

4.2 JOB DESIGN

It is the process of Work arrangement (or rearrangement) aimed at reducing or overcoming job dissatisfaction and employee alienation arising from repetitive and mechanistic tasks. Through job design, organizations try to raise productivity levels by offering non-monetary rewards such as greater satisfaction from a sense of personal achievement in meeting the increased challenge and responsibility of one's work.

Approaches to job design include:

- **Job Enlargement:** Job enlargement changes the jobs to include more and/ or different tasks. Job enlargement should add interest to the work but may or may not give employees more responsibility.
- **Job Rotation:** Job rotation moves employees from one task to another. It distributes the group tasks among a number of employees.
- **Job Enrichment:** Job enrichment allows employees to assume more responsibility, accountability, and independence when learning new tasks or to **allow** for greater participation and new opportunities.

4.2.1 TYPES OF MOTIVATION TECHNIQUES

If a manager wants to get work done by his employees, he may either hold out a promise of a reward (positive motivation) or he/she may install fear (negative motivation). Both these types are widely used by managements.

a) Positive Motivation:

This type of motivation is generally based on reward. A positive motivation involves the possibility of increased motive satisfaction. According to Flippo - "Positive motivation is a process of attempting to influence others to do your will through the possibility of gain or reward". Incentive motivation is the "pull" mechanism. The receipt of awards, due recognition and praise for work-well done definitely lead to good team spirit, co-operation and a feeling of happiness.

- Positive motivation include:-

- Praise and credit for work done
- Wages and Salaries
- Appreciation
- A sincere interest in subordinates as individuals
- Delegation of authority and responsibility

b) Negative Motivation:

This type of motivation is based on force and fear. Fear causes persons to act in a certain way because they fear the consequences. Negative motivation involves the possibility of decreased motive satisfaction. It is a "push" mechanism. The imposition of punishment frequently results in frustration among those punished, leading to the development of maladaptive behaviour. It also creates a hostile state of mind and an unfavourable attitude to the job. However, there is no management which has not used the negative motivation at some time or the other.

4.2.2 MOTIVATION THEORIES

Some of the motivation theories are discussed below

a) McGregor's Theory X and Theory Y:

McGregor states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X and the other is basically positive, which falls under the category Y. After viewing the way in which the manager dealt with employees, McGregor concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior towards subordinates according to these assumptions.

Under the assumptions of theory X :

- Employees inherently do not like work and whenever possible, will attempt to avoid it.
- Because employees dislike work, they have to be forced, coerced or threatened with punishment to achieve goals.

- Employees avoid responsibilities and do not work full time formal directions are issued.
- Most workers place a greater importance on security over all other factors and display little ambition.

In contrast under the assumptions of theory Y :

- Physical and mental effort at work is as natural as rest or play.
- People do exercise self-control and self-direction and if they are committed to those goals.
- Average human beings are willing to take responsibility and exercise imagination, ingenuity and creativity in solving the problems of the organization.
- That the way the things are organized, the average human being's brainpower is only partly used.

On analysis of the assumptions it can be detected that theory X assumes that lower-order needs dominate individuals and theory Y assumes that higher-order needs dominate individuals. An organization that is run on Theory X lines tends to be authoritarian in nature, the word "authoritarian" suggests such ideas as the "power to enforce obedience" and the "right to command." In contrast Theory Y organizations can be described as "participative", where the aims of the organization and of the individuals in it are integrated; individuals can achieve their own goals best by directing their efforts towards the success of the organization.

b) Abraham Maslow's "Need Hierarchy Theory":

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. The below Fig 1 shows Maslow's Need theory.

As per his theory these needs are:

(i) Physiological needs:

These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work.

(ii) Security or Safety needs:

These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm.

(iii) Social needs:

Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship.

(iv) Esteem needs:

According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as status, recognition and attention.

(v) Need for self-actualization:

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something.

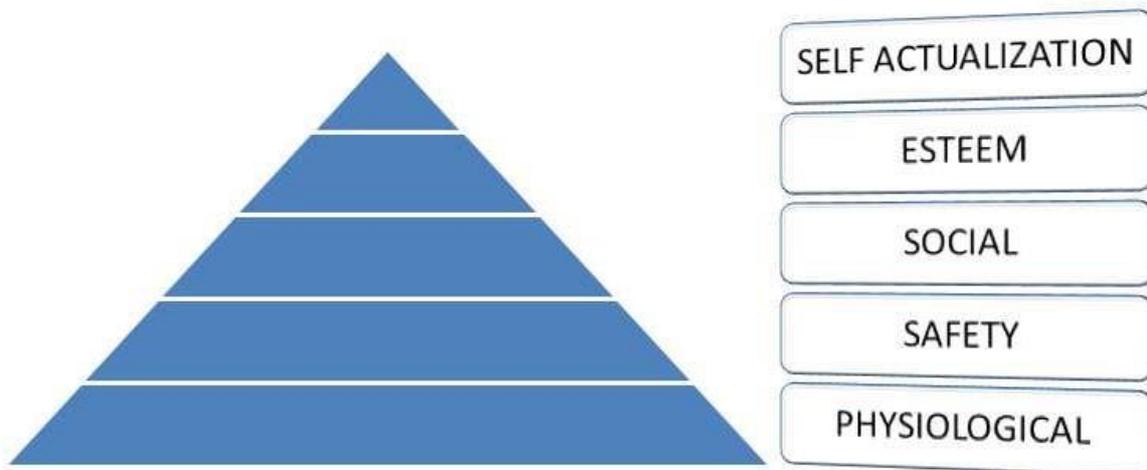


Fig 1 Abraham Maslow's "Need Hierarchy Theory"

Source: JAF Stoner, Freeman R.E and Daniel R Gilbert —Management, Pearson Education, 6th Edition, 2004.

All of the needs are structured into a hierarchy and only once a lower level of need has been fully met, would a worker be motivated by the opportunity of having the next need up in the hierarchy satisfied. For example a person who is dying of hunger will be motivated to achieve a basic wage in order to buy food before worrying about having a secure job contract or the respect of others.

A business should therefore offer different incentives to workers in order to help them fulfill each need in turn and progress up the hierarchy. Managers should also recognize that workers are not all motivated in the same way and do not all move up the hierarchy at the same pace. They may therefore have to offer a slightly different set of incentives from worker to worker.

Frederick Herzberg's motivation-hygiene theory:

Frederick has tried to modify Maslow's need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfiers for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised

his theory on the question: “What do people want from their jobs?” He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their non-presence leads to de-motivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.

Examples of Hygiene factors are:

Security, status, relationship with subordinates, personal life, salary, work conditions, relationship with supervisor and company policy and administration.

Examples of Motivational factors are:

Growth prospectus job advancement, responsibility, challenges, recognition and achievements.

c) Victor Vroom’s Expectancy theory:

The most widely accepted explanations of motivation have been propounded by Victor Vroom. His theory is commonly known as expectancy theory.

The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple, expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and that this shall result into realization of personal goal in form of some reward.

Therefore an employee is:

Motivation = Valence x Expectancy.

The theory focuses on three things:

- Efforts and performance relationship
- Performance and reward relationship
- Rewards and personal goal relationship

d) Clayton Alderfer's ERG Theory:

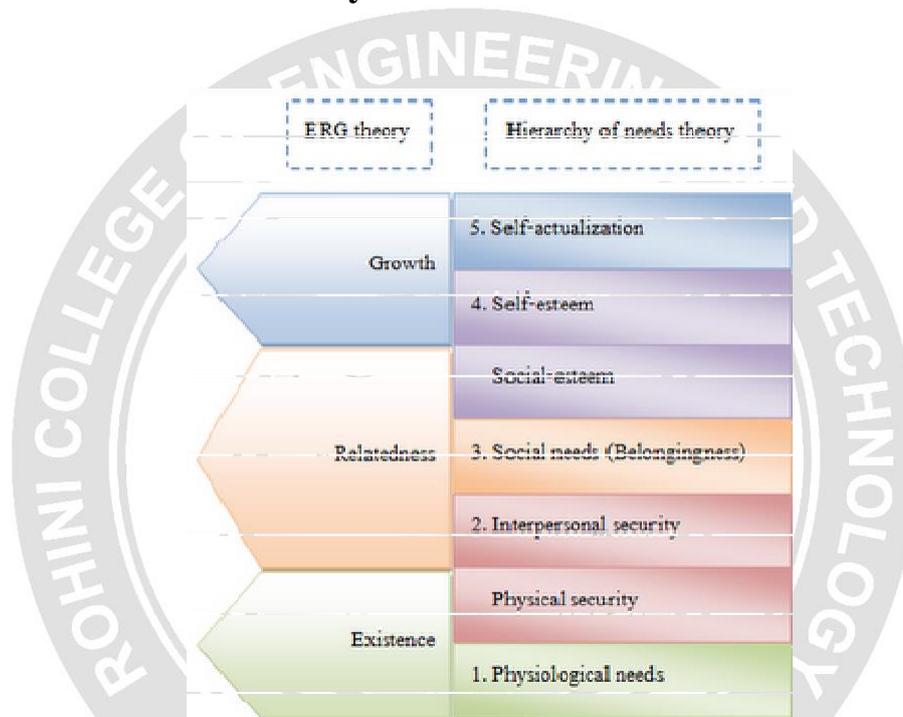


Fig 2 ERG and Maslow's Need Theory

Source: JAF Stoner, Freeman R.E and Daniel R Gilbert —Management, Pearson Education, 6th Edition, 2004.

Alderfer has tried to rebuild the hierarchy of needs of Maslow into another model named ERG i.e. Existence – Relatedness – Growth. According to him there are 3 groups of core needs as mentioned above. The above Fig 2 shows the combination of ERG and Maslow's Need Theory. The existence group is concerned mainly with providing basic material existence. The second group is the individuals need to maintain interpersonal relationship with other members in the group. The final group is the intrinsic desire to grow and develop personally. The major conclusions of this theory are :

- In an individual, more than one need may be operative at the same time.
- If a higher need goes unsatisfied than the desire to satisfy a lower need intensifies.
- It also contains the frustration-regression dimension.

e) McClelland's Theory of Needs:

David McClelland has developed a theory on three types of motivating needs :

- (i) Need for Power
- (ii) Need for Affiliation
- (iii) Need for Achievement

Basically people for high need for power are inclined towards influence and control. They like to be at the center and are good orators. They are demanding in nature, forceful in manners and ambitious in life. They can be motivated to perform if they are given key positions or power positions.

In the second category are the people who are social in nature. They try to affiliate themselves with individuals and groups. They are driven by love and faith. They like to build a friendly environment around themselves. Social recognition and affiliation with others provides them motivation.

People in the third area are driven by the challenge of success and the fear of failure. Their need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success.

McClelland observed that with the advancement in hierarchy the need for power and achievement increased rather than Affiliation. He also observed that people who were at the top, later ceased to be motivated by this drives.

f) Stacey Adams' Equity Theory:

As per the equity theory of J. Stacey Adams, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs.

$$\frac{\text{Out comes by a person}}{\text{Inputs by a person}} = \frac{\text{Out comes by another person}}{\text{Input by another person}}$$

People have a tendency to use subjective judgment to balance the outcomes and inputs in the relationship for comparisons between different individuals. Accordingly:

If people feel that they are not equally rewarded they either reduce the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder.

g) Skinner's Reinforcement Theory:

B.F. Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner states that work environment should be made suitable to the individuals and that punishment actually leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

4.2.3 Job Satisfaction and Job enrichment

Job Satisfaction

Job satisfaction or **employee satisfaction** is a measure of workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components. Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction).or cognitions about the job (cognitive job satisfaction).

One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). Others have defined it as simply how content an individual is with his or her job; whether he or she likes the job.

It is assessed at both the global level (whether the individual is satisfied with the job overall), or at the facet level (whether the individual is satisfied with different aspects of the job). Spector (1997) lists 14 common facets: appreciation, communication, coworkers, fringe benefits, Job conditions, nature of the work, organization, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision.

Affect theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Dispositional approach

The dispositional approach suggests that individuals vary in their tendency to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins raised apart have similar levels of job satisfaction.

A significant model that narrowed the scope of the dispositional approach was the Core Self-evaluations Model, proposed by Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham in 1997. Judge et al. argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Equity theory

Equity Theory shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio. They then compare this ratio to the ratio of other people in deciding whether they have an equitable relationship. Equity Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal.

For example, consider two employees who work the same job and receive the same pay and benefits. If one individual gets a pay raise for doing the same work as

the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, both individuals get pay raises and new responsibilities, then the feeling of equity will be maintained.

Other psychologists have extended the equity theory, suggesting three behavioral response patterns to situations of perceived equity or inequity (Huseman, Hatfield, & Mile, 1987; O'Neil & Mone 1998). These three types are benevolent, equity sensitive, and entitled. The level by each type affects motivation, job satisfaction, and job performance.

1. Benevolent-Satisfied when they are under-rewarded compared with co-workers
2. Equity sensitive-Believe everyone should be fairly rewarded
3. Entitled-People believe that everything they receive is their just due^l

Discrepancy theory

The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfill those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles, designated as a self-guide. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility.

This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self guide. When the individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

Two-factor theory (motivator-hygiene theory)

Main article: Two-factor theory

Frederick Herzberg's two-factor theory (also known as motivator-hygiene theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals (Hoskinson, Porter, & Wrench, p. 133). Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

Herzberg's model has stimulated much research. In the 1970s, researchers were unable to reliably empirically prove the model however, with Hackman & Oldham suggesting that Herzberg's original formulation of the model may have been a methodological artifact. However, emerging studies have a new-found interest in the theory, particularly among employees in the public sector and among certain professions such as nurses (Holmberg., 2016).

The theory has been criticized because it does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. The model has also been criticised in that it does not specify how motivating/hygiene factors are to be measured. Most studies use a quantitative approach by for example using validated instruments such as the Minnesota Satisfaction Questionnaire (Weiss et al., 1967) There are also studies that have utilized a qualitative methodology such as by means of individual interviews (Holmberg et al., 2017)

Job enrichment

Job enrichment is a method of motivating employees where a job is designed to have interesting and challenging tasks which can require more skill and can increase pay.

Frederick Herzberg, an American psychologist, originally developed the concept of 'job enrichment' in 1968, in an article that he published on pioneering studies at AT&T. The concept stemmed from Herzberg's motivator-hygiene theory, which is based on the premise that job attitude is a construct of two independent factors, namely job satisfaction and job dissatisfaction. Job satisfaction encompasses intrinsic factors which arise from the work itself, including achievement and advancement, whilst job dissatisfaction stems from factors external to the actual work, including company policy and the quality of supervision.

He came up with this term while he was working on his "two factor theory" which states that both satisfaction (e.g. job satisfaction) and dissatisfaction are driven by separate factors that are completely independent of each other. To this effect he implies that just because an individual experiences a decrease in dissatisfaction, does not mean that the result is also an increase in satisfaction.

Advantages

- *Learn new skills*: By having more responsibilities, the employee will have the chance to work on new tasks and therefore learn new skills. Decision making can lead to the employee to think, decide, and try new things. By having to learn new skills, the employee has the opportunity to become proficient at certain tasks and even become experts.
- *Reduce boredom*: Job enrichment focuses on giving employees more variety and responsibilities. The target of job enrichment is to reduce the chance of boredom from the repetitive, tedious activities.
- *Creates a better work environment*: The net result of job enrichment is an overall more positive environment that promotes maximum productivity. This is simply

because employees who are treated better tend to have better attitudes around the work place and tend to spread that positivism around the office.

Disadvantages

- *Lack of preparation:* Because employees are given more activities and responsibilities in job enrichment, they do not necessarily have the right skills or experience for the job. Because the employee is not prepared or trained enough to do the activity, then they may not be as efficient as someone who is already trained or skilled in that particular activity. As a result, they may have a lower productivity rate.
- *Heavier workload:* Job enrichment increases the employee's overall workload. This requires skill in reprioritization for the employee. Some employees may not be able to quickly adjust to their new responsibilities. Employees may feel overloaded and tired, so they may have a lower productivity rate.
- *Clash with non-participants:* Understandably, not every employee at a company can participate in job enrichment. Those who cannot join may feel disconnected from the company and not part of the team. The employees who cannot join may even feel jealous towards participants.
- *Poor performance:* As a result of lack of preparation and heavier workload, some employees may not perform as efficient as prior to job enrichment. These employees may actually work better in a non job-enriching environment. By not doing as well as desired, they may feel inept. Their poor performance may lead to demotions, which tends to have a negative impact on the employee's self – confidence and motivation.

Techniques

Job enrichment, as a managerial activity, includes a three-step technique:

1. Turn employees' effort into performance:
 - Ensuring that objectives are well-defined and understood by everyone. The overall corporate mission statement should be communicated to all. Individuals'

goals should also be clear: each employee should know exactly how he/she fits into the overall process and be aware of how important their contribution is to the organization and its customers.

- Providing adequate resources for each employee to perform well. This includes support functions like information technology, communication technology, and personnel training and development.
 - Creating a supportive corporate culture. This includes peer support networks, supportive management, and removing elements that foster mistrust and politicking.
 - Free flow of information. Eliminate secrecy.
 - Provide enough freedom to facilitate job excellence. Encourage and reward employee initiative. Flextime or compressed hours could be offered.
 - Provide adequate recognition, appreciation, and other motivators.
 - Provide skill improvement opportunities. This could include paid education at universities or on the job training.
 - Provide job variety. This can be done by job sharing or job rotation programmes.
 - It may be necessary to re-engineer the job process. This could involve redesigning the physical facility, redesign processes, change technologies, simplification of procedures, elimination of repetitiveness, redesigning authority structures.
2. Link employees performance directly to reward:
- Clear definition of the reward is a must
 - Explanation of the link between performance and reward is important
 - Make sure the employee gets the right reward if performs well
 - If reward is not given, explanation is needed
3. Make sure the employee wants the reward. How to find out?
- Ask them

- Use surveys (checklist, listing, questions). Once you know what the employees want, give them the tools they need to earn it and follow through on your word.

job enlargement means increasing the scope of a job through extending the range of its job duties and responsibilities generally within the same level and periphery. Job enlargement involves combining various activities at the same level in the organization and adding them to the existing job. It is also called the horizontal expansion of job activities. This contradicts the principles of specialisation and the division of labour whereby work is divided into small units, each of which is performed repetitively by an individual worker and the responsibilities are always clear. Some motivational theories suggest that the boredom and alienation caused by the division of labour can actually cause efficiency to fall. Thus, job enlargement seeks to motivate workers through reversing the process of specialisation. A typical approach might be to replace assembly lines with modular work; instead of an employee repeating the same step on each product, they perform several tasks on a single item. In order for employees to be provided with Job Enlargement they will need to be retrained in new fields to understand how each field works.

The objective of job enlargement is to motivate an employee by increasing his efforts and exposure towards achieving the organizational objectives as set for the job. By doing this, an employee can get a wider range of his or her objectives without his or her job in a repetitious manner. Job enlargement requires the management of the organization to provide their support in providing appropriate training to the employees to make them able to adapt to the enlarged job scope.

Some advantages of job enlargement are a variety of skills, improves earning capacity, and wide range of activities.

- Variety of skills – Job enlargement helps the organization to improve and increase the skills of the employee due to organization as well as the individual benefit.

- Improves earning capacity – with all the new activities a person learns from job enlargement, they are able to try to get a better salary when they apply for a new job.
- Wide range of activities – Employees are able to learn more activities which can help a company save money by reducing the number of employees they have.

However results have shown that this process can see its effects diminish after a period of time, as even the enlarged job role become the mundane, this in turn can lead to similar levels of demotivation and job dissatisfaction at the expense of increased training levels and costs. The continual enlargement of a job over time is also known as 'job creep', which can lead to an unmanageable workload.

Hulin and Blood (1968) define *job enlargement* as the process of allowing individual workers to determine their own pace (within limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes, to be responsible for their own machine set-up and repair, and to attain choice of method. Frederick Herzberg referred to the addition of interrelated tasks as 'horizontal job loading'.

