INDIVIDUAL BEHAVIOR

- Individual behaviour can be defined as a mix of responses to external and internal stimuli. It is the way a person reacts in different situations and the way someone expresses different emotions like anger, happiness, love, etc.
- B = F(P,E) where, B – Behaviour, F - Behaviour Function, P – Person, and E - Environment around the person. Say for example, a well payed person who loses his job in recession may behave differently when unemployed.
- On the basis of these elements, psychologist Kurt Lewin stated the Field theory and outlined the behavior framework. This psychological theory studies the patterns of interaction between an individual and the environment.
- Certain individual characteristics are responsible for the way a person behaves in daily life situations as well as reacts to any emergency situations.
- These characteristics are categorized as −   Inherited characteristics ,   Learned characteristics

1. Inherited Characteristics

The features individuals acquire from their parents or from our forefathers are the inherited characteristics. In other words, the gifted features an individual possesses by birth is considered as inherited characteristics.

Following features are considered as inherited characteristics −

- Color of a person's eye
- Religion/Race of a person
- Shape of the nose
- Shape of earlobes

2. Learned Characteristics

Nobody learns everything by birth. First our school is our home, then our society followed by our educational institutions. The characteristics an individual acquires by observing, practicing and learning from others and the surroundings is known as learned characteristics.

It consists of the following features −

- Perception − Result of different senses like feeling, hearing etc.
- Values − Influences perception of a situation, decision making process.
- Personality − Patterns of thinking, feeling, understanding and behaving.
- Attitude − Positive or negative attitude like expressing one's thought.

The way an individual addresses a situation single-handedly or say in a group is influenced by many factors. The key factors influencing an individual's attitude in personal as well as social life are − Abilities , Gender , AGE , Race and culture , Attribution , Perception , Attitude

1. Ability refers to the capacity or capability of an individual to perform the various tasks in a job. Ability is the criteria used to determine what a person can do. Ability of an individual can be of two types:

- **Intellectual ability**. If the individual is expected to perform mental activities, he must have a particular level of intellectual ability. Some important dimensions used to ascertain intellectual ability are number aptitude, comprehension, and test of reasoning.
- **Physical ability**. Physical abilities include a person's stamina, strength. If the performance of a particular job requires some specific physical abilities, it is the duty of the management to identify the employees having those abilities.This is accomplished by either careful selection of people or by a combination of selection and training

2. Gender

- Research proves that men and women both stand equal in terms of job performance and mental abilities; however, society still emphasizes differences between the two genders. Absenteeism is one area in an organization where differences are found as women are considered to be the primary caregiver for children. A factor that might influence work allocation and evaluation in an organization is the manager's perception and personal values.
- Being a male or female is genetic in nature and it is considered to be an inherited feature . Whether women perform as well as in jobs as men do , is an issue which has initiated lot of debates , misconceptions and opinions . The traditional view was that man is tougher than woman or women are highly emotional than men .
- But these are some stereotyped baseless assumptions . Specially , in some areas like problem solving ability , analytical skill ,competitive drive , motivation , leadership , sociability and learning ability , there are no consistent male - female differences .
- Initially ,some roles were considered to b exclusive domain of women e.g.nurses , airhostesses etc. but now with the passage of time , we have males in these professions also . Similarly , some jobs which were considered to be exclusive domain of men e.g. pilots , defence jobs ,etc. have started accommodating women also , though with someconditions .
- Gender has its impact on absenteeism . The tendency to abstain fromwork is more in females than in men , because historically , our society has placed home and family responsibilities on the females .When a child is ill , or the house is being white washed or some unexpected guests turn up , it is the female who has to take leave .The tum over is also more in female employees , though the evidence is mixed in this case .
- Some studies have found that females have high turnover rates while the others do not find any difference . The reasons for high turnover can be that sometimes the females have to quit their jobs or change into part time jobs to look after the children and their homes . Sometimes they have to quit their jobs if their husbands get transferred to some other place and the females ' job is non - transferable . Although this trend is changing with the passage of time but majority of the Indian families still follow these norms .

4. Race & Culture

- Race is a group of people sharing similar physical features. It is used to define types of persons according to perceived traits. For example − Indian, African. On the other hand, culture can be defined as the traits, ideas, customs and traditions one follows either as a person or in a group. For example − Celebrating a festival.
- Race & culture have always exerted an important influence both at the workplace as well as in the society. The common mistakes such as attributing behavior and stereotyping according to individual's race & culture basically influences an individual's behavior.

- In today's diverse work culture, the management as well as staff should learn and accept different cultures, values, and common protocols to create more comfortable corporate culture.
- Though there are no scientific studies to prove it and we cannot generalize it , but religion and religion based cultures play an important role in determining some aspects of individual behavior ,in especially those aspects which concern morals , ethics and a code of conduct .
- The religion and culture also determine attitudes towards work and towards all financial incentives . People who are highly religious are supposed to have high moral values e.g. they are honest they do not tell lies or talk ill of others , they are supposed to be contended . But there is another side of the picture also . Though there are no evidences but it has been observed that sometimes people who are highly dishonest and immoral are more religious ascompared to the others .
- For example − A company invites candidates for a job post and hires one on the basis of eligibility criteria and not on the basis of the country a person belongs to or the customs one follows.

5. Perception

- Perception is an intellectual process of transforming sensory stimuli into meaningful information. It is the process of interpreting something that we see or hear in our mind and use it later to judge and give a verdict on a situation, person, group, etc.
- For example − Priya goes to a restaurant and likes their customer service, so she will perceive that it is a good place to hang out and will recommend it to her friends, who may or may not like it. However, Priya's perception about the restaurant remains good.

6. Attribution

Attribution is the course of observing behavior followed by determining its cause based on individual's personality or situation.

Attribution framework uses the following three criteria −

- Consensus − The extent to which people in the same situation might react similarly.
- Distinctiveness − The extent to which a person's behavior can be associated to situations or personality.
- Consistency − The frequency measurement of the observed behavior, that is, how often does this behavior occur.

For example − Rohit invites Anisha and two more friends for a movie and they agree to bunk and watch the movie, this is consensus. Bunking of class says that they are not interested in their lectures, this is distinctiveness. A little change in the situation, like if Rohit frequently starts bunking the class then his friends may or may not support him. The frequency of their support and their rejection decides consistency.

7. Attitude

Attitude is the abstract learnt reaction or say response of a person's entire cognitive process over a time span. For example − A person who has worked with different companies might develop an attitude of indifference towards organizational citizenship.

8. Age

- Age is considered to be an inherited characteristic because it is determined by the date of birth .The relationship between age and job performance is an issue of increasing importance .Psychologically,

- younger people are expected to be more energetic, innovative, adventurous, ambitious and risk taking.
- Whereas old people are supposed to be conservative, set in their own ways and less adaptable. Though it is incorrect to generalize all old people as unadaptable. Physiologically performance depends on age .Performance declines With advancement of age because older people have less stamina, memory etc. Younger people are likely tochange jobs to avail better job opportunities, but as one grows old,the chances of his quiting jpb are less. There is a relationship between age and absenteeism also.
- Older people tend to absentmore from their jobs due to unavoidable reasons e.g. poor health . Whereas younger people absent themselves from job due to avoidable reasons e.g. going for a vacation. In the organization which are subject to dramatic changes due to latest innovations, the olderpeople are less job satisfaction as they start felling obsolete as compared to their younger colleagues.

9. Marital Status: Research has constantly showed that as marriage levies enlarged responsibilities, to have a stable job becomes more valuable and significant. Married employees have less absenteeism, less turnover and more job satisfaction as compared to unmarried employees.

PERSONALITY

- A characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.
- Personality can be defined as those inner psychological characteristics that both determine and reflect how a person think and act in an environment.
- The inner characteristics of personality are specific qualities, attributes, traits, factors and mannerism that distinguish one individual from other individuals. Personalities are likely to influence the individual's product and store choices.
- The word personality is derived from a Greek word "persona" which means "to speak through".
- Personality is the fundamental and foremost determinant of individual behaviour. It seeks to integrate the physiological and psychological facets of an individual to put them into action. Personality consists of an individual's characteristics and distinctive ways of behaviour.
- Your personality includes your patterns of thoughts, actions, and emotions. It's also influenced by your temperament and experiences Everybody has their own unique personality, which can develop and change as you age.

Your personality involves:

- ➢ traits, like loyalty, perfectionism, and extroversion
- ➢ character, which includes your core beliefs and ethical code
- ➢ temperament, which you were born with and involves your predisposition to act and feel in certain ways

Personality traits are characteristic patterns in how you think, feel, and act. People can develop certain traits on a sliding scale, with some traits more intense and dominant than others. Common examples of personality traits include:

*Generosity * extroversion * loyalty * courage * honesty * arrogance

<u>**Determinants of Personality**</u>

The determinants of personality are the various factors and influences that shape an individual's unique pattern of thoughts, emotions, and behaviors. These determinants help explain why individuals differ in their personalities and why they respond differently to various situations

I. Hereditary Factors : Heredity, also known as genetics, refers to the influence of genetic factors and biological inheritance on an individual's personality. It involves the transmission of traits and characteristics from parents to their offspring. Various aspects are considered regarding heredity when it comes to the study of personality, some of them are:

- **Genetic Inheritance:** The genetic makeup of an individual is a critical determinant of their personality. For example, genes may contribute to temperament, intelligence, and susceptibility to mental health conditions.
- **Gene-Environment Interplay:** It is important to note that genetics interact with environmental factors. Genes can influence how individuals respond to their surroundings and the experiences they encounter. This interaction is known as gene-environment interplay and plays a crucial role in shaping personality.

2. Environmental Factors : Environmental factors encompass the external influences and experiences that individuals encounter throughout their lives. These factors can significantly shape and mold an individual's personality. Here are key aspects of environmental determinants:

- **Family Environment:** The family is often the primary socializing agent in a person's life. The way parents raise their children, including their parenting style and family dynamics, can profoundly influence personality development. For example, a nurturing and supportive family environment can foster self-confidence and a positive self-concept.
- **Cultural and Societal Influences:** Cultural norms, values, and societal expectations impact how individuals perceive themselves and others. Cultural factors, including cultural values and social norms, shape personality traits and behaviors . For instance, collectivist cultures may emphasize conformity and interdependence, while individualist cultures may promote autonomy and self-expression.
- **Peer Groups and Socialisation:** Peer groups, friends, and social interactions outside the family environment play a pivotal role in personality development. Peer influence can shape attitudes, values, and behaviours, particularly during adolescence when peer acceptance is highly valued.

3. Situational Factors : Situational factors refer to the immediate context or circumstances an individual encounters. While personality is generally considered relatively stable, situations can temporarily influence behavior and expression.

- **Stress and Coping Mechanisms:** High-stress situations, such as academic exams, job interviews, or personal crises, can evoke different aspects of an individual's personality. People may exhibit resilience, adaptability, or anxiety depending on the situation and their coping mechanisms.
- **Role and Context:** The roles individuals assume in various situations can lead to role-specific behaviors. For example, someone may exhibit assertiveness and leadership traits in a work environment but be more passive in social settings.
- **Mood and Emotional State:** An individual's mood and emotional state at a given moment can affect their behaviour and expression. For instance, someone in a cheerful mood may exhibit extroverted traits, while someone feeling anxious may display introverted tendencies.

4. Cultural Factors : Cultural factors encompass the societal and cultural environment in which an individual is immersed. These factors shape an individual's values, beliefs, and behaviours. Key aspects of cultural factors include:

- **Cultural Values:** Each culture has its unique set of values and beliefs that influence an individual's worldview. These values can encompass concepts like collectivism versus individualism, egalitarianism, and the importance of tradition.
- **Social Norms:** Cultural norms dictate acceptable behaviour within a specific society or community. These norms impact an individual's choices and actions in various social contexts, including family, work, and social interactions.

5. Social Factors : Social factors encompass the broader societal context and interpersonal relationships that an individual experiences throughout their life. These factors include:

- **Peer Influence:** The influence of friends and peer groups can significantly shape an individual's personality, values, and behaviours. Peer pressure, social acceptance, and the desire for social belonging can impact decision-making.
- **Social Support:** The quality and nature of an individual's social relationships, including friendships and support networks, have a profound effect on emotional well-being and can influence personality traits like resilience and self-esteem.

6. Physical Features : Perhaps the most outstanding factor that contributes to personality is the physical stature of an individual. An individual's external appearance is proved to be having a tremendous effect on personality.

7. Environment Cultural Factors : The accepted norms of social behaviour are known as culture. Culture was traditionally considered as the major determinant of an individual's personality. The way in which people behave with others and the driving force of such functions are considered significant components of culture.

The ideology of the culture is imitated by the following generations. The personality attributes of independence, aggression, competition and cooperation are the outcomes of cultural interaction.

8. Religion: Religion plays a significant role in shaping one's personality. Hindus have different personalities from those of Sikhs and Muslims. Children in Hindu societies learn from the very beginning about hard work and god-fearing attitudes. Christians are open, independent, and cooperative.

9. Family: Children learn from their parents, sisters and brothers. family is the first factor affecting personality development, after hereditary characteristics are endowed. Rich people have different personalities from those of poor. Children nurtured under a warm, loving environment are positive and active as compared to children neglected by their parents.

10 Parental Influences: The positive and negative personalities of children are dependent on their parents characteristics and mutual behaviour. Children develop negative personalities if their parents don't have good relationship. Proper parental guidance to children makes them active and efficient.

11. Situation: Situation further influences the effects of heredity and environment on personality. A individual's personality, while generally stable and consistent, does change in different situations. Different demands in different situations call forth different aspects of one's personality. It has been observed that many arrogant and indisciplined employees become humble and disciplined in a particular situation. Those having a criminal background may become powerful and strong administrators, dominant politicians, etc.

<u>**Personality Characteristics**</u>

personality characteristics that influence individual are:

*<u>Locus of Control</u>   *<u>Self-Efficacy</u>   *<u>Self-Esteem</u>   *<u>Self-Monitoring</u>

 *<u>Positive/Negative Affect</u>   *<u>Risk-Taking</u>   *<u>Type A and Type B Personality</u>

1. Locus of Control

The degree to which individuals perceive control over a situation being internal or external is called locus of control. Locus of control refers to the range of beliefs that individuals hold in terms of being controlled by self (**internal locus**) or controlled by others or the situation (**external locus**).

2. Self-Efficacy

Generalized self-efficacy refers to a belief about one's own ability to deal with events and challenges. **High self-efficacy** results in greater confidence in one's job-related abilities to function effectively on the job. Success in previous situations leads to increased self-efficacy for present and future challenges.

3. Self-Esteem

An individual's self-worth is referred to as self-esteem. Individuals with **high self-esteem** have positive feelings about themselves. **Low self-esteem** individuals are strongly affected by what others think of them, and view themselves negatively.

4. Self-Monitoring

The extent to which people base their behavior on cues from other people and situations is self-monitoring. **Individuals high** in self-monitoring pay attention to what behavior is appropriate in certain situations by watching others and behaving accordingly. **Low self-monitoring** individuals prefer that their behavior reflects their attitudes, and are not as flexible in adapting their behavior to situational cues.

5. Positive/Negative Affect

An individual's tendency to accentuate the positive aspects of situations is referred to as positive affect, while those accentuating less optimistic views are referred to as having **negative affect**. Employees with **positive affect** are absent from work less often. Negative affect individuals report higher levels of job stress.

6. Risk-Taking

People differ in their willingness to take chances. **High-risk-taking** managers made more rapid decisions and used less information in making their choices than low risk-taking managers.

7. Type A and Type B Personality

Type A personality individual is aggressively involved in a chronic, struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or other persons.

Type B personalities are rarely harried by the desire to obtain a wildly increasing number of things or participate in an endless growing series of events in an ever decreasing amount of time.

PERCEPTION

- Perception is the cognitive process through which individuals perceive and interpret information to give meaning to thei r experiences. It involves the interaction between the external stimuli and an individual's internal psychological processes, such as beliefs, values, attitudes, and past experiences. In an organizational context, perception influences how employees perceive their work environment, their superiors, colleagues, tasks, and overall organizational culture. Perception is the process of selecting, organizing, and interpreting information.

- "The Perception Process", includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication. We respond differently to an object or person that we perceive favorably than we do to something we find unfavorable

Perception is a subjective and individualized process. It is shaped by the unique characteristics and experiences of each individual, leading to differences in how people perceive the same situation. It is influenced by factors like cognitive biases, stereotypes, emotions, and cultural backgrounds. Perception is also an ongoing and dynamic process that can be influenced by new information and feedback

The process of perception can be divided into three main stages:

1. Selecting Information

We take in information through our senses , as information comes in through our senses, various factors influence what actually continues on through the perception process Selecting is the first part of the perception process, in which we focus our attention on certain incoming sensory information. We tend to pay attention to information that is salient. Salience is the degree to which something attracts our attention in a particular context. The degree of salience depends on three factors: visual and aural stimulation, needs and interests, and expectations

- **Visual and Aural Stimulation:** It is probably not surprising to learn that visually things become salient in our perceptual field and get our attention. Stimuli can be attention-getting in a productive or distracting way. Creatures ranging from fish to hummingbirds are attracted to things like silver spinners on fishing poles . Having our senses stimulated isn't always a positive thing though. Think about the couple that won't stop talking during the movie

- **Needs and Interests:** We select and attend to information that meets our needs- whether a sign helps us find the nearest gas station, the sound of a ringtone helps us find our missing cell phone, or a speaker tells us how avoiding processed foods will improve our health. we've all gotten sucked into a television show or random project and paid attention to that at the expense of something that actually meets our needs like cleaning.
- **Expectations:** The relationship between salience and expectations is a little more complex. Basically, we can find both expected and unexpected things salient. If you are expecting a package to be delivered, you might pick up on the slightest noise of a truck engine or someone's footsteps approaching your front door. Since we expect something to happen, we may be extra tuned in to clues that it is coming. For something unexpected to become salient, it has to reach a certain threshold of difference. If you walked into your regular class and there were one or two more students there than usual, you may not even notice. If you walked into your class and there was someone dressed up as a wizard, you would probably notice. Now that we know how we select stimuli, let's turn our attention to how we organize the information we receive.

2.Organizing Information

Organizing is the second part of the perception process, in which we sort and categorize information that we perceive based on innate and learned cognitive patterns. Three ways we sort things into patterns are by using proximity, similarity, and difference.

- **Proximity:** In terms of proximity, we tend to think that things that are close together go together. For example, have you ever been waiting to be helped in a business and the clerk assumes that you and the person standing beside you are together? Even though you may have never met that other person in your life, the clerk used a basic perceptual organizing cue to group you together because you were standing in proximity to one another.
- **Similarity:** We also group things together based on similarity. We tend to think similar-looking or similar-acting things belong together. For example, if you were out with a friend who was around the same height, had the same skin color, and same hair color, people might assume you are related.
- **Difference:** We also organize information that we take in based on difference. In this case, we assume that the item that looks or acts different from the rest doesn't belong with the group. For example, let's say a group of five people were standing in line at the movies and four of the people were wearing casual jeans and t-shirts, and the fifth person a business suit. You might assume the person dressed in the suit was not in the same group as those dressed in jeans and t-shirts.

Simplification and categorizing based on patterns isn't necessarily a bad thing. In fact, without this capability we would likely not have the ability to speak, read, or engage in other complex cognitive/behavioral functions. Our brain innately categorizes and files information and experiences away for later retrieval, and different parts of the brain are responsible for different sensory experiences. In short, it is natural for things to group together and looking for patterns helps us in many practical ways.

Example a chicken, cow, and grass- and asked them to group the two objects that went together. Most of the U.S. American children chose the chicken and cow, citing they were both animals. However, most of the Chinese children choose cow and grass, stating that cows eat grass. The reasons for this have been explained by differences in cultural backgrounds which cultivate different cognitive styles. White explains that "East Asians are typically oriented toward interdependence, harmony, and relatedness. Westerners are typically oriented toward independence. Interdependent persons think about objects in relation to context, whereas independent persons tend to focus on categories that share properties such as 'animal-ness

3. Interpreting Information

- Although selecting and organizing incoming stimuli happens very quickly, and sometimes without much conscious thought, interpretation can be a much more deliberate and conscious step in the perception process. Interpretation is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemata.
- Schemata are like databases of stored, related information that we use to interpret new experiences. We all have fairly complicated schemata that have developed over time as small units of information combine to make more meaningful complexes of information. This schema started developing before we even went to preschool based on things that parents, peers, and the media told us about school. For example, you learned that certain symbols and objects and concepts like a calculator, notebook, recess, and grades are associated with being a student or school. As you progressed through your education, your schema adapted to the changing environment.
- How smooth or troubling schema reevaluation and revision is varies from situation to situation and person to person. For example, some students adapt their schema relatively easily as they move from elementary, to middle, to high school, and on to college and are faced with new expectations for behavior and academic engagement. Other students don't adapt as easily, and holding onto their old schema creates problems as they try to interpret new information through old, incompatible schema.
- Schemata guide our interactions, providing a script for our behaviors. We know, in general, how to act and communicate in a waiting room, in a classroom, or on a first date. For example, if you are doing a group project for class and you perceive a group member to be shy based on your schema of how shy people communicate, you may avoid giving him presentation responsibilities in your group project because you do not think shy people make good public speakers.
- Schemata are also used to interpret others' behavior and form impressions about who they are as a person. In the United States and many other Western cultures, people's identities are often closely tied to what they do for a living. When we introduce others, or ourselves, occupation is usually one of the first things we mention. Think about how your communication with someone might differ if he or she were introduced to you as an artist versus a doctor. We make similar interpretations based on where people are from, their age, their race, and other social and cultural factors.

Importance of Perception

Decision Making: Perception influences how individuals interpret information, which directly impacts their decision-making processes within the organization.

Conflict Resolution: Different perceptions of a situation can lead to conflicts within the organization. Understanding and managing these perceptions are essential for effective conflict resolution.

Leadership Effectiveness: Leaders need to understand how their actions are perceived by others within the organization to effectively lead and inspire their teams.

Organizational Culture: Perception shapes the organizational culture by influencing how employees perceive the values, norms, and expectations within the organization.

Employee Motivation: Perception of fairness, recognition, and rewards can significantly impact employee motivation and engagement levels.

Communication: Perception affects how messages are perceived and interpreted by employees. Effective communication strategies should take into account the perceptions of the audience.

Performance Evaluation: Perception influences how employees perceive performance evaluation criteria, which can impact their motivation and performance levels.

Team Dynamics: Differences in perception within teams can affect collaboration and team dynamics. Understanding and managing these differences are crucial for team effectiveness.

Change Management: Perception plays a significant role in how employees perceive and adapt to organizational changes. Managing perceptions effectively can facilitate smoother change management processes.

Customer Relations: Perception of the organization by customers and stakeholders influences their interactions and relationships with the organization, impacting its reputation and success.

MANAGEMENT BEHAVIOURAL ASPECT OF PERCEPTION

In the context of management, understanding the behavioral aspects of perception is crucial for leaders and managers to effectively interact with their employees, make informed decisions, and create a positive work environment. Here are some key behavioral aspects of perception in management:

1. **Selective perception:** Individuals tend to selectively perceive information based on their interests, needs, and expectations. In a management setting, this means that managers may focus more on information that confirms their existing beliefs or biases, while ignoring contradictory data. It is important for managers to be aware of their selective perception and actively seek out diverse perspectives and information to make objective decisions.
2. **Stereotyping:** Stereotyping refers to the tendency to assign certain traits or characteristics to individuals or groups based on preconceived notions or generalizations. In a management context, stereotyping can lead to biased judgments and decision-making. Managers should strive to avoid stereotyping and treat each employee as an individual, recognizing their unique abilities, skills, and contributions.
3. **Halo effect:** The halo effect occurs when a positive or negative impression of an individual influences perceptions of their other attributes or qualities. For example, if a manager has a positive impression of an employee based on their performance in one area, they may assume the employee is competent in all areas. This can lead to biased performance evaluations and promotion decisions. Managers should make an effort to evaluate employees based on objective criteria and avoid letting one aspect influence their perception of the individual as a whole.
4. **Attribution theory:** Attribution theory focuses on how individuals interpret and explain the causes of behavior. Managers may attribute an employee's behavior to internal factors (such as ability or motivation) or external factors (such as the task difficulty or resources available). Understanding attribution theory can help managers make more accurate judgments about employee performance and provide appropriate feedback and support.
5. **Emotional influence:** Emotions can significantly impact perception. Managers should be mindful of the emotional state of their employees and how it may affect their perceptions and behavior. Emotionally intelligent managers can effectively manage their own emotions and recognize and respond to the emotions of their employees, creating a more positive and supportive work environment.
6. **Perceptual biases:** Various cognitive biases can distort perception and influence decision-making in management. Some common biases include confirmation bias (favoring information that confirms

existing beliefs), availability bias (relying on readily available information), and anchoring bias (relying too heavily on initial information). Managers need to be aware of these biases and strive to make objective and unbiased decisions.

Factors influencing the perception:

1. External factors   2. Internal factors

1. External factors: these factors consist of environmental influences and are in the form of the characteristics of perceptual inputs or stimuli. These characteristics may distinguish a particular   stimulus from other stimulus of the same group.

- **Size:** size of the object is also one of the important thing. In this one particular thing is having   the data. But it may be big or small. We will take the object should be understandable and selected data.
- **Intensity:** the intensity principle of attention states that the more intense the external stimulus is the more likely, it is to be perceived. A loud sound, strong order or bright light   is noticed more as compared to a soft sound, weak odour , or dim light
- **Repetition:** in this repetition states the object or data or pictures are more influencing the   peoples, when they are looking are seeing repeatly. For to this repetition will make to   purchase or change the behavior
- **Novelty and familiarity:** novelty and familiarity principle states that either a novel or a   familiar external situation can serve as attention-getter. Now objects or events in a familiar setting or familiar objects or events in new setting draw better attention.
- **Contrast:**   the contrast principle states that stimuli which stand against the background. Letter of bold types , building colors are influence the people and attract the colors.

2.Internal factors: internal factors are related to the individual's complex psychological makeup.

- **Self- concept:** the way a person views the world depends a great deal on the concept or image he has about himself. This concept plays an internal role in perceptual selectivity. This is totally based on individual's psychological balance.
- **Belief:**   A person's beliefs have profound influence on his perception. The individual normally censors stimulus inputs to avoid disturbance of his existing beliefs. So peoples are having their own beliefs and opinions. These are also influence the perception.
- **Expectations:** expectations affect what a person perceives. Expectations are related with the   state of anticipation of a particular behavior from a person.
- **Inner needs:** people's perception is determined by their inner needs. The people's are having some inner needs in the minds. So at that time people also search for their needs when the need   parallel items are compared, people will receive quickly..

Barriers in perceptual accuracy

These barriers highlight the challenges individuals face in accurately perceiving and interpreting information, emphasizing the importance of self-awareness, critical thinking, and openness to diverse perspectives in overcoming perceptual inaccuracies.

1. **Stereotyping**: Preconceived beliefs or stereotypes about individuals or groups can lead to oversimplified perceptions and judgments, overlooking individual differences.
2. **Selective Perception**: Individuals may selectively perceive information that confirms their existing beliefs or expectations while ignoring contradictory evidence, leading to biased perceptions.
3. **Projection**: Projecting one's own thoughts, feelings, or motives onto others can distort perceptions and lead to misunderstandings or misinterpretations.
4. **Halo Effect**: Allowing one positive or negative trait to influence overall perceptions of an individual, leading to biased evaluations.
5. **Confirmation Bias**: Seeking out or interpreting information in a way that confirms pre-existing beliefs or hypotheses, while discounting evidence to the contrary, leading to skewed perceptions.
6. **Attribution Errors**: Incorrectly attributing the causes of behavior to internal factors (personality, ability) or external factors (situational factors), leading to inaccurate perceptions of individuals' motivations and capabilities.
7. **Cultural Differences**: Differences in cultural background and norms can lead to misunderstandings and misinterpretations of behavior, affecting perceptual accuracy in cross-cultural interactions.
8. **Emotional Influences**: Strong emotions can cloud judgment and perception, leading to distorted or exaggerated perceptions of situations or individuals.
9. **Information Overload**: Being overwhelmed with excessive information can lead to selective perception or overlooking important details, affecting accuracy in processing information.
10. **Perceptual Defense**: Unconsciously ignoring or distorting information that threatens one's self-esteem or challenges deeply held beliefs, leading to inaccurate perceptions of reality.

SOME PERCEPTUAL SKILLS

These perceptual skills are essential for managers in navigating complex organizational dynamics, fostering positive relationships, making sound decisions, and achieving strategic goals.

Empathy: The ability to understand and share the feelings and perspectives of others, which is crucial for effective communication, collaboration, and leadership.

Active Listening: The skill of fully concentrating, understanding, responding to, and remembering what is being said, which fosters better understanding and rapport in interpersonal interactions.

Nonverbal Communication: The ability to interpret and respond to nonverbal cues such as body language, facial expressions, and tone of voice, enhancing communication effectiveness and emotional intelligence.

Critical Thinking: The skill of objectively analyzing and evaluating information, arguments, and situations, enabling managers to make informed decisions and solve complex problems.

Perspective Taking: The capacity to see situations from different viewpoints and understand the motivations and concerns of others, facilitating empathy, conflict resolution, and negotiation.

Situational Awareness: The ability to perceive and comprehend one's environment, including understanding context, anticipating changes, and recognizing potential opportunities or threats.

Feedback Reception: The skill of receiving and processing feedback constructively, being open to criticism, and using it to improve performance and relationships.

Pattern Recognition: The capability to identify patterns, trends, and relationships in data, situations, or behaviors, aiding in decision-making, problem-solving, and strategic planning.

Adaptability: The capacity to adjust one's responses, strategies, and behaviors in changing circumstances, enabling managers to remain flexible and resilient in dynamic environments.

Self-awareness: The ability to recognize and understand one's own emotions, strengths, weaknesses, and biases, fostering personal growth, effective leadership, and interpersonal relationships.

CONCEPT OF LEARNING

Learning is defined as "any relatively permanent change in behaviour that occurs as a result of practice and experience". This definition has three important elements.

> - Learning is a change in behaviour—better or worse.
> - It is a change that takes place through practice or experience, but changes due to growth or maturation are not learning.
> - This change in behaviour must be relatively permanent, and it must last a fairly long time.

It is important to keep in mind that many varying factors can impact the speed, effectiveness, and learning methods of individuals. These could be biological, environmental, or psychological factors that play a role in learning. This being said, each method and theory of learning can be more or less effective for each person.

A simple and operational concept of the learning process starts with two basic forms of learning. The first is that the measure of particular behavior either increases or decreases. The second is that a new behavior is developed and routinely implemented.

Types of Learning

1. Habituation

> - In psychological terms , **habituation** refers to the decreased response rate following the application of a certain stimulus over time . Just as the name would suggest, to habituate is to "get used to" something after constantly being exposed to it. This is one of the most basic forms of learning, and examples of this exist in most experiences throughout our lives.
> - Think of a time in your life when you have been nervous. How about public speaking? At first, you may be extremely nervous, and maybe your voice would shake, or your hands might even sweat. However, if you were *constantly* asked to give speeches, this nervous response would eventually decrease. This is what is known as **habituation**.

2. Sensitization

> - In contrast to habituation, sensitization refers to the increased response rate following a repeated stimulus. This can be identified in situations when a learner becomes aware of a stimulus and develops a stronger response as time goes on. One important hallmark of sensitization is that the increased response can occur to any given stimulus with surprising or unexpected quality.
> - Someone who has been sensitized to the sight of needles. A person who has had a shot or vaccine with a needle and experienced shocking pain, as a result, may develop a **stronger** response to seeing a needle. Because they have associated needles with pain, they will have an increased response to the stimulus, which, in this case, is a needle.

3.Classical Conditioning

- Classical <u>conditioning</u>, also known as Pavlovian conditioning, is a type of learning through the association made between **two types of stimulus** that develops a **learned response**. This groundbreaking discovery was made by a Russian physiologist **Ivan Pavlov** ,when he conducted his extremely famous experiment known commonly as Pavlov's dog.
- This method first occurs when an unconditioned stimulus produces an initial (unconditioned) response and then is paired with another neutral stimulus and repeated. The learner then makes an **association** between the two stimuli creating a conditioned stimulus that elicits a conditioned response.
- The dog has learned to **associate** the ringing of the bell with food and develops a conditioned response (salivating) at the introduction of the conditioned stimulus (bell ringing), demonstrating **classical conditioning.**

4. Operant Conditioning

- This specific method of learning is another significant discovery in the history of psychology and was made famous by an American psychologist **B.F. Skinner**. In **operant conditioning,** the outcome is completely determined by the <u>response</u>. More specifically, the response to a behavior determines the likelihood for the behavior to be repeated
- Two aspects pertaining to this method of learning are **reinforcement** and **punishment.**

Positive/negative reinforcement

- A pleasant stimulus is <u>rewarded</u> after good behavior, so the behavior increases.
- An unpleasant stimulus is <u>removed</u> to increase good behavior.

Positive/negative Punishment

- Punishment is <u>administered</u> following bad behavior to decrease it.
- Punishment is <u>removed</u> to increase good behavior.
- An important note in **operant conditioning** is that we tend to repeat the behaviors that produce a rewarding or encouraging response. At the same time, behaviors that result in punishment or a negative response are less likely to be repeated .This is known as **Thorndike's law of effect** within operant conditioning.
- A child is throwing a tantrum in a toy store, so the parent punishes this behavior by leaving the store and giving the child a time-out. The child then learns to stop misbehaving in stores to avoid this punishment. In another scenario, a child helps a classmate with a task and is rewarded with a lollipop for their good behavior. This results in an increase in that behavior due to the encouraging response granted.

5. Social Learning Theory

- By combining ideas from both **operant and classical conditioning**, then including sentiments of observation and cognition, psychologist **Albert Bandura** coined the concept of **social learning theory** . This theory derives from the idea that learning takes place using **imitation** and **observation** of others' behavior while emphasizing the ideas of positive and negative **reinforcement**.
- Bandura's **Bobo Doll Experiment in 1961** is a perfect example of the **social learning theory.** In this experiment, children were shown behaviors of a model interacting with an inflatable doll in either an aggressive or non-aggressive manner. Then, they got a chance to play with the doll while researchers observed their behavior. The results of the study showed that most children who witnessed the

aggressive interaction model engaged in more aggressive behavior in their interactions. Children who saw the non-aggressive model showed less physical aggression toward the doll

➢ This is an exemplary demonstration of the **social cognitive theory** as the learners **imitate behaviors** they observed from a model in a similar social setting. This type of imitative behavior can be seen every day within communities of youth and adolescents.

➢ For example, think of a time when you may have learned to behave a certain way after watching a friend's actions. This is a prominent and almost innate method of learning that contributes to our society as we know it.

LAWS OF LEARNING:

EL Thorndike has explained three laws of learning called Primary laws and in addition to these, he has also framed 5 subsidiary laws in connection with his trial and error learning theory.

1. Primary laws:

These are the most important laws, which explain the basic aspects of learning. They are:

A. Law of readiness:
- By readiness means the organism is ready to respond or act. This is more essential prerequisite for learning.
- This indicates that the animal or human being is motivated to learn. This condition of readiness has two effects— satisfaction and annoyance. When the animal is ready to act- if permitted- it gives pleasure. If it is not permitted, it feels annoyed.
- In the same way when the animal is not ready to learn- if asked to learn- it is annoying. On the other hand, if it is prevented from learning it gives pleasure.

These points have been given below in the words of Thorndike:

➢ For a conduction unit ready to conduct-to conduct is satisfying.
➢ For a conduction unit ready to conduct-not to conduct is annoying.
➢ For a conduction unit not ready to conduct- to conduct is annoying.

This law clearly shows that readiness of a person to learn is very important. Hence motivate him to learn.

B. Law of exercise:
- This law is also known as law of frequency. Frequency refers to number of repetitions of learning. Thorndike believed that repeated exercising of a response strengthens its connection with stimulus.
- This aspect refers to law of use and disuse, which explains that, anything not in use will perish. So also if the response is not repeated, its bond with stimulus gets weakened. This is also according to the statement that 'practice makes man perfect'.
- In Thorndike's experiment the cat becomes perfect after repeating the response more number of times, i.e. it learnt to open the door without committing any error.

C. Law of effect:
- This law states that when a connection is accomplished by satisfying effect- its strength is increased. By this, Thorndike meant that the probability of its occurrence is greater. In his experiment if the hungry cat succeeded in opening the door, would get its favourable dish to eat.

- This had a positive effect on its response. Rewards always strengthen connections between stimuli and responses, and on the other hand, punishment weakens connections.

2. Secondary laws:

In addition to the three primary laws explained above, Thorndike has given five secondary or subsidiary laws also. They are as follows:

A. **Law of multiple response:** It means when a response fails to elicit a desired effect, the learner will try with new responses until the goal is reached.
B. **Law of set or attitude:** Mental set or positive attitude is very important in any learning.
C. **Law of associative shifting:** This is nothing but shifting of the response to a new situation which is similar to the earlier one. Because the fundamental notion is that, if a response can be kept intact through a series of changes in stimulating situation, it may finally be given to a new situation.
D. **Law of prepotency of elements:** This law states that the learner is able to react in a selected way, only to the salient elements of the problem and not for other unimportant elements.
E. **Law of response by analogy:** It means comparing a new situation to the previously learned one and thus giving a response by analogy.

Nature and Importance of Motivation

Nature of Motivation

Motivation refers to the internal processes that drive and direct individuals' behavior towards achieving certain goals or fulfilling specific needs. Here are some key aspects of the nature of motivation:

Individualistic: Motivation is highly individualistic, as different people are motivated by different factors and have unique goals and desires. Individuals have diverse needs, values, interests, and aspirations, which influence what motivates them and how they are motivated.

Dynamic: Motivation is a dynamic process that can fluctuate over time. It is influenced by various factors, including personal experiences, external circumstances, and changes in goals or priorities. Individuals' motivation levels can vary, and it requires continuous attention and reinforcement.

Complex: Motivation is a complex phenomenon influenced by a combination of internal and external factors. It is not solely driven by one factor but rather by a multitude of factors, such as personal values, social norms, rewards, recognition, and the individual's perception of their abilities and the task at hand.

Multi-dimensional: Motivation can be categorized into different types or dimensions. Some common motivational factors include intrinsic motivation (internal drive based on personal interest and enjoyment), extrinsic motivation (external rewards or incentives), achievement motivation (desire for success and accomplishment), and affiliation motivation (desire for social interaction and belonging).

Importance of Motivation

Motivation plays a crucial role in individuals' personal and professional lives, as well as in organizational contexts. Here are some key reasons highlighting the importance of motivation:

Enhanced performance and productivity: Motivated individuals are more likely to exert effort, persevere in the face of challenges, and strive for higher levels of performance. They are driven to achieve their goals, which leads to increased productivity and improved performance at both individual and organizational levels.

Goal achievement: Motivation provides individuals with the drive and determination to pursue and accomplish their goals. It helps individuals set clear objectives, develop action plans, and maintain focus and persistence until the goals are achieved. Without motivation, individuals may lack direction and struggle to make progress towards their desired outcomes.

Increased job satisfaction and engagement: Motivation contributes to higher levels of job satisfaction and engagement. When individuals are motivated, they experience a sense of fulfillment, enjoyment, and meaning in their work. Motivated employees are more likely to be proactive, take ownership of their tasks, and actively contribute to the success of the organization.

Employee retention and loyalty: Motivation plays a role in employee retention and loyalty. When individuals are motivated and satisfied in their roles, they are more likely to remain committed to the organization and less likely to seek opportunities elsewhere. This reduces turnover rates, saves recruitment and training costs, and promotes stability within the organization.

Innovation and creativity: Motivated individuals are more inclined to think creatively, seek innovative solutions, and take calculated risks. They are not just focused on completing tasks but also on finding better ways of doing things. Motivation fosters a positive and proactive mindset that encourages individuals to generate new ideas and contribute to organizational growth and innovation.

Positive work environment: Motivated individuals contribute to a positive work environment. Their enthusiasm and drive can be contagious, inspiring and energizing others. A motivated workforce enhances teamwork, communication, and collaboration, creating a supportive and high-performing organizational culture.

<u>**THEORIES OF WORK MOTIVATION**</u>

<u>**1. MASLOW'S NEED HIERARCHY THEORY**</u>

- ➢ <u>Abraham Maslow</u> first introduced the concept of a hierarchy of needs in his 1943 paper, titled "A Theory of Human Motivation," and again in his subsequent book, "Motivation and Personality." This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs
- ➢ The levels of hierarchy in Maslow's need hierarchy theory appear in the shape of a pyramid, where the most basic need is placed at the bottom while the most advanced level of hierarchy is at the top of the pyramid.
- ➢ According to Maslow human needs were arranged in a hierarchy, with physiological (survival) needs at the bottom, and the more creative and intellectually oriented 'self-actualization' needs at the top.
- ➢ Maslow argued that survival needs must be satisfied before the individual can satisfy the higher needs. The higher up the hierarchy, the more difficult it is to satisfy the needs associated with that stage, because of the interpersonal and environmental barriers that inevitably frustrate us.
- ➢ Higher needs become increasingly psychological and long-term rather than physiological and short-term, as in the lower survival-related needs

A. Physiological needs are biological requirements for human survival, e.g., air, food, drink, shelter, clothing, and sleep. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled, the next level up is what motivates us, and so on.

- • The human body cannot function optimally if physiological needs are not satisfied. Maslow considered physiological needs the most important as all the other needs become secondary until these

needs are met. Once an individual's physiological needs are satisfied, the need for security and safety becomes salient.

- These refer to basic physical needs like drinking when thirsty or eating when hungry. According to Maslow, some of these needs involve our efforts to meet the body's need for homeostasis; that is, maintaining consistent levels in different bodily systems (for example, maintaining a body temperature of 98.6°).
- Maslow considered physiological needs to be the most essential of our needs. If someone is lacking in more than one need, they're likely to try to meet these physiological needs first. For example, if someone is extremely hungry, it's hard to focus on anything else besides food. Another example of a physiological need would be the need for adequate sleep.

Maslow's hierarchy of needs

B. **Safety needs** – people want to experience order, predictability, and control in their lives. Safety needs can be fulfilled by the family and society (e.g., police, schools, business, and medical care).

- For example, emotional security, financial security (e.g., employment, social welfare), law and order, freedom from fear, social stability, property, health, and wellbeing (e.g., safety against accidents and injury).
- Once people's physiological requirements are met, the next need that arises is a safe environment. Our safety needs are apparent even early in childhood, as children have a need for safe and predictable environments and typically react with fear or anxiety when these are not met.
- Maslow pointed out that in adults living in developed nations, safety needs are more apparent in emergency situations (e.g. war and disasters), but this need can also explain why we tend to prefer the familiar or why we do things like purchase insurance and contribute to a savings account

C. **Love and belongingness needs** refers to a human emotional need for interpersonal relationships, affiliating, connectedness, and being part of a group.

- Examples of belongingness needs include friendship, trust, acceptance, receiving and giving affection, and love. This need is especially strong in childhood and can override the need for safety, as witnessed in children who cling to abusive parents.
- According to Maslow, the next need in the hierarchy involves feeling loved and accepted. This need includes both romantic relationships as well as ties to friends and family members. It also includes our need to feel that we belong to a social group. Importantly, this need encompasses both feeling loved *and* feeling love towards others.
- Since Maslow's time, researchers have continued to explore how love and belonging needs impact well-being. For example, having social connections is related to better physical health and,

conversely, feeling isolated (i.e. having unmet belonging needs) has negative consequences for health and well-being.

4. **Esteem needs** are the fourth level in Maslow's hierarchy and include self-worth, accomplishment, and respect.   Maslow classified esteem needs into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

- Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value.
- Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.
- Our esteem needs involve the desire to feel good about ourselves. According to Maslow, esteem needs include two components. The first involves feeling self-confidence and feeling good about oneself. The second component involves feeling valued by others; that is, feeling that our achievements and contributions have been recognized by other people.
- When people's esteem needs are met, they feel confident and see their contributions and achievements as valuable and important. However, when their esteem needs are not met, they may experience what psychologist Alfred Adler called "feelings of inferiority."

5. **Self-actualization needs** are the highest level in Maslow's hierarchy, and refer to the realization of a person's potential, self-fulfillment, seeking personal growth, and peak experiences.

- This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, and "to become everything one is capable of becoming".
- Individuals may perceive or focus on this need very specifically. For example, one individual may have a strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.
- Self-actualization refers to feeling fulfilled, or feeling that we are living up to our potential. One unique feature of self-actualization is that it looks different for everyone. For one person, self-actualization might involve helping others; for another person, it might involve achievements in an artistic or creative field.
- Essentially, self-actualization means feeling that we are doing what we believe we are meant to do. According to Maslow, achieving self-actualization is relatively rare, and his examples of famous self-actualized individuals include Abraham Lincoln, Albert Einstein, and Mother Teresa.

Need	Effect if unmet
Physiological	• physical illness • hoarding behavior
Safety	• anxiety • psychological trauma

Love and belonging	• loneliness • antisocial behavior
Esteem	• feeling worthless • feeling invisible or unappreciated • low self-confidence • depression
Self-actualization	• boredom • cynicism • lack of meaning in life

Maslow's hierarchy of needs doesn't follow a strict linear progression. Individuals can feel various needs at the same time or shift between levels. Maslow noted that the order of needs might be flexible based on external circumstances or individual differences. For example, that for some individuals, the need for self-esteem is more important than the need for love. For others, the need for creative fulfillment may supersede even the most basic needs.

Maslow proposed that human beings possess two sets of needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*).

Deficiency needs

- ➢ Deficiency needs are concerned with basic survival and include physiological needs (such as the need for food, and sleep) and safety needs (such as the need for security and freedom from danger). Behaviors associated with these needs are seen as 'deficiency' motivated, as they are a means to an end.
- ➢ Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger the longer they are denied. For example, the longer a person goes without food, the more hungry they will become.
- ➢ Maslow initially stated that individuals must satisfy lower-level deficit needs before progressing to meet higher-level growth needs. However, he later clarified that satisfaction of a need is not an "all-or-none" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied 100 percent before the next need emerges

Growth needs

- ➢ Growth needs are more psychological and are associated with realizing an individual's full potential and needing to 'self-actualize'. These needs are achieved more through intellectual and creative behaviors. Growth needs do not stem from a lack of something but rather from a desire to grow as a person.
- ➢ Once these growth needs have been reasonably satisfied, one may be able to reach the highest level, called self-actualization. Growth needs are achieved more through intellectual and creative behaviors.
- ➢ Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower-level needs.

Characteristics of self-actualizers:

- ➢ They perceive reality efficiently and can tolerate uncertainty;

- ➢ Accept themselves and others for what they are;
- ➢ Spontaneous in thought and action;
- ➢ Problem-centered (not self-centered);
- ➢ Highly creative
- ➢ Concerned for the welfare of humanity;
- ➢ Capable of deep appreciation of basic life-experience;
- ➢ Establish deep satisfying interpersonal relationships with a few people;
- ➢ Strong moral/ethical standards.

Behavior leading to self-actualization:

- ➢ Experiencing life like a child, with full absorption and concentration;
- ➢ Trying new things instead of sticking to safe paths;
- ➢ Listening to your own feelings in evaluating experiences instead of the voice of tradition, authority or the majority;
- ➢ Avoiding pretense ('game playing') and being honest;
- ➢ Being prepared to be unpopular if your views do not coincide with those of the majority;
- ➢ Taking responsibility and working hard;
- ➢ Trying to identify your defenses and having the courage to give them up.

Criticisms of Maslow's hierarchy

1. The order of needs within the hierarchy is arbitrary

- Some critics say that while it is logical to put physiological needs first and self-actualization last, people do not necessarily pursue or obtain the needs in this order.
- For example, some argue that a healthy relationship with oneself is an important requirement for having healthy relationships with others. Maslow himself met people who valued self-esteem more than love. However, Maslow did not consider the exact order of needs to be rigid.

2. Self-actualization is not linear

- In his early work, Maslow argued that a person could only self-actualize once they had met their basic needs. However, sometimes, not being able to meet one's basic needs helps people identify their self-actualization goals.
- For example, a person may have a stable career for many years, fulfilling their safety needs. However, if they lose their job, they may realize that their old career was not satisfying. Needing another source of income might spur them to pursue the job they truly want. Maslow also acknowledged that unmet needs could be motivation for self-actualization in his later work.

3. The self-actualization teaching is not generalizable

- Another criticism of the concept of self-actualization is that Maslow largely based his ideas on the biographies of notable historical figures, most of whom were educated white men. As such, the traits he observed in these successful individuals may not apply to all people.

2. MCGREGOR'S THEORY 'X' AND THEORY 'Y'

- Theory X and Theory Y meaning refer to human work management and motivation theories suggesting two aspects of employee behavior. While Theory X is a negative theory focusing on supervision, Theory Y is a positive theory focusing on rewards and recognition. Managers across different companies use both theories to motivate employees to perform better.
- In the case of the X theory, managers adopt an authoritarian approach to motivate the organization's employees. It involves having a pessimistic opinion regarding the team members and using a carrot-and-stick approach. This technique involves persuading the employees to complete their work by offering incentives and punishing them if they cannot.
- According to the theory, managers believe employees dislike working and are unmotivated. Hence, an organization's management must strongly intervene to ensure employees do their job. In other words, managers must motivate subordinates via certain directives and supervise their efforts.
- Contrary to Theory X, Theory Y involves managers of an organization using a participative management style to motivate their team members. In this case, the managers have an optimistic view of the employees. They assume that solving employee demotivation is possible via a decentralized technique in which team relationships, collaboration, and trust can improve.
- Unlike the X theory, this theory explains that managers must fulfill self-actualization, self-esteem, and social requirements to motivate their team members. It assumes that the subordinates in a company like their work and seek responsibility. Moreover, they can be self-directed and creative.
- Managers following the Y Theory encourage their subordinates to participate in multiple activities. They have the belief that team members can handle more responsibilities on their own. Regular incentives and open communication form the bedrock of this theory, as the managers believe in working with the team members rather than controlling them.
- Theory X assumes that employees are inherently lazy and will avoid work if they can. They need to be coerced, controlled, and threatened with punishment to achieve goals. Theory Y, on the other hand, assumes that employees are self-motivated and will be committed to achieving goals if they are given the opportunity to participate in the decision-making process and if the organizational climate is positive.
- McGregor's theory is not a prescription for how managers should behave, but rather an observation of how different managers behave and the consequences of their behaviour. It's a way to understand the different assumptions that managers make about their employees and how those assumptions influence their management style.

Theory X Assumptions

- Generally, employees dislike responsibilities and try to avoid completing the assigned tasks.
- Team members resist change.
- Only a centralized or authoritarian approach can motivate the employees.
- Managers can give rewards to employees upon task completion to keep them motivated.
- Employees are inherently lazy and will avoid work if they can.
- Employees need to be coerced, controlled, and threatened with punishment to achieve goals.
- Employees lack ambition and need constant supervision and direction.
- Employees are not capable of making decisions and need to be told what to do.
- An average employee intrinsically does not like work and tries to escape it whenever possible.
- Since the employee does not want to work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. A close supervision is required on part of managers. The managers adopt a more dictatorial style.
- Many employees rank job security on top, and they have little or no aspiration/ ambition.

These assumptions influence management styles by creating a culture of control and fear, where managers are focused on enforcing rules and regulations, rather than on motivating and engaging employees. As a result, employees may feel demotivated, disengaged, and less invested in their work.

The impact of Theory X on employee motivation and performance can be significant. The assumptions of Theory X can lead to employees feeling undervalued, unimportant and demotivated. This can result in low productivity, lack of commitment to the organization and high staff turnover. Employees may feel that their opinions and ideas are not valued, and as a result, they may be less likely to speak up or take initiative. This can lead to a lack of creativity and innovation in the workplace.

The assumptions of Theory X also influence employees' attitudes towards their work. They may view their job as a necessary evil rather than something they are passionate about. They may also view their manager as someone who is there to control and punish them, rather than to support and guide them. This can lead to a lack of trust and respect between employees and management, which can further decrease motivation and productivity.

Theory Y Assumptions

- The team members remain motivated by self-control, not external control.
- Managers should adopt a decentralized approach to motivate employees to complete their tasks.
- Employees like their work and require little direction. Moreover, They utilize self-direction to fulfill organizational goals.
- The team members seek responsibilities as motivational drivers.
- Mental and physical exhaustion at work is natural.
- It is possible to reach organizational goals by trusting team members' judgment.
- Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts in an inherent manner in their jobs.
- Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.
- If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to organization.
- An average employee can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility.

The impact of Theory Y on employee motivation and performance can be significant. The assumptions of Theory Y can lead to employees feeling empowered, valued, and motivated. This can result in high productivity, commitment to the organization, and low staff turnover. Employees may feel that their opinions and ideas are valued, and as a result, they may be more likely to speak up and take initiative. This can lead to creativity and innovation in the workplace.

The assumptions of Theory Y also influence employees' attitudes towards their work. They may view their job as an opportunity for growth, development, and fulfilment, rather than just a necessary evil. They may also view their manager as someone who is there to support, guide and empower them, rather than to control and punish them. This can lead to a sense of trust and respect between employees and management, which can further increase motivation and productivity.

To effectively implement the assumptions of Theory Y in an organization, managers should:

- Provide opportunities for employee participation in decision-making and problem-solving.
- Encourage open communication and feedback to improve employee engagement and motivation.
- Provide autonomy and trust to employees to make decisions and take responsibility for their actions.
- Focus on employee growth and development by providing opportunities for training and mentorship.
- Create a positive organizational climate that values and empowers employees.

Examples of Theory X and Theory Y

Example #1

Suppose a manager named David has 8 team members, and 5 of them mostly do not complete their tasks on time and are not motivated. So, he adopted an authoritarian management style explained in Theory X, which involved using rewards and punishment to motivate team members.

When the team members completed a task, David gave them rewards, for example, appraisals and bonuses. However, when they failed to fulfill their responsibilities, the manager punished them with a written warning, pay cut, or temporary suspension.

Example #2

Suppose Matthew Smith is a manager at Amacon, a tire manufacturing company. He follows Theory Y and believes in the idea of decentralization and delegation. Therefore, Matthew gives them more authority and responsibility if the team members are not motivated. Moreover, he trusts their decisions and helps them understand what they contribute to the organization.

Rather than punishing the team members or giving them financial incentives, Matthew enables them to work together with others to come up with a solution. This fulfills the team members' social, self-esteem, and self-actualization requirements.

Advantages of Theory X.

- Managers may be able to motivate some employees by using an authoritarian management style.
- According to Theory X, there's no space for ambiguity. Hence, every team member has clarity regarding their roles and responsibilities.
- The management style may work in situations requiring managers to take control, for example, a crisis. Moreover, it can benefit new employees who require a lot of guidance.

Disadvantages of Theory X

- All employees cannot work in controlled and strict environments.
- This theory does not consider employee development and recognition.
- Theory X has an incorrect collective assumption that every employee is lazy and lacks ambition.
- It creates a negative work environment owing to the authoritarian management style.
- The financial incentive cannot motivate all team members.
- Employees may lose self-confidence if they are subject to punishment publicly.
- The management style can affect employees' development.

Advantages of Theory Y.

- The participative management style provides all employees with responsibility and freedom. This enables them to deliver better performances.
- It encourages creative problem-solving, development, and teamwork.

- This theory showcases every team member's contribution to their respective teams. Thus, it emphasizes every team member's value.
- The participative approach enables employees to solve problems innovatively.
- It instills a positive work culture and fosters the development of employees' abilities and skills.

Disadvantages of Theory Y

- Since managers can delegate and decentralize all the work to their team members, they can become lazy.
- Theory Y overgeneralizes how individuals behave at work.
- This theory does not focus on quantitative metrics. This makes it difficult to measure employee success and growth.
- Employees may abuse the trust, freedom, and confidence given to them.
- Some employees need guidance and are uncomfortable when the working boundaries are undefined.
- Team members might misuse their power by prioritizing personal interests over organizational objectives.

3. THEORY OF MOTIVATION-HYGIENE

- Herzberg's two-factor theory is a well-known motivation theory in the field of business management. The theory comprises two factors: **motivation and hygiene**.
- Motivation factors, such as a sense of achievement and responsibility, aim to inspire and engage employees. Hygiene factors, such as salary and working conditions, are necessary for employees to maintain satisfaction in the workplace. The presence or absence of these factors can significantly impact employee motivation and engagement, and different combinations of these factors can affect the employees' job satisfaction level.
- Imagine you're working in a job where you enjoy what you're doing, feel a sense of achievement, and have a good relationship with your co-workers. These are all factors that contribute to your motivation at work according to Herzberg's two-factor theory. However, if you find that your salary is not enough to cover your expenses and your working conditions are poor, your motivation may decrease despite enjoying your work. This is because the absence of hygiene factors, such as fair compensation and a comfortable working environment, can still lead to job dissatisfaction, regardless of the presence of motivational factors.
- Frederick Herzberg and his two collaborators, Mausner and Snyderman, developed the motivation-hygiene theory in their book *Motivation to Work*. Herzberg and his colleagues explored the impact of few factors on job satisfaction and dissatisfaction in terms of their frequency and duration of impact
- In the first of these studies, Heizberg asked laborers, clerical workers, foremen, plant engineers, and accountants to describe, in detail, situations where they felt exceptionally good or bad about their jobs Generally, respondents, when describing situations where they felt good about their jobs, cited factors intrinsic to their work, while those describing situations where they felt bad about their jobs cited extrinsic factors.
- Herzberg considers two factors that can add to or detract from job satisfaction: hygiene and motivation. While hygiene factors are related to "the need to avoid unpleasantness," motivation factors more directly lead to job satisfaction because of "the need of the individual for self-growth and self-actualization."
- The traditional view of job satisfaction entails that job satisfaction and job dissatisfaction exist on the same continuum; employees who lack reasons to be satisfied with their jobs must be dissatisfied
- However, hygiene and motivational factors are distinct. To Herzberg, the opposite of job satisfaction was not job dissatisfaction but no job satisfaction, These two separate continua of job satisfaction and

job satisfaction support the possibility that someone can be content with certain aspects of their jobs but discontent with others.

➢ Perhaps more pessimistically, this also implies that simply eliminating "dissatisfiers" would not necessarily lead to job satisfaction as much as placation (motivational concepts).

➢ These so-called "satisfiers" (motivational factors) and "dissatisfiers" (a lack of hygiene factors) are dynamic, constantly interacting, highly subject to change, and relative to the employee

➢ Certain satisfiers or dissatisfiers may be more important than others depending on personal and professional contexts.

➢ According to Herzberg, whether or not dissatisfiers outweigh satisfiers predict whether employees find their job interesting and enjoyable and their likelihood of remaining at their current jobs
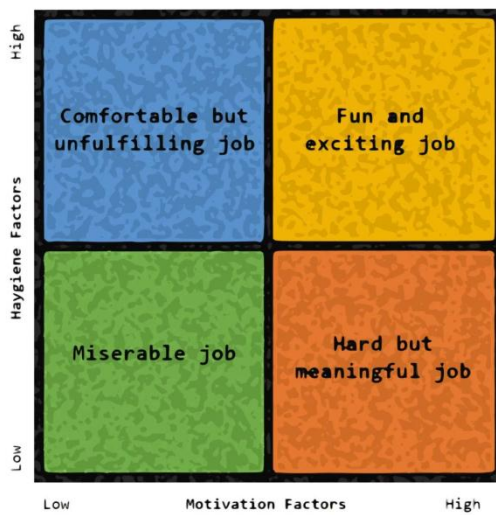
Motivating factors

Here's a list of factors that can cause satisfaction:

Achievement: One premise inherent in Herzberg's theory is that most individuals sincerely want to do a good job. To help them, make sure you've placed them in positions that use their talents and are not set up for failure. Set clear, achievable goals and standards for each position, and make sure employees know what those goals and standards are. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.

Responsibility: Responsibility encompasses both the responsibilities held by the individual and the authority granted to the individual in their role. People gain satisfaction from being given the responsibility and authority to make decisions. Conversely, a mismatch between responsibility and level of authority negatively affects job satisfaction

Recognition: Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be sincere. If you notice employees doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kind note of praise. Or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month."

The work itself: Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the practice result in positive outcomes and good health care for your patients. Share stories of success about how an employee's actions made a real difference in the life of a patient, or in making a process better. Of course employees may not find all their tasks interesting or rewarding, but you should show the employee how those tasks are essential to the overall processes that make the practice succeed.

Job advancement opportunities: Reward loyalty and performance with advancement. If you do not have an open position to which to promote a valuable employee, consider giving him or her a new title that reflects the level of work he or she has achieved. When feasible, support employees by allowing them to pursue further education, which will make them more valuable to your practice and more fulfilled professionally

Growth opportunities : Employees often feel more motivated at work when there are ample opportunities for growth and professional development. Giving employees opportunities to increase their skills and become more efficient in their positions instills a sense of accomplishment and pride that acts as a strong motivator for employees.

Hygiene factors

Here's a list of factors that can cause dissatisfaction:

Relationship with peers: Remember that part of the satisfaction of being employed is the social contact it brings, so allow employees a reasonable amount of time for socialization (e.g., over lunch, during breaks). This will help them develop a sense of teamwork. At the same time, you should crack down on rudeness, inappropriate behavior and offensive comments. If an individual continues to be disruptive, take charge of the situation, perhaps by dismissing him or her from the practice.

Company policies: An organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to your policies, you can decrease dissatisfaction in this area by making sure your policies are fair and apply equally to all. Also, make printed copies of your policies-and-procedures manual easily accessible to all members of your staff. If you do not have a written manual, create one, soliciting staff input along the way. If you already have a manual, consider updating it (again, with staff input). You might also compare your policies to those of similar practices and ask yourself whether particular policies are unreasonably strict or whether some penalties are too harsh.

Working conditions: The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Do everything you can to keep your equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, avoid overcrowding and allow each employee his or her own personal space, whether it be a desk, a locker, or even just a drawer. If you've placed your employees in close quarters with little or no personal space, don't be surprised that there is tension among them.

Salary: "you get what you pay for" tends to be true when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you. Consult salary surveys or even your local help-wanted ads to see whether the salaries and benefits you're offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses.

Job security: Employees may also feel more satisfied with their jobs when they feel secure in their positions.

Supervision: To decrease dissatisfaction in this area, you must begin by making wise decisions when you appoint someone to the role of supervisor. The role of supervisor is extremely difficult. It requires leadership skills and the ability to treat all employees fairly. You should teach your supervisors to use positive feedback whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out.How to use the Herzberg theory

Follow these steps to implement the two-factor Herzberg theory:

1. Evaluate the workplace

Evaluate morale in your work environment to help you identify motivating and hygiene factors. Observe how employees interact with one another and find a correlation between their attitudes and the quality of work they produce.For example, if you noticed the option to telecommute increased productivity, then you can conclude that company policy is a hygiene factor. Pinpointing what influences your team's motivation can help you customize an improvement plan to best benefit the company you represent.

2. Address hygiene factors

Create a plan to address hygiene factors that impact the workplace. For example, you can revisit company policies and contemplate how you can change them to meet employees' needs.Consider implementing training programs for managers to learn how to supervise team members effectively and support them during projects. You can also assess the organizational budget to see if increasing salaries are possible. Review your communication patterns with the workforce to better assure them about the security of their jobs.

3. Reinforce motivators

Make the motivating factors more prevalent in the workplace to boost satisfaction among employees. For example, you can promote training and development opportunities to show employees the company is committed to their professional growth.Consider offering internal employees the chance to seek higher-level positions before expanding the job search externally. You can also design a protocol for acknowledging an individual's achievements publicly.

Consider this example situation using the Herzberg theory:*You're a senior executive at a graphic design firm. Your goal is to decrease dissatisfaction, so you address hygiene factors, including work conditions, autonomy and job security. You make physical improvements to the office so employees have access to the latest design software and dual-monitors to showcase their work. The PTO policy allows employees to take unlimited vacation time, and you allow employees to telecommute or come to the office depending on their preferences.Now that you've acknowledged dissatisfaction, your aim is to increase every employee's job satisfaction. You credit employees when the company receives positive feedback from clients. You also openly discuss how their designs have boosted clients' brand awareness and product sales, which shows employees that their work is meaningful.*

Limitations and Critiques of Herzberg's Model

While Herzberg's two-factor theory of motivation has been widely influential in understanding employee satisfaction and engagement, it is not without its limitations and critiques.

Overemphasis on Satisfaction: Herzberg's motivation-hygiene theory primarily focuses on job satisfaction, potentially overlooking other crucial aspects of employee well-being .

Simplification of Complex Motivational Dynamics: The dual-factor theory simplifies the complex nature of motivation. It categorizes factors into only two groups, which may not capture the nuanced realities of workplace motivation.

Lack of Universal Applicability: Herzberg's theory, like many motivational theories, may not be universally applicable across different cultures, industries, or individual preferences.

Questionable Research Methodology: The methodology used in developing the theory has been criticized for its reliance on subjective self-reports, which can be biased or inaccurate.

Neglect of Interpersonal Relationships: The theory largely ignores the impact of interpersonal relationships and social dynamics in the workplace on employee motivation.

Comparison with Other Theories of Motivation: When compared to other theories, like Abraham Maslow's hierarchy of needs, Herzberg's model may seem overly simplistic or lacking in depth.

Inadequate Addressing of Lower-Level Needs: While focusing on motivation factors, Herzberg's theory may underplay the importance of lower-level needs, which are crucial for employee well-being.

Misinterpretation of Hygiene Factors: There's a tendency to undervalue the importance of examples of hygiene factors, or maintenance factors, viewing them merely as dissatisfies rather than potential motivators.

Rigid Dichotomy: The strict division between hygiene and motivational factors can be misleading, as some factors might serve both roles depending on the individual and context.

Overlooking Individual Differences: The theory does not adequately account for individual differences in motivation, assuming a one-size-fits-all approach to employee satisfaction and engagement.

	Yes	No
Company and administrative policies		
Does the practice have a policy manual?	☐	☐
Do employees have easy access to the policies?	☐	☐
Do employees have input into the policies?	☐	☐
Supervision		
Do the practice's supervisors possess leadership skills?	☐	☐
Do they treat individuals fairly?	☐	☐

Do employees feel that they can trust their supervisors? □ □

Do the practice's supervisors use positive feedback with employees? □ □

Salary

Do your employees perceive that they are being paid fairly? □ □

Does the practice have clear policies related to salaries, raises and bonuses? □ □

Interpersonal relations

Do individuals have opportunities to socialize with one another during the workday? □ □

Do they have a sense of teamwork? □ □

Working conditions

Does your practice's equipment (everything from computers to scales) work properly? □ □

Is the facility clean and up to date? □ □

Are office conditions comfortable? □ □

Work itself

Do employees perceive that their work is meaningful? □ □

Achievement

Do individuals have clear, achievable goals and standards for their positions? □ □

Do individuals receive regular, timely feedback on how they are doing? □ □

Are individuals adequately challenged in their jobs? □ □

Recognition

Do you recognize individuals' small victories? □ □

Does the practice have a formal program (such as "employee of the month") for recognizing staff members' achievements on the job? ☐ ☐

Responsibility

Do you give them sufficient freedom and authority? ☐ ☐

Advancement

Do you reward individuals for their loyalty? ☐ ☐

Do you reward individuals for their performance? ☐ ☐

Motivators and hygiene factors combinations in Herzberg's two-factor theory

Herbzerg's theory suggests that there are two types of factors that affect employee satisfaction and motivation: hygiene factors and motivators. When employees have high levels of both hygiene factors and motivators, they are more likely to be highly engaged and motivated in their work. On the other hand, when employees have low levels of hygiene factors and motivators, they may experience low motivation, high dissatisfaction, and turnover. Let's take a look at more combinations of motivators and hygiene factors:

High hygiene and high motivation: This is the combination that will make employees highly engaged and motivated towards their work.

High hygiene and low motivation: This combination will mean that the employees will still be going to work in the company and achieve set targets to keep their job. However, employees will not be motivated to achieve targets beyond the set expectations.

Low hygiene and high motivation: This is not the best situation for employees to be in. Even though employees may be motivated, if the minimum working conditions are not met, employees may look for another job with better working conditions.

Low hygiene and low motivation: This is the worst combination. This can result in high staff turnover and high work dissatisfaction.

In practice, the improvement of hygiene factors in the workplace will look like this:

- ➢ Removing or improving poor business policies
- ➢ Show respect to all employees regardless of their position
- ➢ Offer higher or competitive salaries
- ➢ Implement effective and supportive supervision for all employees
- ➢ Improve working conditions
- ➢ Provide job security

In practice, the implementation and improvement of motivation factors will look like this:

- ➢ The organization provides more growth and development opportunities for its employees
- ➢ Recognition of employees achievements and hard work

- ➤ Giving employees more responsibilities than they can handle
- ➤ Assign employees to duties that they enjoy and that are fitted with their skills and experiences
- ➤ Make work interesting and engaging so that employees are motivated towards it

Herzberg two-factor theory real-life examples

Google:. The company also provides a range of hygiene factors like generous compensation and benefits, a comfortable work environment, and flexible schedules.

Amazon: Amazon has been criticised for poor working conditions, long hours and lack of job security, which fall under low hygiene factors.

VROOM'S EXPECTANCY THEORY

- ➤ **Victor Harold Vroom created the Expectancy Theory of Motivation in 1964. His study of psychology has shed light on how people behave in the workplace, particularly when it comes to motivation, leadership and decision-making.**
- ➤ It works on the assumption that people will choose to maximise pleasure and minimise pain. This means that people will behave in a way that results in the best outcome or reward.
- ➤ The theory is dependent on the idea that the more an employee values the outcome, the more motivated they will be to achieve it. The more effort they put in to succeed, the more certain they are of getting that satisfying reward.
- ➤ To make the connection between motivation, effort and performance, Expectancy Theory has three variables: Expectancy, Instrumentality and Valence.
- ➤ Vroom's expectancy theory assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

WHAT ARE EXPECTANCY, INSTRUMENTALITY AND VALENCE

1. **Expectancy**

The Expectation is that increasing the quantity of effort will improve performance (if I work harder, I will perform better). Employees have different expectations and levels of confidence about what they are capable of doing. Management must discover what resources, training, or supervision employees need .

It is affected by:

- ➤ Having the proper resources available (e.g. raw materials, time)
- ➤ Having the appropriate skills to try to the work
- ➤ Having the necessary support to get the work done (e.g. supervisor support or correct information on the job).

If an employee puts in the effort, they expect a certain result. If they do not get that result, they will not be motivated to make the effort again and so will not be satisfied with the outcome.

How can managers help employees get the results they expect?

- ➤ Make sure the employee has the tools and time
- ➤ Assign an employee that already has or will gain useful skills

➤ Be available to provide support and encouragement

2. Instrumentality

Instrumentality is the concept that if you perform better, the result will be achieved (If I perform well, I will complete the specified effect). The perception of employees as to whether they will actually get what they desire even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that.

It is often affected by:

➤ A clear understanding of the connection between performance and outcomes – e.g. the principles of the reward 'game. '
➤ Trust within the people who will decide who gets what outcome.
➤ Transparency of the method that decides who gets what outcome

Your employee might make the effort and get the expected result but if they do not believe that the result is instrumental in getting the reward, they will not be motivated. And so the outcome is not achieved and your employee is not satisfied .

It is important to note though, that the reward might not always be what the employee expected at first. For example, if they learn new skills in an effort to earn a promotion but that employee is not rewarded with the position they want, they will still have those skills which might result in them getting promoted in the future or recruited for a more senior role in another company.

How can managers help employees understand that the result is instrumental in getting a satisfactory outcome?

➤ Be clear about what the reward is and how to achieve it
➤ Give staff an outcome they value so they can trust that their effort is important
➤ Be open about how rewards are allocated

3. Valence

Valence is the perceived value the worker puts on the result. For the valence to be optimistic, the person must prefer fulfilling the merchandise to not gaining it. (If an individual exists primarily compelled by money, they could not value offers of overtime off).

Valence refers to the emotional orientations people hold with respect to outcomes [rewards]. The depth of the want of an employee for extrinsic [money, promotion, time-off, benefits] or intrinsic [satisfaction] rewards). Management must discover what employees value

Vroom's expectancy theory works on perceptions, so although a motivation tactic works with most people within the organisation, it doesn't suggest it'll work for everyone. A reward doesn't have to be a grand gesture, it just has to be meaningful to the employee – whether that's a bonus, extra time off or simply a bit of recognition.

Valence is how much the outcome is valued, if at all. The more an employee values a certain reward, the more satisfied they will be with their efforts.

The Valence can be categorised by:

- ➢ -1 Avoiding the outcome/reward
- ➢ 0 Apathetic about the outcome/reward
- ➢ +1 Desiring the outcome/reward

The Valance can only be motivating if the employee would prefer having the outcome, to not having it.

Say an employee makes the effort, gets the expected result and believes that the result is instrumental in achieving the outcome. But if the value of the reward doesn't appeal to them – if they aren't satisfied with the outcome – the employee will not be motivated.

It's important to make it clear to your employee that their effort will have a satisfying outcome or reward that they value. This establishes trust and paves the way for the rest of the chain of motivation to succeed.

So, the chain (or equation) of Vroom's Expectancy Theory is as follows:

Motivational Force (MF) = Expectancy (E) x Instrumentality (I) x Valence (V)

If either E, I or V are zero, then the equation fails, and this indicates that motivation is low or non-existent.

For example, it could be that an employee does not believe they have enough time to perform a task well, which means their effort will not result in a satisfactory outcome. After all, who would be motivated to work hard on something that is doomed to fail?

Advantages and disadvantages of using Expectancy Theory

Advantages:

- ➢ There is a connection between motivation and satisfaction
- ➢ The expectation of a reward increases motivation, even if the outcome differs slightly from the original reward
- ➢ The theory focuses on rewards and achieving goals
- ➢ It promotes the idea that more effort should lead to increased performance, meaning the desired outcomes are met

Disadvantages:

- ➢ It assumes that effort and performance will result in the desired reward
- ➢ The theory does not account for factors like an employee's learning and workload capacity
- ➢ If either the task is unachievable, the reward is not delivered or the outcome isn't valuable, that is enough for employees to lose motivation

How to use Vroom's Expectancy Theory to increase motivation and performance

- • Managers can assess whether their employees understand what they need to do to get the desired outcome. Clarifying their role can be a way to make sure staff are aligned and understand what they need to do.
- • For example, say a manager tasked their employee with producing an advertising campaign, which would get them the bonus they wanted as a reward (Valence).
- • According to Vroom's Expectancy Theory, the employee must believe the task is achievable, in order for them to put the effort into it. If the task is doable, the employee will be keen to perform well in anticipation of the bonus (Expectancy).

- The employee must also believe that the effort they put in will get them the desired outcome (Instrumentality), so the organisation must deliver on the outcomes it promises.
- Luckily, organisation bestows rewards often, so due to the employee's trust and hard work, the advertising campaign is engaging and performs well, and so the employee earns that satisfying bonus – and rightly so!

How to Use the Expectancy Theory in Life

➢ We've established that the expectancy theory is all about expectations. Regardless of which of the three inputs you measure, it all comes down to your perception that "X" will result in "Y", which will then result in "Z". When applying the expectancy theory to your life, make sure you have the following three things - a goal you want, a plan that'll grow your skillset and knowledge-base, and the belief that if you execute your plan, you'll achieve your desired outcome.

➢ A lot of people fail at motivating themselves before they even start because, often times, the goal they're going after isn't one they actually want. It's easy to get caught up in the trappings of life, setting goals that surround money and material things, rather than experiences and fulfillment. If this is the case, and if you find you're often demotivated, it's time to go back to square one and figure out a goal or outcome that'll invigorate you and get you to jump out of bed in the morning.

➢ Assuming you have a goal that gets you excited, the next thing to do is devise a plan that results in increased performance over time. The best way to go about doing this is to create a course of action in which you can't fail. For example, if you want to start your own company, you can create a strategy where even if your business fails, you'll widen your network, interface with venture capitalists, and learn more about the startup business environment.

➢ Finally, if the fruits of your labor result in your desired outcome, great! This means you have high instrumentality. If it doesn't, then all you have to do is check your valence, or your desire to achieve your goal. If that's still high, then check your expectancy - is your current course of action helping you gain new skills and experiences? If yes, then you might just have to persevere. If no, don't get depressed. Rather, go back to the drawing board and adjust your plan.

Expectancy Theory of Motivation Examples

For example, if you want to join the executive team of your company, the first step to motivate yourself is to verify that you actually want the goal. Then, once the plan is in place, you need to execute that plan, learning new skills along the way that'll help you achieve your goal of executive leadership.

What's important to note here is that if you do it right, you can't fail. For example, if you execute your plan to perfection and the board of directors don't reward you with the role you want, you'll still have new experiences that might help you get a better position somewhere else. So, as long as you focus on consistent learning as part of expectancy, you'll have new skills you can apply elsewhere in an attempt to achieve your ultimate desire, and won't have to worry or stress about a thing.

Applying Expectancy Theory in Goal Setting

Aligning goals with valence

Work with your clients to pinpoint goals that resonate with their deeply held values and desires. Goals high in valence are more likely to motivate and sustain their actions.

Ensure goals are desirable but also clearly defined. Outcomes must be highly anticipated and valued.

Instrumentality in goal achievement

Make sure clients fully understand the direct link between their efforts and goal achievement, increasing their belief in the instrumentality of their actions.

Break the goals into manageable chunks to make the connections between the actions and outcomes more evident.

Boost expectancy through building skills

Identify skill gaps that might hinder goal achievement, then work on strategies to develop them, boosting the client's success expectancy.

Focus on positive reinforcement and past successes to boost the client's self-efficacy in achieving their goals.

Application in Personal Development

Aligning Effort with Goals

Embracing Vroom's theory prompts us to align our efforts with our goals. By clearly defining objectives and understanding the link between effort and performance, we pave the way for a more motivated and engaged self.

Tailoring Rewards

In the realm of leadership, acknowledging the diverse values and preferences of team members is paramount. Tailoring rewards to align with what holds value for each individual enhances motivation and fosters a positive work environment.

Discipline and Consistency: The Bedrock of Motivation

While Vroom's theory provides a robust framework, the journey towards motivation also requires discipline and consistency. As John C. Maxwell aptly puts it, "Motivation gets you going, but discipline keeps you growing."

Valence	Instrumentality	Expectancy	Motivation
High	High	High	Strong motivation
Low	High	High	Moderate motivation
High	Low	High	Strong avoidance
Low	Low	High	Moderate avoidance
High	High	Low	Moderate motivation
Low	High	Low	Weak avoidance
High	Low	Low	Moderate avoidance
Low	Low	Low	Strong avoidance