

Motivation in the Workplace



Where we've been and where we're going

1.	August 24 th	Introduction and History of Management Read, Initial, and Submit the Honesty Policy	
2.	August 31 st	Organizational Diversity and Culture	
3.	September 7 th	International Management	
4.	September 14 th	Exam 1 (Module 1) (MC & Essay)	
5.	September 21 st	Problem Solving and Decision Making	
6.	September 28 th	Strategic Management	
7.	October 5 th	Organizational Structure and Design	
8.	October 12 th	Exam 2 (Module 2) (MC & Essay)	
	9.	October 19 th	Ethics and Corporate Social Responsibility
	10.	October 26 th	Organizational Behavior and Individual Differences
	11.	November 2 nd	Motivation in the Workplace
	12.	November 9 th	Exam 3 (Module 3) (MC & Essay)
	13.	November 16 th	Human Resources
	14.	November 23 rd	Leadership Theories and Trends
	15.	December 2 nd	Managing Communication
	16.	December 9 th	Exam 4 (Module 4) (MC & Essay)

Learning Objectives

1. Explain what motivation is and why managers need to be concerned about it.
2. Describe from the perspectives of expectancy theory and equity theory what managers should do to have a highly motivated workforce.
3. Explain how goals and needs motivate people and what kinds of goals are especially likely to result in high performance.
4. Identify the motivation lessons that managers can learn from operant conditioning theory and social learning theory.
5. Explain why and how managers can use pay as a major motivation tool.

Learning Objectives

Performance Equation

Theories of Motivation

Classical (Needs) Theories

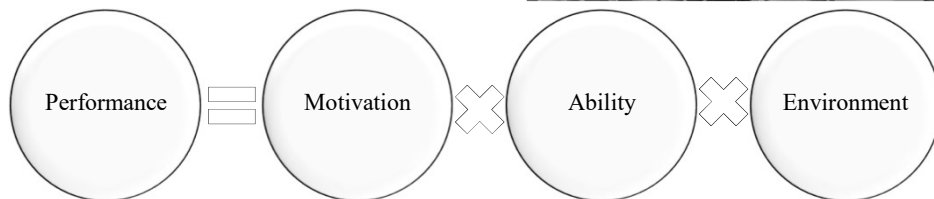
Contemporary (Process) Theories

Learning Theories

Performance

Job performance

- How well an individual performs the job requirements
- Determined by motivation, ability, and situational constraints (environment)



The Nature of Motivation

Motivation

- The psychological forces that determine the **direction** of a person's behavior in an organization, a person's level of **effort**, and a person's level of **persistence**
- Explains why people behave the way they do in organizations
- Part of the Job Performance Equation

Direction

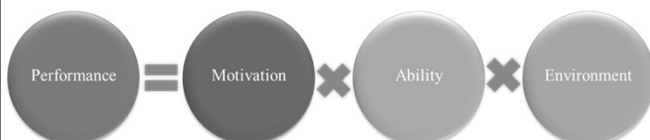
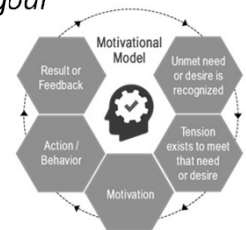
- Possible behaviors a person could engage in
- Towards a beneficial (and, in the work context, organizational) goal

Effort

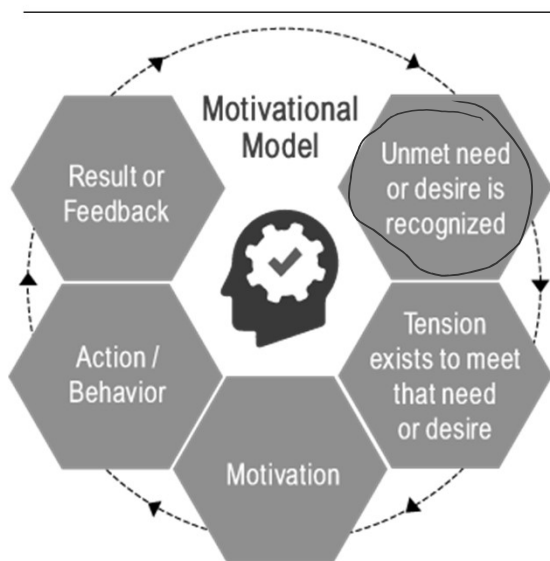
- How hard people work;
- Intensity

Persistence

- How long a person tries;
- Refers to whether, when faced with roadblocks and obstacles, people keep trying or give up



The Nature of Motivation



Examples:

- Planning a young child's birthday party
- Obtaining a degree or (better) job
- Getting in shape or eating healthy
- Buying a new car

The Nature of Motivation

Intrinsically motivated behavior

- *Behavior performed for its own sake*

Extrinsically motivated behavior

- *Behavior performed to acquire material or social rewards or to avoid punishment*

Pro-socially motivated behavior

- *Behavior performed to benefit or help others*

Why are you in school?
I want to learn and grow
I want to get a job My parents made me go to school
I want to contribute to society

Need Theories (*the classics!*)

Need theories

- *Theories of motivation that focus on what needs people are trying to satisfy at work and what outcomes will satisfy those needs*

Need

- *A requirement or necessity for survival and well-being*



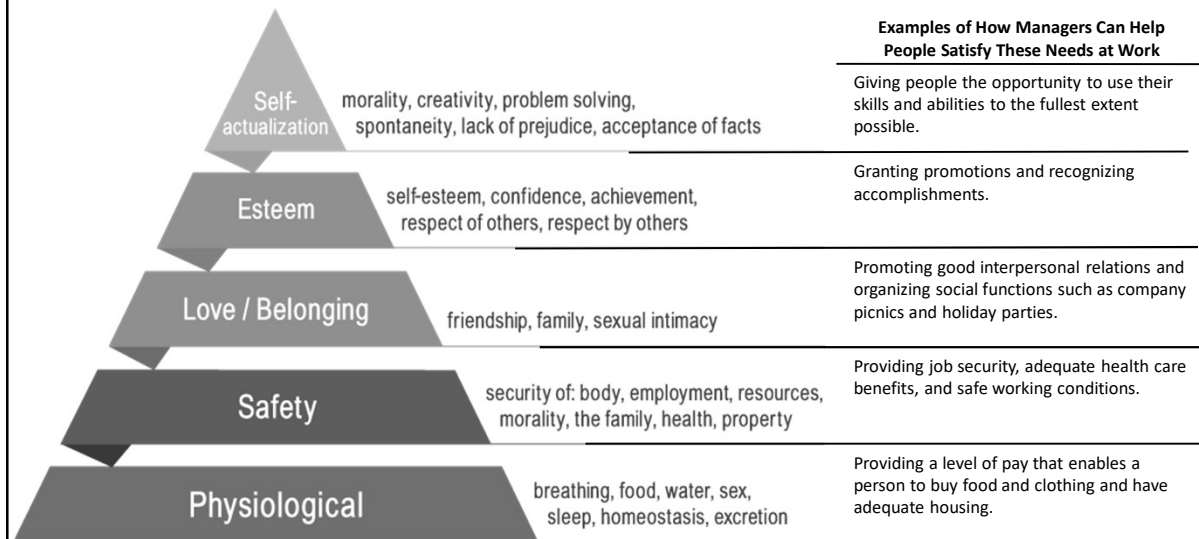
Maslow's Hierarchy of Needs

Maslow's hierarchy of needs

- *The hierarchy of needs is an arrangement of five basic needs that motivate behavior*
- *Maslow proposed that the lowest level of unmet needs is the prime motivator and that only one level is motivational at a time.*



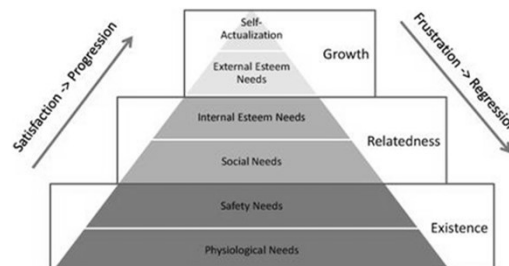
Maslow's Hierarchy of Needs



Alderfer's ERG Theory (1 of 2)

Alderfer's ERG theory

- *The theory that three universal needs—for existence, relatedness, and growth—constitute a hierarchy of needs and motivate behavior*
- *Alderfer proposed that needs at more than one level can be motivational at the same time*

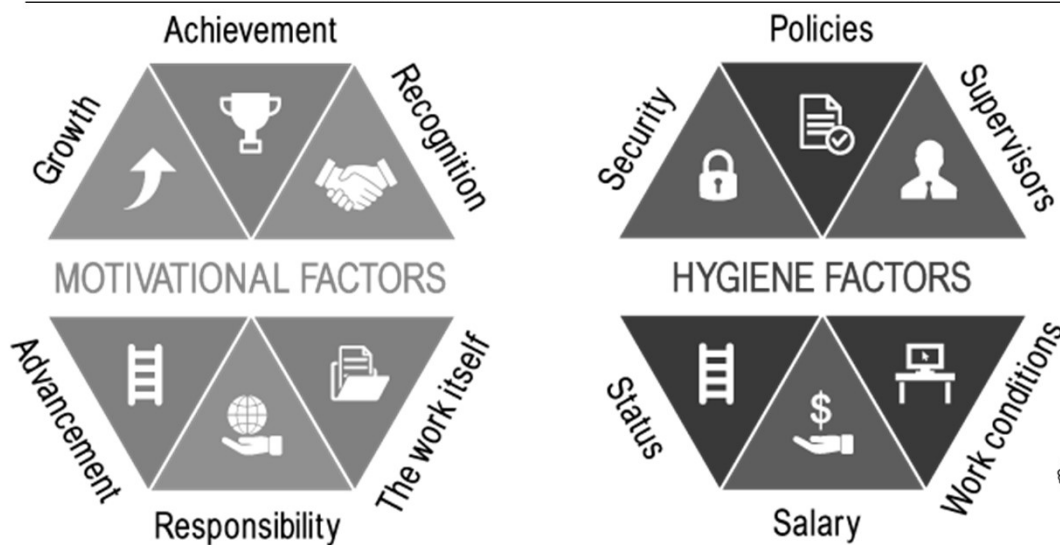


Herzberg's Two-Factor Theory

- A needs theory that distinguishes between
 - **Motivator needs** relate to the nature of the work itself: autonomy, responsibility, interesting work.
 - **Hygiene needs** are related to the physical and psychological context of the work: comfortable work environment, pay, job security.
- Proposes that motivator needs must be met for motivation and job satisfaction to be high



Herzberg's Two-Factor Theory



McClelland's Acquired-Needs Theory

Need for
achievement

Need for power

Need for
affiliation

McClelland's Acquired-Needs Theory

- **Need for Achievement:** The drive to excel, to achieve in relation to a set of standards, to strive to succeed.
- **Need for Power:** The need to make others behave in a way that they would not have behaved otherwise.
 1. **Personal Power:** an individual's need to dominate other people.
 2. **Institutional Power:** An individual's need for control in an organizational setting.
- **Need for Affiliation:** The desire for social (friendly and close) personal relationships. This need compares to Maslov's relatedness.



Bottom Line: Individuals have different levels of needs in each of these areas, and those levels will drive their behavior.

Announcements

- *Module 3 (ethics) Essay NOT due this week; due next week when you submit your Timed exam*
- *Attend presentation next Friday for bonus. Sign up through handshake. Contact Dr. Dawn.Gomez@tamuc.edu for more information*
- *International Students Networking Event:*



Process Theories of Motivation

As opposed to the needs models, which focus on the unmet needs/drives within us, the process models examine the thought processes (such as cognition) that lead to a specific action



Equity Theory



- A theory of motivation that focuses on people's perceptions of the fairness of their work outcomes relative to their work inputs
- Motivation is influenced by comparing one's own input-output ratio with that of a referent

Self-inside

- Your own experience within your current organization
- ('When I worked for Bob, things were better...')

Self-outside

- Your own experience within another organization
- ('When I did this same job for XYZ, I was paid a lot less...')

Others-inside

- Other people within your current organization
- ('The management team just sits around a conference table all day and gets paid way too much...')

Others-outside

- Other people outside your current organization
- ('Our competitor has some pretty weak...')

Equity Theory

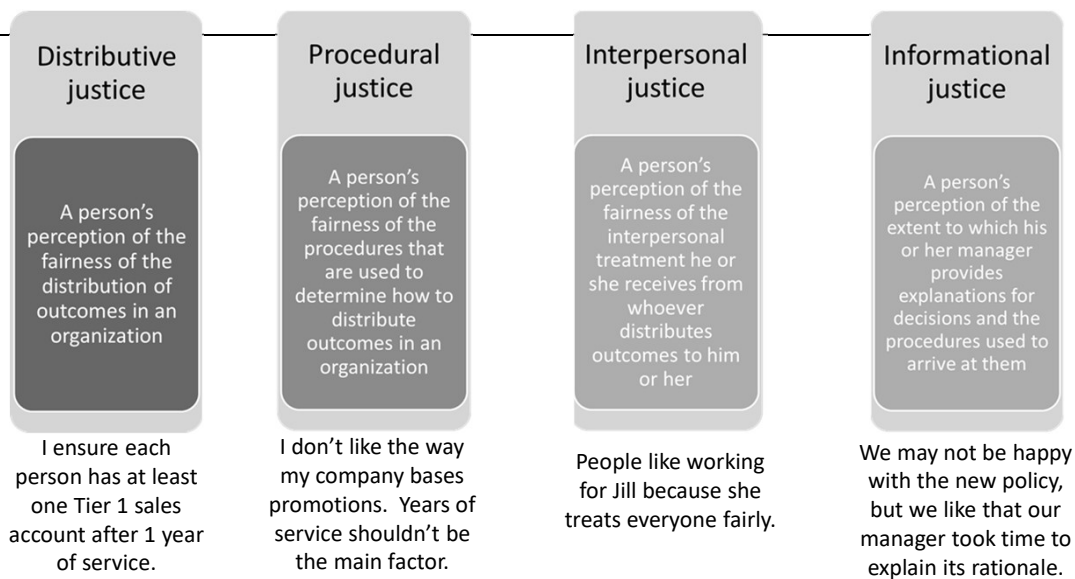
Equity exists when a person perceives their ratio to be equal to the referent's ratio

Condition	Person		Referent	Example
Equity	<u>Outcomes</u> Inputs	=	<u>Outcomes</u> Inputs	An engineer perceives that he contributes more inputs (time and effort) and receives proportionally more outcomes (a higher salary and choice job assignments) than his referent.
Underpayment inequity	<u>Outcomes</u> Inputs	< (less than)	<u>Outcomes</u> Inputs	An engineer perceives that he contributes more inputs but receives the same outcomes as his referent.
Overpayment inequity	<u>Outcomes</u> Inputs	> (greater than)	<u>Outcomes</u> Inputs	An engineer perceives that he contributes the same inputs but receives more outcomes than his referent.

Choices for dealing with inequity (restoring equity):

1. Change inputs (slack off/work harder)
2. Change outcomes (increase/decrease output)
3. Distort/change perceptions of self
4. Distort/change perceptions of others
5. Choose a different referent person
6. Leave the field (quit the job)
7. Seek Legal Action

Justice



Expectancy Theory

Expectancy theory:

- *The idea that people are motivated by how much they want something and how likely they think they are to get that thing.*



Expectancy Theory

There are three important elements to expectancy theory:

1. **Expectancy:** *The belief that increased effort will yield better performance.*
2. **Instrumentality:** *The thought that if an individual performs well, then they will receive the desired outcome or reward.*
3. **Valence:** *The value an individual puts on a reward they are pursuing.*

❑ If any of three elements are missing, then employees will not be motivated.



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Progress Summary

Grades

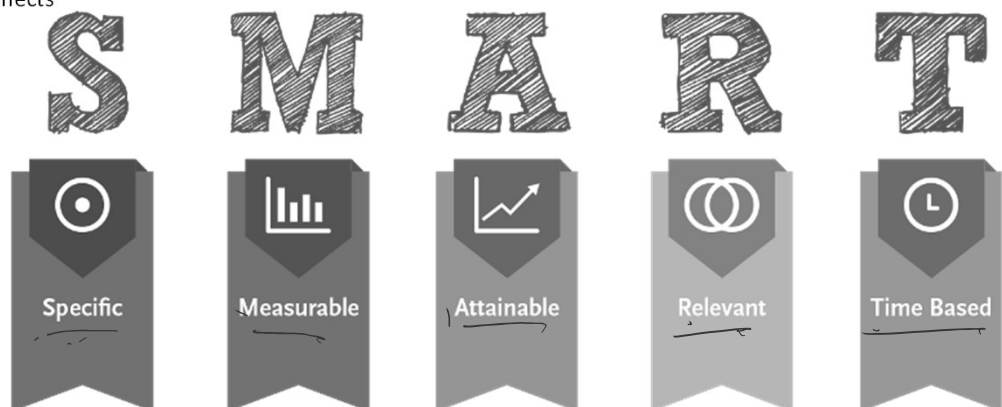
Current Grade	Maximum Final	Minimum Final
87.88 %	94.24 %	48.24 %



Goal-Setting Theory

Goal-setting theory

- A theory that focuses on identifying the types of goals that are most effective in producing high levels of motivation and performance and explaining why goals have these effects



Goal-Setting Theory

**Win Six New Business Accounts
Before The End of The Second Quarter**

Specific: *Win six new business accounts*

I want our business to grow.

Measurable: *We know to get to six, we need to have 12 proposals, 24 pitches, and 48 warm prospects*

Attainable: *Last year, we averaged five new business accounts during the same time frame, and we have been growing at 20%; this revised goal feels achievable*

Relevant: *The number and size of the accounts we win each quarter tie directly to our top and bottom lines*

Time-based: *We measure our performance quarterly, which is incredibly important for staffing, budgets, and contingency planning*

Learning Theories of Motivation

Learning theories

- *Theories that focus on increasing employee motivation and performance by linking the outcomes that employees receive to the performance of desired behaviors and the attainment of goals*



Operant Conditioning Theory

- Operant conditioning: *People learn to perform behaviors that lead to desired consequences and learn not to perform behaviors that lead to undesired consequences*



We want to make a behavior continue

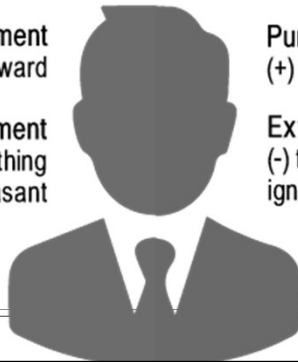
We want to stop a behavior from continuing

Positive Reinforcement
(+) give a desirable reward

Negative Reinforcement
(-) take away something that is unpleasant

Punishment
(+) add something that is unpleasant

Extinction
(-) take away a potential reward or ignore the unwanted behavior



Social Learning Theory

A theory that takes into account how learning and motivation are influenced by people's **thoughts and beliefs** and their **observations of other people's behavior**

Extends operant conditioning by explaining

- *Vicarious Learning*
- *Self-reinforcement*
- *Self-Efficacy*

We learn by more than the outcomes (consequences) of our actions

Social Learning Theory

Vicarious learning

- *Occurs when a person becomes motivated to perform a behavior by watching another person perform the behavior and be positively reinforced for doing so*
- *Also called observational learning*



Social Learning Theory

Self-Reinforcer

- *Any desired or attractive outcome or award that a person gives himself or herself for good performance*

Self-efficacy

- *A person's belief about his or her ability to perform a behavior successfully*

