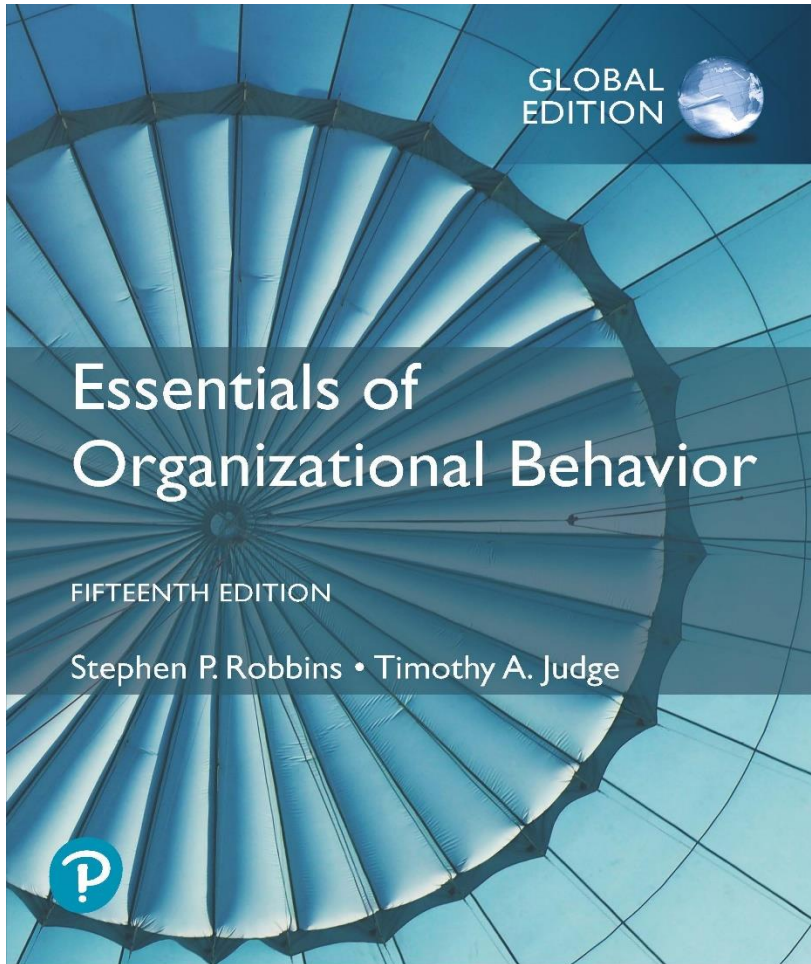


Essentials of Organizational Behavior

Fifteenth Edition, Global Edition



Chapter 7

Motivation Concepts

Learning Objectives

- 7.1** Describe the three key elements of motivation.
- 7.2** Compare the early theories of motivation.
- 7.3** Contrast the elements of self-determination theory and goal-setting theory.
- 7.4** Demonstrate the differences among self-efficacy theory, reinforcement theory, and expectancy theory.
- 7.5** Describe the forms of organizational justice, including distributive justice, procedural justice, informational justice, and interactional justice.
- 7.6** Identify the implications of employee job engagement for managers.
- 7.7** Describe how the contemporary theories of motivation complement one another.

Motivation

Learning Objective 7.1

- **Motivation:** the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal
 - Intensity: the amount of effort put forth to meet the goal
 - Direction: efforts are channeled toward organizational goals
 - Persistence: how long the effort is maintained

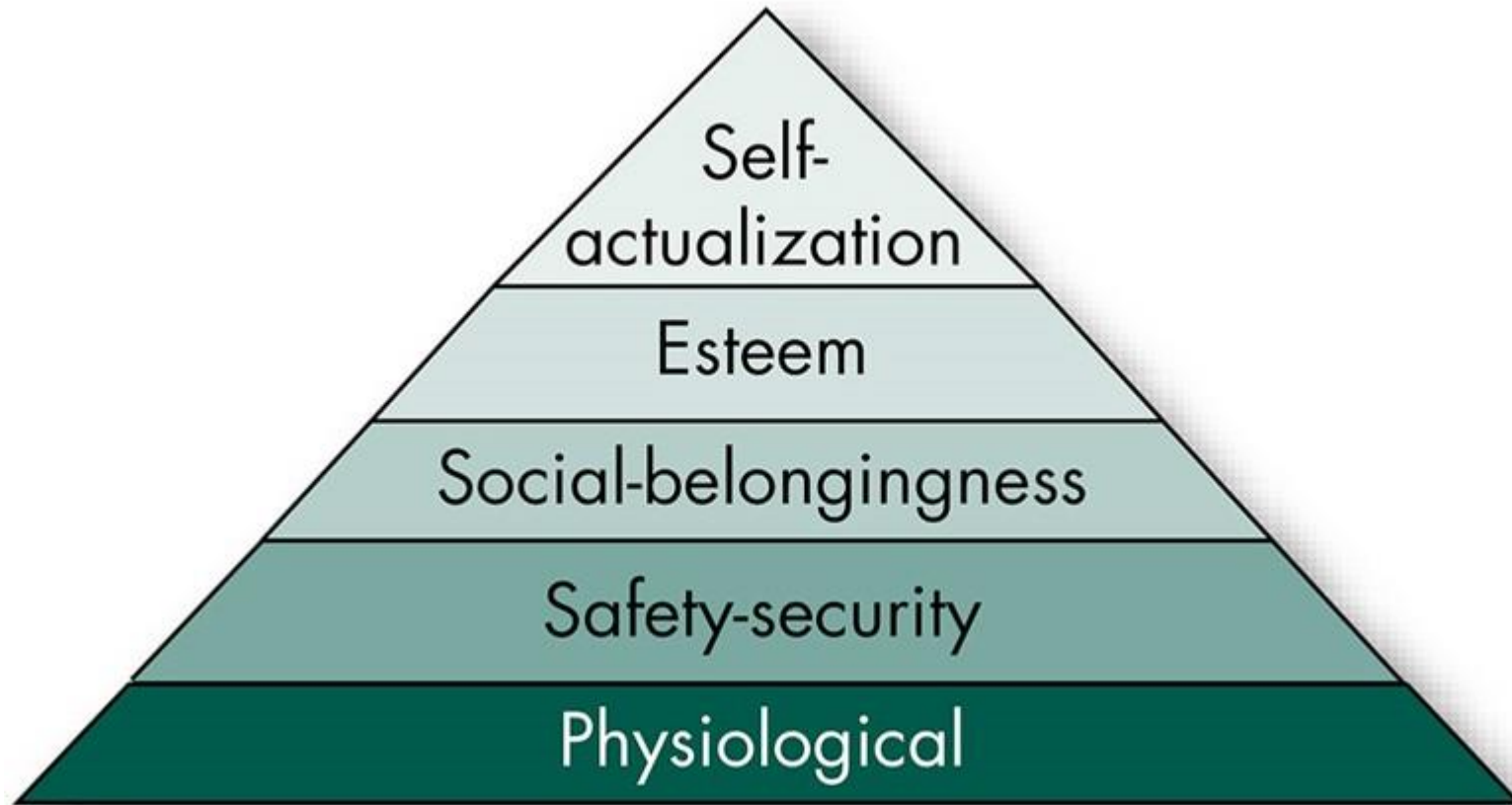
Early Theories of Motivation

Learning Objective 7.2

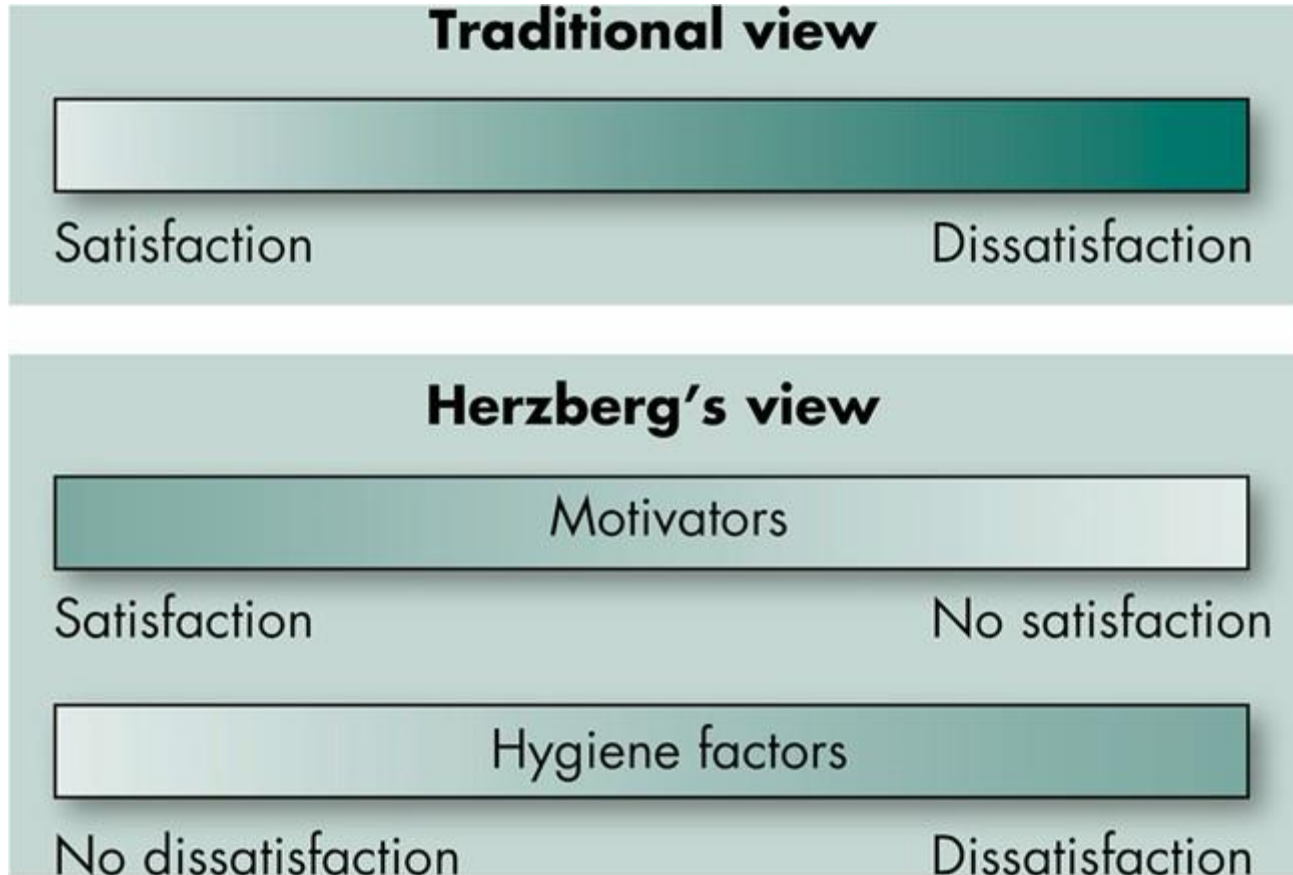
- Maslow's Hierarchy of Needs Theory
- Herzberg's Two-Factor (Motivation-Hygiene) Theory
- McClelland's Theory of Needs (Three Needs Theory)

Maslow's Hierarchy of Needs Theory

(Exhibit 7-1)



Contrasting Satisfaction and Dissatisfaction (Exhibit 7-2)



McClelland's Theory of Needs

- **Need for Achievement (nAch)**
 - The drive to excel
- **Need for Power (nPow)**
 - The need to make others behave in a way they would not have behaved otherwise
- **Need for Affiliation (nAff)**
 - The desire for friendly and close interpersonal relationships

McClelland's High Achievers

- High achievers prefer jobs with:
 - Personal responsibility
 - Feedback
 - Intermediate degree of risk (50/50)

Contemporary Theories of Motivation

Learning Objective 7.3

- Self-Determination Theory
- Goal-Setting Theory

Self-Determination Theory

- **Self-determination theory:** a meta-theory concerned with autonomy, intrinsic motivation, extrinsic motivation, and the satisfaction of psychological work needs
 - **Cognitive evaluation theory (CET)**
 - **Self-concordance**
 - **Basic psychological needs**

Goal-Setting Theory

- Goals increase performance when goals are:
 - Specific
 - Difficult, but accepted by employees
 - Accompanied by feedback
- Contingencies in goal-setting theory
 - Goal commitment: public goals better
 - Task characteristics: simple and familiar is better
 - National culture: more research is needed

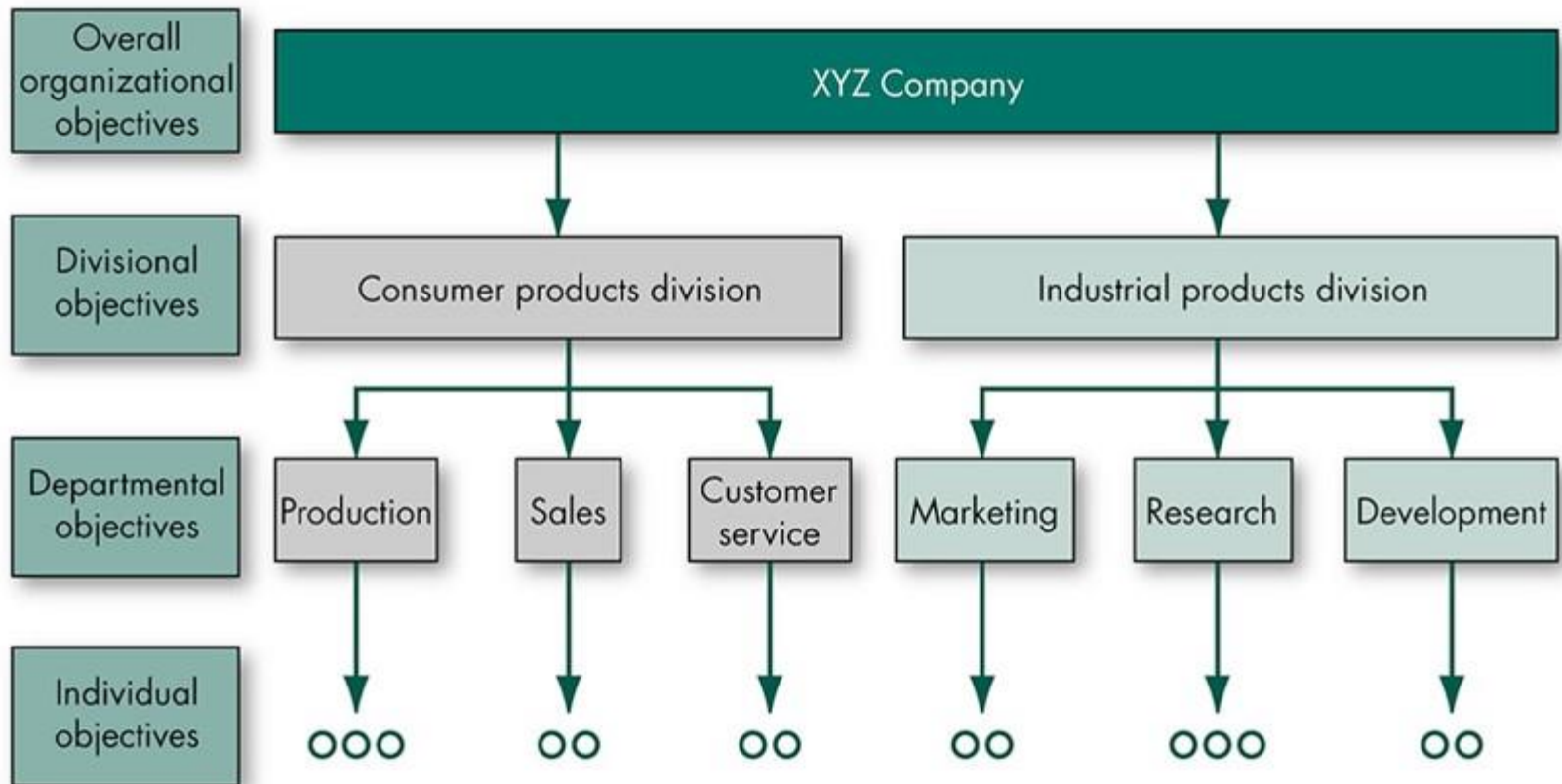
Individual and Promotion Foci

- Two categories:
 - Promotion focus: striving for goals through advancement
 - Prevention focus: striving for goals by fulfilling duties and obligations and avoiding conditions that pull them away from goals

Management by Objectives

- **Management by objectives (MBO):** converts overall organizational objectives into specific objectives for work units and individuals
- Common ingredients:
 - Goal specificity
 - Explicit time period
 - Performance feedback
 - Participation in decision making

Cascading of Objectives (Exhibit 7-3)



Other Contemporary Theories of Motivation

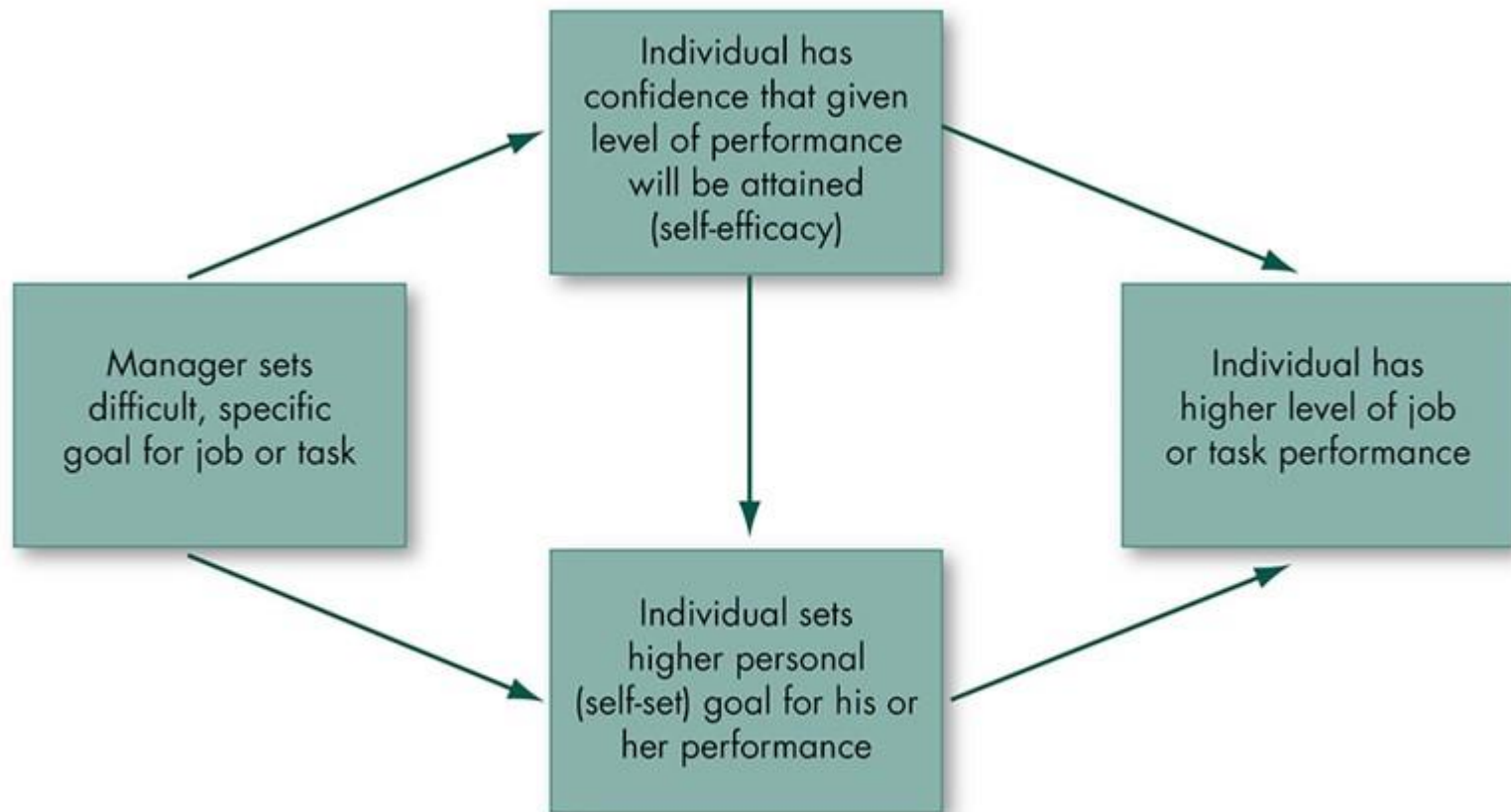
Learning Objective 7.4

- Self-Efficacy Theory
- Reinforcement Theory
- Expectancy Theory

Self-Efficacy Theory

- **Self-efficacy theory:** an individual's belief of being capable of performing a task
- Self-efficacy is increased by:
 1. Enactive mastery: gain experience
 2. Vicarious modeling: see someone else do the task
 3. Verbal persuasion: someone convinces you that you have the skills
 4. Arousal: get energized

Joint Effects of Goals and Self-Efficacy on Performance (Exhibit 7-4)



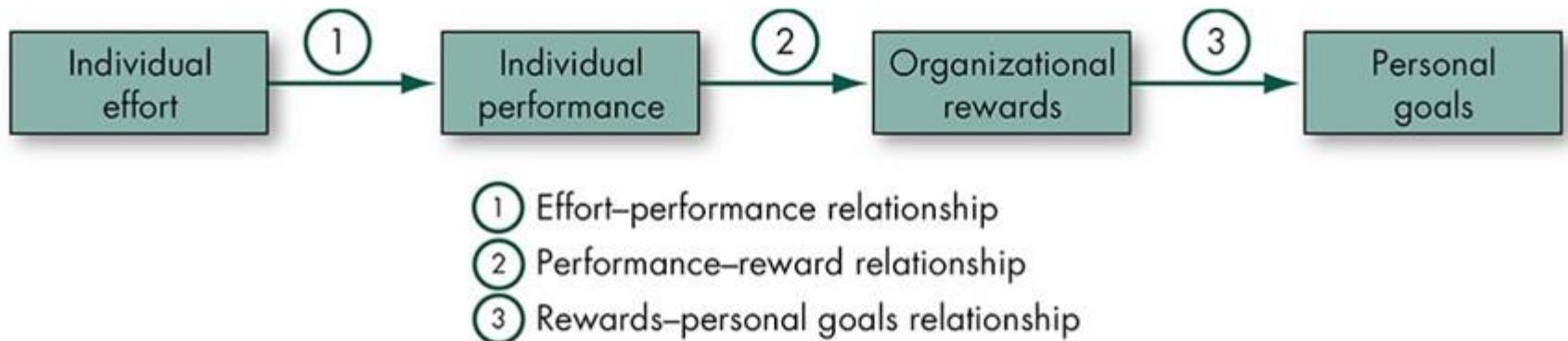
Reinforcement Theory

- **Reinforcement theory:** behavior is a function of consequences
 - Operant conditioning/Behaviorism
 - **Social-learning theory**

Expectancy Theory

- Three key relationships:
 1. **Effort-performance:** perceived probability that exerting effort leads to successful performance
 2. **Performance-reward:** the belief that successful performance leads to a desired outcome
 3. **Rewards-personal goals:** the attractiveness of organizational outcome (reward) to the individual

Expectancy Theory (Exhibit 7-5)



Equity Theory (Exhibit 7-6)

Learning Objective 7.5

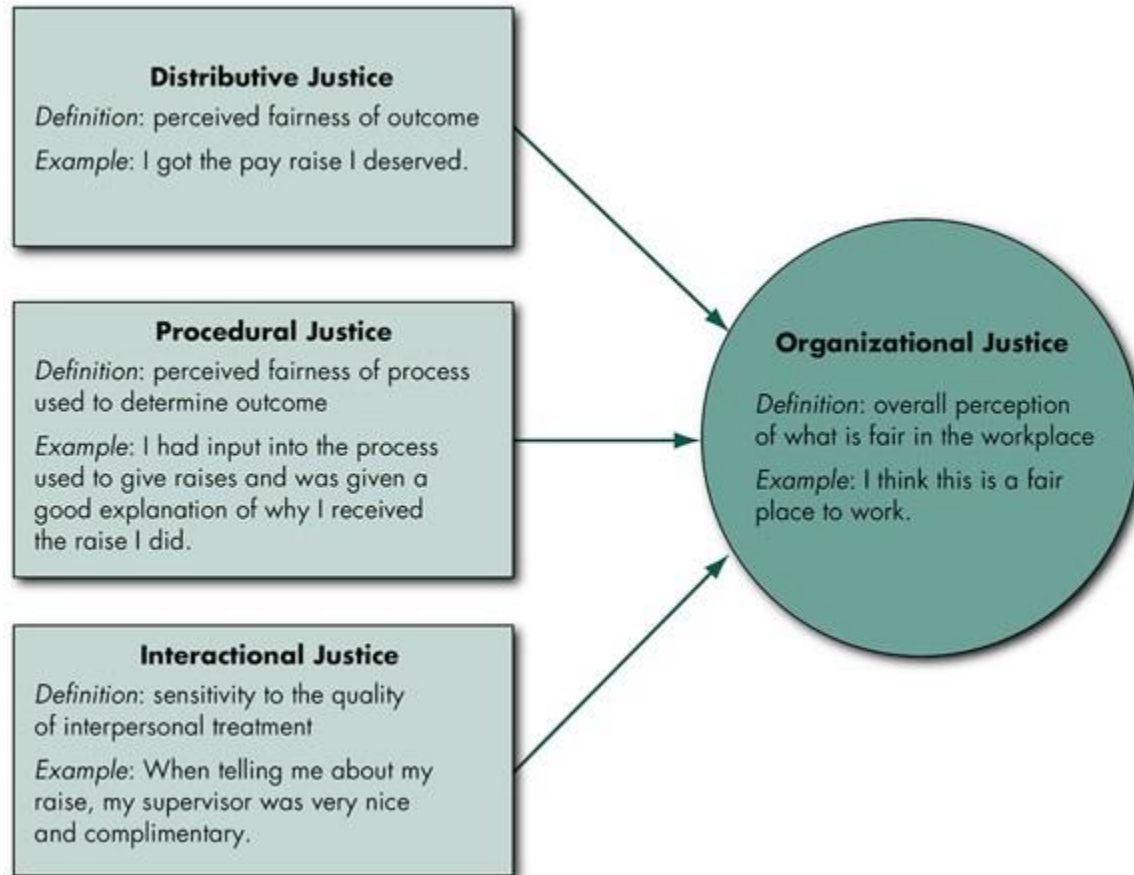
| Ratio Comparisons* | Perception |
|---------------------------------|-------------------------------------|
| $\frac{O}{I_A} < \frac{O}{I_B}$ | Inequity due to being underrewarded |
| $\frac{O}{I_A} = \frac{O}{I_B}$ | Equity |
| $\frac{O}{I_A} > \frac{O}{I_B}$ | Inequity due to being overrewarded |

*Where $\frac{O}{I_A}$ represents the employee and $\frac{O}{I_B}$ represents relevant others

Equity Theory

- Employees who perceive inequity will make one of six choices:
 1. Change inputs
 2. Change outcomes
 3. Distort perceptions of self
 4. Distort perceptions of others
 5. Choose a different referent
 6. Leave the field

Model of Organizational Justice (Exhibit 7-7)



Interactional Justice

- Informational justice: the degree to which employees are provided with truthful explanations for decisions
- Interpersonal justice: the degree to which employees are treated with dignity and respect
- Justice outcomes
 - Higher levels of task performance and citizenship behaviors

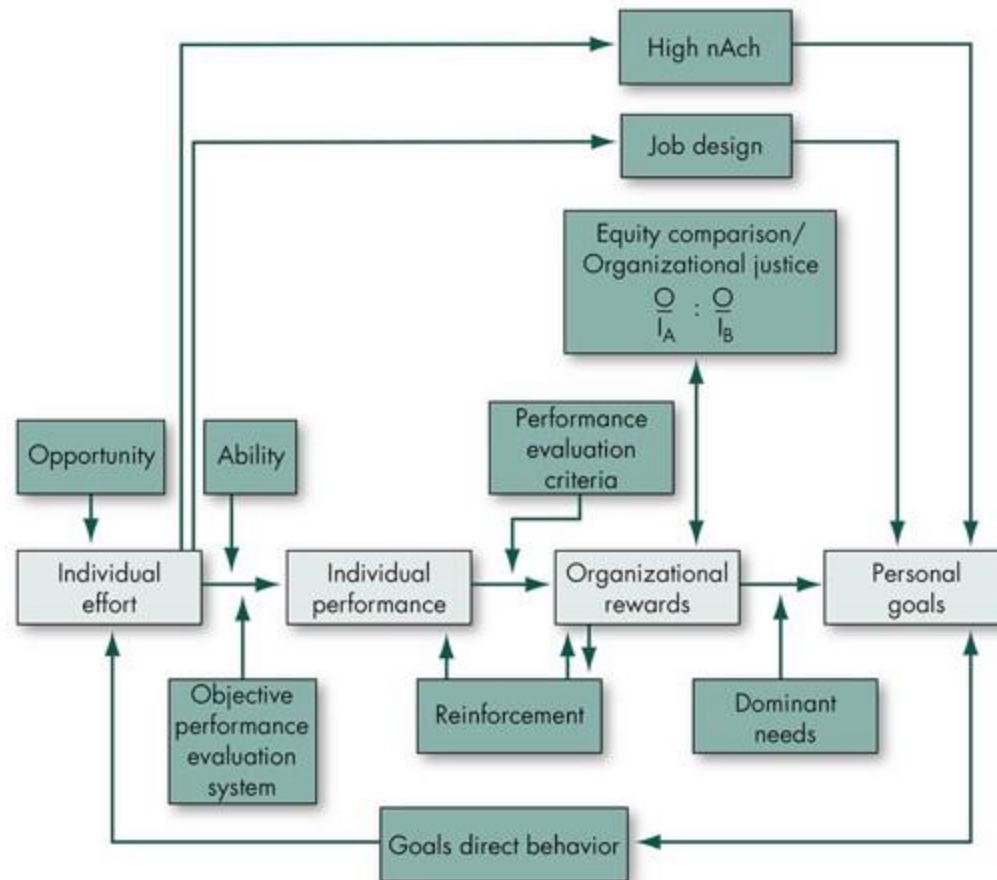
Job Engagement

Learning Objective 7.6

- **Job Engagement:** the investment of an employee's physical, cognitive, and emotional energies into job performance
- Organizations where employees are highly engaged have higher levels of task performance and citizenship behaviors.

Integrating Contemporary Theories of Motivation (Exhibit 7-8)

Learning Objective 7.7



Implications for Managers (1 of 2)

- Make sure extrinsic rewards for employees are not viewed as coercive but instead provide information about competence and relatedness.
- Either set or inspire your employees to set specific, difficult goals and provide quality, developmental feedback on their progress toward those goals.
- Try to align or tie employee goals to the goals of your organization.
- Model the types of behaviors you would like to see performed by your employees.

Implications for Managers (2 of 2)

- Expectancy theory offers a powerful explanation of performance variables such as employee productivity, absenteeism, and turnover.
- When making decisions regarding resources in your organization, make sure to consider how the resources are being distributed (and who is affected), the fairness of the decision, and whether your actions demonstrate that you respect those involved.
- Try to foster conditions that help improve job engagement and harness your employees' traits to facilitate job engagement.

Discussion Questions

- Using goal-setting theory, discuss the problem with a manager telling an employee to “do your best.” What is a more effective approach?
- How can expectancy theory be applied to students in the classroom?
- Discuss the implications of culture on justice.
- Discuss the implication of racial inequality in organizations as it applies to research that is beginning to suggest that third-party, or observer, reactions to injustice can have a substantial effect.