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CHAPTER 13
MOTIVATING EMPLOYEES

Learning Objectives

1. Define motivation.

2. Explain the importance of trust in management in motivation.

3. Describe the scientific management approach to motivation.

4. Explain the equity approach of motivation.

5. Explain the hierarchy of needs.

6. Discuss the achievement-power-affiliation approach to motivation.

7. Discuss the motivation-maintenance approach to motivation.

8. Discuss the expectancy approach to motivation.

9. Explain the reinforcement approach to motivation.

10. Define job satisfaction and organizational morale.

Chapter Overview

Contemporary managers must posses the ability to motivate employees. To do this, managers must not only know their own skills but also must understand the needs of their employees or subordinates. By understanding the human needs structure, the manager is better equipped to address core issues that will sincerely motivate most employees. A certain amount of customization is necessary, however, because of individual uniqueness.

Several approaches and theories of motivation are discussed. Chief among these are the motivation-maintenance approach, the expectancy approach, and reinforcement theory. These ideas are not the only approaches available to managers who wish to study the art of motivation, but they are good beginning points. The discussion of power offers an excellent transition to the topic of leadership, discussed in Chapter 13.

Lecture Outline

I.   Introduction
    A. **Motivation** comes from the Latin word *movere*, which means to move.
    B. Other definitions are aim, desire, end, intention, objective, and purpose.
    C. Three common characteristics common to most definitions:
        1. Motivation is concerned with what activates human behavior.

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2. Motivation is concerned with what directs this behavior toward a particular goal.

3. Motivation is concerned with how this behavior is sustained.

D. Motivation sequence—NEEDS produce MOTIVES (DRIVES), which lead to ACHIEVEMENNT OF GOALS..

> Key Term #1; Learning Objective #1; Review Question #1; Figure 13.1

II. Importance of Trust in Management

A. The presence of trust gives management credibility when asking for more productivity from employees.

> Learning Objective #2

III. The Scientific Management Approach—evolved from the work of Frederick W. Taylor and the scientific management movement.

A. Based on Taylor's belief that existing reward systems were not designed to reward individuals for high performance.

B. Taylor suggested that an employee should be compensated according to individual production; assumes that money is the primary motivator.

> Learning Objective #3; Review Question #2

IV. **Equity Approach Theory** states that motivation is based on the idea that people want to be treated fairly in relationship to others.

A. **Inequity** exists when a person perceives his or her job inputs and outcomes to be less than the job inputs and outcomes of another person; perception not reality is the key.

B. **Inputs**—what an employee perceives are his/her contributions to the organization (i.e., education, intelligence, experience, training, skills, effort exerted).

C. Outcomes are the rewards received by the employee (i.e., pay, intrinsic rewards, status)

D. An employee who perceives inequity might

1. Increase inputs relative to the comparison other employee.

2. Reduce inputs relative to the comparison other employee.

3. Quit the job.

4. Request a pay increase.

> Key Terms #2, 3, 4; Learning Objective #4; Review Question #2

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V. The **hierarchy of needs** is based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of these needs.

    A. The needs hierarchy adequately describes the general order or ranking of most people's needs.

    B. Maslow's hierarchy of needs includes:

        1. Physiological—food, thirst, sleep, health, body needs, exercise, rest

        2. Safety—protection, comfort, peace, no threats, long-term economic well being, etc.

        3. Social—acceptance, belonging, group membership and participation, love, affection

        4. Esteem—recognition, prestige, confidence, leadership, competence, success, etc.

        5. Self-actualization—self-fulfillment of potential, challenge, curiosity, creativity, etc.

    C. However, differences between individuals do occur:

        1. Sequence of needs.

        2. Strength or potency of a person's needs may shift back and forth.

        3. Unconscious character of needs should be recognized.

        4. Certain degree of cultural specificity.

        5. Different methods can be used to satisfy a need.

    D. The lowest-level of unsatisfied need motivates action.

    E. The manager's job is to determine the need level an individual employee is attempting to satisfy and then provide the means for satisfaction, which are not easy tasks.

    F. Little validating research.

> Key Term #5; Learning Objective #5; Review Question #2; Figure 13.2; Management Illustration 13.1

VI. Achievement-power-affiliation approach was primarily developed by David McClelland.

    A. Focuses on the learned needs that motivate behavior:

        1. Need for power—need to influence people

        2. Need for achievement—need to perform better or more efficiently

        3. Need for affiliation—need to be liked and establish friendly relations

    B. The level of intensity for each of these needs varies among people.

> Learning Objective #6; Review Question #2; Figure 13.3

VII. The **motivation-maintenance approach** developed by Herzberg, Mausner, and Snyderman stated that motivation comes from the individual rather than from the manager; associates factors of high-low motivation with either the work environment or the work itself.

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A. Factors most frequently associated with a favorably viewed work incident concerned the work itself (*motivators*—achievement, recognition, responsibility, advancement, characteristics of the job)

B. When subjects felt negatively about a work incident, they were more likely to mention factors associated with the work environment (*hygiene or maintenance factors*—status, interpersonal relations, technical issues, policies and administration, salary, and how their personal lives were affected).

C. Both maintenance and motivator factors must be present for true motivation to occur.

D. Job enlargement programs have been developed in an attempt to solve motivational problems by using the motivation-maintenance theory.

   1. **Job enlargement**—giving an employee more of a similar type of operation to perform.

   2. **Job rotation**—periodically rotating employees among job assignments.

   3. **Job enrichment**—upgrading the job by adding motivator factors.

Key Terms #6, 7, 8, 9; Learning Objective #7; Review Question #2; Figures 13.4, 13.5; Management Illustration 13.2

VIII. **Expectancy Approach**

A. Postulates that an employee's level of motivation depends on the relationship between three basic beliefs

   1. **Expectancy**—the employee's belief that his/her effort will lead to the desired level of performance

   2. **Instrumentality**—the employee's belief that attaining the desired level of performance will lead to desired outcomes

   3. **Valence**—the employee's belief about the value of the outcome

B. Each of the components of this approach can be affected by the organization's practices and management.

C. Performance can be increased by

   1. Providing proper selection.

   2. Offering good training.

   3. Giving clear direction to the employee.

   4. Soliciting employee feedback regarding valued rewards

Key Terms #10, 11, 12, 13; Learning Objective #8; Review Question #2; Figure 13.6

IX. Reinforcement Approach—the consequences of present behavior influence future behavior

A. Reinforcement is the consequence of an individual's behavior.

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1. **Positive reinforcement**—provides a positive consequence after a desired behavior
2. **Avoidance**—the opportunity to avoid a negative consequence by exhibiting a desired behavior; also called negative reinforcement
3. **Extinction**—provides no positive consequences or removes previously provided positive consequences as a result of undesirable behavior.
4. **Punishment**—provides a negative consequence as a result of an undesired behavior

B. Current management practice emphasizes positive reinforcement, which is generally more effective than negative reinforcement and punishment in producing desired behavior.

C. Steps that can be followed in the use of positive reinforcement.

1. Selecting reinforcers that are strong and durable enough to establish and strengthen the desired behavior.
2. Designing the work environment in such a way that the reinforcing events are contingent on the desired behavior.
3. Designing the work environment so that the employee has the opportunity to demonstrate the desired behavior.

D. Suggestions for the effective use of reinforcement.

1. All people should not be rewarded the same. In other words, the greater the level of performance by an employee, the greater should be the rewards.
2. Failure to respond to an employee's behavior has reinforcing consequences.
3. A person must be told what can be done to be reinforced.
4. A person must be told what he or she is doing wrong.
5. Reprimands should not be issued in front of others.
6. The consequences of a person's behavior should be equal to the behavior.

Key Terms #14, 15, 16, 17; Learning Objective #9; Review Question #2; Figure 13.7; Management Illustration 13.3

X. Integrating the Approaches to Motivation
   A. No single approach provides all the right answers to the problem.
   C. It is sometimes necessary to utilize more than one approach.

Figure 13.8

XI. **Job Satisfaction**—an individual's general attitude about his/her job; mental state about the job.
   A. Components of job satisfaction—individual attitude toward work group, general working conditions, company, monetary benefits, and supervision.

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B. **Organizational morale** is an individual's feeling of being accepted by and belonging to a group of employees through common goals, confidence in the desirability of these goals, and progress toward these goals; related to group attitudes; different from job satisfaction.

C. The satisfaction-performance controversy

1. Research evidence generally rejects the popular view that employee satisfaction leads to improved performance.

2. The evidence does, however, support the view that performance causes satisfaction.

3. The evidence also indicates that rewards are a more direct cause of satisfaction than is performance, and rewards based on current performance cause subsequent performance.

4. Job satisfaction impacts turnover, absenteeism, tardiness, accidents, grievances, and strikes.

5. Internal and external factors affect an individual's level of job satisfaction.

6. Job satisfaction and motivation are not synonymous.

> Key Terms #18, 19; Learning Objective #10; Review Questions #3, 4, 5, 6; Figure 13.9; Management Illustration 13.4

Barriers to Student Understanding

1. Most students will probably be familiar with Maslow's hierarchy of needs; however, they usually will not be familiar with the subtlety of each of the needs as described in Figure 13.2. It is useful to carefully cover this material and have the students relate the needs to their own personal situation.

2. A major challenge is understanding the theories of motivation (achievement-power-affiliation, motivation-maintenance, expectancy, and reinforcement). The figures provided in the text are useful; however, the students should carefully critique each approach. First, they should analyze when the theory is applicable and where it came from or how it was developed. Second, they should analyze when the theory does not work. Examples are the best means for doing this. The text supplies examples of each of the theories and criticism of the approach.

Key Terms

1. Motivation

2. Equity Approach Theory

3. Inequity

4. Inputs

5. Hierarchy of Needs

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6. Motivation-Maintenance Approach

7. Job Enlargement

8. Job Rotation

9. Job Enrichment

10. Expectancy Approach

11. Expectancy

12. Instrumentality

13. Valence

14. Positive Reinforcement

15. Avoidance

16. Extinction

17. Punishment

18. Job Satisfaction

19. Organizational Morale

Suggested Answer to Analyzing Management Skills

● What do you think of Nucor's art of motivation?

    Student's answers will vary.

Suggested Answer to Applying Management Skills

● Imagine that you own two coffee shops. Assume that the overall economy is declining. Shop 1 is losing money. Shop 2 is doing very well. What would you do to motivate employees at Shop 1? Shop 2?

    Student responses will differ. Encourage students to apply the Chapter 13 concepts to their analyses.

Answers to Review Questions

1. Explain the motivation sequence.

    Needs lead to drives or motives, which lead to the achievement of goals.

2. Describe the following approaches to motivation: (a) Scientific management, (b) Equity, (c) Hierarchy of needs, (d) Achievement-power-affiliation, (e) Motivation-maintenance, (f) Expectancy, (g) Reinforcement

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a. The **scientific management** approach to motivation is based on the assumption that money is the primary motivator of people. If the monetary reward is great enough, employees will work harder and produce more.

b. The **equity theory** of motivation is based on the idea that people want to be treated fairly in relationship with others.

c. The **hierarchy of needs** suggests there are five levels of needs: physiological, safety, social, esteem, and self-actualization. The physiological needs include food, sleep, water, exercise, clothing, and shelter. Safety needs are concerned with protection against danger, threat, or deprivation. Social needs are the needs for love, affection, and belonging. Esteem needs include both self-esteem and the esteem of others. Self-actualization is the need of people to reach their full potential in applying their abilities and interests to functioning in their environment.

d. **Achievement-power-affiliation**. This approach focuses on three needs of people: achievement, power, and affiliation. The level of intensity of these needs varies among individuals, and people are motivated in situations that allow them to satisfy their most intense needs.

e. **Motivation-maintenance**. This approach postulates that all work-related factors can be grouped into two categories. The first category, maintenance factors, will not produce motivation but can prevent it. The second category, motivators, encourages motivation.

f. **Expectancy**. This approach holds that motivation is based on a combination of the individual's expectancy that increased effort will lead to increased performance, the expectancy that increased performance will lead to increased rewards, and the individual's preference for those rewards.

g. **Reinforcement**. This theory suggests that behavior that appears to lead to a positive consequence tends to be repeated, while behavior that appears to lead to a negative consequence tends not to be repeated.

3. What is job satisfaction? What are the major components of job satisfaction?

Job satisfaction is an individual's general attitude about his or her job. The five major components are attitude toward work group, general working conditions, attitude toward company, monetary benefits, and attitude toward supervision.

4. What is organizational morale?

Organizational morale refers to an individual's feeling of being accepted by and belonging to a group of employees through common goals, confidence in the desirability of these goals, and progress toward these goals.

5. Discuss the satisfaction-performance controversy.

There are conflicting beliefs as to whether satisfaction leads to improved performance or performance causes satisfaction. Managers supported the first because it created the least resistance of employees.

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If the employees were happy, they would perform better. However, the newer view indicates that the rewards for performance constitute a more direct cause of satisfaction rather than the individuals' actual performance. It also indicates that the rewards of current performance cause subsequent performance.

6. From a managerial standpoint, what are the real benefits of having satisfied employees?

    Managers believe that having satisfied employees creates less resistance and good performance will automatically follow.

Suggested Answers to Skill-Building Questions

1. Discuss your views on this statement: Most people are motivated with money.

    While money is an important motivator for almost every employee, money may not be the *most* important factor in recruitment, motivation, or performance. The importance of money with regard to motivation and performance will reflect the valence of this reward to the individual employee.

2. Do you think a very loyal employee is necessarily a good employee?

    Not necessarily—it depends on the reason motivating the loyalty. If the employee's loyalty is primarily of function of his/her aversion to the risk of finding and learning another job, then loyalty may not be such a positive attribute, as that same risk averse behavior is likely to negatively affect the employee in his/her current job.

3. As a manager, would you prefer a motivated or a satisfied group of employees? Why?

    Student responses will differ depending on whether they think it is easier to manage a motivated group of employees or a satisfied group of employees. Certainly, a satisfied group of employees is more likely to be pleasant to work with; however, a motivated group of employees may perform at a higher level.

4. The XYZ Company has just decided to take all of its 200 employees to Las Vegas for a three-day, expense-paid weekend to show its appreciation for their high level of performance this past year. What is your reaction to this idea?

    If the trip is designed to motivate future positive performance, it may not succeed in doing so. This type of reward will not meet the needs of or be desired by all of the employees. Moreover, if poor performers and strong performers receive the exact same reward, the trip may actually produce adverse consequences.

5. Discuss the following statement: A satisfied employee is one that is not being pushed hard enough.

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This statement is not true. While some employees with a high need for achievement may thrive on moderate challenges, many employees can be motivated with lesser challenges. Individual employees exhibit a great deal of differences in what produces job motivation and satisfaction.

Skill Building Exercise 13.1

Motivation-Maintenance

This exercise will teach students how to identify motivating factors of others, if and when they are ever in a position to do so. When gathered together, the students' statements will correlate to show similarities and differences of their situations and associated feelings.

Skill Building Exercise 13.2

Does Money Motivate?

This exercise is designed for students to collaborate their efforts to communicate their points and ideas to each other. They will learn that motivators affect individuals differently, even money!

Suggested Answers to Case Incident Questions

Case 13.1 Our Engineers Are Just Not Motivated

1. Why are the engineers not motivated?

   The engineers are aware of the demand for their expertise and it makes them feel invincible and able to slack without punishment. They also may not be given much opportunity to offer their input on their work processes.

2. What should management do to correct the situation?

   Management must consider whether the engineers' needs are being met. They may need more stimulation or to express their thoughts and ideas and feel that they are valued for their hard-earned knowledge rather than for following directions and meeting deadlines. They seem not to really need the money or their jobs, since they could find one anywhere else. Management should look into how the engineers react to different situations and determine where the most positive response occurs. Most likely they need better recognition and more involvement. Perhaps management could maintain their satisfaction by forming teams for the engineers to participate in to forecast and develop strategies for future success.

Case 13.2 The Long-Term Employee

1. What approach to motivation would you use to try to motivate Bill? Explain in detail what you would do?

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Motivating Bill could possibly begin by assessing the needs of the other operators. They possibly would benefit from Bill's experience in a workshop session, rather than on the floor during production-sensitive time. As enrichment to his position, Bill could be offered the opportunity to train and mentor the newer operators, which would also make him feel his presence is important and increase his responsibility. This option would hopefully decrease distractions from constantly occurring on company production time and keep Bill in his comfortable position at the same time.

2. Suppose Alice could transfer Bill. Would you recommend that she do it?

No. Transferring Bill after so long in his position, which he seems pleased in, would make him feel uprooted, and his motivation and productivity would probably decrease.

Case 13.3 An Informative Coffee Break

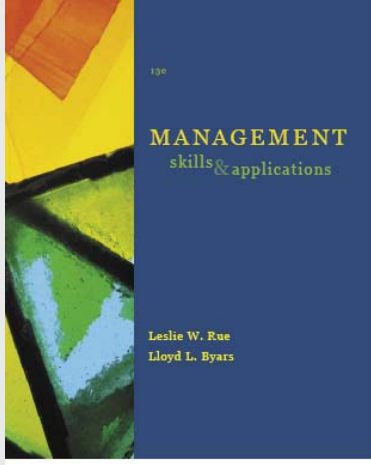1. What effect do you think that this new information will have on the effort put forth by George Smith?

After the conversation with his colleagues, George is most probably disappointed by the 13 percent raise offered to him by Tom Weeks. Despite of taking notice of his performance, George has not been rewarded a higher raise than earned by the remaining employees. He may view this as being unfit to his contribution in the company, and hence may feel not feel motivated to maintain his level of performance.

2. What can Tom Weeks do to regain the confidence of George Smith?

Tom Weeks can explain the company's reward system to George, and link this to his job performance. This may help George understand the raise he has earned, and may instill some confidence in his supervisor and the company.

<u>Suggested Student Projects</u>

1. Does money motivate? You or your group is assigned the task of defending one of the two following statements: (a) Money is the primary motivator of people. (b) Money is not the primary motivator of people. Your assignment is to prepare a debate with another student or student group on the validity of the statement you have been assigned or chosen. Be sure to summarize a list of key points to be passed out to the class. The opposing side should do the same thing.

2. This project is designed to illustrate Herzberg's motivation-maintenance theory in terms of your personal experiences. Think of a time when you were extremely motivated or "turned on" by a job (the instance could have taken place recently or in the distant past and could be a full-time or part-time job). Write a brief two or three sentence description of the situation. After you have completed the description, list the reasons this situation had a motivational effect on you. Next, do the same for a situation that de-motivated you. Share your ideas with the class or your instructor.

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Chapter 13

Motivating Employees

Learning Objectives

After studying this chapter, you will be able to:

1. Define motivation.

2. Explain the importance of trust in management in motivation.

3. Describe the scientific management approach to motivation.

4. Explain the equity approach to motivation.

5. Explain the hierarchy of needs.

6. Discuss the achievement-power-affiliation approach to motivation.

13-2

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Learning Objectives (cont'd)

After studying this chapter, you will be able to:

7. Discuss the motivation-maintenance approach to motivation.

8. Discuss the expectancy approach to motivation.

9. Explain the reinforcement approach to motivation.

10. Define job satisfaction and organizational morale.

13-3

Motivation

- Motivation comes from the Latin word *movere*, which means to move.
- Other definitions are aim, desire, end, intention, objective, and purpose.
  - Three common characteristics common to most definitions:
  - Motivation is concerned with what activates human behavior.
  - Motivation is concerned with what directs this behavior toward a particular goal.
- Motivation is concerned with how behavior is sustained.
- Motivation sequence—NEEDS produce MOTIVES (DRIVES), which lead to ACHIEVEMENNT OF GOALS.

13-4

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Potential Influence of Motivation on Performance

Figure 13.1

13-5

Importance of Trust in Management

- The importance of trust in management by employees cannot be stressed enough as being absolutely essential for the success (or failure) of all motivational efforts.

- The presence of trust gives management credibility when asking for more productivity from employees.

13-6

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The Scientific Management Approach

- Evolved from the work of Frederick W. Taylor and the scientific management movement.
- Based on Taylor's belief that existing reward systems were not designed to reward individuals for high performance.
- Taylor suggested that an employee should be compensated according to individual production; assumes that money is the primary motivator.
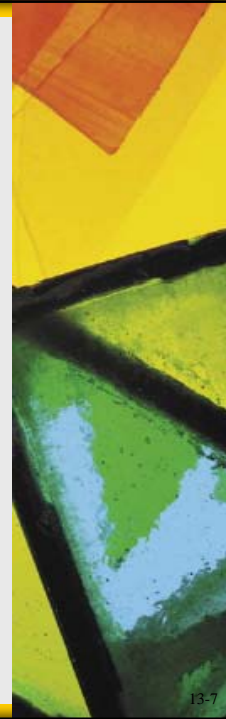
13-7

Equity Approach

- Equity theory
  - Based on the idea that people want to be treated fairly in relationship to others.
- Inequity
  - Exists when a person perceives his or her job inputs and outcomes to be less than the job inputs and outcomes of another person.
- Inputs
  - What an employee perceives are his or her contributions to the organization:
    - Education and intelligence.
    - Experience and training.
    - Skills and effort exerted on the job.

13-8

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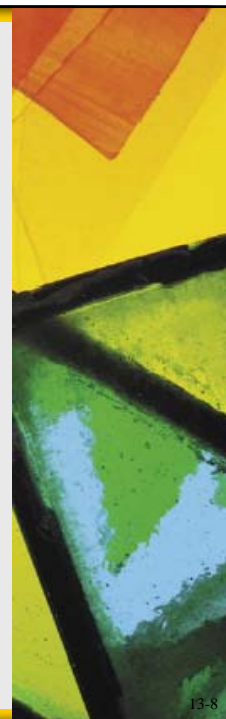
Equity Approach (cont'd)

- A person might take several actions to reduce inequity:
  - Increase inputs on the job if his or her inputs are low relative to the other person.
  - Reduce inputs if they are high relative to the other person's inputs and to his or her own outcomes.
  - Quit the job.
  - Request a pay increase.

13-9

Hierarchy of Needs

- Based on the assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of these needs.
- Maslow's hierarchy of needs includes:
  - Physiological—food, thirst, sleep, health, body needs, exercise, rest
  - Safety—protection, comfort, peace, no threats, long-term economic well being, etc.
  - Social—acceptance, belonging, group membership and participation, love, affection
  - Esteem—recognition, prestige, confidence, leadership, competence, success, etc.
  - Self-actualization—self-fulfillment of potential, challenge, curiosity, creativity, etc.

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Hierarchy of Needs

Figure 13.2

13-11
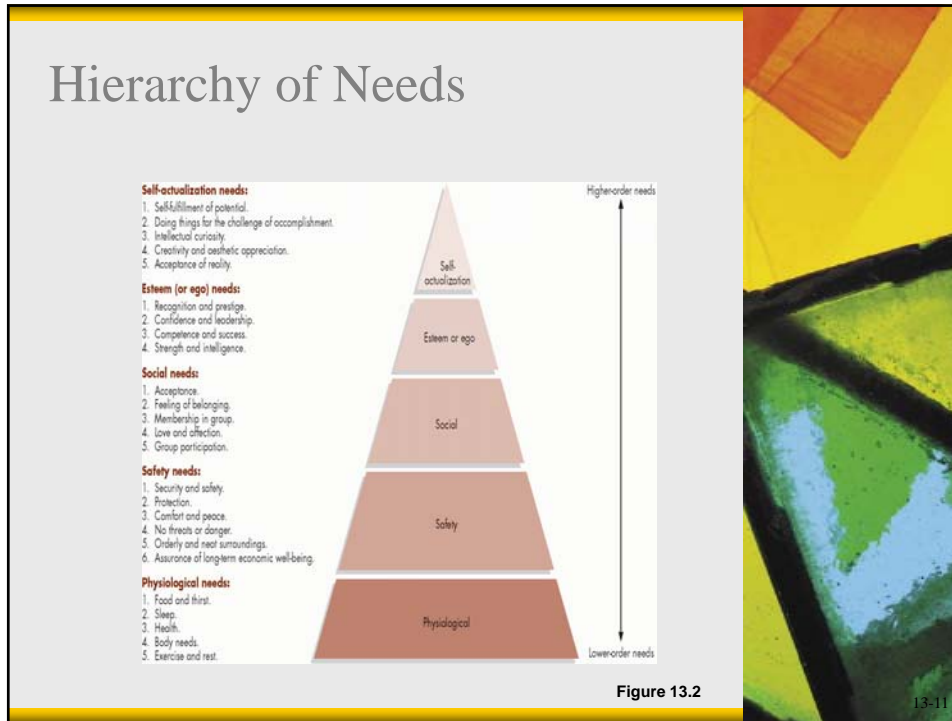
Achievement-Power-Affiliation

- Approach was primarily developed by David McClelland.
- Focuses on the learned needs that motivate behavior:
  - Need for power—need to influence people
  - Need for achievement—need to perform better or more efficiently
  - Need for affiliation—need to be liked and establish friendly relations

13-12

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Achievement-Power-Affiliation

1. The Need for Power
Some people are strongly motivated by the need for power. They are likely to be happiest in jobs that give them control over budgets, people, and decision making.

2. The Need for Achievement
Other people are strongly motivated by the need for achievement. They are likely to be happiest working in an environment in which they can create something new.

3. The Need for Affiliation
Some people are strongly motivated by the need for affiliation. These people usually enjoy working with other people. They are motivated by the prospect of having people like them.

Figure 13.3

13-13

Motivation-Maintenance Approach

- Developed by Herzberg, Mausner, and Snyderman stated that motivation comes from the individual rather than from the manager; associates factors of high-low motivation with either the work environment or the work itself.
- Factors most frequently associated with a favorably viewed work incident concerned the work itself (*motivators*—achievement, recognition, responsibility, advancement, characteristics of the job)
- When subjects felt negatively about a work incident, they were more likely to mention factors associated with the work environment (*hygiene or maintenance factors*—status, interpersonal relations, technical issues, policies and administration, salary, and how their personal lives were affected).

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Motivation-Hygiene Factors

Hygiene Factors (Environmental)	Motivator Factors (Job Itself)
Policies and administration	Achievement
Supervision	Recognition
Working conditions	Challenging work
Interpersonal relations	Increased responsibility
Personal life	Opportunities for advancement
Money, status, security	Opportunities for personal growth

Figure 13.4

13-15

Motivation-Maintenance Approach (cont'd)

- Job enlargement
  - Involves giving an employee more of a similar type of operation to perform.

- Job rotation
  - The practice of periodically rotating job assignments.

- Job enrichment
  - Involves an upgrading of the job by adding motivator factors.

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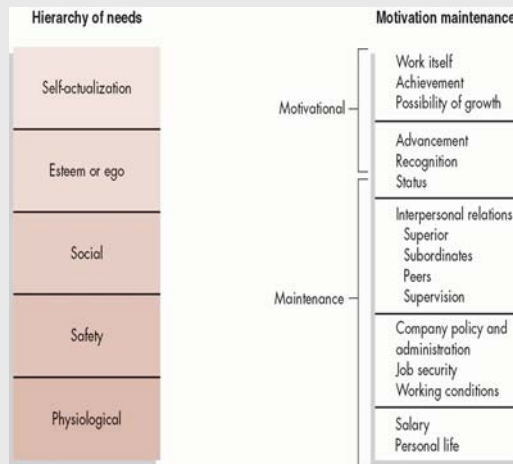## Comparison of the Hierarchy of Needs with the Motivation-Hygiene Approach

Figure 13.5

13-17

Expectancy Approach

Figure 13.6

13-18
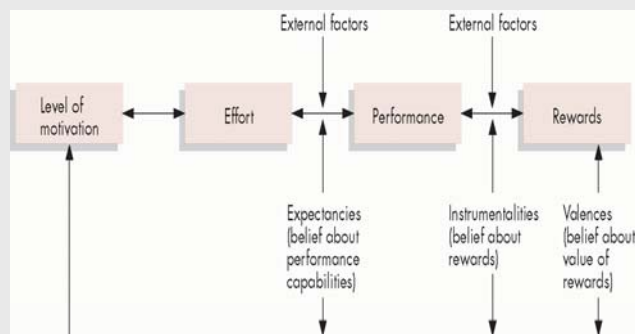
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Components of Expectancy Approach

- Based on the idea that employee beliefs about the relationship among effort, performance, and outcomes as a result of performance and the value employees place on the outcomes determine their level of motivation.
  - Expectancy
    - Employee's belief that his or her effort will lead to the desired level of performance.
  - Instrumentality
    - Employee's belief that attaining the desired level of performance will lead to desired rewards.
  - Valence
    - Employee's belief about the value of the rewards.

13-19

Types of Reinforcement

	Behavior	Consequence	Result
Positive reinforcement	Desired behavior	Positive consequence	Behavior strengthened
Avoidance	Desired behavior	Avoidance of negative consequence	Behavior strengthened
Extinction	Undesired behavior	No positive consequence	Behavior weakened
Punishment	Undesired behavior	Negative consequence	Behavior weakened
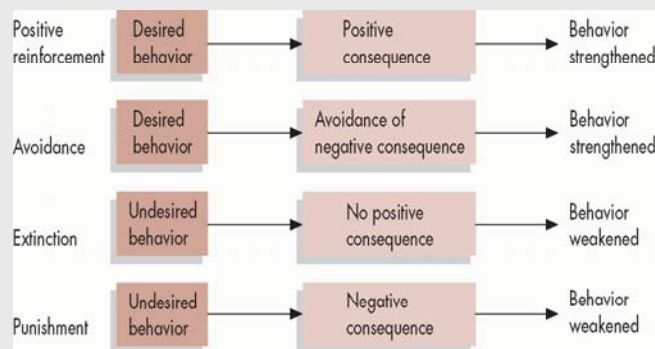
Figure 13.7

13-20

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Positive Reinforcement

- Steps include:
  - Selecting reinforcers that are strong and durable enough to establish and strengthen the desired behavior.
  - Designing the work environment in such a way that the reinforcing events are contingent on the desired behavior.
  - Designing the work environment so that the employee has the opportunity to demonstrate the desired behavior.

13-21

Effective uses of Positive Reinforcement

- Suggestions:
  - All people should not be rewarded the same.
    - Rewards should vary according to performance.
  - Failure to respond to an employee's behavior has reinforcing consequences.
  - A person must be told what can be done to be reinforced.
  - A person must be told what he or she is doing wrong.
  - Reprimands should not be issued in front of others.
  - The consequences of a person's behavior should be equal to the behavior.

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The Relationship between Different Motivation Approaches
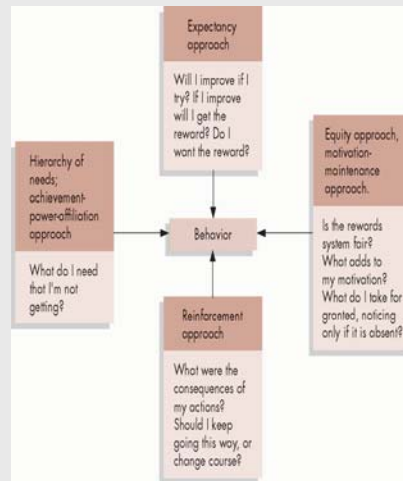
Figure 13.8

13-23

Job Satisfaction

- Components of job satisfaction
  - Attitude toward work group.
  - General working conditions.
  - Attitude toward company.
  - Monetary benefits.
  - Attitude toward supervision.
  - Individual's attitudes toward the work itself and toward life in general.
- The individual's health, age, level of aspiration, social status, and political and social activities can all contribute to job satisfaction.

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Organizational Morale

- An individual's feeling of being accepted by, and belonging to, a group of employees through common goals, confidence in the desirability of these goals, and progress toward these goals.
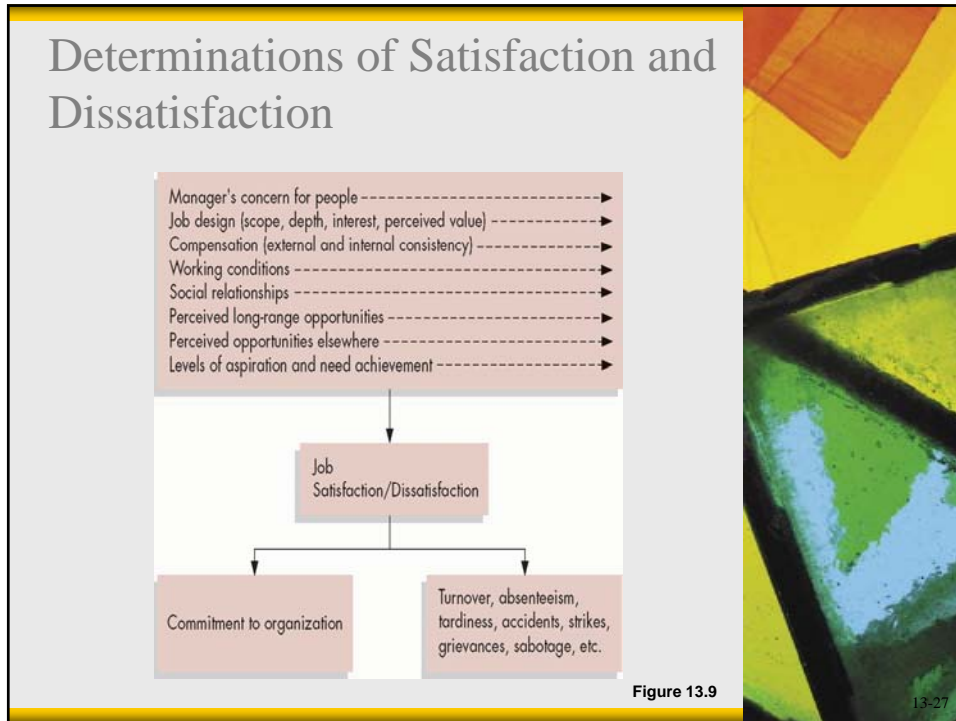 - Morale is related to group attitudes.

13-25

The Satisfaction-Performance Controversy

- Many managers subscribe to the belief of "the path of least resistance."
  - Moderate support from research evidence
    - The view that performance causes satisfaction.
    - Rewards constitute a more direct cause of satisfaction than does performance.
    - Rewards based on current performance cause subsequent performance.
  - The studies found that the relationship between intrinsic and extrinsic satisfaction and performance did vary, depending on whether the job was stimulating or non-stimulating.
  - Even though a satisfied employee is not necessarily a high performer, it is important to cultivate satisfied employees.

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Determinations of Satisfaction and Dissatisfaction

Manager's concern for people --------------------------▶
Job design (scope, depth, interest, perceived value) ------------▶
Compensation (external and internal consistency) -------------▶
Working conditions ----------------------------▶
Social relationships ---------------------------▶
Perceived long-range opportunities ------------------▶
Perceived opportunities elsewhere ------------------▶
Levels of aspiration and need achievement --------------▶

Job
Satisfaction/Dissatisfaction

Commitment to organization

Turnover, absenteeism,
tardiness, accidents, strikes,
grievances, sabotage, etc.

Figure 13.9

13-27

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