

JOB ENRICHMENT MODEL

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ABSTRACT: *This study objective was conducted to determine how jobs can be made interesting and challenging, to determine how the employees perceive Job Enrichment and what makes both employees and employers perform better in their job. This means careful evaluation and feedbacks must be gathered much on the level of how the job is performed.*

This study used the Job Characteristic Model and Core Dimension to help identify how jobs can be designed to enrich the job as forwarded by Hackman and Oldham. Motivation of employees is a continual challenge in today's workplace. Content analysis, when properly implemented, job enrichment may be the motivational technique that can make a positive difference.

The result of the study may valuable for anyone for more improved personnel practices and policies to attain organization's goal for success.

Keywords: *Job Characteristic Model, Core Dimension, Job Enrichment, Job Performance*

INTRODUCTION

In today's increasingly changing world both employers and employees are trying to find ways to make jobs more meaningful and satisfying. One of the ways to do this is to redesign jobs to better meet new requirements.

What do employees want in their jobs? Most people who were dissatisfied with their jobs found them to be boring and unchallenging. Sometimes employees are not motivated because of the way their jobs are designed. The job provides little opportunity for workers to gain intrinsic rewards. How then, can we improve these boring jobs? One workable strategy is through job enrichment, a management process that focuses on the job itself with goals of making it more interesting and meaningful and increasing job challenge and responsibility.

Job enrichment aims to redesign jobs to be more intrinsically rewarding, certain job characteristics have been identified as intrinsically rewarding or "enriching". (Rosenbach, 2002).

The idea of job enrichment was first developed by Frederick Herzberg in 1960's. Job enrichment in one form or another has been an increasingly established concern of both academics and practitioners. Several contemporary approaches to job enrichment focusing on designing job through increasing motivators factors such as challenge, autonomy, and responsibility in the job. In these approaches the emphasis tends to be present in a job, on

the work to be accomplished. Ways designing job's process should be clearly addressing changing a job both horizontally by adding tasks and vertically by adding responsibility.

A recent study found that job enrichment approach fails to specify how to enrich a job. In attempt to expand the idea of job enrichment, Richard Hawk and Greg Oldham developed job characteristic model, which designed to specify a certain elements that can be done to redesign jobs to enhance the worker's potential and performance.

"How jobs can be designed to give workers doing a job well?" What element exactly of a job needs to be enriched for it to be effective?" This was the major guiding question of this paper, accompanying the attempt to discuss job characteristic model and factors in implementing job enrichment programs.

Once a job has been identifies as needing enrichment, the organization must redesign it to incorporate these characteristics (skill, variety, autonomy, significance, and feedback).

The organizations can improve productivity through job enrichment through the employee empowerment process. First, it can strengthen motivation by providing employees with the opportunity to attain intrinsic rewards from their work, such as a greater sense of accomplishment and a feeling of importance.

Second, job enrichment has process that leads to better decisions. Decisions are better because they are made by employees, and employees have a more complete knowledge of their work than do their managers.

Recent attempts to expand the idea of job enrichment, known as the job characteristics model. This model helps identify how jobs can be designed to give workers feelings of importance. In particular, the job characteristics model specifies that enriching certain elements of job is effective in altering people's psychological states in a manner that enhances their work effectiveness. This is the key of job characteristic model as found to be critical in determining a person's work motivation and job satisfaction.

What Job Characteristic Make It Happen?

Measuring job for motivating workers involves a number of core job characteristics, that when present, facilitate the development of psychological states. Heizer & Render (1998) mentioned:

1. Skill Variety: Job requires the worker to perform a number of activities with different skills and talents. High performance must validate these core competencies. If these core competencies are not tested on the job, even high

performance does not validate the skills. For example, a secretary with high skill variety may have to perform many different tasks (i.e., take dictation, do word processing, use both manual and electronic filing systems, and answer the telephone).

2. **Task Identity:** Job requires completion of a whole work that is, doing a job from beginning to end with a visible outcome. The key word here is identifiable. It means that the individual must be able to know when the outcome is in positive or negative, and then take ownership for important part of this outcome. For example, tailors will have high task identity if they do everything related to making a whole suit (i.e., select the fabric, measure the client for a suit, cut and sew it, re-fit the customer and alter it as needed).
3. **Task Significance:** Job is perceived to have impact on the lives of other people. This is essential for goal internalization motivation to be activated. For example: the high task significance of medical researchers working to find a cure for a serious disease.
4. **Autonomy:** Job gives the worker freedom, independence and discretion for achieving the required output. The worker decides what should be done and how work should be accomplished.
5. **Feedback:** Job requires for clear information about performance results. When a job is designed to provide people with information about the effects of their actions, they will be better able to develop an understanding of how effectively they have performed. For example: telemarketing representatives regularly receive information about how many calls they made per day and the number and value of the sales made.

Five core job characteristics have particularly strong potential to affect worker motivation. Hackman and Oldham's research reveals that these conditions result in high work motivation, high-quality performance, high job satisfaction, and low absenteeism among teachers.

When these characteristics are present in a job, employees will be motivated because they will have ample opportunity to gain intrinsic rewards. Jobs that lack these characteristics are good candidates for enrichment. But on the other hand, we should also note that the model is theorized to be especially effective in describing the behavior of individuals who have a high need for personal growth and development.

What Makes People Get Turned On To Their Work?

Why is it that some people look forward to going into work and doing whatever it takes to get a job done while others dread going to work and find it hard to complete all their required tasks.

Research found that the three "psychological states" such as experienced meaningfulness, experienced responsibility, and knowledge of results, will be experienced by the workers that can presumed to determine the extent to which characteristics of the job enhance employee responses to that task. It means that when these three conditions are present, a person tends to feel very good about him when he performs well. And those good feelings will prompt him to try to continue to do well, so he can continue to earn the positive feelings in the future. That is what is means by "internal motivation", being turned on to one's work because of the positive internal feelings that are generated by doing well, rather than being dependent on external factors (such as incentive pay or compliments from the boss) for the motivation to work effectively.

When individuals are motivated intrinsically, there's little need for management to constantly monitor, measure, and control the behavior of their employees. Internal feelings that are generated, a person will do well, if the three conditions are present. Important as it is, the three stats are all critical in the sense that the absence of any one of them will not foster the desired outcomes.

Many organizations have successfully enriched otherwise dull jobs. Because it makes jobs less automated, and thus more interesting and rewarding, enrichment often leads to improvements in productivity, quality, absenteeism rates and retention.

Does The Theory Work For Everybody

The role of school/organization in job enrichment programs is becoming more and more understood. Stephen (2000) mentioned about the interrelationship among the worker and the organization as lead to a number of outcomes. He believed that implement in the "quality of workers performance have to moderate the relationship between the characteristics of jobs and work outcomes."

It is apparent, however, that principal must cope with significant problems in matching employee needs and differences and organization needs. Data founds that majority people respond positively to jobs of increasing quality.

Since it is often the organization that is responsible for low levels of growth desires, that organization also should provide the individual with the chance to reverse that trend whenever possible, even if that means putting a person in a job where he/she may be "stretched" more than he/she want to be.

FROM THE THEORY PRACTICE:

A TECHNOLOGY FOR JOB ENRICHMENT

When job enrichment fails, it often fails because of inadequate diagnosis of the target job and workers reaction to it. The success of job enrichment depends more on data about the people and the work. Leach & Will (2004) mentioned that "To explicitly address the diagnostic as well as the action components of the change process promote the use of new technology. The technology has two parts: (1) a set of diagnostic tools that are useful in evaluating jobs and people's reactions to them prior to change, and in pinpointing exactly what aspects of specific jobs are most critical to a successful change attempts and (2) a set of implementing concepts that provide concrete guidance to action steps in job enrichment. The implementing concepts are tied directly to the diagnostic tools. The output of the diagnostic activity specifies which action steps are likely to have the most impact in a particular situation.

The Diagnostic Tools

A set of diagnostic tools are useful in evaluating jobs and people's reaction to them prior to change. It can pinpoint exactly what aspects of specific jobs are most critical to a change attempt. Employees who have strong growth needs are more likely to be more responsive to job enrichment than employees with weak growth needs. Therefore, it is important to know at the outset just what kinds of satisfactions the people who do the jobs are and are not motivated to obtain from their work. This will make it possible to identify which persons are best to start changes with and which may need help in adapting to the newly enriched job.

More systematically, Hackman and Oldham have developed a questionnaire, the Job Diagnostic Survey (JDS) to analyze jobs. JDS is widely used instrument to measure task characteristics in planning how to introduce the changes to the people and in deciding who should be among of employees to have their jobs changed. JDS could be used to point the kinds of questions which to be important in diagnosing a job prior to changing it.

Before job enrichment is begun, an employer studies jobs to assess how high the workers are on task variety, task identity, task significance, autonomy, and feedback. Scales are created for each dimension, and then each job is rated according to where it fits on each scale. For example, on a scale of 1 through 10, variety may be given a rating of 6 and autonomy a lower rating of 4. Employees are usually involved in this assessment process, since it is their perceptions that are most important.

The Implementing Concepts And Changes

Implementing job enrichment programs is not easy. People attempting to enrich jobs face many obstacles related to technical limitations and resistance to change from the workforce. In this condition, managers must first realize that job enrichment implies job change, and not all jobs are able to change. Managers should further realize that not everyone wants their jobs redesigned and that there is a natural resistance to change which must be overcome with careful management. There should be realistic expectations of what may or may not be accomplished.

How do we put the theory into action? A fault of many management theories is that although they have good rules but they seldom get implemented. There are a number of concepts or ideas that should be considered when jobs are redesigned. Not all of concepts are required to redesign a job successfully, but when they are all optimally balanced, the result will be a truly enriched job.

In implementing this concept, the management must also have control systems to ensure that those procedures are followed and on the other hand, provides personnel with a sense of responsibility for the work outcomes rather than compliance with procedures. Because by removing unnecessary control will facilitate a feeling of autonomy on the part of an individual performing a job.

Champagne (1989:130-132) emphasizes that company implementing job enrichment programs should involve labor unions in all stages of development, including planning, so that the union members can see their part in the process.

Perhaps the most crucial element to job enrichment programs is the support of top management. Once the potential pitfalls have been addressed, management must consider the content of the program and the method of its implementation. Whatever the method of implementation, workers must be given the specific tools and training necessary for a successful transition (Champagne, 1993).

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The First Stage/Investigation: the management should conduct one hour at least workshop that provide about theory and how to implement concept by choosing a supervisor for the team which consist around 20 employees. Then the supervisor responsible to develop a workflow diagram if that seems appropriate. The primary challenge in this stage is achieving an understanding of the upcoming changes.

The Second Stage/Preparation: The supervisors should meet with his staff as a group for from 2-4 hours during a two-day period. At the meeting each job enrichment idea is discussed, and if warranted, an action person and due date are assigned by the supervisor for reporting to the implementing group. In this stage also, companies endure the planning, designing, and preparation required for a successful transition. Here the main challenge is accepting the changes.

The Third Stage/Implementation: The supervisor always led the session after the first few hours. When all promising job enrichment ideas have been evaluated assigned to someone for research and possible action, and then the job enrichment supervisor's work is mostly done. However, the supervisor must continue to monitor the idea evaluation and implementation until every idea has been researched and a decision made on implementation. This may take two to four hours a week for over several months.

The Fourth Stage/Transition: Marks the completion of the implementation and the beginning of adjusting to the new work systems. Team members accept the authority and autonomy passed down by team leaders or supervisor. Strength, endurance, and motivation are the essential challenges in this phase. The supervisor always led the session after the first few hours. When all promising job enrichment ideas have been evaluated assigned to someone for research and possible action, then the job enrichment supervisor's work is mostly done. However, the supervisor must continue to monitor the idea evaluation and implementation until every idea has been researched and a decision made on implementation. This may take two to four hours a week for over several months. The

work systems are fully functional. Yet, they will continue to change and evolve. The continuous change is the main challenge for the members (Fisher, 1993:166-167).

The Fifth (Final) Stage/Maturation: is Evaluation. The job enrichment supervisor return to the unit about six months later, administer a post-test questionnaire, and provide feedback to the management about changes in attitudes. In addition, the management's goal for the job enrichment project will be jointly examined to see if job enrichment accomplished what was wanted. A final report then had been prepared by the job enrichment supervisor through normal channels. This report provides the employee's evaluation of the job enrichment effort and the measurable outcome of the program.

The implementing concepts are tied directly to the diagnostic tools. Begins with a study of existing job perceptions by means of JDS (Job Diagnostic Survey) and compiled data for a variety of job categories.

This questionnaire measures employee perceptions of job characteristics, various psychological states, personal and work outcomes, and strength of growth needs. JDS can be used to identify jobs in the organization with high and low motivating potential. And this measure can be very helpful in planning how to introduce the changes to the people and deciding who should be among the first group of employees to have their jobs changed.

The JDS provides a motivating potential score, or MPS, for jobs, which is calculated according to the following formula:

$$\text{MPS} = (\text{variety} + \text{Identity} + \text{Significance}) \times \text{Autonomy} \times \text{Feedback}$$

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The MPS provides a summary index of a job's overall potential for motivating employees. Thus, the JDS can be used to identify jobs in the organizations with high and low motivating potential. Jobs with a low MPS index are candidates for redesign to improve their potential for motivating job holders. Then, the output of the diagnostic activities specifies which action steps are likely to have the most impact in a particular situation.

As the suggestion from Rue & Byars (1997), that successful implementation of job enrichment programs requires management to address several potential problems must first realize that job enrichment program implies job change, and not all jobs are able to change.

When properly implemented, job enrichment may be the motivational technique that can make a positive difference. Thus, top management, including the human resources

director, must take a broad view of the possible impact of job enrichment and develop procedures for the people that will enhance cooperation. Once a job has been identified as needing enrichment, the organization must redesign it to incorporate these characteristics (skill, variety, autonomy, significance, and feedback).

Methods to Carry Out Job Enrichment

A set of action steps for job based on the theory, which prescribe in concrete terms what to do to make jobs more motivating for the people who do them. Gordon (2000:516) mentioned the some methods in carrying out of job enrichment:

1. Combining task: This involves assigning tasks performed by different workers to a single individual. Thus, each worker would be responsible for the job from start to finish. And more of that, people will experience a feeling of doing a whole, complete and meaningful job. Doing so helps provide greater skill variety and task identity.
2. Forming natural work units. Distribute work so that employees are identified with the jobs they have done. This way enhances skill variety and task significance.
3. Establishing client relationship by putting the worker in touch with the customers. The workers have a chance to develop new interpersonal skills and provide them with a chance to do a larger part of the job (task identity), to see how their work impacts customers (task significance), and to have more decision-making authority (autonomy). These ways not only helps the worker by providing job feedback, but also provides skill variety and enhance autonomy.
4. Leading job vertically: Workers gain autonomy when they are given responsibility for doing things previously done by supervisors. Employees could be allowed to check for their own errors or be allowed to order supplies directly.
5. Opening feedback channel: This would give more responsibility to employees in getting things done correctly. The more feedback channels used, the more accurate a picture people will have of how well they are doing, and the more motivated they will be to improve.

When properly implemented, job enrichment can enhance worker's knowledge, abilities, experience and allow worker to apply new skills on the work for the future of organization. And to ensure that this approach of job enrichment program could be implemented successfully, providing training and consulting skills is necessary.

In order for the school or organization to have the capacity to perform effectively over a period of time, it must be able to plan for recruit, manage, develop, measure, replace the workers as guaranteed by the tasks to be done.

Limitation of Job Enrichment

Job enrichment has a number of limitations. It is more appropriate for some situations than for others, and in certain situations it may not be appropriate at all. Some workers do not want increased responsibility, and other workers do not adapt to the group interaction that is sometimes required. In other words, enrichment is dependent on attitudes of employees and their capability to handle enriched tasks.

Some companies have found job enrichment to be cost ineffective, and others believe that it simply does not produce the expected results. Because of some problems, job enrichment recently has fallen into disfavor among managers.

CONCLUSION

There is a lot of evidence that, when people are given clear direction, authority, and responsibility, it usually works out well. Work is organized, follows and relates to the actual work, and describes the way even the basic work gets done. To motivate employees, then, organization should try to assign work activities that help employees satisfy their most important need.

One way to motivate employees with intrinsic rewards is to provide them with stimulating job assignments. The job is built in such a way that intrinsic motivation is encouraged. Because motivation is increased, performance should improve, thus providing both a more human and a more productive job. Before organization can effectively do this, organization must be able to determine the types of activities that each of employees would find stimulating. Because by knowing the type of need that drives an employee, allow the organization to find intrinsically satisfying activities that will stimulate them which is known as Job Characteristics Model.

Job Characteristics Model suggests that virtually every decision have implications for building motivation and commitment of teachers and workers. It provides school and organization with a conceptual framework to help teachers and workers have the structure of the work and related to high intrinsic work motivation that will increase in quality performance, high job satisfaction, and low in absences.

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