



CREATING A POSITIVE WORK ENVIRONMENT: THE IMPACT OF WORKPLACE CULTURE ON EMPLOYEE MOTIVATION WITH REFERENCE TO CAPITAL IQ

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ABSTRACT

Workers were seen as little more than a cog in the wheel of production. The Hawthorne Studies, which Elton Mayo ran from 1924 to 1932, may have been the turning point in this perspective on workers (Dickson, 1973). Workers' attitudes are associated with their actions, and this research indicated that monetary compensation is not the only motivator (Dickson, 1973). Managers' major attention shifts to workers' demands and motivations as a result of the human relations approach to management, which was pioneered by the Hawthorne Studies (Bedeian, 1993).

In the years after the Hawthorne Study's findings were publicized, other researchers devoted themselves to deciphering the factors that inspired and drove workers (Terpstra, 1979). These five theories—Maslow's need-hierarchy, Herzberg's two-factor, Vroom's expectation, Adams' equity, and Skinner's reinforcement—have contributed significantly to our knowledge of motivation.

Workers have physiological, safety, social, ego, and self-actualizing needs, as outlined by Maslow (1943). According to Maslow, in order to encourage workers, one must first meet their basic wants. Two aspects of motivation were identified by Herzberg's research: hygienes and motivators (Herzberg, Mausner, & Snyderman, 1959). Work pleasure is derived from intrinsic motivators like accomplishment and acknowledgment. Unhappiness with one's employment may be caused by either internal or external variables, such compensation and job security.

The term "motivation" has been defined by a number of modern writers as well. According to various sources, motivation can be described as follows: the mental process that guides and directs actions (Kreitner, 1995); a tendency to act intentionally in order to fulfill certain unfulfilled needs (Buford, Bedeian, & Lindner, 1995); an inner desire to fulfill an unfulfilled need (Higgins, 1994); and the determination to succeed (Bedeian, 1993). Motivation is defined operationally for the purposes of this research as the intrinsic drive that propels people to achieve both individual and group objectives.

Why is it important to have inspired workers? As Smith (1994) points out, the solution is survival. Motivated workers are essential in today's dynamic businesses. Organizational survival is dependent on motivated people. Motivated workers get more done in less time. For managers to be successful, they must comprehend the factors that drive workers to excel in their specific job



responsibilities. Perhaps the most difficult task a manager has is inspiring their team to achieve their best. The fact that workers' motivations are dynamic is a contributing factor (Bowen & Radhakrishna, 1991). For instance, according to Kovach (1987), financial incentives grow less effective as workers' incomes rise. Having challenging and engaging tasks to do is an even greater incentive for older workers.

Finding out what drives workers at the Piketon Research and Extension Center and Enterprise Center was the driving force for this research. The study's stated goal was to rank the following 10 motivating factors in order of importance: (a) job security, (b) sympathetic help with personal problems, (c) personal loyalty to employees, (d) interesting work, (e) good working conditions, (f) tactful discipline, (g) good wages, (h) promotions and growth in the organization, (i) feeling like I'm part of something bigger, and (j) having my work fully recognized. The study's secondary objective was to compare its findings to those of previous studies conducted on other groups.

1. INTRODUCTION

Human resources management is primarily concern with the people management. It Is a crucial subsystem in the process of management. The success or of the organization not only depends on the material, machines and equipment but also on the personnel who put in their best efforts for efficient performance of the job.

Human resources management is the management of employees skills, knowledge, talents aptitudes, creative abilities etc.

Motivation

1. Consequences – Never use threats. They'll turn people against you. But making people aware of the negative consequences of not getting results (for everyone involved) can have a big impact. This one is also big for self motivation. If you don't get your act together, will you ever get what you want?

2. Pleasure – This is the old carrot on a stick technique. Providing pleasurable rewards creates eager and productive people.

3. Performance incentives – Appeal to people's selfish nature. Give them the opportunity to earn more for themselves by earning more for you.

4. Detailed instructions – If you want a specific result, give specific instructions. People work better when they know exactly what's expected.

5. Short and long term goals – Use both short and long term goals to guide the action process and create an overall philosophy.



6. Kindness – Get people on your side and they'll want to help you. Piss them off and they'll do everything they can to screw you over.

7. Deadlines – Many people are most productive right before a big deadline. They also have a hard time focusing until that deadline is looming overhead. Use this to your advantage by setting up a series of mini-deadlines building up to an end result.

8. Team Spirit – Create an environment of camaraderie. People work more effectively when they feel like part of team — they don't want to let others down.

10. Recognize achievement – Make a point to recognize achievements one-on-one and also in group settings. People like to see that their work isn't being ignored.

NEED OF THE STUDY:

Salary, benefits, working conditions, supervision, policy, safety, security, affiliation, and relationships are all externally motivated needs. These are the first three levels of "Howletts Hierarchy" When these needs are achieved; the person moves up to level four and then five. However, if levels one through three are not met, the person becomes dissatisfied with their job. When satisfaction is not found, the person becomes less productive and eventually quits or is fired. Achievement, advancement, recognition, growth, responsibility, and job nature are internal motivators. These are the last two levels of "Howletts Hierarchy." They occur when the person motivates themselves (after external motivation needs are met.) An employer or leader that meets the needs on the "Howletts Hierarchy" will see motivated employees and see productivity increase. Understanding the definition of motivation, and then applying it, is one of the most prevalent challenges facing employers and supervisors. Companies often spend thousands of dollars each year hiring outside firms just to give motivation seminars.

SCOPE OF THE STUDY:

- The scope is very limited because attitude of the people change according to the time.
- The study is confined and relevant only to **Capital IQ** not applicable to any organization.
- The study covers motivational practices in **Capital IQ** at various levels of employees.
- The study assists the management in determining the decision regarding the performance of the employee.
- The study is restricted to both Hyderabad and Ranga Reddy Dist and that to among 100 respondents.
- The study is conducted for 45 days.

OBJECTIVES OF THE STUDY:

1. To analyze and examine the effectiveness of Motivation programmers in **Capital IQ**



2. To assess how often training programmers are conducted and how much are the employees satisfied.
3. To study to what extent the training programmers are applicable to their jobs.
4. To study the employee's opinion on the Motivation in **Capital IQ**

2. METHODOLOGY:

(Both Primary source of data and Secondary source of data)

Primary Source: Discussions with plant staff, Interviews, Questionnaire administered.

The questionnaire prepared by April G Henkel, Cherryl Repp Begin and Judith F Vogt with a few modifications is adapted to elicit opinions of Management staff.

Secondary Source: Journals Magazines and articles from prominent newspapers.

Population and Sample: There are 185 Officers & Ind class employees and 100 Managerial staff .The questionnaire is administered to 100 Officers and Ind class employee staff and 100 Managerial staff (The questionnaire has been administered to Managerial staff at Units. The questionnaire has been sent through E mail to all these staff and the replies were also received through e mail)

Cognitive dissonance theory

Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two Cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling that another decision may have been, in That if a person has a very strong interest in one of the 6 Holland areas, then obtaining outcomes in that area will be very strongly reinforcing Relative to obtaining outcomes in areas of weak interest.

Abraham Maslow's hierarchy of human needs theory is the most widely discussed theory of motivation.

The theory can be summarized as thus:

- Human beings have wants and desires which influence their Behavior; only unsatisfied needs can influence behavior, satisfied Needs cannot.
- Since needs are many, they are arranged in order of importance, from the basic to the complex.
- The person advances to the next level of needs only after the lower Level need is at least minimally satisfied.
- The further the progress up the hierarchy, the more individuality, Humanness and psychological health a person will show.

The needs, listed from basic (lowest, earliest) to most complex (highest, Latest) are as follows:



- Self actualization
- Self esteem
- Social
- Safety & security
- Physiological

LIMITATIONS OF THE STUDY:

1. This study covers those employees who are working at **Capital IQ**
2. The understand and knowledge may vary from person to person. The replied gives by the respondents are taken for granted, though they are not uniform.
3. Since names are mentioned in most of questionnaires, most of the employees answered favorable to the company. This might have led to wring finding in the study.
4. The interpretation being based on percentage method is not definite.
5. The report is subjects to changes with fast changing scenario.

3. MOTIVATION CONCEPTS

Intrinsic and extrinsic motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic Motivation is based on taking pleasure in an activity rather working towards an external reward. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- attribute their educational results to factors under their own control, also known as autonomy,
- believe they have the skill that will allow them to be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.



Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. For those children who received no extrinsic reward, Self-determination theory proposes that extrinsic motivation can be internalised by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.

Drives and desires can be described as *a deficiency or need that activates behavior that is aimed at a goal or an incentive*. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

Motivational theories

Incentive theory

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

Reinforcers and reinforcement principles of behavior differ from the hypothetical construct of reward. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response, therefore the cognitive approach is certainly the way forward as in 1973 Maslow described it as being the golden pineapple. Positive reinforcement is demonstrated by an increase in the future



frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. Negative reinforcement involves stimulus change consisting of the removal of an aversive stimulus following a response. Positive reinforcement involves a stimulus change consisting of the presentation or magnification of an appetitive stimulus following a response. From this perspective, motivation is mediated by environmental events, and the concept of distinguishing between intrinsic and extrinsic forces is irrelevant.

Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goals.

Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F. Skinner and literalized by behaviorists, especially by Skinner in his philosophy of Radical behaviorism, to mean that a person's actions always have social ramifications: and if actions are positively received people are more likely to act in this manner, or if negatively received people are less likely to act in this manner.

Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As opposed to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, *incentive theory* involves positive reinforcement: the stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier. As opposed to in *drive theory*, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment-- the lack of homeostasis in the body. For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

Drive-reduction theory

There are a number of drive theories. The **Drive Reduction Theory** grows out of the concept that we have certain biological drives, such as hunger. As time passes the strength of the drive increases if it is not satisfied (in this case by eating). Upon satisfying a drive the drive's strength is reduced. The theory is based on diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay



check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being—a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before he finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test.

Cognitive dissonance theory

Suggested by Leon Festinger, cognitive dissonance occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

While not a theory of motivation, per se, the theory of cognitive dissonance proposes that people have a motivational drive to reduce dissonance. They do this by changing their

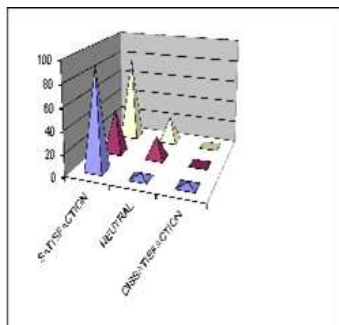
attitudes, beliefs, or actions. Dissonance is also reduced by justifying, blaming, and denying. It is one of the most influential and extensively studied theories in social psychology.

4. DATA ANALYSIS AND INTERPRETATION

TEAMWORK AND COOPERATION

1. The people I work with cooperation to get the work done.

| | | SATISFACTIO N | NEUTRAL | DISSATISFACTION |
|------------------|-------|------------------|---------|-----------------|
| 1ST EMPLOYEE | CLASS | 92 | 4 | 4 |
| IND EMPLOYEE | CLASS | 40 | 20 | 0 |
| HIRD EMPLOYEE | CLASS | 77 | 23 | 0 |



INTERPRETATION:

Ist class employees 92% satisfied

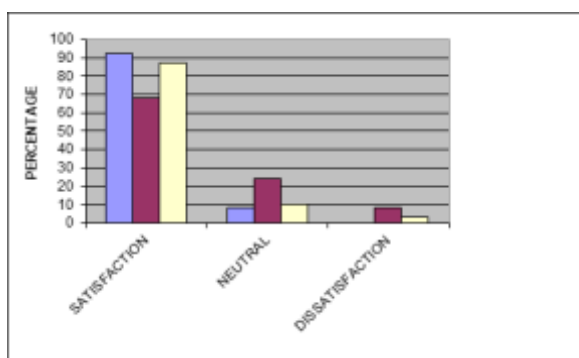
IInd class employee 80% satisfied

IIIRD class employee 77% satisfied

The employees cooperate each other well to complete the work

2. My fellow employees are committed to do quality work.

| | SATISFACTION | NEUTRAL | DISSATISFACTION |
|----------------------|--------------|---------|-----------------|
| IST CLASS EMPLOYEE | 92 | 8 | 0 |
| IIND CLASS EMPLOYEE | 68 | 24 | 8 |
| IIIRD CLASS EMPLOYEE | 87 | 10 | 3 |



INTERPRETATION:

Ist class employees 92% satisfied

IInd class employee 68% satisfied

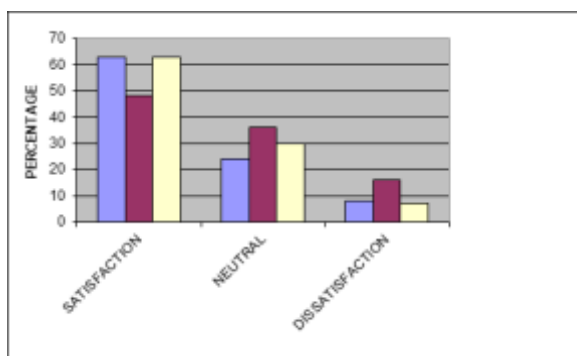


IIIrd class employee 87% satisfied

Employees are committed to do quality work.

3. I am involved in decisions that affect my work.

| | SATISFACTION | NEUTRAL | DISSATISFACTION |
|----------------------|--------------|---------|-----------------|
| IST CLASS EMPLOYEE | 63 | 24 | 8 |
| IIND CLASS EMPLOYEE | 48 | 36 | 16 |
| IIIRD CLASS EMPLOYEE | 63 | 30 | 7 |



INTERPRETATION:

Ist class employees 68% satisfied

IInd class employee 48% satisfied

IIIrd class employee 63% satisfied

We can clearly make out that the IInd class employees are not satisfied with the decisions they are involved that affect their work.

SUGGESTIONS

- Employee motivation in **Capital IQ** is good and satisfactory
- There should be improve of system approach to every employee in **Capital IQ**
- In **Capital IQ** every employee should be motivated in effective manner so that every employee will be satisfied
- All three levels should be take care by HR MANEGER



5. FINDINGS & CONCLUSION:

- Capital IQ's analysis on employee motivation has painted a comprehensive picture of how workers feel about professional growth opportunities.
- The on-the-job approach has piqued the curiosity of the majority of responders.
- Feedback is solicited from each and every one of the program's participants, according to the majority of replies.
- The training program has strong participation from the organization's employees.
- The staff is receiving the training on a regular basis.
- The majority of workers are pleased with the training candidates who were chosen.
- Training programmers are imparting the latest market technologies, according to most workers.
- The training programs achieve the pre-specified goals, according to the majority of workers.
- The training programs implemented by the company have received mostly good feedback from staff members.
- It has come to light that not all staff are conversant with Capital IQ's training policy. They are therefore made to be aware.
- The vast majority of workers feel that training is useful for improving "soft skills," such as the ability to communicate, lead, and work in a team.
- Training is something that the majority of workers think the company should provide for both current and prospective workers.

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