

What is motivation?



Motivation:

Psychological force that energizes us to
pursue our goals

Motivation X Ability X Opportunity = Performance

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graph TD; A[Motivation X Ability X Opportunity = Performance] --> B[Higher job satisfaction]; A --> C[Greater customer satisfaction]; A --> D[Higher quality products]; A --> E[Higher return on investment]; A --> F[Lower turnover];
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The diagram illustrates the relationship between three factors (Motivation, Ability, and Opportunity) and their combined effect on Performance. The factors are represented by colored boxes: Motivation (red), Ability (yellow), and Opportunity (blue). The result, Performance, is shown in a green box. Below the Performance box, five arrows point to specific outcomes: Higher job satisfaction, Greater customer satisfaction, Higher quality products, Higher return on investment, and Lower turnover.

**Higher job
satisfaction**

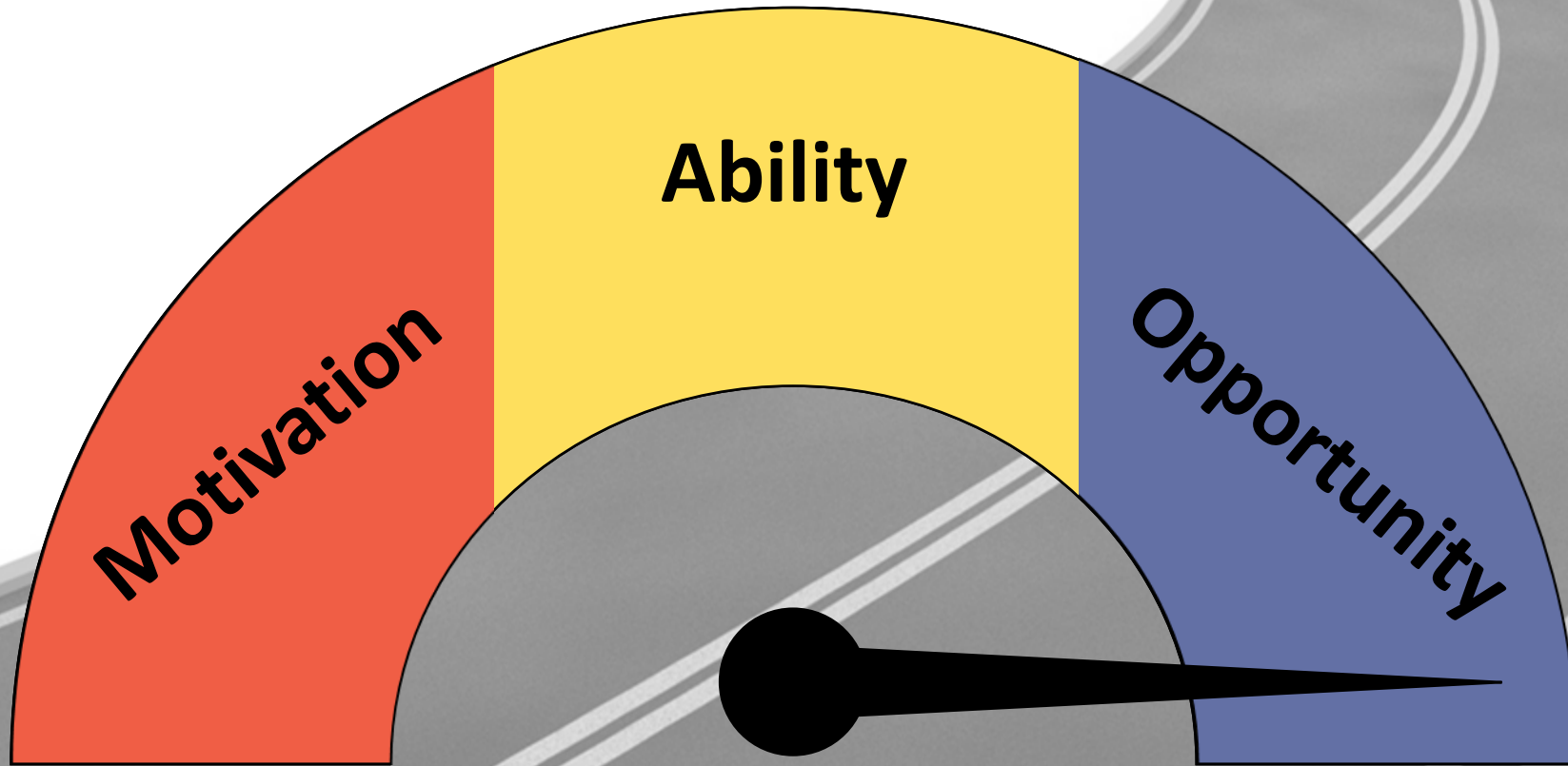
**Greater
customer
satisfaction**

**Higher
quality
products**

**Higher
return on
investment**

**Lower
turnover**

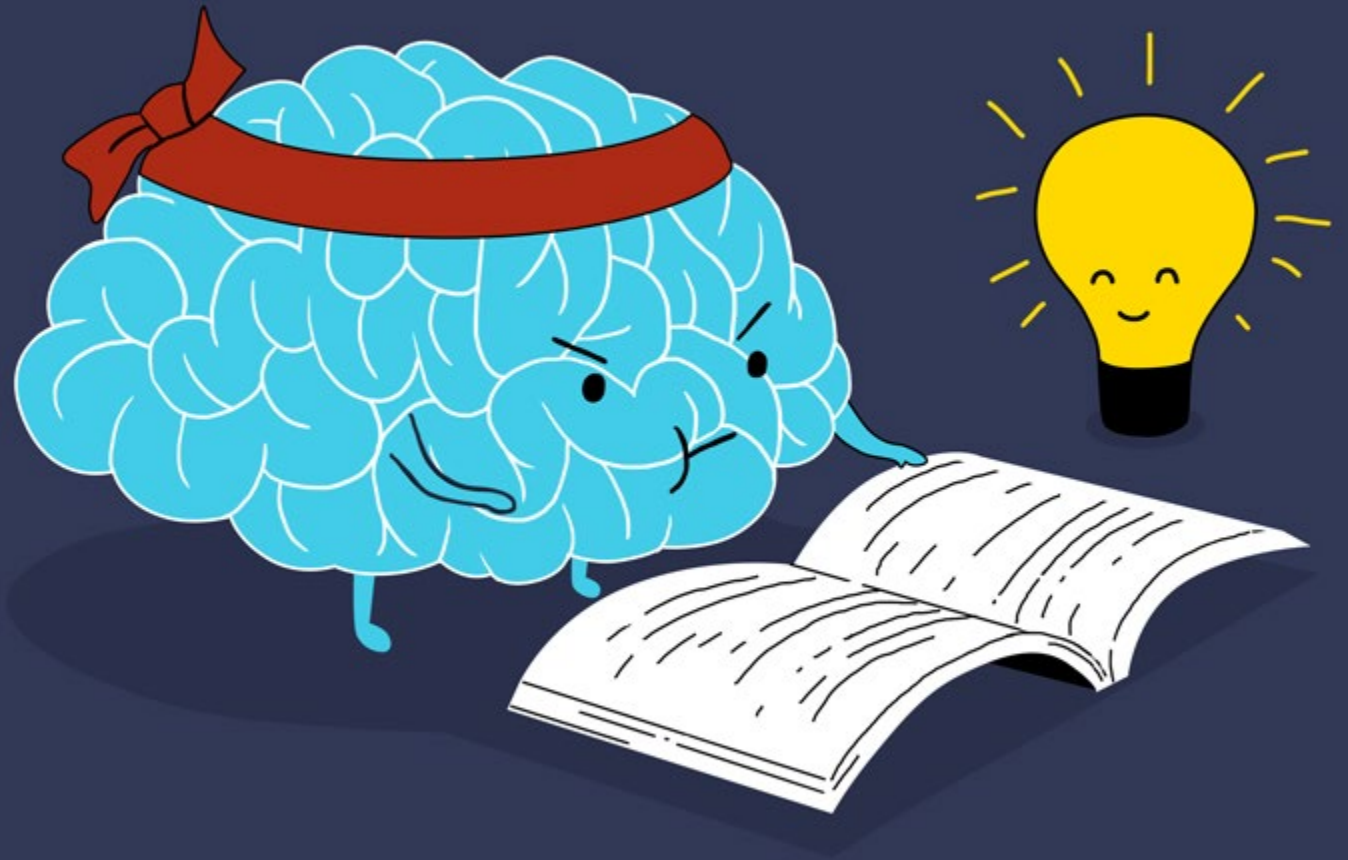
Job Performance



Direction

Effort

Persistence







Intrinsic Motivators



Intrinsic Motivators



Intrinsic motivators:

Internal forces that energize us to pursue our goals

Intrinsic Motivators



Mastery

Belongingness

Growth

Autonomy

Meaningfulness

Accomplishment

Extrinsic motivators:

External forces that energize us to pursue our goals

Extrinsic Motivators

Money

Grades

Deadlines

Promotions

Prizes

Bosses



Sources of Motivation



Person

Job

Manager

**How can we
motivate
people from
within
themselves?**



A person in a grey suit and tie is holding a glowing, multi-colored gear mechanism in their hands. The gears are yellow, orange, and red, and they are emitting a bright light. The person's face is partially visible, looking down at the mechanism.

Needs

**McClelland's
Needs
Theory**

Self-Perceptions

**Vroom's
Expectancy
Theory**

Social Perceptions

**Adams'
Equity
Theory**

McClelland's Needs Theory

**Need for
achievement**



**Need for
affiliation**



**Need for
power**



McClelland's Needs Theory

Need for achievement = Motivated to reach goals



McClelland's Needs Theory

Need for affiliation = Motivated to develop relationships



McClelland's Needs Theory

Need for power = Motivated to influence others



Vroom's Expectancy Theory

Expectancy

Will my efforts lead to the desired performance?

Instrumentality

Will my performance lead to the outcomes?

Valence

How much do I value these outcomes?

Vroom's Expectancy Theory

Expectancy

**Will my
efforts lead
to the desired
performance?**

- **Build employees' confidence**
- **Clarify performance expectations**
- **Discuss short-term and long-term goals**

Vroom's Expectancy Theory



Instrumentality

The diagram illustrates the concept of Instrumentality. It features a light blue rectangular box with a double border containing the word "Instrumentality". Below this box is a light blue thought bubble with a tail pointing towards the box. Inside the bubble is the question "Will my performance lead to the outcomes?". To the right of the bubble is a bulleted list.

**Will my
performance
lead to the
outcomes?**

- **Clearly link rewards with desired performance**

Vroom's Expectancy Theory



The diagram illustrates the 'Valence' component of Vroom's Expectancy Theory. It features a red rectangular box at the top containing the word 'Valence'. Below this box, a red thought bubble contains the question 'How much do I value these outcomes?'. The bubble is connected to the box by a series of three small red circles, suggesting a flow of thought or a conceptual link.

Valence

**How much do
I value these
outcomes?**

- **Know what each employee values**
- **Get creative in choosing outcomes**

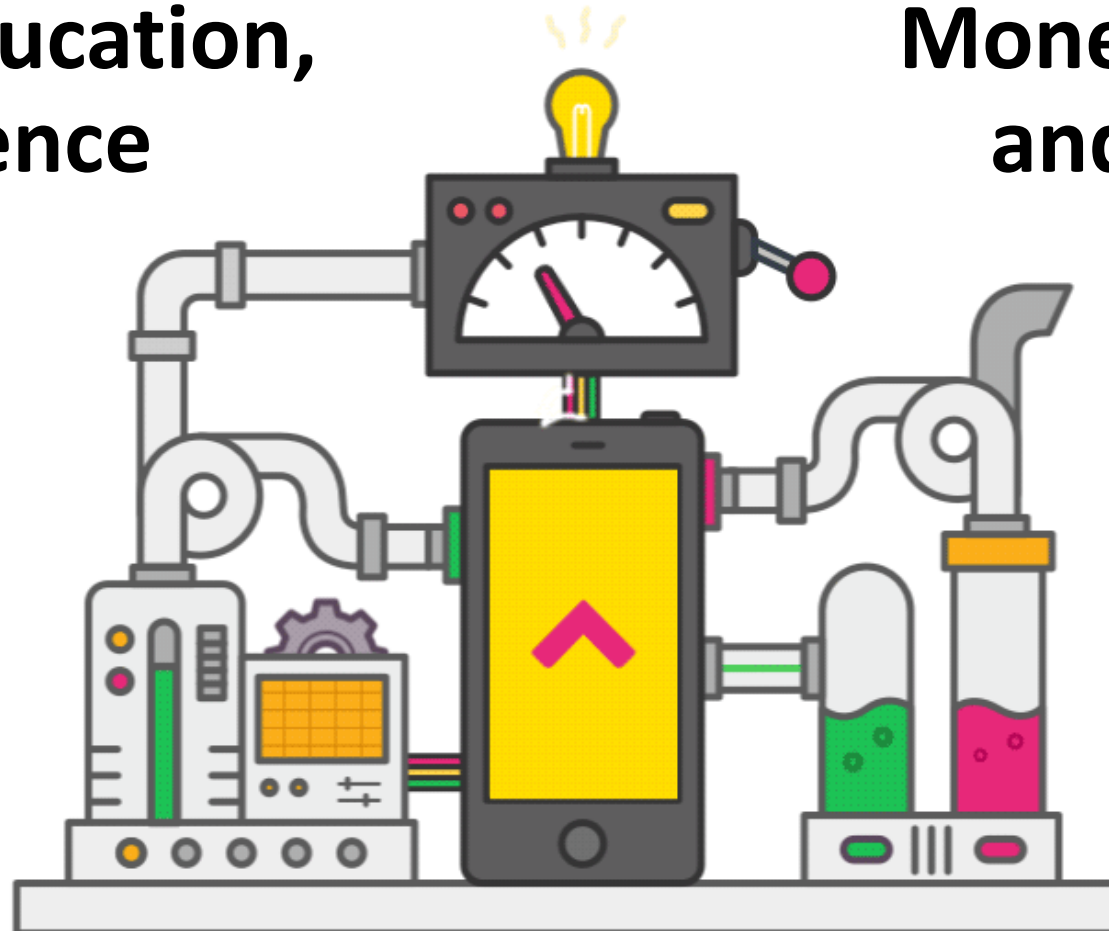
Adams' Equity Theory

Inputs:

**Time, effort, education,
and experience**

Outcomes:

**Money, promotions,
and recognition**



Adams' Equity Theory

Outcomes

Inputs

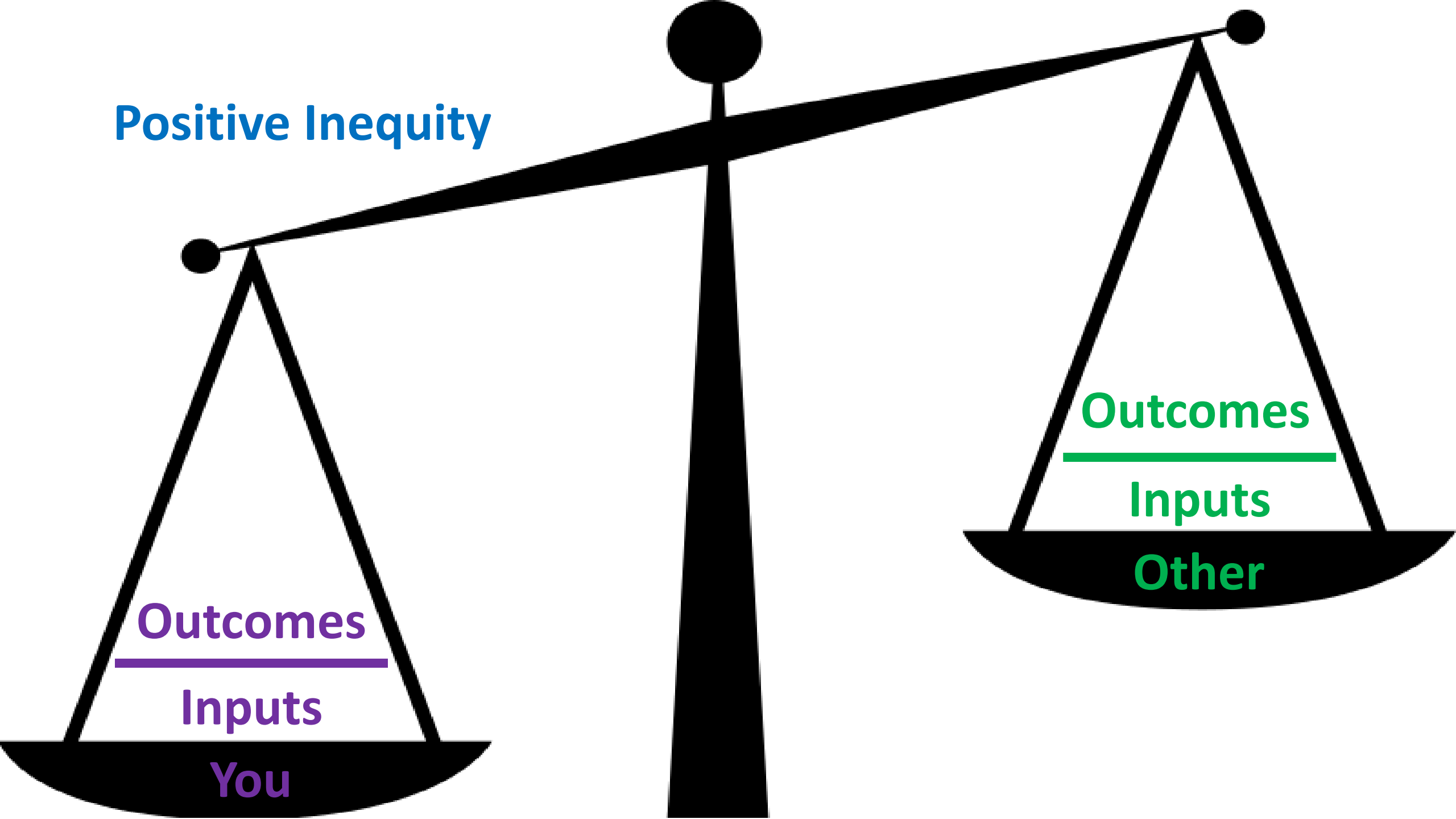
You

Outcomes

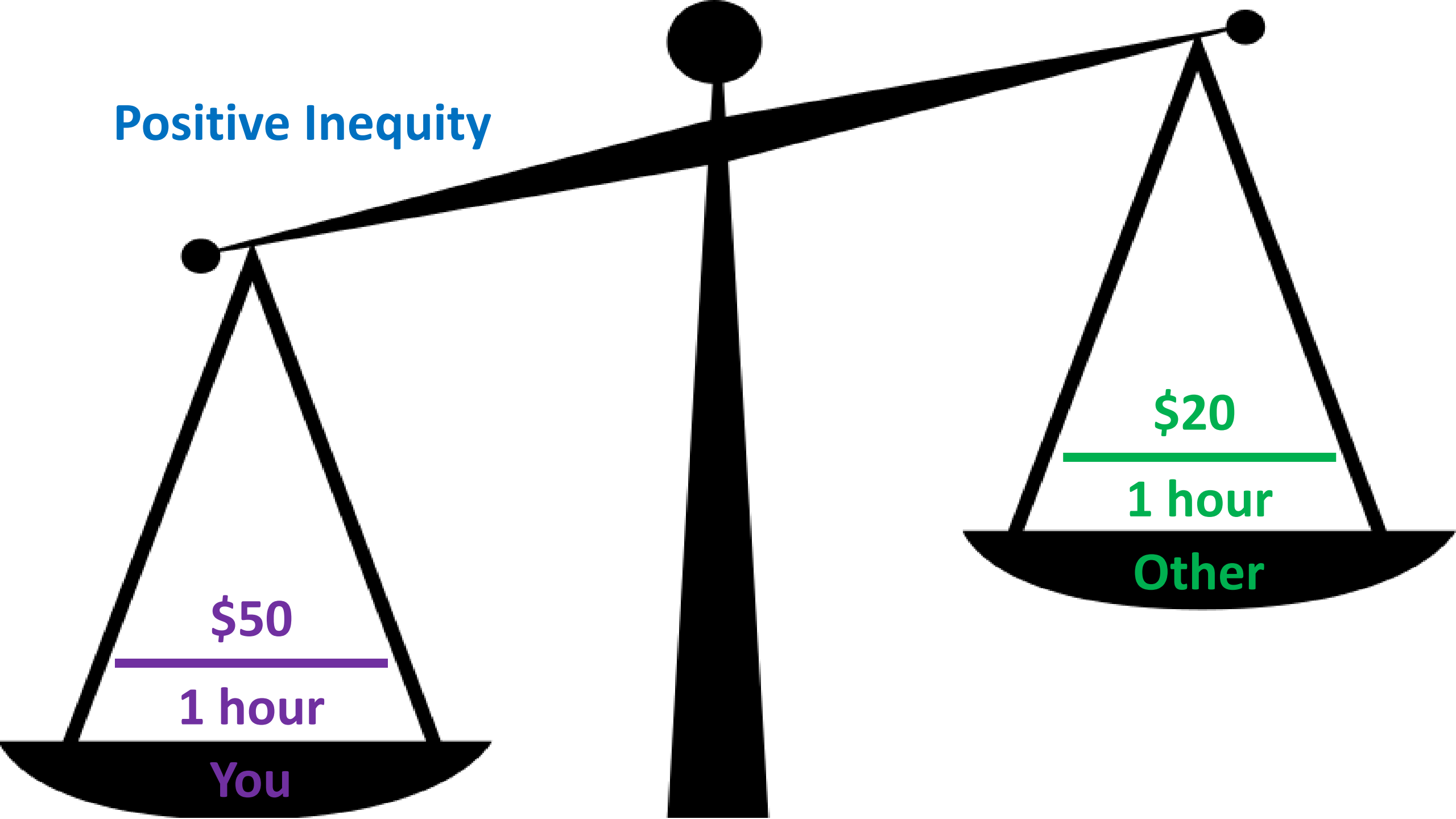
Inputs

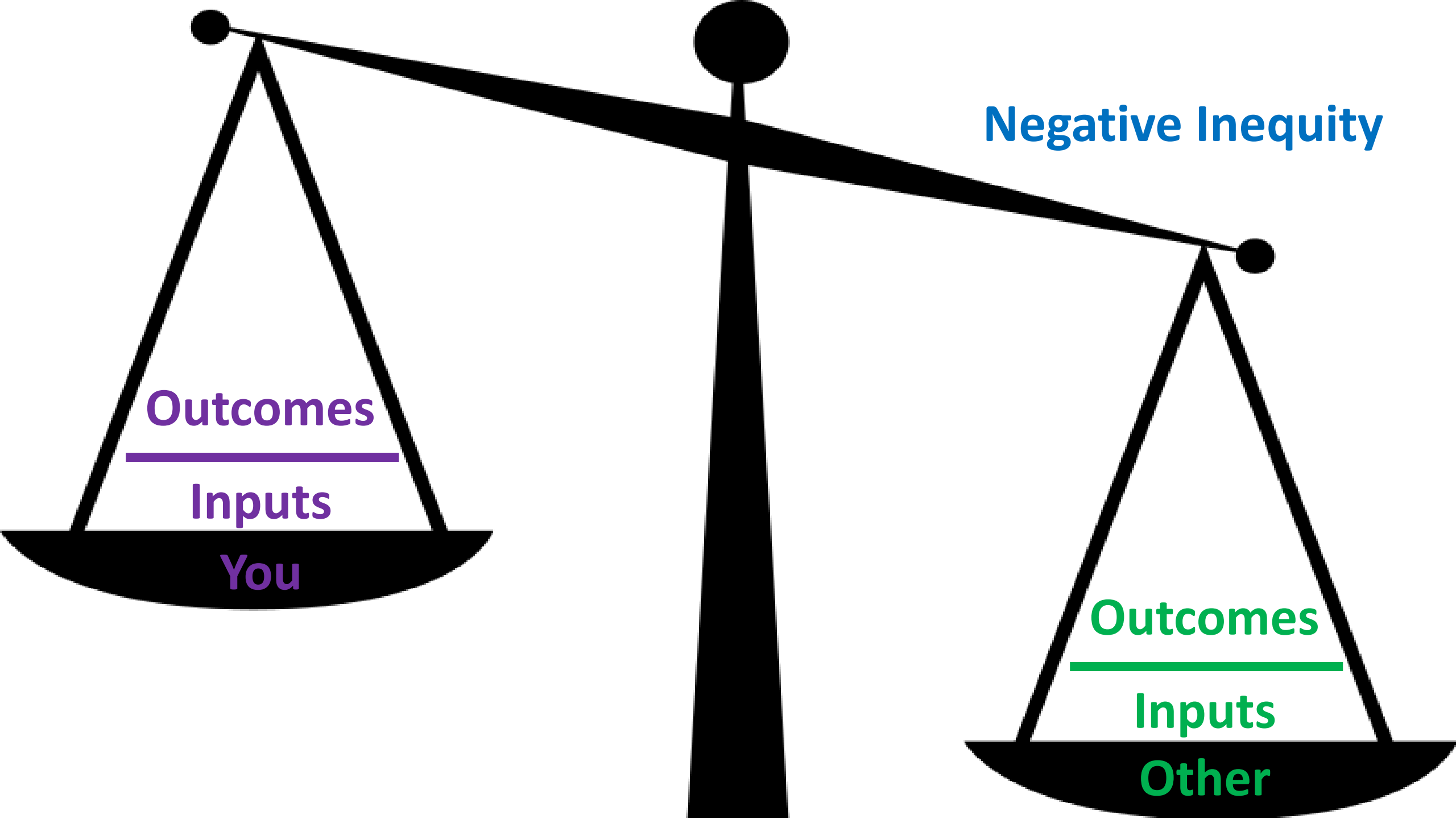
Other

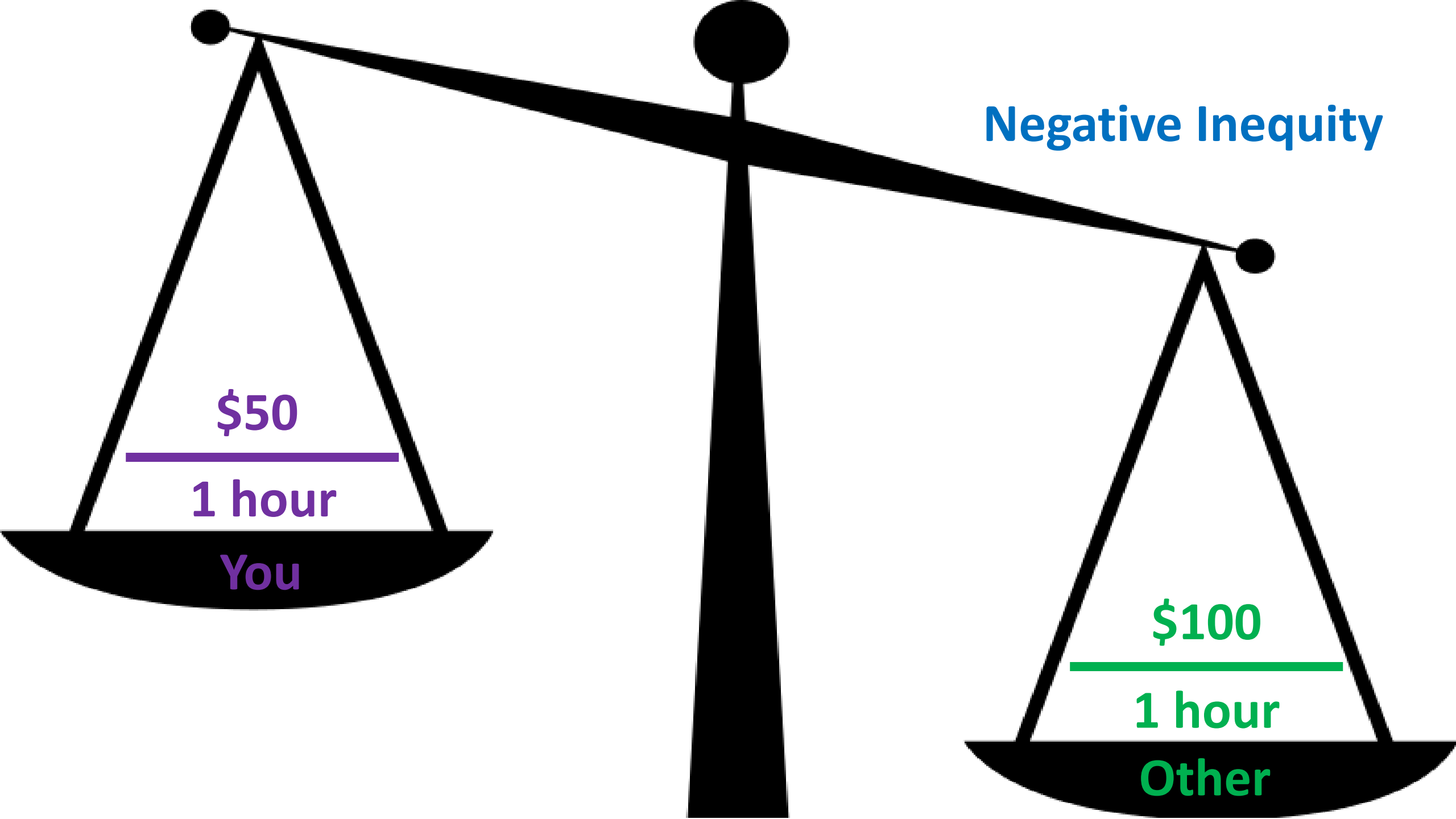
Positive Inequity



Positive Inequity









Adams' Equity Theory



- 1. Increase outcomes**
- 2. Decrease inputs**
- 3. Decrease the value of inputs**
- 4. Change comparison other**
- 5. Increase the value of other's inputs**

- Identify unique set of motivational needs





	Position in Salary Range (Increase as a % of Salary)		
Performance Rating	Lower Third	Middle Third	Upper Third
Exceeds Expectations	5%	4%	3%
Meets Expectations	4%	3%	2%
Nearly Meets Expectations	3%	2%	0%

- **Clarify performance expectations & the rewards they can expect**

- **Build confidence**



- Celebrate milestones with rewards





Job enrichment:

Changing a job's requirements to enhance its value to the employee



- 1. Identify who
is open to the
process**
- 2. Identify
opportunities
for change**

Job Dimensions

Psychological States

Outcomes

Skill Variety

Task Identity

Task Significance

Autonomy

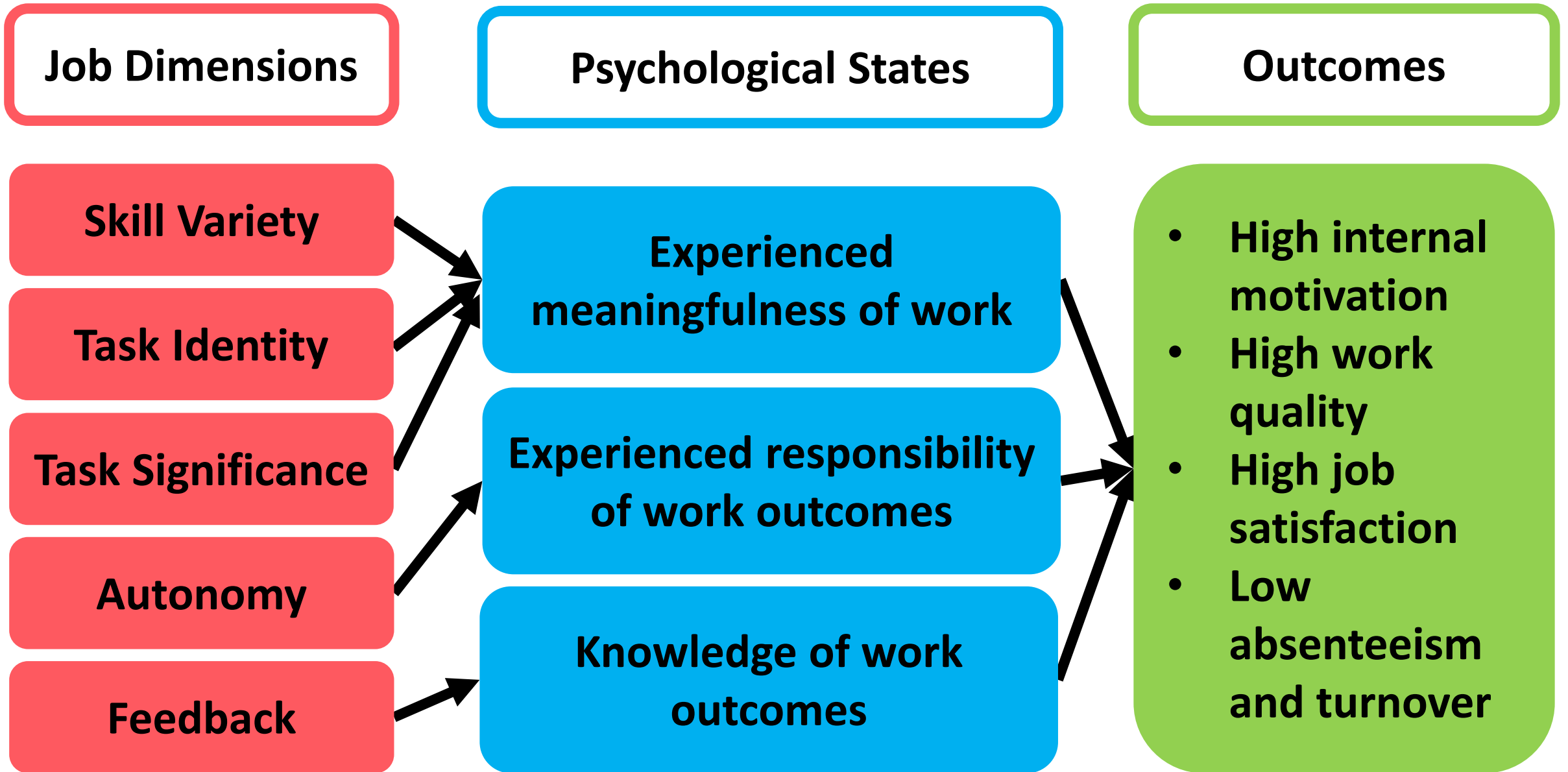
Feedback

**Experienced
meaningfulness of work**

**Experienced responsibility
of work outcomes**

**Knowledge of work
outcomes**

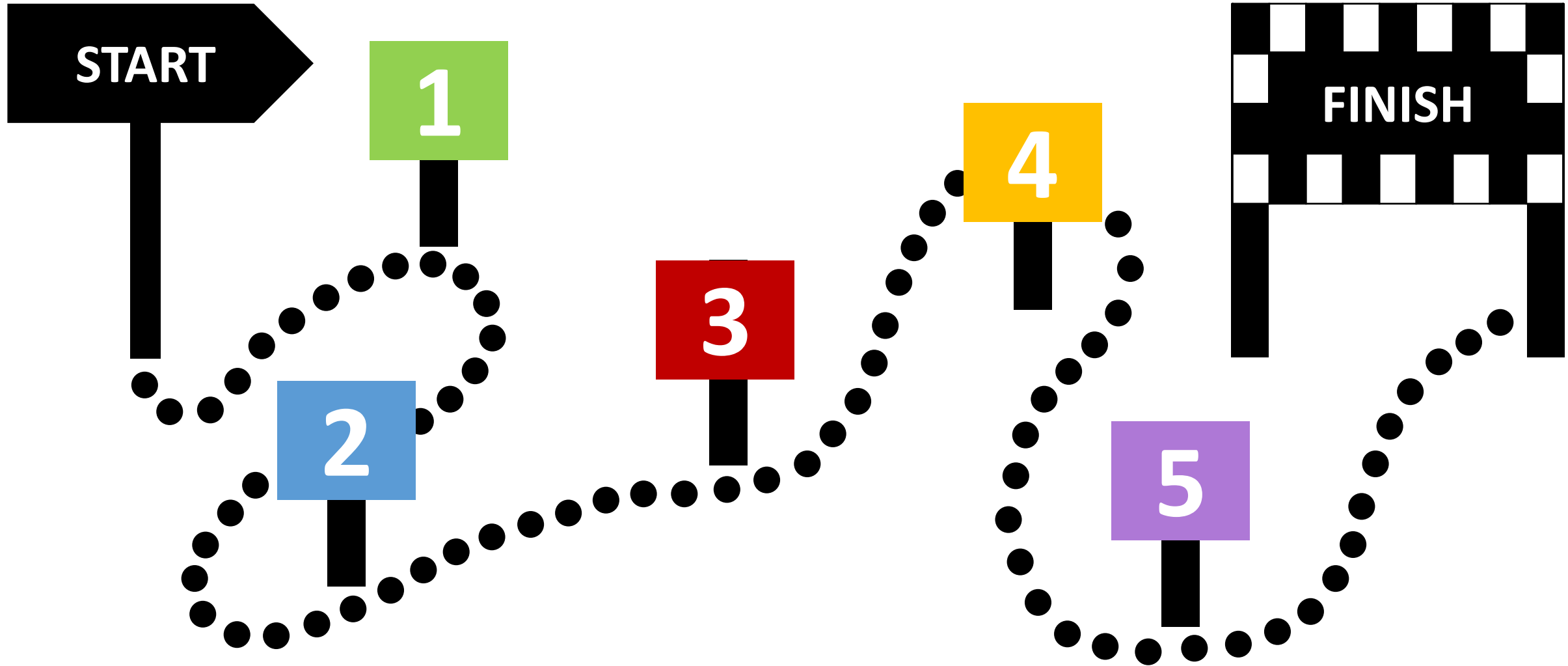
- **High internal motivation**
- **High work quality**
- **High job satisfaction**
- **Low absenteeism and turnover**





Skill variety: Degree to which a variety of skills are used to complete a job

Task identity: Degree to which tasks are completed from start to finish



**Task significance:
Degree to which the
job impacts others and
the organization**



Autonomy: Degree of freedom to choose how tasks are completed



Feedback: Degree to which the job provides information about the employee's performance



Employees benefit because their jobs are more interesting, meaningful, and challenging.

Managers and organizations benefit because their employees are more motivated, satisfied, and productive.

I ♥ my job

How can we
motivate
people from
within the
management
role?



Goal-Setting



Reinforcement



Support





Goal-Setting Outcomes

- **Motivation**
- **Performance**
- **Job Satisfaction**
- **Personal Development**

- **Directs, energizes, and rewards behaviors**
- **Appeals to emotions and needs**



Who
performs
best?

#1 Challenging,
specific goals

#2 Easy, general
goals

#3 No goals





**Include people in the
goal-setting process
as much as possible**

S

M

A

Goals

R

T

1	Specific	Who, what, when, where, how
2	Measurable	How much, how many
3	Attainable	Realistic and feasible
4	Relevant	Meaning and value
5	Time-Bound	By when

GOALS

1.

2.

3.

**Write
Type
Talk**

Reinforcement

- **Clearly communicate performance expectations and desired behaviors**



- Reward goal-relevant behaviors

Positive Reinforcement

Adding something
valuable



Negative Reinforcement

Removing something
unpleasant





**thank
you!**



- Punish undesirable behaviors.

Punishment:

Adding something unpleasant or removing something pleasant



Social Support

- Encouragement
- Feedback
- Resources
- Remove obstacles

