

Public Organization and Management
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Lecture – 35
Management of People in Public Organizations - V

Hello, dear learners. Let's continue the discussion. In the previous session, I have talked about the process-based theories of motivation wherein I have talked about the equity theory of motivation and expectancy theory of motivation. And we have discussed about two case studies. One is transformation in the indoor city. In terms of transformation strategies to make the Indore city as the cleanest city in the country. And then we also looked into the water conservation story and the contributions of an IAS officer, Mayur Dixit, in terms of bringing in changes and facing the challenges and motivating the community to reach those outcomes. And we also looked into the application of expectancy theory, McClelland's theory of needs, and Herzberg's two-factor theory, Maslow's theory in the two cases we have discussed.

Another case study that I want to pick up is for discussion on the application of motivation theory is the case study on Vande Bharat, development of Vande Bharat under the motivational leadership of railway engineer Sudhanshu Mani. Sudhanush's case I will also pick up when I talk about the concept of public service motivation in the next class. The case is highlighted in the text titled No Moral Civil Servant by Mr. Anil Swarup. If you are interested to look into the details, please refer to this particular book for finding more interesting insight about the case. I will just briefly give you the background and link it with the various motivational frameworks we have just reviewed. Now, Indian railways, with its rich history and extensive network, had been long criticized for its lack of modern, aesthetically pleasing and high-speed trains.

Now, this particular situation came into the picture, a turning point came in when Mr. Sudhanshu Mani, a railway engineer, he took over as a head of ICF in Chennai in 2016. This particular case study examined how motivational leadership led to the development of Vande Bharat Express. So, what kind of changes he brought in, what contribution he made and how he made sure that the Vande Bharat Express was delivered even beyond time. See, actually he was to retire in the year the Vande Bharat Express was ready. Before his retirement, he had made sure that the project is completed before time and with a very good initiative that he has taken that I am going to review now. Now, according to the story, upon taking the charge at ICF, Mr. Mani found a technically competent but underutilized team. There is a team who were technically very, very competent but their potential has not been fully utilized what he has observed. Now, what

he adopted was leadership principles that fostered openness, ideation, encouraging people to experiment with idea, open with new creative ways to do things. Recognition, transforming the workplace culture.

In the sense that people who are not working, they have been told to revise their ways, to improve working. And people who are doing work, they were encouraged to do that. You see, when you are leading the position, sometimes you also have to make some kind of tough decisions to lead the organization towards the work outcomes. Now, what are the challenges that Mr. Sudhanshu Mani faced? Overcoming bureaucratic resistance and securing the project approval.

So, whenever he was trying for getting the approval, he faced a lot of bureaucratic resistance in terms of getting approval from the ministry involved and from the top management. But after getting the approval, once the approval is done, there was also apprehension in the team about undertaking the high stakes project, meaning that this project may get into success or get delayed. And if it gets delayed, people will be always, you know, ask questions because they're accountable for. Right. Now, there also leader has to, you know, make sure that the people are not bothered about this aspect of it because leader is the one who is going to take the responsibility of the outcomes which are attached to the project which is a high-stakes project, right? And also, another challenge that he faced was deciding between developing in-house technology and relying on international transfer of technology.

This particular case study is also a very interesting case study of utilizing all the resources within the country to make a train which is very different in terms of its innovation and approach in terms of working. What are the strategies which are being used? Engaging the team through motivational leadership, taking personal responsibility of potential failures. I talked about already that when people are having apprehensions about the project, which is a high-stake project, leader has to take the responsibility for the potential failure, so that the people need not to think about you know, what are the outcomes and how they will be held accountable for. Because leader is there to support them, leader is there to take the responsibility of the potential failures too. Also, involvement of the European consultant only for the design aspects while maintaining full IPR ownership.

I told you that a lot of manufacturers within the country were used to build the train, but European consultants were only involved for specific design aspect and with the continuous interaction with them and getting guidance. Encouraging Indian manufacturers to participate, reducing cost and fostering national pride. So, contribution in terms of better cause, bigger cause, broader cause will give them a lot of motivation in times to come, right? Now, what are the outcomes? While doing this, I am just briefly reviewing it. If you read this story, you will be inspired by what other things have been

done by Mr. Mani. And of course, the team, the team effort. Outcomes - a motivated team working synergistically with partner companies. Successful development and unveiling of Vande Bharat Express within 18 months. You look at the timeline, the time it got approval and it was ready before the retirement of Mr. Mani.

Now, look at the application. Let's look at the application of the Herzberg two-factor theory. If you look at the motivators factor, achievement, what is the achievement outcome? Successfully developing a modern train entirely in-house. Recognition, national and international recognition for the Vande Bharat Express. Work itself, engaging in innovative and challenging work. It's a challenge. It's also you need to find out the ways how will you make it happen and what strategies and processes you have to follow. Responsibility, team members were given ownership of their project. Ideation, openness culture, workplace culture which is transformational culture was giving a lot of sense of satisfaction and motivation to people to continue to work hard under the leadership of Sudhanshu Mani. Hygiene factors, working conditions improve through supportive and open leadership style. Leadership style is one of the factors which is the hygiene factor. It has to be good so that people are not job dissatisfied. Salary, adequate funding and fair compensation. Supervision, strong and inspiring leadership from Mr. Mani. Policies, clear directives and support from the top management.

So, these are some of the factors which are hygiene factors leading to taking people to a stage of no job dissatisfaction. On the other hand, motivators are leading to job satisfaction. Then, after this, we are going to talk about the next process-based theory, two process theories we have discussed, the equity theory and the expectancy theory of motivation. And we have seen the application of all the theories, need-based perspectives and the process-based perspective by using three different case studies.

Now, we will look into the third process-based theory, which is goal-setting theory by Edwin Locke and Gary Latham. Now goal studying, it involves setting clear performance targets. Goal setting involves setting clear performance targets and helping followers create systematic plans to achieve them. Now, we'll say in the terms of process, if goals are set which are very clear and people know about their goals clearly and they have enough indication, clarification about the goals and then what happens is clear performance targets are there, then leaders help followers to create systematic plans to achieve them. Clarifying the path to achieve the goals there.

Now, what happens is, according to the authors, goals are most powerful determinants of task behavior. So, if goals are clear, if people know that what their goals are, they will then decide what kind of task behaviors will lead to the achievement of the goals there. Now, task behaviors are the behaviors which are important and crucial for the task outcomes, right? So, for that, you need motivation. So, goals are also linked to the

motivational level among the people. If goals are clear, people will be able to determine what kind of task behaviors are required and they are motivated to do that.

Now, the research also found, if you please look into this paper which is mentioned over here in the source 2 here, goals that are both specific as well as difficult, but not unachievable, difficult, enough challenging, it resulted in the consistently higher efforts and performance when you compare it with just the leader who just asked their people to do your best goals. So, what you are doing is, you are setting goals in such a way that people are involved, people know about what their goals and what they have to do and the you know the leaders are helping the followers create also plans to achieve the goals there. So, when this involvement of their, when involvement of people is there, when the leaders are themselves involved in the process of letting helpers understand what their goals are and how they will achieve this by following particular path, we will say that there will be a consistency in their higher efforts and the performance rather than we are just comparing it with another group which has just been asked to do their best goals. This is the goal setting theory. But if we look at the goals which are being set, how will somebody direct them to achieve those goals? How it is going to be possible? By directing attention, action, mobilizing efforts and increasing the persistence. Who will do that? Who will do that? The supervisors, the managers and organizational leaders, right? They have to continue to put in efforts to make people aware about what their goals are. What kind of actions are required? And also provide them the resources, mobilizing efforts in terms of providing them the resources which they will require in their working and continues to motivate them to be persistent even in the case of adversities.

Now, commitment to goals. Goals are set. Goals are set now. The individuals who have to achieve these goals, they should also be committed to the goals. Commitment is required. If they are not in acceptance of goals, they will never show the kind of task behaviors which are required to achieve the goal there. So, commitment to goals is also very required. Also, feedback about the progress. How they are performing? Feedback is important. Because if you give them the feedback, they have a chance to improvise for the attainment of the goals. Let's say if something is going wrong, something is not working as per plan, if the feedback is also continuous, you know, you are accompanying feedback along with the commitment to goals, it will then lead to the necessary levels of performance. Very important for performance. Both commitment to goals as well as feedback about the progress, it's very very important for the performance of the individuals in the organization in terms of goal settings and goal achievement and outcomes.

What these goals do? Goals do, because you see that goals are linked with the task behavior. If the goals are clear to people, they know that what kind of task behaviors are required. So, to perform tasks, people should also be confident to perform those tasks. So, goals also influence self-efficacy. So, self-efficacy is the belief in the individuals that

they are confident about their ability, that given a piece of work, they will be able to complete it. So, when goals are there, clear, they also influence the self-efficacy by providing purpose, standards for evaluating the performance. So, goals influence self-efficacy, giving enough confidence to individuals that how they need to perform the task behavior by providing them the purpose and also setting these standards for evaluating the performance of individuals in the organization. Another interesting framework we will look into is self-determination theory. Self-determination theory, SDT, a psychological theory suggesting that people are motivated by need for autonomy, competence and relatedness.

This is another perspective. What are the core principles? Autonomy - Autonomy is desire to control over one's action. For example, tasks are to be performed. People will experience autonomy when they will have more control over how they have to complete their task and how much control and freedom and autonomy they have to complete their task. Competence need to feel effective and capable, you know, in order of their, you know, the efforts, how much competent they are feeling about completing the piece of work. Are they considering themselves as capable and effective? This feeling is very, very important.

Then relatedness needs to connect with others and feel a sense of belonging there, right? So, three important core principles of self-determination theory. Now, idea is, fulfillment of these psychological needs, they help people get intrinsically motivated. Within, if I get more control and responsibility for my work, I will be motivated within. Because work is going to give me much more motivation. If I am competent, I know I have full confidence in my abilities, I will then contribute much better. I will be motivated enough. And if I connect to people and I have a feeling of sense of belongingness, then, I am intrinsically motivated. Otherwise, what is needed is external factor for motivation is required if these principles or needs are not being taken care of. If I am not having autonomy, if I am not feeling competent and if I don't have relatedness, I will not be intrinsically motivated. People will then always be required to create external factors to motivate people in this particular situation. Now, Ryan and Deci, they put forward two main type of motivation which are powerful force in who we are and how we behave.

Intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within and internal drive to behave in a certain way. We talked about that work itself sometimes give us the important thing. Extrinsic motivation on the other hand, extrinsic motivation is a drive to behave in certain way based on the external source. Something external is stimulating the people to behave in the other way which result in external rewards. Extrinsic motivation can further be classified on the continuum based on the degree of autonomy. How much autonomy is given to the person can also lead to the various classifications of the extrinsic motivation which is It can be externally regulated, meaning doing something due to external demand and control. You have feeling of extreme

control. You are doing something because of the external demand and control. Externally regulated. Your motivation is externally regulated. Introjective regulation. Doing work. You are doing work because you want to avoid guilt, anxiety or for self-esteem. You still having feeling of control. Right? Because you are doing something because of the external demand.

You have control. You are doing work to avoid guilt, anxiety or for self-esteem. You still have control. Identified regulation - valuing a goal or regulation and accepting it as personally important. Then, integrated regulation - assimilating the regulation to self, aligning them with the self values and needs. So, you see that as you are moving towards the continuum from external, these are external, you know, the motivation classification on a continuum from external, externally regulated towards integrated regulation, you are moving from extrinsic to intrinsic motivation, right? That's what is the idea of self-determination theory.

But the important thing here is that the core principle, autonomy, competence and relatedness, these psychological needs help people to feel, get intrinsically motivated, otherwise external factors of motivation would be required for the purpose, right? Now with this we have come to the concluding discussion concept which is learning based perspective on motivation. First, we will discuss about the operant conditioning and behavior modification reinforcement theory by B.F. Skinner Reinforcement theory says that behavior is a function of consequences. Like whatever consequences are attached accordingly behavior will occur.

If I know my behavior is going to lead to some kind of negative consequences, I will control my behavior. If it is positive, I will indulge into that behavior, right? It says that individuals acquire behaviors or the behaviors get extinguished depending upon the response to the conditions or contingencies of the reinforcement. Let's look into the types of reinforcement, positive, negative, extinction and punishment. Positive reinforcement - positive reinforcement if there is a reward which is attached with my performance behavior if something is rewarded like that performance behavior would it's more likely that their behavior will occur again because some kind of positive reinforcement is attached to there. So, for example, let's look at the example in which a manager in the organization is being asked that his performance is linked with how he's motivating the individuals in the organization by encouraging the participation of the employees in the decision making.

So, he has to go ahead with meetings and meet people and encourage them for participation, positive, because we want these kinds of behaviors to be there. Managers talking to their employees for the idea generation, resolving of the issues and open up, you know, the kind of culture which we require for, you know, success of the organizations. So, if you want to encourage these kinds of behaviors, they say that it is

linked with the performance. So, if the manager is showing those kinds of behaviors, his performance is rewarded. And if he knows that his behavior is rewarded, then he will continue to show this kind of reward.

Negative reinforcement that people they indulge not indulge into behavior to avoid any kind of embarrassment. For example, if somebody is coming to class very late and the professor is reprimanding this person by you know humiliating this person. So next time that person would know that he if he go to the class if you repeat that kind of behavior he will be embarrassed again. So, negative reinforcement says that you do not indulge into behavior because you want to save yourself from the embarrassment.

Again, behavior is a function of consequences. Extinction, if I want some kind of behavior to go, I don't want those behavior to continue, then I have to go for extinction. Stop rewarding those kinds of rewards. For example, in the first case, when I say that the manager's behavior of involving people and a process of involving people in discussion was rewarded. But if I don't want now, it to happen because large number of employees have joined. There are a lot of multiple managers have joined and it increases the cost to the company. So, I want to extend that. So now what happened is I stopped performing people on showing this behavior where they are involving their employees in the decision making, encouraging participation. So slowly when the rewards are not there for that behavior, that behavior will go extinct. Punishment. Punishment is behavior has occurred. Now because the person has shown that behavior time and again, now you are punishing that behavior.

For example, maybe you will deduct salary of somebody who is coming late to the office regularly. So, with this kind of reinforcement what you are doing is you are trying to control the behaviors and actions of the people in the organization. The behaviors which are encouraged are rewarded. The behaviors which are to be discouraged they are not rewarded. For that we have punishments or negative reinforcement or extinction.