduction. So, goal must be very important, goals must be very important to the individual.

So, that you can find like if that goal is very important, we can use like the we can try to think about a different choices of cognitive and behavioural mechanism, for discrepancy reduction. Next important point is of course, to trigger this Rational Control Theory is the magnitude of discrepancy, how much, how much is the discrepancy. Now, next

consideration is what is the expectation in future of success, if I reduce this discrepancy now.

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B. Rational Control Theory

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And also among important five factor in trying to reduce the discrepancy is the past failure faced in reducing the discrepancy then then you can make a balance between like these many times I succeeded, and these many times I failed while designing the discrepancy reduction. While thinking of discrepancy reduction measures for reducing this discrepancy then to use cognitive strategies, when discrepancy is large expectancy of failure is high and the recent failures are present.

So, you use cognitive strategies like why was this discrepancy, what occurred, what went wrong sort of thinking on the discrepancy, when it is large, when the expectancy of failure like you may know, like it you will fail, but still you are trying to make some and to know some important strategies for discrepancy reduction and then when, there is a recent knowledge of failures present. So, all these things will help you to reduce this discrepancy by the use of the thinking domain and the thought processes and instead of acting on it from a very feeling aspect, we are working on it from the cognitive aspect.

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Social Cognitive Theory(Bandura, 1986)

- Also holds that goals are the primary determinants of motivated behavior
- Self-regulation of behavior entails 4 interrelated processes
- 1.Goal establishment 2.Self-observation 3.Self-evaluation 4.Self-reaction
- **Goal establishment**
- Set goals that represent a desired behavioral state. Goals are a function of: Past behavior; Are arranged in hierarchies (proximal-distal);Do more than just facilitate progress; Source of self-satisfaction; Personal mastery; Self-efficacy; Sustained interest. Proximal goals serve a self-satisfying function—lead to increases in feelings of efficacy and task interest when utilized as a means of facilitating distal goals
- **Goal-Behaviour Discrepancy**
- Negative goal-behavior discrepancies reduces self-efficacy & satisfaction, increases effort and leads to downward goal revision. Positive discrepancies leads to upward goal revision and increases self-efficacy. Self efficacy -impacts goal establishment, impacts performance and increases strategy development & planning.

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Now, social cognitive theory cognition is like when, we like use or thoughts believes excreta to move certain things and social cognitive theory was given by Bandura in 1986. So, in it like self, self regulation of behaviour is very important, which is been mentioned Self-regulation four inter related processes, like Goal establishment Self-observation, Self-evaluation and Self-reaction. Now, Goal establishment as if already discusses, like it is a function of it is a function of past behaviour then it is a result of Past behaviour.

And which is may be arranged in hierarchies, like very recent to very past like proximal to distal then and then whether it is a source of Self-satisfaction from the individuals, whether they have a sense of personal mastery of it, like whether they have sustained their interest in it all this self-efficacy, all these all these will like lead to increasing feelings of self-efficacy and lead to interesting task, when utilised as a means of facilitating the distil goals.

So, you see like when you establish a particular goal what happens, the individuals own backgrounds personalities, sense of mastering in certain things, sense of self efficacy all these all these play a major part in whether, you will facilitate a goal or not. Goal behaviour discrepancy is like while there is a discrepancy in, in the set goals and the behavioural outcome. So, when that happens, but what is there is like these discrepancy could be both negative and positive in nature. So, negative discrepancy is while is that

you cannot reach your goal, then what happens it reduces the sense of self-efficacy and satisfaction.

So, and you try to take more efforts to reach that goal and you may reduce or redefine that goal also, at a very somewhat lower standard. So, that it can be reached that is negative goal behaviour. When you are talking of positive discrepancies, then what happens like your behaviour is the what, what you have like achieved more than what the goal demands from you. So, positive discrepancy leads to upward goal revision and increases the self-efficacy and it impacts, like performance and increases strategy for development and planning because then what happens you try to improve your goal, you have a self-efficacy, like yeah I can reach this particular goal and something extra also which encourages, like the upward goal revision.

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So, in an art shell what happens is that when a challenging goal is set, then goal behaviour discrepancy is created and what we do is we work towards reducing this discrepancy whether it is a negative discrepancy or it is a positive discrepancy and following that discrepancy reduction new, new challenges are set for the individuals. So, in that way this, this performance as motivation goes up.

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- **Discrepancy Reduction/Production**
- It is the change in satisfaction and/or self-efficacy that motivates discrepancy reduction strategies. Some of these strategies are:
 - **Increase effort**
 - **Change task strategy**
 - **Lower goal**
 - **Abandon activity (if discrepancy is large)**
- Also a discrepancy production process (set higher standards) depends on:
 - **Self efficacy**
 - **Ability level**
 - **Perceived importance of the goal**
- The process is not automatic. Responses may differ due to factors that will alter perceptions of discrepancies like Dispositional factors, Affective factors, Cognitive factors and Contextual factors

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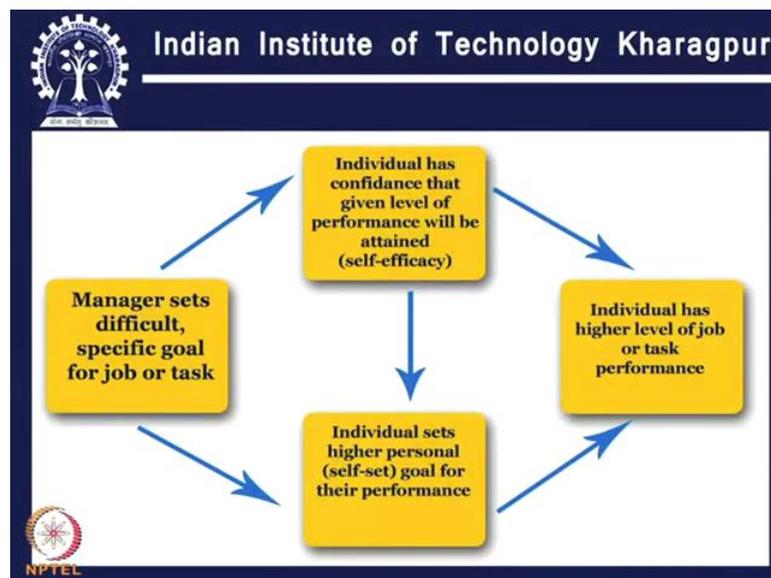
Some of the discrepancy reduction strategies are of course, increased effort for doing certain things. Change the task strategy means, how you decided to reach that goal. Third is lower the goal. So, if that goal is lowered then then it will be easy for the person to reach that particular goal I wonder a particular activity, if the discrepancy is large. Next is like the contribution of ability level and the self-efficacy in setting higher standards and discrepancy production process.

What happens if you have a higher self-efficacy and you know like you are able to do certain things, then you may introduce discrepancies to certain extent in the goal setting process, which becomes motivating from the for the part of the individual, while that it is try to reduce that discrepancy and one perceived importance of the goal is of course, why, why do you try all these things. Why you do it, why you will try to reduce that discrepancy or why you will try to persist it, will depend only when the importance of the goal is very much you have a due importance considerable importance for the goal that is set for you.

So, responses like how again responses to the discrepancies after the perception of discrepancies, there may vary from person to person and these may depend on like dispositional factors and affective factors, cognitive factors and contextual factors present around. So, it is not like that even if a discrepancy is observed in a goal and the your behaviour like what you can do, and what you cannot do. So, it is not like that every

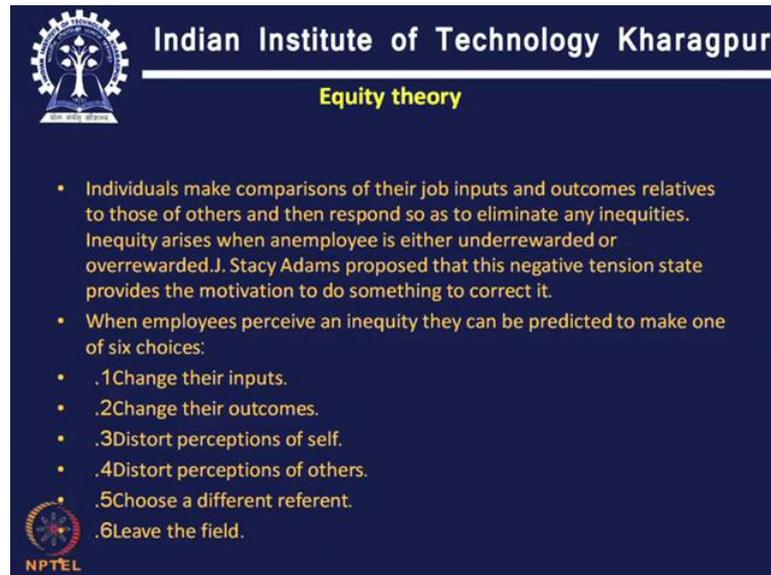
person will, will react to the discrepancy in similar way, but it depends on the individual factors, in individual background factors as mentioned here. So, again if you can recall back individual differences plays a very major part in how you react to your goal and how do you behave to it.

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So, if you can just say like the manager sets difficult specific goal for a job or a task and like this is the application of goal setting theory and your like control theories and all together like if the manager sets a difficult specific difficult goal for a job then what happens then if the individual, has confident that with that the given level of performance can be attained, then what happens individual sets higher targets goal for their performance and as a result, they have better task performance because setting higher goals and trying to reach that goal is itself being very motivating for this employees. So, this is how a goal setting theory, along with some aspects of control theory are all used together while, while you are talking of motivating individuals in the organization.

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Equity theory

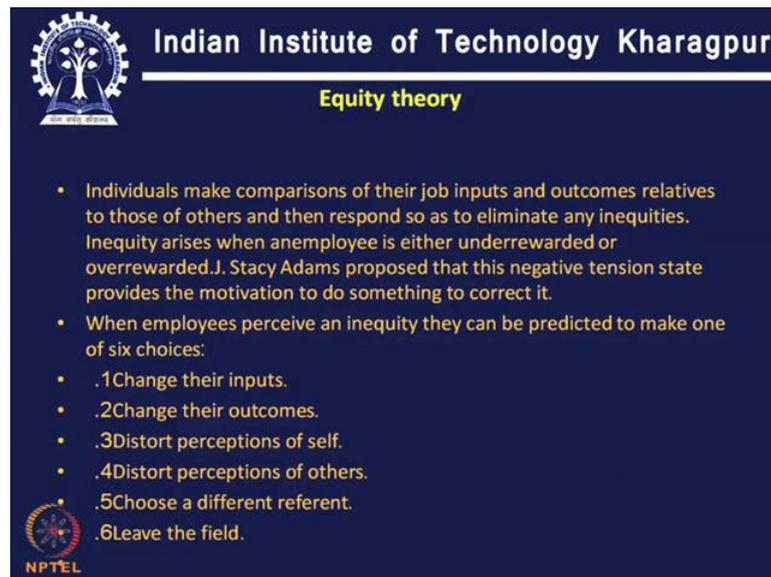
- Individuals make comparisons of their job inputs and outcomes relative to those of others and then respond so as to eliminate any inequities. Inequity arises when an employee is either underrewarded or overrewarded. J. Stacy Adams proposed that this negative tension state provides the motivation to do something to correct it.
- When employees perceive an inequity they can be predicted to make one of six choices:
 - .1 Change their inputs.
 - .2 Change their outcomes.
 - .3 Distort perceptions of self.
 - .4 Distort perceptions of others.
 - .5 Choose a different referent.
 - .6 Leave the field.

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Coming to the next group of theory, which is the equity theory in which there, this is a very unique theory in which, the individual tries to make comparison about their job inputs and outputs and well with relevance to others present in the organization. Now, what happens like they try to see, how others respond to this type particular type of situation and then may and then may try to manipulate that performances to reach a very equitable level.

So, if you can just see equity theory, in equity theory individuals make comparisons of their job inputs and outcomes relative to those of others and then respond to so, as to eliminate any inequities and inequity arises like, when an employee perceives like, he is either under rewarded or over rewarded both the situations are sort of things. So, what happens then if that perceives inequity is there then the employees can go through six choices, that is change their inputs, change their outcomes, distort the perception of self- distort perception of others choose, a different referent and leave the field. So, that is the extreme thing while, while you are leaving the field.

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Equity theory

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NPTEL

So, what happens if you can see, if I for I as a person feel like I give more input than others and, but still we are receiving the same type of benefit from the organization. What I may try to do is change my input and slower down and also in that change of outcomes. So, either you increase the input or decrease the output whatever it is, you want to map it with the others present in the organization. And they will try to monitor your input and output and perception of self, and perception of others in similar way to just maintain that equity.

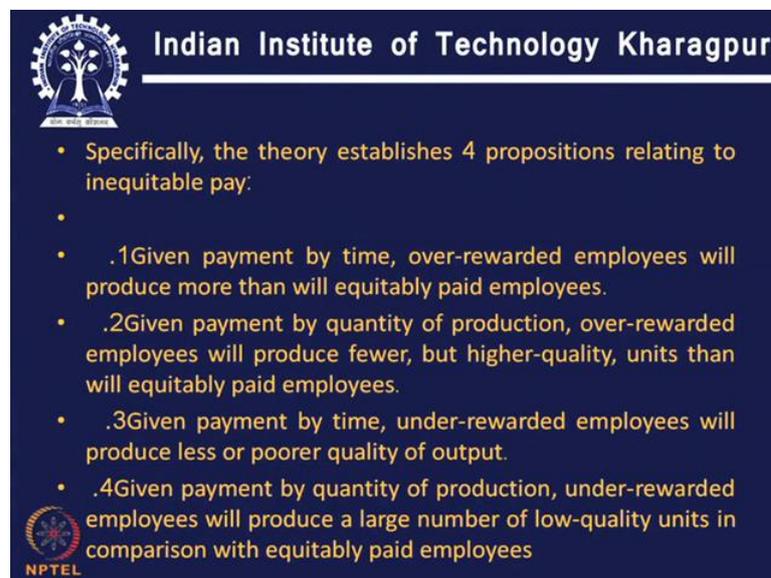
Now, one important point over here which is of consideration; of course, who are these others? Others could be people present within the organization or others are people, who are in the same doing, same task, same type of job, but they are outside the organization in the larger society. So, others whether they are inside others, whether they are outside others, will determine the comparison made and what can be done according to it like when people are less informed, or do not have too many of people to ask questions about the to know about the details of the job.

What they try to do is they compare their inequity, with that that present others around the jobs means, in the same organization, what others are doing may be what profit the owner of the factory is getting and how much it is given as the bonus to the employees. So, all this sort of things, but when the job is such like you can come into contact with many people your various spreads in that way and what you can do is you, compare

yourself to the others and these others are people outside, the environment of the organization and they give their and they give their suggestions regarding like what needs to be done by the organization, and how they should try to bring equity and all such factors.

So, when there is a like uniform group of people then the top generally, top level people the comparison for them is other stands for like outside the organization, friend circle and or other information sources which, which will make you help a very industry wide comparison, but in other case others mean like, within the same environment and the organization.

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- Specifically, the theory establishes 4 propositions relating to inequitable pay:
- .1 Given payment by time, over-rewarded employees will produce more than will equitably paid employees.
- .2 Given payment by quantity of production, over-rewarded employees will produce fewer, but higher-quality, units than will equitably paid employees.
- .3 Given payment by time, under-rewarded employees will produce less or poorer quality of output.
- .4 Given payment by quantity of production, under-rewarded employees will produce a large number of low-quality units in comparison with equitably paid employees

So, this establishes four propositions like given payment by time, over rewarded employees will produce more than, with equitable paid employees. Next is given payment by quantity of production over rewarded employees will produce fewer, but more quality jobs, high quality products, high quality products, than equitable pay employees, then given payment by time. What under rewarded employees will do, they will produce less or consume like they produce less and that is they consume more time, per production and these qualities will be poorer in nature, given payment by quantity of production.

What happens then under rewarded employees will produce more, but it would be of lesser quality and they will produce, large number of low quality goods and with

comparison with the your equitable paid employees. So, these are the four situations based on the under rewarded or over rewarded employees, and their effects on their, their performance in the organization or performance in the organization or it determines like how they are perceived by the like outside world, like also this organization and the policies that it is having about the individuals inside.

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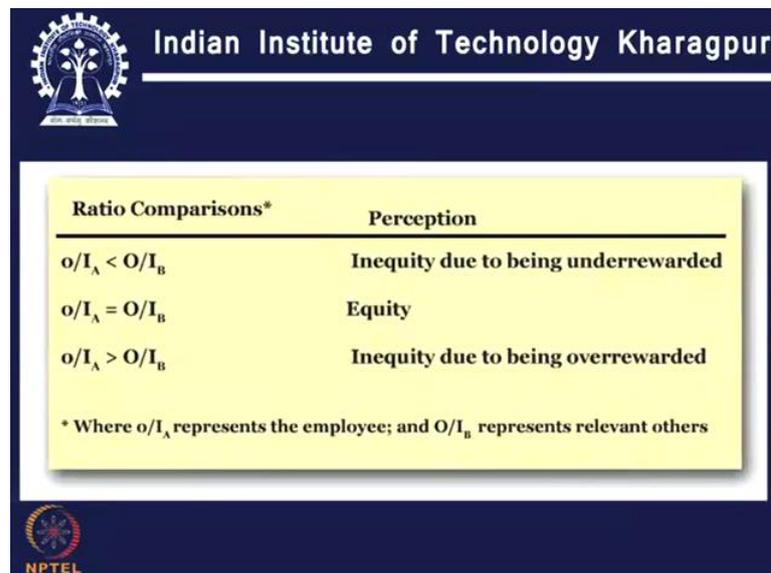
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- While most research on equity theory has focused on pay, employees seem to look for equity in the distribution of other organizational rewards.
- Equity theory demonstrates that, for most employees, motivation is influenced significantly by relative rewards as well as by absolute rewards.

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So, what, what is important is employees are more concerned about the process of distribution of pay for equity.

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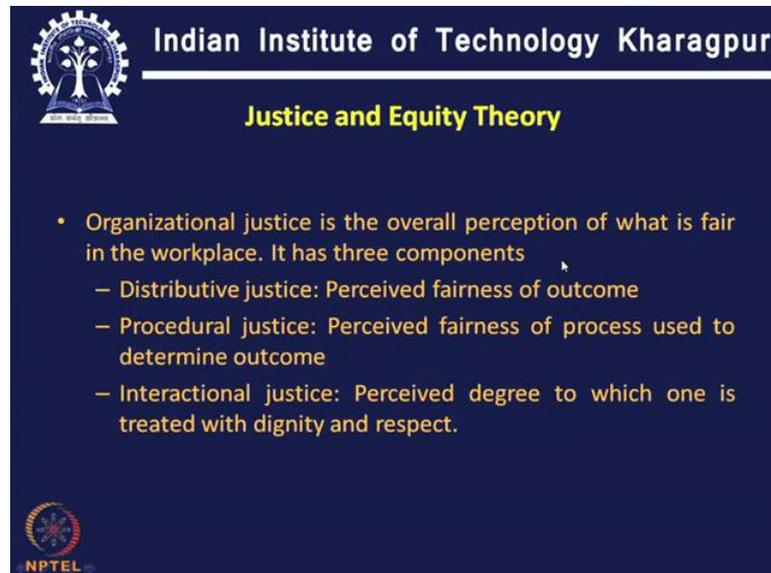
Ratio Comparisons*	Perception
$o/I_A < O/I_B$	Inequity due to being underrewarded
$o/I_A = O/I_B$	Equity
$o/I_A > O/I_B$	Inequity due to being overrewarded

* Where o/I_A represents the employee; and O/I_B represents relevant others

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And that brings to the justice aspect like when this is inequity, these are the four things that we discuss like equity, inequity due to over reward or under reward.

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Justice and Equity Theory

- Organizational justice is the overall perception of what is fair in the workplace. It has three components
 - Distributive justice: Perceived fairness of outcome
 - Procedural justice: Perceived fairness of process used to determine outcome
 - Interactional justice: Perceived degree to which one is treated with dignity and respect.

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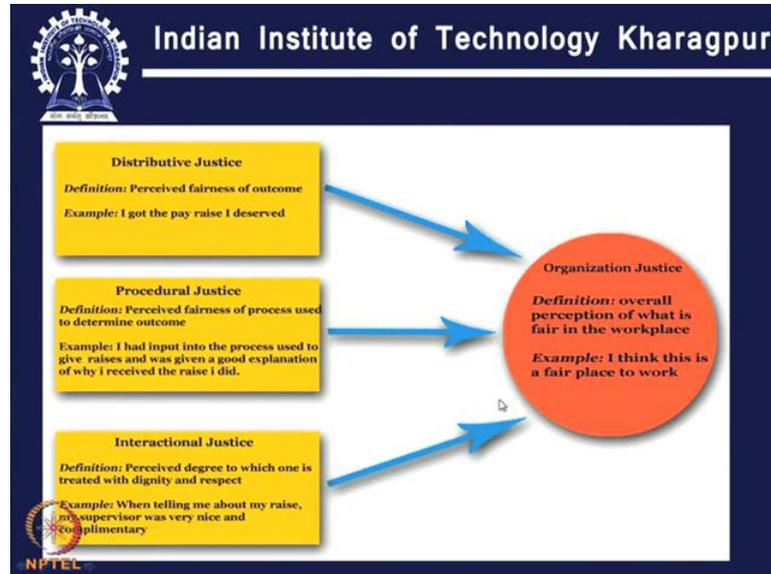
So, with the process is more important over here and we are more concerned with the justice aspect. So, organisational justice is a is very important talk, as for as equity theory is in concern because a take for equity in all these things, like how the input, output ratio is being compared, the all this depend on perception and perception of what, how for me organization is just how far it, it avoid by the like fairness of the outcome or fairness of the process. So, there are three actually three types of justice, which is distributive justice, procedural justice and interaction justice.

Distributive justice with the perceived fairness of outcome like, what is given as a reward it appears to be free from errors and it appears to be fair in like setting that outcome, next is procedural justice is the process through which you lead to certain things, you distribute certain reward and it is thought of being fair enough like transparency is there in, what you are doing interactional justice is perceived degree to which one is treated with dignity and respect.

So, that is very more like even if you are arranging like the three distributive procedural and interactional justice like, interactional justice though it is very like its listed third, but it is may be the most important thing, in the whole justice scenario, because whether you

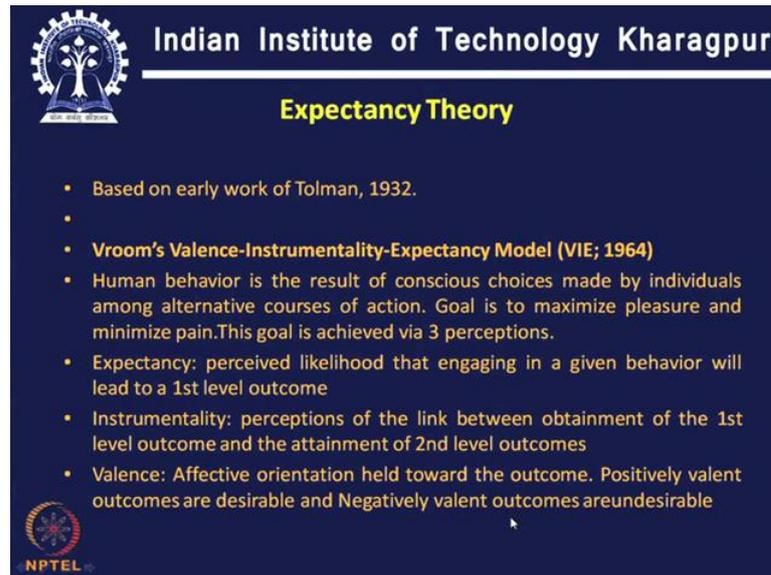
are treated with dignity and respect will denote like how you will the good feeling, that you generate about the organization.

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So, if you can see distributive justice is perceived fairness of the outcome, like I got the pay raised that I deserved, procedural justice perceived fairness of the process used to determine, the outcome I had input into the process and used to give raises and was given a good explanation of why, I received the raise I did. Interaction justice, perceived degree to each one is treated and dignity. So, my supervisor was very nice was telling me about my raises and this is where I feel like this is a fair place to work.

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Expectancy Theory

- Based on early work of Tolman, 1932.
-
- **Vroom's Valence-Instrumentality-Expectancy Model (VIE; 1964)**
- Human behavior is the result of conscious choices made by individuals among alternative courses of action. Goal is to maximize pleasure and minimize pain. This goal is achieved via 3 perceptions.
- **Expectancy:** perceived likelihood that engaging in a given behavior will lead to a 1st level outcome
- **Instrumentality:** perceptions of the link between attainment of the 1st level outcome and the attainment of 2nd level outcomes
- **Valence:** Affective orientation held toward the outcome. Positively valent outcomes are desirable and Negatively valent outcomes are undesirable

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Expectancy theory is again like when it talks of like the importance of the goal set for the individual the it is the the idea the individuals idea like the effort like the effort that the individual has taken will lead to the certain behaviour and its and it is like also the it is believe like this performance will lead to certain reward. So, these are the these are the expectancies like which is called Vroom's model, which is called Valenced Instrumentality and Expectancy Model BIE model.

Where you find the expectancy instrumentality and balance as the three terms mentioned, balance is the importance of the goal set for the person, how important it is like and positive outcomes are more desirable expectancy in that engaging, in certain behaviour will lead to first level of outcome and instrumentality, that is the first level outcome, we reach to a second level outcome.

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- These 3 perceptions combine to create a motivational force. The strength of a tendency to act in a certain way depends on the strength of an expectation that an act will be followed by a given outcome and on the attractiveness of that outcome to the individual. (This is first proposed by Victor Vroom)
- $V_j = f(\sum I_{jk} V_k)$
- V_j = valence of outcome j
- I_{jk} = instrumentality of outcome j for the attainment of outcome k
- V_k = Valence is anticipated satisfaction
-
- $F_i = f_i \sum (E_{ij} V_j)$
- F_i = force to perform act i
- V_j = valence of outcome j
- E_{ij} = expectancy that act i will lead to (be followed by) outcome j



So, these were the three combinations that you find like the balances a function of like instrumentality of the outcome to of outcome j to attainment of outcome k, and the anticipated satisfaction.

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- Thus, it includes 3 variables or relationships:
- .1 Attractiveness (of the outcome) 2. Performance - reward linkage.
Performance = f (A, M, O) Ability = intelligence and skills O = Opportunity to perform
- .3 Effort - performance linkage.
- The key to understanding of an individual's goals and the linkage between effort and performance, between performance and rewards, and finally, between rewards and individual goal satisfaction.
- Some of the issues expectancy theory brought forward:
- .1 It emphasizes payoffs or rewards. It is a theory based on self-interest. Expectancy theory is a form of calculative, psychological hedonism in which the ultimate motive of every human act is asserted to be the maximization of pleasure and/or the minimization of pain.
- .2 The attractiveness of rewards .
- Expectancy theory emphasizes expected behaviors



So, it consists of three things like the attractiveness of the outcome performance reward, linkage and effort performance linkage. So, these are three important things like, but it is sometimes like if you, if you just ask whether how much it is been practised in the organization, sometimes people are not sure like even if they are trying to do certain

things, whether that effort is going to yield result, whether they will be able to perform well ultimately based on the constraints, that they are there in the organization or even if they are performing will they get recognised, with a proper reward or not. So, there are a bit of question marks regarding, this effort performance linkage and performance reward linkage and based on the organisational practises, which prevailing at present.

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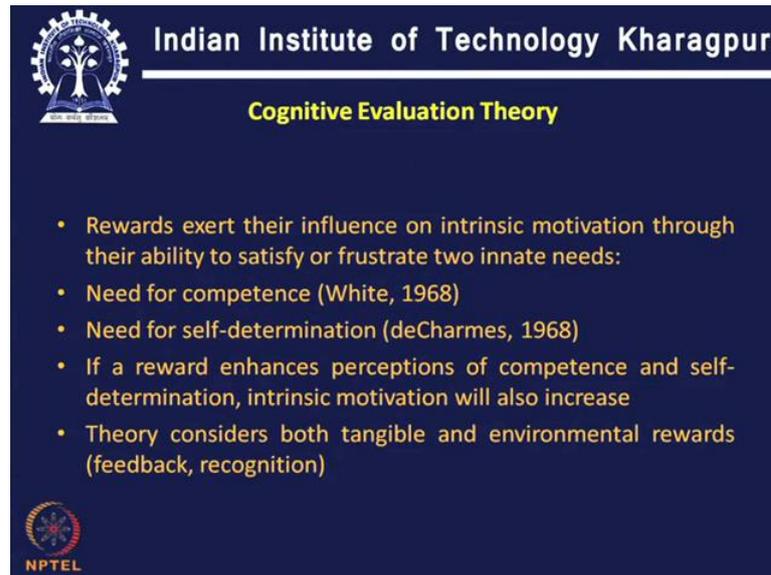
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 - .2 The attractiveness of rewards .
 - .3 Expectancy theory emphasizes expected behaviors



So, these issues brought forward by this expectancy theory are like, if you can just know like design things based on the expectancies, and removing the gap between performance we can link it performance based and the, and we can guide give the feedback like how the effort can lead to performance and all these things then it will lead to a proper motivation.

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Cognitive Evaluation Theory

- Rewards exert their influence on intrinsic motivation through their ability to satisfy or frustrate two innate needs:
- Need for competence (White, 1968)
- Need for self-determination (deCharms, 1968)
- If a reward enhances perceptions of competence and self-determination, intrinsic motivation will also increase
- Theory considers both tangible and environmental rewards (feedback, recognition)

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Cognitive Evaluation Theory is linked with that the rewards, exerts the influence on intrinsic motivation through their ability to satisfy or frustrate two innate needs, that is the need for competence and need for self-determination. So, if the reward increases this perception of competence and self-determination then intrinsic motivation is also going to increase, but the word of caution over here like extrinsic reward, sometimes tend to reduce intrinsic motivation. It is found that the originally a task, which is intrinsically motivating may get reduced if, if we introduce an extrinsic motivation to it and a extrinsic reward to it, and this is called like this aspect is called self-concordance.

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**Factors that impact intrinsic motivation
(Ryan & Deci, 2000)**

- Negatively:
- Performance contingent rewards
- Negative feedback
- Threats
- Deadlines
- Directives
- Competition
- Positively:
- Positive performance feedback
- Choice
- Self-direction

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So, factors if you see that intrinsic motivation are affecting negatively, like threats deadlines competition extra, positively like positive performance feedback, self-direction choice these affects intrinsic motivation.

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Four Key Rewards to Increase Intrinsic Motivation

- Choice
- Competence
- Meaningfulness
- Progress

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And meaningfulness of the progress competence, all these four key rewards areas to define intrinsic motivation.

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- **Leading for Choice**
- Delegated authority
- Trust in workers Security (no punishment) for honest mistakes
- A clear purpose
- Information
- **Leading for Competence**
- Knowledge
- Positive feedback
- Skill recognition
- Challenge

High, non-comparative standards

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And we can lead through different methods to like leading for choice and competence.

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- **Leading for Meaningfulness**
- A noncynical climate
- Clearly identified passions
- An exciting vision
- Relevant task purposes
- Whole tasks

- **Leading for Progress**
- A collaborative climate
- Milestones
- Celebrations
- Access to customers
- Measurement of improvement



We can take different ways to increase, the meaningfulness and progress towards this intrinsic motivation.

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Comparison of Motivation Theories

Theory	Source of Motivation	Empirical Support	Industrial Applicability
Need Theory	Unconscious, innate needs	Weak: Little support for proposed relationships among needs	Very limited: Theory lacks sufficient specificity to guide behavior
Equity Theory	Drive to reduce feelings of tension caused by perceived inequity	Mixed: Good support for underpayment inequity, weak support for overpayment inequity	Limited: Social comparisons are made, but feelings of inequity can be reduced through means other than increased motivation
Expectancy Theory	Relationship among desired outcomes, performance-reward, and effort-performance variables	Moderate-strong: More strongly supported in within-subject (placement) than between-subject (selection) experiments	Strong: Theory provides a rational basis for why people expend effort, although not all behavior is as consciously determined as postulated
Reinforcement Theory	Schedule of reinforcement used to reward people for their performance	Moderate: Ratio reinforcement schedules evoke superior performance compared to interval schedules, but little difference exists among various ratio schedules	Moderate: Contingent payment for performance is possible in some jobs, although ethical problems can be present in an organization's attempt to shape employee behavior
Goal Setting Theory	Intention to direct behavior in pursuit of acceptable goals	Moderate-strong: Performance under goal-setting conditions usually superior to conditions under which no goals are set	Strong: Ability to set goals is not restricted to certain types of people or jobs



So, if we make a comparison of the motivational theories, if we find how to make a comparison, you will find like need theory is industrial applicability is very limited equity theory is also limited because social comparisons are made, but feelings of inequity can be reduced through means, other than increased motivation. So,

reinforcement theory is also application is lessen organization because contingent payment for performance is possible in some jobs.

So, ethical problems may arise. Goal setting theory application is very strong because if people can set their own goals or managers can set goals for the individuals, also and like expectance theory also, it is like people expect certain things, (()) but there are again, they are in doubts and this can be used like a proper application can be made to design rewards, based on their expectancies and like if you find implications.

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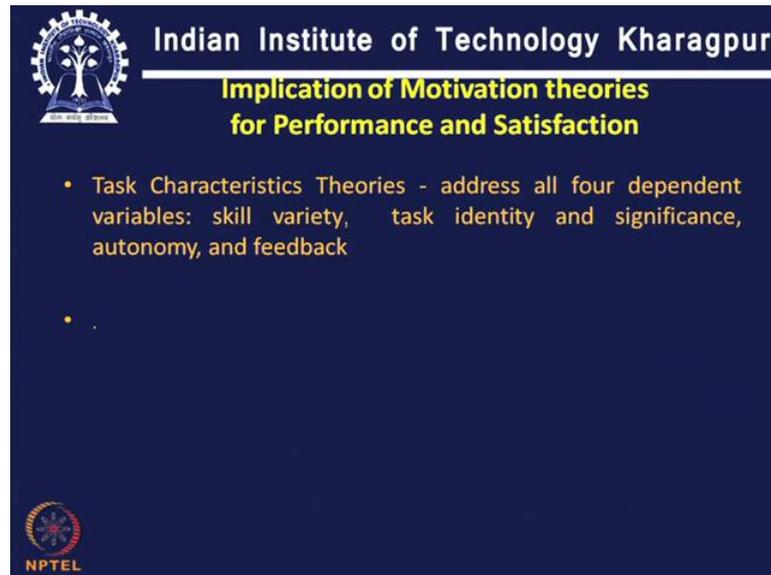
Implication of Motivation theories for Performance and Satisfaction

- **Reinforcement Theories**
- Reinforcement Theory - predicts factors like quality and quantity of work, persistence of effort, absenteeism, tardiness, and accident rates.
- **Content Theories**
- Need Theories - These were Maslow's hierarchy, motivation-hygiene, ERG, and McClelland's need theories. Employees will be motivated to satisfy their needs. Therefore ...If needs are assumed to differ: Match employees to situations (e.g., select leaders with high nPower). If needs are assumed to be common: Design jobs to satisfy basic needs (e.g., job enrichment) Task Characteristics Theories - address all four dependent variables: skill variety, task identity and significance, autonomy, and feedback

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So, reinforcement theories will predict quality and quantity of work absenteeism, content theories, will address like if needs a be assumed like common design jobs to satisfy basic needs.

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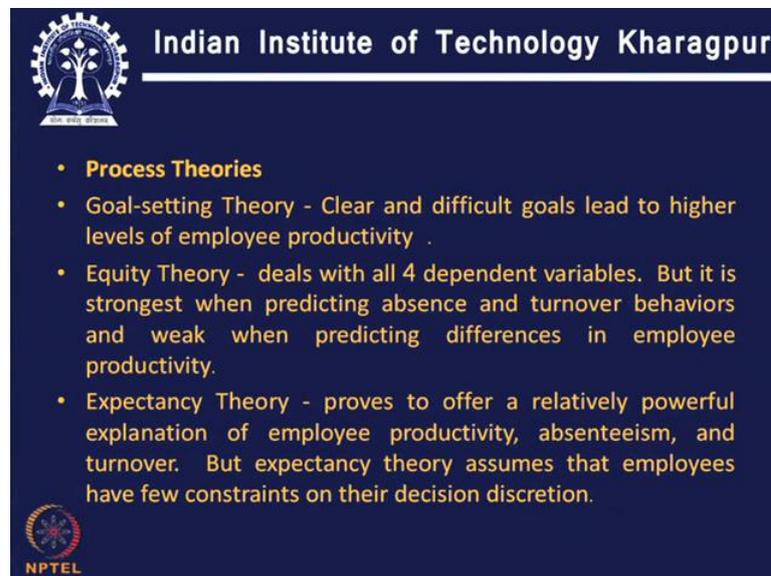
Implication of Motivation theories for Performance and Satisfaction

- Task Characteristics Theories - address all four dependent variables: skill variety, task identity and significance, autonomy, and feedback

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Task theories will define task characteristics, address dependent variables like task identity significance.

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Process Theories

- Goal-setting Theory - Clear and difficult goals lead to higher levels of employee productivity .
- Equity Theory - deals with all 4 dependent variables. But it is strongest when predicting absence and turnover behaviors and weak when predicting differences in employee productivity.
- Expectancy Theory - proves to offer a relatively powerful explanation of employee productivity, absenteeism, and turnover. But expectancy theory assumes that employees have few constraints on their decision discretion.

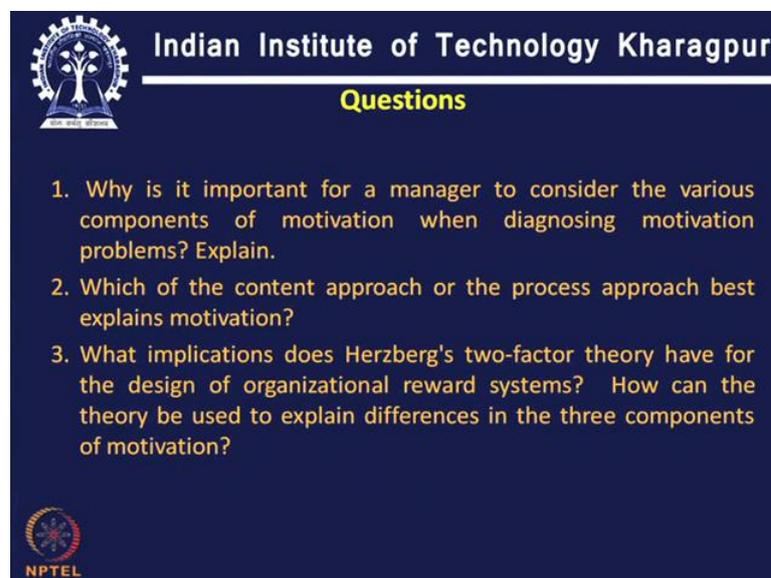
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And process theories will tell about, how to set difficult goals and increase high productivity. Equity theory will tell about how to bring equity, the behaviour and predict absence and turn over expectance, it tells about employee productivity, absenteeism and what can be done to reduce these factors like and so, these are and we can tell a combination of all these things, may lead to a like you cannot tell in organization that I

am going to now look into, just into the motivational theory need theories and reinforcement theories or content theories or process theories, but as a practitioner you have to take all these things into combination.

While you are trying to motivate your employees in the organization because it is what, how, why sort of things and how to, what is the process to be taken in order to motivate the person and like. So, that there is a clear direction set and they we take effort people, take effort and there is they persist and towards a certain goal and ultimately, they give a very positive outcome to the organization.

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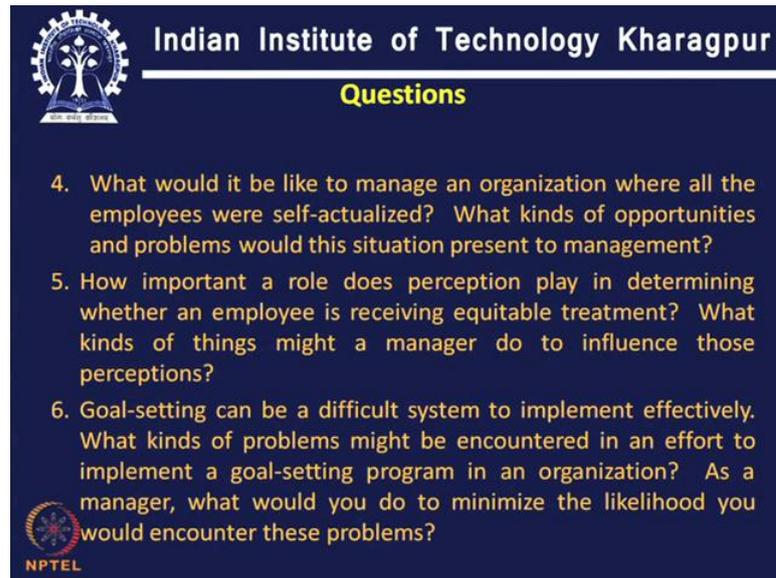
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Questions

1. Why is it important for a manager to consider the various components of motivation when diagnosing motivation problems? Explain.
2. Which of the content approach or the process approach best explains motivation?
3. What implications does Herzberg's two-factor theory have for the design of organizational reward systems? How can the theory be used to explain differences in the three components of motivation?

So, questions based over here it is like, why it is important for a manager to consider the various components of motivation, when diagnosing motivation problems, which of the content approach or the process approach is based, which explains motivation? What implication does Herzberg's two factor theory, have for the design of organisational reward system? How can the theory be used to explain differences in the three components of motivation?

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Questions

4. What would it be like to manage an organization where all the employees were self-actualized? What kinds of opportunities and problems would this situation present to management?
5. How important a role does perception play in determining whether an employee is receiving equitable treatment? What kinds of things might a manager do to influence those perceptions?
6. Goal-setting can be a difficult system to implement effectively. What kinds of problems might be encountered in an effort to implement a goal-setting program in an organization? As a manager, what would you do to minimize the likelihood you would encounter these problems?

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What would be like to manage an organization, where employees are self-actualized? What kind of opportunities and problems of the situation present to the management. How important a role does perception play in determining, whether an employee is receiving equitable treatment? What kinds of things might a manager do to influence those perceptions goal setting can be a difficult system to implement effectively? What king of problems might be encountered in an effort to implement a goal setting program, in an organization? As a manager, what would you do to minimize the likelihood you would encounter to encounter in these problems?

So, thank you and I hope that the answers to these questions, which are more implication oriented will help you to understand, the application of the motivational theories as a whole and along with the other previous chapters that you have learnt, how they also influence the motivation of the employees in the organization. And what managers can do to motivate the employees in a better way.

Thank you.