# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 9: Lecture Guide Employee Motivation

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of employee motivation. Students will learn about methods to motivate employees, including feedback and operant conditioning, as well as the optimal incentives for providing motivation.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

09.01 Identify the types of people who tend to be more motivated than others.

09.02 Motivate employees through goal setting.

09.03 Realize the importance of providing feedback.

09.04 Use operant conditioning principles to motivate employees.

09.05 Treat employees fairly.

09.06 Choose the types of individual and organizational incentives that best motivate employees.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 09.01 Identify the types of people who tend to be more motivated than others. | 4-18  Workbook  Workbook  7  Workbook  8 | Exercise 9.1  Focused Free-Write – Motivation  Exercise 9.2  Self-Esteem  Exercise 9.3  Intrinsic Versus Extrinsic Motivation | 10 minutes  10 minutes  20 minutes |
| 09.02 Motivate employees through goal setting. | 19-21  Workbook  21 | Exercise 9.4  Setting Goals | 10 minutes |
| 09.03 Realize the importance of providing feedback. | 22 |  |  |
| 09.04 Use operant conditioning principles to motivate employees. | 23-32  32  Workbook  26 | Activity: Discussion  Exercise 9.5  Create Your Own Reinforcement Hierarchy | 5 minutes  10 minutes |
| 09.05 Treat employees fairly. | 33-38  Workbook  36 | Exercise 9.6  Using Equity Theory | 10 minutes |
| 09.06 Choose the types of individual and organizational incentives that best motivate employees. | 27-31  39-42  32  Workbook  41 | Activity: Discussion  Exercise 9.7  Case Study | 5 minutes  10 minutes |
| All objectives | 2  43  44-46  Workbook  42 | Icebreaker  Discussion: Activity  Discussion: Activity  Exercise 9.8  Your Own Theory | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Motivation:** The force that drives an employee to perform well.

**Organizational citizenship behaviors (OCBs):** Behaviors that are not part of an employee’s job but which make the organization a better place to work (e.g., helping others, staying late).

**Self-esteem:** The extent to which a person views themself as a valuable and worthy individual.

**Consistency theory:** Korman’s theory that employees will be motivated to perform at levels consistent with their levels of self-esteem.

**Chronic self-esteem:** The positive or negative way in which a person views themselves as a whole.

**Situational self-esteem:** The positive or negative way in which a person views themselves in a particular situation.

**Socially influenced self-esteem:** The positive or negative way in which a person views themselves based on the expectations of others.

**Organization-based self-esteem:** The level of an employee’s competence and self-worth as a member of an organization.

**Self-fulfilling prophecy:** The idea that people behave in ways consistent with their self-image.

**Galatea effect:** When high self-expectations result in higher levels of performance.

**Pygmalion effect:** The idea that if people believe that something is true, they will act in a manner consistent with that belief.

**Golem effect:** When negative expectations of an individual cause a decrease in that individual’s performance.

**Intrinsic motivation:** Work motivation in the absence of such external factors as pay, promotion, and coworkers.

**Extrinsic motivation:** Work motivation that arises from such nonpersonal factors as pay, coworkers, and opportunities for advancement.

**Work Preference Inventory (WPI):** A measure of an individual’s orientation toward intrinsic versus extrinsic motivation.

**Self-regulation:** A theory that employees can be motivated by monitoring their own progress toward the goals they set and adjusting their behavior to reach those goals.

**Realistic job preview (RJP):** A method of recruitment in which job applicants are told both the positive and the negative aspects of a job.

**Job characteristics theory:** The theory proposed by Hackman and Oldham that suggests that certain characteristics of a job will make the job more or less satisfying, depending on the particular needs of the worker.

**Hierarchy:** A system arranged by rank.

**Basic biological needs:** The first step in Maslow’s needs hierarchy, concerning survival needs for food, air, water, and the like.

**Safety needs:** The second step in Maslow’s hierarchy, concerning the need for security, stability, and physical safety.

**Social needs:** The third step in Maslow’s hierarchy, concerning the need to interact with other people.

**Employee resource groups:** A group of employees with similar interests, experiences, or demographics who meet to discuss those experiences.

**Ego needs:** The fourth step in Maslow’s hierarchy, concerning the individual’s need for recognition and success.

**Self-actualization needs:** The fifth step in Maslow’s hierarchy, concerning the need to realize one’s potential.

**Needs theory:** A theory based on the idea that employees will be satisfied with jobs that satisfy their needs.

**ERG theory:** Aldefer’s needs theory, which describes three levels of satisfaction: *e*xistence, *r*elatedness, and *g*rowth.

**Two-factor theory:** Herzberg’s needs theory, postulating that there are two factors involved in job satisfaction: hygiene factors and motivators.

**Hygiene factors:** In Herzberg’s two-factor theory, job-related elements that result from but do not involve the job itself.

**Motivators:** In Herzberg’s two-factor theory, elements of a job that concern the actual duties performed by the employee.

**Need for achievement:** According to trait theory, the extent to which a person desires to be successful.

**Need for affiliation:** The extent to which a person desires to be around other people.

**Need for power:** According to trait theory, the extent to which a person desires to be in control of other people.

**Self-determination theory:** A theory that postulates that people have an innate need for three things: competence, autonomy, and relatedness.

**Competence:** The need from self-determination theory to be able to successfully perform the tasks that are important to us.

**Autonomy:** The need from self-determination theory to decide what we want to do and how we are going to do it.

**Relatedness:** The need from self-determination theory to feel that we are part of a group.

**Goal setting:** A method of increasing performance in which employees are given specific performance goals to aim for.

**Operant conditioning:** A type of learning based on the idea that humans learn to behave in ways that will result in favorable outcomes and learn not to behave in ways that result in unfavorable outcomes.

**Premack Principle:** The idea that reinforcement is relative both within an individual and between individuals.

**Reinforcement hierarchy:** A rank-ordered list of reinforcers for an individual.

**Social recognition:** A motivation technique using such methods as personal attention, signs of approval, and expressions of appreciation.

**Pay for performance:** A system in which employees are paid on the basis of how much they individually produce.

**Merit pay:** An incentive plan in which employees receive pay bonuses based on performance appraisal scores.

**Gainsharing:** A group incentive system in which employees are paid a bonus based on improvements in group productivity.

**Baseline:** The level of productivity before the implementation of a gainsharing plan.

**Stock options:** A group incentive method in which employees are given the option of buying stock in the future at the price of the stock when the options were granted.

**Expectancy theory:** Vroom’s theory that motivation is a function of expectancy, instrumentality, and valence.

**Internal locus of control:** The extent to which people believe that they are responsible for and in control of their success or failure in life.

**Equity theory:** A theory of job satisfaction stating that employees will be satisfied if their ratio of effort to reward is similar to that of other employees.

**Inputs:** In equity theory, the elements that employees put into their jobs.

**Outputs:** In equity theory, what employees get from their jobs.

**Input/output ratio:** The ratio of how much employees believe they put into their jobs to how much they believe they get from their jobs.

**Organizational justice:** A theory that postulates that if employees perceive they are being treated fairly, they will be more likely to be satisfied with their jobs and motivated to do well.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* New discussion on organization-based self esteem
* Updated discussion on the effect of rewards on intrinsic motivation
* New discussion of age and motivation
* New discussion of the Characteristics of Self-Actualization Scale
* New discussion on self-determination theory
* New discussion on the four-drive theory of human nature
* Revised discussion on feedback
* Updated examples of recognition programs

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 9. (PPT Slide 3).*

1. I. Student engagement at the beginning of class
   1. Have your students complete the free-write in Exercise 9.1 to get them thinking about motivation in their lives.
   2. Have the class discuss their free-writes.
2. Identifying the types of people who tend to be more motivated than others (09.01, PPT Slide 4)
   1. Reasons why employees will be motivated
   2. Is an employee predisposed to being motivated? (PPT Slide 6)
      * Personality
      * Self-esteem
      * Intrinsic motivation
      * Extrinsic motivation
   3. **Workbook Exercise 9.2**: Self-Esteem (PPT Slide 7)
   4. **Workbook Exercise 9.3**: Intrinsic Versus Extrinsic Motivation (PPT Slide 8)
   5. Increasing self-esteem (PPT Slide 9)
   6. Self-regulating behavior (PPT Slide 10)
      * Self-regulation process to increase motivation
   7. Employee’s values and expectations (PPT Slide 11)
      * Realistic job previews
      * Job descriptions
      * Needs, values, and wants
   8. Job characteristics theory (PPT Slide 12)
      * Jobs that employees desire
      * Jobs that have motivating potential
   9. Maslow’s needs hierarchy (PPT Slide 13)
      * Evaluation of Maslow’s needs hierarchy (PPT Slide 14)
   10. ERG theory (PPT Slide 15)
   11. Two-factor theory (PPT Slide 16)
       * Motivators
       * Hygiene factors
   12. Comparisons of needs theories (PPT Slide 17)
   13. Need for achievement (PPT Slide 18)
       * Achievement
       * Affiliation
       * Power
3. Motivating employees through goal setting (0.02, PPT Slide 19)
   1. Setting goals (PPT Slide 20)
      * Specific
      * Measurable
      * Difficult but attainable
      * Relevant
      * Time bound
      * Employee participation
      * **Workbook Exercise 9.4:** Goal Setting (PPT Slide 21)
4. Realizing the importance of providing feedback (09.03, PPT Slide 22)
   1. Constructive feedback
   2. Effective feedback
5. Using operant conditioning principles to motivate employees (09.04, PPT Slide 23)
   1. Timing
   2. Contingency
   3. Type of incentive
   4. Individual vs. group
   5. Positive vs. negative
   6. Fairness
   7. Premack Principle (PPT Slide 24)
      * Example: Premack Principle (PPT Slide 25)
      * **Workbook Exercise 9.5**: Reinforcement Hierarchy (PPT Slide 26)
   8. Type of incentive used (PPT Slide 27)
   9. Example: Compensation plan with incentives (PPT Slide 28)
6. Choosing the types of individual and organizational incentives that best motivate employees (09.06, PPT Slide 29)
   1. Individual incentive plans
   2. Organizational incentive plans
   3. Expectancy theory (PPT Slide 30)
   4. Reward vs punishment (PPT Slide 31)
   5. **Discussion**: Activity (PPT Slide 32, 5 minutes)
7. Treating employees fairly (09.05, PPT Slide 33)
   1. Equity theory (PPT Slide 34)
      * Inputs
      * Outputs
      * Input/output ratio
      * Underpayment (PPT Slide 35)
      * Overpayment
      * **Workbook Exercise 9.6**: Expectancy and Equity Theories (PPT Slide 36)
      * Are other employees motivated? (PPT Slide 37-38)
8. Choosing the types of individual and organizational incentives that best motivate employees continued (09.06)
   1. Integration of motivation theories (PPT Slide 39-40)
   2. **Workbook Exercise 9.7**: Motivation Case Study (PPT Slide 41)
   3. **Workbook Exercise 9.8**: Your Own Motivation Theory (PPT Slide 42)
   4. **Discussion**: Activity (PPT Slide 43, 10 minutes)
   5. **Discussion**: Activity (PPT Slide 44-46, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Reward or punishment (PPT Slide 32, 5 minutes)
   1. What are the merits of rewarding good performance versus punishing bad performance?
      1. Answer: Punishment not only reduces undesired behaviors, but sets an example for other employees. However, punishment changes behavior only in the short run and can create resentment. Meta-analysis found that the effect of behavior change is stronger for rewards.
2. Discussion: Focus on Ethics (PPT Slide 44-46, 10 minutes)
   1. Although there were some legal ramifications for what Hooter’s did, do you think what they did to the waitresses was also unethical?
   2. Do you think that the waitresses were lied to? If so, do you think lying to employees is unethical?
   3. Is humiliating employees ever ethical?
   4. Is it ethical to promise money or other monetary compensation to students for studying hard?
   5. Does the fact that these motivation techniques have the desired result by increasing sales or decreasing the use of paper outweigh any negative consequences of such motivations?
3. Case Study: Taco Bueno Restaurants (PPT Slide 43)
   1. Case study can be used as supplemental in-class discussion.
4. Career Workshop: Providing Feedback
   1. Career workshop can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 9.1:** Focused Free-Write – Motivation
   1. Exercise asks students to think about motivation in their personal lives.
2. **Workbook Exercise 9.2**: Self-Esteem
   1. Exercise asks students to complete the Radford Self-Esteem Inventory.
3. **Workbook Exercise 9.3**: Intrinsic Versus Extrinsic Motivation
   1. Exercise asks students to complete the Work Preference Inventory.
4. **Workbook Exercise 9.**4: Goal Setting
   1. Exercise asks students to set personal goals for what they want to accomplish for the following semester as well as for the rest of their life.
5. **Workbook Exercise 9.5**: Reinforcement Hierarchy
   1. Exercise asks students to apply the Premack Principle to their current job or one that they have had recently by creating a reinforcement hierarchy for themselves.
6. **Workbook Exercise 9.6**: Expectancy and Equity Theories
   1. Exercise asks students to apply expectancy and equity theories to a job that they have or recently had.
7. **Workbook Exercise 9.7**: Motivation Case Study
   1. Exercise provides a case study and asks students to identify where the manager in the case study went wrong in attempting to motivate their employees.
8. **Workbook Exercise 9.8**: Your Own Motivation Theory
   1. Exercise asks students to design their own theory of job motivation and satisfaction based on the theories discussed in the chapter.

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## Additional Resources

### Internet Resources

* <https://www.ioatwork.com/motivation/> I/O At Work publications on the topic of motivation.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |