CHAPTER 9: MOTIVATING OTHERS

The purpose of this chapter is to provide the student with concepts and skills for motivating others, particularly in a work environment. Instead of presenting an overview of the many motivation theories in vogue, we concentrate on a few techniques. In this way, skill development is enhanced.

CHAPTER OUTLINE AND LECTURE NOTES

Motivation has two meanings: (a) an internal state that leads to effort expended toward objective, and (b) an activity performed by one person to get another to accomplish work. To accomplish their work, people must motivate people who report to them, coworkers, bosses, or customers.

I. MOTIVATION SKILL BASED ON THE PRINCIPLE OF "WHAT’S IN IT FOR ME?"

The most fundamental principle of human motivation is that people are motivated by self-interest, the principle of “What’s in it for me?” or WIIFM. Even people who perform acts of social good receive the reward of feeling better about themselves, thus, satisfying their needs for nurturing others.

To use the WIIFM principle you have to be aware of the intensity of the person’s desire. You must also find out what needs, desires, or motives a person is attempting to satisfy. A representative list of needs is as follows: achievement; power; affiliation; autonomy; esteem; safety and security; and equity.

II. USING BEHAVIOR MODIFICATION TO MOTIVATE OTHERS

The most widely-used formal method of motivating people in the workplace is behavior modification, an attempt to change behavior by manipulating rewards and punishments. According to the law of effect, behavior that leads to a positive consequence for the individual tends to be repeated, whereas behavior that leads to a negative consequence tends not to be repeated.

A. Behavior Modification Strategies

Behavior modification has four key strategies. Positive reinforcement means increasing the probability that behavior will be repeated by rewarding people for making the desired response. Positive reinforcement improves learning and motivation but is not 100 percent effective.
Negative reinforcement (or avoidance motivation) is rewarding people by taking away an uncomfortable consequence of their behavior. It is the withdrawal of a disliked consequence, and not punishment. Punishment is the presentation of an undesirable consequence, or the removal of a desirable consequence, because of unacceptable behavior. Extinction is decreasing the frequency of undesirable behavior by removing the consequence of such behavior, such as not reacting to gross jokes.

B. Rules for the Use of Behavior Modification
Certain rules and procedures must be followed to use behavior modification effectively.

1. State clearly what behavior will lead to a reward or punishment.
2. Choose an appropriate reward or punishment. (An appropriate award is effective and feasible.)
3. Supply ample feedback.
4. Schedule rewards intermittently.
5. Rewards and punishments should follow the observed behavior closely in time.
6. Make the reward or punishment fit the behavior.
7. Make the rewards visible and the punishments known.
8. Change the reward periodically.

III. USING RECOGNITION TO MOTIVATE OTHERS
Although part of positive reinforcement, recognition is such a powerful motivator that it merits separate attention. Recognition programs in organizations are standard practice. Recognition is a strong motivator because it is a normal need to crave recognition, yet most workers want more recognition. To appeal to the recognition need of others, identify a meritorious behavior and then recognize the behavior with an oral, written, or material reward. Apply the rules for behavior modification. The category of status symbols might also be interpreted as a form of recognition.

An outstanding advantage of recognition, including praise, as a motivator is that it is no cost or low cost, yet powerful. Not everyone responds well to the same form of recognition, such as most technical people not liking general praise.

IV. USING EXPECTANCY THEORY TO MOTIVATE OTHERS
Expectancy theory is a comprehensive theory of motivation and is also helpful in diagnosing motivational problems.

A. Capsule Overview of Expectancy Theory
The expectancy theory of motivation is based on the premise that how much effort people expend depends on how much reward they expect to receive in return. The theory assumes that people are rational and logical, thus wanting to maximize gain and minimize loss. In a given situation, people choose an alternative with the biggest chance of a personal payoff. How intensely a person wants a given outcome is also important.

B. Basic Components of Expectancy Theory
All versions of expectancy theory have three major components.

1. Effort-to-Performance Expectancy. Effort-to-performance expectancy is the probability assigned by the individual that effort will lead to performing the task correctly. People want to know, "If I put in all this work, will I really get the job done properly?" Expectancies range from 0 to 1.0. The importance of having high expectancies for motivation fits the new thrust in work motivation that emphasizes the contribution of self-efficacy, the confidence in your ability to carry out a specific task.

2. Performance-to-Outcome Expectancy. Performance-to-outcome expectancy is the probability assigned by the individual that performance will lead to certain outcomes or rewards. People want certain rewards from engaging in a particular behavior. Performance-to-outcome expectancies also range from 0 to 1.0. Performance-to-outcome expectancies are closely linked to trusting your manager and the company.

3. Valence. A valence is the value, worth, or attractiveness of an outcome. In each work situation there are multiple outcomes, each with a valence of its own. In the version of expectancy theory presented here, valences run from -100 to +100. A negative valence means a person will work to avoid an outcome.

C. Diagnosing Motivation with Expectancy Theory
Expectancy theory helps a person diagnose whether motivation is present, and the intensity of the motivation. Seek answers to the following questions:

1. Does the person I am attempting to motivate have the skills self-confidence to do the job?
2. What assurance does the person have that if he or she performs the work, the promised reward will be forthcoming?
3. How badly does the person want the reward being offered in the situation?
4. Are there any zeroes in the first three questions? (If there are, motivation will be absent because a zero will be entered in the expectancy theory equation.)

D. Guidelines for Applying Expectancy Theory
In addition to the information about expectancy theory already presented, here are a few more guidelines.

1. Train and encourage people.
2. Make explicit the link between rewards and performance.
3. Make sure the rewards are large enough.
4. Understand individual differences in valences.
5. Use the Pygmalion effect to increase effort-to-performance expectancies. (The Pygmalion effect refers to the phenomenon that people will rise (or fall) to the expectations another person has of them.)

ANSWERS TO DISCUSSION AND REVIEW QUESTIONS

1. For what purposes would someone need to motivate his or her supervisor?

A person might want to motivate the supervisor for such reasons as obtaining a better assignment, performance appraisal, or salary increase. A person might also want to motivate a boss to carry a bigger share of the group’s workload.

2. Almost every major airline hires a baggage transport company that delivers misplaced valises to their owner. The van drivers and valise-delivery person are typically men in their late sixties and beyond, and these workers are quite dependable. What motivates men in their sixties and seventies to deliver misplaced valises and to perform well?

Seniors are motivated to work in low paying service jobs for many reasons. Satisfying basic needs is one possibility, but pride and recognition appear more important. Recognition is intertwined with feeling useful.

3. If people really live by the WIIFM principle, how can a leader still achieve teamwork?

The WIIFM principle does not exclude teamwork. Team members can be shown that by working hard as a team member, they will achieve important personal gains such as a group bonus and high job satisfaction.
4. What evidence can you suggest that people who do exciting and interesting work still expect exceptional financial rewards?

Professional athletes in major sports are the best (or worst?) examples of people who perform exciting work who demand almost outrageous financial rewards. Part of this gluttony can be attributed to the agents, yet there are 21-year old basketball players who will sit home and sulk until they receive an $80 million package.

5. How might an instructor use negative reinforcement (avoidance motivation) to improve a student’s performance?

An instructor could use negative reinforcement by rewarding exceptional performance in one area (such as test grades) to remove another course requirement the student was not eager to complete (such as a research paper). In order to use negative reinforcement, an uncomfortable condition or activity within the course must exist. For many students, doing a research paper would be a self-rewarding, positive experience.

6. Identify several rewards in text Table 9-1 that you think would be particularly effective in motivating managers and professionals. Explain your reasoning.

The rewards most suited for managers and professionals, in addition to money, are those related to high-level need satisfaction. Most of these would fit the category of job and career related. However, managers and professionals would be motivated by many of the recognition and status symbols such as elegant job titles and bigger work area or office.

7. Answer question 6 for entry-level service workers such as supermarket cashiers.

More basic rewards would generally be best for entry-level service workers because they still have many basic needs to satisfy. The most suitable rewards would probably cluster in the categories of monetary, recognition, and status symbols, and in social and pride-related rewards. Many firms still persist in using wall plaques as rewards.

8. How do individual differences show themselves in attempting to motivate others?

Individual differences in motivating others manifest themselves in the
different valences people attach to rewards. A person with low needs for power and status, for example, would experience very little motivational thrust from the prospects of being promoted. A person with high needs for power and status would find the prospects of promotion to be highly motivational.

9. How might you use expectancy theory to improve your own level of motivation?

Expectancy theory is well suited for self-motivation. First, a person could increase effort-to-performance expectancies (and self-efficacy) by getting the right training and using positive self-talk. Second, the person could increase the performance-to-outcome expectancies by investigating the track record of the employer in actually delivering promised rewards. Third, the person could pursue mostly those rewards to which he or she attached high valence.

10. How might cultural differences affect the valence ratings in text
Skill-Building Exercise 9-3?

Cultural differences can affect the valence ratings for job factors because people in different cultures attach different values to certain type of job outcomes. An example is that Mexicans highly value warm interpersonal relationships. A Mexican worker might therefore attach a higher valence to a "warm smile and word of appreciation." A recognition-hungry American might give a higher rating to an "employee-of-the-month" designation.

ANSWERS TO CASE QUESTIONS

Rewards and Recognition at Tel-Service

This case illustrates an application of positive reinforcement in the form of a reward and recognition program. The case also demonstrates that management should use a diagnostic approach before starting a motivational program.

1. Identify the motivational techniques used by Samuels to enhance performance of the customer service reps.

Above all, Samuels used positive reinforcement to reward good performance, including a Disney World trip and public presentation of rewards. Considerable recognition was given. Rewards given later were smaller and more personal like watches and sporting equipment.

2. What can Samuels do to keep the customer service staff motivated in the
future?

The reward and recognition program should continue, yet it will probably be necessary to change the rewards and the program periodically to prevent staleness.

3. Use expectancy theory to analyze why the reward and recognition program is working.

To begin, it appears that the employees believe that the performance is within their capability, satisfying the expectancy requirement. Apparently the employees believed that management would deliver the rewards, satisfying the instrumentality requirement. Also, the rewards including the Disney trip had high valence for the employees.

COMMENTS ABOUT QUIZZES AND EXERCISES

My Approach to Motivating Others

An advantage of this self-assessment exercise is that it points toward the specific type of actions required to motivate others in a work environment.

Background Work for the WIIFM

This group activity is essentially a needs analysis, thus reflecting a sophisticated approach to motivation. The lesson to be learned from this activity is that it is better to investigate what motivates people than to assume that the right motivators are known in advance. The exercise also highlights the importance of understanding individual differences and being a good listener.

Behavior Modification

An important lesson to be learned from this exercise is that implementing behavior modification requires several skills. The implementer must be able to hold candid discussions with another person, choose an appropriate reward of punishment, and then administer the reward or punishment. Another issue is handling the reaction of the recipient of the reward or punishment.
Estimating Valences for Applying Expectancy Theory

Students typically enjoy quantifying interesting aspects of human behavior. The across-group comparisons, and the comparisons with the class, can be particularly enlightening.

Applying Expectancy Theory

A key behavior expected from the manager in applying expectancy theory to a fledgling telemarketer is to help give him or her the confidence or training needed to do a good job. The manager must also give assurances about rewards, and choose rewards of high valence.
EXAMINATION QUESTIONS

Multiple Choice

(b) 1. The motivational principle of WIIFM means that people are motivated by
   a. concern for the welfare of others.
   b. self-interest.
   c. a need to avoid pain.
   d. a spirit of excitement and adventure.

(d) 2. Which one of the following needs is not included among the key needs that motivate most employees?
   a. need for affiliation
   b. need for esteem
   c. need for safety and security.
   d. need for thrill seeking.

(c) 3. The desire for fair treatment is reflected in the need for
   a. safety and security.
   b. esteem
   c. equity
   d. autonomy

(c) 4. To effectively use the WIIFM principle, it is especially important to be aware of the other person’s
   a. age.
   b. effort-to-performance expectancy.
   c. intensity of desire.
   d. past history of rewards.

(d) 5. To use negative reinforcement to motivate Jose, an office temporary, his manager would
   a. put Jose on probation if he performs poorly.
   b. ignore most of Jose’s actions.
   c. give Jose a "worst employee of the month" award.
   d. promise to give Jose a permanent job if he performs well.

(a) 6. In behavior modification, a reward is given to a person when
   a. the person makes the right response.
   b. his or her morale is getting low.
   c. group productivity is high.
   d. the person least expects it.
7. An appropriate reward or punishment is one that
   a. is acceptable to management.
   b. does not create an addiction to rewards.
   c. is effective for the individual involved.
   d. does not make people defensive.

8. Which one of the following is the best example of a job and career related reward?
   a. telling the person "Attaboy" or "Attagal"
   b. giving the person a favorable performance review
   c. granting the person a stock option
   d. granting the person time off from work with pay

9. An important condition for something being rewarding is that
   a. the person being motivated thinks it is valuable.
   b. the person giving the reward thinks it is valuable.
   c. it has a tangible economic value.
   d. it relates in some way to recognition.

10. Behavior modification cannot work without ______________ to individuals.
    a. generous prizes
    b. frequent feedback
    c. continuous reinforcement
    d. just punishments

11. When intermittent rewards are used in behavior modification, the
    a. desired behavior fades quickly.
    b. desired behavior is sustained longer.
    c. undesired behavior fades quickly.
    d. undesired behavior is sustained longer.

12. The best time to reward most people is
    a. shortly after they perform as desired.
    b. when they need a reward.
    c. at the end of the work day.
    d. shortly after they have been punished.

13. Which one of the following is a rule for the use of behavior modification?
    a. Use the most powerful rewards or punishment feasible.
    b. Schedule rewards continuously.
c. Create a long interval between rewards or punishment and the observed behavior.
d. Do not punish in front of others.

(c) 14. The purpose of a visible reward is to
   a. irritate those whose work did not qualify for a reward.
   b. make sure the reward is big enough to make a difference.
   c. let other workers observe see what kind of behavior is rewarded.
   d. hang it on the wall for others to see.

(d) 15. A general recommendation for choosing rewards and implementing them is to
   a. not deviate from what has worked in the past.
   b. change what has worked in the past.
   c. error on the side of being conservative.
   d. look for creative ways to apply behavior modification.

(b) 16. An important reason that employee recognition programs are often effective is that
   a. most workers want more money.
   b. most workers feel they do not receive enough recognition.
   c. collecting company souvenirs is a popular hobby.
   d. the need for economic security and safety is strong.

(b) 17. Employees tend to regard compensation as an entitlement, whereas recognition is
   a. considered a condition of employment.
   b. perceived as a gift.
   c. perceived as an extension of the paycheck.
   d. considered an ordinary responsibility of the supervisor.

(a) 18. Expectancy theory is based on the belief that people
   a. want to maximize gain and minimize loss.
   b. bet on the outcomes of a situation.
   c. strive to receive bigger rewards than others.
   d. are willing to endure pain to receive the right reward.

(d) 19. The question, "If I work hard, will I get the job done?" illustrates which aspect of expectancy theory?
   a. performance-to-outcome expectancy
   b. valence
   c. behavior modification
   d. effort-to-performance expectancy
(a) 20. Having high self-efficacy contributes directly to which aspect of expectancy theory?
   a. effort-to-performance expectancy
   b. performance-to-outcome expectancy
   c. valence
   d. potential outcomes

(c) 21. The question, "If I get the job done, will I really get my reward?" illustrates which aspect of expectancy theory?
   a. valence
   b. effort-to-performance expectancy
   c. performance-to-outcome expectancy
   d. managerial effort

(b) 22. Trusting the company and the manager will have the strongest impact on which component of expectancy theory?
   a. effort-to-performance expectancy
   b. performance-to-outcome-expectancy
   c. valence
   d. employee initiative

(a) 23. How badly an employee wants a particular reward depends on
   a. the valence he or she attaches to the reward.
   b. the effort-to-performance expectancy.
   c. the performance-to-outcome expectancy.
   d. the employee’s motivation level.

(d) 24. Which of the following valences would lead to the highest degree of motivated effort?
   a. 0
   b. +50
   c. -50
   d. -100

(d) 25. Michelle is the worst performer in your group. To use the Pygmalion effect to motivate her, you should
   a. criticize her privately.
   b. increase her performance-to-outcome expectancies.
   c. lower your expectations of her performance.
   d. raise your expectations of her performance.
True/False

(T) 1. Motivational skills are useful in dealing with coworkers and customers as well as people reporting to you.

(T) 2. The WIIFM principle refers to the fact that most people are motivated by self-interest.

(F) 3. The "What’s in it for me" principle works best as a motivator when a person lacks intensity in his or her needs.

(F) 4. One of the seven needs that alone or in combination appear to motivate the vast majority of employees is the need for escaping responsibility.

(T) 5. One of the seven needs that alone or in combination appears to motivate the vast majority of employees is the need for autonomy.

(F) 6. Behavior modification is based on the principle of self-motivation.

(T) 7. Giving another person positive reinforcement for making the right response merely increases the probability that the response will be repeated.

(F) 8. An example of negative reinforcement would be to assign a worker a piece of old, broken equipment because the person was late for work frequently.

(F) 9. The behavior modification strategy of extinction refers to removing a person who is exhibiting undesirable behavior from the scene.

(F) 10. An important characteristic of an appropriate reward is one that the person administering the reward enjoys giving.

(F) 11. A key point about rewarding employees is that effective rewards are usually quite costly.

(F) 12. An important principle of behavior modification is to make sure that all forms of accomplishment receive the same reward.

(T) 13. To keep a desired response going for a long time, it is best to reward the person every once and awhile (not every time) for making the response.

(F) 14. The purpose of a visible reward is to make employees appreciative of
what the company has done for them.

(F) 15. Employees tend to perceive recognition as an entitlement, whereas compensation is regarded as a gift.

(T) 16. Recognition is highly recommended as a motivator because it is no cost or low cost, yet powerful.

(T) 17. Expectancy theory generally refers to the idea that people will work hard to the extent that they expect to obtain a good return from their efforts.

(T) 18. A high effort-to-performance expectancy means that the person believes strongly that if he or she attempts to do the task, the task will be performed.

(T) 19. If you have high self-efficacy for a particular task, your are likely to have a high effort-to-performance expectancy.

(T) 20. Performance-to-outcome expectancies are tied in closely with trusting your manager and the company.

(T) 21. Carol attaches a valence of -95 to staying in her present job location. Carol will therefore put extra effort into working so hard that she will be recommended for a transfer.

(F) 22. Chuck attaches a valence of 10 to learning how to search for information on the Internet. He will therefore work very hard at becoming skilled on the Internet.

(F) 23. To enhance motivation, it is helpful to keep workers guessing about the link between performance and rewards.

(T) 24. One way to increase a person’s effort-to-performance expectancies is to communicate confidence in that person’s ability to perform the task.

(F) 25. To apply the Pygmalion effect, take the worst performing member of the group and give him or her a visible punishment.