

**Presentation Slides
to Accompany
*Organizational***

Behavior 10th Edition



Don Hellriegel and John W. Slocum, Jr.
Chapter 5—Achieving Motivation in the Workplace

Prepared by
Michael K. McCuddy
Valparaiso University

**Slide 5.1
Learning Objectives for Achieving
Motivation in the Workplace**

- ❖ Define motivation and describe the motivation process
- ❖ Describe two basic human needs approaches to motivation
- ❖ Explain how the design of jobs affects motivation
- ❖ Describe the expectancy model of motivation
- ❖ Explain how feelings of equity affect motivation

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**Slide 5.2
Key Approaches to Motivation
in the Workplace**

- ❖ Meeting basic human needs
- ❖ Designing jobs that motivate people
- ❖ Enhancing the belief that desired rewards can be achieved
- ❖ Treating people equitably

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Slide 5.3
**Factors Necessary for Arousing
Employee Motivation**

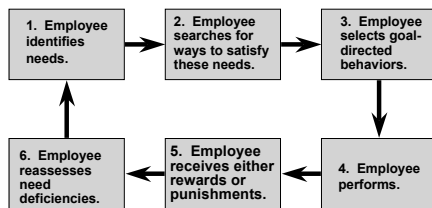
❖ Individuals must be:

- ❖ Attracted to join the organization and remain in it
- ❖ Allowed to perform the tasks for which they were hired
- ❖ Stimulated to go beyond routine performance and become creative and innovative in their work

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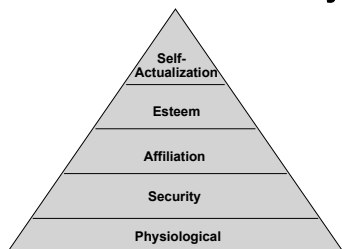
Slide 5.4
**Core Phases of the
Motivational Process**



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Slide 5.5
Maslow's Needs Hierarchy



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Slide 5.6

Assumptions of Maslow's Needs Hierarchy

- ❖ A satisfied need ceases to motivate behavior
- ❖ Several needs affect a person's behavior at any one time
- ❖ Lower level needs must be satisfied before higher level needs are activated
- ❖ More ways to satisfy higher level needs than lower level needs

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Slide 5.7

Using the Needs Hierarchy Model

- ❖ Satisfaction of *deficiency needs* fosters physical and psychological health
- ❖ Satisfaction of *growth needs* helps development as a human being
- ❖ If not blocked, higher level needs will emerge and motivate behavior
- ❖ Order of needs may be influenced by culture
- ❖ Organizational position or team membership can facilitate growth need satisfaction

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Slide 5.8

McClelland's Learned Needs

- ❖ **Power motive**
 - ❖ Action that affects others' behavior and has a strong emotional appeal
- ❖ **Affiliation motive**
 - ❖ Establish, maintain, and restore close personal relationships with others
- ❖ **Achievement motive**
 - ❖ Compete against a standard of excellence or provide a unique contribution

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Slide 5.9
Using the Achievement
Motivation Model

- ❖ Provide periodic performance feedback to employees
- ❖ Provide good role models
- ❖ Help employees modify self-images
- ❖ Guide employee aspirations in setting and attaining realistic goals
- ❖ Communicate that managerial success is related more to power than to affiliation

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Slide 5.10
Motivator–Hygiene Model

- ❖ **Motivator factors**
 - ❖ Work itself, recognition, advancement, and responsibility
- ❖ **Hygiene factors**
 - ❖ Company policy and administration, technical supervision, salary, working conditions, and interpersonal relations

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Slide 5.11
Using Motivators and Hygienes

- ❖ Jobs designed with motivators enhance competencies
- ❖ Motivators provide feedback
- ❖ Satisfaction and dissatisfaction can exist simultaneously
- ❖ Criticisms of the model
 - ❖ Method-bound
 - ❖ Separate dimensions of satisfaction and dissatisfaction

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Slide 5.12

Basic Assumptions of the Expectancy Model

- ❖ A combination of forces determines behavior
- ❖ Individuals decide their own behaviors in organizations
- ❖ Different individuals have different needs and goals, and want different rewards
- ❖ Individuals decide among alternatives based on their perceptions

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Slide 5.13

Key Variables in the Expectancy Model

- ❖ *First-level outcomes*—results of doing the job
- ❖ *Second-level outcomes*—positive or negative events produced by first-level outcomes
- ❖ *Expectancy*—effort-performance belief
- ❖ *Instrumentality*—relationship between first-level and second-level outcomes.
- ❖ *Valence*—preference for a second-level outcome

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Slide 5.14

Expectancy Model in Action

First-level Outcomes Second-level Outcomes

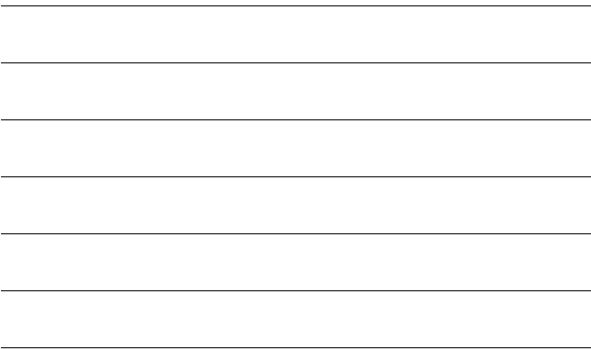
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graph LR; A["Effort  
Attend class  
Study  
Take notes  
Prepare for exams"] --> B["Performance:  
Grade in Class  
A B C D F"]; B --> C1["Self-confidence"]; B --> C2["Self-esteem"]; B --> C3["Personal happiness"]; B --> C4["Overall GPA"]; B --> C5["Approval of others"]; B --> C6["Respect of others"];
```

The diagram illustrates the Expectancy Model in Action. It shows a flow from Effort (Attend class, Study, Take notes, Prepare for exams) to Performance (Grade in Class, A B C D F). Performance then leads to six Second-level Outcomes: Self-confidence, Self-esteem, Personal happiness, Overall GPA, Approval of others, and Respect of others. Expectancy is represented by an upward arrow pointing from the Effort box to the Performance box. Instrumentality is represented by a large downward arrow pointing from the Performance box to the Second-level Outcomes.

Source: Cron, Wm.L., Slocum, J.W., and VandeWalle, D. The role of goal orientation following performance feedback. *Journal of Applied Psychology*, 2001 1, 86, 629-640.

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Slide 5.15

Potential Problems of the Expectancy Model

- ❖ Accurate measurement of effort is difficult
- ❖ Lack of specification of relative importance of second-level outcomes
- ❖ Implicit assumption that motivation is a conscious choice process
- ❖ Works best in cultures that emphasize internal attribution rather than fatalism

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Slide 5.16

Organizational Uses of the Expectancy Model

- ❖ Determine outcomes that each employee values
- ❖ Define performance levels in observable and measurable terms
- ❖ Ensure that desired performance can be attained
- ❖ Link desired performance and employees' desired outcomes
- ❖ Remember that motivation is based on perceptions
- ❖ Eliminate factors that conflict with desired behaviors
- ❖ Make sure changes in rewards are linked to employee's effort

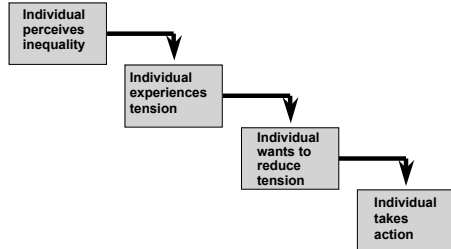
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<h2 style="text-align: center;">Slide 5.17</h2> <h3 style="text-align: center;">Examples of Inputs and Outcomes in Organizations</h3>	
INPUTS	OUTCOMES
<ul style="list-style-type: none"> ✦ Age ✦ Attendance ✦ Interpersonal skills, communication skills ✦ Job effort (long hours) ✦ Level of education ✦ Past experience ✦ Performance ✦ Personal appearance ✦ Seniority ✦ Social status ✦ Technical skills ✦ Training 	<ul style="list-style-type: none"> ✦ Challenging job assignments ✦ Fringe benefits ✦ Job perquisites (parking space or office location) ✦ Job security ✦ Monotony ✦ Promotion ✦ Recognition ✦ Responsibility ✦ Salary ✦ Seniority benefits ✦ Status symbols ✦ Working conditions

Slide 5.18
Inequity as a Motivational Process



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Slide 5.19
**Ways to Reduce Tensions
Produced by Inequity**

- ❖ Actually change inputs
- ❖ Actually change outcomes
- ❖ Mentally distort inputs or outcomes
- ❖ Leave organization or transfer to another department
- ❖ Change the reference group
- ❖ Distort others' inputs or outcomes

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Slide 5.20
**Organizational Uses
of the Equity Model**

- ❖ Treat employees fairly
- ❖ People make decisions concerning equity after comparing themselves with others
- ❖ Procedural justice influences perceptions of organizational fairness

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Chapter 6—Motivating Individuals for High
Performance

Prepared by
Michael K. McCuddy
Valparaiso University

**Slide 6.1
Learning Objectives for Motivating
Individuals for High Performance**

- ❖ Explain how performance is affected
by goal setting
- ❖ Describe reward systems for
fostering high performance

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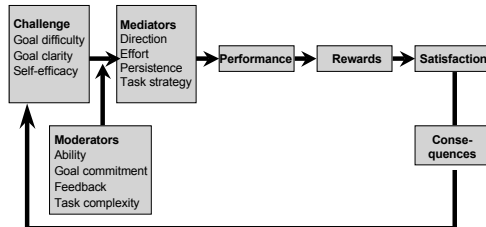
**Slide 6.2
Importance of Goal Setting**

- ❖ Goals guide and direct behavior
- ❖ Goals provide challenges and standards against
which performance can be assessed
- ❖ Goals justify tasks and the use of resources
- ❖ Goals define the basis for the organization's
design
- ❖ Goals serve an organizing function
- ❖ Goals provide a framework for planning and
control activities

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Slide 6.3 Model of Goal Setting



Source: Adapted from Locke, E. A., and Latham, G. P. *A Theory of Goal Setting And Task Performance*. Englewood Cliffs, N.J.: Prentice-Hall, 1990, 253.

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Slide 6.4

Impact of Goals on Performance

WHEN GOALS ARE

- ❖ Specific and clear
- ❖ Vague
- ❖ Difficult and challenging
- ❖ Easy and boring
- ❖ Set participatively
- ❖ Set by management (top down)
- ❖ Accepted by employees
- ❖ Rejected by employees
- ❖ Accompanied by rewards
- ❖ Unrelated to rewards

PERFORMANCE WILL TEND TO BE

Higher
Lower
Higher
Lower
Higher
Lower
Higher
Lower
Higher
Lower

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Slide 6.5

Moderators in the Goal-Setting Model

- ❖ **Ability**
 - ❖ Limits capacity to respond to challenge
- ❖ **Goal Commitment**
 - ❖ Determination to reach a goal
- ❖ **Feedback**
 - ❖ Provides information on outcomes and performance
- ❖ **Complexity**
 - ❖ Simple versus complex tasks

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Slide 6.6
When Is Goal Commitment Strong?

- ❖ Public commitment to achieve the goal
- ❖ Strong need for achievement
- ❖ Belief in personal control (internal locus of control)
- ❖ Participates in setting the goal
- ❖ Positive outcomes depend on goal achievement
- ❖ Expects to be punished for not achieving goals
- ❖ Perceives equitable distribution of rewards

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Slide 6.7
Mediators in the Goal-Setting Model

- ❖ Direction of attention
 - ❖ Focuses on goal-directed behavior
- ❖ Effort
 - ❖ Positively related to challenge
- ❖ Persistence
 - ❖ Willingness to continue working at a task
- ❖ Task strategy
 - ❖ Approach to tackling a task

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Slide 6.8
Advantages of Setting Ethical Goals

- ❖ Identifying what the organization recognizes as acceptable behaviors
- ❖ Legitimizing ethics as part of decision making
- ❖ Avoiding uncertainties about right and wrong
- ❖ Avoiding inconsistencies caused by a system that appears to reward unethical behavior

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Slide 6.9
Why Goal Setting Motivates High Performance

- ❖ Difficult but achievable goals prompt people to focus on achieving the goals
- ❖ Difficult goals motivate people to spend time and effort on developing methods for achieving them
- ❖ Difficult goals increase people's persistence in achieving their goals

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Slide 6.10
Why Goal Setting Works

- ❖ Goals serve as a directive function
- ❖ Goals have an energizing function
- ❖ Goals affect persistence
- ❖ Goals affect action
- ❖ Goals commit people to behavior

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Slide 6.11
Limitations to Goal Setting

- ❖ Lack of skills and abilities prevents goal setting from leading to high performance
- ❖ When a considerable amount of learning is needed, successful goal setting takes longer
- ❖ When the goal-setting system rewards the wrong behavior, major problems can result

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Slide 6.12
Potential Consequences
of Dissatisfaction

- ❖ Job avoidance
- ❖ Absenteeism, lateness
- ❖ Psychological defenses
- ❖ Constructive protest
- ❖ Defiance
- ❖ Aggression

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Slide 6.13
Implications of Goal-Setting Model for
Employees, Managers, and Teams

- ❖ Provides framework for diagnosing potential problems with low-performing or average-performing employees
- ❖ Provides advice on creating a high-performance work environment
- ❖ Portrays the system of factors affecting the achievement of high performance

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Slide 6.14
Reward Factors Involved in
Motivating High Performance

- ❖ Availability
- ❖ Timeliness
- ❖ Performance contingency
- ❖ Durability
- ❖ Equity
- ❖ Visibility

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Slide 6.15

Reward Systems in High-Performance Work Settings

REWARD SYSTEM	STRENGTHS	LIMITATIONS
Gain-sharing programs	Rewards employees who make specified production levels and control costs.	Formula can be complex; employees must trust management.
Profit-sharing programs	Rewards organizational performance.	Difficult for individuals and teams to impact overall organizational performance.
Skill-based pay	Rewards employee with higher pay for acquiring new skills.	Labor costs increase as employees master more skills. Employees can "top out" at the highest wage rate.
Flexible benefits	Tailored to fit employee needs.	Administrative costs high and difficult to use with teams.

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Slide 6.16	
Conditions Favoring Gain-Sharing Plans	
<i>Organizational Characteristic</i>	<i>Favorable Condition</i>
✧ Size of organization	✧ Less than 500 employees
✧ Product costs	✧ Controllable by employees
✧ Organizational climate	✧ Open, trusting
✧ Style of management	✧ Participative
✧ Union status	✧ No union or supportive one
✧ Communication policy	✧ Financials shared
✧ Plant manager	✧ Trusted, committed, articulate
✧ Management	✧ Competent, participative
✧ Workforce	✧ Knowledgeable, participative

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Slide 6.17

Flexible Benefit Plans:

Advantages

- ❖ Permits employees' discretion in matching needs with benefit plans
- ❖ Helps organizations control costs
- ❖ Highlights economic value of benefits

Limitations

- ❖ Record keeping becomes more complicated
- ❖ Difficulty in accurately predicting employees' benefit choices

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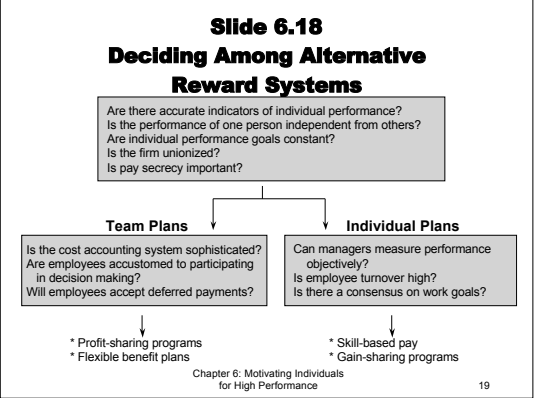
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- ❖ **Permits employees' discretion in matching needs with benefit plans**
- ❖ **Helps organizations control costs**
- ❖ **Highlights economic value of benefits**
- ❖ **Record keeping becomes more complicated**
- ❖ **Difficulty in accurately predicting employees' benefit choices**

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[illegible]



Slide 6.19
Reward Practices in Different Countries

Type of Reward Practice	Country
Pay based on seniority	Greece, Portugal, Belgium
Pay based on individual/team performance	Australia, United Kingdom, United States
Extensive fringe benefit plans	Sweden, Norway, the Netherlands
Stock options and bonus plans linked to individual/team/firm performance	Austria, United Kingdom, United States

Source: Adapted from Schuler, R. S., and Rogovsky, N. Understanding compensation practices variation across firms.: The impact of national culture. *Journal of International Business Studies*, 1998, 29, 159-177.

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