CHAPTER 15

Learning Objectives slide 1 of 2

1. Explain the basic motivation process.
2. Describe the different approaches to motivation.
3. Define need-based approaches of employee motivation.
4. Explain the process approaches to employee motivation.
5. Outline how goal setting is used as a tool for motivating individuals.

Learning Objectives slide 2 of 2

6. Explain how reinforcement theory can be used to increase and decrease behavior in an organizational setting.
7. Address the application of participative management in contemporary organizations.
8. Clarify the use of money as a motivator.
9. Explain how to reward team performance.
10. Account for the importance of motivation from an international perspective.

Motivation Defined

• The forces acting upon or within a person that cause that person to expend to behave in a specific, goal-directed manner.
• It is a psychological process that gives purpose and direction to behavior.

The Relationship Between Motivation and Performance

Motivation Approaches

• Need-Based Models
  – Emphasize specific human needs or the factors within a person that energize, direct, and stop behavior.
• Process Models
  – Take a more dynamic view of motivation. They focus on understanding the thought or cognitive processes that take place within the individual’s mind influence behavior.

Need-Based Models of Motivation

Maslow’s Hierarchy of Needs slide 1 of 3

• According to Maslow, individuals have various needs and try to satisfy these needs using a priority system or hierarchy.
• Maslow specified five fundamental needs people have.

Maslow’s Hierarchy of Needs slide 2 of 3

Maslow’s Hierarchy of Needs slide 3 of 3

• Physiological needs
  – Food, water, air and shelter.
• Security needs
  – Safe physical and emotional environment.
• Affiliation needs
  – Friendship, love and a feeling of belong.
• Esteem needs
  – Feelings of achievement and self worth through recognition, respect and prestige from others.
• Self-Actualization needs
  – Self-fulfillment and achievement.
11 Need-Based Models of Motivation

12 Two-Factor Model
   • Herzberg found that the factors leading to job satisfaction were separate and distinct from those that lead to job dissatisfaction.
     – Motivator factors
       • Related to job content or what people actually do in their work.
     – Hygiene factors
       • Associated with the job context in which the job is performed.

13 Two-Factor Model

14 Need-Based Models of Motivation

15 Acquired-Needs Model
   • The acquired-needs model focuses on three particularly important or relevant needs in the work environment:
     – Need for achievement
     – Need for affiliation
     – Need for power
   • The model proposes that when a need is strong, it will motivate the person to engage in behavior to satisfy that need.

16 Acquired-Needs Model

17 Process-Based Models of Motivation
   • Expectancy Model
   • Equity Model
   • Goal Setting
   • Reinforcement Theory

18 Expectancy Model
   • The expectancy model suggests that motivation to expend effort to do something is determined by three basic individual perceptions.
     – The perception that effort will lead to performance.
     – The perception that rewards are attached to performance.
     – The perception that the outcomes, or rewards, are valuable to the individual.

19 Components of Expectancy Model
   • Expectancy
     – The belief that a particular level of effort will be followed by a particular level of performance.
   • Instrumentality
     – The probability assigned by the individual that a specific level of achieved task performance will lead to various work outcomes.
   • Valence
     – The value or importance that the individual attaches to various work outcomes.
20 Expectancy Model

21 Process-Based Models of Motivation
- Expectancy Model
- Equity Model
- Goal Setting
- Reinforcement Theory

22 Equity Model
- Equity model focuses on an individual’s feelings about how fairly he or she is treated in comparison with others.
  - People have a perception of the ratio of their inputs compared to their own outcomes in a situation.
  - They also have a perception of the ratio of everyone else’s inputs to outcomes.
  - Then, each person compares his or her own ration to that of everyone else.

23 Equity Model

24 Maintaining Equity
- To reduce a perceived inequity, a person may take one of the following actions:
  - Change work inputs either upward or downward to an equitable level.
  - Change outcomes to restore equity.
  - Psychologically distort comparisons.
  - Change the comparison person he or she is using to another person.
  - Leave the situation (e.g., quit the job or transfer to another department).

25 Process-Based Models of Motivation
- Expectancy Model
- Equity Model
- Goal Setting
- Reinforcement Theory

26 Goal Setting
- A process intended to increase efficiency and effectiveness by specifying the desired outcomes toward which individuals, groups, departments, and organizations work.
- Goals setting serves three purposes:
  - Guide and direct behavior toward overall organizational goals and strategies.
  - Provide challenges and standards against which the individual can be assessed.
  - Define what is important and provide a framework for planning.

27 SMART Goal Setting
- Effective goal setting should be:
  - S pecific
  - M easurable
  - A chievable
  - R esults oriented
  - T ime related

28 Process-Based Models of Motivation
- Expectancy Model
- Equity Model
Reinforcement Theory

- Based on the idea that people learn to repeat behaviors that are positively rewarded (reinforced) and avoid behaviors that are punished (not reinforced).
- The application of reinforcement theory is frequently called behavior modification because it involves changing one’s own behavior or the behavior of someone else.

Increasing Desired Behavior

- Positive Reinforcement
  - The administration of positive and rewarding consequences following a desired behavior.
- Negative Reinforcement
  - Also called avoidance learning, strengthens desired behavior by allowing escape from an undesirable consequence.

Decreasing Desired Behavior

- Extinction
  - The withdrawal of the positive reward or reinforcing consequences for an undesirable behavior.
- Punishment
  - The administration of negative consequences following undesirable behavior.

Reinforcement Strategies

Reinforcement: Interval and Time

- Interval
  - Reinforcement is based on time.
- Ratio
  - Reinforcement is based on exhibiting the desired behavior.

Reinforcement: Fixed and Variable

- Fixed reinforcement
  - Reinforcement is administered at each interval or for each desired behavior.
- Variable reinforcement
  - The reinforcer is given at essentially a random time or random occurrence of the desired behavior.

Schedules of Reinforcement

- Fixed Interval Schedule
  - Rewards employees at specific time intervals, assuming that the desired behaviors have continued at an appropriate level.
- Fixed Ratio Schedule
  - Provides a reinforcement after a fixed number of occurrences of the desired behavior.

- Variable Interval Schedule
  - When reinforcement is administered at random or varying times that cannot be predicted by the employee.
- Variable Ratio Schedule
  - Reinforcement administered after a varying or random number of occurrences.

Using Behavior Modification

- The application of Reinforcement Theory is called behavior modification.
• The reason is that the intent of applying the concepts is to change or modify, one’s own, or someone else’s behavior.

• Hopefully, managers reward behavior of employees that is desirable for the organization (high performance) and ignore behavior that is not, or even punish it.

### Contemporary Motivational Approaches

- Participative management
- Money
- Employee ownership
- Rewarding team performance

### Participative Management

- Encompasses various activities in which subordinates share a significant degree of decision-making power with their immediate superiors.
- Involves any process where power, knowledge, information, and rewards are moved downward in the organization.
- When companies increase the amount of control and discretion workers have over their jobs, they empower employees and can improve the motivation of both employees and management.

### Money as a Motivator (slide 1 of 2)

- As a medium of exchange, money should motivate to the degree that people perceive it as a means to acquire other things they want.

- Research does show that money is a motivator when a “significant amount of money” is clearly tied to a desired behavior.

- Money has to be desired by the person engaging in the behavior.

### Money as a Motivator (slide 2 of 2)

- However, overall, money tends to not be associated with productive behavior, and may even motivate unwanted behavior. Reasons include:
  - Proper (productive) behavior has not been defined.
  - There are poor measures, or no measures or productive behavior.
  - The amount of money is too small to make a difference.

- These same reasons explain why profit-sharing, or gain-sharing programs frequently do not motivate individual performance.

### Employee Ownership

- Assumes that if a person owned part of a company, that he or she would be more highly motivated to contribute to make the company more successful and more profitable.

- Research shows that using ownership, including stock options, works to motivate behavior only:
  - When productive behavior and goals have been defined.
  - Good performance can be measured.
  - The awards of stock or stock options are tied directly to performance.

### Rewarding Team Performance

- How do you reward team performance?
  - A significant part of the reward given to team members must be based on total team performance.
  - Individual rewards probably should be given.
  - However, individuals should be rewarded for contributing to the team success, effort, and function… not for individual performance itself.

### Implications for Leaders: Motivation

- Find out what motivates each person.

- Tie rewards to the behavior you want.
• Help people see what the right behavior and performance is.

### Prescription for Greater Motivation

• Tell people what you expect them to do.
• Make the work valuable.
• Make the work doable.
• Give feedback.
• Reward successful performance.