ORGANIZATIONAL BEHAVIOR
Basic Motivation Concepts
After studying this chapter, you should be able to:

1. Outline the motivation process.
2. Describe Maslow’s need hierarchy.
3. Contrast Theory X and Theory Y.
4. Differentiate motivators from hygiene factors.
5. List the characteristics that high achievers prefer in a job.
6. Summarize the types of goals that increase performance.
After studying this chapter, you should be able to:

7. Explain the job characteristics model.
8. State the impact of underrewarding employees.
9. Clarify key relationships in expectancy theory.
10. Explain how the contemporary theories of motivation complement each other.
Motivation

The processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.

Key Elements

1. Intensity: how hard a person tries
2. Direction: toward beneficial goal
3. Persistence: how long a person tries
*Hierarchy of Needs Theory (Maslow)*

**Hierarchy of Needs Theory**

There is a hierarchy of five needs—physiological, safety, social, esteem, and self-actualization; as each need is substantially satisfied, the next need becomes dominant.

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**Self-Actualization**

The drive to become what one is capable of becoming.
**Lower-Order Needs**
Needs that are satisfied externally; physiological and safety needs.

**Higher-Order Needs**
Needs that are satisfied internally; social, esteem, and self-actualization needs.
Theory X
Assumes that employees dislike work, lack ambition, avoid responsibility, and must be directed and coerced to perform.

Theory Y
Assumes that employees like work, seek responsibility, are capable of making decisions, and exercise self-direction and self-control when committed to a goal.
Two-Factor (Motivation-Hygiene) Theory

Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction.

Hygiene Factors

Factors—such as company policy and administration, supervision, and salary—that, when adequate in a job, placate workers. When factors are adequate, people will not be dissatisfied.
Factors characterizing events on the job that led to extreme job dissatisfaction

Factors characterizing events on the job that led to extreme job satisfaction

Company policy and administration
Supervision
Relationship with supervisor
Work conditions
Salary
Relationship with peers
Personal life
Relationship with subordinates
Status
Security

Achievement
Recognition
Work itself
Responsibility
Advancement
Growth

All factors contributing to job dissatisfaction

69 Hygiene
19

All factors contributing to job satisfaction

81 Motivators
31

80% 60% 40% 20% 0% 20% 40% 60% 80%
**Contrasting Views of Satisfaction and Dissatisfaction**

### Traditional view

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
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### Herzberg’s view

<table>
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<th>Motivators</th>
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<tbody>
<tr>
<td>Satisfaction</td>
<td>No dissatisfaction</td>
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<table>
<thead>
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<tbody>
<tr>
<td>No dissatisfaction</td>
<td>Dissatisfaction</td>
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</table>
ERG Theory

There are three groups of core needs: existence, relatedness, and growth.

Core Needs
- Existence: provision of basic material requirements.
- Relatedness: desire for relationships.
- Growth: desire for personal development.

Concepts:
- More than one need can be operative at the same time.
- If a higher-level need cannot be fulfilled, the desire to satisfy a lower-level need increases.
Need for Achievement
The drive to excel, to achieve in relation to a set of standards, to strive to succeed.

Need for Affiliation
The desire for friendly and close personal relationships.

Need for Power
The need to make others behave in a way that they would not have behaved otherwise.
Matching High Achievers and Jobs

Achievers prefer jobs that offer:

- Personal responsibility
- Feedback
- Moderate risks
Cognitive Evaluation Theory

Providing an extrinsic reward for behavior that had been previously only intrinsically rewarding tends to decrease the overall level of motivation.

The theory may only be relevant to jobs that are neither extremely dull nor extremely interesting.
"What do you mean money isn’t everything? This is a bank!"
Goal-Setting Theory

The theory that specific and difficult goals, with feedback, lead to higher performance.

Factors influencing the goals–performance relationship:

Goal commitment, adequate self-efficacy, task characteristics, and national culture.

Self-Efficacy

The individual’s belief that he or she is capable of performing a task.
The assumption that behavior is a function of its consequences.

**Concepts:**

Behavior is environmentally caused.

Behavior can be modified (reinforced) by providing (controlling) consequences.

Reinforced behavior tends to be repeated.
Job Characteristics

Model

Identifies five job characteristics and their relationship to personal and work outcomes.

Characteristics:
1. Skill variety
2. Task identity
3. Task significance
4. Autonomy
5. Feedback
Job Characteristics Model

Jobs with skill variety, task identity, task significance, autonomy, and for which feedback of results is given, directly affect three psychological states of employees:

- Knowledge of results
- Meaningfulness of work
- Personal feelings of responsibility for results

Increases in these psychological states result in increased motivation, performance, and job satisfaction.
Core job dimensions
- Skill variety
- Task identity
- Task significance

Critical psychological states
- Experienced meaningfulness of the work
- Experienced responsibility for outcomes of the work
- Knowledge of the actual results of the work activities

Personal and work outcomes
- High internal work motivation
- High-quality work performance
- High satisfaction with the work
- Low absenteeism and turnover

Employee growth-need strength
Skill Variety

The degree to which a job requires a variety of different activities.

Task Identity

The degree to which the job requires completion of a whole and identifiable piece of work.

Task Significance

The degree to which the job has a substantial impact on the lives or work of other people.
Autonomy

The degree to which the job provides substantial freedom and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.
Feedback

The degree to which carrying out the work activities required by a job results in the individual obtaining direct and clear information about the effectiveness of his or her performance.
People who work on jobs with high core dimensions are generally more motivated, satisfied, and productive.

Job dimensions operate through the psychological states in influencing personal and work outcome variables rather than influencing them directly.

Motivating Potential Score (MPS) = \[
\left[ \frac{\text{Skill variety}}{\text{3}} + \frac{\text{Task identity}}{\text{3}} + \frac{\text{Task significance}}{\text{3}} \right] \times \text{Autonomy} \times \text{Feedback}
\]
Social Information Processing (SIP) Model

The fact that people respond to their jobs as they perceive them rather than to the objective jobs themselves.

Concept:
Employee attitudes and behaviors are responses to social cues by others.
*Concepts of the SIP Model*

* Employees adopt attitudes and behaviors in response to the social cues provided by others (e.g., coworkers) with whom they have contact.

* Employees’ perception of the characteristics of their jobs is as important as the actual characteristics of their jobs.
Equity Theory

Individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities.

Referent Comparisons:
- Self-inside
- Self-outside
- Other-inside
- Other-outside
### Equity Theory (cont’d)

<table>
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<th>Ratio Comparisons*</th>
<th>Perception</th>
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<td>$O/I_A &lt; O/I_B$</td>
<td>Inequity due to being underrewarded</td>
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<td>$O/I_A = O/I_B$</td>
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*Where $O/I_A$ represents the employee; and $O/I_B$ represents relevant others.*
* Equity Theory (cont’d)

Choices for dealing with inequity:
1. Change inputs (slack off)
2. Change outcomes (increase 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)
Propositions relating to inequitable pay:

1. Overrewarded hourly employees produce more than equitably rewarded employees.

2. Overrewarded piece-work employees produce less, but do higher quality piece work.

3. Underrewarded hourly employees produce lower quality work.

4. Underrewarded employees produce larger quantities of lower-quality piece work than equitably rewarded employees.
Distributive Justice
Perceived fairness of the amount and allocation of rewards among individuals.

Procedural Justice
The perceived fairness of the process to determine the distribution of rewards.
Expectancy Theory (Victor Vroom)

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 that outcome to the individual.
Expectancy Theory Relationships

* Effort-Performance Relationship
  * The probability that exerting a given amount of effort will lead to performance.

* Performance-Reward Relationship
  * The belief that performing at a particular level will lead to the attainment of a desired outcome.

* Rewards-Personal Goals Relationship
  * The degree to which organizational rewards satisfy an individual’s goals or needs and the attractiveness of potential rewards for the individual.
Performance Dimensions

- Ability
- Motivation
- Performance
- Opportunity
* Integrating Contemporary Theories of Motivation