

APPENDIX B: Measuring motivation using expectancy theory

Expectancy theory suggests that it is useful to measure the attitudes individuals have in order to diagnose motivational problems. Such measurement helps the manager to understand why employees are motivated or not, what the strength of motivation is in different parts of the organization, and how effective different rewards are for motivating performance. A short version of a questionnaire used to measure motivation in organizations is included here.⁸ Basically, three different questions need to be asked (see Tables 1, 2, and 3).

Using the questionnaire results

The results from this questionnaire can be used to calculate a *work-motivation score*. A score can be calculated for each individual and scores can be combined for groups of individuals. The procedure for obtaining a work-motivation score is as follows:

- a. For each of the possible positive outcomes listed in questions 1 and 2, multiply the score for the outcome on question I ($P \rightarrow O$ expectancies)

Table 1. Question 1: Here are some things that could happen to people if they do their jobs *especially well*. How likely is it that each of these things would happen if you performed your job *especially well*?

a. You will get a bonus or pay increase	(1)	(2)	(3)	(4)	(5)	(6)	(7)
b. You will feel better about yourself as a person	(1)	(2)	(3)	(4)	(5)	(6)	(7)
c. You will have an opportunity to develop your skills and abilities	(1)	(2)	(3)	(4)	(5)	(6)	(7)
d. You will have better job security	(1)	(2)	(3)	(4)	(5)	(6)	(7)
e. You will be given chances to learn new things	(1)	(2)	(3)	(4)	(5)	(6)	(7)
f. You will be promoted or get a better job	(1)	(2)	(3)	(4)	(5)	(6)	(7)
g. You will get a feeling that you've accomplished something worthwhile	(1)	(2)	(3)	(4)	(5)	(6)	(7)
h. You will have more freedom on your job	(1)	(2)	(3)	(4)	(5)	(6)	(7)
i. You will be respected by the people you work with	(1)	(2)	(3)	(4)	(5)	(6)	(7)
j. Your supervisor will praise you	(1)	(2)	(3)	(4)	(5)	(6)	(7)
k. The people you work with will be friendly with you	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Note: Numbers indicate a range of likelihood: (1), not at all likely; (3), somewhat likely; (5), quite likely; (7) extremely likely.

8. For a complete version of the questionnaire and supporting documentation, see D. A. Nadler, C. Cammann, G.D. Jenkins, and E. E. Lawler, eds., *The Michigan organizational assessment package (Progress Report II)* (Ann Arbor: Survey Research Center, 1975).

Table 2. Question 2: Different people want different things from their work. Here is a list of things a person could have on his or her job. How important is each of the following to you?

<i>How Important Is . . . ?</i>							
a. The amount of pay you get	(1)	(2)	(3)	(4)	(5)	(6)	(7)
b. The chances you have to do something that makes you feel good about yourself as a person	(1)	(2)	(3)	(4)	(5)	(6)	(7)
c. The opportunity to develop your skills and abilities	(1)	(2)	(3)	(4)	(5)	(6)	(7)
d. The amount of job security you have	(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>How Important Is . . . ?</i>							
e. The chances you have to learn new things	(1)	(2)	(3)	(4)	(5)	(6)	(7)
f. Your chances for getting a promotion or getting a better job	(1)	(2)	(3)	(4)	(5)	(6)	(7)
g. The chances you have to accomplish something worthwhile	(1)	(2)	(3)	(4)	(5)	(6)	(7)
h. The amount of freedom you have on your job	(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>How Important Is . . . ?</i>							
i. The respect you receive from the people you work with	(1)	(2)	(3)	(4)	(5)	(6)	(7)
j. The praise you get from your supervisor	(1)	(2)	(3)	(4)	(5)	(6)	(7)
k. The friendliness of the people you work with	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Note: Numbers indicate range of importance: (1), moderately important or less; (4), quite important; (7) extremely important.

Table 3. Question 3: Below you will see a number of pairs of factors that look like this:

Warm weather → sweating (1) (2) (3) (4) (5) (6) (7)

You are to indicate by checking the appropriate number to the right of each pair how often it is true for *you* personally that the first factor leads to the second on *your* job. Remember, for each pair, indicate how often it is true by checking the box under the response which seems most accurate.

a Working hard → high productivity	(1)	(2)	(3)	(4)	(5)	(6)	(7)
b Working hard → doing my job well	(1)	(2)	(3)	(4)	(5)	(6)	(7)
c Working hard → good job performance	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Note: Numbers indicate frequency range: (1), Never; (3), sometimes; (5), often; (7), almost always.

by the corresponding score on question 2 (valences of outcomes). Thus, score 1a would be multiplied by score 2a, score 1b by score 2b, etc.

- b. All of the 1 times 2 products should be added together to get a total of all expectancies times valences -----.
- c. The total should be divided by the number of pairs (in this case, eleven) to get an average expectancy-times-valence score -----.
- d. The scores from question 3 ($E \rightarrow P$ expectancies) should be added together and then divided by three to get an average effort-to-performance expectancy score -----.
- e. Multiply the score obtained in step c (the average expectancy times valence) by the score obtained in step d (the average $E \rightarrow P$ expectancy score) to obtain a total work-motivation score -----.

Additional comments on the work-motivation score

A number of important points should be kept in mind when using the questionnaire to get a work-motivation score. First, the questions presented here are just a short version of a larger and more comprehensive questionnaire. For more detail, the articles and publications referred to here and in the text should be consulted. Second, this is a general questionnaire. Since it is hard to anticipate in a general questionnaire what may be valent outcomes in each situation, the individual manager may want to add additional outcomes to questions 1 and 2. Third, it is important to remember that questionnaire results can be influenced by the feelings people have when they fill out the questionnaire. The use of the questionnaire as outlined above assumes a certain level of trust between manager and subordinates. People filling out questionnaires need to know what is going to be done with their answers and usually need to be assured of the confidentiality of their responses. Finally, the research indicates that, in many cases, the score obtained by simply averaging all the responses to question 1 (the $P \rightarrow O$ expectancies) will be as useful as the fully calculated work-motivation score. In each situation, the manager should experiment and find out whether the additional information in questions 2 and 3 aid in motivational diagnosis.