

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Ronan Pesarillo	Student ID number:	PE515826963
Programme:	HNC/D Mechanical and Electrical/Electronic Engineering		
Module:	Management Innovation and Sustainability		
Module code:	M5X01176	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Coral Planas	Internal Verifier:	RK
Assignment Title:	Management Innovation and Sustainability	Word count (or equivalent):	3000
Submission deadline:	07/3/2023	Return date of provisional marks written feedback:	20 Working days after the submission date
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

1. Show detailed knowledge and understanding of the relationship between an engineering organisation and the industrial, socio-economic and environmental context in which it is found.
2. Demonstrate subject specific skills and cognitive skills in recognising and evaluating accounting methods, planning, costing and monitoring projects, workforce motivation and team dynamics.
3. Demonstrate key transferable skills in management, leadership and decision making.

TASK DESCRIPTION

This module introduces the student to the social and commercial context of the engineering industry in terms of business environments including: management organisation and administration, regulation and legislation.

Assignment Scenario

You have been working as a (a) Mechanical Engineering Technician or (b) Electrical Engineering Technician for a small to medium sized engineering company manufacturing parts for the aircraft industry. Your duties include (a) CNC machine setting for manufacturing production and systems maintenance and/or (b) electrical systems installation and maintenance.

In recent years the company has seen a steady decline in turnover and profit, mainly resulting from increased competition from within the UK and overseas along with a lack of investment in technologically advanced systems and machinery.

The company has advertised the position of 'Engineering Project Manager' with a good salary, private health insurance and a final salary pension. The position is being advertised internally and externally. Applicants are required to (a) deliver a 15-minute PowerPoint presentation outlining the key factors that influence organisational success and to balance them against the key factors that could potentially lead to organisational failure and (b) write a structured report (minimum 3000 words) encompassing the factors outlined in (a) detailing how those factors can be utilised to address the following issues:

- Falling Sales
- Limited European and International customer base
- 10% reduction in production targets on previous year
- 5% increase in product rejection rates
- Escalating maintenance costs
- Unusually high turnover of staff
- High staff absenteeism
- 3 '7 day' + lost time accidents

Your research should result in a professional report and PowerPoint presentation with clear structure, aims, objectives and outcomes based on your research. This presentation and report can then be delivered and submitted as required as part of the job application process.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You will need to consider: **Business organisations and the environment:** types of business organisations; analysis of the organisation and its external environment; the engineering industry in the UK and global economy.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You will need to consider: **Regulation and Legislation:** product liability and contractual obligations, data protection legislation, protection of intellectual property.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

You will need to consider:

Business ethics: Corporate social responsibility, the engineer's responsibility to society.

Management and Group Behaviour: management and leadership styles; management roles; management decision making and problem solving; management of change; motivation; quality management; group behaviour and dynamics; individual behaviour; personality and perception.

Brexit: Comment on the potential effects (positive or negative) this will have on the economy in general and more significantly the company in which you are employed.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Marketing: the marketing mix; sponsorship funding models; developing a business plan for a Small Business Unit.

Project management: Project planning techniques, project monitoring, managing risk.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

The report must be structured to include a contents page and a page of references which record all sources of information used in the report adhering to the 'Harvard' referencing system.

Any quotations or citations within the report must also be referenced using the correct method as detailed in the 'Harvard' referencing system.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
a wide variety of literature used, and incorporated well into the scenario. Excellent use of referencing.	30	20
2. Knowledge and Understanding Skills		
Excellent and detailed knowledge of what is expected in the assignment and you have applied the research effectively to fit.	25	21
3. Cognitive and Intellectual Skills		
You have considered different stances on theories and selected carefully what you feel would work well in the scenario.	15	10
4. Practical Application Skills		
The skills you have applied are well considered and are accurate and workable for this scenario.	15	12
5. Transferable Skills for Life and Professional Practice		
You have very well throughout the year autonomously, and have made valuable contributions.	15	12
		75%
Up to 1 week late (40% Max)		
Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	Category	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical	

A very impressive presentation. It was so interesting and really compared the alternative theories which can be applied in the workplace.

Management Techniques & Theories

Written by Ronan Pesarillo

My name is Ronan Pesarillo, and, I will be explaining different management techniques and theories that may be used during workplace operations and other group-related services. I will also be exemplifying points of where leadership can go wrong. ✓

In this PowerPoint, I have to elaborate and give examples for each technique used to raise production of a company.

In Word, the other objective there is to use as many of these examples and apply them to the reported failings of an industry. Both documents' writing must adhere to academic standards and Harvard-oriented. ✓

Citations are listed in the latter sections hidden from the slide show as well as the notes in respective slides.

✓
a excellent introduction

Analytical Tools

While they may identify ongoing aspects of an organisation, the following frameworks are not necessarily an utmost recommendation for what actions are to be taken to update the organisation's occurrences. (Kenton, 2022)

While they may identify ongoing aspects of an organisation, the following frameworks are not necessarily an utmost recommendation for what actions are to be taken to update the organisation's occurrences. ✓

SWOT

Strengths, Weaknesses, Opportunities, Threats

SWOT analysis is a framework that allows the organisation to self-identify and evaluate internal and external factors influencing the progress and cyclical condition of its aims, whether they provide benefits or afflict with detriments. It should determine the conditions of the organisation's competitive stance in the markets they are aiming towards, short or long-term.

Internal factors are controllable factors, resources, experience, etc. in the organisation. Commonly considered internal factors include: resources – financial, physical and human; access to such; and current processes e.g.: employee programs, department hierarchies, software systems, etc.

External factors do not necessarily stem from internal factors only, they can also come from occurrences outside their control such as: market and economic trends; fundings; demographics; third-party relationships; and regulations written for global consideration. (Schooley, 2022)

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PEST(LE)

Political, Economical, Social, Technological (Legal, Environmental)

PEST(LE) (or PEST(EL)) analyses the external factors influencing a company and should elaborate on individual points given.

Sometimes after a SWOT analysis, the PEST(LE) framework will account the points for an organisation's goals and the strategies connected to them. It is used to track the environment they are operating in or are planning to launch new creations by. (PESTLE Analysis, n.d.)

It can help identify disruptive changes to business models that may affect the future employment landscape; identify skill gaps, job roles, job reductions or displacements. (CIPD, 2021)

Variations of the framework include an extra 'E' for 'Ethics', i.e: STEEP(LE). They may also include a 'D' for 'Demographic', or an 'I' for 'International'.

<u>Political</u> • Involvement with UNICEF and Russo-Ukraine conflicts, terminating some overseas lines. • Commentary and feedback provided by government officials.	<u>Economical</u> • Local demographic struggling under cost-of-living crisis. • Stock market increase long-term through successful selling of products overseas.	<u>Social</u> • Customer feedback extracted from majority output to receive ideas for phone features. • Mascot recognised in viral trends.
<u>Technological</u> • Installation of latest technology supplied by Windows. • Automation implementation to reduce demand for human resources. (Bush, 2016)	<u>Legal</u> • Daily-adherence to Health & Safety at Work Act 1974. • Consideration for how to export overseas country's customs.	<u>Environmental</u> • Use of sustainable materials, e.g: recycled aluminium (plus reduced trace metals) to cut down on raw harvesting.

PESTLE et al. analyses the external factors influencing a company and should elaborate on individual points given.

[read remaining paragraphs, do not say citations]

[mention an example for almost each point]

Say that if you do not know any 'legal' factors to do with your business, you may be liable to be paying a surprisingly large sum of net income for the organisation not taking responsibility or following a globally or nationally-approved safety procedure.

Leadership Styles

The following leadership styles must be determined wisely, otherwise workers will fail to obey the leader's objective for respective reasons.

Consequences (and intensification of such) include: social alienation, legislative ignorance, high turnover rates, etc.



Though there appears different categories of leadership

categorisations e.g. Goleman

Leadership Styles', and numerous styles of leadership e.g: 'coach', 'visionary', 'servant', etc. (Birt, 2019) The table below lists five of the more recognised models of leadership.

Leadership Styles

- ◆ When it comes to being a leader of an organisation, your reputation and addressing tones towards your workers matter significantly.
- ◆ The types of leadership style must be determined to suit appropriate situations and individual, behavioural attitudes. This can also be defined with a continuum, albeit with a specific dimension for e.g: managerial authority (see later).

Leadership Styles	Description	Benefits	Drawbacks
Autocratic	Leader only has their (creative) input on the task, workers follow leader's instructions with no further exceptions. (Inclusion of reasoning downplays this.)	Leader's decisions are addressed quickly and with utmost loyalty. Input is solely in leader's hands.	Worker motivation subdued from leader's obstinacy. Requires a virtually limitless ideal.
Laissez-Faire	Leader sets a few task boundaries and lets workers perform the given duty with assurance of their specialist knowledge for the task.	Leader allows themselves for flexible personal schedule adjustment. Workers get less distracted by their leader.	Workers may contribute to errors that could be unreported.
Democratic	Workers decide on the outcome of a situation, and the final decision <i>may</i> be overridden by the leader.	Group discussion promotes participation (and creativity) amongst the workplace.	Decisions often take longer for confirmation.
Paternalistic	Workers are treated basically like a family (or close friends). The leader provides a familial atmosphere for workers to acclimate and follow.	Workers feel more comfortable through the domestic tone(s) of the leader.	If attitudes between individuals do not harmonise properly, relations could cause further social anxiety.
Bureaucratic	Workers are restricted to a massive set of legislations and rules to obey at all times.	Workplace discrepancies can be identified more easily. Strict adherence sets a clear image of the workplace.	Monotony of cyclic routine obstructs innovation and dynamic. Can be overlooked as villainous.

Leadership styles are essentially the tone of leadership that you express towards workers and what expression of work freedom you are portraying for them. When it comes to being a leader of, for example: an organisation, an enterprise, etc. your reputation and addressing tones towards your workers matter significantly. Apply a leadership style appropriately for situations and individual, behavioural attitudes.

Ranges of leadership styles can also be defined with a continuum, albeit with a specific dimension for e.g: managerial authority.

Applying a Laissez-Faire command for a workplace that disfavours their job a lot leaves the workers thrashing about with miniscule or negative productivity done after work time. At the time, an autocratic leadership style can be applied, but other leadership styles should be used since future workplaces hire employees of favourable commitment to corresponding jobs.

Tannenbaum-Schmidt Leadership Continuum

The Tannenbaum-Schmidt Leadership Continuum illustrates a scale measuring between how much the leader/manager of an organisation takes command of the workers to get involved in a problem inversely to how much do the workers/followers contribute to the modelling of it.

The more the workers are allowed to participate in the open-ended interaction to the problems or that they are of full understanding to perform against it (team autonomy), the more the leadership type is shifted to the right of the continuum.

Each leadership style has their advantages and disadvantages e.g. responsibility of individuals, social impact, variance in provided solutions, duration of decision-making etc. and they will impact the choice for what style suits what organisation best.

Priority to Managerial Authority Authority-Centered Leadership			Worker-Centered Leadership Priority to Employee Freedom			
Tells	Sells	Suggests	Consults	Joins	Delegates	Abdicates
Tell	Sell	Consult			Delegate	
Leader makes and announces decision	Leader provides explanation and reasoning for tell	Leader develops ideas and allows questions from workers	Leader consults workers for their suggestions before deciding, in which is subject to change	Workers are given a problem and are allowed to provide answers for the leader to decide	Workers are set to minor limits on choices and are asked for a decision from the leader	Workers are left to completing their problems in the open while in defined leader's limit

(Business Balls, n.d.; Drew, 2022; McPheat, 2010)

The Tannenbaum-Schmidt Leadership Continuum's categorisation varies depending on the source; splitting into four, five, or seven decision-making options of leading a group.



Tannenbaum-Schmidt Leadership Continuum (continued)

The lower-right figure indicates how much responsibility is handed around the three key steps of development.

I.e., when the leader consults for solutions, they transfer their ability to find solutions to their team.

Joining in on the solution-finding aspects transfer the decision-making step.

And abdication assigns all three steps entirely to the team whilst functioning in the leader's boundaries.

This continuum is able to capture the interrelation between managerial authority, team authority, and the various points where balance can be struck.

It includes modes of management, viable and non-viable. This enables the ability to cover wide varieties of leadership approaches such as 'dictatorship' and 'collaboration'.

Contrarywise, as this continuum focusses on decision-making, it is less involved with other aspects like mentorship and inspiration. This may seep into giving a false impression that leaders follow firmly in one style; and might expand that all departments in the same company act as such; even in unexpected situations where another style has to be utilised. The elasticity of changing leadership approaches is left relatively obscured by the continuum alone. (McPheat, 2010)

	Problem: Control over Identifying the Problem	Solutions: Control over Identifying Solutions	Decision: Control over Final Decision
1. Leader Tells	Leader	Leader	Leader
2. Leader Sells	Leader	Leader	Leader
3. Leader Suggests	Leader	Leader	Leader
4. Leader Consults	Leader	Team	Leader
5. Leader Joins	Leader	Team	Team
6. Leader Delegates	Leader	Team	Team
7. Leader Abdicates	Team	Team	Team

Drew, 2019

Infer that the Leadership Continuum indicates what aspects of control is authorised to either leader or team.

From telling to suggesting suggests all three steps of development are entirely of the leader's control.

Consulting is where the leader asks for the worker's solutions.

Joining and delegating lets the workers answer the leader's problem to their own accord.

And abdication lends all three steps entirely to the team whilst functioning in the leader's boundaries.

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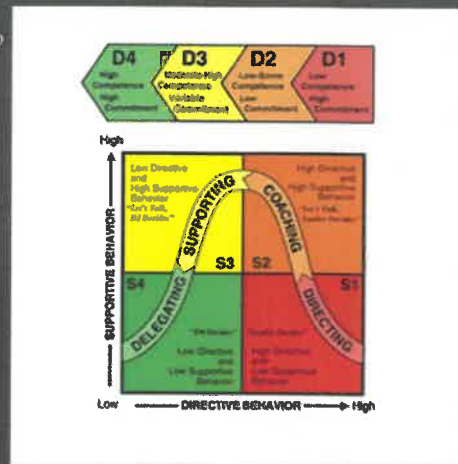
Hersey-Blanchard Situational Leadership Model

The Hersey-Blanchard Situational Leadership Model regards two types of confidence in workers and portrays whether their leader/manager should perform a certain model of leadership towards them. This allows the elasticity of leadership roles the manager can perform unlike most other models. The two virtues in workers involved are: willingness and ability.

The model also covers coaching and supporting leadership styles; classified as 'high' in the 'supportive behaviour' scale. Those leadership styles should help boost motivation of the worker once they start to understand how their job works, but not within the first stage(s) of what the model suggests.

Once the worker starts understanding and leaving themselves to their duty with full competence and commitment, the leader may leave the worker to their duty without further assistance. There is where the fourth stage(s) finally demonstrate, leaving the worker usually to perform independently. (CFI Team, 2022)

Though the Dunning-Kruger effect/chart may imitate almost by complete correspondence and virtues involved in numerical order, such comparison does not accurately reflect to the number of people involved nor by the same profession (between worker and leader).



Salem, 2011

The Hersey-Blanchard Situational Leadership model regards competence and commitment in workers and portrays whether their leader/manager should perform a certain model of leadership towards them. This allows the elasticity of leadership roles the manager can perform unlike as mentioned, the Tannenbaum-Schmidt Leadership Continuum.

The model also covers support-oriented leadership styles designated in the intermediate stages of the model, helping to boost motivation of the worker(s) once they start to understand how their job works,

Once the worker starts understanding and leaving themselves to their duty without further assistance, as assigned in the later stage of the model where the worker performs independently.

Though the Dunning-Kruger effect/chart may imitate almost by the external display of the worker in ascending order,

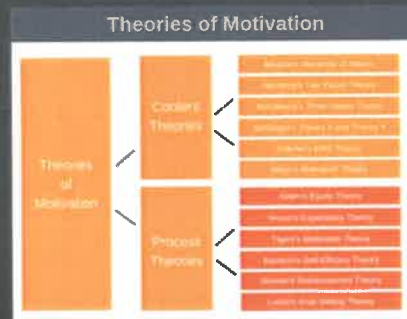
evidence of extensive research.

Content & Process Theories

- ◆ Theories of motivation can be split into two categories: 'content', and 'process' theories.
- ◆ Strategic categorisation provide the boundary between the two types of theories.

Content Theories

Provides emphasis on the reasons for changing human needs; explaining necessities and requirements essential to motivate a person.



Process Theories

Focuses on the psychological processes of affecting motivation, regarding: goals, expectations, reinforcement, and equity perception.

Outlining many behavioural patterns of individuals in fulfilling their needs and requirements.

Figure: (Expert Program Management, n.d.)
Source: (Admin, 2014)

[read paragraphs, not citations]

Content Theories

Individuals have ever-changing needs.

Examples include: family issues, financial instability, social neglect, trust issues, any type of motivational issues, food rationing, pay rates, position of decoration in a room, there are many to list.

Herzberg's Two-Factor Theory

Instead of a one-dimensional scale of satisfaction, F. I. Herzberg's theory outlines that humans are motivated by two factors: motivators and hygiene factors.

Categorising factors into two separate types of stimulation, this allows the manager(s) to distinguish what factors motivates the workers (motivators) and what causes them to not decrease their production value (hygiene).

Hygiene factors such as: company policies and administration; technical supervision quality; interpersonal relations among peers; etc. will prevent workers from being weighed from dissatisfaction. They are often extrinsic, and are controllable by direct adjustment by superiors. Deficiency of this factor can lead to workers being psychologically and emotionally weighed down.

Motivators like: growth, recognition, achievement, advancement, responsibility, work itself, etc. give peers the inspiration to continue in their work and enjoyment, but they are intrinsic. Personal overview documents (e.g: Curriculum Vitae) are often demanded in order to understand their peers in a more 'human' light. Motivators can come in moral trinkets like celebration cards, compliments, or even small sweets. (Kurt, 2021) The more a worker is motivated, the more satisfied they appear.

Both factors can be analysed by giving workers (or even a few customers) surveys to process and evaluate each rating. (Koncar, et al. 2022) And there must be a balance between both categories of motivation so that workers can acquire both the focus of their job and moral mood of the workplace.

HIGH MOTIVATION	+	HIGH HYGIENE FACTOR	→	
HIGH MOTIVATION	+	LOW HYGIENE FACTOR	→	
LOW MOTIVATION	+	HIGH HYGIENE FACTOR	→	
LOW MOTIVATION	+	LOW HYGIENE FACTOR	→	

(toppr, n.d.)

Frederick Irving Herzberg's theory outlines that humans are motivated by motivators and hygiene factors.

Hygiene factors are usually the business' and building's variables like technical supervision quality and interpersonal relations among peers. They are often extrinsic and are controllable by superiors' direct adjustments. Deficiency of this factor can overshadow workers psychologically and emotionally more so than motivators.

Motivators such as recognition, achievement, personal progress, responsibility, work itself, etc. inspire peers in continuing their work and enjoyment, but often they are intrinsic. For managers to understand what can motivate their workers, personal documents such as a curriculum vitae are demanded to help understand their peers individually, in a more human light.

Both factors can be analysed by giving workers (or even a few customers) surveys to process and evaluate each rating. And there must be a balance between both categories of motivation so that both workers can acquire both the focus of their job and moral mood of the workplace.

McGregor's Theory X & Theory Y

Both theories are pure exaggerations of managerial beliefs. They can be used to determine what type of management to use within parts of an organisation.

Factors such as: staff expertise, role flexibility, work boundaries, etc. deter whether theories should influence the workers.

Too much of Theory X can lead to absenteeisms, high staff turnover, and reputational damage. And conversely to Theory Y, limited productivity rate, objective focus loss, and (from less motivated workers) avoidance of work solely to take their pay and move.

Understandably, a drawback for 'Theory X and Theory Y' speculates upon its dualistic view of management styles. Another of which is that when one theory is chosen, changing back to another will render compatibilities between workers as absurd.



Douglas McGregor developed two "theories" that are personifications of manager ideologies.

- ◆ Theory X is often cynical, knowing their workers are a resource, directionless, dissatisfied with their roles and motivation status. They will reinforce an authoritarian approach to leadership and ensure supervision and incentive to work by. "Appraisals" occur to control their staff. Tends to use a 'carrot-and-stick' motivation technique to supply workers with according outcomes like sales figures or product output (extrinsic motivators). Often built in a centralised and tall organisation, this theory becomes less utilised due to long-term demotivation and that modern standards are aiming towards societal trust and protection.
- ◆ Theory Y is optimistic, ensuring their workers are given independence, creative flexibility and trust in their roles viewing it as fulfilling and adequately challenging. Their participative leadership style gives workers the much needed comfort to lay less extrinsic pressure at work. They allow workers to develop their skills, suggest improvements and allow self-approval at work. Appraisals occur and are used to encourage open communication. Usually in decentralised and flat organisations, this theory is frequently vindicated, becoming more popular among organisations. It makes workers begin to find further personal meaningfulness than just money alone. (MindTools, n.d.)

Douglas McGregor developed two "theories" that personify contrasting manager ideologies.

Theory X is often cynical, perceiving their workers as a resource, directionless, dissatisfied with their roles and motivation status. 'X' reinforces an authoritarian approach to leadership ensuring supervision and extrinsic incentives to work by. Appraisals occur to control their staff; as part using a demanding motive method like the 'carrot-and-stick' technique to lean workers for rewards over punishments. Often built in centralised and tall organisations, Theory 'X' becomes less utilised due to long-term demotivation and that modern standards are aiming towards societal trust over tyranny. ✓

Theory Y is more optimistic, ensuring workers are given independence, creative flexibility and trust in their roles viewed as fulfilling and adequately challenging. Their participative leadership style gives workers much comfort so to reduce future stress at work. They allow workers to develop their skills, suggest improvements and allow self-approval at work. ✓

Usually in decentralised and flat organisations, Theory 'Y' becomes more popular among organisations for making workers begin finding further personal meaningfulness than simply money or soulless compliance for survival. ✓

really interesting detail added here.

Ouchi's Theory Z

- ❖ William Ouchi applies the wisdom and hyperbolic approaches from McGregor of his western aspects of a good workplace, arguing they can adapt with other foreign (Japanese) counterparts to satisfy both the workers and manager(s). Briefly summarised, employees strive for loyalty from their organisation for better performance. (css566, 2016)
- ❖ 'Theory Z' is characterised as a more humanly professional approach. They assume that workers want to enter into partnerships with the employer and colleagues, and have a strong desire for connection. It encompasses workers into a lifelong job with their well-being in strong focus on the job and in private. They also assume workers expect reciprocity and support from their organisation. And that the workers finding a work-life balance important, wanting to maintain it.
- ❖ 'Theory Z' requires the manager and the organisation to provide a high level of support in the form of safe working environments with correct facilities.
- ❖ As a characteristic, 'Theory Z' derives and continues on 'Theory Y' providing a much more 'participative' style of management. (Mulder, 2018)
- ❖ Such managers work to make more group collaborations as well as cultivate individual responsibility instead of guessing it.
- ❖ They can assert informal control for their subordinates. Proactive, but not micromanagement-excessive. (Render, 2019)



(Mulder, 2018)

[read paragraphs]

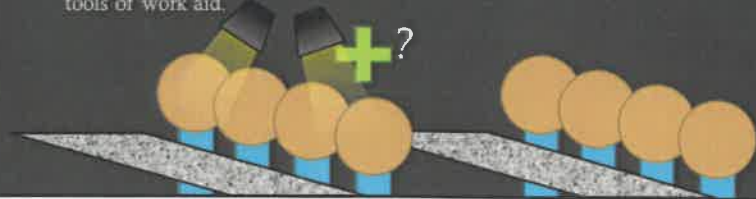
*an interesting
piece of research
added here,
well done.*

Mayo's Theory of Management

Elton Mayo has developed numerous hypotheses across a range of workplaces to determine what variables ensure that the workers manage their motivation to continue in their workplace.

Rather than having the workplace be supplied with assisting tools and utilities be the reason that the workers were motivated, it was more about the phenomena that the workers were able to synergise around each others' local working conditions and compatible proximity that their motivation in work guided each other to harmonise and commit further for the workforce.

- ◆ Elton Mayo theorises that workers are motivated by social and relational motives than financial or environmental conditions. And colloquially that workers are not "lazy". (Peck, 2023)
- ◆ Due to having studying the neurological consequences of war as well as industrial unrest, he argued that "the worker's morale depended on his perception of the social function of his work" resolved via. effective industrial management. Implementing changes in the Philadelphia Spinning Mill working conditions in 1923, incremental improvements to productivity and morale were showing resulting in a decrease of turnover rate. The introduction of rest breaks (and duration) were partial to contribution. (Ward, 2021)
- ◆ To summarise, implementing beneficial units of human assistance in the workplace has resulted in workers relatively working more with less turnover.
- ◆ But Elton Mayo had found out another cause rather than simply adding tools of work aid.



lovely theory to include.

The 'Hawthorne Effect' Mayo's Theory of Management (continued)

While the points mentioned previously apply, the 'Hawthorne Effect' emphasises upon the workers' awareness of being monitored by their managers.

The effect makes the workers become more psychologically contracted/enforced or "motivated" to lend more focus on their job through other factors that can include local social influence and self-epiphany for themselves.

It does involve making sure the managers have their presence be interpreted as an intentionally respected figure of motivation for continuous productivity.

Applying the effect to workplace's techniques can be difficult to decide how it will be implemented as ensuring regulated repetition of awareness of the manager's presence with providing feedback and reassurance, especially with workers' workspace and development can be strenuous to measure strategically. (Assignment Point, n.d.)

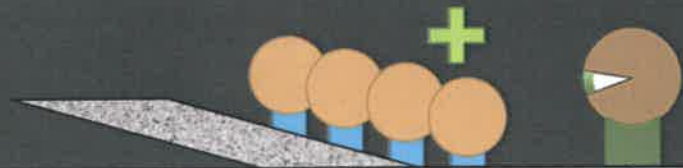
However, the technique can be used to jumpstart a small business by: supporting limited payrolls; increasing responsiveness and employee retention; preventing burnout; improving on management skills and mental health. (Peck, 2023)

◆ Elton Mayo came up with other theories including behavioural change in motivation when workers are aware that they are being observed by an authority member they are working with.

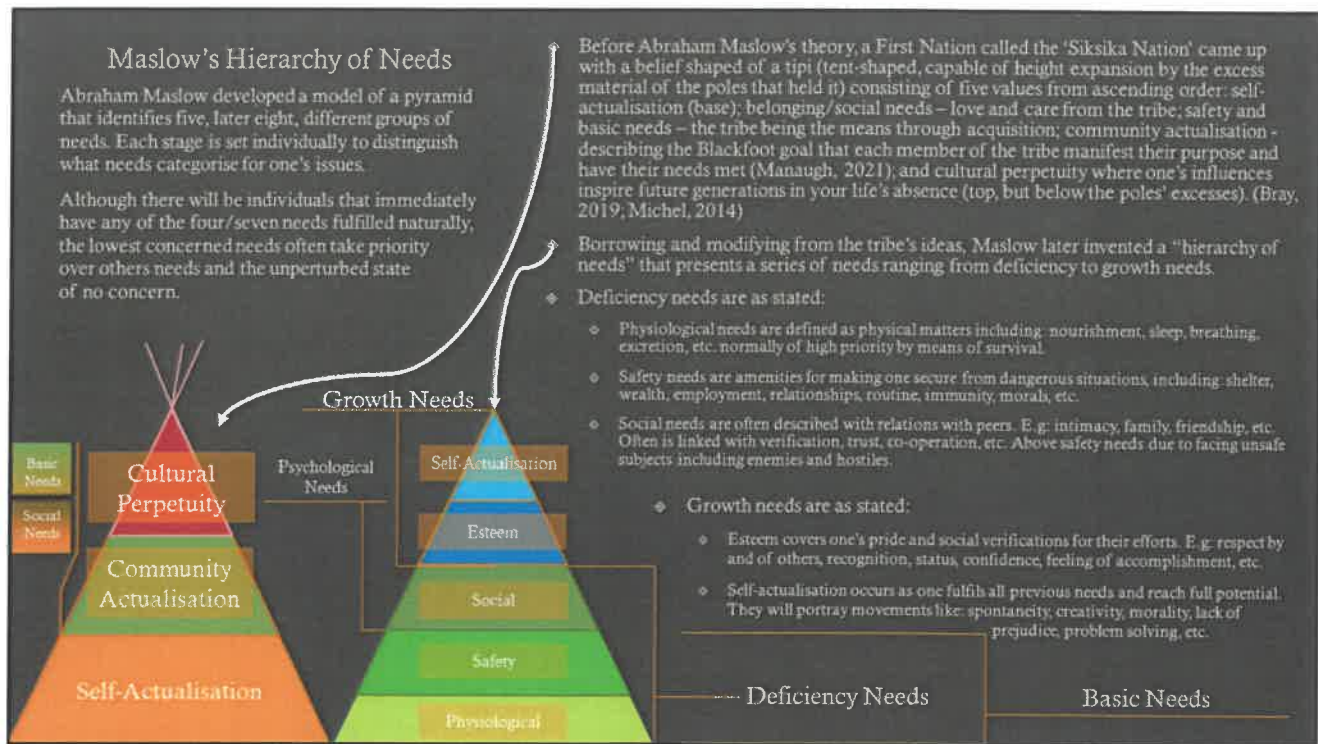
◆ Henry A. Landsberger coins a term in 1958 conducting analyses of experiments in the 1920 - 30s called the "Hawthorne Effect" after the Hawthorne Works Electric Company, the location of the next experiment in 1928 involving the addition of worker's room lighting in one room with one without it. (CFI Team, 2022)

◆ After analysis, a resulting conclusion is that when workers are being known that they are seen contributing for a manager, their intention and motivation in the job changes.

◆ A reason could be that the workers were more aware of the changes being made around their workplace, leading to their assumptions that their behaviours matter towards their managers and what changes the managers will supply that the workers cannot do without higher-level permission.



*you explained
this well in
your presentation.*



Abraham Maslow developed a model of a pyramid, identifying five, then eight, different needs.

Although there will be people that already fulfil certain types of needs, the lowest-concerned need takes priority over other needs and the state of nonchalance.

Before Maslow's hierarchy of needs, he and his cohorts have visited a Blackfoot reservation for an anthropology study. There, the tribes' beliefs consisted of five values from ascending order: self-actualisation because people already have an inner purpose born on Earth; social needs as the tribe provide love and care for each other; physiological and safety needs because the tribe provide the means of undertaking them; community actualisation, describing the Blackfoot goal that each, tribe member manifest their purpose and have their needs met; and then cultural perpetuity for your influences carry on to future generations after life.

It had inspired Maslow to produce the hierarchy of needs as explained for each stage. Physiological needs are defined as physical matters like sleep, excretion and nourishments; often high priority by means of survival. Safety needs are those that keep one at comfort like shelter, employment, immunity, and more. Social needs are do with companionship and peer-related matters like intimacy, relationships, family etc. This is above safety needs due that encountering a hostile subject would lead to

really interesting for presentation this

the lower need expressing through negative reactions. Esteem covers one's pride and social verifications for their efforts. Respect of others, confidence, achievement, and more define this value. And self-actualisation occurs as one fulfils all previous needs and reach their full potential. Examples of which express creativity, morality, lack of prejudice, etc.

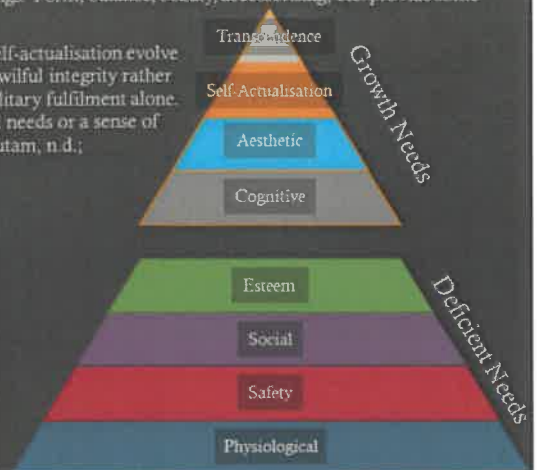


Maslow's Hierarchy of Needs (continued)

- Herzberg indirectly categorises the 'deficiency needs'/'hygiene factors' as the lower three/four categories and the upper two/four as motivators.
- Taylor develops on performance impartiality over work's reward, which is a physiological aspect of organisational work.
- McGregor conveys the deficiency needs via Theory X's practical demands and Theory Y's social generosity.
- Landsberger's studies of the 'Hawthorne Effect' have been found to account social needs.

◆ In the 1970s, the pyramid has extended so to include: 'cognitive', 'aesthetic' and 'transcendent' needs; where the former two fit between 'social' and 'esteem' needs while 'transcendent' ranks above 'self-actualisation'.

- ◆ Cognitive needs denote about requiring the understanding of a surrounding, a situation, a field of interest, etc. Examples of which include: knowledge, training, exploration, curiosity, predictability, etc.
- ◆ Aesthetic needs states that humans need beautiful imagery or anything new and aesthetically-pleasing to continue into self-actualisation. Anything that can let them take in the exquisiteness of their surroundings. Form, balance, beauty, accessorising, etc. provide some aesthetics.
- ◆ Transcendence is where one's self-actualisation evolve into assisting others and hold a wilful integrity rather than focussing exclusively on solitary fulfilment alone. It can also be known as spiritual needs or a sense of meaning through their life. (Gautam, n.d.; Christian, 2018)



<https://the-mouse-trap.com/2007/12/14/maslows-eight-basic-needs-and-the-eight-stage-developmental-model/>

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Process Theories

The following theories give explanations and (not internal, but general) points for how individuals tend to behave in a workplace. While not immediate advice for management, they can be viewed like general examples of workplaces.

good.

F. Taylor's Scientific Management

For example, Frederick Taylor's theory of motivation, "Scientific Management", mainly leans on the practical aspects of McGregor's Theory X while applying scientific and mathematical measures to maintain rather strict legislations in the workplace. He also sets the belief in that the workers will do bare minimum where left on their own.

His more lenient aspects involve separating and attenuating jobs into smaller divisions, enabling workers to understand individual aspects of their work with deeper understanding.

Studying on a pin factory, his set of workers were set on having their tasks timed for identification of efficiency. Those that work with most efficiency per task are examined for how their efficiency is achieved. Equipment improving task efficiency are to be provided for haste assurance. The final instructions written in regard to quickest efficiency is then solidified as task target. Reward those that surpass the target and penalise those that did not.

✓ excellent
this allows
us to consider
practical things
that come
from this
theory.

II. Fayol's Principles of Management

14 Principles...

Vroom's Expectancy Theory + Porter-Lawler Expectancy Model

Victor H. Vroom's theory of motivation shows that the expectancy of one's work exponentially amplified by their efforts and the outcome from their work produces an amount of motivation. In the Porter-Lawler model, satisfaction can be accumulated towards consecutive working days to help improve on work motivation and the value of future rewards.

Expectancy (in smoothed squares) is about what rewards the worker expects they would get from doing the task. To improve on it, workers should be assured with their tools and time to take for it. The worker should have appropriate skills for the task and can have encouragement and support to aid on their way.

Instrumentality (from the largest rectangle) is the perceived connection from practical effort to the goal of the task. For example, a task given to a worker with less or the wrong set of abilities can result in less instrumentality. (Ebrary, c. 2014) Managers should assign clear outcomes for workers to value to emphasise importance for workers' efforts as well as how they are allocated.

Valence (tightly-fitted rectangles) is the subjective worth of the outcome per workers' perception. They can range from small bonuses to long-term upgrades. Pay bonuses, reduced work time, or recognition can be the rewards to acquire.

If any of the three factors are lacking to the worker, then they will not be satisfied or motivated for what they have done. For example, it is worth assigning a time-stringent task to workers aware of their relatively slow efforts? Recognising how little time is given will demand the task to be set to a much longer duration of expectation for others to partake.

◆ The Porter-Lawler model shows that there are multiple factors in which the rewards and personal quirks can satisfy the workers and managers, and that it can run a cycle to output it on their work depending on a select amount of sub-factors that contribute in any of the three factors mentioned in Vroom's theory.

◆ Vroom's process theory shows a connection between motivation and satisfaction as it focusses on a system of rewarding and goals.

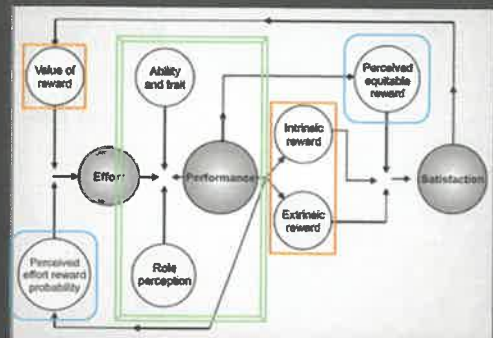
◆ It promotes the notion that effort can increase performance to gradually meet desired outcomes.

◆ The incentive of gaining rewards this way may resemble similarities to the 'carrot-and-stick' approach, albeit with deficiency of reward as punishment.

◆ Additionally, it sets a fixed mindset that complete work always comes with a reward. (Channell, 2021)



Businesstopia, 2018



Ebrary, c. 2014

<https://businesstopia.b-cdn.net/wp-content/uploads/2018/01/expectancy-instrumentality-valence.jpg>

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excellent

Deci & Ryan's Self-Determination Theory

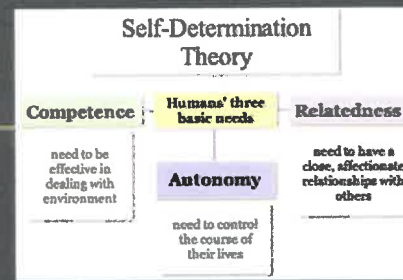
The 'Self-Determination Theory' can be summarised in three factors and additionally a continuum.

Competence is when the person can function and understand their task, where prior knowledge and other forms of education can aid what methods are to be performed on the task.

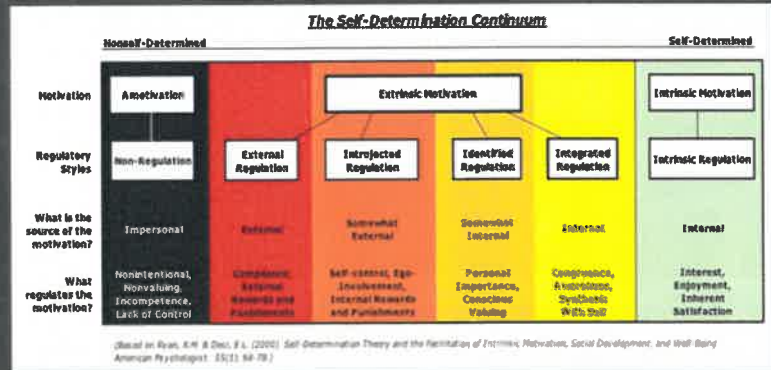
Autonomy involves the person having self-awareness and self-control throughout their lives. Having an ability to make choices for themselves and what self-defined purposes can they bring.

Relatedness supports not through intrinsic and extrinsic motivation, but from reassurance of external peers i.e. social needs as previously stated.

Examples of the following regulations in order are as provided: being left alone on doing a sophisticated job without supervision, knowledge and urgency while being bombarded with irrelevant noisy surroundings (or bystander syndrome in general); performing a difficult job in strict protocols from the task provider to avoid job loss; setting personal standards on themselves based on peers' working average; self-enforced studying to acquire a difficult academic certificate for greater salary; running in a wide field to identify as an athletic runner; and doing a hobby for simple habitual personal morale boost.



(Ackerman, 2018)



(Ackerman, 2018)

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A really interesting piece of research on human.

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Porter-Lawler Expectancy Model
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Thank you for your time to sit for
the presentation.

