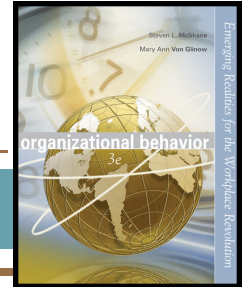


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Organizational Behavior Developments in Research and Practice



A Newsletter for Teachers of Organizational Behavior, written by Steve McShane of Organizational Behavior, Third Edition.

Getting Emotional about Employee Motivation

Expectancy theory, goal setting theory, equity theory, and most other contemporary motivation theories assume that an employee's effort is the result of rational decision-making. Expectancy theory, for instance, states that effort depends on the person's perceived probability of achieving various levels of task performance, the probability of receiving various performance outcomes, and the valence (judged value) of those outcomes. Implicit in this modeling is the idea that employees deliberately calculate the direction, intensity, and persistence of their effort through the expectancy-valence formula.

Expectancy theory and other rationalistic theories of motivation do predict employee effort to some degree. However, these models represent only half of the motivational story. Neuroscientists report that a person's choices and actions result from a complex interaction of BOTH cognitive and emotional processes. As described in Chapter 4 (p. 114), Chapter 5 (pp. 144-145), and Chapter 8 (p. 238) of *Organizational Behavior*, 3rd Edition, our perceptions of the external world are evaluated both rationally and emotionally.

The rational center processes information systematically by comparing it to short-term and long-term memory. The emotional center, on the other hand, processes incoming information much faster and with less precision. This process compares the information against our fundamental drives and needs, tags the information with

corresponding emotional markers (fear, sadness, happiness, boredom, etc.), and then transmits the tagged information to the rational center. So, while the rational center is more slowly evaluating a situation, the emotional center is bombarding it with emotional signals suggesting that the situation is good or bad, important or unimportant. When strong enough, the emotional markers influence the conclusions formed by the rational process.

Emotions do more than simply influence the rational process; as psychologists have reported for many years, emotions provide the energy behind motivational effort. Rational thoughts influence effort indirectly through the emotional center. Specifically, the ideas and conclusions generated from our rational thought process are transmitted to the emotional center where they receive emotional tags. It is the emotions connected to these rational thoughts that engage the direction, intensity, and persistence of effort. The centrality of emotions in motivation is most apparent in clinical cases of patients whose emotional processes have been impaired by brain damage. Without emotions, these people have difficulty making decisions or engaging in any effort.

Along with directly mobilizing effort, emotions indirectly influence the motivational process in the form of mood states. Moods are relatively

long-lasting (rather than momentary) emotional states that have no clear source of the emotion. People feel happy or glum for a day or more without knowing why they feel this way. Recent studies have reported that moods shape our perceptions of expectancies and valence in expectancy theory. In particular, a positive mood increases the perceived connection between effort and performance (E-to-P expectancy), between performance and desired outcomes (P-to-O expectancy), and in the value of those favorable outcomes. So, when we are in a good mood, we tend to be more motivated because we feel a stronger "can do" attitude, are more optimistic about the outcomes of our effort, and anticipate more positive value of the outcomes received.

Overall, motivation theories need considerable rethinking in order to bring emotions more squarely into the equation. Until they incorporate the central role of emotions, theories of employee motivation will fall short of their potential.

Sources: M-G Seo, L. Feldman, and J. M. Bartunek, "The Role Of Affective Experience In Work Motivation," *Academy of Management Review*, 29 (2004), pp. 423-439; J. R. Gray, "Integration of Emotion and Cognitive Control," *Current Directions in Psychological Science*, 13 (2003), pp. 46-48; P. R. Lawrence and N. Nohria, *Driven: How Human Nature Shapes Our Choices*, (San Francisco: Jossey-Bass, 2002); A. Erez and A. M. Isen, "The Influence of Positive Affect on the Components of Expectancy Motivation," *Journal of Applied Psychology*, 87 (2002), pp. 1055-1067; G. H. E. Gendolla, A. E. Abele, and J. Krüsken, "The Informational Impact of Mood on Effort Mobilization: A Study of Cardiovascular and Electrodermal Responses," *Emotions*, 1 (2001), pp. 12-24.

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Organizational Behavior Developments
in Research and Practice

Growing High Involvement at Boeing

An earthquake in 2001 caused so much damage to Boeing Company's buildings in Renton, Washington, that they could never be occupied again. The catastrophe damaged office equipment and permanently displaced more than 1,100 engineers. Yet, just three days later, everyone had a new place to work, usually with the same telephone number. How was Boeing able to respond to this catastrophe with such agility? Through high levels of employee involvement. The engineers organized themselves into teams and made key decisions to get their work units up and running again.

High involvement is not new to Boeing, but this phenomenal response to the earthquake damage was a wake-up call for Boeing's Integrated Defense Systems vice president Patrick Shanahan. "It was a huge 'Aha!' moment," he recalls. "I realized we're holding everyone back. Boeing people will be more involved, they will participate more, if we only let them."

Boeing is moving to the next level as a high involvement organization. At the company's 767 Struts Shop in Wichita, Kansas, self-directed teams are given the information and resources to make their own decisions, and have taken over many supervisory responsibilities. Although the transition required a steep learning curve, teams now operate their work process like a small business.

The result has been significantly reduced costs, higher quality, better scheduling, and more motivated employees.

"They are really doing a great job of managing themselves," says Brad Asher, a mechanic advisor to Boeing's Empowered Work Teams unit in Wichita. "They are enthused. It's neat to see the mechanics really get involved and make changes." The 767 Struts Shop experience has been so successful that Boeing employees in the 747 Struts Shop recently began the transition to high-involvement teams, while 777 and 737 teams are just beginning the process.

Source: Adapted from P. Proctor, "Shared Destiny," *Boeing Frontiers*, 2 (March 2004).

The Manager's Hot Seat DVD

In today's workplace, managers are confronted daily with issues like ethics, diversity, working in teams, and the virtual workplace. The Manager's Hot Seat is an interactive DVD that allows students to watch as 15 real managers apply their years of experience to confront these issues. Students assume the role of the manager as they watch the video and answer multiple choice questions that pop up forcing them to make decisions on the spot. They learn from the manager's mistakes and successes, and then do a report critiquing the manager's approach by defending their reasoning. Reports can be emailed or printed out for instructors. These video segments are a powerful tool for your course that truly immerses your students in the learning experience. The DVD is just an additional \$5 when packaged with McShane's *Organizational Behavior, Third Edition*, (ISBN: 0074252763). To view a demo, please visit www.mhhe.com/mcshane3e or contact your local McGraw-Hill/Irwin sales representative.



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Video Package adds Classroom Value

Students are visually oriented, so showing a few videos throughout your organizational behavior course can improve student interest and more directly connect ideas to reality. *Organizational Behavior, 3rd Edition*, includes more than a dozen recently produced video cases to enhance the classroom learning experience. Most are between 5 and 15 minutes, so they fit easily within a classroom lecture.

For instance, the excellent video on The Container Store nicely illustrates how the retailer enhances employee motivation and performance. The video summary and discussion questions, which begin on p. 552 of the textbook, provide material for class discussion following the video presentation. Of course, don't feel restricted by these questions. You might discover that some videos relate to other organizational behavior topics that we have not identified in the discussion questions.