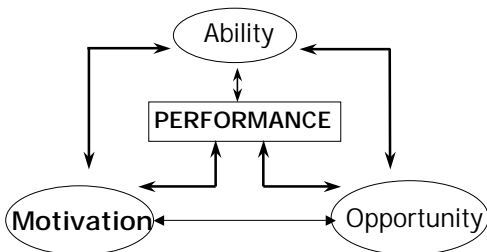# Human Resources Training and Individual Development

Motivation Theories
February 4, 2004

Class Overview

- Expectancy Theory
- Goal Setting Theory
- Social Cognitive Theory


Motivation: Why Do We Care?

Performance = f (Ability, **Motivation**, Opportunity)

Expectancy Theory

- Motivation is fostered when the employee believes three things:
  - That effort will result in performance
    - This is termed "Expectancy"
  - That performance will result in outcomes
    - This is termed "Instrumentality"
  - That those outcomes will be valuable
    - This is termed "Valence"

Expectancy Theory
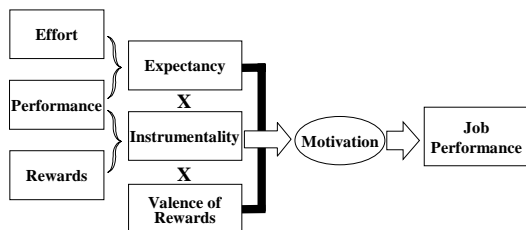
Motivation=V*I*E

Two Beliefs

- EXPECTANCY: Effort → Performance
  - What can hinder this link?
  - What can you do about it?

- INSTRUMENTALITY: Performance → Outcomes
  - What can hinder this link?
  - What can you do about it?

Valence

- Anticipated value of outcomes. Includes:
  - Extrinsic outcomes:
    -
    -
    -
  - Intrinsic outcomes:
    -
    -
    -

Expectancy Theory Exercise

Expectancy Theory

- Motivation $= (E \rightarrow P) \times (P \rightarrow O) \times \begin{vmatrix} V_1 \\ V_2 \\ V_3 \\ V_4 \end{vmatrix}$

- What happens if either expectancy, instrumentality, or valence is zero?

VIDEO CASE

Expectancy: Empirical Status

- Expectancy theory generally has been supported by the literature, with a few caveats:
  - The components appear to be additive as opposed to multiplicative
  - Within subjects analyses show better results than between subjects
  - Although generally supported, people are not always "hedonic rationalists" as predicted by the theory
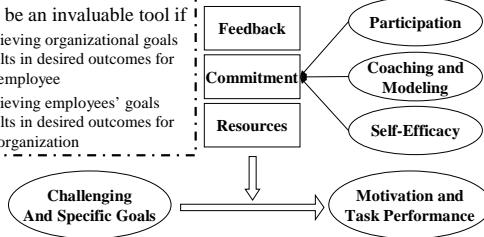
Goal Setting Theory

- Motivation is fostered when employees are given challenging and specific goals (rather than easy goals, abstract goals, or no goals)

Goal Setting Theory
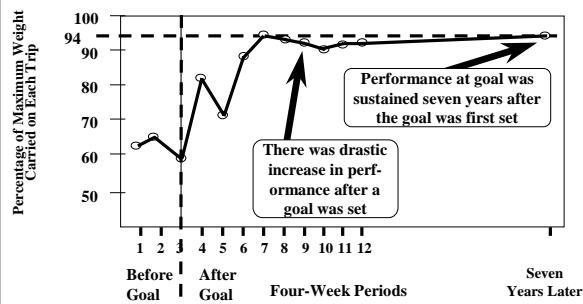
Goals can be an invaluable tool if
- Achieving organizational goals results in desired outcomes for the employee
- Achieving employees' goals results in desired outcomes for the organization

Feedback

Commitment

Resources

Participation

Coaching and Modeling

Self-Efficacy

Challenging And Specific Goals
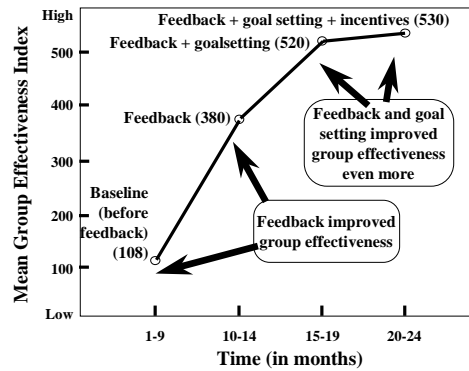
Motivation and Task Performance

Goal Setting Theory

- Supported in a variety of contexts
  - Beaver trappers, Salespeople, Engineers, Assembly line workers, Baggage handlers, College students, Loggers, Brain injury patients

- Goal effects are stronger when:
  - Feedback on progress is given
  - Goal commitment is fostered
  - Adequate resources are provided

Effects of Goals on Performance

Percentage of Maximum Weight Carried on Each Trip

100, 94, 90, 80, 70, 60, 50

There was drastic increase in performance after a goal was set

Performance at goal was sustained seven years after the goal was first set

1 2 3 | 4 5 6 7 8 9 10 11 12

Before Goal | After Goal | Four-Week Periods | Seven Years Later

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Feedback and Goal Setting

Mean Group Effectiveness Index

High, 500, 400, 300, 200, 100, Low

Feedback + goal setting + incentives (530)

Feedback + goalsetting (520)

Feedback (380)

Feedback and goal setting improved group effectiveness even more

Baseline (before feedback) (108)

Feedback improved group effectiveness

1-9   10-14   15-19   20-24

Time (in months)

Empirical Status

- The two key principles of goal setting theory have been supported
  - Research clearly shows that specific goals lead to greater motivation than "do your best" goals
  - Research also shows that difficult goals lead to higher motivation than easier goals
- Where to set goals?
  - At the maximum level that employees will accept and commit to

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SMART Goals/Objectives

- Specific   -   *Clear goals*
- Measurable   -   *Quantifiable elements*
- Agreed   -   *Not imposed*
- Realistic   -   *Achievable*
- Time Specific -   *Deadlines*

3

Motivation Video Clip

Self-Regulation

- Social cognitive theory: effort and persistence
- Self-regulatory processes
  - Minimize negative discrepancies between performance and standards through effort/persistence
  - Create positive discrepancy between performance and standards by setting goals at a higher level than past performance
  - Put forth effort to reduce the discrepancy
- The role of feedback
- Implications for well-being

Monday

- Transfer of training
- Read Chapter 5 from the textbook