

Topic Overview	
Topic	BAFS Elective Part – Business Management Module – Human Resources Management M05: Development of a Quality Workforce – Motivation Theories
Level	S5/6
Duration	4 lessons (40 minutes per lesson)

Learning Objectives:

1. To understand the concepts of four motivational theories;
2. To explain the factors on job satisfaction and job performance of employees; and
3. To learn how to apply different motivational theories to manage workforce and enhance staff performance.

Overview of Contents:

Lesson 1	Maslow's Hierarchy of Needs Theory
Lesson 2	McGregor's Theory X & Theory Y
Lesson 3	Herzberg's Dual-factor Theory
Lesson 4	Vroom's Expectancy Theory

Resources:

- Topic Overview, Teaching Plan and Answers to Student Worksheet
- PowerPoint Presentation
- Student Worksheet

Suggested Activities:

- Group Discussion
- Case Study
- Role Play
- Problem Solving

Lesson 1	
Theme	Maslow's Hierarchy of Needs Theory
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Explain Maslow's hierarchy of needs theory;
2. Distinguish human's five levels of needs according to Maslow's hierarchy theory; and
3. Suggest strategies to motivate staff to perform well at work and improve morale.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
◇ Teacher reviews the definition of Maslow's hierarchy of needs theory with students.	PPT# 1-8	5 minutes
Part II: Content		
◇ Activity 1: "What does a S.6 graduate need?" <ul style="list-style-type: none"> ■ Students are divided into groups of four or five. ■ Ask students to list the needs of a Secondary 6 graduate. Then categorise them all into the 5 levels of needs according to Maslow's Theory. ■ Students present their answers, teacher comments. 	PPT# 9 Student Worksheet p.1	10 minutes
◇ Teacher wraps up the activity by explaining the implication of Maslow's Theory to human resource management.	PPT# 10	5 minutes
◇ Activity 2: "Challenges to the Manager of Hair Cut Salon" <ul style="list-style-type: none"> ■ Ask students to name the employees' 5 levels of needs according to Maslow's hierarchy theory. ■ Students are required to propose strategies to motivate the staff to improve the job performance. ■ Teacher invites students to present their answers. 	PPT# 11 Student Worksheet pp.2-3	10 minutes

✧ Teacher gives comments and feedback on students' answers, and provides suggested answers for student reference.	PPT# 12-13	5 minutes
Part III: Conclusion		
✧ Teacher concludes the lesson by highlighting the key points learned.	PPT#14-15	5 minutes

Lesson 2	
Theme	McGregor's Theory X and Theory Y
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Explain the concepts of Theory X and Theory Y;
2. Distinguish the characters of employees assumed by Theory X and Theory Y manager; and
3. Explain the management approaches adopted by Theory X and Theory Y managers.

Teaching Sequence and Time Allocation:.

Activities	Reference	Time Allocation
Part I: Introduction		
◇ Teacher begins by recalling students' knowledge of McGregor's Theory X and Theory Y.	PPT #16-18	10 minutes
Part II: Content		
◇ Activity 3: Role Play		
<ul style="list-style-type: none"> ■ Teacher briefs students the background of the role play. ■ Teacher invites 9 students, 3 in a group, to role play 3 scenarios and ask the rest of the class to observe and complete the tasks in Student Worksheet. 	PPT #19-21 Student Worksheet pp.4-6	10 minutes
<ul style="list-style-type: none"> - Task 1: Identify the students with the characters assumed by Theory X and Theory Y managers. - Task 2: Name the management approaches adopted by Theory X and Theory Y managers. 	PPT #22-24 Student Worksheet pp.7-9	15 minutes
<ul style="list-style-type: none"> ■ Students are invited to present their answers. 		
Part III: Conclusion		
◇ Teacher wraps up the lesson by providing feedback on students' presentation and highlighting the key concepts covered in the lesson.	PPT #25-31	5 minutes

Lesson 3	
Theme	Herzberg's Dual-factor Theory
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this lesson, students will be able to:

1. Explain the dual factors on job satisfaction suggested by Herzberg; and
2. Suggest ways in eliminating job dissatisfaction and/or creating job satisfaction on employees.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
◇ Teacher reviews Herzberg's Dual-factor Theory which including the motivational and hygiene factors in a work place.	PPT #32-35	8 minutes
Part II: Content		
◇ Activity 4: "Joseph's Unhappy Experience"		
<ul style="list-style-type: none"> ■ Teacher explains the background of the case to students. ■ Students form groups of 4-5 to complete the tasks. <ul style="list-style-type: none"> - Task 1: identify the factors which are absent or inadequate that making Joseph feel dissatisfied with his job. - Task 2: Suggest ways to improve Joseph's job dissatisfaction; and to motivate Joseph to improve his job performance. ■ Students are invited to present their answers. 	PPT #36-37 Student Worksheet pp.10-11 PPT #38-39 Student Worksheet p.12	6 minutes 18 minutes
Part III: Conclusion		
◇ Teacher wraps up the activity by providing feedback on students' presentation, and reviews the key concepts covered in the lesson.	PPT #40-44	8 minutes

Lesson 4	
Theme	Victor Vroom's Expectancy Theory
Duration	40 minutes

Expected Learning Outcomes:

Upon completion of this session, students will be able to:

1. Explain the concepts of Vroom's Expectancy Theory;
2. Explain the relationship between human behaviour and expected outcomes; and
3. Apply Vroom's Expectancy Theory in motivating employees.

Teaching Sequence and Time Allocation:

Activities	Reference	Time Allocation
Part I: Introduction		
◇ Teacher reviews Vroom's Expectancy Theory with students.	PPT #45-48	5 minutes
Part II: Content		
◇ Activity 5: "A Study Tour to Germany"		
<ul style="list-style-type: none"> ■ Teacher starts by briefing students the background of the case. - School principal announces that students with the best academic results will be awarded a Study Tour to Germany. ■ Ask students for their initial response to the award. ■ Ask students to form groups and apply Vroom's Expectancy Theory in answering a few questions. ■ Students are invited to present their views. 	PPT #49-51 Student Worksheet pp.13-15	20 minutes
◇ Teacher provides suggested answer for students illustrating how human behaviour is affected by the three variables suggested by Vroom.	PPT#52-55	10 minutes
Part III: Conclusion		
◇ Teacher concludes the lesson by summarising the key concepts covered.	PPT#56-57	5 minutes

Suggested Answers to Worksheets



Activity 1: Group discussion

“What does a S.6 graduate need?”

Form a group of four to five.

Step 1

You are going to be a S.6 graduate in this summer. Brainstorm in your group and list all the needs that you think a S.6 graduate might have in the box below.

Step 2

Categorise the above needs into 5 different levels according to Maslow's hierarchy theory and write your answers in the spaces provided.

1. Physiological needs: food, drink, shelter, breathing, money
2. Safety needs: security and protection, job security
3. Social needs: friendship and acceptance
4. Esteem needs: attention, self respect and recognition
5. Self-actualisation needs: personal growth, the ability to have peak experience

Activity 2: Challenges to the Manager of Hair Cut Salon

Question 1

1. Physiological needs: adequate basic salary
2. Safety needs: security and protection from physical harm
3. Social needs: staff relationships, friendships, bonding
4. Esteem needs: recognition, appreciation and attention
5. Self-actualisation needs: growth and promotion, achieving one's potential

Question 2

1. Physiological Needs:
Employees receive an adequate basic salary for food and drink.
Employees receive a salary which is equivalent to current market rate.
2. Safety Needs:
Provide a healthy and safe working environment.
Ensure that employees are danger free in the workplace all the times.
3. Social Needs:
Organise social activities such as Karaoke Competition, a Barbecue, a Christmas Party to establish relationships, friendships, bonding and a belongingness and acceptance among staff.
4. Esteem Needs:
Encourage employees to provide more suggestions and respect their ideas.
5. Self-actualisation Needs:
Rewards such as job promotions for employees who perform well in their jobs.
Show the career path development plan to employees to demonstrate the company's desire to help them reach their potential.

Activity 3: Role Play

Part II



Students/Observers are invited to:

Task 1

In each scenario, identify the performers (Student A, B or C) who have the characteristics assumed by Theory X/Y managers.

Task 2

Suggest actions that leaders should take to improve the environment and/or maximise the work efforts of Theory X and Theory Y students.

Task 1

Scenario 1

Theory X Student B

Characters - lazy

- attempted to avoid responsibility

Theory Y Student C

Characters - accepted responsibility

- provided assistance and advice; self-directed

Scenario 2

Theory X Student C

Characters - creative and able to do the job

- but disliked work and not willing to help

Theory Y Student B

Characters - accepted and sought responsibility

- willing to try and help

- exercised self-direction to meet work objectives once

committed

Scenario 3

Theory X Student C

Characters - resisted change

- disliked work and attempts to avoid it

- wanted no responsibility, attempted to escape from the
assigned responsibilities

Theory Y Student B

Characters - accepted responsibility

- committed to the activity's objectives

- had abilities to make decisions

Task 2

Management Approaches/Strategies adopted by Theory X leader:

1. Close supervision
2. Tight control
3. Coercion
4. Excessive disciplinary control
5. Essentially an environment of command and control

Management Approaches/Strategies adopted by Theory Y leader:

1. Participation in decision making
2. Job enlargement
3. Provide more job opportunities
4. Members should be given more autonomy while leaders should provide assistance and advice instead of commands
5. Align members' personal goals with teams' goals by using their 'own quest' for fulfillment as the motivator.



Activity 4: Joseph's Unhappy Experience

Joseph is your best friend who graduated from University last year. Since then, he joined a large organisation ABC Company. Last night, Joseph called you for dinner and shared his working experience with you... ..

"... All my colleagues have been working for the company over 10 years... ..".

"... They think I'm inexperienced and often ignore me when chatting".

"I got 5% salary increment after probation. But I received no more increment since then. Now, my salary is far below the market rate".

"Even worst, I was assigned to work at a location with poor air-conditioning and lighting. The working environment truly makes me sick! If the computer system has problems, I have to wait for at least a day for technical support to fix it, and it wastes a lot of my time... .. "

Task 1

From the above case, can you identify the factors which are absent or insufficient, making Joseph feel dissatisfied with his job?

Students are invited to discuss in groups of 4-5, then list all the factors on the following spaces provided.

1. Low remuneration package (only 5 % increment after probation;
salary below market rate)
2. Uncomfortable working environment (weak air-conditioning
and insufficient lighting)
3. Insufficient technical support (takes at least a day to fix
computer problems)
4. Poor relationship with peers (Joseph's colleagues think that he is
inexperienced and often ignore him when chatting)

Task 2

(a) Solutions (or hygiene factors) to eliminate Joseph's job dissatisfaction:

1. Attractive remuneration packages -
Provide employees with reasonable and attractive remuneration packages matched to the current market range.
2. Comfortable working environment -
Provide sufficient air-conditioning and lighting to the employees.
3. Immediate and sufficient technical support -
Quickly respond to and repair computer malfunctions as well as provide the latest software.
4. Improve the peer relationships through the social activities organised by the company. -
To establish a harmonious social environment and improve peer relationships by organising activities such as barbecues, hiking or monthly employee birthday parties, etc.

(b) Solutions (or motivational factors) to create job satisfaction in Joseph:

1. Providing promotion opportunities -
Provide recognition and development of Joseph's career path.
2. Assigning challenging work -
If Joseph can find sufficient challenges, he will apply his full ability to tasks and reach fulfillment.
3. Offering incentive rewards for performance -
Bonuses awarded to employees that demonstrate outstanding performance.
4. Creating sense of achievement -
Could motivate him to invest more effort into the job to further inspire and provide a sense of job satisfaction.
5. Allowing job autonomy -
Allow Joseph to make decisions in the scope of his responsibilities which leads to increased job satisfaction.

Activity 5: A Study Tour to Germany

- (1) What are your immediate responses to the award? Give reasons.
(Hints: feeling excited/indifferent/disappointed, etc.)

- Excited as I have high expectations of myself, I believe that I can win the scholarship (the free study trip) if I work hard. And I want to win the trip as I like Germany very much.
- Indifferent as (i) I don't think I can win the scholarship no matter how hard I try; or (ii) my parents won't let me go even if I win the trip.
- Disappointed as (i) there are three quotas which is impossible for me to achieve; (ii) I have visited Germany so many times, I would rather go to America or England.

(Answers with justifications are acceptable.)

- (2) Do you know why the school set up the award and announced to the students at the beginning of the school year?

- The school believed the award was attractive and would help motivate students to work hard in order to win the scholarship.
- The school believed the award was a motivational factor which would affect students' behavior and academic performance. The award was introduced at the beginning of the school term, with a strategy to inspire students to begin working hard from the start of the term.

(Reasonable answers are acceptable)

- (3) Do you think the award can serve as a motivational factor to the students in some ways? Why? Why not? Try to explain your answer with Vroom's Expectancy Theory.

- It works only for students who believe that they have the ability to achieve high academic results if they work hard (i.e. high expectancy); and they know the best academic results will lead to the winning the award which is commensurate with his/her effort (i.e. instrumentality); lastly, they do 'value' this award - 'a free trip to Germany' (i.e. valence). In this case, the award can serve as a motivational factor to inspire students work harder academically.
- However, for students who feel they do not have the ability (or chance) to win (i.e. low expectancy); or they do not think the award is attractive, for example, they have visited Germany many times; they will not be inspired to invest the necessary effort to demonstrate exceptional academic performance.



BAFS Elective Part

Business Management Module – Human Resources Management

Topic M05: Development of a Quality Workforce – Motivation Theories

Technology Education Section
Curriculum Development Institute
Education Bureau, HKSARG
April 2009



Introduction

This session aims to enhance students' understanding of different motivational theories. Students will learn the factors related to job satisfaction. They will also learn how to motivate staff with different characters and enhance staff efficiency through active participation in problem solving, role play, case study and group discussion.

Duration

Four 40-minute lessons

Contents

- Lesson 1 – Maslow's Hierarchy of Needs Theory
- Lesson 2 – McGregor's Theory X & Theory Y
- Lesson 3 – Herzberg's Dual-factor Theory
- Lesson 4 – Vroom's Expectancy Theory

What is Motivation?

The force which drives
a person to take a
specific action.



Topic M05
Motivation Theories

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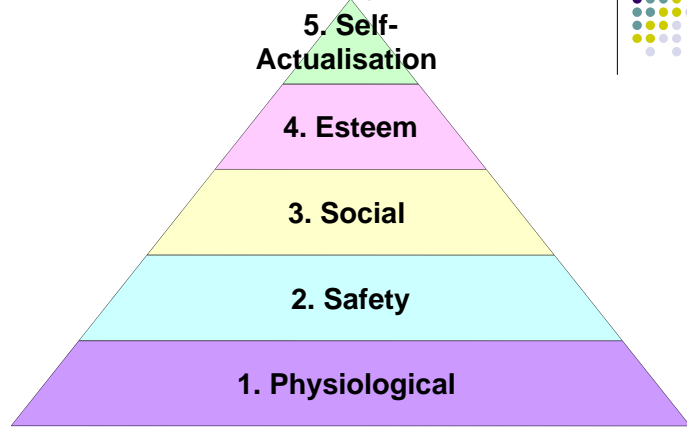
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Lesson 1

Explain to students what 'motivation' means.

Source: Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000
Hong Kong Educational Publishing Co., pp.321

Maslow's Hierarchy of Needs



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Learning and Teaching Example

According to Abraham Maslow's hierarchy of needs theory, within every human being is a hierarchy of five needs.

Maslow's hierarchy of needs are:

1. Physiological needs:
A person's needs for food, drink, shelter, sex, and other physical requirements.
2. Safety needs:
A person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met.
3. Social needs:
A person's needs for affection, belongingness, acceptance, and friendship.
4. Esteem needs:
A person's needs for internal esteem factors such as self-respect, autonomy, and achievement and external esteem factors such as status, recognition, and attention.
5. Self-actualisation needs:
A person's needs for growth, achieving one's potential, and self-fulfillment; the drive to become what one is capable of becoming.

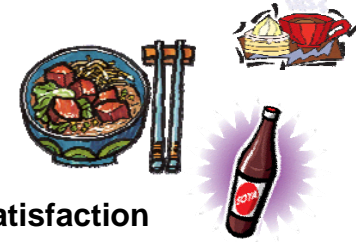
According to this theory, a person does not feel the second level of needs until his/her demands of the first level of needs have been satisfied, nor the third until the second has been satisfied, and so on.

Source: Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000 Hong Kong Educational Publishing Co., pp.321-324

Maslow's Hierarchy of Needs

1. Physiological Needs

- Food
- Drink
- Sleep
- Shelter
- Sexual satisfaction
- Other bodily requirements



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Learning and Teaching Example

1. Physiological needs

These are biological needs which consist food, drink, nourishment and shelter. They are the strongest needs because if a person is deprived of them, they would come first in the person's search for satisfaction.

Maslow's Hierarchy of Needs

2. Safety Needs

- Law
- Security and protection from physical and emotional harm
- Medical insurance
- Job security
- Financial reserves



2. Safety Needs

When all physiological needs are satisfied, and are no longer controlling the thoughts and behaviors, the need for security enters. In general, adults have little awareness of the security needs except in time of emergency.

Maslow's Hierarchy of Needs

3. Social Needs

- Give and receive love
- Affection
- Belongingness
- Friendship
- Acceptance



3. Social Needs

Maslow stated that when the need for safety and physiological well-being are satisfied, the next need level of love, affection, and belongingness will emerge. When people try to overcome the feelings of loneliness, it involves both giving and receiving love, affection and a sense of belonging.

Maslow's Hierarchy of Needs

4. Esteem Needs

- Achievement
- Status
- Self respect
- Attention
- Reputation
- Recognition



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4. Esteem Needs

Once a person feels a sense of "belonging", the need to feel 'important' arises. Esteem needs may be classified as internal or external. Internal esteem needs are those related to self-esteem such as self-respect and achievement. External esteem needs are those such as social status and recognition.

Maslow's Hierarchy of Needs

5. Self-actualisation Needs

- Personal growth
- Achieve one's potential
- Self-fulfillment
- The ability to have peak experiences



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5. Self-actualisation Needs

Self-actualisation is the summit of Maslow's theory. It is the quest for reaching one's full potential as a person. Unlike lower level needs, this need is never fully satisfied; as one grows psychologically there are always new opportunities to grow.

Source:

Fundamentals of Management, International Edition, 5th edition, Stephen P. Robbins and David A. DeCenzo, Pearson Prentice Hall 2005, pp.332
Management, International Edition, 5th edition, Stephen P. Robbins and Mary Coulter, Prentice Hall, 1996, pp.530-532

Activity 1: Group Discussion



“What does a S.6 graduate need?”

- Form groups of four to five.
- Think about the needs of a S.6 graduate.
- Categorise them into the 5 levels of needs according to Maslow’s Theory.
- Complete Student Worksheet p.1.



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Activity 1

Teacher sums up the key concepts about Maslow’s hierarchy of needs (mentioned in Slide 3). Then, asks students to form groups of four to five and discuss what a S.6 graduate needs and to write down their answers on Students Worksheet p.1 -- Step 1.

Teacher may invite students to write down the needs on the board. Then ask students to categorise them into the 5 levels of needs suggested by Maslow and complete Student Worksheet p.1 – Step 2.

Following the points brought up in the group discussions, teacher wraps up the exercise by re-stating Maslow’s belief on human behavior, which is the act of needs-satisfying gradually from one level to the other.

Essence of Maslow’s Hierarchy of Needs to human resource management



Good morale & high productivity

can be expected from people whose needs at various levels have been adequately satisfied.



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Learning and Teaching Example

Teacher explains that it is important for the management to identify the needs of its employees and adopt appropriate strategies to satisfy them.

It is believed that morale and high productivity are enhanced when employees’ needs at various levels are appropriately and adequately satisfied.

Source: Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000
Hong Kong Educational Publishing Co., pp.321-324

Activity 2 : Case Study

Challenges to the Manager of Hair Cut Salon

- Read the case on Student Worksheet p.2.
- Identify the 5 levels of employee needs.
- **Suggest ways to motivate employees.**

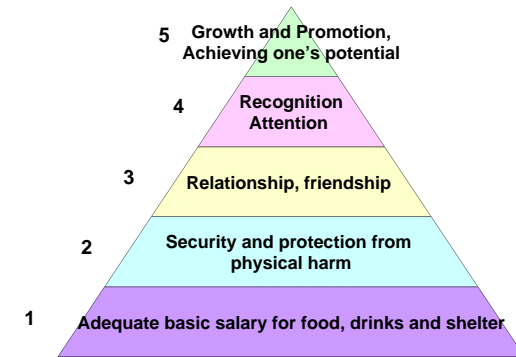


Activity 2

Instructions

1. Distribute Student Worksheet p.2 – p.3 to students.
2. Ask students to work in groups of 4 to 5, read the case carefully and answer the questions that follow.
3. Invite a student from each group to present their answers to the class.
4. Teacher gives comments/feedback on students answers.
5. Provide the suggested answers with the following slides for students' reference.

Activity 2 : Case Study Question 1 (Suggested Answers)



Activity 2 (Q.1) -- Suggested Answers (See Topic Overview p.8)

1. Physiological Needs: adequate basic salary
(The employees were dissatisfied with the **low** basic salary which had not been adjusted for years, though the company had made profits over the few years.)
2. Safety Needs: security and protection from physical harm
(Last month, a staff tripped over an hair dryer electrical wire and she took a week's sick leave staying in the hospital.)
3. Social Needs: staff relationships, friendship, bonding
(Relationship among staff was just fair. They seldom had after work personal contact.)
4. Esteem Needs: recognition, appreciation & attention
(New ideas from new staff **often turned down** by the management.)
5. Self-actualisation Needs: growth and promotion, achieving one's potential
(The 'apprentices', have been working for the company for over 5 years, and are **still just assistants**, doing only hair dyeing or washing.)

Activity 2 : Case Study Question 2 (Suggested Answers)



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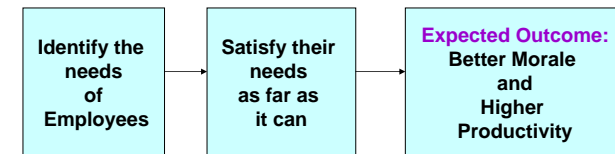
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Activity 2 (Q.2) -- Suggested Answers (See Topic Overview p. 8)

Conclusion



- Maslow's Hierarchy of Needs – 5 Levels
- Human behavior – an act of needs satisfying gradually from one level to the other level
- To motivate staff, management should



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Teacher concludes the lesson by reviewing the concepts covered.



End of Lesson 1

End of Lesson 1

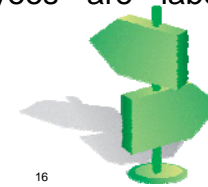


The Definition of McGregor's Theory X and Theory Y

Two distinct views of human beings:

Theory **X** employees are labeled with **Negative** View.

Theory **Y** employees are labeled with **Positive** View.



Lesson 2

Teacher explains that McGregor proposed the way managers manage depends on the assumptions they have on human behaviour. He grouped these assumptions into Theory X and Theory Y.

Theory X assumes average people

- Dislike work and attempt to avoid it
- Are lazy
- Have no ambition
- Want no responsibility and would rather follow than lead
- Are self-centered and therefore do not care about organisational goals
- Resist change



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McGregor's Theory X assumed that:

1. Employees inherently dislike work and, whenever possible, will attempt to avoid it.
2. Employees will shirk responsibilities.
3. Most employees place security above those factors when associated with work and will display little ambition.

A manager viewing employees from a Theory X (negative) perspective believe their employees have the above characteristics.

Source: Fundamentals of Management, International Edition, 5th edition, Stephen P. Robbins and David A. DeCenzo, Pearson Prentice Hall 2005, p.323

Theory Y assumes:

- Work is as natural as play and rest
- Employees are committed to their objectives if rewards exist
- Employees exercise self-direction and self-control if they are committed to the organisational objectives
- Employees learn to accept, even seek responsibility
- Most employees have the ability to make good decisions



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Learning and Teaching Example

In contrast to Theory X, a Theory Y manager makes the following general assumptions:

1. Work is as natural as play and rest.
2. Employees are committed to their objectives if rewards exist that address their higher needs such as self-fulfillment.
3. Employees are self-directed to meet their work objectives if they are committed to them.
4. Employees will seek responsibility.
5. Most employees can make good decisions because creativity and ingenuity are common in the population.

Source: Fundamentals of Management, International Edition, 5th edition, Stephen P. Robbins and David A. DeCenzo, Pearson Prentice Hall 2005, p.323

Activity 3 : Role Play (Part I)



Background (1)

Your school will participate in an activity to raise education funds for African orphans. Students will divide into groups.



Activity 3

Teacher starts the role play by explaining the activity background. (Refer to Student Worksheet pp.4-6)

Activity 3 : Role Play (Part I)



Background (2)

Each group runs a booth to sell goods and handmade souvenirs.



Teacher continues to explain the background of the activity to students.

Activity 3 : Role Play (Part I)



Background (3)

Each group has one Booth Leader and two Group Members.



Teacher explains to students that:

The Booth Leaders need to manage the preparation process before the activity; to monitor booth operations; and supervise the two group members to complete a specific task in each scenario.

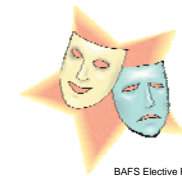
In order to make the booth operation smooth, the Booth Leaders should adopt appropriate management strategies to supervise his/her group member to complete their tasks.

Activity 3 : Role Play (Part I)



Nine students are invited to participate in the role play.

Three students will form a group and each group will play one scenario.



Teacher invites 9 students to form 3 groups to perform 3 different scenarios.

Activity 3 : Role Play (Part II)



Identify the characters of each member in scenarios 1, 2 and 3.

Complete Student Worksheets pp.7-9.



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The rest of the class are observers to identify the characters of each member in the three scenarios and then complete Student Worksheet pp.7-9.

Activity 3 : Role Play (Part II)



Share your answers



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Teacher invites students to present their answers in Tasks 1-2, then gives feedback to them on their sharing.

Suggested answers will be provided in the following slides for student reference.

Activity 3 : Suggested Answer for Task 1



	Scenario 1
Theory X - Characters	Student B - lazy - attempted to avoid responsibility
Theory Y - Characters	Student C - accepted responsibility - provided assistance and advice - self-directed

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Activity 3 (Task 1)– Suggested answer (See Topic Overview pp.9-10)

Scenario 1

Theory X – Student B

Characters:

- Lazy (he played cards and talked on phone, only pretended to work when the leader came).
- Attempted to avoid responsibility (rejected helping the leader's request to get a notice board from the store room with excuse saying he was busy).

Theory Y – Student C

Characters:

- Accepted responsibility (he agreed to get the boards).
- Provided assistance and advice; self-directed (he suggested displaying the material by themes).

Activity 3 : Suggested Answer for Task 1



	Scenario 2
Theory X - Characters	Student C - creative - able to do the job - BUT disliked work and not willing to try or offer help
Theory Y - Characters	Student B - accepted, and sought responsibility - exercised self-direction to meet work objectives once committed - willing to try and help

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Activity 3 (Task 1) – Suggested answer (See Topic Overview pp.9-10)

Scenario 2

Theory X – Student C

Characters:

- Creative and had the ability to do the job (he was praised by teachers).
- But disliked work and was not willing to help (he rejected to help make the flyer).

Theory Y – Student B

Characters:

- Accepted and sought responsibility, willing to try and help.
- Exercised self-direction to meet work objectives once committed (he had no experience in flyer design but was sure he/she was capable and would like to give it a try).

Activity 3 : Suggested Answer for Task 1



	Scenario 3
Theory X - Characters	Student C - Resisted change - Disliked work and attempted to avoid it - Wanted no responsibility, attempted to escape from the assigned responsibility

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BAFS Elective Part
Learning and Teaching Example

Activity 3 (Task 1) – Suggested answer (See Topic Overview pp.9-10)

Scenario 3

Theory X – Student C

Characters:

- Resisted change (... 'Please don't change the Leader's suggestion.'...)
- Disliked work and attempted to avoid it (... 'Most importantly, I don't like supervisory duties and I don't know how to guide others...')
- Wanted no responsibility and even tried to escape from the assigned responsibility ('...maybe you can supervise them all...').

Activity 3 : Suggested Answer for Task 1



	Scenario 3
Theory Y - Characters	Student B - accepted responsibility - committed to the activity's objectives - had abilities to make decisions

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Motivation Theories

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BAFS Elective Part
Learning and Teaching Example

Activity 3 (Task 1) – Suggested answer (See Topic Overview pp.9-10)

Scenario 3

Theory Y – Student B

Characters:

- Accepted responsibility and committed to the activity's objectives (he/she took the initiative to coordinate and assigned job with partner).
- Had the ability to make decisions (suggested ways of sharing/coordinating the assigned job).

Activity 3: Task 2 Management Strategies adopted by Theory X leader



- Close supervision
- Tight control
- Coercion
- Excessive disciplinary control
- Essentially an environment of command and control



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Motivation Theories

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BAFS Elective Part
Learning and Teaching Example

Activity 3 (Task 2) --Suggested Answer (See Topic Overview p.11)

Theory X leader assumes students are very passive to work, so he would probably adopt the following management approaches:

1. Close supervision : Students need to be closely controlled to work effectively.
2. Tight Control: Various means are needed to track the performance of students,
3. Coercion : Students tend to be lazy and dislike work, so they must be coerced.
4. Excessive disciplinary control is needed since students tend to avoid job duties.
5. Students would rather follow than lead, essentially an environment of command and control are needed.

Source:

Stephen P. Robbins and David A. DeCenzo, "Fundamentals of Management", Pearson Prentice Hall 2005, International Edition, 5th edition, p.324
Schermerhorn, "management" John Wiley & Sons, Inc, 2008, p.345
C.N. Cheng, Introduction to Business Studies, Revised Edition, 2000 Hong Kong Educational Publishing Co., pp.327-328

Activity 3 : Task 2 Management Strategies adopted by Theory Y leader



- Participation in decision making
- Job enlargement
- Provide more job opportunities
- Give more autonomy, assistance and advice instead of commands.
- Align members' personal goals with teams' goals by using their own quest for fulfillment as the motivator.



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Learning and Teaching Example

Activity 3 (Task 2) – Suggested Answer (See Topic Overview p.11)

Theory Y leader may adopt the following management approaches :

1. Participation in decision making – Consulting students in the decision making process, taps their creative capacity and provides them with some control over their work environment.
2. Job Enlargement – Broadening the scope of his/ her job such as giving more challenging jobs, requiring greater responsibilities in order to maximise motivation.
3. Motivate them to work hard by giving them more opportunities to do a good job.
4. Students should be given more autonomy while leaders should provide assistance and advice instead of commands.
5. Align members' personal goals with teams' goals by using students' own quest for fulfillment as the motivator.

Source:

Stephen P. Robbins and David A. DeCenzo, "Fundamentals of Management", Pearson Prentice Hall 2005, International Edition, 5th edition, p.324
Schermerhorn, "management" John Wiley & Sons, Inc, 2008, p.345
C.N. Cheng, Introduction to Business Studies, Revised Edition, 2000 Hong Kong Educational Publishing Co., pp.327-328



End of Lesson 2

End of Lesson 2



Herzberg's Dual-factor Theory



Lesson 3

Teacher starts by introducing the motivational theory to be discussed in this lesson – Herzberg's Dual-factor Theory, which explains the factors related to job satisfaction.

Herzberg's Dual-factor Theory

Herzberg's theory states that **motivational (intrinsic)** factors lead to **job satisfaction** and **hygiene (extrinsic)** factors prevent **job dissatisfaction**.



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BAFS Elective Part
Learning and Teaching Example

Teacher explains to students the concepts of Herzberg's Dual-factor Theory:

Herzberg identified two distinct factors affecting employees' job satisfaction.

- The first factors are called **motivational**. These factors can create job satisfaction in employees.
- The second factors are called **hygiene**. These factors can relieve employee's job dissatisfaction.

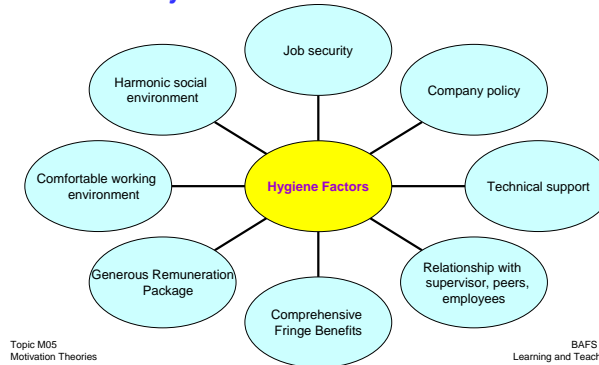
Source:

Stephen P. Robbins and David A. DeCenzo, "Fundamentals of Management", Pearson Prentice Hall 2005, International Edition, 5th edition, pp.323-325
Schermerhorn, "management" John Wiley & Sons, Inc, 2008, pp.334-345
Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000 Hong Kong Educational Publishing Co., p.325

Herzberg's Dual-factor Theory (1)

Hygiene Factors

- to eliminate job dissatisfaction



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Learning and Teaching Example

Herzberg states that the hygiene factors can eliminate job dissatisfaction, but, don't motivate.

He found that if the hygiene factors are absent or inadequate, workers will easily feel dissatisfied with the job. The presence of these factors can therefore relieve the workers' dissatisfaction.

Herzberg's Dual-factor Theory (2)

Motivators

- to enhance job satisfaction



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Learning and Teaching Example

Herzberg states that motivators aim to enhance job satisfaction.

Herzberg found that even if the employees do not feel dissatisfied, it does not mean that they are satisfied. To satisfy the employees, motivational factors should be present and these factors are intrinsically rewarding to people and can create satisfaction in employees.

Activity 4 - Problem Solving

Joseph's Unhappy Experience

Read the case about Joseph's unhappy experience on Student Worksheet p.10 & complete the tasks that follow.



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Learning and Teaching Example

Activity 4

Instructions

1. Ask students to form groups of 4-5 students and distribute Student Worksheets pp.10-12.
2. Briefly go through 'Joseph's Unhappy Experience' (p.10) with students.
3. Ask students to discuss in groups and complete Task 1 and Task 2 on Student Worksheet pp.11-12.

Activity 4 - Problem Solving

Joseph's Unhappy Experience



Task 1

In this case, can you identify the factors which are absent or Inadequate in ABC Company, thus, making Joseph feel dissatisfied with his work?



Activity 4 – Task 1

Teacher may briefly explain what students have to do in Task 1 before asking them to have their group discussion.

Activity 4 - Problem Solving

Joseph's Unhappy Experience



Task 2

If you were the manager of the ABC Company, what would you do to:

- (a) eliminate Joseph's job dissatisfaction;
- (b) motivate Joseph to put more effort into his work?

Activity 4 – Task 2

Briefly explain what students must do in Task 2 before the group discussion.

Activity 4 - Problem Solving

Joseph's Unhappy Experience



Time for Student Presentation

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Activity 4 - Problem Solving Task 1 (Suggested Answer)

Factors leading to job dissatisfaction:

1. Low remuneration packages
2. Uncomfortable working environment
e.g. weak air-conditioning; insufficient lighting
3. Insufficient technical support
4. Poor Peer Relationships

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Learning and Teaching Example



After discussion, invite a student from each group to report their answers to the class.

Give feedback on students' answers then provide the suggested answers (Slides 40-42) for student reference.

Activity 4 (Task 1)–Suggested Answer (See Topic Overview p.12)

Students may come up with similar answers as follows:

1. Low or unfair remuneration packages (only 5% increment after probation; salary below market rate)
2. Uncomfortable working environment (poor air-conditioning and insufficient lighting)
3. Insufficient technical support (take at least a day to fix the computer when it turns down)
4. Poor relationship with peers (Joseph's colleagues ignore him when chatting)

Activity 4 - Problem Solving Task 2 (Suggested Answers)



(a) Solutions to eliminate Joseph's job dissatisfaction:

1. **Attractive** remuneration package
2. **Comfortable** working environment
e.g. good air-conditioning and lighting
3. **Immediate and sufficient** technical support e.g. updated software
4. **Improve** the peer relationships through social activities organised by the company

→ i.e. 'Hygiene Factors'

Activity 4 Task 2 (a) – Suggested Answer

1. Provide employees with reasonable and attractive remuneration packages which is matched with market's salary ranges;
2. Provide comfortable working environment by supplying sufficient air-conditioning and lighting;
3. Provide immediate and sufficient technical support such as updated version on MS Office Software with compatible PCs; and,
4. Establish a harmonious social environment and improve the employee peer relationships by organising social activities such as: barbecues, hiking or monthly employees' birthday parties, etc.

Explain that the above factors are, indeed, 'hygiene factors' which can help eliminate Joseph's dissatisfaction with his job.

However, teacher should also stress that employees **not having job dissatisfaction DOES NOT MEAN** that **they are satisfied** with the job. To create job satisfaction in Joseph, the existence of workplace motivational factors are needed. Answers to Task 2(b) are the suggested motivational factors to create job satisfaction.

Activity 4 - Problem Solving Task 2 (Suggested Answer)



(b) Solutions to create job satisfaction

1. Providing promotion opportunities
2. Assigning challenge work
3. Offering equitable rewards for performance
4. Creating sense of achievement of the job
5. Allowing autonomy with the job

→ i.e. 'Motivational Factors'

Activity 4 Task 2 (b) – Suggested Answer

1. Promotion opportunities provide recognition and development in Joseph's career path;
2. If Joseph can find sufficient challenges, he will apply his full abilities to the job;
3. Incentive performance rewards such as bonuses are awarded to Joseph for his outstanding performance; and,
4. Sense of achievement of the job could motivate him to put more effort into job for increased job satisfaction; and,
5. Job autonomy allows Joseph to make decisions in the scope of his responsibilities leading to job satisfaction.

Conclusion



If both **hygiene and motivational factors exist** in workplace -- not only will job **dissatisfaction be relieved, but satisfaction will also be created** intrinsically in them.

→ *Good morale and high productivity*

Conclusion

Teacher concludes that it is important for the management to provide a workplace with both hygiene and motivational factors to prevent job dissatisfaction. In doing so, good morale and high productivity will result.

Source:

Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000 Hong Kong Educational Publishing Co., pp.325.
<http://www.netmba.com/mgmt/ob/motivation/herzberg/>

End of Lesson 3



End of Lesson 3

Vroom's Expectancy Theory

A motivational theory that explains the relationship between people's behavior and their expectations of outcomes.



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BAFS Elective Part
Learning and Teaching Example

Lesson 4

Teacher starts the lesson by introducing the basic concept of Vroom's Expectancy Theory. Vroom suggests that motivation to work depends on the relationship between three expectancy factors.

Source: Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000
Hong Kong Educational Publishing Co., pp.328

Three Expectancy Elements

1. Expectancy

“Can I achieve the desired level of task performance?”

2. Instrumentality

“What work outcomes will be achieved as a result of the performance?”

3. Valence

“How highly do I value work outcomes?”

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Learning and Teaching Example

Vroom's Expectancy Theory states that an individual tends to act in a certain way on the basis of the expectation that the act will be followed by a given outcome and the attractiveness of that outcome will then have an impact to the behaviour of the individual. He proposes three variables to account for this, which he calls expectancy, instrumentality and valence.

Expectancy is a person's belief that working hard will result in high task performance.

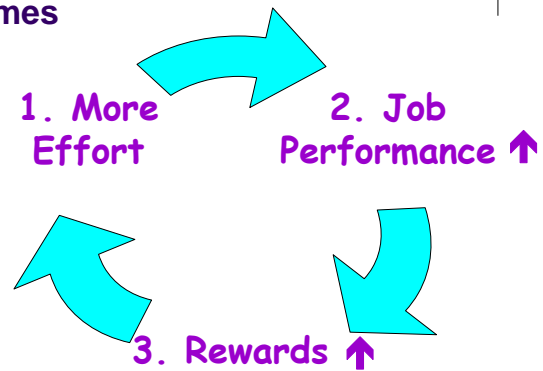
Instrumentality is a person's belief that various outcomes will occur as a result of task performance.

Valence is the value a person assigns to work-related outcomes.

Source:

Stephen P. Robbins and David A. DeCenzo, "Fundamentals of Management", Pearson Prentice Hall 2005, International Edition, 5th edition, pp.323-325.
Schermerhorn, "management" John Wiley & Sons, Inc, 2008, pp.353.

Relationship between employees' behavior and expectations of outcomes



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According to Vroom's Expectancy Theory, employees will be motivated when they believe that:

- Putting in **more effort** will yield **better job performance**;
- **Better job performance** will then lead to organisational **rewards**, such as an increase in salary or benefits;
- And, these predicted organisational rewards are valued by the employee in question.

Three Expectancy Elements: Expectancy, Instrumentality, Valence

An employee will not be motivated if he/she perceives that:

1. **↑ effort** \neq **↑ performance**,
2. **↑ performance** \neq **↑ rewards**,
and/or
3. **He/she doesn't value the rewards**

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BAFS Elective Part
Learning and Teaching Example

Teacher further explains to students how the three expectancy elements affect an employee's behavior.

Source: Schermerhorn, "management" John Wiley & Sons, Inc, 2008, pp.353-355.

Activity 5 - Case Study

“A Study Tour to Germany”

Read the case on
Student Worksheet p.13
and answer the
questions that follow.



Activity 5

Distribute Student Worksheets p.13-15.

Activity 5 - Case Study

“A Study Tour to Germany”

Background

Your principal announced that
the school is going to award
the students with *the best
academic results of the year
with a Study Tour to Germany
for free... ..*”



Instructions

1. Explain the background of the case.

Activity 5 - Case Study

“A Study Tour to Germany”

What is your response to the award?



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Activity 5 - Case Study

“A Study Tour to Germany”

Time for Student Sharing



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BAFS Elective Part
Learning and Teaching Example



Instructions (cont'd)

2. After briefing, ask students for their immediate response to the award.
3. Then divide students into groups of 5-6,
4. Ask them to discuss and answer the questions on Student Worksheets pp.14-15.

Instructions (cont')

5. Teacher asks students to share their answers with the class.
6. Teacher wraps up the exercise by providing comments and feedback to students with the key concepts covered in this lesson.
7. Provide suggested answers for students' reference. (Refer to Topic Overview pp.14-15.)

Activity 5 - Case Study

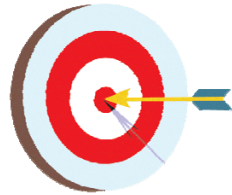
“A Study Tour to Germany”



Question 3

“High Expectancy”

It works only for students who believe that they have the ability to achieve the best academic result for the year if they work hard.



Suggested Answers (See Topic Overview pp.14-15)

Teacher explains the answer to question 3 in greater detail to ensure that students understand how to apply the Expectancy Theory to analyse human behaviour using the three elements (variables) in this case.

The Expectancy Theory proposes that student behavior is affected by not only their **needs**, but also their expectations of their **abilities** and the **rewards**. Thus, a student will put forth a hard effort to acquire this scholarship if:

If **“Expectancy” is high** : The student clearly knows that he/she has an adequate ability to perform the task. Thus, he/she will invest much effort to achieve this specific goal.

Activity 5 - Case Study

“A Study Tour to Germany”



Question 3 (cont’d)

“Instrumentality”

The students know their best academic result will lead to them winning the award.



And according to Vroom’s Expectancy Theory,

If **“Instrumentality”** is the motivation factor, the student believes that rewards are commensurate with his/her effort, then he/she is willing to put more effort to study hard to achieve this target.

Activity 5 - Case Study

“A Study Tour to Germany”

Question 3(cont'd)

“Valence”

I believe I have the ability to win the scholarship, however, I always travel with my family every summer holidays. We plan to go to Europe and Greece this year. Why should I study hard for this free trip?



Implications for managers to motivate subordinates

1. Assign tasks according to their abilities.
2. Make the performance standards attainable.
3. Give encouragement.
4. Design rewards suitable for subordinates.
5. Link the rewards to subordinates' performance.

Lastly, according to the Expectancy Theory, if valence is low, motivation will suffer. This student may place little value on receiving a scholarship. It simply isn't much of a reward. So, why try?

Expectancy theory explains the workers' attitudes towards their jobs. As demonstrated in Activity 5, an incentive may easily motivate some to work hard but hardly impact others. And there may be one or a combination of reasons that account for the attitude differences: (i) The task may be too difficult; (ii) the value of the reward is so low that it is not worth investing that much effort, etc., or (iii) they may be indifferent to the reward.

Hence, in order to motivate subordinates to perform well, managers are advised to take the above factors into consideration when designing a reward/incentive program for their subordinates.

Source: Introduction to Business Studies, C.N. Cheng, Revised Edition, 2000 Hong Kong Educational Publishing Co., pp.328-32



The End

End of Lesson 4

BAFS Elective Part - Business Management Module - Human Resources Management

Topic M05: Development of a Quality Workforce - Motivation Theories



Activity 1: Group discussion

“What does a S.6 graduate need?”

Form a group of four to five.

Step 1

You are going to be a S.6 graduate this summer. Brainstorm with your group and list all the needs below that you feel a S.6 graduate might have.

Step 2

Categorise the above needs into 5 different levels according to Maslow's hierarchy needs theory and write your answers in the spaces provided.

1. Physiological needs: _____
2. Safety needs: _____
3. Social needs: _____
4. Esteem needs: _____
5. Self-actualisation needs: _____



Activity 2: Case Study

Challenges to the Manager of Hair Cut Salon

You are a newly employed Manager with a Hair Cut Salon which has been operating over ten years with branches in different districts.

Recently, frequent customer complaints have been received concerning poor service. After a week's observation and interviews with staff, you found that the morale was low among staff for the following reasons:

1. They were dissatisfied with the low basic salary which has not been adjusted for years, though the company has made good profit.
2. The 'apprentices', have been working with the company for more than 5 years, and are still working as assistants, doing only shampooing or dyeing hair.
3. New ideas from staff are often ignored or turned down by the management.
4. Relationship among staff was just fair. They seldom had after work personal contact.
5. Last month, a staff member tripped on a hair dryer electrical wire and spent a week in the hospital on sick leave.

Work in groups of 4-5 and answer the following questions.

Question 1

From the above case, name the employees' 5 levels of work needs according to Maslow's hierarchy of needs theory.

1. Physiological needs: _____
2. Safety needs: _____
3. Social needs: _____
4. Esteem needs: _____
5. Self-actualisation needs: _____

Question 2

As the Manager of Hair Cut Salon, what strategies would you suggest to your boss to motivate staff and improve morale and performance?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Activity 3: Role Play

Pay attention to the performance of Role Play and then complete the tasks in Part II.

Part I

Your school is going to participate in an activity to raise education funds for African orphans. Students divide into groups, each group will operate a booth to sell goods and handmade souvenirs.

Each booth has a group leader who will manage the operations and supervise two members.

Nine students are invited to act out 3 different scenarios. Teacher gives each group one role play card and they have 5 minutes to prepare for the play. The rest are observers.

Role Play Card (1)

Scenario 1:

Group 1 - Three students are setting up the booth. Student **A** acts as the **Booth Leader**. Student **B** and Student **C** act as **Booth Members**.

Student B always makes himself look busy with a lot of incomplete tasks. When there is no one nearby, he/she plays cards and talks on phone. When the supervisor returns, he/she pretends to work hard.

Student A (Booth Leader) then comes with a pack of materials on hands and says "Ah B, would you please go to the store room to find a notice board, then post this material on it."

Student B replies "Oh, Leader, I'm sorry that I cannot help you. Look, I have many tasks to do and very busy right now."

So, Student A goes to Student C and says "Student C, would you please go to the store room to get a notice board, and then post these materials on it."

Student C replies, "No problem. I'd like to use 2 notice boards instead, so the materials can be displayed by themes. When do you want me to complete the task?"

Student A replies, "You may complete it by tomorrow."

Student C replies, "Ok."

Role Play Card (2)

Scenario 2:

Group 2 - Three students are preparing to design a promotional flyer. Student A acts as the **Booth Leader**. Student B and Student C act as **Booth Members**.

Student A, the Booth Leader says to Student C, "Hi Ah C, our teachers always praise you for having a creative mind, would you please design a flyer for to promote our booth for the fund raising activity?"

Student C replies, "I don't know how to make a flyer. Maybe you can ask Ah B to help you as he/she is smarter than me. I've seen his poster designs before, they were great! Our teachers also appreciate his work very much."

Next day, Student A goes to Student B and says, "We need a booth promotional flyer for the fund raising activity. Would you help to design the flyer?"

Student B replies, "I have experience in poster design, but no experience with flyers. I'm not sure if I am capable of doing it, but I'd like to give you it a try."

Role Play Card (3)

Scenario 3:

Group 3 - Three students are planning for the operation of the booth. Student **A** acts as the **Booth Leader**. Student **B** and Student **C** act as **Booth Members**.

The booth leader having booth operation experience reminds Student B and Student C, "There'll be many visitors coming to the Opening Ceremony, so, in order to provide good, we'd better invite six more student volunteers to help operate the booth on that day."

When the Booth Leader is gone, Student B says to Student C, "Ah C, our Leader's suggestion sounds good. Let's co-ordinate our work with his suggestion. I'd like to suggest the each of us supervise 3 students." Student C replies, "No! Please don't change the Leader's suggestion. The Leader recommended inviting six volunteers, but didn't ask me to supervise them. Most importantly, I don't like supervisory duty and I don't know how to guide others. Maybe you can supervise all 6 students."

Student B replies, "Ah C, if you really do not want to supervise others, I can do it for you. I will supervise them all."

The observers should complete Part II (Task 1-2) after the role-play.

Part II



Students/Observers are invited to:

Task 1

In each scenario, identify the performers (Student A, B or C) who have the assumed characters of Theory X/Y managers.

Task 2

According to McGregor, what management approaches/strategies would a Theory X and a Theory Y leader adopt to control / motivate his/her group members?

Task 1

Scenario 1

Theory X Student B _____

Characters _____

Theory Y _____

Characters _____

Scenario 2

Theory X _____

Characters _____

Theory Y _____

Characters _____

Scenario 3

Theory X _____

Characters _____

Theory Y _____

Characters _____

Task 2

Management approaches/strategies adopted by Theory X leader:

1.

2.

3.

4.

5.

Management approaches/strategies adopted by Theory Y leader:

1.

2.

3.

4.

5.



Activity 4: Joseph's Unhappy Experience

Joseph is your best friend who graduated from the University last year. Since then, he joined the large ABC Company. Last night, Joseph joined you for dinner and shared his poor working experience with you...

"... All my colleagues have been working with the company for over 10 years... ..".

"... They think I'm inexperienced and often ignore me when chatting".



"I got a 5% salary increment after probation. But I have not received any new increment since then. Now, my salary is far below the market rate".

"Even worst, my work area has poor air-conditioning and lighting. The working environment truly makes me sick! If the computer system breaks down, I have to wait for at least a day for technical support to fix it, it has wasted a lot of my time... ..".

Task 1

From the above case, can you identify the factors which are absent or inadequate, making Joseph feel dissatisfied with his work?

Students are invited to brainstorm in groups of 4-5, then list all the factors below.

1.

2.

3.

4.

5.

6.

7.

8.



Task 2

If you were the manager of the ABC Company, what would you do to (a) eliminate Joseph's job dissatisfaction, and (b) motivate Joseph to put more effort in his work?

Discuss with your group members and write down suggested solutions below.

(a) Suggested solutions to eliminate Joseph's job dissatisfaction:

1.

2.

3.

4.

5.

6.

(b) Solutions to create job satisfaction in Joseph:

1.

2.

3.

4.

5.

6.

Activity 5: Case Study A Study Tour to Germany

Your school principal made the following announcement in the beginning of the school term,



*"... This year, the school will award **THREE** scholarships to students with the best academic results for the year. These students will join the Study Tour to Germany for free... ..".*

What is your immediate response on hearing the above award announcement?



Now form into groups of five or six. Share your thinking with your teammates and complete the questions on the next page.

- (1) What is your immediate response to the award?
(Hints: feeling excited/indifferent/disappointed, etc. and give reasons.)

- (2) Do you know why the school set up the award and announced it at the beginning of the school year?

(3) Do you think the award can serve as a motivational factor to the students in some ways? Why? Why not? Explain your answer with reference to Vroom's Expectancy Theory.
