

# Chapter 7

Robbins & Judge

## Organizational Behavior

14th Edition

### *Motivation Concepts*

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# Chapter Learning Objectives

- **After studying this chapter, you should be able to:**
  - Describe the three elements of motivation.
  - Identify four early theories of motivation and evaluate their applicability today.
  - Apply the predictions of the self-determination theory to intrinsic and extrinsic rewards.
  - Compare and contrast goal-setting theory and management by objectives.
  - Contrast reinforcement theory and goal-setting theory.
  - Demonstrate how organizational justice is a refinement of equity theory.
  - Apply the key tenets of expectancy theory to motivating employees.
  - Compare contemporary theories of motivation.
  - Explain to what degree motivation theories are culture-bound.

# Defining Motivation

*The result of the interaction between the individual and the situation.*

- **The processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal – specifically, an organizational 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



# Early Theories of Motivation

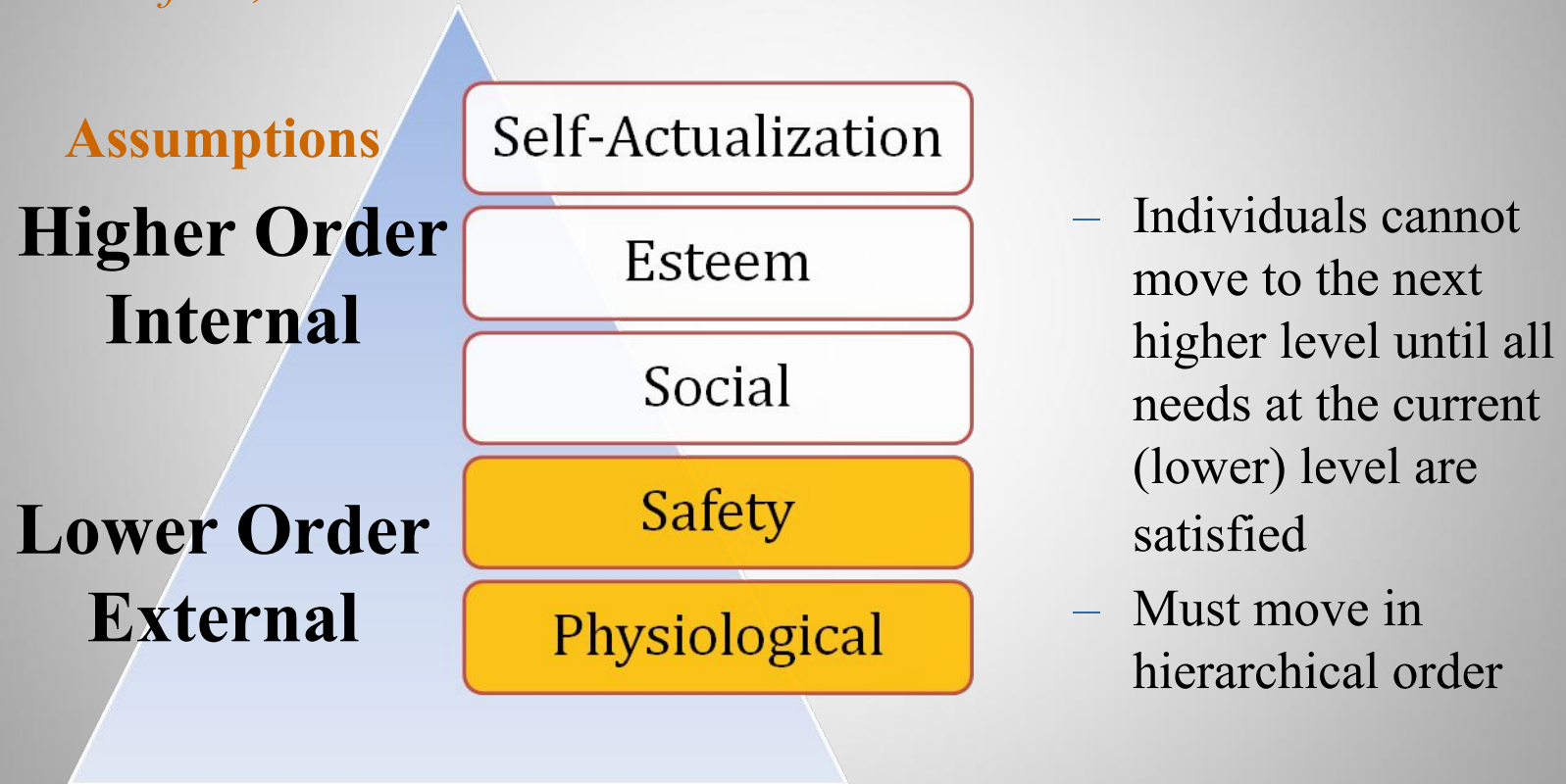
*These early theories may not be valid, but they do form the basis for contemporary theories and are still used by practicing managers.*

- **Maslow's Hierarchy of Needs Theory**
- **McGregor's Theory X and Theory Y**
- **Herzberg's Two-Factor Theory**
- **McClelland's Theory of Needs**



# Maslow's Hierarchy of Needs

*There is a hierarchy of five needs. As each need is substantially satisfied, the next need becomes dominant.*



See EXHIBIT 7-1

# McGregor's Theory X and Theory Y

- **Two distinct views of human beings: Theory X (basically negative) and Theory Y (positive).**
  - Managers used a set of assumptions based on their view
  - The assumptions molded their behavior toward employees

Theory X
<ul style="list-style-type: none"><li>• Workers have little ambition</li><li>• Dislike work</li><li>• Avoid responsibility</li></ul>

Theory Y
<ul style="list-style-type: none"><li>• Workers are self-directed</li><li>• Enjoy work</li><li>• Accept responsibility</li></ul>

- **No empirical evidence to support this theory.**

# Herzberg's Two-Factor Theory

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



See EXHIBITS 7-2 and 7-3

# Criticisms of Two-Factor Theory

*Herzberg says that hygiene factors must be met to remove dissatisfaction. If motivators are given, then satisfaction can occur.*

- ❑ **Herzberg is limited by his methodology**
  - Participants had self-serving bias
- ❑ **Reliability of raters questioned**
  - Bias or errors of observation
- ❑ **No overall measure of satisfaction was used**
- ❑ **Herzberg assumed, but didn't research, a strong relationship between satisfaction and productivity**





# McClelland's Three Needs Theory

## □ **Need for Achievement (nAch)**

- The drive to excel, to achieve in relation to a set of standards, to strive to succeed

## □ **Need for Power (nPow)**

- The need to make others behave in a way that they would not have behaved otherwise

## □ **Need for Affiliation (nAff)**

- The desire for friendly and close interpersonal relationships

## □ **People have varying levels of each of the three needs.**

- Hard to measure

# Performance Predictions for High nAch

- **People with a high need for achievement are likely to:**
  - Prefer to undertake activities with a 50/50 chance of success, avoiding very low- or high-risk situations
  - Be motivated in jobs that offer high degree of personal responsibility, feedback, and moderate risk
  - Not necessarily make good managers – too personal a focus. Most good general managers do NOT have a high nAch
  - Need high level of nPow and low nAff for managerial success
- **Good research support, but it is not a very practical theory**

# Contemporary Theories of Motivation

- **Self-Determination Theory**
- **Goal-Setting Theory**
  - Management by Objectives (MBO)
- **Self-Efficacy Theory**
  - Also known as Social Cognitive Theory or Social Learning Theory
- **Reinforcement Theory**
- **Equity Theory**
- **Expectancy Theory**



# Self-Determination Theory

*People prefer to feel they have control over their actions, so anything that makes a previously enjoyed task feel more like an obligation than a freely chosen activity will undermine motivation.*

## □ Major Implications for Work Rewards

- Intrinsic and extrinsic rewards are not independent
- Extrinsic rewards may decrease intrinsic rewards
- Goal setting is more effective in improving motivation
- Verbal rewards increase intrinsic motivation; tangible rewards reduce it

See EXHIBIT 7-4

# Locke's Goal-Setting Theory

## □ Basic Premise:

- That *specific* and *difficult* goals, with *self-generated feedback*, lead to higher performance

## □ Difficult Goals:

- Focus and direct attention
- Energize the person to work harder
- Difficulty increases persistence
- Force people to be more effective and efficient

## □ Relationship between goals and performance depends on:

- Goal commitment (the more public the better!)
- Task characteristics (simple, well-learned)
- Culture (best match is in North America)

# Implementation: Management by Objectives

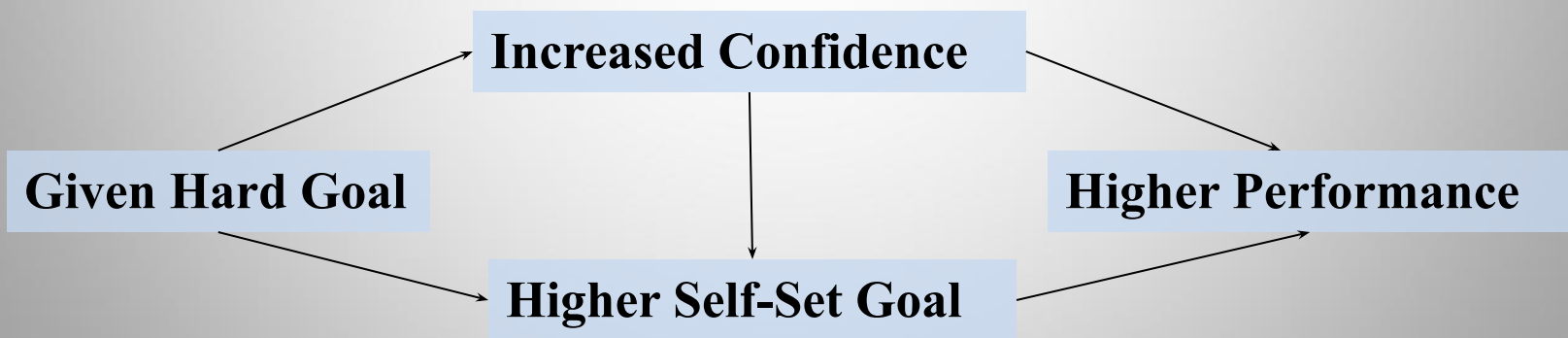
- **MBO is a systematic way to utilize goal-setting.**
- **Goals must be:**
  - Tangible
  - Verifiable
  - Measurable
- **Corporate goals are broken down into smaller, more specific goals at each level of organization.**
- **Four common ingredients to MBO programs:**
  - Goal specificity
  - Participative decision making
  - Explicit time period
  - Performance feedback



See EXHIBIT 7-5

# Bandura's Self-Efficacy Theory

- **An individual's belief that he or she is capable of performing a task.**
  - Higher efficacy is related to:
    - Greater confidence
    - Greater persistence in the face of difficulties
    - Better response to negative feedback (work harder)
  - Self-efficacy complements Goal-Setting Theory



See EXHIBIT 7-6

# Increasing Self-Efficacy

## □ **Enactive mastery**

- Most important source of efficacy
- Gaining relevant experience with task or job
- “Practice makes perfect”

## □ **Vicarious modeling**

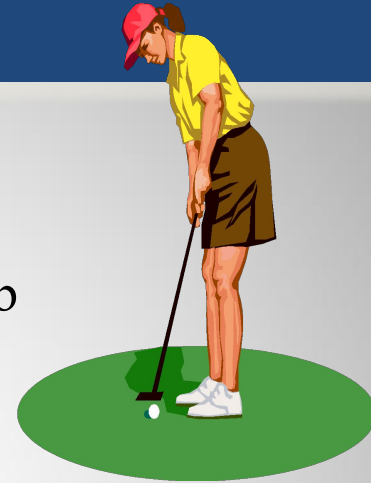
- Increasing confidence by watching others perform the task
- Most effective when observer sees the model to be similar to him- or herself

## □ **Verbal persuasion**

- Motivation through verbal conviction
- Pygmalion and Galatea effects - self-fulfilling prophecies

## □ **Arousal**

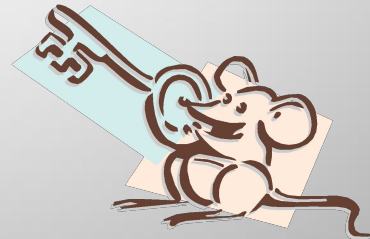
- Getting “psyched up” – emotionally aroused – to complete task
- Can hurt performance if emotion is not a component of the task





# Reinforcement Theory

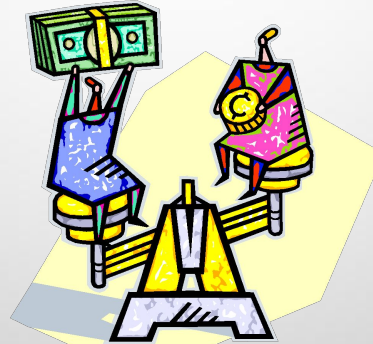
- **Similar to Goal-Setting Theory, but focused on a behavioral approach rather than a cognitive one**
  - Behavior is environmentally caused
  - Thought (internal cognitive event) is not important
    - Feelings, attitudes, and expectations are ignored
  - Behavior is controlled by its consequences – 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



# Adams' 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
  - Underrewarded states cause anger
  - Overrewarded states cause guilt
- Tension motivates people to act to bring their situation into equity

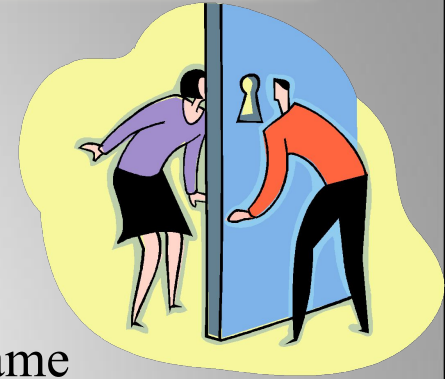


See EXHIBIT 7-7

# Equity Theory's "Relevant Others"

## □ 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



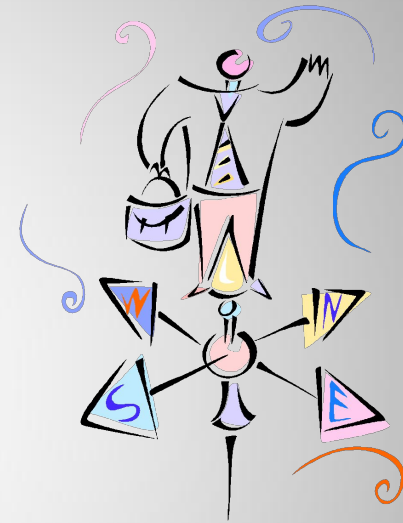
# Reactions to Inequity

## □ Employee behaviors to create equity:

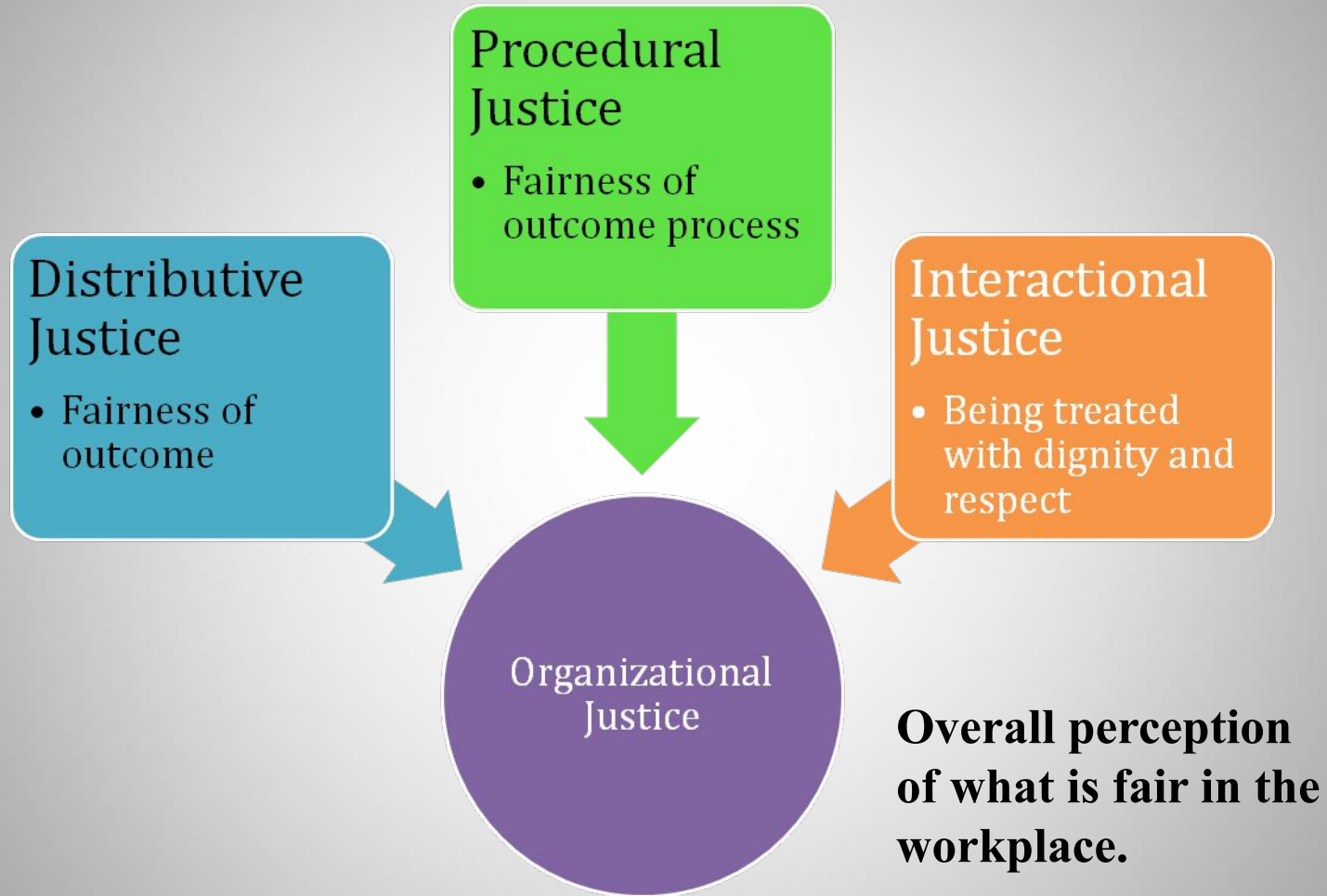
- Change inputs (slack off)
- Change outcomes (increase output)
- Distort/change perceptions of self
- Distort/change perceptions of others
- Choose a different referent person
- Leave the field (quit the job)

## □ Propositions relating to inequitable pay:

- Paid by time:
  - Overrewarded employees produce more
  - Underrewarded employees produce less with low quality
- Paid by quality:
  - Overrewarded employees give higher quality
  - Underrewarded employees make more of low quality



# Justice and Equity Theory



See EXHIBIT 7-8

# Vroom's Expectancy Theory

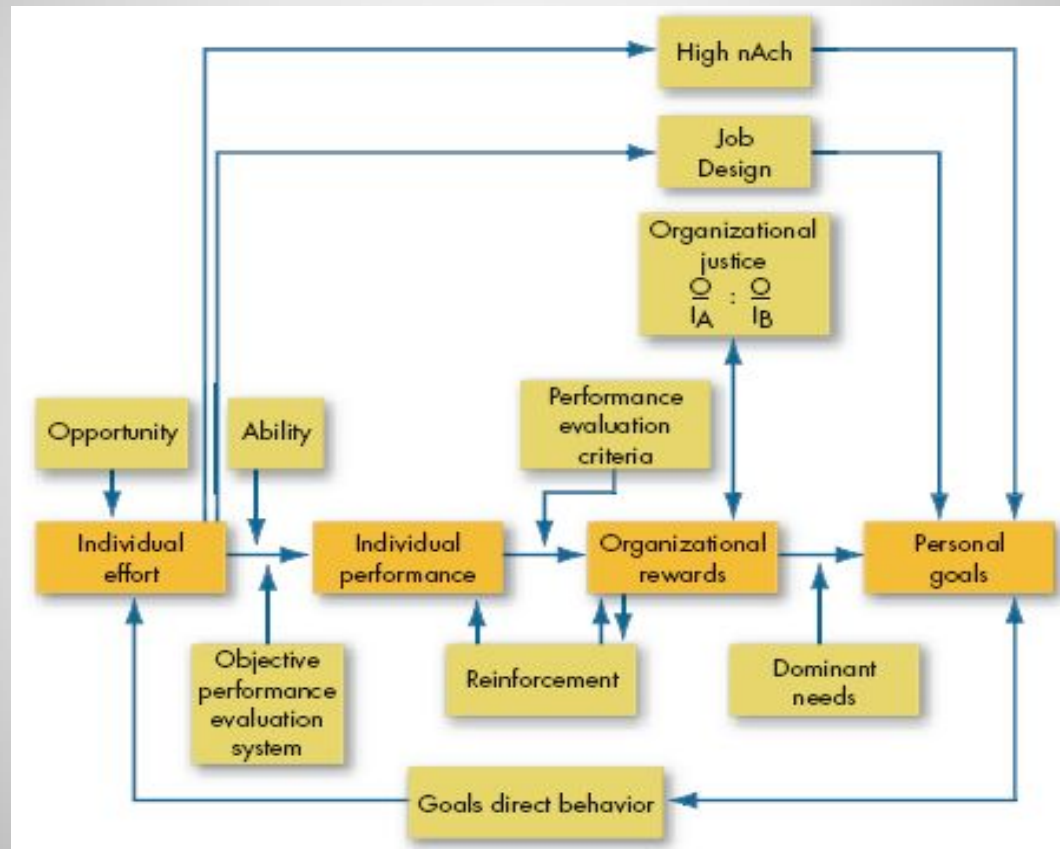
The strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual.



See EXHIBIT 7-9

# Integrating Contemporary Motivation Theories

## □ Based on Expectancy Theory



See EXHIBIT 7-10



# Global Implications

## □ **Motivation theories are often culture-bound.**

- Maslow's Hierarchy of Needs Theory
  - Order of needs is not universal
- McClelland's Three Needs Theory
  - nAch presupposes a willingness to accept risk and performance concerns – not universal traits
- Adams' Equity Theory
  - A desire for equity is not universal
  - “Each according to his need” – socialist/former communists


## □ **Desire for interesting work seems to be universal.**

- There is some evidence that the intrinsic factors of Herzberg's Two-Factor Theory may be universal



# Summary and Managerial Implications

- **Need Theories (Maslow, Alderfer, McClelland, Herzberg)**
  - Well known, but not very good predictors of behavior
- **Goal-Setting Theory**
  - While limited in scope, good predictor
- **Reinforcement Theory**
  - Powerful predictor in many work areas
- **Equity Theory**
  - Best known for research in organizational justice
- **Expectancy Theory**
  - Good predictor of performance variables but shares many of the assumptions as rational decision making



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