Chapter Five:

Employee Motivation

Learning Objectives

1. Define employee motivation and engagement.

2. Explain how drives and emotions influence employee motivation.

3. Discuss the employee motivation implications of four-drive theory, Maslow's needs hierarchy, intrinsic and extrinsic motivation, and learned needs theory.

4. Discuss the expectancy theory model, including its practical implications.

5. Outline organizational behavior modification (OB Mod) and social cognitive theory and explain their relevance to employee motivation.

6. Describe the characteristics of effective goal setting and feedback.

7. Explain how equity theory, procedural justice, and interactional justice influence employee motivation.

8. List the advantages and disadvantages of job specialization

Employee Motivation and Engagement

Employee motivation:

- The forces within a person that affect the direction, intensity, and persistence of voluntary behavior.

Employee Engagement:

- Employee's emotional and cognitive motivation, particularly a focused, intense, persistent, and purposive effort toward work-related goals.
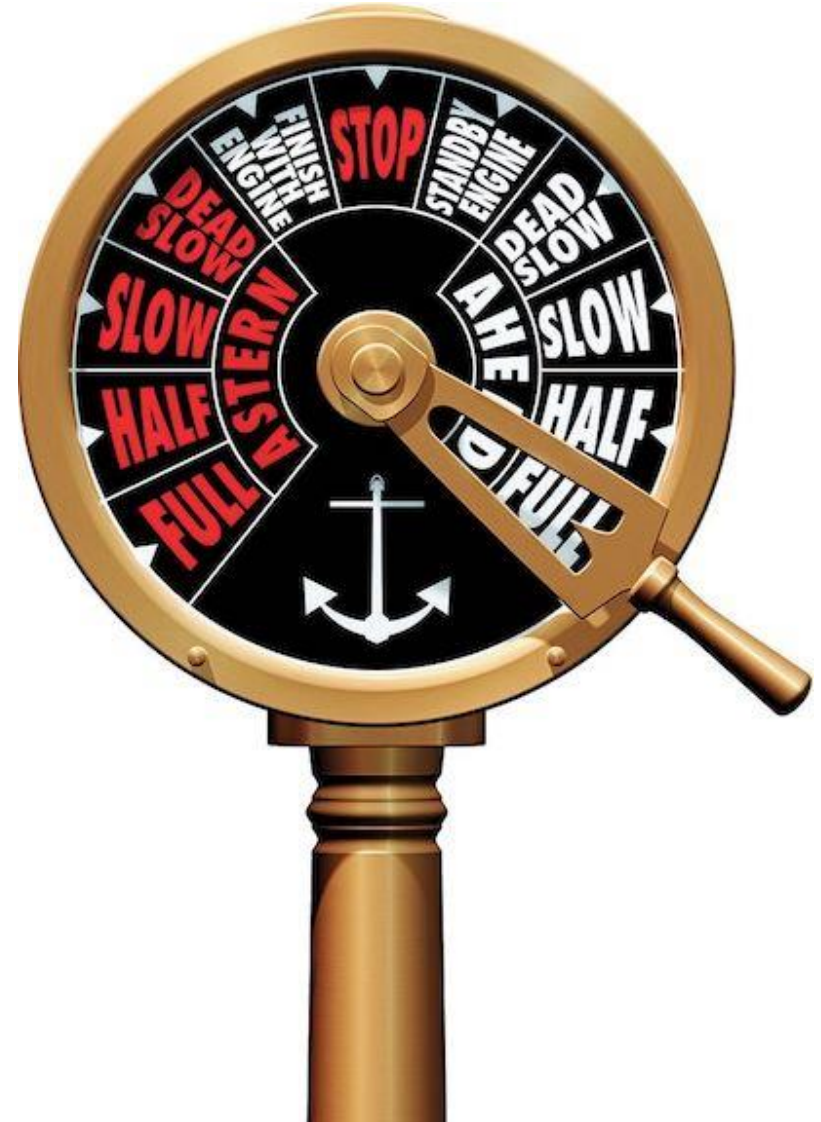
Motivation Defined

The forces within a person that affect the direction, intensity, and persistence of voluntary behavior

- Intensity -- level of effort

- Persistence -- amount of time effort is exerted

- Direction – goal towards effort is directed

K-PHOTOS/Alamy

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Employee Engagement

K-PHOTOS/Alamy

Focused, intense, persistent, purposive effort toward goals

Includes both emotional and cognitive motivation

High level of absorption (focus)

High self-efficacy

https://youtu.be/dSfDROxCuxI
https://youtu.be/HRwTnFO43zw

Employee Drives

- Hardwired brain activity that correct deficiencies.

- Innate and universal.

- Produce emotions that energize us to take action (prime movers of behavior).

- *Ex: Drive to acquire, bond, comprehend, defend.*

Exhibit 5.1 Drives, Needs, and Behavior

Self-concept, social norms, and past experience

Drives and emotions → **Needs** → **Decisions and behavior**

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Employee Needs

- Goal-directed forces that people experience.
- We channel emotions toward specific goals.
- Goals formed by <u>self-concept, social norms, and experience</u>.
- Individual differences in needs: amplify/suppress emotions.
- Ex: need for need for food, social interaction, achievement, security and stability.
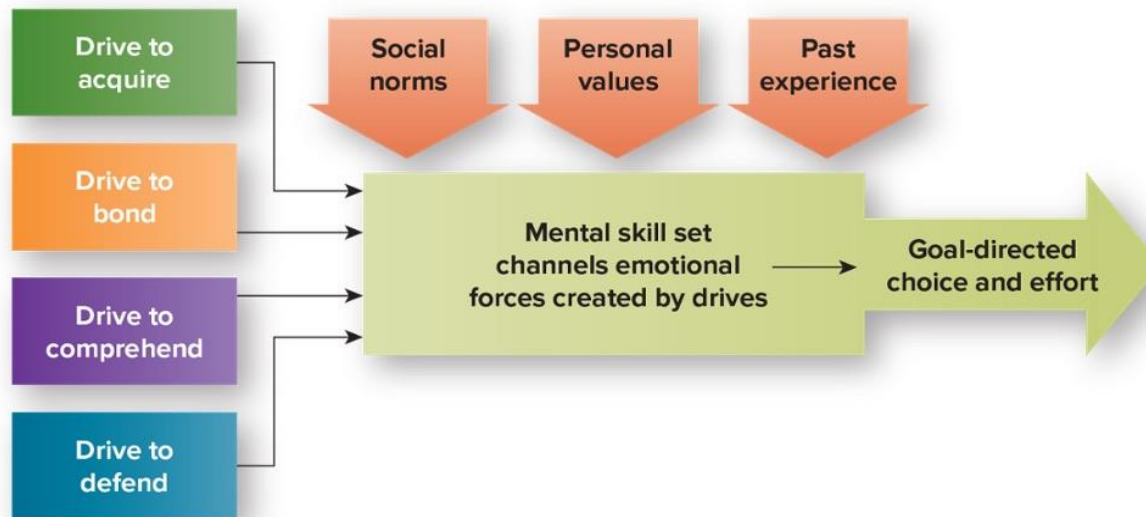
Exhibit 5.1 Drives, Needs, and Behavior

Self-concept, social norms, and past experience

Drives and emotions → Needs → Decisions and behavior

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Four-Drive Theory

- **Drive to acquire**: seek, acquire, control, retain objects or experiences.

- **Drive to bond**: form social relationships and develop mutual caring commitments with others.

- **Drive to comprehend**: satisfy our curiosity, know and understand ourselves and the environment.

- **Drive to defend**: protect ourselves physically and socially.

Exhibit 5.2 Four-Drive Theory of

Drive to acquire		Social norms	Personal values	Past experience	
Drive to bond					
Drive to comprehend		Mental skill set channels emotional forces created by drives		Goal-directed choice and effort	
Drive to defend					

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How Four Drives Motivate

1. Drives determine which emotions to tag to incoming sensory information.

2. Emotions become conscious experiences when sufficiently strong or conflict with each other.

3. Mental skill set relies on social norms, personal values, and experience to transform drive-based emotions into goal-directed choice and effort.

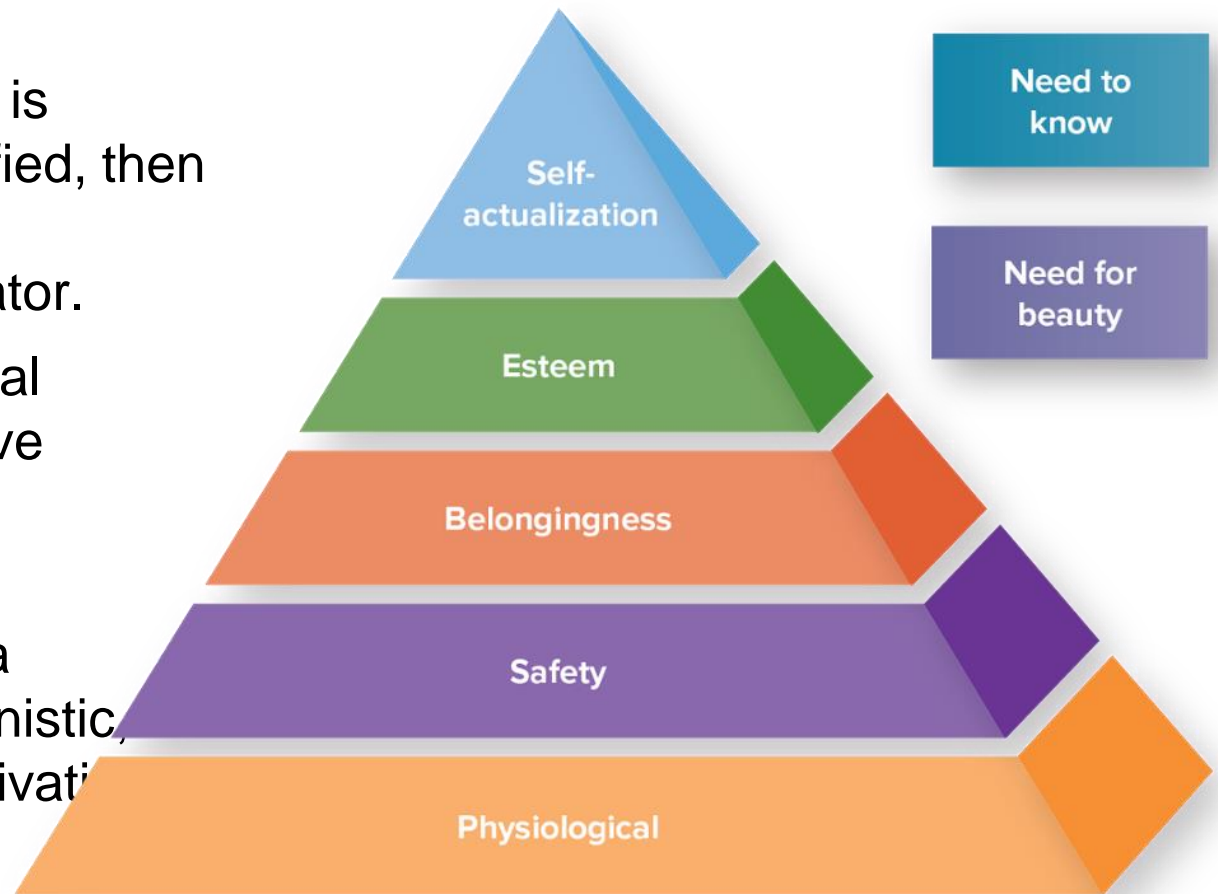# Practical Implications of Four Drive Theory

- The best workplaces help employees fulfill all four drives.

- Keep fulfillment of the four drives in balance.

LWA/Larry Williams/Blend Images

Maslow's Needs Hierarchy Theory

- Needs grouped into seven categories – five in a hierarchy.

- Lowest unmet need is strongest until satisfied, then next higher need becomes top motivator.

- Model lacks empirical support –people have different needs hierarchies.

- Maslow generated a more holistic, humanistic, positive view of motivation.

Exhibit 5.3 Maslow's Needs Hierarchy

Self-actualization

Esteem

Belongingness

Safety

Physiological

Need to know

Need for beauty

Source: Based on information in A.H. Maslow, "A Theory of Human Motivation," *Psychological Review* 50 (1943): 370-96.

# Intrinsic and Extrinsic Motivation

Intrinsic motivation.

- Fulfilling needs for competence and autonomy by engaging in the activity itself, rather than from an externally controlled outcome of that activity.

Extrinsic motivation.

- Occurs when people want to engage in an activity to receive something that is beyond their personal control.

Extrinsic motivators seldom undermine intrinsic motivation.

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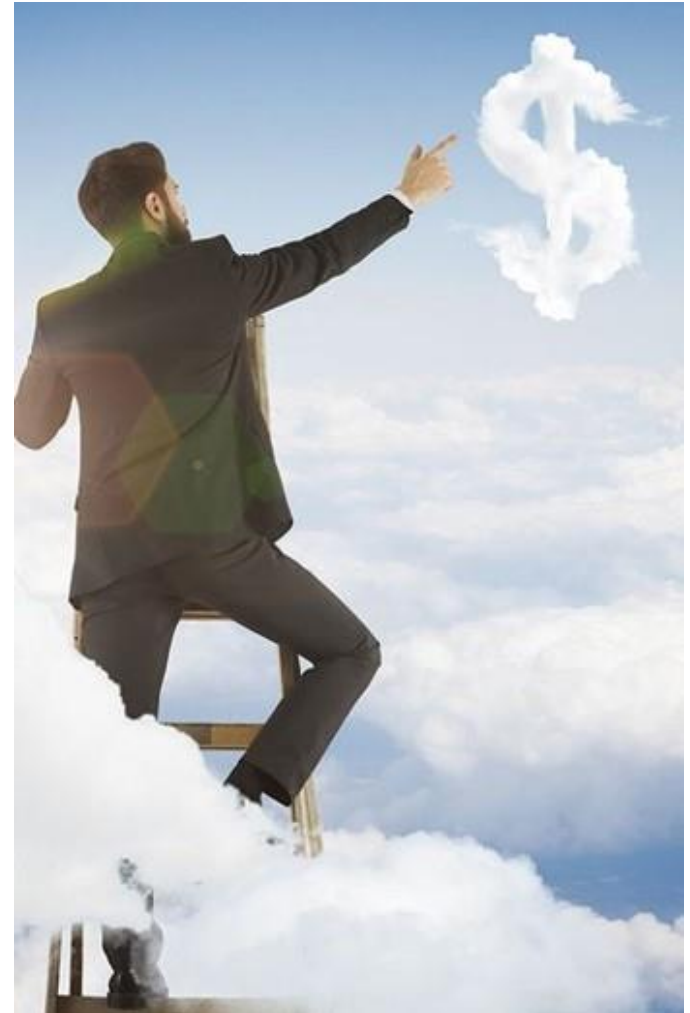
Learned Needs Theory

Needs can be strengthened/weakened (learned) through self-concept, social norms, past experience.

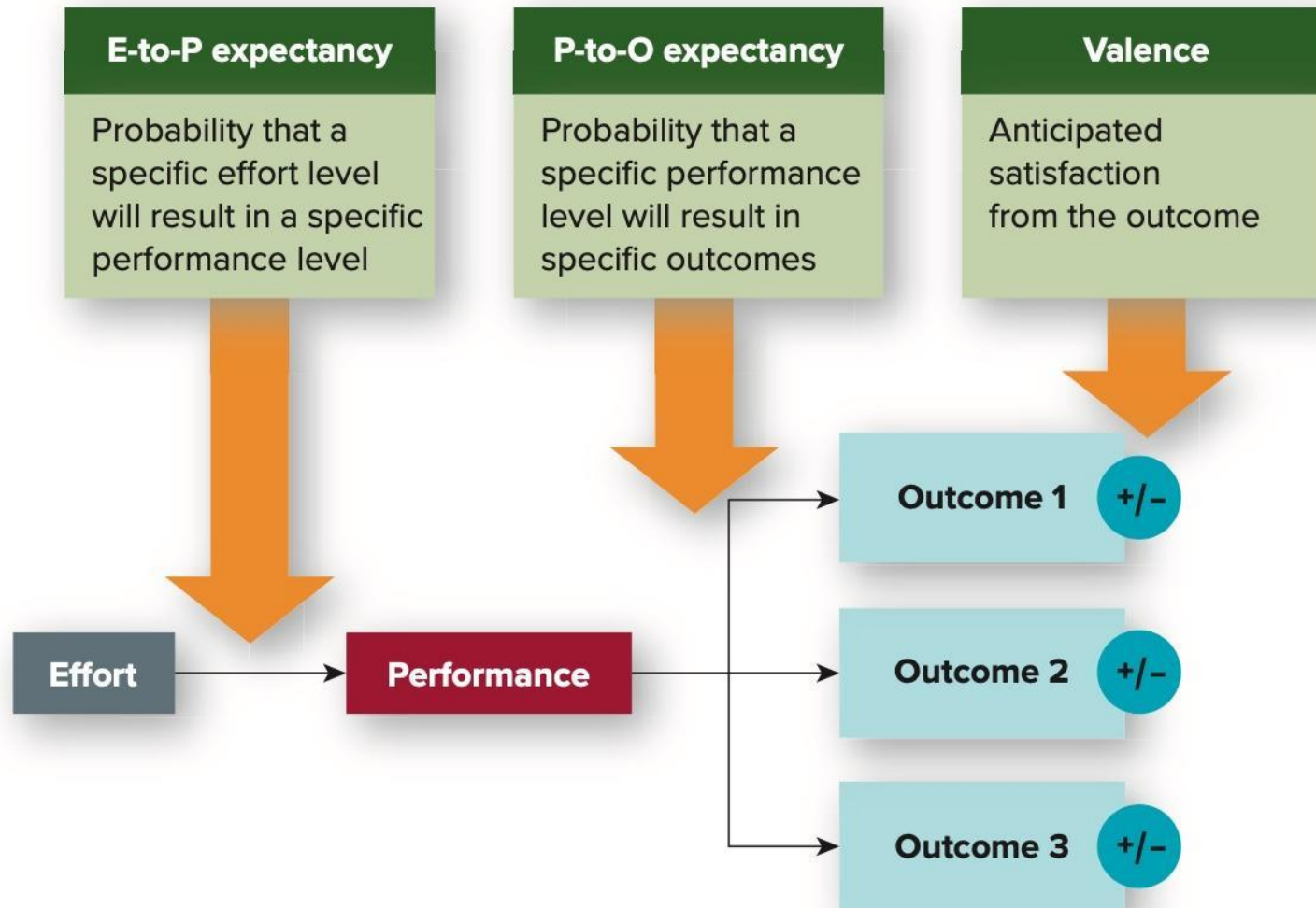- Training can change a person's need strength through reinforcement and altering their self-concept.

Three learned needs studied in research:

1. **Need for achievement** (nAch): want to accomplish goals, clear feedback, moderate risk tasks.

2. **Need for affiliation** (nAff): seek approval from others, conform to others' wishes, avoid conflict.

3. **Need for power** (nPow): seek power for social or personal purposes.

   - Personalized power

   - Socialized power

McClelland's program changed how people viewed themselves (their **selfconcept**), which amplified their need for achievement, affiliation, or **power**

Expectancy Theory of Motivation

Exhibit 5.4 Expectancy Theory of
Motivation

E-to-P expectancy	P-to-O expectancy	Valence
Probability that a specific effort level will result in a specific performance level	Probability that a specific performance level will result in specific outcomes	Anticipated satisfaction from the outcome

Effort → Performance → Outcome 1 +/–

Performance → Outcome 2 +/–

Performance → Outcome 3 +/–

Expectancy Theory in Practice

Increasing E-to-P Expectancies:

- Hire/train staff and adjust job duties to skills.

- Provide sufficient time and resources.

- Provide coaching and behavioral modeling to build self-efficacy.

Increasing P-to-O Expectancies:

- Measure performance accurately.

- Explain how rewards are linked to performance.

- Provide examples of coworkers rewarded for performance.
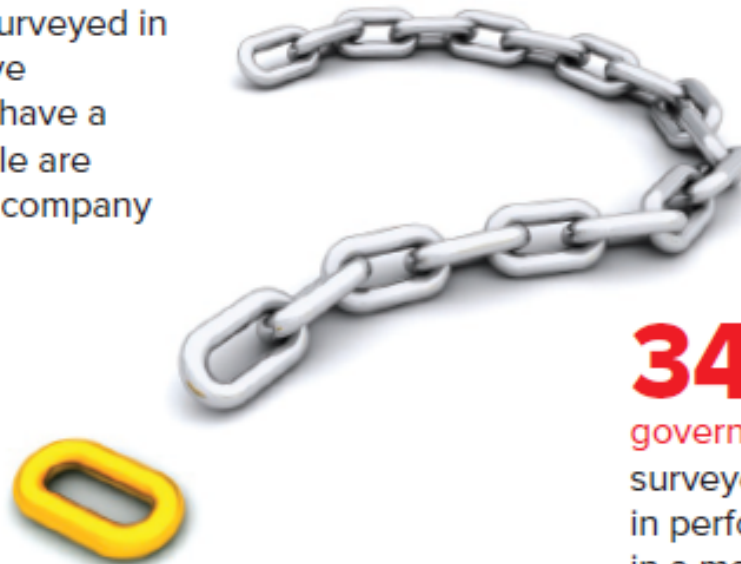
Increasing Outcome Valences:

- Ensure that rewards are valued.

- Individualize rewards.

- Minimize countervalent outcomes.

Expectancy Theory in Practice

Performance-to-Outcome Expectancy: The Missing Link[43]

56% of 8,254 employees surveyed in the United States, Canada, and five European countries say that they have a good understanding of how people are compensated at all levels of their company (36% say they don't have a good understanding).

37% of American employees surveyed see NO link at all between their performance and their pay.

44% of 31,000 employees surveyed in 29 countries say they see a clear link between performance and pay in their organization.

34% of U.S. federal government employees surveyed say that differences in performance are recognized in a meaningful way in their work unit.

44% of more than 4,000 employees in the United States and Canada say their manager differentiates between high and low performers.

©alxpin/Getty Images

A-B-Cs of Organizational Behavior Modification

Exhibit 5.5

Antecedents
What happens before the behavior

Behavior
What the person says or does

Consequences
What happens after the behavior

Example

Your phone makes a distinctive sound

You check your phone for a new message

You learn useful information from the new message on your phone

Sources: Adapted from T.K. Connellan, *How to Improve Human Performance* (New York: Harper & Row, 1978), 50; F. Luthans and R. Kreitner, *Organizational Behavior Modification and Beyond* (Glenview, IL: Scott, Foresman, 1985), 85–88.

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Four OB Mod Consequences

Positive reinforcement:

- When reinforcer (consequence) is introduced, behavior increases or is maintained.
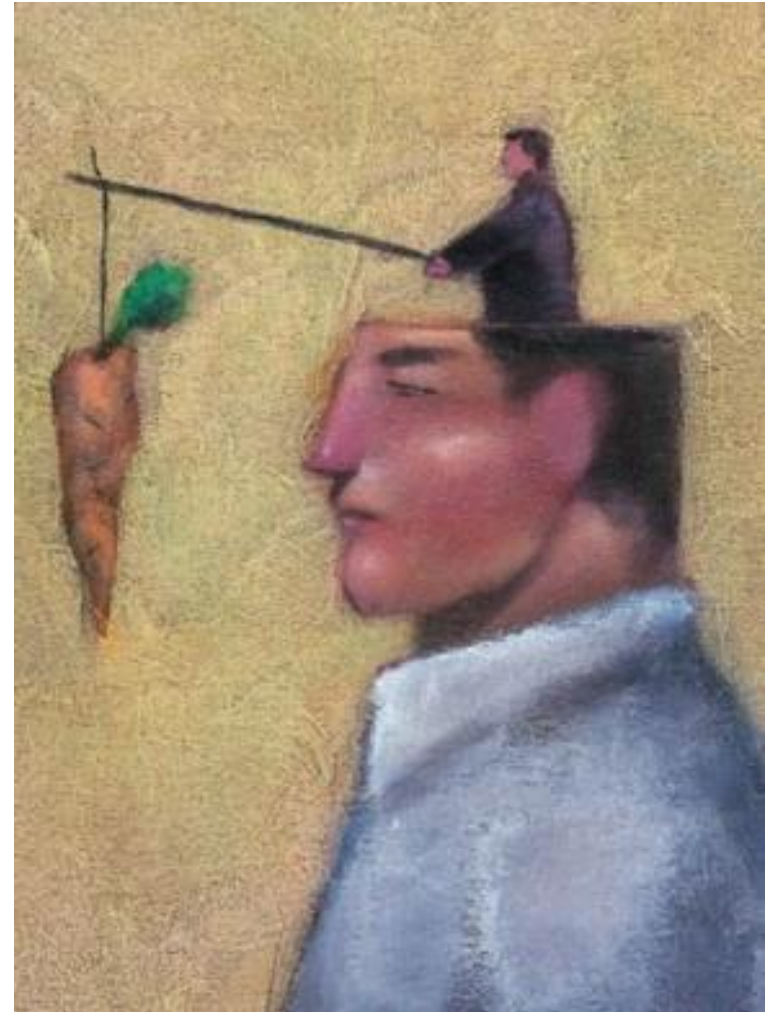
Punishment:

- When introduced, behavior decreases.

Extinction:

- When no consequence, behavior decreases.

Negative reinforcement:

- When consequence removed, behavior increases.

Social Cognitive Theory

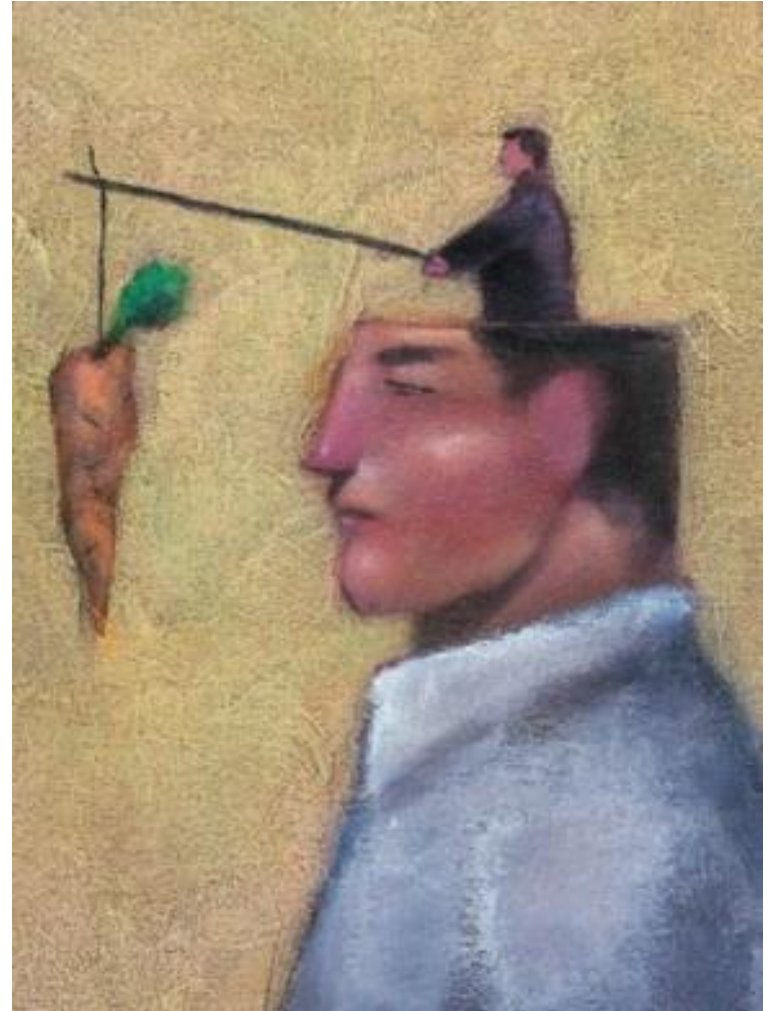Learning behavior consequences.

- Observe others' consequences.
- Anticipate consequences in other situations.

Behavior modeling.

- Observe, model others.

Self-regulation.

- Intentional, purposive action.
- Set goals and standards, anticipate consequences.
- Self-reinforcement.

Effective Goal Setting Features

Specific – What, how, where, when, and with whom the task needs to be accomplished.

Measurable – how much, how well, at what cost.

Achievable – challenging, yet accepted (E-to-P).

Relevant – within employee's control.

Time-framed – due date and when assessed.

Exciting – employee commitment, not just compliance.

Reviewed – feedback and recognition on goal progress and accomplishment.

Characteristics of Effective Feedback

- Specific: refers to identifiable behaviors/outcomes.

- Relevant: behavior/outcomes within employee's control.

- Timely: as soon as possible.

- Credible: trustworthy source (knowledgeable, unbiased).

- Sufficiently frequent: more often for learners, otherwise according to task cycle.

Strengths-Based Coaching

"Success is achieved by developing our strengths, not by eliminating our weaknesses."

— *Marilyn vos Savant, author and magazine columnist*

Maximize employee potential by **focusing on strengths** rather than weaknesses.

Strengths-based coaching process:

- Employee identifies area of strength/potential.
- Coach helps employee discover how to leverage strengths.
- Discussion of situational barriers and solutions.

Strengths-based coaching motivates because:

- People seek feedback about their strengths, not flaws.
- Personality, interests, preferences, etc. stabilize as an adult.

Sources of Feedback

Nonsocial sources:

- Feedback not conveyed directly by people (for example, electronic displays).

Social sources:

- Feedback directly from others.

- Multisource feedback: full circle of people around employee.

Preferred feedback source:

- Use nonsocial feedback for goal progress feedback.

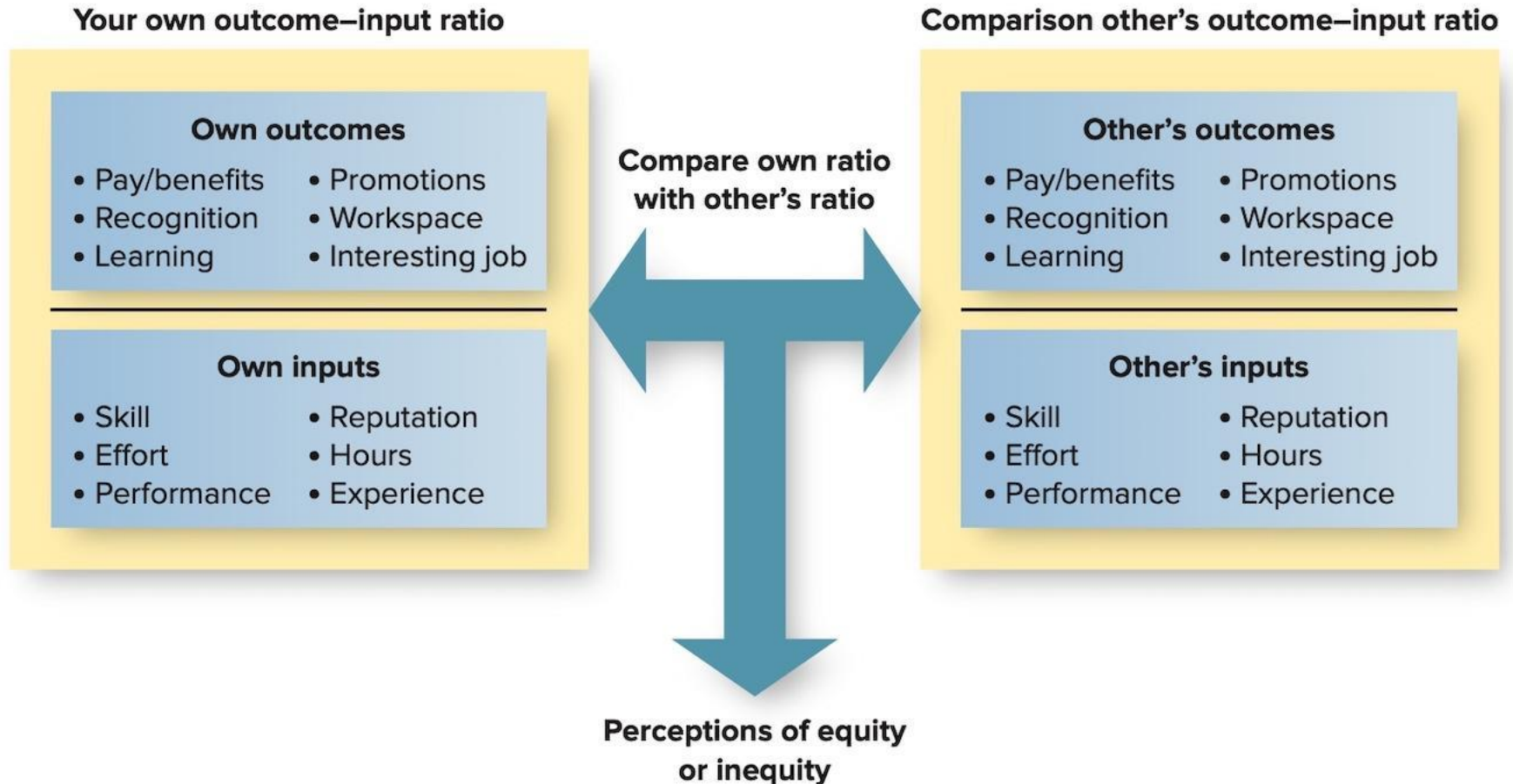- Use social sources for conveying positive feedback.

Organizational Justice

The perception that appropriate formal or informal rules have been applied to the situation.

1. Distributive justice.

2. Procedural justice.

3. Interactional justice.

Equity Theory Model

Exhibit 5.7 Equity Theory Model

Your own outcome–input ratio

Own outcomes
- Pay/benefits
- Recognition
- Learning
- Promotions
- Workspace
- Interesting job

Own inputs
- Skill
- Effort
- Performance
- Reputation
- Hours
- Experience

Compare own ratio with other's ratio

Comparison other's outcome–input ratio

Other's outcomes
- Pay/benefits
- Recognition
- Learning
- Promotions
- Workspace
- Interesting job

Other's inputs
- Skill
- Effort
- Performance
- Reputation
- Hours
- Experience

Perceptions of equity or inequity

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Correcting Inequity Tension

- Reduce our inputs.

- Increase our outcomes.

- Increase other's inputs.

- Reduce other's outputs.

- Change our perceptions.

- Change comparison other.

- Leave the field.

Procedural Justice Rules

1. Decision makers have no self-interest or restrictive doctrines.

2. Decisions consider full complement of accurate information.

3. Interests of all groups affected by the outcomes considered.

4. Decisions and procedures are compatible with ethical principles.

5. Decision criteria and procedures are applied consistently.

6. Employees can present evidence and opinions (voice).

7. Questionable decisions/procedures can be appealed/overturned.

Interactional Justice Rules

1. Employees are treated in a polite manner.

2. Employees are treated with respect.

3. Employees receive thorough and well justified explanations about the decision.

4. Employees receive honest, candid, and timely information about the decision.

Job Design and Job Specialization

Organization's goal – design jobs that can be performed efficiently yet employees are motivated and engaged.

Job specialization improves work efficiency because:

- Job requires fewer skills, less knowledge.

- Job enables more frequent practice.

- Less attention residue from changing tasks.

- Better person–job matching.

Several problems with job specialization.

"Often [employees] did not know how their jobs related to the total picture. Not knowing, there was no incentive to strive for quality—what did quality even mean as it related to a bracket whose function you did not

Job Characteristics Model

The job characteristics model identifies five core job dimensions that produce three psychological states.

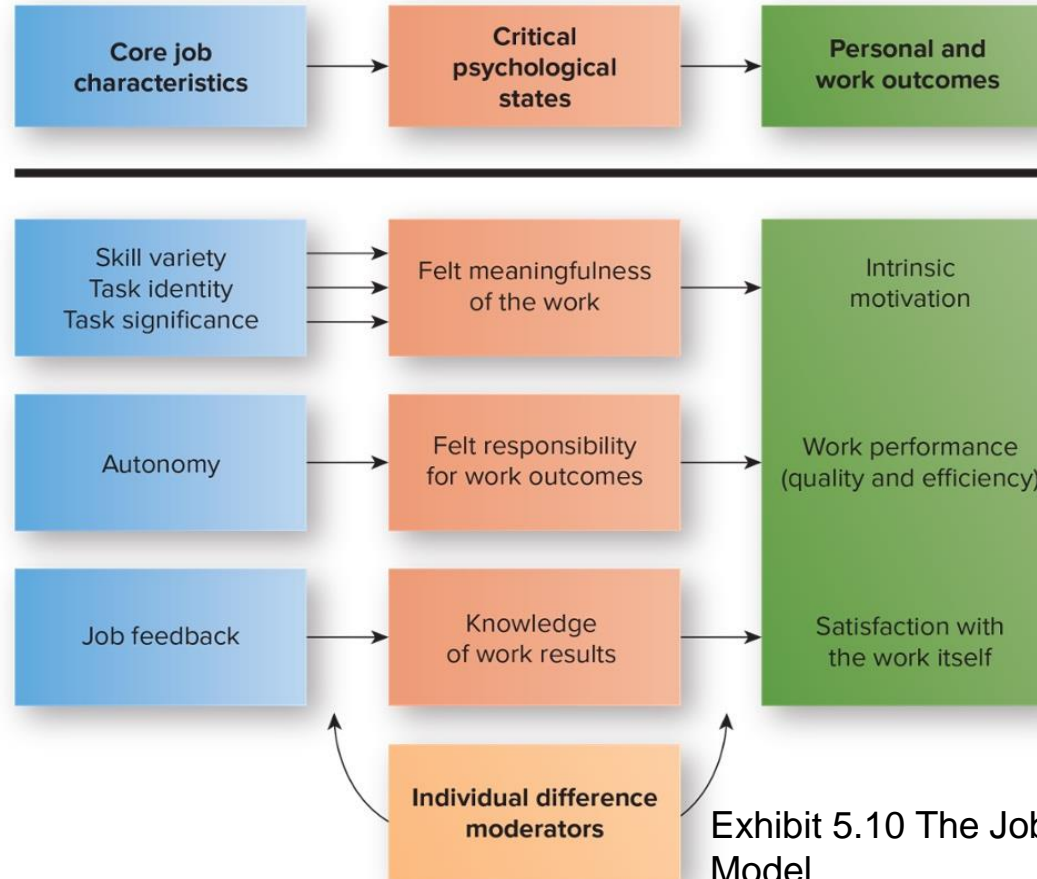Exhibit 5.10 The Job Characteristics Model

Social and Information Processing Job Characteristics

Social characteristics of the job.

- Social interaction requirements – the job requires employees to interact with co-workers, clients, other stakeholders.

- Social feedback – verbal, nonverbal cues from others.

Information processing demands.

- High task variability – how predictable the job duties are from one day to the next-job duties have high variation, low predictability are motivating because of higher information processing demand.

- High task analyzability – how much the job can be performed using known procedures and rules– less motivating because low information processing demand.

Frequent Job Rotation and Job Enlargement

Frequent job rotation: Moving from one job to another.

- Benefits: More skill variety, more multi-skilled workforce, better quality awareness, fewer repetitive strain injuries.

Job enlargement: Adding tasks to an existing job.

- Benefits: similar to frequent job rotation.

Job Enrichment

Giving employees more responsibility for scheduling, coordinating, and planning work.

1. Natural grouping.

   - Stitching highly interdependent tasks into one job.

   - e.g., video journalist, assembling entire product.

2. Establishing client relationships.

   - Directly responsible for specific clients.

   - Communicate directly with those clients.

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