

**2350**  
**MOTIVATION THEORY**

<b>LESSON OBJECTIVES</b>	<b>LEVEL</b>	<b>MEASURE</b>
A. Define motivation	Knowledge	Written
B. Identify levels in Maslow's hierarchy of needs	Comprehension	Written
C. Describe how needs influence our behavior	Comprehension	Written
D. Describe the limits of Maslow's theory in cross-cultural settings	Comprehension	Written
E. Describe McClelland's Needs Model	Comprehension	Written
F. Describe the Reinforcement Theory	Comprehension	Written
G. Identify how to determine a person's motivation	Comprehension	Written
H. Complete assessment instruments that will assist in determining motivation needs of individuals in the work place	Application	ISDE

**SUPPORT MATERIAL AND GUIDANCE**

**Lesson Focus**

Gain understanding of the link between motivation and behavior. Be able to define motivation according to Maslow and Petri. Interpret Maslow's concept of needs to include his three assumptions, the five levels, his two major premise and the limitations of his theory in cross-cultural settings. Use McClelland's Need Model to interpret his theory that people are motivated by three basic needs: achievement, affiliation, and power. Use the model in the notetaking guide to discuss the three principles of the Reinforcement Theory. Identify ways to determine another's motivation.

**Student Contributions**

Take notes and ask questions to clarify material discussed in lecture. Demonstrate understanding of the material through participation in small group exercises and discussions.

**Student Instructional Material**

Notetaking Guide

**Instructional Method**

Lecture (1 Hr 30 Min)

Practical Exercise (1 Hr 30 Min)

## SUPPORT MATERIAL AND GUIDANCE (Cont.)

### References

1. Franken, Robert E. Human Motivation. Monterey, CA: Cole Publishing Co., 1982.
2. Hellreigel, Don and John W. Slocum, Jr. Management: Annotated Instructor's Edition. 6<sup>th</sup> ed. New York: Addison-Wesley, 1992.
3. Maslow, Abraham. Motivation and Personality. New York: Harper and Row, 1970.
4. Maslow, Abraham. Toward a Psychology of Being. Princeton, NJ: Van Nostrand, 1968.
5. Petri, Herbert L. Motivation Theory and Research. Belmont, CA: Wadsworth Publishing Company, 1981.
6. Schermerhorn, John R., Jr., et al. Managing Organizational Behavior. New York: John Wiley & Sons, 1991.
7. Yang, Kuo-Shu. Beyond Maslow's Culture Bound, Linear Theory: A Preliminary Statement of the Double-Y Model of Basic Human Needs. Lecture, 24<sup>th</sup> International Congress of Applied Psychology, San Francisco, August 9-14, 1998.

## NOTETAKING GUIDE

### A. DEFINITION OF MOTIVATION

1. According to Psychologist **Herbert L. Petri**, motivation is the concept used to describe the forces acting on or within an organism to initiate and direct behavior.
2. **Abraham Maslow's Theory of Motivation** - Motivation derives from the needs of the person. Needs are a state of tension or imbalance that demands a satisfying activity.

### B. MASLOW'S HIERARCHY OF NEEDS

#### 1. Maslow's Three Assumptions

- a. We all have the same basic needs.
- b. Our needs energize and direct our behavior.
- c. Our needs are organized in a hierarchy - a series of steps.

#### 2. Maslow's Hierarchy of Needs (Five Levels)

- a. LEVEL I - Physiological (survival) needs
- b. LEVEL II - Safety (security) needs
- c. LEVEL III - Belonging (love or social) needs
- d. LEVEL IV - Esteem (recognition or status) needs
- e. LEVEL V - Self-Actualization (self-fulfillment) needs

(1) Deprivation Needs are lower order needs that must be at least partially satisfied before moving on to higher levels of motivational needs.

(2) Growth Needs are the higher order needs, which are more prevalent in people who have moved higher in the managerial chain.

#### 3. Examples of Behavior Correlated with Maslow's Hierarchy Levels

- a. A military service member arrives at a foreign airport where he/she does not understand the native language and seeks out the Military Assistance Desk.

- b. An individual has a passion for flying and thinks the Air Force Thunderbirds are the best flying team in the world. That person joins the Air Force to ultimately become one of the Thunderbird pilots.
- c. A group of students decide to get together for a dinner at the local seafood restaurant.
- d. You got four hours of sleep last night after the night at the restaurant and you are nodding off during the lecture. You get a cup of strong coffee at the break.
- e. You get to your new office and post your DEOMI diploma on the wall.

## **C. NEEDS INFLUENCE BEHAVIOR**

### **1. How needs influence our behavior**

- a. Our behavior is affected by our needs.
- b. People do different things for the same reason.
- c. People do the same thing for different reasons.
- d. Most actions have more than one motivation.

### **2. Maslow's Two Major Premises on How Motivation Effects Behavior**

- a. Needs are constantly changing and may never be fully satisfied.
- b. Lower level needs must be partially satisfied before we can move to higher.

### **3. Maslow's Motivation Mechanism**

- a. The emerging or unsatisfied need in the hierarchy is the one that provides the motivation that drives behavior.
- b. Once a need is satisfied it no longer has power to motivate.

## **D. LIMITS OF MASLOW'S THEORY IN CROSS-CULTURAL SETTINGS**

### **1. Kuo-Shu Yang**

Describes two major patterns in psychological functioning, which vary in cross-cultural settings, collectivism and individualism.

- a. *Collectivism* - the idea that certain cultures' beliefs, attitudes, norms, and values are organized around one or more collectives such as the family, the tribe, the religious group, or the country. People in a collectivist culture tend to give priority to in-group goals. These cultures are most frequently found in Africa, Asia, and Latin America and in parts of Europe (e.g., southern Italy, rural Greece).

- b. *Individualism* - the idea that certain cultures' social experiences are structured around autonomous individuals. People in an individualistic culture tend to give priority to their personal goals, even when these goals conflict with the goals of important in-groups. These cultures are prevalent in the United States, Germany, France, and other English-speaking countries.

**2. The concept of Collectivism and Individualism**

- a. Maslow's esteem and self-actualization needs are highly personal and *individualistic* in nature, whereas societies that are *collectivistic* in nature define esteem and self-actualization in terms of one's service to the group, community, and the whole nation. Therefore, **the application of Maslow's linear approach is limited in cross-cultural settings.**
- b. The concepts of cultural collectivism and individualism may be noted presently in the culturally diverse small group setting. They will become even more apparent in additional lessons dealing with cross-cultural communication and culture blocks.

**E. THE McCLELLAND MODEL**

- 1. **McClelland** (1976), a leading researcher on self-concept has studied human behavior for many years and has theorized that people are motivated by three basic needs: *achievement*, *affiliation*, and *power*. He has further asserted that although all of us possess all three needs, we possess them in varying degrees; one person's highest-priority need may be achievement, whereas another person's may be affiliation or power.

**2. McClelland Model Needs**

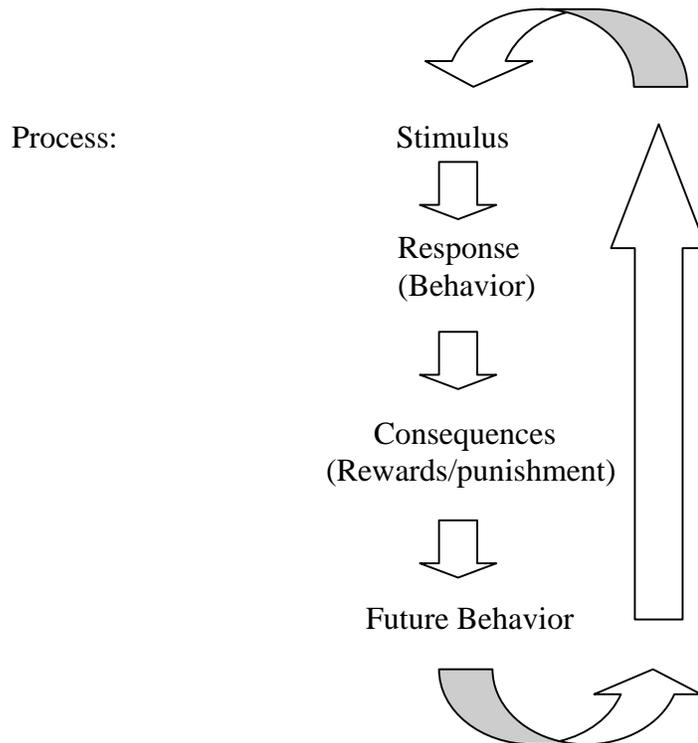
<u>Achievement ("finishers")</u>	<u>Affiliation ("lovers")</u>	<u>Power ("winners")</u>
Enjoy challenge	Establish/maintain relationships	Usually quite fluent
Want ensured success	Approval needs may affect the decision making/implementation	Enjoy conflict
Conservative goals	Strive to maintain harmony	Strong-speaking skills
Plan ahead		Autocratic decision making
Personal responsibility		Situations are win/lose
Concerned with deadlines		Can make people a means to an end/relationships lost
Need hard data reinforcement		

(Titles in quotation marks are not a part of the original McClelland Model.)

Example: By being sensitive to the motivating needs of the parties in an EO case, the EOA may better focus work toward resolution.

## F. REINFORCEMENT THEORY

1. **Reinforcement Theory** - The thought behind the theory suggests that *behavior* is a function of its consequences (reward or punishment), and that rewarded behavior is likely to be repeated and punished behavior is likely to be avoided.



### 2. Three Basic Principles of Behavior Modification

- a. Measurable Behavior – behavior that can be expressed in terms of quantity (e.g. units produced, students taught, total sales).

Example: A department head determines that any divisions completing the preventive monthly maintenance on the required four airplanes by Thursday will have Friday off. Only two of the five divisions complete the preventive maintenance.

b. Types of Reinforcement

- *Positive Reinforcement* – offers rewards to increase the likelihood that a desired behavior will be repeated (praise, recognition of accomplishments, promotion, pay raise).
- *Avoidance* – is the maintenance of desired behavior in order to escape or avoid known, unpleasant consequences (I choose to come to work on time to *avoid* a reprimand for being late).
- *Punishment* – is the application of negative consequences whenever undesired behavior occurs in order to decrease the likelihood that the individual will repeat that behavior (verbal reprimand, fine, demotion, suspension).
- *Extinction* – is the absence of reinforcement, either positive or negative, following an incident of undesired behavior. Based on the idea that if an undesired behavior is ignored, it will eventually cease (walking past hecklers, rather than arguing with them).

c. Schedules of Reinforcement – Motivation does not depend only on the type of reinforcement, but also on the frequency with which reinforcement is provided. The four most commonly used schedules of reinforcement are:

- *Fixed Interval Schedule* – Provides reinforcement at fixed intervals of time (weekly, bimonthly, monthly, etc.). The least immediate incentive for performing well. (“Don’t worry! We have until Friday/next week/the end of the month to get it done.”)
- *Variable Interval Schedule* – Provides reinforcement at varying intervals of time. Motivation is reasonably high to maintain desired behavior (e.g. spot inspections, unplanned visits by CO/XO/CMC/CSM).
- *Fixed Ratio Schedule* – Provides reinforcement after a fixed ratio/number of desired behaviors has occurred. Motivation is usually high as persons approach the point at which reinforcement is next due (e.g. salespersons on commission, pay for piece-rate work, personnel qualification standards).
- *Variable Ratio Schedule* – Provides reinforcement after a varying number of desired behaviors occurs, regardless of the time elapsed. This is the most powerful reinforcement schedule for maintaining desired behaviors (e.g. promotions, manager praising a salesperson after getting the 3<sup>rd</sup>, 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup> orders).

## **G. DETERMINING A PERSON'S MOTIVATION IN A GIVEN SITUATION**

- Don't make assumptions from the behavior.
- Study the person/system in light of motivation theory.
- The best way to determine a person's motivation is to ask. (Check it out.)

(E.g. A person with a need to belong may not accomplish much if placed in an isolated office; regardless of how much praise or recognition they receive.)