Improving Performance with Feedback, Rewards, and Positive Reinforcement
Outline

Providing Effective Feedback

• Feedback Serves Two Functions
• Three Sources of Feedback: Others, Self, and Task
• The Recipient’s Perspective of Feedback
• Behavioral Outcomes of Feedback
• What about Nontraditional Upward Feedback and 360-Degree Feedback?

Organizational Reward Systems

• Types of Rewards
• Organizational Reward Norms
• Distribution Criteria
• Desired Outcomes
Organizational Rewards Systems (continued)

- Why Rewards Often Fail to Motivate

Positive Reinforcement

- Thorndike’s Law of Effect
- Skinner’s Operant Conditioning Model
- Contingent Consequences
- Schedules of Reinforcement
- Shaping Behavior with Positive Reinforcement
Bolstering the Job Performance Cycle with Feedback, Rewards, and Reinforcement

Results
- Learning
- Personal development
- Stable, strong job performance

Properly administered Rewards and Positive Reinforcement

Timely and instructive feedback

Ability ➔ Effort ➔ Results

Comportamiento organizacional

M. En C. Eduardo Bustos Farías
Feedback

**Feedback:** “Objective information about individual or collective performance.”

**Functions of Feedback:**
- Instructional
- Motivational

**Sources of Feedback**
- Task
- Self
Measuring Your Desire for Performance Feedback

- Based on the strength of your desire for feedback, are you in harmony with your present (or last) workplace?
- In your experience, how often do managers and others in positions of authority (parents, teachers, etc.) misuse the term feedback when providing negative criticism?
- How strongly do you believe in the power of constructive feedback? Explain.
- Is it possible to be addicted to feedback? Explain.
- What do you need to be a better provider of good on-the-job feedback?
**Nontraditional Feedback**

- **Upward Feedback**: Subordinates evaluate their manager’s style and performance.

- **360-Degree Feedback**: Specific (typically anonymous) feedback generated by one’s manager, peers, subordinates, and other key people.

- **For class discussion**: Are you in favor of this trend toward nontraditional feedback? Explain. What are its limits?
Skills and Best Practices: How to Make Sure Feedback Gets Results

* Managers need to keep the following tips in mind when giving feedback:
  * Relate feedback to existing performance *goals* and clear *expectations*.
  * Give *specific* feedback tied to observable behavior or measurable results.
  * Channel feedback toward *key result areas*.
  * Give feedback as *soon* as possible.
  * Give positive feedback for *improvement*, not just final results.
  * Focus feedback on *performance*, not personalities.
  * Base feedback on *accurate* and *credible* information.
Key Factors in Organizational Reward Systems

Organization’s Reward Norms
- Profit maximization
- Equity
- Equality
- Need

Types of Rewards
- Financial/material (extrinsic)
- Social (extrinsic)
- Psychic (intrinsic)

Distribution Criteria
- Results
- Behavior
- Other factors

Desired Outcomes
- Attract
- Motivate
- Develop
- Satisfy
- Retain
Why Rewards Often Fail to Motivate

✓ Too much emphasis on monetary rewards
✓ Rewards lack an “appreciation effect”
✓ Extensive benefits become entitlements
✓ Counterproductive behavior is rewarded
✓ Too long a delay between performance and rewards
✓ Too many one-size-fits-all rewards
✓ Use of one-shot rewards with a short-lived motivational impact
✓ Continued use of demotivating practices such as layoffs, across-the-board raises and cuts, and excessive executive compensation
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Conditioning

Contingent Consequences in Operant Conditioning

Behavior-Consequence Relationship

- Positive Reinforcement
  - Positive or Pleasing Nature of Consequences
    - Target behavior occurs more often

- Negative Reinforcement
  - Negative or Displeasing Nature of Consequences
    - Target behavior occurs more often

- Punishment
  - (Response Cost)
    - Target behavior occurs less often

- Extinction
  - (no contingent consequence)
    - Target behavior occurs less often

Contingent Withdrawal

Contingent Presentation

Behavioral outcome:

- Target behavior occurs less often.
- Target behavior occurs more often.
# Schedules of Reinforcement

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Continuous (CRF)</strong></td>
<td>Reinforcer follows every response</td>
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<tr>
<td><strong>Intermittent</strong></td>
<td></td>
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<tr>
<td>Fixed ratio (FR)</td>
<td>Reinforcer does not follow every response</td>
</tr>
<tr>
<td>Variable ratio (VR)</td>
<td>A fixed number of responses must be emitted before reinforcement occurs.</td>
</tr>
<tr>
<td>Fixed interval (FI)</td>
<td>A varying or random number of responses must be emitted before reinforcement occurs.</td>
</tr>
<tr>
<td>Variable interval (VI)</td>
<td>The first response after a specific period of time has elapsed is reinforced</td>
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Skills and Best Practices: How to Effectively Shape Job Behavior

1. Accommodate the process of behavioral change.
2. Define new behavior patterns specifically.
3. Give individuals feedback on their performance.
4. Reinforce behavior as quickly as possible.
5. Use powerful reinforcement.
6. Use a continuous reinforcement schedule (for new behaviors)
7. Use a variable reinforcement schedule for maintenance
8. Reward teamwork -- not competition.
Values

Basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.

Value System

A hierarchy based on a ranking of an individual’s values in terms of their intensity.
Importance of Values

- Provide understanding of the attitudes, motivation, and behaviors of individuals and cultures.
- Influence our perception of the world around us.
- Represent interpretations of “right” and “wrong.”
- Imply that some behaviors or outcomes are preferred over others.
Types of Values --
Rokeach Value Survey

Terminal Values

Desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime.

Instrumental Values

Preferable modes of behavior or means of achieving one’s terminal values.
Hofstede’s Framework for Assessing Cultures

Power Distance

The extent to which a society accepts that power in institutions and organizations is distributed unequally.

- low distance: relatively equal distribution
- high distance: extremely unequal distribution
Hofstede’s Framework (cont’d)

**Individualism**

The degree to which people prefer to act as individuals rather than a member of groups.

**Collectivism**

A tight social framework in which people expect others in groups of which they are a part to look after them and protect them.
Hofstede’s Framework (cont’d)

**Achievement**

The extent to which societal values are characterized by assertiveness, materialism and competition.

**Nurturing**

The extent to which societal values emphasize relationships and concern for others.
Hofstede’s Framework (cont’d)

Uncertainty Avoidance

The extent to which a society feels threatened by uncertain and ambiguous situations and tries to avoid them.
Hofstede’s Framework (cont’d)

Long-term Orientation

A national culture attribute that emphasizes the future, thrift, and persistence.

Short-term Orientation

A national culture attribute that emphasizes the past and present, respect for tradition, and fulfilling social obligations.
Attitudes

- **Evaluative statements or judgments concerning objects, people, or events.**

**Cognitive component**

The opinion or belief segment of an attitude.

**Affective Component**

The emotional or feeling segment of an attitude.

**Behavioral Component**

An intention to behave in a certain way toward someone or something.
Types of Attitudes

Job Satisfaction
A collection of positive and/or negative feelings that an individual holds toward his or her job.

Job Involvement
Identifying with the job, actively participating in it, and considering performance important to self-worth.

Organizational Commitment
Identifying with a particular organization and its goals, and wishing to maintain membership in the organization.
The Theory of Cognitive Dissonance

Cognitive Dissonance

Any incompatibility between two or more attitudes or between behavior and attitudes.

Desire to reduce dissonance

• Importance of elements creating dissonance
• Degree of individual influence over elements
• Rewards involved in dissonance
Measuring the A-B Relationship

Recent research indicates that attitudes (A) significantly predict behaviors (B) when moderating variables are taken into account.

Moderating Variables

- Importance of the attitude
- Specificity of the attitude
- Accessibility of the attitude
- Social pressures on the individual
- Direct experience with the attitude
Self-Perception Theory

Attitudes are used after the fact to make sense out of an action that has already occurred.
Attitude Surveys

Eliciting responses from employees through questionnaires about how they feel about their jobs, work groups, supervisors, and the organization.
Attitudes and Workforce Diversity

- Training activities that can reshape employee attitudes concerning diversity:
  - Participating in diversity training that provides for self-evaluation and group discussions.
  - Volunteer work in community and social serve centers with individuals of diverse backgrounds.
  - Exploring print and visual media that recount and portray diversity issues.
Job Satisfaction

Measuring Job Satisfaction
- Single global rating
- Summation score

How Satisfied Are People in Their Jobs?
- Job satisfaction declined to 50.4% in 2002
- Decline attributed to:
  - Pressures to increase productivity and meet tighter deadlines
  - Less control over work
The Effect of Job Satisfaction on Employee Performance

- **Satisfaction and Productivity**
  - Satisfied workers aren’t necessarily more productive.
  - Worker productivity is higher in organizations with more satisfied workers.

- **Satisfaction and Absenteeism**
  - Satisfied employees have fewer avoidable absences.

- **Satisfaction and Turnover**
  - Satisfied employees are less likely to quit.
  - Organizations take actions to retain high performers and to weed out lower performers.
<table>
<thead>
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<th>Exit</th>
<th>Voice</th>
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<td>Behavior directed toward leaving the organization.</td>
<td>Active and constructive attempts to improve conditions.</td>
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<th>Neglect</th>
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<td>Passively waiting for conditions to improve.</td>
<td>Allowing conditions to worsen.</td>
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Job Satisfaction and OCB

- Satisfaction and Organizational Citizenship Behavior (OCB)
  - Satisfied employees who feel fairly treated by and are trusting of the organization are more willing to engage in behaviors that go beyond the normal expectations of their job.
Satisfied employees increase customer satisfaction because:

- They are more friendly, upbeat, and responsive.
- They are less likely to turnover which helps build long-term customer relationships.
- They are experienced.

Dissatisfied customers increase employee job dissatisfaction.