

Process-Based Perspectives... (cont'd)

- The Expectancy Theory of Motivation (Vroom)
 - Motivation depends on how much we want something and how likely we think we are to get it
- Key Components

Effort-to-performance expectancy

The perceived probability that effort will lead to performance

Performance-to-outcome expectancy

The perceived probability that performance will lead to certain outcomes

Outcome

Anything that results from performing a behavior

Valence

The degree of attractiveness or unattractiveness (value) that a particular outcome has for a person

VROOM'S EXPECTANCY THEORY

- VARIOUS NAMES
- BACKGROUND
 - PROCESS THEORY
 - HISTORY
 - VROOM (1964) EQUATION
- EXPECTANCY : E or $E \xrightarrow{\quad} P$ RANGE
 $0 \xrightarrow{\quad} 1$
- INSTRUMENTALITY : I or $P \xrightarrow{\quad} O$ RANGE
 $0 \xrightarrow{\quad} 1$

• VALENCE : V Range minus -----plus

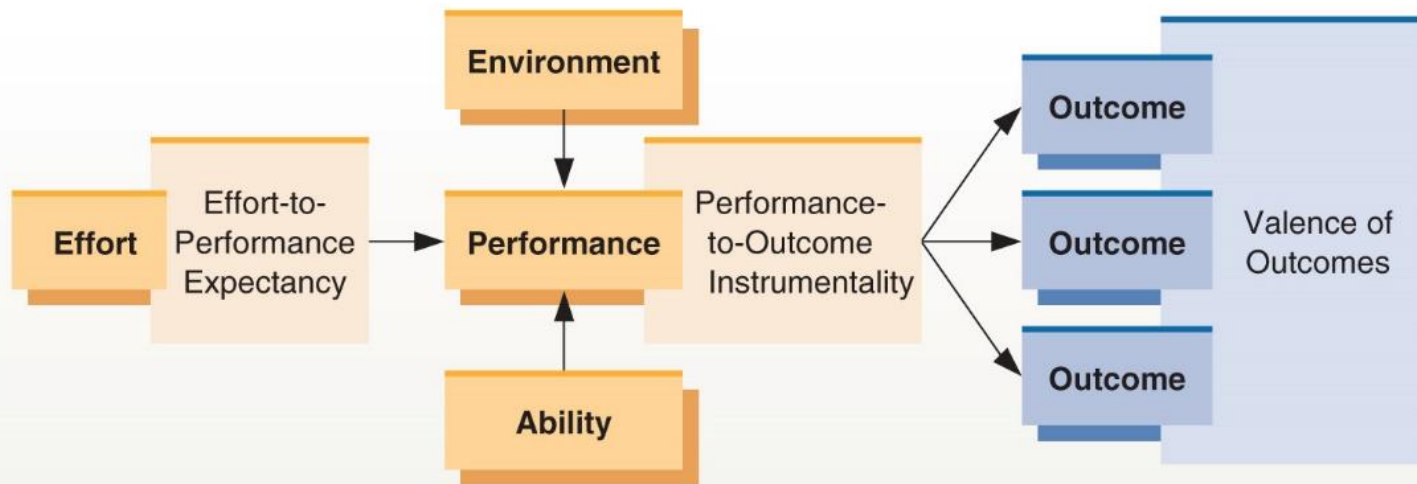
e.g. --1-----+1

or --2-----+2

or --3-----+3 etc

$$MF = \sum (E \times I \times V)$$

The Expectancy Theory of Motivation



The expectancy theory is the most complex model of employee motivation in organizations. As shown here, the key components of expectancy theory are effort-to-performance expectancy, performance-to-outcome instrumentality, and outcomes, each of which has an associated valence. These components interact with effort, the environment, and the ability to determine an individual's performance.

Factors that Influence an Employee's Expectancy Perceptions

- **Self-esteem**
- **Self-efficacy**
- **Previous success at the task**
- **Help received from a supervisor and subordinates**
- **Information necessary to complete the task**
- **Good materials and equipment to do work with**

- **ADVANTAGES**

- GENERAL
- PREDICTABILITY
- EMPIRICAL
- INDIVIDUAL DIFFERENCES

- **DISADVANTAGES**

- MATH. FORMULA
- PROBLEMS OF MEASURING E,I,V
- LIMITED TO CONSCIOUS BEHAVIOUR
- TOO SIMPLE?
- CULTURALLY SPECIFIC?

Expectancy Theory in Practice

–Expectancy: Effort will result in a level of performance.

- Employees will work hard if they believe they can attain high performance—organisations must provide the resources that support performance.

–Instrumentality: Performance leads to outcomes.

- Workers are only motivated if they think performance leads to an outcome—managers must link performance to outcomes.

–Valence: How desirable an outcome is to a person.

- Workers have preferences for outcomes—managers must determine which outcomes are valued.

Expectancy and Motivation

- Motivation is highest when expectancy, instrumentality, and valence levels are high.
 - If one of the values is low, motivation will be low:
 - Workers do not believe they can perform well.
 - Workers do not believe that performance and rewards are closely linked.
 - Workers do not value the rewards offered for performance.

Guidelines for Using Expectancy Theory

- Determine the primary outcomes each employee wants
- Decide what levels/kinds of performance are needed to meet organizational goals
- Make sure the desired levels of performance are possible
- Link desired outcomes and desired performance
- Analyze the situation for conflicting expectancies
- Make sure the rewards are large enough
- Make sure the overall system is equitable for everyone

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- Identify the range for V. (Equidistant around a zero.) Often -1 to +1, -2 to +2, -3 to +3 or even -10 to +10 are the most common ranges.
 - E and I can only go from 0 to 1
 - The V should then relate to the MF, since that is what the MF will be directed towards. Therefore the MF needs to be clearly identified. eg MF_{HIGHER PAY} OR MF_{PROMOTION}
 - E is NOT EFFORT (That is Mf). E is expectancy of being able to do the task to get the V
 - I is just how much the employee trusts the company to provide the V if they do what is asked of them.

Learning-Based Perspectives on Motivation

- Learning

- A relatively permanent change in behavior or behavioral potential resulting from direct or indirect experience

- How Learning Occurs

- Traditional View: Classical Conditioning (Pavlov)

- A simple form of learning that links a conditioned response with an unconditioned stimulus

- Contemporary View: Learning as a Cognitive Process

- Assumes people are conscious, active participants in how they learn

Learning-Based Perspectives... (cont'd)

- **Reinforcement Theory and Learning**

- **Operant Conditioning (Skinner)**

- Behavior is a function of its consequences
 - Reinforcement is the consequence of behavior

- **Types of Reinforcement**

Positive reinforcement

A reward or other desirable consequence that a person receives after exhibiting behavior

Negative reinforcement (avoidance)

The opportunity to avoid or escape from an unpleasant circumstance after exhibiting behavior

Extinction

Decreases the frequency of behavior by eliminating a reward or desirable consequence that follows that behavior

Punishment

An unpleasant or aversive consequence that results from behavior

Operant Conditioning Tools

- Positive Reinforcement

- Getting desired outcomes for performing needed work behaviors.

- Positive reinforcers: pay, praises, or promotions.

- Negative Reinforcement

- Eliminating undesired outcomes once the desired behavior occurs.

- Negative reinforcers: criticisms, pay cuts, suspension.
 - Is not the same as punishment.

Operant Conditioning Tools (cont'd)

- Extinction

- Curtailing the performance of a dysfunctional behavior by eliminating whatever is reinforcing it.

- Behavior is not rewarded and over time, the worker stops performing it.

- Punishment

- Administering an undesired/negative consequence to immediately stop a dysfunctional behavior.

- Manager administers an undesired consequence to worker (verbal reprimand, demotion, pay cut).

Figure 5.7

Individual behavior can be affected when stimulus is either presented or removed after a particular behavior. This is also dependent on whether the stimulus is positive or negative.

Types of Reinforcers⁶⁰

| Action | Nature of the Stimulus | |
|---------------------|---|---|
| | Positive | Negative |
| | Present the Stimulus | Punishment; decreases the behavior |
| Remove the Stimulus | <i>Positive reinforcement; increases the behavior</i> | <i>Punishment; decreases the behavior</i> |
| | <i>Extinction; decreases the behavior</i> | <i>Negative reinforcement; increases the behavior</i> |

Sources: Based on B. Lachman, F. Camm, & S. A. Resetar, Integrated Facility Environmental Management Approaches: Lessons from Industry for Department of Defense Facilities, 2001. Santa Monica, CA: RAND Corporation. http://www.rand.org/pubs/monograph_reports/MR1343/.

Schedules of Reinforcement

continuous reinforcement

A desired behaviour is reinforced each time it is demonstrated.

intermittent reinforcement

A desired behaviour is reinforced often enough to make the behaviour worth repeating but not every time it is demonstrated.



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Schedules of Reinforcement (cont'd)

Types of intermittent reinforcement:

- Fixed-interval schedule
 - Rewards are spaced at uniform time intervals.
- Variable-interval schedule
 - Rewards are distributed at random times; reinforcements are unpredictable based on time
- Fixed-ratio schedule
 - Rewards are initiated after a fixed or constant number of responses (e.g. payment for piece-rate workers)
- Variable-ratio schedule
 - Rewards are varied relative to the behaviour of the individual.



Schedules of Reinforcement (cont'd)

| Reinforcement Scheduled | Nature of reinforcement | Effect on Behaviour |
|--------------------------------|--|--|
| Continuous | Reward given after each desired behaviour | Fast learning of new behaviour but rapid extinction |
| Fixed-interval | Reward given at fixed time intervals | Average and irregular performance with rapid extinction |
| Variable-interval | Reward given at variable times | Moderately high and stable performance with slow extinction |
| Fixed- ratio | Reward given at fixed amounts of output | High and stable performance attained quickly but also with rapid extinction |
| Variable-ratio | Reward given at variable amounts of output. | Very high performance with slow extinction. |

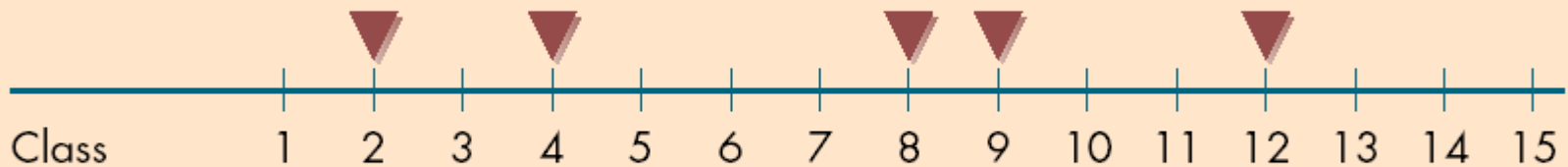
Intermittent Schedules of Reinforcement

Fixed-interval schedule: Employee's receipt of a weekly paycheck



Reinforcer (▼) is the receipt of a paycheck

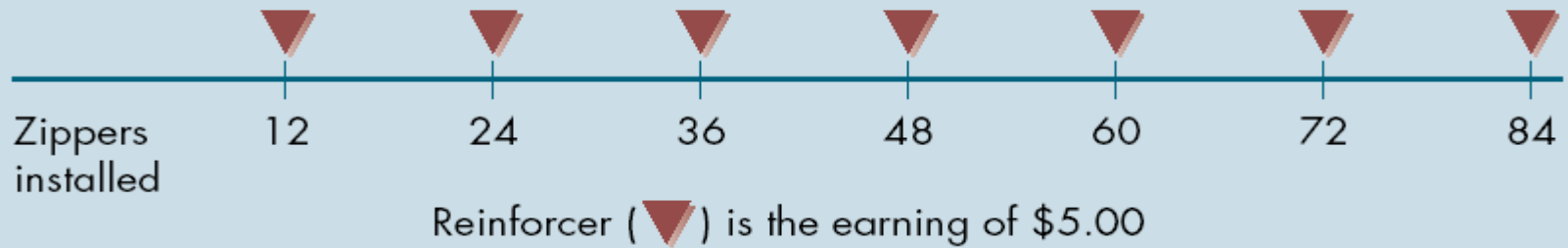
Variable-interval schedule: Pop quizzes in a classroom



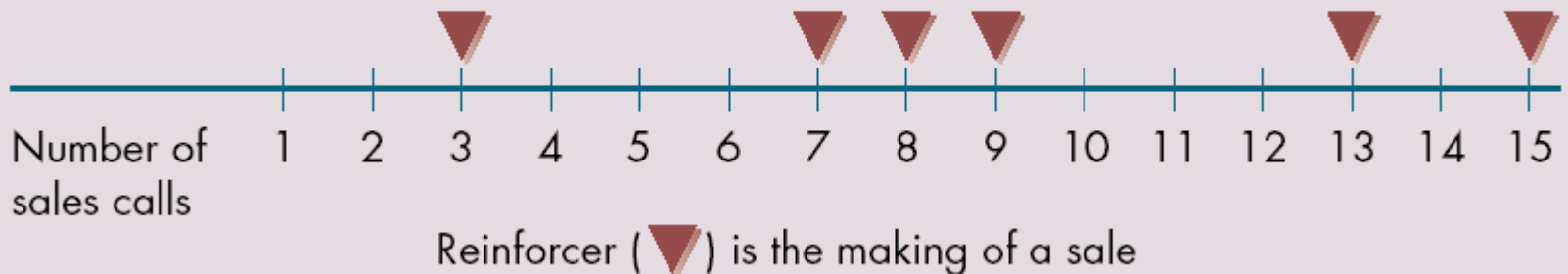
Reinforcer (▼) is the added points received for being in class on a quiz day

Intermittent Schedules of Reinforcement (cont'd)

Fixed-ratio schedule: Piece-rate plan for zipper installers



Variable-ratio schedule: Commissioned salespeople



Reinforcement Schedules and Behaviour

- In general, variable schedules tend to lead to higher performance than fixed schedules

Behaviour Modification

OB Mod

The application of reinforcement concepts to individuals in the work setting.

Problem-solving model

- Identify critical behaviours
- Develop baseline data
- Identify behavioural consequences
- Apply intervention
- Evaluate performance improvement.

Learning-Based Perspectives... (cont'd)

- Social Learning in Organizations

- Occurs when people observe the behaviors of others, recognize their consequences, and alter their own behavior as a result

- Conditions for social learning:

- Behavior being observed and imitated must be relatively simple
 - Observed and imitated behavior must be concrete, not intellectual
 - Learner must have the physical ability to imitate the observed behavior

Work Design in Organizations

- Job Design
 - How organizations define and structure jobs
- Job Specialization (Fredrick Taylor)
 - Jobs should be scientifically studied, broken down into small component tasks, and then standardized across all workers doing those jobs
 - Follows Adam Smith's concept of the division of labor
 - Jobs designed for efficiency can become boring and monotonous, resulting in job dissatisfaction

Early Alternatives to Job Specialization

Job Rotation

Systematically moving workers from one job to another in an attempt to minimize monotony and boredom

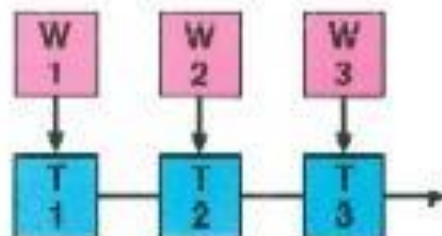
Job Enlargement (Horizontal Job Loading)

Giving workers more tasks to perform

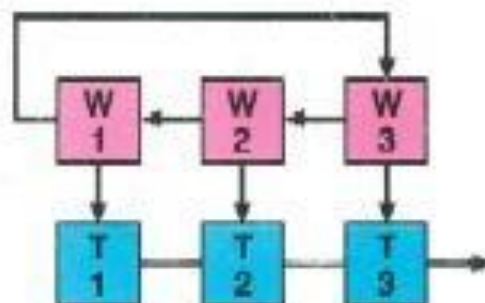
Job Enrichment (Vertical Job Loading)

Giving workers more tasks to perform and more control over how to perform them

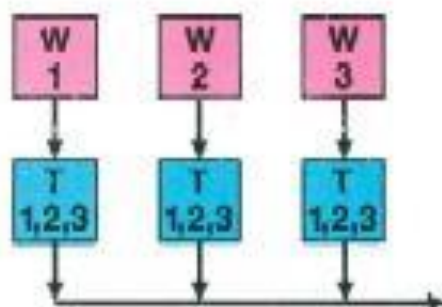
JOB
SIMPLIFICATION



JOB
ROTATION

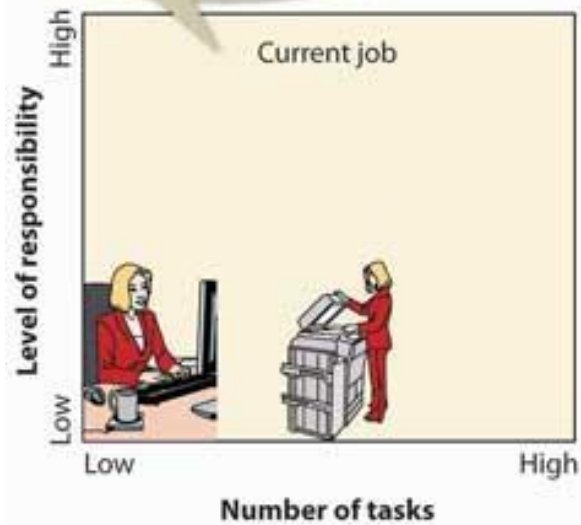


JOB
ENLARGEMENT

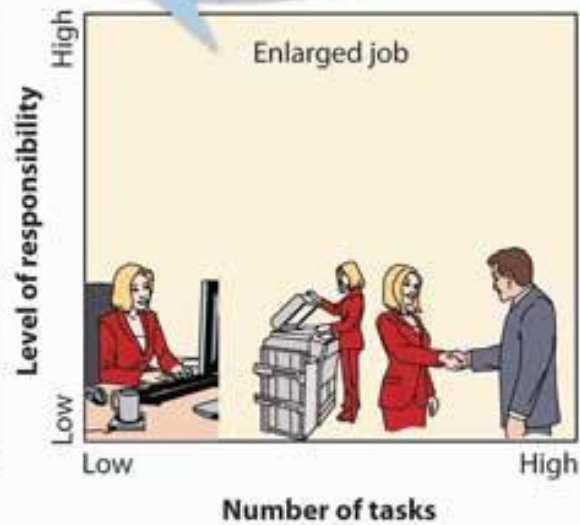


W – Worker T – Task

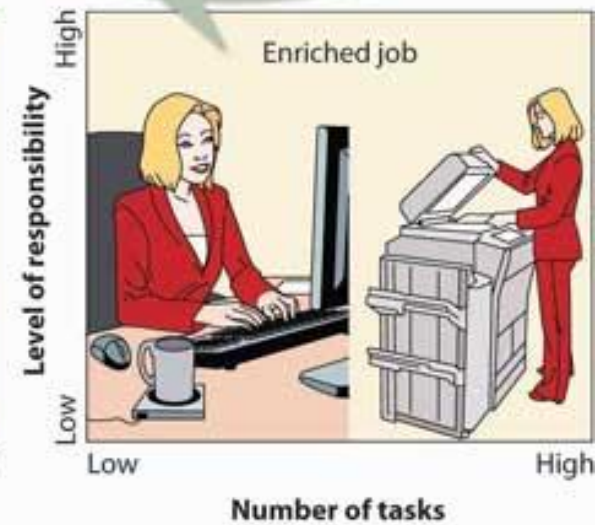
Two tasks,
defined level of responsibility



More tasks,
same level of responsibility



Same number of tasks,
greater responsibility in each



Work Design in Organizations

- The Job Characteristics Theory
 - Critical psychological states of workers
 1. Experienced meaningfulness of the work
 2. Experienced responsibility for work outcomes
 3. Knowledge of results
 - Motivational properties of tasks
 1. Skill variety
 2. Task identity
 3. Task significance
 4. Autonomy
 5. Feedback

Job Characteristics model

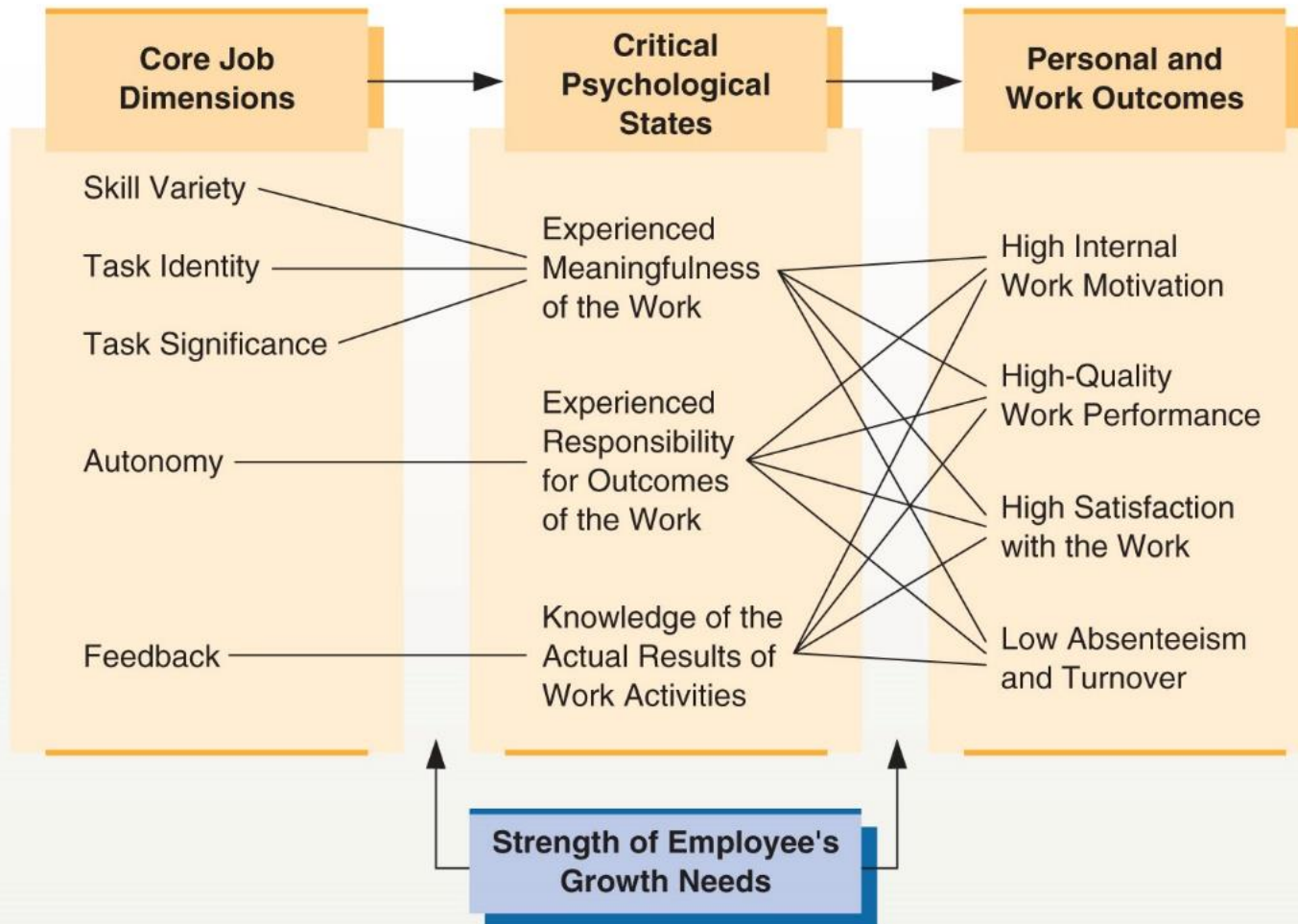
job characteristics model

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**

The Job Characteristics Theory



The job characteristics theory is an important contemporary model of how to design jobs. By using five core job characteristics, managers can enhance three critical psychological states. These states, in turn, can improve a variety of personal and work outcomes. Individual differences also affect how the job characteristics affect people.

Job Characteristics model (cont'd)

skill variety

The degree to which the 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.



Job Characteristics model (cont'd)

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.

Job Characteristics model (cont'd)

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.

Calculating a motivating potential score

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

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.

Steps for Applying the Job Characteristics Model

- 1) Diagnose the work environment to determine if a performance problem is due to low motivation and de-motivating job characteristics**
- 2) Determine whether job redesign is appropriate for a given group of employees**
- 3) Determine how to best redesign the job**
- 4) Not for everyone**

Job Characteristics Theory: Research Findings

- Research generally supports the theory, however:
 - Performance seldom found to correlate with job characteristics
 - Measures used to test theory are not always valid and reliable
 - Role of individual differences is not supported
 - Theory is lacking in specific guidelines for implementation

Goal Setting and Motivation

- Purposes of Setting Goals in Organizations
 - To provide a useful framework for managing motivation to enhance employee performance
 - To serve management as a control device for monitoring how well the organization is performing
- Goal
 - A desirable objective

Goal Setting and Motivation (cont'd)

- Goal Setting Theory (Locke)

- Assumes that behavior is a result of conscious goals and intentions, therefore goals influence behavior (performance)

- Goal Characteristics

- Goal difficulty

- The extent to which a goal is challenging and requires effort

- Goal specificity

- The clarity and precision of a goal

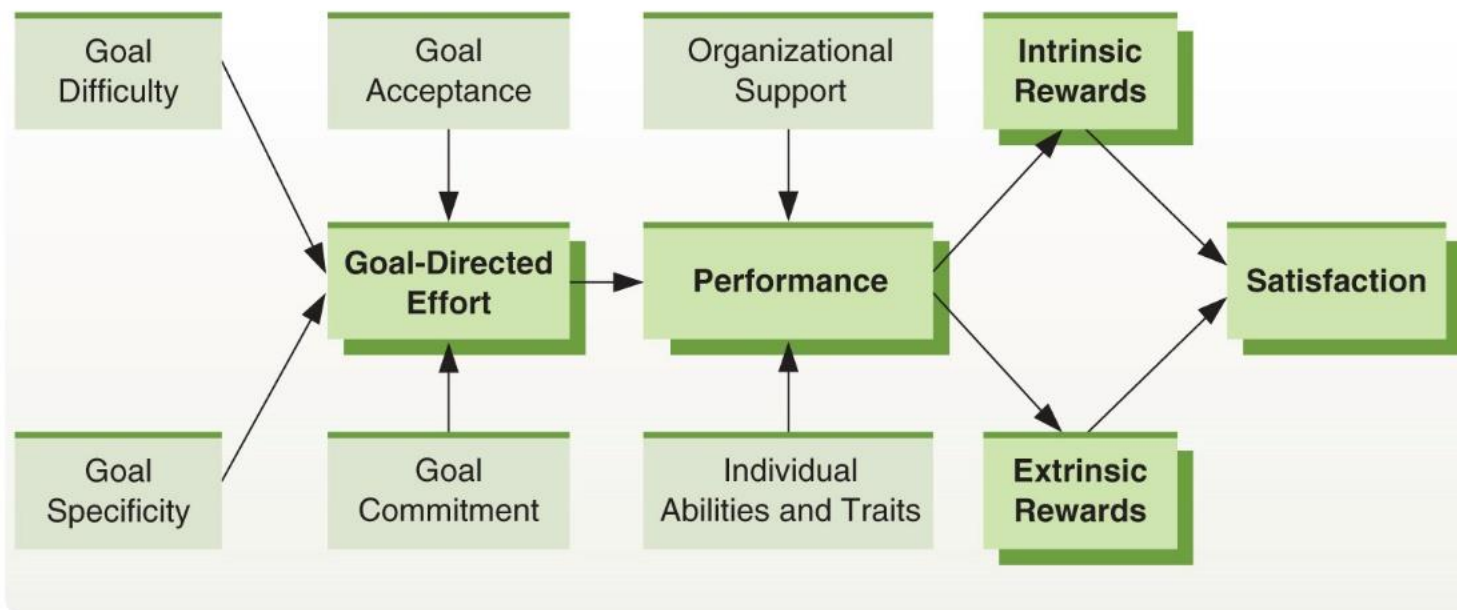
Expanded Goal Setting Theory (Lock and Latham)

- The Goal-Setting Process

- Goal-directed effort is a function of goal attributes:

- Goal difficulty
 - Goal specificity
 - Goal acceptance: the extent to which a person accepts a goal as his/her own
 - Goal commitment: the extent to which a person is personally interested in reaching a goal

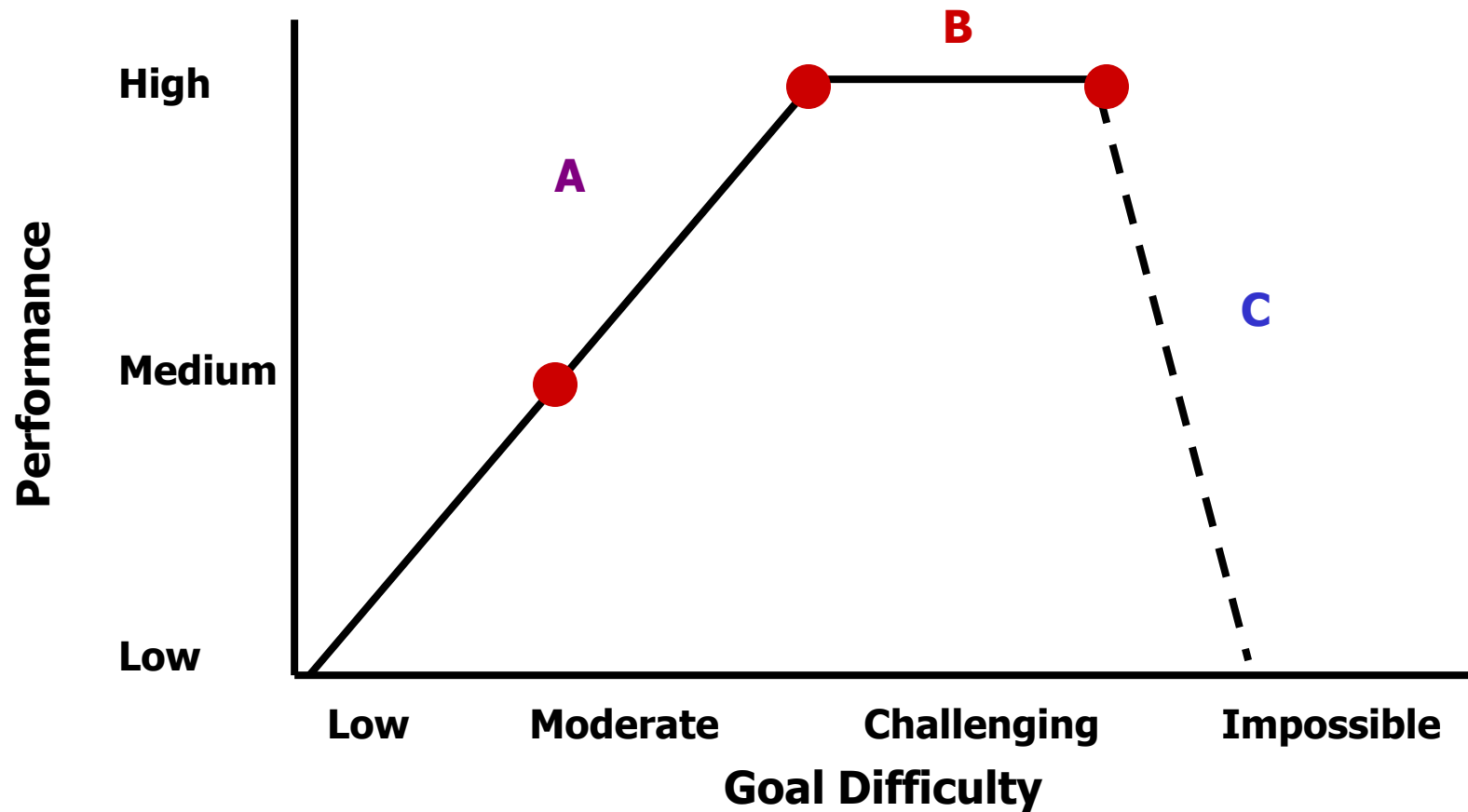
The Goal-Setting Theory of Motivation



The goal-setting theory of motivation provides an important means of enhancing the motivation of employees. As illustrated here, appropriate goal difficulty, specificity, acceptance, and commitment contribute to goal-directed effort. This effort, in turn, has a direct impact on performance.

Source: Reprinted from Latham, G. P., et al. (1979, Autumn). The Goal-Setting Theory of Motivation. *Organizational Dynamics*. Copyright 1979, with permission from Elsevier.

Goal Difficulty and Performance



A Performance of committed individuals with adequate ability

B Performance of committed individuals

C Performance of individuals who lack commitment to high goals

Insights from Goal Setting Research

- 1) Difficult goals lead to higher performance**
- 2) Specific, difficult goals lead to higher performance for simple rather than complex tasks**
- 3) Feedback enhances the effect of specific, difficult goals**
- 4) Participative goals, assigned goals, and self-set goals are equally effective**
- 5) Goal commitment and monetary incentives affect goal-setting outcomes**

Guidelines for Writing “SMART” Goals

Specific

Measurable

Attainable

Results oriented

Time bound



Broader Perspectives on Goal Setting

- Management by Objectives (MBO)
 - A collaborative goal-setting process through which organizational goals cascade down throughout the organization
 - Requires customizing to each organization

Broader Perspectives on Goal Setting

- Steps of the General MBO Model

- Top managers establish overall goals for the firm
- Managers and employees collaborate to set subsidiary goals
- Managers and employees ensure that the employees have the resources needed to reach the goals
- Process flows downward as each subordinate manager repeats the steps with her own subordinates
- Manager periodically meets with subordinates to check progress and make adjustments as needed

Goal Setting: Evaluation and Implications

- Research has shown that:
 - Goal difficulty and specificity are closely associated with performance
 - Goal-setting theory may focus too much on short-run considerations
 - MBO has the potential to motivate because it helps implement goal-setting theory on a systematic basis throughout the organization
 - MBO has a tendency to overemphasize quantitative goals to enhance verifiability