

Case:
Cheerleader
versus
Activist

Liz Schmit grew up in a Midwestern town of 25,000 people. She was the third generation of the Schmit family in this town. Her grandparents, who had come from Germany, were retired, but they took care of her and her younger brother whenever her mother and dad had to go someplace—like a wedding or a funeral. Neither of Liz's parents had attended college, but once her father took an IQ test and scored almost in the genius category. Her parents always encouraged her to do well in school and saved their money so that she could go to State University. Liz also worked during the summer to save money for college. She did very well academically in high school and was a varsity cheerleader. She went on to State University, joined a sorority, majored in English, graduated with honors, and took a job with Landis and Smith Advertising Agency. Liz, now thirty-seven years old, has been with L&S for fifteen years and has a good work record.

One of Liz's coworkers is Todd Long. Todd grew up in a suburb of Los Angeles. Both his parents had attended UCLA, and he saw his grandparents, who were retired military people, only a few times. While Todd was growing up, his parents were gone a lot. His mother arranged for baby-sitters while she got her degree at UCLA. It was always assumed that when Todd graduated from high school he too would go to UCLA. Todd did not participate in many extracurricular activities, but he graduated in the top 10 percent of his high school class. At UCLA, he majored in journalism and was very active in the student movement in the late 1960s. Upon graduation, he cut his hair and went to work for L&S. Todd, now forty-three, has been employed by L&S for fifteen years and has a very good work record.

The job of copy editor is now open, and Liz and Todd are the two top candidates. The head of L&S, Stacy McAdams, made it clear that "this job requires a good personality. The person will be in contact with all the people in the office, and we need someone who can get along well with others and still be able to coordinate the work and meet our critical deadlines."

1. On the basis of the brief sketches of these two people, what do you think their personalities are like? Use the determinants of personality and give an example of each determinant that can be found in the description of this situation.
2. Who do you think will get the job? You can discuss the male/female implications; however, solely on the basis of the personalities that you outlined in question 1, who do you think would get the job? Who do you think should get the job?
3. What did the boss mean when she said that a "good personality" is required? Is there such a thing? Do you feel that personality has much of an input into this type of staffing decision? Should it have an input? Why?
4. Do you think the socialization processes at L&S have completely overcome Liz's and Todd's biological, cultural, and family influences? Why or why not?

Case: What Do They Want?

Mike Riverer is vice president of manufacturing and operations of a medium-size pharmaceutical firm in the Midwest. Mike has a Ph.D. in chemistry but has not been directly involved in research and new-product development for twenty years. He is from the "school of hard knocks" when it comes to managing operations, and he runs a "tight ship." The company does not have a turnover problem, but it is obvious to Mike and other key management personnel that the hourly people are only putting

in their eight hours a day. They are not working anywhere near their full potential. Mike is very upset with the situation because, with rising costs, the only way that the company can continue to prosper is to increase the productivity of its hourly people.

Mike called in his personnel manager and laid it on the line. "What is it with our people, anyway? Your wage surveys show that we pay near the top in this region, our conditions are tremendous, and our fringes choke a horse. Yet these people still are not motivated. What in the world do they want?" The personnel manager replied, "I have told you and the president time after time that money, conditions, and benefits are not enough. Employees also need other things to motivate them. Also, I have been conducting some random confidential interviews with some of our hourly people, and they tell me that they are very discouraged because, no matter how hard they work, they get the same pay and opportunities for advancement as their co-workers who are just scraping by." Mike then replied, "Okay, you are the motivation expert; what do we do about it? We have to increase their performance."

1. Explain the "motivation problem" in this organization in terms of the content models of Maslow, Alderfer, and Herzberg. What are the "other things" that the personnel manager is referring to in speaking of things besides money, conditions, and fringe benefits that are needed to motivate employees?
2. Explain the motivation of the employees in this company in terms of one or more of the process models. On the basis of the responses during the confidential interviews, what would you guess are some of the expectancies, valences, inequities, and attributions of the employees in this company? How about Mike? Do you think he is internally or externally controlled?
3. How would you respond to Mike's last question and statement if you were the personnel manager in this company?

◦ Maslow's Hierarchy of Needs:

- Employees' basic physiological and safety needs (such as fair pay and working conditions) seem to be met.
- However, higher-level needs (such as esteem and self-actualization) might be lacking.
- The personnel manager refers to these higher-level needs as the "other things" required for motivation.

◦ Alderfer's ERG Theory:

- Employees' existence (physiological and safety) needs are met.
- Relatedness needs (social connections, recognition) may be unfulfilled.
- Growth needs (personal development, achievement) are not addressed.

◦ Herzberg's Two-Factor Theory:

- Hygiene factors (working conditions, pay, benefits) are not sufficient for motivation.
- Motivators (recognition, achievement, personal growth) are missing.
- The personnel manager alludes to these motivators beyond basic hygiene factors.

• Dışsal Olarak Kontrol Edilen (Externally Controlled):

- Bu terim, bir kişinin davranışlarını dışsal faktörlerin (örneğin, ödüller, cezalar, otorite figürleri) yönlendirdiği durumları ifade eder.
- Dışsal motivasyon, kişinin başkalarının beklentilerine uymak veya ödül kazanmak için hareket etmesini içerir.
- Örnek: Bir öğrenci sadece not almak için çalışıyorsa, bu dışsal olarak kontrol edilen bir motivasyon örneğidir.

• İçsel Olarak Kontrol Edilen (Internally Controlled):

- Bu terim, bir kişinin davranışlarını kendi içsel değerleri, ilgileri ve inançları doğrultusunda yönlendirdiği durumları ifade eder.
- İçsel motivasyon, kişinin kendi içsel tatmini veya ilgisini tatmin etmek için hareket etmesini içerir.
- Örnek: Bir sanatçı, yaratıcılığını ifade etmek için resim yapıyorsa, bu içsel olarak kontrol edilen bir motivasyon örneğidir.