## Applying the Concept Answers

**Applying the Concept 11-1: Performance Formula**

Identify the factor contributing to low performance in the following five situations.

A. Ability

B. Motivation

C. Resources

**1. Usain, it’s not my fault the machine broke and now we are behind schedule.**

C. Resources. The employee could not do the work because a resource (machine) was broken.

**2. Betty Lou went on a sales call, but when she went online our company website was down; resulting in no sale.**

C. Resources. The website is a resource.

**3.** **Butch, I know you are trying hard, but you aren’t meeting your sales quotas We have to let you go.**

A. Ability. If you his trying hard, we have to assume he doesn’t have the ability to meet the sales quotas.

**4. Too bad Latoya does not seem to like doing her work and just does the minimum to keep her job.**

B. Motivation. For some reason, Latoya lacks motivation.

**5.** **John boy makes more sales calls than the other five reps, but he has the lowest sales.**

A. Ability. The others seem to have greater ability.

**6. I know Mark is bright and could get all As, but he doesn’t seem to realize that grades are important to getting a good job.**

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

**Applying the Concept 11-2: Content Motivation Theories**

Identify the theory behind each of the following statements on how to motivate employees.

A. Hierarchy of needs theory

B. ERG theory

C. Two-factor theory

D. Acquired needs theory

**7.** **“Carl, at Google, we created a culture where we work hard, but it’s a fun place to work.**

C. Two-factor theory. They are focusing on motivator factors by making work fun.

**8. “Stanley, already offering good salaries and benefits, our HR staff is recommending that we have more social events so employees can get to know each other better to promote more motivated teamwork.” ”**

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

**9. “Harry, here at** **Pet’s R Us Animal Clinic, we focus on hiring people who love animals and want to care of them.”**

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

**10. “Edwina, I know I like to micromanage, but I’m working at giving some of my employees more autonomy in their jobs.”**

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

**11. “Mookie, a five-step sequence of needs is too complex. That’s why I like this other one with three needs better.”**

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

**Applying the Concept 11-3: Individual versus Collective Motivation Techniques**

Identify the theory behind each of the following statements on how to motivate employees.

A. Equity theory

B. Goal-setting theory

C. Expectancy theory

**12. “Tony, I do agree that you do exceptional work. So, I will request the raise you want with HR.”**

A. Equity theory. The boss is making perceived inputs and outputs equitable.

**13. “Shelby, I talked to all of my employees so I would know what is important to them. Now I can offer rewards that will motivate them when they perform a task well.”**

C. 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.

**14. “Tyson, my style is to delegate tough tasks that my employees can do, and I tell them exactly what I want them to do, with a tough deadline.”**

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

**15. “Lolo, you have to realize that we are over booked and everyone else is working tomorrow, so you have to work.”**

A. Equity theory. Making sure everyone perceives fair treatment is equity.

**Applying the Concept 11-4: Types of Reinforcement**

Identify the theory behind each of the following statements on how to motivate employees.

A. Positive/reward

B. Avoidance/negative

C. Punishment

D. Extinction

**1****6. “Helen, for being late again, next time we have overtime I’m not going to give you extra hours.**

D. Extinction. Not giving overtime is withholding of a reward to change undesired behavior of coming in late for work.

**17. “****Chet, I know we can make more money by fixing prices, but it’s illegal, so I’m not going to do it.”**

B. Avoidance Reinforcement. Avi is avoiding getting into legal problems.

**18. “Avi, I really appreciate your staying late tonight to finish this project.”**

A. Positive. Praise of thanks is a reward.

**19. “Sharron, you know the rule is that we dock your pay if you come in late. No excuses.**

C. Punishment. Docking of pay is a punishment.

**20. “I was hoping that Heidi would stop being mean to Jake, but it has been going on for a week now, so I guess I’m going to have to talk to her about it.”**

D. Extinction. Ignoring the problem is extinction, and it is not working.

**Applying the Concept 11-5: Schedules of Reinforcement**

Identify the theory behind each of the following statements on how to motivate employees.

A. Continuous incremental schedule

B. Fixed interval

C. Variable interval

D. Fixed ratio

E. Variable ratio

**21. “****Anita, congratulations. You made the most computer chips again this week, making you the high income earner for the fourth month in a row since we started this new piece rate system.”**

A. Continuous. Piece rate in production is a continuous reinforcement.

**22. “Thanks Anton. You really hustled to get that shipment out on time today.**

E. Variable ratio reinforcement. This is an occasional giving of praise based on an output.

**23. “****Tom, I just closed another sale. I’m looking forward to a nice commission check this week.”**

A. Continuous. He gets a commission for every sale made.

**24. “Katie, you need to work fast so we can meet our quarterly sales goal, and get a share of the profits.”**

D. Fixed ratio. Profit sharing is a type of bonus given after meeting the set/standard objective/standard.

**25. “Hillary, I look forward to getting out of working on Monday mornings to attend our weekly department meeting.”**

B. Fixed interval. A weekly meeting is based on a fixed/set schedule and the passage of time.

**26. “Kyle, I want to continue being paid monthly, and I like February better than the months with 31 days.”**

C. Variable interval. The number of days varies by month, and months are based on time.