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## The effects of verbal recognition on work performance and intrinsic motivation: Using behavior modification techniques

Rodney Eric Chalmers

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THE EFFECTS OF VERBAL RECOGNITION ON WORK PERFORMANCE  
AND INTRINSIC MOTIVATION: USING BEHAVIOR  
MODIFICATION TECHNIQUES

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A Thesis  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science  
in  
Psychology:  
Industrial/Organizational

---

by  
Rodney Eric Chalmers

March 2005

2

THE EFFECTS OF VERBAL RECOGNITION ON WORK PERFORMANCE  
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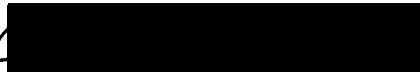
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A Thesis  
Presented to the  
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San Bernardino


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by  
Rodney Eric Chalmers  
March 2005

Approved by:

  
Dr. Janet Kottke, Chair, Psychology

  
Dr. Janelle Gilbert

  
Dr. Mark Agars

1/24/2005  
Date

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I would like to take this opportunity to express my gratitude to my wife Lori. Her love and support have shown me that all things are possible.

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## CHAPTER ONE

### REVIEW OF LITERATURE

#### Importance of Motivation

What motivates an employee to go beyond what is expected? Why do some employees take the initiative to "go that extra mile"? These are important questions that are of major importance to an organization's ability to achieve maximum return on its human investment. In an increasingly competitive marketplace there are few things that have so much impact on a company's success as a highly motivated staff. Bob Nelson (1996, p65) founder of Motivation Inc. states: "...when you motivate your employees, you get only the best results."

One of the most basic precepts in psychology is that people tend to repeat behavior that is rewarded and avoid behavior that is punished. Of the two, punishment or reward, reward has been argued to be more useful in making a lasting change in a person's behavior (Skinner, 1969). Rewards and positive incentives tied to certain behavior have been shown repeatedly to increase the occurrence of that behavior (Cohen, Fink, Gadon, & Willits, 1995; Kaufman, 1998; Nelson, 1996; Wallace &

Fay, 1988). The key task for an employer would then seem to be linking rewards to the important aspects of a business.

### Basics of Reward Systems

How a reward system is implemented has a tremendous impact on how effective it will be in reinforcing positive behaviors. Throughout the literature, both scientific and professional, certain aspects of reward and recognition systems have been identified as critical to their effectiveness. For example, the reward and recognition system must be tied to performance and that performance must be perceived as being accurately measured (Laabs, 1997; Nelson, 1996; Wallace & Fay, 1988). The reward or recognition must be given in a timely manner and it is essential that the employee know what behavior he or she is being rewarded for, so the good outcomes can be associated with the specific behaviors (Nelson, 1996). Predictable frequent rewards that are directly connected to work behavior tend to result in a high overall level of performance (Lawler, 1973).

Once these aspects of the reward system are met, it then becomes a question of what reward produces the best results in regard to reinforcement of desired behaviors. There are several sources that emphasize that there is no "best" reward that can be given to an employee (Jeffries, 1997; Laabs, 1997; Lawler, 1973; Nelson, 1997; O'Neal, 1992; Wallace & Fay, 1988). Individual differences in employees moderate the value of the reward, so no one extrinsic reward will motivate all employees. With these individual differences in mind, it is suggested that the reward and recognition system be diverse, and tailored to the employee's needs and desires (Jeffries, 1997; Laabs, 1997; Lawler, 1973; Nelson, 1996; O'Neal, 1992; Wallace & Fay, 1988). Many companies address this issue by giving the employees the choice of a number of possible rewards they would like.

Offering a choice of different rewards should not be confused with a "cafeteria" style compensation plan, which gives employees different options for their benefits packages. Some people may want more comprehensive health care while others may want a stock option plan; with a "cafeteria" compensation plan, employees can customize their benefits package. In

contrast, base pay and benefits should be considered part of an employee's payment package and not rewards. Base pay works to establish a standard of living, while benefits are traditionally used to protect that standard (Wallace & Fay, 1988). Compensation and benefits are typically fixed, regardless of performance levels, so other methods of rewarding employees have been sought.

#### Types of Motivation

The reason for reward and recognition systems is to motivate employees to levels of performance higher than the minimum acceptable standard. Two main types of motivation have been identified, intrinsic, which is motivation that comes from doing the task itself, and extrinsic, which comes from some wanted outcome outside of the task (Lawler, 1973). Most recognition plans tend to rely on extrinsic rewards and some of these programs have been shown to have an effect on performance. One of the most popular methods of extrinsic motivation is to have a recognition plan that uses money to motivate employees. The belief is that money is the main reason that people come to work. However, there are conflicting views on exactly how motivating money actually is. Many

sources state that money is a prime motivator, while other rewards and recognition have a lesser value (Blegen, Goode, Johnson, Maas, McCloskey, & Moorehead, 1992; Markowich, 1993). Other sources disagree and state that money is not a good motivator (Jeffries, 1997; Nelson, 1996). In an effort to clarify the mixed data, a meta-analysis of 39 studies which looked at the effects of financial incentives and performance, showed a positive effect for financial incentives on performance quantity ( $r = .34$  (Jenkins, Mitra, Gupta, & Shaw, 1998). Another finding in this meta-analysis showed a weaker relation between monetary rewards and performance in laboratory experiments. Jenkins, et al states that this is possibly due to "laboratory studies typically use small incentives" (Jenkins et al 1998, p. 784).

One might think that the use of an extrinsic reward system with an intrinsically motivated employee would only increase the employee's overall motivation; this effect has not been consistently supported in the literature. In fact, some of the literature has shown that if an intrinsically motivated employee is the subject of an extrinsic reward system, the employee's intrinsic motivation will actually suffer (Deci, 1972;

Jordan, 1986). Deci's and Jordan's study found intrinsic motivation decreasing with the introduction of a reward contingent upon performance with effect sizes of .29 and .25 respectfully but the results were statistically significant at the .05 level. In response to Deci's findings in 1972 and Jordan's findings in 1986 the meta-analysis of Jenkins, Mitra, Gupta, & Shaw's (1998) meta-analysis looked at the differences in the strength of relationship between dull and boring tasks, which were labeled as extrinsic, and challenging and interesting tasks which were labeled as intrinsic. The theory was that dull and boring tasks would quickly become automatic behavior with little thought involved. It was expected that reward/recognition of such tasks would show little difference in performance change, positive or negative, due to the lack of cognitive engagement in the task. The hypothesis was that if financial incentives erode intrinsic motivation, there would be a negative relation between financial incentives and performance of intrinsic (challenging and interesting) tasks. Extrinsic (dull and boring) tasks would show little or no effect with the introduction of a financial incentive due to the automatic nature of the task. The data collected from

this meta-analysis did not support that hypothesis. Financial incentives were shown to improve performance regardless of the task. Jenkins et al. found their work very promising, stating, " Our results... go a long way toward dispelling the myth that financial incentives erode intrinsic motivation" (p.784). This "myth" however has had very vocal support over the years in much of the literature, both scientific and practitioner.

Another meta-analysis by Cameron and Pierce (1994) looking at the effects of financial incentives on intrinsic motivation showed there was no detrimental effects of financial incentives on intrinsic motivation. In what amounts to an academic counter-strike Deci, Koestner, and Ryan (1999) performed a meta-analysis of 128 studies looking at the effects of extrinsic rewards on intrinsic motivation. Their findings showed that engagement-contingent, completion-contingent, and performance-contingent rewards significantly undermined intrinsic motivation with effect sizes of  $-.40$ ,  $-.36$ , and  $-.28$  respectively. The study also showed positive reinforcement had beneficial effects on intrinsic motivation, both in free-choice behavior ( $.33$ ) and self-reported interest ( $.31$ ) (Deci, et al. 1999). Financial



incentives in work place studies have been mentioned as a limitation in the meta-analysis done on the effects of rewards and extrinsic motivation, because in a business situation an employee's monetary reward will never be entirely taken away (unless the employee is fired) (Wiersma, 1992). The employee may not receive a bonus or raise that was expected but her/his wage will still remain stable. This contrasts highly with laboratory studies where participants will receive nothing if they do not perform to a certain level. The difference in outcome between the two types of studies may be a factor in the inconsistency of the findings.

With all the research studies focusing on monetary compensation and its effects on motivation a key question may be, under what circumstances, will money be an effective motivator? One study of the differences in motivation between the public and private sector found money to be a key motivator in the private sector. In contrast, those employed in the public sector were primarily motivated by achievement and recognition (Khojasteh, 1993). Even though monetary incentives are widely used, money may not be the best for motivating employees because a fair salary, benefits, and

opportunities for promotion are baseline expectations. While a wage is one of the main reasons for working for a company, it is no longer considered a reward, but an entitlement, a trade of work for money. Peter Drucker in his book Management: Tasks, Responsibilities, and Practices (1993) noted, "Merit raises always are introduced as rewards for exceptional performance. In no time at all they become a right. To deny a merit raise or to grant only a small one becomes a punishment." The key is that the money that employees are paid for the job they are hired to do is considered compensation, which should be a function of a company's compensation philosophy. This philosophy is usually based upon a set minimum standard that an employee must perform to keep her/his job. For this reason, this author argues regular compensation should be kept separate from any reward system that is set in place. The reward system should be based on achieving a maximum set standard that, while difficult, is still attainable. This system is based on extrinsic motivators.

## Extrinsic Motivation

Extrinsic motivation is present when an individual is moved to do something because of a wanted, tangible reward. This motivation has been the focus of much of the past literature on reward systems such as pay for performance and piece rate plans. Under the proper conditions, extrinsic rewards do have a positive influence on performance (Lawler, 1973; Nelson, 1996; Wiersma, 1992). The main concern for organizations then becomes a cost to benefit ratio. Does the cost of a proposed extrinsic reward plan that needs constant attention and funding going to increase performance levels and profit enough to warrant the implementation of the program? An especially economical reward is verbal praise or recognition. Verbal recognition by supervisors may have an advantage to most extrinsic reward programs in that the only cost is the time that the supervisor spends giving positive feedback to the employee. Verbal recognition is one aspect of extrinsic rewards (Jeffries, 1997; Nelson, 1996), and has been shown to increase intrinsic motivation (Deci, 1972; Ryan, Mims, & Koestner, 1983). Arguably one of the most valuable assets to an employer is an employee's willingness to perform beyond

the scope of what they are compensated for. Doing a task or job for the satisfaction or enjoyment is an example of an intrinsic motivation.

### Intrinsic Motivation

Intrinsic motivation is observed when one does something because he/she enjoys or feels good about the action or outcome of the job itself. Intrinsically motivated employees are potentially more valuable to a company because they do not require the "carrot" that extrinsic reward systems must offer. The reward that the employee is motivated by (satisfaction, positive feelings, etc...) costs the company nothing, it requires little supervision from the company, and it has been found to produce higher performance than extrinsic motivation over time. How a company will then, through its actions, foster an employee's intrinsic motivation becomes an issue that can have dramatic effects on the success or failure of a company. The ease and low cost of maintaining intrinsic motivation as well as the substantial benefits of a highly motivated workforce is a strong reason for companies to look at ways of increasing

and sustaining the intrinsic motivation of their employees.

### Definition of Recognition

While recognition that is given for a task may encompass many forms, to adequately test its effect and possible importance to performance it is necessary to narrow the definition in regards to the previous research on this topic and for the scope of this experiment. Recognition has been defined as an act of appreciation given for exemplary performance and should not be considered by the recipient as an entitlement. The type of recognition can vary greatly depending on the organization or situation. The important point is that it has a highly perceived value to the recipient (Jeffries, 1997; Kaufman, 1998; Lawler, 1973). A national survey (cited by Nelson 1997) conducted by Robert Half International (1997), a staffing and recruitment firm, showed that "limited praise and recognition" ranked as the primary reason why employees leave their jobs today. This factor was ranked ahead of compensation, limited authority, and personality conflicts. A research study by Graham (cited by Nelson

1997) found that personalized, instant recognition from managers was reported to be the most powerful motivator of the 65 incentives he evaluated. The survey was performed using 1,500 employees in a variety of work settings. Ranked second was a written letter by their manager that praised their performance (Franklin, 1997; Nelson, 1996). Given the information collected by Graham it would seem that a number of nonmonetary performance based incentives have not been explored fully.

#### Changing Motivation

Is it possible to increase an individual's intrinsic motivation to perform her/his job using recognition? Would that increase in intrinsic motivation then increase that individual's performance? It may be possible to increase a person's intrinsic motivation for a task. Lawler (1971) has stated that the more positive feelings that an individual associates with a behavior the higher the value one would place on that behavior. If positive feelings toward work can be enhanced, it may be that the employee would enjoy the work more and be more intrinsically motivated by that work. It is not just an association with actual physical rewards that are

received that establish a higher value for a behavior but also (maybe more so) the good feelings that the individual has about oneself. Management psychologist Harry Levinson (cited by Gaines 1996) as saying employees desire work that enhances their mental image of an ideal self, the drive to feel good about himself or herself is a primary drive that people have.

One of the theories that uses the idea of employees moving toward the mental image of an ideal self is given by Stajkovic and Luthans in "Social Cognitive Theory and Self-Efficacy: Going Beyond Traditional Motivational and Behavioral Approaches"(1998). The article builds on organizational behavior modification (OB Mod) by including the construct of self-efficacy. Self-efficacy is defined, as people's belief that they can affect their environment to achieve desired results. OB Mod has an extensive research history that is well documented. OB Mod involves the change in behavior of people in an organization using positive reinforcement. The first step is to identify the behaviors that are critical to the task that is targeted for improvement. These behaviors must be observable and measurable. An intervention is then developed that is customized to the

organizational context in which the intervention will take place. Specific attention is paid to the processes, technology, structure, and industry. The intervention is then applied using positive reinforcement. The critical behavior is measured to determine the effect of the intervention. If there is evidence of a positive behavior modification steps are then taken to maintain this change through reinforcement schedules. A flow chart from Stajkovic and Luthans (1998) details the process (Chart 1). A meta-analysis of OB Mod by Stajkovic and Luthans (1997) showed OB Mod to have a significant main effect on task performance, which translated to a 17 % average increase in performance across all types of jobs included in the meta-analysis.



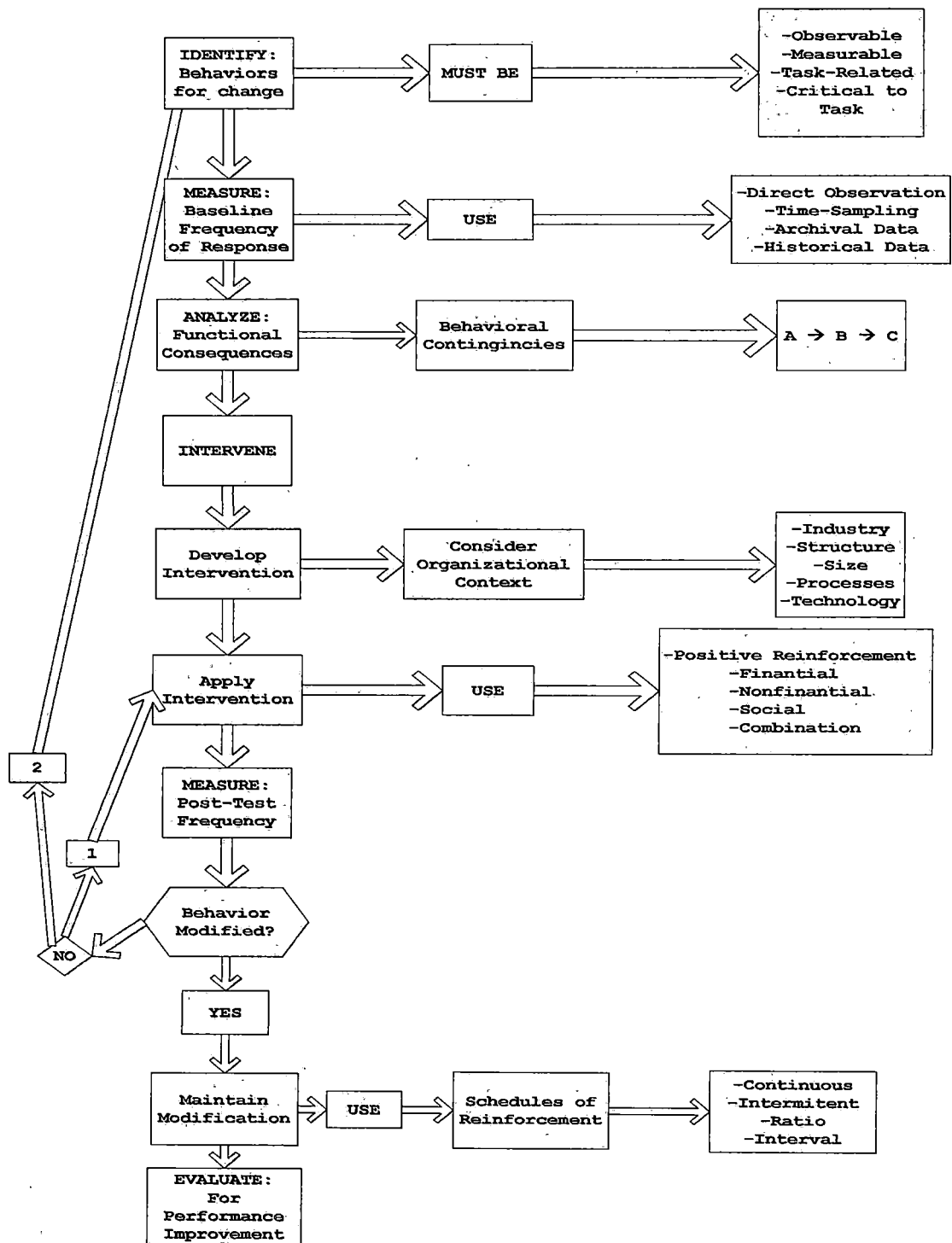


Figure 1. Organizational Behavior Modification Model

The introduction of social cognitive theory (SCT) to OB Mod seeks to explain the underlying reasons for the changes in behavior. The construct of SCT is used to define the nature of the influences that people use to initiate, regulate, and sustain their behavior. SCT explains the influences through five basic human capacities: (1) symbolizing, (2) forethought, (3) vicarious learning, (4) self-regulation, and (5) self-reflection. Symbolizing uses symbols to transform experiences into cognitive models, which ascribe meaning to past experiences. Forethought is used by individuals to plan courses of action, based on likely consequences like attaining a reward or avoiding punishment. Vicarious learning is an individual's ability to learn by observing the behavior of others. An individual's self-regulatory ability is based on personally set standards. A person will create a specific set of standards for his (or her) behavior that he (or she) will then seek to meet. Any deviation from the standard will activate self-evaluative functions. At this point behavior is changed to meet the standard or the standard will be changed to meet the behavior. Incongruence between the standard and the behavior will cause discomfort and the

individual will seek to alleviate this discomfort through self-regulation. Self-reflective capabilities enable an individual to evaluate past experiences. From this self-reflection comes the individual's belief in how well she (or he) can influence outcomes in her (or his) environment, which is the basic definition of self-efficacy (Stajkovic & Luthans, 1998).

Based on the social cognitive theory giving a desired reward in a public setting initiates the vicarious learning capacity. Reward and recognition programs then identify employees who are performing targeted behavior so that the behavior is learned by other employees. Giving a reward in a public setting also provides confirmation that doing the targeted behavior results in obtaining the reward. Another important aspect that must not be overlooked is that the employee must believe she (or he) can achieve the targeted behavior. This has a direct connection to having a concrete observable behavior that the employees have been adequately trained to perform. The social cognitive theory is based on the individual observing and then performing the behavior to obtain the desired outcome. This outcome could take many forms: it could be a tangible reward like money or

prizes, or it could be recognition from peers or supervisors, acquisition of knowledge, or just a good feeling about the accomplishment. Whether an employee performs the desired behavior mainly hinges on the value the employee places on the reward. As previously noted, recognition is currently ranked as one of the top rewards employees would like to receive.

#### Practitioner Versus Empirical

Much of the literature dealing with verbal recognition and its effect on motivation and performance comes from the practitioner literature. The practitioner literature stresses that the key to a good verbal recognition program is the focus on spontaneous, sincere, and personal appreciation of efforts that are related to key behaviors. These recommendations are very similar to the OB Mod requirements for feedback, which must be positive, immediate, graphic, and specific. Programs that use verbal recognition should be particularly interesting to companies because they successfully recognize employees for the job they do, while usually requiring little or no funding to implement and maintain. However, they do

require a certain amount of time and social investment on the part of the supervisor giving the praise.

Regardless of the possible economy and subsequent popularity to organizations that verbal recognition could have its ability to change behavior for the better has not been consistently shown in the empirical literature. The problem with the bulk of the scientific literature that examines the effect of extrinsic rewards, which includes verbal recognition, on intrinsic motivation is the use of a "free choice" measure (Wiersma, 1992). A free choice measure does not accurately reflect the conditions of a workplace. In a "free choice" experiment the participants are put in a situation where they could continue to work on the task that has been positively reinforced or some other activity of equal or possibly more interest. If a person is intrinsically motivated to do the task he or she will continue to do that task even when presented with a choice of other tasks she (or he) can do.

One such study conducted by Deci (1972) looked at how intrinsic motivation was affected by positive or negative feedback, monetary rewards that were contingent or noncontingent on performance, and threats of punishment.

The only condition that showed an increase in intrinsic motivation was the positive verbal reinforcement. A similar study looked at contingent and noncontingent rewards and the type of feedback that was given to subjects (Ryan, Mims, & Koestner, 1983). Ryan et al. (1983) found that positive reinforcement increased intrinsic motivation under certain circumstances. When an ANOVA was performed on the four feedback conditions vs. the non-feedback conditions, no significant effect was found. However, when the means were examined, it was found that there was a "clear and significant increase" in intrinsic motivation between the informational feedback groups and the no-feedback groups.

In a study on the effect of positive and corrective feedback by Waldersee and Luthans (1994) it was shown that positive feedback did not increase performance of a basic task. The object of the study was to determine whether a "simple reward interpretation suggested by a behavioral theoretical position" or "Kanfer's closed loop model of self-regulation" more properly explained the effect of positive feedback in a rote task (p. 91-92). This lack of effect was actually expected since rote tasks do not require self-reflection or any comparison to

## Foundation for Study

One thing that all of the cited experiments have in common is that all of them have attributed the measured differences in intrinsic motivation to the extrinsic factors they were testing. The current study will also be based on this assumption. The key question for this study is how intrinsic motivation will be affected by verbal recognition under specific conditions. The current study will look at verbal recognition as an extrinsic factor affecting intrinsic motivation. The reason for the choice of this extrinsic reward in this study is the low cost of verbal recognition and the high level of desire for such a reward that has been cited in Franklin (1997) and Nelson (1997). Recognition programs are in use in so many organizations it is imperative that the effect of these programs be evaluated. The importance of this type of research is not just to find better ways of increasing human capital. If certain extrinsic factors (like verbal recognition) can be identified to have a positive effect on intrinsic motivation, then the next obvious step is to maximize the occurrence of those factors in the workplace. Conversely, it will also be important to identify

extrinsic factors which would work to undermine intrinsic motivation in employees. In practice managers could then seek to increase the opportunity of beneficial extrinsic factors while recognizing and correcting negative situations for a better workplace environment.



## CHAPTER TWO

### CURRENT STUDY

The current study measured the performance of waitstaff in a restaurant in relation to sales per person and also measures of intrinsic motivation. Surveys were given to the participants before the experiment to determine the individual's level of intrinsic motivation before the manipulation. Participant's per person sales was also measured prior to the experiment to determine a baseline for performance. A waitstaff's per person sales is the average money spent by each person that the server waits on. All participants have received training on how to increase per person sales through suggestive selling techniques. Trainees are tested on these techniques as part of the companies' certification process to work the position of server. These suggestive selling techniques were reemphasized in a training packet given one month to the accumulation of baseline data. The baseline performance (per person sales average) was used to determine how well the suggestive selling techniques were being used before the manipulation was introduced.

## Behavioral Model

In the current study, the organizational behavior modification model will be used. The first step of this model is to identify the behaviors that are to be changed. In this study the behavior will be the use of sales techniques. These techniques are observable, measurable, task-related, and critical to increasing sales performance. The next stage of the OMod model is to ensure measurable data. The sales techniques that are used in this company have been shown to increase a server's average sales per person when used consistently. In this study sales data that the company already collects was used to create a baseline for individual and store performance. The next stage of the OMod model is to identify behavioral contingencies. There are three basic assumptions that are critical to this study; 1) increase in sales behaviors will increase actual per person average sales, 2) verbal recognition (a social positive reinforcement) will be effective in increasing sales behaviors, 3) the use of a social positive reinforcer will show increases in an individual's intrinsic motivation. Intrinsic motivation is being analyzed in conjunction with sales performance because of

the documented ability that intrinsic motivation has to produce a lasting behavioral effect. During the intervention phase of the OBMod model the aspect of verbal recognition given publicly or privately was tested. Individuals were given recognition privately or publicly to determine if there is an effect of having other individuals present at the time that the recognition is given. This aspect of the study had two isolated conditions: recognition given in private and recognition given publicly. The condition of recognition given in public gave performance information to those participants who directly received the verbal recognition and those who viewed the verbal recognition being given.

### Hypotheses

This experiment tested two hypotheses relative to the aspects previously noted. First, it was hypothesized that recognition given in public would show a more positive change in intrinsic motivation than recognition done in private. Second, it was hypothesized that recognition given in public would show a more positive change in performance, measured by average sales per person, than recognition done in private. The reason for

the proposed direction of these hypotheses is the effects of vicarious learning, modeling, and other observational aspects of SCT and OB MOD (Stajovic & Luthans, 1998) on those who observe the recognition given to coworkers.

## CHAPTER THREE

### METHOD

#### Design

The proposed design for the thesis was a pretest-posttest between subjects nested design with a control group. However, due to an exceptionally low number of participants, the design was changed to a multiple baseline design. This design was chosen for its ability to be useful with small numbers of participants. A design similar to this was used in a study by Komaki, Waddell, and Pearce (1977). In the Komaki, et al. study a multiple baseline across behaviors was used for two participants and then the study was replicated in a different setting with one participant. The independent variable is a qualitative, categorical variable. There are two dependent variables: 1) changes in per person sales performance (PPA) and 2) changes in intrinsic motivation scores. Sales performance was measured by a per person (customer) average of sales for each participant for a period of seven weeks. This will be described further later and will be collected from computer logs. Changes in sales performance were

determined by the difference between the pretest and posttest PPA. Intrinsic motivation was measured using the Job Diagnostic Survey (JDS) internal motivation subscale. The changes in intrinsic motivation were determined by the difference between pretest and posttest scores on the JDS internal work motivation scale. The scores on the JDS and PPA were individually charted to show differences before and after the intervention.

### Participants

The experiment was conducted using food servers at several locations of the chain restaurant T.G.I.Friday's. To be considered for inclusion into the study, participants had to have worked for T.G.I.F. for at least 1 year. This time of employment ensured that the participants were trained in the suggestive selling techniques which the company uses. The waitstaff pool from 8 locations in the southern California area totaled approximately 320 individuals. From this pool of servers there were 22 volunteers for this study. Due to staffing changes two of these participants were unable to complete the study. The final sample of 20 participants included

13 women and 7 men. Participants ranged in age from 18 to 40 with 35% of the participants either age 21 or 22.

### Materials

In this study the following materials were used: An informed consent form (see appendix A), a demographic questionnaire (see appendix B), subscales of the Job Diagnostic Survey (appendix C), computer logs of sales from T.G.I. Fridays (see sample in appendix D), and a debriefing statement (see appendix E).

#### The Informed Consent

The informed consent included a deception leading participants to believe that the experiment was being run to evaluate a new recognition system. The pretest intrinsic motivation survey given was explained to the participants as a survey to see if there is a certain type of group the recognition program works well with. Participants were not told in the informed consent that their sales would be tracked or that another posttest of the motivation survey was to be given. The participants were told that they were not obligated to participate and that no individual responses would be made available to management. Management would only be given employee

responses in anonymous group form at the conclusion of the study.

#### The Demographic Sheet

The demographic sheet included standard questions such as age, gender, and ethnicity. In addition, questions such as average weekly hours worked, length of employment, and how the participants felt about their jobs was also included.

#### The Intrinsic Motivation Survey

The Job Diagnostic Survey was chosen for this experiment due to its ability to evaluate the effects of job changes on employees. Subscales of feedback from agents, and intrinsic motivation were used for the pretest/posttest. Other subscales of the JDS were administered that were not relevant to this experiment. Subscales of task identity, job satisfaction, skill variety, task significance, autonomy, and feedback from job were included in the pretest portion of the survey. The information obtained by those scales was thought to be beneficial to the organization in terms of understanding the way servers viewed their jobs.

The reliability of the JDS was not possible to calculate for this specific study due to the small sample



size however Taber and Taylor (1990) examined the psychometric properties of the JDS using several techniques. Using published studies that used the JDS in combination with other motivation scales Taber and Taylor found that the Job Characteristics Inventory (JCI) showed "moderate to good convergence with corresponding JDS scales" (Feedback  $r = .65$ , Variety  $r = .72$ , Task Identity  $r = .74$ , and Autonomy  $r = .68$ ). The JCI was developed to measure the same job constructs as the JDS. Taber and Taylor (1990) also cited a meta-analysis by Fried and Ferris (1987), which showed that the JDS "consistently correlates significantly with overall job satisfaction, growth satisfaction, and internal work motivation". Hackman and Oldham (1976) stated the internal consistency of the JDS subscales ranges from .88 to .56 with the internal work motivation subscale having a reliability of .76. The discriminant validity of the JDS has been documented in Hackman and Oldham (1974).

#### The Computer Sales Logs

The computer sales logs from T.G.I. Friday's are detailed descriptions of a server's sales for the day. A part of that log is the per person average of sales. This counts the number of food items sold to determine

the number of people served and averages out the sales of the employee to get a per person average (PPA) of sales. The PPA is the average dollar amount that a server sells to each individual waited upon. This can be increased by suggestive sales techniques such as adding salads, desserts, and smoothies. These techniques are taught to all the servers during their training and are consistently reinforced by in-store-trainers, managers, and sales meetings.

#### The Debriefing Statement

The debriefing statement was designed to explain the true nature of the experiment and why the deception was necessary. The participants were thanked for their help and told who to contact for the group results of the experiment and who to contact if there are any concerns related to their participation in the experiment.

#### Procedure

Prior to the experiment the participants' immediate supervisor at each store was interviewed to determine how often recognition was given, what form of recognition was given, and what types of behavior produced recognition from the supervisors. A copy of the interview questions

can be seen in appendix F. None of the answers to the interview questions showed that any of the stores currently recognized PPA specifically. It was shown that all the managers interviewed gave recognition in both public and private, and had given verbal recognition in the past.

Participants were recruited from each restaurant (as a group).. These groups were then randomly assigned to the recognition given in private (PrR), or the recognition given in public (RPu) group. The one control group was chosen specifically due to the close proximity of the experimenter to the participants. The control group received no recognition other than that which was currently employed.

A per person average (PPA) sales figure was used to measure sales performance. These figures were obtained from T.G.I.Friday's since they are already calculated for the stores' records. Each store also has an overall average PPA, which is the average of all servers' PPA in that store. This is calculated by day, week, and month for each store. For this experiment monthly PPA data for each store over the past two years (24 months) was analyzed to ensure the absence of dramatic annual sales

trends during the experiment that could affect the results. The data gathered showed the months of July through September to be the most stable at the store level. The intervention portion of the study began on August 3<sup>rd</sup> 2001 and due to the historic circumstances of September 11<sup>th</sup> 2001 the experiment was terminated since any change in consumer and participant's behavior could not be attributed to the IV.

Employees who did not wish to be involved with the experiment were not given feedback on their PPA. Any recognition given for other performance was not a part of this experiment and was given by management as they saw fit. While this does produce a confound in this experiment, it was not possible in this business environment to suspend recognition for all performance other than PPA. Given the duration of the experiment, suspension of all recognition of outstanding performance may have had detrimental effects on the employees.

#### Group One

The procedures for group 1 (PrR) (recognition given in private) were as follows. Participants were given the deception instructions identified in the informed consent form. The participants were then given an intrinsic

motivation survey to determine their baseline motivation scores. Three weeks passed with no recognition given for sales. The fourth week of the study waitstaff managers were instructed to recognize participating employees when their Per Person Average Sales were over \$14. The manager then documented the date the recognition was given and the participants PPA that they were recognized for on a sheet provided to them by the researcher. This allowed the researcher to monitor the frequency and accuracy of the manager's recognition. Those participants who received recognition were monitored to determine the direct effects of the recognition. All employees who consented to participate in the experiment had their PPA recorded as well to determine if there was some indirect effect of recognition, particularly in a public situation. Managers were trained to give the recognition in the following way. "I want to thank you employee's name, you did a great job on your PPA yesterday". During the seven-week period the PPA of those employee's that were recognized was tracked to determine any observable changes. At the end of the seven week period participants were given the same

intrinsic motivation survey as a posttest to determine their current level of intrinsic motivation.

#### Group Two

The procedures for group 2 (RPu) (recognition given in public) are identical to the procedures for group 1 except that the recognition was given publicly in a daily shift meeting where the servers who were working that shift were present.

#### Group Three

The procedure for group 3 ( C ) (control group) was that they were given the pretest and posttest measures with no manipulation for recognition (group receives no recognition for PPA of any kind for the duration of the experiment.) After the experiment, all groups were debriefed and the need for the deception explained.

All Participants were recognized at least two times during the recognition week. Most participants were recognized three times during the recognition week.

## CHAPTER FOUR

### RESULTS

#### Analysis

Two types of analysis were used for this study. Comparison of average means was used to determine variation in per person average sales between weeks. This was done at both the group and individual level. Of specific interest were the weeks following the recognition being given to the participants. The other was a comparison of pre and post JDS scores, specifically for the internal work motivation and feedback from agents sub scales. More complex statistical analysis was problematic due to the small number of participants in each group. Several participants were excluded from the study due to the fact that they did not participate in all seven weeks of the study. Four women and two men were excluded for reasons of vacation, accident, or serious illness that caused them to miss a week or more of the study. Of the remaining participants of five men and nine women, four were in the control group, six in the verbal recognition given in private group, and four in the verbal recondition in public group. The control

group was comprised completely of female participants. Two males were in the recognition in public group while the three remaining were in the recognition in private group.

No effect for age, ethnicity, time with company, or if participants considered this a job or a career was found among participants in any of the groups. This was determined by taking the group figures (such as figures 2, 3, and 4 for the control group) and placing the demographic data with the participants data points. Once the data was placed on the figures consistent patterns or trends were looked for. No effect for gender was calculated due to the differences in gender between groups. Group data was compiled for each of the experimental conditions, control (C), verbal recognition in public (RPu), verbal recognition in private (PrR). Seven weeks of group average sales data (group per person average) with four weeks being pre-recognition and three weeks being post-recognition were given for each group. Pre and post feedback from agents (PreFBA/PostFBA), and pre and post internal work motivation (PreIWM/PostIWM) scores are also given for each group.



### Control Group

The control group of four participants was found to have mixed results in regards to feedback from agents (pre = 2.5/post = 2.75), intrinsic motivation scores (pre = 4.7/post = 5.25), and per person sales averages.

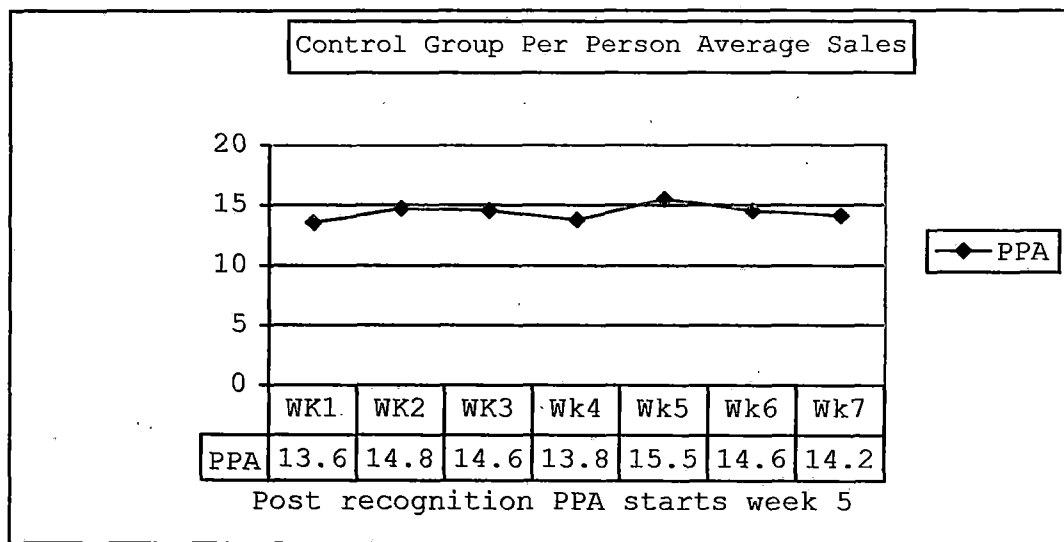


Figure 2. Control Group Per Person Average Sales

With no recognition given for PPA there were no substantial increases in PPA for those participants that were working the entire 7 week period. Of the eight participants only four had an uninterrupted seven week period of work so only those data cells are mentioned here. Two of the eight participants did show an increase

in internal work motivation and feedback from agents. Participant C2 showed the greatest increase in internal work motivation score going from 4 (neutral) in the preJDS to 6 (satisfied) in the postJDS. Participant C2 however showed no increase in feedback from agents score. There were also no substantial changes in PPA. Participant C2 has been employed with the company over 13 years. This is far more than any other participant in this study. Participant C1 showed slight increases in internal work motivation score and feedback from agents, both sections going from 4 (neutral) in the preJDS to 5 (slightly satisfied) in the postJDS. A noticeable dip in PPA was shown during week four. Participant C3 showed slight increases in feedback from agents (going from a preJDS score of 2 (dissatisfied) to a postJDS score of 3 (slightly dissatisfied)). However C3 showed no change in score of internal work motivation which was scored at 5 (slightly satisfied). C4 showed an actual decrease in internal work motivation scoring a 6 (satisfied) in the preJDS to a 5 (slightly satisfied) score in the postJDS. C4 also showed a decrease in feedback from agents (going from a preJDS score of 2 (dissatisfied) to a postJDS score of 1 (very dissatisfied)).

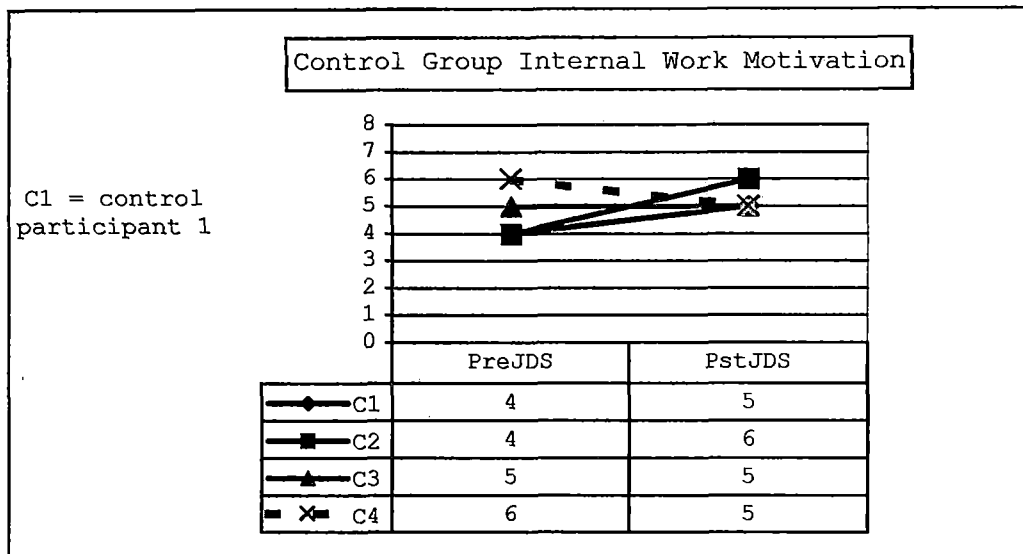


Figure 3. Control Group Internal Work Motivation

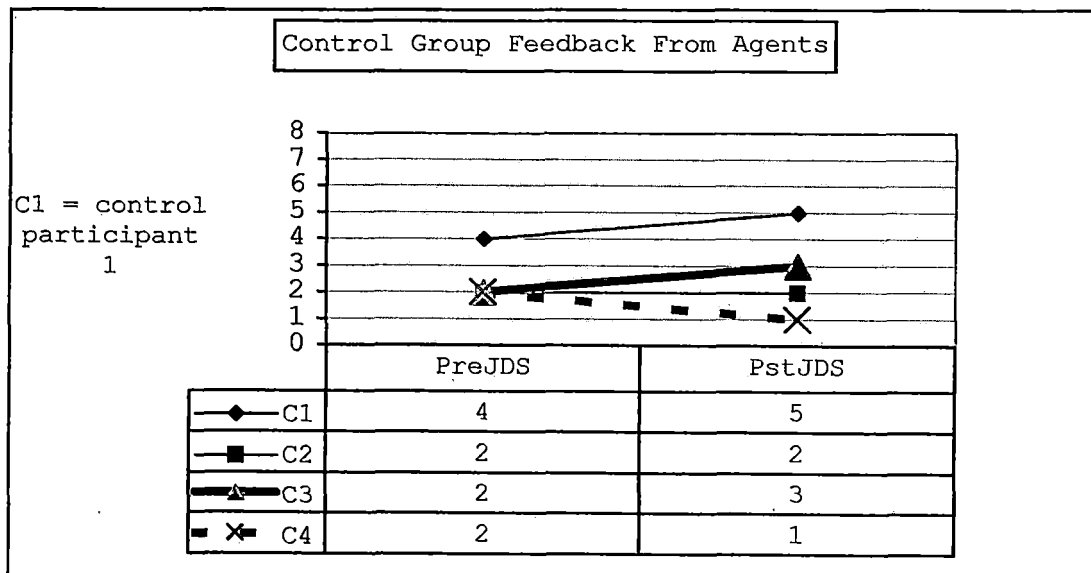


Figure 4. Control Group Feedback From Agents

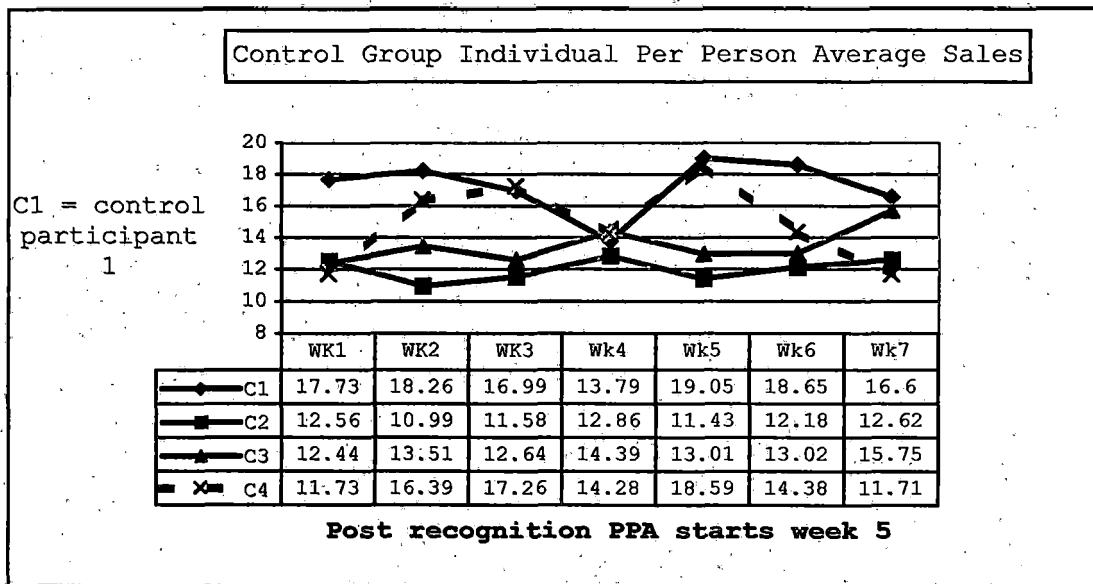


Figure 5. Control Group Individual Per Person Average Sales

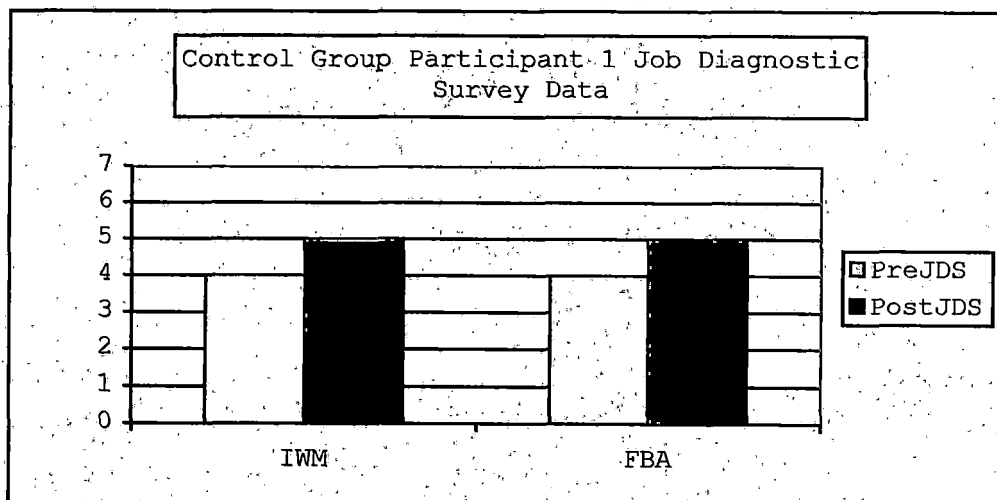


Figure 6. Control Group Participant 1 Job Diagnostic Survey Data

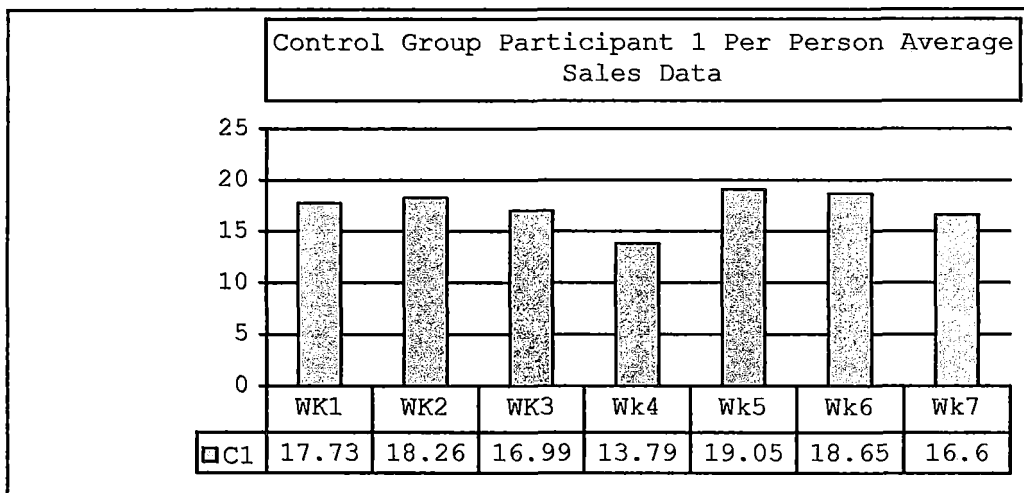


Figure 7. Control Group Participant 1 Per Person Average Sales Data

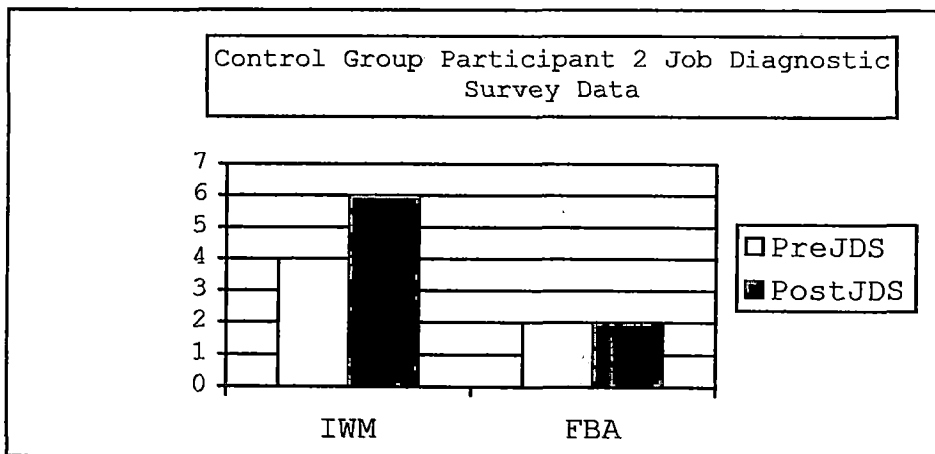


Figure 8. Control Group Participant 2 Job Diagnostic Survey Data

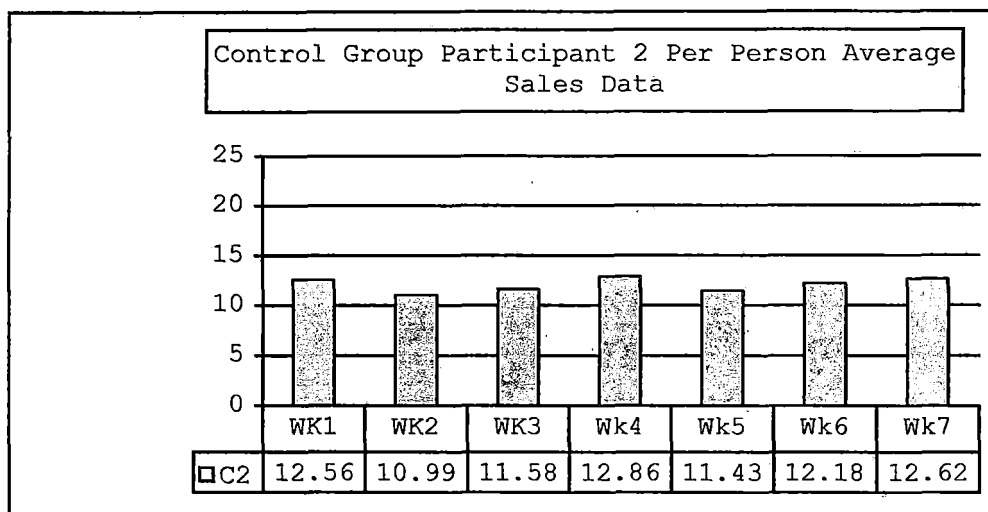


Figure 9. Control Group Participant 2 Per Person Average Sales Data

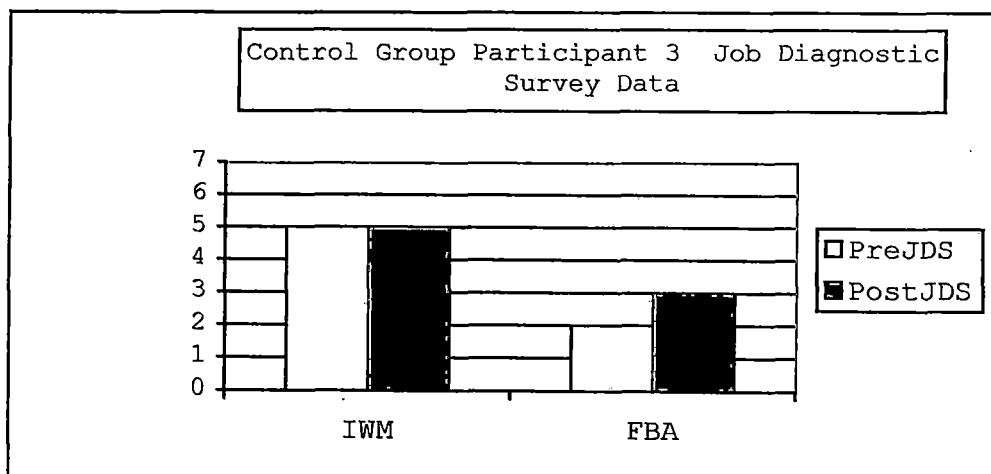


Figure 10. Control Group Participant 3 Job Diagnostic Survey Data

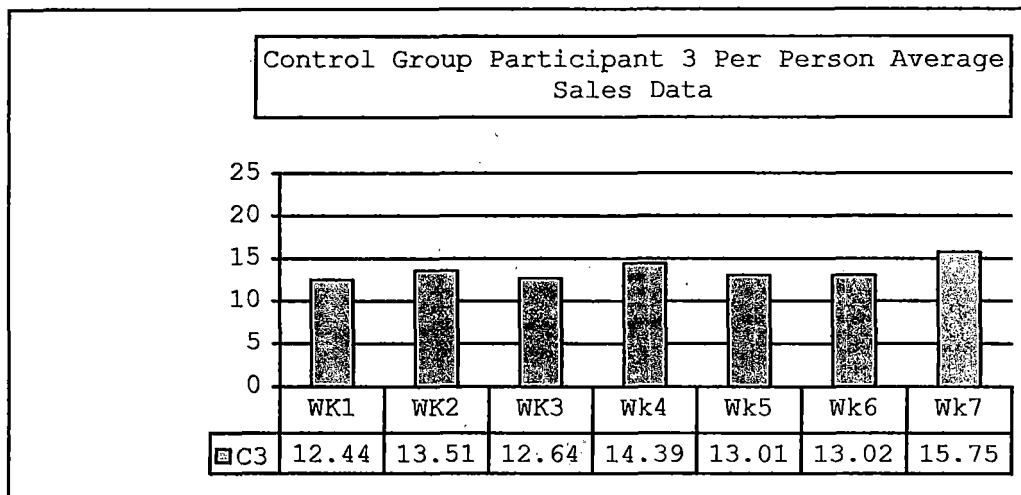


Figure 11. Control Group Participant 3 Per Person Average Sales Data

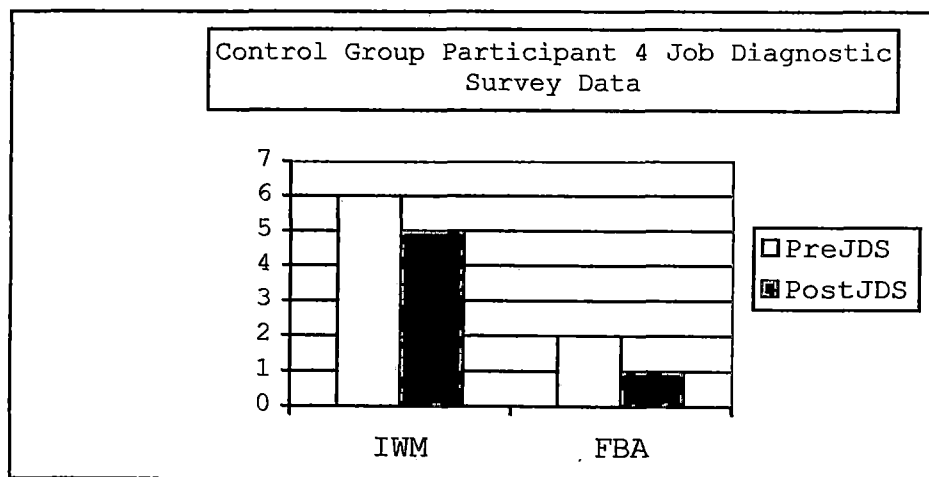


Figure 12. Control Group Participant 4 Job Diagnostic Survey Data

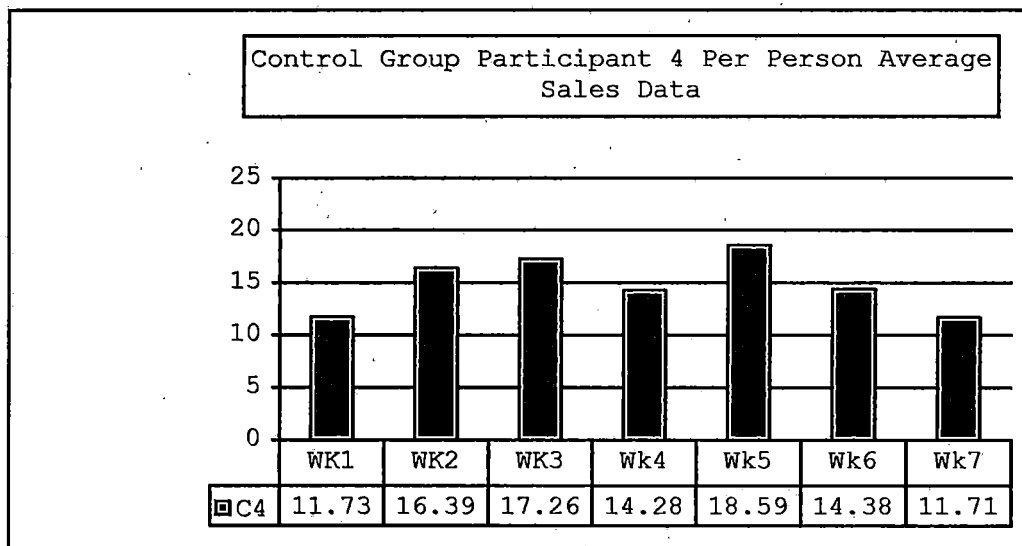


Figure 13. Control Group Participant 4 Per Person Average Sales Data

#### Verbal Recognition in Private

The verbal recognition given in private group of six participants found very slight decreases in internal work motivation for any of the participants (pre = 5.1/post = 5.0). Three of the six participants had lower postJDS internal work motivation scores. RPr3 and RPr5 had preJDS score of 6 (satisfied), and postJDS scores of 5 (slightly satisfied). While RPr6 scored a preJDS internal work motivation score of 5 (slightly satisfied) and a postJDS score of 4 (neutral).

The group feedback from agents score showed no substantial differences between pre and post scores (pre



= 3.8/post = 3.5). Four of the six participants showed no difference in pre and post feedback from agents. RPr3 showed a decrease in the feedback from agents score. Pre JDS being 5 (slightly satisfied) and post JDS being 2 (slightly dissatisfied). Only RPr5 showed any increase in feedback from agents producing a Pre JDS score of 2 (dissatisfied) and a Post JDS score of 3 (slightly dissatisfied).

Group PPA shows a slight increase in sales sixth week, one week after recognition was given.

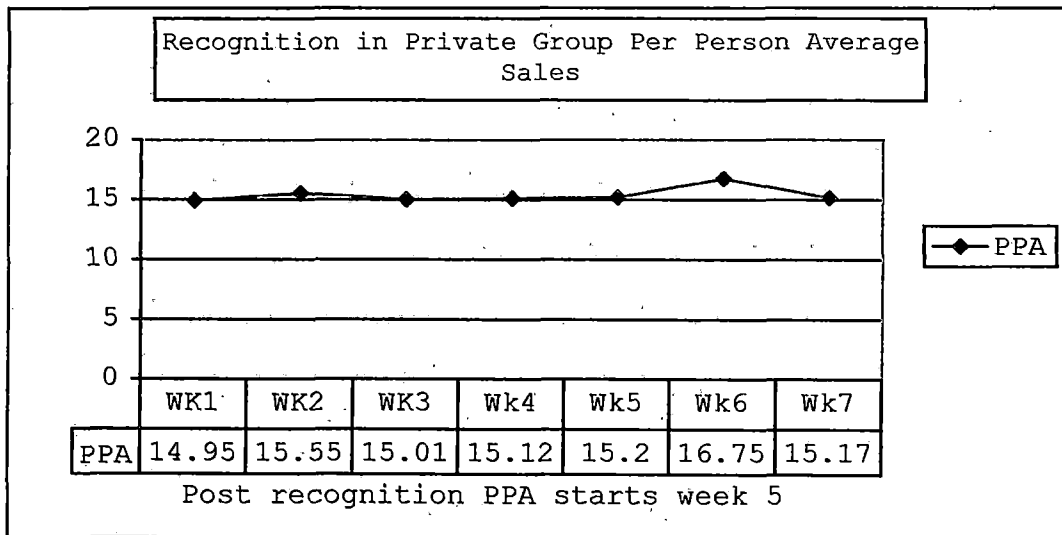


Figure 14. Recognition in Private Group Per Person Average Sales

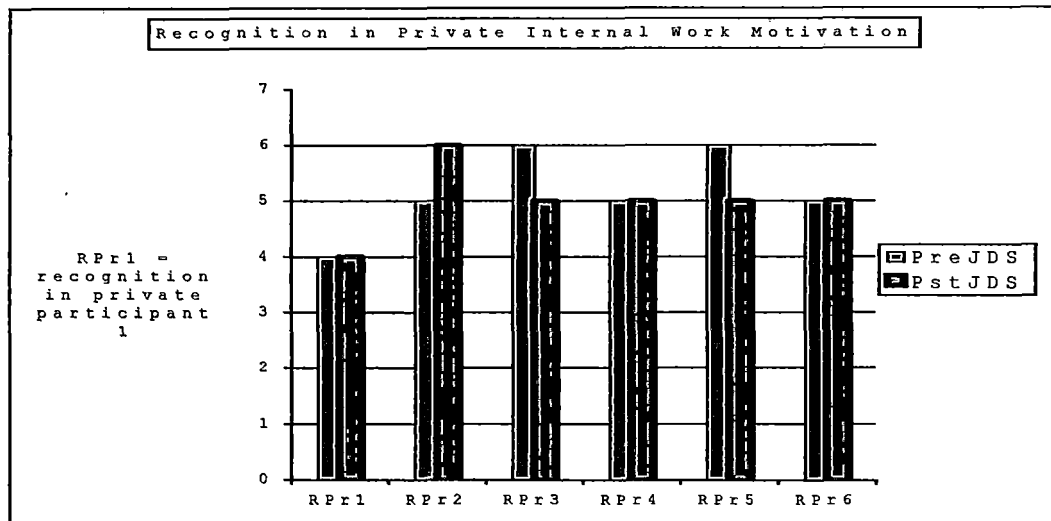


Figure 15. Recognition in Private Internal Work Motivation

# Recognition in Private Group Feedback From Agents

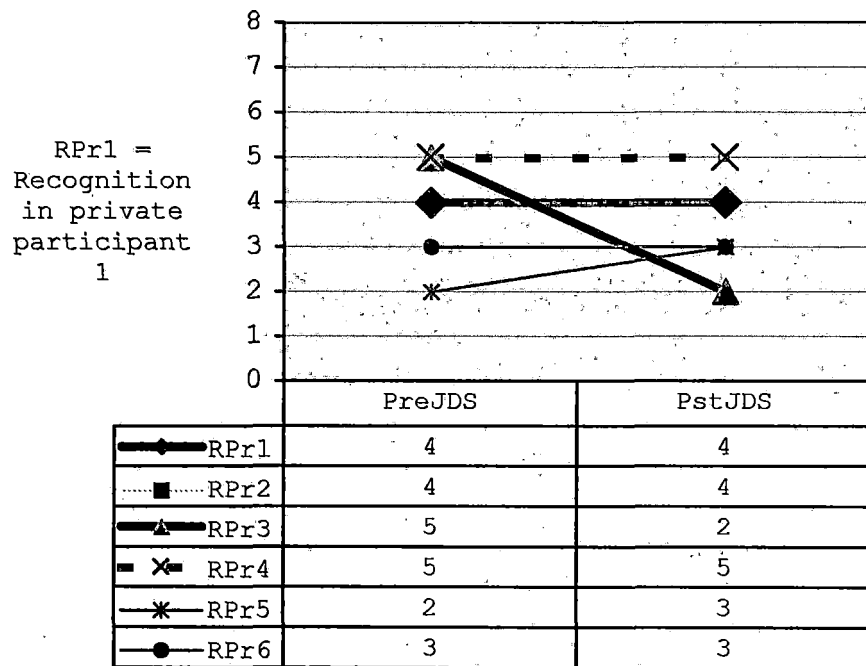


Figure 16. Recognition in Private Group Feedback From Agents

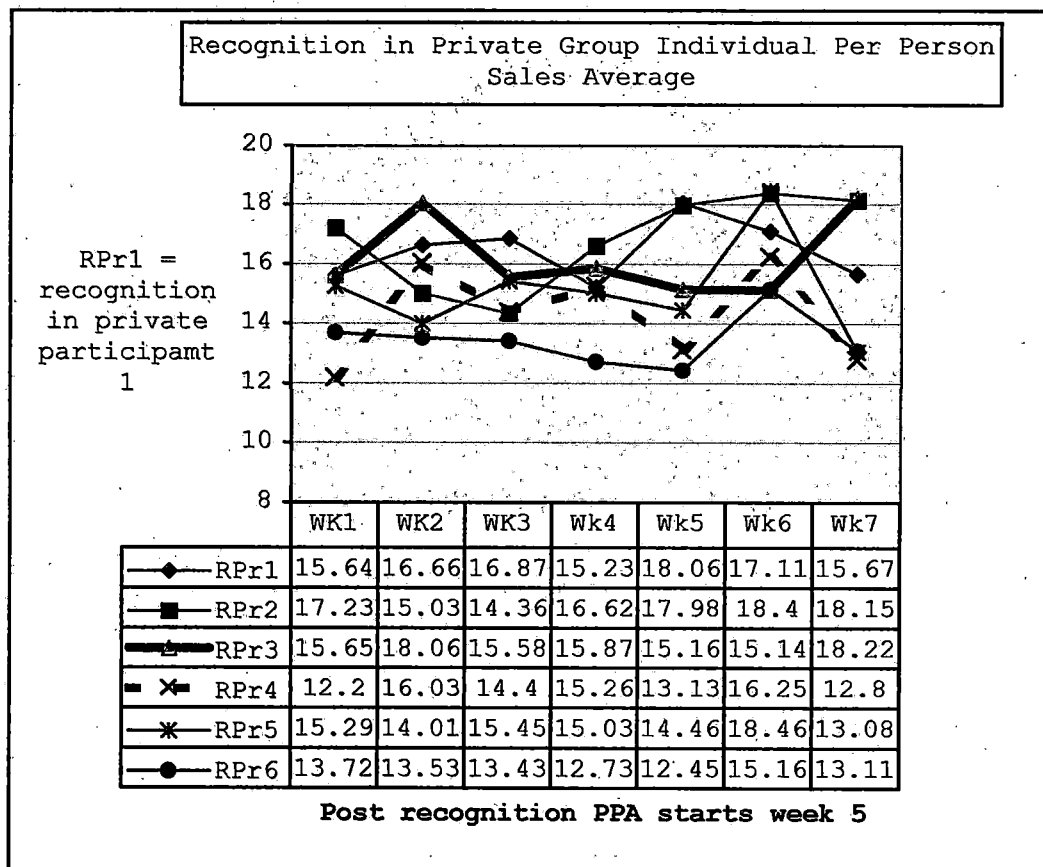


Figure 17. Recognition in Private Group Individual Per Person Average Sales

Three of the participants RPr5, RPr6, and RPr2 did show slight increases in PPA during the last three weeks of the experiment.

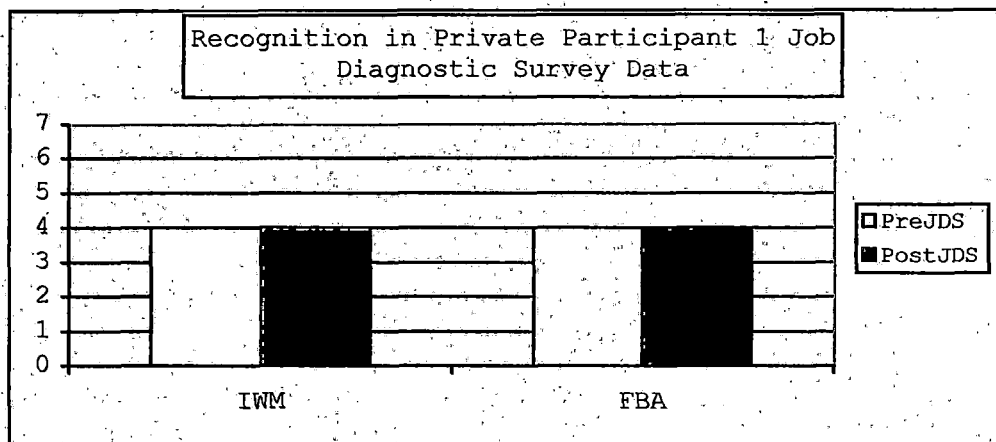


Figure 18. Recognition in Private Participant 1 Job Diagnostic Survey Data

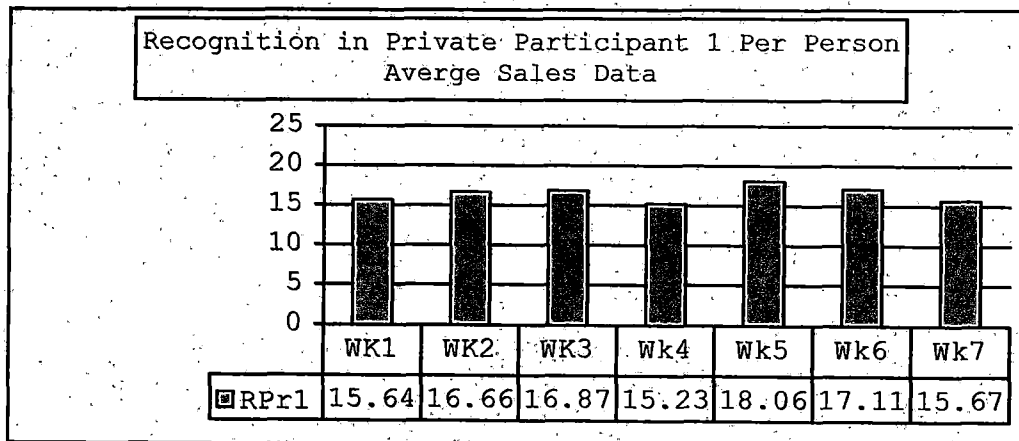


Figure 19. Recognition in Private Participant 1 Per Person Average Sales Data

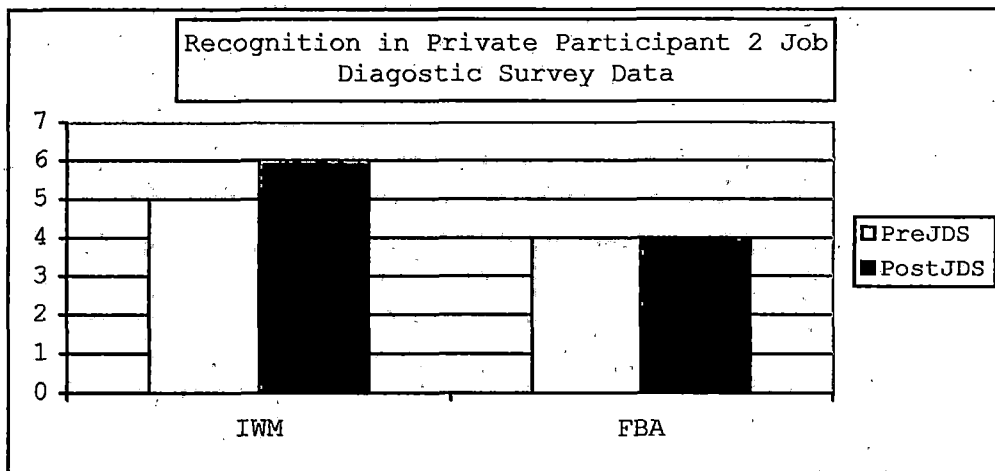


Figure 20. Recognition in Private Participant 2 Job Diagnostic Survey Data

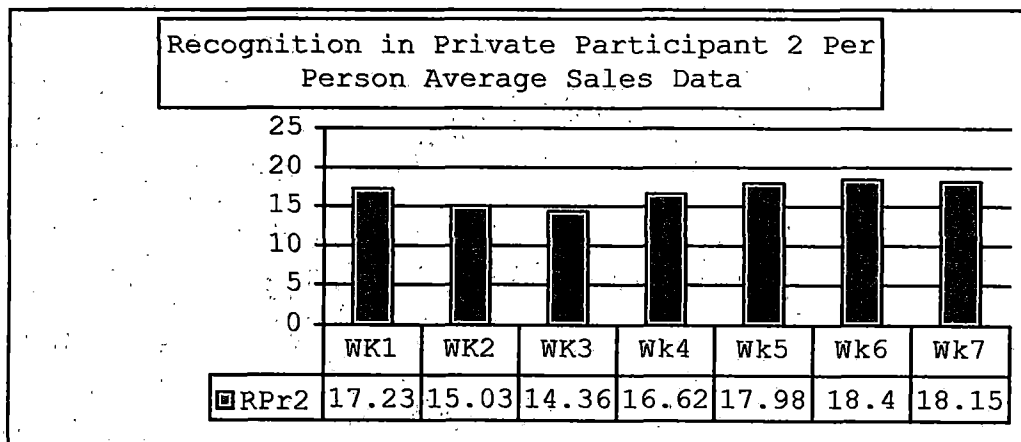


Figure 21. Recognition in Private Participant 2 Per Person Average Sales Data

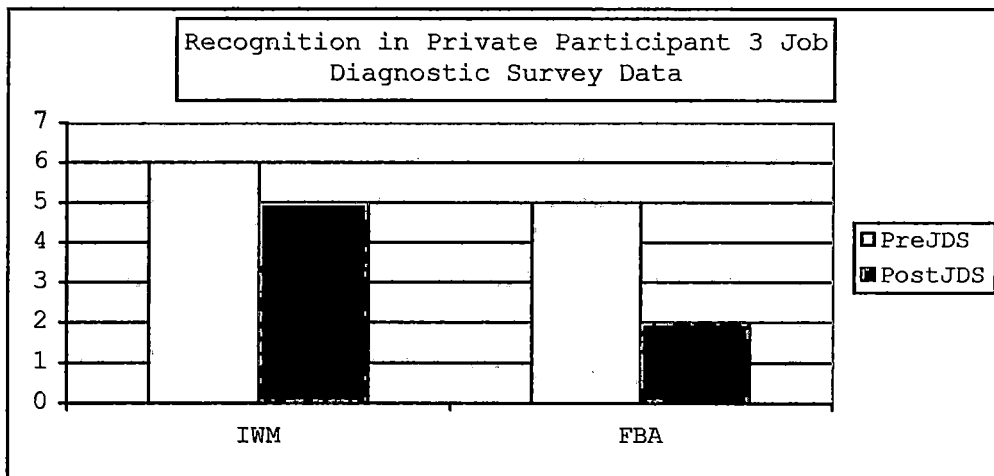


Figure 22. Recognition in Private Participant 3 Job Diagnostic Survey Data

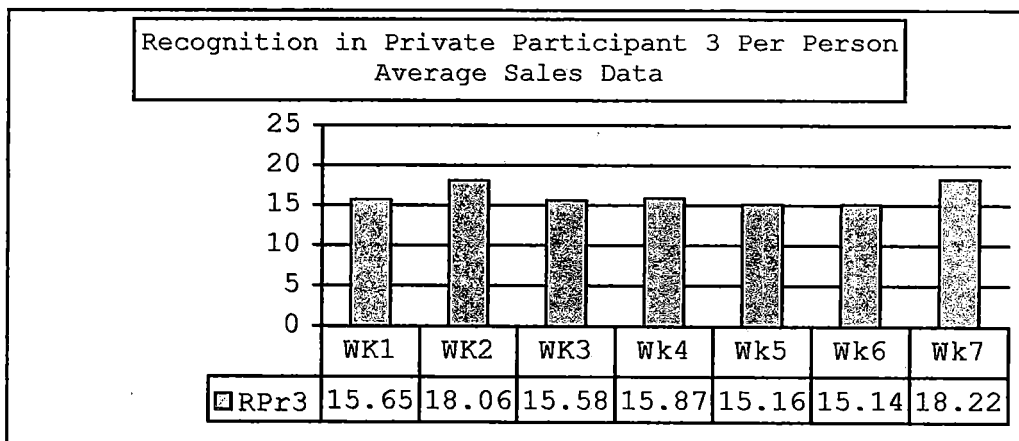


Figure 23. Recognition in Private Participant 3 Job Diagnostic Survey Data

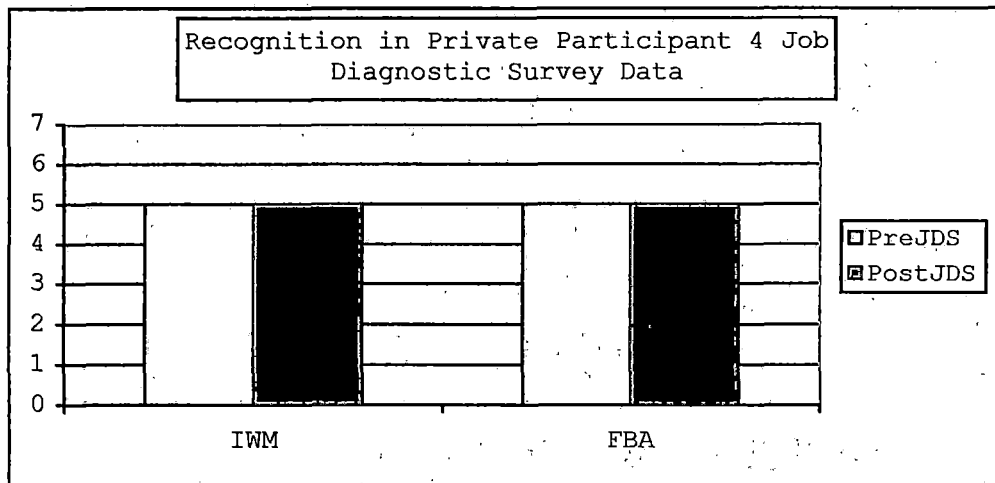


Figure 24. Recognition in Private Participant 4 Job Diagnostic Survey Data

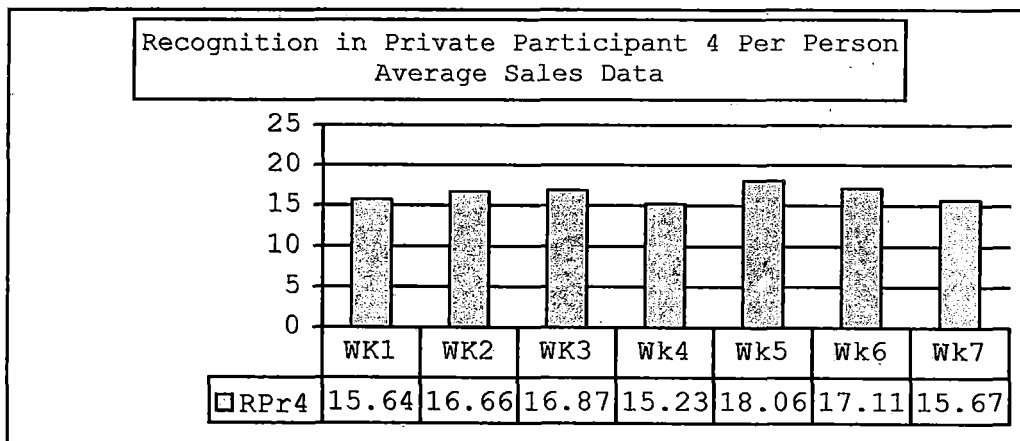


Figure 25. Recognition in Private Participant 4 Per Person Average Sales Data



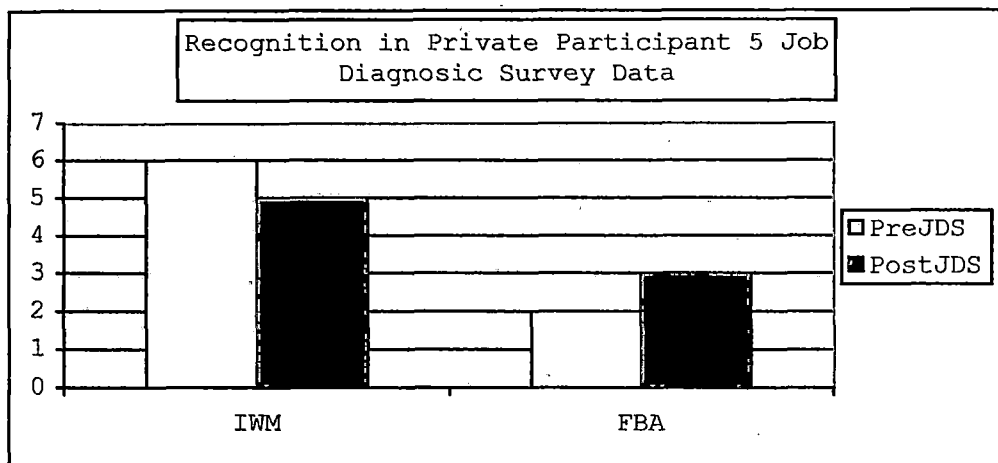


Figure 26. Recognition in Private Participant 5 Job Diagnostic Survey Data

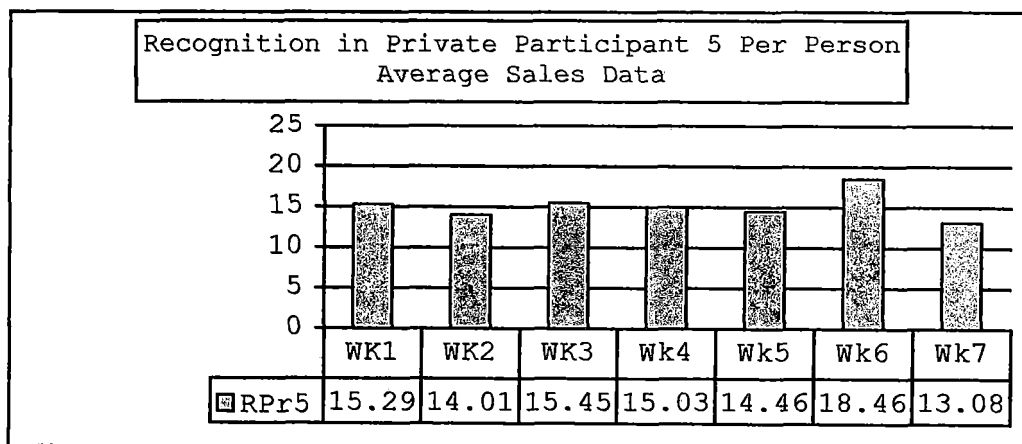


Figure 27. Recognition in Private Participant 5 Per Person Average Sales Data

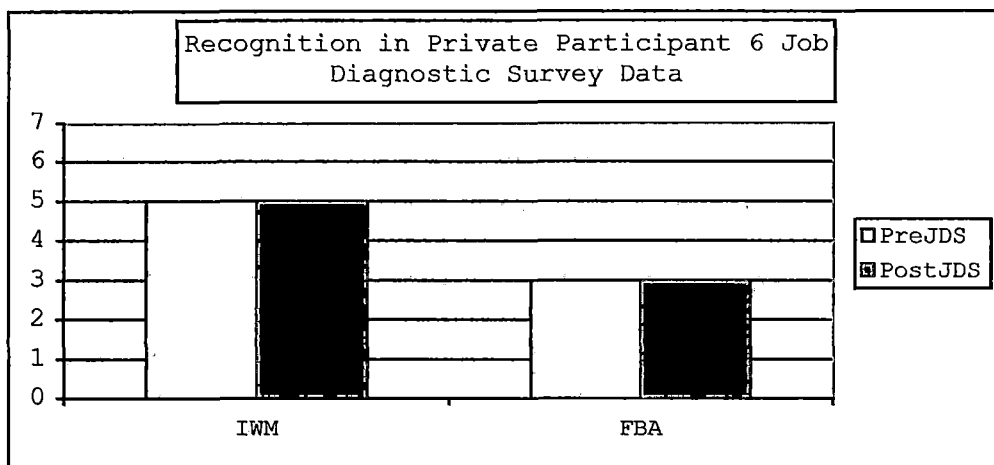


Figure 28. Recognition in Private Participant 6 Job Diagnostic Survey Data

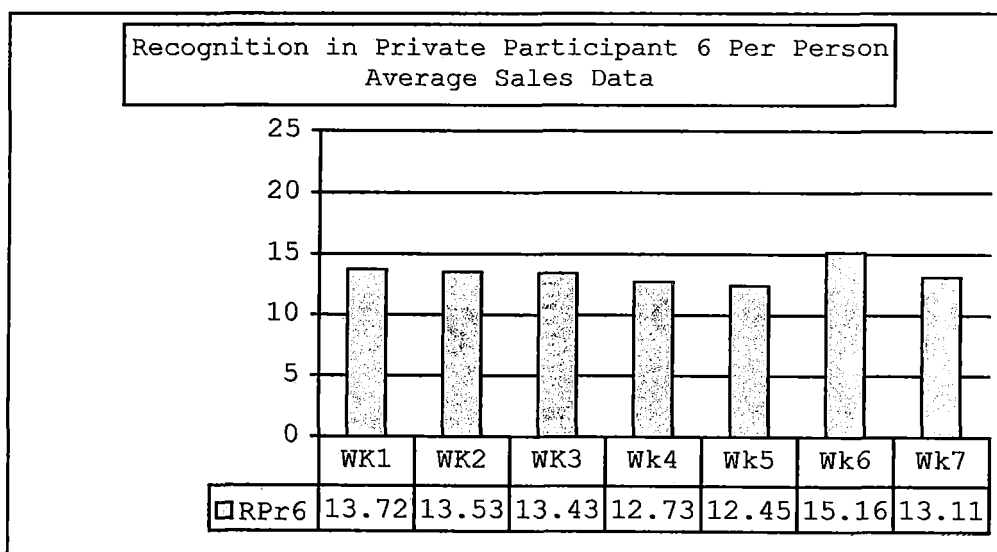


Figure 29. Recognition in Private Participant 6 Per Person Average Sales Data

### Verbal Recognition in Public

The verbal recondition in public group of four participants showed no increases in either internal work motivation (pre = 5/post = 5) or feedback from agents (pre = 3.25/post = 3.75). Group PPA shows a slight increase in sales fifth week, the week that recognition was given.

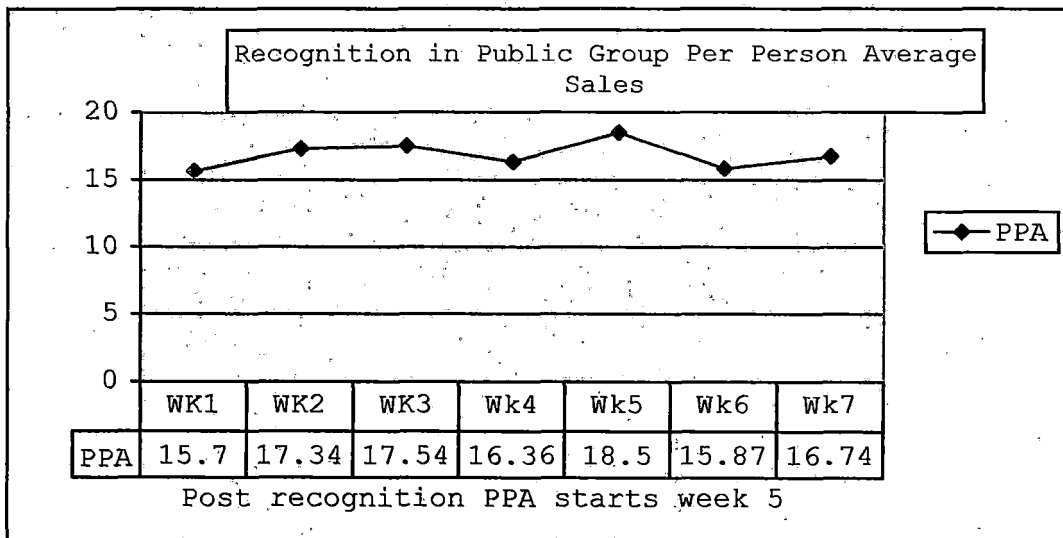


Figure 30. Recognition in Public Group Per Person Average Sales

Participant RPU2 did not answer section 3 #2 of the preJDS but all other related questions for internal work motivation were answered. The experimenter made the average of the remaining 5 answers as the answer for

section 3 #2 question. This gave RPU2 an internal work motivation score of 4 (neutral). This showed three of the four participants (RPU2, RPU1, and RPU4) having no change between preJDS scores in internal work motivation and postJDS scores. Participant RPU3 showed a drop in IWM score from 6 (satisfied) to 5 (slightly satisfied). Participant RPU2 showed a slight jump in postjds feedback from agents score, going from a preJDS score of 1 (very dissatisfied) to a postJDS score of 2 (slightly dissatisfied). RPU2 was not present for week 4, which explains the absence of sales data for week 4.

Recognition was given to the participant in week 5. Participant RPU1 showed slight increase in feedback from agents scoring 4 (neutral) in the pretest and scoring a 5 (slightly satisfied) in the posttest. RPU4 showed no change in pre and post scores on feedback from agents.

Participant RPU3 showed a marked increase in PPA during week five. PPA jumped from a previous high of 17.89 in week 1 to 20.80 in week 5. PPA dropped back to previous performance in weeks 6 and 7.

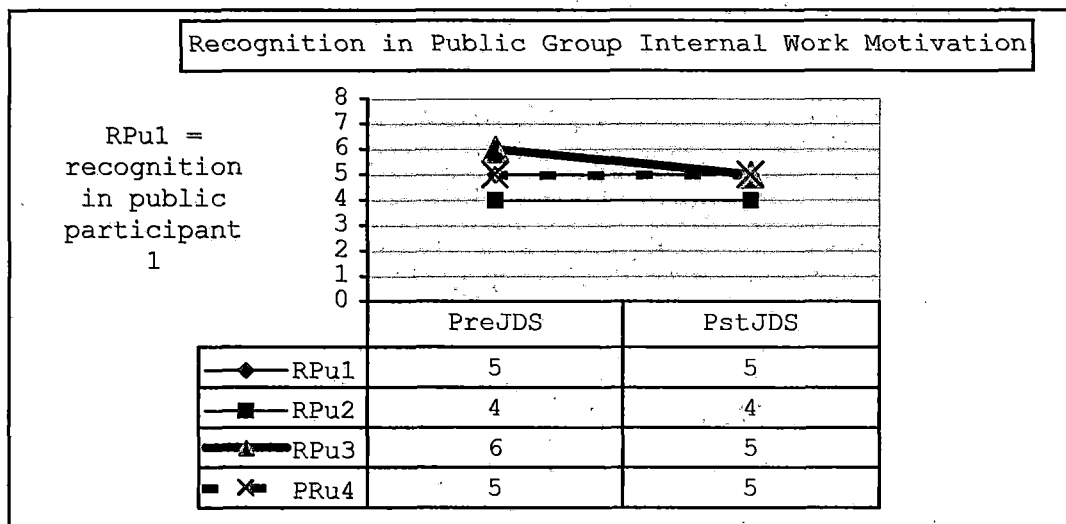


Figure 31. Recognition in Public Group Internal Work Motivation

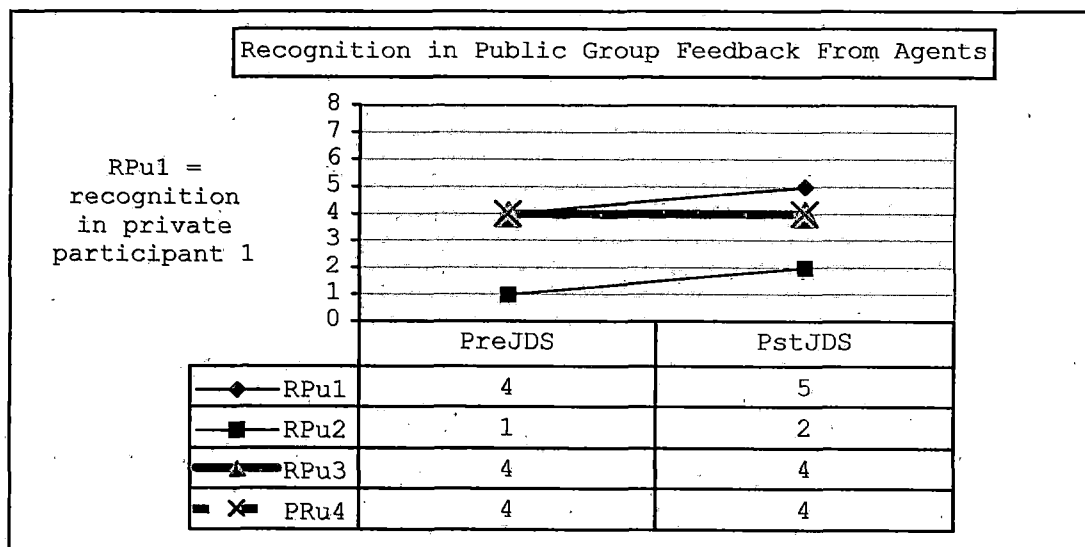


Figure 32. Recognition in Public Group Feedback From Agents

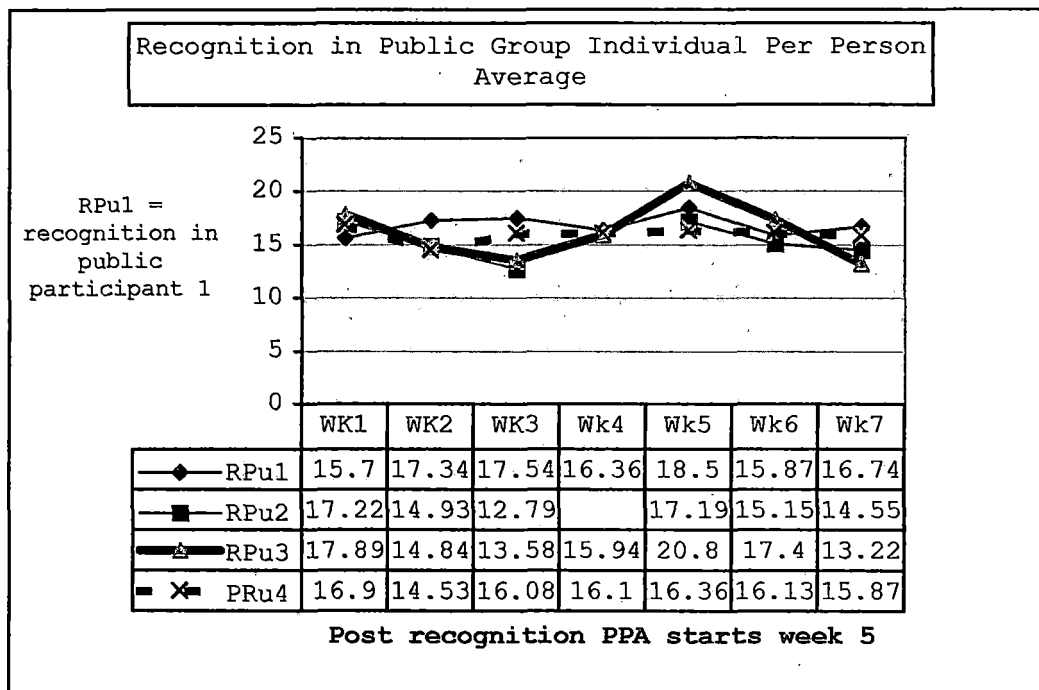


Figure 33. Recognition in Public Group Individual Per Person Average

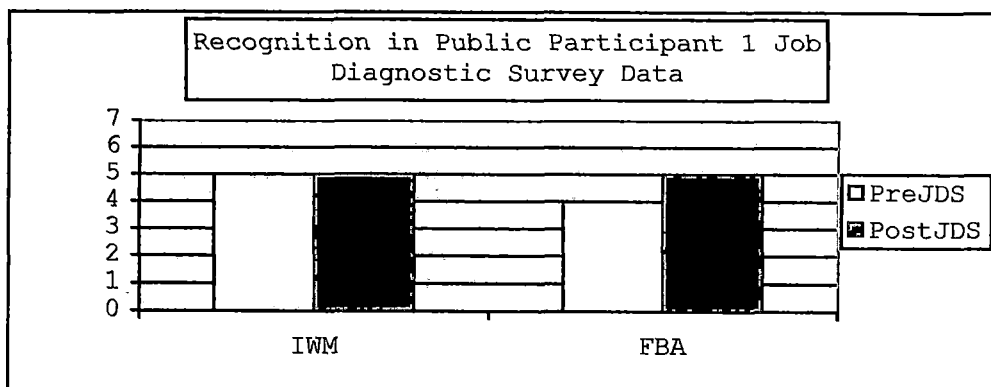


Figure 34. Recognition in Public Participant 1 Job Diagnostic Survey Data

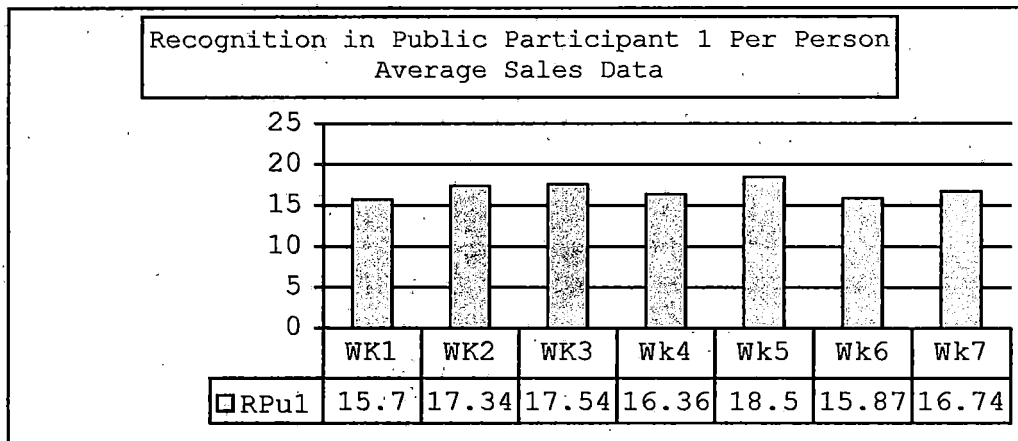


Figure 35. Recognition in Public Participant 1 Per Person Average Sales Data

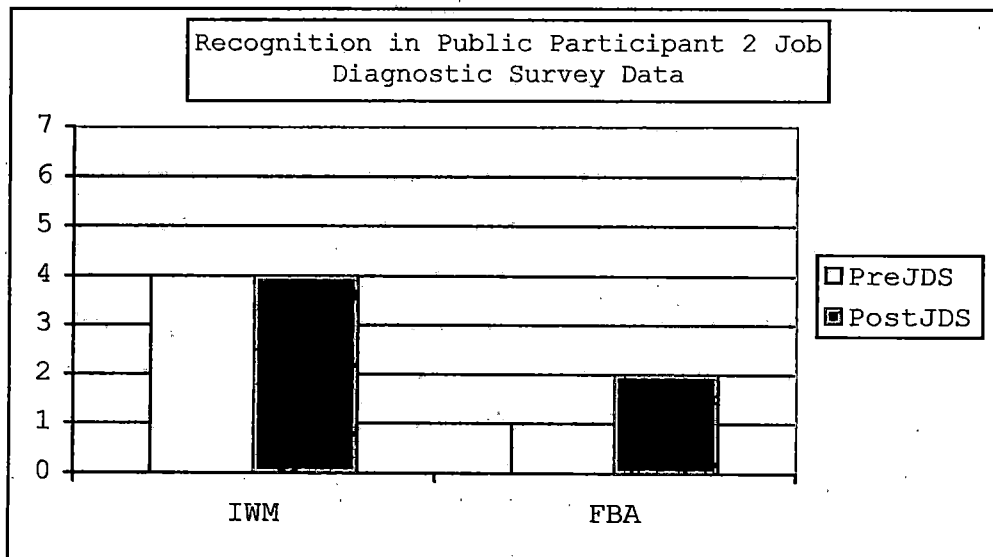


Figure 36. Recognition in Public Participant 2 Job Diagnostic Survey Data

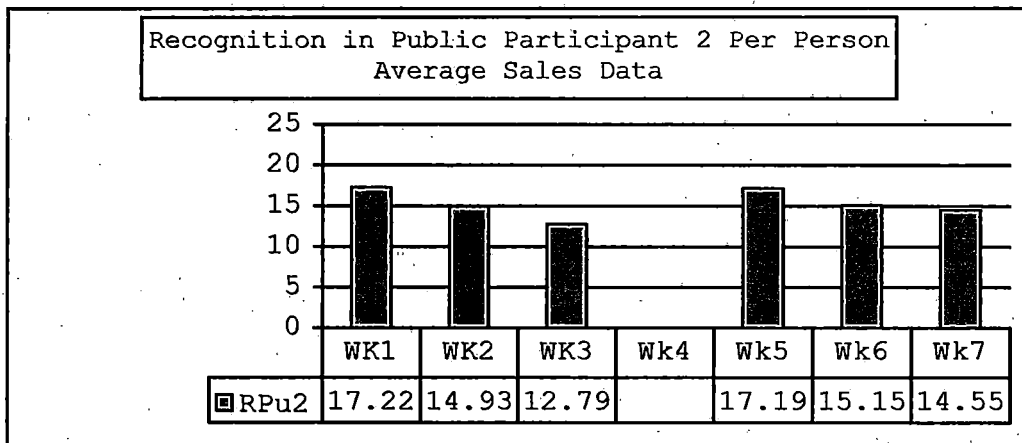


Figure 37. Recognition in Public Participant 2 Per Person Average Sales Data

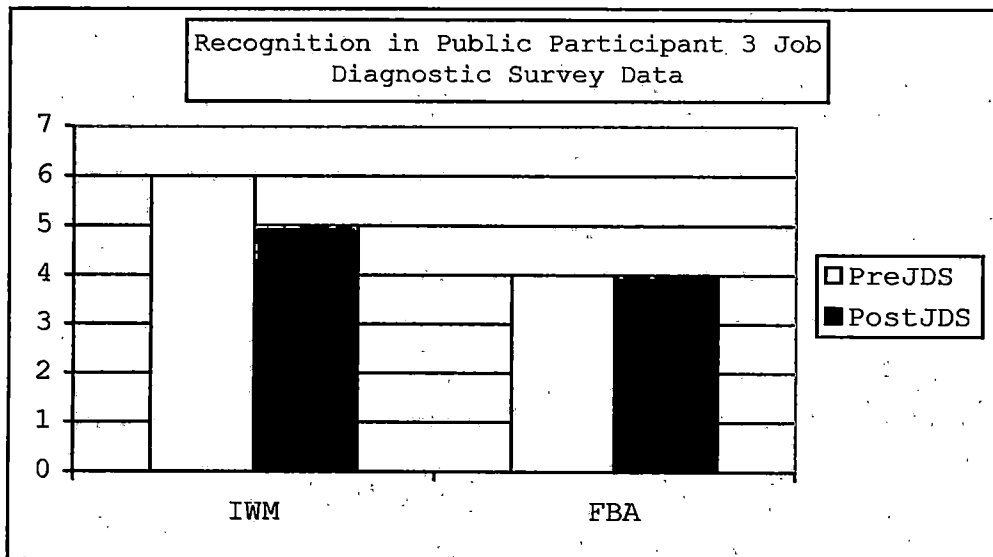


Figure 38. Recognition in Public Participant 3 Job Diagnostic Survey Data



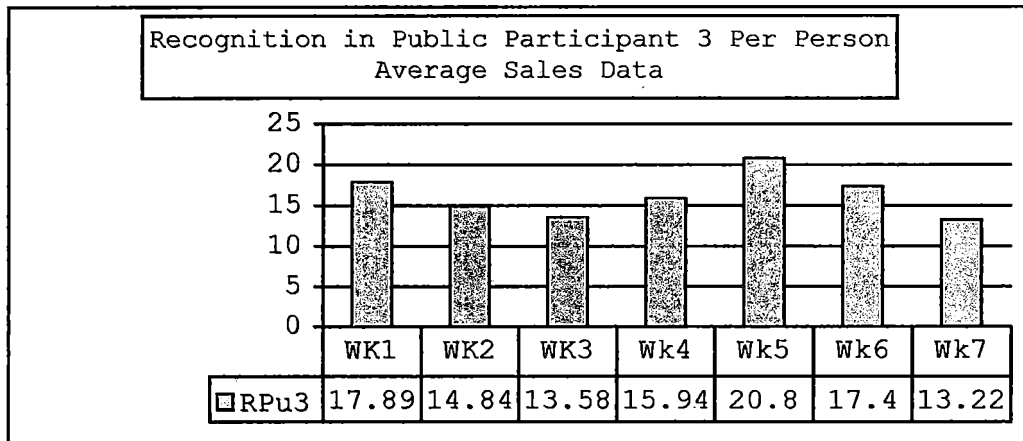


Figure 39. Recognition in Public Participant 3 Per Person Average Sales Data

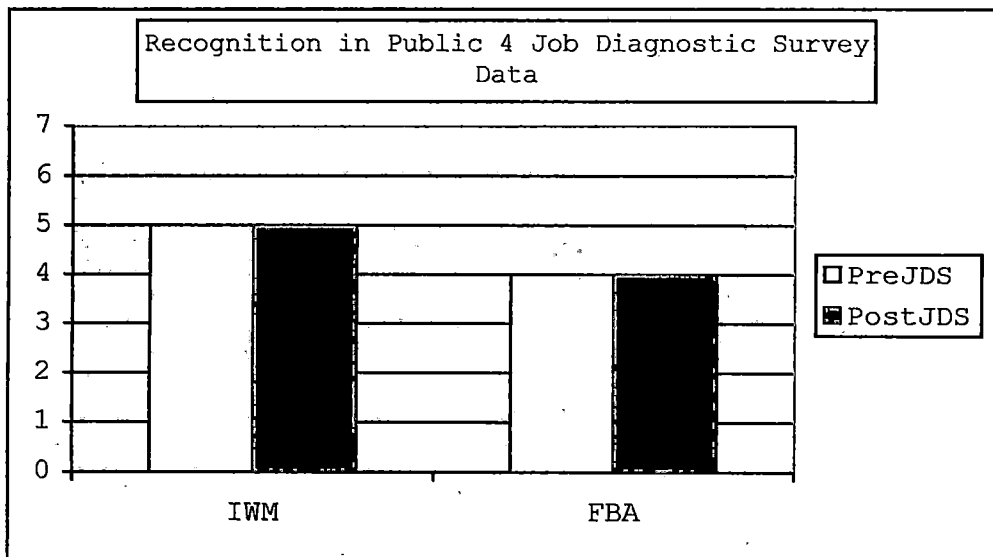


Figure 40. Recognition in Public Participant 4 Job Diagnostic Survey Data

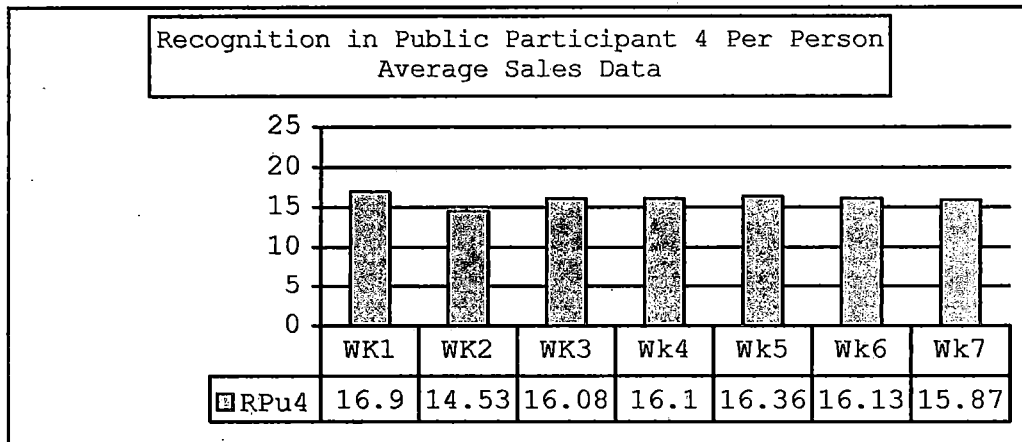


Figure 41. Recognition in Public Participant 4 Per Person Average Sales Data

Unfortunately out of 320 possible participants I received 22 volunteers. Of those that participated eight were removed from the study due to not working the full length of the experiment. This was due to separation from the company, accidents, maternity leave, and vacation. The lack of participants in this study required a change in the planned statistical analysis. The planned nested ANCOVA design was abandoned to use a multiple baseline of behaviors.

## CHAPTER FIVE

### DISCUSSION

Because of the need to conduct a multiple baseline study the use of inferential statistics could not be used to test the hypotheses. In a multiple baseline study the researcher examines trends in data over time through graphs. The hypothesis that recognition given in public would show a more positive change in intrinsic motivation and sales performance than recognition that is done in private was not supported by the findings in this study. The verbal recognition given in private condition found no substantial increases in internal work motivation for any of the participants. The same is true of the recognition given in public, no substantial increases were found in the post JDS intrinsic work motivation scores after the recognition was given. Recognition given in private did find one participant (RPr2) that reported an increase in post JDS intrinsic work motivation scores, this participant also had a sustained increase in PPA through the 7th week.

Recognition seems to have been effective at increasing sales behaviors as 8 of 10 participants saw

increases in PPA after the recognition was given. RPr3 had a substantial unexplained increase in PPA in week 7 this was after the post JDS was given and showed a decrease in intrinsic work motivation. Only distinguishing factors are that the participant was the youngest male in the study 3 years younger than the next youngest participant. Three of the participants in the private recognition group RPr5, RPr6, and RPr2 did, however, show slight increases in sales performance. In the public recognition group participant RPU3 showed a marked increase in PPA during week five. PPA jumped from a previous high of 17.89 in week 1 to 20.80. No other increases were noted in this group.

The second hypothesis, that those who observe the recognition will increase their PPA due to the observational aspects of SCT and OB MOD was also not supported. Weekly store per person sales averages that were calculated show no substantial change in sales performance for the store as a whole. Store performance is calculated by adding all waitstaff's sales and dividing by the total number of guests, i.e. weekly sales of 78,000/ 3120 recorded customers = \$25 average sales to each customer. The implications derived from the data

from this study do not support the idea that verbal recognition has any substantial effect on waitstaff's sales performance or intrinsic motivation scores.

There is the possibility that non-sales feedback had an effect on the outcome of intrinsic motivation. Only one participant in either of the experimental groups showed even a slight increase in intrinsic work motivation (RPr2) so any extraneous effect that possibly occurred would have been counter productive in relation to the hypotheses. Only documented recognition that was included in a participants file could be tracked and management indicated that no documented recognition for the participants of this study was given during week four through seven.

Problems with this study were the same as any field experiment. Very little, to no control over extraneous variables makes any results difficult to interpret. The way to overcome this obstacle is by including a significant portion of the population in your study.

The question of why this study had such a low number of participants is a significant one. It is possible that the participants are unique in this population in some way. These individuals may be more company or team

oriented which was not an aspect that was measured in this study. It is also possible that there was not the management support required for this study at the store level. This may have resulted in half-hearted attempts at recruitment and may have also effected the "quality" of the recognition that was given to the participants of the study (i.e. nonverbal cues). It is also possible that there was a backlash effect due to the recent discontinuance of the prior recognition system which had been in place for over twenty years.

Further studies should strive to gain larger portions of the target population. Three things could have been done differently in this study in regards to achieving larger subject participation. First, the abbreviated JDS questionnaire of 12 questions that was used in the posttest portion should be used for the pretest as well. It is quite possible that the 55-question pretest survey was the reason for some of the waitstaffs' lack of participation. The management could be ensured that the extra information that could be gathered by the JDS would be given in a follow up survey after the study was done. In this way they would have

the information they were looking for without interfering with the study.

The second possibility would be to use a different population instead of the waitstaff, perhaps retail sales. Retail sales would still have sales tracking, use of specific sales behaviors, and frequent independent customer engagement. However the waitstaff work in relative autonomy, have individually measured results, and those results are quantifiable as sales so there are definite advantages to using this population. There are certain drawbacks that could make using this population problematic. This population is unique in that they receive performance feedback at the end of each individual customer engagement (this can translate to 20 or 30 times a day as much as 5 days a week) in the form of cash tips. This continual reinforcement of behavior with a monetary reward may undermine the effectiveness of the verbal recognition creating a "show me the money" mentality. In other words the frequent monetary feedback could make the population more desirous of a more tangible type of performance feedback than verbal recognition. Another unique aspect of this population is that the continual monetary feedback comes not from a

supervisor or company employee but the customer themselves. This may lead to a lack of effectiveness when it comes to management being able to motivate waitstaff.

The third possibility is to change the amount of researcher involvement in the recruitment of subjects. In this study recruitment was done mainly by management whose motivation to take on this added responsibility is suspect. One possibility would be to give management some incentive to emphasize the importance of participation in the study. Perhaps a reward to the manager of the store that gets the most participants would have encouraged more managers to endorse the study and encourage their employees to participate.

While not feasible in regards to this project another possible way to gain a clearer picture of the effect of verbal recognition would be to employ a secret shopper. This rater would catalog specific suggestive sales behaviors, both quantity and quality of delivery, during the course of the study. This would replicate the Komaki, Waddell, and Pearce (1977) study more closely except the participants would be waitstaff.



In conclusion this study has shown a harsh aspect in gaining information from an existing workforce. The information the worker can give is critical to the development and well being of the company as a whole. When a worker, for whatever reason, refuses to participate it restricts the ability of the manager or consultant to gain the knowledge required to make beneficial changes. The more a worker is compelled to participate the more the data provided may be inaccurate so voluntary participation is essential to maintain the integrity of the data.

In the end this study did not bolster the theory that verbal recognition is effective at changing intrinsic motivation or sales behaviors. However this is not uncommon with this type of experiment. The overall question is still murky which is why such studies as the meta-analysis conducted by Jenkins, Mitra, Gupta, & Shaw's (1998), Deci, Koestner, and Ryan (1999), and Cameron and Pierce (1994) have been so helpful in pointing researchers in the right direction. As is often the case in research we learn as much from the studies that fail to produce significant findings as those that support the theories in question.

APPENDIX A  
INFORMED CONSENT

## **Informed Consent**

This study is being conducted by Rodney Chalmers for his masters thesis in psychology under the supervision of Dr. Jan Kottke a professor at California State University, San Bernardino. The study in which you are about to participate is designed to try-out a new recognition system. We are interested in employee's attitudes toward the new recognition system after the trial period. At the beginning of this study you will be asked to fill out a short questionnaire to get some basic information about you and your job. At the end of six weeks you will be asked to fill out another questionnaire similar to the first. Each questionnaire will take approximately 20 to 30 minutes.

Your participation in this study is voluntary and will be totally confidential. You are free not to answer any of the questions that make you feel uncomfortable and you may withdraw the information you have provided at any time by informing your manager or contacting me. Participation in this study will not influence anything related to your job. Any questions about this study or your participation in this study should be directed to Dr. Jan Kottke at (909)-880-5585 or Rodney Chalmers at IOPSYCH@AOL.com.

This research study has been approved by the Institutional Review Board of California State University, San Bernardino.

1. The study has been explained to me and I understand the explanation that has been given and what my participation will involve.
2. I understand that I am free to choose not to participate in this study or remove my information at any time. I am also free to choose not to answer any questions that make me uncomfortable. I also understand that my choice to participate or not in this study will not influence my job in any way.
3. I understand that my responses will remain confidential, but that group results of this study will be made available to me at my request.
4. I understand that I can receive additional explanation of this study after my participation.

By placing my server number on the line below I state that I am at least 18 years of age and that I have read and understand the above information and consent to voluntary participation in this study.

Place server number here \_\_\_\_\_

APPENDIX B  
DEMOGRAPHIC INFORMATION

1 Sex : (circle one)                      male / female

2 Age:

3 Education Level:  
    ( circle one)              Some High School  
                                    Graduated High School/GED  
                                    Some College  
                                    College Graduate  
                                    Technical Degree  
                                    Masters Degree  
                                    Ph.D.

4. Ethnicity / Race: ( circle one)

Hispanic  
African American  
Asian  
Caucasian  
Native American  
Other:

5. How long have you been employed by Main & Main! T.G.I. Fridays? \_\_\_\_yrs  
\_\_\_\_mo

6. How many hours a week do you work? ( circle one)      1 - 10 hrs  
  11 - 20 hrs  
  21 - 30hrs  
  31 - 40 hrs  
  40 + hrs

7. Do you feel that your department is adequately staffed?      Yes / No

8. Do you consider your employment to be just a job (temporary) or a career?  
( circle one):    job / career

APPENDIX C  
PRETEST JOB DIAGNOSTIC SURVEY

## Job Diagnostic Survey

On the following pages you will find questions about your job. Specific instructions are given at the start of each section. Please read them carefully. It should take no more than 30 minutes to complete the entire survey.

Your individual answers will be kept completely confidential. Your management does not see your individual responses.

Please respond to every question. Each response provides data for a number of job diagnostic indicators.

Thank you for your cooperation.

### Section 1

This part of the survey asks you to describe your job, as objectively as you can.

Please do not use this part of the survey to express whether you like or dislike your job. Questions about that will come later. Instead, try to make your descriptions as accurate and as objective as you possibly can.

A sample question is given below.

Sample Question: To what extent does your job require you to work with mechanical equipment?

1	2	3	4	5	6	7
Very little;			Moderately			Very much;
the						
the job requires						job require
almost						
almost no contact						constant work
with						
with mechanical						mechanical
equipment						
equipment of any kind						

If, for example, your job requires you to work with mechanical equipment a good deal of the time - but also requires some paperwork - you might check the number 6.

Select the number which is the most accurate description of your job on the scale provided under each question.

1. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

1	2	3	4	5	6	7
Very little; the			Moderate autonomy			Very much; the
job						
job gives me almost			many things are			gives me
almost						
no personal say			standardized and			complete
about how and when			not under my control			responsibility
for						

the work is done.

but I can make some

deciding how

and

decisions about the work.

when work is

done

2. To what extent does your job involve doing a whole and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?

0 1: My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product or service.

0 2

0 3

0 4: My job is a moderate-sized chunk own contribution can be seen in the overall piece of work; my own contribution can be seen in the final outcome.

0 5

0 6

0 7: My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service.

3. How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

0 1: Very little; the job requires me to do the same routine things over and over again.

0 2

0 3

0 4: Moderate variety.

0 5

0 6

0 7: Very much; the job requires me to do many different things, using a number of different skills and talents.

4. In general how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

0 1: Not very significant; the outcomes of my work are not likely to have important effects on other people.

0 2

0 3

0 4: Moderately significant.

0 5

0 6

0 7: Highly significant; the outcomes of my work can affect other people in very important ways.

5. To what extent do managers or co-workers let you know how well you are doing on your job?

0 1: Very little; people almost never let me know how well I am doing.



0 2  
0 3  
0 4: Moderately; sometimes people may give me feedback; other times they may not.  
0 5  
0 6  
0 7: Very much; managers or co-workers provide me with almost constant feedback about how well I am doing.  
6. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide the clues about how well you are doing - aside from any feedback co-workers or supervisors may provide?

0 1: Very little; the job itself is set up so I could work forever without finding out how well I am doing.  
0 2  
0 3  
0 4: Moderately; sometimes doing the job provides feedback to me; sometimes it does not.  
0 5  
0 6  
0 7: Very much; the job is set up so that I get almost constant feedback as I work about how well I am doing.

## Section 2

Listed below are a number of statements which could be used to describe a job. Please indicate whether each statement is an accurate or an inaccurate description of your job.

Once again, please try to be as objective as you can in deciding how accurately each statement describes your job - regardless of whether you like or dislike your job. How accurate is each of the following statements in describing your job?

1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate		Accurate	Accurate	Accurate

\_\_\_ 1.The job requires me to use a number of complex or high-level skills

\_\_\_ 2.The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end

\_\_\_ 3.Just doing the work required by the job provides many chances for me to figure out how well I am doing

\_\_\_ 4.The job is quite simple and repetitive

\_\_\_ 5.The supervisors and co-workers on this job almost never give me any feedback about how well I am doing in my work

\_\_\_ 6.This job is one where a lot of other people can be affected by how well the work gets done

\_\_\_ 7.The job denies me any chance to use my personal initiative or judgment in carrying out the work

\_\_\_\_ 8. Supervisors often let me know how well they think I am performing the job

\_\_\_\_ 9. The job provides me the chance to completely finish the pieces of work I begin

\_\_\_\_ 10. The job itself provides very few clues about whether or not I am performing well

\_\_\_\_ 11. The job gives me considerable opportunity for independence and freedom in how I do the work

\_\_\_\_ 12. The job itself is not very significant or important in the broader scheme of things

### Section 3

Now please indicate how you personally feel about your job.

Each of the statements below is something that a person might say about his or her job. Please indicate your own personal feelings about your job by indicating how much you agree with each of the statements.

How much do you agree with each of the following statements about your job?

1. My opinion of myself goes up when I do this job well

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

2. Generally speaking, I am very satisfied with this job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

3. I feel a great sense of personal satisfaction when I do this job well

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

4. I frequently think of quitting this job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

5. I feel bad and unhappy when I discover that I have performed poorly on this job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

6. I am generally satisfied with the kind of work I do in this job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

7. My own feelings are not affected much one way or the other by how well I do on this job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

#### Section 4

Now please indicate how satisfied you are with each aspect of your job listed below.

1. The degree of respect and fair treatment I receive from my boss

0	0	0	0	0	0	0
Extremely	Dissatisfied	Slightly	Neutral	Slightly	Satisfied	Extremely
Dissatisfied		Dissatisfied		Satisfied		Satisfied

2. The amount of support and guidance I receive from my supervisor

0	0	0	0	0	0	0
Extremely	Dissatisfied	Slightly	Neutral	Slightly	Satisfied	Extremely
Dissatisfied		Dissatisfied		Satisfied		Satisfied

3. The overall quality of the supervision I receive in my work

0	0	0	0	0	0	0
Extremely	Dissatisfied	Slightly	Neutral	Slightly	Satisfied	Extremely
Dissatisfied		Dissatisfied		Satisfied		Satisfied

#### Section 5

Now please think of the other people in your organization who hold the same job you do. If no one has exactly the same job as you, think of the job which is most similar to yours.

Please think about how accurately each of the statements describes the feelings of those people about the job.

It is quite all right if your answers here are different from when you described your own reactions to the job. Often different people feel quite differently about the same job.

How much do you agree with each of the following statements?

1. Most people on this job feel a great sense of personal satisfaction when they do the job well

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

2. Most people on this job are very satisfied with the job

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

3. People on this job often think of quitting

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

4. Most people on this job feel bad or unhappy when they find that they have performed the work poorly

0	0	0	0	0	0	0
Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly			Slightly		Strongly

#### Section 6

Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their own jobs. We are interested in learning how much you personally would like to have each one present in your job.

Please indicate the degree to which you would like to have each characteristic present in your job:

1	2	3	4	5	6	7
Would like			Would like			Would like
having this			having this			having this
only a moderate			very much			extremely
much						
amount (or less)						

\_\_\_ 1. High respect and fair treatment from my supervisor

\_\_\_ 2. Stimulating and challenging work

\_\_\_ 3. Chances to exercise independent thought and action in my job

\_\_\_ 4. Great job security

\_\_\_ 5. Very friendly co-workers

\_\_\_ 6. Opportunities to learn new things from my work

\_\_\_ 7. High salary and good fringe benefits

\_\_\_ 8. Opportunities to be creative and imaginative in my work

\_\_\_\_ 9. Quick promotions

\_\_\_\_ 10. Opportunities for personal growth and development in my job

\_\_\_\_ 11. A sense of worthwhile accomplishment in my work

#### Section 7

People differ in the kinds of jobs they would most like to hold. The questions in this section give you a chance to say just what it is about a job that is most important to you.

For each question, two different kinds of jobs are briefly described. Please indicate which of the jobs you personally would prefer - if you had to make a choice between them.

In answering each question, assume that everything else about the job is the same. Pay attention only to the characteristics actually listed.

Two examples are given below.

Example 1. Job A: A job requiring work with mechanical equipment most of the day.

Job B: A job requiring work with other people most of the day.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

If you like working with people and working with equipment equally well, you would check 'Neutral' as your answer.

Here is another example. This one asks for a harder choice - between two jobs which both have some undesirable features.

Example 2. Job A: A job requiring you to expose yourself to considerable physical danger.

Job B: A job located 200 miles from your home and family.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

If you would slightly prefer risking physical danger to working far from your home, you would check 'Slightly Prefer A' as your answer.

Please check which of the jobs you personally would prefer - and by how much.

- |        |  |
|--------|--|
| Job A. | A job where the pay is very good.  |
| Job B. | A job where there is considerable opportunity to be creative and innovative. |

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

- Job A. A job where you are often required to make important decisions.

Job B. A job with many pleasant people to work with.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

3. Job A. A job in which greater responsibility is given to those who do the best work.

Job B. A job in which greater responsibility is given to loyal employees who have the most seniority.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

4. Job A. A job in an organization which is in financial trouble - and might have to close down within the year.

Job B. A job in which you are not allowed to have any say whatever in how your work is scheduled, or in the procedures to be used in carrying it out.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

5. Job A. A very routine job.

Job B. A job where your co-workers are not very friendly.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

6. Job A. A job with a supervisor who is often very critical of you and your work in front of other people.

Job B. A job which prevents you from using a number of skills that you worked hard to develop.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

7. Job A. A job with a supervisor who respects you and treats you fairly.

Job B. A job which provides constant opportunities for you to learn new and interesting things.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

8. Job A. A job where there is a real chance you could be laid off.

Job B. A job with very little chance to do challenging work.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

9. Job A. A job in which there is a real chance for you to develop new skills and advance in the organization.

Job B. A job which provides lots of vacation time and an excellent fringe benefit package.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

10. Job A. A job with little freedom and independence to do your work in the way you think best.

Job B. A job where the working conditions are poor.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

11. Job A. A job with very satisfying team-work.

Job B. A job which allows you to use your skills and abilities to the fullest extent.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

12. Job A. A job which offers little or no challenge.

Job B. A job which requires you to be completely isolated from coworkers.

0	0	0	0	0
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

Thank You

Thank you for taking the time to complete this survey.

APPENDIX D  
POSTTEST JOB DIAGNOSTIC SURVEY



Server #

Circle the O that best describes how you feel about the aspects of your job that are mentioned below.

1. To what extent do managers or co-workers let you know how well you are doing on your job?

0 1: Very little; people almost never let me know how well I am doing.

0 2

0 3

0 4: Moderately; sometimes people may give me feedback; other times they may not.

0 5

0 6

0 7: Very much; managers or co-workers provide me with almost constant feedback about how well I am doing.

2. My opinion of myself goes up when I do this job well

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

3. Generally speaking, I am very satisfied with this job

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

4. I feel a great sense of personal satisfaction when I do this job well

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

5. Most people on this job feel a great sense of personal satisfaction when they do the job well

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

6. I feel bad and unhappy when I discover that I have performed poorly on this job

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

7. Most people on this job are very satisfied with the job

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

8. My own feelings are not affected much one way or the other by how well I do on this job

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

9. Most people on this job feel bad or unhappy when they find out that they have performed the work poorly

<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>Disagree</u>	<u>Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
<u>Strongly</u>		<u>Slightly</u>		<u>Slightly</u>		<u>Strongly</u>

Listed below are a number of statements which could be used to describe a job. Please indicate whether each statement is an accurate or an inaccurate description of your job.

Once again, please try to be as objective as you can in deciding how accurately each statement describes your job - regardless of whether you like or dislike your job. How accurate is each of the following statements in describing your job?

1	2	3	4	5	6	7
Very Inaccurate	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Accurate	Inaccurate	Inaccurate		Accurate	Accurate	
Accurate						

10. The supervisors and co-workers on this job almost never give me any feedback about how well I am doing in my work

\_\_\_\_ 11. Supervisors often let me know how well they think I am performing the job

\_\_\_\_ 12. The job itself provides very few clues about whether or not I am performing well

Thank You

Thank you for taking the time to complete this survey.

## APPENDIX E

### Sales Log

08 GUESTS 07 CHECKS

006 SPLIT CHECKS

\*\*\*\*\*

\*\*\* SALES DETAIL \*\*\*

Per Person Aver		\$ 11.25
Guest Check Av		\$12.86
Wines		\$0.00
Sodas	08	\$7.96
Add Soup\Salad		\$0.00
Appetizers		\$0.00
Desserts		\$0.00
NA Bevs	12	\$15.92
JD Items	01	\$12.99
Ultimates		\$0.00
Accompaniments		\$0.00
Republic Teas		\$0.00
Fiji Water		\$0.00
Hong Kong Steak		\$0.00
Dynasty Rice		\$0.00
Fresh Fish		\$0.00
Combo App		\$0.00
Gift Card Sales		\$0.00
Gift Certs		\$0.00
Ultimate Summer		\$0.00
Water		0.00
Drink of Day		\$0.00
Firestone		\$0.00
Sam Adams Light		\$0.00
Sam Seasonal		\$0.00
Sam Adams Draft		\$0.00

APPENDIX F  
DEBRIEFING STATEMENT

Thank you for participating in this study. It was necessary for the integrity of the study to tell you that you would be reviewing a new recognition program. In fact, you were part of a trial recognition program but some elements of the program were not told to you. It was important that you be kept unaware of the nature of the study so that the information gathered would represent your natural reaction. However your comments on your observations of the recognition given over the 6-week period is important and will be part of the study given to T.G.I. Friday's management and HR department. Your comments will be anonymous, at no time will your name or server # be reported along with your responses. All data will be reported in-group form only.

Those participants who were recognized for PPA performance had their reactions to the manager's verbal recognition measured by tracking the PPA and using an intrinsic motivation scale from the Job Diagnostic Survey. The PPA feedback given to you was correct and the manager had full knowledge of your performance. For those of you who would like to develop ways to improve your PPA, we can take time now or make an appointment to give you that information later.

The only information that will be given to management will be in-group form.

The reason for this study was to determine the effects of different types of verbal and symbolic recognition on employee's behavior. Once again, any individual information you have provided will be held in the strictest of confidence by the researcher. At no time will your name or server # be reported along with your responses. All data will be reported in-group form only.

If you have any questions regarding this study or if you would like a report of the results, please contact Jan Kottke at (909) 880-5585 or Rodney Chalmers at [IOPSYCH@AOL.COM](mailto:IOPSYCH@AOL.COM)

Thank you, your participation is greatly appreciated.

APPENDIX G  
INTERVIEW QUESTIONS FOR MANAGERS



## Interview Questions for Server Managers

1. What kind of recognition do you give most often (verbal only, pins, written incident reports, etc.)?
2. Do you give more recognition to the front of the house or the back of the house?
3. Would you say you give the most recognition compared with the other managers in your store?
4. Do you give your recognition to the employee in public, private, or a mixture of the two?
5. When was the last time you gave recognition for a good job to a W/W? What type of recognition was it (verbal, etc.)? Was it public or private?
6. Do you regularly give recognition for W/W sales? If so what kind?
7. Have you given recognition for P.P.A. in the last 6 months?

Ontario- Denise

1. Verbal, pins, written
2. Front (just servers)
3. even
4. Verbal in shift meeting, some pins, private pin
5. everyday
6. \$1000 sales
7. No

Costa-mesa- Jose'

1. Mostly verbal
2. equal
3. Less than most
4. mixture of both
5. today - public
6. do not usually, prizes (app cards)
7. No

Brea - EJ

1. pins, verbal
2. both
3. yes
4. mix, but try to do in public
5. last week, pin, private
6. yes, mostly pins
7. No

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