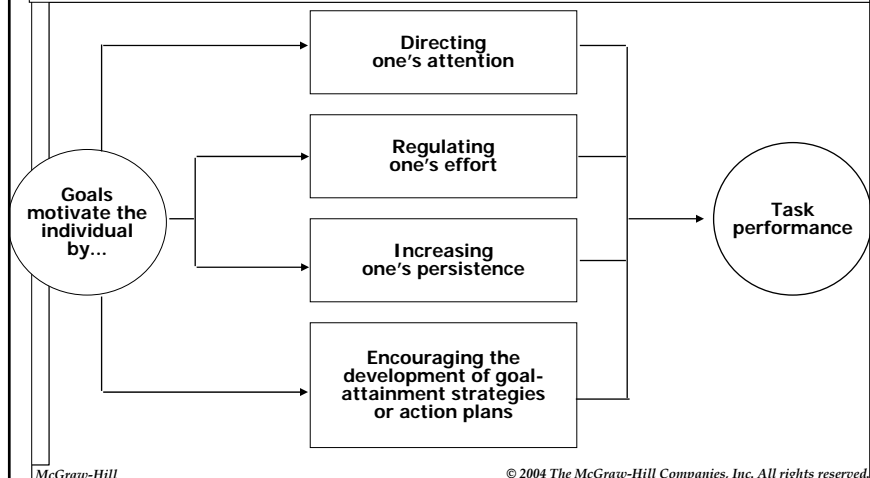


<h1>7</h1>		<h2>Motivation Through Equity, Expectancy, & Goal Setting</h2>
Chapter		
	<ul style="list-style-type: none"> ■ Adam's Equity Theory of Motivation ■ Expectancy Theory of Motivation ■ Motivating Through Goal Setting ■ Putting Motivation Theories to Work 	

	9-21
<h2>Goals</h2>	
	<ul style="list-style-type: none"> ■ Goal what an individual is trying to accomplish
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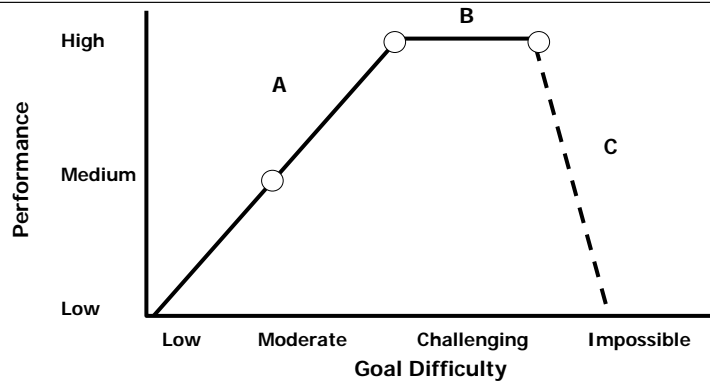
Locke's Model of Goal Setting



Insights from Goal Setting Research

- 1) **Difficult goals lead to higher performance**
- 2) **Specific, difficult goals lead to higher performance for simple rather than complex tasks**
- 3) **Feedback enhances the effect of specific, difficult goals**
- 4) **Participative goals, assigned goals, and self-set goals are equally effective**
- 5) **Goal commitment and monetary incentives affect goal-setting outcomes**

Goal Difficulty and Performance



- A Performance of committed individuals with adequate ability
- B Performance of committed individuals
- C Performance of individuals who lack commitment to high goals

Guidelines for Writing "SMART" Goals

- S**pecific
- M**easurable
- A**ttainable
- R**esults oriented
- T**ime bound

9-2 Table 9-1	
Factors Considered When Making Equity Comparisons	
Inputs	Outcomes
Time	Pay/bonuses
Education/training	Fringe benefits
Experience	Challenging assignments
Past Performance Ability and Skill	Time off with pay/Job security

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9-3 Table 9-1 cont.	
Factors Considered When Making Equity Comparisons	
Inputs	Outcomes
Creativity	Career advancement/promotions
Seniority	Status symbols
Loyalty to organization	Pleasant/safe working environment
Age	Opportunity for personal growth/development

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9-4 Table 9-1 cont.	
Factors Considered When Making Equity Comparisons	
Inputs	Outcomes
Personality traits	Supportive supervision
Effort expended	Recognition
Personal appearance	Participation in important decisions
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9-9 Table 9-2	
Factors Considered When Making Equity Comparisons	
Methods	Examples
1) Person can increase his or her inputs	Work harder; attend school or a specialized program
2) Person can attempt to increase his or her inputs	Don't work as hard; take longer breaks
3) Person can attempt to increase his or her outcomes	Ask for a raise; ask for a new title; seek outside intervention
4) Person can decrease his or her outcomes	Ask for less pay
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Factors Considered When Making Equity Comparisons

9-10

Table 9-2 cont.

Methods	Examples
5) Leave the field	Absenteeism and turnover
6) Person can psychologically distort his or her inputs and outcomes	Convince self that certain inputs are not important; convince self that he or she has a boring and monotonous job
7) Person can psychologically distort the inputs or outcomes or outcomes of comparison other	Conclude that other has more experience or works harder; conclude that other has a more important title
8) Change comparison other	Pick a new comparison person; compare self to previous job

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Organizational Justice

9-11

- **Distributive Justice** the perceived fairness of how resources and rewards are distributed
- **Interactional Justice** extent to which people feel fairly treated when procedures are implemented
- **Procedural Justice** the perceived fairness of the process and procedure used to make allocation decisions

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Equity Research Findings

- Job performance and counterproductive work behaviors positively associated with distributive and procedural justice
- All three forms of justice were positively correlated with job satisfaction, organizational commitment, organizational citizenship behaviors, and employees' trust
- All three were negatively associated with employees' withdrawal cognitions and turnover
- Distributive and procedural injustice were related to negative emotions

Expectancy Theory of Motivation

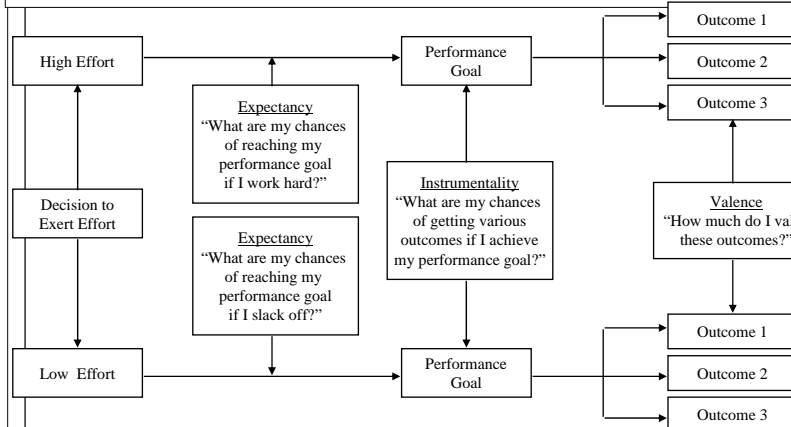
- Expectancy Theory holds that people are motivated to behave in ways that produce valued outcomes

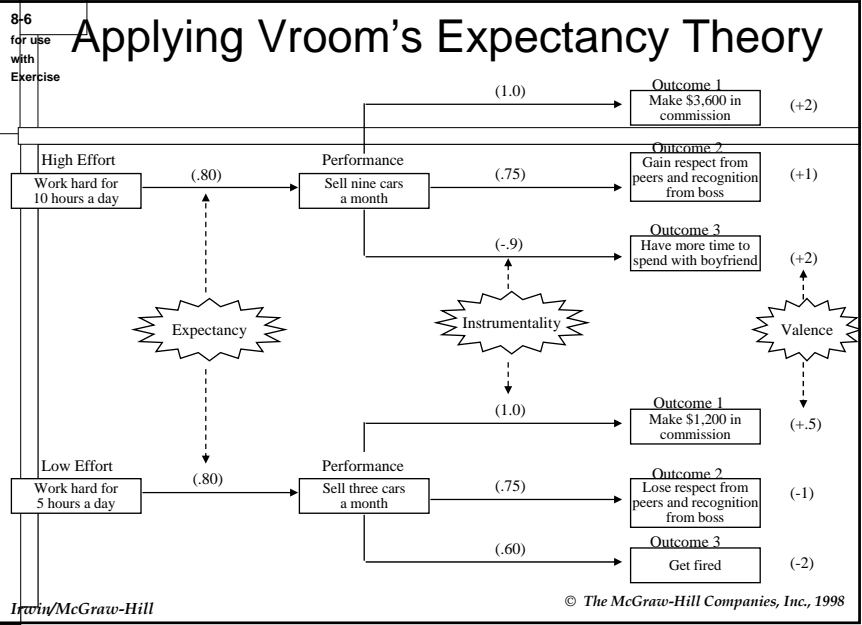
$$M = E \rightarrow P \rightarrow O (V)$$

Vroom's Expectancy Theory

- **Expectancy** belief that effort leads to a specific level of performance
- **Instrumentality** a performance \longrightarrow outcome perception
- **Valence** the value of a reward or outcome

A General Model of Vroom's Expectancy Theory





- 9-15
- ## Factors that Influence an Employee's Expectancy Perceptions
- Self-esteem
 - Self-efficacy
 - Previous success at the task
 - Help received from a supervisor and subordinates
 - Information necessary to complete the task
 - Good materials and equipment to do work with
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Managerial Implications of Expectancy Theory

9-17
Table 9-3

- Determine the outcomes employees value
- Identify good performance so appropriate behaviors can be rewarded
- Make sure employees can achieve target performance levels
- Link desired outcomes to targeted levels of performance
- Make sure changes in outcome are large enough to motivate high effort
- Monitor the reward system for inequities

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Organizational Implications of Expectancy Theory

9-19
Table 9-3 cont.

- Reward managers for creating, monitoring, and maintaining expectancies, instrumentalities, and outcomes that lead to high effort and goal attainment
- Monitor employee motivation through interviews or anonymous questionnaires
- Accommodate individual differences by building flexibility into the motivation program

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Organizational Implications of Expectancy Theory

9-18

Table 9-3 cont.

- Reward people for desired performance, and do not keep pay decisions secret
- Design challenging jobs
- Tie some rewards to group accomplishments to build teamwork and encourage cooperation

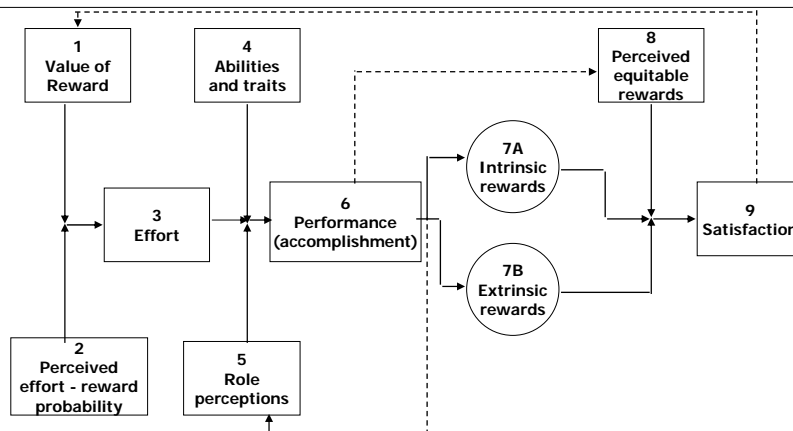
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Porter and Lawler's Expectancy Model

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Figure 9-2



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Prerequisites to Linking Performance and Rewards

Managers should:

- **Develop and communicate performance standards**
- **Give valid and accurate performance ratings**
- **Determine the relative mix of individual vs. team contribution to performance and reward accordingly**
- **Use the performance ratings to differentially allocate rewards among employees**