

Motivating Performance

LEARNING OUTCOMES

After completing this chapter, you should be able to:

1. Explain the motivation process and the three factors affecting performance.
2. Describe four content motivation theories.
3. Describe two process motivation theories.
4. State how reinforcement is used to increase performance.
5. List the four steps in the model for giving praise.
6. Identify the four parts of the model for writing objectives.
7. Explain the three steps of managing by objectives.
8. State ways to enrich, design, and simplify jobs.
9. Explain possible limitations of using motivation theories outside North America.
10. Define the following 16 key terms (in order of appearance in the chapter):

motivation

performance formula

content motivation theories

needs hierarchy

two-factor theory

manifest needs theory

process motivation theories

expectancy theory

equity theory

reinforcement theory

giving praise

objectives

management by objectives (MBO)

job enrichment

job design

job simplification

CHAPTER OUTLINE

The Importance of Motivation

What Is Motivation and Why Is It Important?

How Motivation Affects Behavior, Human Relations, and Performance

Content Motivation Theories

Needs Hierarchy

ERG Theory

Two-factor Theory

Manifest Needs Theory

How Organizations Meet Employee Needs

Process Motivation Theories

Expectancy Theory

Equity Theory

Reinforcement Theory

Types of Reinforcement

Schedules of Reinforcement

Organizational Reinforcement for Getting Employees to Come to Work and to Be on Time

Motivation Techniques

Giving Praise

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Job Enrichment

Job Design

Putting the Motivation Theories Together

Do Motivation Theories Apply Globally?

Cross-cultural Differences in Motivation

Deming's View of North American

Motivation Methods

Latoia Henderson was recently promoted to a management position at Ford Motor Company. She is enthusiastic about her work. Generally, things are going well, but Latoia is having a problem with Hank. Hank is often late for work, and even though he can do a good job, he does not regularly perform to expectations. Latoia had a talk with Hank to find out what the problem was. Hank said the money and benefits were great, and the people in the department were nice, but the job was boring. He complained that he didn't have any say about how to do his job and that Latoia was always checking up on him. Hank believes he is treated fairly because of the union, which gives him job protection. But because everyone is paid the same, working hard is a waste of time. If you were in Latoia's position, how would you motivate Hank? This chapter examines specific motivation theories and techniques that can be used to motivate not only Hank but employees in all organizations.

THE IMPORTANCE OF MOTIVATION

In this section, we discuss what motivation is and why it is important, and how motivation affects behavior, human relations, and performance.

What Is Motivation and Why Is It Important?

Motivation is the internal process leading to behavior to satisfy needs. Have you ever wondered why people do the things they do? The primary reason people do what they do is to meet their needs or wants.¹ The process people go through to meet their needs is

Need → Motive → Behavior → Satisfaction or Dissatisfaction

For example, you are thirsty (need) and have a drive (motive) to get a drink. You get a drink (behavior) that quenches (satisfaction) your thirst. However, if you could not get a drink, or a drink of what you really wanted, you would be dissatisfied.² Satisfaction is usually short-lived. Getting that drink satisfied you, but soon you will need another drink.

Managers often view motivation as an employee's willingness to put forth effort and commitment to achieve organizational objectives.³ Latoia is concerned because Hank is not motivated to work hard.

WORK APPLICATIONS

1. Give an example of how you have gone through the motivation process. Identify the need, motive, behavior, and satisfaction or dissatisfaction.

Why Knowing How to Motivate Employees Is Important The topic of motivation plays a central role in the field of management,⁴ as it is one of the most popular management topics.⁵ Motivation derives from the Latin word for movement,⁶ and it has been widely acknowledged as a critical determinant of our behavior.⁷ Motivation affects how and to what extent we utilize our skills and abilities.⁸ Unmotivated employees are less willing to be cooperative and supportive,⁹ and they may decrease work effort, time on the job, productivity, and performance.¹⁰ Thus, we need to motivate employees to boost productivity.¹¹ Jeff Taylor, founder of Monster.com, said that to be successful, you have to be able to motivate others.¹² To this end, researchers are studying the factors that energize, direct, and sustain work-related behavior,¹³ and you will learn about their motivation theories in this chapter.

Despite their difficulties because they can't simply buy motivation,¹⁴ organizations are designing incentive systems to motivate employees.¹⁵ Self-motivation is one of the most

When employee needs are not met through the organization, employees are dissatisfied and are generally lower performers. This is the case with Hank; he finds the job boring and is not performing to expectations. To increase Hank's performance, Latoia must meet the goal of human relations. She must create a win–win situation so that Hank's needs are met to motivate him to perform to her expectations. As each motivation theory and technique is presented, you will learn how Latoia can apply it to motivate Hank or others.

Learning Outcome

1. Explain the motivation process and the three factors affecting performance.

There is no single universally accepted theory of how to motivate people.²⁴ In this chapter you will learn seven major motivation theories and how you can use them to motivate yourself and others. After studying all the theories, you can select one theory to use, or take from several to make your own theory, or apply the theory that best fits the specific situation.

CONTENT MOTIVATION THEORIES

A satisfied employee is usually productive because job satisfaction is a motivator.²⁵ If an organization wants to increase performance, it must meet employees' needs.²⁶ Each year hundreds of millions of dollars are spent on employee need satisfaction programs to increase productivity. To increase performance, managers must know their own needs and their employees' needs, and they must satisfy them. This is the goal of human relations.

The **content motivation theories** focus on identifying people's needs in order to understand what motivates them.²⁷ You will learn four content motivation theories: (1) needs hierarchy, (2) ERG theory, (3) two-factor theory, and (4) manifest needs theory. You will also learn how organizations use them to motivate employees.

Needs Hierarchy

The **needs hierarchy** is Maslow's theory of motivation, which is based on five needs. In the 1940s, Abraham Maslow developed one of the most popular and widely known motivation theories.²⁸ His theory is based on three major assumptions:

- People's needs are arranged in order of importance (hierarchy), going from basic needs (physiological) to more complex needs (self-actualization).
- People will not be motivated to satisfy a higher-level need unless the lower-level need(s) have been at least minimally satisfied.
- People have five classifications of needs. Listed below are these five needs in order of importance to the individual.

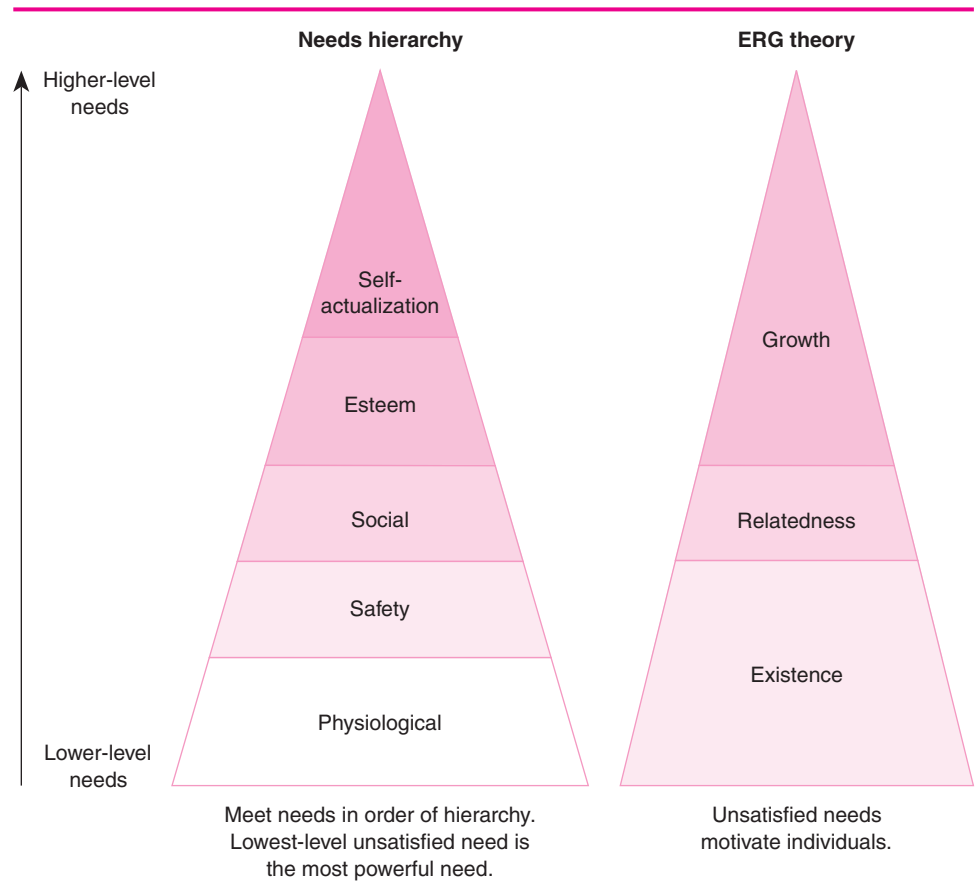
Physiological Needs These are people's primary or basic needs. They include air, food, shelter, sex, and relief or avoidance of pain. In an organizational setting, these needs include adequate salary, breaks, and working conditions.

Safety Needs Once the physiological needs are met, the individual is concerned with safety and security. In the organizational setting, these needs include safe working conditions, salary increases to meet inflation, job security, and fringe benefits that protect the physiological needs. However, jobs are less secure today, and fewer benefits are given.

Social Needs After establishing safety, people look for love, friendship, acceptance, and affection. In the organizational setting, these needs include the opportunity to interact with others, to be accepted, and to have friends.

Esteem Needs After the social needs are met, the individual focuses on ego, status, self-respect, recognition for accomplishments, and a feeling of self-confidence and prestige. In the organizational setting, these needs include titles, the satisfaction of completing the job itself, merit pay raises, recognition, challenging tasks, participation in decision making, and the chance for advancement.

EXHIBIT 9.1 |
Needs Hierarchy and
ERG Theory



Self-Actualization The highest level of need is to develop one's full potential. To do so, one seeks growth, achievement, and advancement. In the organizational setting, these needs include the development of one's skills, the chance to be creative, achievement and promotions, and the ability to have complete control over one's job.

Many research studies do not support Maslow's hierarchy theory. However, it has a sound foundation and is still used today. In fact, Maslow's work serves as a basis for several other theories. Today, organizations still strive to meet self-actualization needs.²⁹

See Exhibit 9.1 for an illustration of Maslow's five needs.

ERG Theory

The classification of needs has been long debated. Some say there are only two needs, while others claim there are seven. Several researchers have combined categories to simplify the theory. ERG is a well-known simplification. As Exhibit 9.1 illustrates, Clayton Alderfer reorganizes Maslow's needs hierarchy into three levels of needs: existence (physiological and safety needs), relatedness (social), and growth (esteem and self-actualization). Alderfer maintains the higher- and lower-order needs. He agrees with Maslow that unsatisfied needs motivate individuals. In the opening case, Hank's performance was poor, but he can be motivated to meet Latoia's expectations if his performance results in satisfying his needs.

Motivating with Needs Hierarchy and ERG Theory Based on Maslow's work, we conclude that the major recommendation to managers is to meet employees' lower-level needs so that they will not dominate the employees' motivational process. Managers should get to know and understand people's needs and to meet them as a means of increasing performance. How organizations meet needs is discussed in a later section.

To use ERG theory, answer six questions: (1) What need does the individual have? (2) What needs have been satisfied? (3) Which unsatisfied need is the lowest in the hierarchy?

(4) Have some higher-order needs been frustrated? If so, how? (5) Has the person refocused on a lower-level need? (6) How can the unsatisfied needs be satisfied? Latoia observed Hank and took the time to talk to him to determine his needs. Hank’s need for existence and relatedness have been met. However, his need for growth has been frustrated. To motivate Hank, Latoia must meet his need for growth. In this chapter, you will learn ways to satisfy growth needs.

Two-Factor Theory

The **two-factor theory** is Herzberg’s classification of needs as *hygienes* and *motivators*. Before learning Herzberg’s theory, complete Self-Assessment Exercise 9–1 to learn what motivates you.

In the 1950s, Frederick Herzberg and associates interviewed 200 accountants and engineers.³⁰ They were asked to describe situations in which they were satisfied or motivated and dissatisfied or unmotivated. Their findings disagreed with the traditional view that satisfaction and dissatisfaction were at opposite ends of a continuum.

Self-Assessment Exercise 9–1

Your Motivators and Hygienes

Below are 12 job factors that contribute to job satisfaction. Rate each according to how important it is to you. Place the number 1 to 5 on the line before each factor.

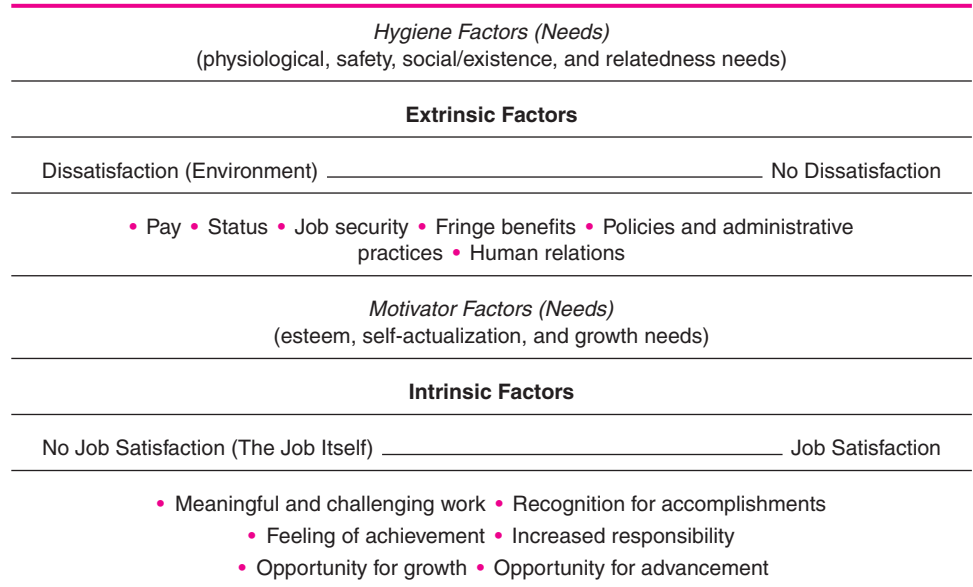
Very important	Somewhat important	Not important
5	4	3
2	1	
_____	1. An interesting job.	
_____	2. A good boss.	
_____	3. Recognition and appreciation for the work I do.	
_____	4. The opportunity for advancement.	
_____	5. A satisfying personal life.	
_____	6. A prestigious job.	
_____	7. Job responsibility.	
_____	8. Good working conditions (nice office).	
_____	9. Sensible company rules, regulations, procedures, and policies.	
_____	10. The opportunity to grow through learning new things.	
_____	11. A job I can do well and succeed at.	
_____	12. Job security.	

To determine if hygienes or motivators are important to you, on the lines below place the numbers (1 to 5) that represent your answers for the statements.

Hygienes Score	Motivators Score
2. _____	1. _____
5. _____	3. _____
6. _____	4. _____
8. _____	7. _____
9. _____	10. _____
12. _____	11. _____
Total _____	Total _____

Add each column. Did you select hygienes or motivators as being more important to you? Now we’ll find out their significance.

EXHIBIT 9.2 | Two-Factor Theory



While Maslow classifies five needs and Alderfer classifies three needs, Herzberg classifies two needs that he calls *factors*. Herzberg combines lower-level needs (physiological, safety, social/existence, and relatedness) into one classification he calls *hygienes*; and higher-level needs (esteem, self-actualization, growth) into one classification he calls *motivators*. Hygienes are also called *extrinsic factors* because attempts to motivate come from outside the job itself, such as pay, job security, and job title; working conditions; fringe benefits; and relationships. Motivators are called *intrinsic factors* because motivation comes from the job itself, such as achievement, recognition, challenge, and advancement.³¹ See Exhibit 9.2 for an illustration of Herzberg’s theory.

Herzberg contends that providing maintenance factors keeps people from being dissatisfied, but it does not motivate people. For example, if people are dissatisfied with their pay and they get a raise, they will no longer be dissatisfied. They may even be satisfied for a short period of time. However, before long they get accustomed to the new standard of living and will no longer be satisfied. They need another raise to be satisfied again. The vicious cycle goes on. If you got a pay raise, would you be motivated and be more productive? How many people do you know who increased their level of productivity and maintained it until the next pay raise?

To motivate, Herzberg says that you must first ensure that hygiene factors are adequate. Once employees are satisfied with their environment, they can be motivated through their jobs.³² Today, many organizations are striving to provide meaning in meaningless work.³³

Review Self-Assessment Exercise 9–1. According to Herzberg, if you seek and attain these job factors, you may not be dissatisfied, but you may not be satisfied either. Do not expect external rewards for everything you are asked to do. To be satisfied, you must seek and attain internal rewards to be self-motivated.

WORK APPLICATIONS

2. In Self-Assessment Exercise 9–1, did you select motivators or hygienes as being important to you? Explain.

Using Two-Factor Theory to Motivate Employees In the opening case, Hank said he was not dissatisfied with hygiene factors. He lacked job satisfaction. If Latoia is going to motivate him, she will have to focus on intrinsic motivation, not hygiene. Hank says the job is boring. Will a pay raise or better working conditions make the job more interesting and challenging? Motivation comes from doing what you like and enjoy doing. According to

EXHIBIT 9.3 | Classification of Needs by Four Theories of Motivation

Maslow's Needs Hierarchy Theory	Alderfer's ERG Theory	Herzberg's Two-Factor Theory	McClelland's Manifest Needs Theory
Self-actualization	Growth	Motivators	Power
Esteem			Achievement
Social	Relatedness	Hygienes	Affiliation
Safety	Existence		
Physiological			

Herzberg, the best way to motivate employees is to build challenge and opportunity for achievement into the job itself.³⁴ Herzberg develops a method for increasing motivation, which he calls *job enrichment*. In a later section of this chapter, you will learn about job enrichment and how Latoia could use it to motivate Hank.

Manifest Needs Theory

Like Maslow, Alderfer, and Herzberg, manifest needs theorists believe people are motivated by their needs. However, they classify needs differently. **Manifest needs theory of motivation is primarily McClelland's classification of needs as achievement, power, and affiliation.** It is a personality-based approach to motivation.³⁵ McClelland does not have a classification for lower-level needs. His affiliation needs are the same as social and relatedness needs, and power and achievement are related to esteem and self-actualization and growth. See Exhibit 9.3 for a comparison of the need classifications of the four theories of motivation.

Manifest needs theory was originally developed by Henry Murry,³⁶ and then adapted by John Atkinson³⁷ and David McClelland.³⁸ Unlike Maslow, they believe that needs are based on personality and are developed as people interact with the environment. All people possess the need for achievement, power, and affiliation, but to varying degrees. One of these three needs tends to be dominant in each one of us and motivates our behavior. Before getting into the details of each need, complete Self-Assessment Exercise 9–2 to determine your dominant or primary need.

Now that you have a better understanding of your needs, you will learn more about all three needs.

Self-Assessment Exercise 9–2

Your Manifest Needs

Identify each of the 15 statements according to how accurately it describes you. Place the number 1 to 5 on the line before each statement.

Like me	Somewhat like me	Not like me
5	4	3
2	1	

- _____ 1. I enjoy working hard.
- _____ 2. I enjoy competition and winning.
- _____ 3. I want/have lots of friends.
- _____ 4. I enjoy a difficult challenge.
- _____ 5. I enjoy leading and being in charge.
- _____ 6. I want to be liked by others.
- _____ 7. I want to know how I am progressing as I complete tasks.
- _____ 8. I confront people who do things I disagree with.
- _____ 9. I enjoy frequent parties.

Self-Assessment
Exercise 9–2 (continued)

- _____ 10. I enjoy setting and achieving realistic goals.
- _____ 11. I enjoy influencing other people to get my way.
- _____ 12. I enjoy belonging to lots of groups or organizations.
- _____ 13. I enjoy the satisfaction of completing a difficult task.
- _____ 14. In a leaderless situation I tend to take charge.
- _____ 15. I enjoy working with others more than working alone.

To determine your primary need, on the lines below, place the numbers (1 to 5) that represent your scores for the statements.

Achievement	Power	Affiliation
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
Total _____	Total _____	Total _____

Add the numbers in each column. Each column total should be between 5 and 25. The column with the highest score is your dominant or primary need.

The Need for Achievement (*n*-Ach) People with a high *n*-Ach tend to be characterized as follows: wanting to take personal responsibility for solving problems; goal-oriented (they set moderate, realistic, attainable goals); seeking challenge, excellence, and individuality; taking calculated, moderate risk; desiring concrete feedback on their performance; willing to work hard.

People with a high *n*-Ach think about ways to do a better job, how to accomplish something unusual or important, and career progression.³⁹ They perform well in nonroutine, challenging, and competitive situations, while people with a low *n*-Ach do not perform well in these situations.

McClelland’s research shows that only about 10 percent of the U.S. population has a high dominant need for achievement. There is evidence of a correlation between high achievement need and high performance. People with a high *n*-Ach tend to enjoy sales and entrepreneurial-type positions.⁴⁰ Managers tend to have a high, but not a dominant, *n*-Ach.

Motivating Employees with a High n-Ach Give them nonroutine, challenging tasks in which there are clear, attainable objectives. Give them fast and frequent feedback on their performance. Continually give them increased responsibility for doing new things.⁴¹

The Need for Power (*n*-Pow) People with a high need for power tend to be characterized as follows: wanting to control the situation; wanting influence or control over others; enjoying competition in which they can win (they do not like to lose); willing to confront others.

People with high *n*-Pow think about controlling situations and controlling others while seeking positions of authority and status. People with high *n*-Pow tend to have a low need for affiliation. Managers tend to have a dominant need for power. Power is essential for successful supervision. Today employees want more power to control their jobs.⁴²

Motivating Employees with a High n-Pow Let them plan and control their jobs as much as possible. Try to include them in decision making, especially when they are affected by the decision. They tend to perform best alone rather than as team members. Try to assign them to a whole task rather than just part of a task.

People are motivated to gain power because having it meets their needs. In the opening case, Hank’s primary need seems to be power. Hank wants more say in how to do his job, and he wants Latoia to do less checking up on him. If Latoia empowers Hank by giving him more job-related responsibility, it may satisfy Hank’s needs and create a win-win situation, resulting in higher performance.

The Need for Affiliation (n-Aff) People with a high n-Aff tend to be characterized as follows: seeking close relationships with others; wanting to be liked by others; enjoying lots of social activities; seeking to belong (they join groups and organizations).

People with a high n-Aff think about friends and relationships.⁴³ They tend to enjoy developing, helping, and teaching others. They tend to have a low n-Pow. People with high n-Aff seek jobs as teachers, in personnel, and in other helping professions. They tend to avoid supervision because they like to be one of the group rather than its leader.

Motivating high n-Aff employees: Be sure to let them work as part of a team. They derive satisfaction from the people they work with rather than the task itself. Give them lots of praise and recognition. Delegate responsibility for orienting and training new employees to them. They make great buddies and mentors.

Learning Outcome

- Describe four content motivation theories.

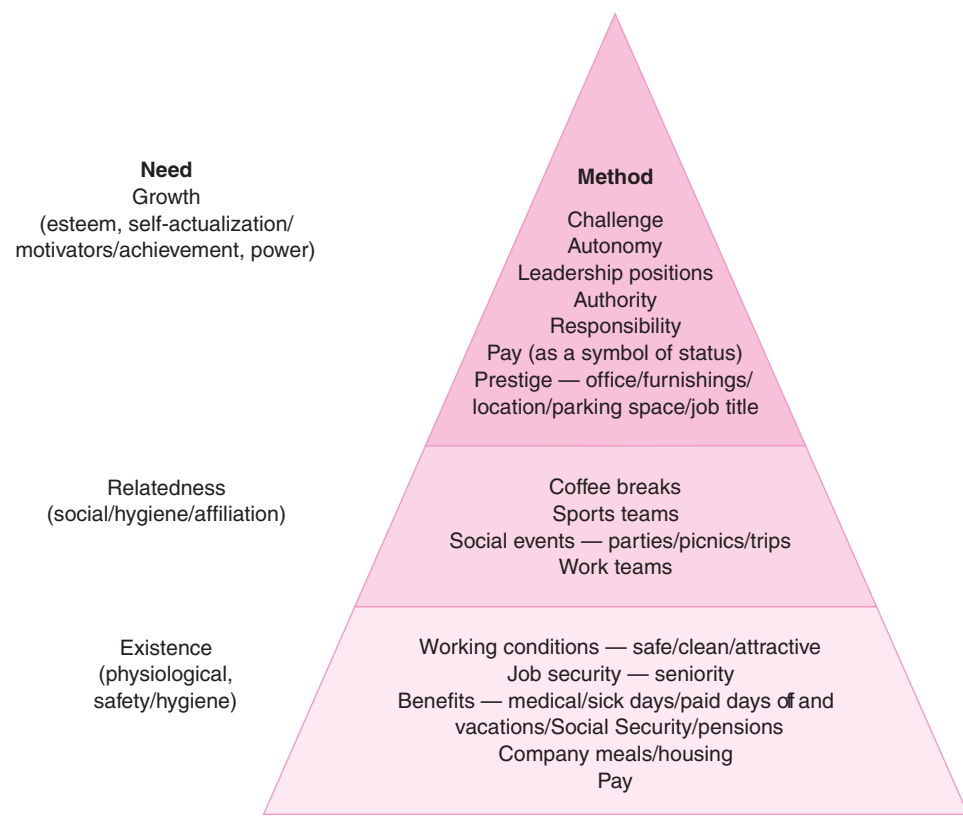
WORK APPLICATIONS

- Explain how your personal n-Ach, n-Pow, and n-Aff affect your motivation, behavior, and performance. How can you use manifest needs theory to motivate employees?

How Organizations Meet Employee Needs

See Exhibit 9.4 for a list of methods used by organizations to meet employee needs. Note that pay can meet both higher- and lower-level needs.⁴⁴ Motivating employees and paying

EXHIBIT 9.4 | How Organizations Meet Employee Needs



them well affect performance.⁴⁵ Managers in many organizations pay employees based on their performance.⁴⁶

PROCESS MOTIVATION THEORIES

Content motivation theories attempt to understand what motivates people, whereas **process motivation theories** attempt to understand how and why people are motivated.⁴⁷ Their focus is more on behavior than needs.⁴⁸ Why do people select certain goals to work toward?⁴⁹ Why do people select particular behavior to meet their needs?⁵⁰ How do people evaluate need satisfaction?⁵¹ Expectancy and equity theories attempt to answer these questions.

Expectancy Theory

The **expectancy theory**, which is Vroom's formula, states that $Motivation = Expectancy \times Valence$. Under Victor Vroom's theory,⁵² motivation depends on how much people want something and how likely they are to get it. The theory is based on the following assumptions:

- Both internal (needs) and external (environment) factors affect behavior.
- Behavior is the individual's decision.
- People have different needs, desires, and goals.
- People make behavior decisions based on their perception of the outcome.

Two important variables in Vroom's formula must be met for motivation to take place.

Expectancy Expectancy refers to the person's perception of his or her ability (probability) to accomplish an objective.⁵³ Generally, the higher one's expectancy, the better the chance for motivation.⁵⁴ When employees do not believe that they can accomplish objectives, they will not be motivated to try.

Also important is the perception of the relationship between performance and the outcome or reward.⁵⁵ Generally, the higher one's expectancy of the outcome or reward, the better the chance for motivation.⁵⁶ This is called *instrumentality*. If employees are certain to get a reward or to be successful, they probably will be motivated.⁵⁷ When not sure, employees may not be motivated. For example, Dan believes he would be a good supervisor and wants to get promoted. However, Dan has an external locus of control and believes that working hard will not result in a promotion anyway. Therefore, he will not be motivated to work for the promotion.

Valence Valence refers to the value a person places on the outcome or reward. Generally, the higher the value (importance) of the outcome or reward, the better the chance of motivation.⁵⁸ For example, the supervisor, Jean, wants an employee, Sim, to work harder. Jean talks to Sim and tells him that working hard will result in a promotion. If Sim wants a promotion, he will probably be motivated. However, if a promotion is not of importance to Sim, it will not motivate him.

Motivating with Expectancy Theory Expectancy theory can accurately predict a person's work effort, satisfaction level, and performance,⁵⁹ but only if the correct values are plugged into the formula. Therefore, this theory makes accurate predictions in certain contexts but not in others. The following conditions should be implemented to motivate employees:

1. Clearly define objectives and the necessary performance needed to achieve them.⁶⁰
2. Tie performance to rewards. High performance should be rewarded.⁶¹ When one employee works harder to produce more than other employees and is not rewarded, he or she may slow down productivity.

3. Be sure rewards are of value to the employee. The supervisor should get to know his or her employees as individuals.⁶² Develop good human relations.
4. Make sure your employees believe you will do as you promise—instrumentality. For example, they must believe you will promote them if they do work hard. And you must do as you promise, so employees will believe you—trust.⁶³

Expectancy theory also works best with employees who have an internal locus of control because if they believe they control their destiny, their efforts will result in success.⁶⁴ Expectancy theory does not work well with employees who have an external locus of control because they do not believe their efforts result in success. Believing that success is due to fate or to chance, why should they be motivated to work hard?

In the opening case, Hank says that because of the union, everyone is paid the same, so working hard is a waste of time. In the expectancy formula, since expectancy is low, there is no motivation. Paying more for higher performance motivates many employees. However, in a union organization, Latoia has no control over giving Hank a raise if he does a better job. However, the chance for advancement to a higher-level job that pays more may motivate him to work harder. Organizations generally do not promote people to a higher-level job unless they are good performers at the present job. Assuming Hank is interested in advancement, Latoia can explain to Hank that if he does a good job, she will recommend him for a promotion when an opportunity arises, provided he does a good job. If a promotion is not important to Hank, Latoia may find some other need to help him meet. If Latoia can find a need with expectancy and valence, Hank will be motivated to perform to expectations, creating a win-win situation for all parties.

WORK APPLICATIONS

4. Give an example of how expectancy theory has affected your motivation. How can you use expectancy theory to motivate employees?

Equity Theory

The **equity theory** is primarily Adams's motivation theory, which is based on the comparison of perceived inputs and outputs. J. Stacy Adams popularized equity theory with his contention that people seek social equity in the rewards they receive (output) for their performance (input).⁶⁵ Based on the knowledge of equity, one can predict behavior.⁶⁶

According to equity theory, people compare their inputs (effort, experience, seniority, status, intelligence, and so forth) and outputs (praise, recognition, pay promotions, increased status, supervisor's approval, and the like) with those of relevant others.⁶⁷ A relevant other could be a coworker or a group of employees from the same or from different organizations or even from a hypothetical situation. Notice that our definition mentions *perceived*, not *actual* inputs and outputs.⁶⁸ Equity may actually exist. However, if employees believe there is inequity, they will change their behavior to create equity.⁶⁹ Employees must perceive that they are being treated fairly relative to others.⁷⁰

Most employees tend to inflate their own efforts or performance when comparing themselves with others. They also overestimate what others earn. Employees may be very satisfied and motivated until they find out that a relevant other is earning more for the same job or earning the same for doing less work. When inequity is perceived, employees attempt to reduce it by reducing input or increasing output.

A comparison with relevant others leads to three conclusions:

Equitably rewarded. Inputs and outputs are perceived as being equal; motivation may exist. Employees may believe that relevant others should have greater outputs when they have more experience, education, and so on.⁷¹

Underrewarded. When employees perceive that they are underrewarded, they may reduce the inequity by trying to increase outputs (getting a raise); reducing inputs (doing less work, being absent, taking long breaks); rationalizing (finding a logical explanation for

the inequity); changing others' inputs or outputs (getting them to do more or get less); leaving the situation (getting transferred or leaving for a better job); changing the object of comparison (they make or get less than I do).

Overrewarded. Being overrewarded is not too disturbing to most employees. However, research suggests that employees may reduce perceived inequity by increasing inputs (working harder or longer); reducing output (taking a pay cut); rationalizing (I'm worth it); trying to increase others' output (giving them the same as me).

Motivating with Equity Theory Using equity theory in practice can be difficult because you don't know who the employee's reference group is, and what his or her view of inputs and outcomes is.⁷² However, it does offer some useful general recommendations:

- The supervisor should be aware that equity is based on perception, which may not be correct.⁷³ It is possible for the supervisor to create equity or inequity. Some managers have favorite subordinates who get special treatment; others don't.⁷⁴
- Rewards should be equitable.⁷⁵ When employees perceive that they are not treated fairly, morale and performance problems occur; resentment and retaliation are common.⁷⁶
- High performance should be rewarded,⁷⁷ but employees must understand the inputs needed to attain certain outputs.

Learning Outcome

3. Describe two process motivation theories.

In the opening case, Hank said that he was equitably treated because of the union. Therefore, Latoia does not need to be concerned about equity theory with Hank. However, it could be an issue with another employee.

WORK APPLICATIONS

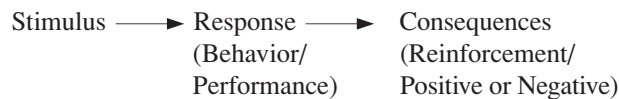
5. Give an example of how equity theory has affected your motivation. How can you use equity theory to motivate employees?

REINFORCEMENT THEORY

Research supports the effect of reinforcement theory on task performance.⁷⁸ Several organizations, including 3M, Frito-Lay, and B. F. Goodrich, have used reinforcement to increase productivity. Michigan Bell had a 50 percent improvement in attendance and above-standard productivity and efficiency levels. Emery Air Freight went from 30 percent of employees meeting standard to 90 percent after using reinforcement. Emery estimates that its reinforcement program has resulted in a \$650,000 yearly savings.

As you have seen, content motivation theories focus on what motivates people and process motivation theories focus on how and why people are motivated; reinforcement theory focuses on getting people to do what you want them to do.⁷⁹ **Reinforcement theory is primarily Skinner's motivation theory: Behavior can be controlled through the use of rewards.** It is also called *behavior modification* and *operant conditioning*.⁸⁰

B. F. Skinner contends that people's behavior is learned through experiences of positive and negative consequences. He believes that rewarded behavior tends to be repeated, while unrewarded behavior tends not to be repeated.⁸¹ The three components of Skinner's framework are⁸²



An employee learns what is, and is not, desired behavior as a result of the consequences for specific behavior.

Reinforcement theory is concerned with maintaining desired behavior (motivation) over time. In other words, people behave in ways that are reinforced.⁸³ For example, if

Beth, a student, wants to get an A on an exam, she will study for the outcome. If Beth gets the A (reward), she will probably study in the same way for the next exam. However, if Beth does not get the A, she will probably change her method of study for the next exam. We tend to learn to get what we want through trial and error. What gets measured and reinforced gets done.⁸⁴

Skinner states that supervisors can control and shape employees' behavior while at the same time making them feel free. The two important concepts used to control behavior are the types of reinforcement and the schedule of reinforcement.

Types of Reinforcement

The four types of reinforcement are as follows:

Positive Reinforcement A method of encouraging continued behavior is to offer attractive consequences (rewards) for desirable performance.⁸⁵ For example, an employee is on time for a meeting and is rewarded by the supervisor's thanking him or her. The praise is used to reinforce punctuality. Other reinforcers are pay, promotions, time off, and increased status.⁸⁶ Positive reinforcement is the best motivator for increasing productivity.

Avoidance Reinforcement Avoidance is also called *negative reinforcement*. As with positive reinforcement, avoidance reinforcement encourages continued desirable behavior. The employee avoids the negative consequence. For example, an employee is punctual for a meeting to avoid negative reinforcement, such as a reprimand. Standing plans, especially rules, are designed to get employees to avoid certain behavior.⁸⁷

Extinction Rather than encourage desirable behavior, extinction (and punishment) attempts to reduce or eliminate undesirable behavior by withholding reinforcement when the behavior occurs. For example, an employee who is late for the meeting is not rewarded with praise. Or a pay raise is withheld until the employee performs to set standards. Supervisors who do not reward good performance can cause its extinction.⁸⁸

Punishment Punishment is used to provide an undesirable consequence for undesirable behavior.⁸⁹ For example, an employee who is late for a meeting is reprimanded. Notice that with avoidance there is no actual punishment; it's the threat of the punishment that controls behavior. Other methods of punishment include harassing, taking away privileges, probation, fining, and demoting. Using punishment may reduce the undesirable behavior, but it may cause other undesirable behavior, such as poor morale, lower productivity, and acts of theft or sabotage. Punishment is the most controversial method and the least effective at motivating employees.

Schedules of Reinforcement

The second reinforcement consideration in controlling behavior is when to reinforce performance. The frequency and magnitude of the reinforcement may be as important as the reinforcement itself. The two major classifications are continuous and intermittent:

Continuous Reinforcement With a continuous method, each desired behavior is reinforced. Examples of this method would be a machine with an automatic counter that lets the employee know, at any given moment, exactly how many units have been produced, piece rate of \$1 for each unit produced, or a supervisor who comments on every customer report.

Intermittent Reinforcement With intermittent reinforcement, the reward is given based on the passage of time or output. When the reward is based on the passage of time, it is called

an *interval schedule*. When it is based on output, it is called a *ratio schedule*. When electing to use intermittent reinforcement, there are four alternatives:

1. *Fixed interval schedule*. (Giving a salary paycheck every week, breaks and meals at the same time every day.)
2. *Variable interval schedule*. (Giving praise only now and then, a surprise inspection, a pop quiz.)
3. *Fixed ratio schedule*. (Giving a piece rate or bonus after producing a standard rate.)
4. *Variable ratio schedule*. (Giving praise for excellent work, a lottery for employees who have not been absent for a set time.)

Ratios are generally better motivators than intervals. The variable ratio tends to be the most powerful schedule for sustaining behavior.

Motivating with Reinforcement Generally, positive reinforcement is the best motivator. Continuous reinforcement is better at sustaining desired behavior; however, it is not always possible or practical. Following are some general guidelines:

- Make sure employees know exactly what is expected of them. Set clear objectives.⁹⁰
- Select appropriate rewards.⁹¹ A reward to one person could be considered a punishment by another. Know your employees' needs.
- Select the appropriate reinforcement schedule.
- Do not reward mediocre or poor performance.⁹²
- Look for the positive and give praise, rather than focus on the negative and criticize. Make people feel good about themselves (Pygmalion effect).
- Never go a day without giving praise.
- Do things *for* your employees, instead of *to* them, and you will see productivity increases off the scales.

Learning Outcome

4. State how reinforcement is used to increase performance.

In the opening case, Hank has been coming to work late and performing below expectations. If Latoia offers Hank the possible promotion (expectancy theory), she has used a positive reinforcement with a variable interval schedule. There is no set time before an opening comes up, and Hank doesn't get it after completing a specific amount of work. If the recommendation for a promotion does not change Hank's behavior, Latoia should try some other positive reinforcement such as job enrichment. If positive reinforcement doesn't change Hank's behavior, Latoia can use avoidance reinforcement. Based on her authority, she could tell Hank that the next time he is late or performs below a specific level, he will receive a specific punishment, such as having part of his pay withheld. If Hank does not avoid this behavior, Latoia must follow up and give the punishment. As a manager, try the positive first. Positive reinforcement is a true motivator because it creates a win-win situation by meeting both the employee's and the manager's or organization's needs. From the employees' perspective, avoidance and punishment create a lose-win situation. The organization or manager wins by forcing them to do something they really don't want to do.

Organizational Reinforcement for Getting Employees to Come to Work and to Be on Time

The traditional attempt to get employees to come to work and to be on time has been avoidance and punishment. If employees miss a specific number of days, they don't get paid. If an employee is late, the time card indicates this, and the employee receives punishment.

Many organizations today are using positive reinforcement by offering employees rewards for coming to work and being on time. For example, ADV Marketing Group, a Stamford, Connecticut, company, uses continuous reinforcement by offering prizes simply for showing up and being on time: a \$100 dinner certificate after 13 on-time weeks and an \$800 vacation plus two days off after a year of on-time performance. Mediatech, a Chicago

company, uses a variable ratio schedule by holding a lottery for the employees who have attended on time that week. The lottery winner gets \$250.

APPLICATION SITUATIONS

Motivation Theories

AS 8–2

Identify each supervisor's statement of how to motivate employees by the theory underlying the statement.

- | | | |
|---------------|--------------------|------------------|
| A. Expectancy | C. Needs hierarchy | E. Two-factor |
| B. Equity | D. Manifest needs | F. Reinforcement |

- _____ 6. "I motivate employees by making their jobs interesting."
- _____ 7. "I make sure I treat everyone fairly."
- _____ 8. "I know Wendy likes people, so I give her jobs in which she works with other employees."
- _____ 9. "Paul would yell in the shop because he knew it got to me. So I decided to ignore his yelling, and he stopped."
- _____ 10. "I got to know all of my employees' values fairly well. Now I can offer rewards that will motivate them."
- _____ 11. "We offer good working conditions, salaries, and benefits, so I'm working at developing more teamwork."
- _____ 12. "When my employees do something outstanding, I write them a thank-you note."
- _____ 13. "I used to try to improve working conditions to motivate employees. But I stopped and now focus on giving employees more responsibility so they can grow and develop new skills."
- _____ 14. "I set clear objectives that are attainable. And I offer rewards that employees like when they achieve their objectives."
- _____ 15. I now realize that I tend to be an autocratic supervisor because it helps fill my needs. I will work at giving some of my employees more autonomy."

A popular technique used by many organizations, which virtually eliminates the problem of being late for work, is flextime. *Flextime* allows employees to determine when they start and end work, provided they work their full number of hours, with certain restrictions on working hours. Some companies are removing incentives to lie about being sick to get a paid day off by having only one category, paid time off; there are no categories for vacation time, holidays, personal days, sick days, or volunteer leave. Every employee gets a set number of paid days off per year to be taken when wanted, with approval.⁹³

WORK APPLICATIONS

6. What reinforcement type(s) and schedule(s) does or did your present or past supervisor use to motivate you? Explain each. How can you use reinforcement to motivate employees?

Poison Pill Hard to Swallow for a Healthy Bally's Total Fitness **ETHICAL DILEMMA**

Bally's is a "commercial operator of fitness centers in North America. As of September 30, 2005, the company operated 412 fitness centers primarily under the Bally Total Fitness branded servicemark. . . . Bally Total Fitness Holding Corporation operates fitness centers in over 45 metropolitan areas representing 63 percent of the United States population and more than 16 percent of the Canadian population and has approximately 3.6 million members." The firm's one-year sales were up 4.5 percent annually and the stock price had nearly tripled from its 52-week low in August 2005 to its high in December 2005. Bally's stock outperformed both the DOW and the recreational industry's index, posting a 65 percent gain over a 12-month period (1/13/06).

Financially, the firm seemed to be in great shape, a real turnaround for CEO and chair of the board Paul A. Toback, who came to the firm in 2002 after the firm fired several employees and the CEO over improper conduct and questionable accounting practices. To continue the firm's success, Toback thought that the company should sell "off some of its high-end gym brands in order to focus on its mid-sized clubs . . . and announced in 2005 that [he] was exploring a possible sale or merger of the company."

To Toback's surprise, two investors were unhappy with this divestiture strategy and demanded new management, an action that might trigger the firm's poison pill shareholder's right plan. The plan, triggered when investors join together and acquire 15 percent or more of the firm, allows the company to issue discounted shares to all stockholders except the acquirers, thereby diluting the acquirer's stake and voting rights. Bally said it had evidence that ties the two shareholders, (whose combined holdings exceed 15 percent) and are acting together; this could trigger the plan. The shareholders in question denied the charges and stated that they had no agreements, arrangements, or understandings with respect to the voting of Bally shares and management has no reasonable basis to claim otherwise.

Questions

1. What might have motivated the two stockholders to demand new management? Support your answer by referring to specific theories of motivation.
2. Using expectancy or reinforcement theory, describe why CEO Toback was surprised at the negative reactions of the stockholders to his divestiture strategy.
3. Using equity theory, describe how the poison pill plan might be perceived to maintain fairness among stockholders.
4. Should Toback reconsider the divestiture strategy given the two stockholders' complaints?

Sources: "Bally Examines Poison-Pill Move to Fight Pressures," *Reuters News Service (The Wall Street Journal)* December 27, 2005; Page A6; <http://online.wsj.com>; <http://premium.hoovers.com>.

MOTIVATION TECHNIQUES

The previous sections discussed the major motivation theories. Now we examine specific on-the-job techniques to motivate employees: giving praise, MBO, job enrichment, and job design. Organizations that use effective motivation techniques are able to recruit and retain good employees.⁹⁴

Giving Praise

In the 1940s, a survey revealed that what employees want most from a job is full appreciation for work done. Similar studies have been performed over the years with little change in results.⁹⁵ Giving recognition to employees motivates them.⁹⁶ Workers say they rarely or never get praise from the boss. When was the last time your boss gave you a thank-you or some praise for a job well done?⁹⁷ When was the last time your boss complained about your work? If you are a manager, when was the last time you praised or criticized your employees? What is the ratio of praise to criticism?

Learning Outcome

5. List the four steps in the model for giving praise.

EXHIBIT 9.5 | Model for Giving Praise

-
- Step 1: Tell the person exactly what was done correctly.
 Step 2: Tell the person why the behavior is important.
 Step 3: Stop for a moment of silence.
 Step 4: Encourage repeat performance.
-

Giving praise develops a positive self-concept in employees and leads to better performance⁹⁸ through the Pygmalion effect. Praise is a motivator (not a hygiene) because it meets employees' needs for esteem/self-actualization, growth, and achievement. Giving praise creates a win–win situation. It is probably the most powerful, least expensive, simplest, and yet most underused motivational technique.

Ken Blanchard and Spencer Johnson popularized giving praise through their best-selling book *The One-Minute Manager*.⁹⁹ They developed a technique that involves giving one minute of praise. Exhibit 9.5 is an adaptation. The steps in **giving praise** are as follows: *step 1, tell the person exactly what was done correctly; step 2, tell the person why the behavior is important; step 3, stop for a moment of silence; step 4, encourage repeat performance*. Blanchard calls it one-minute praise because it should not take more than one minute to give the praise. It is not necessary for the employee to say anything. The four steps are illustrated below.

Step 1: Tell the person exactly what was done correctly. When giving praise, look the person in the eye. Eye contact shows sincerity and concern. It is important to be very specific and descriptive. General statements like “You’re a good worker” are not as effective. On the other hand, don’t talk too long or the praise loses its effectiveness.

SUPERVISOR: Julio, I just overheard you deal with that customer’s complaint. You did an excellent job of keeping your cool; you were polite. That person came in angry and left happy.

Step 2: Tell the person why the behavior is important. Briefly state how the organization and/or person benefits from the action. It is also helpful to tell the employee how you feel about the behavior. Be specific and descriptive.

SUPERVISOR: Without customers we don’t have a business. One customer bad-mouthing us can cause hundreds of dollars in lost sales. It really made me proud to see you handle that tough situation the way you did.

Step 3: Stop for a moment of silence. This is a tough one. Most supervisors the author trains have trouble being silent. The rationale for the silence is to give the employee the chance to feel the impact of the praise. It’s like “the pause that refreshes.”

SUPERVISOR: (*Silently counts to five.*)

Step 4: Encourage repeat performance. This is the reinforcement that motivates the employee to keep up performance. Blanchard recommends touching the employee. Touching has a powerful impact. However, he recommends it only if both parties feel comfortable. Others say not to touch employees; touching could lead to a sexual harassment charge.

SUPERVISOR: Thanks, Julio, keep up the good work (*while touching him on the shoulder or shaking hands*).

As you can see, giving praise is easy, and it doesn’t cost a penny. Several managers trained to give praise say it works wonders. It’s a much better motivator than giving a raise or other monetary reward. One manager stated that an employee was taking his time stacking cans on a display. He gave the employee praise for stacking the cans so straight. The employee was so pleased with the praise that the display went up with about a 100 percent increase in productivity. Notice that the manager looked for the positive and used positive reinforcement, rather than punishment. The manager could have made a comment such as, “Quit goofing off and get the display up faster.” That statement would not have motivated the employee to increase productivity. All it would have done was hurt human relations, and it could have ended in an argument. Notice that in the above example the cans were straight. The employee was not praised for the slow work pace. However, if the praise had not worked, the manager should have used another reinforcement method.

In the opening case, if Hank is interested in changing behavior to get a promotion, Latoia should give him praise for coming in on time and increasing his performance to encourage him to continue this behavior. Praise is a reinforcement that is very effective when used with a variable interval schedule.

Objectives and MBO

For many years, writers have been saying that setting difficult objectives leads to higher levels of motivation and performance, and research supports this statement.¹⁰⁰ In fact, goal setting theory was rated number 1 in importance among 73 management theories.¹⁰¹

The **objectives** state what is to be accomplished within a given period of time. Objectives are end results; they do not state how the objective will be accomplished. How to achieve the objective is the plan.¹⁰² Some writers define goals and objectives differently; we do not. You will learn the five criteria objectives should meet, how to write objectives, and how to use management by objectives (MBO).

Criteria for Objectives To motivate people to high levels of performance, objectives should be:

- *Difficult but achievable.*¹⁰³ Individuals perform better when assigned difficult objectives rather than easy ones, or when there are no goals, or if they are simply told “do your best.”¹⁰⁴ If they are going to motivate people to high levels of performance, objectives must be challenging.¹⁰⁵ However, if people do not believe that the objectives are achievable (expectancy theory), they will not be motivated to work for their accomplishment.
- *Observable and measurable.* If people are to achieve objectives, they must be able to observe and measure their progress regularly.¹⁰⁶ Individuals perform better when their performance is measured and evaluated.¹⁰⁷
- *Specific, with a target date.* To be motivated, employees must know exactly what is expected of them and when they are expected to have the task completed.¹⁰⁸ Employees should be given specific objectives with deadlines.¹⁰⁹ However, some objectives do not require or lend themselves to target dates. For example, the objectives in the skill-building exercises do not list a target date.
- *Participatively set when possible.* Groups that participate in setting their objectives generally outperform groups with assigned objectives.¹¹⁰ Managers should use the appropriate level of participation for the employees’ capabilities. The higher the capabilities, the higher the level of participation.
- *Accepted.* For objectives to be met, employees must accept them. Without acceptance, even meeting the above four criteria can lead to failure. If employees are not committed to strive for the objective, they may not meet it.¹¹¹ Using participation helps get employees to accept objectives.

APPLICATION SITUATIONS

Objectives

For each objective, state which criterion is *not* met.

AS 9–3

A. Difficult but achievable C. Specific, with a target date

B. Observable and measurable

_____ 16. To increase production of widgets during the fiscal year 20__.

_____ 17. To increase total sales by 40 percent during 20__.

_____ 18. To increase the company’s image by June 20__.

_____ 19. To write objectives within two weeks.

_____ 20. To pass this human relations course this semester.

EXHIBIT 9.6 | Model for Writing Objectives

Learning Outcome

- 6. Identify the four parts of the model for writing objectives.

Objectives Model
To + Action verb + Specific, measurable, and singular behavior + Target date
Example Objectives for a Student:
To + receive + a B as my final grade in human relations + in December/May 20__.
To increase my cumulative grade point average to 3.0 by May 20__.
Example Objectives for a Manager:
To produce 1,000 units per day.
To keep absences to three or fewer per month.
To decrease accidents by 5 percent during 20__.
Example Objectives for an Organization:
COMCAST: To offer phone service to 40 million households by year-end 2006. ¹¹²
TOYOTA: To sell one million hybrids per year by 2010. ¹¹³
FORD: To offer hybrid systems on half our models by year-end 2010. ¹¹⁴

Writing Objectives Objectives should be written. To help write objectives that meet the five criteria above, use Max E. Douglas’s model, shown in Exhibit 9.6.

Management by Objectives (MBO) Pointing workers to a common goal is what managers need to do. This is what MBO attempts to do.¹¹⁵ **Management by objectives (MBO)** is the process in which managers and their employees jointly set objectives for the employees, periodically evaluate the performance, and reward according to the results.

For a program to truly be MBO, it should be organizationwide. MBO starts at the top of the management hierarchy and works its way down to the workers. Each level of management’s objectives must contribute to the next level’s objectives. To be successful, MBO takes a lot of commitment, time, and participation. You can use the MBO process successfully with subordinates if you are truly committed and willing to involve employees.

The three steps of MBO are as follows:

Step 1. Set Individual Objectives and Plans Each subordinate jointly sets objectives with the manager. The objectives are the heart of the MBO program and should meet the five criteria discussed earlier.

Step 2. Give Feedback and Evaluate Performance Xerox Learning Systems states that giving feedback is the most important management skill. Employees must know how they are progressing toward their objectives. Thus, the manager and employee must meet frequently to review the latter’s progress.¹¹⁶ The frequency of evaluations depends on the individual and the job performed.¹¹⁷ However, most managers probably do not conduct enough review sessions.

Step 3. Reward According to Performance Employees’ performance should be measured against their objectives. Employees who meet their objectives should be rewarded through recognition, praise, pay raises, promotions, and so on. Many organizations now link pay to meeting goals.

Learning Outcome

- 7. Explain the three steps of managing by objectives.

MBO is a motivator (not a hygiene) because it meets employees’ needs for esteem/self-actualization, growth, and power/achievement. MBO empowers employees to increase responsibility with an opportunity for creating meaningful, challenging work to help them grow and accomplish what *they* and the manager want to accomplish.¹¹⁸ MBO creates a win–win situation.

In a union situation, such as the opening case, using MBO may not be possible without union consent and input.

Job Enrichment

Job enrichment is the process of building motivators into the job itself by making it more interesting and challenging.¹¹⁹ It differs from job rotation, in which employees learn to perform other employees' jobs, and job enlargement, in which the employee is assigned more tasks of a similar nature.

Job enrichment is an effective motivation tool.¹²⁰ Organizations, including IBM, AT&T, Polaroid, Monsanto, General Motors, Motorola, Maytag, and The Traveler's Insurance Company, have used job enrichment successfully.

Before implementing job enrichment, the manager should be sure that the job is of low motivation potential and that the employees want their jobs enriched. Some people with an external locus of control are happy with the jobs the way they are. Hygienes must also be adequate before using job enrichment.

Here are some simple ways managers can enrich jobs:

Delegate more variety and responsibility. Give employees challenging assignments that help them grow and develop new skills.¹²¹ New tasks require the challenge of new learning. The variety of tasks relieves monotony that develops from repetition. Variety gives employees a greater sense of accomplishment because they can perform more tasks. Managers can delegate some of the responsibility and tasks they perform themselves.¹²²

Form natural work groups. Allow the team of employees to work together. For example, at AT&T, service-order representatives, who prepared service orders to be typed, were in separate areas of the office. To enrich the jobs, the service-order representatives were moved to one geographical location and assigned their own typist to work together as a team. As a result, orders typed on time increased from 27 to over 90 percent, with improved accuracy. The work group can also perform their own identifiable work with increased responsibility.¹²³

Make employees responsible for their own identifiable work. Let employees make the entire product rather than one part of it. For example, at Motorola, assemblers who worked on one or two components had their jobs enriched. The enriched jobs enabled the assemblers to work on eight different components, and their names were put on the units they assembled. Units not meeting quality control were returned to the person for repair, rather than repaired randomly by assemblers.

Give employees more autonomy. Allow employees to plan, schedule, organize, and control their own jobs. For example, at Banker's Trust Company of New York, typists had their jobs enriched by being allowed to schedule their own work and correct their own errors on computer output tape, rather than having a specialist make the change. Making typists responsible for checking their own work eliminated the need for checkers. Job enrichment resulted in an annual savings of \$360,000, improved attitudes, and greater job satisfaction.

WORK APPLICATIONS

- Describe how to enrich a present or past job of yours.

Job Design

Poorly designed jobs cause more performance problems than managers realize. **Job design** is the employee's system for transforming inputs into outputs. The more effective and efficient the method, the more productive the employee. The current trend is to have teams design their own jobs, or at least change them to their specifications, which motivates employees to perform at higher levels through continuous learning.¹²⁴

A common approach to job design is work simplification. The idea behind work simplification is to work smarter, not harder.¹²⁵ **Job simplification** is the process of eliminating, combining, and/or changing the work sequence to increase performance. To motivate employees, have them break the job down into steps and see if they can:

- Eliminate.* Does the task have to be done at all? If not, don't waste time doing it. At Intel, management decided it was not necessary to fill out a voucher for expenses amounting to less than \$100. Work volume went down by 14 percent in 30 days.

- *Combine.* Doing more than one thing at a time often saves time. Make one trip to the mail room at the end of the day instead of several throughout the day.
- *Change sequence.* Often a change in the order of doing things results in a lower total time.

When used appropriately, work simplification can be effective at motivating employees. However, the danger lies in making a job too simple and boring rather than making it more interesting and challenging, as suggested under job enrichment.¹²⁶

WORK APPLICATIONS

8. Describe how to simplify a present or past job of yours. Is it an elimination, combination, or change in sequence that could simplify the job?

According to Herzberg, job enrichment and job design are motivators (not hygies) because they meet employees’ needs for esteem, self-actualization, growth, power, and achievement. They empower employees to increase responsibility with an opportunity for creating meaningful, challenging work to help them grow and accomplish what *they* and the manager want to accomplish, creating a win–win situation.¹²⁷ Thus, job design and job enrichment are process used to motivate employees.¹²⁸

In a union situation like that in the opening case, job enrichment and/or job design may not be possible without union consent and input. Assuming Latoia can use these techniques, she and Hank could work together to transform Hank’s present boring job into a challenging and interesting one. This is the most appropriate motivation technique to use with Hank because it directly addresses the boring job. Hopes of a promotion in the unknown future will not change the present situation; however, if job enrichment is not possible, it may at least make the job tolerable until the promotion comes. If Hank finds his job interesting, he will most likely come to work on time and perform to expectation, creating a win–win situation.

Learning Outcome

8. State ways to enrich, design, and simplify jobs.

Putting the Motivation Theories Together

Researchers suggest an integration of motivation theories.¹²⁹ To this end, review the major motivation theories in Exhibit 9.7. For a review of the four steps in the motivation process, see Exhibit 9.8.

EXHIBIT 9.7 | Motivation Theories

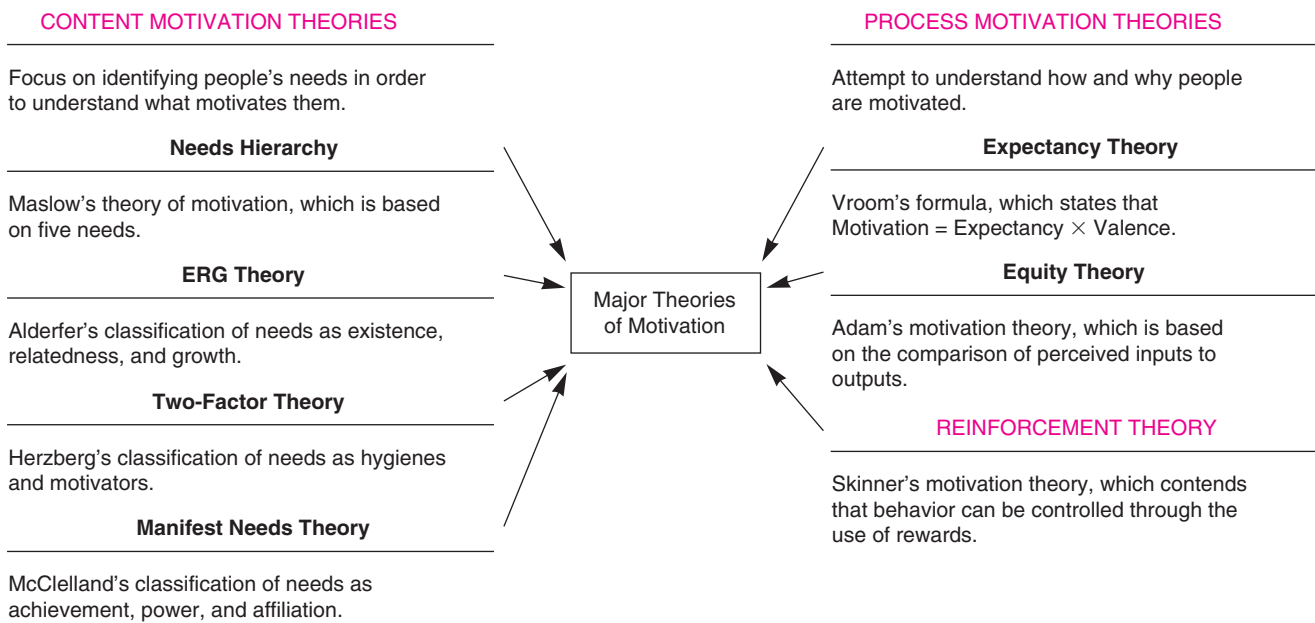
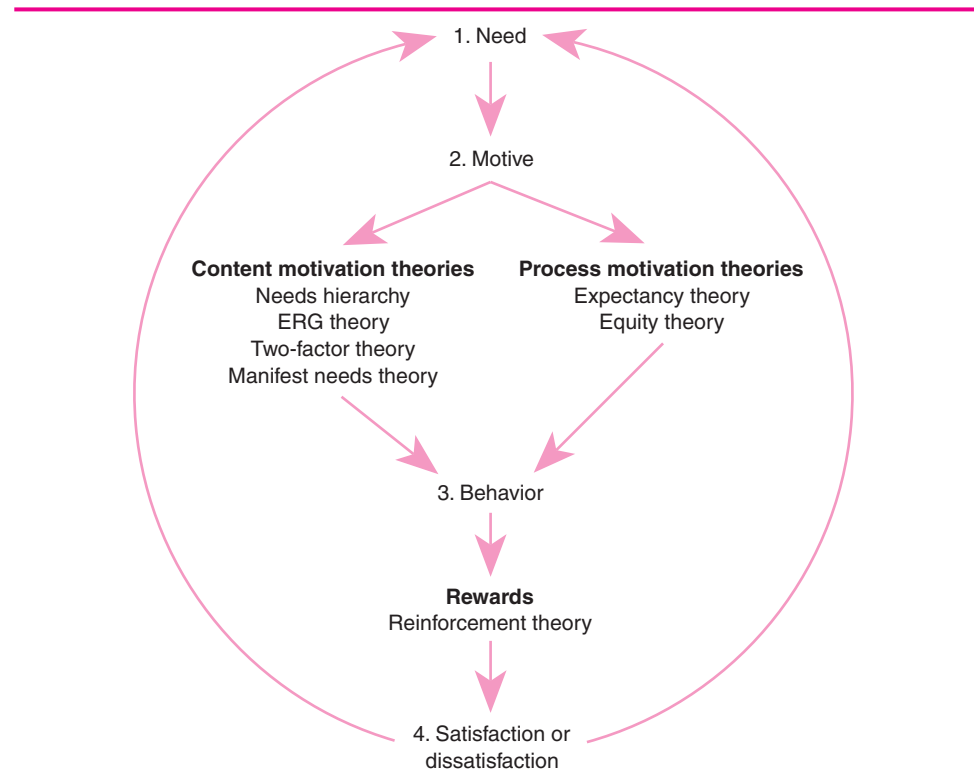


EXHIBIT 9.8 |
The Motivation Process



Notice that the motivation process is circular, or ongoing, because meeting needs is a never-ending process.

WORK APPLICATIONS

9. Which motivation theory is the best? Explain why.
10. What is your motivation theory? What are the major methods, techniques, and so on, you plan to use on the job as a manager to increase motivation and performance?

DO MOTIVATION THEORIES APPLY GLOBALLY?

The motivation theories you have learned were developed in North America. As firms become global, they must be aware of the cultural limitations of theories. There is support for the idea that motivational concerns vary across nations.¹³⁰ For example, U.S. and Japanese practices vary.¹³¹ There are distinct differences between U.S. salespeople and Japanese and Korean salespeople, but not between salespeople of the two Asian countries.¹³²

Unfortunately, Western corporate culture suppressed other cultures, rather than incorporate them into their policies to create competitive advantages.¹³³ Successful global companies, including Sodexo Alliance, which does business in 74 countries, are managed by local teams in each nation to incorporate local motivation issues.¹³⁴

Cross-Cultural Differences in Motivation

Let's discuss how the specific motivation theories differ across cultures.

Hierarchy of Needs, ERG, and Two-Factor Theory Cultural differences suggest that the order of hierarchy may vary across cultures. In risk-averse countries such as Japan, Greece, and Mexico, security needs would be at the top of the needs hierarchy. In countries such as Denmark, Sweden, Norway, the Netherlands, and Finland, which prefer quality of life

(relationships) over quantity of life (possessions), social needs would be at the top. A U.S. firm in Mexico learned this difference the hard way. It gave workers a raise to motivate them to work more hours, but the raise actually motivated the employees to work fewer hours. Because they could now make enough money to live and enjoy life (one of their primary values) in less time, why should they work more hours? As related to two-factor theory, intrinsic motivation of higher-level needs can be more relevant to wealthy societies than to poor societies.

Manifest Needs Theory Cultures also differ in the extent to which they value need for achievement. The concern for high performance is common in high quantity-of-life countries, including the United States, Canada, and Great Britain; it is almost absent in high quality-of-life countries, including Chile and Portugal.

One major cultural difference is in the focus on individualistic versus group approaches to business. Individualistic societies (United States, Canada, Great Britain, Australia) tend to value self-accomplishment. Collective societies (Japan, Mexico, Singapore, Pakistan) tend to value group accomplishment and loyalty. So individual versus group incentives tend to vary by country, with the United States moving toward more group pay-for-performance plans in addition to individual pay.¹³⁵

Equity Theory Equity theory as it relates to fairness tends to be a value upheld in most cultures.¹³⁶ However, equity can call for higher producers to be paid more. This tends to be more of a motivator in individualistic countries than it is in collective countries, where people tend to prefer equality and all are paid the same regardless of output.¹³⁷ On the other hand, U.S. unions, including teachers, also tend to prefer equal pay to merit pay. But pay for performance in the United States is clearly increasing in nonunion organizations.¹³⁸

Expectancy Theory Expectancy theory holds up fairly well cross-culturally because it is flexible. It allows for the possibility that there may be differences in expectations and valences across cultures. For example, societal acceptance may be of higher value than individual recognition in collective societies. So managers in different countries can offer rewards that are of value to their employees unlike the U.S. company in Mexico that was in error with its reward of more money and more hours.

Reinforcement Theory Reinforcement theory also holds up well cross-culturally. People everywhere tend to use behavior that is reinforced.¹³⁹ We all can be told or figure out what behavior is rewarded and use the behavior to our benefit. Management everywhere tends to set up rules and penalties for breaking them. So people tend to avoid the behavior that leads to punishment. However, the punishment that fits the offense can vary. In the United States it is much easier to fire employees than it is in Europe.

Goal Setting An eight-country study found that goal-setting is effective for any task in which people have control over their performance.¹⁴⁰ Motivational goal setting relies on a need for achievement and high levels of performance, and is based on quantity-of-life issues. Thus, the United States does set challenging objectives and achieves them. However, goal setting is less motivational to cultures in which achievement is not important and quality of life is important, such as Portugal and Chile.

Motivation in E-Organizations As discussed in Chapter 6, most global companies are e-organizations. E-orgs have unique motivation issues to deal with. A major motivational problem in all organizations is distractions that lower productivity. But with the Internet, we now have employees surfing the Net, playing games, trading stocks, shopping at work, engaging in “cyberaffairs,” and searching for another job online. The average U.S. Net-access employee is spending 1½ hours each day visiting non-job-related sites,¹⁴¹ and this “cyberloafing” is costing employers \$54 billion a year.¹⁴² To try to stop cyberloafing, employers have installed Web-monitoring software. Although employers can catch

Learning Outcome

9. Explain possible limitations of using motivation theories outside North America.

cyberloafing, the software undermines trust and hurts employee morale,¹⁴³ causing a catch-22 situation.

It is difficult for global e-orgs to recruit and retain experienced technical and professional employees. These e-org employees want to be higher on the needs hierarchy than traditional employees. They have a higher need for achievement, set and meet challenging goals, and want motivational rewards. They have higher expectations and don't want equity with traditional employees. They demand higher rewards through compensation packages, including stock options, which cause equity problems. Being in high demand, these technical and professional employees will leave if they are treated like traditional employees. Many foreign-born U.S. e-org employees came to the United States for tech jobs.

Deming's View of North American Motivation Methods

The late Dr. W. Edwards Deming, often credited with making Japan a world business leader, said in an interview with *The Wall Street Journal*.¹⁴⁴

We are all born with intrinsic motivation, self-esteem, dignity, an eagerness to learn. Our present system of management crushes that all out. Instead of working for the company, people compete with each other. The Japanese are more successful than the U.S. because they live by cooperation, not competition. American firms will have to learn to support each other, rather than continue with the everybody for himself approach. That's how business should be.

Deming was saying that North America must change from an individualistic society to a collective society if it is to survive in the global economy. He was pessimistic that U.S. business will make the changes he thinks necessary to compete effectively.

WORK APPLICATIONS

11. Do you agree with Deming's statement that to survive in the global economy, the United States must change to the group approach of doing business?

As we bring the chapter to a close, complete Self-Assessment Exercise 9–3 to determine how your personality affects your motivation.

Self-Assessment Exercise 9–3

Your Personality and Motivation

If you have a high *surgency* personality, you most likely have a high need for power. You are probably realistic in your expectations, tend to know what you want and set reasonable objectives, and work to achieve your objectives. You may be concerned about being treated equitably but not too concerned if others are. You may like positive reinforcement for yourself, but you have no problem using punishment to get what you want. You like praise, but may not give much praise to others. You tend to like jobs in which you are in control of what you do and how you do it.

If you have a high *agreeableness* personality, you most likely have a high need for affiliation. Your expectations are most likely related more to relationships than to setting task objectives and working to achieve them. You may be concerned about your being treated equitably, and you tend to help others get equal treatment. You may like positive reinforcement for yourself, but you may need to be careful not to use extinction (do nothing and the problem will solve itself) if you are not being treated fairly—be assertive. You need acceptance and like praise, and you tend to give both to others. You tend to like jobs in which you work with others.

If you have a high *conscientiousness* personality, you most likely have a high need for achievement. You are most likely realistic in your expectations, tend to know what you want and set reasonable objectives, and work to achieve your objectives. You may be concerned about being treated equitably but not too concerned if others are. You like positive reinforcement of your accomplishments and tend to avoid punishment. You like praise, but may not give

Self-Assessment
Exercise 9–3 (continued)

much praise to others. You tend to like jobs in which you can measure your accomplishments and succeed.

The *adjustment* personality dimension is not a need in the manifest need motivation theory. However, it clearly affects behavior in a positive or negative way. If you are low in adjustment, you most likely have unrealistic expectations, don't really know what you want, and don't set goals and work to achieve them. You are probably being treated fairly, but you perceive that you are not being treated equitably. You probably get more punishment than rewards. You may not like your job, but changing jobs may not make you happy or more adjusted. A new job will not change your personality; you need to change.

The *openness to experience* personality dimension is not a need in the manifest need motivation theory. However, it clearly affects behavior in a positive or negative way. If you are open to experience, you are more of a risk taker and tend to set more challenging, realistic objectives than people who are closed to new experiences.

Action plan: Based on your personality, what specific things will you do to improve how you motivate yourself and others?

R E V I E W

Select one or more methods: (1) fill in the missing key terms from memory; (2) match the key terms from the end of the review with their definitions below; and/or (3) copy the key terms in order from the key terms at the beginning of the chapter.

_____ is the internal process leading to behavior to satisfy needs. The process is as follows: need → motive → behavior → satisfaction or dissatisfaction. Generally, motivated people try harder to achieve objectives. Performance is not based simply on motivation. The level of performance is determined by the _____: Performance = Ability × Motivation × Resources. To attain maximum levels of performance, all three determinants must be present.

_____ focus on identifying people's needs in order to understand what motivates them. _____ is Maslow's theory of motivation, which is based on five needs. ERG theory is Alderfer's reorganization of Maslow's needs hierarchy into three levels: existence, relatedness, and growth.

_____ is Herzberg's classification of needs as hygienes and motivators. _____ of motivation is primarily McClelland's classification of needs as achievement, power, and affiliation.

_____ attempt to understand how and why people are motivated. _____ is Vroom's formula, which states that Motivation = Expectancy × Valence. _____ is primarily Adams's motivation theory, which is based on the comparison of perceived inputs and outputs.

_____ is primarily Skinner's motivation theory: Behavior can be controlled through the use of rewards. The types of reinforcement include positive,

avoidance, extinction, and punishment. The schedule of reinforcement includes continuous and intermittent (fixed interval, variable interval, fixed ratio, and variable ratio). The steps in _____ are as follows: step 1, tell the person exactly what was done correctly; step 2, tell the person why the behavior is important; step 3, stop for a moment of silence; step 4, encourage repeat performance. _____ state what is to be accomplished within a given period of time. Objectives should be difficult but achievable; observable and measurable; specific, with a target date; participatively set when possible; and accepted. The model for writing objectives is as follows: infinitive + action verb + singular behavior result + target date.

_____ is the process in which managers and their employees jointly set objectives for the employees, periodically evaluate the performance, and reward according to results.

_____ is the process of building motivators into the job itself by making it more interesting and challenging. _____ is the employee’s system for transforming inputs into outputs. _____ is the process of eliminating, combining, and/or changing the work sequence to increase performance.

As firms become global, they must be aware of the cultural limitation to theory generalizations. One major cultural difference is in the focus on the individualistic (United States) versus the group approach to business (Japan). Dr. Deming says that to survive in the global economy, the United States must change to the group approach of doing business. E-organizations have motivational issues that are different from those of traditional organizations.

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CASE

The Revere Group

Michael Parks and Todd Miller

The Revere Group provides business and technology consulting services to middle-market companies and is dedicated to accelerating growth, improving profitability, and driving performance for their clients. Areas of expertise include project management, business transformation, application development, custom analytics, workflow management, and enterprise reporting. The Revere Group has operations and offices in the United States—Florida, Illinois, Massachusetts, North Carolina, Pennsylvania, and Wisconsin—and Bangalore, India.

CEO Michael Parks and president Todd Miller founded the company in 1991. The two long-time friends observed that the business goals of forward-thinking enterprises weren’t

being met by the conventional approaches of traditional consulting firms. Their vision was to build a company that clients could rely upon as their trusted advisor: through its integrated approach to people, process, and technology, and through the strength of its consulting staff, its business and technology expertise, its implementation methodologies, and its partner relationships. The Revere Group has grown to more than 400 employees with a broad range of technical and functional expertise, serving clients in five core practice areas: leadership advisory services; enterprise applications; business intelligence and data warehousing; custom applications and integration; and outsourcing.

The Revere Group practices what it preaches and attributes its longevity to its core values, one of which is teamwork. “We hire people who work well with their coworkers and clients. We encourage a high level of respect for others’ opinions—while still driving for the right solution. This collaborative approach has served us well,” comments Todd Miller, president and cofounder of The Revere Group. “The Revere Group is always looking for qualified, dedicated people to join our team. We hire individuals who have depth and breadth of experience and a functional, technical, or industry specialty. Our employees are grounded in teamwork, integrity, service, and accountability.”

Michael Parks knows it’s hard to grow a company if your employees don’t grow too, and believes in investing in his human capital. “The simple fact is that an organization’s most valuable function is strategizing the ever-changing and unique [human resource] opportunities provided by today’s business environment. As a result, the ability to adapt quickly and effectively to new challenges, corporate strategies and employee demands may be your most valuable asset.”

To take advantage of his employees’ potentials, Parks has had in place what he calls a “career-pathing” program almost since he started the business. At the beginning of the year, each Revere Group employee sits down with a company-assigned mentor to develop an individual annual growth plan. That plan typically details how the employee will spend his or her required two weeks of training, as well as what progress he or she needs to make to receive a promotion or change jobs. Employees receive quarterly updates on their progress and have periodic check-ins with their mentors.

Parks says the program is great for retention. He selects mentors not by titles or tenure but by their people skills and their knowledge of both the company and the industry. After a bit of experimentation, Parks learned that assigning a manager to mentor the employees who report to him or her didn’t work. “It’s a natural conflict,” he says. “If I’m your manager and you want to make a change, how do you tell me that you really don’t want to work in my area?”¹⁴⁵

Go to the Internet: For more information on The Revere Group and to update the information provided in this case, do a name search on the Internet and visit <http://www.reveregroup.com>.

1. Referring to the needs hierarchy, ERG theory, and Manifest Needs Theory describe what motivators The Revere Group concentrates on.
2. How might expectancy theory explain The Revere Group’s success in hiring and retaining productive employees?
3. Compare and contrast the career-pathing program with MBO—similarities and differences.

4. How does the career-pathing program motivate employees?

Cumulative Questions

5. What is the role of attitudes and values (Chapter 3) in this case?

6. What steps should the career-pathing program include to facilitate career planning and development (Chapter 4)?

7. Describe why Michael Parks and Todd Miller might be described as charismatic or transformational leaders (Chapter 8).

OBJECTIVE CASE

Friedman's Motivation Technique

The following conversation takes place between Art Friedman and Bob Lussier. In 1970, Art Friedman implemented a new business technique. At that time the business was called Friedman's Appliances. It employed 15 workers in Oakland, California. Friedman's is an actual business that uses the technique you will read about.

BOB: What is the reason for your success in business?

ART: My business technique.

BOB: What is it? How did you implement it?

ART: I called my 15 employees together and told them, "From now on I want you to feel as though the company is ours, not mine. We are all bosses. From now on you decide what you're worth and tell the accountant to put it in your pay envelope. You decide which days and hours you work and when to take time off. We will have an open petty cash system that will allow anyone to go into the box and borrow money when they need it."

BOB: You're kidding, right?

ART: No, it's true. I really do these things.

BOB: Did anyone ask for a raise?

ART: Yes, several people did. Charlie asked for and received a \$100-a-week raise.

BOB: Did he and the others increase their productivity to earn their raises?

ART: Yes, they all did.

BOB: How could you run an appliance store with employees coming and going as they pleased?

ART: The employees made up schedules that were satisfactory to everyone. We had no problems of under- or overstaffing.

BOB: Did anyone steal from the petty cash box?

ART: No.

BOB: Would this technique work in any business?

ART: It did work, it still works, and it will always work!

In 1976, Art Friedman changed his business to Friedman's Microwave Ovens. He developed a franchise operation to use his motivation technique of making everyone a boss. Friedman's grew to over 100 stores nationwide, but Friedman later dropped the franchising to focus on his own stores. So for over 25 years, Friedman's has been accomplishing its goal by providing superior service, good prices, unconditional satisfaction guarantees, and cooking classes to educate customers on how to get the most from their microwaves. Friedman's also offers installation and repair services. Friedman's has sold more than 2 million microwaves, and it currently has eight stores in California and one each in North Carolina and Tennessee. Its most recent strategic expansion has been to the Internet. Friedman's sells a wide range of famous brands of microwave ovens and accessories indirectly through its website at www.friedmansmicrowave.com. Unlike its competitors' websites, at the Friedman's website, you will not find pictures and descriptions of all the microwaves Friedman's sells with instructions for buying directly over the Internet. Instead, you are asked to call (888-449-6386) or e-mail to discuss what you are looking for or to ask any questions. Thus, using the Internet, Friedman's continues to focus on superior customer service.

Answer the following questions. Then in the space between questions, state why you selected that answer.

- _____ 1. Art's business technique increased performance.
a. true *b. false*
- _____ 2. Art focused on the _____ factor in the performance formula.
a. ability *b. motivation* *c. resources*
- _____ 3. Art's employees seem to be on the _____ needs level.
a. physiological *c. social* *e. self-actualization*
b. safety *d. esteem*
- _____ 4. Art's technique has less emphasis on meeting _____ needs.
a. achievement *b. power* *c. affiliation*
- _____ 5. Herzberg would say Art is using
a. hygienes *b. motivators*
- _____ 6. Victor Vroom would say that Art uses expectancy motivation theory.
a. true *b. false*
- _____ 7. Adams would say Art has
a. equitable rewards *b. underrewards* *c. overrewards*
- _____ 8. Art uses _____ reinforcement.
a. positive *c. extinction*
b. avoidance *d. punishment*
- _____ 9. Art's technique is most closely associated with
a. giving praise *c. job enrichment*
b. MBO *d. job design*

- _____ 10. Art's technique focuses most on
- | | |
|--------------------------------|-----------------------------|
| a. delegating variety | c. making work identifiable |
| b. forming natural work groups | d. giving autonomy |
11. Do you know of any organizations that use any of Art's or other unusual techniques? If yes, what is the organization's name? What does it do?
12. Could Art's technique work in all organizations? Explain your answer.
13. In a position of authority, would you use Art's technique? Explain your answer.
-

MANAGER'S HOT SEAT VIDEO CASE 9:

Virtual Workplace: Out of the Office Reply

Overview

Three months ago, Ralph Ramos assigned a number of employees to work as telecommuters to alleviate the lack of space in their office building. Among them was Angela Zononi, an employee and friend for over four years, who was delighted to work from home since her commute to the office was particularly time-consuming. Although things went relatively smoothly for the first six weeks, since then communication and performance have taken a steady downturn. Angela has biweekly meetings with Ralph in his office. Lately they have had unprecedented arguments and frequent misunderstandings.

Profile

- Ralph Ramos is the senior manager of claims, managing a 75-employee department, at *Saber Union Insurance*, an international insurance company.
- Angela Zononi is a claims investigator at *Saber Union*. She has handled very large accounts, including insurance fraud cases, resulting in multimillion dollar recoveries for her company.

DISCUSSION QUESTIONS

1. What advantages and disadvantages to telecommuting is Angela experiencing? See PPT 12-3.

2. What advantages and disadvantages to managing a telecommuter is Ralph experiencing? See PPT 12-5.

 3. What should Angela have done to prepare herself for telework? Refer to PPT 12-7.

 4. What should Ralph have done to prevent this problem from occurring? Refer to PPT 12-9.
-

SKILL-BUILDING EXERCISE 9-1

What Do You Want from a Job?

In-Class Exercise
(Individual and Group)

Procedure 1
(8–20 minutes)

Procedure 2
(3–6 minutes)

Objectives: To help you better understand how job factors affect motivation. To help you realize that people are motivated by different factors. What motivates you may turn someone else off.

SCANS: The SCANS competencies of resources, interpersonal skills, information, and systems, and the foundations of basic and thinking skills and personal qualities, are developed through this exercise.

Preparation: You should have completed Self-Assessment Exercise 9–1.

Experience: You will discuss the importance of job factors.

Break into groups of five or six, and discuss job factors selected by group members in Self-Assessment Exercise 9–1. Come to a consensus on the three factors that are most important to the group. They can be either motivators or hygienes. If the group mentions other job factors not listed, such as pay, you may add them.

A representative from each group goes to the board and writes its group's three most important job factors.

Conclusion: The instructor leads a class discussion and/or makes concluding remarks.

Application (2–4 minutes): What did I learn from this experience? How will I use this knowledge in the future?

Sharing: Volunteers give their answers to the application section.

SKILL-BUILDING EXERCISE 9-2

Giving Praise

Preparation
(Group)

BMV-9

Think of a job situation in which you did something well, deserving of praise and recognition. You may have saved the company some money, you may have turned a dissatisfied customer into a happy one, and so on. If you have never worked or done something well, interview someone who has. Put yourself in a supervisory position and write out the praise you would give to an employee for doing what you did.

Briefly describe the situation:

Step 1. Tell the employee exactly what was done correctly.

Step 2. Tell the employee why the behavior is important.

Step 3. Stop for a moment of silence. (Count to five silently.)

Step 4. Encourage repeat performance.

In-Class Exercise

Objective: To develop your skill at giving praise.

SCANS: The SCANS competencies of information and, especially, interpersonal skills, and the foundations of basic and thinking skills and, especially, personal qualities are developed through this exercise.

Preparation: You will need your prepared praise.

Experience: You will give and receive praise.

Procedure
(12–17 minutes)

Break into groups of five or six. One at a time, give the praise.

1. Explain the situation.
2. Select a group member to receive the praise.
3. Give the praise. (Talk; don't read it off the paper.) Try to select the position you would use if you were actually giving the praise on the job (for example, both standing, both sitting).
4. Integration. The group gives the giver of praise feedback on how he or she did:
 - Step 1. Was the praise very specific and descriptive? Did the giver look the employee in the eye?
 - Step 2. Was the importance of the behavior clearly stated?
 - Step 3. Did the giver stop for a moment of silence?
 - Step 4. Did the giver encourage repeat performance? Did the giver of praise touch the receiver [optional]?
 - Did the praise take less than one minute? Was the praise sincere?

Conclusion: The instructor leads a class discussion and/or makes concluding remarks.

Application (2–4 minutes): What did I learn from this experience? How will I use this knowledge in the future?

Sharing: Volunteers give their answers to the application section.

SKILL-BUILDING EXERCISE 9-3

Setting Objectives

Preparation
(Individual)

In Chapter 1, you were asked to write five course objectives. Rewrite the five objectives, or new ones, using the Douglas model below:

Infinitive + action verb + singular behavior, specific and measurable + target date

1.

2.

3.

4.

5.

Also write two personal objectives and two career objectives using the model:

Personal

1.

2.

Career

1.

2.

In-Class Exercise

Objective: To gain skill at setting objectives.

SCANS: The SCANS competencies of resources and information and the foundation of basic and thinking skills and personal qualities are developed through this exercise.

Preparation: You should have written nine objectives in the preparation for the exercise.

Procedure
(2–12 minutes)

Break into groups of five or six people and share your objectives. One person states one objective and the others give input to be sure it meets the criteria of effective objectives. A second person states one objective, followed by feedback. Continue until all group members have stated all their objectives or the time runs out.

Conclusion: The instructor may lead a discussion and/or make concluding remarks.

Application (2–4 minutes): What did I learn from this experience? How will I use this knowledge in the future?

Sharing: Volunteers give their answers to the application section.

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Chapter 10

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