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**SELECTED ASPECTS OF MOTIVATING IN THE
ORGANIZATION. THEORETICAL STUDY**

Summary: This article presents selected theories of motivation in terms of motivators related to the content of the work performed. One of the clearest and most scientifically verified theories of motivation is presented in McClelland's theory of the trichotomy of needs. The selected theories of motivation presented above are only a part of the concept of motivation formulated over the last several decades. However, they provide a general basis for analysis. The article uses a review of the theory of motivation. The author assumes inspiration for practical research.

Key words: training, motivation, finance, hotel

Introduction

The salary of an employee of any organization, especially at the beginning of his professional career, is not of the greatest importance. The situation on this labor market allows you to find employment for a salary even several times higher than elsewhere. And yet there is a large group of employees who, regardless of the level of earnings, perform their work with great dedication and commitment, deriving satisfaction from it [Kuźmiński et al., 2020; Wojtaszek and Miciuła 2019]. It is worth looking at the theories indicated. The author indicates the possibility of inspiring further scientists to develop further theoretical and practical assumptions.

1. Selected theories of motivation

Over the centuries, many theories of motivation have been formulated. Each of them grows on a slightly different substrate. Although they differ in many respects, they all focus on three things: the causes of human behavior, its directions, and persistence in pursuing a goal.

In theoretical considerations and research on motivation, at least six research traditions can be distinguished. Each of them presents the issue of motivation from a slightly different perspective [Franken 2005, p. 24-25].

Those are:

- theories of instinct
- theories of needs
- theories of drive (learning)
- theories of development and improvement
- humanistic theories
- cognitive theories.

All these theories underwent significant modifications over time.

For the purposes of this paper, only some of the most significant and current theories of motivation will be presented.

It seems that the theory of needs is of particular importance for the analysis of issues related to motivation to work. Understanding the essence of needs as well as their hierarchy is the basis for the human resources manager to plan and implement an appropriate incentive system, which on the one hand will guarantee the achievement of the organization's goals, and on the other will create conditions for satisfying the needs of employees.

One of the best known concepts of determining this type of needs, their number and structure is Abraham Maslow's theory of the hierarchy of needs. This American psychologist in 1954 hypothesized that a person is not motivated by external stimulants, but by a certain internal program of needs creating a hierarchical structure based on elementary needs.

Hierarchy of needs by A. Maslow classifies human needs into five categories, ranked according to their importance, as follows (from the lowest to the highest needs):

- physiological needs - basic human needs including air, water, food, sleep, sex drive;
- security needs - needs for certainty, no fear or danger, physical, mental and emotional security.

Next in line are the needs of security, including both the pursuit of personal security and social security related to the fear of deteriorating financial situation. The needs of certainty, constancy, care and freedom from fear in this category can be satisfied in the organization by, among others, continuity of employment, insurance, health and retirement benefit programs.

Social needs include the need for love, friendship, attachment, social contact and acceptance from loved ones and colleagues. In the workplace, this group of needs is satisfied by the possibility of belonging to a team or a working group.

The needs of recognition include their two different teams, ie the need for a positive image in their own eyes and self-respect, and the need for respect and recognition in the eyes of others. The organization can satisfy this group of needs through the use of external symbols of achievement, such as service titles, awards, promotions. The employer may also set the employee ambitious, interesting tasks, the performance of which will give him a sense of success.

At the very top of the hierarchy are the needs of self-realization, i.e. the individual's need for individual development, self-improvement and the use of one's own potential. An organization that wants to meet these needs should create an appropriate organizational culture that allows such self-fulfillment.

The two-factor theory of Frederick Herzberg, published in 1956, made a great contribution to the knowledge about motivation to work. This theory focuses on the factors that determine job satisfaction. According to Herzberg, there are two types of motivating factors:

- motivators
- hygiene factors

Motivators are internal factors that play a decisive role in shaping job satisfaction and ensure effective motivation. These include, among others: the ability to do a good job that requires the full mobilization of all skills, responsibility for the tasks performed, recognition, the possibility of promotion and acquiring new skills, compliance of the work performed with the interests of the individual.

On the other hand, hygiene factors (external factors) do not have a direct impact on shaping job satisfaction, and thus on motivation. They consist of elements that determine the psychological and social comfort of work, such as: physical conditions at the workplace, appropriate wages, relations with superiors and colleagues, personnel policy, and social conditions. Hygiene factors correspond to basic safety needs and should be met first. In Herzberg's theory it is important to say that the improvement of working conditions, defined by him as hygiene factors, does not increase satisfaction and motivation to work, but only reduces dissatisfaction.

To sum up, motivators related to the content of the job play a decisive role in shaping job satisfaction and motivation. Employers' focus on hygiene factors will not provide effective and efficient motivation. It can only be achieved through the use of motivational factors related to the content of the work.

The ERG theory of C. Alderfer, formulated in 1972, was a significant modification of Maslow's hierarchy of needs theory. According to Alderfer, motivation should be understood as the desire to satisfy the needs classified in the following groups:

- living needs (E - existence) - which include, among others physiological and material needs, improvement of working conditions (physiological and safety needs in Maslow's theory);
- needs of social relations (R-relatedness) - needs and aspirations, the need for team integration (social needs and recognition in Maslow's theory);
- the needs of personal development (G-growth) - the needs of self-realization in Maslow's theory).

In Alderfeld's theory, the motivational force is a function of the intensity of the impact of a specific need. However, he assumed that the order of importance of needs may be different for different people.

Although the ERG theory assumes that motivated behavior is arranged in a hierarchy somewhat similar to that proposed by Maslow, there are two differences between the two concepts.

First, the ERG theory suggests that human action may be triggered simultaneously by several categories of need, eg people may be simultaneously motivated by a desire for money (existence), friendship (relationship) and the ability to acquire new skills (growth). Second, the ERG theory includes an element of frustration and regression that Maslow's theory lacks, who argued that the individual would stay on one level until a given class of needs was satisfied. ERG theory, on the other hand, suggests that if a given need is not met, the individual will feel frustrated, descend to a lower level, and start looking again for a way to satisfy lower-order needs. [Kozioł 2002, pp. 42-43]

The conclusions of Alderfer's theory should encourage organizations to use a wide range of motivating measures simultaneously, satisfying the different needs of employees, at the same time. The impact on one of the needs is usually insufficient.

One of the clearest and most scientifically verified theories of motivation is the theory of McClelland's trichotomy of needs. It is based on the needs of a higher order proposed by Maslow. In research on employee motivation, McClelland distinguished the following three groups of perceived needs:

- need for achievements,
- need to belong (affiliate),
- need for power.

According to this author, the need for achievement is one of the strongest motives for work. The need to achieve performance can be defined as the willingness to stand out (achieve success) in a competitive situation. The management staff should be particularly interested in stimulating this type of needs. An employee who wants to show that he is better than others will have a high internal motivation to perform the entrusted task in the best possible way. Realization of this goal will be treated as his great achievement, which should be noticed by the manager in order to increase his motivation. In order to stimulate the need for achievement, employees should be given a lot of freedom to act, bearing in mind that the achievement of the set goals must be rewarded.

The need to belong is the need to maintain warm, friendly relationships with other people. People with a high need for positive relationships seek the support of others, while caring for their feelings. They often think and act with the belief that others would wish them to. The way to properly motivate employees with a strong sense of belonging is to create a collaborative environment for them.

The need for power is the need to influence others and your environment. This need takes two forms: personal and organizational. The first one makes the employee want to dominate and demonstrate his power. He expects his colleagues and subordinates to be loyal to himself above that to the organization. On the other hand, the organizational form of the need for power causes the employee to focus on solving organizational problems and is particularly strongly involved in achieving the organization's goals. Such a person is ready to sacrifice his own interests for the sake of the organization. Motivating such people consists in giving them a chance to become the organizer of the work of others.

According to McClelland, the need for achievement is disproportionately stronger than the other needs he lists. His theory of needs trichotomy is therefore often called the achievement need theory.

The most valuable in McClelland's theory is that need can be learned and not learned. In individuals who initially feel the need for achievement very weakly, it can be shaped under the influence of appropriate external influences. [Kozioł 2002, p. 45]

The youngest theory included in the theory of needs is the theory of achievements by J.W. Atkinson. [Łukaszewski and Doliński 2006, p. 461-463]. According to Atkinson, motivation to act is a function of the need understood as a relatively constant state of the subject and cognitive factors, which are:

- subjective assessment of opportunities, i.e. the probability of achieving success and predicting the degree of certainty with which success will be achieved;
- the rewarding (gratifying) value, which is the goal of the action due to aroused need; the rewarding value of success is higher the smaller they are the chances of its implementation.

In every motivation to act, two opposite tendencies are distinguished: positive motivation, i.e. striving for success, and negative motivation, i.e. striving to avoid failure. Failure in easy tasks is much more of a disappointment than in difficult tasks.

According to Atkinson, successful people tend to choose tasks where the probability of success is moderate. They are not interested in tasks that are too easy, because solving them does not mean success, or very difficult tasks, because when performing them it is easier to fail than to be successful.

On the other hand, people whose behavior tends to avoid failure tend to choose very easy tasks that guarantee success, or very difficult ones, because in their case the failure can be explained by the nature of the task, not the lack of skills. These units, however, do not undertake moderately difficult tasks, because success depends on individual knowledge and efficiency, and failure means their lack.

For the purposes of analyzing issues related to motivating employees in organizations, it is also worth discussing McGregor's theories of X and Y.

Theory X says that man inherits an aversion to work and will avoid it if he can. For this reason, most people have to be forced, controlled, guided and punished. Moreover, people have low ambitions, avoid responsibility and care first and foremost about safety.

Theory Y holds that for a human being, physical and mental effort is just as natural and pleasant as playing or resting. The entity does not have to be controlled and does not need to be led because it is looking for new responsibilities and wants to be responsible for them. It is not punishment but reward that encourages sacrifice.

The assumptions of the theory X and Y can be presented as follows [Stoner 2001, p. 84]:

Theory X

- The average human being does not like to work and will avoid work whenever possible.

- In order for people to make enough effort to achieve the organisation's goals, they must be coerced, controlled, guided and even sanctioned.

- The average human being is lazy, prefers to be guided, desires to avoid responsibility, has relatively little ambition, and above all, security.

Theory of Y

- Physical and mental effort at work is as natural as it is in play or rest.
- Commitment to goals is a function of the rewards associated with achieving them.
- People in the service of the goals they commit to exercise self-control and self-direction.
- The average person learns under the right conditions not only to assume responsibility but also to pursue it.
- The imagination, creativity and ingenuity needed to solve an organization's problems are scattered throughout the workforce.
- In the conditions of modern industrial life, the intellectual capacity of the average human being is only partially used.

In companies adopting the model based on theory X, motivation is limited to two lower levels according to A. Maslow's hierarchy of needs, i.e. physiological needs and safety needs, moreover, it is rather a threat of depriving the employee of the possibility of satisfying these needs than an offer to supplement them as an additional stimulus [Gick and Tarczyńska 1999, p. 39].

In contrast, enterprises adopting assumptions in line with the Y theory place less emphasis on control and try to ensure that employees can use their real potential by consulting employees and taking them into account in their activities; Giving people more powers; greater tolerance for errors than for inactivity; supporting employees in their development by acquiring greater skills or taking on additional tasks and greater responsibility [Ibid, p. 40].

As important for the considerations being the subject of this paper, it is also worth presenting the two most famous theories of the process, namely the theory of expectations and the theory of justice.

The theory of expectations was developed by V. H. Vroom and then further developed by L. W. Porter and E. Lawler. In this theory, motivation to work is understood as the function of the desired results of an action and the expectation that these results will be achieved by the individual. According to V. H. Vroom, motivation depends on the strength of the desire and the expected probability of its satisfaction. Man undertakes specific activities to achieve the intended goals. These goals are values that are being pursued, prioritized and which are lacking. However, the values alone are not enough to take action, it is still necessary to determine the feasibility of obtaining them and the existence of a procedure leading to the goal. L. W. Porter and E. Lawler supplemented this approach with a subjective feeling of satisfaction accompanying the achievement of the result. If, in the employee's opinion, the achievements are rewarded rightly, i.e. in proportion to the effort put, the employee not only feels satisfied, but is also aware of the real relationship between the effort and the reward [Penc 1996, p. 162].

In light of the above theory, a person's behavior depends on the development of expected outcomes. Generally speaking, it can be said that the expectation theory is based on the following assumptions: [Gableta 1998, p.101].

Enterprises which follow the principles of the theory of justice undoubtedly benefit from this. Fair treatment of employees makes them feel valued, they know that their effort is noticed and properly assessed.

For many people, this relationship between their work and the reward they receive is more important than getting a higher salary. The feeling of fair evaluation of one's own work increases motivation to work and, equally importantly, reduces the willingness of employees to leave the company and depart for competition.

The selected theories of motivation presented above are only a part of the concept of motivation formulated over the last several decades. However, they provide a general basis for analysis.

Conclusion

The author realizes the theoretical study that theories of motivation have existed for a long time. Much depends on whether we really intend to motivate and who? It seems that the will to motivate is enough and there is no need to construct a paid payment. Let this article be your inspiration for the practical scope of research therein.

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