

# CHAPTER 8

## MOTIVATION

*Introduction to  
Industrial/Organizational  
Psychology*

# DEFINING MOTIVATION

- ◉ **Motivation** is the force that energizes, directs, and sustains behavior.
- ◉ Motivation → potential problem for managers.
- ◉ Complex and elusive construct.
- ◉ Cannot be observed directly → inferred by observing goal-directed behaviors.

Early simplistic models...

- ◉ Frederick Taylor (scientific management)
- ◉ Elton Mayo (human relations movement)

# WHAT IS MOTIVATION?

- ◉ From the Latin word *movere* - to move
- ◉ The desire to do something and continue to work toward its accomplishment
- ◉ Dependent upon the answers to the following questions:
  - What do you want to do? (direction)
  - How important is it to you? (intensity)
  - Will you continue despite obstacles? (persistence)
- ◉ Motivation is a major problem facing contemporary organizations

# DEFINING MOTIVATION

- ◉ The many theories of work motivation can be classified as
  - *need theories,*
  - *behavior-based theories,*
  - *job design theories, and*
  - *cognitive theories.*

# NEED THEORIES OF MOTIVATION

## ◉ Needs

- physiological or psychological deficiencies that an organism is compelled to fulfill.
- Motivation is the process of interaction among various needs and the drives to satisfy these needs.

- ◉ Maslow's and Alderfer's basic need theories propose that needs are arranged in a hierarchy from the lowest, most basic needs, to higher-order needs such as the need for esteem or self-actualization.

# NEED THEORIES OF MOTIVATION

## ◉ Deficiency Needs

- Physiological
  - Safety
  - Social
- 
- Satisfied step-by-step in order to move on to higher order needs

## ◉ Growth Needs

- Esteem
- Self-actualization

# NEED THEORIES OF MOTIVATION

- ◉ Growth Needs

- Explains why even successful, high-level executives continue to exhibit motivation

- ◉ Alderfer's (1972) ERG theory

- Existence
  - Relatedness
  - Growth
- 
- Both are quite limited in terms of predicting behaviors
  - Do you see any limitations in these theories?

**TABLE 7.1**

*Maslow's Hierarchy of Needs (arranged from lowest- to highest-order needs)*

1. *Physiological needs*: the basic survival needs of food, water, air, sleep, and sex
2. *Safety needs*: the needs for physical safety (need for shelter) and needs related to psychological security
3. *Social needs*: the need to be accepted by others and needs for love, affection, and friendship
4. *Esteem needs*: the needs to be recognized for accomplishments and to be admired and respected by peers
5. *Self-actualization needs*: the needs to reach one's highest potential and to attain a sense of fulfillment; the highest level of needs



# NEED THEORIES OF MOTIVATION

- ◉ McClelland's **achievement motivation theory** proposes that the three needs important in work motivation are:
  - **Need for achievement.**
    - ◉ Drive to succeed and to get the job done
    - ◉ Love the challenge of work
    - ◉ Desire to get ahead in the job, to solve problems, and to be outstanding performers
    - ◉ Task-orientation
    - ◉ Prefer situations offering moderate levels of risk or difficulty
    - ◉ Desire feedback about goal attainment

# NEED THEORIES OF MOTIVATION

- ◉ McClelland's achievement motivation theory proposes that the three needs important in work motivation are:
  - Need for power.
    - Direct and control the activities of others
    - Be influential
    - Status oriented
    - Chance to gain influence and prestige
    - Personal power and institutional power
  - Need for affiliation.
    - Desire to be loved and cared
    - Strive for friendship
    - Great concern for interpersonal relationships on the job
    - Motivated by cooperation rather than competition
  - Need for approval.

# NEED THEORIES OF MOTIVATION

- ◉ McClelland's achievement motivation theory
  - Each individual possess more or less of each needs
  - Related to leadership practices → How?
- ◉ These needs can be measured with a projective test known as the *Thematic Apperception Test*.
  - *Motivational profile for each individual*
  - *Different raters with different comments*
  - *Longer stories given higher need for achievement scores*
- ◉ Unlike Maslow's and Alderfer's need theories, McClelland's theory has been used extensively in work settings to encourage worker motivation.
  - *Need for achievement → related to success*
  - *But, may perform less effectively in team settings*
  - *Decreased motivation to delegate others*

# NEED THEORIES OF MOTIVATION

## ◉ McClelland's achievement motivation theory

- *Need for affiliation* → likely to cooperate only when they feel secure and safe
- *Need for power* → successful managers

### ***Applications***

- *Match the dominant need profile of the employee with the demands of the job*
- *In positions that require a strong need for achievement → an achievement training program*
- *Led to useful intervention strategies*

# BEHAVIOR-BASED THEORIES OF MOTIVATION

- ◉ The theory that behavior is motivated by its consequences
- ◉ Reinforcement theory stresses the role that **reinforcers** and **punishments** play in motivation.
  - **Positive reinforcers** are desirable events that strengthen the tendency to respond
  - **Negative reinforcers** are events that strengthen a behavior through the avoidance of an existing negative state
    - ◉ Increases motivation to perform the desired behaviors again in an effort to keep the aversive negative condition from returning
    - ◉ Both negative and positive reinforcement increases performance
  - **Punishment** is an unpleasant consequence that reduces the tendency to respond
  - **Extinction** refers to the elimination of a conditioned response through the withdrawal of reinforcement

# BEHAVIOR-BASED THEORIES OF MOTIVATION

- Reinforcement is more effective than punishment
  - Why?
- Punishment
  - Chronic use → feelings of hostility and resentment among workers
  - Reduce morale and job satisfaction
  - Try to retaliate and get back at punitive supervisors
  - Only suppresses behavior → when threat of punishment is taken away, behavior continues
  - Leads to inefficient supervisors who always have to watch out
  - Women's use is evaluated more harshly than males' use.

# BEHAVIOR-BASED THEORIES OF MOTIVATION

- ◉ Reinforcement theory is evident in the various schedules used to reward workers.
  - **Fixed interval schedules** involve administration of reinforcement following the passage of a specified amount of time.
    - **Is not contingent on the performance**
    - **Is predictable**
  - **Variable interval schedules** involve administration of reinforcement following the passage of a specified amount of time, with exact time of reinforcement varying.
    - **Paid average of once a month but depends on when the boss gets the payroll**

# BEHAVIOR-BASED THEORIES OF MOTIVATION

- **Fixed ratio schedules** involve administration of reinforcement contingent upon the performance of a fixed number of behaviors.
  - Piecework payment
  - High rates of responding compared to those in interval schedules
- **Variable ratio schedules** involve administration of reinforcement depending on the performance of a specified by varying number of behaviors.
  - Salesperson
  - Surprise element
  - Gambling



# BEHAVIOR-BASED THEORIES OF MOTIVATION

- ◉ The theory is applied to increase motivation through *organizational behavior modification* programs.
  - When formally applied
  - Target behaviors are specified, measured, and rewarded
  - Four steps:
    - Specify desired work behaviors
    - Measure desired performance of them using trained observers
    - Provide frequent positive reinforcement (e.g. graphs demonstrating individual or group performance of desired behaviors)
    - Evaluate program effectiveness

# BEHAVIOR-BASED THEORIES OF MOTIVATION

## ◉ Extrinsic versus Intrinsic Motivation

- Deci and Ryan (1985)
- The notion that people are motivated by internal rewards
- Sense of accomplishment and competence
- A sense of autonomy and control over one's work
- Jobs need to be set up so that they are interesting and challenging
- They call for workers' creativity and resourcefulness
  
- Examples of intrinsic motivations:
  - ◉ Psychological empowerment
  - ◉ Organizational identification
  - ◉ Control
  - ◉ Autonomy

# BEHAVIOR-BASED THEORIES OF MOTIVATION

- ◉ **Goal-setting theory** emphasizes setting challenging goals for workers, and getting workers committed to those goals as the keys to motivation.
- ◉ Also used in non-work settings (losing weight, studying, exercising regularly)
- ◉ Clear, specific, attainable, quantified goals
- ◉ Divide overwhelming goals into smaller parts
- ◉ Challenging goals are accepted if they are set together with the employees
- ◉ Use of different strategies
  - Extrinsic rewards
  - Use of peer pressure via setting both individual and group goals
  - Providing feedback to increase intrinsic motivation
  - MBO

# JOB DESIGN THEORIES OF MOTIVATION

- ◉ **Job design theories** of motivation stress the structure and design of jobs as key factors in motivating workers.
- ◉ **Herzberg's two-factor theory** focuses on job satisfaction and dissatisfaction as two independent dimensions important in determining motivation.
  - **Motivators** are factors related to job content that, when present, lead to job satisfaction.
  - **Hygienes** are elements related to job context that, when absent, cause job dissatisfaction.
- ◉ According to Herzberg, the presence of hygienes will prevent job dissatisfaction, but motivators are needed for employee job satisfaction and hence motivation.

**TABLE 7.2***Profile of Herzberg's Motivators and Hygienes***Motivators**

---

Responsibility  
Achievement  
Recognition  
Content of work  
Advancement  
Growth on job

**Hygienes**

---

Company policy and administration  
Supervision  
Interpersonal relations  
Working conditions  
Salary

# JOB DESIGN THEORIES OF MOTIVATION

- ◉ High school teacher and paramedic
- ◉ Low salary, long working hours, etc. → hygienes
- ◉ Responsibility, achievement, recognition → motivators
  
- ◉ Let's evaluate others' jobs in terms of hygienes and motivators and predict these people's job satisfaction levels
  
- ◉ Musicians (think cross-culturally)
- ◉ Football players
- ◉ Academicians
- ◉ Actors and actresses in public theaters
- ◉ Doctors (M.D.)

# JOB DESIGN THEORIES OF MOTIVATION

- ◉ Hygiene factors do not guarantee job satisfaction but would guarantee job satisfaction
- ◉ Criticisms:
  - Pay may be motivator rather than a hygiene for some people
  - Applicable to white-collar jobs rather than blue-collar jobs
  - However, contributed to Job Enrichment movement in organizations

# JOB DESIGN THEORIES OF MOTIVATION

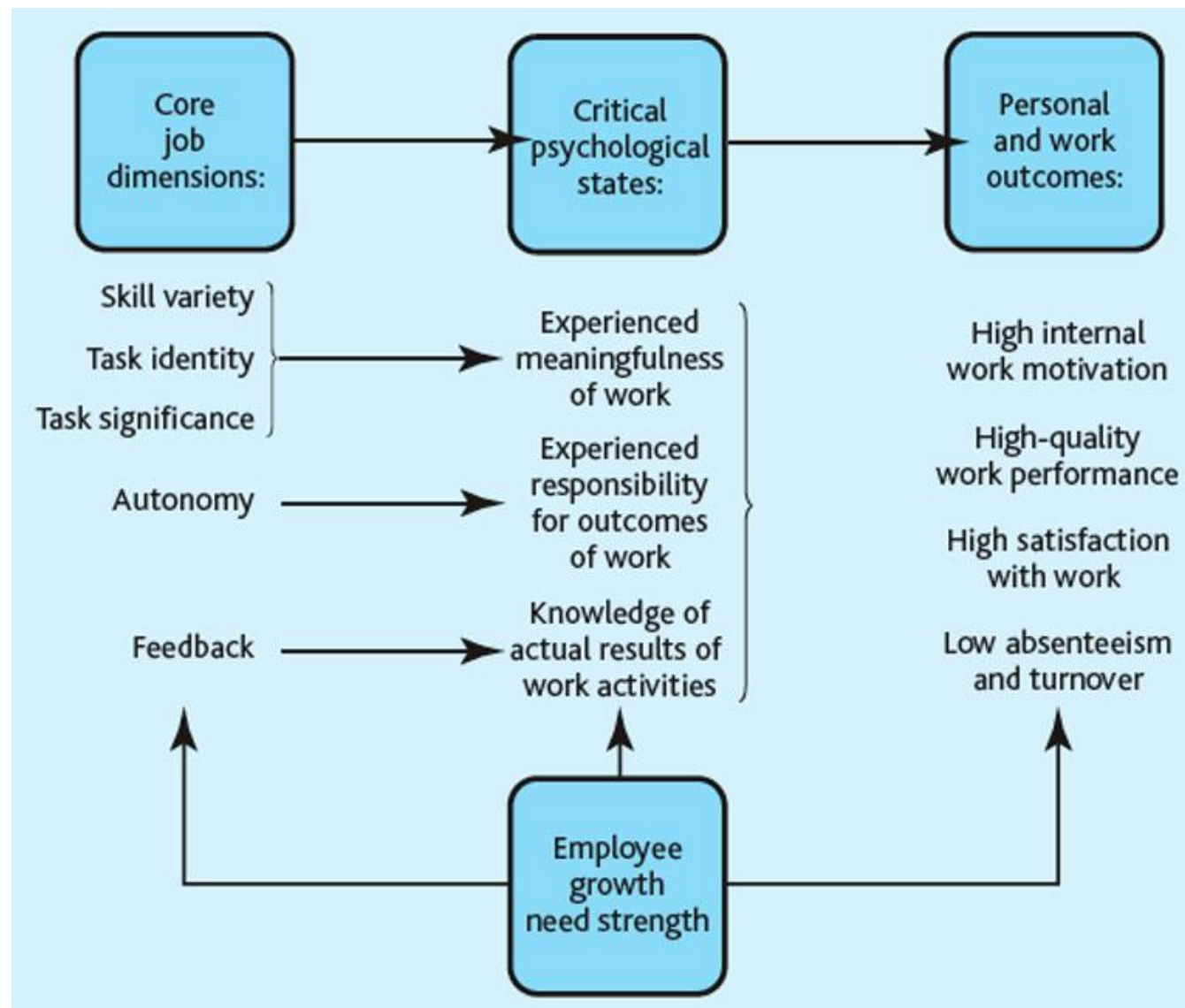
- ◉ Hackman and Oldham proposed the **job characteristics model**, which states that five core job characteristics influence three critical psychological states that in turn lead to motivation.
- ◉ **Skill variety, task identity, and task significance** all affect workers' experience of *meaningfulness* of their work.
- ◉ **Autonomy** influences workers' experience of *responsibility* for work outcomes.
- ◉ **Feedback** provides workers with information about the *results* of their work activities.



# JOB DESIGN THEORIES OF MOTIVATION

Motivational Potential Score:

$$\text{MPS} = (\text{Skill variety} + \text{Task identity} + \text{Task significance} / 3) \\ * \text{Autonomy} * \text{Feedback}$$



**FIGURE 7.2**

The Job Characteristics Model of Work Motivation

Source: Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 256.

# JOB DESIGN THEORIES OF MOTIVATION

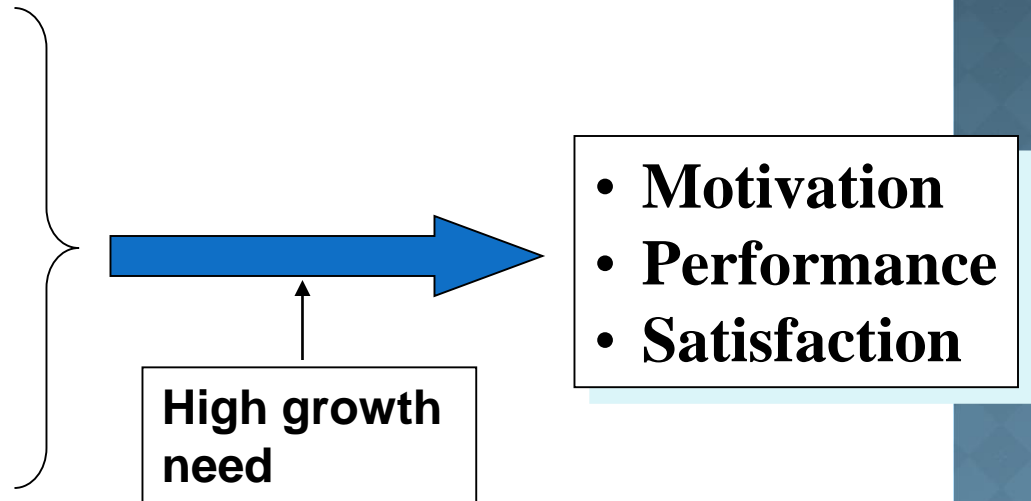
- ◉ The job characteristics model involves moderators, including **growth need strength**—the notion that certain workers feel a need to grow in their jobs.
- ◉ Workers must be high in growth need strength if programs such as *job enrichment* are going to produce motivation.
  - *Job enrichment* involves redesigning jobs to give workers greater responsibility in the planning, execution, and evaluation of their work.

# JOB CHARACTERISTICS THEORY

## HACKMAN & OLDHAM (1976)

- ◉ Links specific job characteristics with psychological conditions that lead to greater motivation, performance, and satisfaction for employees who have a high growth need
- ◉ Core job characteristics:

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback



# JOB DESIGN THEORIES OF MOTIVATION

## ◉ Job enrichment programs' elements:

- Increasing the level of responsibility, sense of freedom and independence
- Allow workers to complete an entire task or function
- Provide feedback
- Encourage workers to learn on the job by taking on additional, more challenging tasks, and by improving their expertise in the jobs they perform

# JOB DESIGN THEORIES OF MOTIVATION

- ◉ Job Diagnostic Survey (JDS)
- ◉ Job Characteristics Inventory (JCI)
  - To evaluate core job characteristics
- ◉ Enriched jobs
  - Lower absenteeism
  - Higher psychological well-being
- Problem with JDS
  - ◉ Correlation and causality issue
  - ◉ Job satisfaction, motivation
  - ◉ Self-report measures

# JOB CHARACTERISTICS THEORY

## *HACKMAN & OLDHAM (1976)*

### ◉ ***Job Diagnostic Survey*** (JDS)

- A self-report inventory that measures three aspects of the Job Characteristics theory:
  - Employee's perceptions of job characteristics
  - Employee's level of growth need
  - Employee's satisfaction
- Should also consider cognitive demand and production responsibility
- A revised version of the JDS has been found to be more valid than original

# COGNITIVE THEORIES OF MOTIVATION

- Cognitive theories of motivation emphasize the role that cognition plays in determining worker motivation.
- Employees as rational human beings who assess personal costs and benefits before taking action
- Are you? 😊



# COGNITIVE THEORIES OF MOTIVATION

- ◉ **Equity theory** states that workers are motivated to keep their work inputs in proportion to their outcomes.
- ◉ **Inputs** are elements that a worker invests in a job, such as experience and effort.
- ◉ **Outcomes** are those things that a worker expects to receive from a job, such as pay and recognition.
- ◉ **Comparison others** are persons used as a basis for comparison in making judgments of equity/inequity.

# COGNITIVE THEORIES OF MOTIVATION

- ◉ **Equity theory** states that workers are motivated to keep their work inputs in proportion to their outcomes.
- ◉ According to equity theory, workers are motivated to reduce perceived inequities.
- ◉ The perception of equity/inequity is determined by comparing the worker's input-outcome ratio to a similar *comparison of others*.

# COGNITIVE THEORIES OF MOTIVATION

- ◉ **Underpayment inequity** is a worker's perception that inputs are greater than outcomes.
- ◉ **Overpayment inequity** is a worker's perception that outcomes are greater than inputs.
- ◉ What may be the strategies used to overcome the psychological effects of inequity of any type?

# COGNITIVE THEORIES OF MOTIVATION

- ◉ The strategies used to overcome the psychological effects of underpayment inequity:
  - *Increasing outcomes*
  - *Decreasing inputs*
  - *Changing your comparison other*
  - *Leaving the situation*

# COGNITIVE THEORIES OF MOTIVATION

- The strategies used to overcome the psychological effects of overpayment inequity:
  - *Increasing inputs*
  - *Decreasing outcomes*
  - *Changing your comparison other*
  - *Distorting the situation*
- *Research findings and moderator variables involved*

**TABLE 7.3**

*Equity Sensitivity: Three Types of Individuals*

*Benevolents*—These individuals are “givers.” They are altruistic and are relatively content with receiving lower outcomes for their inputs.

*Entitleds*—These individuals are “takers.” They are concerned with receiving high outcomes, regardless of their levels of inputs.

*Equity Sensitives*—These individuals adhere to notions of equity. They become distressed when feeling underpayment inequity, and guilt when overrewarded.

Individual differences in equity sensitivity can be measured via self-report instruments (Huseman, Hatfield, & Miles, 1987; Sauley & Bedeian, 2000). Only the motivation of individuals in the third category, the equity sensitives, should adhere to the predictions made by the equity theory of motivation.

# COGNITIVE THEORIES OF MOTIVATION

- ◉ **Expectancy theory (VIE theory)** states that motivation is dependent on expectations concerning effort-performance-outcome relationships.
- ◉ **Three core components:**
  - **Valence** (positiveness of outcome)
  - **Instrumentality** (beliefs in one's ability to perform the necessary behavior)
  - **Expectancy** (belief that the behavior will actually lead to the outcome)
  - What kind of factors affect expectancy beliefs?

# EXPECTANCY THEORY

VROOM (1964)

- ***Valence-instrumentality-expectancy theory (VIE)*** states that people make choices based on their expectations that certain rewards will follow from certain behaviors
- Employees will perform at the level that gives the greatest payoff or benefit
- The worth of the reward varies individually
- $\text{Effort} = \text{expectancy} \times \text{instrumentality} \times \text{valence}$



# COGNITIVE THEORIES OF MOTIVATION

## ◉ Expectancy theory (VIE theory)

- College student example
- Suppose that you want to be enrolled in a high-quality M.S. program in I/O psychology:
  - Valence?
    - Do you really want it, is it desirable for you?
    - Do you want to sacrifice your social life, etc.?
  - Expectancy?
    - GPA, GRE, ALES, TOEFL, etc.
  - Instrumentality?
    - Much more applicants than openings
    - Does hardwork make you an M.S. student really?

# COGNITIVE THEORIES OF MOTIVATION

## ◎ Expectancy theory (VIE theory)

### ■ At work

- Promotions
- Performance of specific projects
- Avoidance of supervisor's displeasure
- Individual goals
- The links between effort and performance (expectancy)
- The links between performance and outcomes (instrumentality)
- How outcomes serve to satisfy individual goals (valence)

# COGNITIVE THEORIES OF MOTIVATION

- ⦿ **Expectancy theory (VIE theory)**

- **Applications for managers:**

- Try to define work outcomes clearly to all workers
    - Relationships between performance and rewards should be made clear
    - Any performance-related goal should be within the reach of the employee involved

**TABLE 7.4***Summary of Theories of Motivation*

Theory	Elements/Components	Applications
Maslow's Need Hierarchy	Levels of needs arranged in a hierarchy from lower- to higher-order needs	(no direct intervention programs)
Alderfer's ERG Theory	Three levels of needs: existence, relatedness, growth	
<b>Behavior-based Theories</b>		
Reinforcement Theory	Consequences of behavior: reinforcers and punishment	Organizational behavior modification
Goal-setting Theory	Setting of challenging goals and commitment to goals	Various goal-setting programs (e.g., MBO)
<b>Job Design Theories</b>		
Herzberg's Two-factor Theory	Jobs must provide hygienes and motivators	Job enrichment
Job Characteristics Model	Jobs must provide five key job characteristics	Job enrichment
<b>Cognitive Theories</b>		
Equity Theory	Inputs = outcomes; emphasizes drive to reduce inequities	(various applications but no agreed-upon intervention programs)
Expectancy (VIE) Theory	Valence, instrumentality, Expectancy	

# COMPARING, CONTRASTING, AND COMBINING THE DIFFERENT MOTIVATION THEORIES

- ◉ How do you combine these theories?
- ◉ Which one is the most logical to you?

# THE RELATIONSHIP BETWEEN MOTIVATION AND PERFORMANCE

- ◉ Numerous factors related to *systems/technology variables, individual differences, group dynamics, and organizational factors* may affect work performance directly-regardless of levels of worker motivation.
- ◉ Although motivation is important, it is only one determinant of work behavior.

# THE RELATIONSHIP BETWEEN MOTIVATION AND PERFORMANCE

- ◉ *Systems/technology variables*

- Poor work systems, procedures, tools, and equipment
- Cross-cultural differences

- ◉ *Individual differences*

- *Least-productive but most motivated: new employees*
- *Abilities*

- ◉ *Group dynamics*

- *Suppose two key members are not good team members*

- ◉ *Organizational factors*

- *Total organizational success → coordination and concentration of the efforts to a number of units*
- *Organizational politics and conflict*

# CHAPTER 9

## POSITIVE EMPLOYEE ATTITUDES AND BEHAVIORS

*Introduction to  
Industrial/Organizational  
Psychology*



# JOB SATISFACTION

- ◉ **Job satisfaction** consists of the positive and negative feelings and attitudes about one's job.
  - The **global approach** views job satisfaction as an overall construct.
  - The **facet approach** views job satisfaction as made up of individual elements, or facets.

# THE MEASUREMENT OF JOB SATISFACTION

- Job satisfaction can be measured through interviews or with self-report measures.
  - The most widely used self-report measures are the *Minnesota Satisfaction Questionnaire (MSQ)* and the *Job Descriptive Index (JDI)*.
    - The *MSQ* measures satisfaction with 20 job facets, including supervisor competence, working conditions, task variety, and chances for advancement.
    - The *JDI* measures satisfaction with five job facets: the job itself, supervision, pay, promotions, and coworkers.

On my present job, this is how I feel about	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1 Being able to keep busy all the time	1	2	3	4	5
2 The chance to work alone on the job	1	2	3	4	5
3 The chance to do different things from time to time	1	2	3	4	5
4 The chance to be somebody in the community	1	2	3	4	5
5 The way my boss handles his/her workers	1	2	3	4	5
6 The competence of my supervisor in making decisions	1	2	3	4	5
7 The way my job provides for steady employment	1	2	3	4	5
8 My pay and the amount of work I do	1	2	3	4	5
9 The chances for advancement on this job	1	2	3	4	5
10 The working conditions	1	2	3	4	5
11 The way my co- workers get along with each other	1	2	3	4	5
12 The feeling of accomplishment I get from the job	1	2	3	4	5

**FIGURE 8.1**

Sample Items from the Minnesota Satisfaction Questionnaire

Source: Adapted from Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota satisfaction questionnaire: Minnesota studies in vocational rehabilitation*. Minneapolis, MN: University of Minnesota, Vocational Psychology Research.

<p>Think of your present work. What is it like most of the time? In the blank beside each word given below, write</p> <p>Y for "Yes" if it describes your work  N for "No" if it does NOT describe it  ? if you cannot decide</p> <p><i>Work on present job</i></p> <p>Routine  Satisfying  Good</p>	<p>Think of the pay you get now. How well does each of the following words describe your present pay? In the blank beside each word, put</p> <p>Y if it describes your pay  N if it does NOT describe it  ? if you cannot decide</p> <p><i>Present pay</i></p> <p>Income adequate for normal expenses  Insecure  Less than I deserve</p>	<p>Think of the opportunities for promotion that you have now. How well does each of the following words describe these? In the blank beside each word, put</p> <p>Y for "Yes" if it describes your opportunities for promotion  N for "No" if it does NOT describe them  ? if you cannot decide</p> <p><i>Opportunities for promotion</i></p> <p>Dead-end job  Unfair promotion policy  Regular promotions</p>
<p>Think of the kind of supervision that you get on your job. How well does each of the following words describe this supervision? In the blank beside each word below put</p> <p>Y if it describes the supervision you get on your job  N if it does NOT describe it  ? if you cannot decide</p> <p><i>Supervision on present job</i></p> <p>Impolite  Praises good work  Doesn't supervise enough</p>	<p>Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words describe these people? In the blank beside each word below, put</p> <p>Y if it describes the people you work with  N if it does NOT describe them  ? if you cannot decide</p> <p><i>People on your present job</i></p> <p>Boring  Responsible  Intelligent</p>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word below, write</p> <p>Y for "Yes" if it describes your job  N for "No" if it does NOT describe it  ? if you cannot decide</p> <p><i>Job in general</i></p> <p>Undesirable  Better than most  Rotten</p>

**FIGURE 8.2**

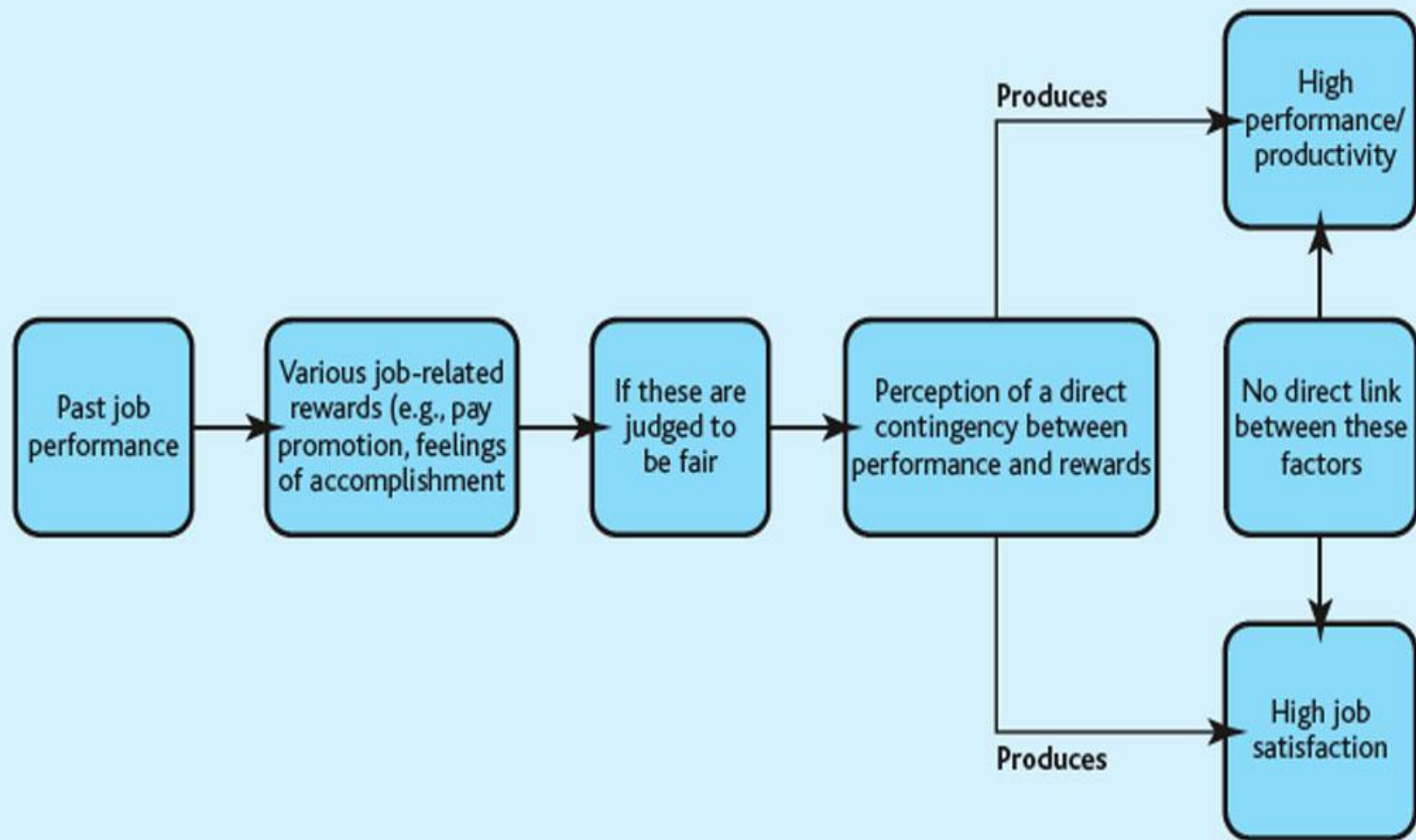
Sample Items from the Job Descriptive Index, Revised (Each scale is presented on a separate page.)

Source: Smith, P. C., Kendall, L. M., & Hulin, C. L. (1985). Job descriptive index. From *The measurement of satisfaction in work and retirement* (rev. ed.). Bowling Green, OH: Bowling Green State University.

Note: The Job Descriptive Index is copyrighted by Bowling Green State University. The complete forms, scoring key, instructions, and norms can be obtained from Dr. Patricia C. Smith, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403.

# JOB SATISFACTION AND JOB PERFORMANCE

- ◉ Is it true that the “happy worker is a productive worker?”
  - Meta-analyses indicate a moderate correlation between job satisfaction and performance (Judge et al., 2001).
  - The Porter-Lawler model (1968) states that job satisfaction and performance are not directly linked, but are related when workers perceive fairness in receipt of work-related rewards.



**FIGURE 8.3**

The Porter-Lawler Model of the Job Performance-Job Satisfaction Relationship

Source: Porter, L. W., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Homewood, IL: Dorsey Press. As adapted by Baron, R. A. (1986). *Behavior in organizations: Understanding and managing the human side of work* (2nd ed.). Boston: Allyn & Bacon.

# ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

- ◉ **Organizational commitment** consists of a worker's feelings and attitudes about the entire work organization.
  - The most widely used measure of organizational commitment is the *Organizational Commitment Questionnaire (OCQ)*.
  - Other models view organizational commitment as composed of *affective*, *continuance*, and *normative* commitment, with separate scales to measure each.



Instructions: Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working (company name), please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.\*

- 1 I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
- 2 I talk up this organization to my friends as a great organization to work for.
- 3 I feel very little loyalty to this organization. (R)
- 4 I would accept almost any type of job assignment in order to keep working for this organization.
- 5 I find that my values and the organization's values are very similar.
- 6 I am proud to tell others that I am part of this organization.
- 7 I could just as well be working for a different organization as long as the type of work was similar. (R)
- 8 This organization really inspires the very best in me in the way of job performance.
- 9 It would take very little change in my present circumstances to cause me to leave this organization. (R)
- 10 I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
- 11 There's not too much to be gained by sticking with this organization indefinitely. (R)
- 12 Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)
- 13 I really care about the fate of this organization.
- 14 For me this is the best of all possible organizations for which to work.
- 15 Deciding to work for this organization was a definite mistake on my part. (R)

\*Responses to each item are measured on a 7-point scale with scale point anchors labeled:  
(1) strongly disagree; (2) moderately disagree; (3) slightly disagree;  
(4) neither disagree nor agree; (5) slightly agree; (6) moderately agree;  
(7) strongly agree. An "R" denotes a negatively phrased and reverse-scored item.

#### FIGURE 8.4

##### Organizational Commitment Questionnaire (OCQ)

Source: Mowday, R. T., Steers, R., & Porter, L. W. (1979). The measure of organizational commitment. *Journal of Vocational Behavior*, 14, 228.



# ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

- ◉ Research indicates a fairly high positive correlation between job satisfaction and organizational commitment.
  - Workers maintain positive attitudes toward jobs and organizations to maintain cognitive consistency.
  - Both organizational commitment and job satisfaction are affected by numerous factors, including job type and variety, job responsibility, quality of social relationships at work, compensation, chances for promotion, and so on.
  - Research indicates that perceived fairness in job rewards influences job satisfaction, while congruence between organizational and worker values, and organizational values and actions, influence organizational commitment.

# JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, AND EMPLOYEE ATTENDANCE

- **Voluntary absenteeism** is when employees miss work because they want to do something else (i.e., not because they are ill or unable to work).
- **Involuntary absenteeism** occurs when employees have a legitimate excuse for missing work-typically illness.
- Involuntary absenteeism is inevitable; organizations can try to eliminate voluntary absenteeism, but this is difficult because it is difficult to distinguish between voluntary and involuntary absences.

# JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, AND EMPLOYEE ATTENDANCE

- ◉ Turnover can also be categorized as voluntary or involuntary.
  - **Involuntary turnover** occurs when an employee is fired or laid off.
  - **Voluntary turnover** occurs when competent and capable employees leave to work elsewhere.
  - Meta-analyses (Griffeth et al., 2000) indicate that low job satisfaction and low organizational commitment are related to higher turnover.

# JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, AND EMPLOYEE ATTENDANCE

- A strong predictor of employee turnover is absenteeism, particularly the rate of absences immediately before the employee leaves.
- **Turnover intentions** refers to workers' self-reported intentions to leave their jobs.
- Voluntary turnover is costly, and research indicates that employees who feel they are not treated fairly are more likely to leave an organization (Griffeth and Gaertner, 2001).

# INCREASING JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

- ◉ *Changes in job structure* can be used to increase satisfaction and commitment.
  - *Job rotation* is the systematic movement of workers from one type of task to another to alleviate boredom and enhance worker training.
  - *Job enlargement* involves the expansion of a job to include additional and more varied work tasks.
  - *Job enrichment* involves raising the level of responsibility of a job by allowing workers a greater voice in planning, execution, and evaluation of their own work activities.

# INCREASING JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

- ◉ *Changes in pay structure* can be used to increase satisfaction and commitment.
  - *Skill-based pay* is compensation in which workers are paid based on their knowledge and skills rather than their organizational positions.
  - *Merit pay* is compensation in which employees receive a base rate and additional pay based on performance.
  - *Gainsharing* is compensation based on effective group performance.
  - *Profit-sharing* is a plan where all employees receive a small share of an organization's profits.

# INCREASING JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

- ◉ *Flexible work schedules* can be used to increase satisfaction and commitment.
  - *Compressed work weeks* are schedules that decrease the number of days in the workweek while increasing number of hours worked per day.
  - *Flextime* is a schedule that commits an employee to working a specified number of hours, but offers flexibility in regard to beginning and ending times for each day.

# INCREASING JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

- *Benefits programs* are perhaps the most common way for employers to increase employees' job satisfaction and commitment.
  - Benefit programs can include flexible working hours, a variety of health care options, retirement plans, career development, health promotion programs, and employee-sponsored childcare.
  - On-site child care programs increase job satisfaction, but have little effect on employee absenteeism (Goff et al., 1990).



# POSITIVE EMPLOYEE ATTITUDES AND BEHAVIORS

- ◉ **Organizational citizenship behaviors (OCBs)** involve efforts by organizational members that advance or promote the work organization and its goals.
  - OCBs are positively correlated with both job satisfaction and organizational commitment (Podsakoff et al., 2000).
  - Employees who engage in OCBs are less likely to leave the organization and have lower voluntary absenteeism (Chen et al., 1998; Lee et al., 2004).

**TABLE 8.1***Types of Organizational Citizenship Behaviors (OCB)*

*Helping Behavior*—voluntarily helping others with work-related problems; helping prevent others from encountering problems; keeping the peace/managing conflict

*Sportsmanship*—maintaining a positive attitude in the face of challenges or problems; tolerating inconveniences and impositions; not taking rejection personally; sacrificing personal interests for the sake of the group

*Organizational Loyalty*—promoting the organization to outsiders; defending the organization from external threats; remaining committed to the organization even under adverse conditions

*Organizational Compliance*—accepting and adhering to the organization's rules and procedures; being punctual; not wasting time

*Individual Initiative*—volunteering to take on additional duties; being particularly creative and innovative in one's work; encouraging others to do their best; going above and beyond the call of duty

*Civic Virtue*—participating in organizational governance; looking out for the organization (e.g., turning out lights to save energy, reporting possible threats, etc.); keeping particularly informed about what the organization is doing

*Self-development*—voluntarily working to upgrade one's knowledge and skills; learning new skills that will help the organization

*Source:* Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26, 513–563.

# POSITIVE EMPLOYEE ATTITUDES AND BEHAVIORS

- Recently, there has been an explosion of research examining the role of *positive affect* (positive emotions that affect mood in the workplace) in affecting job satisfaction and positive employee behaviors.
  - Dispositional (traitlike) positive affect is linked to higher job satisfaction and performance, and lower absenteeism and turnover (Pelled and Xin, 1999).
  - Emotionally positive workers are more likely to engage in OCBs than emotionally negative workers (Bachrach and Jex, 2000).