



ensia The National School of
Artificial Intelligence
المدرسة الوطنية العليا للذكاء الاصطناعي

DECEMBER 05, 2023



الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

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المدرسة الوطنية العليا للذكاء الاصطناعي

National High School of Artificial Intelligence

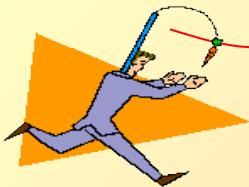
(ENSIA)

Academic Year 2023-2024 [Y2-S1]

YOUR MANAGEMENT COURSE



Introduction to **BUSINESS**



PART 4: LEADING

Chapter 11:

MOTIVATING EMPLOYEES

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Motivation



Learning Goals



1. Describe **4 approaches** that can be used to explain employee **motivation and satisfaction**;
2. Explain how managers can use goals and rewards to **improve performance**;
3. Describe how jobs can be designed to be **motivational and satisfying**;
4. State how the **organisation context affects motivation and satisfaction**;
5. Describe how the **needs of individuals can affect their work**;
6. Describe how **understanding motivation can help managers improve employee performance and satisfaction**.



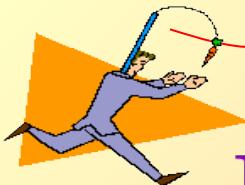
Understanding Motivation and Satisfaction

- **Motivation:** a psychological state that exists whenever internal and/or external forces stimulate, direct, or maintain behaviours (productive # unproductive behaviours).



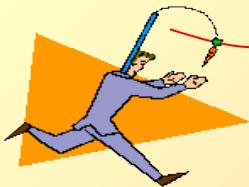
- **Satisfaction:** a psychological state that indicates how people feel about their situation, based on their evaluation of the situation (Happy workers = productive ones).





Employee Motivation and Satisfaction: 4 approaches

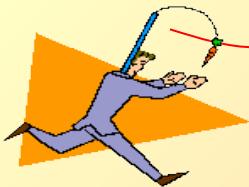




1- Managerial Approach (Manager Behaviour) to Employee Satisfaction and Motivation

For you as potential managers to enhance motivation, here some practical actions:

1. Inspire employees through one-on-one communication (**Communication comes first**);
2. Set specific and challenging goals that employees accept and will strive to achieve;
3. Provide employees with praise, recognition, or other rewards.



How Goal Setting Works

Goals:

- Specific,
- Difficult,
- Accepted.

(Goal-setting Theory)

Goals:

- Directs attention,
- Energises,
- Encourages persistency,
- New strategies developed.

Performance

Feedback





Goal-Setting Pitfall and Solutions



Pitfalls:

- Focusing on performance may reduce learning;
- Employees may feel stressed;
- Individual goals may create conflict among members of a team.

Possible Solutions



- Include goals that recognise the importance of learning as well as maximising performance;
- Be sure employees have the training and resources they need to achieve their goals;
- Establish group/team goals and a shared vision.

(continued)



Pitfalls:

- People may be tempted to cheat, especially if they are close to achieving their goals but expect to ultimately fail;
- Focusing on goals may mean some other aspects of performance are ignored.

Possible Solutions:

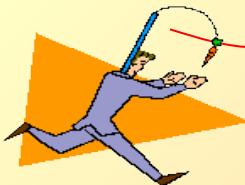


- Put proper controls in place;
- Establish a culture that values ethical behaviour;
- Set goals for all important aspects of performance.



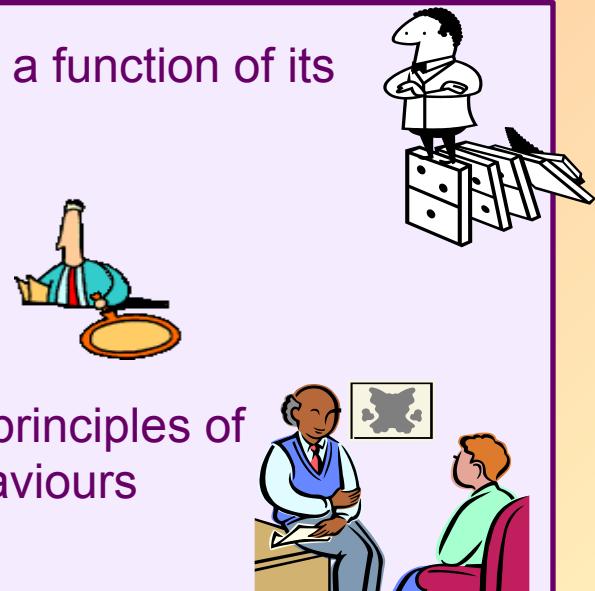
How Goals Work?

- Goals help direct the attention of employees toward the most important work activities and away from irrelevant tasks; 
- Goals energise employees to exert more effort when accepted 
- Goals encourage employees to persist in their work efforts; 
- Accepted goals motivate employees to think about alternative strategies for achieving them. 



Offering incentives and rewards

- ❖ Reinforcement theory: states that behaviour is a function of its consequences;
- ❖ It focuses on changing behaviours;
- ❖ How can you modify behaviour? by using the principles of reinforcement theory to modify employee behaviours (actions);
- ❖ Reinforcement can be either positive or negative: PR increases the likelihood that a behaviour will be repeated by creating a pleasant consequence after the behaviour occurs.



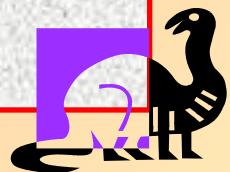


Reinforcement Theory

❖ Punishment: creating a negative consequence to discourage a behaviour whenever it occurs;



❖ Extinction: the absence of any consequence—either positive reinforcement or punishment—following the occurrence of a behaviour;



❖ Negative reinforcement: employees engage in a behaviour in anticipation of avoiding unpleasant consequences in the future:



- Actions serve to avoid unpleasant results.
- Causes the behaviour to be repeated.



This figure shows the process by which pleasant and unpleasant consequences influence behavior





Using Goals and Expectations to Motivate Employees

- **Expectancy theory:** states that people tend to choose behaviours that they believe will help them achieve their personal goals (e.g., a promotion or job security) and avoid behaviours that they believe will lead to undesirable personal consequences (e.g., a demotion or criticism).



- Emphasises the initial decision to engage in a behaviour.
- Emphasises personal goals of employees.



Expectancy Theory

- ❑ Expectancy: person's estimate of how likely a certain level of effort will lead to the intended behaviour or performance result:
 - Expectancy question: If I make an effort, will I be able to perform the behaviour?
- ❑ Instrumentality: a person's perception of how useful the intended behaviour or performance is for obtaining desired outcomes (or avoiding undesired outcomes):
 - Instrumentality question: If I perform the behaviour, what will be the consequences?
- ❑ Valence: the value (weight) that an employee attaches to a consequence:
 - Valence question: How much do I value the consequences associated with the behaviour?





Expectancy Theory

(cont'd)

Expectancy Question:

If I make an effort,
will I be able to
perform the behaviour?

Instrumentality Question:

If I perform the
behaviour, what will
be the consequences?

Obtain desired
outcomes (e.g.,
rewards,
recognition, pride)

Effort

?

Performance

?

Receive undesirable
outcomes (e.g.,
punishment,
ridicule, shame)

Valence Question:

How much do I value the
consequences associated
with the behaviour?

?



Some facts about the Arab World

Management:
Arab World Edition 2011

Robbins, Coulter, Sidani, Jamali



Exhibit 15–1
12 Best Employers in the Middle East 2009

1. Alghanim Industries, Kuwait
2. BankMuscat SAOG, Oman
3. Deloitte & Touche (M.E.), Middle East
4. Fine Hygenic Paper FZE, UAE
5. First Gulf Bank, UAE
6. Jones Lang LaSalle – Middle East & North Africa
7. Jumeirah Group, UAE (Emerging International Best Employer from Middle East)
8. Magrudy Enterprises LLC, UAE (Emerging SME Best Employer in Middle East)
9. Marriott International, UAE
10. Microsoft Gulf FZ LLC and Microsoft Egypt
11. Procter and Gamble Near East – Beirut Office
12. The Ritz-Carlton, Dubai

Source: Hewitt Associates LLC, www.hewittassociates.com.

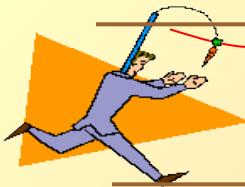


Exhibit 15–2

Employee Motivation study in the Middle East

	Motivated (%)	Highly motivated (%)
Algeria	26	28
Bahrain	32	21
Egypt	23	21
Jordan	21	17
Kuwait	23	20
Lebanon	29	28
Morocco	20	20
Oman	33	24
Qatar	25	24
Saudi Arabia	20	17
Syria	19	27
Tunisia	32	27
UAE	28	19

Source: Employee Motivation Study, www.bayt.com.



Employee Motivation and Satisfaction





2-Job Design Approach to Employee Satisfaction and Motivation

- ❑ Job characteristics theory: employees are more satisfied and motivated when their jobs are:
 - ❑ Meaningful,
 - ❑ Create a feeling of responsibility, and
 - ❑ Designed to ensure that some feedback is available.

The following figure illustrates very well the components of this theory





2-Job Characteristics Theory

(cont'd)

Growth Need Strength

5 Job Characteristics

- Skill variety
- Task Identity
- Task significance
- Autonomy
- Feedback

3 Critical Psychological States

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

Personal and Work Outcomes

- High internal work motivation
- High-quality work performance
- High satisfaction with the work
- Low absenteeism and turnover



This theory describes 3 critical psychological states that are needed to create **high levels of motivation** in the workplace

- Experienced meaningfulness: whether employees perceive their work as **valuable and worthwhile**.
- Experienced responsibility: whether employees **feel personally responsible** for the quantity and quality of their work.
- Knowledge of results: extent to which employees **receive feedback** about how well they are doing.





Now, how should jobs be designed to create the previous 3 states? JCT states that these are affected by 5 key job characteristics as follow:

- ✓ **1-Skill variety**: degree to which the job involves many different work activities or requires several skills and talents;
- ✓ **2-Task identity**: the job involves completing an identifiable piece of work, that is, doing a job with a clear beginning and outcome;
- ✓ **3-Task significance**: the job has a substantial impact on the goals or work of others in the company.





- ✓ **4-Autonomy:** the job provides substantial freedom, independence, and discretion in scheduling work and determining the procedures to be used in carrying out tasks;
- ✓ **5-Feedback:** the outcome provides direct and clear information to employees about their performance.

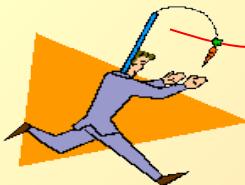


JCT considers individual differences to be important in determining how Employees react to job content.

Employees '**growth Needs**' influence such reaction a great deal.



- **Growth need strength:** the degree of desire for personal challenge, accomplishment, and learning.



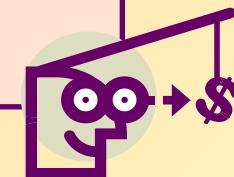
3- Organisational Approach to Employee Satisfaction and Motivation

- Herzberg's Two-Factor theory: two separate and distinct aspects of the work context are responsible for motivating and satisfying employees:

➤ **Hygiene factors**: the non-task characteristics of the work environment—the organisational context—that create **dissatisfaction** (Compensation, level of responsibility, working conditions, . . . job security).



➤ **Motivator factors**: aspects of the organisational context that create **positive feelings** among employees (Recognition, advancement and promotion).





Two-Factor Theory

□ Hygiene factors:

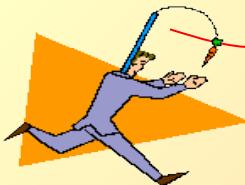


- Absence of dissatisfaction is an essential, but not sufficient, condition for creating a motivated workforce;
- Help create work setting that makes it possible to motivate employees.

□ Motivator factors:



- Presence results in employees who feel excited and committed to their work.



Treating People Fairly

The Two Factors theory suggests that employees are sensitive to many aspects of the org. context, But, does not go into details about how they think about the various elements, thus should be treated fairly

❑ Equity theory: employees judge whether they've been treated fairly by comparing the ratio of their outcomes and inputs to the ratios of others doing similar work



- *Inputs*: what an employee gives to the job (e.g., time, effort, education, and commitment to the organisation).
- *Outcomes*: what an employee gets out of doing the job (e.g., the feelings of meaningfulness and responsibility associated with the job, promotions, and increased pay).



Equity Theory—Examples of Equity Perceptions

	Nadia	Lynda	Comparison	Nadia's Equity Perception	Lynda's Equity Perception
Situation A	Outcome: 50.000DA Input: 50 hours work	Outcome: 80.000DA Input: 80 hours work	$50.000/50 =$ $80.000/80 =$ 1000DA /hour	Equitable	Equitable
Situation B	Outcome: 50.000DA Input: 50 hours work	Outcome: 50.000DA Input: 60 hours work	$50.000/50 >$ $50.000/60$	Feels over- rewarded (inequitable)	Feels under- rewarded (inequitable)



4- Individual Differences Approach to Employee Satisfaction and Motivation

- ❖ Need: feeling of deficiency in some aspect of a person's life that creates an uncomfortable tension.

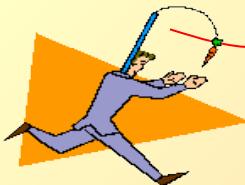
✓ Tension becomes a motivating force.



- ❖ Hierarchy of needs: describes the order in which people seek to satisfy their desires.

✓ Satisfying the bottom level hierarchy comes first.





4-Individual Differences Approach: Hierarchy of Needs

Physiological needs: food, clothing, and shelter, which people try to satisfy before all others (Most basic level);



Security needs: desire for safety and stability, and the absence of pain, threat, and illness;



Affiliation needs: desire for friendship, love, and belonging.



(continued)



4-Individual Differences Approach: Hierarchy of Needs (cont'd)

❑ Esteem needs: desire for self-respect, a sense of personal achievement, and recognition from others;



❑ Self-actualisation needs: desire for personal growth, self-fulfilment, and the realisation of the individual's full potential.





4-Individual Differences Approach: Hierarchy of Needs

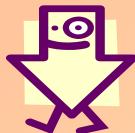
□ Moving Up:



- Satisfaction-progression hypothesis: a need motivates until it becomes satisfied;
- Until basic needs are satisfied, people won't be concerned with higher level needs.

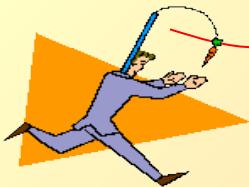


□ Moving Down:

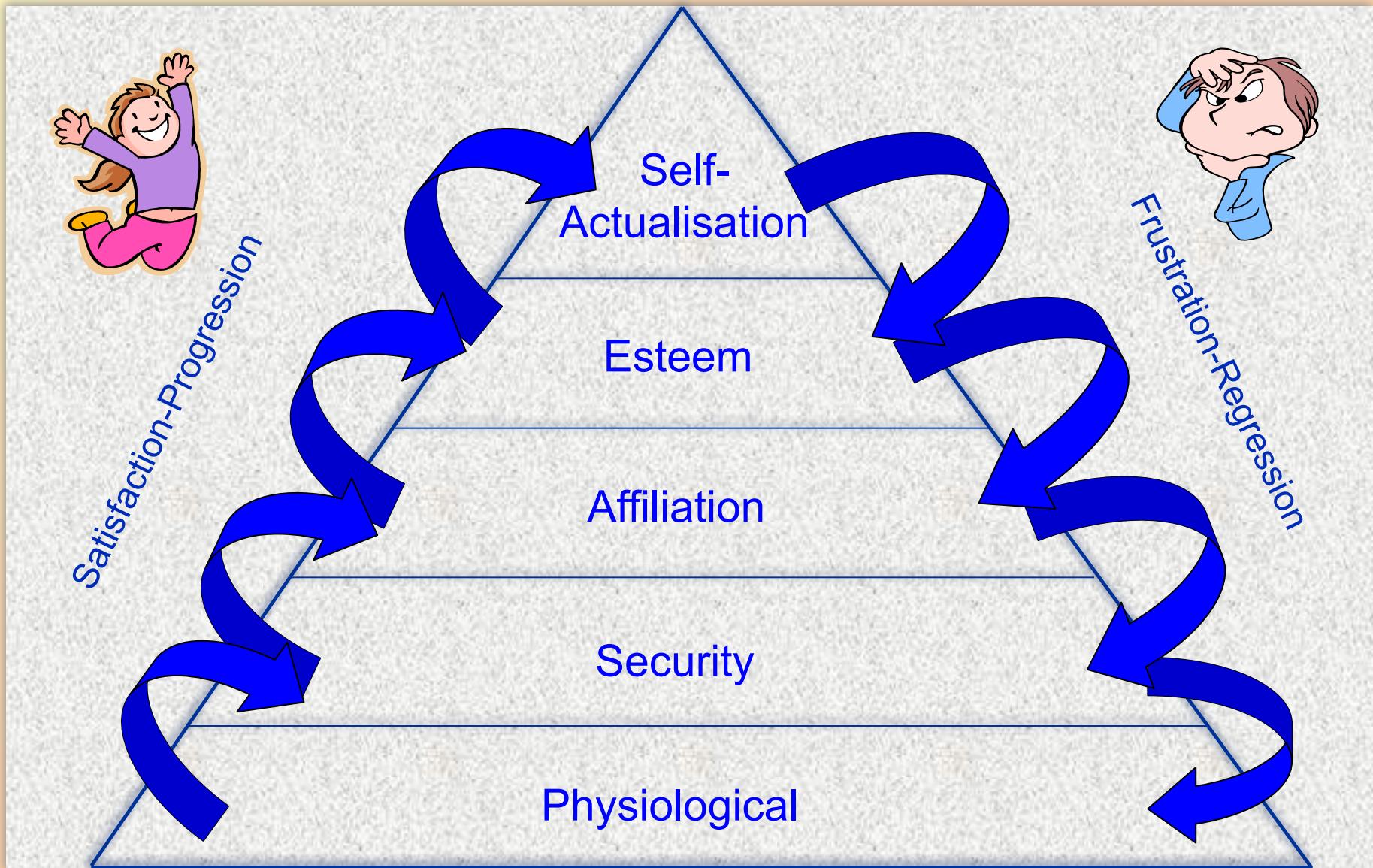


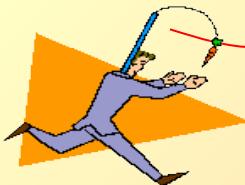
- Frustration-regression hypothesis: when an individual is frustrated in meeting higher level needs, the next lower level needs reemerge and again direct behaviour.





4-Individual Differences Approach: Hierarchy of Needs





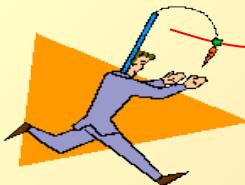
Guidelines for Managers



- Clearly communicate the organisation's mission to employees and explain how their contribution to the organisation will help the organisation realise its mission;
- State the behaviours and performance achievements that are desired and explain how they will be rewarded;
- Design jobs with high motivating potential;
- Provide frequent and constructive feedback.



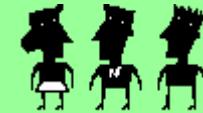
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Guidelines for Managers (cont'd)



- Provide rewards for desired behaviours and outcomes;
- Provide rewards that employees value;
- Provide equitable rewards;
- Recognise that each person is unique.





THANK YOU

<https://www.ihhp.com/free-eq-quiz-old/good-eq/>



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