5

Foundations of Employee Motivation

McShane/Von Glinow OB 7e

Employee Engagement and Motivation at DHL Express

DHL Express, the courier division of Germany's Deutsche Post, has been building a workforce of highly engaged employees in Africa (shown here) and globally. "Motivated and engaged employees are crucial to the success of any business," says a DHL Express executive.

Motivation Defined

- The forces within a person that affect the direction, intensity, and persistence of voluntary behavior

- Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction)
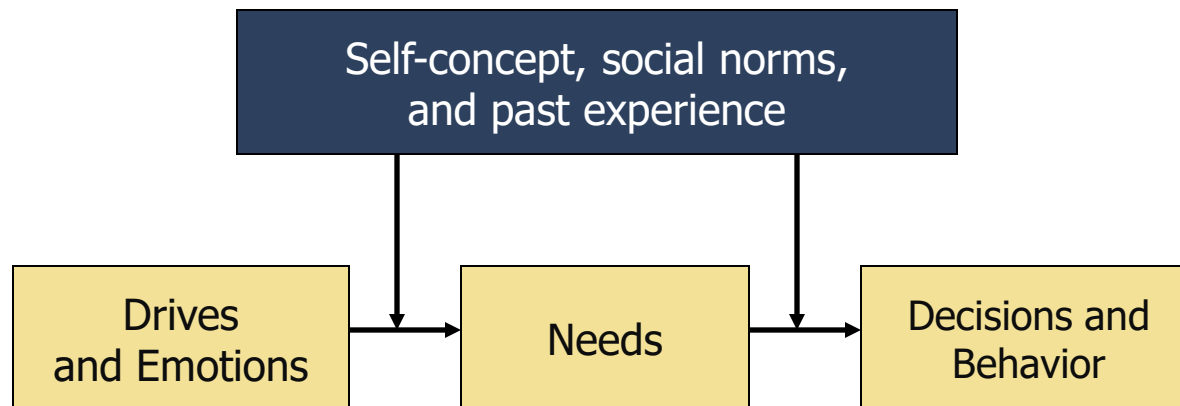
McShane/Von Glinow OB 7e

Employee Engagement

- Both emotional and cognitive motivation

- Focused, intense, persistent, purposive effort toward goals

- High level of absorption (focus)

- High self-efficacy

McShane/Von Glinow OB 7e
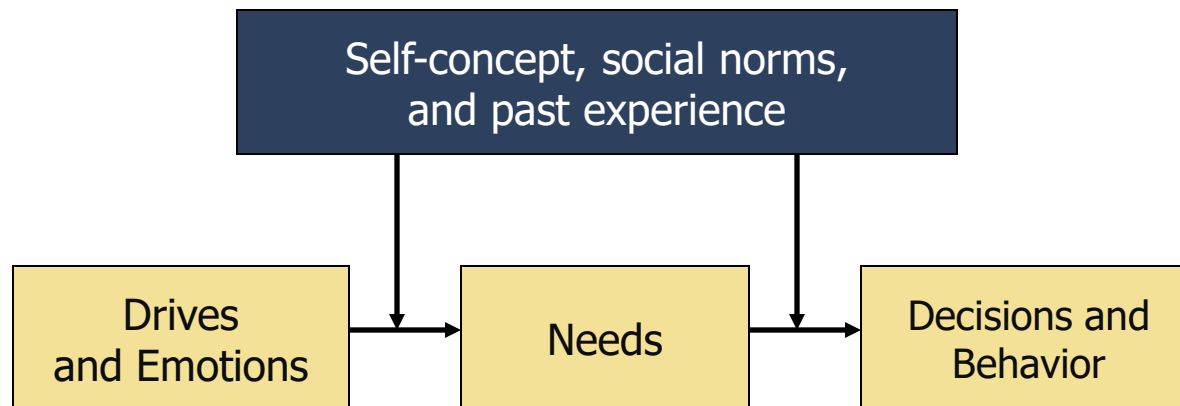
Drives and Needs

- Drives (primary needs)
  - Hardwired brain activity (neural states) that energize individuals through generation of emotions to correct deficiencies and maintain equilibrium
  - Prime movers of behavior -- activate emotions that put us in a state of readiness

```
               ┌─────────────────────────────┐
               │  Self-concept, social norms, │
               │     and past experience      │
               └─────────────────────────────┘
                    │                    │
                    ▼                    ▼
┌──────────────┐    ┌──────────┐    ┌──────────────┐
│   Drives     │───▶│  Needs   │───▶│ Decisions and│
│ and Emotions │    │          │    │   Behavior   │
└──────────────┘    └──────────┘    └──────────────┘
```
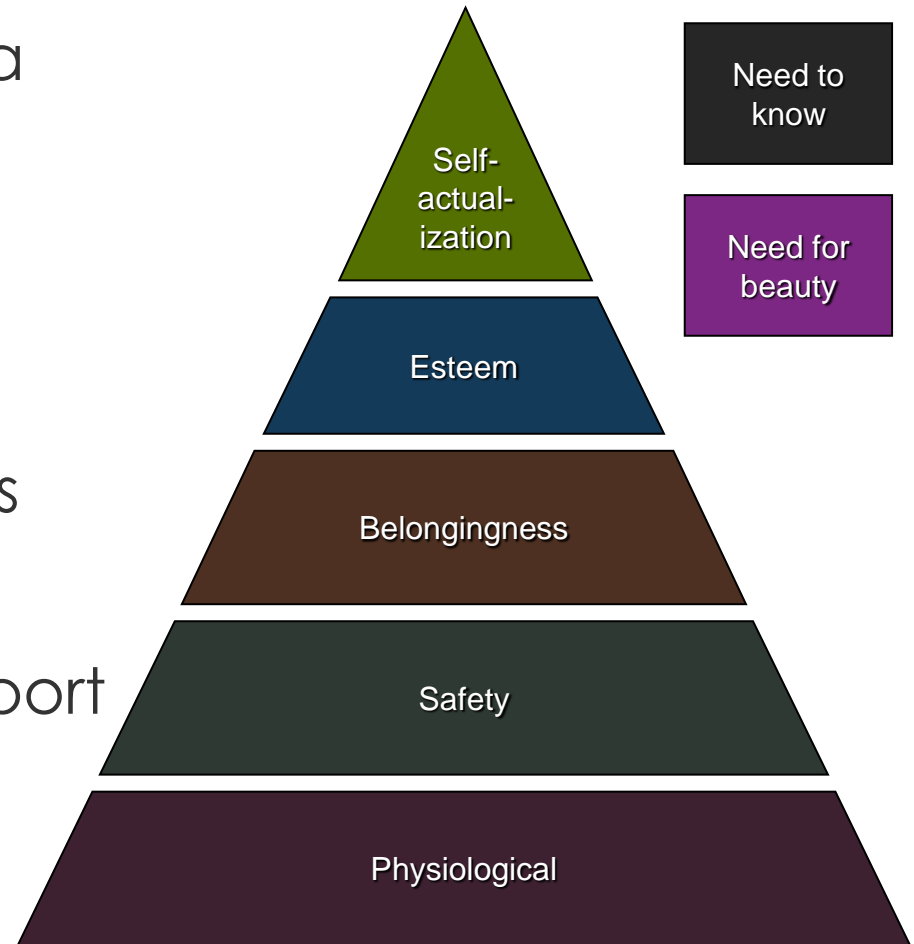
McShane/Von Glinow OB 7e

Drives and Needs

- Needs
  - Goal-directed forces that people experience.
  - We channel emotional forces toward specific goals
  - Goals formed by self-concept, social norms, and experience

```
         ┌────────────────────────────────┐
         │   Self-concept, social norms,  │
         │      and past experience       │
         └────────────────────────────────┘
              │                    │
              ▼                    ▼
┌──────────────┐   ┌──────────┐   ┌──────────────┐
│   Drives     │──▶│  Needs   │──▶│ Decisions and│
│ and Emotions │   │          │   │   Behavior   │
└──────────────┘   └──────────┘   └──────────────┘
```

McShane/Von Glinow OB 7e

Maslow's Needs Hierarchy Theory

- Seven categories – five in a hierarchy -- capture most needs

- Lowest unmet need is strongest -- when satisfied, next higher need becomes primary motivator

- Model lacks empirical support
  - Main problem: Needs hierarchy is unique to each person, not universal

Self-actual-ization

Esteem

Belongingness

Safety

Physiological

Need to know

Need for beauty

McShane/Von Glinow OB 7e

Maslow's Contribution to Motivation

Abraham Maslow

- Holistic perspective
  - Study multiple needs together

- Humanistic perspective
  - Influence of social dynamics, not just instinct

- Positive perspective
  - Self-actualization (growth needs)
  - Foundation of positive OB

McShane/Von Glinow OB 7e

Learned Needs Theory

- Needs are amplified or suppressed through self-concept, social norms, and past experience

- Therefore, needs can be "learned"
  - strengthened through reinforcement, learning, and social conditions
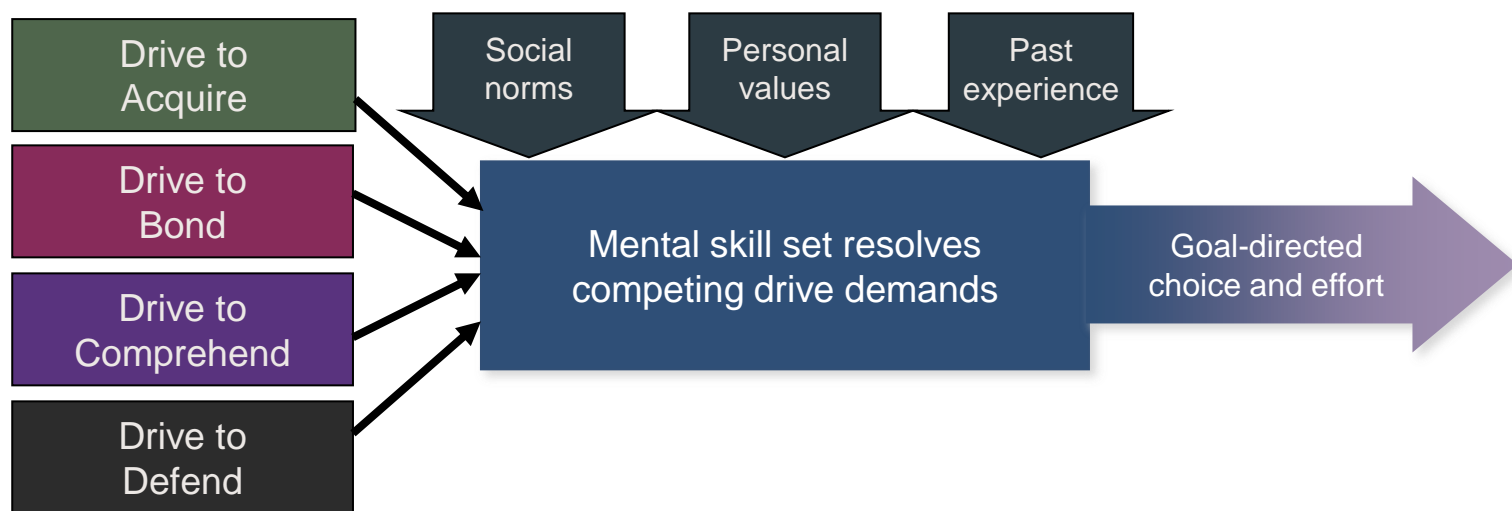
McShane/Von Glinow OB 7e

Three Learned Needs

- Need for achievement (nAch)
  - Want to accomplish reasonably challenging goals
  - Desire clear feedback, moderate risk tasks

- Need for affiliation (nAff)
  - Seek approval from others, conform to others' wishes, avoid conflict
  - Effective decision makers have low nAff

- Need for power (nPow)
  - Desire to control one's environment
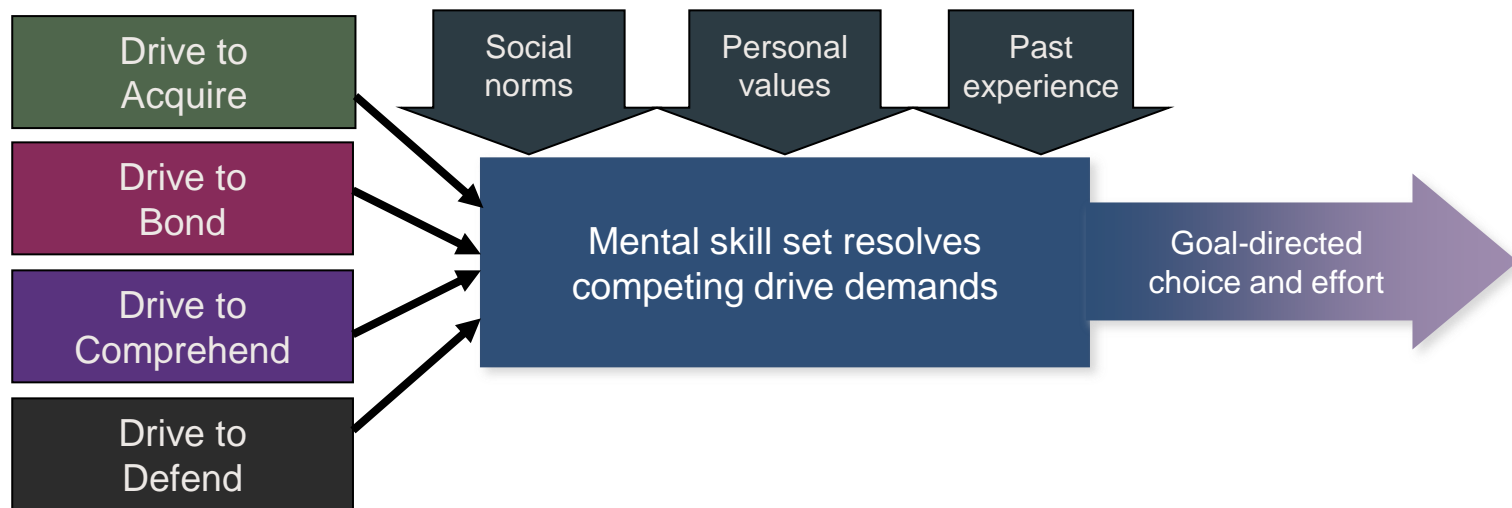 - Personalized versus socialized power

McShane/Von Glinow OB 7e

Four Drive Theory

- **Drive to acquire**: seek, acquire, control, retain objects or experiences

- **Drive to bond**: form social relationships and develop mutual caring commitments with others

- **Drive to comprehend**: satisfy our curiosity, know and understand ourselves and the environment

- **Drive to defend**: protect ourselves physically and socially

Drive to Acquire	Social norms	Personal values	Past experience
Drive to Bond			
Drive to Comprehend	Mental skill set resolves competing drive demands		Goal-directed choice and effort
Drive to Defend			

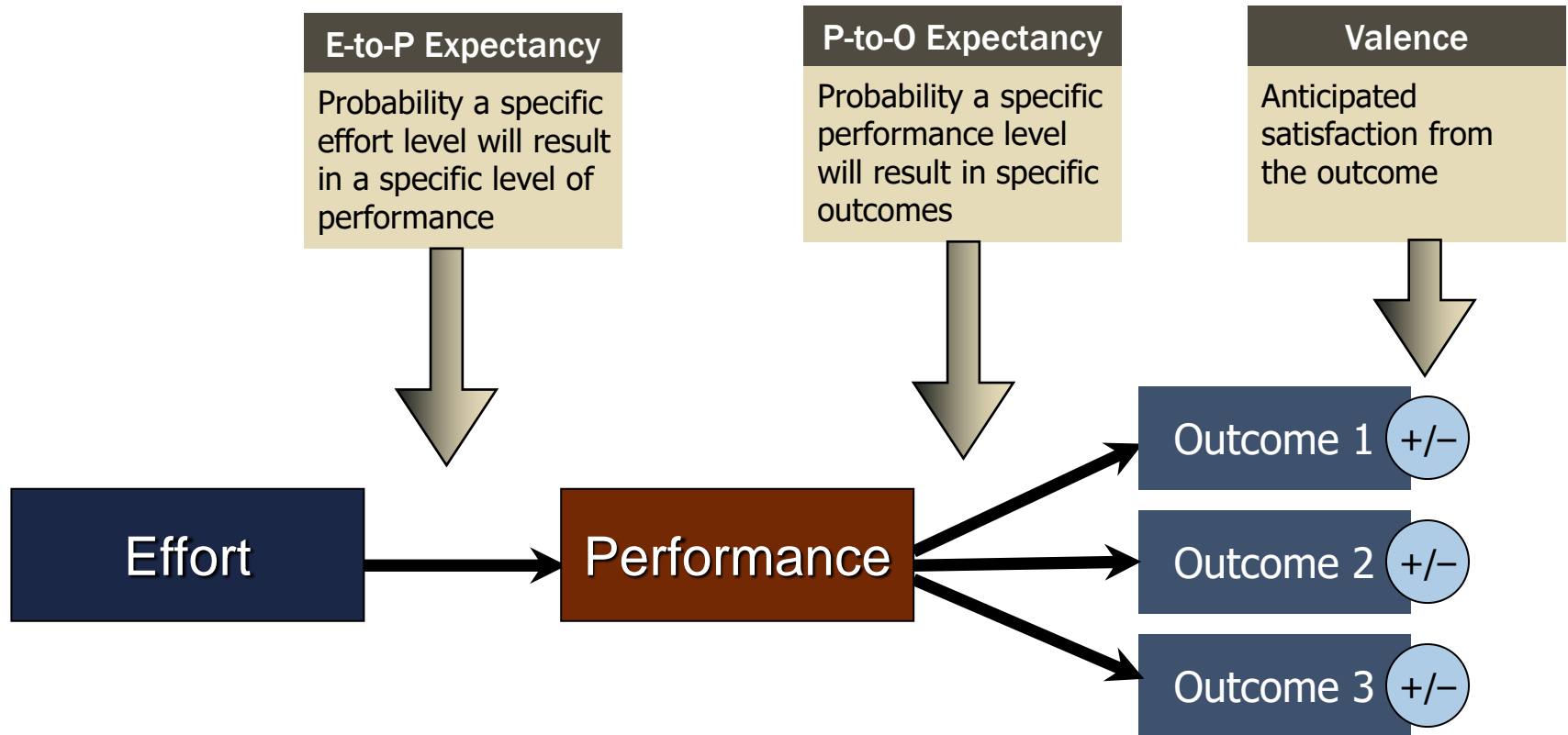McShane/Von Glinow OB 7e

How Four Drives Motivate

1. Four drives determine which emotions are automatically tagged to incoming sensory information

2. Emotions are usually nonconscious, but become conscious experiences when sufficiently strong or conflict with each other

3. Mental skill set relies on social norms, personal values, and experience to transform drive-based emotions into goal-directed choice and effort.

Drive to Acquire	Social norms	Personal values	Past experience	
Drive to Bond				
Drive to Comprehend	Mental skill set resolves competing drive demands		Goal-directed choice and effort	
Drive to Defend				

McShane/Von Glinow OB 7e

Four Drive Theory Implications

- Provide a balanced opportunity for employees to fulfill all four drives
  - Employees continually seek fulfillment of drives
  - Keep fulfillment of all four drives in balance
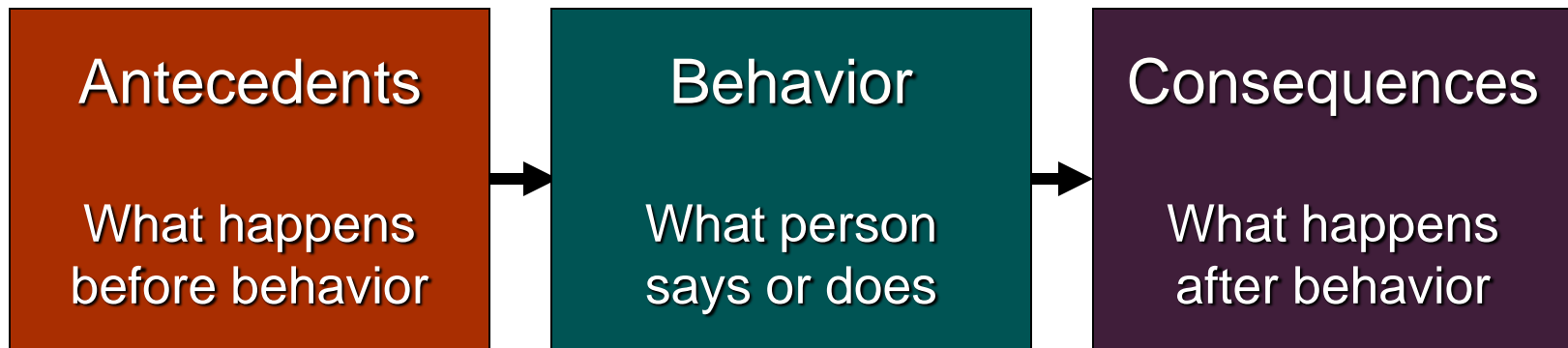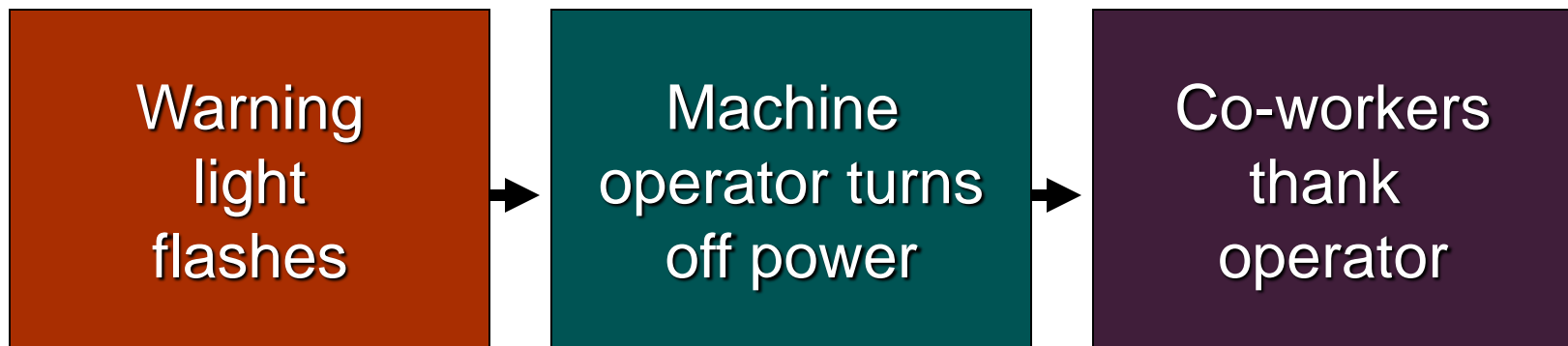   - Avoid conditions supporting one drive more than others

McShane/Von Glinow OB 7e

Expectancy Theory of Motivation

E-to-P Expectancy	P-to-O Expectancy	Valence
Probability a specific effort level will result in a specific level of performance	Probability a specific performance level will result in specific outcomes	Anticipated satisfaction from the outcome

Effort → Performance → Outcome 1 (+/−), Outcome 2 (+/−), Outcome 3 (+/−)

McShane/Von Glinow OB 7e

Expectancy Theory in Practice

- Increasing E-to-P Expectancies
  - Hire, train, and match people to job requirements
  - Provide role clarity and sufficient resources
  - Provide behavioral modeling and coaching

- Increasing P-to-O Expectancies
  - Measure performance accurately
  - Explain how rewards are linked to performance
  - Explain how rewards are caused by past performance

- Increasing Outcome Valences
  - Ensure that rewards are valued
  - Individualize rewards
  - Minimize countervalent outcomes

McShane/Von Glinow OB 7e

A-B-Cs of Behavior Modification

Antecedents	Behavior	Consequences
What happens before behavior	What person says or does	What happens after behavior

Example

| Warning light flashes	Machine operator turns off power	Co-workers thank operator

McShane/Von Glinow OB 7e

Four OB Mod Consequences

- Positive reinforcement – when reinforcer (consequence) is introduced, the behavior is increased/maintained

- Punishment – when introduced, the frequency or probability of the behavior decreases

- Negative reinforcement –when this consequence is removed, behavior is increased/maintained

- Extinction –behavior decreases when no consequence occurs

McShane/Von Glinow OB 7e
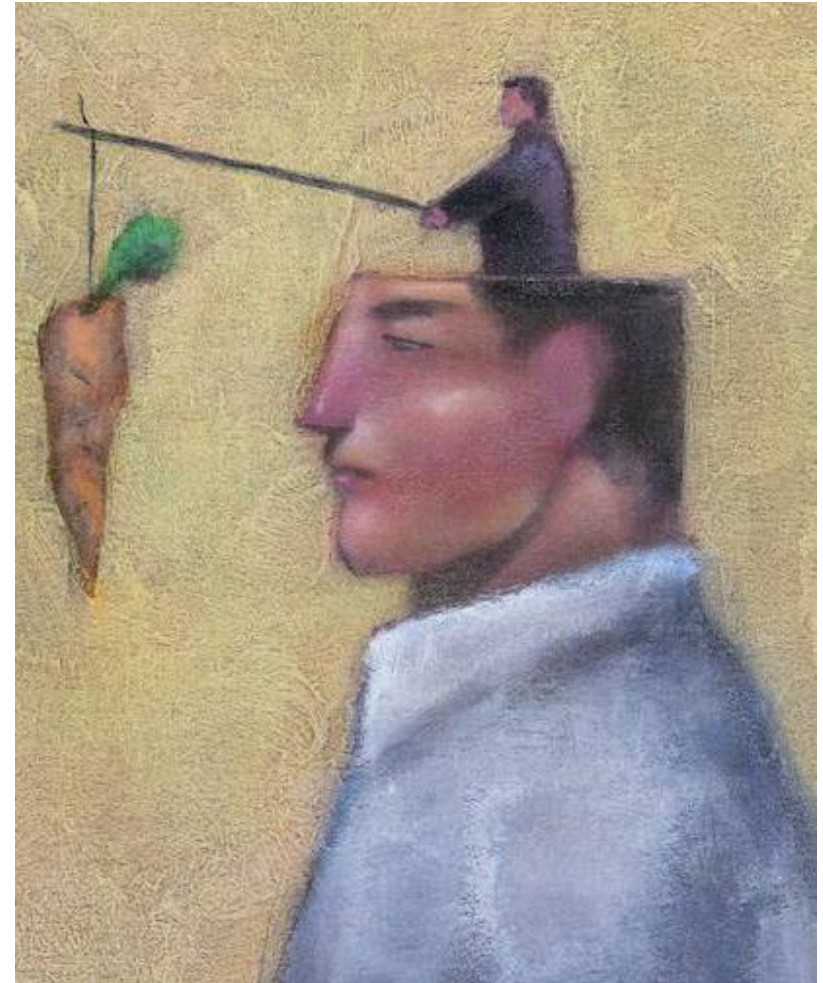
Reinforcing Behavior Through Gamification

Deloitte Touche Tohmatsu employees earn "badges" for documenting meetings and completing online learning modules. Earned badges are posted on leader boards, which further motivates them through friendly competition and status.

McShane/Von Glinow OB 7e
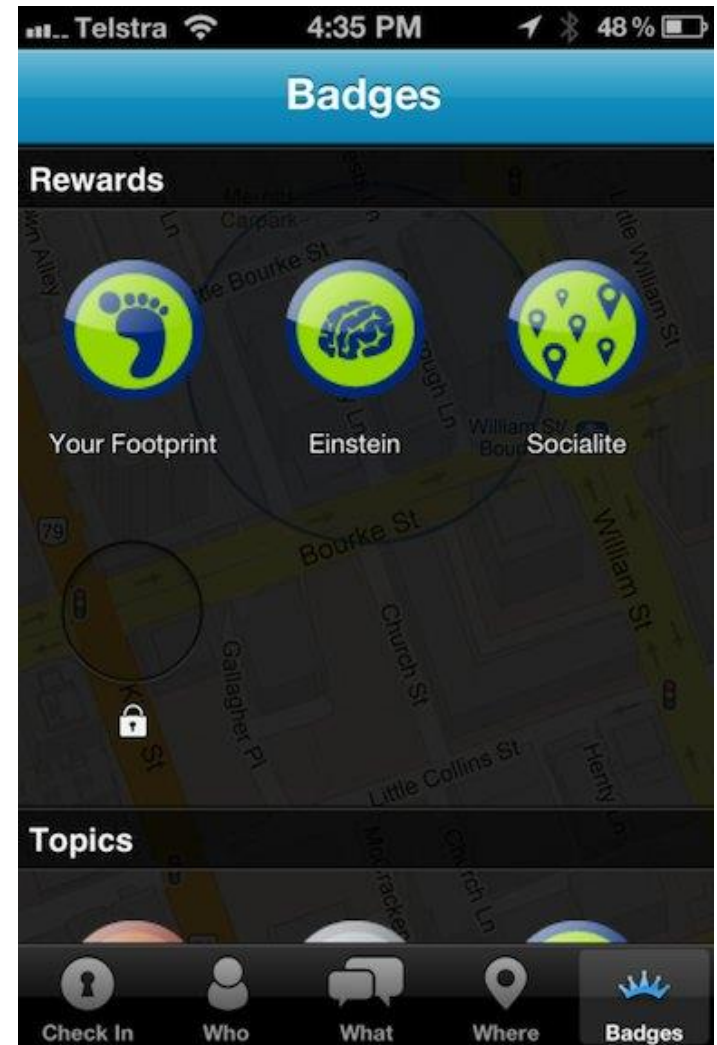
Social Cognitive Theory

- Learning behavior outcomes
  - Observing consequences that others experience
  - Anticipate consequences in other situations

- Behavior modeling
  - Observing and modeling behavior of others

- Self-regulation
  - We engage in intentional, purposive action
  - We set goals, set standards, anticipate consequences
  - We reinforce our own behavior (self-reinforcement)

McShane/Von Glinow OB 7e

Effective Goal Setting Features

S **Specific** – What, how, where, when, and with whom the task needs to be accomplished

M **Measurable** – how much, how well, at what cost

A **Achievable** – challenging, yet accepted (E-to-P)

R **Relevant** – within employee's control

T **Time-framed** – due date and when assessed

E **Exciting** – employee commitment, not just compliance

R **Reviewed** – feedback and recognition on goal progress and accomplishment

McShane/Von Glinow OB 7e

Balanced Scorecard

- Organizational-level goal setting and feedback

- Usually financial, customer, internal, and learning/growth process goals

- Several goals within each process

McShane/Von Glinow OB 7e

Characteristics of Effective Feedback

- Specific – connected to goal details

- Relevant – Relates to person's behavior

- Timely –links actions to outcomes

- Credible – trustworthy source

- Sufficiently frequent
  - Employee's knowledge/experience
  - Task cycle

McShane/Von Glinow OB 7e

Strengths-Based Coaching

- Builds on employee's strengths rather than trying to correct weaknesses

- Motivational because:
  - People inherently seek feedback about their strengths, not their flaws
  - Person's interests, preferences, and competencies stabilize over time

McShane/Von Glinow OB 7e
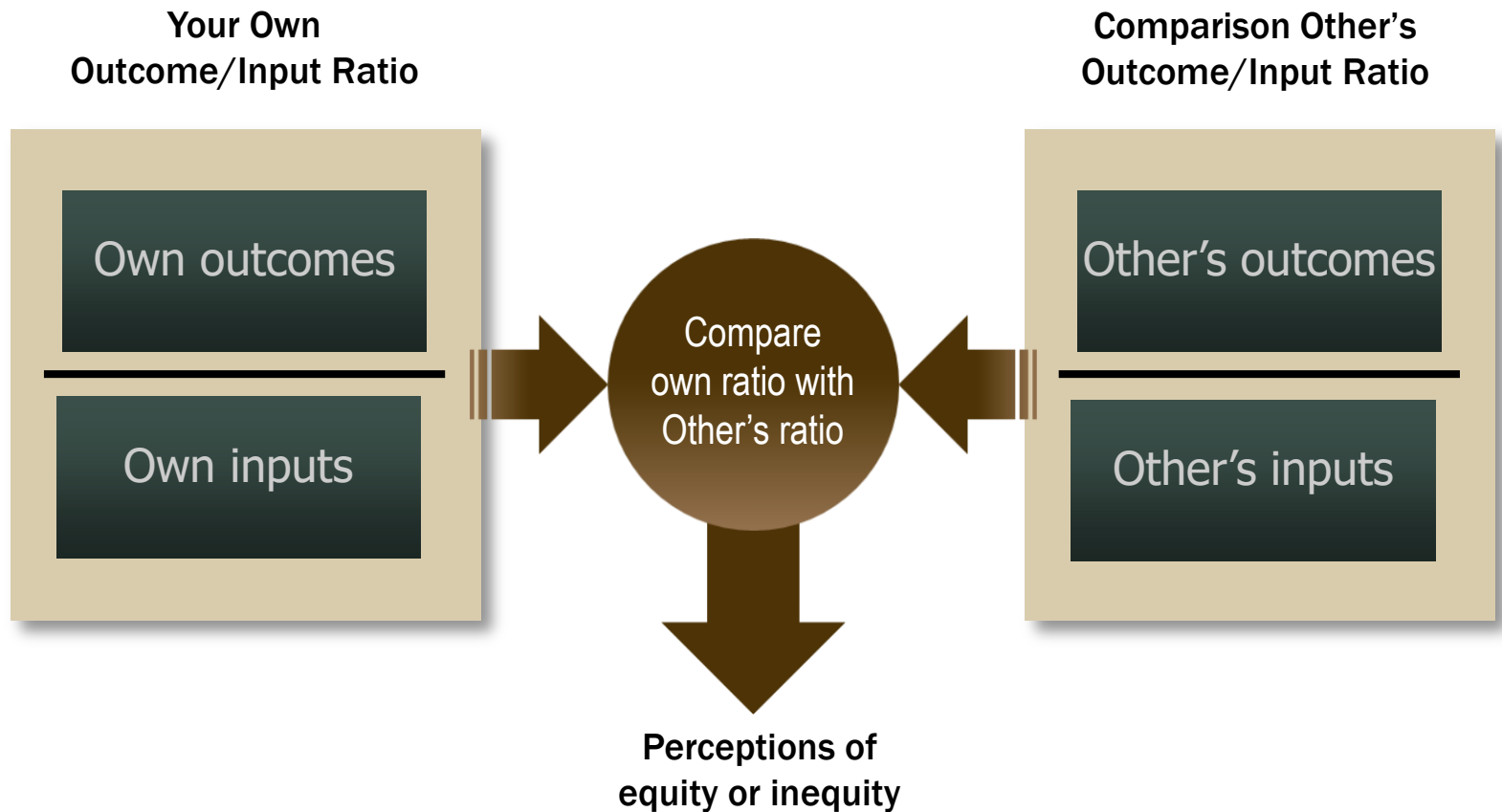
Sources of Feedback

- Social sources -- feedback directly from others
  - e.g., boss, customers, multisource

- Nonsocial sources -- feedback not conveyed directly by people
  - e.g., electronic displays, customer survey results

- Preferred feedback source:
  - Nonsocial feedback for goal progress feedback
    - considered more accurate
    - negative feedback less damaging to self-esteem
  - Social sources for conveying positive feedback
    - Enhances employee's self-esteem

McShane/Von Glinow OB 7e

Organizational Justice

- Distributive justice
  - Perceived fairness in outcomes we receive relative to our contributions and the outcomes and contributions of others

- Procedural justice
  - Perceived fairness of the procedures used to decide the distribution of resources

McShane/Von Glinow OB 7e

Equity Theory

Your Own Outcome/Input Ratio

Own outcomes

Own inputs

Comparison Other's Outcome/Input Ratio

Other's outcomes

Other's inputs

Compare own ratio with Other's ratio

Perceptions of equity or inequity
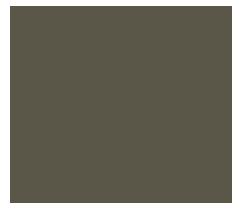
McShane/Von Glinow OB 7e

Elements of Equity Theory

- Outcome/input ratio
  - inputs -- what employee contributes (e.g., skill)
  - outcomes -- what employee receives (e.g., pay)

- Comparison other
  - person/people whom we compare our ratio
  - not easily identifiable

- Equity evaluation
  - Compare ratio with the comparison other

McShane/Von Glinow OB 7e

Correcting Inequity Tension

Actions to correct underreward inequity	Example
Reduce our inputs	Less organizational citizenship
Increase our outcomes	Ask for pay increase
Increase other's inputs	Ask coworker to work harder
Reduce other's outputs	Ask boss to stop giving preferred treatment to coworker
Change our perceptions	Start thinking that coworker's perks aren't really so valuable
Change comparison other	Compare self to someone closer to your situation
Leave the field	Quit job

McShane/Von Glinow OB 7e

Procedural Justice

- Perceived fairness of procedures used to decide the distribution of resources

- Higher procedural fairness with:
  - Voice
  - Unbiased decision maker
  - Decision based on all information
  - Existing policies consistently
  - Decision maker listened to all sides
  - Those who complain are treated respectfully
  - Those who complain are given full explanation

McShane/Von Glinow OB 7e

5

Foundations of Employee Motivation

McShane/Von Glinow OB 7e