

Principles of Motivating Followers



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After studying this chapter, you will be able to:

- 1** Recognize personal and situational factors that may cause employee job dissatisfaction.
- 2** Identify and discuss reasons people behave the way they do.
- 3** Understand the various motivational theories and appreciate their importance.
- 4** Explain how one might use the motivational theories to manage their own lives and the performance of others.
- 5** Appreciate ways to more effectively cope with people who make your life difficult.
- 6** Consider how the ABCs can be used to shape behavior.
- 7** Compare the assumptions and applications of Theory X and Theory Y in supervision.
- 8** Articulate how job redesign, multitasking, and participative management can be used to develop employee SKAs.

YOU MAKE THE CALL!



Don Davis is the director of reloading operations for Economy Moving and Storage, a large international shipping company. Due to a corporate reorganization, over 1,300 employees had their jobs eliminated. Don was recently transferred to the Dublin center, where he would be in charge of five front-line supervisors who direct the operations of 90 employees. Don was thankful for the opportunity and was looking forward to the challenge and responsibilities in his new position, but he would miss the camaraderie that he had at the previous location. Maintaining contact via Facebook and e-mail was not the same.

In Don's first week on the job, it became obvious that the Dublin center had some serious problems that needed to be corrected quickly. He became aware that many customers were complaining that the packages shipped from the Dublin center arrived at their destinations late or in poor condition. For a company that prided itself on quality customer service and timely delivery, these conditions were not acceptable, and it was Don's responsibility to correct the situation.

The first thing Don did was gather information regarding the customer complaints. When he checked with Holly Henderson, the human resources director, to gather information on the employee characteristics at the Dublin center, Don discovered that his center had a high rate of employee turnover and lost time injury rates. Absenteeism and tardiness were running rampant, and the number of employee grievances had increased in the past six months. Realizing that unhappy employees equal poor customer service, Don decided to meet with the supervisors to understand why employees were performing below expectations.

During the meeting, Don illustrated the last three months' performance results to Amy, Steve, Joe, Sue, and Ryan and asked for their input. Amy, a long-term supervisor, pointed out that the conditions in which the employees work were sometimes terrible. "We have had record high temperatures during the month of June," she said. "Last week, it was over 100 degrees in here. How can

you expect people to perform in such extreme heat? This place is not air-conditioned and it is awful!"

Ryan, the newest of the supervisors, added, "Most workers are part-time. Some of them have other part-time jobs or are working here while they attend school. They come here tired and with other things on their minds. Most of the injuries I see are directly related to a lack of concentration. They make stupid mistakes. Even during our safety meetings, many workers seem bored and do not seem to pay attention." Steve complained, "The job the employees perform is very repetitious. They seem bored and lack enthusiasm. In fact, on several occasions employees have pointed out that their work is mindless, not satisfying, and needs changes. If you ask me, boredom is the main problem with employee performance."

Steve said, "I think the performance of some of our employees is affected by a few 'bad apples.' Overall, most of our people are good workers. They want to do a good job. I've seen them getting frustrated because of a poorly performing co-worker who needs to be reprimanded. I can't do anything about it; we are often short staffed and if I discipline someone, he or she will probably quit. That's how it was last week when I leaned on Reuben about his job performance. He essentially said, 'take this job and shove it!' Our employees know what to do, but they sometimes just don't feel they need to do it or do it the right way. Even when I plead with them to improve or threaten to write them up, it doesn't work. If I could only get the poor performers motivated, I think the rest would fall in line and overall performance would improve."

Last, Sue chimed in, "I have trouble motivating my workers. Just yesterday, one of my best workers left with a knee injury and the others failed to pick up the slack. If we don't find a way to motivate our people and improve performance, none of us will have a job."

The real question is: "What can Don do to help his front-line supervisors do a better job of motivating their workers to perform better?" He knew that pay increases were not possible. He knows he will have to do something quickly. What should he do?

Disclaimer: The above scenario presents a supervisory situation based on real events to be used for educational purposes. The identities of some or all individuals, organizations, industries, and locations, as well as financial and other information may have been disguised to protect individual privacy and proprietary information. Fictional details may have been added to improve readability and interest.

YOU MAKE THE CALL!

Where Can I Get Satisfaction?

Some things never change. Aristotle said, "Happiness is the meaning and purpose of life, the whole aim and the end of human existence."¹ Thus, the fundamental question for each of us is, "What does it take to make you happy?"

Two popular songs of our early teaching years may still be relevant today. While the 1965 Rolling Stones hit song, "*(I Can't Get No) Satisfaction*" wasn't about job satisfaction, that message is still being sung in the hearts and minds of

- 1 Recognize personal and situational factors that may cause employee job dissatisfaction.

Satisfaction

An emotional state or affective response toward various factors associated with one's work

many employees today.² **Satisfaction** is an emotional state or affective response toward various factors associated with one's work. The bitterness of a man who worked long and hard hours with no apparent rewards was expressed best in a 1978 Johnny Paycheck song, in which the lyrics insist, "Take this job and shove it, I ain't working here no more!"³

Job satisfaction surveys vary greatly in their statistics, but the conclusions are the same. The Conference Board has been conducting surveys since 1987, and their most recent study reported that although job satisfaction levels have come back from their lowest point realized during the recent economic recession, for the seventh year in a row, less than half of U.S. workers are satisfied with their jobs.⁴ Economic, political, social, and personal factors may influence the findings, but unlike those factors, working conditions and other work-related factors probably contribute greatly to the dissatisfaction. Millions of U.S. jobs were lost during the recent recession, and some have gone to lower wage countries, although these losses are beginning to ebb.⁵

Why do employees leave their jobs? Figure 7.1 illustrates the differences between what employers believe and what the employees' actual reasons are. Employees typically state in exit interviews or tell others that they're leaving for a better job, more pay, or job security, but researchers have concluded that the real reasons are often a bad supervisor, a nonchallenging or unfulfilling work situation, problems with co-workers, and so on.

In an annual celebration of International Women's Day, the release of a 2014 study by Accenture revealed that less than half of the respondents were satisfied in their current jobs.⁶ While the research data collected by various agencies varies in the degree of satisfaction or dissatisfaction, the conclusions are obvious. (1) The employee's perception of the organization's financial stability is related to satisfaction. (2) Job security is still very important. (3) When the economy begins to warm up, workers who are dissatisfied with their jobs go looking for new ones.⁷

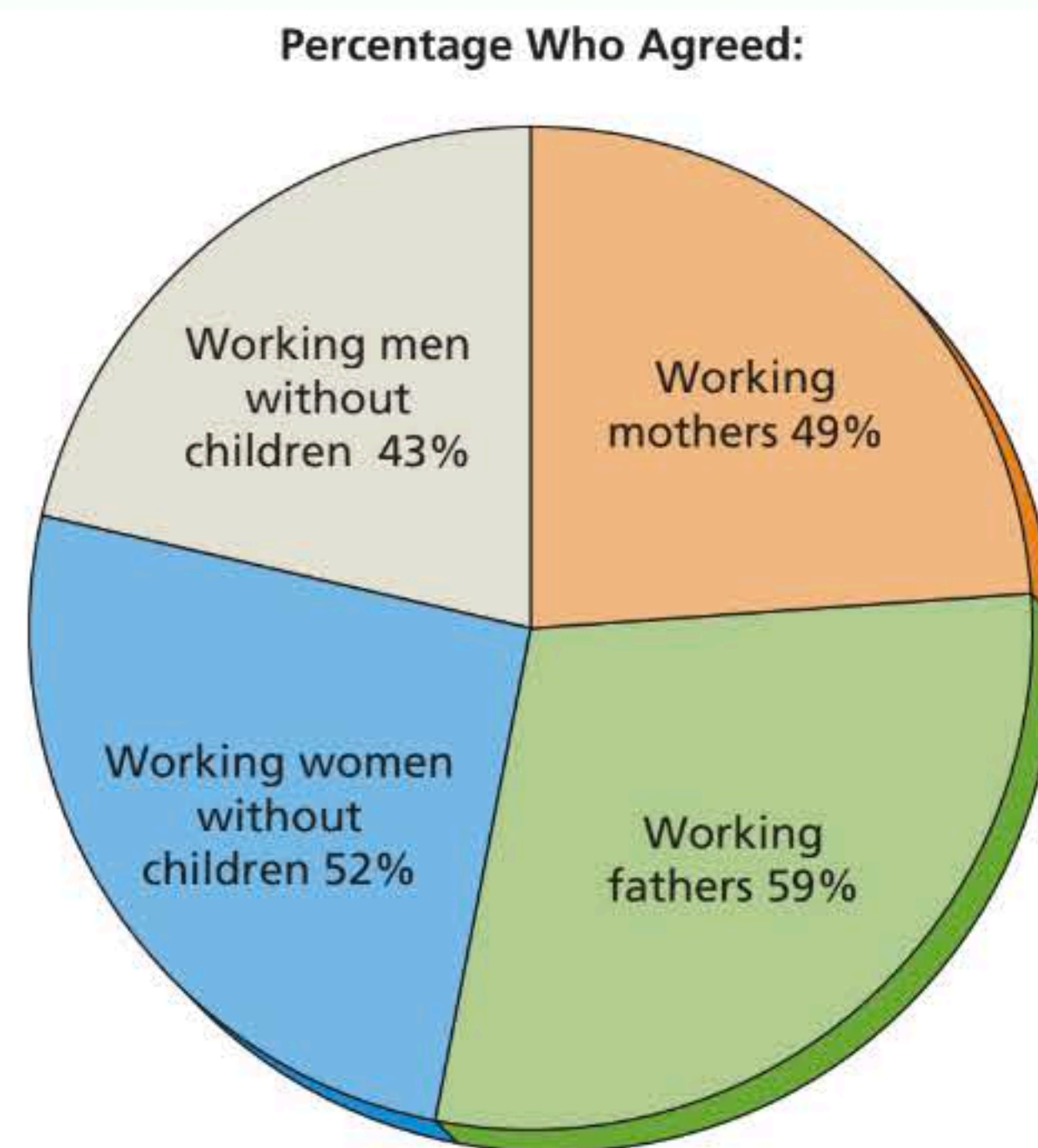
Clearly, the economic climate has changed the way employees look at their employer, their current work, and other aspects of their lives. The data reported in Figure 7.2 might surprise you, but many employees still view their work as a career. Supervisors must work with human resources professionals and other members of the management team to ensure that their organization is known as a "great place to work." Throughout the remainder of the book, we will provide you with tips and suggestions on how to accomplish this goal in your organization.

FIGURE 7.1 Reasons employees leave organizations

Employers' Speculations	Employees' Reasons
1. Increased base pay	1. Base pay
2. Career advancement opportunity	2. Greater job security
3. Improved work–life balance	3. Pension
4. More flexible work location	4. Improved work–life balance
5. Greater job security	5. Better health benefits

Source: Based on 2010 Towers Watson Global Workforce Study, reported in *HR Magazine* (January 2011), p. 27.

FIGURE 7.2 "I view my work as a career, not just a job"



Source: Working Mother/Ernst & Young survey of workers, reported in *USA Today* (December 14, 2010), p. 1B.

Determinants of Human Behavior

In Chapter 2, we defined management as getting things accomplished with and through people by guiding and motivating their efforts toward common objectives. To manage effectively, as this definition suggests, supervisors must understand employee motivation and develop approaches that encourage employees to work to their full capabilities.

People are the most important resource that a supervisor is asked to manage. Human beings have values, attitudes, needs, and expectations that significantly influence their behaviors on the job. The feelings people have toward their supervisors, their job environments, their personal problems, and numerous other factors are often difficult to ascertain.⁸ However, they have a tremendous impact on employee motivation and work performance.

What causes employees to behave in the ways they do? This question is difficult to answer because each individual is unique. The behavior of people is often rational, consistent, and predictable. However, people's behaviors at other times may seem irrational, inconsistent, and unpredictable. People tend to associate with others who are like themselves—"birds of a like feather flock together." This may lead to distrust and misunderstanding of those who are not of their "flock." Have you ever behaved differently because of the group you were in? Of course, you have. Was that behavior inconsistent with your family's or organization's expectations? If so, then problems arose for your parents, your supervisor, and eventually you. Remember, behavior is influenced by many forces, making it difficult for the supervisor to formulate simple principles that apply to every situation.

The forces that stimulate human behavior come from within individuals and from their environments. To illustrate, think about why parents' behavior changes when they become grandparents. One answer might be that the grandparents are

2 Identify and discuss reasons people behave the way they do.

older and perhaps more mature or experienced. They have received feedback on their earlier parenting efforts and have taken corrective action. Many grandparents appear to be willing to devote time and money to their grandkids. As grandparents, duties and responsibilities change. Also, grandparents can always send their grandchildren home to their parents. All these factors combined may lead to behavioral change.

Every day, employees confront issues that were nonexistent just a few years ago. The typical employee today spends more waking hours going to, being at, and coming home from work. Because of current economic conditions, an increasing number of workers work multiple jobs to try to make ends meet. Some workers in the baby boomer generation, for example, are caring for grandchildren and looking after their aging parents, and have less time to spend on leisure-time activities or going on vacations. Often, employees find themselves in intolerable or soured personal relationships. Many experienced managers speak about the people who were their star performers but who lost their luster. Understanding the “baggage” that affects employee performance is critical to the supervisor’s success in dealing with people.

DETERMINANTS OF PERSONALITY⁹

Every individual is the product of many factors, and it is the unique combination of these factors that results in an individual human personality. **Personality** is the complex mix of knowledge, attitudes, and attributes that distinguishes one person from all others.

Many people use the word “personality” to describe what they observe in another person. However, the real substance of human personality goes far beyond external behavior. The essence of an individual’s personality includes his or her attitudes, values, and ways of interpreting the environment, as well as many internal and external influences that contribute to behavioral patterns. Several major schools of personality study can help explain the complexity of human behavior. First, we will discuss the primary determinants of personality, and then describe how some major theories relate these factors to employee motivation.

PHYSIOLOGICAL (BIOLOGICAL) FACTORS

One major influence on human personality is physiological (or biological) makeup. Such factors as gender, age, race, height, weight, and physique can affect how a person sees the world. Intelligence, which is at least partially inherited, is another. Most biological characteristics are apparent to others, and they may affect the way in which a person is perceived. For example, a person who is tall is sometimes considered to have more leadership ability than a shorter person. While physiological characteristics should not be the basis for evaluating an employee’s capabilities, they do exert considerable influence on an individual’s personality as well as defining certain physical abilities and limitations.

EARLY CHILDHOOD INFLUENCES

Many psychologists feel that the very early years of a person’s life are crucial to an individual’s development. The manner in which a child is trained, shown affection, and disciplined has a lifelong influence. Parents who encourage autonomy, independence, exploration, and the ability to deal with risk, while instilling

Personality

The knowledge, attitudes, and attributes that make up the unique human being

a willingness to work with others, give the child valuable lessons. A person's background and previous experiences affect the way they are—and the way they act at work. A critical parent or teacher in one's younger years, for instance, may lead to insecurity in adult life. "Such folks often end up humiliating others, blaming them for their shortcomings, and taking credit for others' work."¹⁰

ENVIRONMENTAL (SITUATIONAL) FACTORS

Sociologists and social psychologists emphasize the immediate situation or environment as being the most important determinant of adult personality. Education, income, employer, home, and many other experiences that confront an individual throughout life influence who that person is and eventually becomes. Have you ever talked about "the good old days"? Where you lived during your formative years and what you experienced during that time have, in part, shaped who and what you are today.

Each day's experiences contribute to an individual's makeup. This is particularly true in terms of the immediate working environment. For example, the personality of the blue-collar worker performing routine, manual labor on an assembly line is affected by work differently than the personality of a white-collar worker who performs primarily mental work involving thought and judgment. Stated another way, what a supervisor does in a work situation affects the personalities of the people being supervised and how they in turn treat others.

CULTURAL (SOCIETAL) VALUES

Culture also influences personality. In the United States, such values as competition, rewards for accomplishment, equal opportunities, and similar concepts are part of a democratic society. Individuals are educated, trained, and encouraged to think for themselves and to strive to achieve worthwhile goals. However, some cultural values are changing. For example, for many years the workforce



Our daily experiences, such as our method of commuting to and from work, can influence our personality, outlook, and mood

David Grossman/Alamy

in the United States was relatively homogeneous, and the cultural values of most workers tended to be similar. During the past 10 years, however, the workforce has become increasingly diversified, reflecting many different subcultures and subgroups. The number of Asians, Hispanics, and Latinos in the workforce has increased dramatically. As the diversity of the workforce has increased, so has the effect of different cultural norms and values on the workplace. In particular, the values of certain ethnic, age, and other minority groups may be quite different among employees. By recognizing and respecting different cultural values, supervisors should become more adept in dealing effectively with people unlike themselves.

EVERY EMPLOYEE HAS AN ATTITUDE¹¹

Not long ago, a manager expressed to the text's author that her biggest challenge was an employee with an attitude problem. The employee constantly complained. The manager was upset with herself because she had taken the path of least resistance and avoided the employee. Supervisors must recognize that the positive or negative behavior of one person spills over—someone else now has either a positive or negative attitude. We have all seen situations where one employee with a bad attitude is like cancer and can affect the entire system if left unchecked. You and I don't have a bad attitude; it's all those other people.

How do others see you? Think about a person you know who has a **Positive Mental Attitude (PMA)** and tends to look on the bright side, rather than complaining and finding fault with people and situations. Is this person fun to be around (i.e., work with)? Is this person's attitude infectious? Does an employee with a PMA perform better in the workplace? How about you? Are you known for having a PMA? Do others see you as having a negative attitude? Team Skill Builder 7-1 at the end of this chapter gives you an opportunity to develop strategies for coping with this type of behavior.

Not surprisingly, there is a **Rule of reciprocity** that suggests that humans react and respond in like manner to the attitude and action of others. Consider these two scenarios:

- As we drive down the highway, we can see this rule in effect. Suppose someone is driving much slower than the speed limit and another person is in a hurry. What happens? The second driver may blast the horn, yell obscenities, and gesture until there is an opportunity to pass the slower driver. Who has the bad attitude? Now they both do.
- On the other hand, if a driver lets someone cut into a traffic flow, what happens? A wave of the hand, a mouthed "thanks," and perhaps a little later that person lets someone else into the traffic flow. The notion of "one good deed warrants another" comes into play.

Often our attitudes are caused by what others do and say. In *The Ripple Effect: Emotional Contagion and Its Influence on Group Behavior*, Sigal Barsade describes the phenomenon of **emotional contagion** as transfer of emotion and attitudes between people who are in close contact, and asserts that when a leader's bad mood permeates the office, employees' engagement and performance can be severely impacted.¹² Of course, leaders' and employees' positive attitudes can also rub off on one another. Remember an axiom of supervision: Focus on what the person does or does not do related to his or her job and, whenever possible, reinforce the positive.

Positive Mental Attitude (PMA)

Seeing the positive side of things, rather than the negative, which helps individuals deal with challenges and adapt more easily to changes.

Rule of reciprocity

The rule of reciprocity implies paying back a good deed or retaliating when one experiences a wrongdoing

Emotional contagion

Transfer of emotion and attitudes between people who are in close contact

RECOGNIZING HUMAN DIFFERENCES AND SIMILARITIES

The many complexities of human personality have been discussed here only briefly because any number of factors cause a person's personality and attitude to change. Realistically, it is impossible to understand all the unique characteristics of a person's personality.

Supervisors can understand the unique needs and personality makeup of individual employees enough to adapt general approaches to individuals to some extent. Throughout the text, we will provide you with suggestions, strategies, and tips to help you lead a diverse group of employees toward achieving organizational goals.

Understanding Motivation and Human Behavior

Too often, motivation is viewed as something one person can give to, or do, for another. Supervisors sometimes talk in terms of giving a worker a "shot" of motivation or of having to "motivate employees." However, motivating employees is not that easy, because human motivation really refers to an inner drive or impulse. Motivation cannot be given to another. In the final analysis, motivation comes from within a person. **Motivation** is a willingness to exert effort toward achieving a goal, stimulated by the effort's ability to fulfill an individual need. In other words, employees are more willing to do what the organization wants if they believe that doing so will result in a meaningful reward.

The supervisor's challenge is to stimulate that willingness and ensure that the rewards are commensurate with the results. The rewards need not always be money; they can be anything employees value.

EMPLOYEE NEEDS (MASLOW AND OTHERS)

Most psychologists who study human behavior and personality are convinced that all behavior is caused, goal-oriented, and motivated. Stated another way, there is a reason for everything a person does, assuming the person is rational, sane, and in control (i.e., not under the influence of drugs or alcohol). People constantly strive to attain something that has meaning for them in terms of their needs and in relation to how those people see themselves and the environments in which they live. Often, we may be unaware of why we behave in a certain manner, but we all have subconscious motives that govern the ways we behave in different situations.

One of the most widely accepted theories of human behavior is that people are motivated to satisfy certain well defined and more or less predictable needs. In 1943, college professor and psychologist Abraham H. Maslow formulated the concept of a **hierarchy** (or priority) **of needs**.¹³ He maintained that there were five clear stages of needs ranging from low-level to high-level needs, in an ascending priority. Maslow referred to other aspects of motivation, and over the years, others (including this author) have added cognitive, aesthetic, transcendence, and consistency to his original list. While Maslow referred to the first three of these, he did not include them as additional stages in his hierarchy of needs. Figure 7.3 presents an overview of the needs theory of motivation.

3 Understand the various motivational theories and appreciate their importance.

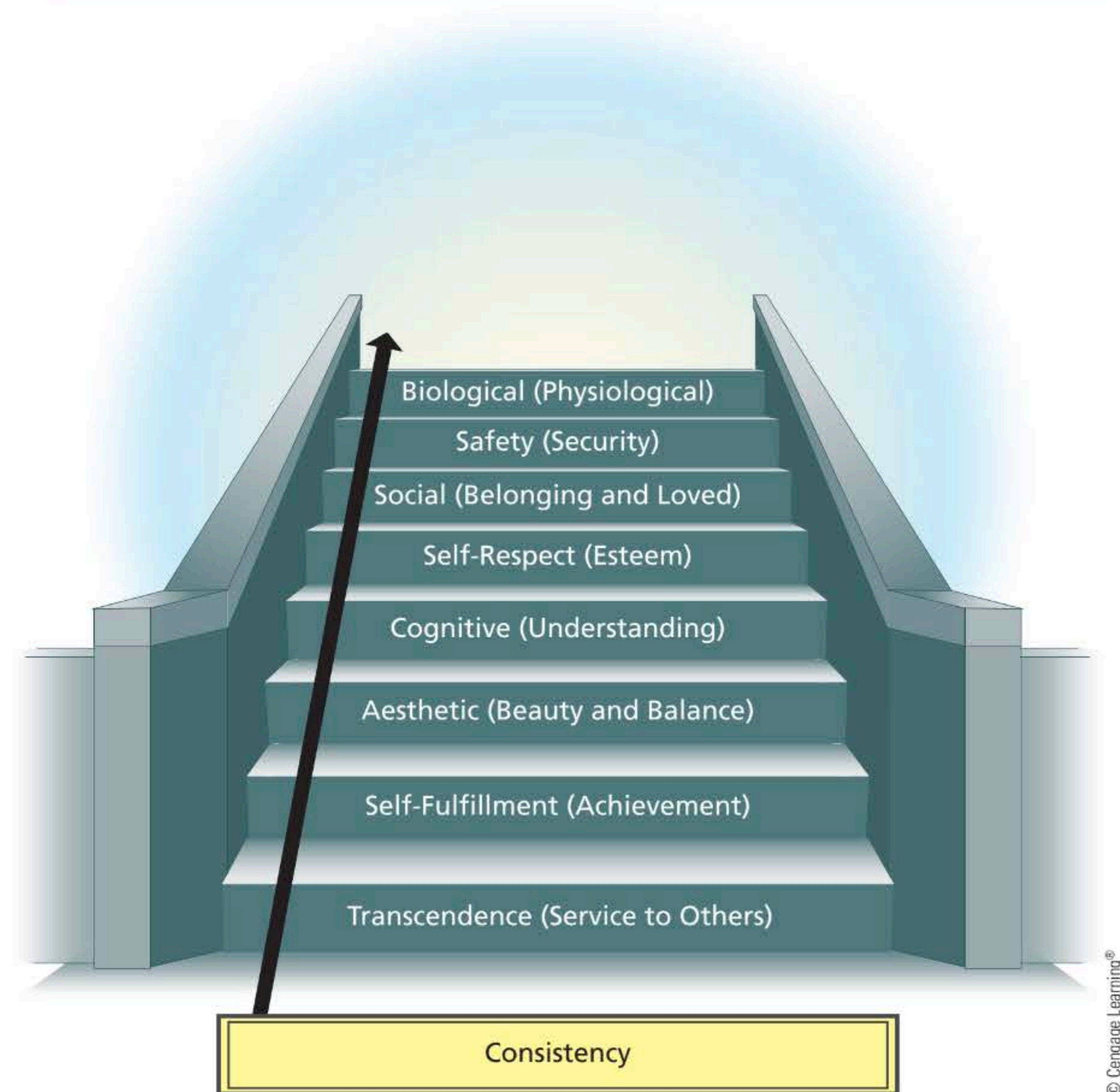
Motivation

A willingness to exert effort toward achieving a goal, stimulated by the effort's ability to fulfill an individual need

Hierarchy of needs

Maslow's theory of motivation, which suggests that employee needs are arranged in priority order such that lower-order needs must be satisfied before higher-order needs become motivating

FIGURE 7.3 Hierarchy of needs



These needs actually overlap and are interrelated, and it may be preferable to consider them as existing along a continuum rather than as being separate and distinct from one another.

Maslow's theory of a hierarchy of human needs implies that people try to satisfy these needs in the order in which they are arranged in the hierarchy. Until the lowest, or most basic, needs are reasonably satisfied, a person will not be motivated strongly by the other levels. As one level of need is satisfied to some extent, the individual focuses on the next level, which then becomes the stronger motivator of behavior. Maslow even suggested that once a low level of need was reasonably satisfied, it would no longer motivate behavior, at least in the short term.

BIOLOGICAL (PHYSIOLOGICAL) NEEDS

Physiological needs

Basic physical needs (e.g., food, rest, shelter, and recreation)

On the first level of Maslow's hierarchy are **physiological** (or biological) **needs**. These are the needs everyone has for food, shelter, rest, recreation, and other physical necessities. Virtually every employee views work as a means of caring for these fundamental needs. A paycheck enables a person to buy the necessities vital to survival, as well as some of the comforts of life.

SECURITY (SAFETY) NEEDS

Once a person's physiological needs are reasonably satisfied, other needs become important. The **security** (or safety) **needs** include the need to protect ourselves against danger and to guard against the uncertainties of life.¹⁴ Most employees want some sense of security or control over their future. To satisfy such expectations, many employers offer various supplementary benefits. For example, medical, retirement, hospitalization, disability, and life insurance plans are designed to protect employees against various uncertainties and their possible serious consequences. Wage and benefit packages are designed to satisfy employees' physiological and safety needs. By fulfilling these basic needs, organizations hope to attract and retain competent personnel.

Security needs

Desire for protection against danger and life's uncertainties

SOCIAL (BELONGING) NEEDS

Some supervisors believe that good wages and ample benefits suffice to motivate employees. These supervisors do not understand the importance of the higher-level needs of human beings, beginning with social (or belonging) needs. **Social needs** are needs people have for attention, for being part of a group, for being accepted by their family, friends, and peers, and for love. Many studies have shown that group motivation can be a powerful influence on employee behavior at work, either negatively or positively. For example, some employees may deliberately perform contrary to organizational goals to feel that they are accepted in an informal group. On the other hand, if informal group goals are in line with organizational goals, the group can influence individuals toward exceptional performance.

Social needs

Desire for love and affection and affiliation with something worthwhile

Think about these questions: Do you have friends? Or do you have a group of acquaintances? Do you have a group you can share a cup of coffee or a few jokes with, but then go your own way? Or do you have someone you can call at 3 A.M. to discuss a personal problem who will listen critically without passing



Some employers provide off-the-job social and athletic opportunities for their employees to help those employees satisfy their social needs and to build loyalty to the organization

Jose Luis Pelaez Inc./Cuspy/Corbis

judgment? Think back to when you were 10 years old. Who was your very best friend? Where is that person today? Or ask someone who has been married for more than 25 years these questions: “Who was the best man or maid/matron of honor at your wedding? Where are they today? Are they still there for you? Have they stood alongside you (unconditionally, without strings attached)?” In some cases, the answer is “yes.” Human connectedness is at the top of the list for some people. Unfortunately, most of us can provide many illustrations of the “here today–gone tomorrow” phenomenon.

We all know many people who like their jobs but not the people they work with and, as such, seek fulfillment of their social needs through off-the-job interactions.

SELF-RESPECT (ESTEEM) NEEDS

Self-respect needs
Desire for recognition, achievement, status, and a sense of accomplishment

Closely related to social needs are **self-respect** (or esteem or ego) **needs**. These are needs everyone has for recognition, achievement, status, and a sense of accomplishment. Self-respect needs are very powerful because they relate to personal feelings of self-worth and importance. Supervisors should look for ways to satisfy these internal needs, such as providing varied and challenging work tasks and recognizing good performance. Something as simple as saying “good job” to someone can keep that person doing good work.

COGNITIVE (UNDERSTANDING) NEEDS

Cognitive needs
One’s need to know and understand

The previous needs are said to be extrinsic because satisfaction can come from factors external to the individual. Although it was not one of Maslow’s original five, Maslow often referred to a person’s needs to know and understand, which are known as **Cognitive needs**. At an early age, a child asks questions of his parents. Students should ask questions of their instructors. New employees often seek clarification of the job requirements and expectations. Why? In order to fulfill their needs to know and understand, they search for answers.

Cognitive dissonance
The state of being out of balance because of conflicting goals, job assignments, expectations, or knowledge

Cognitive dissonance is a feeling of being uncomfortable because two ideas conflict simultaneously.¹⁵ Consider this example: An employee is scheduled to work on the day of the Kentucky Derby. He had never had access to tickets, nor did he feel that he could afford to buy them on e-Bay or Stub-Hub, but he had always dreamed of being there. Two days before the race, he received a text from a long-time friend inviting him to be his guest for the festivities. The employee knows that he is scheduled to work, and finding a substitute at this late day is not possible. What will he do? His thought processes might go like this: “I run the risk of getting a reprimand if I don’t go to work on Derby Day. Or I might be fired in this tough economy. But I have always wanted to be there on Derby Day. I am a smart, intelligent person who needs to make the right choice.” At that instant, the person has an uncomfortable feeling and experiences some tension because of the two conflicting options.

We often find ourselves in such situations. Hopefully, we will make the decision that allows minimum dissonance. A sidebar issue: Imagine yourself sitting in class during an exam. The answer to the question is one that you know almost as well as you know your name, but you just can’t remember. “I know that cheating is wrong, but I have to do well on this exam.” What will you do? Cognitive needs and cognitive dissonance come into play. We all have a need to know and understand, but we also have a need to be in balance.

AESTHETIC (BEAUTY AND BALANCE) NEEDS¹⁶

“Wow! The Great Wall of China is a sight to behold.” Imagine the tens of thousands of people working for centuries to make it happen and in an era when there were no computer programs available to design it. This is one example of the wall’s designer fulfilling his **aesthetic needs** by using his creativity to create something useful and aesthetically pleasing. However, subjectivity needs to be factored in. Some would not find the Great Wall to have significance or value. Others, based on their senses and perceptions, would conclude otherwise.

A friend of one of the authors orders liver and onions every time the two of them go to a particular restaurant. Another friend does not have the same taste or appreciation of the choice. Tastes, appreciation, and enjoyment vary greatly among people. As Kant wrote, “Beauty is no quality in things themselves, it exists merely in the mind which contemplates them.”¹⁷

Unfortunately, we have found that many college students strive to achieve balance in their lives, but lots of things get in the way. Meeting both the lower-level needs as well as higher-level needs, like aesthetic needs, can be challenging. Not long ago, a friend said that she was having problems finding balance between the things she had to do as an employee and mother; doing things for those people she loves; and doing things that she loved to do. She concluded by saying, “I wish there were 40 hours in each day, then I would get everything done that needs to be done!” It is not easy to offer help in such situations. Successful people learn to prioritize, determine what is most important, adjusting priorities and balancing the conflicts that occur between work, family, and self. The authors find this to be easier said than done.

Aesthetic needs

The need to create something that is useful and pleasing. Beauty is in the eyes of the beholder

SELF-FULFILLMENT NEEDS

The term **self-fulfillment** (self-actualization) **needs** refers to the desires to use one’s capabilities to their fullest. Maslow suggested that people want to be creative and to achieve within their capacities. Presumably, this need is not satisfied until people reach their full potential. As such, these needs persist throughout a person’s life and can go unsatisfied. As we go through life, we have many options and choices available to us. Maslow contended that self-actualization is the process of making each decision a choice for growth and that striving for continuous improvement can lead to fulfillment.¹⁸

Many jobs frustrate rather than satisfy this level of human needs. For example, many factory and office jobs are routine and monotonous, and workers must seek self-fulfillment in pursuits off the job and in family relationships. However, supervisors can provide opportunities for self-fulfillment on the job by assigning tasks that challenge employees to use their abilities more fully. The authors maintain that in today’s world, you have to take responsibility for developing your own potential. You need to find ways to use your skills, knowledge, abilities, and talents in order to “do well those things that you really want to do.”¹⁹

Self-fulfillment needs

Desire to use one’s abilities to the fullest extent

TRANSCENDENCE NEEDS

Kant is given credit for introducing the term *transcendental*—that which goes beyond.²⁰ Later, Maslow took the field of psychology to new levels by introducing the notions of humanistic psychology and transpersonal psychology.

Transcendence needs

Achieving even higher goals and peak experiences once all of the self-actualization needs have been met

He maintained that humanistic psychology should examine what is right with people rather than focus on what is wrong with them. Maslow identified those who have gone beyond his own notion of self-actualization as those who are not only fulfilled but have transcended beyond. “For transcendents, peak experiences and plateau experiences have become the most important things in their lives.”²¹ Sometimes we hear about an individual who has gone above the normal or expected, fulfilling their **transcendence needs** by achieving even higher goals and peak experiences after realizing self-actualization. What causes someone to do that? Might it be that their lower-order needs have been fulfilled and that they want to do something simply because it is the right thing to do at the time; or could their actions feel like the next logical steps in striving for greatness? Numerous service clubs conduct a wide variety of projects to benefit others. Rotary International, for example, defines core values and priorities as “service before self.” You might ask, why do people spend hours helping others? For these people, joy comes from using their SKAs to help those who are less fortunate.

NEED FOR CONSISTENCY

One of the authors first became aware of this need when he was a high school student. A coach said, “Leonard, you need to be more consistent! More practice will make perfect!” But as much as I practiced, I could never make all my free throws. Then a friend said, “perfect practice makes perfect!” I searched for the person who was the best at shooting free throws, analyzed his methods, and practiced and practiced some more. As hard as I tried, I would still miss some shots. But I gave it my best shot.

Consistency needs

Being in harmony and free from variation and contradiction

Leon Festinger, among others, said, “When our inner systems (beliefs, attitudes, values) and our actions all support one another, we are in a state of comfort.”²² Some individuals’ **Consistency needs**, the extent to which all areas of their life or all areas of their work environment are in harmony and free from variation and contradiction, are very high, so they must have consistency in order to be satisfied and productive. Think about people you know who thrive when they have clear, ethical guidelines, a clean desk, a set schedule, and a specific, predictable role to fill. Contrast them in your mind with people who are at their best in the middle of chaos—a messy desk, phone lighting up constantly with texts, overlapping commitments, and loud meetings fraught with controversy. The former have far stronger consistency needs than the latter, yet both can be equally successful.

Many years ago, there was a popular TV show called the *Sixty-four Thousand Dollar Question*. Not surprisingly to these authors, five years after they hit the jackpot some of these contestants were worse off financially than before. The same thing has happened to many lottery winners.²³ Why? Consistency was no longer in play for them. Spend, spend, spend had become their motto without regard to the consequences. The consistency of having, feeling, loving, believing, knowing, and so on is an important need because, in part, it helps to keep us in balance.

ERG THEORY**ERG Theory**

Existence, relatedness, and growth needs

Based on the works of Maslow and others, Clayton Alderfer introduced the **ERG Theory**.

- Existence: Physiological and safety needs
- Relatedness: Social and external esteem needs
- Growth: Self-actualization and internal esteem needs²⁴

Alderfer believed that various levels of needs can be pursued at the same time and that the order is different for each individual. The notion of “different strokes for different folks” is relevant. This theory holds that if a higher-level need is largely unfulfilled, the person may regress to a lower-level that is easier to satisfy. He called this the **frustration-regression principle**.

McCLELLAND'S THREE-NEED THEORY²⁵

David McClelland examined workplace needs for achievement, affiliation, and power. Setting and attaining challenging goals, completing difficult assignments, or doing something that had not been done before are examples of fulfilling achievement needs (nACH). Interestingly, research shows that those with high ACH needs prefer tasks of moderate difficulty, such as situations where performance is due to their own efforts and a lot of positive feedback is desired.

Some people take great pride in the groups to which they belong. The prestige of the group may be more important to them than what the group does or doesn't do. People with high affiliation needs (nAFF) join groups and spend lots of time and energy maintaining social relationships. They get great satisfaction from being liked and respected by others. Team harmony and cohesion are important to them. It is even better when the team achieves a task previously thought to be unachievable.

As we discussed in Chapter 2, power is the ability to influence others. Watch the evening news to see illustrations of those who have high **needs for power (nPOW)**. Yukl reviewed McClelland's work and suggested that “influencing others, defeating a competitor, winning every argument, and attaining a position of control over others to bolster their own position or status” were the motives for those with high power needs.²⁶

McClelland concluded that top managers should have a high need for power coupled with a low need for affiliation.²⁷ This author believes that balance (consistency) is important and that often, supervisors will seek opportunities to maintain a positive self-image. Which of McClelland's needs is most important to you at this point in your life?

MOTIVATION-HYGIENE THEORY

Another theory of motivation is the **motivation-hygiene theory**, sometimes called the two-factor theory or the dual-factor theory, developed by Frederick Herzberg.²⁸ Herzberg's research has demonstrated that some factors in the work environment that were traditionally believed to motivate people actually serve primarily to reduce their dissatisfaction rather than motivate them.

Herzberg and others have conducted numerous studies in which they asked people to describe events that made them feel particularly good or bad about their jobs. Other questions were designed to determine the depth of feelings, how long those feelings lasted, and the kind of situations that made employees feel motivated or frustrated. These studies were conducted with employees in various organizations and industries, including personnel at all levels and from different

Frustration-regression principle

If higher-needs are not satisfied, individuals will regress to a lower-order need that is more easily fulfilled

Needs for power (nPOW)

The need to exert influence over others or to be in position of control

Motivation-hygiene theory

Herzberg's theory that factors in the work environment primarily influence the degree of job dissatisfaction while intrinsic job content factors influence the amount of employee motivation

technical and job specialties. Interestingly, the general pattern of results was fairly consistent. All the studies revealed a clear distinction between factors that tend to motivate employees (motivation factors) and those that, while expected by workers, are not likely to motivate them (hygiene factors).

MOTIVATION FACTORS

Motivation factors

Elements intrinsic to the job that promote job performance

Herzberg identified **motivation factors** as elements intrinsic to the job that promote job performance. Among the most frequently identified motivation factors were the following:

- Opportunity for growth and advancement
- Achievement or accomplishment
- Recognition for accomplishments
- Challenging or interesting work
- Responsibility for work

Stated another way, job factors that tend to motivate people are primarily related to higher-level needs and aspirations. These factors all relate to outcomes associated with the content of the job being performed. Opportunity for advancement, greater responsibility, recognition, growth, achievement, and interesting work are consistently identified as the major factors making work motivating and meaningful. The absence of these factors can be frustrating and nonmotivating. These motivation factors are not easily measured, and they may be difficult to find in certain types of jobs.

HYGIENE FACTORS

Hygiene factors

Elements in the work environment that, if positive, reduce dissatisfaction but do not tend to motivate

Also called dissatisfiers, **hygiene factors** are elements of the work environment that, if positive, reduce dissatisfaction, but they do not tend to motivate. Herzberg identified the following hygiene factors:

- Working conditions
- Money, status, and security
- Interpersonal relationships
- Supervision
- Company policies and administration

The factors that employees complained about most in the work environment were the following:

- Poor company policies and administrative practices
- Lack of good supervision in both a technical and a human-relations sense
- Poor working conditions
- Inadequate wages and benefits

Herzberg concluded that these job-context factors tend to dissatisfy rather than motivate. In recent years, the conflict between work demands and personal life has been identified as another hygiene factor. When these factors are negative or inadequate, employees are unhappy. When these factors are adequate or even excellent, they do not, by themselves, promote better job performance. This does not mean that hygiene factors are unimportant. They are very important, but they serve primarily to maintain a reasonable level of job motivation, not to increase it.



Compassionate Eye Foundation/Ivan Hunter/Stockbyte/Getty Images

One hygiene factor that is important to many people is having enough free time and money to pursue their personal interests

EXPECTANCY THEORY

Expectancy theory provides another interesting and practical way of looking at employee motivation.²⁹ This theory is based on the worker's perception of the relationships among effort, performance, and reward. According to expectancy theory, workers will be motivated to work harder when they believe their enhanced efforts will improve performance and that such improved performance will lead to desired rewards. Figure 7.4 illustrates how the expectancy theory model works when the rewards are something that the employee values.

Expectancy theory is based on worker perceptions and on relationships called linkages. Employee motivation depends on workers being able to perceive that their effort(s) will lead to a certain level of performance, and that the performance will lead to a desired reward. When employees cannot clearly recognize that such linkages exist, they will not be highly motivated.

For example, if employees at Subway® restaurants do not receive adequate training in preparing sandwiches and do not receive feedback on their performance from their supervisor, and possibly raises in their hourly wages, they will not know what the expected performance is and they will not be able to perceive a relationship between their effort and their performance. Instead, they will conclude that no matter how much effort they expend, there will be no significant improvement in their job performance and no reward for doing their best. Or if they see that their high-performing co-workers are not being rewarded any more than average or even substandard performers, they will not believe that a performance-reward relationship exists. As a result, they will not be motivated to perform well.

In reality, expectancy theory is a simple notion: People will do what is in their best interest. Employees will be motivated to put forth more effort if they believe the additional effort will result in something of value. For example, if a student believes that more work (study time) will not lead to a better performance on the forthcoming test, then he or she will not study more. We have all known a

Expectancy theory

Theory of motivation that holds that employees perform better when they believe such efforts lead to desired rewards

FIGURE 7.4 Expectancy theory



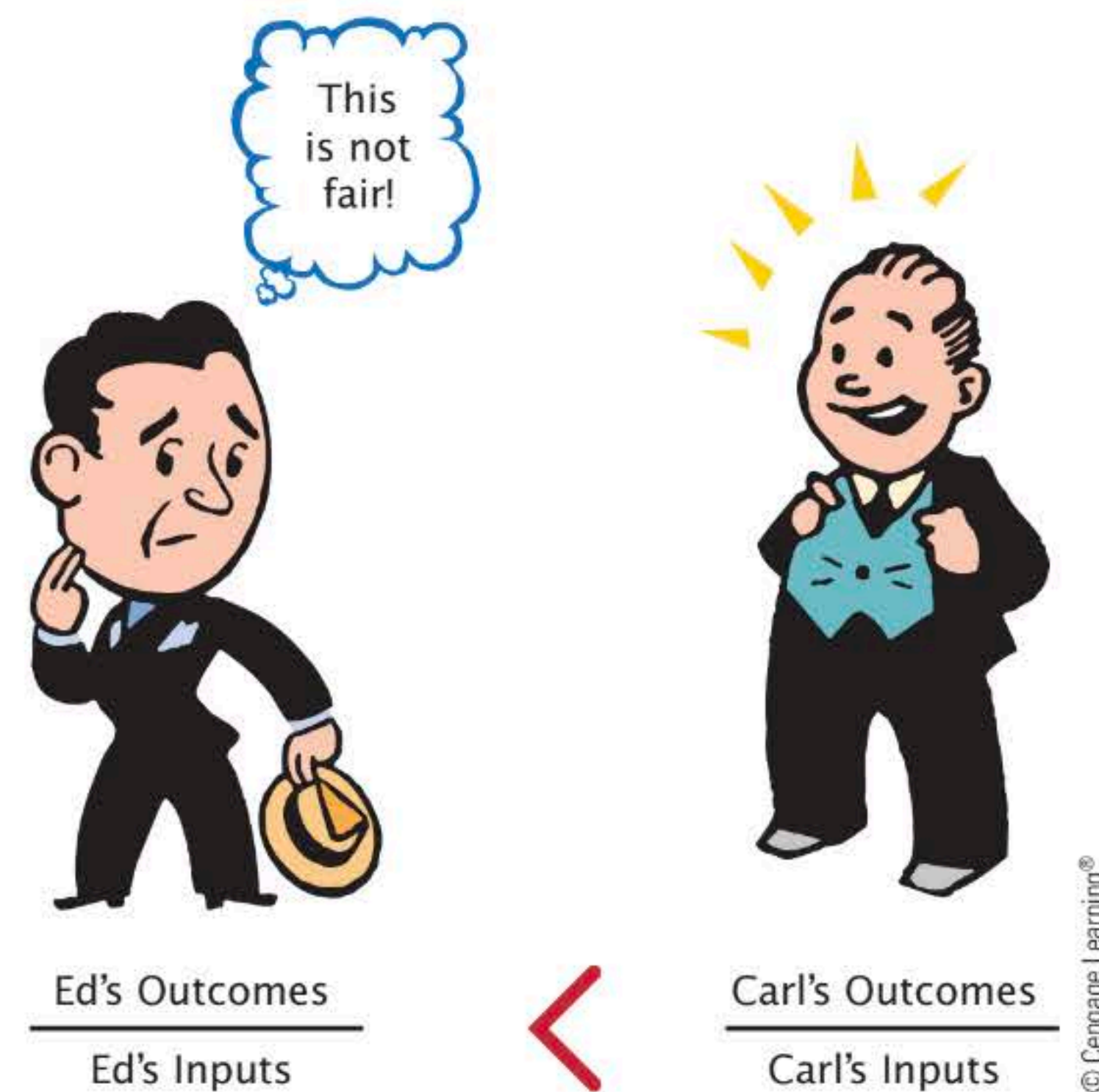
few students who are content to “just pass” a course. A grade of A or B is not sufficient enough reward for them to exert additional effort. Therefore, the motivational effort is low when perception of improved performance is low and the anticipated reward is low.

It does not matter how clearly supervisors view the linkages among effort, performance, and rewards. If the workers cannot see them, the linkages might as well be absent. Supervisors should strive to show employees that increased effort will improve work performance, which in turn will increase rewards. Rewards may be extrinsic, in the form of additional pay, or intrinsic, such as a sense of accomplishment or some type of praise or recognition. Probably the most important characteristic of a reward is that it is something the recipient desires and values.

EQUITY THEORY

How many times have you heard the following: Ed, an employee, complains to anyone who will listen, “It’s not fair! I’ve been here as long as Carl. We do the same job, but he gets paid more than I do.” Ed’s belief of inequity rests on the notion that his outcome–input ratio is lower than Carl’s (see Figure 7.5). Inputs include such things as seniority, experience, age, skill, ability, job knowledge, and effort. Ed’s exasperated statement suggests that Ed and Carl have similar inputs: They have both held the same job for the same amount of time. Inequity exists because Ed perceives that Carl evidently receives more outcomes (he is paid more than Ed). Outcomes can include salary, working conditions, degree of employee involvement and decision making, opportunity for advancement and promotion, challenging assignments, pay and benefits, and assorted forms of recognition.

FIGURE 7.5 It's not fair!—Equity theory at work



Ed's inputs are the same as Carl's; they both have the same job. Carl has higher outcomes than Ed, because he gets paid more. This makes Carl's outcome/input ratio greater than Ed's, which creates a feeling of unfairness. Equity theory holds that Ed will be motivated to change the situation so that his and Carl's ratios are equal.

Based on the works of J. Stacy Adams, **equity theory** is a theory of motivation that explains how people strive for fairness in the workplace. Since the beginning of time, people have compared themselves to others. They compare their own input/outcome ratios to those of others. When the ratios are unequal, there is inequity. This inequity will be followed by a motivation to achieve equity, or fairness, by making the outcome–input ratios equal.

Adams also stressed that what is important in determining motivation is the relative, rather than the absolute, level of outcomes a person receives and the inputs a person contributes.³⁰ In Figure 7.5, Ed compares himself to Carl, a person performing similar work in the same organization. It is important to realize that while Ed believes Carl is paid more, this may not be the case. However, inequity still exists because of what Ed believes, and Ed will still be motivated to achieve equity.

People can make a number of different kinds of comparisons with others in order to draw conclusions about fairness. We have seen that Ed compares himself to Carl, someone who has the same job. Ed might also be inclined to compare himself to individuals or groups of people in other departments in his organization, even if those people do different work than Ed. Ed might compare himself to his own expectations, such as where he expected to be at this stage of his career. Ed could even compare himself to an individual or a group in another organization. To illustrate, consider the following scenario, in which Ed uses a referent from another company:

Ed's next door neighbor, Carolyn, works at Magna Donnelly, the Holland, Michigan, manufacturer of mirrors, windshields, and other precision-glass products for the auto industry.³¹ Part of Carolyn's work satisfaction comes from the way employees work together. The culture builds ownership and inspires employees. Magna Donnelly encourages innovation and teamwork.

Equity theory

Explains how people strive for fairness in the workplace

Carolyn's factory is organized into small teams. These teams set their own goals and have broad discretion in how they do their work. A cooperative decision-making process is used that includes all team members. Each team chooses a representative to serve on the equity committee, which is a forum for the entire building. The equity (fairness) committee deals with pay structure, benefits, and grievances. One person from the equity committee is chosen as the representative to the Magna Donnelly Committee, whose members also include senior management. The Magna Donnelly Committee's power is limited to matters that concern employees directly. It solicits ideas from employees, studies solutions, debates issues, and develops plans for running the business in a way that is fair.

Carolyn continually provokes Ed by talking about how great she has it there. She says that her satisfaction comes from what she does, how she does it, and who she does it with. "Top management trusts us, we trust them, and we trust each other."

To an interested audience of coworkers, Ed laments, "You should see how Magna Donnelly listens to its employees and the input they have. No one listens to us. It's not fair!" In this case, Ed is comparing his work situation to his perceptions of the work environment of another organization. Ed's frustration with his situation inspires him to prepare a poster like that in Figure 7.6. Some employees express their displeasure in other ways. It is not uncommon to find expressions of "hate" on personal blogs, on personal Web pages, Facebook and other social networks.

FIGURE 7.6 A disgruntled employee's response



Practical Suggestions for Using the Motivational Theories

Supervisors can use the hierarchy of human needs as a framework for visualizing the kinds of needs people have and for assessing the relative importance of those needs in motivating individuals in the workplace. The supervisor's challenge is to make individual fulfillment the result of doing a good job. For example, if the supervisor senses that an employee's most influential motivator is social needs, the employee is most likely to do a good job when assigned to work with a group and the whole group is rewarded for doing the job well. If an employee seems to be seeking self-respect, the supervisor might provide visible signs of recognition to influence this employee toward good performance, such as awarding a bonus or giving praise in front of the employee's peers at a departmental meeting. The key for the supervisor is to recognize where each employee is in the hierarchy so that the supervisor can determine which needs are driving the employee. Withholding praise and not recognizing employee accomplishment is a common pitfall.

Ultimately, all motivation is self-motivation. Therefore, a good supervisor structures the work situation and reward systems so that employees are motivated to perform well because good work performance leads to satisfaction of their needs.

We all know someone for whom work appears to be the only focus of their life. Others find work to be a source of comfort, security, and meaning. Their values combine Edison's "There is no substitute for hard work" and Emerson's "We put our love where we put our labor."³² However, we challenge you to find someone who, when on his or her deathbed, says, "As I look back over my life, I wish I had spent more time at work."³³

In some organizations, there may be some who subscribe to **employee entitlement** a belief that the organization owes them something regardless of the effort they make. This attitude manifests itself in the workplace in many ways: the poor performer who asks for a severance package after being fired, employees who fail to meet sales goals but demand bonuses anyway ("we got one last year"), or college professors who expect a substantial pay raise because they survived another year.³⁴

THE SUPERVISOR AND HERZBERG'S THEORY

To improve performance, Herzberg's theory suggests that the supervisor should implement strategies that target the motivation factors—that is, those that contribute to the satisfaction of employees' social, self-respect, and self-fulfillment needs. One of the supervisor's strategies should be to "catch people doing something right" and "give them credit when credit is due." A note of caution: Praise and other forms of recognition must be highly individualized and genuinely deserved to be effective. A key element in effective supervision is to give employees an opportunity to fulfill their needs as a result of good job performance.

Job security, money, benefits, good working conditions, and the like are extremely important, and organizations must strive continuously to be competitive in these areas.

- 4** Explain how one might use the motivational theories to manage their own lives and the performance of others.

Employee entitlement
The belief that the organization "owes" them

THE SUPERVISOR AND EQUITY THEORY

What are the implications of equity theory for the supervisor? First, it provides another explanation for how perceptions and beliefs about what is fair influence job performance. Second, it acquaints managers with the disasters that can occur when rewards are misaligned with performance. Ed's constant complaints about the unfair situation could negatively affect other employees. While some people like to distance themselves from negativists, others find solace in continuing claims of unfairness and jump on the bandwagon. The situation can get out of hand; factions can develop to threaten organizational effectiveness.

Effective supervisors must be vigilant for signs of unfairness and immediately address employee concerns. Questions such as "What is not fair?" "Why is it not fair?" and "What would it take to make it fair?" must be asked. In addition, the supervisor may give Ed information that will help him to better assess his own and Carl's outcomes or inputs. However, research indicates that rather than change perceptions about himself, Ed is more likely to change his perceptions of Carl's outcomes or inputs or change to another referent.

Often, employees like Ed feel they must go somewhere else because their organizations do not appreciate their contributions. How many times have you heard someone say, "I'm not happy with the way I was treated—it's not fair!" Supervisors need to use information-getting, probing-type questions to find out

SUPERVISORY TIPS

Words alone will not motivate or produce employee commitment to the goals and objectives of the organization. The actions of management speak the true message.

Motivating Employees

- Prepare, coach, and equip employees with the SKAs so they can be the best. Employees want to work for a winning team.
- People need to know what is expected in the way of performance. Therefore, be sure to tell employees what they must do (the expectations you have for them) in order to receive reinforcement.
- Provide opportunities for employees to be engaged in projects or work they will enjoy.
- People want to know how they are doing. Therefore, provide immediate feedback on performance.
- People want recognition for a job well done. Therefore, when employees do their jobs well, reinforce their behavior with the consequences they desire and value.
- Don't reward all people the same—different strokes for different folks.
- Make the consequences equal to the behavior.
- Remember that failure to respond has reinforcing consequences.
- People need to know that it is okay to make mistakes. Therefore, create a learning organization that says to all employees, "We'll learn what not to do from the mistakes we make." The supervisor can say, "Everything I've learned, I learned from either the mistakes I've made or the mistakes of others."
- Don't punish people in front of others.
- Employees will do their best work for people they trust and respect. Therefore, treat your employees as you would want to be treated.

Remember: Be an **enabler**. Therefore, do the things that enable others to be the best they can be.

what the person sees as unfair and why he considers it unfair. Supervisors must find out what employees want, need, and perceive as just and equitable rewards for their contributions. Only then can the supervisors address the problem.

The “Supervisory Tips” box provides some generic tips that will help guide your employees on the path to success. The author has found that withholding praise for a job well done is the number one mistake made by more supervisors. Think about the person you are most fond of. When was the last time you told that person how much you loved him or her and appreciated the difference that he or she has made in your life?

Coping with People Who Make Your Life Difficult³⁵

Everyone has a bad day once in a while. People get too little sleep, receive bad news, or carry family or personal problems. Some people blame others for their problems. Often, these blamers and complainers are referred to as “difficult people.” A note of caution is warranted at this point: Do not hang a label on people; instead, focus on what they do that makes our lives difficult. We want to change their behavior.

Team Skill Builder 7-1 introduces you to another member of the cast of characters who makes your life difficult. Throughout the rest of this text, you will see that these people come in all sizes and shapes. Students always want to know, “What am I supposed to do when confronted by the person who makes my life difficult?” My response has always been the same: “Tell me what you mean.” “Describe this person to me.” “Tell me how the person makes your life difficult.” These and other responses can be used to focus attention on what the “difficult” person does and how this behavior impacts others. Because there are many different variants of the people who make our lives difficult, and there is no cure-all prescription, we refer students to books and programs that are designed to guide people in successfully dealing with them. There is also a great deal of information on the Internet. Consult Figure 7.7 for some generic suggestions for dealing with people who make your life difficult.

One of the authors is often asked, “Why are some people so easy to get along with while others are so difficult?” After a brief pause, I ask them to describe their “best friend.” What is it that he or she does that has solidified that friendship? Then I ask them to tell me about the other person. Generally, it is what the person does and how the person does or does not do it. What causes some people to be frustrating or not easy to get along with? Often, conditions that do not produce the fulfillment of a person’s needs ultimately result in dissatisfaction and frustration. When their needs are not satisfied on the job, employees may resort to behavior patterns that are detrimental to their job performance and to the organization. A typical approach for frustrated employees is to resign themselves to just “getting by” on the job. They simply go through the motions and put in time without trying to perform in other than an average or marginal manner. Some employees involve themselves in off-the-job activities to fulfill their need for personal satisfaction. Others have been known to drown their sorrows by abusing alcohol or illegal substances. They may seek immediate, short-term pleasure outside of work. The popular press is full of illustrations of workers who have taken out their frustrations and anger by posting “unrepeatable stuff” and “nontruths” on the Web.

5 Appreciate ways to more effectively cope with people who make your life difficult.

FIGURE 7.7 Suggestions for coping with people who make your life difficult

- Do not label people as difficult, no matter how difficult they make your life.
- Think in terms of difficult behaviors, not difficult people.
- The easiest way to cope with some people is to avoid them, but the easiest answer isn't always the best answer. Change your mindset and focus on what they do well.
- Accentuate the positive—build on their strengths.
- Take control of the situation. Get their attention by calling them by name.
- Talk with them in private; give them your undivided attention.
- Avoid accusations, ask open-ended questions, and listen to their side of the story.
- Factually provide one specific situation that illustrates the problem behavior.
- Clearly state that you expect the behavior to improve.
- Focus on changing what they do, not who they are.
- Establish deadlines and timetables for the behavior to cease.
- If the behavior does not change, consider asking upper management or human resources to step in.

Remember: There is no recipe for dealing with people who make your life difficult. Search the Internet, review the literature, continually learn about what people want and need, and develop strategies for getting the best out of people.

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Some employees constantly find things that distract them from doing the job, and, at times, they even try to beat the system. They often are absent or tardy, or they break rules as a way of trying to get back at situations they find frustrating. Increasingly, employees resort to searching the Web or engaging in fantasy computer games.³⁶ Still other employees who are dissatisfied adopt aggressive behavior, which ultimately may cause these employees to leave the job. Examples of aggressive behavior are vandalism, theft, fighting, and temper outbursts. When the situation becomes intolerable, these employees quit or almost force their supervisors to fire them.

These types of reactions to job situations are undesirable and should be prevented. Employee turnover, absenteeism, tardiness, poor performance, and other unsatisfactory conduct on the job can cost an organization a great deal. The supervisor is responsible for dealing with these behaviors. Rather than just accepting an employee's behavior, a supervisor should endeavor to relieve frustration by providing more opportunities for need fulfillment.

6 Consider how the ABCs can be used to shape behavior.

Using the ABCs to Shape Employee Behavior

Organizational behavior researchers have long debated the influence of job satisfaction on performance. We believe that employees who experience high levels of job satisfaction are more likely to engage in positive behaviors that influence organizational efficiency and productivity. Performance management expert Aubrey Daniels developed a practical guide for shaping employee behavior.³⁷ According to Daniels, “behavior (the B) cannot be separated from the antecedents (the A) that come before it and the consequences (the C) after it.”³⁸ See Figure 7.8 for suggestions on how to use the ABCs.

FIGURE 7.8 Steps in ABC analysis

- Regularly monitor employee performance to uncover areas of low productivity and to identify the behavior leading to undesirable performance.
- Describe the performance you don't want and who is doing it.
- Record the specific behavior that needs to be changed.
- Determine all possible links between the antecedents, the undesirable behavior, and its consequences.
- Tell the employee what is expected in the way of performance (i.e., set specific goals).
- Set the stage for good performance (i.e., arrange antecedents so that the employee can achieve the desired behavior).
- Eliminate any consequence that is irrelevant to the employee.
- Ensure an appropriate linkage between desired behavior and consequences the employee values.
- Monitor performance.
- Provide support and feedback on performance.
- Reinforce the positive aspects of the employee's performance with consequences the employee values.
- Ensure that consequences are positive, immediate, and certain.
- Evaluate results and continue to reinforce desired behavior with desirable consequences.
- Experiment to find the most effective forms of reinforcement and rate of reinforcement.

Remember:

1. You cannot change people; you can change only their behaviors.
2. You will get the behaviors you consistently expect and reinforce. Therefore, only expect the best from your employees.
3. Employees need to know exactly what behaviors will be reinforced and precisely what they are doing that is right or wrong.

Source: Based, in part, on the book by Aubrey C. Daniels, Ph.D., *Performance Management* (Atlanta, GA: Performance Management Publications, Inc., 1989, 3rd ed.).

Common sense dictates that if supervisors expect good performance, they must set the stage so that the expected performance occurs. First, supervisors should clearly identify what they want the employee to do. Then, the employee must know what the job entails and what is expected in the way of performance. Ask someone you know to think back to his or her first day on the job. How did the person know what was expected? Many respondents will say it was a process of “trial and error”—that the supervisor never clearly explained what was expected. This has been particularly true in the current era of downsizings and out-sourcings. The supervisor either does not sense the importance of expectations or is too busy to explain them.

In Chapter 2, we discussed the supervisor's role as an enabler. The enabler ensures that employees have all they need to do their jobs correctly the first time, including the appropriate instruction, training, tools, and materials. Unfortunately, this is seldom the way it works. If the supervisor does not set the stage (provide the proper antecedents), employee performance is likely to be unsatisfactory. Consequences can affect behavior in one of two ways. Thorndike's **law of effect**

Law of effect

Behavior with favorable consequences is repeated; behavior with unfavorable consequences tends to disappear

postulates that “behavior with favorable consequences tends to be repeated while behavior with unfavorable consequences tends to disappear.”³⁹ Unfortunately, some supervisors assume that what would be a favorable consequence for them would also be a desirable consequence for others. Consider the following:

Question 1: When you do your job exceptionally well and your immediate supervisor knows you do your job exceptionally well, what happens?

Answer 1: “Nothing—absolutely nothing. My supervisor takes good performance for granted.”

Implication 1: When good performance is ignored or goes unrecognized, what happens? Clearly, the lack of feedback and recognition for good performance can cause employee discontent. Also, the good performance is weakened because it is not reinforced. This process is called **extinction**.

Question 2: When you do your job exceptionally well and your immediate supervisor knows you do your job exceptionally well, what happens?

Answer 2: “He gives me more work to do.”

Implication 2: If the employee perceives that the additional work will require a variety of skills or fulfill higher-order needs, then the consequence is desirable. This is called **positive reinforcement**. Linking something the employee values or sees as pleasing to good performance strengthens behavior. As a result, good performance is likely to repeat itself. On the other hand, if the employee perceives the extra work to be boring, monotonous, or mundane, then the consequence of good performance is perceived to be **punishment**. The employee got something unwanted—an unfavorable consequence. The result is that the employee’s good performance will decrease. Chapter 6 discusses punishment and discipline in greater detail.

Question 3: When you do your job exceptionally well and your immediate supervisor knows you do your job exceptionally well, what happens?

Answer 3: “We really appreciate the good job you did. I’ve recommended moving you from the six-person cubicle into your own office.”

Implication 3: This response gets back to the perceptual problem previously identified. Sincere and genuine praise for a job well done is positive reinforcement. For many employees, the move from a six-person shared cubicle to a private office would be **negative reinforcement**. By removing a consequence that is unpleasant or undesirable, the employee’s good performance is reinforced. The employee will continue to do a good job. Suppose the employee really enjoyed the close interaction with the other five employees of the cubicle. In this case, the relocation would be viewed as something the employee did not want (i.e., punishment).

Question 4: What happens when a co-worker, Charlie, fails to show up on time for work regularly?

Answer 4: “Nothing happens.”

Implication 4: The chronically tardy employee continues to be tardy regularly. Ignoring bad performance tends to strengthen the behavior. Unintentionally, management sends a message to the employee that “it’s okay to show up late for work.” When management ignores “poor performance” in one employee, that employee usually has a cancerous impact

Extinction

Good behavior occurs less frequently or disappears because it is not recognized

Positive reinforcement

Making behavior occur more frequently because it is linked to a positive consequence

Punishment

Making behavior occur less frequently because it is linked to an undesirable consequence

Negative reinforcement

Making behavior occur more frequently by removing an undesirable consequence

throughout the entire work group. Others might assume, and rightfully so, that management has sanctioned showing up for work late (a desirable behavior).

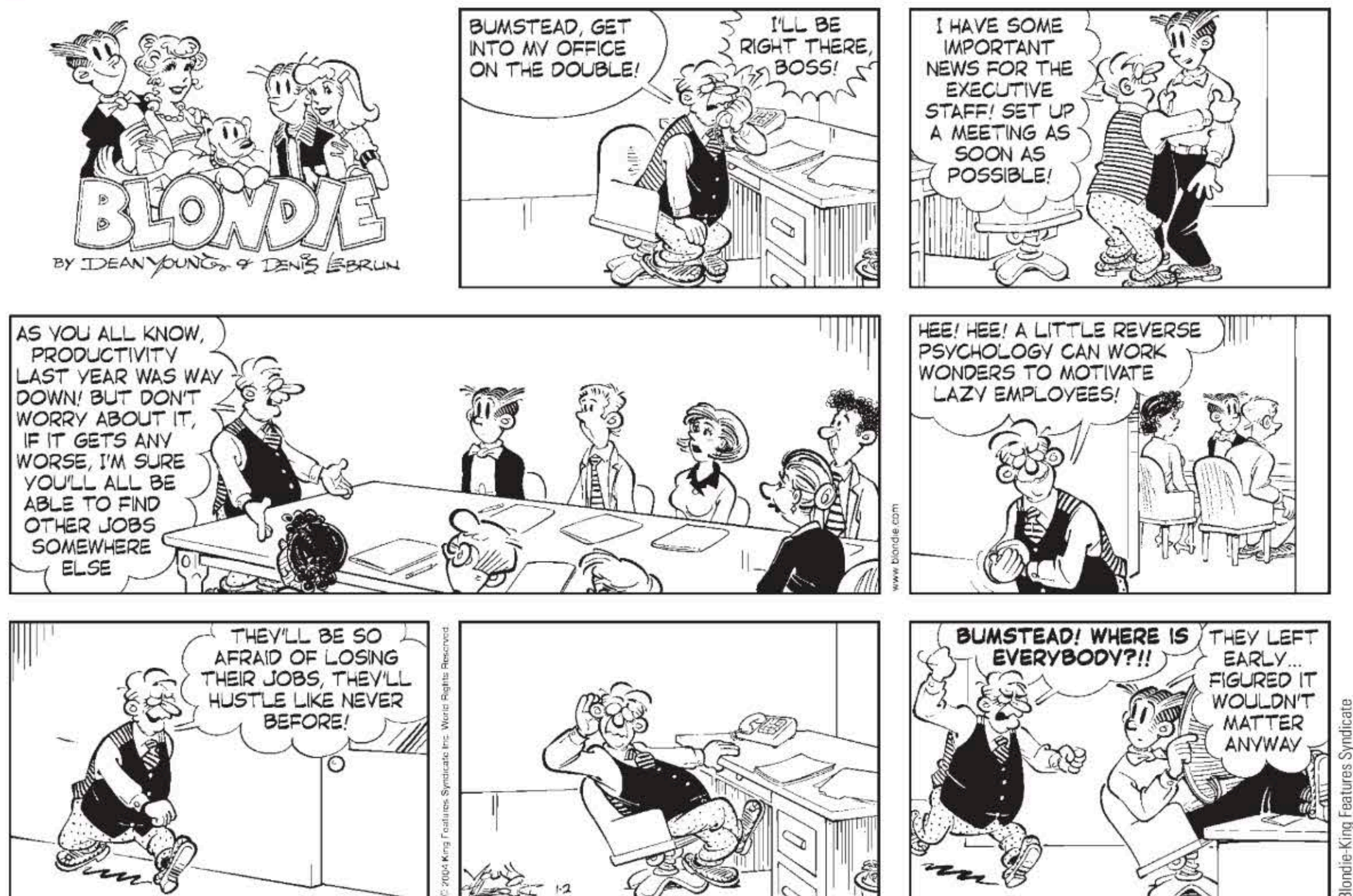
Question 5: What happens when a co-worker, Charlie, fails to show up on time for work regularly?

Answer 5: “The employee was given an unpleasant task or made to stay late and complete necessary work.”

Implication 5: The tardy employee perceives staying late as an undesirable consequence. Because of the punishment, the employee may make special efforts to get to work on time. Other employees also will see the linkage between performance and punishment. Remember: The process of removing undesirable consequences when an employee’s behavior improves is called negative reinforcement.

Supervisors must continually be alert for what their employees perceive to be important, and, like so many things in life, timing is critical. Aubrey Daniels contends “that an intelligently timed consequence has much more influence than a random one.”⁴⁰ Immediate feedback on performance and positive reinforcement are essential if the supervisor wants to shape employee behavior positively. Figure 7.9 presents an interesting picture of how workers’ perceptions of consequences influence their behavior.

FIGURE 7.9 Antecedents and consequences influence behavior



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7 Compare the assumptions and applications of Theory X and Theory Y in supervision.

Comparing Theory X and Theory Y

A continuous (and unresolved) question that confronts supervisors is what general approach, or style, best contributes to positive employee motivation. This age-old dilemma typically focuses on the degree to which supervisory approaches should be based on satisfying employees' lower-level and higher-level needs. This often becomes an issue of the degree to which supervisors should rely on their authority and position instead of trying to use human relations practices to provide more opportunities for employee motivation. In the following paragraphs and in Chapter 10, we will analyze approaches associated with various supervisory management styles. First, we will look at the contributions of Douglas McGregor.

MCGREGOR'S THEORY X AND THEORY Y

In his book *The Human Side of Enterprise*, Douglas McGregor noted that individual supervisory approaches usually relate to each supervisor's perceptions about what people are all about. That is, each supervisor manages employees according to his or her own attitudes and ideas about people's needs and motivations. For comparison, McGregor stated that extremes in attitudes among managers could be classified as Theory X and Theory Y. Following are the basic assumptions of McGregor's Theory X and Theory Y.⁴¹

Theory X

Assumption that most employees dislike work, avoid responsibility, and must be coerced to do their jobs

Theory Y

Assumption that most employees enjoy work, seek responsibility, and can self-direct. The belief that well-designed jobs lead to increased motivation

Theory X *The assumption that most employees dislike work, avoid responsibility, and must be coerced to work hard.*

Theory Y *The assumption that most employees enjoy work, seek responsibility, and can self-direct.*

Supervisors who are Theory X-oriented have a limited view of employees' abilities and motivations. These supervisors feel that employees must be strictly controlled, closely supervised, and motivated based on money, discipline, and authority. Theory X supervisors believe that the key to motivation is in the proper implementation of approaches designed to satisfy employees' lower-level needs. Theory Y supervisors have a much higher opinion of employees' abilities. These supervisors feel that if the proper approaches and conditions can be implemented, employees will exercise self-direction and self-control toward the accomplishment of worthwhile objectives. According to this view, management's objectives should fit into the scheme of each employee's set of needs. Therefore, Theory Y managers believe that the higher-level needs of employees are more important in terms of each employee's personality and self-development.

The two approaches McGregor describes represent extremes in supervisory styles (see Figure 7.10). Realistically, most supervisors are somewhere between Theory X and Theory Y. Neither approach is right or wrong because the appropriateness of a given approach depends on the needs of the individuals involved and the demands of the situation. In practice, supervisors may sometimes take an approach that is contrary to their preferred approach. For example, even the strongest Theory Y supervisor may revert to Theory X in a time of crisis, such as when the department is shorthanded, when there is an equipment failure, when a serious disciplinary problem has occurred, or when a few employees need firm direction.

FIGURE 7.10 The two extremes of managerial approach are typified by Theory X and Theory Y



ADVANTAGES AND LIMITATIONS OF THEORY X

Supervisors who adopt Theory X typically find that, in the short term, a job is done faster. Because the questioning of orders is not encouraged, it may appear that workers are competent and knowledgeable and that work groups are well organized, efficient, and disciplined.

A major disadvantage of Theory X is that there is little opportunity for employees' personal growth. Because supervision is close and constant, employees are unlikely to develop initiative and independence. Moreover, most workers resent Theory X supervision, and thus may be unmotivated to do the required work. In the long term, they may exit the job—physically or emotionally. Traditionally, supervisors who advocated the Theory X approach could get employees to do what they wanted by using the “carrot-and-stick” approach (“Do what I want you to do and you will be rewarded”).⁴² Punishments were applied when the job was not done. Many supervisors still use this approach. However, employees may rebel when confronted with the stick, and supervisors may not have sufficient rewards to motivate employees to subject themselves to this tight control.

ADVANTAGES AND LIMITATIONS OF THEORY Y

An overriding advantage of Theory Y supervision is that it promotes individual growth. Because workers are given opportunities to assume some responsibility on their own and are encouraged to contribute their ideas in accomplishing their tasks, it is possible for these employees to partially satisfy their higher-level needs on the job.

While the Theory Y approach is often viewed as more desirable than Theory X, it is not without disadvantages. Theory Y can be time-consuming, especially in the short term. Because personal development is emphasized, supervisors must become instructors and coaches if they are to help their employees move toward the simultaneous attainment of organizational and personal goals. Some supervisors find the extreme application of Theory Y to be more idealistic than practical because some employees expect firm direction from their supervisors.

8 Articulate how job redesign, multitasking, and participative management can be used to develop employee SKAs and motivation.

Job enrichment

Job design that helps fulfill employees' higher-level needs by giving those employees more challenging tasks and more decision-making responsibility for their jobs

Supervisory Approaches for Attaining Positive Employee Motivation

Having reviewed several prominent theories of employee motivation, the next question is, how can these theories be applied in the most meaningful ways? There is no simple set of guidelines a supervisor can implement to achieve high motivation and excellent performance. Human beings are much too complex for that. Supervisory skills can be learned and developed, but they often need to be modified to fit individuals and situations.

Over the past few years, the workforce and work environment have changed greatly. Even in this depressed economy, employees still want a high quality of work life.

Supervisors have used various forms of **job enrichment**, which means assigning more challenging tasks and giving employees more decision-making responsibility for their jobs.

To enrich jobs, the supervisor should assign everyone in a department a fair share of challenging and routine jobs and give employees more autonomy in accomplishing their tasks. Unfortunately, many supervisors prefer to assign the difficult or more challenging jobs only to their best employees and the dull jobs to the weaker employees. However, this practice can be defeating in the long term. The supervisor should give all employees opportunities to find challenging and interesting work experiences within the framework of the department's operations. For example, one Subway® supervisor enriched the jobs of associates by giving them a greater role in scheduling work and devising their own work rules for the group. The result was a schedule that better met employee needs and rules the employees were willing to follow because they helped create them. In its most developed form, job enrichment may involve restructuring jobs in such a way that employees are given direct control and responsibility for what they do.

What obstacles will the supervisor have to overcome in attempting to “enrich” employees' jobs? Overall, if job enrichment is practiced sincerely, subordinates usually assume an active role in making or participating in decisions about their jobs. The result can be better decisions and a more satisfied and motivated workforce.

In a sense, job enrichment involves the employees' assumption of some of the supervisor's everyday responsibilities. The supervisor remains accountable, however, for the satisfactory fulfillment of these obligations, which can pose something of a risk. Yet despite the risk, many supervisors endorse job enrichment because it works. Several techniques for enriching jobs are discussed in greater detail in the following paragraphs.

JOB REDESIGN

It is generally believed that well-designed jobs lead to increased motivation, higher-quality performance, higher satisfaction, and lower absenteeism and turnover. These desirable outcomes occur when employees experience three critical psychological states:

1. They believe they are doing something meaningful because their work is important to other people.
2. They feel responsible for how the work turns out.
3. They learn how well they performed their jobs.

Many **Job redesign** programs are based on the model developed by Professors Hackman and Oldham. They contend that internal motivation is determined by three psychological factors: the experienced meaningfulness of work, responsibility for the work performed, and knowledge of the results. The more these factors are positive, the more effort the employee will put forth. According to this model, any job can be described in terms of the following five core job dimensions:

1. *Skill variety*: The degree to which an employee has an opportunity to do various tasks and to use a variety of skills and abilities.
2. *Task identity*: The completion of a whole, identifiable piece of work.
3. *Task significance*: The degree to which the job impacts the lives or work of others.
4. *Autonomy*: The amount of independence, freedom, and discretion an employee has in making decisions about the work to be done.
5. *Feedback*: The amount of information an employee receives on job performance.⁴³

Jobs that have little of the above would be a prime candidate for job redesign. Suppose that close examination reveals that the task significance is relatively low. The supervisor could, for example, assign workers to go with a salesperson to visit end users of the company's products so that the workers will have a feel for how the customers use the end product. Job rotation could be used to increase both skill variety and task significance, thereby increasing the job's motivating potential.⁴⁴

Think of your most recent work experience: What aspects of the job stimulated you to "go above and beyond that which was expected?" According to Hackman and Oldham's theory, internal motivation occurs because the employee is "turned on to [his or her] work because of the positive internal feelings generated by doing well, rather than being dependent on external factors (such as incentive pay, job security, or praise from the supervisor) for the motivation to work effectively."⁴⁵

You've probably heard the expression, "Variety is the spice of life." What does that mean in the workplace? Variety and challenge can keep jobs from becoming monotonous and can fulfill employee needs.

There are ways to give employees new tasks and new work experiences by which the basic nature of the job can be broadened in scope and importance. The following job-redesign strategies are similar in the sense that each attempts to increase employee performance by improving job satisfaction.

JOB ROTATION

Switching job tasks among employees in the work group on a scheduled basis is known as **job rotation**. Most supervisors can implement this process, which often is accompanied by higher levels of job performance and increased employee

Job redesign

The belief that well-designed jobs lead to increased motivation

Job rotation

The process of switching job tasks among employees in a work group

interest. Job rotation not only helps to relieve employees' boredom but also enhances employees' job knowledge. Although the different tasks may require the same skill level, learning different jobs prepares employees for promotion. A major side benefit to the supervisor is that job rotation results in a more flexible workforce, which can be advantageous during periods of employee absence. Moreover, job rotation should mean that employees share both pleasant and unpleasant tasks so work assignments are perceived as fair.

MULTITASKING

Multitasking
When an employee performs several tasks simultaneously

When a person is able to perform more than one task at the same time, we say that he or she is **multitasking**.⁴⁶ Most students are familiar with this concept since they have learned to drive the car while talking on the cell phone, doing their laundry while reading this textbook, or washing dishes while listening to their favorite music.

In the organizational setting, another motivational strategy is when supervisors expand an employee's job with a greater variety of tasks. Multitasking can be a powerful motivational tool if the employees can see that the tasks give them a chance to use previously acquired SKAs or develop a new one. For example, tasks that were handled by several employees may be combined or consolidated into one or two enlarged jobs. Some employees respond positively to multitasking, and this positive attitude is reflected in their performance and in increased job satisfaction. In one furniture factory, for example, a number of routine jobs were changed so that each job required five or six operations rather than just one repetitive operation. Employees supported the change. Such comments as "My job seems more important now" and "My work is less monotonous now" were common.

There can be problems in implementing multitasking. In "Management Matters: The Myth of Multitasking," Elizabeth Newell contends that multitasking could be slowing you down because of "switchover time."⁴⁷ Think of the single mom with three kids ranging in age from 11 to 15, working 40+ hours per week, and taking two college classes online in an attempt to finish her associate's degree. Her challenge is to effectively manage multiple tasks (projects) in the most effective way. In order to do so, she needs to meticulously organize and methodically focus her activities as well as ask for help from her co-workers, bosses, children, and professors. Unfortunately, we all know that there will be switching costs as she goes from one assignment or task to another.

As a result of the economic downturn, many employees (usually the survivors of organizational downsizing) have been asked to do more and more. Some have found themselves stretched too thin, and, as a result, frustration and discontent have crept into the workplace.⁴⁸

PARTICIPATIVE MANAGEMENT

In his best-selling book *A Great Place to Work*, Robert Levering postulates that the high morale of great workplaces consists of pride in what you do (the job itself), enjoying the people you're working with (the work group), and trusting the people you work for (management practices and economic rewards).⁴⁹ Levering and others have been tracking the "best places to work." Historically, Dallas-headquartered Southwest Airlines (SWA) has ranked among everyone's Top 10.⁵⁰ Why Southwest? It is the largest airline in the world by number of

passengers carried. During the past 10 years, the low-fare, highly unionized airline has consistently posted profits. It leads the industry in customer satisfaction. How is that done—by magic? If you have an opportunity to fly with SWA, I encourage you to ask any employee the following questions: (1) How long have you worked at SWA? (2) What do you like best about working at SWA?

I hope that their responses to you will be the same as those we have found over the years: “Working here is truly an unbelievable experience. They treat you with respect, pay you well, and empower you. They use your ideas to solve problems. They encourage you to be yourself. I love going to work! Every member of the management team has walked in my shoes. Our motto, ‘LUV’ says it all!” Do the comments from SWA employees translate to better company performance? Let us reaffirm our belief that “happy cows give more milk.”

SWA, like many organizations, actively solicits employee input via formal suggestion programs. The open work environment allows employees to share their ideas and make suggestions without fear of retribution. While some suggestion systems provide monetary rewards for suggestions that are received and accepted, the monetary rewards are only part of the employee’s overall compensation. Employees like to have their suggestions heard and answered. To some of them, the fact that a suggestion has been implemented may mean more than the monetary reward.

This supervisory approach, in which employees have an active role in decision making, has historically been called participative management. Delegation, discussed in greater detail in Chapter 5, is important to motivating employees. Delegation does not mean turning all decisions over to employees, nor does it mean just making employees believe they are participating in decisions. Rather, it means the supervisor should earnestly seek employees’ opinions whenever possible and be willing to be influenced by employee suggestions and criticisms. When employees feel that they are part of a team and that they can influence the decisions that affect them, they are more likely to accept the decisions and seek new solutions to problems.

The major advantages of participative management are that decisions tend to be of higher quality and that employees are more willing to accept those decisions. One disadvantage is that this approach can be time-consuming. Also, participation makes it easier for employees to criticize, which some supervisors find threatening. On balance, however, participative management is widely recognized as an effective motivational strategy. Its advantages far outweigh its disadvantages.

Supervisors who practice participative management properly are aware of the importance of their information-giving and information-getting skills. They also know that it is vital to respond fully to subordinates’ suggestions as soon as those supervisors have had sufficient time to consider them.

During the past two decades, most organizations have adopted various forms of participatory management programs. These types of programs often are known by other labels, such as employee-involvement programs, problem-solving teams, quality circles, or semiautonomous or self-directed work teams. King & Prince Seafood’s program called *Perfect Service* collected more than 800 ideas from employees in 2010 and implemented many of them.⁵¹ Each month they give \$1,000 for the three best suggestions. At the end of the year, the company throws a gala and conducts a drawing from among the monthly winners. The grand prize winner gets either a \$25,000 cash prize or a two-week trip to Namibia for the employee and a guest. Carolyn Bush, a line worker and the

"Even in routine work the only true expert is the person who does the job."
—Peter Drucker



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2010 winner, took the \$25,000 and said, "It's a great program because everyone is involved. Sure the company pays out lots of money, but the savings from one idea more than paid for the program." The key is that the company implements the ideas as quickly as possible. The common denominator is employee involvement, engagement, and enthusiasm. Employees are encouraged to work together when submitting suggestions. Volker Kuntzsch, president of King & Prince, said, "The positive atmosphere this has created is phenomenal. Everyone wins!"⁵² Regardless of what they are called, these programs are based on the belief that employees want to contribute to the long-term success of the organization and that managers have a strong commitment to participatory management as a way of organizational life.

SUMMARY

1. Every term students ask, "Where can I find a job that will provide me with the satisfaction I expect?" My response is always the same: "Tell me what it would take to make you satisfied?" In recent years, job security has moved toward the top of the list. Many factors contribute to employee dissatisfaction. Personal Skill-BUILDER 4-1 will give you an opportunity to evaluate the various work-related factors that may spark your job enthusiasm.
2. Each one of us is a unique individual, and one's behavior is influenced by many factors. Personality is the complex mix of skills, knowledge, abilities, attitudes, and other attributes that distinguishes one person from another. Prominent factors that interact to form the personality of each individual

include physiological makeup, early childhood experiences, the immediate and continuing environment through life, and cultural values. The working environment is one of the almost unlimited number of influences that become part of an employee's personality. A person's attitude impacts everyone that person contacts, and often negatively or positively impacts the organization's performance.

Supervisors need to be sensitive to individual differences and similarities. A consistent supervisory approach based on similarities is a practical way to lead employees.

3. Motivation is a willingness to exert effort toward achieving a goal. Individuals have been found to put forth more effort if the reward fulfills their

individual needs. According to Maslow, when a lower-level need is fulfilled, higher-level needs emerge that influence one's motivation. The need to know and understand is probably more important today. The need to seek balance is the essence of Festinger's cognitive dissonance theory. Figure 4.3 identified eight needs in ascending order of importance and showed that there is a need for consistency in knowing, feeling, believing, having, and experiencing.

Alderfer's ERG theory attempted to clarify Maslow's theory by categorizing the lower needs as existence. Relatedness and growth were additional categories. Alderfer's frustration-regression principle maintains that when high-order needs are not met, the individual will put more effort into fulfilling needs that can more easily be met.

McClelland identified the need for affiliation (nAFF), achievement (nACH), and power (nPOW). The need to be in control of various situations is a prime motivator for some.

Herzberg's motivation-hygiene research studies indicate that hygiene factors such as money, management policies, working conditions, and certain aspects of supervision must be adequate to maintain a reasonable level of motivation. Forces that stimulate good performance, called motivation factors, are intrinsic to the job. These motivation factors include the employees' needs for achievement, opportunity for advancement, challenging work, promotion, growth, and recognition.

Expectancy theory suggests that employees will be motivated if they perceive links between their efforts and performance and between their performance and rewards.

Equity theory of motivation explains how people strive for fairness based on an outcome–input ratio. Employees can compare themselves to many other people, even those who do not work in their organizations, to determine if perceived equity or inequity exists.

4. It is important for supervisors to recognize the different levels of need. Supervisors can influence employee motivation positively if they rely on supervisory approaches that promote higher-level need fulfillment. When employee needs are not satisfied on the job, job performance usually suffers. Some employees express their dissatisfaction through absenteeism. Others may display aggressive and disruptive behavior; still others may quit. The result is that the organization suffers from a decrease in production and a loss of quality.

Every one of us is a unique individual, and accordingly we have different wants and needs. Effective supervisors must know the likes and dislikes

and what “button to push” for each individual. “Different strokes for different folks” is the plan of action for effective supervisors.

5. Working conditions that do not fulfill employee needs ultimately cause dissatisfaction and frustration. The interaction between individuals creates the opportunity for conflict. Since the beginning of time, there have been people who made life difficult for others. Many factors may cause some people to do things that make other people's lives difficult. Incivility and other inappropriate behavior must be dealt with in a proper and timely manner.
6. The ABC model of behavior modification is built on the notion that the supervisor can use antecedents (those things that precede behavior) and consequences (the results of behavior) to condition desirable behavior or to extinguish undesirable behavior. The use of extinction, positive reinforcement, punishment, and negative reinforcement can make specific behavior occur more or less often. Feedback and positive reinforcement should be used regularly to shape employee behavior in the desired direction.
7. The Theory X supervisor believes primarily in authoritarian techniques, which relate to lower-level human needs. The Theory Y supervisor prefers to build motivation by appealing to employees' higher-level needs.
8. We provided a definitional and conceptual framework for strategies for enhancing employee morale and motivation.

The major approaches include job design, job rotation, multitasking, job enrichment, participative management, and other opportunities for employees to be more involved. The job characteristics model has been used to guide job-redesign efforts.

The advantages of participative management are that decisions tend to be of higher quality and employees are more willing to accept decisions. Employee participation programs are widely used and varied in application. Delegation strategies, suggestion programs, quality circles, and self-directed work teams are approaches that emphasize employee involvement. Getting people at all levels of the organization involved in objective setting and problem solving, rearranging duties and responsibilities, and creating ways to reward people for their accomplishments represent the essence of the approaches to motivating employees to perform. The supervisor must learn to implement different supervisory approaches that are appropriate for different people and settings.

KEY TERMS

Aesthetic needs (p. 251)	Job enrichment (p. 268)	needs for power (nPOW) (p. 253)
Cognitive dissonance (p. 250)	Job redesign (p. 269)	Punishment (p. 264)
Cognitive needs (p. 250)	Job rotation (p. 269)	Rule of reciprocity (p. 246)
Consistency needs (p. 252)	Law of effect (p. 263)	Satisfaction (p. 242)
Emotional contagion (p. 246)	Motivation (p. 247)	Security needs (p. 249)
Employee entitlement (p. 259)	Motivation factors (p. 254)	Self-fulfillment needs (p. 251)
Equity theory (p. 257)	Motivation-hygiene theory (p. 253)	Self-respect needs (p. 250)
ERG theory (p. 252)	Multitasking (p. 270)	Social needs (p. 249)
Expectancy theory (p. 255)	Negative reinforcement (p. 264)	Theory X (p. 266)
Extinction (p. 264)	Personality (p. 244)	Theory Y (p. 266)
Frustration-regression principle (p. 253)	Physiological needs (p. 248)	Transcendence needs (p. 252)
Hierarchy of needs (p. 247)	Positive mental attitude (PMA) (p. 246)	
Hygiene factors (p. 254)	Positive reinforcement (p. 264)	

WHAT HAVE YOU LEARNED?

- Think of a time when you accomplished something that made you very proud. What caused you to react that way? What rewards or satisfactions came your way to reinforce those actions?
 - Think of a time when you did something that made you ashamed. What caused you to behave that way? Have you repeated that behavior? Why or why not?
 - How do you explain why people behave the way they do?
- Compare and contrast each of the motivational theories discussed in this chapter. From the aspect of practical application, what are the benefits of each of the motivational theories discussed in this chapter?
- What are the basic elements of Theory X and Theory Y? Can you think of any reasons Theory Y would be inappropriate for all supervisors?
- With respect to the management problem of motivating subordinates to accomplish organizational goals, what conclusions can you draw from reading the material in this chapter?
- Look in the mirror. (a) What are you doing well? (b) What needs a little work? (c) What incentives do you need to make “the best a little bit better?”

EXPERIENTIAL EXERCISE FOR SELF-ASSESSMENT

EXPERIENTIAL EXERCISE FOR SELF-ASSESSMENT 7.1—What Motivates Employees?

- Rank the following 20 items in order of their importance to you. In the left-hand column, place the number 1 next to the most important item, the number 2 next to the second most important item, and so on through to the least important item (number 20).
Note: If this skills application is used as an in-class exercise, to save time we suggest that you use the following scale rather than the rank order: Select the four items that are most important to you and place the number one (1) in the blanks to the left of those items. Select the four items that are least important to you and place the number three (3) in the blanks. From the remaining items, place the number two (2) in the blanks. After everyone has had time to complete the task, I ask for two student volunteers to be my counters. Using a simple show of hands, we tabulate the results, for example, “Everyone who has freedom to do my job in their top four raise their hands.” The results may surprise you.
- Make four copies of the 20 items and give one copy to four persons who are employed full-time. Have them give A's to the five items that are most important to them; B's to those five items that rank next in importance; C's to those five that rank next in importance; and D's to those five items that are least important to them.
- Compare your individual rankings with those of the four persons you asked to complete the survey.
 - Are there differences?
 - If so, how do you explain them?