**Chapter 11**

**MOTIVATING FOR HIGH PERFORMANCE**

Chapter Outline

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Changes From 5e to 6e Chapter 11

* Chapter 11 was Chapter 11 in the 5e, with the same chapter title.
* While retaining the classical motivation theory references, new ones are added for a total of 79 percent new references to this edition.
* The first section title is the same, but its subsection titles have been changed and the introduction has been rewritten.
* The subsection Acquired Needs Theory has been reorganized and condensed, and it now includes the Manager Acquired Needs Profile.
* The Employee Rewards and Recognition section title has been changed to Motivating Employees with Rewards and Recognition. The two subsections on reward and recognition programs have been combined and completely rewritten.

**Lecture Outline**

**Note:** The textbook supplements include a PowerPoint presentation for each chapter, which can be used rather than or in addition to this lecture outline.

1. MOTIVATION AND PERFORMANCE

**A. What Is Motivation and How Does It Affect Performance?**

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| Learning Outcome (LO) 11–1. Illustrate the motivation process.  Employees go through a five-step process to meet their needs. Note that this is a cyclical process, because needs recur. |

1. **Motivation and Effort**

**Motivation** is the willingness to achieve organizational objectives or to go above and beyond the call of duty (organizational citizenship behavior). People primarily do what they do to meet their needs or wants. Understanding that people are motivated by self-interest is key to understanding motivation.

Motivational *effort* has three parts: *Initiation* *of effort* refers to how much effort to exert (what level of performance will I go for?). *Direction* *of effort* refers to where to put effort (do I do job a or b?). *Persistence of effort* refers to how long effort will be forth coming (do I keep pushing or let up?)

1. **The Motivation Process**

Through the **motivation process**, employees go from need to motive to behavior to consequence to satisfaction or dissatisfaction.

**[INSERT EXTRACTED FIGURE.]**

A need or want motivates behavior. However, needs and motives are complex; people don’t always know what their needs are or why they do the things they do.

You cannot observe motives, but you can observe behavior and infer the motive. However, it is not easy to know why people behave the way they do, because people may do the same things for different reasons. Also, people often attempt to satisfy several needs at once.

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| **Communication Skills Question (CSQ) 11–1. Do people really have diverse needs?**  They definitely do. Students should realize that people have different needs and must be treated differently but equally. |

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| **CSQ 11–2. What is motivation, and why is it important to know how to motivate employees?**  Motivation is the willingness to achieve organizational objectives or to go above and beyond the call of duty (organizational citizenship behavior). Motivation is important because if employees are not willing to achieve the objectives, the company will not be successful. The company’s success is based on its employees. |

1. **The Role of Expectations in Motivation and Performance**

The poor performance of employees can be caused inadvertently by managers themselves and may not result from poor skills, a lack of experience, or insufficient motivation. Recall the Pygmalion effect (Chapter 10): Managers’ attitudes toward and expectations and treatment of employees largely determine their performance.

In addition to managers’ expectations, employees’ expectations also affect performance. Closely related to the Pygmalion Effect is the *self-fulfilling prophecy*. You will live up or down to your own expectations.

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| **CSQ 11–3. Do you agree that managers’ attitudes and expectations affect employee motivation and performance? Explain your answer.**  Answers will vary, but students should realize that managers’ attitudes toward and expectations and treatment of employees largely determine their performance. |

1. **Motivation and the Performance Formula**

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| LO 11–2. Explain the performance formula and how to use it.  The performance formula proposes that performance is based on ability, motivation, and resources. For maximum performance, all three factors must be high. When performance is not optimum, managers need to determine which factor of the performance formula is weak and take appropriate action to correct the problem. |

Generally, a motivated employee will try harder than an unmotivated one to do a good job. However, performance is not simply based on motivation. Three interdependent factors determine the level of performance attained: ability, motivation, and resources*.* The interaction of these factors can be expressed as a **performance formula**: performance = ability × motivation × resources.For maximum performance, all three factors must be high. When performance is not optimum, you must determine which performance factor needs to be improved.

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| **Review Question (RQ) 11–1. How is the performance formula used by managers?**  To increase performance, managers determine the ability, motivation, and resources to determine which area needs to be improved to increase performance. |

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| **CSQ 11–4. Do you agree with the performance formula? Will you use it on the job?**  Answers will vary. |

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| **APPLYING THE CONCEPT Answers**  AC 11–1—The Performance Formula  b 1. Motivation. For some reason, Tony lacks motivation.  a 2. Ability. The others seem to have greater ability.  b 3. Motivation. This person is not willing to do the work to get the grades.  c 4. Resources. The team could not do its work because a resource (the printing press) was down.  c 5. Resources. The display book is a resource. |

**B. An Overview of Three Major Classes of Motivation Theories**

There is no single universally accepted theory of how to motivate people. Exhibit 11–1 lists the major motivation theories.

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| **RQ 11–2. What are the three major classes of motivation theories?**  The three major classes of motivation theories are content motivation theories, process motivation theories, and reinforcement theory. |

1. CONTENT MOTIVATION THEORIES

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| LO 11–3. Discuss the major similarities and differences among the four content motivation theories: hierarchy of needs theory, ERG theory, two-factor theory, and acquired needs theory.  The similarity among the four content motivation theories is their focus on identifying and understanding employees’ needs. The theories identify similar needs but differ in the way they classify the needs. Hierarchy of needs theory classifies needs as physiological, safety, social, esteem, and self-actualization needs. ERG theory proposes existence, relatedness, and growth needs. Two-factor theory includes motivators and maintenance factors. Acquired needs theory includes achievement, power, and affiliation needs. (See Exhibits 11–1 and 11–4 for a comparison of the four content theories of motivation.) |

According to content motivation theorists, if you want to have satisfied employees, you must meet their needs. The key to achieving organizational objectives is to meet the needs of employees.

**Content motivation theories** focus on identifying and understanding employees’ needs.

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| **RQ** 11–**3. What are the four content motivation theories?**  The four content motivation theories are hierarchy of needs theory, ERG theory, two-factor theory, and acquired needs theory. |

**A. Hierarchy of Needs Theory**

The **hierarchy of** **needs** **theory** proposes that employees are motivated by five levels of needs: physiological, safety, social, esteem, and self-actualization. Abraham Maslow developed this theory in the 1940s based on four major assumptions: (1) Only unmet needs motivate. (2) People’s needs are arranged in order of importance (in a hierarchy) from basic to complex. (3) People will not be motivated to satisfy a higher-level need unless the lower-level needs have been at least minimally satisfied. (4) People have five levels of needs, listed here in hierarchical order from lowest to highest:

* ***Psychological needs.*** These are people’s basic needs for air, water, food, shelter, sex, and relief from or avoidance of pain.
* ***Safety needs.*** Once they satisfy their psychological needs, people are concerned with safety and security.
* ***Social needs.*** After establishing safety, people look for love, friendship, acceptance, and affection.
* ***Esteem needs.*** After they meet their social needs, people focus on acquiring status, self-respect, recognition for accomplishments, and a feeling of self-confidence and prestige.
* ***Self-actualization needs.*** The highest-level need is to develop one’s full potential. To do so, people seek growth, achievement, and advancement.

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| WORK APPLICATION Example student answer  **11–1. Describe how your needs at each of Maslow’s levels are addressed by an organization you work for now or were addressed by one you worked for in the past.**  I worked at a bottling factory last year.  ***Psychological needs.***They provided water coolers at numerous places in the factory.  ***Safety needs.***We received training on our first day on how to run the machines. We were also given a pair of safety goggles to wear each time we ran a machine.  ***Social needs.***We worked in groups every day, so I developed friendships with some of my coworkers.  ***Esteem needs.***I was given the “Employee of the Month” award twice.  ***Self-actualization needs.***By the end of the summer, I was made supervisor for my area. |

1. **Motivating Employees with Hierarchy of Needs Theory**

Managers should meet employees’ lower-level needs so that those needs will not dominate the employees’ motivational process. Exhibit 11–2 lists ways in which organizations attempt to meet the needs in Maslow’s hierarchy.

**B. ERG Theory**

A well-known simplification of the hierarchy of needs theory, the **ERG theory**, proposes that employees are motivated by three needs: existence, relatedness, and growth.Clayton Alderfer reorganized Maslow’s hierarchy of five types of needs into three needs: existence (psychological and safety needs), relatedness (social), and growth (esteem and self-actualization). Alderfer agreed with Maslow that unsatisfied needs motivate individuals, and he theorized that more than one need may be active at one time.

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| **RQ 11–4. What do the *E*, *R*, and *G* stand for in ERG Theory?**  *E* stands for existence, *R* for relatedness, and *G* for growth. |

1. **Motivating Employees with ERG Theory**

To apply ERG theory, an organization must determine which employee needs have been met and which have not been met or have been frustrated and then must plan how to meet the unsatisfied needs.

**C. Two-Factor Theory**

In the 1950s, Frederick Herzberg classified two sets of needs that he called *factors*.Herzberg combined lower-level needs into one classification he called *maintenance factors* and higher-level needs into one classification he called *motivators*. The **two-factor theory** proposes that employees are motivated by motivators rather than by maintenance factors.Maintenance factors are also called *extrinsic motivators*, because the motivation comes from outside the job. Extrinsic motivators include such things as pay, job security, working conditions, fringe benefits, and relationships. Motivators are called *intrinsic motivators* because the motivation comes from the work itself. Intrinsic motivators include such things as recognition, achievement, growth, and advancement.

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| **RQ** 11–**5. What are the two factors in Herzberg’s two-factor theory?**  The two factors in Herzberg’s two-factor theory are maintenance factors and motivators. |

Based on their research, Herzberg and his associates disagreed with the traditional view that satisfaction and dissatisfaction were at opposite ends of a single continuum. Instead, they proposed two continuums: one for maintenance factors (which refer to the external environment) and one for motivators. The continuum for maintenance factors runs from not dissatisfied to dissatisfied. The continuum for motivators runs from satisfied to not satisfied.

Herzberg contended that addressing maintenance factors will keep employees from being dissatisfied, but it will not make them satisfied or motivate them. For example, if employees are dissatisfied with their pay (a maintenance factor) and they get a raise, they will no longer be dissatisfied. However, before long employees will get accustomed to the new standard of living and become dissatisfied again. They will need another raise to avoid becoming dissatisfied again. This becomes a repeating cycle.

The current view of money as a motivator is that money matters more to some people than to others and that it may motivate some employees. However, money does not necessarily motivate employees to work harder.

1. **Motivating Employees with Two-Factor Theory**

Organizations need to ensure that employees are not dissatisfied with maintenance factors and then focus on motivating them through their jobs.

Employees are more motivated when they feel they are doing meaningful work, and when they feel good about their jobs, they are more committed to the organization and stay with the firm longer. One successful way to motivate employees is to build challenges and opportunities for achievement into their jobs. *Job enrichment* is a method for increasing motivation (Chapter 5) that is commonly used. The Job Characteristics Model (also discussed in Chapter 5) has been shown to consistently predict internal work motivation, job involvement, and job satisfaction. On a simpler level, delegating (also discussed in Chapter 5) tasks to employees can be an effective motivator.

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| WORK APPLICATION Example student answer  **11–2. Recall a present or past job; were you dissatisfied or not dissatisfied with the maintenance factors? Were you satisfied or not satisfied with the motivators? Identify the specific maintenance factors and motivators, and explain your response.**  I work at the YMCA. I’m not too dissatisfied with the maintenance factors because I realize that as a college intern, I don’t get pay or benefits. The working conditions are good, and I am allowed to leave early sometimes if I have a test to study for. I have mixed satisfaction with the motivators because I mainly do membership list updating. At first, it was interesting and motivating because I had to learn the special Y computer program. But after I learned it, it was pretty boring to just make routine entries for hours at a time. However, I learned last week that I will be starting on a new task and given more responsibility. |

**D. Acquired Needs Theory**

The **acquired needs theory** proposes that employees are motivated by their needs for achievement, power, and affiliation. Henry Murray developed the general needs theory. This was adapted by John Atkinson and David McClelland, who developed the acquired needs theory. McClelland does not have a classification for lower-level needs. His affiliation needs are the same as Maslow’s social and relatedness needs, and his power and achievement needs are related to esteem, self-actualization, and growth.

Unlike the other content theories, the acquired needs theory holds that needs are based on personality and are developed as people interact with the environment. All people possess the need for achievement, power, and affiliation, but to varying degrees. One of the three needs tends to be dominant in each individual and motivates his or her behavior.

1. **The Need for Achievement (n Ach)**

People with a high need for achievement tend to want to take personal responsibility for solving problems. They are goal oriented, and they set moderate, realistic, attainable goals. They seek challenge, excellence, and individuality; take calculated, moderate risks; desire concrete feedback on their performance; and are willing to work hard. People with a high n Ach think about ways to do a better job, about how to accomplish something unusual or important, and career progression. They perform well in nonroutine, challenging, and competitive situations, whereas people low in n Ach do not perform well in such situations.

1. **The Need for Power (n Pow)**

People with a high need for power tend to want to control the situation, to influence or control others, to enjoy competition in which they can win (they do not like to lose), and to be willing to confront others. People with a high n Pow think about controlling a situation and others, and they seek positions of authority and status. People with high n Pow tend to have a low need for affiliation. Managers tend to have a high n Pow. They understand that power is essential for successful management.

1. **The Need for Affiliation (n Aff**)

People with a high n Aff tend to seek close relationships with others, to want to be liked by others, to enjoy social activities, and to seek to belong. They join groups and organizations. People with a high n Aff think about friends and relationships. They tend to enjoy developing, helping, and teaching others. They tend to have a low n Pow. People high in n Aff seek jobs in teaching, social work, human resources management, and other helping professions. They tend to avoid management because they like to be one of the group rather than its leader.

1. **The Manager Acquired Needs Profile**

Managers tend to have a high n Pow, followed by a high need for n Ach, and a low n Aff. People with a high n Aff tend to avoid management because they tend to have a low n Pow and like to be one of the group rather than its manager, who needs to evaluate and discipline others.

1. **Motivating Employees with Acquired Needs Theory**

People have different needs profiles and must be motivated and led differently. To motivate employees with a high *n Ach*, give them nonroutine, challenging tasks with clear, attainable objectives. Give them fast and frequent feedback on their performance. To motivate employees with a high *n Pow*, give them greater autonomy, letting them plan and control their jobs as much as possible. Try to include them in decision making, especially when the decision affects them. To motivate employees with a high *n Aff*, be sure to let them work as part of a team. They derive satisfaction from the people they work with more than from the task itself. Delegate responsibility for orienting and training new employees to them.

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| **CSQ 11–5. Which of the four content motivation theories makes the most sense to you? Why?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **11–3. Explain how your need for achievement, power, and/or affiliation has affected your motivation on the job.**  My major need is power. I like to be in charge and enjoy competition, which increases my motivation. When I’m given a task at work, I like to do it my way. I don’t like anyone telling me what to do and how to do it. |

1. PROCESS MOTIVATION THEORIES

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| LO 11–4. Discuss the major similarities and differences among the three process motivation theories: equity theory, goal-setting theory, and expectancy theory.  The similarity among the three process motivation theories is their focus on understanding how employees choose behaviors to fulfill their needs. However, they are very different in how they perceive employee motivation. Equity theory proposes that employees are motivated when their perceived inputs equal outputs. Goal-setting theory proposes that achievable but difficult goals motivate employees. Expectancy theory proposes that employees are motivated when they believe they can accomplish the task and the rewards for doing so are worth the effort. |

**Process motivation** **theories** focus on understanding how employees choose behavior to fulfill their needs.Process motivation theories are more complex than content motivation theories. Content motivation theories focus simply on identifying and understanding employees’ needs. Process motivation theories go a step further and attempt to explain why employees have different needs, why their needs change, how and why they choose to try to satisfy needs in different ways, the mental process they go through as they understand situations, and how they evaluate their need satisfaction.

**A. Equity Theory**

Equity theory, particularly the version of J. Stacy Adams, proposes that people are motivated to seek social equity in the rewards they receive (output) for their performance (inputs). **Equity theory** proposes that employees are motivated when their perceived inputs equal outputs.

According to equity theory, people compare their inputs (effort, experience, seniority, status, intelligence, and so forth) and outputs (praise, recognition, pay, benefits, promotions, increased status, supervisor’s approval, etc.) to those of relevant others. A relevant other could be a coworker or group of employees from the same or different organization. Notice that the definition says that employees compare their *perceived* (not actual) inputs to outputs. Equity may actually exist. However, if employees believe that there is inequity, they will change their behavior to create equity. Employees must perceive that they are being treated fairly relative to others.

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| **RQ** 11–**6. What is the role of perception in equity theory?**  Equity theory proposes that employees are motivated when their perceived inputs equal outputs. Notice that the definition says that employees compare their *perceived* (not actual) inputs to outputs. Equity may actually exist. However, if employees believe that there is inequity, they will change their behavior to create equity. Employees must perceive that they are being treated fairly relative to others. |

Unfortunately, employees tend to inflate their own efforts or performance when comparing themselves to others. They also tend to overestimate what others earn.

**Motivating Employees with Equity Theory**

Using equity theory in practice can be difficult, because you don’t know the employees’ reference groups and their views of inputs and outcomes. However, the theory does offer some useful general recommendations:

1. Managers should be aware that equity is based on perception, which may not be correct.
2. Rewards should be equitable. When employees perceive that they are not treated fairly, morale suffers and performance problems occur. Employees producing at the same level should be given equal rewards.
3. High performance should be rewarded, but employees must understand the inputs needed to attain certain outputs.

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| WORK APPLICATION Example student answer  **11–4. Give an example of how equity theory has affected your motivation or someone else’s you work with or have worked with. Be sure to specify if you were underrewarded, overrewarded, or equitably rewarded.**  Equity theory definitely affected my motivation. While working at McDonald’s last year, I usually got stuck working at night with the same two people on my shift. They would usually goof off and I would do most of the work. I went to the manager and told him of the situation and asked for a raise since I felt I was doing most of the work and was underrewarded. He didn’t give me a one, so I quit the next week. |

**B. Goal-Setting Theory**

Goal-setting theory is currently the most valid approach to work motivation. It complements the two-factor and acquired needs theories, as hundreds of studies have demonstrated that setting specific, challenging goals leads to higher levels of motivation and performance. The**goal-setting theory** proposes that achievable but difficult goals motivate employees. Our behavior has a purpose, which is usually to fulfill a need. Goals give us a sense of purpose—why we are working to accomplish a given task.

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| **RQ** 11–**7. Does the goal-setting theory really motivate employees?**  Yes. Research has shown that the goal-setting theory is currently the most valid approach to work motivation. |

1. **Motivating Employees with Goal-Setting Theory**

All good performance starts with clear goals. When setting objectives, be sure that they are challenging, achievable, specific, measurable, have a target date for accomplishment, and are jointly set when possible (see Chapter 4 for details). However, remember that setting goals is not enough. You need to formulate action plans to achieve the goals and measure progress through feedback.

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| WORK APPLICATION Example student answer  11–5. Give an example of how goal(s) affected your motivation and performance or that of someone you work with or have worked with.  At Friendly’s Ice Cream, we are supposed to close at 12:00 a.m. on weekend nights, but we stay open if there are customers. One Friday all of the workers had planned to have a party after work for Jean, who was leaving for college. At around 11:30, the place was packed. Normally, with that number of customers it would take about one hour or more to finish. But we wanted to start the party on time, so our goal was to get out on time. To reach our goal, everyone worked really fast. As a result, we got out at 12:05. |

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| **JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—11–1**  Academic Standards  Answers will vary based on opinion. |

**C. Expectancy Theory**

Expectancy theory is based on Victor Vroom’s formula: motivation = expectancy × valence. The **expectancy theory** proposes that employees are motivated when they believe they can accomplish the task and the rewards for doing so are worth the effort. The theory is based on the following assumptions: (1) Both internal factors (needs) and external factors (environment) affect behavior; (2) behavior is the individual’s decision; (3) people have different needs, desires, and goals; and (4) people make behavior decisions based on their perception of the outcome.

Two important variables in Vroom’s formula determine motivation:

1. *Expectancy* refers to the person’s perception of his or her ability (probability) to accomplish an objective. Generally, the higher one’s expectancy, the better the chance for motivation. When employees do not believe that they can accomplish objectives, they will not be motivated to try.
2. *Instrumentality* refers to the perception of the relationship between performance and the outcome/reward. Generally, the higher one’s expectation for a positive outcome, the better the chance for motivation.
3. *Valence* refers to the value a person places on the outcome or reward. Generally, the higher the value (importance) of the outcome or reward, the better the chance of motivation.

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| **RQ** 11–**8. What are the two variables of the expectancy theory?**  The two variables of the expectancy theory are expectancy and valence. |

**Motivating Employees with Expectancy Theory**

Following are some keys to using expectancy theory successfully:

1. Clearly define objectives and the performance needed to achieve them.
2. Tie performance to rewards.
3. Be sure rewards have value to employees.
4. Make sure employees believe that you will do what you say you will.

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| **CSQ 11–6. Which of the three process motivation theories makes the most sense to you? Why?**  Answers will vary. |

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| WORK APPLICATION Example student answer  11–6. Give an example of how expectancy theory has affected your motivation or someone else’s you work with or have worked with. Be sure to specify the expectancy and the valence.  At my internship, I do a variety of projects. I noticed that my motivation is stronger when I know I can do the project well. When I’m not too sure of myself, I procrastinate. Also, I know that when I do a good job my boss will let me know what a great job I did, and this recognition is a reward of value to me. |

1. REINFORCEMENT THEORY

B. F. Skinner, reinforcement motivation theorist, contended that in order to motivate employees, there is no need for managers to identify and understand needs (content motivation theories) or to understand how employees choose behaviors to fulfill them (process motivation theories). Instead, managers need to understand the relationship between behaviors and their consequences and then reinforce desirable behaviors and discourage undesirable behaviors.

The **reinforcement theory** proposes that the consequences of their behavior will motivate employees to behave in predetermined ways.Reinforcement theory states that behavior is learned through experiences of positive and negative consequences. Skinner proposed that the probability that a behavior will recur is affected by the delivery of reinforcement or punishment as a consequence of the behavior: Employees learn what is and is not desired behavior as a result of the consequences for specific behaviors, which they engage in to meet their needs and self-interest.

**A. Types of Reinforcement**

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| LO 11–5. Explain the four types of reinforcement.  Positive reinforcement is rewarding desirable behavior. Avoidance reinforcement (also called *negative reinforcement*) is the use of the threat of a negative consequence to prevent undesirable behavior; the negative consequence is not used as long as the behavior is desirable. Punishment is the actual use of a negative consequence to decrease undesirable behavior. Extinction is the withholding of reinforcement in order to reduce or eliminate (extinguish) a behavior. |

The four types of reinforcement are positive, avoidance (negative), punishment, and extinction.

1. **Positive Reinforcement**

One method of encouraging desirable behavior is to offer attractive consequences (rewards). Positive reinforcement is an excellent motivator for increasing productivity. In fact, if desirable behavior is not positively reinforced, it may decrease or even be eliminated. (The elimination of a behavior through lack of reinforcement is called *extinction*.)

1. **Avoidance Reinforcement**

Avoidance reinforcement is also called *negative reinforcement*. Like positive reinforcement, avoidance reinforcement is used to encourage continued desirable behavior; in this case, the reinforcement occurs because the behavior prevents a negative consequence (instead of leading to a positive one). With avoidance reinforcement, it’s the threat of a negative consequence that controls behavior.

1. **Punishment**

Punishment involves the actual use of a negative consequence to decrease undesirable behavior. Using punishment may reduce the targeted behavior, but it may cause other undesirable behavior, and it is ineffective for motivating employees to work harder.

1. **Extinction**

Positive reinforcement and avoidance reinforcement are used to encourage desirable behavior. Extinction (like punishment) is applied in an attempt to reduce or eliminate a behavior. Unlike punishment, however, which is the active application of a negative consequence, extinction involves withholding reinforcement when an undesirable behavior occurs.

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| **CSQ 11–7. What reinforcement methods have been used to get you to go to work and to be on time?**  Answers will vary. |

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| **JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—11–2**  Airlines  Answers will vary based on opinion. |

**B. Schedules of Reinforcement**

The two major reinforcement schedules are continuous and intermittent.

1. **Continuous Reinforcement**

With a continuous schedule of reinforcement, each and every desired behavior is reinforced.

1. **Intermittent Reinforcement**

With intermittent reinforcement schedules, reinforcement is given based on the passage of time or amount of output. When the reinforcement is based on the passage of time, an *internal* schedule is being used. When reinforcement is based on output, a *ratio* schedule is being used. Ratio schedules are generally better motivators than internal schedules. When electing to use intermittent reinforcement, you have four alternatives:

1. *Fixed-interval schedule.* Giving a paycheck every week or breaks and meals at the same time every day.
2. *Variable-interval schedule.* Giving praise only now and then.
3. *Fixed-ratio schedule.* Giving a bonus after workers produce at a standard rate.
4. *Variable-ratio schedule.* Operating a lottery for employees who have not been absent for a set time.

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| **RQ** 11–**9. What are the two schedules of reinforcement?**  The two major reinforcement schedules are continuous and intermittent. |

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| WORK APPLICATION Example student answer  11–7. Give a few examples of the types of reinforcement, and the schedules used, at a present or past job.  My boss uses positive reinforcement by giving me words of praise each time I meet my sales goal for the week (continuous reinforcement). He also used positive reinforcement when he gave me a pay raise last summer (intermittent reinforcement; variable-interval schedule). |

1. **Motivating with Reinforcement**

Following are some general guidelines for motivating employees using reinforcement:

1. Make sure employees know what behavior is expected and reinforced. Set clear objectives.
2. Select appropriate rewards.
3. Select the appropriate reinforcement schedule.
4. Do not reward mediocre or poor performance.
5. Look for the positive and give praise regularly rather than focusing on the negative and criticizing.
6. Do things *for* your employees instead of *to* them and you will see productivity increases.

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| **CSQ 11–8. Reinforcement theory is unethical because it is used to manipulate employees. Do you agree with this statement? Explain your answer.**  Answers will vary. |

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| **JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY—11–3**  Using Reinforcement Theory  Answers will vary based on opinion. |

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| **APPLYING THE CONCEPT Answers**  AC 11–2—Motivation Theories  h 6. Reinforcement theory. Avi used to yell for the reward of upsetting the manager. But now that the manager is withholding reinforcement (extinction), Avi stopped the undesirable behavior.  g 7. Expectancy theory. The two parts of expectancy theory are to assign tasks that employees can accomplish and to give them rewards that are of value to them.  a 8. Hierarchy of needs theory. The company has progressed from physiological needs (pay), to safety needs (benefits), to social needs (teams).  h 9. Reinforcement theory. The four-step model the manager is referring to is the giving praise model.  c 10. Two-factor theory. The manager was focusing on maintenance factors but switched to motivators.  f 11. Goal-setting theory. The manager is setting achievable but difficult goals.  d 12. Acquired needs theory. The manager has a high need for power but will empower employees.  b 13. ERG theory. The ERG theory simplifies Maslow’s hierarchy of five types of needs into three needs.  c 14. Two-factor theory. Making the job more interesting and challenging is job enrichment, which is part of Herzberg’s two-factor theory.  e 15. Equity theory. Making sure everyone perceives fair treatment is equity.  d 16. Acquired needs theory. Katya has a high need for affiliation, which is part of the acquired needs theory. |

1. COMBINING THE MOTIVATION PROCESS AND MOTIVATION THEORIES

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| LO 11–6. State the major differences among content, process, and reinforcement theories.  Content motivation theories focus on identifying and understanding employees’ needs. Process motivation theories go a step further to understand how employees choose behavior to fulfill their needs. Reinforcement theory is not concerned about employees’ needs; it focuses on getting employees to do what managers want them to do through the consequences provided for their behavior. The use of rewards is the best means of motivating employees. |

The groups of theories are complementary; each refers to a different stage in the motivation process or answers a different question. Content motivation theories answer this question: What needs do employees have that should be met on the job? Process motivation theories answer another question: How do employees choose behavior to fulfill their needs? Reinforcement theory answers a different question: What can managers do to get employees to behave in ways that meet the organizational objectives?

In the first section of this chapter, you learned that the motivation process moves from need to motive to behavior to consequence to satisfaction or dissatisfaction. The motivation process becomes a little more complex when we incorporate the motivation theories, in the form of answers to the preceding questions, as illustrated in Exhibit 11–6. Note that step 4 loops back to step 3 because, according to reinforcement theory, behavior is learned through consequences. Step 4 does not loop back to steps 1 or 2 because reinforcement theory is not concerned with needs, motives, or satisfaction; it focuses on getting employees to behave in certain ways through consequences provided by managers. Also, note that step 5 loops back to step 1, because meeting needs is an ongoing and never-ending process. Finally, be aware that, according to the two-factor theory, step 5, satisfaction or dissatisfaction, is not on one continuum but on two separate continuums (satisfied to not satisfied or not dissatisfied to dissatisfied), based on the level of need being met (motivator or maintenance factor).

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| **RQ 11–10. Is there a relationship among the three major classifications of motivation theories?**  Yes. The groups of theories are complementary; each refers to a different stage in the motivation process or answers a different question. |

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| **CSQ 11–9. Which motivation theory makes the most sense to you? Explain why.**  Answers will vary. |

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| **CSQ 11–10. What are the major methods and techniques you plan to use on the job as a manager to increase motivation and performance?**  Answers will vary. |

1. MOTIVATING EMPLOYEES WITH REWARDS AND RECOGNITION

In a competitive business climate, financial rewards are critical to employees; however, equally important are nonfinancial rewards, such as recognition and praise.

1. **How Each of the Motivation Theories Uses Rewards and Recognition**

The *hierarchy of needs* and *ERG theory* use financial rewards to meet the lower-level needs but use nonfinancial rewards to meet higher-level needs. With *two-factor* *theory*, maintenance needs are primarily meet financially and motivators are met nonfinancially. *Acquired needs* rewards vary with need. n Achs seek achievement and can be motivated to achieve goals with both types of rewards. The n Pows tend to provide both because having power is nonfinancial but as people gain power, they often get pay raises. The n Affs needs are meet primarily though friendships.

People want *equity* in both their pay and treatment, which includes recognition. With *goal-setting theory*, people can be motivated to meet goals with both financial and nonfinancial rewards. Using *expectancy theory* effectively is based on knowing what people value as rewards, which can be either or both depending on the individual.

Again, *reinforcement theory* doesn’t focus on meeting needs, and although the focus is on giving a positive reward, it also gives punishment instead. The rewards (or punishment) can be both financial and nonfinancial with either continuous or intermittent reinforcement.

**B. Reward and Recognition Programs**

1. **Types of Rewards and Recognition**

Some of the many types of rewards and recognition include *good pay and benefits*, *flexible work schedules*, and *pay for performance* (Chapter 9). Many companies are also offering *bonuses* (usually additional money for meeting objectives), *profit sharing* (creating a pool of monies to be disbursed to employees by taking a stated percentage of a company’s profits), and *stock options* (give employees the right to buy a specified number of a company’s shares at a fixed price for a specified period of time, which are a major part of top executive compensation).

1. **Frequency of Rewards and Recognition**

**Globoforce** recommends sharing the wealth and giving small rewards. When the firm wants to reinforce certain behavior, you should give 80 to 90 percent of employees some reward every year. To show appreciation, small prizes of around $100 work as well as larger ones, such as tickets to a game/play/movie and gift certificates for dinner or to stores. Five percent of employees should get an award every week so that employees don’t forget about the program. Small awards all the time are a way to constantly tell employees management appreciates their efforts.

1. **Departmental Rewards and Recognition**

You can even give your own rewards and recognition to your department employees. A good way to start is to give small spot rewards based on performance, such as gift certificates.

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| **CSQ 11–11. Do you believe that reward and recognition programs really do motivate employees?**  Answers will vary. |

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| WORK APPLICATION Example student answer  11–8. Select an organization that you work for or have worked for and briefly describe its rewards and recognition.  I work at the Walmart in my hometown. As far as reward programs, they offer bonuses and stock options to their employees. They used to provide profit sharing, but ended that earlier this year. They also have recognition programs, such as Employee of the Month and paid time off. They also give their employees an associate discount card, which allows us to receive discounts on store merchandise, eyeglasses, food, etc. |

**C. Giving Praise**

In the 1940s, Lawrence Lindahl conducted a survey revealing that what employees want most from a job is full appreciation for work done. Similar studies have been performed over the years, with little change in results.

Giving praise develops positive self-esteem in employees and leads to better performance—the Pygmalion effect. Praise is a motivator because it meets employees’ needs for esteem/self-actualization, growth, and achievement. Giving praise creates a win-win situation. It is probably the most powerful, simplest, least costly, and yet most underused motivational technique.

Ken Blanchard and Spencer Johnson emphasized the importance of giving praise through their best-selling book *The One-Minute Manager*. They developed a technique for feedback that involves giving one minute of praise. Model 11–1 shows the steps in the **giving praise model.**

**Step 1. Tell the employee exactly what was done correctly.** When giving praise, look the person in the eye. Eye contact shows sincerity and concern. Be very specific and descriptive.

**Step 2. Tell the employee why the behavior is important.** Briefly state how the organization and/or person benefits from the action. Also, tell the employee how you feel about the behavior.

**Step 3. Stop for a moment of silence.** The rationale for the silence is to give the employee the chance to feel the impact of the praise.

**Step 4. Encourage repeat performance.** This encouragement motivates the employee to continue the desired behavior. You may also make some physical gesture, if both parties feel comfortable with physical contact.

Praise can also come in the form of written communication.

Giving praise is easy and it doesn’t cost a penny. Managers trained to give praise say it works wonders and that it is a much better motivator than giving a raise or other monetary reward.

1. DO MOTIVATION THEORIES APPLY GLOBALLY?

When you expand a business to other countries, diversity increases. The motivation theories you have studied were developed largely in North America. As organizations become global, managers must be aware of the cultural impact on theoretical generalizations.

The intrinsic motivation provided by the satisfaction of higher-level needs tends to be more relevant in developed countries than in developing countries, in which most people are on a lower level of the hierarchy of needs. Even in developed countries, the level of needs on which people focus varies.

1. **Individualistic versus Collective Cultures and Motivation**

One major cultural difference that affects motivation in businesses is that between individualistic and collective societies. Individualistic societies (the United States, Canada, Great Britain, Australia) tend to value individual accomplishment. Collective societies (Japan, Mexico, Singapore, Venezuela, China, Pakistan) tend to value group accomplishment and loyalty. Cultural differences suggest self-actualization, achievement, and esteem needs tend to be met through group membership in Japan and China and through individual accomplishments in the United States.

Expectancy theory holds up fairly well cross-culturally, because it is flexible. It allows for the possibility that there may be differences in expectations and valences across cultures.

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| **CSQ 11–12. Do you agree with Deming’s statement that U.S. companies need to change to a group approach to compete in a global economy?**  Answers will vary, but students should realize that U.S. businesses have been moving toward the use of more teams and participative management. |

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| **APPLYING THE CONCEPT Answers**  AC 11–3—Individual versus Collective Motivation Techniques  a 17. Individual. The use of pins/stars as status symbols is primarily individualistic and is more common in the United States.  b 18. Collective. China and Japan are collective societies, whereas the United States and Australia are individualistic societies.  a 19. Individual. The acquired need for achievement was developed and used in the United States.  b 20. Collective. The Japanese are more concerned with job security (employment for life) than U.S. corporations. |

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 11. They are also found at the end of the chapter and can be used as short answer questions on exams.

*These learning objectives are included in the test bank in the concept section.*

11–1. **Illustrate the motivation process.**

Employees go through a five-step process to meet their needs. Note that this is a cyclical process, because needs recur.

11–2. **Explain the performance formula and how to use it.**

The performance formula proposes that performance is based on ability, motivation, and resources. For maximum performance, all three factors must be high. When performance is not optimum, managers need to determine which factor of the performance formula is weak and take appropriate action to correct the problem.

11–3. **Discuss the major similarities and differences among the four content motivation theories: hierarchy of needs theory, ERG theory, two-factor theory, and acquired needs theory.**

The similarity among the four content motivation theories is their focus on identifying and understanding employees’ needs. The theories identify similar needs but differ in the way they classify the needs. Hierarchy of needs theory classifies needs as physiological, safety, social, esteem, and self-actualization needs. ERG theory proposes existence, relatedness, and growth needs. Two-factor theory includes motivators and maintenance factors. Acquired needs theory includes achievement, power, and affiliation needs. (See Exhibits 11–1 and 11–4 for a comparison of the four content theories of motivation.)

11–4. **Discuss the major similarities and differences among the three process motivation theories: equity theory, goal-setting theory, and expectancy theory.**

The similarity among the three process motivation theories is their focus on understanding how employees choose behaviors to fulfill their needs. However, they are very different in how they perceive employee motivation. Equity theory proposes that employees are motivated when their perceived inputs equal outputs. Goal-setting theory proposes that achievable but difficult goals motivate employees. Expectancy theory proposes that employees are motivated when they believe they can accomplish the task and the rewards for doing so are worth the effort.

11–5. **Explain the four types of reinforcement.**

Positive reinforcement is rewarding desirable behavior. Avoidance reinforcement (also called *negative reinforcement*) is the use of the threat of a negative consequence to prevent undesirable behavior; the negative consequence is not used as long as the behavior is desirable. Punishment is the actual use of a negative consequence to decrease undesirable behavior. Extinction is the withholding of reinforcement in order to reduce or eliminate (extinguish) a behavior.

11–6. **State the major differences among content, process, and reinforcement theories.**

Content motivation theories focus on identifying and understanding employees’ needs. Process motivation theories go a step further to understand how employees choose behavior to fulfill their needs. Reinforcement theory is not concerned about employees’ needs; it focuses on getting employees to do what managers want them to do through the consequences provided for their behavior. The use of rewards is the best means of motivating employees.

WORK APPLICATION SAMPLE ANSWERS

(Most of the answers are actual student answers or based on student answers. You may give these answers as part of your lecture before, after, or in place of getting student answers.)

*These work applications are included in the test bank in the application section.*

11–1. **Describe how your needs at each of Maslow’s levels are addressed by an organization you work for now or were addressed by one you worked for in the past.**

I worked at a bottling factory last year.

***Physiological needs.***They provided water coolers at numerous places in the factory.

***Safety needs.*** We received training on our first day on how to run the machines. We were also given a pair of safety goggles to wear each time we ran a machine.

***Social needs.*** We worked in groups every day, so I developed friendships with some of my coworkers.

***Esteem needs.***I was given the “Employee of the Month” award twice.

***Self-actualization needs.***By the end of the summer, I was made supervisor for my area.

11–2. **Recall a present or past job; were you dissatisfied or not dissatisfied with the maintenance factors? Were you satisfied or not satisfied with the motivators? Identify the specific maintenance factors and motivators, and explain your response.**

I work at the YMCA. I’m not too dissatisfied with the maintenance factors because I realize that as a college intern, I don’t get pay or benefits. The working conditions are good, and I am allowed to leave early sometimes if I have a test to study for. I have mixed satisfaction with the motivators because I mainly do membership list updating. At first, it was interesting and motivating because I had to learn the special Y computer program. But after I learned it, it was pretty boring to just make routine entries for hours at a time. However, I learned last week that I will be starting on a new task and given more responsibility.

11–3. **Explain how your need for achievement, power, and/or affiliation has affected your motivation on the job.**

My major need is power. I like to be in charge and enjoy competition, which increases my motivation. When I’m given a task at work, I like to do it my way. I don’t like anyone telling me what to do and how to do it.

11–4. **Give an example of how equity theory has affected your motivation or someone else’s you work with or have worked with. Be sure to specify if you were underrewarded, overrewarded, or equitably rewarded.**

Equity theory definitely affected my motivation. While working at McDonald’s last year, I usually got stuck working at night with the same two people on my shift. They would usually goof off and I would do most of the work. I went to the manager and told him of the situation and asked for a raise since I felt I was doing most of the work and was underrewarded. He didn’t give me one, so I quit the next week.

11–5. **Give an example of how goal(s) affected your motivation and performance or that of someone you work with or have worked with.**

At Friendly’s Ice Cream, we are supposed to close at 12:00 a.m. on weekend nights, but we stay open if there are customers. One Friday all of the workers had planned to have a party after work for Jean, who was leaving for college. At around 11:30, the place was packed. Normally, with that number of customers it would take about one hour or more to finish. But we wanted to start the party on time, so our goal was to get out on time. To reach our goal, everyone worked really fast. As a result, we got out at 12:05.

11–6. **Give an example of how expectancy theory has affected your motivation or someone else’s you work with or have worked with. Be sure to specify the expectancy and the valence.**

At my internship, I do a variety of projects. I noticed that my motivation is stronger when I know I can do the project well. When I’m not too sure of myself, I procrastinate. Also, I know that when I do a good job my boss will let me know what a great job I did, and this recognition is a reward of value to me.

11–7. **Give a few examples of the types of reinforcement, and the schedules used, at a present or past job.**

My boss uses positive reinforcement by giving me words of praise each time I meet my sales goal for the week (continuous reinforcement). He also used positive reinforcement when he gave me a pay raise last summer (intermittent reinforcement; variable-interval schedule).

11–8. **Select an organization that you work for or have worked for and briefly describe its rewards and recognition.**

I work at the Walmart in my hometown. As far as reward programs, they offer bonuses and stock options to their employees. They used to provide profit sharing, but ended that earlier this year. They also have recognition programs, such as Employee of the Month and paid time off. They also give their employees an associate discount card, which allows us to receive discounts on store merchandise, eyeglasses, food, etc.

REVIEW QUESTION ANSWERS

*These review questions are included in the test bank in the concept section.*

11–1. **How is the performance formula used by managers?**

To increase performance, managers determine the ability, motivation, and resources to determine which area needs to be improved to increase performance.

11–2. **What are the three major classes of motivation theories?**

The three major classes of motivation theories are content motivation theories, process motivation theories, and reinforcement theory.

11–3. **What are the four content motivation theories?**

The four content motivation theories are hierarchy of needs theory, ERG theory, two-factor theory, and acquired needs theory.

11–4. **What do the *E*, *R*, and *G* stand for in ERG Theory?**

*E* stands for existence, *R* for relatedness, and *G* for growth.

11–5. **What are the two factors in Herzberg’s two-factor theory?**

The two factors in Herzberg’s two-factor theory are maintenance factors and motivators.

11–6. **What is the role of perception in equity theory?**

Equity theory proposes that employees are motivated when their perceived inputs equal outputs. Notice that the definition says that employees compare their *perceived* (not actual) inputs to outputs. Equity may actually exist. However, if employees believe that there is inequity, they will change their behavior to create equity. Employees must perceive that they are being treated fairly relative to others.

11–7. **Does the goal-setting theory really motivate employees?**

Yes. Research has shown that the goal-setting theory is currently the most valid approach to work motivation.

11–8. **What are the two variables of the expectancy theory?**

The two variables of expectancy theory are expectancy and valence.

11–9. **What are the two schedules of reinforcement?**

The two major reinforcement schedules are continuous and intermittent.

11–10. **Is there a relationship among the three major classifications of motivation theories?**

Yes. The groups of theories are complementary; each refers to a different stage in the motivation process or answers a different question.

COMMUNICATION SKILLS ANSWERS

Applications may also be used as class discussion questions or written assignments to develop communication skills.

*These communication skills questions are included in the test bank in the skills section.*

11–1. **Do people really have diverse needs?**

They definitely do. Students should realize that people have different needs and must be treated differently but equally.

11–2. **What is motivation, and why is it important to know how to motivate employees?**

Motivation is the willingness to achieve organizational objectives or to go above and beyond the call of duty (organizational citizenship behavior). Motivation is important because if employees are not willing to achieve the objectives, the company will not be successful. The company’s success is based on its employees.

11–3. **Do you agree that managers’ attitudes and expectations affect employee motivation and performance? Explain your answer.**

Answers will vary, but students should realize that managers’ attitudes toward and expectations and treatment of employees largely determine their performance.

11–4. **Do you agree with the performance formula? Will you use it on the job?**

Answers will vary.

11–5. **Which of the four content motivation theories makes the most sense to you? Why?**

Answers will vary.

11–6. **Which of the three process motivation theories makes the most sense to you? Why?**

Answers will vary.

11–7. **What reinforcement methods have been used to get you to go to work and to be on time?**

Answers will vary.

11–8. **Reinforcement theory is unethical because it is used to manipulate employees. Do you agree with this statement? Explain your answer.**

Answers will vary.

11–9. **Which motivation theory makes the most sense to you? Explain why.**

Answers will vary.

11–10. **What are the major methods and techniques you plan to use on the job as a manager to increase motivation and performance?**

Answers will vary.

11–11. **Do you believe that reward and recognition programs really do motivate employees?**

Answers will vary.

11–12. **Do you agree with Deming’s statement that U.S. companies need to change to a group approach to compete in a global economy?**

Answers will vary, but students should realize that U.S. businesses have been moving toward the use of more teams and participative management.

APPLYING THE CONCEPT ANSWERS

*There are similar questions in the test bank in the application section.*

AC 11–1—The Performance Formula

b 1. Motivation. For some reason, Tony lacks motivation.

a 2. Ability. The others seem to have greater ability.

b 3. Motivation. This person is not willing to do the work to get the grades.

c 4. Resources. The team could not do its work because a resource (the printing press) was down.

c 5. Resources. The display book is a resource.

AC 11–2—Motivation Theories

h 6. Reinforcement theory. Avi used to yell for the reward of upsetting the manager. But now that the manager is withholding reinforcement (extinction), Avi stopped the undesirable behavior.

g 7. Expectancy theory. The two parts of expectancy theory are to assign tasks that employees can accomplish and to give them rewards that are of value to them.

a 8. Hierarchy of needs theory. The company has progressed from physiological needs (pay), to safety needs (benefits), to social needs (teams).

h 9. Reinforcement theory. The four-step model the manager is referring to is the giving praise model.

c 10. Two-factor theory. The manager was focusing on maintenance factors but switched to motivators.

f 11. Goal-setting theory. The manager is setting achievable but difficult goals.

d 12. Acquired needs theory. The manager has a high need for power, but will empower employees.

b 13. ERG theory. The ERG theory simplifies Maslow’s hierarchy of five types of needs into three needs.

c 14. Two-factor theory. Making the job more interesting and challenging is job enrichment, which is part of Herzberg’s two-factor theory.

e 15. Equity theory. Making sure everyone perceives fair treatment is equity.

d 16. Acquired needs theory. Katya has a high need for affiliation, which is part of the acquired needs theory.

AC 11–3—Individual versus Collective Motivation Techniques

a 17. Individual. The use of pins/stars as status symbols is primarily individualistic and is more common in the United States.

b 18. Collective. China and Japan are collective societies, whereas the United States and Australia are individualistic societies.

a 19. Individual. The acquired need for achievement was developed and used in the United States.

b 20. Collective. The Japanese are more concerned with job security (employment for life) than U.S. corporations.

CASE ANSWERS

Friedman’s Appliance

11–1. **Explain how Art Friedman used the performance formula and each of the four content motivational theories.**

Friedman focused on motivation to increase performance more than ability and resources. He used hierarchy of needs theory by focusing on meeting employee esteem and self-actualization needs and ERG theory growth needs. Friedman also focused on motivators rather than maintenance factors. According to acquired needs theory, he gave employees power to achieve their goals.

11–2. **Which of the three process motivation theories and types of reinforcement is the most relevant to the case?**

The case doesn’t discuss objectives, so goal setting and expectancy theory are less relevant. Equity was discussed as employees were told to determine their own pay. Friedman used positive reinforcement by making everyone the boss.

11–3. **Do you know of any organization that uses any unusual techniques to motivate employees? If yes, what is the organization’s name? What does it do?**

Answers will vary.

11–4. **Could Friedman’s technique work in all organizations? Explain your answer.**

Answers will vary. Students tend to say that larger organizations would have more difficulty.

11–5. **If you were in a position of authority, would you use Friedman’s technique? Explain your answer.**

Answers will vary.

**Cumulative Case Questions**

11–6. **What does this case have to do with entrepreneurship? (Chapter 6)**

Friedman is an entrepreneur, and he wanted to make everyone else in his organization one as well. Friedman came up with the innovative technique of making all of his employees their own bosses.

11–7. **When Friedman made the decision to change how his company was run, what was the classification of the problem? (Chapter 4)**

This was a *nonprogrammed decision* under the condition of *uncertainty*.

11–8. **What is the role of delegation and authority in this case? (Chapter 7)**

Friedman delegated *full authority* so that his employees controlled their own jobs through *decentralized authority*.

11–9. **What type of change did Friedman make? (Chapter 6)**

Friedman made a change in *structure* by delegating authority to his employees.

11–10. **How would the changes affect the human resources process at Friedman’s? (Chapter 9)**

With this management structure, *interviewing* and *hiring* potential employees may be somewhat different, as Friedman’s human resources department would want to make sure they hired not only hard workers but, at the same time, people who could “fill a management position.” On the other hand, with this innovative management structure, it would be easy to *attract* and *retain* employees. Also, since the employees determine their own compensation, there would be no need for *pay determination*.

1. BEHAVIOR MODELING IDEAS

**Giving Praise**

In the video, a bank branch manager, Laura, follows the steps in the giving praise model (Model 11–1) and gives praise to a teller, Kelly, for successfully handling an angry customer.

This video may be shown as an independent activity, or it may serve as a behavior model as part of Skill Builder 11–1.

Showing the video takes around 4.5 minutes. After viewing the video, you may ask the class questions such as:

1. What did you like about the way the manager gave praise?
2. What didn’t you like about the way the manager gave praise?
3. What would you do differently if you were the manager in these situations?

SKILL BUILDER 11–1 IDEAS AND ANSWERS

**Giving Praise**

*Total Time* (15–30 minutes)

This exercise can be kept to 15 to 20 minutes. If you don’t go over how the students will be tested on giving praise, you will only need 5 to 7 minutes for showing and discussing the video. Students often do not need all 15 minutes for the procedure. I conclude by telling students how important giving praise is.

*Recommended approximate time for a 30-minute period:*

8:00 Show and discuss the Behavior Modeling Video 12 minutes (I also go over how students will be

tested on giving praise by using a student example.)

8:12 Procedure 15 minutes

8:27 Conclusion 2 minutes

8:29 Apply It 1 minute

8:30

Doing Skill Builder 11–1 in Class

Objective

To develop the skill of giving praise to motivate people to higher levels of performance.

Preparation

Students should understand how to give praise.

Experience

Students will give and receive praise.

*Procedure* (12–17 minutes)

Break the class into groups of 4 to 6. One at a time, have each student in the group give the praise.

1. Explain the situation.
2. Select a group member to receive the praise.
3. Give the praise. (I tell students to be sure to actually give the praise rather than just talk about it. You may want to go around to groups to see if they are actually giving praise versus talking about it.) Have students try to select the position they would use if they were actually giving the praise on the job (both standing, both sitting, etc.).
4. Integration. The group provides the giver of praise feedback on how he or she did:

*Step 1.* Was the praise very specific and descriptive? Did the giver look the employee in the eye?

*Step 2.* Was the importance of the behavior clearly stated?

*Step 3.* Did the giver stop for a moment of silence?

*Step 4.* Did the giver encourage repeat performance? Did the giver of praise make a physical gesture to the receiver (optional)?

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answers to the Apply It section.

Testing on Skill Builder 11–1

Four praise-giving situations, including one of the student’s choice, are in the Test Bank and in this skill-building section. If you plan to test students on giving praise, be sure to explain the test format. Students are to write the four steps of the praise-giving model followed by what they would say for three of the steps. Reading the exam instructions following the situation is very helpful.

Test Questions and Answers (Also found in Test Bank)

*Instructions for Question 1*

Write the first step of the praise-giving model, followed by what you would say to the person. Follow the same format of listing steps 2 through 4, followed by what you would say for steps 2 and 4. However, do not write what you would say for step 3.

1. **Giving Praise.** Select your own situation in which giving praise is appropriate. If it’s not obvious through giving praise, write out a short explanation of the situation.

*Solution*

**Step 1. Tell the employee exactly what was done correctly.**

Answers will vary.

**Step 2. Tell the employee why the behavior is important.**

Answers will vary.

**Step 3. Stop for a moment of silence.**

**Step 4. Encourage repeat performance.**

Answers will vary.

*Instructions for Questions 2 through 4*

Write the first step of the praise-giving model, followed by what you would say to Chris. Follow the same format of listing steps 2 through 4, followed by what you would say for steps 2 and 4. However, do not write what you would say for step 3.

1. **Giving Praise.** You word processed a short memo to John Richards, the accounting manager, whom you don’t know. You gave it to your secretary, Chris, to send. Chris realized that you used the wrong last name, retyped the memo, and sent it to John Richardson. Chris told you about your error after sending the memo for you. You have decided to give praise to your secretary for a job well done.

*Solution*

**Step 1. Tell the employee exactly what was done correctly.**

Chris, thanks for changing Richards to Richardson.

**Step 2. Tell the employee why the behavior is important.**

It would have been embarrassing for me to make such an error. I certainly don’t want to get on the wrong side of John for not knowing his name.

**Step 3. Stop for a moment of silence.**

**Step 4. Encourage repeat performance.**

It was especially nice of you to correct it rather than to simply tell me to change it. Thanks, and keep up the good work!

1. **Giving Praise.** You are a sales manager and were looking over some sales invoices. You saw an invoice for the sale of $50,000 worth of computers to Acme Company by Chris, a commission sales rep. This is a large sale, and you know that Chris has been trying to get business with Acme for some time now. It has potential for a lot of future business, so you have decided to give praise to your sales rep for a job well done.

*Solution*

**Step 1. Tell the employee exactly what was done correctly.**

Chris, I saw the sales invoice for the $50,000 sale to Acme.

**Step 2. Tell the employee why the behavior is important.**

I realize you have been trying to land a sale with Acme because it can become a good account for future sales. Without sales, we don’t have a company, and this will mean increased commission checks for you.

**Step 3. Stop for a moment of silence.**

**Step 4. Encourage repeat performance.**

Congratulations on a job well done. I’m confident you will turn Acme into a great account.

1. **Giving Praise.** You are the owner of a small retail clothes store. You are in the middle of working on a new display when Chris, a salesperson, comes over to you and suggests how to rearrange the sweaters so that the display is more colorful and appealing to the eye. You decide to give Chris praise for a good idea.

*Solution*

**Step 1. Tell the employee exactly what was done correctly.**

Chris, your idea for rearranging the sweater display is excellent.

**Step 2. Tell the employee why the behavior is important.**

How appealing the display is will have an impact on how many sweaters we sell.

**Step 3. Stop for a moment of silence.**

**Step 4. Encourage repeat performance.**

Thanks, and please continue to give me your ideas.

SKILL BUILDER 11–2 IDEAS AND ANSWERS

**Self-Motivation**

*Total Time* (15–30 minutes)

Whether you choose to break the class into groups or not will affect the length of this exercise.

Doing Skill Builder 11–2 in Class

*Objective*

To better understand what motivates you.

*Preparation*

Students will need to complete the two Self-Assessment exercises—What Motivates You? and Acquired Needs—within the chapter.

*Experience*

Students will share their results from the two Self-Assessment exercises.

*Procedure* (15–30 minutes)

For the What Motivates You? self-assessment, have each student tell you their most important factor from the list. Keep a chart on the board of how many students choose a motivating factor and how many choose a maintenance factor as their most important. Conclude by focusing on their selection of maintenance factors or motivators and remind them that maintenance factors will not make them satisfied on the job, only not dissatisfied.

*\*If you choose to use groups with the exercise, break the class into groups of 4 to 6, have students discuss their results with each other, and then follow the procedure above.*

For the Acquired Needs self-assessment, have each student tell you his or her dominant need—achievement, power, or affiliation. Keep a chart on the board of how many students choose achievement as their dominant need, how many choose power as their dominant need, and how many choose affiliation as their dominant need. Conclude by discussing that understanding a person’s needs helps us to identify and predict their behavior, as well as our own.

*\*If you choose to use groups with the exercise, break the class into groups of 4 to 6, have students discuss their results with each other, and then follow the procedure above.*