

Motivation Model for Extension

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Many researchers have studied various aspects of motivation in rather specific areas of concern. Lewis proposes a model in which he interrelates research and theories of several to conceptualize motivational processes occurring within each of three levels (organization, group integration, and personal) common to Extension programming. He also presents criteria identified by organizational researchers as having a major effect on human behavior. Can it help you to program more effectively?

Motivation helps to explain different aspects of human behavior. It's also vitally important in various types of Extension educational program development that involve professionals and laymen.

This article develops a motivation model that can be used by professionals at all levels in Extension.

The model has the following underlying premises:

1. It's constructed for professionals in Extension.
2. It emphasizes maximum organizational effectiveness and efficiency, highly regarding both people and production.¹

Today, motivation must be understood by those doing educational programming, particularly

those working directly with people. Blake and Moulton, after extensive research with business managers, point out that in working with people,

... if a man has little knowledge of what really makes men tick, less than a precise sense of why men act as they do, and only a vague awareness of what motivates others, he will have little chance of getting excellent results.²

Hicks³ believes that a leader's central problem of motivation is how to get a group of people, each with his own distinctive needs and personality, to work together toward the group's objectives. A leader must convince the organization members that to achieve their own objectives they must contribute to organizational objectives.

Another internationally known researcher sees a conflict between modern man and modern organization. Argyris says:

Man wants to have something to say about the work situation, not simply to be the passive agent of others. He wants to be able to express his needs, sentiments, and personal goals.⁴

Argyris believes modern organizations should be changed to permit the individual to express his personality and play an active, rather than a passive, role within the organization. The tragedy of many educational organizations is that they make their participants passive and dependent on educators' wishes.

Most researchers admit we don't know enough about human motivation, but they agree that motivation has a lot to do with what's accomplished by people in any organization.

Motivation Defined

Klausmeier defines motivation as:

An act or activity by one person designed to stimulate or arouse a state within a second person or group of persons that under appropriate circumstances initiates or regulates activity in relation to goals; or, is the aroused state of the individual that under appropriate circumstances initiates or regulates behavior in relation to goals.⁵

This definition indicates that motivation is complex and is related

to goal-oriented behavior. Conscious or subconscious needs or desires are always present within individuals.

Motivation Model

Motivation is a key process in Extension program development. It isn't always fully understood or used effectively in working with people. The model illustrated in Figure 1 is designed to help explain the use of motivation.

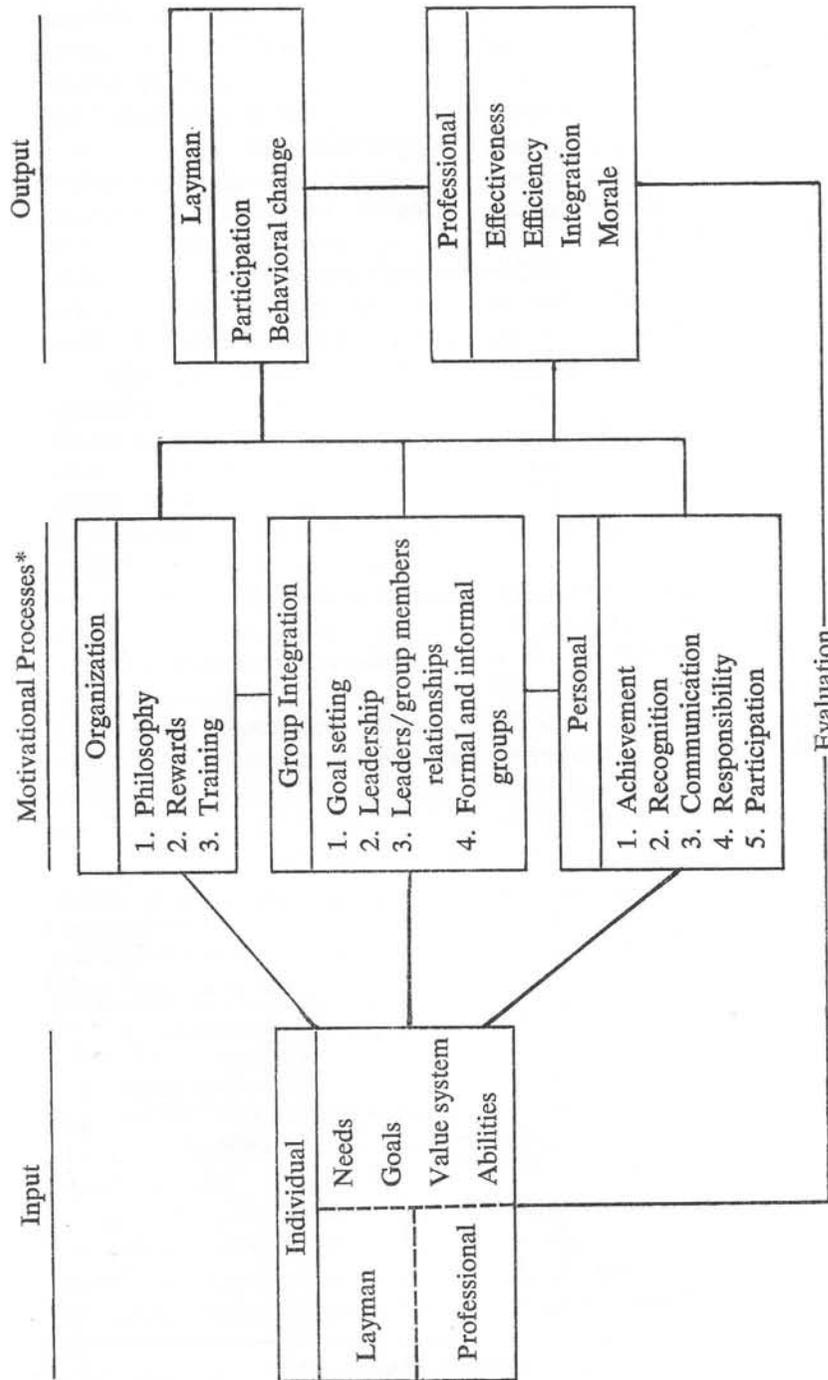
The model comes from the basic research and theories of Maslow, Mayo, Likert, Herzberg, McGregor, Argyris, Blake, Moulton, and others, and is presented as an open system. It includes the input, the motivational process and its components, and the output. The model identifies the individual, either the professional or the layman, participating in an Extension program to achieve his conscious or subconscious goals.

Input

The input in this model is the professional or layman with his own needs, goals, value system, and abilities.

Maslow identifies the hierarchy of *needs* as including the physical, social, and psychological. Herzberg and others used Maslow's "needs" hierarchy as a theoretical framework to determine job satisfaction and dissatisfaction among accountants and engineers.

In brief, they found that positive factors leading to job satisfaction in these professions were: achieve-



Lewis: Motivation Model

* Although the motivational processes are divided into three levels, these processes are interrelated and are applicable to both professionals and laymen.

Figure 1. A motivation model for Extension.

ment, recognition, the work itself, responsibility, advancement, and growth. In contrast, difficulties with company policy and administration, supervision, relationships with peers, relationships with subordinates, personal life, status, and security contributed to job dissatisfaction. Obviously, the situation surrounding the individual in his work influences his motivation and eventually the way he carries out his responsibilities.

Figure 2 illustrates the relationship of these two theories. Thus, many of an individual's needs can be fulfilled through the job satisfiers, which can lead to organizational productivity.

Individual *goals* are a key component of input in this model. Individual actions directed toward a goal will affect performance. It will be extremely difficult to motivate individuals to any desired kind of

action without clearly established goals. If an individual's goals can be identified by an Extension professional, they can be used more effectively as motivators.

A person's *value system* is a standard for guiding or justifying action. Values determine where an individual seeks approval and acceptance. Approval by one's reference group is a force that must be reckoned with in motivating people.

The *abilities* of the individual have a great deal of impact on his output. There, along with his needs, goals, value system, and personality characteristics are the materials an organization must work with to achieve its own objectives.

Motivational Processes

The motivational processes in this model are on three levels —

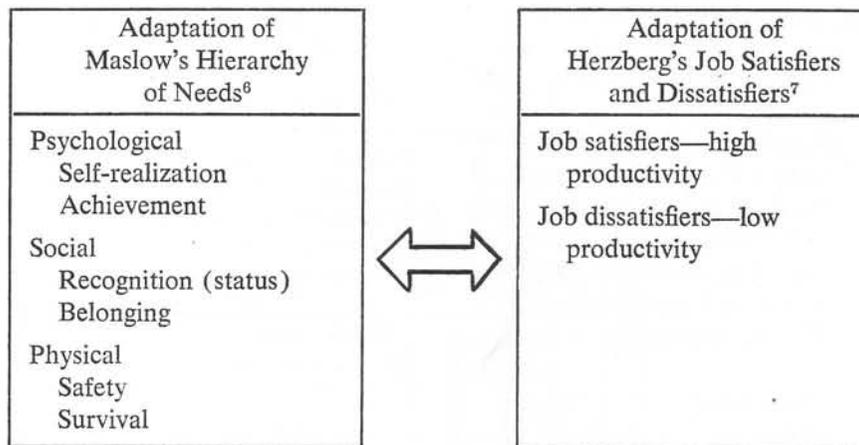


Figure 2. Relationship of two theories.

organization, group integration, and personal. These processes described below and reported extensively in the literature are used continually in Extension programming as the professional works with colleagues or laymen.

An *organization* plays an important part in the motivation of individuals. For example, the philosophy of individuality and creativity within organizations has become recognized as a major force in motivation today. Rewards other than monetary have become quite important to the individual in this affluent society. Understanding the needs and goals of individuals involved in the programming process is important for the development of an effective reward system. The training provided by the organization has considerable effect on the way the individual will carry out his work within the organization, as does the lack of training.

Group integration refers to the group's ability to maintain its structure and function. The goal setting, leadership, and group members' relationships have considerable influence on group integration. The most obvious signs of declining integration are increasing member turnover and dissatisfaction with policies, procedures, administration, and interpersonal relations.

For *personal*, Herzberg found that professional employees associate periods of high performance and positive attitude with a sense of achievement, recognition, and responsibility. The same can be said for laymen.

Herzberg suggests that these needs are motivators . . . that is, an opportunity to satisfy these needs while working will spur effort. Participation and communication with others are also important personal motivators.

Output

The output of this model is presented in two parts—for the layman and the professional.

For the *layman*, two major results can be observed if motivation has taken place. First, his participation in the activities of the organization will suggest that he's trying to fulfill some need or meet some goal. Second, through observation, behavioral change can be measured.

For the *professional*, the output is measured in terms of his effectiveness and efficiency in obtaining participation and effecting behavioral change among clientele. Also the ability to maintain stability and function under stress is another criterion of professional output. While this kind of personal integration is determined by satisfaction with factors outside work itself, morale is the professional's indication of interest. Thus, morale is another important output criterion for the professional.

This motivation model, including integration, personal morale of professionals, and participation of clientele as outputs, reflects the motivational concepts identified in research. Approval by one's reference group is important in shaping behavior and must be reckoned with in motivating people.

**Evaluation of Motivation
Within Extension**

Before motivation plans for staff and/or laymen can be developed, it's important to recognize and understand the situation as it is now. The criteria listed below are presented to help Extension professionals determine their situation. Each criterion has been identified primarily by organizational researchers as having a major effect on human behavior. The criteria are stated in question form and aren't intended to be all-inclusive, but to serve as examples which will stimulate thinking.

It's assumed that if the criteria are used as suggested, they can help Extension personnel become conscious of factors that are motivating or failing to motivate staff and laymen. Thus, it's very important that the Extension professional carefully and honestly answer each question "yes," "somewhat," or "no."

By using these questions as guides, Extension staff can begin to determine systematically what's needed to change the "somewhat" and "no" responses to "yes." These alterations may require changes in the philosophy, working relationships, and procedures followed by individuals, groups, and the Extension organization itself. However, this could result in greater performance by laymen and staff. Keep in mind that individuals will view situations differently.

An example is the question asked by Katz and Kahn: "Are the rewards given at a time soon after accomplishment?" An individual response might be "somewhat." The Extension professional could then think of additional ways of providing rewards for work accomplished at a time immediately following an activity. Following this procedure, he can become quite proficient in motivating staff and laymen.

Motivational Evaluation Criteria

Motivational Processes	Evaluation Criteria and Source	Some-what		
		Yes	what	No
Philosophy	Does the organization encourage individuality that will result in a high degree of creativity and commitment to goals? Blake and Moulton			
	Does the organization recognize the existence of subconscious motives operating within the individual which influence his actions? Klausmeier, Maslow, and McClelland			

Motivational Processes	Evaluation Criteria and Source	Yes	Some-what	No
	Do the facilities, equipment, and working conditions encourage good production and morale? Herzberg and Dimock			
	Does the organization strive toward helping people develop adequate self-esteem by treating the person as an individual? Herzberg and Maslow			
Rewards	Are the rewards given at a time soon after accomplishment? Katz and Kahn			
	To what extent do the rewards motivate behavior toward achieving goals? Schleh			
	Is the "carrot approach" (positive rewards) used primarily by leaders to motivate members? Likert and Hicks			
Training	Are modern techniques, methods, and equipment used in training for individual improvement? Herzberg			
	Are efforts made to acquaint all individuals with the purpose, philosophy, goals, policies, and procedures of the organization? Pffner and Presthus			
Goal setting	Are the goals clear, precise, realistic, and internalized? Schleh, Likert, and Blake			

Motivational Processes	Evaluation Criteria and Source	Yes	Some-what	No
Leadership	Have individual goals been established and are they in line with the organization's goals of efficiency and effectiveness?			
	Are leaders selected and trained based on their understanding of both people and production? Blake, Herzberg Van Dersal, and Nigro			
	To what extent do leaders, in solving problems, generally try to get the individual's ideas and opinions and make constructive use of them? Likert			
	Do leaders have a genuine insight into motivation? Dimock			
Leaders/Group Members	Are the leaders trained in counseling techniques that enable them to understand the attitudes of the individuals toward programs of the organization? Herzberg			
	Do leaders and group members agree on what kinds of rewards are to be given if the goals are achieved? Porter and Lawler Do leaders and group members jointly participate in assessing the results and determining how much progress has been made toward goal accomplishment? Porter and Lawler			

Motivational Processes	Evaluation Criteria and Source	Yes	Some-what	No
	Are individuals treated as human beings rather than machines? Dimock			
Formal and Informal Groups	Is peer loyalty and dedication encouraged and existing in the organization? Likert and Dimock			
	Is every group provided with a certain amount of prestige? Likert and Dimock			
	Are work groups kept small enough in size to stimulate morale? Likert and Dimock			
	Are the norms and purposes of the informal group appropriate for accomplishment of the organization's and the individual's goals? Mayo			
Achievement	Is achievement and level of aspiration of the individual recognized as a vital aspect of motivation? Atkinson and Lewin			
	Does the organization provide outlets for the individual's pride of accomplishment? Herzberg			
	Are the controls over individuals reduced to the extent that the individuals have the opportunity to make decisions on ways of accomplishing tasks? Herzberg and Schleh			

Motivational Processes	Evaluation Criteria and Source	Yes	Some-what	No	
Recognition	Are the individuals recognized in the presence of others through an assortment of techniques?				
	Van Dersal and Herzberg				
	Are individuals provided with proper amounts of attention which will encourage higher production?				
	Mayo and Dimock				
Communication	Does the organization use an adequate system of communication for keeping individuals informed in the organization?				
	Herzberg				
	To what extent does each member feel he has the information he needs to do his job well?				
	Hicks				
	To what extent is feedback evaluated to determine morale of members?				
	Berlo and Piffner and Presthus				
	Is there an adequate opportunity to share in the thinking of the organization?				
	Dimock				
Responsibility	Are the individuals held accountable for their own work assignment?				
	Schleh				
	To what extent are individuals given special assignments for more difficult tasks?				
	Herzberg and Van Dersal				

Motivational Processes	Evaluation Criteria and Source	Yes	Some-what	No
Participation	To what extent are individuals actively involved in goal setting, policy formation, and decision making? Likert		-	
	Is the organization decentralized to the extent that all individuals are involved in some decision making? Dimock			
	Are all individuals allowed a certain amount of discretion and freedom of choice in decisions concerning their work? Dimock			

Summary

Motivation of individuals is a process related to goal-oriented behavior which may reflect a conscious or subconscious need in the individual. The productivity of any educational organization depends on the professional's ability to create a climate in which both his colleagues and the laymen can work toward common goals.

The motivation model for Extension identifies the inputs, motivational processes, and outputs going on continuously within an Extension program. Some of the parts of the motivational process are identified to help the professional evaluate his efforts in motivating clientele and professional colleagues. The effectiveness of motivating people can be

determined by the amount of participation and behavioral change that takes place among laymen, and the efficiency, effectiveness, morale, and integration among professionals.

Motivating others is no simple task. Those who think it is are doomed to failure. Those who recognize that motivation is a highly complex process, study motivation of people, continually evaluate their situation, and positively try to improve their situation have a much better chance of motivating others.

Footnotes

1. Robert Blake and Jane Moulton, *The Managerial Grid* (Houston, Texas: Gulf Publishing Co., 1965).
2. *Ibid.*, p. 5.
3. Herbert Hicks, *The Management of Organizations* (New York, New

- York: McGraw-Hill Book Company, 1967), p. 235.
4. Chris Argyris, *Personality Fundamentals for Administrators* (New Haven, Connecticut: Yale University, Labor and Management Center, 1953), pp. 46-47.
 5. Herbert Klausmeier, *Learning and Human Abilities* (New York, New York: Harper and Row Publishers, 1961), p. 320.
 6. A. H. Maslow, *Motivation and Personality* (New York, New York: Harper and Brothers, 1943), pp. 370-76.
 7. Frederick Herzberg, "One More Time: How Do You Motivate Employees?" *Harvard Business Review*, XLVI (January-February, 1968), 53-62.

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