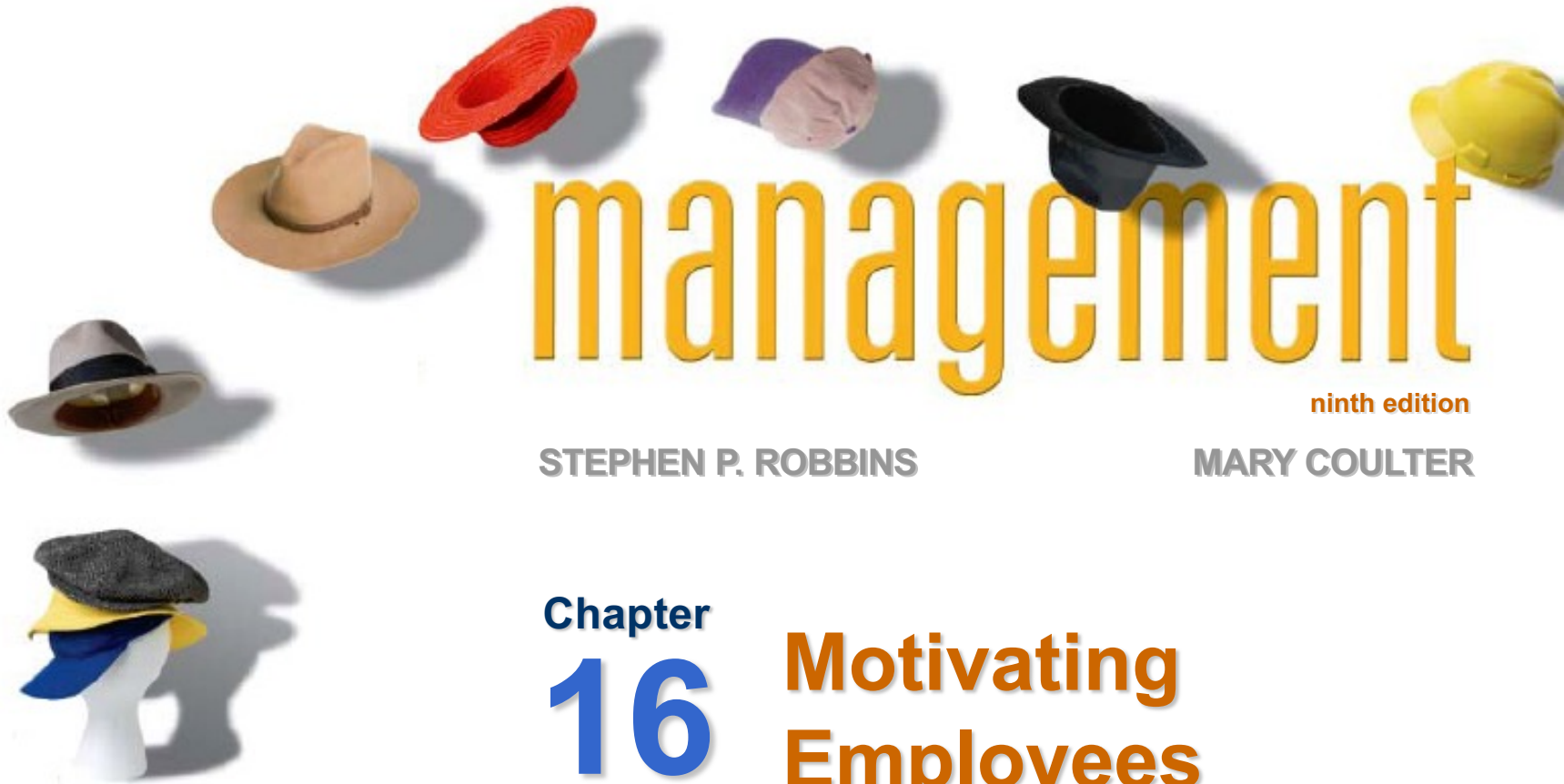




management

ninth edition

STEPHEN P. ROBBINS

MARY COULTER

Chapter

16

Motivating Employees



PowerPoint Presentation by Charlie Cook
The University of West Alabama

LEARNING OUTLINE

Follow this Learning Outline as you read and study this chapter.

What Is Motivation?

- Define motivation.
- Explain motivation as a need-satisfying process.

Early Theories of Motivation

- Describe Maslow's hierarchy of needs and how it can be used to motivate.
- Discuss how Theory X and Theory Y managers approach motivation.
- Describe Herzberg's motivation-hygiene theory.
- Explain Herzberg's views of satisfaction and dissatisfaction.

LEARNING OUTLINE (cont'd)

Follow this Learning Outline as you read and study this chapter.

Contemporary Theories of Motivation

- Describe the three needs McClelland proposed as being present in work settings.
- Explain how goal-setting and reinforcement theories explain employee motivation.
- Describe the job characteristics model as a way to design motivating jobs.
- Discuss the motivation implications of equity theory.
- Contrast distributive justice and procedural justice.
- Explain the three key linkages in expectancy theory and their role in motivation.

LEARNING OUTLINE (cont'd)

Follow this Learning Outline as you read and study this chapter.

Current Issues in Motivation

- **Describe the cross-cultural challenges of motivation.**
- **Discuss the challenges managers face in motivating unique groups of workers.**
- **Describe open-book management, employee recognition, pay-for-performance, and stock option programs.**

Waar hou je rekening mee met het kiezen van je job?

- > Locatie
- > Een job in lijn met mijn interesse
- > Een interessante/leuke job
- > Een job met groeimogelijkheden (expertise + impact/verantwoordelijkheid)
- > Cultuur
- > Loon/extra legale voordelen

What Is Motivation?

De verschillende theoriën versterken elkaar

- **Motivation**

is een resultante van de wisselwerking tussen jij als persoon en de job die je doet

➤ **Is the result of an interaction between the person and a situation; it is not a personal trait.**

➤ Je bent meer met gemotiveerde medewerkers dan gedemotiveerd
Is the process by which a person's efforts are energized, directed, and sustained towards attaining a goal.

❖ **Energy:** a measure of intensity or drive.

❖ **Direction:** toward organizational goals

❖ **Persistence:** exerting effort to achieve goals.

➤ **Motivation works best when individual needs are compatible with organizational goals.**

soms leidinggevende hebben de mindset: mensen die komen werken voor jou zijn luiertikken of opportunisten > zodra jij er niet bent gaan zij niet werken. We moeten dus mensen controleren of ze wel degelijk werken (want ze werken niet graag en komen enkel voor hun loon)

<> andere theorie: neenee mensen doen hun job graag en zijn intrinsiek gemotiveerd

Early Theories of Motivation

- Maslow's Hierarchy of Needs
- MacGregor's Theories X and Y
- Herzberg's Two-Factor Theory

Early Theories of Motivation

- Maslow's Hierarchy of Needs Theory

- Needs were categorized as five levels of lower- to higher-order needs.

- ❖ Individuals must satisfy lower-order needs before they can satisfy higher order needs.
 - ❖ Satisfied needs will no longer motivate.
 - ❖ Motivating a person depends on knowing at what level that person is on the hierarchy.

- Hierarchy of needs

- ❖ Lower-order (external): physiological, safety
 - ❖ Higher-order (internal): social, esteem, self-actualization

Idee: de noden van mensen zijn hierarchies gestructureerd, voor je kunt praten over hogere behoeftes moet je de basisnoden vervullen (dus eten, drinken en dank boven hun hoofd)

Groeimogelijkheden heel fijn, maar voor 1500 per maand krijg ik mijn huur niet meer betaald. Eens dat vervuld is ga ik kijken naar groeimogelijkheden.

Exhibit 16–1 Maslow's Hierarchy of Needs



Eens dat je pas de basisbehoefte voel doet, gaan de hogere segmenten van de pyramide een rol spelen

Theorie X = (herinner eerder): mensen komen werken voor loon, eens je ze niet supervised gaan ze niks doen, de mensen gaan de kantjes er af lopen (mensen werken niet graag)

Early Theories of Motivation (cont'd)

- McGregor's Theory X and Theory Y

- Theory X

- ❖ Assumes that workers have little ambition, dislike work, avoid responsibility, and require close supervision.

- Theory Y

- ❖ Assumes that workers can exercise self-direction, desire responsibility, and like to work.

- Assumption:

- ❖ Motivation is maximized by participative decision making, interesting jobs, and good group relations.

Als je op manier X de mensen benaderd dan ga je pas gedrag van theorie X aanwakkeren

> we moeten beter de assumptie maken: mensen zijn intrinsiek gemotiveerd omdat ze hun werk graag doen, want anders ga je de self fulfilling prophecy

> mensen die werk graag doen voelen ownership, doen dat graag en gaan in het weekend soms nog eens werk vastpakken

Motivatoren en demotivatoren

> wat aanleiding geeft tot ontevredenheid is niet hetzelfde wat aanleiding geeft tot tevredenheid

> in iedere job moeten er een aantal elementen voldaan zijn (Maslow) en als die er zijn zijn ze niet ontevreden, maar daardoor zijn ze niet perse tevreden

Early Theories of Motivation (cont'd)

- Herzberg's Motivation-Hygiene Theory

- Job satisfaction and job dissatisfaction are created by different factors.

- ❖ **Hygiene factors:** extrinsic (environmental) factors that create job dissatisfaction.

- ❖ **Motivators:** intrinsic (psychological) factors that create job satisfaction.

- Attempted to explain why job satisfaction does not result in increased performance.

- ❖ The opposite of satisfaction is not dissatisfaction, but rather no satisfaction.

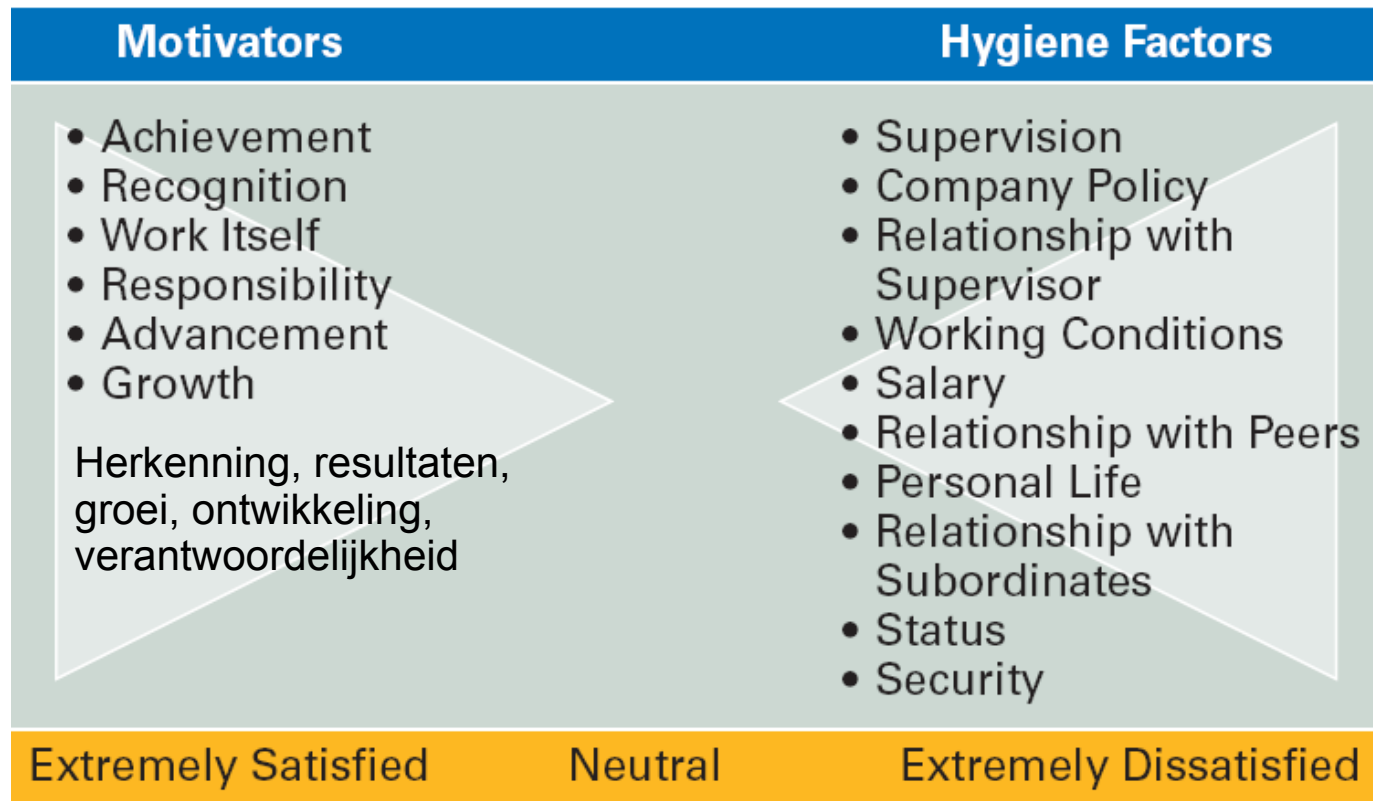
Loon = motivator of hygiene factor

> Bruto 3000, je groeit en het gaat naar 4000 en na een aantal jaren 5000, maar de toename van het loon is niet gelijkend met de toename van motivatie: is eerder vlak

> Mensen die hun job niet graag meer doen maar in een gouden kooi zitten

> loonstoeiname: intieel vreugdeeffect, maar 3 maanden later is dat verworven en normaal - het additionele effect op motivatie neemt af

Exhibit 16–2 Herzberg's Motivation-Hygiene Theory



Loon, werkcondities, personal life,... zorgen voor een minimaal niveau van motivatie. Als deze er niet zijn, dan gaat de motivatie stijl naar omlaag. Maar als deze toenemen gaat de motivatie lijn niet perse omhoog.

Exhibit 16–3 Contrasting Views of Satisfaction-Dissatisfaction

Traditional View

Satisfied

Dissatisfied

Herzberg's View

Motivators

Satisfaction

No Satisfaction

Hygiene Factors

No Dissatisfaction

Dissatisfaction

Contemporary Theories of Motivation

Dat waren jaren 60-70 theorieën, in de jaren 80 krijg je nieuwe theorieën

- Three-Needs Theory
- Goal-Setting Theory
- Reinforcement Theory
- Designing Motivating Jobs = de favoriete van de prof
- Equity Theory
- Expectancy Theory

Jonge mensen weten niet zo goed wat ze graag doen
> hier: niet iedereen heeft dezelfde dingen die motiveren
> McClelland: op 3 assen kun je mensen typeren

Motivation and Needs

- Three-Needs Theory (McClelland)

- There are three major acquired needs that are major motives in work.

- ❖ **Need for achievement (nAch)**

- The drive to excel and succeed

- De behoefte te hebben om een prestatie te behalen en groeien

- ❖ **Need for power (nPow)**

- The need to influence the behavior of others

- Invloed hebben, macht, status

- ❖ **Need of affiliation (nAff)**

- The desire for interpersonal relationships

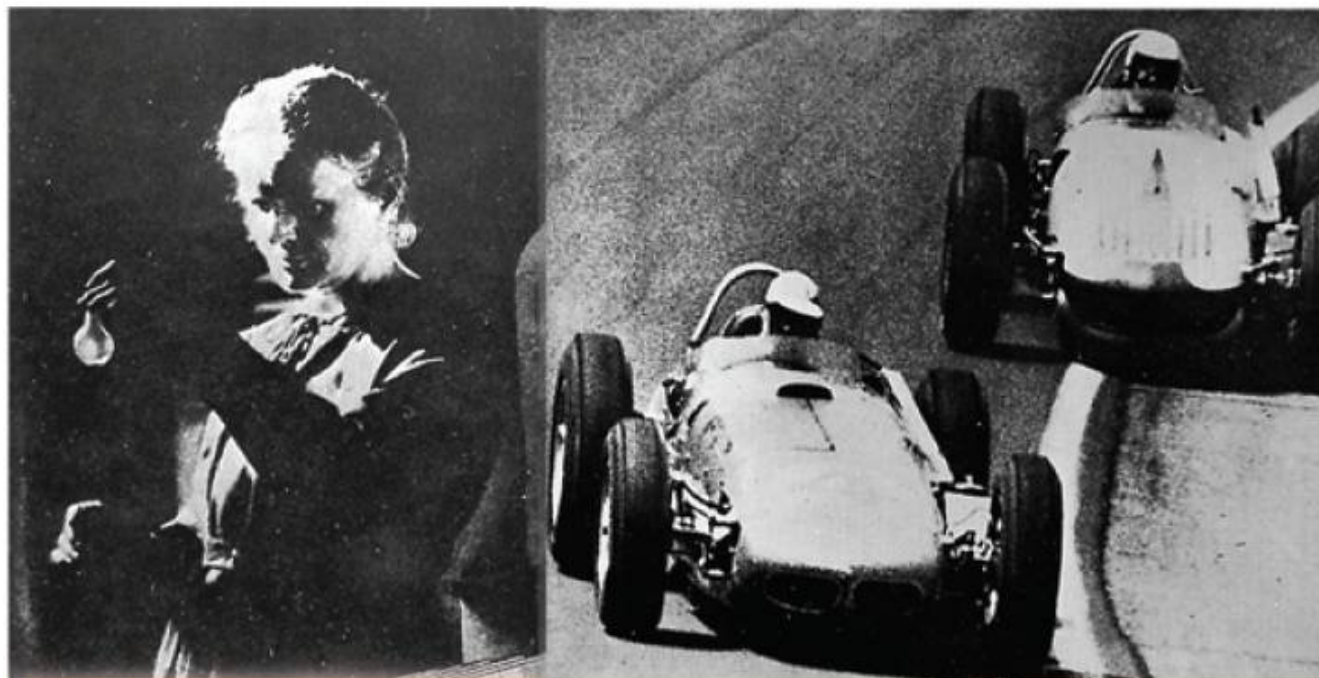
- Het gevoel hebben van graag gezien te worden, ik hoor bij mijn team

Projectieve test: wat je daarover verteld verteld je niks over de foto maar over jezelf

Bv rechts

- is het een wereldrace
- of is het het moment voor een crash?

Exhibit 16-4 Examples of Pictures Used for Assessing Levels of nAch, nAff, and nPow



nAch: Indicated by someone in the story wanting to perform or do something better.

nAff: Indicated by someone in the story wanting to be someone else and enjoy mutual friendship.

nPow: Indicated by someone in the story desiring to have an impact or make an impression on others in the story.

16-15

Krijg jij een goed gevoel om voor andere te zorgen: moet je in het onderwijs gaan of ziekenhuis = need for affiliation
Ambition (strategisch denken is mijn ding): bij hoge achtevent dan ga je mij McKinsey scoren (= top van consultancy)
> rode draad: mensen gaan op zoek naar de match met wat ze graag doen (als die er niet is - hou je de job niet vol):
wat geeft mij energie

Goal setting:

MBO = management by objectives

> geef mensen uitdagende doelen en ga ze stimulerend werken = een motor voor motivatie eens de doelen worden gerealiseerd

> goals setting is daar belangrijk

Het behalen van objectieven geeft motivatie =

gevaarlijk, stel je wilt iemand op 6 maand een burn out geven: je geeft iemand doelstellingen waarvan je zeker week dat die persoon dat niet haalt (maar ze gaan het wel geloven) en je herhaald dat twee a drie keer > je werkt je kapot > je geraakt er niet > je begint aan jezelf te twijfelen

Motivation and Goals

- Goal-Setting Theory

- Proposes that setting goals that are accepted, specific, and challenging yet achievable will result in higher performance than having no or easy goals.

- Is culture bound to the U.S. and Canada.

doelen moeten ambitieus maar realistisch zijn en je moet ze tegen zichzelf beschermen

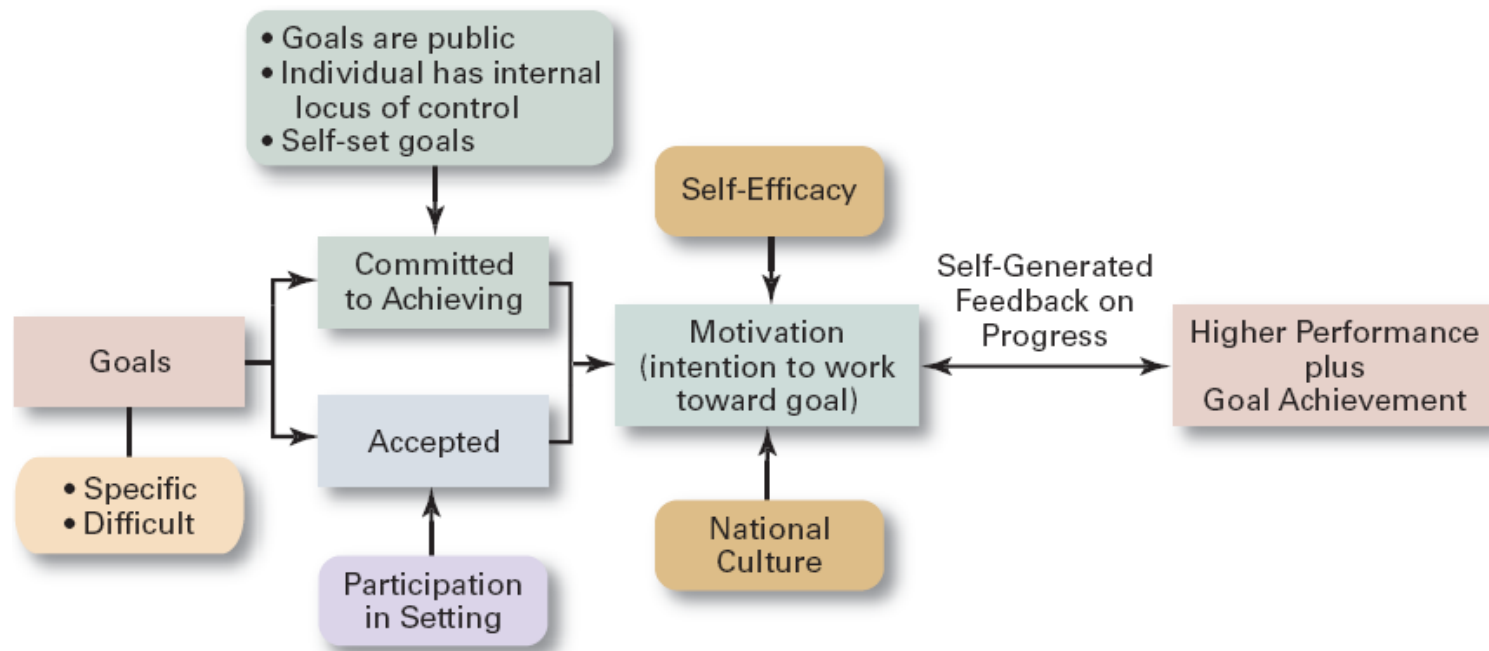
- Benefits of Participation in Goal-Setting

- Increases the acceptance of goals.

- Fosters commitment to difficult, public goals.

- Provides for self-feedback (internal locus of control) that guides behavior and motivates performance (self-efficacy).

Exhibit 16–5 Goal-Setting Theory



Komt uit psychology, maar de prof staat er wat scherp tegenover

= komt uit behaviorisme

= opgekomen jaren 20-40: conditioneren als leer strategie als ze iets goed doen: de beloning stuurt je naar goed gedrag = positief versterken van gewenst gedrag

Motivation and Behavior

- Reinforcement Theory

- Assumes that a desired behavior is a function of its consequences, is externally caused, and if reinforced, is likely to be repeated.

- ❖ Positive reinforcement is preferred for its long-term effects on performance

- ❖ Ignoring undesired behavior is better than punishment which may create additional dysfunctional behaviors.

Wij hebben reflectievermogen, we zijn geen beesten dus dit heeft zijn grenzen want we doen niet zomaar alles voor geld

> wel als er mensen goede dingen doen en die op dezelfde manier worden behandeld als mensen die slechte dingen doen - waarom zou ik meer doen als ik op een gemakkelijkere manier kan doen?

Designing Motivating Jobs

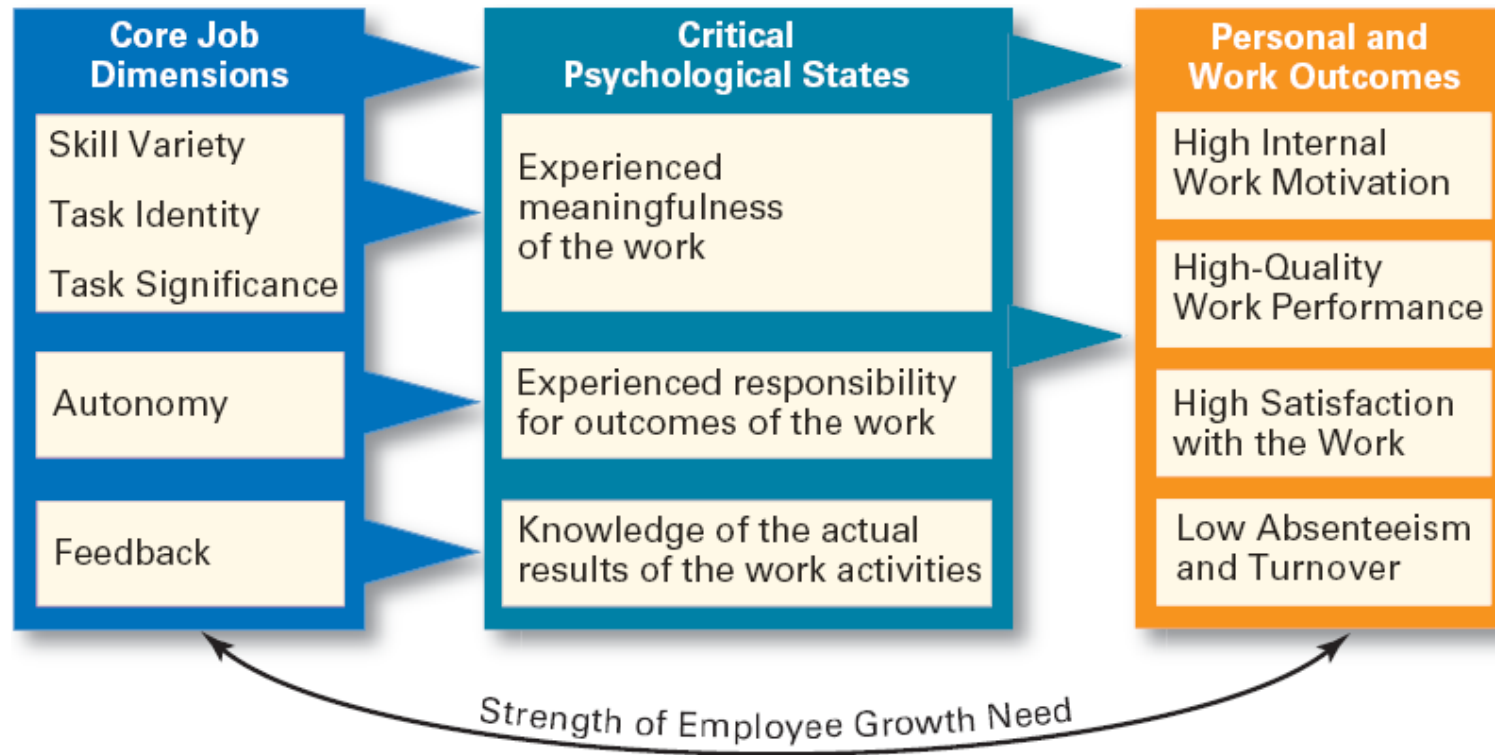
- Job Design

- The way into which tasks can be combined to form complete jobs.
- Factors influencing job design:
 - ❖ Changing organizational environment/structure
 - ❖ The organization's technology
 - ❖ Employees' skill, abilities, and preferences
- Job enlargement
 - ❖ Increasing the job's scope (number and frequency of tasks)
- Job enrichment
 - ❖ Increasing responsibility and autonomy (depth) in a job.

Designing Motivating Jobs (cont'd)

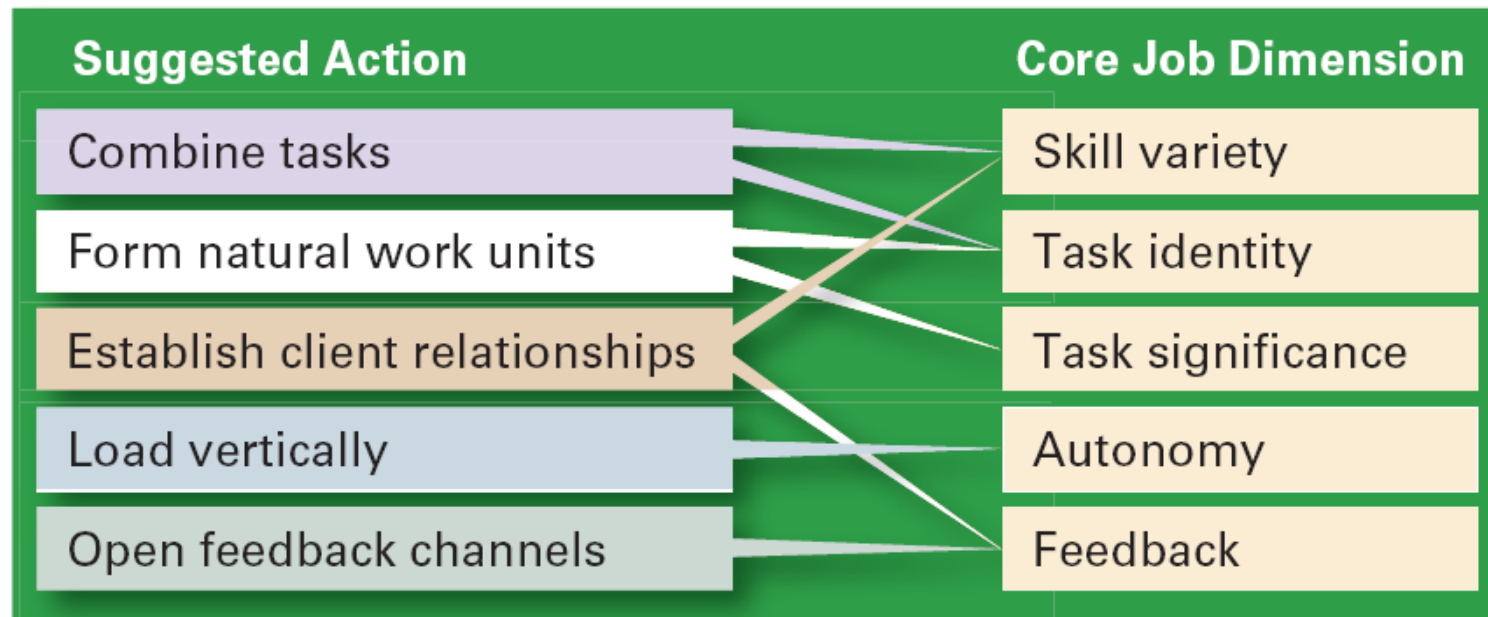
- Job Characteristics Model (JCM)
 - A conceptual framework for designing motivating jobs that create meaningful work experiences that satisfy employees' growth needs.
 - Five primary job characteristics:
 - ❖ **Skill variety:** how many skills and talents are needed?
 - ❖ **Task identity:** does the job produce a complete work?
 - ❖ **Task significance:** how important is the job?
 - ❖ **Autonomy:** how much independence does the jobholder have?
 - ❖ **Feedback:** do workers know how well they are doing?

Exhibit 16–6 Job Characteristics Model



Source: J.R. Hackman and J.L. Suttle (eds.). *Improving Life at Work* (Glenview, IL: Scott, Foresman, 1977). With permission of the authors.

Exhibit 16–7 Guidelines for Job Redesign



Source: J.R. Hackman and J.L. Suttle (eds.). *Improving Life at Work* (Glenview, IL: Scott, Foresman, 1977). With permission of the authors.

Designing Motivating Jobs (cont'd)

- Suggestions for Using the JCM
 - Combine tasks (job enlargement) to create more meaningful work.
 - Create natural work units to make employees' work important and whole.
 - Establish external and internal client relationships to provide feedback.
 - Expand jobs vertically (job enrichment) by giving employees more autonomy.
 - Open feedback channels to let employees know how well they are doing.

Deze is belangrijk en heeft niks te maken met de wisselwerking tussen de jobinhoud en wat je belangrijk vinden = het equity denken
Als de ene verkoopt voor 100k (jij) en de andere 60k (deze krijgt een bonis want heeft zitten zagen): jij krijgt geen bonus, jij bent slecht gezind en gedemotiveerd

Motivation and Perception

- Equity Theory

Ookal ben je tevreden met die 100k, zal er dus toch iets wringen

➤ Proposes that employees perceive what they get from a job situation (outcomes) in relation to what they put in (inputs) and then compare their inputs-outcomes ratio with the inputs-outcomes ratios of relevant others.

- ❖ If the ratios are perceived as equal then a state of equity (fairness) exists.
- ❖ If the ratios are perceived as unequal, inequity exists and the person feels under- or over-rewarded.
- ❖ When inequities occur, employees will attempt to do something to rebalance the ratios (seek justice).

Motivation and Perception (cont'd)

- Equity Theory (cont'd)

- Employee responses to perceived inequities:

- ❖ Distort own or others' ratios.
 - ❖ Induce others to change their own inputs or outcomes.
 - ❖ Change own inputs (increase or decrease efforts) or outcomes (seek greater rewards).
 - ❖ Choose a different comparison (referent) other (person, systems, or self).
 - ❖ Quit their job.

- Employees are concerned with both the absolute and relative nature of organizational rewards.

Exhibit 16–8 Equity Theory

Perceived Ratio Comparison ^a	Employee's Assessment
$\frac{\text{Outcomes A}}{\text{Inputs A}} < \frac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (underrewarded)
$\frac{\text{Outcomes A}}{\text{Inputs A}} = \frac{\text{Outcomes B}}{\text{Inputs B}}$	Equity
$\frac{\text{Outcomes A}}{\text{Inputs A}} > \frac{\text{Outcomes B}}{\text{Inputs B}}$	Inequity (overrewarded)

^a Person A is the employee, and person B is a relevant other or referent.

Motivation and Perception (cont'd)

- Equity Theory (cont'd)

- Distributive justice

- ❖ The perceived fairness of the amount and allocation of rewards among individuals (i.e., who received what).
 - Influences an employee's satisfaction.

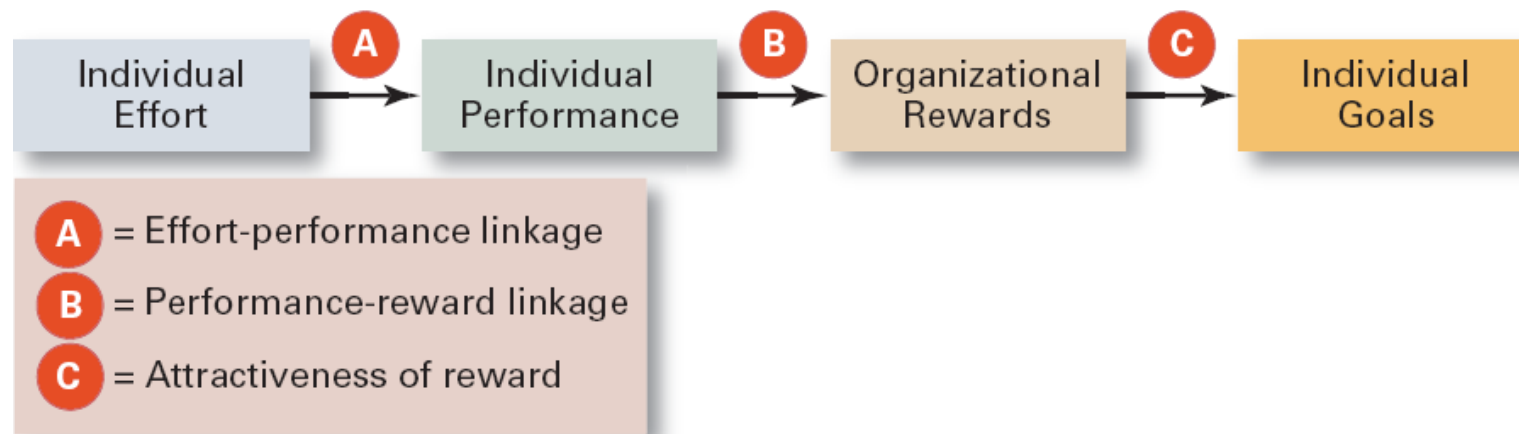
- Procedural justice

- ❖ The perceived fairness of the process use to determine the distribution of rewards (i.e., how who received what).
 - Affects an employee's organizational commitment.

Motivation and Behavior

- Expectancy Theory (Vroom)
 - States that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.
 - Key to the theory is understanding and managing employee goals and the linkages among and between effort, performance and rewards.
 - ❖ **Effort:** employee abilities and training/development
 - ❖ **Performance:** valid appraisal systems
 - ❖ **Rewards (goals):** understanding employee needs

Exhibit 16–9 Simplified Expectancy Model



Motivation and Behavior (cont'd)

- Expectancy Relationships

- Expectancy (effort-performance linkage)

- ❖ The perceived probability that an individual's effort will result in a certain level of performance.

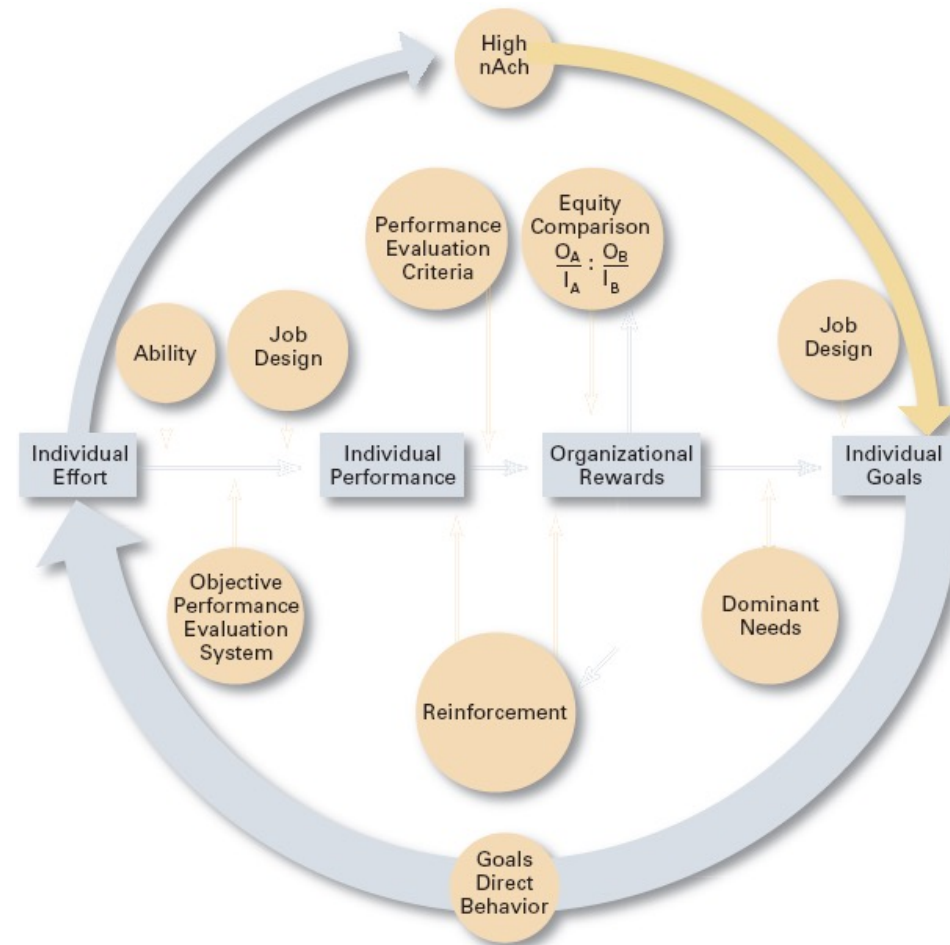
- Instrumentality

- ❖ The perception that a particular level of performance will result in the attaining a desired outcome (reward).

- Valence

- ❖ The attractiveness/importance of the performance reward (outcome) to the individual.

Exhibit 16–10 Integrating Contemporary Theories of Motivation



Current Issues in Motivation

- Cross-Cultural Challenges

- Motivational programs are most applicable in cultures where *individualism* and *quality of life* are cultural characteristics

- ❖ Uncertainty avoidance of some cultures inverts Maslow's needs hierarchy.
 - ❖ The need for achievement (nAch) is lacking in other cultures.
 - ❖ Collectivist cultures view rewards as "entitlements" to be distributed based on individual needs, not individual performance.

- Cross-Cultural Consistencies

- ❖ Interesting work is widely desired, as is growth, achievement, and responsibility.

Current Issues in Motivation (cont'd)

- Motivating Unique Groups of Workers
 - Motivating a diverse workforce through flexibility:
 - ❖ Men desire more autonomy than do women.
 - ❖ Women desire learning opportunities, flexible work schedules, and good interpersonal relations.

Current Issues in Motivation (cont'd)

- Flexible Work/Job schedules

- Compressed work week

- ❖ Longer daily hours, but fewer days

- Flexible work hours (flextime)

- ❖ Specific weekly hours with varying arrival, departure, lunch and break times around certain core hours during which all employees must be present.

- Job Sharing

- ❖ Two or more people split a full-time job.

- Telecommuting

- ❖ Employees work from home using computer links.

Current Issues in Motivation (cont'd)

- **Motivating Professionals**

- **Characteristics of professionals**

- ❖ Strong and long-term commitment to their field of expertise.
 - ❖ Loyalty is to their profession, not to the employer.
 - ❖ Have the need to regularly update their knowledge.
 - ❖ Don't define their workweek as 8:00 am to 5:00 pm.

- **Motivators for professionals**

- ❖ Job challenge
 - ❖ Organizational support of their work

Current Issues in Motivation (cont'd)

- **Motivating Contingent Workers**
 - Opportunity to become a permanent employee
 - Opportunity for training
 - Equity in compensation and benefits
- **Motivating Low-Skilled, Minimum-Wage Employees**
 - Employee recognition programs
 - Provision of sincere praise

Current Issues in Motivation (cont'd)

- Designing Appropriate Rewards Programs

- Open-book management

- ❖ Involving employees in workplace decision by opening up the financial statements of the employer.

- Employee recognition programs

- ❖ Giving personal attention and expressing interest, approval, and appreciation for a job well done.

- Pay-for-performance

- ❖ Variable compensation plans that reward employees on the basis of their performance:
 - Piece rates, wage incentives, profit-sharing, and lump-sum bonuses

Current Issues in Motivation (cont'd)

- Designing Appropriate Rewards Programs (cont'd)

- Stock option programs

- ❖ Using financial instruments (in lieu of monetary compensation) that give employees the right to purchase shares of company stock at a set (option) price.
 - ❖ Options have value if the stock price rises above the option price; they become worthless if the stock price falls below the option price.

Exhibit 16–11 Recommendations for Designing Stock Options

Design Question	Choices	Recommendations
Who receives them?	• Broad-based or restricted	Match company growth prospects, management style, and organizational culture.
How many?	• Large or small percentage of employee income	Match company growth prospects.
	• Many or few options in previous grants	Know that large, previous grants may increase recipient risk aversion.
What terms?	• Vesting*	Should match business cycle.
	• Maturity	Terms shorter than 10 years can create stronger pay-for-performance relationships.
How often?	• Fixed or variable schedule	Predictable grants may reduce incentive alignment prospects. Internal equity issues may result from schedules that result in a variety of exercise prices.

* Vesting refers to the time that must pass before a person can exercise the option.

Source: P. Brandes, R. Dharwadkar, and G.V. Lemesis, "Effective Employee Stock Option Design: Reconciling Stakeholder, Strategic, and Motivational Factors," *Academy of Management Executive*, February 2003, p. 84.

Exhibit 16–11 (cont'd) Recommendations for Designing Stock Options

Design Question	Choices	Recommendations
What price?	• Fair-market value • Premium • Discounted • Indexed	Employees must view stock option exercise prices as feasible and believe that chosen benchmarks are appropriate.
What ownership?	• Holding requirements after exercise • Ownership guidelines	Requiring recipients to hold some of their shares after exercise encourages better incentive alignment. Clear general ownership guidelines can also increase incentive alignment.

Source: P. Brandes, R. Dharwadkar, and G.V. Lemos, "Effective Employee Stock Option Design: Reconciling Stakeholder, Strategic, and Motivational Factors," *Academy of Management Executive*, February 2003, p. 84.

From Theory to Practice: Guidelines for Motivating Employees

- Use goals
- Ensure that goals are perceived as attainable
- Individualize rewards
- Link rewards to performance
- Check the system for equity
- Use recognition
- Show care and concern for employees
- Don't ignore money

Terms to Know

- motivation
- hierarchy of needs theory
- physiological needs
- safety needs
- social needs
- esteem needs
- self-actualization needs
- Theory X
- Theory Y
- motivation-hygiene theory
- hygiene factors
- motivators
- three-needs theory
- need for achievement (nAch)
- need for power (nPow)
- need for affiliation (nAff)
- goal-setting theory
- self-efficacy
- reinforcement theory
- reinforcers
- job design
- job scope
- job enlargement

Terms to Know (cont'd)

- job enrichment
- job depth
- job characteristics model (JCM)
- skill variety
- task identity
- task significance
- autonomy
- feedback
- equity theory
- referents
- distributive justice
- procedural justice
- expectancy theory
- compressed workweek
- flexible work hours (flextime)
- job sharing
- telecommuting
- open-book management
- employee recognition programs
- pay-for-performance programs
- stock options