Study Note

MOTIVATION AND JOB SATISFACTION

MGT213: Management Practices and Organizational Behavior

Motivation and Job Satisfaction
Topic 7 | Week 7

Instructor
Nadia Afroze Disha (NAR)
Lecturer
BRAC Business School
BRAC University

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With a journey more than a decade long, years of achievements, numerous milestones, incomparable stories, bKash has been more than just a company, it has been a family for its employees, a pioneer of innovation, an example of strong ownership and compliance, a powerhouse of impact and so much more. bKash makes a massive impact on the lives of its employees on a continuous basis. Being recognized as the No. 1 Employer of Choice in Bangladesh for the third time in a row, bKash hires remarkable local talents and successfully retains them. The employee satisfaction in this company is significant, which has only been possible due to the recognition-based work culture. Currently, bKash has a variety of divisions and departments including Marketing, HR, Commercial, Product & Technology, Finance & Accounts, Communications, Customer Service, External and Corporate Affairs, Internal Control, Enterprise Risk Management and Legal where employees can explore their full potential. Additionally, bKash encourages career development and works diligently to make sure that employees in their respective areas grow to their fullest. No wonder bKash's employees of all ages and at all levels are engaged and motivated.

Have you ever even thought about how to motivate someone? It's an important topic in management, and researchers have long been interested in it. **All managers need to be able to motivate their employees, which first requires understanding what motivation is.**

Let's begin by pointing out what motivation is not. Why? Because **many people incorrectly view motivation as a personal trait**; that is, they think some people are motivated and others aren't. Our knowledge of motivation tells us that we can't label people that way because **individuals differ in motivational drive** and **their overall motivation varies from situation to situation**. For instance, you're probably more motivated in some classes than in others.

Employees don't always volunteer just because it's a good thing to do; they have to be motivated. A significant part of their motivation comes from an internal desire to contribute, but organizations can also play an important role by encouraging and enabling them. Motivating employees — to volunteer and to work — is one of the most important and challenging aspects of management. As we will see, there is no shortage of advice about how to do it.

Motivation is one of the most frequently researched topics in organizational behavior (OB). In one survey, 69 percent of workers reported wasting time at work every day, and nearly a quarter said they waste between 30 and 60 minutes each day. How? Usually by surfing the Internet (checking the news and visiting social network sites) and chatting with coworkers. So, though times change, the problem of motivating a workforce stays the same.

Some individuals seem driven to succeed. The same young student who struggles to read a textbook for more than 20 minutes may devour a Harry Potter book in a day. The difference is the situation. As we analyze the concept of motivation, keep in mind that **the level of motivation varies both between individuals and within individuals at different times**.

We define **motivation** as the processes that account for an individual's *intensity*, *direction*, and *persistence* of effort toward attaining a goal. While general motivation is concerned with effort toward any goal, we'll narrow the focus to organizational goals.

The definition of motivation above has the following three key elements.

Intensity	**Intensity** describes how hard a person tries. This is the element most of us focus on when we talk about motivation.
Direction	However, high intensity is unlikely to lead to favorable job-performance outcomes unless the effort is channeled in a **direction** that benefits the organization. Therefore, we consider the quality of effort as well as its intensity. Effort directed toward, and consistent with, the organization's goals is the kind of effort we should be seeking.
Persistence	Finally, motivation has a **persistence** dimension. This measures how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goals.

Motivating high levels of employee performance is an important organizational concern, and managers keep looking for answers. For instance, a Gallup Poll found a large majority of U.S. employees — some 68 percent — are disengaged. As the researchers stated, "These employees have essentially 'checked out.' They're sleepwalking through their workday, putting time, but not energy or passion, into their work." The number globally is even more disturbing — some 87 percent are not excited about their work. It's no wonder then that both managers and academics want to understand and explain employee motivation.

THE IMPORTANCE OF EMPLOYEE MOTIVATION IN THE WORKPLACE
Individual performance is generally determined by three things –
1. **motivation** (the desire to do the job),
2. **ability** (the capability to do the job), and
3. **the work environment** (the resources needed to do the job).

If an employee lacks ability, the manager can provide training or replace the worker. If there is a resource problem, the manager can correct it. But **if motivation is the problem, the**

task for the manager is more challenging. Individual behavior is a complex phenomenon, and the manager may be hard pressed to figure out the precise nature of the problem and how to solve it. Thus, motivation is important because of its significance as a determinant of performance and because of its intangible character.

The motivation process begins with a need deficiency. For example, when a worker feels that she is underpaid, she experiences a need for more income. In response, the worker searches for ways to satisfy the need, such as working harder to try to earn a raise or seeking a new job. Next, she chooses an option to pursue. After carrying out the chosen option — working harder and putting in more hours for a reasonable period of time, for example — she then evaluates her success. If her hard work resulted in a pay raise, she probably feels good about things and will continue to work hard. But if no raise has been provided, she is likely to try another option.

McCLELLAND'S THEORY OF NEEDS

Imagine you're playing a game where you have five different-sized hoops to toss a ball through. Each hoop offers a different prize. Which hoop would you aim for to win a prize?

⊕ Hoop A is the closest and worth $2.
⊕ Hoop B is a bit farther and worth $4, but it's smaller and harder to get the ball through.
⊕ Hoop C is worth $8, and it's larger than Hoop B, making it easier to score.
⊕ Hoop D is even smaller than Hoop B, but it offers a higher prize of $16.
⊕ Hoop E is the smallest and farthest away, offering the highest prize of $32, but it's extremely difficult to score.

If you selected C, you're likely to be a high achiever. Why?

McClelland's theory of needs was developed by David McClelland and his associates. As opposed to, say, Maslow's hierarchy, these needs are more like motivating factors than strict needs for survival. There are three.

1. ***Need for achievement (nAch)*** is the drive to excel, to achieve in relationship to a set of standards.
2. ***Need for power (nPow)*** is the need to make others behave in a way they would not have otherwise.
3. ***Need for affiliation (nAff)*** is the desire for friendly and close interpersonal relationships.

1. Need for Achievement (nAch)

The **need for achievement**, the best known of the three, is the desire to accomplish a goal or task more effectively than in the past. McClelland and subsequent researchers focused most of their attention on **nAch**. **High achievers perform best when they perceive their probability of success as 0.5 — that is, a 50–50 chance.** They dislike gambling with high odds because they get no achievement satisfaction from success that comes by pure chance. Similarly, they dislike low odds (high probability of success) because then there is no challenge to their skills. They like to set goals that require stretching themselves a little.

Relying on an extensive amount of research, we can predict some relationships between achievement need and job performance. People with a high need for achievement are striving for personal achievement rather than for the trappings and rewards of success. They have a desire to do something better or more efficiently than it's been done before. They prefer jobs in which they can take personal responsibility for finding solutions to problems, in which they can receive rapid and unambiguous feedback on their performance in order to tell whether

they're improving, and in which they can set moderately challenging goals. **High achievers avoid what they perceive to be very easy or very difficult tasks.**

Also, **a high need to achieve doesn't necessarily lead to being a good manager, especially in large organizations**. That's because **high achievers focus on their *own* accomplishments, while good managers emphasize helping *others* accomplish their goals**. McClelland showed that employees can be trained to stimulate their achievement need by being in situations where they have personal responsibility, feedback, and moderate risks. He argues that only about 10 percent of the U.S. population has a high need for achievement. In contrast, almost one-quarter of the workers in Japan have a high need for achievement.

Exhibit: Characteristics of Individuals with Different Needs According to McClelland's Theory

Dominant Motivator	Individual(s)	Characteristics of This Individual
Achievement		⊕ Has a strong need to set and accomplish challenging goals. ⊕ Takes calculated risks to accomplish their goals. ⊕ Likes to receive regular feedback on their progress and achievements. ⊕ Often likes to work alone.
Power		⊕ Wants to control and influence others. ⊕ Likes to win arguments. ⊕ Enjoys competition and winning. ⊕ Enjoys status and recognition.
Affiliation		⊕ Wants to belong to the group. ⊕ Wants to be liked, and will often go along with whatever the rest of the group wants to do. ⊕ Favors collaboration over competition. ⊕ Doesn't like high risk or uncertainty.

2. Need for Power (nPow)

The need for power has also received considerable attention as an important ingredient in managerial success. The **need for power** is the desire to be influential in a group and to control one's environment. Research has shown that people with a strong need for power are likely to be superior performers, have good attendance records, and occupy supervisory positions. One study found that **managers as a group tend to have a stronger power**

motive than the general population and that **successful managers tend to have stronger power motives than less successful managers**.

Dennis Kozlowski, disgraced former CEO of Tyco International, clearly had a strong need for power. This was reflected in the way he routinely took control over resources and used them for his own personal gain. Indeed, the things he bought with company money — gold shower curtains, for example — were probably intended to convey to the world the extent of his power. The need for power might also explain why Mark Hurd, the former CEO of Hewlett-Packard, took advantage of his power and role as head of the company in 2010. Hurd was forced to resign after a sexual harassment claim by a female contractor alleging that Hurd had used corporate funds for personal gains in attempts to woo her. The former CEO had submitted personal receipts ranging from $1,000 to $20,000 over a two-year period.

3. Need for Affiliation (nAff)

The need for affiliation is less well understood. Like Maslow's social need, the **need for affiliation** is a desire for human companionship and acceptance. People with a strong need for affiliation are likely to prefer (and perform better in) a job that entails a lot of social interaction and offers opportunities to make friends. One recent survey found that **workers with one or more good friends at work are much more likely to be committed to their work**.

Continental Airlines, for instance, allows flight attendants to form their own teams; those who participate tend to form teams with their friends.

The degree to which we have each of the three needs is difficult to measure, and therefore the theory is difficult to put into practice. It is more common to find situations in which managers aware of these motivational drivers label employees based on observations made over time. Therefore, the concepts are helpful, but not often used objectively.

HERZBERG'S TWO-FACTOR THEORY

Psychologist Frederick Herzberg believed that an individual's relationship to work is basic, and that the attitude toward work can determine success or failure. He wondered, "What do people want from their jobs?" He asked 200 accountants and engineers to describe, in detail, situations in which they felt exceptionally good or bad about their jobs.

TRADITIONAL VIEW

| Satisfied | Dissatisfied |

Motivators | **HERZBERG'S VIEW** | **Hygiene Factors**

| Satisfaction | No Satisfaction | No Dissatisfaction | Dissatisfaction |
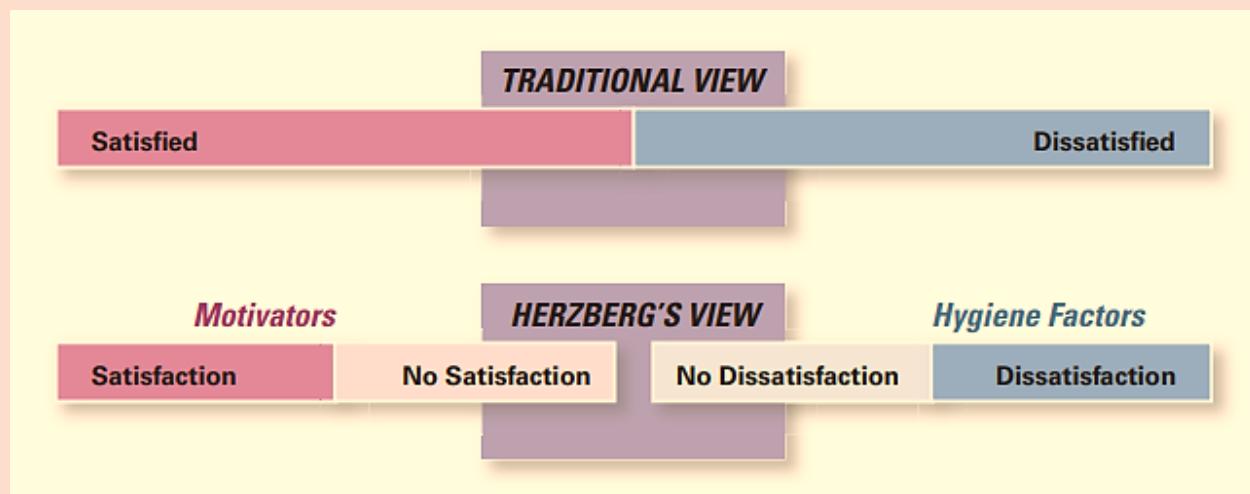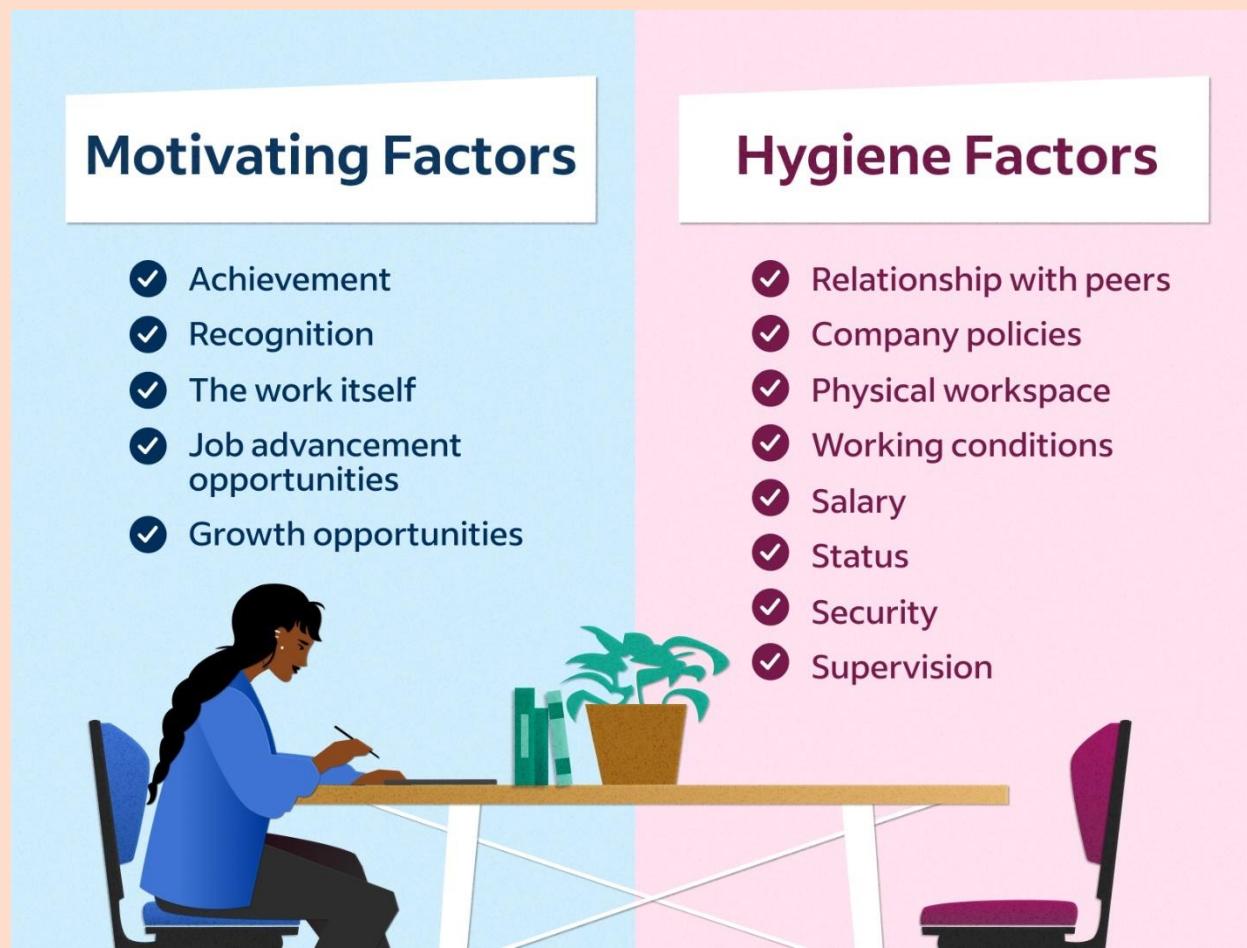
Exhibit 17-3. Contrasting Views of Satisfaction-Dissatisfaction

Herzberg concluded that the replies people gave when they felt good about their jobs were significantly different from the replies they gave when they felt bad. Certain characteristics were consistently related to job satisfaction (**achievement**, **recognition**, **work itself**, **responsibility**, **advancement**, **growth**), and others to job dissatisfaction (**supervision**, **company policy**, **relationship with supervisor**, **working conditions**, **salary**, **relationship with peers**, **personal life**, **relationship with subordinates**, **status**, **security**). When people felt good about their work, they tended to cite intrinsic factors arising from the job itself such as achievement, recognition, and responsibility. On the other hand, when they were dissatisfied, they tended to cite extrinsic factors arising from the job context such as company policy and administration, supervision, interpersonal relationships, and working conditions.

Motivating Factors
- Achievement
- Recognition
- The work itself
- Job advancement opportunities
- Growth opportunities

Hygiene Factors
- Relationship with peers
- Company policies
- Physical workspace
- Working conditions
- Salary
- Status
- Security
- Supervision

In addition, Herzberg believed the data suggested that **the opposite of satisfaction was not dissatisfaction**, as traditionally had been believed. Removing dissatisfying characteristics from a job would not necessarily make that job more satisfying (or motivating). As shown in Exhibit 17-3, Herzberg proposed that a dual continuum existed: **The opposite of "satisfaction" is "no satisfaction,"** and **the opposite of "dissatisfaction" is "no dissatisfaction."**

The findings of his research led Herzberg to his **two-factor theory** (also called **motivation-hygiene theory**, but this term is not used much today).

Again, **Herzberg believed the factors that led to job satisfaction were separate and distinct from those that led to job dissatisfaction**. Therefore, managers who sought to eliminate factors that created job dissatisfaction could keep people from being dissatisfied but not necessarily motivate them.

The extrinsic factors that create job dissatisfaction were called **hygiene factors**. Conditions such as quality of supervision, pay, company policies, physical work conditions, relationships with others, and job security are hygiene factors. When these factors are adequate, people won't be dissatisfied, but they won't be satisfied (or motivated) either.

To motivate people, Herzberg suggested emphasizing motivators, the **intrinsic factors** having to do with the job itself. These factors include promotional opportunities, personal growth opportunities, recognition, responsibility, and achievement.

The two-factor theory has not been well supported in research. Criticisms center on Herzberg's original methodology and his assumptions, such as the statement that satisfaction is strongly related to productivity. Subsequent research has also shown that if hygiene and motivational factors are equally important to a person, both are capable of motivating. Regardless of the criticisms, Herzberg's theory has been quite influential and currently is very much in use in research in Asia. Few managers worldwide are unfamiliar with its recommendations.

THE ERG THEORY OF MOTIVATION

The **ERG theory of motivation** was proposed by Clayton Alderfer as an extension and simplification of Maslow's Hierarchy of Needs. While Maslow presented five levels of human needs, Alderfer condensed them into three core categories: **Existence**, **Relatedness**, and **Growth**. The theory aims to explain what drives people at work and in life, and how different needs can influence motivation differently for different individuals.

1. **Existence Needs**
   These are the basic material and physiological requirements for survival. They include things like food, water, shelter, safe working conditions, and salary. In the workplace, a fair salary, job security, and safe work environments fulfill existence needs.
   Example: An employee working mainly for a paycheck to cover rent and groceries is focused on existence needs.

2. **Relatedness Needs**
   These refer to the need for meaningful interpersonal relationships. It includes our desire for social interactions, respect from colleagues, and a sense of belonging.
   Example: An employee who enjoys team meetings, values recognition from their manager, and seeks approval from peers is driven by relatedness needs.

3. **Growth Needs**
   These relate to personal development, self-improvement, and achieving one's full potential. Employees motivated by growth want opportunities to learn new skills, take on challenges, and feel a sense of accomplishment.
   Example: A team member who seeks challenging projects or aims for a leadership position is pursuing growth needs.
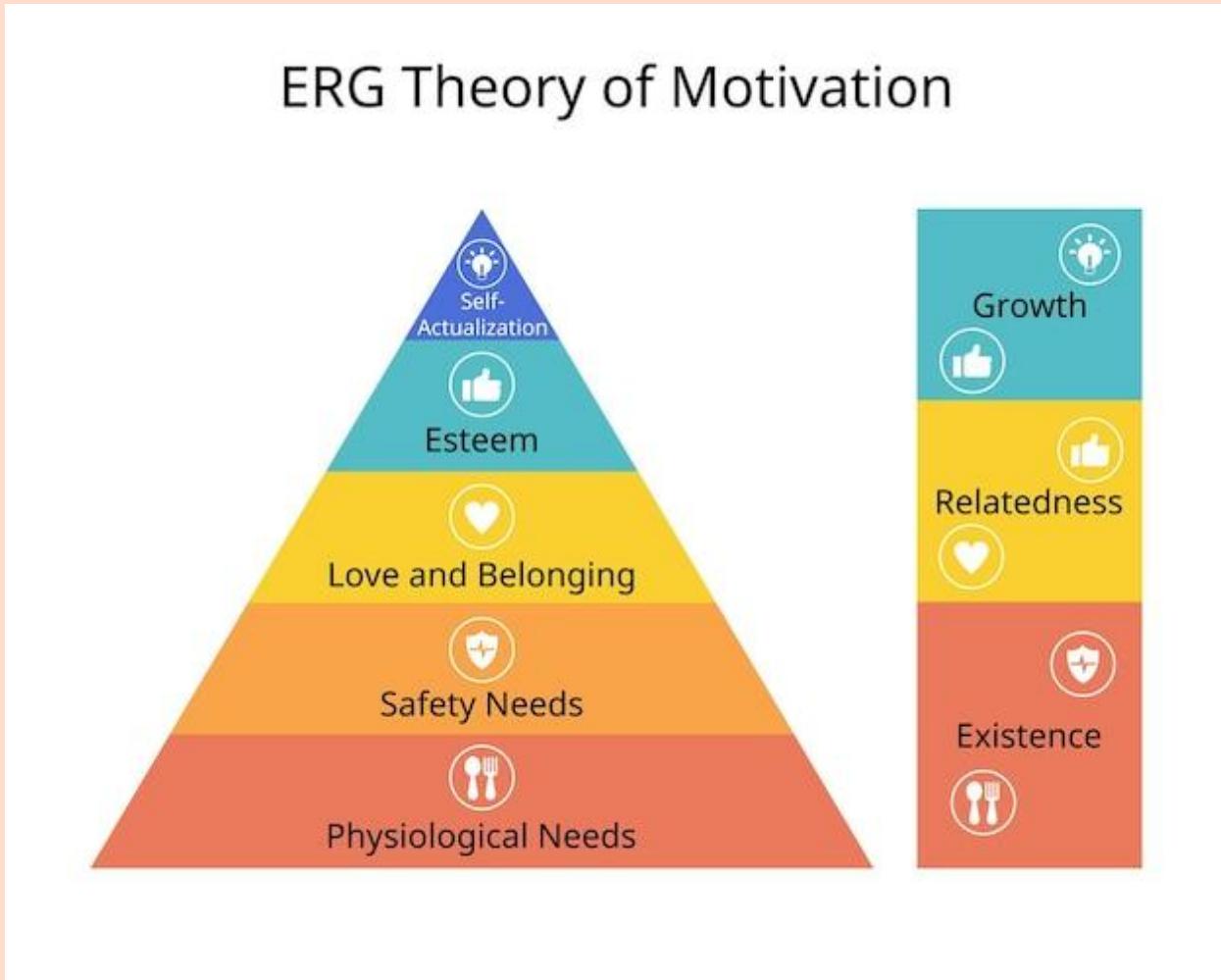
What Makes ERG Theory Unique?
Unlike Maslow's theory, ERG theory suggests that more than one type of need can be active at the same time. It also introduces the **frustration-regression principle**. This means if a

person is unable to satisfy a higher-level need (like growth), they might regress to focusing more on a lower-level need (like relatedness or existence).

Example: If an employee doesn't get opportunities for career advancement (growth), they may start placing more importance on relationships with coworkers or job security.

Managerial Implications of ERG Theory

⊕ **Recognize That Needs Vary Among Employees:** Not everyone is motivated by the same things. Some may seek higher pay, while others may value recognition or learning opportunities.

⊕ **Support Multiple Needs at Once:** Managers should create a work environment that addresses all three needs. For example, ensure fair pay (existence), build a strong team culture (relatedness), and offer career development programs (growth).

⊕ **Monitor for Signs of Frustration:** If employees aren't getting opportunities to grow, they may lose motivation. Providing feedback, support, and clear paths for advancement can help prevent regression.

- ⊕ **Use Flexibility in Motivation Strategies:** Since people can be driven by different needs at the same time, a flexible and personalized management approach is more effective than a one-size-fits-all model.

In summary, ERG theory reminds us that motivation is not a linear process. Employees may shift between different needs based on their experiences and environment. By understanding and addressing these needs, managers can create a more supportive, productive, and engaged workforce.

THE GOAL SETTING THEORY OF MOTIVATION

The **Goal Setting Theory of Motivation** was developed by Edwin Locke. This theory suggests that **setting specific and challenging goals can significantly increase motivation and performance**. According to Locke, people are more likely to be motivated when they know what they are working toward and when the goal pushes them to stretch their abilities.

Core Elements of Goal Setting Theory

- ⊕ **Clarity:** Goals should be clear and specific. Vague goals like "do your best" are less effective than clear goals such as "increase sales by 10% in the next quarter."

- ⊕ **Challenge:** Goals should be challenging but realistic. If a goal is too easy, it won't motivate. If it's too hard, it might cause frustration.

- ⊕ **Commitment:** Individuals must be committed to the goal. When people take ownership of a goal, they are more likely to stay focused.

- ⊕ **Feedback:** Regular feedback helps individuals understand their progress and make necessary adjustments. Without feedback, motivation can decline.

- ⊕ **Task Complexity:** For complex tasks, it's important to provide enough time and training. This ensures people are not overwhelmed and can achieve the goals step by step.

    #### Examples
    - ⊕ A marketing team sets a clear goal to launch a campaign that brings in 1,000 new customers within two months.
    - ⊕ An employee sets a personal goal to complete a professional certification within six months.

Managerial Implications of Goal Setting Theory

- ⊕ **Set Clear and Measurable Goals:** Managers should define targets clearly so employees know what is expected.

- ⊕ **Ensure Goals Are Achievable and Motivating:** Set goals that push employees to improve but are still within reach.

- ⊕ **Provide Regular Feedback:** Let employees know how they're doing. Celebrate small wins and guide improvement.

- ⊕ **Encourage Goal Commitment:** Involve employees in the goal-setting process so they feel ownership and stay engaged.

- ⊕ **Support Employees in Complex Tasks:** Break big goals into smaller, manageable steps and provide necessary resources and training.

In conclusion, Goal Setting Theory emphasizes that goals can drive performance and motivation when they are specific, challenging, and supported with feedback. Managers who apply this theory effectively can boost employee engagement, productivity, and overall job satisfaction.

REVIEW AND DISCUSSION QUESTIONS

A. Theoretical/Conceptual Questions

1. Define motivation.
2. Describe the three key elements of motivation.
3. Describe the importance of employee motivation in the workplace.
4. Describe the relationship between motivation and job satisfaction.
5. Explain Maslow's hierarchy of needs theory.
6. Explain Maslow's hierarchy of needs theory in the organizational context.
7. How does Maslow's theory explain motivation?
8. Explain McClelland's theory of needs.
9. Explain Herzberg's two-factor theory.
10. Why has the two-factor theory not been well supported in research?
11. Explain how goal-setting theory works. How is goal setting different from merely asking a worker to "do your best"?

B. Situational/Contextual Questions

12. A tech startup is experiencing high employee turnover. How can increased motivation among existing employees help to reduce turnover and improve overall company performance?
13. A customer service department is receiving numerous complaints about poor service. How can motivating employees to provide excellent customer service improve the company's reputation?
14. A company has high employee satisfaction scores but low productivity. How can management identify the factors affecting motivation and implement strategies to improve performance?
15. A startup company offers competitive salaries and benefits but is struggling to retain employees. How can management focus on non-monetary motivators to increase job satisfaction and reduce turnover?
16. A company has implemented several employee recognition programs but is still experiencing low morale. What other factors might be influencing job satisfaction, and how can these be addressed?
17. A company is experiencing high turnover among its entry-level employees. How can Maslow's theory be applied to understand and address this issue?
18. A tech startup offers competitive salaries and benefits but struggles to retain employees. Which levels of Maslow's hierarchy might be unmet, and what strategies can be implemented to address these needs?
19. A sales manager is consistently outperforming their peers. Which need is likely dominant in this individual according to McClelland's theory? How can the organization leverage this need to further enhance performance?
20. A newly formed project team is struggling to collaborate effectively. How can McClelland's theory be used to understand and address the team's dynamics?
21. A company is implementing a new performance appraisal system. How can Herzberg's theory be applied to ensure that the system effectively addresses both hygiene and motivator factors?
22. A call center experiences high employee turnover. Using Herzberg's theory, identify potential job factors that might be causing dissatisfaction and those that could increase motivation.
23. A company wants to improve employee productivity. How can goal-setting theory be used to develop effective performance goals?
24. A sales team is struggling to meet its quarterly targets. What specific goal-setting techniques can be used to enhance motivation and performance?

C. Case Study

Case Study 1: The Law of Diminishing Motivation

Decision-making skills refer to the ability to recognize and define problems and opportunities correctly and then to select an appropriate course of action for solving problems or capitalizing on opportunities. This exercise allows you to build your decision-making skills while applying goal-setting theory to the task of planning your career. The enrollment of women in U.S. law schools took off after 1970, and women have been graduating at the same rate as men for more than 25 years. Today, however, the census of American law firms still counts relatively few women partners—typically, the veteran lawyers who are joint owners and directors. Currently, for example, 32.4 percent of all lawyers are women, yet only 19.2 percent of law-firm partners are women. Most female lawyers are associates—paid employees with the prospect of becoming partners. Moreover, the further up the law-firm ladder you look, the greater the disparity. According to the National Association of Women Lawyers, 92 percent of all managing partners (partners who run the business end of a firm) are men; men occupy 85 percent of the seats on the governing committees that control a firm's policies, and they hold 84 percent of all equity partnerships (which come with ownership and profit sharing). At this rate, women will achieve parity with their male colleagues in approximately 2088.

So what happens between the time women get job offers and the time firms hand out partnerships and promotions? Bettina B. Plevan, an employment-law specialist and partner in the Manhattan firm of Proskauer Rose, believes that, somewhere along the way, female lawyers lose the kind of motivation necessary to get ahead in a law office. "You have a given population of people," she observes, "who were significantly motivated to go through law school with a certain career goal in mind. What de-motivates them," she asks, "to want to continue working in the law?"

The problem, says Karen M. Lockwood, a partner in the Washington, D.C., firm Howrey, is neither discrimination nor lack of opportunity. "Law firms," she says, "are way beyond discrimination. Problems with advancement and retention are grounded in biases, not discrimination." In part, these biases issue from institutional inertia. Lauren Stiller Rikleen, a partner in the Worcester, Massachusetts, firm of Bowditch & Dewey, points out that most law firms are "running on an institutional model that's about 200 years old." And most of them, she adds, "do a horrible job of managing their personnel, in terms of training them and communicating with them." Such problems, of course, affect men as well as women, but because of lingering preconceptions about women's attitudes, values, and goals, women bear the brunt of the workplace burden. In practical terms, they face less adequate mentoring, poorer networking opportunities, lower-grade case assignments, and unequal access to positions of committee control.

To all of these barriers to success Lockwood adds the effect of what she calls the "maternal wall": Male partners, she says, assume that women who return to the firm after having children will be less willing to work hard and less capable of dedicating themselves to their jobs. As a result, men get the choice assignments and senior positions. Jane DiRenzo Pigott, a onetime law-firm partner who now owns a consultancy firm, agrees but thinks the issues run deeper than maternity leave. "People explain it simply as the fact that women have children," she explains,

> but so many other factors play into it. Women self-promote in a different way than men, and because women don't get their success acknowledged in the same way as men who more aggressively self-promote, it creates a high level of professional dissatisfaction for women. Saying these two words "I want" is not something women are used to doing. They're not saying, "I want the top bonus" or "I want that position.". . . [W]omen need to learn how to be comfortable saying "I want" and how to say it effectively.

The fact remains that, according to a study of "Women in Law" conducted by Catalyst, a New York research firm, 1 in 8 female lawyers work only part time, compared to just 1 in 50 males. Why? According to Plevan, most female attorneys would prefer to work and raise children at the same time but find that they can't do both effectively. "I organized my personal life so I was able to move toward my goals," she says, but admits that it helped to have a gainfully employed spouse (also a lawyer), dual incomes sufficient to hire household help, and nearby relatives to pick up the slack in home-life responsibilities. In most cases, of course, although dual incomes are an advantage to a household, it's difficult for either

spouse to devote time to child rearing when they're both working. The Catalyst study shows that 44 percent of male lawyers have spouses who are employed full time—and are thus unavailable for such household duties as attending to children. Among women, nearly twice as many— 84 percent—have spouses with full-time jobs.

Like firms in many other industries, law firms have experimented with such options as flexible scheduling and parental leave. More and more, however, they report that such measures have not been as effective as they'd hoped. Says Edith R. Matthai, founder with her husband of the Los Angeles firm Robie & Matthai: "We're very accommodating with leaves and flexible schedules, and even with that we still lose women. . . . [The] pressures on women from spouses, family, peers, schools, and others is huge," she adds. The situation has improved over the last 30 years, but "we have a long way to go. . . . I think the real solution is a reassessment of the role that women play in the family. One thing we need is a sense of shared responsibilities for the household and, most importantly, shared responsibilities for taking care of the kid.

Questions

1. Among the various approaches to enhancing workplace satisfaction and productivity discussed in the chapter, which ones might you take under the circumstances described in the case? Why are some of the other approaches less likely to be effective (or even relevant)?
2. You're the managing partner in a law firm with 55 male associates and 45 female associates, and you agree with the argument that women lawyers need to "self- promote" more effectively. Which approach to motivation would you apply in order to encourage female associates in your firm to "self-promote" more actively? Explain your choice of approach.
3. What about your own values when it comes to balancing your home and work life? Assume that you're about to graduate from law school and about to get married to a fiancé(e) who's also about to graduate from law school. When you sit down with your future husband/wife to discuss your plans for married life ever after, what do you want to do about raising a family? What kind of adjustments will you propose if it turns out that your fiancé(e)'s ideas on the matter are more or less the opposite of your own? Be sure to consider such factors as the debt you've racked up while in law school and the standard of living that you'd like to achieve.

Case Study 2: Hong Kong Disneyland: HR Programs to Motivate Employees

Providing a magical experience for every guest (customer), Disney, with all its hotels and parks, is a global leader in the theme-park and service industry. The company's performance depends on a motivated workforce. The HR Training plays a pivotal role in keeping cast (staff) members motivated.

In 2005, Hong Kong Disneyland (HKDL) opened its doors to the public. Since then, the theme park has served 46 million guests from around the world. In 2013, it saw a 10 percent increase in visitors, with a record-high attendance of 7.4 million visitors. Representing about 30 different nationalities, the resort employs workforce of more than 8,000 full-time and part-time employees at the theme park and its two hotels during the most popular summer period. Most of the resort's staff are under 25 years old. The magic begins with the recruitment of employees who are friendly, innovative, responsible, and are passionate about Disney stories. Disney management understands what is important to cast members or what excites them in HKDL. Therefore, HKDL address the value proposition of young talents through comprehensive training programs, transparent career paths and opportunities, recognition and engagement, and by providing a fun environment.

Cast members learn Disney culture in a number of ways such as training and socialization. HKDL provides 380,000 hours of professional and technical training to the entire workforce during the year. They help employees to become knowledgeable cast members, fostering open communication and having fun with their guests. This involves organizing a number of internal and external programs to encourage its cast members to support initiatives for education, health, social, and other outreach services.

The resort also conducts employee surveys to better understand its staff. The results show that cast members in HKDL take pride in their roles and they are motivated and empowered to excel in their roles. As a result, HKDL has received outstanding guest-satisfaction ratings and a range of awards from

the hospitality and entertainment sectors including the recipient of the 2014 Randstad Award for Best Workplace Culture.

While the appeal of Disney's characters is enduring, the decade-old HKDL is in the red again. The theme park cited a drop in mainland visitors as the main reason in explaining its disappointing performance. Additional competition with the "one country, two theme parks" situation is imminent as the Shanghai Disney Resort opened in June this year. With regional demand being adequate enough to be shared between the parks, the management at HKDL remain hopeful about the future. In the meantime, they are also working to provide each park with a fresh feel and competitive business environment by providing new investments on theme attractions and promotional offers. Furthermore, the management at HKDL must continue to use HR programs to motivate cast members.

Questions
1. What would it be like to work at Hong Kong Disneyland (HKDL)?
2. Using what you've learned from studying the various motivation theories, what does HKDL's situation tell you about employee motivation?
3. What is HKDL's biggest challenge in keeping employees motivated?
4. As a manager at HKDL, how would you keep the theme-park employees motivated?

Case Study 3: The Sleepiness Epidemic

Ronit Rogosziniski, a financial planner, loses sleep because of her 5 a.m. wake-up call, so she sneaks to her car for a quick lunchtime snooze each day. She is not alone, as evidenced by the comments on Wall Street Oasis, a website frequented by investment bankers who blog about their travails. Should the legions of secret nappers be blessed or cursed by their organizations for this behavior? Research suggests they should be encouraged.

Sleep is a problem, or rather, lack of quality zzz's is a costly organizational problem we can no longer overlook. Sleepiness, a technical term in this case that denotes a true physiological pressure for sleep, lowers performance and increases accidents, injuries, and unethical behavior. One survey found that 29 percent of respondents slept on the job, 12 percent were late to work, 4 percent left work early, and 2 percent did not go to work due to sleepiness. While sleepiness affects 33 percent of the U.S. population, the clinical extreme, excessive daytime sleepiness (EDS), is fully debilitating to an additional 11 percent.

In a vicious cycle where the effects of sleepiness affect the organization, which leads to longer work hours and thus more sleepiness, the reason for the sleepiness epidemic seems to be the modern workplace. Full-time employees have been getting less sleep over the past 30 years as a direct result of longer work days, putting them more at risk for sleep disorders. Sleepiness directly decreases attention span, memory, information processing, affect, and emotion regulation capabilities. Research on sleep deprivation has found that tired workers experience higher levels of back pain, heart disease, depression, work withdrawal, and job dissatisfaction. All these outcomes have significant implications for organizational effectiveness and costs. Sleepiness may account for $14 billion of medical expenses, up to $69 billion for auto accidents, and up to $24 billion in workplace accidents in the United States annually.

Although being around bright light and loud sounds, standing, eating, and practicing good posture can reduce sleepiness temporarily, there is only one lasting cure: more hours of good-quality sleep. Some companies are encouraging napping at work as a solution to the problem, and one survey of 600 companies revealed that 6 percent had dedicated nap rooms. In addition, in a poll of 1,508 workers conducted by the National Sleep Foundation, 34 percent said they were allowed to nap at work. These policies may be a good start, but they are only Band-Aid approaches since more and better sleep is what's needed. Researchers suggest that organizations should consider flexible working hours and greater autonomy to allow employees to maximize their productive waking hours. Given the high costs of sleepiness, it's time for them to take the problem much more seriously.

Questions
1. Should organizations be concerned about the sleepiness of their employees? What factors influencing sleep might be more or less under the control of an organization?

2. How might sleep deprivation demonstrate aspects of expectancy theory? How might the incorporation of "nap rooms" for sleep-deprived employees demonstrate aspects of equity theory?
3. Sleep deprivation can be extremely hazardous to health. What are the key health issues and how should an organization seek to manage the problems that arise from sleep deprivation?

Case Study 4: The New GPA

In the college classroom, is an A the new B? Grade inflation is of particular concern in graduate programs, where it is not uncommon for 75 percent of grades to be As. In fact, the most frequent grade given in U.S. universities is an A, by 43 percent. This percentage has risen from 30 percent 20 years ago, representing a significant increase. And at Harvard, the average grade is an A-. While this may sound like a great place to be, there is a powerful downside to grade inflation. If an A- is the new class average, the crowding of grades at the top end of the scale can sap away the student's motivation to work hard. Organizations also have a tougher time of evaluating candidates' transcripts if grades are inflated, which means they must rely more on results of standardized tests, often ones that were taken in high school, that may not reflect a student's current or best capabilities. Professors too may be less motivated to accurately assess and teach students through strong grading feedback that would help students learn.

There is no easy solution to the phenomenon of grade inflation. In a culture where "everyone does it," schools that take a stand against grade inflation produce students with potentially lower grades—but no less education— than their peers. These students may not be able to stand out in the increasingly competitive job market even when they are equally prepared. Over time, their schools will not be able to boast of the accomplishments of their graduates in terms of grades and employment placements. No longer will these schools look as attractive to potential students, so enrollment and thus revenue will suffer, endangering the institution's ability to teach. Therefore, eliminating grade inflation poses powerful disincentives, and few if any colleges have successfully tried it. There is much more motivation for organizations, schools, professors, and students to continue grade inflation practices, even though they may be wrong.

Questions
1. How could you manage an engineered downgrade to C as an average?
2. If an employer can no longer distinguish between candidates on the basis of grades, how can they distinguish between them?
3. State funding of many schools has decreased dramatically over the years, increasing the pressure on administrators to generate revenue through tuition increases and other means. How might this pressure create ethical tensions among the need to generate revenue, student retention, and grading?