

Motivation Concepts

LEARNING OBJECTIVES

After studying this chapter, students should be able to:

1. Describe the three key elements of motivation.
2. Identify four early theories of motivation and evaluate their applicability today.
3. Compare and contrast goal-setting theory and management by objectives
4. Contrast reinforcement theory and goal-setting theory.
5. Demonstrate how organizational justice is a refinement of equity theory.
6. Apply the key tenets of expectancy theory to motivating employees.
7. Compare contemporary theories of motivation.

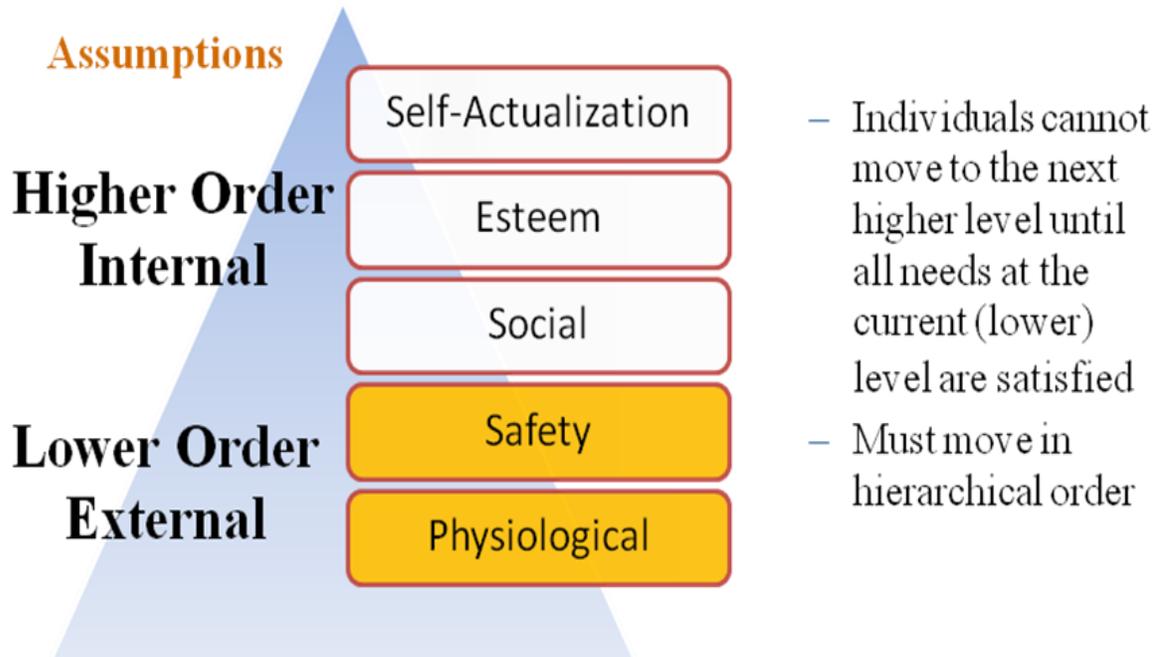
I. DEFINING MOTIVATION

- **What Is Motivation?** Motivation is “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.”
- **Three key elements:**
 - **Intensity** – how hard a person tries
 - **Direction** – effort that is channeled toward, and consistent with, organizational goals
 - **Persistence** – how long a person can maintain effort

II. EARLY THEORIES OF MOTIVATION

A. Hierarchy of Needs Theory (Abraham Maslow)

- There is a hierarchy of five needs. As each need is substantially satisfied, the next need becomes dominant.
 - *Physiological*: Includes hunger, thirst, shelter, and other bodily needs
 - *Safety*: Includes security and protection from physical and emotional harm
 - *Social*: Includes affection, belongingness, acceptance, and friendship
 - *Esteem*: Includes internal esteem factors such as self-respect, autonomy, and achievement.
 - *Self-actualization*: The drive to become what one is capable of becoming; includes growth, achieving one’s potential, and self-fulfillment



B. Two-Factor Theory:

Key Point: Satisfaction and dissatisfaction are not opposites but separate constructs



III. CONTEMPORARY THEORIES OF MOTIVATION

A. Cognitive Evaluation Theory

- Providing an extrinsic reward for behavior that had been previously only intrinsically rewarding tends to decrease the overall level of motivation.
- If the cognitive evaluation theory is valid, it should have major implications for managerial practices.
 - If pay or other extrinsic rewards are to be effective motivators, they should be made contingent on an individual's performance.
 - Cognitive evaluation theorists would argue that this will tend only to decrease the internal satisfaction that the individual receives from doing the job.

- If correct, it would make sense to make an individual's pay non-contingent on performance in order to avoid decreasing intrinsic motivation.
- While supported in a number of studies, cognitive evaluation theory has also met with attacks, specifically on the methodology used and in the interpretation of the findings.
- Self-concordance
 - The degree to which people's reasons for pursuing goals are consistent with their interests and core values.
 - People who pursue goals for intrinsic reasons are more likely to attain those goals.
 - People who pursue work goals for intrinsic reasons are more satisfied at work.

B. Goal-Setting Theory

- **Basic Premise:** That specific and difficult goals, with self-generated feedback, lead to higher performance
- Specific goals produce a higher level of output than do the generalized goals.
- **Difficult Goals:**
 - Focus and direct attention
 - Energize the person to work harder
 - Difficulty increases persistence
 - Force people to be more effective and efficient
- If factors like ability and acceptance of the goals are held constant, we can also state that the more difficult the goal, the higher the level of performance.
- People will do better when they get feedback on how well they are progressing toward their goals.
- There are contingencies in goal-setting theory. In

addition to feedback, three other factors influence the goals-performance relationship.

- *Goal commitment.* Goal-setting theory presupposes that an individual is committed to the goal.
- *Task characteristics.* Goals seem to have a more substantial effect on performance when tasks are simple, well-learned, and independent.
- *National culture.* Goal-setting theory is culture bound and it is well adapted to North American cultures.
- Overall conclusion goal setting: Intentions, as articulated in terms of hard and specific goals, are a potent motivating force. However, there is no evidence that such goals are associated with increased job satisfaction.

C. Reinforcement Theory

- Similar to Goal-Setting Theory, but focused on a behavioral approach rather than a cognitive one.
 - Behavior is environmentally caused
 - Thought (internal cognitive event) is not important
 - Feelings, attitudes, and expectations are ignored
 - Behavior is controlled by its consequences – reinforcers
 - Is not a motivational theory but a means of analysis of behavior
 - Reinforcement strongly influences behavior but is not likely to be the sole cause

D. Equity Theory:

- Employees compare their ratios of outcomes-to-inputs of relevant others.
 - When ratios are equal: state of equity exists – there is no tension as the situation is considered fair
 - When ratios are unequal: tension exists due to unfairness
 - Under-rewarded states cause anger
 - Over-rewarded states cause guilt
 - Tension motivates people to act to bring their situation into equity

- Can be four different situations:
 - Self-Inside: The person's experience in a different job in the same organization
 - Self-Outside: The person's experience in a different job in a different organization
 - Other-Inside: Another individual or group within the organization
 - Other-Outside: Another individual or group outside of the organization

- Reactions to Inequity:
 - **Employee behaviors to create equity:**
 - Change inputs (slack off)
 - Change outcomes (increase output)
 - Distort/change perceptions of self
 - Distort/change perceptions of others
 - Choose a different referent person
 - Leave the field (quit the job)
 - **Propositions relating to inequitable pay:**
 - Paid by time:
 - Over-rewarded employees produce more

- Under-rewarded employees produce less with low quality
- Paid by quality:
 - Over-rewarded employees give higher quality
 - Under-rewarded employees make more of low quality

E.. Expectancy Theory:

- Expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.
- *Three key relationships (See Exhibit 6–10).*
 - *Effort-performance relationship:* the probability perceived by the individual that exerting a given amount of effort will lead to performance
 - *Performance-reward relationship:* the degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome
 - *Rewards-personal goals relationship:* the degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual



Shorts Questions

Chapter 6:

1. Define motivation, what are the key elements of motivation?

- Motivation is “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.”

- ✓ Intensity
- ✓ Direction
- ✓ Persistence

2. Explain the main idea of the cognitive evaluation theory?

- Providing an extrinsic reward for behavior that had been previously only intrinsically rewarding tends to decrease the overall level of motivation.
- If correct, it would make sense to make an individual’s pay non-contingent on performance.

3. What are the basic premises of goal setting theory?

- specific and difficult goals, with self-generated feedback, lead to higher performance
- People will do better when they get feedback on how well they are progressing toward their goals.

4. According to equity theory, how employee can create equity?

- Change inputs (slack off)
- Change outcomes (increase output)
- Distort/change perceptions of self
- Distort/change perceptions of others
- Choose a different referent person

- Leave the field (quit the job)

5. Explain the main idea of expectancy theory?



