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Part 3: Process Theories of Motivation

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Process Theories

Equity Theory

Equity theory is a commonly used tactic in creating a more harmonic work setting, and increasing employee motivation through equalizing levels of workplace input and outputs. According to Carrell and Dittrich, “individuals review the inputs and outcomes of themselves and others, and in situations of inequity, experience greater cognitive dissonance than individuals in equitable situations” (1978). This theory draws upon utilizing the understanding of someone’s input and output in the workplace to. According to Ryan, no single theory of human motivation offers an all-encompassing and comprehensive view of the complexity of human behavior (Ryan, 2015). Thus, this theory involves solely in individuals that fit the overall description of the theory. When someone’s input and output levels are balanced, an employee maintains a strong and motivated work life. Yet, when these two attributes are imbalanced, it can cause ripples in one’s motivation. Equity theory can be implemented to explain an employee’s lack of or excess motivation, especially in the public sector. Motivation is extremely crucial in any type of public sector job. “Motivation has the potential to make a difference regarding outcomes both on the individual and the organizational level” (Neumann, Ritz, & Vandenabeele, 2016). As the public sector is less prioritized due to material enrichment the private sector offers, the public sector needs to maintain a healthy relationship between motivation and fairness.

Equity theory was developed in the 1960s by Stacy Adams. Adams was a behavioral scientist that defined the theory as “inequity exists for person whenever he perceives that the ratio of his outcomes to inputs and the ratio of other outcomes to other inputs are unequal” (Al-Madi & Al-Zawahreh). This theory revolves around how people view equity in terms of fairness. Even though there might be an unbalance in the workplace, one might not notice, making their view on equity as fair and maintaining their motivation. Yet, once an imbalance

arises, motivation can waver as their view of fairness switches. Fairness and the allocation of rewards are strongly tied with a successful motivated employee (Neumann, Ritz, & Vandenabeele, 2016).

To go into more depth on how to motivate employees in the public sector using equity theory, we must define and describe two key attributes of equity theory. “According to Adams, the focus of the theory is on the exchange relationship where individuals give something and expect something in return” (Al-Madi & Al-Zawahreh). To give an example, we can focus on public sector input and outputs. It is typical for municipal governments to pay their employees lower than private sector companies. Therefore, one who works in an entry level position within local government can easily see the difference in salary and levels regarding the amount of input the position requires. To make up for this clear imbalance, government employees are accommodated by great benefits for themselves and their families, this includes managerial staff as well. According to Broeck & Buelen’s research, they consistently found that “private sector employees and managers value economic rewards more highly than do public sector employees and managers” (Broeck & Buelen, 2007). Along with accommodations that are not found in the private sector due to the competitiveness nature of corporations, and the fuel of monetary incentives by which they operate. This is to equal out the inputs and outputs for the sole purpose of maintaining motivation, and desirability to work for government entities. When an employee lacks motivation due to an unequal level of equity, there are two tactics to reinstate motivation.

The common trait of decreased motivation due to unequal balances of equity, is the amount of input an employee puts into their work. Due to the natures of some governmental departments and critical non-profit sector positions, an employee can find themselves potentially working over their full-time 40 hours per week. Therefore, their input is exceeding what the employee was originally contracted for. A simple but effective way to fix

this is to reduce the unmotivated employee's inputs, or work efforts (Neumann, Ritz, & Vandenberg, 2016). This will alleviate the stresses and pressures of an unbalanced work life, which could be detrimental to the employee's performance and overall motivation. Thus, when said employee feels that their input is at the optimal amount, their performance will maintain a steady course.

Referring to the scenario above in which Jan is getting paid 15% less compared to her colleagues in the same position as her, even though she her input is the same as them; a way to motivate her would be to get rid of the excess workload. Since Jan is the Director of a branch, she is putting in more work than the average full-time employee, and sometimes must take her work home. Since her work life is unbalanced, a way to even it out would be for John to dictate a less amount of work that she must do. Then Jan would understand why her position is underpaid compared to other similar branch Assistant Directors. Without equalizing Jan's equity, she is most likely going to find employment elsewhere that fits her more adequately, or spend much of her thought on finding a solution to the imbalance.

Another strategy that correlates with increasing motivation in terms of equity theory is by increasing the rewards in which to fit their desired outcomes. Due to the employee not being fairly compensated for their amount of input, they will require their rewards to be increased (Neumann, Ritz, & Vandenberg, 2016). When equalizing their input and output levels through desired compensation, the employee will feel more motivated. Compensation in equity theory can be defined in a couple of ways. First is the basic extrinsic reward system, which is defined in pay, benefits, and promotions (Neumann, Ritz, & Vandenberg, 2016). Yet, public sector employment is often on a tight and strict budget with not much room for advancement. This part depends on the employee and what they value as enjoyment and satisfaction (Neumann, Ritz, & Vandenberg, 2016). Intrinsic rewards can make up for the lack of extrinsic rewards, and can potentially motivate an employee further due to the

individual parameters of using such reward systems. Examples of intrinsic rewards manifest in what matters to that employee, whether it is more days off, working from home a few days out of the week, and recognition for a job well done. Those examples can make an employee's workplace a happier setting, making them more productive with their time.

This solution based upon intrinsic and extrinsic rewards can be referenced in the scenario at the beginning of this section, with Jan. Jan's outcomes do not match her colleagues, that are in the same position as her. She notices a 15% increase in their salary compared to hers, so her input and output ratio are unbalanced, resulting in decreased motivation and work performance. For John to fix Jan's decreasing motivation, he can increase Jan's pay to what the other assistant directors are making. This will alleviate any type of resentment towards her superiors and colleagues. If the non-profit is lacking in the necessary funds to increase Jan's salary, they could offer her intrinsic rewards that fit her personally. She might want more time with her family, resulting in John offering her a more flexible work schedule.

The difference in which inequality of input and output ratios are measured can greatly affect the amount of distress an individual will have. This can cause quite the disruption in a work setting, especially in the public sector. As stated above, many public-sector positions are crucial that the work be continued professionally and adequately. When the inequality is too much for the individual to simply let go, it encompasses their work life completely, focusing on restoring their equity and not much more. As motivation disappears, one of the options to fix it will be to end the relationship and find something that fits the individual's required levels of equity. Thus, maintaining an unequal amount equity can transform into a high turnover rate within that position. According to *The Equity Sensitivity Construct*, as an individual difference variable, equity sensitivity is proposed to moderate relationships between an individual's perceptions of equity and organizational outcomes such as job

satisfaction, quality and quality of work, absenteeism, and turnover (Huseman, Hatfield & Miles, 1987). Common Inequity Reduction Methods: change inputs, change outcomes, alter perceptions of self, alter perceptions of other, leave situation, change comparisons.

Simple ways to efficiently counter an unmotivated employee is to confront them and see if their levels of equity are not equal. Using the scenario stated above, we see that Joseph is becoming unmotivated due to him feeling as if he is working hard enough for full-time employment. Since he is inputting a lot of unpaid hours into this organization, he feels full-time employment would be fair or in other words his outcomes. To motivate Joseph, Jill could give him employment, or even part-time employment until a position opens. This would reinvigorate Joseph's motivation and work ethic once again.

In Jill's case, equity theory would be perfect to motivate her. She feels that her effort (input) does not match what she is being given (output) and expects more. She is feeling a difference in equity, and sure enough, becomes unmotivated. So in turn, Jan could evaluate her and give her some options to equal out her equity. Jan learns that she really enjoys more vacation days to visit her parents in a nearby state. Jan gives her extra vacation days, and although since it's a nonprofit with a low budget, she becomes more motivated. Travelling to see her family is how Jill decompresses, and becomes happier that her work gives her the freedom to see them frequently.

Equity theory by Adams is a great tool by which public sector managers and employees can benefit from its utilization. By knowing your own personal and other inputs and outputs, you can form a great work environment by which everyone is treated and compensated fairly. This is done by focusing on intrinsic and extrinsic rewards that individually fit a person to maximize their motivation. Not only is equity theory a great tool for the public sector to utilize, it is critical to an employee's happiness. "Equity theory proposes that individuals who perceive themselves are either under rewarded or over

rewarded will experience distress, and that this distress leads to efforts to restore equity”
(Huseman, Hatfield & Miles, 1987). Thus, keeping equal levels of equity using equity theory,
managers and employees can maintain a harmonic workplace.

Expectancy Theory

This case will focus on how expectancy theory can be used to help identify and fix productivity problems in the above scenario about the Non-Profit Recruitment Agency that finds employment for High School Grads I.E no degree. By analyzing the lack of proper motivation using the ideas of expectancy theory, a solution will be identified to help resolve the issue that Jan experience with Jill (Supervisor), in order to increase productivity in the Orlando South West Branch.

The Expectancy Theory focuses on an individual's decision making based on the values of outcomes from an action and the probability of these outcomes happening (p. 278). In other words, an individual will decide to act or not act based on if they perceive if the outcome is significant enough for the effort that they put in. If the result is positive, more times than it is negative, a person will be more likely to conduct the actions that will get that result. This theory has been broken down further into two types, Expectancy I and Expectancy II. The first type looks at the person's beliefs "...about the likelihood that effort will lead to a particular performance level" and the second type looks more at the original definition of this theory (Rainey, 2014, p. 280). The Expectancy Theory, referencing a utilitarian idea, in which "an individual considering an action sums up the values of all the outcomes that will result from the action" (Rainey, 2014 p. 278). The theory was applied a Performance Management and Recognition System (PMRS) a plan where higher level managers would rate lower level manager's performance with a scale system, basing salaries accordingly. Initially not popular, some received high ratings, thus, the likelihood of performing well was high to receive a high rating (Rainey, 2014).

According to Gibson (2012), *expectancy theory of motivation* is a theory which an employee is faced with a set of "first-level" outcomes – things that pertain to job productivity. The Expectancy Theory proposed by Victor Vroom suggest that motivation

comes from an “input-output” formula. Meaning, motivation is predicted on a probability. The first and second level outcomes that can result in positive or negative motivation. The expectancy is greater when the job performance is greater. Therefore, the expectancy theory suggests that if an employee does what is expected or asked of he or she they will receive their desired outcome (promotion, recognition, merit increase), which is related to the “second-level” outcomes (rewards or punishments) (p.140-141).

Furthermore, Expectancy Theory can better explain motivation because to motivate employees you must know what triggers their success. Not everyone receives motivation the same way. Managers and leaders in the public sector need to recognize how to maximize an employee’s skills and talents by acknowledging the lower level needs first. According to Gibson, it is wise to know when to offer appropriate rewards. There should be a balance. The idea is to build strong hard-working, goal oriented employees yet, not so dependent on a motivational reward that they lose the drive and effort to perform because stimulation and eagerness is solely based on appraisal. When thinking of the motivation, reverting to a physical reward, I understand that motivation can be physical and physiological. Motivation can be highly impacted through the creation of a meaningful and positive workplace environment. Motivation equals exceptional performance. The ultimate task for any organization or background is to fulfill the needs and achieve the goals. Motivation becomes the basis for any task to be fulfilled because without the desire and passion to work there would be no progress or growth in any organization. Vroom states that “motivation is a multiplicative function of expectancy, instrumentality, and valence. If any of these are low it will cause an employee to be less motivated (Vroom, 1964).”

Jill suffers a similar line of distress. As the supervisor of the Southwest division, she is beginning to have thoughts of leaving the organization. Her division is the most productive division of the Orlando branch, but other division’s supervisors and employees are being

rewarded more. Jill feels that her effort does not match what she is being given and expects more for what she is accomplishing for the organization. In turn, the division has succumbed to chaos, as Jill does not feel she needs to keep subordinates in line as much to maintain the same success as other divisions. Expectancy theory ties in with the scenario in which Jill knows she is being productive and her effort matches the branches' success. Yet, her effort is being undervalued, and she begins to lose motivation.

The Expectancy theory provides good insight on how one changes their perspective, or actions, based off the previous results. For instance, Jill requires a reward to be motivated that matches her effort. Her branch is the best branch out of the Orlando region and they meet their quotas consistently. However, the other branches are being rewarded more than Jill's branch, which motivates Jill to decrease her productivity and neglect her managerial responsibilities. Since her rewards doesn't match the amount of acquisition she has produces for her company, Jill's expectancy is being negatively affected. She works really hard and puts in effort but not being as successful as she would like in terms of getting her rewards. One of the first things Jan, the Director of the Orlando Branches, will need to address is the expectancy of her employee. Expectancy is the perceived link between effort put in and performance accomplished/ output. Jill believes the link between hard work and success is low which leads to lowering her overall motivation. Even though she can increase her productivity, her rewards will not be affect by such increase.

Jan will need to identify what the employee's value as an incentive. As each employee will prefer different things, simply just giving everyone more time off for good work, or a monetary bonus, may not work. This perceived value of what is received is known as valence. Unlike the other factors, valence can be positive or negative. With positive valence outcomes being something the employees want, and negative valence being outcomes the employees would like to avoid.

With that being said, the expectancy theory's perceptions about effort, performance, and the value of rewards are difficult to quantify which makes the comparisons between different choices and/or people using the expectancy theory framework may not be accurate. Expectations may be too high or low and discourage those trying to attain them (Rainey, 2014). As an example of using both positive and negative valence to motivate the employees, Jan could perhaps give better rewards to Jill for meeting quotas and start by giving bonuses based on merits (meeting quotas) because if each branch isn't producing results, the bottomline is ultimately affected. Since she values rewards, this new system of rewards would be a positive valence motivator to make her work harder.

Subsequently, the expectancy is greater when the job performance is greater. Expectancy depends on three factors: self-efficacy, goal difficulty, and control, and it provides a framework about how people make choices based upon expectations. This theory could apply to employee motivation in terms of how impactful the individual thinks they can be in their role. For example, if a coordinator for a nonprofit organization is only pushing papers, they may not feel very motivated to do their job. They may think that the effort that is putting in to fill out paperwork does not have a major impact in the grand scale of the organization. However, if managers at that organization can give more or updated job responsibilities so that the coordinator feels that their efforts are more impactful, this may increase motivation.

Inconclusive, from this section you will learn that Expectancy theory deals with the relationship between the motivations of people and the work they perform. Empirical evidence is critically examined on such questions as why people choose their particular occupations/ professions and what factors influence their job satisfaction and performance in their workplace. This section served as reference book for its reader—a critical appraisal of existing research on a topic related to motivation in the workplace. This section also can be

used for the underlying theory and understanding the possibility of organizing knowledge in terms of a lucid and a comprehensible set of concepts and relationships.

Goal-Setting Theory

In the 1960's researcher Edwin Locke, developed the theory of goal setting, this theory refers to the effects a person has of setting goals based on their subsequent performance (Neutrino, 2012). Setting up specific goals step by step until the ultimate goal is accomplished, allows personnel to perform better with a clear stated goal rather than others such as "Do your best" or "Work hard", due to that being too broad with a goal could often lead to the employee not knowing whether or not they accomplished the goal. Since the discovery and research of this theory- it's been found through numerous studies that setting up specific goals promote better performance and motivation, especially in the workplace. In a survey of organizational behavior scholars, "goal setting theory has been rated as the most important, out of 73 other theories" (Miner, 2003). Since this theory was researched, almost by five decades ago, it's been utilized and established as a motivating factor in the workplace by industrial, organizational psychology, and the public sector.

"A goal is the aim of an action or task that a person consciously desires to achieve or obtain"(Locke & Latham, 2002; Locke & Latham, 2006) In other words, without goal setting theory now a days, it will be almost impossible to maintain employees engaged purposely towards any objectives. Goals provide direction and meaning to an employee in regards to what has to be done and how much efforts are required to complete a given task. At the same time, "it turns aspirations into tangible objects which require commitment and action (McKay)." Therefore, it is important to note the concept of SMART goals as it helps us define our goals more specifically and concretely. The SMART acronym is an effective tool that provides clarity, focus and the motivation a person needs to achieve a goal. Initially the SMART term originated in the November 1981 in the issue of Management Review by George T. Doran. Since then, Professor Robert S. Ruben from the University of Saint Louis has continued to write about SMART goals, this was mainly made in the written article The

Society for Industrial and Organizational Psychology (Mind Tools Content Team). “Smart goals must be specific, measurable, attainable, realistic and timely” (Goal Setting Basics, 2013).

Therefore, when being specific, you must target a specific area for improvement and break down the goal into smaller steps. In order for a goal to be measurable, the individual must be able to set a time frame for which the goal will be accomplished. Attainable, in this aspect, when the employee identifies a goal, writes it out and creates a structured plan, the employee is making the goal attainable. Realistically, in order to accomplish a realistic goal the employee must be aware of his or her strengths or weakness and set a goal that is reachable within a specific time frame. Finally, timing, meaning that the employee must specify when the results will be achieved within the time period set to achieve the goal in mind upon a deadline (Goal Setting Basics, 2013).

In regards to the scenario mentioned above, Joseph has been brought into the Southwest division as a hiring intern. With the division suffering in motivation, Joseph feels he has not received proper direction. In turn, Joseph feels lost as an intern, as he does not understand his daily tasks and does not want to squander this opportunity. As this is his first internship, Joseph cannot fathom where it can take him and feels he needs to know an end goal in order for him to be motivated in such a chaotic and negative environment. Therefore, goal setting theory will be most appropriate to apply in Joseph’s case. By Joseph setting and establishing specific goals given by his supervisor Jill, it will not only encourage him to be more engaged within the core values of the organization but will increase job performance and engagement; as well as providing a solid structure in regards to task completion and confidence with daily tasks in the workplace. This approach will promote motivation to Joseph due to the specific tasks escalating in importance and responsibility given. First goal setting, initially Joseph will have to complete twenty job interviews daily for potential candidates evaluating their strengths and weaknesses, in the time frame of three

months. Second goal setting, Joseph must collect all evaluation reviews from HR in order to create a portfolio relevant with feedback to the hiring process within the next two months followed by goal number one. Finally, prior to achieving the ultimate goal, third goal setting, which is permanent employment with the company. Joseph must provide possible employment and hire at least five candidates, and these candidates must be able to hold employment past the three-month period, within 3 months of completing goal number two.

Goal setting leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality from the employee. Also, it is important to note that goal-setting theory is a technique that has been used to raise incentives for employees to complete work quickly and effectively. When employee motivation is the key factor in the workplace, it can lead to potential positive construct mechanisms or devastating losses for the organization. By applying the goal setting theory in the organization with our employees, we will be able to set higher standards of production and full engagement within its employees. Setting up small and specific goals in order to achieve or conquer a task will not only provide purpose, drive and meaning to the employee but will also create a structure within the individual. Allowing the person to explode and reach their higher potential in regards to performance by being motivated to be engaged in the organization's core values and culture in essence.

When employees are expected to perform at a certain level, high standards in their work performance and engagement within the culture of the organization play a major role in the structure and well being of the organization. This is why motivation is such a big component within every individual of the organization, and what a better to implement innate motivation than by applying the goal setting theory in the work environment. Using and applying the goal setting theory in our organization promotes drive and structure. It also makes employees more persistent, increases their productivity level, allows to accomplish

tasks in a timely manner and promotes innate harder work on behalf of any employee within the organization.

A managerial role in the organization must be able to provide and help assist their crewmembers to apply the goal-setting theory in their lives. As by understanding the core values, purpose and objectives of the organization, the employee will be able to set specific goals personally or within the organization, and they will serve as his or her framework and plan of action towards accomplishing their goals. The next step for proper guidance in regards to promoting goal setting theory within the organization requires communicating your strategy, as this will highlight the importance of your contribution and goal motives. But it's as necessary as linking the importance of low and higher level goals in regards to each individual set of skills and talents. Finally, it's important to make sure all short-term and smaller goals to add up upon your ultimate goal. An essential key format for managers could potentially be to set up individual objectives for every employee, while at the same time monitoring and coaching them, while evaluating their performance in order to provide specific goals according to their needs.

Some of the factors that are affected by goal setting theory in the public sector include the high levels of goal ambiguity by employees in the organizational level and with government agencies. This is why Chun and Rainey (2005) developed and assessed goal ambiguity in the government context. And what they found is that an agency's goals could lack clarity and full understanding on behalf of its employees, and if the goal is too broad, is open to numerous interpretations, reflecting that ambiguity is present. Unclear interpretations of such goals used in legislation provide almost no structure or guidance to its employees in regards to the implementation of legislation mandates. Therefore, it was concluded that "goal clarification is often considered 'managerially sound' but 'politically irrational' in the

public sector” (Chun and Rainey, 2005, pp 23). “This explains why federal agencies are required to develop their goals based on statutory mandates” (U.S. OMB, 2001).

Chun and Rainey interpreted their findings by promoting the urgency for agencies to increase the specificity level of the goals that employees are set to accomplish. But in this matter, it is highly necessary that employees see and understand the relationship between their work performance and what they expect to achieve if their motivation levels were to increase or remain at high levels (Bandura, 1997). According to Wright, it’s important to note the results examined in regards to work setting, goal conflict, and role ambiguity for the public sector employees’ performance to improve. Wright believes that such results will represent a beneficial effect in the workplace (Wright, 2004). As the ambiguity of a goal could lead to a very vague understanding of what it is to be accomplished by the employees, it could also be positively parallel when feedback from the organization’s employees is present, while connecting and improving the quantity and quality of feedback given to the employee from a managerial position in the public sector (Latham, Borgogni & Petitta, 2008).

Reinforcement Theory

The work of B.F. Skinner was rooted in a view that classical conditioning was far too simplistic to be a complete explanation of complex human behavior. He believed that the best way to understand behavior is to look at the causes of an action and its consequences.

Skinner's work was heavily inspired by Edwards Thorndike 1905 Law of Effect which states "responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation" (Gray, 2006). Skinner introduced a new term into the Law of Effect known as the Skinner Reinforcement. This theory fundamentally states that behavior which is reinforced tends to be repeated (strengthened) while behavior which is not reinforced tends to die out-or be extinguished (weakened). Whether they know it or not, most company executives and managers are Skinnerians or avid practitioners of the Skinner's theory. The reputable Harvard psychologist B. F. Skinner who popularized the theory of Skinner Reinforcement, introduced the idea that presenting a reward after a desired behavior will make that behavior more likely to occur in the future.

Furthermore, due to the innovation of Skinner Reinforcement, both public and private entities since the mid-20th century (the theory was innovated in the 1930's) have been slowly transforming the attitudes and behavior of their employees by applying the psychological breakthroughs of the Skinner Reinforcement theory that explain why people think and act the way they do (Lawson & Price, 2003). For an example, if an employee works hard, an executive or manager should reward them with a performance bonus. The executive rewarding that bonus should make that employee want to continue to work hard because this will hopefully subsequently lead to both better output from that respective individual and the company as a whole. This also works on the contrary in the Skinner Reinforcement theory known as negative reinforcement (Management Study Guide) . If an employee is showing up

late to work on a perpetual basis, an executive should punish them by maybe taking away some of their paid time off. Ultimately, this punishment should make this employee stop showing up late. These rewards can come in either extrinsically or intrinsically too. Extrinsic rewards can include salary, bonus and fringe benefit while intrinsic rewards could include praise, encouragement and empowerment.

Moreover, employers can use the Skinner Reinforcement to motivate employees by setting clear and reasonable expectations, identifying strong motivators, and encouraging desirable behaviors. The use of reinforcement to motivate employees should be a positive experience for both the employee and the employer. Unclear task expectations and evaluation standards frustrate employees and reduce the tendency to attempt the desired behavior (Wei & Yazdanifard, 2014).

When it comes to setting clear and reasonable expectations the Skinner theory allows for the employer to give rewards as long it is not at the workers expense. If the employer starts rewarding only the impossible or extremely difficult tasks may lead to anger and a sense of helplessness and result in worse performances than before you implemented a reinforcement program. Expecting absolute perfection, or a consistent doubling of sales, for example, is likely unreasonable and may result in increasing errors and declining sales as employees give up (Wei & Yazdanifard, 2014). When it comes to encouraging desirable behaviors, most managers and executives want to make sure they are encouraging behavior such as punctuality, strong teamwork and quality production. According to Skinner's reinforcement theory, choosing one positive attribute to target at a time and applying positive reinforcement techniques with a focus on extinction of the negative behavior, can help you turn desirable traits into strong work habits over time. Employers try to avoid undesired behavior results in the workplace which can mean if a workers morale is low, showing up late to work, or not performing to the company's standards, etc. The only effective way to avoid

this according to Skinner is by offering an incentive when work exceeds expectations, positive reinforcement, and focusing on extinction by withholding it or withholding additional privileges when targets are not met. Lastly, employers have to effectively use reinforcement carefully because different strategies yield different results and the last thing you want is stagnation in the workplace (Wei & Yazdanifard, 2014).

Rewarding a behavior even if it is excellent performance each time will quickly result in repeated performances. However, rewarding the same behavior intermittently often yields even better results as employees work harder in case the bar has been raised and is more likely to facilitate a lasting change in behavior. And this can ultimately affect workers morale and the organizational culture as whole in a positive way when things are being done and in a negative way when things are not meeting the company's standards. And when things are not getting done this predicament can happen like in the scenario above when Jackie, the human resources manager of the southwest branch in the scenario, felt that she was doing a poor job as a human resources employee because the office morale has been negative of late. Attitude and morale is everything in terms of how motivated you are to get things done in the workplace.

Furthermore, Jackie needs positive reinforcement not just from her boss, but her peers, and supervisees as well. The non-profit is just not meeting the desired numbers, and John, the regional director, is constantly reminding her of what ramifications can come from a predicament like this if the numbers do not improve. Morale at the job is low and its affecting Jackie's self confidence and her performance at work (Group Scenario).

Moreover, John could motivate Jackie by using positive language when addressing the company's issues. He can say to her "the numbers are low but I see you and your department have been dedicated to the organization's cause during this time and I appreciate your determination and willingness to try to remedy the situation the best you can." In this

situation John would be stating the issue that the numbers are low but him saying he appreciates her hard work would make Jackie feel like the numbers being low are not her solely her fault and that she is actually putting forth a good effort that even her boss is noticing. This would also raise her morale which would subsequently lead to the whole department's morale being raised. This would result in better worker satisfaction and change the way Jackie and her employees approach their work agendas.

Furthermore, Skinner also discussed four reinforcement schedules that are used in the public which are fixed interval reinforcement, variable interval reinforcement, fixed ratio reinforcement, and variable ratio reinforcement (Skinner, 1969).

Fixed interval reinforcement is the most common one to use because it is the easiest to use. This variable is based on a fixed amount of time a behavior occurs. A good example of this are paychecks, they are generated on a fixed interval of time (Miltenberger, 2008). People need to be paid to survive so paychecks are given on a fixed and timely basis such as bi-weekly, weekly, monthly, etc. The downside to this reinforcement schedule is that it generates little excitement and it also falls susceptible to these behaviors being completely diminished once the reinforcement is taken away (Miltenberger, 2008).

Variable interval reinforcement is based on a variable and is not given over a fixed amount of time. An example of this is attendance. If worker shows up to work a certain amount of days in a row they will get an extra half day of vacation. This reinforcement schedule works really well because it creates this suspense and surprise element and it is also less costly than a fixed interval reinforcement (Miltenberger, 2008).

Fixed ratio reinforcement is very similar to fixed interval. The main difference is that fixed ratio is based on a fixed number of times a behavior happens (Miltenberger, 2008). A good example of this is when a worker is paid based on many items or sales he or she produced. This reinforcement works in the short run but not in the long run because once the

rewards are given they never change. This reinforcement works better as an incentive (Miltenberger, 2008).

Lastly, you have variable ratio reinforcement. Here, a desired behavior is reinforced after a variable, or unfixed, number of responses has occurred. A good example of this is a call center where call representatives call customer after customer to try to land a sale but they do not know if they will land one or not. Another good example of this would be a slot machine because you never know how many times you have to pull the lever before you hit the jackpot. This reinforcement schedule is so effective that it is dangerous at times, this is what leads workers to output more than they have and this also leads many gamblers to a gambling addiction (Miltenberger, 2008). Understanding how public organizations and public administrators can take full advantage of nonmonetary incentive options seems imperative in the time of budget restraints. This makes it impossible to offer bonuses that are large enough to be effective (Belle, 2015) according to Skinner's reinforcement theory (Skinner, 1969) and the expectancy theory (Vroom, 1964; Skinner, 1969; Belle, 2015).

Moreover, in the past few decades performance related pay has gradually intensified, forming an overwhelming interest in subjects like psychological theories on human motivation and training to subjects like behavioral economics. Research on performance related pay in public administration is fundamentally based on both the theory of expectancy and the theory of reinforcement (Vroom, 1964; Skinner, 1969; Belle, 2015). The first theory (expectancy) looks at how the behavioral patterns vary under the influence of positive or negative incentives and suggests clear incentives in the form of actual payments (Belle, 2015). It is essential too that employees believe that more effort leads to better performance and this ultimately leads to desired results which means being recognized by management (Skinner). If the two theories (Skinner and expectancy) are met, employees create the behavioral expectations of a future reward and increase work effort that will be adopted as a

culture around the office over time. The reason for this is because of Skinner's theories of conditioning and positive reinforcement mentions that setting clear and reasonable expectations, identifying strong motivators, and encouraging desirable behaviors are critical in the process of attaining employee upward mobility and satisfaction. Organizational leaders and designers broadly agree that reporting structures, management and operational processes, and measurement procedures which are setting targets, measuring performance, and granting financial and nonfinancial rewards must be consistent with the behavior that employees are asked to embrace (Belle, 2015). If this does not occur what happens is that those structures and processes set by an organization that reinforce those positive behaviors become harder and harder to sustain over time. The employee becomes complacent and finds it more difficult to meet and exceed the expectations that are given to them.

The critics of the performing related pay (PRP) which can be directly correlated to the Skinner reinforcement theory and the expectancy theory argue that the conditions that are discussed throughout this section are not always met because workers are not always able to combine professional commitments and evaluation wage rationally. In addition, measuring performance in public administration often involves many difficulties. Many employees of public services such as education and health care, produce results that have no market price. (Addamo, 2017). Numerous studies of the theoretical literature on the public sector has found that there is hard to draw connection between work commitment and what they are actually getting paid to do (Addamo, 2017). Studies have also recognized the impact that behavioral economics and motivation play in work commitment, and these studies have found that motivation plays a significant role but that it is all relative depending on what drives a particular employee .The reason for this is that people are motivated by various factors (Ryan and Deci, 2000), they could be motivated by intrinsic motivators such as empowerment and innate passion. This also includes extrinsic motivators such as financial rewards. This

essentially means that everyone is motivated by different things which makes it hard for an employer to set stipulations and guidelines that can potentially result in rewards for everyone (Addamo, 2017). People may be motivated by themselves, forced by a strong external coercion, feeling of being monitored, encouraged by their values and personal commitment to excellence, also including many other important factors (Addamo, 2017). According to many scholars, the intrinsic motivations are almost always in a conflict with extrinsic motivations such as a salary raise or bonuses. Whether the conflict becomes effective or not depends on how the role of monetary incentives are perceived in the terms of the relationship between the employer, employee and how the employer wants to coerce the employee to perform a certain task. When individuals perceive the use of monetary incentives and monitoring as a means of control rather than a legitimate work assessment, the action of intrinsic motivation becomes depleted, which then puts the employee at risk of feeling unmotivated and unfulfilled.

Overall, Skinner's Reinforcement theory has so many layers that can be applied to all different situations in the workplace. This works well in the public sector and this is why it has been coined one of the most influential public administration theories because it inherently motivates the intrinsic individuals who are in their line of work who genuinely cares and wants to help people. The notion of positive reinforcement has become so popular in the workplace and will continue to be used as a tool to achieve the most optimal and maximum output.