Motivation @ Work

- Work/Achievement Motivation
- Industrial Psychology
- Organizational Psychology

Motivation

- Motivation is a need or desire that energizes behavior and directs it towards a goal.

The role of goal setting (theory) in motivation.

Motivation in I-O

- A multidimensional, multiply determined (i.e., originates within and beyond the individual) force that arouses (i.e., initiates or energizes), directs and sustains work-related effort.

Focus On:
- Intensity*
- Persistence
- Quality
- Direction of behavior

Sources of Motivation (M)

Intrinsic Motivation (IM): M derived from rewards inherent in a task or activity itself.
- Students are more likely to have IM when...
  - Performance can be attributable to internal, controllable factors
  - They believe they can be effective agents in reaching goals (i.e., self-efficacy)
  - They are interested in mastering a topic, rather than getting good grades.

Extrinsic Motivation: M derived from outside the individual.
- Examples include...
  - status, prestige
  - Coercion and threat of punishment
  - EM as a de-motivator (Overjustification effect).
Self-Efficacy in Motivational Theory

- **Self-Efficacy** – Belief in one’s capacity to perform a specific task or reach a specific goal
  - Developed & Increased by
    - Mastery experiences
    - Modeling
    - Social persuasion
    - Physiological states
  - But, is self-efficacy **always** a good thing?

Achievement Motivation

Achievement motivation is defined as a desire for significant accomplishment.

Skinner devised a daily discipline schedule that led him to become the 20th century’s most influential psychologist.

People with a high need to achieve tend to:
- choose tasks that allow for success, yet still require **skill and effort**, and keep **persisting** until success is achieved.
- They also tend to set **mastery** oriented goals and attribute failure to _____.

Fear of Failure

People with a fear of failure tend to:
- choose tasks that are unlikely to result in failure,
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Sources of Achievement Motivation

Why does one person become more motivated to achieve than another? Parents and teachers have an influence on the roots of motivation.

**Emotional roots**: learning to associate achievement with positive emotions.

**Cognitive roots**: learning to attribute achievements to one’s own competence, thus raising expectations of oneself.

Attitudes Towards Work

People have different attitudes toward work. Some take it as a:

1. **Job**: Necessary way to make money.
2. **Career**: Opportunity to advance from one position to another.
3. **Calling**: Fulfilling a socially useful activity.

Flow & Rewards

Flow is the experience between no work and a lot of work. Flow marks immersion into one’s work (Csikszentmihalyi, 1988)

People who “flow” in their work (artists, dancers, composers etc.) are driven less by extrinsic rewards (money, praise, promotion) and more by intrinsic rewards.

Characterized by undivided attention to task, an organized set of action opportunities, limited stimulus field, and perceptions of control over activity.
Job Satisfaction

- A positive or negative evaluation of one’s job
  - Thus, JS is an attitude, not an emotion
- ~12% of employees report being dissatisfied
  - % relatively consistent across time and culture
- Empirical findings run counter to expectations
  - May be a genetic component
  - Level of JS is conditional and comparative

Work and Satisfaction

In industrialized countries work and satisfaction go hand-in-hand.

<table>
<thead>
<tr>
<th>Percentage &quot;satisfied&quot; or &quot;very satisfied&quot; with life</th>
</tr>
</thead>
<tbody>
<tr>
<td>White collar</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

Job Satisfaction

- What relationships does JS have with outcomes?
  - JS-Performance (“Holy Grail of I/O Psych”) $r = .17$
  - JS-Intent to turnover $r = -.58$
  - JS-Actual turnover $r = -.40$
  - JS-Absenteeism $r = -.25$
- Are task-related behaviors truly discretionary?
- Levels of analysis/measurement issues?
Job Satisfaction

- Job Satisfaction is affected by...
  - Current Mood
  - “Mood Hangovers”
  - Specific events at work
    - Positive events → better mood → higher sat. (eventually)
    - Negative events → worse mood → lower sat. (eventually)
  - Asymmetry of effects

Industrial-Organizational (I/O) Psychology

Scientific study and application of psychological principles to work.

1. Industrial (Personnel) Psychology: Studies the principles of selecting and evaluating workers.

2. Organizational Psychology: Studies how work environments and management styles influence worker motivation, satisfaction, and productivity.

3. Human Factors Psychology: Explores how machines and environments can be designed to fit our natural perception.

The Basics of I/O Psychology

- What’s the point?
  - Enhance individual and organizational performance
  - Enhance individual and organizational well-being

Industrial Psychology

Tends to focus on ways to improve, evaluate, and predict employee performance

- Goal: Capitalize on individual differences to predict performance
- Uses “correlational” methods (strong focus on measurement)
- Older of the two disciplines
Identifying people’s strengths (analytical, disciplined, eager to learn etc.) and matching them to a particular area of work is the first step toward workplace effectiveness.

Interviewers are confident in their ability to predict long-term job performance. However, informal (unstandardized) interviews are less informative than standardized (structured) interviews.

Interviewers often overrate their discernment.

1. **Intention vs. Habit**: Intentions matter, but long-lasting habits matter even more.
2. **Successful Employees**: Interviewers are more likely to talk about those employees that turned out successful.
3. **Presumptions about Candidates**: Interviewers presume (wrongly) that what we see (candidate) is what we get.
4. **Preconceptions**: An interviewer’s prior knowledge about the candidate may affect her judgment.
Structured Interview

A formal and disciplined way of gathering information from the interviewee. Structured interviews pinpoint strengths (attitudes, behaviors, knowledge, and skills). The personnel psychologist may do the following:

1. Analyze the job.
2. Script questions.
3. Train the interviewer.

Appraising Performance

Performance refers to actions and behaviors; effectiveness to the result of behaviors.

Appraising performance serves the purposes of: 1) employee retention, 2) determining rewards/pay and 3) the encouragement of better performance.

The Dark Side of Performance

- **Counterproductive Work Behavior (CWB)** - Voluntary work behavior that violates significant org. norms and threatens the well-being of the org, its members or both
  - Interpersonal Deviance (CWB-I)
  - Organizational Deviance (CWB-O)
    - Property Deviance
    - Production Deviance

Developed by Sackett & DeVore (2001)
The Dark Side of Performance

- **Common Counterproductive Work Behaviors**
  - Dishonesty
    - Employee theft (goods, time) or dishonest communications
  - Absenteeism
    - Failure to remain for or remain at work as scheduled
  - Sabotage
    - Acts that damage, disrupt, or subvert the organization’s operations

Organizational Psychology

Tends to focus on how organizations affect individuals

- **Goal**: Understand how social context of work affects people
- **More of a “blank slate” mentality**
- **Grew out of Social Psychology - primarily uses experimental methods**

Satisfaction & Engagement

Harter et al., (2002) observed that **employee engagement** means that the worker:

1. Knows what is expected of him.
2. Has what is needed to do the work.
3. Feels fulfilled at work.
4. Has opportunities to do his best.
5. Thinks himself to be a part of something significant.
6. Has opportunities to learn and develop.

Engaged workers are more productive than non-engaged workers at different stores of the same chain.

An Antiquated Perspective on Employee Satisfaction & Engagement

From the July 1943 issue of **Transportation Magazine**.
Leadership

- Defined. The ability to guide a group toward the achievement of goals
- Leadership can be formal or informal
- Older leadership theories focus on particular traits, behaviors, situations.
- Contemporary leadership theories focus on…
  - Explain how leaders can take organizations to new heights
  - Explain how leaders are able to achieve extraordinary levels of motivation
  - Stress emotionally appealing behavior such as empowering, developing a vision, and role modeling
  - Encourage follower self-esteem and satisfaction, as well as identification w/ leader’s values and vision

Managing Well: Leading vs. Managing

Every leader dreams of managing in ways that enhance people’s satisfaction, engagement, and productivity in his or her organization.

Harnessing Job-Relevant Strengths

Effective leaders need to select the right people, determine their employees’ talents, adjust their work roles to their talents, and develop their talents and strengths.

Emotions at Work

- Organizations are very cognizant of need for appropriate emotions (e.g., Disney)
  - Formal training on issues related to emotional regulation
    - Smiling
    - Greeting park guests
  - Selection of individuals who are a) generally happy, b) able to effectively create and maintain the illusion of happiness
  - Formal reward and punishment (e.g., “secret shoppers”)
- But, sometimes these efforts fail