

Lecture 14, Feb 8, 2023

Motivation Theory Continued (Process Theories)

- Expectancy theory: people act in a certain way based on an expectation that the act will be followed by an outcome; motivation is based on the attractiveness of the outcome
 - Comprised of 3 relationships:
 1. Effort-performance
 2. Performance-reward
 3. Reward-personal goals
 - Force: effort (e.g. studying) put in to a level 1 outcome (e.g. doing well in a course) – how much effort you're putting in to arrive at the performance
 - Expectancy: the likelihood that putting in the effort is going to make you achieve the level 1 outcome
 - Valence: the expected value of that level 1 outcome – how much impact does the reward have?
 - Instrumentality: the likelihood that a level 1 outcome would lead to the level 2 outcome (e.g. getting a 4.0)
 - Outcome: ultimately achieving your personal goals (e.g. getting into grad school)
- Equity theory: people are more satisfied and motivated when they perceive equity
 - Individuals are motivated to maintain an equitable exchange relationship
- Goal setting theory: goals are motivational when they are specific, challenging, and when organizational members are committed to them, and feedback about progress is provided
 - You have to actively want the goal for this to work – this is a theory of intrinsic motivation
 - Goals are more effective with:
 1. Specificity and difficulty
 - * “Do your best” is not good enough because it's ambiguous
 - * No target performance leads to low performance
 2. Knowledge to attain it
 - * Training and setting learning goals can increase knowledge on how to attain the ultimate goal
 3. Feedback on progress towards the goal
 4. Commitment
 5. Situational conditions
 - A *distal* goal is a long-term or end goal (e.g. becoming a professor); a *proximal* goal is a short-term or sub-goal that is instrumental for achieving a distal goal (e.g. submitting a paper)
 - Learning goals are a type of sub-goal
 - Performance goals are either performance prove (doing something to prove you're capable of it) goals or performance avoid goals (doing something to avoid negative outcomes)
- Job design (the structure, content, and configuration of a person's tasks and roles) can also be a motivator, more focused on intrinsic motivation
 - Stretch assignments: providing employees challenging opportunities broaden their skills, and introducing variety to tasks and responsibilities
 - * Getting an employee with the necessary base skills to try a new set of responsibilities
 - Job rotation: employees are rotated to different tasks and jobs in an organization
 - Job enrichment: maintaining the same job but giving employees more value/meaning of their jobs
 - * e.g. more diversity in the tasks within the same area of responsibility
 - Job enlargement: increasing breadth by giving employees more tasks to perform at the same level
 - The last two focus on the *job scope*, or the breadth (number of different activities) and depth (degree of control) of the job
 - * High-scope jobs have great breadth and depth