Chapter 8

Work Motivation: Advanced Concepts and Theories

What the Chapter Covers

This chapter continues the examination of work motivation, but goes beyond the simpler content theories covered in Chapter 7. It examines more advanced theories and covers four prominent process theories, which are:

- Vroom’s expectancy theory
- the Porter and Lawler expectancy theory
- Equity Theory
- Goal Setting Theory.

Since a recurring theme in the chapter is that managers are usually more interested in behaviour than mental processes, the next section examines an alternative approach. This is Behaviour Modification (O.B. Mod.), which in some American textbooks is portrayed as a theory of motivation. This of course is not the case and the point is illustrated by an outline description of an O.B. Mod intervention, and the section also contains a discussion of the potential usefulness of the technique.

The chapter concludes with a short overview section reviewing its contents, which also makes explicit links with other chapters in the book. In addition to the five learning outcomes given at the start of the chapter, it has the same two themes contained in Chapter 7: that managers are far more interested in motivated behaviour than the motivational process; to managers motivation is a way of exercising control over human behaviour.

Instructional Approaches

Resources Provided

In addition to the text, and as an aid to student learning, the chapter contains other material:

- to give students the opportunity to apply the concepts as they appear in the text, two short case studies are introduced at appropriate points in the chapter
- to illustrate the real world applicability of concepts in the chapter, a number of OB in Action boxes also appear at intervals throughout the text
- review and discussion questions are provided at the end of the chapter and these can be used to integrate its contents
- a longer case study is provided later in this chapter of the Instructor’s Manual, which can also be used for integrative purposes
- although primarily intended for self-study, the Time Out exercises in the chapter can also be used as vehicles for classroom discussion
- a number of supplementary teaching and assessment materials are provided later in this chapter.

Chapter 8 of the book also contains five diagrams and to enable lecturers to use these for illustrative or explanatory purposes in teaching sessions, OHT masters are provided separately on the website.
**Instructional Approaches**

There is a regrettable tendency for many students to rely solely on (the easier) content theories to explain motivation, but as is pointed out in the previous chapter, these theories have severe limitations. As such, it is clearly necessary for students to acquire a sound grasp of process theories, which means spending adequate time on the topic. Nevertheless, it should be possible to cover the contents of the chapter in two hours of classroom instruction. Where a learning approach is used in which students read the chapter away from the classroom, the bulk of the class-contact period could be devoted to using the case material and exercises provided, with some time allowed for the lecturer to clarify material on which student understanding is weakest. Where a conventional teaching approach is used, this would probably be split equally between lecture and tutorial and it is recommended that as much time as possible should be spent working through cases and exercises. The five learning outcomes for the chapter, the sections that address each one and whether one or more of the two chapter themes is addressed are summarised in Table IM8.1 following, which also shows sections that could be omitted if time is short.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Chapter Section and Pages</th>
<th>Associated Diagrams</th>
<th>Associated Exercises</th>
<th>Themes Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between content and process theories of work motivation</td>
<td>Introduction</td>
<td>228</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and discuss two alternative Expectancy theories of work motivation</td>
<td>Vroom’s VIE model</td>
<td>228-230</td>
<td>Fig 8.1</td>
<td>Time Out pp 230-231 Cases 8.1, 8.3</td>
</tr>
<tr>
<td></td>
<td>The Porter and Lawler model</td>
<td>231-234</td>
<td>Fig 8.2</td>
<td></td>
</tr>
<tr>
<td>Understand and discuss the Equity theory of work motivation</td>
<td>Equity Theory</td>
<td>234-236</td>
<td>Fig 8.3</td>
<td>Case 8.2</td>
</tr>
<tr>
<td>Understand and discuss the Goal Setting theory of work motivation</td>
<td>Goal Setting theory</td>
<td>236-239</td>
<td>Fig 8.4</td>
<td>Case 8.3</td>
</tr>
<tr>
<td></td>
<td>* Integration of Process theories</td>
<td>239-240</td>
<td></td>
<td>Managers interested in outcomes not processes of motivation</td>
</tr>
<tr>
<td></td>
<td>* Assessing motivation and addressing motivational problems</td>
<td>241-243</td>
<td></td>
<td>Management sees motivation as method of control</td>
</tr>
<tr>
<td>Understand and discuss the concept of O.B. Mod. and how it differs from</td>
<td>* Behaviour Modification</td>
<td>243-246</td>
<td>Fig 8.5</td>
<td>ditto</td>
</tr>
<tr>
<td>motivation theory</td>
<td>Overview and conclusions</td>
<td>247-248</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table IM8.1: Learning Outcomes Related to Chapter Contents and Associated Teaching Materials
* these items can be omitted if time is short
Teaching Materials in Textbook

Time Out Exercises

If these are used in classroom sessions, it can sometimes be useful to have prompt questions to get students started. Given below are some that have been found useful for this purpose.

Exercise on page 230: Vroom's VIE Theory

This is a relatively straightforward series of steps. If anything causes a problem it is the third step (calculation of Instrumentality) where students can find it hard to fix a value. This needs to be done according to the weighting the institution attaches to the different components of assessment. For example, the exercise focuses on the mark for an assignment in terms of passing a whole module. Thus if assessment for the module is weighted 30:70 assignment and examination, Instrumentality for the assignment should not have a value exceeding 0.3.

Exercise on page 236: Equity Theory

Whether the work or academic situation is chosen this exercise comprises a straightforward series of steps. The first two involve working out the inputs and outputs for self and others. Here it can be useful to suggest that students should regard inputs and outputs as things that can each be awarded 100 points. Therefore as an answer to question 1 they should award themselves and the other people with whom they draw a comparison, up to 100 points; 100 being equivalent to someone who puts the maximum amount of everything into the work. Similarly for question 2, outputs can also be rated as up to 100 points, with 100 being reserved for the person who receives the maximum of all types of reward.

The answers to question 5 can often be highly revealing. Here the attention of students can be directed to the list of six options given on page 235, to see which they adopt in conditions of over-reward or under-reward.

Case Studies

Teaching Notes to Case Study 8.1: The CAD Project

Timing

While the case only requires 10-15 minutes reading to assimilate the material, a longer period is needed to apply the Porter and Lawler model. Therefore, it is probably more realistic to instruct students to digest the material before the classroom session and put them into groups of about four to apply the model and produce answers, for which 20 minutes should be allowed. To focus their minds it is often worthwhile suggesting to students that they structure their answers by considering each element in the Porter and Lawler model, as in Table IM8.2 below.
**Suggested Use of the Case**

The case is best introduced immediately after the Porter and Lawler model has been covered. There is sufficient information in the case to use the model and so students should not be allowed to opt for using Vroom’s model. There is usually some tendency for them to identify with Mario and assume that so far as good performance is concerned, ‘ambition is everything’. This enables certain points to be made:

1. While ambition is important, skills, abilities and an appropriate mental approach are also important for good performance. Moreover, too much ambition could possibly be an impediment in this case.
2. It is important to note that the main motivators for Mario are extrinsic, e.g. status, and unless the Chief Design Engineer actually vacates his post there will be no payoff for Mario. Indeed, even if he takes the chief’s job it is questionable whether this will be much of a payoff because Mario only sees it as a stepping stone to what he really wants. With George however, there is likely to be the prospect of some intrinsic rewards, because computing is his hobby. In addition, he is probably more likely than Mario to regard the chief’s job as a worthwhile end in itself.

**Suggested Answers**

The elements in the Porter and Lawler model as they apply to the two people concerned are summarised in Table IM8.2 below.

<table>
<thead>
<tr>
<th>Element in Model</th>
<th>George</th>
<th>Mario</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Value of Reward</td>
<td>High, but for intrinsic (family) reasons as well as extrinsic</td>
<td>High, but almost exclusively for extrinsic reasons e.g. status</td>
</tr>
<tr>
<td>2. Effort to Reward Probability</td>
<td>Perhaps a little lower than M, because carrots dangled before</td>
<td>High</td>
</tr>
<tr>
<td>3. Effort on CAD</td>
<td>Probably very high</td>
<td>Probably very high</td>
</tr>
<tr>
<td>4. Attributes, traits</td>
<td>Has skills and knowledge etc.</td>
<td>Ambitious and career minded</td>
</tr>
<tr>
<td>5. Perceived fit: role and demands of performance</td>
<td>High: interest in computing; Knows the firm well</td>
<td>Not very high: knows nothing of computing or the firm; chief’s job only a stepping stone</td>
</tr>
<tr>
<td>6. Performance</td>
<td>Likely to be a little more polished and professional than M</td>
<td>Will try very hard, but there is a skills shortfall</td>
</tr>
<tr>
<td>7. Rewards</td>
<td>Likely to obtain intrinsic payoff which is not dependent on getting chief’s job</td>
<td>None unless chief vacates his job</td>
</tr>
<tr>
<td>8. Perceived Equity of rewards</td>
<td>High, but some reservations about whether the reward of the chief’s job would materialise</td>
<td>Low, unless chief vacates job and only then if prospects of further promotion</td>
</tr>
<tr>
<td>9. Satisfaction</td>
<td>Probably high for intrinsic reasons</td>
<td>Low unless chief vacates job</td>
</tr>
</tbody>
</table>

Table IM8.2: Porter and Lawler Factors Applied to Case Study 8.1
Although it is probably too close to call, the analysis above indicates that overall the odds are slightly in favour of George as the best performer.

**Teaching Notes to Case Study 8.2: Piecework Payments**

**Timing**

The contents of this exercise are straightforward and so only about 5 minutes reading is necessary, with another 15 minutes discussion in groups to produce answers. To ensure that students focus on the task, it can be useful to direct their attention to Figure 8.3 in the textbook, which contains all the information they need to answer the questions.

**Suggested use of the Case**

The main purpose of this case is to give students some practice in applying the Equity theory of motivation and it is best introduced immediately after this theory has been covered.

**Suggested Answers**

**Question 1**

Since group ‘A’ have been allowed less time than group ‘B’ and this means that their earnings are likely to be lower, they are likely to perceive themselves as having an unfavourable input-output ratio compared to ‘B’. However, they believe that this will be corrected after the trial and so they are not likely to modify (reduce) their inputs, but modify their outputs, probably by trying to keep pace with ‘B’. Predictably therefore quantity produced will be the same as ‘B’, but the defect rate will be a little higher.

**Question 2**

Since ‘A’ now believe that the allowed time has been corrected, they are likely to believe that equity has been restored by management. Therefore, output is likely to remain the same, but quality is likely to rise.

**Question 3**

In this phase ‘B’ can only compare themselves with the old (phase 1) situation. Since the allowed time was increased to 10 minutes for group ‘A’ in phase 2, they are likely to perceive this to be equitable, and now see themselves as having too favourable an input-output ratio, and will increase their outputs. Thus quantity will rise, and the defect rate stay the same.

**Review and Discussion Questions**

**Question 1**

See pp 229-230 of text

**Valence** the strength of the preference for a particular outcome
**Expectancy**

the person’s perception that his/her behaviour will lead to the first-level outcome

**First-level Outcome**

the immediate effects of behaviour

**Question 2**

See pp 231-234 of text

- recognition that effort is mediated by abilities, traits, role performance perceptual fit
- second level outcomes include extrinsic and extrinsic rewards
- acknowledges that individuals evaluate the fairness of rewards
- assumes that the satisfaction obtained from rewards is influenced by whether they are perceived as equitable.

**Question 3**

See pp 234-236 of text

- whether the rewards received for a task are perceived to be fair compared to those received by others performing comparable tasks
- people compare own inputs and outputs ratio to those of a comparison other
- they evaluate whether their own ratio is the same as for the other and if not, take action to lessen tension.

**Question 4**

See pp 236-237 and page 243 of text

- According to Locke (1975) Goal Setting theory is not a theory of motivation, but simply a motivational technique.
- OB Mod. is not a theory of motivation, but a technique for shaping behaviour.

**Question 5**

See pp 243-246 of text

**Advantages**: said to be effective in shaping behaviour in short-run.

**Disadvantages**: effects likely to be very short-term; difficult to identify rewards and punishments that have same effects on all people; ethical considerations.
Supplementary Teaching Materials

Tutorial Questions

1. What are the three key assumptions that underpin Expectancy theories?
2. In Vroom’s (VIE) Expectancy Model what would be the likely effect on an individual’s Motive Force if no second level outcome was made available?
3. In the diagram in your text portraying the Porter and Lawler Expectancy Model there is a feedback loop from Performance to Variable 2 (the probability that effort will lead to rewards). What is the significance of this feedback loop?
4. In the diagram in your text portraying the Porter and Lawler Expectancy Model a feedback loop is shown emerging from variable 9 (satisfaction) which goes to the first variable (Value of Reward). What is the significance of this feedback loop?
5. What are the implications of Equity Theory for the design of jobs and their associated reward systems?
6. Explain how Goal Setting theory could be used as part of a system of performance appraisal.
7. State and critically evaluate the criticisms that have been levelled at Goal Setting theory.
8. Compare and contrast the different process theories of motivation discussed in the chapter in terms of:
   (i) the role of factors internal and external to the individual as part of the motivation process
   (ii) the role of rewards in the motivation process.
9. What are the potential difficulties that can be encountered in assessing motivation and dealing with motivational problems?
10. How valid is the assertion that O.B.Mod. is either: (i) a theory of motivation or (ii) a motivational technique?
11. Briefly define the terms Reinforcement Punishment, Extinction and Schedule of Reinforcement as used in O.B.Mod.
12. In outline what are the 8 basic steps in the O.B. Mod. Procedure?
# Answers to Tutorial Questions

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Outline Answers</th>
<th>Pages in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>That people: are influenced by expectation of whether action results in outcomes favourable to themselves; are capable of evaluating probabilities that outcomes will follow action; try to maximise return to selves.</td>
<td>228</td>
</tr>
<tr>
<td>2</td>
<td>Since ( M = V \times ExI ), if there are no second level outcomes, then ( I ) (the perceived probability that first level outcomes will lead to second level outcomes) has a value of zero. Thus the Motive Force (( M )) would also be zero.</td>
<td>229</td>
</tr>
<tr>
<td>3</td>
<td>That what happens now has an impact on the future and in particular, the rewards obtained now will influence whether, in the future, it would be worthwhile expending effort.</td>
<td>231-232</td>
</tr>
<tr>
<td>4</td>
<td>That the value placed on a particular outcome now is likely to be influenced by whether the same outcome obtained on prior occasions was found to be valuable.</td>
<td>231-232</td>
</tr>
<tr>
<td>5</td>
<td>The need to: recognise that people make comparisons; ensure that jobs in close proximity require similar inputs for the same outputs; keep people informed about the basis on which jobs are rewarded.</td>
<td>236</td>
</tr>
<tr>
<td>6</td>
<td>See discussion in text</td>
<td>236-239</td>
</tr>
<tr>
<td>7</td>
<td>See discussion in text</td>
<td>239</td>
</tr>
<tr>
<td>8</td>
<td>See discussion in text</td>
<td>239-240</td>
</tr>
<tr>
<td>9</td>
<td>See discussion in text</td>
<td>241-243</td>
</tr>
<tr>
<td>10</td>
<td>It is not a theory of motivation because it considers that mental processes are unimportant. It is only a motivational technique to the extent that reward (or avoiding punishment) is possible for the individual.</td>
<td>243-246</td>
</tr>
<tr>
<td>11</td>
<td>Definitions in text</td>
<td>245</td>
</tr>
<tr>
<td>12</td>
<td>See outline model Figure 8.5 in text</td>
<td>244</td>
</tr>
</tbody>
</table>

Table IM8.3: Sources of Answers to Tutorial Questions
Supplementary Cases

Case Study 8.3: Leverdale Dairies - The Laboratory Technician

You should note that this case study is a further exploration of the events at the firm described in Case 7.3, which is associated with the previous chapter. You may find it helpful to briefly read through Case 7.3 to refresh your memory about the organisation it describes.

A number of significant changes had taken place at Leverdale Dairies since Brian Renfield had taken control approximately two years earlier. The firm was now firmly established on two sites, and although manufacturing of Leverdale cheese still took place in the original factory it was now more heavily automated. A smaller number of people (eight men and four women) were deployed in cheese making, and the process was under the technical control of the food technologist who had been in post some twelve months. The firm had become well established as a supplier of foreign speciality cheeses and Brian had also negotiated a number of agreements to manufacture foreign cheeses under licence, although this had not yet commenced. The storage and warehousing facility was also quite well developed and in the process of being expanded. It employed three men and two women, four of whom had come from the original workforce, supplemented by a new employee who drove the firm’s refrigerated lorry to deliver its produce to customers.

The new production technology had turned cheese making from a craft operation, controlled by experience, into a process controlled by food science and laboratory tests. Initially, Brian had been worried that the technology and the food technologist would be resented by the workforce. However the technologist, Eric Swift, soon came to be accepted by the other employees who by now willingly accepted his advice and technical instructions. Indeed, the workforce had settled down to the new arrangements very well, and while there was still some hankering after the old ways people were getting on with their work in a willing way; although the commitment and enthusiasm that Brian had hoped to see was much slower in developing.

Recently Brian had decided to formalise the new arrangements and create a structure that would free his own time to concentrate on sales and marketing activities. He therefore decided on the following management/supervisory structure:

- Technical manager: the food technologist
- Production manager: promotion of one of the workforce to oversee cheese manufacture
- Warehousing and storage manager: promotion of one of the workforce to oversee storage and maturing and delivery of bought-in and manufactured products.

In preparing the way for these changes he had announced them internally and asked anyone who was interested in the last two posts to make an application in writing and they were eventually filled internally.

Before commencing the manufacture of foreign cheese, Brian held a meeting with Eric Swift (now the technical manager) to review the implications. Eric reported that the intended development would be impossible unless he had some help. Maturing of the semi-matured imported cheese products had turned out to be much more technically sophisticated than had been envisaged, and the maturing produce needed very careful technical monitoring. In addition, there would be an increased technical workload incurred in making different types of cheese in the production facility. The different types of cheese all had distinctly different recipes and manufacturing processes, and the control of these would create additional demands for technical
tasks. After consideration, Brian agreed that Eric should have the assistance of a full-time technician and asked him to make arrangements for recruiting a suitable person. However, although Eric found this request intuitively appealing, his response somewhat surprised Brian. For some time, and with Brian’s knowledge, Eric had been using one of the younger factory women, Mary Brown, to help with routine laboratory tests, and Eric now strongly recommended that the firm use her in a full-time technical capacity. Eric had been very impressed by the way in which an apparently uneducated farm girl had taken to the duties and, in conversation, had asked whether she liked this type of work. It was very clear that although she found performing simple routine tasks rather repetitive she was very enthusiastic, and so he made it his business to look into her background. Mary, who was 20, had been very bright at school and had obtained eight passes in her General Certificate in Secondary Education (GCSE), three of which were in science subjects. Indeed, she had wanted to stay on at school and take Advanced level certificates, with a view to going to university. However, the death of her father in a road accident had meant that she had to leave school at sixteen to help out with the family income. Eric also asked her why she felt attracted to scientific or technical work. She replied that while she had a huge respect for the skill and experience of the older hands she had never been able to explain to herself why doing certain things resulted in a good product and why other things resulted in scrap. As a result, Eric had encouraged her by lending her several of his simpler college textbooks. A little while later he discovered that Mary had enrolled herself in evening classes at her own expense to take two Advanced level certificates in Chemistry and Biology. Although her studies were something of a drain on her spare time and income, she clearly found the subject matter stimulating. Eric had also noticed that Mary had come in for some good natured leg-pulling from other people in the workforce, particularly the younger ones who commented on her white laboratory coat and jokingly called her Einstein. For the most part she took this in her stride, but at one point had retorted that instead of joking about science they should all wake up and realise how important it was to their own jobs. After further discussion and some persuasion by Eric, Brian decided to offer Mary a position as a trainee technician on a temporary basis with the following conditions.

With immediate effect Mary would commence full-time duties assisting Eric, and in recognition of her new responsibilities she would be awarded a 5 per cent pay rise. Mary was to continue with her Advanced level studies; her success would result in reimbursement of all fees and expenses. (Brian also made it plain to Eric that if she was successful he would also award Mary a cash bonus in recognition of her achievement, but that she should not at present be told about this.) Upon obtaining her Advanced level certificates, she would be reclassified as a laboratory technician and the firm would grant her release one day per week to take an appropriate higher level qualification, together with payment of college fees.

Brian and Eric then interviewed Mary and offered her this package, which she accepted with some delight.

**Questions**

Using appropriate process theory(ies) of motivation, explain

(i) why this package was eagerly accepted by Mary

(ii) the likely impact on her future behaviour.
Teaching Notes to Case 8.3: Leverdale Dairies – The Laboratory Technician

Suggested Use of the Case

Students often shy away from using process theories of motivation, but with this case use of process theories cannot be avoided, which is one reason why it has been provided. It can also be used to review important points about process theories.

The case purposely makes use of the same scenario as the supplementary case (7.3) associated with the previous chapter and if this has been read, only 15-20 minutes additional reading is required to absorb the new material. Indeed, 7.3 and 8.3 together could be used as the basis for a written assignment, or if they are issued well in advance, but without the questions, for an examination. Where used in a classroom session, apart from working through and understanding the theories, it is important to use the opportunity to develop and make a number of additional points as follows:

1. To some extent, content theories and process theories are complementary. For instance, process theories acknowledge the vital role of needs in motivation, together with the way that these result in personal goals, which become a vital component in the motivation process.

2. Notwithstanding point (1) motivation is a highly individualistic matter. Therefore, while needs play a vital role in both parts of the question, neither part could be answered in a satisfactory way by using content theory alone. Indeed it is sometimes necessary to use more than one process theory to obtain a comprehensive answer. For this reason there are two separate questions dealing respectively with (a) initial motivational state and (b) likely future behaviour.

Suggested Answers

Ideally, the two theories that should be used for question (i) and question (ii) respectively are:

Part (i) Porter and Lawler’s Expectancy Model
Part (ii) Goal Setting Theory

Students should be encouraged to use the diagrams and the associated text from the book to produce answers. For example, relevant information from the case can be associated with the different boxes for each of the diagrams in the book which explain the processes. Using this technique, suggested answers are given in Figures IM8.1 and IM8.2 following.
Figure IM8.1: Case Study 8.3, question (i) – Porter and Lawler Expectancy Model Explanation

- **Value of Reward**: Technical work to date experienced as highly interesting. Permanent work in this area likely to be highly valued.
- **Perceived Probability That Effort Will Lead to Rewards**: High: likely to believe work is worthwhile and will lead to further intrinsic and extrinsic benefits.
- **Personal Abilities and Traits**: Clear aptitude for technical work. Does all that is necessary to do the work well.
- **Effort**: Until now very high. Likely to be high in future.
- **Fit Between Perceptions of Role and Demands of Performance**: High: sees self as technical person.
- **Performance**: High degree of task accomplishment until now. Likely to continue in future.
- **Intrinsic Rewards**: Doing the desired type of work.
- **Extrinsic**: Slightly higher pay; payment of study fees.
- **Satisfaction**: Likely to be high.
- **Perceptions of Whether Rewards Are Equitable for Performance**: Likely to be high.
Figure IM.8.2: Case 8.3, question (ii) – Goal Setting Explanation of Likely Future Behaviour

- **GOAL DIFFICULTY**: Medium in short term, higher in long run
- **GOAL ACCEPTANCE**: Likely to be high
- **ORGANISATION SUPPORT**: High: fees and eventual further study time
- **INTRINSIC REWARDS**: Knowledge and feeling of being valued
- **EXTRINSIC REWARDS**: Higher pay and prospects
- **GOAL SPECIFICITY**: Very high
- **GOAL COMMITMENT**: High: rewards are valued
- **INDIVIDUAL ABILITY AND TRAINING**: High
- **PERFORMANCE**: ‘A’ levels likely to be achieved
- **SATISFACTION**: Probably high

**GOAL DIRECTED EFFORT**: Likely to be high

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**Description**

- **Goal Difficulty**: Medium in short term, higher in long run.
- **Goal Acceptance**: Likely to be high.
- **Organisational Support**: High: fees and eventual further study time.
- **Intrinsic Rewards**: Knowledge and feeling of being valued.
- **Extrinsic Rewards**: Higher pay and prospects.
- **Goal Specificity**: Very high.
- **Goal Commitment**: High: rewards are valued.
- **Individual Ability and Training**: High.
- **Performance**: ‘A’ levels likely to be achieved.
- **Satisfaction**: Probably high.

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**Diagram Explanation**

- **Goal Difficulty** — Medium in short term, higher in long run.
- **Goal Acceptance** — Likely to be high.
- **Organisational Support** — High: fees and eventual further study time.
- **Intrinsic Rewards** — Knowledge and feeling of being valued.
- **Extrinsic Rewards** — Higher pay and prospects.
- **Goal Specificity** — Very high.
- **Goal Commitment** — High: rewards are valued.
- **Individual Ability and Training** — High.
- **Performance** — ‘A’ levels likely to be achieved.
- **Satisfaction** — Probably high.

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**Conclusion**

- The goal setting explanation outlines the likely future behaviour based on the provided factors, emphasizing the importance of organisational support, intrinsic and extrinsic rewards, and high levels of goal-directed effort and commitment.
Supplementary Illustrative Materials

Given below is an additional OB in Action feature, which relates to what is covered on page 228 of the chapter. This illustrates the extraordinary lengths that some people will go to if they are highly motivated, but perhaps feel that they are not achieving the success that they deserve. The material is also available on the student Website, and so it is not necessary to reproduce it; merely to draw the attention of students to its availability and where to find it.

OB in Action: Personal Investment in Motivation with Life Coaching

For those who feel that they have not achieved all that they should in work, or even that they lack the drive to be successful, the latest answer taking root in America is the personal ‘life coach’. Several ‘best seller’ books have been published by life coaches, some of whom reputedly charge as much as $500,000 per year for an individualised personal service. As an alternative to an individually tailored programme however, people can attend group seminars, or even so-called ‘motivational holidays’ in exotic locations.

Essentially the life coach is a personal advisor or ‘success trainer’, to whom people can turn for advice about how to manage their careers. Conceptually this is much the same as using a personal trainer to guide a physical training or fitness regime, or a therapist to learn how to cope with stress. However, life coaching is more focused on increasing personal motivation by encouraging, guiding or prompting people to take greater control over their lives by using the power of the mind. In Great Britain life coaches tend to avoid the spectacular, hyped-up events common in America. Less public methods, which often involve nothing more than one-to-one telephone conversations are used and this is said to have the advantage that clients talk more openly and frankly than they might otherwise do in a face-to-face situation.

Although life coaching is a service that most frequently appeals to the self-employed, it is also used by people needing advice about a career change, or those who want to discover how best to handle a problem in their employment, for example, failure to obtain a much desired promotion. The technique usually employed by the coach is to talk through the issue with the client, get the person to ask him/herself certain vital questions and develop answers and strategies for handling the issue.

Assessment Materials

Assignment Question

Compare and contrast two motivation theories of your own choosing and explain why (or why not) they are likely to appeal to managers.

Examination Question

Critically examine the extent to which a knowledge of motivation theory has a practical utility to a manager who is in charge of a large number of employees, all of whom do very similar jobs.
Suggested Marking Framework for Assessment Materials

Assignment Question

This question requires the student to address two issues: compare and contrast two motivation theories and explain the likely appeal of the theories to managers. Each part should qualify for 50 percent of the total marks.

In terms of the first issue, be prepared to fail students who do not compare and contrast two theories but simply regurgitate them. Bare pass answers will probably choose two content theories and simply regurgitate what is given in the overview section in the textbook. Better or good answers will attempt a comparison and contrast of a content theory with an appropriate process theory.

For the second issue a general point that should be made is that motivation theories tend to have an appeal where they are easily understood and are felt to offer a prospect of bringing employee behaviour under the manager’s control. Thus managers are more interested in the outcomes of motivation than motivation itself. Be prepared to fail students who do not make these points. Bare pass answers will simply use the points to pass comment on the theories by regurgitating what is in the text. Better answers will note that content theories seem to offer the prospect of control without effort, i.e. it is not necessary to consider people as individuals. Good answers will point out that most process theories require considerable depth of thought and some, for example, the Porter and Lawler Expectancy model, might require a manager to do something about employee skills and training and also to give careful attention to adjustment of rewards.

Examination Question

The key issue in this question is the utility of motivation theory in a situation where there is a large number of employees all performing very similar tasks. Weak answers will take this as an invitation to focus purely on content theories. Bare pass answers will point out that these have some utility in this situation in terms of catering for general needs and avoiding conditions that are likely to be de-motivating. Better answers will point out that if a manager desires to go beyond simply avoiding demotivation, it is necessary to consider people as individuals, which implies using process theory. Good answers will point out that in the conditions described, this might well involve an element of job re-design, which may not be practical.
Multiple Choice Questions

NOTE: When using these questions, it is advisable to precede them with the general instructions given in the introduction to this manual.

1. All of the following are process theories of motivation except:
   a. Vroom’s VIE theory
   b. the Porter and Lawler expectancy model
   c. Herzberg’s two-factor theory
   d. Adams’ Equity theory

2. In academic circles the most influential process theory of motivation is:
   a. Goal Setting theory
   b. Equity theory
   c. Expectancy theory
   d. O.B. Mod.

3. Which of the following is NOT one of the assumptions common to all expectancy theories of motivation?
   a. people are influenced by expectations of whether their actions result in outcomes favourable to themselves
   b. people mainly expect extrinsic rewards for their efforts
   c. people are capable of evaluating the probabilities that desired outcomes will follow certain actions
   d. people behave in a way calculated to give the maximum return to themselves

4. In Vroom’s VIE model, valence is
   a. an individual’s strength of preference for an outcome
   b. the person’s perception that his or her behaviour will lead to a first-level outcome
   c. a first-level outcome
   d. a second-level outcome

5. In Vroom’s VIE model, instrumentality is:
   a. a first-level outcome
   b. a second-level outcome
   c. the perceived strength of the connection between first and second-level outcomes
   d. all of the above
6. In Vroom’s VIE model, expectancy is:
   a. an individual’s strength of preference for an outcome
   b. the person’s perception that his or her behaviour will lead to a first level outcome
   c. a first-level outcome
   d. a second-level outcome

7. The Porter and Lawler expectancy model acknowledges that satisfaction from receiving rewards is primarily influenced by:
   a. whether high extrinsic rewards are available
   b. whether high intrinsic rewards are available
   c. whether the rewards are perceived as equitable for the effort expended
   d. none of the above

8. In the Porter and Lawler expectancy model the most important type of reward is assumed to be:
   a. extrinsic
   b. intrinsic
   c. social
   d. none of the above

9. In the Porter and Lawler expectancy model, successful task performance is influenced by:
   a. effort
   b. personal attributes and traits
   c. perceptions of role
   d. all of the above

10. In equity theory individuals evaluate
    a. their own cost-benefit ratios
    b. an efficiency-effectiveness trade-off
    c. a quantity-quality trade off
    d. their own outcome-input ratio compared to the outcome-input ratio of others

11. According to Adams (1965) there are ________ possible actions open to a person to remove tensions and restore equity.
    a. 2
    b. 4
    c. 6
    d. 8
12. If someone working on piecework perceives him/herself to be underpaid, equity theory predicts that:
   a. quality of work will increase
   b. quantity of work will increase
   c. quantity of work will decrease
   d. no effect on quality or quantity

13. In Goal Setting theory an important characteristic of a goal that is set is:
   a. its difficulty
   b. its specificity
   c. both a and b
   d. neither a nor b

14. In Goal Setting theory goal directed effort is said to be influenced by:
   a. the difficulty of the goal
   b. goal acceptance
   c. whether rewards for goal achievement are made clear
   d. none of the above

15. Goal setting theory is:
   a. a radically new theory of motivation
   b. a motivational technique rather than a motivation theory
   c. a replacement for expectancy theory
   d. none of the above

16. In goal setting theory, the motive force that gives rise to persistence and intensity of behaviour is taken to be:
   a. important needs
   b. large rewards
   c. goals and the prospects of achieving them
   d. none of the above

17. In Locke’s Goal Setting theory the most important type of reward is assumed to be:
   a. extrinsic
   b. intrinsic
   c. social
   d. none of the above
18. According to your text a problem that can occur when trying to assess a subordinate’s motivation in the performance appraisal situation is:
   a. employees have a vested interest in showing signs that they are highly motivated, even if this is not true
   b. a poor performance appraisal can result in the employee taking out a grievance against the manager
   c. employees are likely to show signs of low motivation in order to justify asking for a pay increase
   d. none of the above

19 Organisational Behaviour Modification (O.B. Mod.) is most accurately described as:
   a. an alternative theory of motivation
   b. an application of operant conditioning
   c. a content theory
   d. a process theory

20. Which of the following is a valid criticism of O.B. Mod.?
   a. it has adverse effects on employee morale
   b. it can have adverse effects on output
   c. since it is a technique for manipulating people, its ethics are questionable
   d. all of the above
## Answers to Multiple Choice Questions

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Level of Difficulty</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>c</td>
<td>Easy</td>
<td>228</td>
</tr>
<tr>
<td>2</td>
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<td>231</td>
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<tr>
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