Chapter 19
Motivation

Chapter Outline

I. The Concept of Motivation
II. Foundations of Motivation
   A. Traditional Approach
   B. Human Relations Approach
   C. Human Resource Approach
   D. Contemporary Approach
III. Content Perspectives on Motivation
   A. Hierarchy of Needs Theory
   B. ERG Theory
   C. Two-Factor Theory
   D. Acquired Needs Theory
IV. Process Perspectives on Motivation
   A. Equity Theory
   B. Expectancy Theory
   C. Goal-Setting for Motivation
V. Reinforcement Perspective on Motivation
   A. Reinforcement Tools
   B. Schedules of Reinforcement
VI. Job Design for Motivation
   A. Job Simplification
   B. Job Rotation
   C. Job Enlargement
   D. Job Enrichment
   E. Job Characteristics Model
VII. Motivational Ideas for Turbulent Times
   A. Empowering People to Meet Higher Needs
   B. Giving Meaning to Work
Annotated Learning Objectives

After studying this chapter, students should be able to:

1. Define motivation and explain the difference between current approaches and traditional approaches to motivation.

   Motivation generally is defined as the arousal, direction, and persistence of behavior. The study of motivation concerns is what prompts people to initiate action, what influences their choice of action, and why they persist in doing it over time. To the extent behavior is successful, the person is rewarded in the sense that the need is satisfied. In the traditional approach, economic rewards are provided to employees for high performance. The emphasis on pay evolved into the perception of workers as economic people, people who would work harder for higher pay. Three types of theories dominate contemporary approaches to employee motivation. The first is content theories, which stress the analysis of underlying human needs. Process theories are concerned with the thought processes that influence behavior. Reinforcement theories focus on employee learning of desired work behaviors.

2. Identify and describe content theories of motivation based on employee needs.

   Content theories emphasize the needs that motivate people. These needs translate into an internal drive that motivates an individual’s specific behaviors in an attempt to fulfill the needs. The organization’s reward system can be designed to meet and reinforce employees in directing energies and priorities toward attainment of organizational goals. Maslow’s hierarchy of needs theory proposes that humans are motivated by multiple needs and these needs exist in a hierarchical order. Once a need is satisfied, it declines in importance and the next higher need is activated, which is then satisfied, and the process continues up the hierarchy. Alderfer proposed the ERG theory, which identified three categories of needs: existence needs, which are the needs for physical well-being; relatedness needs, which pertain to the need for satisfactory relationships with others; and growth needs, which focus on the development of human potential and the desire for increased competence. Herzberg developed the two-factor theory of motivation. He suggested that the work characteristics associated with dissatisfaction were different from those pertaining to satisfaction. McClelland developed the acquired needs theory, which proposes that needs are acquired. People are not born with these needs but may learn them through life experiences. The three needs most frequently studied are the need for achievement, the need for affiliation, and the need for power.

3. Identify and explain process theories of motivation.

   Process theories explain how workers select behavioral actions to meet their needs and determine whether their choices were successful. The two basic process theories are equity theory and expectancy theory. Equity theory focuses on individuals’ perceptions of how fairly they are treated compared with others. Expectancy theory
suggests that motivation depends on individuals’ expectations about their ability to perform tasks and receive desired rewards. This theory is based on the relationship among the individual’s effort, the individual’s performance, and the desirability of outcomes associated with high performance.

4. *Describe reinforcement theory and how it can be used to motivate employees.*

Reinforcement theory looks at the relationship between behavior and its consequences. It focuses on changing or modifying the employees’ on-the-job behavior through the appropriate use of immediate rewards and punishments. Behavior modification is the techniques by which reinforcement theory is used to modify human behavior. Reinforcement is defined as anything that causes a certain behavior to be repeated or inhibited.

5. *Discuss major approaches to job design and how job design influences motivation.*

A job in an organization is a unit of work that a single employee is responsible for performing. Job design is the application of motivational theories to the structure of work for improving productivity and satisfaction. Job simplification pursues task efficiency by reducing the number of tasks one person must do. Job rotation systematically moves employees from one job to another, thereby increasing the number of different tasks an employee performs without increasing the complexity of any one job. Job enlargement combines a series of tasks into one new, broader job. Job enrichment incorporates high-level motivators into the work including job responsibility, recognition, and opportunities for growth, learning, and achievement.

6. *Discuss how empowerment heightens employee motivation.*

Organizations have adopted new programs that apply motivational theory to improve employees’ satisfaction and performance. The newest trend in motivation is empowerment, the delegation of power and authority to subordinates in an organization. Increasing employee power heightens motivation for task accomplishment because people improve their own effectiveness, choosing how to do a task and using their creativity. Empowering employees means giving them four elements that enable them to act more freely to accomplish their jobs: information, knowledge, power, and rewards.

7. *Describe ways that managers can create a sense of meaning and importance for employees at work.*

Another way to meet higher-level motivational needs and help people get intrinsic rewards is to instill a sense of importance and meaningfulness. For example, people who work for a social cause or mission are often more highly motivated. Smart managers see that having engaged, motivated employees has less to do with extrinsic rewards such as pay than fostering an environment in which people can flourish. It is the behavior of managers that makes the biggest difference in employee motivation and whether employees flourish at work. The manager’s role is to organize the workplace in such a way that each person can learn, contribute, and grow. Results of
the Gallup study show that organizations whose employees rated them high have less turnover, are more productive and profitable and enjoy greater loyalty.

Lecture Outline

Suggested Opening Remarks

A highly successful application of motivational ideas occurred for veteran salespeople at Pfizer, described in the opening example. Top managers realized these senior employees no longer felt like an important part of the organization. Their first step was to create a program originally called “The Second Wind,” which set up self-reinforcing peer groups of four to seven senior sales reps, who kept in close touch via phone, e-mail, and personal contact. The teams compete with one another and with the rest of the sales force to meet specific sales goals. The most important part of the program was asking the veteran sales reps to give talks to groups of new management trainees and to speak and lead sessions at conferences of district managers, helping to fulfill higher-level esteem and self-actualization needs. The older reps were also assigned mentoring relationships with younger staffers.

Soon some amazing things started happening. The sales of the older sales representatives took off like a rocket. Many times, these employees far exceeded their sales quotas and were recognized as leading the nation in the sales of certain drugs. Rick Burch, senior vice president, saw the program as a way to engage the older employees by recognizing and helping them to see their value to the company, thus allowing them to reap intrinsic as well as extrinsic rewards. He renamed the program the Master’s Group, after the famous golf tournament. The 700 or so nationwide participants meet annually, most of them wearing company-provided green jackets that resemble those awarded at the prestigious Master’s Tournament. As a veteran rep. said, “What makes it go is….that senior people are now respected for what they bring to meetings, and their mentoring is invaluable.”

I. THE CONCEPT OF MOTIVATION

What is motivation?

Motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.

Employee motivation affects productivity, and part of a manager’s job is to channel motivation toward accomplishment of organizational goals.

The study of motivation helps understand what prompts people to initiate action, what influences their choice of action, and why they persist in that action over time.

The model shows that people have basic needs such as for food, achievement, or money; needs motivate specific behavior to fulfill the need; rewards satisfy needs.

Reward feedback tells the person if the reward was appropriate and should be used again; rewards are of two types:

Intrinsic rewards are the satisfaction a person receives in the process of performing a particular action.
Extrinsic rewards are given by another person, typically a manager, and include promotions and pay increases.

The importance of motivation is that it can lead to behaviors that reflect high performance within organizations.

Managers have to find the right combination of motivational techniques and rewards to keep workers satisfied and productive in a variety of organizations situations.

Discussion Question #1: In response to security threats in today’s world, the U.S. government federalized airport security workers. Many argued that simply making screeners federal workers would not solve the root problem; bored, low-paid, and poorly trained security workers have little motivation to be vigilant. How might these employees be motivated to provide the security that travel conditions now demand?

II. FOUNDATIONS OF MOTIVATION

What are the foundations of motivation?

A manager’s assumptions about employee motivation and use of rewards depend on his or her perspective on motivation.

Perspectives on employee motivation that have evolved include the traditional approach, the human relations approach, the human resource approach, and the contemporary approach.

A. Traditional Approach

The study of employee motivation began with the work of Frederick W. Taylor on scientific management. See Chapter 2.

Scientific management means the systematic analysis of an employee’s job for the purpose of increasing efficiency.

Economic rewards are provided to employees for high performance.

Emphasis on pay evolved into perception of economic man, those who work harder for higher pay.

This led to the incentive pay systems where people were paid on the quality and quantity of work output.

B. Human Relations Approach

Beginning with the Hawthorne studies, non-economic rewards, such as congenial work groups who met social needs, seemed more important than money as a motivator.

Workers were studied as people and the concept of the social man emerged.

C. Human Resource Approach

This approach extends the concepts of economic man and social man to introduce the concept of the whole person.
The work by McGregor on Theory X and Theory Y argued that people want to do a good job and that work is as natural as and healthy as play. See Chapter 2.

Proponents of the human resource approach believed that earlier approaches tried to manipulate employees by economic and social rewards.

By assuming employees are competent and can make major contributions, managers can enhance organizational performance.

The human resource approach is the basis for contemporary perspectives on employee motivation.

D. Contemporary Approach

The contemporary approach to employee motivation consists of three types of theories:

*Content theories.* Provide insight into the needs of people in organizations and help managers understand how needs can be satisfied in the workplace.

*Process theories.* Concern the thought processes that influence behavior and focus on how employees seek rewards in work circumstances.

*Reinforcement theories.* Focus on teaching employees desired work behaviors.

In Exhibit 16.1 content theories focus on the concepts in the first box, process theories on those in the second, and reinforcement on those in the third.

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III. CONTENT PERSPECTIVES ON MOTIVATION

*Exhibit 16.2*

*Content theories* emphasize the needs that motivate people; people have basic needs such as food, achievement, or monetary reward.

These needs translate into an internal drive that motivates specific behaviors in an attempt to satisfy the needs.

The organization’s reward system can be designed to meet and reinforce employees for directing energies and priorities toward attainment of organizational goals.

A. Hierarchy of Needs Theory

The hierarchy of needs theory, which proposes that humans are motivated by multiple needs, was developed by Abraham Maslow (1907-1970).

These needs exist in the following hierarchical order:

- *Physiological needs.* The most basic human physical needs including food, water, and sex.
  
  In the organizational setting, these needs include adequate heat, air, and base salary to ensure survival.

- *Safety needs.* These are the needs for a safe and secure physical and emotional environment and free from threats of violence.
  
  In the organization these are for safe jobs, fringe benefits, and job security.

- *Belongingness needs.* These needs are the desire to be accepted by one’s peers, have friends, be part of a group, and be loved.
On the job this translates into a desire for good relationships with co-workers, participation in a work group, and a positive relationship with supervisors.

- **Esteem needs.** Relates to the desire for a positive self-image and to receive attention, recognition, and appreciation from others.

  Within organizations this is a motivation for recognition, increased responsibility, high status, and credit for contributions to the organization.

- **Self-actualization needs.** This is the highest need category and represents the need for self-fulfillment, developing one’s full potential, increasing one’s competence, and becoming a better person.

  These needs can be met in the organization by providing opportunities to grow, encouraging creativity, and training for challenging assignments and advancement.

  The lower-order needs take priority in that they must be satisfied before higher-order needs are activated.

  The needs are satisfied in sequence; once a need is satisfied, it declines in importance and the next higher need is activated.

**Discussion Question #2:** One small company recognizes an employee of the month, who is given a parking spot next to the president’s space near the front door. What theories would explain the positive motivation associated with this policy?

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**B. ERG Theory.**

*ERG theory* was developed by Clayton Alderfer and is a modification of Maslow’s theory in an effort to simplify it and respond to criticisms of its lack of empirical verification.

ERG theory identified three categories of needs:

- **Existence needs.** These are the needs for physical well-being.

- **Relatedness needs.** These pertain to the need for satisfactory relationships with others.

- **Growth needs.** These focus on the development of human potential and the desire for personal growth and increased competence.

The ERG model and Maslow’s need hierarchy are similar as both are hierarchical and presume individuals move up the hierarchy one need at a time.

The Model contains a *frustration-regression principle;* failure to meet a higher-order need may trigger a regression to an already fulfilled lower-order need.
A worker who cannot fulfill a need for personal growth may revert to a lower-order social need and redirect efforts toward making money.

The ERG model suggests that individuals may move down as well as up the hierarchy depending on their ability to satisfy needs.

Many companies find that creating a humane work environment that allows people to achieve a balance between work and personal life is a great high-level motivator.

Making work fun plays a role in creating this balance as well; having fun relieves stress and enables people to feel more “whole.”

C. Two-Factor Theory

Frederick Herzberg developed the two-factor theory; work characteristics associated with dissatisfaction were different from those pertaining to satisfaction.

This prompted the idea that two factors influence work motivation and an employee’s behavior at work.

*Hygiene factors* are the presence or absence of job dissatisfiers such as working conditions, pay, company policies, and interpersonal relationships.

When hygiene factors are poor, work is dissatisfying; good hygiene factors simply remove the dissatisfaction, but do not cause satisfaction or motivation.

*Motivators* are higher-level needs and include achievement, recognition, responsibility, and opportunity for growth; motivators influence job satisfaction.

When motivators are absent, employees are neutral toward work; when motivators are present, workers are highly motivated and satisfied.

The manager’s role is to remove dissatisfiers or provide hygiene factors to meet basic needs and use motivators to meet higher-level needs to propel employees toward achievement and satisfaction.

For example, Vision Service Plan, the nation’s largest provider of eyecare benefits, uses both hygiene factors and motivators.

**Discussion Question #8:** The teachers in question 7 also reported that pay and fringe benefits were poor yet they continued to teach. Use Herzberg’s two-factor theory to explain this finding.

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D. Acquired Needs Theory

David McClelland developed *acquired needs theory*, which proposes that certain types of needs are acquired or learned during an individual’s lifetime.
People are not born with these needs, but may learn them through life experiences; the needs most frequently studied include:

- **Need for achievement** or the desire to accomplish something difficult, attain success, master complex tasks, and surpass others
- **Need for affiliation** or the desire to form close personal relationships, avoid conflict, and establish warm friendships
- **Need for power** or the desire to influence or control others, be responsible for others, and have authority over others

Content theories focus on people’s underlying needs and label those particular needs that motivate behavior.

**Discussion Question #6:** Would you rather work for a supervisor high in need for achievement, need for affiliation, or need for power? Why? What are the advantages and disadvantages of each?

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**IV. PROCESS PERSPECTIVES ON MOTIVATION**

- **What are process theories?**

*Process theories* explain how employees select behaviors with which to meet their needs and determine if their choices were successful.

The basic process theories are Equity Theory and Expectancy Theory.

A. **Equity Theory**

Equity theory was developed by J. Stacy Adams and focuses on individuals’ perceptions of how fairly they are treated compared with others.

*Equity theory* focuses on individuals’ perceptions of how fairly they are treated relative to others.

If people perceive their compensation as equal to what others receive for similar contributions, they believe their treatment is fair and equitable.

People evaluate equity by a ratio of inputs to outcomes.

Inputs to a job include education, experience, effort, and ability; outcomes from a job include pay, recognition, benefits, and promotions.

The input to outcome ratio may be compared with another person in the work group or to a perceived group average.

*Equity* exists whenever the ratio of one person equals the ratio of another person.
Inequity occurs when ratios are out of balance as when a qualified employee is paid the same as an inexperienced employee.

The most common methods for reducing a perceived inequity are to change inputs, change outcomes, distort perceptions, and leave the job.

The implication for managers is that employees evaluate the perceived equity of their rewards compared to others.

An increase in salary or promotion will not motivate if it is perceived as inequitable relative to other employees.

Smart managers try to keep feelings of equity in balance to keep their workforce motivated.

**Discussion Question #5:** If an experienced secretary discovered that she made less money than a newly hired janitor, how would she react? What inputs and outcomes might she evaluate to make this comparison?

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**UNLOCKING CREATIVE SOLUTIONS THROUGH TECHNOLOGY**

_Simplicity Is the Key to Motivation at Google_

Just as simplicity is the cornerstone of success for Google’s search engine, it is also the key to powerful motivation. The co-founders of Google wrote a software program that automatically e-mails engineers every week asking them what they have been working on for the week, their accomplishments and problems. Then, the program puts all the answers together into a document that everyone can read. Anyone who doesn’t answer gets put at the top of the list so everyone will know who didn’t answer. This simple idea turned out to have a strong impact on engineers’ motivation. It gives people a chance to share with others what they are doing and talk about their successes and challenges.

**B. Expectancy Theory**

*Expectancy theory*, associated with Victor Vroom, suggests that motivation depends on individuals’ expectations about their ability to perform tasks and receive desired rewards.

Expectancy theory is focused on the thinking process individuals use to achieve rewards.

1. **Elements of Expectancy Theory**

   Expectancy theory is based on the individual’s _effort_, individual’s _performance_, desirability of _outcomes_ associated with high performance.
\[ E \to P \] expectancy involves whether putting effort into a task will lead to high performance.

The individual must have the ability, previous experience, and necessary machinery, tools, and opportunity to perform.

\[ P \to O \] expectancy involves whether successful performance will lead to the desired outcome; the belief that high performance will lead to a desired award.

*Valence* is the value of outcomes, or attraction for outcomes, for the individual.

If an employee does not value the outcomes available from high effort and good performance, motivation will be low.

If outcomes have a high value, motivation will be higher.

Expectancy theory attempts to establish that needs and rewards exist and may be different for every individual.

One employee might want to be promoted to a position of increased responsibility; another might have a high valence for good relationships with peers.

One will work hard for a promotion and the second for the opportunity for a team position.

2. Implications for Managers

Managers’ responsibility is to help subordinates meet their needs and at the same time attain organizational goals.

Manager must try to find a match between a subordinate’s skills and abilities and the job demands.

Companies use expectancy theory principles by designing incentive systems that identify organizational outcomes and give everyone a chance for rewards.

The trick is to design a system that fits with employees’ abilities and needs.

C. Goal Setting for Motivation

*Goal-setting theory* proposes that specific, challenging goals increase motivation and performance when the goals are accepted by subordinates who receive feedback to indicate progress toward goal achievement.

For key components of goal-setting theory include:

- *Goal specificity* – the degree to which goals are concrete and unambiguous.
- *Goal difficulty* - hard goals are more motivating than easy ones.
- *Goal acceptance* - employees have to “buy into” the goals and be committed to them.
- *Feedback* – people get information about how well the are doing in progressing toward goal achievement.

Goal setting increases motivation because it enables people to focus their energies in the right direction.

People know what to work toward, so they can direct their efforts toward the most important activities to accomplish the goals.
Goals energize behavior because people feel compelled to develop plans and strategies to accomplish the objective.

V. REINFORCEMENT PERSPECTIVE ON MOTIVATION

Describe reinforcement theory.

Reinforcement theory looks at the relationship between behavior and its consequences.

The focus is on changing or modifying the employees’ on-the-job behavior through the appropriate use of immediate rewards and punishments.

A. Reinforcement Tools

Behavior modification is the technique by which reinforcement theory is used to modify behavior.

The basic assumption underlying behavior modification is the law of effect, which states that behavior that is positively reinforced tends to be repeated, and behavior that is not reinforced tends not to be repeated.

Reinforcement is defined as anything that causes a certain behavior to be repeated or inhibited.

The four reinforcement tools include:

1. Positive Reinforcement

   Positive reinforcement is a pleasant and rewarding consequence following a desired behavior.

   Praise for job well done increases the likelihood the excellent work will happen again; studies show that positive reinforcement improves performance.


   Avoidance learning is the removal of an unpleasant consequence following a desired behavior, sometimes called negative reinforcement.

   Employees learn to do the right thing by avoiding unpleasant situations.

   This occurs when a supervisor stops harassing an employee once the incorrect behavior has stopped.

3. Punishment.

   Punishment is imposing unpleasant outcomes on an employee following undesirable behavior.

   The use of punishment in organizations is controversial because it fails to indicate the correct behavior.

   Almost all managers find the need to impose punishment occasionally, from reprimands to employee suspensions or firings.

4. Extinction.

   Extinction is the withdrawal of a positive reward; extinction involves withholding pay raises, praise, and other positive outcomes.
A behavior that is not positively reinforced will be less likely to occur in the future.

**Discussion Question #4:** One executive argues that managers have too much safety because of benefit and retirement plans. He rewards his managers for taking risks and has removed many guaranteed benefits. Would this approach motivate managers? Why?

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**UNLOCKING CREATIVE SOLUTIONS THROUGH PEOPLE**

*At PaeTec Communications, It’s All About Respect*

The PacTec CEO expects employees to put customers first. In the Network Operations Center, irate customers reach a live human voice after the first ring. Employees handle 4,000 problem calls a month, but they solve them so well and cheerfully that the company has maintained a monthly customer retention rate of 99.5 percent since it was founded in 1998. The CEO puts employees first. He is known for writing short notes to employees all over the company to praise them or thank them. He sends e-mails, makes phone calls, and personally visits people in their offices to tell them how much he appreciates their efforts and accomplishments. At PaeTec, managers automatically assume that employees on the front lines know what needs to be done better than anyone else. People respond to this kind of respect, and they pass it onto their own subordinates and to PaeTec’s customers.

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**B. Schedules of Reinforcement**

Research suggests the timing of reinforcement has an impact on speed of employee learning.

*Schedules of reinforcement* pertain to the frequency with, and intervals over which, reinforcement occurs.

1. Continuous reinforcement.

   A *continuous reinforcement schedule* reinforces every occurrence of the desired behavior.

   This schedule can be very effective in the early stages of learning new types of behavior, because every attempt has a pleasant consequence.

2. Partial reinforcement.

   In the real world of organizations it is often impossible to reinforce every correct behavior.
With a *partial reinforcement schedule*, the reinforcement happens only after some occurrences of the correct behavior.

There are four types of partial reinforcement schedules:

- *Fixed-interval schedule*, which rewards employees at specified time intervals; a regular paycheck is an example.
- *Fixed-ratio schedule* reinforcement occurs after a specified number of desired responses, such as after every fifth event; most piece-rate pay systems are fixed-ratio schedules.
- *Variable-interval schedule* reinforcement is administered at random times that cannot be predicted by the employee.

An example would be a random inspection after which the employee would be praised.

A *variable-ratio schedule* is based on a random number of desired behaviors rather than on variable time periods (e.g., a random monitoring for telemarketers).

Continuous reinforcement is most effective for new learning, but behavior is vulnerable to extinction.

Partial reinforcement schedules are more effective for maintaining behavior over extended periods.

The most powerful is the variable-ratio schedule, because employee behavior persists due to the administration of reinforcement after a long interval.

Emerald Packaging successfully uses reinforcement theory to reduce accidents and is now developing programs for quality and waste reduction.

Reward and punishment motivational practices dominate firms as many as 94 percent of U.S. companies rewarding performance or giving merit pay.

Less than one-third of the companies see the noticeable impact of incentives on business results.

**Discussion Question #3:** One small company recognizes an employee of the month, who is given a parking spot next to the president’s space near the front door. What theories would explain the positive motivation associated with this policy?

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MANAGER’S SHOPTALK

The Carrot-and-Stick Controversy

Do financial and other rewards really motivate the kind of behavior organizations want and need? A growing number of critics say no, arguing that carrot-and-stick approaches are a holdover from the Industrial Age. Reasons for criticism of carrot-and-stick approaches include:

• *Extrinsic rewards diminish intrinsic rewards*
• *Extrinsic rewards are temporary.*
• *Extrinsic rewards assume people are driven by lower-level needs.*

There is some evidence that money is not primarily what people work for. Managers should understand the limits of extrinsic motivators and work to satisfy employees’ higher, as well as lower, needs. To be motivated, employees need jobs that offer self-satisfaction in addition to a yearly pay raise.

VI. JOB DESIGN FOR MOTIVATION

*A job* in an organization is a unit of work that a single employee is responsible for performing.

Jobs are important because performance of their components may provide rewards that meet employees’ needs.

*Job design* is the application of motivational theories to the structure of work for improving productivity and satisfaction.

The following are approaches to job design:

A. Job Simplification

*Job simplification* pursues task efficiency by reducing the number of tasks one person must do; it is based on the principles drawn from scientific management.

As a motivational technique, job simplification has failed.

Workers dislike routine and boring jobs and react in negative ways, including sabotage, absenteeism, and unionization.

B. Job Rotation

*Job rotation* systematically moves employees from one job to another, increasing the number of different tasks an employee performs.

Employees may find the new job interesting, but the novelty soon wears off as the repetitive work is mastered.

Job rotation gives companies flexibility; one production worker might shift among several jobs depending on the company’s needs at the moment.
C. Job Enlargement

Job enlargement combines a series of tasks into one new, broader job; this is a response to the dissatisfaction of employees with oversimplified jobs.

Job enlargement provides job variety and a greater challenge for employees.

D. Job Enrichment

*Job enrichment* incorporates high-level motivators into the work including: job responsibility, recognition, opportunity for growth, learning, and achievement.

Employees have control over the resources necessary for the job, make decisions on how to do the work, experience personal growth, and set their own work pace.

Job enrichment increases employees’ motivation and job satisfaction.

E. Job Characteristics Model

Hackman and Oldham’s research concerns work redesign, defined as altering jobs to increase the quality of employees’ work experience and their productivity.

The *job characteristics model* comprises core job dimensions, critical psychological states, and employee growth-need strength.

1. Core job dimensions

A job’s motivational potential include:

- *Skill variety.* The number of diverse activities that compose a job and the number of skills used to perform it.

- *Task identity.* The degree to which an employee performs a total job with a recognizable beginning and ending.

- *Task significance.* The degree to which a job is perceived as important and having an impact on the company or customers.

- *Autonomy.* The degree to which the worker has freedom, discretion, and self-determination in planning and carrying out tasks.

- *Feedback.* The extent to which doing the job provides information to the employee about his/her performance.

The more a job contains these core characteristics, the higher the motivation, quality of performance, and satisfaction will be.

2. Critical Psychological States.

This model states that core job dimensions are more rewarding when individuals experience three psychological states in response to job design:

- *Meaningfulness of work*—the work itself is satisfying and provides intrinsic rewards

- *Responsibility*—autonomy influences the experience of responsibility

- *Knowledge of actual results*—feedback provides information about results
Employees know how they are performing and can change work performance to increase desired outcomes.

3. Personal and Work Outcomes

There is an impact of five job characteristics on the psychological states of experienced meaningfulness, responsibility, and knowledge of actual results.

The results lead to the personal and work outcomes of high work motivation, high work performance, high satisfaction, and low absenteeism and turnover.

**Discussion Question #7:** A survey of teachers found that two of the most important rewards were the belief that their work was important and a feeling of accomplishment. Is this consistent with Hackman and Oldham’s job characteristics model?

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4. Employee growth-need strength.

*Employee growth-need strength* is the final component of the model and means that people have different needs for growth and development.

If a person wants to satisfy low-level needs, such as safety and belongingness, the job characteristics model has less effect.

When a person has a high need for growth and development and the desire for personal challenge, achievement, and challenging work, the model is effective.

There are cross-cultural differences in the impact of job characteristics; intrinsic factors such as autonomy and challenge are motivators in the U.S.

They may contribute little to motivation and satisfaction in a country such as Nigeria, and might lead to demotivation.

The link between intrinsic characteristics and job motivation and satisfaction is weaker in economically disadvantaged countries with poor governmental social welfare systems and high power distance.

The model would be expected to be less effective in these countries.

**Discussion Question #11:** Why might intrinsic factors such as achievement and recognition be less motivating in a poor country like Nigeria than they are in the United States?

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VII. MOTIVATIONAL IDEAS FOR TURBULENT TIMES

How are organizations motivating employees in turbulent times?

Organizations are increasingly using various types of incentive compensation as a way to motivate employees to higher levels of performance.

Variable compensation and forms of “at risk” pay are key motivational tools and are becoming more common than fixed salaries at many companies.

The programs can be effective if they are used appropriately and combined with motivational ideas that also provide intrinsic rewards and meet higher level needs.

Many organizations give employees a voice in how pay and incentive systems are designed, which increases motivation by increasing employees’ involvement.

Motivational programs that have the greatest impact typically involve much more than money.

Two recent motivational trends are empowering employees and designing work to have greater meaning.

A. Empowering People to Meet Higher Needs

Empowerment means the delegation of power or authority to subordinates in an organization.

Increasing employee power heightens motivation for task accomplishment because people improve their own effectiveness, choosing how to do a task using their creativity.

Empowering employees means giving them four elements that enable them to act more freely to accomplish their jobs: information, knowledge, power, and rewards.

- Employees receive information about company performance.
- Employees have knowledge and skills to contribute to company goals.
  Companies use training programs to help employees acquire the knowledge and skills they need to contribute to organizational performance.
- Employees have the power to make substantive decisions.
  Workers have the authority to directly influence work procedures and organizational performance, often through quality circles or self-directed work teams.
- Employees are rewarded based on company performance.
  Organization’s that empower workers often reward them based on the results shown in the company’s bottom line.

Empowerment can mean encouraging workers’ ideas while managers retain authority; or employees can have freedom and power to make decisions and exercise initiative.
Current methods fall along a continuum from no discretion for workers to full empowerment where workers participate in formulating strategy.

One company that has a high-level empowerment program is Delta Air Lines; employees have input and decision making power on everyday and strategic issues.

**Discussion Question #10:** How can empowerment lead to higher motivation? Could a manager’s empowerment efforts sometimes contribute to demotivation as well? Discuss.

**B. Giving Meaning to Work**

Another way to meet higher-level motivational needs and help people get intrinsic rewards is to instill a sense of importance and meaningfulness.

For example, people who work for a social cause or mission are often more highly motivated.

Smart managers see that having engaged, motivated employees has less to do with extrinsic rewards than fostering an environment in which people can flourish.

It is the behavior of managers that makes the biggest difference in employee motivation and whether employees flourish at work.

The manager’s role is to organize the workplace in such a way that each person can learn, contribute, and grow.

Results of the Gallup study show that organizations whose employees rated them high have less turnover, are more productive and profitable and enjoy greater loyalty.

**Discussion Question #9:** What theories explain why employees who score high on the Q12 questionnaire are typically highly motivated and productive?

**Lecture Example File**

Team Building and Team Maintenance... An Ongoing Project.

A group of people working together does not necessarily have to be a team. Teams are needed for a group of people to accomplish the same goals together.
Effective, productive teams do not just happen. Productive teams are taught team skills and the members work hard to keep the team effective.

Tips for Your Teams:

Allow every team member to have an opportunity for input on a regular basis.

Put in to place a problem solving/solution finding system when the original plan doesn't work!

Each team member must understand the team goals and the role they are expected to play to reach them.

Team maintenance is a must! Give sincere recognition and praise on a regular basis.

Laugh together... have some fun together... get to really know each other's values, dreams, fears and personal goals. Make It Happen!

Communication, Do Others Really Hear What You Are Saying? Do They Understand What You Really Mean?

The Most Common Barriers To Communication...

- We do not really listen to others.
- We do not say what we really want to say.
- We do not communicate our feelings.
- We overreact, are too critical, unimpressed and too sensitive.

Effective Communication Requires:

- Listen to people and find out what they want and need.
- Be approachable, have the time to spend with them instead of being so "busy, busy, busy."
- When speaking to others, protect their ego. Word your comments so that others do not feel stupid or wrong.
- Make it a point to let others know what they are doing that you like. This always gets their attention.

Feeling Way Too Much Stress These Days?

Take a look at the people you are spending your time with! Do they like you just the way you are? Are they supporting you in your decisions? Do they make you laugh? Or do you feel worse after you have been with them? If so, back off and begin to surround yourself with positive, fun-loving people. You Can Do It!

Are you doing anything for fun just for you? Plan something to do just for you each day! Yes, you do have the time because you are going to make the time! It may be calling a friend and sharing a few laughs, reading a mystery, working on a hobby, art or crafts. This is a valuable gift to you. Taking time just for you each day is a major step in alleviating and eliminating stress in your life.

Plan the time in your life with a daily planner, calendar or To-do list. This way you do not have to count on your memory to get things done. Also,
planning out the things you need to do can be spread out over several days or weeks. The purpose of this daily planner is NOT to see how many jobs you can cram into the hours in a day! It is to allow you to have free time to enjoy life without feeling guilty.

Answers To End-Of-Chapter Discussion Questions

1. Low-paid service workers represent a motivational problem for many companies. Consider the ill-trained and poorly motivated x-ray machine operators trying to detect weapons in airports. How might these people be motivated to reduce boredom and increase their vigilance?

Using Herzberg’s approach, pay is not the major issue here. One should try giving them more responsibility. Perhaps changing their job titles from x-ray machine operators to Advanced Security Patrol Officers will be helpful. Also, give them authority to take action when items are detected. Make them responsible for themselves. Positive reinforcement by management and others would also be helpful in this situation.

2. One small company recognizes an employee of the month, who is given a parking spot next to the president’s space near the front door. What theories would explain the positive motivation associated with this policy?

Using Maslow’s theory this is an appeal to the higher-level need of esteem. Herzberg would call it recognition. It could also be called positive reinforcement. In expectancy theory language, the valued reward, the recognition of the parking space, increased the motivation. Linking performance to the reward increased the probability of high performance.

3. Campbell Soup Company reduces accidents with a lottery. Each worker who works 30 days or more without losing a day for a job-related accident is eligible to win prizes in a raffle drawing. Why has this program been successful?

It uses positive reinforcement for the desired behavior. The schedule of reinforcement is a type of variable-ratio schedule, which is very powerful. This positive reinforcement is linked well to the desired behavior.

4. One executive argues that managers have too much safety because of benefit and retirement plans. He rewards his managers for taking risks and has removed many guaranteed benefits. Would this approach motivate managers? Why?

This situation points out the importance of linking rewards to desired behaviors. This type of plan would definitely motivate managers to take more risks since they are rewarded for doing so. Loyalty and longevity on the job are not rewarded, and one would not expect managers to be motivated to stay with the company, however.
5. If an experienced secretary discovered that she made less money than a newly hired janitor, how would she react? What inputs and outcomes might she evaluate to make this comparison?

This comparison is based on equity theory, in which people compare the inputs they bring to a job with the outcomes they receive from it. Chances are the secretary will react negatively to the comparison. The janitor is newly hired and may have less experience than the secretary. The secretary may have more education and bring greater training and ability to the job. The secretary may have certain outcomes unavailable to the janitor, such as a pleasant office, more satisfying work, and a more prestigious position. However, these outcomes probably will not offset a lower salary, which will create a perceived inequity. If the perceived inequity is great, the secretary might be expected to change her inputs by expending less effort, attempting to change outcomes by seeking a salary increase, or by perhaps even leaving the job.

6. Would you rather work for a supervisor high in need for achievement, need for affiliation, or need for power? Why? What are the advantages and disadvantages of each?

This question is designed to stimulate student thinking and discussion about the three acquired needs, so there is no single correct answer. Many students might prefer to have a supervisor high in need for affiliation because the supervisor would be motivated to avoid conflict and to establish warm relationships with others. The disadvantage is that the supervisor might not be very aggressive and might not be able to help a subordinate achieve highly in the organization. A supervisor high in need for achievement would have an intense desire to accomplish difficult tasks and to attain a high standard of success. The advantage of working for this supervisor would be the opportunities that might result from association with a high achiever. The disadvantage would be the lack of personal attention and concern for subordinates from a supervisor intent on achieving personal goals. A supervisor high in need for power would desire to influence or control others and to acquire increasing power within the organization. The advantage is that the supervisor would be motivated to climb the hierarchy and might be able to use increasing power to benefit subordinates. The disadvantage is that the supervisor would not be concerned for personal needs of the subordinate and probably would seek power for his or her own gain rather than to share the rewards with others.

7. A survey of teachers found that two of the most important rewards were the belief that their work was important and a feeling of accomplishment. Is this consistent with Hackman and Oldham’s job characteristics model?

The finding is consistent with Hackman and Oldham’s job characteristics model. Teaching would score high on task significance, task identity, and feedback, which are related to the teachers’ belief that their work is important and their feeling of accomplishment. Teachers also have the psychological state of “experienced meaningfulness of work.” Moreover, teachers would be considered high on “employee growth-need strength,” which means they have a desire for personal
challenge, growth, and development, so that the core job dimensions are especially effective in meeting these needs.

8. The teachers in question 7 also reported that pay and fringe benefits were poor yet they continued to teach. Use Herzberg’s two-factor theory to explain this finding.

The teachers feel that the hygiene factors in the teaching job are poor. Of course, hygiene factors are probably good enough to meet their basic needs, but perhaps pay and benefits are not as high as in other jobs held by college graduates. Moreover, Herzberg argued that motivators included achievement, recognition, and responsibility and that these factors could provide high motivation and satisfaction for workers. What seems to be happening is that the teachers are responding primarily to motivators,. which is why they are satisfied and remaining in their teaching careers. Hygiene factors, when they are poor, create some level of dissatisfaction, but they never have the potential to generate excitement and commitment in a job in the same way as motivators.. Thus, the presence of motivators is what keeps these teachers in their job.

9. Many organizations use sales contests and motivational speakers to motivate salespeople to overcome frequent rejections and turndowns. How would these devices help motivate salespeople?

Sales contests probably work through expectancy theory or reinforcement theory processes. The sales contests hold out a high reward if certain behaviors are displayed; hence, salespeople will be motivated to attain the reward. Motivational speakers probably are associated with content theories that emphasize underlying needs that motivate people. The motivational speaker stresses esteem needs, self-actualization needs, or perhaps needs for greater monetary rewards. An effective motivational speaker helps stimulate the need and increase its strength, thereby motivating workers to go out and fulfill that need by making additional sales and overcoming rejection. Rejection can have the effect of failing to reinforce correct behaviors, so the motivational speaker will help stimulate the need so that salespeople will keep trying until they are successful.

10. What characteristics of individuals determine the extent to which work redesign will have a positive impact on work satisfaction and work effectiveness?

Work redesign pertains to altering jobs to increase the quality of employees’ work experience and their productivity. Work redesign is part of the job characteristics model developed by Hackman and Oldham. Three psychological states are especially important for individuals to experience the benefits of work redesign. The core job dimensions of skill variety, task identity, and task significance tend to influence a psychological state of “experienced meaningfulness at work.” The job characteristic of autonomy influences the worker’s “experienced responsibility.” The job characteristic of feedback provides the worker with “knowledge of actual results.” Thus, the core job characteristics influence the psychological state and awareness of employees so that they know how they are doing and can change work performance to increase desired outcomes. Another component of the model is
employee growth-need strength, which could be considered a psychological state that workers bring to the job. People who are high on growth-need strength have a strong desire for personal challenge, achievement, and challenging work, so high levels of core job dimensions are especially effective for motivating these workers.

11. *Do you think an empowerment program of increased employee authority and responsibility would succeed without being tied to a motivational compensation program, such as gain sharing or ESOPs? Discuss.*

This asks for an opinion, and student opinions will probably vary. Encourage open discussion. In general, empowerment programs that do not give employees a chance to earn rewards for taking on more responsibility and authority have little chance for success. The key to successful empowerment programs is to get workers to think more like owners than hired hands, and the best way to do so is to give them a stake in the company’s performance. Some employees may appreciate being more in charge of their own jobs; however, empowerment can also seem like a burden, as it asks employees to work harder and accept more responsibility. When empowerment is tied to motivational compensation programs, it gives workers the incentive to improve their performance and make decisions that will be in the best interest of the company. It also shows workers that their hard work and commitment are truly valued by the organization.

**Teaching Note for Experiential Exercise**

**Motivation Questionnaire**

This exercise allows students to assess their own needs using Maslow’s need hierarchy. Below are shown the scores of executives and three levels of managers that Porter obtained in a study using this questionnaire.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Security</th>
<th>Social</th>
<th>Esteem</th>
<th>Autonomy</th>
<th>Self-Actualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>President (n=114)</td>
<td>5.69</td>
<td>5.38</td>
<td>5.27</td>
<td>6.11</td>
<td>6.50</td>
</tr>
<tr>
<td>Vice President (n=611)</td>
<td>5.44</td>
<td>5.46</td>
<td>5.33</td>
<td>6.10</td>
<td>6.40</td>
</tr>
<tr>
<td>Upper-Middle (n=569)</td>
<td>5.20</td>
<td>5.31</td>
<td>5.27</td>
<td>5.89</td>
<td>6.34</td>
</tr>
<tr>
<td>Lower-Middle (n=431)</td>
<td>5.29</td>
<td>5.33</td>
<td>5.26</td>
<td>5.74</td>
<td>6.25</td>
</tr>
<tr>
<td>Lower (n=101)</td>
<td>5.30</td>
<td>5.27</td>
<td>5.18</td>
<td>5.58</td>
<td>6.32</td>
</tr>
</tbody>
</table>

**Note:** 1 = lowest degree of importance; 7 = highest degree of importance.
It is interesting to note that self-actualization needs were rated by managers at all levels as most important. For all but upper-middle level managers, esteem needs were rated as least important of the five categories. The only category of needs for which there is a clear progression (increase in importance) from lower-level management to top management is autonomy. It is also probably accurate to say that managers at higher levels in the organization actually have more autonomy than managers at lower levels.

**Teaching Note for Ethical Dilemma**

**Compensation Showdown**

Failing to pay workers bonuses that they have been promised and have worked hard to earn is not, an ethical solution to this problem. In addition, it will destroy morale and the trust of the workforce. Workers will not be motivated to put forth much effort in the future. The best choice for Lebeau is Option 1, to argue that the year-end bonuses that were promised to the workers be honored. Once the problems with the compensation structure are worked out, executives will likely reap greater rewards because worker motivation will continue to be high and employees can trust that their extra effort and energy will be rewarded. If executives refuse to defer their bonuses, Lebeau should, at the least, request a compromise plan.

**Surf the Net**

1. **Motivation.** Student response will vary based on their motivational level as it would apply to each question, as to whether it is fact or fantasy.

   **MOTIVATION: FACT VS. FALLACY**

   - **FALLACY** You can motivate people
   - **FACT** You can only provide the stimulus for people to motivate themselves
   - **FALLACY** Money is the best motivator
   - **FACT** Never assume what motivates people, ask them. Money is almost never a motivator
   - **FALLACY** Competition and Conflict create motivation
   - **FACT** The feeling of belonging and being part of a team produces better results. Competition implies a winner and a loser
   - **FALLACY** Once you find the right motivator it will work for everyone
   - **FACT** Every person is motivated differently
   - **FALLACY** Keep "Raising the Bar"
   - **FACT** Make sure goals and results are measurable and attainable
   - **FALLACY** Motivators have to be extrinsic "things."
FACT Strive for intrinsic motivators, try letting people control their own work environment, for example

FALLACY You should save up all criticisms of your subordinates until a formal review

FACT Regular feedback and coaching will help subordinates perform better

FALLACY If a person is performing well, leave her alone

FACT Recognize the performance & try to figure out what her motivation is. Then respond & strength & motivation

FALLACY Favoring a top employee will motivate others to try to be like her

FACT Be consistent and sincere when trying to motivate employees

FALLACY It’s easiest to motivate people who are just like you

FACT No one is just like you. Encourage diversity in people and use diversity in your motivation

2. Employee Rewards and Recognition. Student responses will vary and is depended upon rewarding and energizing employees at work.

According to the Web site of the U.S. Office of Personnel Management (OPM) Rewarding means recognizing and rewarding employees, individually and as members of groups, for their performance and acknowledging their contributions to the agency's mission. There are many ways to recognize good performance, from a sincere "Thank You" for a specific job well done to granting the highest level agency-specific honors. The “Hard @ Work” Web site has these and more suggestions.

How do you help consistently good workers keep improving?

That's a good question--and asking good questions is an excellent way to keep productive workers on the rise. As Dorothy Leeds explains in Smart Questions (McGraw-Hill, 1987), you can inspire good workers by asking questions that help them see their opportunities and obstacles, and how to deal with each.

By making the "smart" questions that follow part of your ongoing dialogue with top workers, you'll be giving them the feedback they need, while helping them find and develop their own motivation for even better performance.

3. Motivational Compensation Programs. While student responses will vary, a self examination of your knowledge of employee ownership as a means of motivating employees is advanced. Students are encouraged to take this self examination and bring the results to class for further analysis. The concept of motivation has a direct linkage to employee ownership and employee empowerment.

Case for Critical Analysis Solution

Bloomingdale’s
1. **What theories about motivation underlie the switch from salary to commission pay?**

   This is a good illustration of expectancy theory in action. The valued reward is the pay. Pay is linked closely to performance. The probability of higher pay is closely linked to higher sales. The expectation of that higher pay motivates the employee to work harder at selling. It may also be viewed as an application of reinforcement theory since the employees are positively reinforced for high sales. Even Herzberg’s theory may be applied here. Hourly pay was received regardless of performance and therefore was not a motivator but rather a hygiene factor. A commission is a type of recognition for performance and therefore a motivator.

2. **Are higher-level needs met under the commission system?**

   Yes, the higher-level need of recognition or esteem is being met by the commission system. The pay in the form of a commission is direct recognition for the job done, and therefore it raises the esteem of the employee.

3. **As a customer, would you prefer to shop where employees are motivated to make commissions?**

   This question can be viewed two ways. The initial reaction from most persons will be that they would not prefer shopping where employees are motivated to make commissions. The reason is that the employee is often under a lot of pressure to make the sale and will in turn exert more pressure on the customer to buy. Such an employee would even try to get the customer to buy more expensive or additional items.

   On the other hand, an employee who works on commission must make sales. The best way to make a sale is by giving the customer what is desired. Such an employee is more likely to give special consideration to customers and even special-order items when needed.