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ويمنع منعاً باتاً نسخها في نسخ متعددة أو إرسالها بالبريد الإلكتروني إلى قائمة تعميم بدون الحصول على إذن مسبق من صاحب الحق القانوني للملكية الفكرية لكن يمكن للمستفيد أن يطبع أو يحفظ نسخة منها لاستخدام الشخصي لأغراض التعلم والبحث العلمي فقط.



GLOBAL
EDITION

Human Relations

Interpersonal Job-Oriented Skills

TWELFTH EDITION

Andrew J. DuBrin



ALWAYS LEARNING

PEARSON

11

CHAPTER

Motivating Others

Steven A. Burd, the CEO of Safeway, Inc., and founder of the Coalition to Advance Healthcare Reform, wrote the following:

At Safeway we believe that well-designed health care reform, utilizing market-based solution, can ultimately reduce our nation's health care bill by 40%. The key to achieving these savings is health care plans that reward healthy behavior. As a self-insured



LEARNING

Objectives

After reading and studying this chapter, you should be able to:

1. Motivate people by responding to their self-interests.
2. Make effective use of positive reinforcement to motivate people in many situations.
3. Make effective use of recognition to motivate others.
4. Apply expectancy theory as a comprehensive way of motivating others.
5. Diagnose situations to analyze the strength of motivation present.
6. Identify effective techniques for self-motivation.

employer, Safeway designed just such a plan four years ago and has made continuous improvements each year. The results have been remarkable. During this four-year period, we have kept our per capita health care costs flat (that includes both the employer and employee portion), while most American companies' costs have increased 38% over the same four years.

Safeway's plan capitalizes on two key insights gained in 2005. The first is that 70% of all health care costs are the direct result of behavior. The second insight, which is well understood by providers of health care, is that 74% of all costs are confined to four chronic conditions (cardiovascular disease, cancer, diabetes, and obesity). Furthermore, 80% of cardiovascular disease and diabetes is preventable, 60% of cancers are preventable, and more than 90% of obesity is preventable.

The big difference between Safeway and most employers is that we have pronounced differences in premiums that reflect each covered member's behaviors. Currently we are focused on tobacco usage, healthy weight, blood pressure and cholesterol levels.

Safeway's Healthy Measures program is completely voluntary and currently covers 74% of the insured nonunion workforce. Employees are tested for the four measures cited above and receive premium discounts off a "base level" premium for each test they pass. Data is [are] collected by outside parties and not shared with company management. If they pass all four tests, annual premiums are reduced \$780 for individuals and \$1,560 for families. Should they fail any or all tests, they can be tested again in 12 months. If they pass or have made appropriate progress on something like obesity, the company provides a refund equal to the premium differences established at the beginning of the plan year.

At Safeway we are building a culture of health and fitness. The numbers speak for themselves. Our obesity and smoking rates are roughly 70% of the national average and our health care costs for four years have held constant. When surveyed, 78% of our employees rated out plan good, very good, or excellent. In addition, 76% asked for more financial incentives to reward healthy behaviors. We have heard from dozens of employees who lost weight, lowered their blood pressure and cholesterol levels, and are enjoying better health because of this program. Many discovered for the first time that they have high blood pressure, and others have been told by their doctor that they have added years to their life.^[1]

motivation

An internal state that leads to effort expended toward objectives; an activity performed by one person to get another to accomplish work.

The Safeway experience demonstrates that by rewarding workers for desirable behavior, they will often increase such behavior. You may not be in a position to offer health insurance premium discounts to a coworker who does what you want, but the principle of being systematic about motivating others remains the same. Motivation has two meanings: (1) an internal state that leads to effort expended toward objectives, and (2) an activity performed by one person to get another to accomplish work. We often think of a manager or leader as the one attempting to motivate group members. Yet, many people in the workplace have a need to motivate others. To accomplish their work, people must motivate individuals who report to them, coworkers, supervisors, or customers. Developing motivational skills will therefore help you accomplish more work than you would if you relied strictly on the good nature and team spirit of others.

This chapter describes how to develop motivational skills based on four related explanations of motivation. We progress from the simplest to the most complex explanation. We also describe techniques for motivating yourself. As a starting point in thinking through how to motivate others, do Self-Assessment Quiz 11-1.

My Approach to Motivating Others

Directions: Describe how often you act or think in the way indicated by the following statements when you are attempting to motivate another person. Circle the appropriate number for each statement using the following scale: Very infrequently (VI); Infrequently (I); Sometimes (S); Frequently (F); Very frequently (VF).

	VI	I	S	F	VF
1. I ask the other person what he or she is hoping to achieve in the situation.	1	2	3	4	5
2. I attempt to figure out whether the person has the ability to do what I need done.	1	2	3	4	5
3. When another person is heel-dragging, it usually means he or she is lazy.	5	4	3	2	1
4. I explain exactly what I want to the person I'm trying to motivate.	1	2	3	4	5
5. I like to give the other person a reward up front so that he or she will be motivated.	5	4	3	2	1
6. I give lots of feedback when another person is performing a task for me.	1	2	3	4	5
7. I like to belittle another person enough so that he or she will be intimidated into doing what I need done.	5	4	3	2	1
8. I make sure that the other person feels treated fairly.	1	2	3	4	5
9. I figure that if I smile nicely I can get the other person to work as hard as I need.	5	4	3	2	1
10. I attempt to get what I need done by instilling fear in the other person.	5	4	3	2	1
11. I specify exactly what needs to be accomplished.	1	2	3	4	5
12. I generously praise people who help me get my work accomplished.	1	2	3	4	5
13. A job well done is its own reward. I therefore keep praise to a minimum.	5	4	3	2	1
14. I make sure that I let people know how well they have done in meeting my expectations on a task.	1	2	3	4	5
15. To be fair, I attempt to reward people similarly no matter how well they have performed.	5	4	3	2	1
16. When somebody doing work for me performs well, I recognize his or her accomplishments promptly.	1	2	3	4	5
17. Before giving somebody a reward, I attempt to find out what would appeal to that person.	1	2	3	4	5
18. I make it a policy not to thank somebody for doing a job he or she is paid to do.	5	4	3	2	1

- | | | | | | |
|--|---|---|---|---|---|
| 19. If people do not know how to perform a task, motivation will suffer. | 1 | 2 | 3 | 4 | 5 |
| 20. If properly laid out, many jobs can be self-rewarding. | 1 | 2 | 3 | 4 | 5 |
| Total Score _____ | | | | | |

Scoring and Interpretation: Add the circled numbers to obtain your total score.

90-100 You have advanced knowledge and skill with respect to motivating others in a work environment. Continue to build on the solid base you have established.

50-89 You have average knowledge and skill with respect to motivating others. With additional study and experience, you will probably develop advanced motivational skills.

20-49 To effectively motivate others in a work environment, you will need to greatly expand your knowledge of motivation theory and techniques.

Source: The idea for this quiz and a few items are from David A. Whetton and Kim S. Cameron, *Developing Management Skills*, 5th edition. (Upper Saddle River, NJ: Prentice Hall, 2002), pp. 302-303.

MOTIVATION SKILL BASED ON THE PRINCIPLE OF "WHAT'S IN IT FOR ME?"

LEARNING OBJECTIVE 1

The most fundamental principle of human motivation is that people are motivated by self-interest. This principle is referred to as "What's in it for me?" or WIIFM (pronounced wiff'em). Reflect on your own experience. Before working hard to accomplish a task, you probably want to know how you will benefit. If your manager asks you to work extra hours to take care of an emergency, you will most likely oblige. Yet underneath you might be thinking, "If I work these extra hours, my boss will think highly of me. As a result, I will probably receive a good performance evaluation and maybe a better-than-average salary increase."

If your instructor asks you to prepare a lengthy research paper, you might be motivated to work to the best of your ability. But before getting down to the task, it is likely that questions have raced through your mind, such as "Will this paper elevate my grade?" or "Will I pick up information that will help me in my career?"

Why Help Others? A perplexing issue is how the WIIFM principle explains why people are motivated to help others. Why would a company CEO donate gift baskets of food to homeless people? Why hire a virtually unemployable person for a nonproductive job in the mailroom? People who perform acts of social good receive the reward of feeling better about themselves. In psychological terms, they satisfy their needs to nurture (take care of) others. More cynically, helping those less fortunate leads to recognition for being a Good Samaritan.

The widespread willingness of people to contribute to Web sites that provide useful information to others gives additional insights into what satisfaction many people obtain from working for free. According to Prabhakar Raghavan, chief of Yahoo!, approximately 4 to 6 percent of Yahoo's users contribute their energies for free in such matters as reviewing films or handling questions at Yahoo! Answers. The motivation is often pride. At other times, Net volunteers combine their motivation to help others with the motivation to build their online presence, or *personal brand*. ThisNext is a social network where participants exchange shopping leads, and many volunteers help run the site. Gordon Gould, the operator of ThisNext, says that volunteer workers prosper because "They can build their brands."^[2] The takeaway here is that even when people do not get paid for working, they are usually obtaining an important personal benefit.

Applying the WIIFM Principle. To use the WIIFM principle in motivating others, you have to be aware of the intensity of the person's desire.^[3] A person can be highly motivated, mildly motivated, or only slightly motivated, depending on the intensity of his or her WIIFM principle. A company might offer outstanding performers the opportunity to work at home one day per week. Employees who are intensely motivated to work at home will work virtually up to the capacity to achieve a rating of outstanding performer.

To use the WIIFM principle in motivating others, you must find out what needs, desires, or motives a person is attempting to satisfy. A need acts as an internal energy force. You find out what these needs are by asking people what they want or by observing what interests them. For instance, the way a manager might motivate a recognition-hungry group member is to tell that person, "If you perform 10 percent above quota for six consecutive months, we will get you a plaque signifying your achievement to hang on the wall."

The Importance of Needs. One of the reasons needs are so important in understanding motivation is that needs lead to behavior, or what people actually do. A person might be extraverted because of a need to affiliate with others so that person might be motivated by the opportunity to work closely with others. Another person might be conscientious partly because of a need for achievement. This individual might be motivated by the opportunity to accomplish useful work.^[4]

Employee needs have been classified in many ways, yet most of these lists overlap. According to a representative classification, 99 percent of employees are motivated by one or more of the following seven needs:

1. **The need for achievement.** Employees with strong achievement needs seek the satisfaction of completing projects successfully. They want to apply their talents to attain success, and they find joy in accomplishment for its own sake.
2. **The need for power.** Employees with a strong power need derive satisfaction from influencing and controlling others, and they aspire to become executives. These employees like to lead and persuade and be in charge of resources such as budgets.
3. **The need for affiliation.** Employees with a strong need for affiliation derive satisfaction from interacting with others, being part of a work group, and forming friendships. The same employees are motivated to avoid working alone for long periods of time.
4. **The need for autonomy.** Employees with a strong need for autonomy seek freedom and independence, such as having almost complete responsibility for a project. The same employees are motivated to avoid working in a team effort for long periods of time. Many industrial sales representatives (those who sell to companies) have a strong need for autonomy.
5. **The need for esteem.** Employees with a strong need for esteem want to feel good about themselves, and they judge their worth to a large extent based on how much recognition and praise they receive.
6. **The need for safety and security.** Employees with strong needs for safety and security seek job security, steady income, ample medical and dental insurance, and a hazard-free work environment.
7. **The need for equity.** Employees with a strong need for equity seek fair treatment. They often compare working hours, job responsibilities, salary, and privileges to those of coworkers, and they will become discouraged if coworkers are receiving better treatment.^[5]

Recognizing such needs, as well as other needs and interests, helps you apply the WIIFM principle. Skill-Building Exercise 11-1 gives you the opportunity to do the preliminary work needed for applying the WIIFM principle.

LEARNING OBJECTIVE 2

behavior modification

An attempt to change behavior by manipulating rewards and punishments.

law of effect

Behavior that leads to a positive consequence for the individual tends to be repeated, whereas behavior that leads to a negative consequence tends not to be repeated.

USING POSITIVE REINFORCEMENT TO MOTIVATE OTHERS

A widely used formal method of motivating people in the workplace is behavior modification, an attempt to change behavior by manipulating rewards and punishments. Behavior modification is based on a fundamental principle of human behavior: the law of effect. According to the law of effect, behavior that leads to a positive consequence for the individual tends to be repeated, whereas behavior that leads to a negative consequence tends not to be repeated.

Background Work for WIIFM

Divide the class into pairs of students. In each pair, one student plays the role of a team leader who is developing a plan to highly motivate the team member being interviewed. The other student plays the role of the team member being interviewed. The twist to this role-play, however, is that the team member reflects on his or her actual motivators.

The team leader might ask several or all of these questions while conducting an interview for approximately 15 minutes. In addition, when the team member reveals an important piece of information, the team leader will dig for more details. The team leader should use effective listening skills, as described in Chapter 4. Suggested interview questions are as follows:

1. Why are you working on this team?
2. What can the company do to make you really happy?

3. What would be a fair reward for performing up to your capacity? On a 1-to-10 scale, how badly do you want this reward?
4. What would be an outstanding reward for performing up to your capacity? On a 1-to-10 scale, how badly do you want this reward?
5. What would be a fantasy reward for performing up to your capacity? On a 1-to-10 scale, how badly do you want this reward?
6. What do you hope to get out of this job?

A brief class discussion might follow the completion of the interviews. A key issue to address in the discussion is the extent to which the interview would be helpful in motivating the team member.

The focus of behavior modification on the job is to reward employees for behaving in ways that support what the organization is attempting to accomplish, such as improved productivity. Our approach to skill development in behavior modification is to emphasize positive reinforcement because this is the modification strategy most widely used in the workplace. Positive reinforcement means increasing the probability that behavior will be repeated by rewarding people for making the desired response. The phrase *increasing the probability* means that positive reinforcement improves learning and motivation but is not 100 percent effective. The phrase *making the desired response* is also noteworthy. To use positive reinforcement properly, a reward must be contingent upon doing something right. Simply paying somebody a compliment or giving the person something of value is not positive reinforcement. Behavior modification involves linking consequences to what the person has or has not accomplished.

Positive reinforcement is easy to visualize with well-structured jobs, such as data entry or producing parts. Yet positive reinforcement is also used to encourage desired behavior in highly paid, complex jobs. An accountant who developed a new method of the company getting paid faster might be rewarded with two extra days of vacation.

Negative reinforcement (or avoidance motivation) means rewarding people by taking away an uncomfortable consequence of their behavior. Negative reinforcement is a reward because a disliked consequence is avoided or withdrawn. You are subject to negative reinforcement when you are told, "Your insurance rate will go down if you receive no traffic violations for 12 months." The uncomfortable consequence removed is a high insurance premium. Removing the undesirable consequence is contingent upon your making the right response—driving within the law.

Be careful not to make the common mistake of confusing negative reinforcement with punishment. Negative reinforcement is the opposite of punishment. It involves rewarding someone by removing a punishment or uncomfortable situation.

To use positive reinforcement effectively, certain rules and procedures must be followed, as outlined in Figure 11-1. Although using rewards to motivate people seems straightforward, behavior modification requires a systematic approach. The rules are specified from the standpoint of the person trying to motivate another individual, such as a team member, coworker, supervisor, or customer.

Rule 1: State Clearly What Behavior Will Lead to a Reward. The nature of good performance, or the goals, must be agreed upon by the manager and group member. Clarification might take this form: "We need to decrease by 40 percent the number of new credit card customers who have delinquent accounts of 60 days or more."

Rule 2: Choose an Appropriate Reward. An appropriate reward is effective in motivating a given person and feasible from the standpoint of the individual or the company.

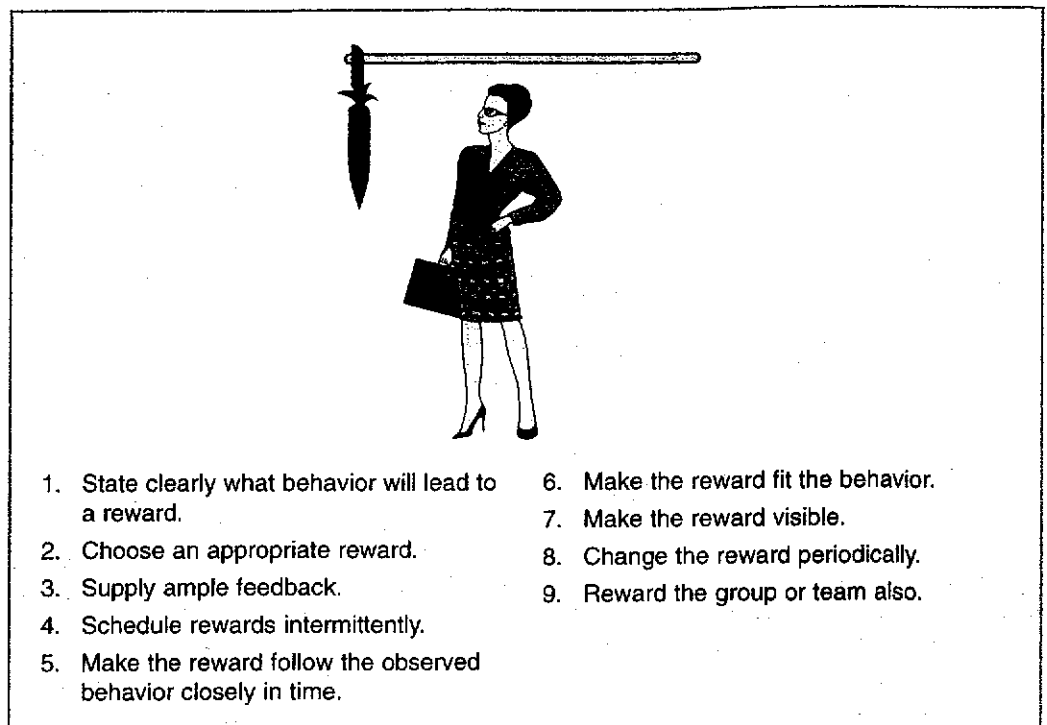
positive reinforcement

Increasing the probability that behavior will be repeated by rewarding people for making the desired response.

negative reinforcement (avoidance motivation)

Rewarding people by taking away an uncomfortable consequence of their behavior.

FIGURE 11-1 Rules and Procedures for Positive Reinforcement



If one reward does not motivate the person, try another. The importance of choosing the right reward underscores the fact that not all rewards are reinforcers. A reward is something of perceived value by the person giving the reward. (A supervisor might think that giving a gift certificate to a particular fast-food restaurant is a reward, but if the employee dislikes that restaurant it is not a true reward.) If the reward does not lead to strengthening a desired response (such as wearing safety goggles), it is not a true reinforcer.^[6]

Figure 11-2 provides a list of factors by employees as to what would satisfy them on the job. At the same time, these factors can be translated into potential rewards for employees. For example, if employees value bonuses, a high-performing employee

FIGURE 11-2 What Workers Want from Their Jobs and Their Employers

1. Competitive salary
2. 100 percent of health care coverage paid by employers
3. Company-matched 401(k) investments
4. Bonus programs
5. Flexible schedules
6. Compressed workweek
7. Good relationship with the boss
8. Being treated with respect
9. Making a contribution to the company and perhaps society.

Note: Although only factors 1, 2, and 3 are in rank order, factors 4 through 9 are also considered important for job satisfaction.

Source: Table prepared from survey of 1,051 workers presented in "Listen up Employers; Employees Know What They Want This Labor Day," *www.kronos.com*, August 2, 2006, p. 1. The survey was conducted by Harris Interactive and sponsored by Kronos Incorporated. Factor 9 is from Timothy R. Clark, "Engaging the Disengaged," *HR Magazine*, April 2008, p. 112.

might be given some assurance of receiving a bonus for above-average employment. Because all of these factors are ranked as *important* job factors by employees, all of them are potentially appropriate rewards.

Rule 3: Supply Ample Feedback. Positive reinforcement cannot work without frequent feedback to individuals. Feedback can take the form of simply telling people they have done something right or wrong. Brief e-mail messages or handwritten notes are other forms of feedback. Many effective motivators, including Jack Welch, the legendary former CEO of General Electric, made extensive use of handwritten thank-you notes. Negative feedback by e-mail should be written tactfully to avoid resentment.

Rule 4: Schedule Rewards Intermittently. Rewards should not be given on every occasion of good performance. **Intermittent** rewards sustain desired behaviors longer and also slow down the process of behaviors fading away when they are not rewarded. If each correct performance results in a reward, the behavior will stop shortly after a performance in which the reward is not received. Another problem is that a reward given continuously may lose its impact. Also, automatic rewards for doing the right thing become perceived as entitlements. As the reward becomes almost guaranteed, the employee feels entitled to it, and the reward loses its motivational effectiveness much like a weekly paycheck. A practical value of intermittent reinforcement is that it saves time. Few managers or team leaders have enough time to dispense rewards for every correct action by group members.

Rule 5: Make the Reward Follow the Observed Behavior Closely in Time. For maximum effectiveness, people should be rewarded soon after doing something right. A built-in, or intrinsic, feedback system, such as software working or not working, capitalizes on this principle. If you are administering rewards and punishments, strive to administer them the same day they are earned. Suppose a coworker feeds you exactly the information you need to make a PowerPoint presentation for the group. Send your coworker an e-mail or text message of appreciation right that day. Or, be old fashioned, and thank him or her in person.

Rule 6: Make the Reward Fit the Behavior. People who are inexperienced in applying positive reinforcement often overdo the intensity of spoken rewards. When an employee does something of an ordinary nature correctly, simple praise such as "Good job" is preferable to "Fantastic performance." A related idea is that the magnitude of the reward should vary with the magnitude of the accomplishment.

Recent research about leadership confirms the importance of making rewards contingent upon both doing the right thing, as well as the magnitude of the behavior or performance. A study in six banks indicated that when leaders made rewards based on true performance, workers perceived a higher degree of fairness in their work climate (or atmosphere).^[7]

Rule 7: Make the Reward Visible. Another important characteristic of an effective reward is the extent to which it is visible, or noticeable, to other employees. When other workers notice the reward, its impact multiplies because other people observe what kind of behavior is rewarded.^[8] Assume that you are being informed about a coworker having received an exciting assignment because of high performance. You might strive to accomplish the same level of performance. Rewards should also be visible, or noticeable, to the employee. A reward of 10 dollars per week for 30 weeks added to a person's paycheck might be hardly noticeable, after payroll deductions. However, a bonus check for \$300 might be very noticeable.

Rule 8: Change the Reward Periodically. Rewards do not retain their effectiveness indefinitely. Employees and customers lose interest in striving for a reward they have received many times in the past. This is particularly true of a repetitive statement, such as "Nice job" or "Congratulations." It is helpful for the person giving out the rewards to study the list of potential rewards and try different ones from time to time. A general approach relating to the previous rules is to look for creative ways to apply behavior modification. The creativity might be in the selection

“ The real opportunity for growth comes in utilizing your strengths. Great managers catch people doing the right things. ”

—Curt Coffman of the Gallup Organization

intermittent reward

A reward that is given for good performance occasionally, but not always.

Positive Reinforcement

In both of the following scenarios, one student plays the role of the person attempting to give positive reinforcement, and therefore motivate the other individual. Another student plays the role of the person who is the recipient of these attempts at motivation.

Scenario 1: Rewarding a Customer Service Representative.

The customer service manager carefully reviews customer service reports to discover that one service rep has resolved the most complaints for four consecutive weeks. Since this rep has been on the job only for six months, the manager wants to make sure that the rep feels amply rewarded and appreciated. The manager calls the rep into the office to discuss this outstanding performance and give an appropriate reward.

Scenario 2: Rewarding Your Boss. The group member has just received a wonderful assignment from the boss, offering the

opportunity to spend a few days with key customers who are located out of town. This is the group member's first really exciting extra assignment. As a consequence, the worker wants to encourage the boss to keep him or her in mind for future assignments of this nature. The boss was not expecting to be rewarded for making an assignment that fit the company's needs.

For both scenarios, observers rate the role players on two dimensions, using a 1-to-5 scale from very poor to very good. One dimension is "effective use of positive reinforcement techniques." The second dimension is "acting ability." A few observers might voluntarily provide feedback to the role players in terms of sharing their ratings and observations. The course instructor might also provide feedback.

of the reward, or how the reward is administered. Several illustrative ideas include:

- **Applause:** Choose an especially effective employee, and at the end of the week or month have coworkers gather and clap for the person.
- **Giraffe award:** Give a certificate saying, "Thanks for sticking your neck out." The name of the reward and the certificate reward risk taking.
- **Safety jackpot:** Managers give five "lotto" cards to employees who follow safety practices. Workers scratch off the cards to learn how many points they have won. Points are then redeemed via a gift catalog or Web site.^[9]

Rule 9: Reward the Group or Team Also. Positive reinforcement applies to groups as well as individuals in the sense that individuals within the group can be rewarded collectively. An obvious rule is that the group should receive a reward commensurate with its accomplishment. However, several of the other eight rules also apply. An example of a team reward is to implement a "Team of the Month" program.^[10]

Perform Skill-Building Exercise 11-2 to practice several of these rules for using positive reinforcement.

BACK TO THE OPENING CASE

Safeway CEO Steven A. Burd is on the right track in terms of making effective use of positive reinforcement to both help employees improve their health, and at the same time reduce one of the major costs of operating a business—paying for health care costs. As the cost of health care insurance premiums

has continued to rise, even with the new federal government health care program, the rewards in the form of insurance premium reductions have gained in potency.



USING RECOGNITION TO MOTIVATE OTHERS

LEARNING OBJECTIVE 3

Motivating others by giving them recognition and praise can be considered a direct application of positive reinforcement. Nevertheless, recognition is such a potentially powerful motivator that it merits separate attention. Also, recognition programs to reward and motivate employees are standard practice in business and nonprofit firms. Examples would be rewarding high-performing employees with a crystal vase (company logo inscribed) or designating them "employee of the month." Outstanding sales representatives ("beauty consultants") receive recognition, and at Mary Kay rewards in the form of

pink cell phones, pink Buicks, and pink Cadillacs—in the United States, as well as in China and other countries.^[11] The pink, however, is just a tinge of pink to give it a modern look. In keeping with the theme of this book, the emphasis is on individual, rather than organizational, use of recognition to motivate.

Why Recognition Is an Effective Motivator

Recognition is a strong motivator because it is a normal human need to crave recognition. At the same time, recognition is effective because most workers feel they do not receive enough notice. Several studies conducted over a 50-year time span have indicated that employees welcome praise for a job well done as much as a regular paycheck. Furthermore, according to one estimate, 79 percent of employees who quit their job point to lack of appreciation as a key factor for leaving. This finding should not be interpreted to mean that praise is an adequate substitute for salary. Employees tend to regard compensation as an entitlement, whereas recognition is perceived as a gift.^[12] Workers, including your coworkers, want to know that their output is useful to somebody.

Recognition is also important as a motivator because it is often tied in with other motivators. Receiving a pay increase based on performance is a form of positive reinforcement. At the same time, the pay raise provides recognition for having performed well. An extensive study of call centers in the U.S. financial and retail industries over a seven-year period provides evidence of how recognition is tied in with promotions. Call center employees were more interested in promotion than in pay increases exclusively. Promotion, as they perceived it, brought them formal recognition as well as changes in status and responsibilities.^[13]

Approaches to Giving Recognition

To appeal to the recognition need of others, identify a meritorious behavior and then recognize that behavior with an oral, written, or material reward. E-mail, instant messaging, and text messaging are useful vehicles for providing quick recognition when in-person appreciation is not feasible. Also, sometimes people like to print a copy of the recognition they receive. The rules for the use of positive reinforcement are directly applicable. An additional suggestion relates closely to making rewards visible: Time your praise for when it will do the most good. Praise delivered during a staff meeting, for example, can be a potent form of recognition.^[14] The recognition award should help the employee feel appreciated for having made a contribution. The economic value of the award, such as engraved metal bowl, is much less important.

Some specific examples of using recognition to sustain desired behavior (a key aspect of motivation) are as follows:

- A coworker shows you how to more effectively perform an important task on the Internet. Three days later, you send her an e-mail message with a copy to the boss: “Hi, Jessica. Your suggestion about using Twitter to gain some visibility for our newest product was dynamite. I’ve used it five times with success since you showed me what to do.” (You are reinforcing Jessica’s helpful and cooperative behavior.)
- As the team leader, you receive a glowing letter from a customer about how Kent, one of your team members, solved his or her problem. You have the letter laminated and present it as a gift to Kent. (The behavior you are reinforcing is good customer service.)
- One member of your department, Jason, is a mechanical engineer. While at a department lunch taking place during National Engineers Week, you stand up and say, “I want to toast Jason in celebration of National Engineers Week. I certainly wouldn’t want to be sitting in this office building today if a mechanical engineer hadn’t assisted in its construction.” (Here the only behavior you are reinforcing is the goodwill of Jason, so your motivational approach is general rather than specific.)



As you might have inferred from the examples presented, statements of recognition tend to be more effective when they are expressed in specific, rather than general terms. "You're doing a great job" is an example of a general recognition statement. Here are a few more specific recognition statements:

"You really made a difference by . . ."

"You're right on the mark with . . ."

"We couldn't have done it without your . . ."^[15]

A high-powered approach to recognizing the achievements of others is for the manager, supervisor, or team leader to hold personal celebrations of outstanding accomplishment. The celebration takes place in person in contrast to disseminating an electronic message, thereby making the celebration more personal. Such types of public recognition might be part of an employee recognition and celebration program. Personal celebrations include having a meal in a restaurant or in the workplace in honor of an outstanding accomplishment such as a major cost-saving suggestion, a major sale, or receiving a patent. Intense group recognition of this type will often boost the self-esteem of the employee who is celebrated.

A worker might conduct a personal celebration of accomplishment by honoring a coworker during a luncheon or beverage break. A warm touch would be to have a T-shirt custom-lettered to describe the accomplishment, such as "Dragon Slayer" or "Anti-Virus Queen."

Fine Points about Using Recognition to Motivate Others

An outstanding advantage of recognition, including praise, as a motivator is that it is no cost or low cost, yet powerful. Recognition thus provides an enormous return on investment in comparison to a cash bonus. Nevertheless, a challenge in using recognition effectively is that not everyone responds well to the same form of recognition. A good example is that highly technical people tend not to like general praise such as "Great job" or "Awesome." Instead, they prefer a laid-back, factual statement of how their output made a contribution. Furthermore, women are slightly more responsive to praise than are men, as revealed in a study of working adults.^[16]

Giving recognition to others as a motivational tactic is more likely to be effective if a culture of recognition exists within the company. This is true because the person giving the recognition will feel that what he or she is doing fits what top management thinks is appropriate behavior. At the same time, the recipient of the recognition is likely to take it seriously.

The rules for positive reinforcement described above also apply to giving recognition. For example, a recognition reward given too frequently either becomes stale or regarded as an entitlement. In one business firm, the CEO traditionally bought lunch for all employees every Friday to recognize their contributions. Soon, employees were asking him to be reimbursed for lunch if they ate outside of the company on a Friday.^[17]

USING EXPECTANCY THEORY TO MOTIVATE OTHERS

LEARNING OBJECTIVE 4

So far we have described motivating others through applying the principle of WIIFM and behavior modification, including recognition. We now shift to expectancy theory, a more comprehensive explanation of motivation that includes elements of the two other approaches. Expectancy theory is given special attention here for these reasons. First, expectancy theory can help you diagnose motivational problems. Second, it gives the person is comprehensive because it incorporates many different aspects of motivating others. Third, it gives the person attempting to motivate others many guidelines for triggering and sustaining constructive effort from group members.

expectancy theory

A motivation theory based on the premise that the effort people expend depends on the reward they expect to receive in return.

Capsule Overview of Expectancy Theory

The expectancy theory of motivation is based on the premise that how much effort people expend depends on the reward they expect to receive in return. (Notice the similarity to WIIFM?) Expectancy theory assumes that people are rational and logical, and the

process resembles rational gambling. In any given situation, they want to maximize gain and minimize loss. The theory assumes that people choose among alternatives by selecting the one they think they have the best chance of attaining. Furthermore, they choose the alternative that appears to have the biggest personal payoff. How intensely they want that alternative is also an important consideration. Given a choice, people select an assignment they think they can handle and that will benefit them the most.

An example will help clarify the central thesis of expectancy theory. Hector, a 27-year-old credit analyst at a machine tool company, recognizes that he needs to increase his income by about \$500 per month to cover his expenses. After carefully reviewing his options, Hector narrows his alternatives to the following three choices:

1. Work as a dining-room server one night a week and on most weekends, with a variable income of somewhere between \$600 and \$850 per month.
2. Work for an income tax preparation service about four months per year for 20 hours per week, yielding an annual income of about \$7,000.
3. Work extra hard at his regular job, including taking a course in corporate finance, to improve his chances of receiving a promotion and a salary increase of \$700 per month.

Hector rejects the first choice. Although he knows he can do the work, he anticipates several negative outcomes. He would much prefer to engage in extra work related to his field of expertise. The unpredictable income associated with being a dining-room server is also a concern. Hector sees merit in the second alternative because income tax preparation work relates to his accounting background. Furthermore, the outcome (amount of pay) is relatively certain. But Hector also has some concerns that working so many extra hours for four months a year could hurt his performance on his day job.

Hector decides to take a chance with the third alternative of going all out to position himself for promotion. He is confident that he can elevate his performance, but he is much less certain that hard work will lead to promotion. Yet Hector attaches such high value to being promoted and upgrading his professional credentials that he is willing to gamble.

Basic Components of Expectancy Theory

All versions of expectancy theory have the following three major components: effort-to-performance expectancy, performance-to-outcome expectancy, and valence.^[18] Figure 11-3 presents a glimpse of expectancy theory.

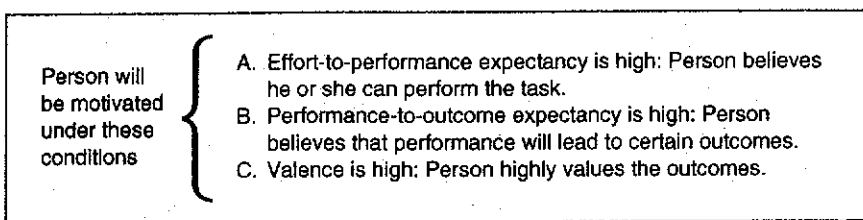
Effort-to-Performance Expectancy is the probability assigned by the individual that effort will lead to performing the task correctly. An important question rational people ask themselves before putting forth effort to accomplish a task is this: "If I put in all this work, will I really get the job done properly?" Each behavior is associated in the individual's mind with a certain expectancy, or subjective hunch of the probability of success.

Expectancies range from 0 to 1.0. The expectancy would be 0 if the person thought that there was no chance of performing the task correctly. An expectancy of 1.0 would signify absolute faith in being able to perform the task properly. Expectancies thus influence whether you will even strive to earn a reward. Self-confident people have higher expectancies than do those with low self-confidence. Being well trained will also increase your subjective hunch that you can perform the task.

effort-to-performance expectancy

The probability assigned by the individual that effort will lead to performing the task correctly.

FIGURE 11-3 A Basic Version of Expectancy Theory



self-efficacy

The confidence in your ability to carry out a specific task.

performance-to-outcome expectancy

The probability assigned by the individual that performance will lead to outcomes or rewards.

valence

The value, worth, or attractiveness of an outcome.

The importance of having high expectancies for motivation meshes well with a thrust in work motivation that emphasizes the contribution of self-efficacy, the confidence in your ability to carry out a specific task. If you have high self-efficacy about the task, your motivation will be high. Low self-efficacy leads to low motivation.^[19] Some people are poorly motivated to skydive because they doubt they will be able to pull the ripcord while free falling at 120 mph.

Performance-to-Outcome Expectancy is the probability assigned by the individual that performance will lead to certain outcomes or rewards. When people engage in a particular behavior, they do so with the intention of achieving a desired outcome or reward. Performance-to-outcome expectancies also range from 0 to 1.0. If you believe there is no chance of receiving the desired reward, the assigned probability is 0. If you believe the reward is certain to follow from performing correctly, the assigned probability is 1.0, for example, "I know for sure that if I show up for work every day this month, I will receive my paycheck."

Valence is the value, worth, or attractiveness of an outcome. It signifies how intensely you want something (as described in WIIFM). In each work situation, there are multiple outcomes, each with a valence of its own. Remember Hector, the credit analyst? The potential outcomes of working part time as an income tax preparer would include extra income, new experience, and interference with his day job.

In the version of expectancy theory presented here, valences range from -100 to +100. A valence of +100 means that you desire an outcome strongly. A valence of -100 means that you are strongly motivated to avoid an outcome, such as being fired. A valence of 0 means that you are indifferent toward an outcome, and it is therefore no use as a motivator. An outcome with a probable valence of 0 would be as follows: To gain the cooperation of coworkers, you promise them gold stars as a reward (or outcome).

Skill-Building Exercise 11-3 will help sensitize you to the importance of estimating valences when attempting to motivate others. A major problem faced by managers and others who attempt to motivate others is that they have limited knowledge about the valences of their motivators (or rewards).

How Moods Influence Expectancy Theory

LEARNING OBJECTIVE 5

Expectancy theory emphasizes the rational side of people, yet emotions still play a key role in determining the impact of expectancies, instrumentalities, and valences. Moods are relatively long-lasting emotional states that do not appear to be tied to a clear source of the emotion. For example, a person might be in a good mood despite experiencing a negative situation such as an automobile breaking down. Also, people may feel glum despite good news such as having won a prize.

Several studies have shown that moods shape people's perceptions of expectancies and valence in expectancy theory. A positive mood increases the perceived connection between effort and performance (E→P expectancy), between performance and desired outcome (P→O expectancy) and in the valence attached to those outcomes. When we are in a good mood, we are more likely to believe that we can accomplish a task, so we have more of a "can do" attitude. We are also more optimistic about the outcomes (rewards) of our effort, and the outcomes look even better to us.^[20] The opposite might also be true—when we are in a bad mood, we feel less capable of task accomplishment; we are more pessimistic about getting the reward; and the reward appears less enticing.

Diagnosing Motivation with Expectancy Theory

An important potential contribution of expectancy theory to interpersonal relations is that it helps a person diagnose whether



Estimating Valences for Applying Expectancy Theory

Directions: Listed here are rewards and punishments (outcomes) stemming from job scenarios. Also included is a space for rating the reward or punishment on a scale of -100 to +100. Work with about six teammates, with each person rating all the rewards and punishments. Compute the mean (average) rating for each reward and punishment.

<i>Potential Outcome</i>	<i>Rating (-100 to +100)</i>
1. A 20 percent salary increase	_____
2. Profit-sharing plan in successful company	_____
3. Stock ownership in company	_____
4. Fully paid three-day leave	_____
5. A \$8,000 performance bonus	_____
6. A \$400 gift certificate	_____
7. Outstanding performance review	_____
8. Above-average performance review	_____
9. One-step promotion	_____
10. Two-step promotion	_____
11. Flexible working hours	_____
12. Chance to work at home one day per week	_____
13. Chance to do more of preferred task	_____
14. Take over for supervisor when the supervisor is away	_____
15. Fancy job title without change in pay	_____
16. Bigger cubicle	_____
17. Private office	_____
18. Company-paid smart phone	_____

19. Wall plaque indicating accomplishment	_____
20. Employee-of-the-month designation	_____
21. Warm smile and word of appreciation	_____
22. Compliment in front of others	_____
23. Threat of being suspended for a month	_____
24. One-month suspension without pay	_____
25. Demotion to undesirable job	_____
26. Being fired	_____
27. Being fired combined with promise of negative references	_____
28. Being placed on probation	_____
29. Being ridiculed in front of others	_____
30. A 30 percent pay reduction	_____

After completing the ratings, discuss the following topics:

1. Which outcomes received the most variable ratings?
2. Which outcomes received the most similar ratings?
3. Which are the three most desirable rewards?
4. Which are the three most undesirable punishments?

Another analytical approach would be to compute the class mean for all 30 outcomes. Each student could then compare his or her rating with the class average.

To apply this technique to the job, modify the preceding outcomes to fit the outcomes available in your work situation. Explain to team members that you are attempting to do a better job of rewarding and disciplining and that you need their input. The ratings made by team members will give strong clues to which rewards and punishments would be the most effective in motivating them.

motivation is present and the intensity of the motivation. In performing your diagnosis, seek answers to the following questions:

1. Does the person I am attempting to motivate have the skills and self-efficacy to do the job? If the person feels ill-equipped to perform, he or she will be discouraged and show very little motivation.
2. What assurance does the person have that if he or she performs the work, the promised reward will be forthcoming? Does the company have a decent reputation for following through on promises? What about me? Have I established my credibility as a person who follows through on promises? (If you or the company is not trusted, motivation could be reduced to zero.)
3. How badly does the person want the reward being offered in the situation? Am I offering a reward that will make it worthwhile for the person to do what I need done? If the sum of the valences of the outcomes in the situation is close to 0 (some positive, some negative), motivation will be absent.
4. Are there any zeroes in response to the first three questions? If there are, motivation will be absent, because the expectancy theory equation is $Motivation = (\text{effort-to-performance expectancies}) \times (\text{performance-to-outcome expectancies}) \times (\text{the sum of the valences for all the outcomes})$. Remember what happens when you multiply by 0 in an equation.
5. Is the person in a reasonably good mood? Perhaps the person is poorly motivated today because of being in a bad mood.

Guidelines for Applying Expectancy Theory

The information about expectancy theory presented so far provides ideas for motivating others. Here we discuss several additional specific guidelines to improve your skill in motivating others.

1. **Train and encourage people.** If you are a manager, you should give employees the necessary training and encouragement to be confident that they can perform the required tasks. Some employees who appear to be poorly motivated simply lack the right skills and self-efficacy.
2. **Make explicit the link between rewards and performance.** Employees should be reassured that if they perform the job up to standard, they will receive the promised reward. It is sometimes helpful for employees to speak to coworkers about whether they received promised rewards.
3. **Make sure that the rewards are large enough.** Some rewards fail to motivate people because, although they are the right kind, they are not in the right amount. The promise of a large salary increase might be motivational, but a 1 percent increase will probably have little motivational thrust for most workers. An extreme approach is to give outstanding performers something luxurious or self-indulgent that they would rarely purchase for themselves even if they could afford it. For example, at the small firm PharmaLogics Recruiting, every six months the highest performing sales representative receives an all-expenses-paid week's vacation at a luxury villa in Costa Rica. The sales rep scramble to win the award.^[21]
4. **Understand individual differences in valences.** To motivate others in the workplace effectively, you must discover individual differences in preferences for rewards. An attempt should be made to offer a worker rewards to which he or she attaches a high valence. For instance, one employee might value a high-adventure assignment; another might attach a high valence to a routine, tranquil assignment. Also keep individual differences in mind when attempting to motivate customers. One customer might attach a high valence to a volume discount, while another might favor follow-up service.
5. **Use the Pygmalion effect to increase effort-to-performance expectancies.** The Pygmalion effect refers to the phenomenon that people will rise (or fall) to the expectations another person has of them. Even if these expectations are not communicated explicitly, the other person will catch on to the nonverbal language. As the levels of expectation increase, so will performance. The high expectations thus become a self-fulfilling prophecy.

Pygmalion effect

The phenomenon that people will rise (or fall) to the expectations that another person has of them.

It is difficult to keep all the points made about expectancy theory in your head at the same time. Nevertheless, with practice and by referring to this book and your notes, you can apply many of the ideas. Skill-Building Exercise 11-4 will help you get started applying expectancy theory.

SKILL-BUILDING EXERCISE 11-4

Applying Expectancy Theory

One student plays the role of the manager of a telemarketing firm (selling over the telephone). Another student plays the role of Terry, a telemarketing specialist who has been with the company for three months. Terry is 40 percent below target in selling magazine renewals. The manager calls Terry into the office for a discussion of the problem.

Terry goes on at length to explain how confusing the job has become. Terry makes comments, such as "I don't even know if I have the right kind of voice for this job. People I reach on the phone

think I'm just a kid." Terry also wonders what kind of money he can make in this job and whether it is a dead-end job. (The student who plays the role of Terry can improvise about more of these kinds of problems.)

The manager will apply expectancy theory to motivate Terry to achieve satisfactory performance. Other class members should jot down statements the manager makes that indicate the use of expectancy theory. Also, observe whether it appears that Terry is being helped.

TECHNIQUES FOR SELF-MOTIVATION

Many people never achieve satisfying careers and never realize their potential because of low motivation. They believe that they could perform better but admit that “I’m simply not a high-initiative type” or “I’m simply not that motivated.” Here we describe seven techniques for self-motivation.

1. Set goals for yourself. Goal setting is one of the most important techniques for self-motivation. If you set long-range goals and support them with a series of smaller goals set for shorter time spans, your motivation will increase.

2. Find intrinsically motivating work. A major factor in self-motivation is to find work that is fun or its own reward. Intrinsic motivation refers to the natural tendency to seek out novelty and challenges, to extend and use one’s capacities, to explore, and to learn.^[22] The intrinsically motivated person is involved in the task at hand, such as a technology enthusiast surfing the Web for hours at a time. Finding a job that offers you motivators in ample supply will help enhance your intrinsic motivation. For example, you might have good evidence from your past experience that the opportunity for close contact with people is a personal motivator. Find a job that involves working in a small, friendly department or team.

Intrinsically motivating work often takes the form of *meaningful work*, or work that has personal meaning to you based on your values and interests. One person might think that working as a store manager for the Salvation Army is meaningful. Another person might think that working as an electronics technician at a missile defense systems company is meaningful.

Based on circumstances, you may have to take whatever job you can find, or you may not be in a position to change jobs. In such a situation, try to arrange your work so that you have more opportunity to experience the reward(s) that you are seeking. Assume that solving difficult problems excites you but that your job is 85 percent routine. Develop better work habits so that you can take care of the routine aspects of your job more quickly. This will give you more time to enjoy the creative aspects of your job.

3. Get feedback on your performance. Few people can sustain a high level of motivation without receiving information about how well they are doing. Even if you find your work challenging and exciting, you will need feedback. One reason positive feedback is valuable is that it acts as a reward. If you learn that your efforts achieved a worthwhile purpose, you will feel encouraged. For example, if a graphics display you designed was well received by company officials, you would probably want to prepare another graphics display.

A study conducted with management students demonstrated that participants adjusted their goals upward after receiving positive feedback and downward after negative feedback. It was also found that when the students were more emotional about the feedback, the positive and negative results were more pronounced.^[23] The link here to self-motivation is that when goals are higher, motivation will be higher.

4. Apply behavior modification to yourself. Many people have used behavior modification to change their own behavior. Specific purposes include overcoming eating disorders, tobacco addiction, Internet abuse, nail biting, and procrastination. To boost your own motivation through behavior modification, you would have to first decide what specific motivated actions you want to increase (such as working 30 minutes longer each day). Second, you would have to decide on a suitable set of rewards and punishments. You may choose to use rewards only because rewards are generally better motivators than punishments.

5. Improve your skills relevant to your goals. According to expectancy theory, people hold back effort when they are not confident that their efforts will lead to accomplishments. You should, therefore, seek adequate training to ensure that you have the right abilities and skills to perform your work. The training might be provided by the employer or on your own through a course or self-study. Appropriate training gives you more confidence that you can perform the work. The training also increases your feelings of self-efficacy.^[24] By recognizing your ability to mobilize your own resources to succeed,

Working on My Own Motivators

The focus of this chapter has been the skill of motivating others. Yet, if you neglect motivating yourself, you (a) might not gain a formal position in which you can motivate others, and (b) you will not be able to motivate others by leading through example. Apply some of the concepts in this chapter to help work through this exercise.

What Motivates Me?

Think back on what situations, and factors within a situation, have prompted you to put forth your best effort and work the hardest—on the job, at community work, at school, in sports, or in other recreational activities such as being a band member. Which needs were you attempting to satisfy? Which tangible or intangible rewards were you pursuing? Here is a portion of a sample answer:

"I was lucky enough to be entered in Domino's national speed contest for making a store-usable pizza. I jumped into the situation like somebody obsessed. Here I was at 20 years old with

a chance to win a national contest and be lifted up over the head of my buddies. I would have been King Pizza for a day. I didn't win, but I came close."

"Now I know that competition and recognition get my adrenalin flowing. I think that's why I will be successful in industrial sales. I need that big carrot dangling out in front of me."

What Can I Do to Capitalize on My Motivators?

It is helpful to know what motivates you, but it is even more helpful to follow up by placing yourself in situations in which you will be highly motivated. The Pizza King aspirant provides us a good example. Attempt to manage your career by placing yourself in highly motivational situations. For example, if the opportunity to work alone without supervision and the opportunity to schedule your own time motivate you, strive to work at home in the near future.

Now write down the type of situations that will most likely enable you to work at your motivated best.

your self-confidence for the task will be elevated. Another motivational advantage of self-efficacy is that you are likely to commit more resources, such as time and money, to attaining a goal when you feel confident that you can perform the task.^[25] For example, if you had confidence in your skills to develop an eBay business, you might be willing to spend a lot of time in designing the business, and money in buying products to sell on the site.

“Remind yourself that you have personal power, and that you can make things happen. Erase those negative mental tapes that say “No, I can’t.””

—E. Carol Webster, clinical psychologist, quoted in *Black Enterprise Magazine*, September 2005, p. 157.

6. **Raise your level of self-expectation.** Another strategy for increasing your level of motivation is to simply expect more of yourself. If you raise your level of self-expectation, you are likely to achieve more. Because you expect to succeed, you do succeed. The net effect is the same as if you had increased your level of motivation. The technical term for improving your performance through raising your own expectations is the Galatea effect. High self-expectations and a positive mental attitude take a long time to develop. However, they are critically important for becoming a well-motivated person in a variety of situations.

7. **Develop a strong work ethic.** A highly effective strategy for self-motivation is to develop a strong work ethic. If you are committed to the idea that most work is valuable and that it is joyful to work hard, you will automatically become strongly motivated. A person with a weak work ethic cannot readily develop a strong one because the change requires a profound value shift. Yet if a person gives a lot of serious thought to the importance of work and follows the right role models, a work ethic can be strengthened. The shift to a strong work ethic is much like a person who has a casual attitude toward doing fine work becoming more prideful.

Skill-Building Exercise 11-5 provides a practical approach to self-motivation.

Self-Assessment Quiz 11-1 is different than the other quizzes presented in this text because it emphasizes cognitive knowledge about the subject (in this case motivation). Nevertheless, your attitudes toward people often become translated into knowledge about motivation. For example, if you are warm and supportive toward people, you would likely respond “very frequently” to statement 8, “I make sure that the other person feels treated fairly.” And, if you are essentially hostile toward people, you would respond “very frequently” to statement 3, “When another person is heel-dragging, it usually means he or she is lazy.”

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Motivation refers to an internal state that leads to effort expended toward objectives and to an activity performed by one person to get another person to work. Managers, as well as people working individually, often need to motivate others.

The most fundamental principle of human motivation is that people are motivated by self-interest, referred to as "What's in it for me?" (WIIFM). Even those who help others are simultaneously helping themselves by feeling good. In using the WIIFM principle, be aware of the intensity of a person's desire for a reward. Key employee needs that might require satisfaction include achievement, power affiliation, autonomy, esteem, safety and security, and equity.

Behavior modification is an attempt to change behavior by manipulating rewards and punishments. Its key principle is the law of effect—behavior that leads to a positive effect tends to be repeated, while the opposite is also true. Negative reinforcement, or avoidance motivation, can be used to supplement positive reinforcement. Rules for the effective use of positive reinforcement include the following:

1. State clearly what behavior will lead to a reward.
2. Choose an appropriate reward.
3. Supply ample feedback.
4. Schedule rewards intermittently.
5. Make the reward follow the observed behavior closely in time.
6. Make the reward fit the behavior.
7. Make the reward visible.
8. Change the reward periodically.
9. Reward the group or team also.

A general approach to applying the above rules is to look for creative ways to apply positive reinforcement.

Motivating others by giving them recognition and praise is a direct application of positive reinforcement. Recognition is a strong motivator because it is a normal human need to crave recognition, and most workers feel they do not get enough recognition. Also, recognition is often tied in with other motivators, such as a promotion providing recognition to the person. To appeal to the recognition need of others, identify a meritorious behavior and then recognize that behavior with an oral, written, or material reward. Choosing when to deliver recognition can be important.

Recognition and praise are low-cost, powerful motivators. Statements of recognition tend to be more effective when they are specific. High technical people tend not to like general praise, but instead prefer a laid-back factual statement of how their output made a contribution. Recognition is more likely to be an effective motivator in a culture of recognition.

The expectancy theory of motivation assumes that people are decision makers who choose among alternatives by selecting the one that appears to have the biggest personal payoff at the time. Expectancy theory has three major components: expectancies about being able to perform, expectancies about performance leading to certain outcomes, and valence (the value attached to the reward). A positive mood state can enhance the components of expectancy theory.

Expectancy theory is useful in diagnosing whether motivation is present by examining the strength of the expectancies and the valences of the rewards. If any

element is 0, motivation will not be present. Expectancy theory provides important ideas for motivating others, including the following:

1. Train and encourage people.
2. Show the link between rewards and performance.
3. Make the rewards large enough.
4. Observe individual differences.
5. Use the Pygmalion effect to increase effort-to-performance expectancies.

Techniques for self-motivation described here are as follows:

1. Set goals for yourself.
2. Find intrinsically motivating work.
3. Get feedback on your performance.
4. Apply behavior modification to yourself.
5. Improve your skills relevant to your goals.
6. Raise your level of self-expectation.
7. Develop a strong work ethic.

1. If people are already paid by their employer to carry out a job, why should it still be important for somebody to motivate them?
2. Suppose a worker is much more interested in personal and family life than performing well or getting promoted. What approach might the worker's supervisor use to motivate him or her toward high performance?
3. For what purpose would someone need to motivate his or her supervisor?
4. If people really live by the WIIFM principle, how can a leader still achieve teamwork?
5. What evidence can you suggest that some people prefer exciting and interesting work over exceptional financial rewards?

6. Identify several factors in Figure 11-1 that you think would be particularly effective in motivating managers and professional-level workers. Explain your reasoning.
7. Answer question 6 for entry-level service workers, such as supermarket cashiers.
8. How do individual differences show themselves in attempting to motivate others?
9. What evidence do you see that some students taking the course for which you are studying this textbook are better motivated than others?
10. How might cultural differences affect the valence ratings in Skill-Building Exercise 11-3?

<http://www.awards.com>

(One-stop super-site for rewards and recognition.)

<http://www.ZeroMillion.com>

(Search for Positive Reinforcement in the Workplace.)

<http://www.About.com: Human Resources>

(Search for The Pygmalion Effect for Employee Motivation.)

Internet Skill Builder: Motivating Other People

Visit www.nelson-motivation.com to watch a five-minute video clip of one of Bob Nelson's talks. After watching the video, answer the following questions: (1) What have I learned that I could translate into a skill motivating other people as well as employees? (2) Which theory, or approach, to motivation does Nelson emphasize in his presentation?

Developing Your Human Relations Skills

Interpersonal Relations: Case Problems

On Time at Prime Time

Prime Time Furniture is a manufacturer and distributor of inexpensive, ready-to-assemble furniture for the home and small business, including home-based businesses. Among its products are bookcases, television stands, computer workstations, and kitchen tables. Some of the higher-end products are manufactured at the Wisconsin factory and distribution center. The vast majority of products, however, are imported from Malaysia and then placed in the distribution center until sold.

Demand for ready-to-assemble furniture has increased steadily as more people are looking for ways to reduce household expenses. To meet the increased demand, more companies have entered the field, making the business more competitive and therefore reducing prices.

Eton Westin, the distribution center manager, searches continuously for ways to make the center more efficient. During a two-hour productivity meeting with supervisors, Westin learned that employee lateness is costing Prime Time a lot of money. Ashley Novak explained the problem in these terms:

"We are short-handed as it is. When an employee is late it makes it more difficult to ship on time. We have learned the hard way that when we do not ship on time, we lose some business. A big part of our business now comes from online sales through Amazon and other resellers. These outfits promise rapid delivery, and when we don't ship on time, we get heat from both the resellers and the end customers." (The resellers inform the end customer that Prime Time Furniture is the source of the furniture.)

Jimmy Gerber, the director of administration and human resources, said he had an idea for improving punctuality that has worked in other companies. The program is set up by a company specializing in performance improvement. Gerber then outlined the basics of the program.

"We run a punctuality race with each department being represented by a horse, assigned a name by the department. The consulting company sets up the race with their own software, and we visit our race Web site any time we want. The setup looks like a video game. You can see graphically the relative positions of the horses as they run the 'punctuality race.'"

"Every time a worker arrives on time, that fact is entered into the database, and the department's horse gets two points. Every time a worker is late the department's horse is penalized two points. Coming back from breaks on time earns one point, and coming back late is a one-point penalty. Leaving work, or leaving early, also follows the same one-point value."

"At the end of each month, the points are totaled. The team with the winning horse can then convert the points into gifts from a catalog or gift certificates to a few selected restaurants."

Westin asked the group for their opinion on the horse race to improve punctuality. "I'm a little concerned," he said. "Isn't this too childlike? I mean, running a horse race for coming to work on time. Let's get real."

"In all respect, Eton," said Liz Lopez, the shipping supervisor. "Adults are motivated by games and small prizes. We are all children at heart, even Prime Time employees."

Case Questions

1. What do you predict will be the outcome of the horse-race motivation program if implemented?
2. Which approach, or approaches, to motivating people does this horse-race program represent?
3. What other program for improving punctuality might you recommend?

The Home-Retention Consultant Blues

Alicia works in real estate as a home-retention consultant. Among the services offered by her employer, Magnum Properties, is to help people who are facing foreclosure stay in their homes. She works with clients to help them figure out a way to work with their mortgage holder to renegotiate loans, and often to prevent being evicted. Alicia also works with mortgage holders to guide them through short sales or selling homes for less than the balance on the mortgage when the property owners are way behind on their payments.

Back in 2010, the foreclosure rate in the United States was still relatively high with 1 of 13 homeowners either behind 60 days behind in their mortgage payments or facing foreclosure. Alicia was earning a high income because Magnum Properties' niche in the real estate market was prospering. When asked by an old friend who located her on Facebook how she was doing in her career, Alicia responded:

It's a mixed bag for me. I see a lot of positives in my work. I make a lot of money, and I drive a sharp car. I'm very modern because I deal with foreclosures and short sales. I am helping a lot of people because I enable some of them to keep a roof over their heads.

My big problem is that the negatives in my work on dragging me down. Some days I can hardly muster up enough energy to follow up on leads of people in trouble to help. In some ways I feel like I'm dealing with the underbelly of humanity. A lot of people I'm trying to help have dug their own graves. They have plenty of money for beer and wine, and to run up huge bills for cell phone and online video rentals. But they don't have the money to pay their mortgages.

I need to stay pumped to keep earning a good living, but some days I just don't know how to stay motivated. Any suggestions, my friend?

Case Questions

1. What recommendations do you have for Alicia to help her increase her level of self-motivation?
2. To what extent do you think it might be advisable for Alicia to simply switch fields, such as going into traditional real estate selling, so she can stay better self-motivated?
3. What suggestions might you offer Alicia's manager at Magnum Properties to help her stay motivated?

