GLOBAL EDITION

# MOTIVATING EMPLOYEES

16

# Management

THIRTEENTH EDITION

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# LEARNING OBJECTIVES

1. **Define** motivation.
2. **Compare** and contrast early theories of motivation.
3. **Compare** and contrast contemporary theories of motivation.
   - **Develop your skill** at motivating employees.
4. **Discuss** current issues in motivation.

# WHAT IS MOTIVATION?

► **Motivation** – the process by which a person's efforts are energized, directed, and sustained toward attaining a goal.

– *energy* is a measure of intensity, drive, and vigor
– effort is channeled in a *direction* that benefits the organization
– we want employees to *persist* in putting forth effort

# EARLY THEORIES OF MOTIVATION
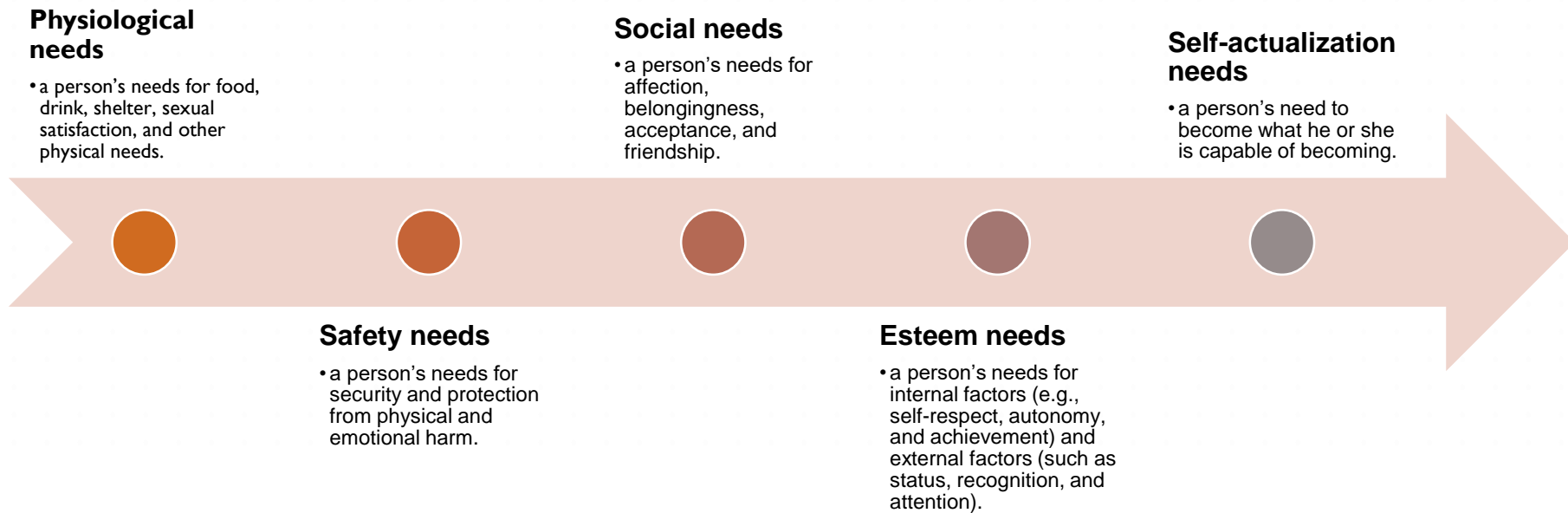
Maslow's *Hierarchy of Needs*

McGregor's *Theories X and Y*

Herzberg's *Two-Factor Theory*
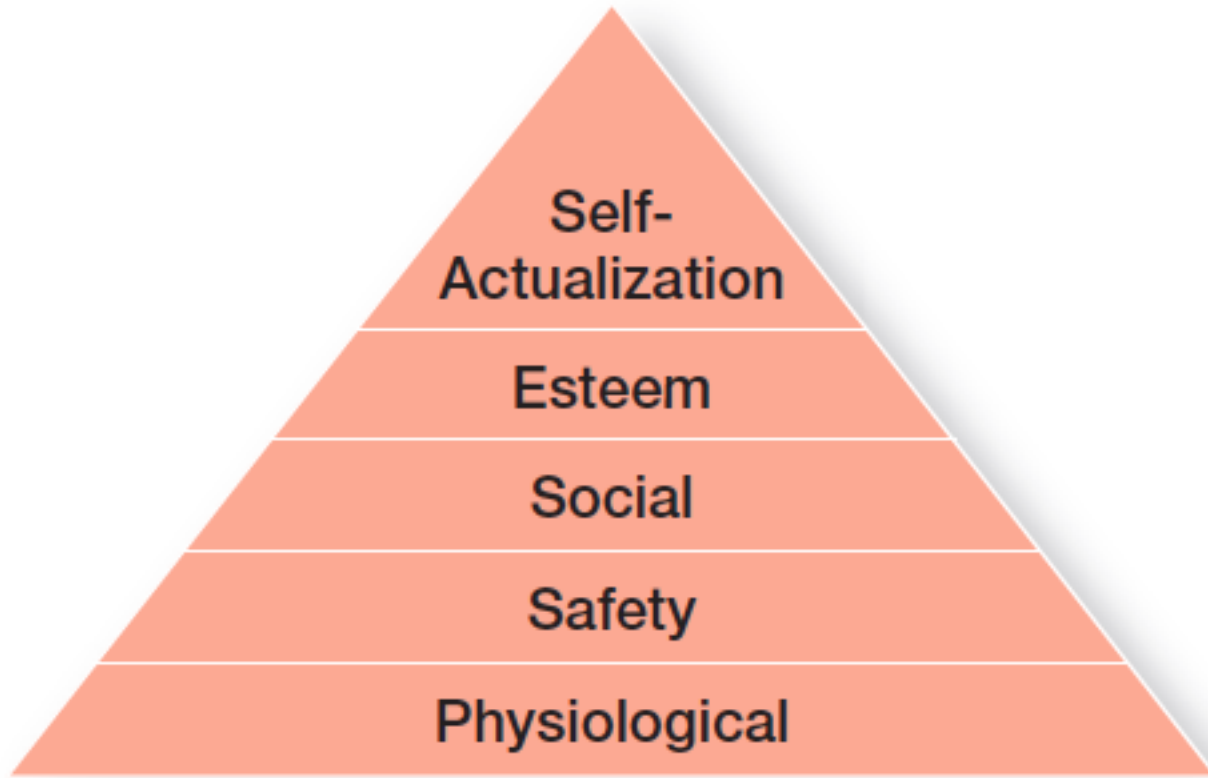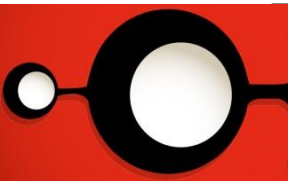
McClelland's *Three Needs Theory*

# MASLOW'S HIERARCHY OF NEEDS THEORY

▶ **Hierarchy of needs theory** – Maslow's theory that human needs—physiological, safety, social, esteem, and self-actualization—form a sort of hierarchy.

**Physiological needs**
- a person's needs for food, drink, shelter, sexual satisfaction, and other physical needs.

**Social needs**
- a person's needs for affection, belongingness, acceptance, and friendship.

**Self-actualization needs**
- a person's need to become what he or she is capable of becoming.

**Safety needs**
- a person's needs for security and protection from physical and emotional harm.

**Esteem needs**
- a person's needs for internal factors (e.g., self-respect, autonomy, and achievement) and external factors (such as status, recognition, and attention).

# EXHIBIT 16-1
# MASLOW'S HIERARCHY OF NEEDS



Self-Actualization

Esteem

Social

Safety

Physiological

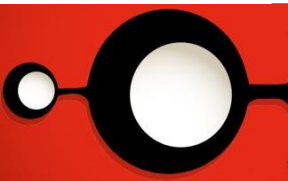# MCGREGOR'S THEORY X AND THEORY Y

**Theory X**

- The assumption that employees **dislike** work, are lazy, avoid responsibility, and must be coerced to perform.

**Theory Y**

- The assumption that employees are **creative**, enjoy work, seek responsibility, and can exercise self-direction.
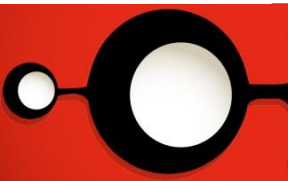
# HERZBERG'S TWO-FACTOR THEORY

➤ **Two-factor theory (motivation-hygiene theory)** – the motivation theory that claims that **intrinsic factors are related to job satisfaction** and motivation, whereas **extrinsic factors** are associated **with job dissatisfaction**.

| Hygiene factors | Motivators |
|---|---|
| factors that eliminate job dissatisfaction, but don't motivate | factors that increase job satisfaction and motivation |

# EXHIBIT 16-2
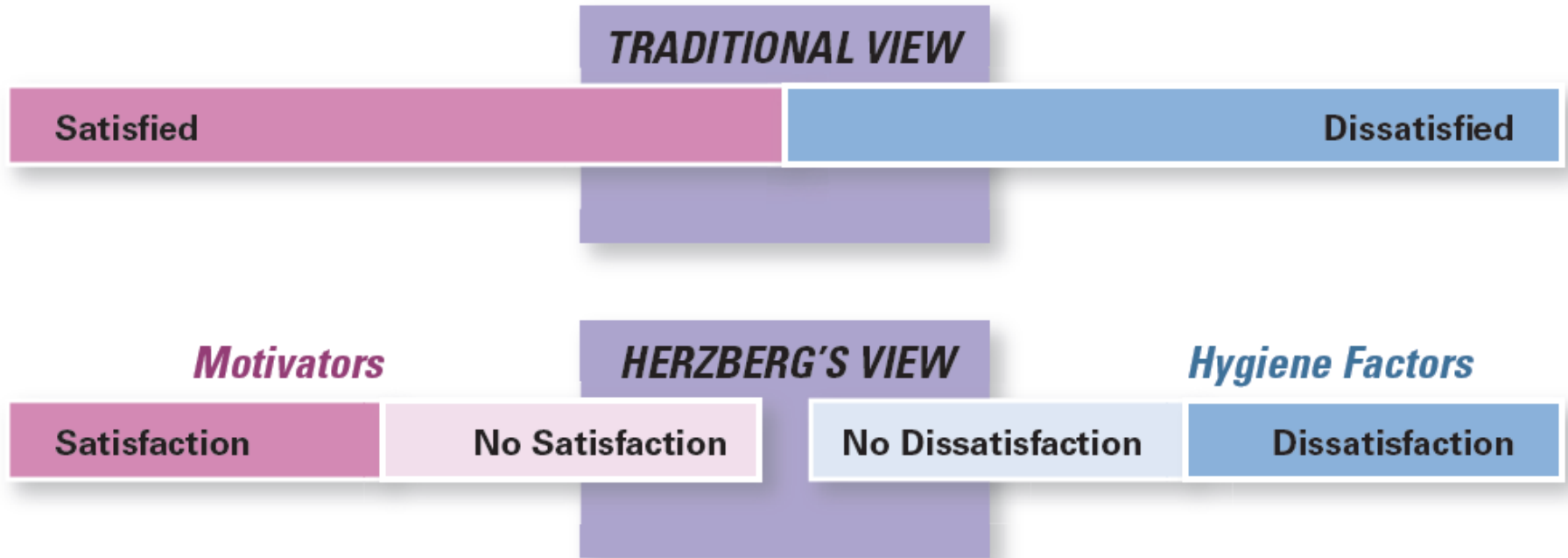# HERZBERG'S TWO FACTOR THEORY



| Motivators | Hygiene Factors |
| --- | --- |
| • Achievement<br>• Recognition<br>• Work Itself<br>• Responsibility<br>• Advancement<br>• Growth | • Supervision<br>• Company Policy<br>• Relationship with Supervisor<br>• Working Conditions<br>• Salary<br>• Relationship with Peers<br>• Personal Life<br>• Relationship with Subordinates<br>• Status<br>• Security |
| Extremely Satisfied | Neutral | Extremely Dissatisfied |
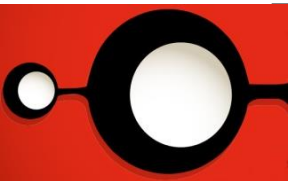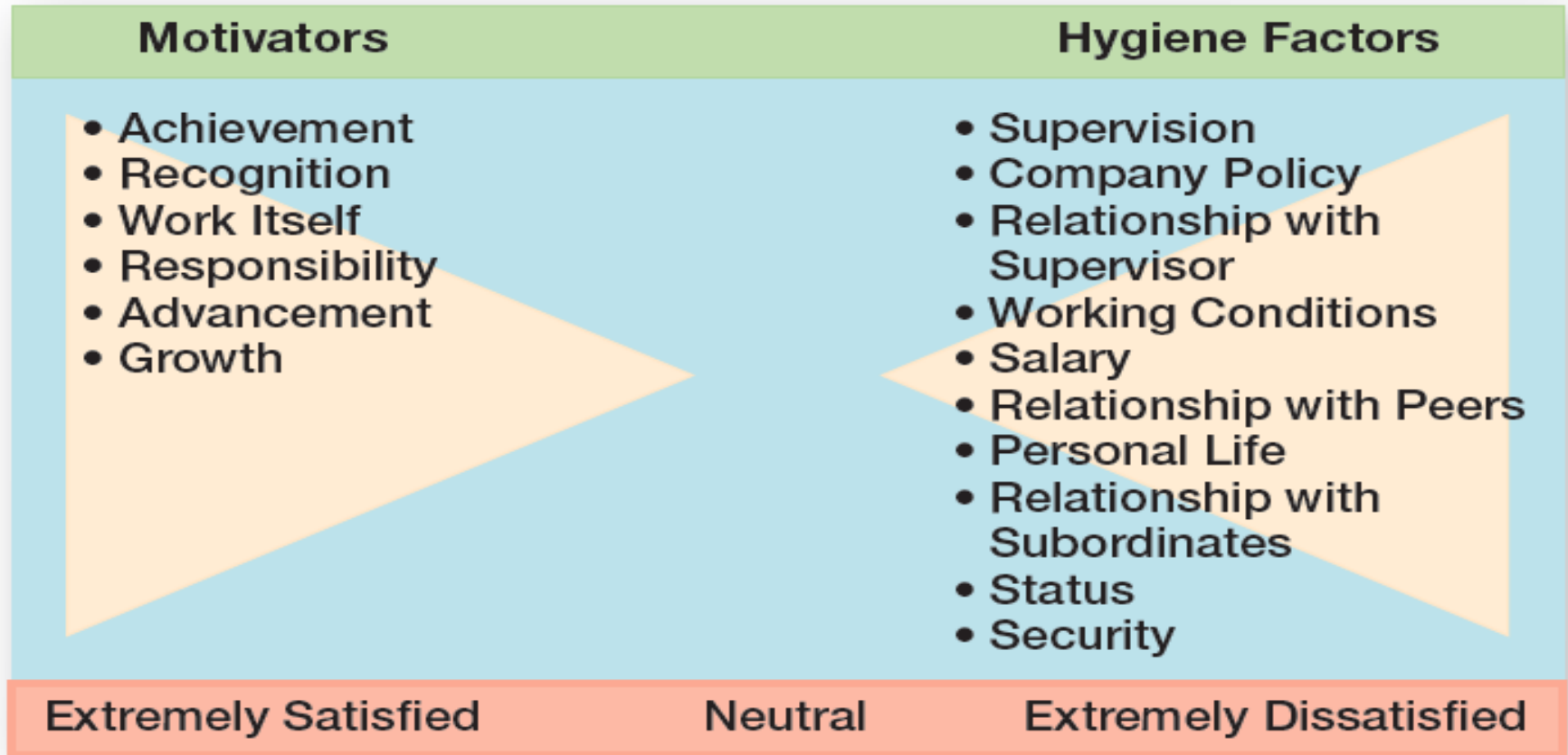
# EXHIBIT 16-3
# CONTRASTING VIEWS OF SATISFACTION– DISSATISFACTION



**TRADITIONAL VIEW**

| Satisfied | Dissatisfied |

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

| Satisfaction | No Satisfaction | No Dissatisfaction | Dissatisfaction |

# THREE-NEEDS THEORY

➤ **Three-needs theory** – the motivation theory that sites three acquired (non-innate) needs (achievement, power, and affiliation) as major motives in work.
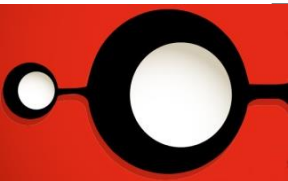
**Need for achievement (nAch)**
➤ The drive to succeed and excel in relation to a set of standards.

**Need for power (nPow)**
➤ The need to make others behave in a way that they would not have behaved otherwise.

**Need for affiliation (nAff)**
➤ The desire for friendly and close interpersonal relationships.
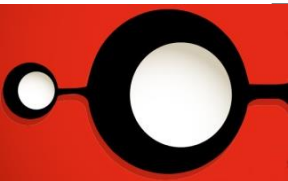
# EXHIBIT 16-4
## TAT PICTURES SOURCE



nAch: Indicated by someone in the story wanting to perform or do something better.
nAff: Indicated by someone in the story wanting to be with someone else and enjoy mutual friendship.
nPow: Indicated by someone in the story desiring to have an impact or make an impression on others in the story.

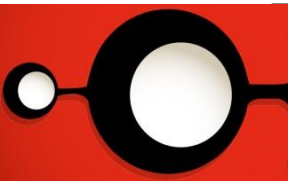# CONTEMPORARY THEORIES OF MOTIVATION

**Reinforcement Theory**

**Goal-setting theory**

**Expectancy Theory**

**Equity Theory**

# REINFORCEMENT THEORY

▶ Reinforcement theory – the theory that **behavior is a function of its consequences**.

▶ **Reinforcers** – consequences immediately following a behavior which increase the probability that the behavior will be repeated.
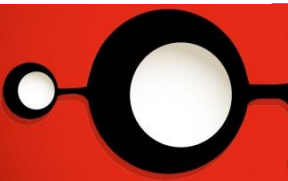
# GOAL-SETTING THEORY

▶ **Goal-setting theory**
- ▶ The proposition that **specific goals increase performance** and that **difficult goals, when accepted, result in higher performance** than do easy goals.

▶ **Self-efficacy**
- ▶ An individual's belief that he or she is capable of performing a task
- ▶ The higher your self-efficacy, the more confidence you have in your ability to succeed in a task.
- ▶ In difficult situations, we find that people with low self-efficacy are likely to reduce their effort or give up altogether
- ▶ Those with high self-efficacy will try harder to master the challenge

# EXHIBIT 16-5
# GOAL-SETTING THEORY

# DESIGNING MOTIVATING JOBS

## Job Design

- The way tasks are combined to form complete jobs.
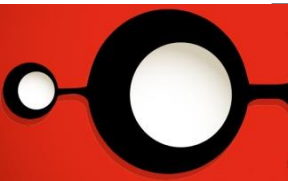
## Job Scope

- The number of different tasks required in a job and the frequency with which those tasks are repeated.

## Job Enlargement

- The horizontal expansion of a job that occurs as a result of increasing job scope.

## Job Enrichment

- The vertical expansion of a job that occurs as a result of additional planning and evaluation of responsibilities.

# DESIGNING MOTIVATING JOBS (CONT.)

- **Job depth** – the degree of control employees have over their work.

- **Job characteristics model (JCM)** – a framework for analyzing and designing jobs that identifies five primary core job dimensions, their interrelationships, and their impact on outcomes.

# FIVE CORE JOB DIMENSIONS

### Skill variety
- The degree to which a job requires a variety of activities so that an employee can use a number of different skills and talents.

### Task identity
- The degree to which a job requires completion of a whole and identifiable piece of work.
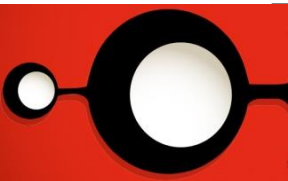
### Task significance
- The degree to which a job has a substantial impact on the lives or work of other people.

### Autonomy
- The degree to which a job provides substantial freedom, independence, and discretion to the individual in scheduling the work and determining the procedures to be used in carrying it out.
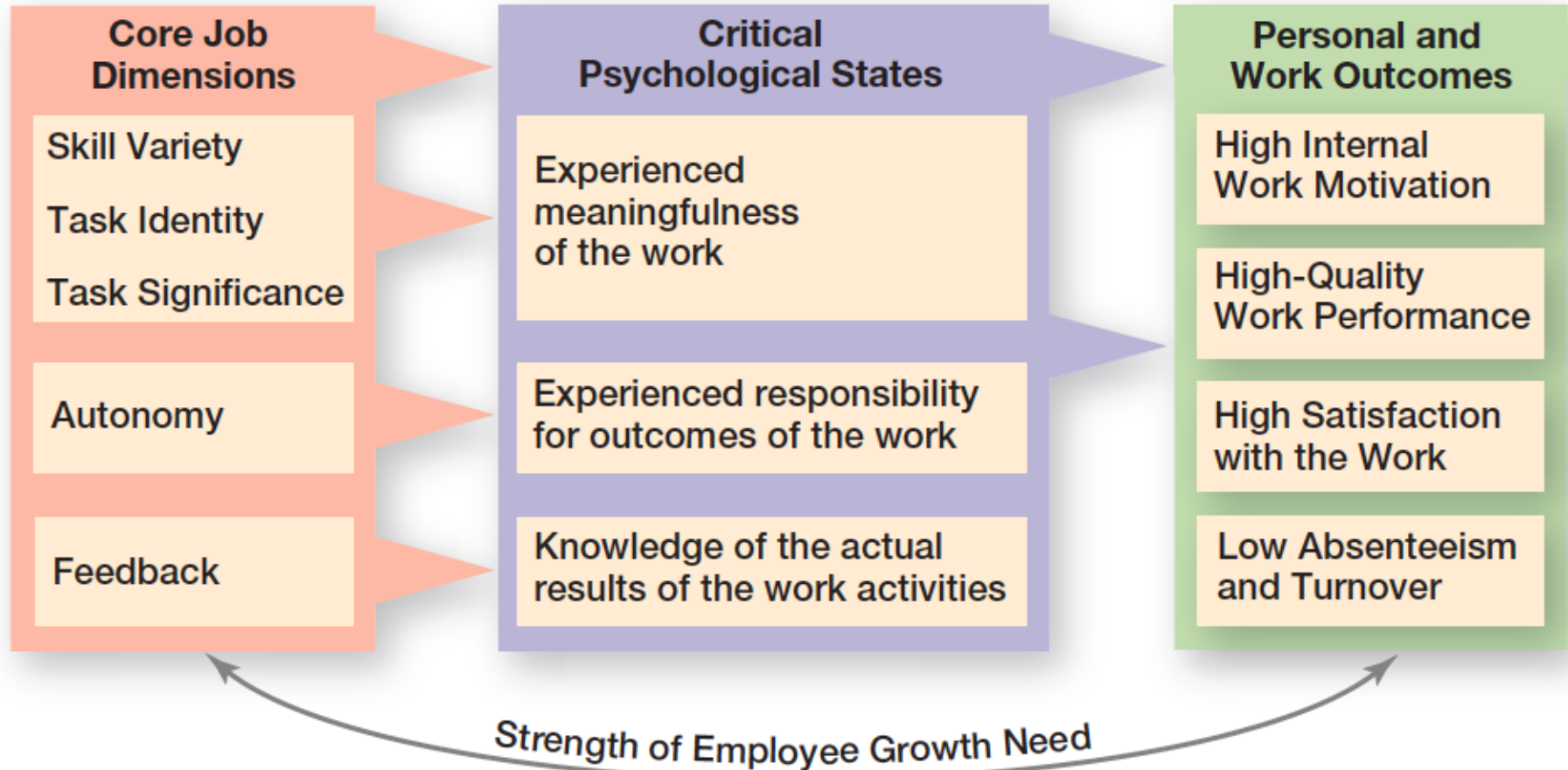
### Feedback
- The degree to which doing work activities required by a job results in an individual obtaining direct and clear information about the effectiveness of his or her performance.

# EXHIBIT 16-6
# JOB CHARACTERISTICS MODEL



**Core Job Dimensions**

- Skill Variety
- Task Identity
- Task Significance
- Autonomy
- Feedback

**Critical Psychological States**

- Experienced meaningfulness of the work
- Experienced responsibility for outcomes of the work
- Knowledge of the actual results of the work activities

**Personal and Work Outcomes**

- High Internal Work Motivation
- High-Quality Work Performance
- High Satisfaction with the Work
- Low Absenteeism and Turnover

Strength of Employee Growth Need

# REDESIGNING JOB DESIGN APPROACHES

| Relational perspective of work design | Proactive perspective of work design | High-involvement work practices |
|---|---|---|
| • An approach to job design that focuses on how people's tasks and jobs are increasingly based on social relationships. | • An approach to job design in which employees take the initiative to change how their work is performed. | • Work practices designed to elicit greater input or involvement from workers. |
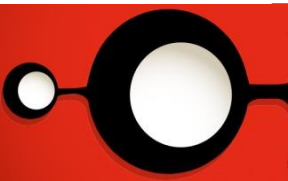
# EQUITY THEORY

▶ **Equity theory –** the theory that an employee compares his or her job's input-outcome ratio with that of relevant others and then corrects any inequity.

- **Referents** – the persons, systems, or selves against which individuals compare themselves to assess equity.
- **Distributive justice** – perceived fairness of the amount and allocation of rewards among individuals.
- **Procedural justice** – perceived fairness of the process used to determine the distribution of rewards.

# EXHIBIT 16-7
# EQUITY THEORY

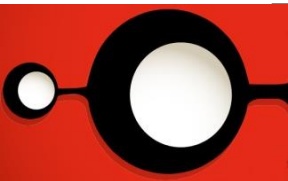| Perceived Ratio Comparison[a] | | Employee's Assessment |
|---|---|---|
| $\dfrac{\text{Outcomes A}}{\text{Inputs A}} < \dfrac{\text{Outcomes B}}{\text{Inputs B}}$ | | Inequity (underrewarded) |
| $\dfrac{\text{Outcomes A}}{\text{Inputs A}} = \dfrac{\text{Outcomes B}}{\text{Inputs B}}$ | | Equity |
| $\dfrac{\text{Outcomes A}}{\text{Inputs A}} > \dfrac{\text{Outcomes B}}{\text{Inputs B}}$ | | Inequity (overrewarded) |

# EXPECTANCY THEORY

▶ **Expectancy theory** – the theory that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.
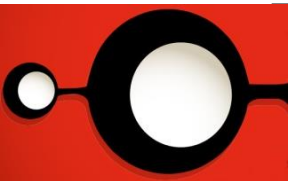
# EXPECTANCY THEORY (CONT.)
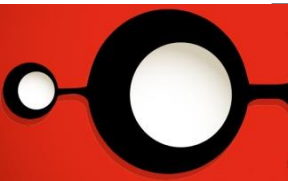
▶ Expectancy Relationships

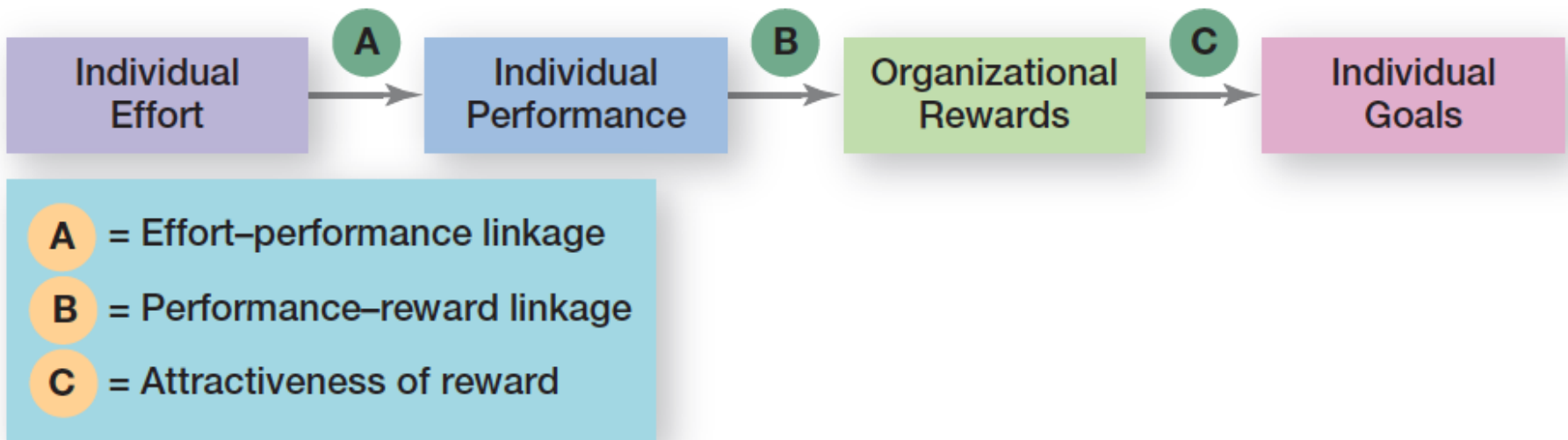| Expectancy | Instrumentality | Valence |
|---|---|---|
| Effort-performance linkage | The perception that a particular level of performance will result in attaining a desired outcome (reward). | The attractiveness/importance of the performance reward (outcome) to the individual. |
| The perceived probability that an individual's effort will result in a certain level of performance. | | |

# EXHIBIT 16-8
# EXPECTANCY MODEL



Individual Effort → **A** → Individual Performance → **B** → Organizational Rewards → **C** → Individual Goals

**A** = Effort–performance linkage

**B** = Performance–reward linkage

**C** = Attractiveness of reward

# EXHIBIT 16-9
# INTEGRATING CONTEMPORARY THEORIES OF MOTIVATION
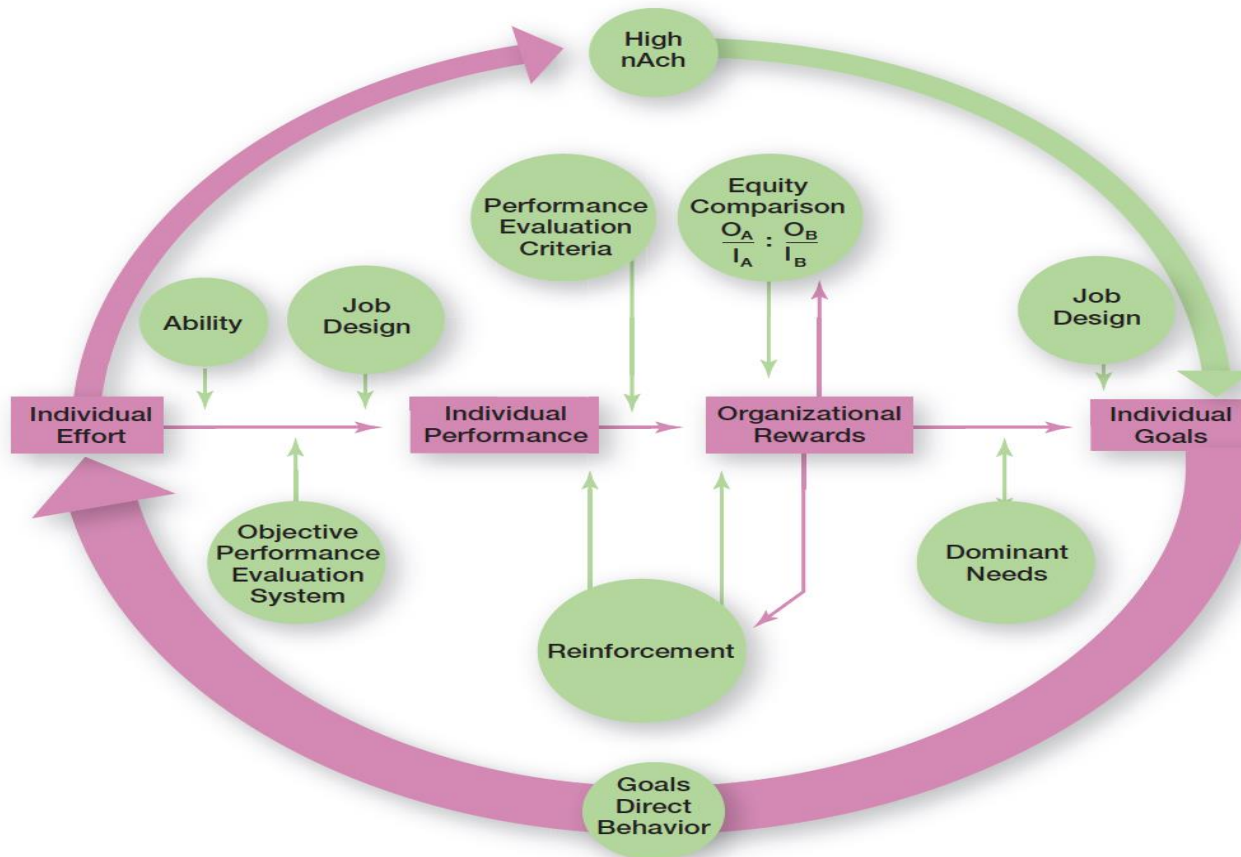
# CURRENT ISSUES IN MOTIVATION

| | | |
|---|---|---|
| Motivating in Tough Economic Circumstances | The economic recession of the last few years was difficult for many organizations. | Layoffs, tight budgets, minimal or no pay raises, benefit cuts, no bonuses, long hours doing the work of those who had been laid off was the reality that many employees faced. |
| Managing Cross-Cultural Motivational Challenges | Most current motivation theories were developed in the United States by Americans and about Americans. | Managers can't automatically assume motivational programs that work in one geographic location are going to work in others. |
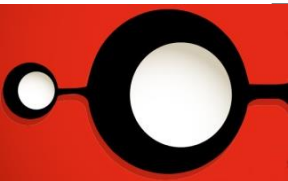
# CURRENT ISSUES IN MOTIVATION (CONT.)

| Motivating Professionals | Characteristics of professionals | Strong and long-term commitment to their field of expertise |
| --- | --- | --- |
| | Loyalty is to their profession, not to the employer | Have the need to regularly update their knowledge |
| | | Don't define their workweek as 8:00 am to 5:00 pm. |
| Motivating Contingent Workers | Opportunity to become a permanent employee | Opportunity for training |
| | | Equity in compensation and benefits |
| Motivating Low-Skilled, Minimum-Wage Employees | Employee recognition programs | Provision of sincere praise |

# DESIGNING APPROPRIATE REWARDS PROGRAMS

## Open-book management

A motivational approach in which an organization's financial statements (the "books") are shared with all employees.

## Employee recognition programs

Programs based on personal attention and expression of interest, approval, and appreciation for a job well done.

## Pay-for-performance programs

Variable compensation plans that pay employees on the basis of some performance measure.