Chapter 12  Human Motivation

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

1. Discuss the factors that stimulate and influence motivation
2. Differentiate between content and process theories of motivation
3. List the five levels of needs according to Maslow and give an example of each
4. Discuss the impact of hygiene and motivation factors in the work environment
5. Explain the characteristics of a person with high-achievement needs
6. Identify the needs associated with ERG theory
7. Discuss the relationship between expectations and motivation
8. Explain the relationship between reinforcement and motivation
9. Explain how equity influences motivation
10. Explain how goals influence motivation
11. Discuss the importance of a manager’s philosophy of management in creating a positive work environment
12. Describe how managers can structure the environment to provide motivation

KEY TERMS

- compressed workweek
- content theories
- equity theory
- ERG theory
- expectancy theory
- flextime
- goal-setting theory
- hygiene factors
- intrapreneurship
- job depth
- job enlargement
- job enrichment
- job redesign
- job rotation
- job scope
- job sharing
- morale
- motivation
- motivation factors
- needs
- philosophy of management
- process theories
- quality of work life (QWL)
- reinforcement theory
- Theory X
- Theory Y
CHAPTER OUTLINE

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II. BASICS OF MOTIVATION
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   C. Recognizing and Valuing Diversity
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      1. Principles of Job Redesign
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      3. Job Rotation
      4. Job Enrichment
   G. Promoting Intrapreneurship

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H. Creating Flexibility
Enrichment Vignette

Many managers view themselves as coaches. There are some similarities between managing and coaching in regards to the use of expectations. Many coaches realize that an athlete needs to believe in the value of an objective (such as winning a game or a championship) and in the value of the rewards in achieving that objective—fame or perhaps a lucrative contract. The athlete must also believe that he or she is able to do what is needed to achieve that objective and that if he or she does indeed do what is required that there is a good chance that it will pay off. In order to building an organization with high morale and the motivation needed to excel, it may be useful for organization members to have the same expectations as the athlete.

LECTURE OUTLINE

The outline below (the lecture outline) is referenced to the above chapter outline and contains supplementary material to enhance your discussion of the chapter, but it is organized somewhat differently. As a result, you have a choice: by using what is in the outline below, (1) you may present the above chapter outline material in a different sequence, or (2) you may use the chapter outline references in the outline below to present the lecture outline material in the same sequence as the chapter outline.

I. INTRODUCTION (CHAPTER OUTLINE: SECTION I)

II. CHALLENGE OF MOTIVATION

A. Basics of Motivation (CHAPTER OUTLINE: SECTION II)

1. One of the continual challenges of management is the motivation of employees. As managers analyze their work forces, they can always see some people who outperform others of equal skill. These workers are described as motivated employees.

2. Managers have been searching for the answer to the motivation question since work began.

3. The early classical scientific management group had the answer—money. Since work was seen as a hard task, people were assumed to work only because they got paid. Therefore, to have people work harder, simply pay them more money.

4. This approach was replaced by the findings of the Hawthorne Studies. These studies set in motion the belief that there were other forces at work that led to employee motivation—social forces. Managers then set about trying to make employees more satisfied with their jobs so they would work harder.

5. Both of these approaches have contributed to the current view that motivation is not something done to a person but rather is the result of a combination of factors, the most important of which are the individual, a person’s ability to make choices, and the environment developed by the organization. People are seen as resources and they make conscious decisions for their own welfare.

6. Motivation is the set of processes that determine behavioral choices.

7. It is the result of the interaction of a person’s internalized needs and externalized influences that determines behavior designed to achieve a goal.

8. Today, many organizations are attempting to enhance the “quality of work life” (QWL) relating to workers’ dignity, physical conditions, emotional well being, and
the satisfaction derived from the workplace.

B. Motivation Model

1. The needs of a person provide the basis for a motivation model.
2. Needs are deficiencies a person is experiencing at a particular time. The needs may be physiological or psychological.
3. The needs create a tension that results in wants.
4. The person then develops a set of behaviors to satisfy the want.
5. The behavior results in action toward goal achievement.

C. Integrated Motivation Model

1. Unsatisfied needs stimulate wants. As the person is choosing behavior to satisfy the need, he or she must evaluate several factors.
   a. Past experiences—all the person’s past experiences with the situation at hand enter into the motivation model.
   b. Environmental influences—the person’s behavior choices are affected by the environment, which is composed of the values of the organization as well as the expectations and actions of the manager.
   c. Perceptions—the individual is influenced by his or her perceptions of the expected effort required to achieve performance, the absolute value of the reward, and the value in relation to what peers have received for the same effort.
2. In addition to these three variables, skills and incentives (positive and negative results) have been added to the model.
   a. Skills are a person’s capabilities (usually the result of training) for performing.
   b. Incentives are factors created by management to encourage workers to perform a task.
   c. The integrated motivation model involves content and process theories.

III. CONTENT THEORIES: MOTIVATION THEORIES THAT FOCUS ON NEEDS (CHAPTER OUTLINE: SECTION IV)

A. Maslow’s Hierarchy of Needs

1. Maslow’s hierarchy of needs is a motivation theory based on internalized needs.
2. The theory has four premises:
   a. Only an unsatisfied need can influence behavior; a satisfied need is not a motivator.
   b. A person’s needs are arranged in a priority order of importance.
   c. As the person’s needs are met on one level, the person advances to the next level of needs.
   d. If satisfaction is not maintained for a once-satisfied need, it will become a priority need again.
3. The five need levels are: (1) physiological need—the fundamental need for food, clothing, and shelter; (2) safety and security need—the need to avoid bodily harm and uncertainty about one’s well being; (3) social need—the need to be accepted
by people whose opinions and companionship you value; (4) esteem need—the need to feel important, admired, and worthwhile; and (5) self-actualization or self-realization need—the need to get the maximum rewards from one’s life experience, to maximize one’s skills, abilities, and potential.

4. Maslow’s theory has a number of implications for managers:
   a. The theory is a general needs theory. It applies to all environments.
   b. A difficulty of working with needs theory is that people are unique in their perceptions and personalities.
   c. A thwarted need can cause frustration for an employee and will be a force in an employee until it is satisfied.
   d. The level of satisfaction of needs always fluctuates.

B. Herzberg’s Two-Factor Theory

1. Another needs theory was developed by Frederick Herzberg. The theory, called the two-factor or hygiene-motivation theory, uncovered one set of factors that produce job satisfaction and motivation and another set of factors that lead to job dissatisfaction.

2. Hygiene factors are those job factors that prevent dissatisfaction but do not generate satisfaction or motivate workers to greater effort.
   a. They include salary, job security, working conditions, status, company policies, quality of technical supervision, and quality of interpersonal relations among peers, supervisors, and subordinates.
   b. When these factors are present in the work environment, workers do no more than they must.
   c. When they are not present in the work environment, workers quickly become dissatisfied.

3. Motivation factors are those job factors that provide satisfaction and therefore motivation, but if absent cause no satisfaction to be achieved.
   a. They include achievement, recognition, responsibility, advancement, the work itself, and the possibility of growth.
   b. The motivators, if present in the work environment, can provide high satisfaction.

4. Herzberg’s theory has the following implications for managers:
   a. The theory relates specifically to the work environment.
   b. Management can use the theory to focus its efforts on ensuring the presence of, and quality in, hygiene and motivation factors as foundations on which to build motivation.

C. McClelland and the Need for Achievement

1. McClelland’s need achievement theory relates to three needs: achievement, power, and affiliation. The first need is an individual one, while power and affiliation are interpersonally oriented.
   a. Achievement is the desire to excel or achieve in relation to a set of standards.
   b. Power is the desire to control others or have influence over others.
   c. Affiliation is the desire for friendship, cooperation, and close interpersonal relationships.

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d. The person who is described as a high achiever has the following characteristics:
   1. Achievers have a compelling need for personal achievement in doing the job or task, rather than for the rewards associated with it.
   2. Achievers prefer to take personal responsibility for solving their problems, rather than leaving the outcome to others.
   3. Achievers prefer to set moderate goals they can achieve.

2. The implications for management are:
   a. Managers should make a concerted effort to identify and to work with individuals with high-achievement motivation.
   b. Achievers should be provided immediate, concrete feedback if their talents are to be utilized.

D. Alderfer's ERG Theory

1. A condensed version of Maslow's theory was proposed by Clayton Alderfer regarding existence, relatedness, and growth.
2. This ERG theory is similar to but different from Maslow’s because Alderfer contends that higher-level needs become more important as they are satisfied.
3. Alderfer encourages managers to provide opportunities for employees to capitalize on increased performance of higher-level needs.

IV. PROCESS THEORIES: MOTIVATION THEORIES FOCUSING ON BEHAVIORS
   (CHAPTER OUTLINE: SECTION V)

A. Expectancy Theory

1. Vroom's expectancy theory states that individuals will evaluate various behavior strategies on three bases: (1) the effort required for performance, (2) whether the performance will have a desired outcome, and (3) how valuable that outcome is to the employee.
2. There are three variables included in this theory:
   a. Effort-performance linkage—will the effort achieve performance? This entails an evaluation of how much effort the performance will take and the probability of achieving performance.
   b. Performance-reward linkage—what is the possibility of a certain performance leading to the desired reward or outcome?
   c. Attractiveness—how attractive is the reward? This is the strength or importance to the individual.
3. The implications for management are:
   a. The expectancy theory is heavily influenced by people's perceptions of outcomes for specific kinds of behavior. If an individual expects an outcome, possesses the competence to achieve it, and wants it badly enough, he or she will exhibit the behavior required by the boss and organization.
   b. When managers are working with employees to develop motivated behavior, they need to be certain to do the following things:
      1. Find out what outcomes are perceived as desirable and provide them.

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2. Effectively communicate desired behaviors and their outcomes.
3. Link rewards to performance.
4. Be aware that people and their goals, needs, desires, and levels of performance differ.
5. Strengthen each individual’s perception as to his or her abilities to execute behaviors and achieve outcomes.

B. Reinforcement Theory

1. The emphasis of reinforcement theory is that the behavior of a person in a situation is influenced by the rewards or penalties that person experienced in a similar situation.
2. Reinforcement theory introduces a major point for managers to understand about motivation—that much of motivated behavior is learned behavior.
3. There are four main types of reinforcement behaviors available to managers:
   a. Positive reinforcement (pay, raise, promotion) is provided after desired behavior occurs, with the intention of increasing the probability that the desired behavior will be repeated.
   b. Avoidance is an attempt to increase the probability that the desired behavior will be repeated. When a manager uses avoidance, the employee is shown what the consequences of improper behavior will be, but is allowed to avoid those consequences by displaying good behavior.
   c. Extinction is basically ignoring the behavior of subordinates. It is an attempt to weaken behavior by giving the employee neither positive nor negative reinforcement. This approach can be used when the behavior is seen by the supervisor as temporary, non-typical, and not serious in its negative consequences.
   d. Punishment (threats, docking pay, and suspension) is an attempt to decrease the likelihood of a behavior recurring by applying negative consequences.
4. Reinforcement theory has implications for management:
   a. Motivated behavior is influenced by learning what is acceptable to the organization.
   b. If managers are working with the employees to develop motivated behavior, they should:
      1. Be sure to tell individuals what they are doing wrong.
      2. Be careful not to reward all individuals at the same time.
   c. Tell individuals what they can do to get positive reinforcement.
   d. Be sure to administer the reinforcement as closely as possible to the occurrence of the behavior.
   e. Recognize that failure to reward can also modify behavior.

C. Equity Theory

1. A third view of motivation is provided by the equity theory: people are influenced in their behavior choices by the relative rewards they receive or are going to receive.
2. People determine equity through the calculations of a ratio: what effort they are expected to invest on the job (their input) in relation to what they can expect to
receive after investing that effort (their outcome or reward).

a. Equity exists when people’s ratios are equivalent.

b. Inequity exists when, in the employee’s mind, inputs exceed the relative or perceived values of outcomes.

3. People have different behaviors when they believe that they are the victims of inequity or are in a situation they perceive will lead to inequity.

4. There are two categories of reference a person may select from for comparisons:

a. The “other” category of referent can include those persons in the same job, same company, or same professions, or those with similar backgrounds or members of a circle of friends with whom the employee needs to compare himself or herself.

b. The “system” as referent entails the individual’s recognition of the presence of organization-wide policies and procedures.

5. The equity theory has implications for management:

a. Managers need to be concerned that an employee’s motivation is affected by both the absolute rewards and the relative rewards available in the system.

b. Employees do make conscious comparisons of equity which influence their motivation levels.

c. There should be conscious efforts to establish and retain equity in the work environment.

D. Goal-Setting Theory

1. Goals, in essence, tell an employee what needs to be done and how much effort will be expanded.

2. Goal setting focuses on the conscious choices a person has to make.

3. There can be two approaches to goal setting.

a. Management sets goals for the employees.

b. The employees and managers mutually develop goals with each other.

4. The goal-setting theory has implications for management:

a. Managers need to work with employees in goal setting to provide targets for motivation.

b. The goals established should be specific rather than general in nature.

c. Goal setting requires that the manager provide feedback on performance.

V. BUILDING A PHILOSOPHY OF MANAGEMENT (CHAPTER OUTLINE: SECTION V)

A. Theory X and Theory Y

1. Theory X is a philosophy of management reflecting a negative perception of subordinates’ potential for work and their work attitudes. Such assumptions suggest that employees:

a. Dislike and avoid work.

b. Require threats and punishment.

c. Avoid responsibility.

d. Must be told what to do.

e. Can’t solve problems.

f. Want security.
2. Theory Y, on the other side of this coin, is a philosophy with positive perceptions which suggests that employees:
   a. Find work as natural as play or rest.
   b. Do not need to be threatened.
   c. Volunteer.
   d. Seek and stay committed.
   e. Exercise imagination.
   f. Solve problems.

B. Argyris’s Maturity Theory

1. This philosophical theory is a graduated continuum ranging from immaturity to maturity.
2. Various maturity levels are reached by individuals, according to Argyris, based on interactions and growth through organizational experiences.
3. The implications to managers are that they should remove all obstacles to maturity and encourage opportunities for psychological growth.

C. Development of Expectations

1. The manager or boss must develop the expectations and communicate them.
2. The manager must be consistent in these expectations and in communicating them appropriately to all employees involved.
3. The consistency will produce reinforcement, and the result should be stability, and anxiety reduction because employees now know what the boss expects.

VI. MANAGING FOR MOTIVATION (CHAPTER OUTLINE: SECTION VII)

A. Treating People as Individuals

1. An awareness, appreciation, and recognition of unique features of workers is a must for successful managers.
2. The ever-increasing diversity of the work force will bring varied needs, wants, values, expectations, and goals to the attention of responsive managers.
3. One factor that can contribute to an environment where people can and will be motivated is for the manager to treat people as individuals.
4. Because we are all different—personalities, thought processes, needs, wants, values, expectations, and goals in life—we want to be treated as a special person.
5. Managers need to recognize people as individuals and work with their individual differences.

B. Providing Support

1. Needs are met with support from management.
2. Organizational barriers must be removed, goal-setting opportunities must be made available, education and training must exist, and stable work without risk must exist.
3. Compassion, sensitivity, and equity must be shown at the workplace.

C. Recognizing and Valuing Diversity

1. Managers must actually utilize the differences and uniqueness of workers.
2. Contrasting elements of the work force can be turned into opportunities with such programs as cross-cultural teams.

D. Empowering Employees

1. Empowerment occurs when individuals in an organization are given autonomy, authority, trust, and encouragement to break the rules in order to get on with the job.
2. Empowerment is designed to unshackle the worker and to make the job—not just part of the job—the worker’s. That is, provide a direct identification between the worker and the job.

Enrichment Vignette

The American Management Association reports that almost every organization participating in its Association was involved in some form of worker empowerment program. Some firms have been successful, some are working on it, and some (by their own admission) are just doing belly flops.

But, no matter what the corporate results, most Association members agreed that empowerment is achieving a newfound validity. Companies have agreed (1) that upward communication is essential, (2) to allow and encourage lateral moves as acceptable practice and to provide career-long training, and (3) to allow for human fallibility and set reasonable goals.

Getting employees involved in all aspects of the organization seems to have worked for some growing organizations. But the concept of a “self-directed work force,” in which all workers are trained in all aspects of the operation with responsibility for hiring and job certification, may not be the wave of the future, despite what has been predicted. A major obstacle to self-direction is often the first-line supervisor, who in effect is being trained out of the job. The second obstacle is the worker who realizes that his or her newfound authority comes packaged with unwelcome stress.

E. Providing an Effective Reward System

1. To have motivated behavior, the organization needs to provide an effective reward system.
2. An effective reward system has four elements:
   a. Rewards need to be created that satisfy the basic needs of all employees.
   b. Rewards need to be included in the system that is comparable to ones offered by competitive organizations in the same area.

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c. Rewards need to be available to people in the same positions and be distributed fairly and equitably.
d. The overall reward system needs to be multifaceted.
F. Redesigning Jobs

1. Job redesign requires a knowledge of, and concern for, the human qualities people bring with them to the organization.
2. The two directions approached in redesigning jobs are job scope and job depth.
3. The attempt at job redesign includes job enlargement, job rotation, and job enrichment.
   a. Job enlargement increases the variety or the number of tasks a job includes, not the quality or the challenge of those tasks. It is often referred to as horizontal job loading.
   b. Job rotation assigns people to different jobs or tasks to different people, on a temporary basis.
      1. The idea is to add variety and to expose people to the dependence that one job has on other jobs.
      2. It can be used to cross-train and to facilitate permanent job transfers or promotions.
      3. It can help stimulate people to higher levels of contributions and renew people’s interest and enthusiasm.
      4. Once the novelty wears off and the new tasks are mastered, boredom and lack of interest can return.
   c. Job enrichment is considered vertical job loading.
      1. In developing job enrichment, the specific areas to concentrate on include variety of tasks, task importance, task responsibility, and feedback.
      2. Job enrichment is a useful tool to improve morale and performance.
      3. Once begun, job enrichment should not be a short-term experiment. Whatever changes are made should match a job’s level of challenge to the jobholder’s skills.

G. Principles of Job Redesign

1. Job enlargement
2. Job rotation
3. Job enrichment

H. Promoting Intrapreneurship

1. In an attempt to change the bureaucratic tendencies of mature organizations, managers are promoting corporate entrepreneurship, or intrapreneurship.
2. Under this revision, individuals pursue new ideas with the authority to promote the new ideas.
3. Intrapreneurship is not for the timid since old structures and processes are turned upside down. Change, and the effects from change, will appear.

I. Creating Flexibility

1. Flextime permits employees to set and control their own work hours.
2. A compressed workweek allows employees to fulfill workweek obligations in less than the traditional five-day span.

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3. Job sharing, or twinning, accommodates two part-time employees to divide one full-time job. This is popular for semi-retired employees.

SUGGESTED RESPONSES TO REVIEW QUESTIONS

1. What stimulates motivation? What three factors influence the behavior an individual will choose to satisfy a stimulus?

   The needs of a person provide a basis for motivation. Needs are deficiencies a person is experiencing at a particular time. The needs create tension (stimuli) that results in wants. The person then develops a behavior or set of behaviors to satisfy the want. The behavior results in action toward goal achievement.

   The three influences are: Past experiences—These include experiences with a particular behavior, satisfactions derived, frustrations, effort required, and the relationship of performance to rewards. Environmental influences—These are composed of the values of the organization, as well as the expectations and actions of the manager. Perceptions—These include the individual’s perceptions of the expected effort required to achieve performance, the absolute value of the reward, and the value in relation to what peers have received for the same effort.

2. What is the focus of content theories of motivation? What theories are included in this category? What is the focus of process theories of motivation? What theories belong in this category?

   Content theories emphasize the needs that motivate people. If managers understand workers’ needs, they can include factors in the work environment to meet them, thereby helping direct employees’ energies toward the organization’s goals. Process theories explain how employees choose behaviors to meet their needs and how they determine whether their choices are successful.

   Maslow, Herzberg, McClelland, and Alderfer represent content theories. Vroom’s expectancy theory, Skinner’s reinforcement theory, equity theory, and goal-setting theory are process oriented.

3. List and explain the five categories of human needs identified by Abraham Maslow. Why are the needs arranged in a hierarchy?

   The five categories of needs as identified by Abraham Maslow are as follows:

   Physical needs—these are the primary or basic level needs consisting of water, air, food, shelter, and avoidance of pain.

   Safety needs—these include the desire for physical safety, as well as job security.

   Social needs—these include the desire for friendship, companionship, and a place in the group.
*Esteem needs*—these include the desire for self-respect and for the recognition of one’s abilities by others.

*Self-realization*—this is the desire for fulfillment. It represents the need to maximize the use of one’s skills, abilities, and potential.

The hierarchy represents the order of occurrence or importance of the needs to a person. The priorities (hierarchy) go from the most basic needs (water, food, shelter) to the most complex (esteem and self-realization).

4. Define Frederick Herzberg’s hygiene and motivation factors and give three examples of each. What is the importance of each set of factors to a manager?

One set of factors (motivators) produces job satisfaction and motivation, and the other set (hygiene) leads to job dissatisfaction. The basic meaning is that there are certain elements in the work environment that lead to motivation or dissatisfaction. As individuals, we should focus on isolating and analyzing factors to see if they are job context or job content. Herzberg feels people are motivated by job content factors. Salary, job security, and working conditions are hygiene factors. Achievement, recognition, and responsibility are motivation factors.

The importance of this to a manager is that (1) the theory relates specifically to the work environment and (2) hygiene factors are necessary to the proper quality and quantity in order to provide a foundation on which to build motivation.

5. Why is a high achiever likely to focus on goal setting, feedback, individual responsibility, and rewards?

*Goal setting.* Achievers prefer to set moderate goals they think they can achieve. Impossible goals or easily achieved goals are avoided.

*Feedback.* Achievers prefer immediate and concrete feedback on performance. The nature of the feedback needs to be in terms of goal performance rather than personality variables.

*Individual responsibility.* Achievers prefer to take personal responsibility for solving their problems, rather than leaving the outcome to others.

*Rewards.* Achievers have a compelling need for personal achievement in doing the job or task, rather than for the rewards associated with it. The job and goal performance are what motivate the high achiever.

6. What three needs does Clayton Alderfer’s ERG theory identify?

*Existence.* Existence needs relate to a person’s physical well being. (In terms of Maslow’s model, existence needs include physiological and safety needs.)

*Relatedness.* This level includes needs for satisfactory relationships with others. (In terms of Maslow’s model, relatedness needs correspond to social needs.)
Growth. Growth needs call for the realization of potential and the achievement of competence. (In terms of Maslow’s model, growth needs include esteem and self-realization needs.)

7. What is the relationship between expectancy and motivation? What is the relationship among effort-performance link, performance-reward link, and attractiveness?

Student verbal or written responses will vary. This question presents opportunity for class discussion. Students should be allowed to interact, exchange, compare, contrast, and even question each other. It is important that students “connect” a direct association or application to Vroom’s theory.

8. List and explain the four main types of reinforcement.

The four main types of reinforcement are positive reinforcement, avoidance, extinction, and punishment.

The examples and explanations will vary between students. The instructor should provide answers and discussion with personalized examples to enable the students to identify specifically with each type.

9. Describe the two factors a person uses to determine equity in a work situation.

Equity theory states that employees compare the reward they earn to the amount of effort they expend and to the rewards of other employees. These comparisons influence their levels of motivation.

10. How does employee goal setting influence behavior and motivation?

Goal-setting theory states that a person’s behavior is influenced by the goals that are set for him or her. The goals tell an employee what needs to be done and how much effort will need to be expended.

11. What is the importance of a manager’s philosophy of management in creating a positive work environment?

A philosophy of management can set the foundation for a positive environment. The philosophy should include Theory Y, Algiers’s views on maturity, and management expectations.

12. How can a manager influence motivation through empowerment, intrapreneurship, and recognition of diversity?

To develop motivated employees, a manager must treat people as individuals, provide a supportive climate, recognize cultural diversity, empower workers, provide an effective reward system, redesign jobs, promote intrapreneurship, and create a flexible workplace.
INSTRUCTIONAL EXPLANATION: DISCUSSION QUESTIONS FOR CRITICAL THINKING

These thought-provoking questions are provided by the authors for each chapter as primers for student discussion. This method of questioning ensures that the students have read the assigned materials or content. These questions are presented to generate thinking and discussion. They can be used as supplemental homework assignments and/or class discussions that center on specific critical thinking issues and applications.

It is important that students are able to respond from their experiences and through their perceptions as well as incorporate the specific course content into their reasoning, explanations, descriptions, and individualized contributions. Most of these questions cannot be answered in a right/wrong fashion. Instead, student responses and/or group discussions should be encouraged by the instructor to bring out individualized critical thinking as opposed to absolute correct answers.

WEB 2.0 EXERCISES

Workplace Wikis

A wiki is a website whose users can add, modify, or delete its content via a web browser using a simplified markup language or a rich-text editor. Wikis are typically powered by wiki software and are often used collaboratively by multiple users. Examples include community websites, corporate intranets, knowledge management systems, and notetaking.

Visit Wikipedia and read the coverage on motivation. Choose an area in motivation that interests you. Prepare at least a three paragraph wiki entry which could be submitted to Wikipedia as your contribution to the topic of motivation. The entry should focus on one important person, place, thing, event, fact, concept, or principle. Note: Each paragraph should consist of at least five sentences organized around a single topic sentence and have a header that explains what the paragraph is about.

SUGGESTED RESPONSES TO EXPERIENTIAL LEARNING CASE: Container Store: Intense Employee Commitment

1. Using Figure 12.1 as a guide, evaluate the quality of work like at The Container Store. Provide examples from the case that relate to specific factors contributing to the quality of work life.

2. Which motivation theories do Garrett and Kip apply in developing their overall motivation strategy? Provide examples of specific elements of each theory to support your answer.

3. Do Garrett and Kip focus on content theories, process theories, or both? Explain your answer.

The general nature of these questions offers the opportunity to lead a group or class open forum of question/answering. Refer to the text as a guide and ensure that students specifically relate their responses to individual text-related theories.

ADDITIONAL CASE PROBLEMS WITH SUGGESTED ANSWERS: BUILDING A QUALITY WORK ENVIRONMENT

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Harry Clark, the founder, owner, and CEO of Muni Financial Services (MFS), had a successful business. Having begun MFS as a consulting firm specializing in software design to help cities, counties, and special districts administer bond issues, Clark took the organization one step further. MFS’s business expanded into handling everything: plotting the districts, collecting the payments, pursuing the deadbeats, year after year and decade after decade, for as long as the bonds were out there. Harry Clark had hit a gold mine—signing clients to 25-year contracts.

To Clark, however, that wasn’t all there was to success. “A lot of business owners, all they care about is running the business. They don’t care about the values and principles and environments that their employees are in. They’re doing it as a transaction. Well for me it isn’t a transaction. It’s a lifestyle. It’s a belief. It’s a community.” For Clark, building an environment meant first of all providing employees with benefits: three weeks’ vacation to start; health insurance; dollar-for-dollar matching contributions on 401K plans, up to 4 percent; profit sharing at 7 percent; a generous bonus plan; an on-site workout room; and periodic surprises, like the holiday bus trip to the mall, where he passed out two $50 bills to all of his employees and ordered them to spend it on themselves.

Building an environment also meant keeping everyone in the communications loop. For that, Clark relied on a Yes Meeting. Anyone could call one by pushing the page button on the phone. Attendance was mandatory. Yes Meetings could be about almost everything—strategy, financial results—but typically the purpose was to announce a new client. Clark had created a culture that required credit for success to be shared as widely as possible. Thus at the end of a Yes Meeting whose purpose was to announce a new client, it was tradition for everyone to stand up and cheer “One-two-three, yes!”

Harry Clark provides his employees with room to grow. “It’s absolutely phenomenal how you can take someone who is just a staff person and, if you put him in the right position with the right circumstances, the limits on his performance can be so high,” Clark says. Indeed, MFS is full of success stories of people who were hired as support staff and are now team leaders. Clark identifies people who have their own internal goals and then he “stretches” them.


Questions

1. Using the text as a guide, evaluate the quality of work life at MFS. Provide examples from the case that relate to specific factors contributing to the quality of work life.

2. Which motivation theories did Harry Clark apply in developing his overall motivation strategy? Provide examples of specific elements of each theory to support your answer.

3. Did Clark focus on content theories, process theories, or both? Explain your answer.

The general nature of these questions offers the opportunity to lead a group or class open forum of question/answering. Refer to the text as a guide and ensure that students specifically relate their responses to individual text-related theories.

What's Bothering Charlie?
Since separating from his wife Marcia two months ago, Charlie has been the first to arrive in his section each morning and the last to leave at night. On several occasions, the night clean-up crew has had to ask Charlie to leave the office.

In a recent conversation with Amy, his boss, Charlie mentioned how disturbed he was about not having his wife at home. He claimed that his troubles began when his wife returned to school over a year ago to finish her college degree. Charlie had originally endorsed his wife’s decision, but for the last eight months, it had become a source of irritation and many arguments that eventually led to a very bitter parting.

Charlie told his best friend that his wife was stubborn and foolish to persist in her efforts as a full-time student to obtain a bachelor’s degree because she was only a “C” student, had no career objectives, and her studies deprived them of time together. Charlie’s vacation was always in October and he was forced to spend a good portion of it alone. Further discussions revealed the following information about Charlie:

1. He never finished college and did not want a degree.
2. He was a “C” student throughout high school and two semesters of college.
3. He has no interest or hobbies in which he excels.

QUESTIONS

1. What seems to be motivating Charlie?

Charlie is suffering, from his point of view, a deprivation in his social and esteem needs and possibly in the area of self-realization. His wife’s decision has removed her from the home and may have necessitated a sharing of household duties. Charlie may feel threatened by her search for her degree, a degree Charlie does not have and has no intentions at present of getting. The criticisms he levels at his wife may in fact be self-criticism.

When we suffer a deprivation in a need category, we tend to overemphasize another need area. Charlie has buried himself in his job environment, not necessarily his job. The case tells us that he has no interests or hobbies in which he excels. Charlie may not understand his behavior to be an expression of unhappiness and frustration but it is. He is running from something, not to something. The companionship needs that Charlie has may be met to some degree of satisfaction at work. Since he and Marcia have separated, Charlie has nothing to look forward to at the end of the day.

2. What seems to be motivating Charlie’s wife?

Marcia may be experiencing what she perceives as a deprivation in her social, esteem, and/or her self-realization needs. She has the time and doesn’t work so her decision to return to school to complete a degree is not unusual. More adults are in the classroom now than at any time in our past. Her immediate goal may be to get the degree but that can lead to other goals. As her education level rises, her horizons may lengthen and a distance may grow between Marcia and Charlie. She obviously wants her goal strongly enough to let it interfere with her marriage.

3. Which of this chapter’s motivation theories seems to fit Charlie best?
Maslow’s hierarchy of needs seems to apply most directly if we assume that Charlie is getting some satisfaction from his work and his working environment. Herzberg’s, McClelland’s, Vroom’s, and the reinforcement theories may apply as well.

Differing Opinions

Two middle managers were discussing how they might better motivate their subordinate managers. Doris feels that the single most important “carrot” she can offer is a significant raise and increases in the cash value of fringe benefits. Frances holds that recognition in several forms is the best way to stimulate high performances. She believes that if people know what she expects from them and what the rewards for meeting those expectations will be, they will respond. In Frances’s words, “Nothing stimulates high performance so effectively as a pat on the back, a letter of commendation in a manager’s file, and praise from higher-ups in writing. “Without these,” Frances, continued, “no person is going to get promoted.”

“Frances, you are naive,” said Doris. “Words are pretty cheap, and our people know it. Words, without the backing of money rewards, can’t motivate anyone. I have tried praise, but in the case of Thomas Monroe, my newest subordinate, money did the trick. When Tom came on board last year, we had to hire him at the top end of his pay spread. I told him this in his interview. He knew that it would be at least twelve months before he could receive a decent raise. For the past ten months, he has been a mediocre performer. But since then, with his review approaching, he has become my star performer. If that doesn’t prove my point, nothing will.”

“Well,” said Frances, “one case does not prove the rule for me. I have some experience in motivation, too, and it tells me that I am right, at least as far as my people are concerned. Most of my subordinates want to move up. We are fortunate to have a growing company with new branches opening up each year. Without my recommendation, my people know that they are going to stay where they are.”

“Most of my people live for the here and now,” said Doris. “Cash in hand or just out of reach is the ticket. Those who don’t work for money are few and far between. The promise of a promotion won’t pay today’s bills, and it sure won’t work to motivate new people. Most of my subordinates have only been here a few years. Most came up from various parts of the company. They know if they please me I will be generous. That’s the secret to my reputation as well. When they look good, I look good.”

At this point, Jeff Bradley came over. He had overheard their conversation and asked if he could join them. Frances said of course he could join them and asked if he had any opinions about motivating subordinates.

“I’m no expert on the subject,” said Jeff, “but I have had six years experience as a manager and about five before that as a worker in two different companies. My basic philosophy is that people have different needs and expectations from work, and the better you can help them meet those needs and satisfy those expectations, the better they will perform for you.” Jeff went on to tell them about one of his subordinates. “With Helen Aegis, punishment seems to work the best. I had talked with her on numerous occasions and until I took action to discourage her negatives, she didn’t respond. But she is a widow and has two kids. The last thing she needs is to lose her job. She’s a great performer now that she knows that my bark has a bite. Helen needs a job, and as long as she performs to the standards I set, she knows she’ll have one.”

QUESTIONS

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1. Do you think that Doris is correct? Why or why not?

Doris believes that money, or at least the prospect of having more of it, will motivate subordinates to high performances. The case she cites involves a worker who, until two months before his review, was a mediocre performer. He then picked up steam and became a star. But why did he improve his performance? Was it because he saw the review coming or was it because he began to feel a sense of competence and experience new challenges? Herzberg’s research tells us that for the majority of people, money is not a motivator but it is a hygiene factor. Money can act as a temporary stimulus for above average performances for some people. It may have no power to motivate others. Those without enough money to meet their basic needs will work incredibly hard to get enough. But once one has what one believes is sufficient, money will cease to motivate.

Offering a ten percent raise to some will stimulate them to work to or above standards. But others may be disappointed by the ten percent and feel they deserve twenty percent. These people may actually become poorer performers. Across-the-board increases rob people of their initiative by rewarding all in the same way, the good, the average, and the above average.

2. Is Jeff practicing the reinforcement theory? Why or why not?

Jeff has put the fear of losing a job into one of his subordinates. He has chosen to punish unacceptable behavior and has found that the punishment turned a performance around. This action is in line with the reinforcement theory. Helen has learned what Jeff does not want her to do but has she learned what he wants her to do? People who work from fear seldom exceed standards or expectations. They do what they feel they must in an atmosphere of dread. But where are the joy and the heart in the work and behaviors of such people? Would you want such people as your customer representatives or as your managers? Like the other motivation theories, the reinforcement theory has its place but it is rarely enough for a variety of situations.

3. Is Frances using the expectancy theory? Why or why not?

Frances is using a bit of two theories: Herzberg’s and the expectancy theory. By using various forms of recognition, she realizes its power to motivate. She believes that if people know what they are expected to do and what the rewards will be for meeting those expectations, they will “respond.” But what about the attractiveness of the rewards, the effort needed to achieve the rewards, and the abilities of the people to put forth those efforts? These subtle parts of the theory may be escaping Frances’s grasp.

4. What does this case reveal about motivating employees?

People are complex creatures and no one theory fits all cases. One theory may be the ideal one to use with Betty or Bruce, but the wrong one to explain Julie’s or Juan’s behavior. The parties in this case applied various approaches and stimuli and got certain results. Was the response given by the subordinates in these situations a
direct result of the actions taken by the supervisor? The answer to this question is unknown.

Returning to the definition of motivation, we find that it is an internal operation that takes place within each person. Motivation can be sparked or triggered within people by outside stimuli, but which stimuli will trigger which people’s motivations is not that clear.

All the theories are clues to and aids in our understanding of human motivation. All are linked and complement each other in various ways. They attempt to explain what people might do under various circumstances and why they choose to act in one way or another. But all are imperfect in some way and no one theory can explain more than a few observations.

ON THE JOB VIDEO CASE SOLUTIONS: FLIGHT 001: MOTIVATING EMPLOYEES

Discussion Questions and Suggested Answers:

1. Do you think that the means by which Flight 001 has been able to motivate employees would work for any company regardless of its size, location, or industry? Why or why not?
2. Of all the motivational theories covered in this chapter, which would best characterize Flight 001? Explain.
3. Do you think that how people are treated on the job is more important than the amount they are paid? Why or why not? Would you be willing to be paid slightly less than you might otherwise earn in order to work at Flight 001?

The student answers to these questions will vary greatly. Similar to the critical thinking questions provided throughout the text, these questions allow students the opportunity to think in a broad, creative sense with many variables or choices for response. It is important that the instructor encourage the students to “back up” or support their answers with specific subject content from the text as well as provide a rational/logical approach to their comments.

TEAM ACTIVITY

People can be motivated in two ways by things they do not have: (1) they may want to get something they do not have and (2) they may not have something and want to avoid getting it—example for a disease. People can be motivated in two ways by things that they do have: (1) they may want to keep what they have (a job, a spouse, health, etc.) or (2) they may want to get rid of what they have—excess weight, an illness, etc. In various groups, show how the concepts covered in the chapter can be applied using the above thoughts regarding being motivated by what one has or does not have.

BIZ FLIX VIDEO CASE

Video Case: Friday Night Lights (II)
Video Case Synopsis

According to VideoHound’s Golden Movie Retriever, the Odessa, Texas, passion for Friday night high school football (Permian High Panthers) comes through clearly in this cinematic treatment of H. G. (Buzz) Bissinger’s well-regarded book of the same title. Coach Gary Gaines (Billy Bob Thornton) leads them to the 1988 semifinals where they must compete against a team of much larger players. Fast-moving pace in the football sequences and a slower pace in the serious, introspective sequences give this film many fine moments.

This sequence starts with Coach Gaines asking one of his young players, Mike Winchell (Lucas Black), “Can you get the job done, Mike?” A direct, yet poignant, pep talk follows.

Video Case Discussion Questions and Suggested Answers

Which elements of the motivation process is Coach Gaines using in this scene? Give examples from the scene to support your answer.

Coach Gaines correctly assumes that Mike is unsatisfied with living with his dependent mother in a small town. He perceives, and asks Mike to confirm, that Mike’s true desire is to leave his home and “seriously fly.” He then clarifies for Mike that if Mike successfully leads his team to victory, he could end up playing football in college, which may open other doors for him in the future. Coach Gaines asks Mike to commit to taking action.

Which of Maslow’s needs discussed earlier in this chapter does Mike appear focused on early in the sequence? Which needs become his focus later in the sequence?

Mike focuses on lower order needs, especially safety needs early in the scene. Coach Gaines guides him to a focus on higher order needs such as esteem and self-actualization.

Apply the various parts of Goal-Setting Theory to this sequence. Which parts of that theory appear in this sequence?

This sequence includes goal specificity, goal difficulty, and goal acceptance. Goal specificity includes playing winning football (“Can you get the job done, Mike?”, asks Coach Gaines). It also includes playing college football and leaving the family home. Goal difficulty is the wrenching decision to leave his mother. Goal acceptance appears late in the scene when Mike appears committed to “seriously fly.”