CHAPTER 11
MOTIVATING OTHERS

The purpose of this chapter is to provide the student with concepts and skills for motivating others, particularly in a work environment. Instead of presenting an overview of the many motivation theories in vogue, we concentrate on a few techniques. In this way, skill development is enhanced.

CHAPTER OUTLINE AND LECTURE NOTES

Motivation has two meanings: (a) an internal state that leads to effort expended toward objective, and (b) an activity performed by one person to get another to accomplish work. To accomplish their work, people must motivate people who report to them, coworkers, bosses, or customers.

I. WORK ENGAGEMENT AND THE MOTIVATION OF OTHERS
   A major thrust in motivation on the job is to get workers involved, or engaged in their work and committed to the company as well as the work group. Work engagement refers to high levels of personal investment in the work tasks performed on a job. Engagement often leads to commitment, a perceived psychological bond that employees have with some target associated with their jobs often another person. Motivational techniques often lead to the other person becoming engaged and committed to the cause.

II. MOTIVATION SKILL BASED ON THE PRINCIPLE OF "WHAT'S IN IT FOR ME?"
   The most fundamental principle of human motivation is that people are motivated by self-interest, the principle of "What's in it for me?" or WIIFM.

   1. Why Help Others? Even people who perform acts of social good receive the reward of feeling better about themselves, thus, satisfying their needs for nurturing others. Many of the people who contribute to websites for free suggest that many of these volunteer are motivated by pride.

   2. Applying the WIIFM Principle. To use the WIIFM principle you have to be aware of the intensity of the person's desire. You must also find out what needs, desires, or motives a person is attempting to satisfy.

   3. The Importance of Needs. Needs are important because they lead to behavior, or what people actually do. A representative list of needs is as follows: achievement; power; affiliation; autonomy; esteem; safety and security; and equity.
III. USING POSITIVE REINFORCEMENT TO MOTIVATE OTHERS
A standard and widely accepted approach to motivating others is to reward them for achieving good results or behaving in a constructive manner. Positive reinforcement means increasing the probability that behavior will be repeated by rewarding people for making the desired response. Negative reinforcement (or avoidance motivation) means rewarding people by taking away an uncomfortable consequence of their behavior. Negative reinforcement is a reward, not punishment.

Certain rules and procedures must be followed to use positive reinforcement effectively:

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

IV. USING RECOGNITION TO MOTIVATE OTHERS
Although part of positive reinforcement, recognition is such a powerful motivator that it merits separate attention. Recognition programs in organizations are standard practice.

1. Why Recognition is an Effective Motivator. Recognition is a strong motivator because it is a normal need to crave recognition, yet most workers want more recognition. One survey indicated that only 46 percent of employees were satisfied with the recognition practices of their employers. Recognition is also an important motivator because it is often tied in with other motivators. For example, pay raises and promotions might be interpreted as positive reinforcement, but they also bring recognition.

2. Approaches to Giving Recognition To appeal to the recognition need of others, identify a meritorious behavior and then recognize the behavior with an oral, written, or material reward. E-mail and instant messaging can be useful for recognizing others. A hand-written note can make an employee feel valuable. Posting messages about coworkers on a company social media site is a new approach to recognition.

Statements of recognition tend to be more effective when they are expressed in specific, rather than general terms. A high-powered approach to
employee recognition is for the person in charge to hold personal celebrations of outstanding accomplishment.

3. 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. Not everyone responds well to the same form of recognition, such as most technical people not liking general praise. Apply the rules for positive reinforcement.

V. USING EXPECTANCY THEORY TO MOTIVATE OTHERS
Expectancy theory is a comprehensive theory of motivation and is also helpful in diagnosing motivational problems.

A. Capsule Overview of Expectancy Theory
The expectancy theory of motivation is based on the premise that how much effort people expend depends on how much reward they expect to receive in return. The theory assumes that people are rational and logical, thus wanting to maximize gain and minimize loss. In a given situation, people choose an alternative with the biggest chance of a personal payoff. How intensely a person wants a given outcome is also important.

B. Basic Components of Expectancy Theory
All versions of expectancy theory have three major components.

1. Effort-to-Performance Expectancy. Effort-to-performance expectancy is the probability assigned by the individual that effort will lead to performing the task correctly. People want to know, "If I put in all this work, will I really get the job done properly?" Expectancies range from 0 to 1.0. The importance of having high expectancies for motivation fits the new thrust in work motivation that emphasizes the contribution of self-efficacy, the confidence in your ability to carry out a specific task.

2. Performance-to-Outcome Expectancy Performance-to-outcome expectancy is the probability assigned by the individual that performance will lead to certain outcomes or rewards. People want certain rewards from engaging in a particular behavior. Performance-to-outcome expectancies also range from 0 to 1.0. Performance-to-outcome expectancies are closely linked to trusting your manager and the company.

3. Valence. A valence is the value, worth, or attractiveness of an outcome. In each work situation there are multiple outcomes, each with a valence of its own. In the version of expectancy theory presented here, valences run from -100 to +100. A negative valence means a person will work to avoid an outcome.

C. How Moods Influence Expectancy Theory
Emotions play a key role in determining the impact of expectancies, instrumentalities, and valences. Moods are relatively long-lasting emotional states. A positive mood increases the perceived connection between effort and performance (E→P), between performance and desired outcomes (P→O), and in the valence attached to these outcomes.

D. Diagnosing Motivation with Expectancy Theory
Expectancy theory helps a person diagnose whether motivation is present, and the intensity of the motivation. Seek answers to the following questions:

1. Does the person I am attempting to motivate have the skills self-confidence to do the job?
2. What assurance does the person have that if he or she performs the work, the promised reward will be forthcoming?
3. How badly does the person want the reward being offered in the situation?
4. Are there any zeroes in the first three questions? (If there are, motivation will be absent because a zero will be entered in the expectancy theory equation.)

E. Guidelines for Applying Expectancy Theory
In addition to the information about expectancy theory already presented, here are a few more guidelines.

1. Train and encourage people.
2. Make explicit the link between rewards and performance.
3. Make sure the rewards are large enough.
4. Understand individual differences in valences.
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.)

V. TECHNIQUES FOR SELF-MOTIVATION
Many people never achieve satisfying careers and never realize their potential because of low motivation. Here we describe seven techniques for self-motivation.

1. Set goals for yourself.
2. Find intrinsically motivating work.
4. Apply behavior modification to yourself.
5. Improve your skills relevant to your goal.
6. Raise your level of self-expectation. (The technical term for improving your performance through raising your own expectations is the Galatea effect.)
7. Develop a strong work ethic.
8. Visualize attaining your goals and being successful.

ANSWERS TO QUESTIONS FOR DISCUSSION AND REVIEW
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?

   Although people are already paid to carry out a job it does not necessarily follow that they will be strongly motivated. Studies about employee engagement suggest that about only one-third of workers feel committed to their employers. Also, an alarming number of workers do just enough work to avoid being fired. Another relevant observation is that many workers waste about one-third of the workday on personal tasks. Because of the observations just stated, many workers therefore need to be motivated.

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?

   To motivate a leisure-oriented person it would be helpful for the supervisor to focus on how hard work can lead to the outcome of a better personal and family life. A basic example is that to be able to pay for personal life necessities and luxuries, one needs a steady paycheck. Reminders about the link between hard work and job security might be helpful in motivating the person.

3. For what purposes would someone need to motivate his or her supervisor?

   A person might want to motivate the supervisor for such reasons as obtaining a better assignment, performance evaluation, or salary increase. A person might also want to motivate a boss to carry a bigger share of the group's workload.

4. If people really live by the WIIFM principle, how can a leader still achieve teamwork?

   The WIIFM principle does not exclude teamwork. Team members can be shown that by working hard as a team member, they will achieve important personal gains such as a group bonus and high job satisfaction.

5. What evidence can you suggest that some people prefer exciting and interesting work over exceptional financial rewards?

   Scientists, researchers, and professors focus on the internal rewards in their work, although many people in these job categories wind up making a lot of money as a byproduct of their interest in their work. More on the business side, many software engineers are more excited about their work than financial rewards.

6. Identify several factors in text Figure 11-2 that you think would be particularly effective in motivating managers and professionals. Explain your reasoning.

   Managerial and professional workers would most likely be motivated by all the factors listed in Figure 11-2. Perhaps the most important factors would be (1) competitive salary, (2) flexible schedules, (3) good relationship with the boss, and (4) being treated with respect. Managers and professionals expect good pay. In
addition, flexible schedules, good boss relationship, and receiving respect all appeal to high-level needs.

7. Answer question 6 for entry-level service workers such as supermarket cashiers.

More basic factors would generally be best for entry-level service workers because they still have many basic needs to satisfy. The most suitable satisfiers would probably include competitive salary and healthcare coverage. Yet a compressed workweek and being treated with respect are also quite important to entry-level workers. A small advantage of the compressed workweek is that it cuts down on commuting time and costs.

8. How might a person’s high standing on any of the personality traits described in Chapter 2 be related to how easy it would be to motivate that person?

Personality traits exert a strong influence on how easy it would be to motivate a particular individual. A conscientious person would be relatively easy to motivate. So would a person with a strong need for thrill seeking and risk taking because they person would be predisposed to take on a new, exciting task. Another example is that a strong self-monitor might be easy to motivate because that person is eager to please others.

9. How would you identify a reward for which you have a strong valence? And why would that information be useful to you?

To answer this question accurately the student would have to reflect on what rewards he or she has pursued with vigor in the past. For example, perhaps the student put considerable effort into an internship during high school because it was an opportunity to learn a valuable technical skill. Or maybe a person took on a construction job because of the high pay, not necessarily because the work was enjoyable. Knowing which rewards have high valence for you is quite helpful in gearing yourself toward a successful career. For example, if a person places a high valence on working with a team, that person should seek teamwork assignments in order to perform well.

10. How might cultural differences affect the valence ratings in text Skill-Building Exercise 11-3?

Cultural differences can affect the valence ratings for job factors because people in different cultures attach different values to certain type of job outcomes. An example is that Mexicans highly value warm interpersonal relationships. A Mexican worker might therefore attach a higher valence to a "warm smile and word of appreciation." A recognition-hungry American might give a higher rating to an "employee-of-the-month" designation.
ANSWERS TO CASE QUESTIONS

*How Do You Motivate a Coupon Sorter?*

This case is important because it deals with the challenges of motivating employees who are performing routine, repetitive work. Despite the advances if various forms of technology, a large number of routine, repetitive jobs still exist in the economy.

1. Which motivational approach do you suggest be implemented to increase the productivity of these coupon sorters?

   A basic program of positive reinforcement might work the best in this situation. For example, workers who met quota might be eligible to place their names in a pool. A worker from the pool might be chosen each week to win a gift certificate for a fast-food restaurant. (Of course, the reward should not resemble too closely a coupon!)

2. Why not just fire the poor performers?

   There are several problems associated with just firing poor performers in basic jobs. One problem is that their replacements might not be more production. Another problem is that the company could develop the reputation of one that readily fires people in basic jobs. Furthermore, it is certainly not very moral to keep firing poor performers.

3. Putting on your information technology hat for a moment, how could the job of coupon sorter be automated? Or is this a job like that of a cake decorator or brain surgeon that cannot be automated to a large extent?

   It could be that by now most of the coupon-sorting jobs are automated. A machine that scans and sorts paper currency is a relevant example.

*The Home-Retention Consultant Blues*

This case illustrates how self-motivation can be a problem even when a person is performing well and earning a satisfactory income.

1. What recommendations do you have for Alicia to help her increase her level of self-motivation?

   Alicia may have given us a hint as to what she likes about her job—the financial incentives as well as helping a lot of people keep a roof over their heads. Helping people stay in their homes is an intrinsic motivator, so perhaps Alicia can keep reminding herself of the reward she is receiving from her work.

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?

Alicia is receiving good financial rewards from her work. If she switches fields, there is no guarantee that she will be able to duplicate these rewards. A small percentage of people in traditional real-estate selling are able to match the kind of financial rewards Alicia is earning. It would therefore be better for Alicia to see if she can elevate her motivation in her present job.

3. What suggestions can you offer Alicia’s manager at Magnum Properties to help her stay motivated?

Words of appreciation and recognition are always helpful. Alicia’s manager might also review with her how many people she has helped recently, because she derives satisfactions from helping people stay in their homes.

COMMENTS ABOUT QUIZZES AND EXERCISES

Self-Assessment Quiz 11-1: My Approach to Motivating Others

An advantage of this self-assessment exercise is that it points toward the specific type of actions required to motivate others in a work environment. Most of the items make good material for discussion and explanation. Number 6 is one example: Why is giving lots of feedback motivational to a person performing a task?

Skill-Building Exercise 11-1: Background Work for the WIIFM

This group activity is essentially a needs analysis, thus reflecting a sophisticated approach to motivation. The lesson to be learned from this activity is that it is better to investigate what motivates people than to assume that the right motivators are known in advance. The exercise also highlights the importance of understanding individual differences and being a good listener.

Skill-Building Exercise 11-2: Positive Reinforcement

An important lesson to be learned from this exercise is that implementing positive reinforcement requires several skills. The implementer must be able to hold candid discussions with another person, choose an appropriate reward, and then administer the reward. With the boss, the reward administered will have to be much more spontaneous because it would be awkward to interview the boss about desired rewards.

Skill-Building Exercise 11-3: Estimating Valences for Applying Expectancy Theory
Students typically enjoy quantifying interesting aspects of human behavior. The across-group comparisons, and the comparisons with the class, can be particularly enlightening.

**Skill-Building Exercise 11-4: Applying Expectancy Theory**

A key behavior expected from the manager in applying expectancy theory to a fledgling telemarketer is to help give him or her confidence or training needed to do a good job. The manager must also give assurances about rewards, and choose rewards of high valence.

**Skill-Building Exercise 11-5: Motivating an Undermotivated Coworker**

A big challenge in this role play is that the person attempting to motivate Clyde has no formal authority over him. The person attempting the motivation would do well to try several techniques, such as appealing to Clyde’s pride, or pointing how why performing well on this assignment might lead to positive outcomes for him.

**Skill-Building Exercise 11-6: Working on My Own Motivators**

This exercise provides an opportunity for the student to apply motivation theory to self-motivation. Too often the study of motivation is about motivating others not the self. Knowing what motivates a person can be a real boost to career success, and even choosing a career.

**Interpersonal Skills Role Play: Motivating a Coupon Sorter**

Here is a role play with a lot of fun and a lot of value. Many students are, have been, or will be supervisors, and motivating the lowly motivated worker is a frequent challenge. The student who plays Jennie would do well to begin by attempting to find out which rewards at her disposal have high valence for Clancy. For example, if Clancy highly values leisure time he might be rewarded with the promise of a little time off from work if he consistently meets quota.