Chapter 4: Theories of Motivation

Organizational Behaviour

5th Canadian Edition

Langton / Robbins / Judge

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Chapter Outline

- What Is Motivation?
- Needs Theories of Motivation
- Process Theories of Motivation
- Responses to the Reward System
- Motivating Employees Through Reinforcement
- Motivation for Whom?
Theories of Motivation

1. What is motivation?
2. How do needs motivate people?
3. Are there other ways to motivate people?
4. Do equity and fairness matter?
5. What role does reinforcement play in motivation?
6. What are the ethics behind motivation theories?
Exhibit 4-1 Maslow’s Hierarchy of Needs

- Physiological
- Safety
- Social
- Esteem
- Self-actualization
Exhibit 4-2 Comparison of Satisfiers and Dissatisfiers


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Exhibit 4-3 Contrasting Views of Satisfaction and Dissatisfaction

Traditional view

Dissatisfaction | Satisfaction

Herzberg's view

Dissatisfaction | No Dissatisfaction

Hygiene Factors

No Satisfaction | Satisfaction

Motivators
Exhibit 4-4 Relationship of Various Needs Theories

Maslow

- Self-Actualization
- Esteem
- Affiliation
- Security
- Physiological

Alderfer

- Growth
- Relatedness
- Existence

Herzberg

- Motivators
- Hygiene Factors

McClelland

- Need for Achievement
- Need for Power
- Need for Affiliation

Maslow's hierarchy of needs includes:

1. Physiological needs
2. Safety needs
3. Social needs
4. Esteem needs
5. Self-actualization needs

Alderfer's ERG theory includes:

1. Existence needs
2. Relatedness needs
3. Growth needs

Herzberg's two-factor theory includes:

1. Hygiene factors (Existence and Relatedness)
2. Motivators (Growth)

McClelland's three needs theory includes:

1. Achievement
2. Power
3. Affiliation

Exhibit 4-6 How Does Expectancy Theory Work?

My professor offers me $1 million if I memorize the textbook by tomorrow morning.

Expectancy

<table>
<thead>
<tr>
<th>Effort</th>
<th>Performance Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>No matter how much effort I put in, probably not possible to memorize the text in 24 hours</td>
<td></td>
</tr>
<tr>
<td>E=0</td>
<td></td>
</tr>
</tbody>
</table>

Instrumentality

<table>
<thead>
<tr>
<th>Performance</th>
<th>Rewards Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professor does not look like someone who has $1 million</td>
<td></td>
</tr>
<tr>
<td>I=0</td>
<td></td>
</tr>
</tbody>
</table>

Valence

<table>
<thead>
<tr>
<th>Rewards</th>
<th>Personal Goals Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are a lot of wonderful things I could do with $1 million</td>
<td></td>
</tr>
<tr>
<td>V=1</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion: Though I value the reward, I will not be motivated to do this task.
## Exhibit 4-7 Steps to Increasing Motivation, Using Expectancy Theory

<table>
<thead>
<tr>
<th>Improving Expectancy</th>
<th>Improving Instrumentality</th>
<th>Improving Valence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the ability of the individual to perform</td>
<td>Increase the individual belief that performance will lead to reward</td>
<td>Make sure that the reward is meaningful to the individual</td>
</tr>
<tr>
<td>- Make sure employees have skills for the task</td>
<td>- Observe and recognize performance</td>
<td>- Ask employees what rewards they value</td>
</tr>
<tr>
<td>- Provide training</td>
<td>- Deliver rewards as promised</td>
<td>- Give rewards that are valued</td>
</tr>
<tr>
<td>- Assign reasonable tasks and goals</td>
<td>- Indicate to employees how previous good performance led to greater rewards</td>
<td></td>
</tr>
</tbody>
</table>

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Exhibit 4-8 Locke’s Model of Goal Setting

Goals motivate by...

- Directing attention
- Regulating effort
- Increasing persistence
- Encouraging the development of strategies and action plans

Task performance

Exhibit 4-9 Joint Efforts of Goals and Self Efficacy on Performance

EXHIBIT 4-9 Joint Effects of Goals and Self-Efficacy on Performance

Manager sets difficult, specific goal for job or task

Individual has confidence that given level of performance will be attained (self-efficacy)

Individual sets higher personal (self-set) goal for his or her performance

Individual has higher level of job or task performance

Exhibit 4-10
Equity Theory

Ratio of Output to Input

Person 1
Person 2

Person 1
Person 2

Person 1
Person 2

Person 1's Perception

Inequity, under-rewarded

Equity

Inequity, over-rewarded
Exhibit 4-11 Model of Organizational Justice

**EXHIBIT 4-11 Models of Organizational Justice**

**Distributive Justice**

*Definition:* perceived fairness of outcome  
*Example:* I got the pay raise I deserved.

**Procedural Justice**

*Definition:* perceived fairness of process used to determine outcome  
*Example:* I had input into the process used to give raises and was given a good explanation of why I received the raise I did.

**Interactional Justice**

*Definition:* perceived degree to which one is treated with dignity and respect  
*Example:* When telling me about my raise, my supervisor was very nice and complimentary.

**Organizational Justice**

*Definition:* overall perception of what is fair in the workplace  
*Example:* I think this is a fair place to work.

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### Exhibit 4-12 Building Blocks for Intrinsic Rewards

<table>
<thead>
<tr>
<th>Leading for Choice</th>
<th>Leading for Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Delegated authority</td>
<td></td>
</tr>
<tr>
<td>• Trust in workers</td>
<td></td>
</tr>
<tr>
<td>• Security (no punishment) for honest mistakes</td>
<td></td>
</tr>
<tr>
<td>• A clear purpose</td>
<td></td>
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<tr>
<td>• Information</td>
<td></td>
</tr>
<tr>
<td>• Knowledge</td>
<td></td>
</tr>
<tr>
<td>• Positive feedback</td>
<td></td>
</tr>
<tr>
<td>• Skill recognition</td>
<td></td>
</tr>
<tr>
<td>• Challenge</td>
<td></td>
</tr>
<tr>
<td>• High, non-comparative standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading for Meaningfulness</th>
<th>Leading for Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A non-cynical climate</td>
<td></td>
</tr>
<tr>
<td>• Clearly identified passions</td>
<td></td>
</tr>
<tr>
<td>• An exciting vision</td>
<td></td>
</tr>
<tr>
<td>• Relevant task purposes</td>
<td></td>
</tr>
<tr>
<td>• Whole tasks</td>
<td></td>
</tr>
<tr>
<td>• A collaborative climate</td>
<td></td>
</tr>
<tr>
<td>• Milestones</td>
<td></td>
</tr>
<tr>
<td>• Celebrations</td>
<td></td>
</tr>
<tr>
<td>• Access to customers</td>
<td></td>
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<tr>
<td>• Measurement of improvement</td>
<td></td>
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</tbody>
</table>

### Exhibit 4-13  Types of Reinforcement

<table>
<thead>
<tr>
<th>Reinforcement Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive reinforcement</td>
<td>A manager praises an employee for a job well done.</td>
</tr>
<tr>
<td>Negative reinforcement</td>
<td>An instructor asks a question and a student looks through her lecture notes to avoid being called on. She has learned that looking busily through her notes prevents the instructor from calling on her.</td>
</tr>
<tr>
<td>Punishment</td>
<td>A manager gives an employee a two-day suspension from work without pay for showing up drunk.</td>
</tr>
<tr>
<td>Extinction</td>
<td>An instructor ignores students who raise their hands to ask questions. Hand-raising becomes extinct.</td>
</tr>
</tbody>
</table>

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## Exhibit 4-14 Schedules of Reinforcement

<table>
<thead>
<tr>
<th>Reinforcement Schedule</th>
<th>Nature of Reinforcement</th>
<th>Effect on Behaviour</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Reward given after each desired behaviour</td>
<td>Fast learning of new behaviour but rapid extinction</td>
<td>Compliments</td>
</tr>
<tr>
<td>Fixed-interval</td>
<td>Reward given at fixed time intervals</td>
<td>Average and irregular performance with rapid extinction</td>
<td>Weekly paycheques</td>
</tr>
<tr>
<td>Variable-interval</td>
<td>Reward given at variable time intervals</td>
<td>Moderately high and stable performance with slow extinction</td>
<td>Pop quizzes</td>
</tr>
<tr>
<td>Fixed-ratio</td>
<td>Reward given at fixed amounts of output</td>
<td>High and stable performance attained quickly but also with rapid extinction</td>
<td>Piece-rate pay</td>
</tr>
<tr>
<td>Variable-ratio</td>
<td>Reward given at variable amounts of output</td>
<td>Very high performance with slow extinction</td>
<td>Commissioned sales</td>
</tr>
</tbody>
</table>

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Summary and Implications

1. **What is Motivation?**
   - Motivation is the process that accounts for an individual’s intensity, direction, and persistence of effort toward reaching the goal.

2. **How do needs motivate people?**
   - All needs theories of motivation propose a similar idea: individuals have needs that, when unsatisfied, will result in motivation.

3. **Are there other ways to motivate people?**
   - Process theories focus on the broader picture of how someone can set about motivating another individual. Process theories include expectancy theory and goal setting theory (and its application, management by objectives).
Summary and Implications

4. Do equity and fairness matter?
   – Individuals look for fairness in the reward system. Rewards should be perceived by employees as related to the inputs they bring to the job.

5. What role does reinforcement play in motivation?
   – B. F. Skinner suggested that behaviour is influenced by whether or not it is reinforced. Managers might consider, then, how their actions towards employees reinforce (or do not reinforce) employee behaviour.

6. What are the ethics behind motivation theories?
   – There is a debate among theorists about whether motivation theories are used for the employees’ benefit or to just improve productivity.