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pp. 21-32

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Causes of Demotivation and Features of Re-Motivation at Person's Career

Oksana POLISHCHUK[1]

Abstract

The theoretical analysis of psychological and social characteristics of motivation, motives' transformation, motivators, processes of demotivation and re-motivation in personality's professional activities and their impact on one's career was made in the article. We use the term motivation to explain the psychological development, impact on career, self-realization, which combines efficiency and passivity, initiative and stagnation of personality.

We assume that professional crises, professional maladjustment, emotional exhaustion, fatigue and other phenomena that can lead to dissatisfaction with the activities, excitation and emotional tension which provoke internal and external conflicts - are psychological causes of demotivation. Therefore, unfavorable social-economic situation, difficulties in self-fulfillment up to the deterioration of interpersonal relationships and psychological climate in the team, insufficient moral and material stimulation, etc. - are social causes of demotivation. Re-motivation is a system of measures aimed at motivation restoration. It helps to ensure additional support for the self-development in everyday and professional situations.

Keywords

Motivation, demotivation, re-motivation, person's career.

Introduction

Nowadays career is not considered as one of the key indicators of person's business success and the natural result of one's professional activities aimed at the highest possible realization of personal and business potential of the individual and is connected with the system of life values. Career - is not only the successful advancement in the administrative, social, professional, economic spone'ses in order to achieve the desired status and the corresponding life level, but one's own personally realized judgment

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about one's future, expected ways of professional self-fulfillment and life satisfaction also.

Through the concept of motivation we explain the psychological development, vitality, self-realization, which combine efficiency and passivity, initiative and stagnation. Motivation is not a dynamic-power function or formation as psycho-transformational process, in which the values are converted and intensity activity are redistributed.

Demotivation is an obstacle in career in which person do not achieve on their goals. Demotivation is as important as motivation in learning process. Sakai and Kikuchi (2009) stated that "examining the cause of the de-motivation lends support in understanding theories on motivation" (p. 57). Demotivation is viewed as the negative counterpart of motivation. Based on Dörnyei's (2001) definition, demotivation can be expressed as "specific external forces that reduce or diminish the motivational basis of behavioral intention or an on-going action" (p. 143).

Demotivation is not a permanent phenomenon and demotivated person can restore their motivation, this issue of recovering motivation known as re-motivation. According to Ushioda (1998), re-motivation is a process of "getting your motivation online again" (p. 86). Based on Falout's (2012) definition of re-motivation, motivation can be recovered after losing it. It can be argued that highly motivated learners are able to recover their motivation well in contrast to low motivated ones after misslaying it.

The article aims to deepen the theoretical analysis of the peculiarities of motivation, demotivation causes and re-motivation peculiarities in person's career.

Motivation - a process of intrinsic motivation to achieve human goals. Thus, demotivation is the reverse process of motivation, and represents a decrease in motivation to achieve the organizational goals, caused by the absence or weakening of the forces that encourage people to work on expenditure of effort, at the appropriate level efforts, integrity, perseverance. Orientation of psychological science at facilitating and directing feature motives is insufficient to explain the determination of activity, because it is limited to consideration motive's "launching" function only. Therefore, it is not clear how the activities are further determined, deployed, guided and motive's functions are transformed. Thus, functional analysis of motivational processes during the specific activity of specific subject in the current situation should be conducted also.

Polishchuk, O. (2015). Causes of Demotivation and Features of Re-Motivation at Person's Career. In O. Clipa & G. Cramariuc (coord.), Educatia in societatea contemporana. Aplicatii (pp. 21-32). Iasi, Romania: Editura LUMEN.

Discussion

Theories of motivation are not discussed in detail, in this paper, as such information is already available in the literature. They are listed and briefly explained as follows.

(1) Maslow's hierarchy of needs theory suggests that humans have needs that can be prioritized in a hierarchy. The lowest-order needs must be fulfilled before people become concerned with higher-order needs (Maslow, 1970).

(2) Herzberg motivational theory shows that an individual's satisfaction with the work is attributed to the job itself, while dissatisfaction is attributed to the work environment Herzberg, Mausner& Snyderman, 1959).

(3) Adams' equity theory explains that people are motivated based upon whether or not they believe they are being treated equitably.This belief is derived from a comparison of friends and/or colleagues Adams, 1963).

(4) Vroom's expectancy theory explains that behavior is a result from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain (Vroom, 1964).

(5) Reinforcement theory discusses that reinforced behavior will lead to repeated performance. Reinforcements are factors that motivate (Smithers &Walker, 2000).

(6) Alderfer's ERG theory categorizes Maslow's hierarchy into existence needs, relatedness needs, and growth needs. It also suggests that the hierarchical order of needs will differ per individual, and multiple levels of need can be fulfilled simultaneously (Alderfer, 1969).

Motivation regarding career starts with a professional vocation, which is defined as the desire to be occupied in some profession, based on knowledge of the profession's purpose, and the perception of it's mastering capabilities and assessment of one's potential professional abilities as "feeling the profession".

Motivation can be described as the driving force that induces person to do what one can do, and what one likes to do, voluntarily. And the results of motivation "force" the person to implement one's best intentions without coercion and threats.

Considering the career needs, we have to distinguish between extrinsic and intrinsic motivation. Intrinsic motivation goes from "inside" of the person and depends on the pleasure taken by a person from the task or pleasure after the work itself or one of it's tasks is completed. Extrinsic motivation is just a feeling of rewards that a person receives for one's work - salary, compensation, social package, etc. The mechanisms by which intrinsic

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motivation can influence career and subsequent of subjective and objective success are discussed in the following components of intrinsic motivation such as awareness, competence, choice and progress (Narda R. Quigley, Walter G. Tymon Jr ., 2006).

The most common motivating factors are: the focusing on the target, the availability of inspiration, a mood, phased actions, disclosure, positive thinking and the inclination not to despair and not to give up.

Work motives are a kind of developing, complex, hierarchically organized system. Some of them are dominant, the other are concerned with everyday phenomena of human life. The motive includes the following aspects: energy (intensity); value; steering.

Person becomes aware of one's own motives in those cases where one can explore and understand the structure of one's intrinsic needs, and is able to meet them both by means of intrinsic self-motivation and extrinsic motivational influences. Depending on the circumstances, people may differently regulate their motives, strengthening or weakening them or even removing of motivational sphere. Occupational motivational scope includes: professional values, ideals; understanding the significance of the profession; professional outlook; possessing occupational ethical standards, professional assertion; professional vocation, professional intentions; professional motives (not just external - like being interested in one's earnings, but the interior - like the desire for self-realization, also), really actualized motives; professional goals, intense goal-setting; identity as a sum of authentic professional ideology, assessment system and relations; professional position - recognizing himself as a professional; striving for career growth, motivation to various types of training; job satisfaction interpreted as person's understanding whether one's level of assertion is in accordance with the requirements of the profession.

Motives may change throughout lifetime, due to the development of one's career, influenced by external, objective factors, or due to personal growth and changes person can undergo. Therefore, motivation diagnosis should be done again and again.

Motivators - are factors facilitating the person's work efficiency and / or satisfaction due to the fact that it meets one's intrinsic needs, motives, values, especially those which are actually not completely satisfied and require implementation. There are two systems of motivators: material (i.e. remuneration depends on the results of work), and intangible (or psychological factors that facilitate one's career). The latter, in particular, include: stability and certainty, a clear goal, interpersonal relationships, recognition and status, autonomy, creativity, career (Shershnev, 2004).

Factors motivational needs:

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- Behavioral - aim to obtain desired object with pleasant consequences (rewards, bonuses, wages). There is no intention to flee or avoid unwanted or unpleasant outcomes. (Push and pull).

- Social - the importance of being a part of the team or member of the team-work; desire to follow someone in a positive sense (positive role models).

- Biological - constant or relaxing employment, external conditions and their comfort.

- Cognitive - opportunity to work in static or dynamic space; independence, or dependence on the final result; whether final result is significant or not; own responsibility or of shifting it to others; risk or peace.

- Emotional - the desire for occupational safety or risk and threats; to increase or decrease affective dissonance; support of an appropriate level of optimism and enthusiasm.

- Voluntary - the choice of one's own goals and aspirations of the selected targets; development or support of self-efficacy at work; control of working life and other people in relation to their own career.

- Intellectual - relation between job and private life, and spiritual needs of the individual (Sharon B., 2010).

Long-term occupational performance cannot always be accompanied by improvement tasks, continuous professional development of personality, constant motivation for employment and career growth. In this case we can speak of stagnating professional identity. Thus, levels of occupational performance can vary greatly. Stagnation can manifest in one's career, even at the level of high occupational performance, which is conducted with the same methods, is stereotyped and stable. According to Mitina, L.M. (2002), stagnation occurs with different occupational groups at different times, particularly it can manifest with teachers after the period of 10-15 years of professional performance.

In studies conducted by Kuzmina, N.V. (1989) on the sample of the teachers, it is stated that during the acquisition of professional experience, while respondents acquired their professional style, their level of occupational performance decreased, and that conditions for professional advancement's stagnation appear. This professional advancement's stagnation is characterized by a distinct decline in health indicators (neuroticism, psychosomatic diseases, etc.), which is caused by a dominant sense of dissatisfaction that leads to different kinds of changes in the personal development and career transformation in professional activities.

The prerequisites for career and professional development are: the social-economic situation, the psychological characteristics of the profession, education, gender, age and individual typological features of the person. The

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driving forces are the contradictions defined by the space for professional development. While developing mechanisms of this process include self-actualization, initiative, self-determination, self-realization of personal and professional potential. Important factors for professional development are external, objective obstacles, and internal, subjective hindrances. In some cases they disrupt a professional conscience, contribute to maladjustment and stagnation, the formation of such malformations as emotional burnout, while and in others, by contrast, they can stimulate the productive development of the individual.

Demotivation - phenomenon which means the decrease in motivation up to it's total disappearance, "distrust of life, lack of ideals, acquisition of inferiority signs", therefore concept of re-motivation - stands for a system of measures aimed at the restoration of the motivation, "psychological approach of friendly pedagogics", "soul reanimation, awakening the mind, which is falling asleep..." (Yvaschenko N.). Typically, the process of demotivation is faster than the subsequent recovery, where it is necessary to consider the sum of the reasons that caused it: violation of professional agreements between managers and subordinates; fails to use employee's professional skills, valued by the employee; ignoring initiatives; lack of recognition; lack of final results; no change in status; performing tasks that are not in direct obligations (Andreeva, T. (2009).

The external causes of motivational disorders include: unfavorable social-economical situation, difficulties in self-realization, changes up to the deterioration of interpersonal relations and psychological team-climate, insufficient moral and material incentives, etc. Internal causes are - professionally determined crisis, professional maladjustment, emotional exhaustion, fatigue and other phenomena that can lead to dissatisfaction with the activities, experiences and emotional tensions that provoke internal and external conflicts. These phenomena reduce social and professional activity, resulting in the loss of sense of performed work and professional and career prospects and further can lead to irrational decision-making in the future.

The process of demotivation is gradual and does not take place immediately. It is caused by certain factors, mostly inter-organizational. Reduction of motivation, and accordingly increase of demotivation takes place in several stages. After the repetition of number of demotivating incentives, employee becomes anxious, state which is accompanied by bewilderment and amazement. So person starts to look for an appropriate explanation. Depending on the analysis, person consciously or unconsciously decides how to behave in this situation, chooses type of reaction. Reaction's repertoire can vary from silent Stoic occupational

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performance, despite one's internal difficulties, up to destruction and open conflict with colleagues and management (Andreeva, T., 2009).

Despite the fact that every human reaction to de-motivation has it's individual character, common features that characterize each of the stages of de-motivation can be defined (Tkachenko, N.E., 2008).

Employee's surprise and confusion are typical features of the first phase of demotivation, which can be described as "light stress". "Who or what is related to discomfort, which I am experiencing? Is it me, my boss or the organization as a whole?" - is the question that is often asked by an employee at this point. The external manifestations of motivation loss can be invisible at this stage. Therefore, any deviation from the normal behavior of an employee should alert the manager.

The next stage of demotivation is manifested in the form of open discontent. Its symptoms can be different: ignoring the recommendations of management, demonstrative aggression, avoidance (perhaps unconsciously) to perform tasks due to minute pretexts, etc. At this stage, any contradictory instructions made by the manager, produces a sense of impotence in a demotivated employee. Still, the employee cherishes smoldering subconscious hope to change the situation. At this stage subordinate begins to avoid direct contact with the authorities and is engaged in an active search for another job.

The final phase of motivation loss is represented by the most striking external manifestations, such as complete exclusion of an employee from management and organization. At this stage, the employee is no longer trying to revive one's interest in the work, one's only actual incentive is nothing else, but - self-esteem. Disappointed with the management, the organization and its work, employee loses the desire to cooperate, which causes conflict with colleagues often. Therefore, the main feature of this phase - permanent accent put by the employee on the limits of one's responsibilities, and narrowing them to a minimum. Employee tries to distance himself from the organization, acting in a manner characterized by lack of initiative or public negativism.

Among the reasons for de-motivation are called:
(1) unfair wages;
(2) poor working conditions;
(3) lack of organizational clarity;
(4) the wrong leadership style;
(5) deformed corporate culture;
(6) lack of prospects of people, promotion;
(7) lack of training opportunities.

Polishchuk, O. (2015). Causes of Demotivation and Features of Re-Motivation at Person's Career. In O. Clipa & G. Cramariuc (coord.), Educatia in societatea contemporana. Aplicatii (pp. 21-32). Iasi, Romania: Editura LUMEN.

If the process of motivation is represented by the actions aimed at encouraging man to achieve the objectives, the process of demotivation can be described as employer's actions (or their absence) due to which the person's internal desire to work decreases. Its manifestations are easy to notice: at a certain stage of his professional activities employee begins to "pass" position, speak negatively about his own, his colleagues', company's and business leader's activity, and the quality of his work is receding at the same time. The employee refuses to perform his tasks, shifts responsibilities to others or doesn't care about product's or procedures implementation at all, covering them up with different reasons. Another significant drawback of the demotivation –is that it quickly spreads. If at least one person in the company (especially small) constantly complains about work and leadership, his negativity can easily infect the colleagues. And this is really dangerous: demotivation and job dissatisfaction affect not only the staff turnover, but also the efficiency of the company and its reputation as a successful employer.

The most common actions that influence the development of demotivation are these: an aggressive leadership style, destructive criticism of employee's actions, ignoring his ideas and initiatives, distrust to him as a specialist. Fairly calculated wages play an important role also. If an employee realizes that his achievements are not evaluated adequately, he starts to think about quitting the job.

Demotivation is the result of several factors' the influence of, and these factors are individual and depend on the person and the system of one's intrinsic values and beliefs, in each case.

Other demotivation causes in personnel management system include:

a) lack of skilled professionals and managers who have personal and professional qualities to be able to evaluate and to decide whether the candidate meets the requirements of available vacancies;

b) inability to provide opportunities for the further realization to highly competent candidates;

c) hiring employees who are not sincerely interested in the given job;

d) mismatch of employees' expectations and organizational activities;

e) employee's inability to show flexible responses, to accept and adapt to the circumstances of reality;

f) absence of conditions promoting those employee's motives which facilitate one's occupational his efficacy;

g) other problems of staff demotivation.

We assume that effective struggle for coping with motivational decline causes is the key to the successful work within the field of human

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resources management. The following basic recommendations for individual's re-motivation can be identified.

HR manager has to:

a) select staff with similar motives;

b) provide a realistic information for the candidate;

c) provide career opportunities;

d) form a team spirit among the staff;

e) listen to the ideas and suggestions of employees;

f) encourage achievements in their work with money and attention (Kuznetsova, EA, 2012).

We enlist the recommendations for prevention and reduction of the negative demotivative results of personnel interactions and occupational activities

Approaches to reduce de-motivation

Causes	Recommendations to reduse de-motivation
The lack of a sense of belonging to the organization	To form a team spirit among the staff
Dissatisfied expectations	To form the realistic expectations
Lack of celebrating the achievements and results from the leadership	Promotion of "victories" employee
Non-use workers skills they value most	Formation plans and tasks with maximum use of existing skills and knowledge of employees
The lack of a sense of achievements and conventionalism	Engaging employees to projects in related departments
Ignoring the idea sand initiatives of the workers	Taking into account the ideas of employees
The lack of change in the status and career	The change of status without changing positions – management of temporary project

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Constructive coping strategies for motivational changes, particularly those, used in cases of demotivation, need qualified support and enable person to choose the correction method for oneself. Modern psychology has effective professional survival strategies; technologies to cope with different kinds of hindrances; prevention techniques and various kinds of corrections of destructive trends in development; not to mention the abilities to motivational restoration, with re-motivation as one of them.

It is common for modern foreign social-psychological discourse to use the term of re-motivation to define re-motivational therapy (medical practice) or re-motivation technique (in educational practice), which helps to ensure additional support for the self-development in everyday-life and professional situations. There are following types of re-motivation: individual (when a person cannot take part in the group session); group (is held in groups of 6-8 people); therapeutic (is practiced within treatment program like medical assistance); as educational equipment (to motivate children and adults) (Jean A. Dyer, Michael L. Stotts, 2005).

Conclusions

Demotivated individual lacks initiative and striving to do the job better. Usually, he continues to function, but does so thoughtlessly, without trying to bring in his own ideas, to improve the process. Such attitude results in the average accomplishments, mainly due to the fact, that any process requires continuous improvement and optimization. In the context of the problem of motivational transformations in professional career studies, it is necessary to work out a special program of action to change the ratio of motives, which is promising in both theoretical developments and practical usage. Re-motivation training, focused on restoring motivation for professional activity, is developed, as kind of re-motivation technique. We suppose that this re-motivation training might be based on following activities: highlighting key categories of achievement motivation; analysis of specific behavior cases aimed on achievement; working-out actual goal-setting aspects in the terms of game; analysis of one's own way of life and its correlation with the achievements; organization of social support and so on. Due to the fact, that re-motivation is aimed on introducing harmony between personal wishes and the needs and goals of the organization and its employees, it can facilitate the flow of new meanings in the performed activities, further professional and personal growth, self-actualization.

Polishchuk, O. (2015). Causes of Demotivation and Features of Re-Motivation at Person's Career. In O. Clipa & G. Cramariuc (coord.), Educatia in societatea contemporana. Aplicatii (pp. 21-32). Iasi, Romania: Editura LUMEN.

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