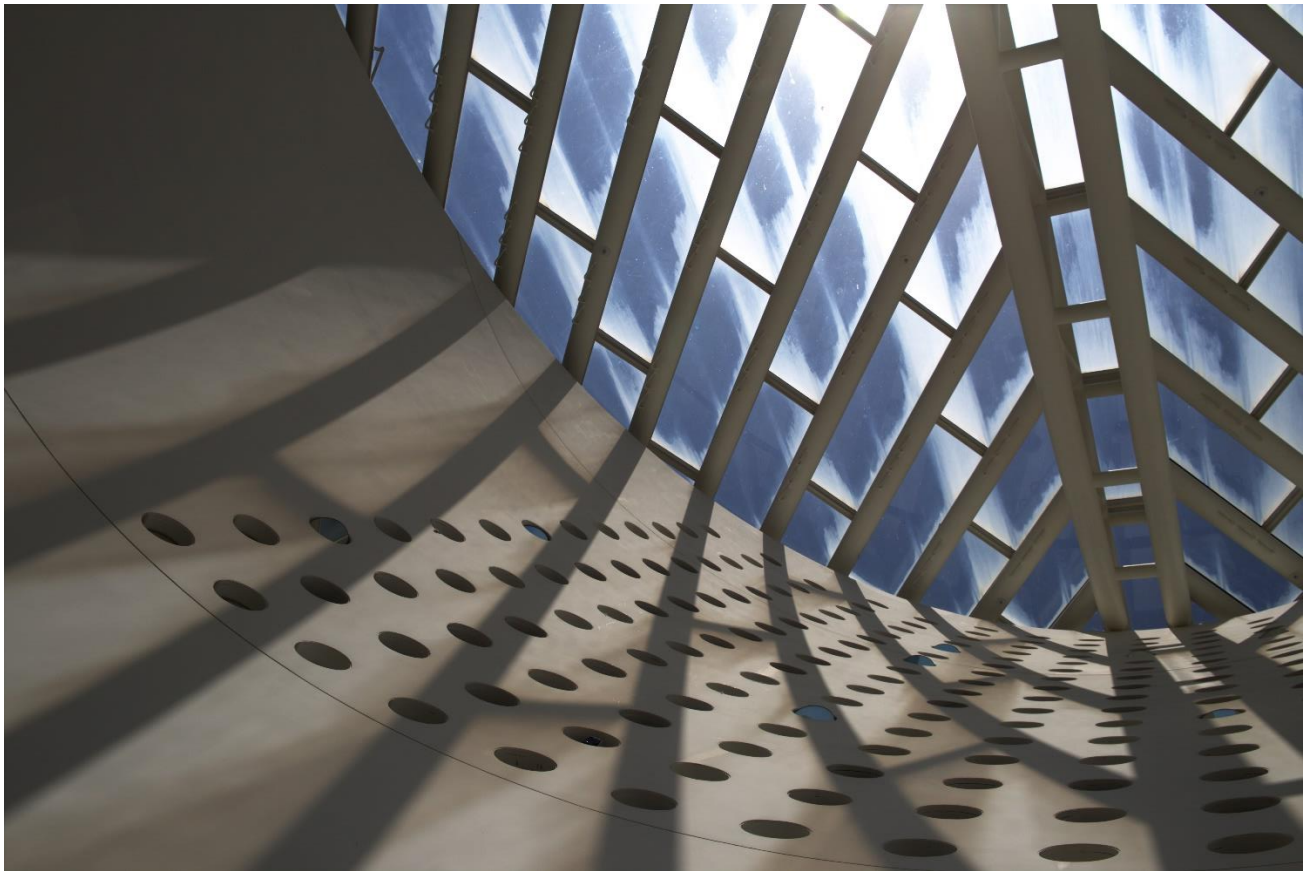


jBMC

Journal of Business Management & Change
Fall 2024



A Publication of the WBM International Conference Series for the Management Disciplines
Edited by Emin Ozkan, Ph.D

jBMC

The Journal of Business Management and Change is a publication of the WBM Conference series focusing on leading-edge research on the Business and Management Disciplines
<http://www.wbmconference.net>

Journal of Business Management & Change

Fall 2024

Volume 22 Issue 3

Library of Congress

ISSN: 1967-6839

Cover Photo: MOMA San Francisco, California

Upcoming Conferences:

WBM 2025 / Napa Valley - March/April

WBM 2025 / Bordeaux - October

| Papers | Pages |
|---|---------|
| <p>Enhancing AI Engagement: Psychological Approaches to Motivate Employee Acceptance and Utilization Barry A. Friedman, Ph.D, Mohammad Tajvarpour, Ph.D, Ann-Kathrin Harms, Ph.D, Daniela Eisele-Wijnbergen, LL.M, & Susanne Wilpers, Ph.D</p> | 5 - 15 |
| <p>A Survey of Issues Facing Intercollegiate Athletic Administrators A.J. Grube, Ph.D., Drew Carnes, Ph.D., & Debra Burke, J.D.</p> | 16 - 32 |
| <p>Cross-Cultural Differences in Consumer Responses to Anthropomorphized Products: The Moderating Role of Masculinity and Femininity Saejoon Kim, Ph.D, Ph.D, Junhee Kim, Ph.D, Dong-Jun Min, Ph.D, Noryana V. Dimitrova, Ph.D, & Brent Smith, Ph.D</p> | 33 – 41 |
| <p>Bad Vibes: Younger Workers, the Social Contract, and the Trillion-Dollar Cost to Businesses Tim Mcilveene, Ph.D. & John Batchelor, Ph.D</p> | 42 - 45 |
| <p>Exploring the Impersonal Nature of Recruiting: Becoming an HR Ghostbuster Thomas W. Gainey, Ph.D & Erich B. Bergiel, Ph.D</p> | 46 - 55 |
| <p>Optimism as a Mechanism for Enhancing Resilience During Organizational Change Jonathan Biggane, Ph.D. & Robert Steinbauer, Ph.D.</p> | 56 – 63 |
| <p>The influence of auditor-client social-tie on critical audit matter disclosure: the moderating effect of auditors’ expertise Liancheng Fu, Ph.D</p> | 64 – 83 |
| <p>Narrative Pedagogy: Narrative Structure Choice in Business Storytelling Edward Hernandez, Ph.D, Andrew Wagner, Ph.D, Alfred Petrosky, Ph.D. Jarrett Kotrozo, Ph.D, Yang Huo, Ph.D & Randy Bernal, M.S./SPHR</p> | 84 - 94 |

Journal of Business Management & Change

Fall 2024

Volume 22 Issue 3

This issue presents a compelling collection of research that traverses the dynamic landscape of contemporary business challenges and pedagogical innovations. From the integration of artificial intelligence in the workplace to the complexities of navigating intercollegiate athletics, the authors delve into critical issues impacting organizations and individuals alike.

Several articles explore the human element within evolving business contexts. Friedman et al. (2024) examine the psychological factors influencing employee acceptance of AI, offering a comprehensive framework for managers to foster engagement and mitigate resistance. Biggane and Steinbauer (2024) investigate the role of optimism and resilience in navigating organizational change, providing valuable insights for supporting employee well-being during periods of transformation. McIlveene and Batchelor (2024) analyze the growing discontent among younger workers, proposing a renewed social contract grounded in integrative social contract theory to address workforce disengagement and promote mutually beneficial outcomes.

This issue also delves into specific challenges faced by particular industries and professions. Grube et al. (2024) provide a comprehensive survey of pressing issues confronting intercollegiate athletic administrators, including name, image, and likeness (NIL) policies, transfer rules, transgender athlete participation, and diversity, equity, and inclusion (DEI) concerns. Fu (2024) examines the influence of auditor-client social ties on critical audit matter disclosure, shedding light on the complex interplay between professional relationships and audit quality.

Furthermore, this issue underscores the importance of pedagogical innovation in business education. Gainey and Bergiel (2024) explore the phenomenon of "ghosting" in recruitment, offering recommendations for mitigating this disruptive behavior and enhancing talent acquisition practices. Hernandez et al. (2024) investigate the efficacy of narrative pedagogy in business education, demonstrating how strategic alignment between narrative structure and learning objectives can enhance student engagement, comprehension, and skill development. Kim et al. (2024) delve into cross-cultural consumer responses to anthropomorphized products, providing valuable insights for global marketing strategies.

Collectively, these articles contribute to a deeper understanding of the multifaceted challenges and opportunities facing businesses and business education today. They offer valuable insights for researchers, practitioners, and educators alike, fostering informed decision-making, innovative solutions, and a more nuanced perspective on the evolving business landscape.

Emin Ozkan, Ph.D
Editor, JBMC

Edward H. Hernandez, Ph.D
WBM Chair / Editor WJHRM

Enhancing AI Engagement: Psychological Approaches to Motivate Employee Acceptance and Utilization

Barry A. Friedman, Ph.D
Professor, Organizational Behavior
State University of New York at Oswego
barry.friedman@oswego.edu

Mohammad Tajvarpour, Ph.D
Assistant Professor, Marketing
State University of New York at Oswego

Ann-Kathrin Harms, LL.M
Professor of Business Administration
HSBA Hamburg School of Business Administration

Daniela Eisele-Wijnbergen, Ph.D
Professor of Human Resource Management
HSBA Hamburg School of Business Administration

Susanne Wilpers, Ph.D
Professor of Human Resource Management
Heilbronn University of Applied Sciences

ABSTRACT

The rapid advancement of Artificial Intelligence (AI) offers organizations significant opportunities for enhanced efficiency, innovation, and competitiveness. However, successful AI integration depends on employee acceptance, often encountering resistance. A comprehensive strategy for managers is essential to gain AI acceptance and usage. This article uses the Unified Theory of Acceptance and Use of Technology (UTAUT) to frame technology acceptance determinants. We then incorporate insights and practical implications from Conformity, Expectancy, Self-Determination, Technology Threat Avoidance, and the Job Characteristics theories to provide a more comprehensive framework. These theories offer managers a practical approach to facilitate AI engagement and align goals with employees' aspirations. We recommend clear communication of AI benefits, alignment of employee needs with organizational goals, a supportive environment, and provision of necessary resources and training.

Keywords: AI, UTAUT, Conformity, Expectancy, Self-Determination, Job Characteristics

INTRODUCTION

Artificial Intelligence (AI) presents a significant opportunity for organizations to enhance productivity (Hadi Mogavi et al., 2024), innovation (Mariani et al., 2023), and competitiveness (Muhlroth & Grottke, 2022). Although research indicates that generative AI can enhance employee performance, particularly among less experienced workers (Brynjolfsson et al., 2023), its adoption still faces resistance. Successful integration of AI into organizational processes hinges on employee adoption of AI, which often encounters resistance that plagued past information system implementations (Zhang et al., 2020; Altuwaijri & Khorsheed, 2012, Kim & Kankanhalli, 2009). For a successful AI integration into organizational tasks, employees not only need to agree to the use of AI (acceptance) but also actively use and integrate it into their daily work processes (utilization). To remain competitive, a comprehensive strategy for managers to overcome resistance and motivate employees to embrace AI is needed.

A well-established model that addresses user acceptance of new technology is the Unified Theory of Acceptance and Use of Technology, or UTAUT (Venkatesh et al., 2003). Specifically, UTAUT holds that social

influence, and other facilitating conditions determine an individual's behavioral intention to accept and ultimately use technology. Venkatesh et al. (2003) and Welch et al. (2020) define

- *performance expectancy*: the extent that individuals perceive that the information holds performance gains
- *effort expectancy*: the ease of use
- *social influence*: the extent that individuals perceive social coercion
- *facilitating conditions*: the extent that individuals perceive the organizational and technical infrastructure can provide support (Welch et al. 2020, 87).

UTAUT draws heavily from the Theory of Planned Behavior (TPB) in that social influence is derived, in part, from TPB's subjective norms (the perceived preference of valued individuals), behavioral intention, and actual behavior (Ajzen, 1991). Likewise, facilitating conditions draws from the TPB concept of perceived control (the extent that an individual perceives that performance is under his/her control and not the control of others - including the organization provision of resources and management support). Several authors have extended the UTAUT model (Li, 2020; Chao, 2019; Dwivedi et al., 2019, Keeton, 2009) and others have pointed out UTAUT's limitations (Xue et al. 2024; van Raaij & Schepers, 2008; Bagozzi, (2007). Valencia-Arias et al. (2024), Machado de Freitas & Silva da Rosa (2022), Menant et al. (2021), and Williams et al., 2015) provide comprehensive UTAUT literature reviews of technology acceptance in several disciplines, including healthcare, government, education, and human resources.

While UTAUT provides a robust framework especially to explain AI adoption (García de Blanes Sebastián et al., 2022), it can be enriched by integrating theories from the psychology literature. This article contributes to the body of literature by supplementing the UTAUT model with psychological theories that offer managers a multidimensional and practical approach to facilitate AI engagement and align AI implementation goals with employees' personal and professional aspirations: Conformity Theory, Expectancy Theory, Self-Determination Theory, Job Characteristics Model, and Technology Threat Avoidance Theory (TTAT). Conformity Theory explains how the behavior of valued others can increase the perceived usefulness of AI technology, as individuals follow the example set by their peers. Expectancy Theory highlights how the perceived ease of use and the belief in rewards tied to AI implementation can drive the adoption process. Self-Determination Theory further elaborates on how satisfying employees' needs for autonomy, competence, and relatedness can accelerate AI adoption within the organization. The Job Characteristics Model postulates core job dimensions which enhance employee motivation, satisfaction, and performance by influencing critical psychological states. The Technology Threat Avoidance Theory suggests that individuals avoid perceived threats posed by technology by assessing the severity and vulnerability of the threat and then choosing protective behaviors based on their perceived efficacy of the countermeasures. In the following sections we discuss these theories and explain how they can help enhance AI adoption among employees.

Conformity Theory

The reasons and dynamics by which individuals agree to incorporate AI into their work matters. Mere compliance with management direction to implement AI may result in compliance but is short sighted. Individuals need to embrace the new, and to some, threatening technology on a deeper level to realize AI's long-term benefits.

Conformity is the tendency of individuals to align their attitudes and behavior with the majority. Cialdini & Goldstein (2004) outlined three reasons individuals conform: to obtain accurate information (informational), develop meaningful relationships (normative), and to build self-respect. Informational and normative conformity allow individuals to make informed decisions and be accepted, respectively. Descriptive norms have been shown to increase conformity (Bicchieri, 2017; Bicchieri & Xiao, 2009) by providing individuals with information pertaining to who and how many peers are adhering to a specific norm (Goldstein et al., 2008). Normative conformity rests with individuals' need for affiliation that is, the need to establish meaningful and lasting relationships (McClelland, 1965).

Chen (2022) also defined social norms as either descriptive (what most people do) or injunctive (perceived sanctions associated with approved/disapproved behavior) (Bergquist & Nilsson, 2019). Based on individuals' perception of social norms, their degree of conformity is contingent on five norm conformity motives: (1) obtain accurate information, (2) identify with a valued reference group, (3) derive benefits from conforming with the reference group, and (5) receive social rewards or avoid being ostracized (Chen, 2022). The first four motivations

are descriptive. Regarding the fifth reason, Kelman (1958) distinguishes between mere compliance (individuals go along with the majority, but privately don't agree), and internalization (individuals agree with the majority both publicly and privately). Conformity significantly influences the adoption of new technologies, including AI. For instance, studies indicate that individuals are more inclined to use Level 3 autonomous self-driving cars once they know other drivers are using them as well (Liu et al., 2022).

Conformity Theory underscores the significance of creating a workplace culture where AI adoption is seen as a norm, encouraging employee internalization of AI practices. Management must seek norm internalization with respect to system wide AI integration; however, individuals can be creative in incorporating AI into their work and committing to continuous improvement. Simple compliance with a mandate to use AI may suffice for the short term; however, continuous improvement requires a deeper commitment to improve processes using AI on an ongoing basis.

The dissemination of AI usage through training, best practices and other communications encourages informational conformity, where employees follow the majority by participating in training and adopting AI practices, seeing their peers' behavior as a reliable source of information (informational conformity). The drive for correctness is central to informational conformity, where people conform to others' behavior to optimize their decisions (Cialdini & Goldstein, 2004).

This informational effect is very crucial in AI adoption as employees may be uncertain about the benefits, challenges, and even harms of using new AI technologies. Observing colleagues who successfully adopt and utilize AI into their day-to-day work can provide a sense of security and validation, reducing their own uncertainties. This peer behavior acts as a heuristic allowing employees to rely on others' behavior as a source of information rather than independently evaluating all the technical details of AI adoption.

Goeree and Yariv's (2015) experiments highlight that people often prefer following the majority's decisions even over statistical information. In an organizational setting, this means that if a significant number of employees or even other organizations adopt AI tools, others are likely to follow suit, perceiving the widespread adoption as indicative of the technology's effectiveness and safety. This herd behavior can expedite AI integration, as more employees adopt AI not just due to formal training or organizational mandates, but because they see their peers doing so.

Communities of Practice (CoP) can facilitate AI widespread use. CoPs are individuals that form groups and share knowledge, competencies, norms, and best practices, thus driving organizational innovation and adoption of new technology (Goglio et al., 2023; Aalbers, Dolfsma & Koppius, 2014; Wenger, 2000). CoPs often consist of individuals across organizations. For example, professional organizations such as the American Psychological Association (n.d.) and LinkedIn (n.d.) that provide opportunities to network with individuals in one's area of expertise. Individuals within these communities share experiences, provide mentoring to others, share best AI practices, and in doing so, may enhance learning and reduce the anxiety associated with AI technologies.

Additional psychological theories are needed to obtain deeper employee AI acceptance and utilization. In the following section we discuss the Expectancy Theory and its relation to AI adoption among employees.

Expectancy Theory

Expectancy Theory emphasizes the role of individual expectations and the perceived relationship between effort, performance, and outcomes (Vroom, 1964). When tasked with work, individuals ascertain whether a given level of effort will result in performance, whether performance will be rewarded, and if they value the reward(s). Lloyd & Mertens (2018) argued that social context should be added as a fourth element.

Expectancy Theory has helped understand the process of motivation in a number of domains: career development (Gyepi-Garbrah, 2023), consumer behavior (Fan et al, 2022), purchasing behavior (Nikulina & Wynstra, 2022), education (Ranellucci et al., 2020), supplier development (Chen et al. 2016), employee motivation (Mearny & Wong, 2009; Chiang, 2006), peer assessment (Friedman et al. 2008), performance and retention (Friedman & Mandel (2009), and leadership (Isaac et al. 2001). Expectancy Theory offers valuable insights into employee motivations and expectations, enhancing our understanding of how new technologies are embraced and integrated. Considering Expectancy Theory's relevance to new technology adoption, it is valuable to explore its use as a supplementary framework alongside the UTAUT model particularly in the realm of employee AI adoption.

Expectancy theory has implications for AI acceptance and usage. Perceived effort to performance (E-P) is important to ascertain as part of an AI competency needs assessment prior to system implementation. There is

likely a wide variance in AI knowledge and capability among the workforce, depending on workforce demographics and experience. On a more basic level, computer literacy may differ widely among employees. A needs analysis will provide valuable information regarding system wide and individual customized training and development efforts.

Individuals' perceived relationship between performance and rewards (E-P) may also vary widely, especially in the absence of information. Explicit organizational extrinsic rewards, such as bonuses, tied to effective AI training and implementation are crucial. According to Expectancy Theory, without clear incentives, employee motivation may be low, hindering AI adoption.

Finally, individuals may perceive a high probability of achieving effective AI performance given their effort (E-P) and believe that rewards will follow performance (P-O). However, they may still lack motivation if they do not value the extrinsic rewards the organization offers (valence). Valence is in the eye of the beholder, so organizations should determine what rewards employees value. Straightforward surveys and focus groups effectively administered are useful tools to gain valuable information relevant to E-P, P-O, and valence.

Expectancy Theory is a valuable addition to UTUAT in that it addresses key questions individuals ask themselves when deciding to accept and use AI. The theory doesn't address the types of outcomes individuals value that result in long term AI acceptance and use, and fails to adequately distinguish between external and intrinsic motivation.

The ultimate external reward is compensation, especially when linked with performance (i.e., pay for performance). The role that money plays in motivation is an often-debated topic (Gerdeman, 2019; Ford, 2019; Thibault-Landry, et al., 2017; Bijleveld & Aarts, 2014; Pink, 2009; Rynes et al., 2005; Ariely et al. 2009; Kohn, 1998; Kohn, 1993). A consensus is that money alone leaves much individual motivation unaccounted for as it doesn't adequately address intrinsic motivation (Ford, 2019). Towards that end, Olafsen et al. (2015) suggested that another psychological approach, the Self-Determination Theory (SDT) effectively fills this gap by focusing on intrinsic motivation.

Self-Determination Theory

Thibault Landry et al. (2017) emphasized the need to align rewards with individuals' psychological needs. Self-Determination Theory (Ryan & Deci, 2017, 2000) stresses the importance of three intrinsic motivation needs: autonomy, competence, and relatedness. These needs facilitate self-motivation and engagement. Autonomy is the freedom to control how the work is done, competence is the need to grow and learn, and relatedness is the need to work with, establish relationships, and care for colleagues. The theory assumes that these needs are inherent in individuals; that is, individuals naturally want to develop skills, know more, and work with others, and that need profiles vary across individuals (although need strength varies across individuals). Addressing these needs may be especially important when individuals are faced with new technologies such as AI and resistance to change occurs. In addition, management support is a key ingredient in fostering intrinsic need satisfaction and performance (Olafsen et al., 2015).

An employee intrinsic needs assessment is recommended so that management can better link AI acceptance and usage to employee needs. Management considers several key questions as part of the planning process such as what AI information individuals need to become competent, and how is competency measured so that individuals can track relevant metrics and experience increased competence. Once employees master the required AI knowledge and competencies, what degree of autonomy will employees be granted to incorporate AI into their work? How will individuals satisfy relatedness needs to integrate AI into key organizational processes? Autonomy needs can be met by empowering employees to integrate AI into their work as they see fit. Rather than micromanage AI work integration, management should develop general guidelines that afford individuals discretion when incorporating AI into their work. Employees can satisfy relatedness needs with task force involvement and subsequent team training of revised work processes. Addressing intrinsic needs may be especially important when individuals are faced with new technologies such as AI and resistance to change occurs. For example, Olafsen et al., (2015) found that management support is a key ingredient in fostering intrinsic need satisfaction and performance.

In this context, hedonic motivation refers to the enjoyment or pleasure derived from using a new technology that can enhance employees' willingness to integrate new AI tools into their daily work by emphasizing positive emotional experiences. Pleasure and enjoyment may result from satisfying autonomy,

competence, and/or relatedness needs. Organizations can intentionally foster a culture of joy for experimenting, discovering, and exploring new possibilities (Venkatesh et al., 2012).

Job Characteristics Model

The Job Characteristics Model (JCM) identifies five job dimensions that result in employee engagement and job satisfaction (Oldham & Hackman, 2010; Hackman et al. 2005; Hackman et al. 1976; Hackman & Oldham, 1975). The core dimensions are:

- “skill-variety: the extent that a variety of valued skills are required to accomplish the work
- task identity: the extent that the work requires tasks from beginning to end with an outcome
- task significance: the degree that the work is perceived as important and positively impacts others
- autonomy: the extent that individuals determine how the work is done
- feedback: the degree that the work provides feedback regarding quality and effectiveness” (Hackman & Oldham, 1976, 257-258).

Skill variety, task identity, and task significance are associated with experienced work meaningfulness. Autonomy and feedback are associated with experienced work ownership and knowledge of results, respectively. In turn, experienced work meaningfulness, ownership, and knowledge of results are associated with individual and organizational outcomes (e.g., high intrinsic motivation, job satisfaction, high work quality and effectiveness, low turnover, and low absenteeism). JCM acknowledges that individuals differ with respect to job needs (i.e., Growth Need Strength).

JCM has been tested in many domains, including hospitality (Melián-González, 2024), healthcare (Skela-Savič et al, 2023; Rhéaume, 2022; Kameyama et al., 2021), and education (Otten et al., 2019), and has been shown to be related to a number of important outcomes such as job satisfaction (Lu et al., 2016), employee engagement (Santos et al. 2016), and turnover intentions (Wan et al., 2018; Van der Heijden, 2018).

After reviewing the JCM literature, Gull et al. (2022) advocated that organizations design work that incorporates job characteristics because they foster employee engagement and ultimately organizational competitiveness. Wegman et al. (2018) showed that job characteristics and satisfaction remain related over time. Advanced Communication Technologies (ACTs) “are required to support frequent, timely, accurate, and problem-solving communication when working remotely” (Fuchs & Reichel, 2023, 511), and that such technologies enhance job satisfaction for employees whose work have high levels of job characteristics.

The JCM dimensions supplement UTAUT by addressing employees' psychological needs when implementing AI, fostering acceptance and usage. AI offers a wealth of opportunities to engage employees and increase AI acceptance and usage by satisfying intrinsic needs. Unlike the previous theories reviewed above; however, it does so through job design itself.

Introducing AI increases the variety of skills required for effective performance. It is important that individuals perceive AI as a tool that enriches their job by enabling them to use a wide range of skills. AI is a new skill, but its impact on perceived skill variety is enhanced as it is integrated into the work. For example, AI can enhance physicians' diagnostic capabilities and alleviate routine administrative tasks, enabling them to focus on and further develop their patient interaction skills (Reynolds & Tejasvi, 2024).

As AI is seamlessly integrated into the work, it can enhance task identity by helping individuals complete entire tasks from start to finish. Regarding task significance, AI can significantly impact the perceived value of a job, as employees feel that their work has a broader impact on others, which drives greater acceptance as individuals feel that their contributions are meaningful. The creative AI work integration can increase job autonomy; that is, allowing employees to have more control over their work. Interestingly, increased autonomy can also increase individuals' perceived control and behavioral intention to use AI as the Theory of Planned Behavior predicts. If effectively prompted, AI can provide real-time quality and performance feedback, another important JCM dimension. Timely, relevant, and clear feedback can build confidence and motivation to use AI.

AI has an exponential potential to design engaging and motivating work that encourages AI acceptance and usage. Towards that end Bruning & Campion (2018) advocate “job crafting” whereby individuals change their work to satisfy their intrinsic needs, increase engagement, and reduce performance barriers. AI offers an opportunity to craft one’s work to meet both individual and organizational needs.

The previous theories emphasize intrinsic need satisfaction. We now turn to Technology Threat Avoidance Theory that addresses how individuals avoid perceived threats.

Technology Threat Avoidance Theory (TTAT)

The Technology Threat Avoidance Theory (TTAT) (Liang and Xue, 2009) focuses on how individuals avoid perceived information technology threats. It combines elements from Protection Motivation Theory (PMT) and Coping Theory (Hameed et al., 2024; Pillai et al., 2021). The Variance Theory View of TTAT suggests that users' behavior is influenced by their perception of IT threats, their coping appraisals, and their avoidance motivations. Specifically, TTAT identifies three key constructs: (1) perceived severity and susceptibility of the IT threat, (2) coping efficacy (effectiveness of the avoidance action and belief in one's capability to execute the avoidance action), and (3) perceived cost of taking the avoidance action.

Further research is essential to fully comprehend the nuances of threat avoidance behavior. A holistic model of AI acceptance and usage should integrate subjective factors such as trust, anxiety, and perceived risk. These factors are crucial as they relate to various aspects ranging from job insecurity, data privacy and other compliance issues like user rights, biases, and AI hallucinations. Incorporating these elements will provide a more comprehensive understanding of how employees perceive and react to AI-related threats in the workplace and how companies may cope with this.

SUMMARY

We offered several psychological theories that supplement UTAUT to form a more comprehensive strategy that effectively engages employees to incorporate AI into their work. Conformity Theory stresses the need for a culture where AI adoption is the norm, Expectancy Theory begins the focus on individual expectations about effort, performance, and valued outcomes, Self-Determination Theory encourages intrinsic motivation through autonomy, competence, and relatedness need satisfaction, and the Job Characteristics model advocates integrating AI into the work such that skill variety, task identity, autonomy, task significance, and feedback are enhanced. Integrating these theories into an AI implementation plan helps managers foster a supportive environment for AI adoption by aligning AI usage norms with employees' internationalized aspirations. The Technology Threat Avoidance Theory acknowledges that individuals tend to avoid threats posed by technology, emphasizing the importance for companies to respond accordingly.

Synthesizing these theories also offers several implications for employee AI acceptance and usage. Employee involvement is an important element for acceptance for continuous improvement (Bakotic & Rogosic, 2017; Lasrado et al., 2016), including management's active promotion to ensure employee involvement. AI integration is a major change for most organizations and their employees. After reviewing the literature on why change efforts fail, McLean et al., (2017) identified several factors relevant to organizational change, employee AI acceptance, usage, and continuous improvement efforts. These factors include establishing a sound business case, establishing a culture of innovation, management support, and employee involvement. There are many opportunities for employees to be involved, including the initial job analysis to identify AI opportunities, employee intrinsic need assessments to determine how to best align employee needs with AI work integration, training and development, and employee coaching with their supervisors to explore how to integrate AI into their work. Furthermore, external components like rewarding employees for their effort to make use of AI and achieve better results need to be considered, according to the Expectancy Theory.

Future research

An empirical test of the relationship among internalization of AI norms, alignment of AI acceptance and use with employee needs, and the competitive advantage of implementing AI are potent future research agendas. Inclusion of other psychological theories would add further value. Other motivational theories such as the learned needs theory of McClelland (1965), and group dynamics theories such as Tuckman's team building model (Bonebright, 2010) could be investigated. Finally, individual differences that moderate the impact of internal need satisfaction and engagement should be investigated.

CONCLUSION

Given the organizational competitive opportunities that AI affords, we recommend management to clearly communicate AI benefits, align employee extrinsic and intrinsic needs with organizational AI goals, foster a supportive environment, provide the necessary resources and training on both a companywide and individualized basis, and address employees' perceived risks such as job loss, data privacy, and error susceptibility.

REFERENCES

- Aalbers, R., Dolfsma, W., & Koppius, O. (2014). Rich ties and innovative knowledge transfer within a firm. *British Journal of Management*, 25(4), 833–848. <https://doi.org/10.1111/1467-8551.12040>
- American Psychological Association (n.d.). *APA membership*. Retrieved August 18, 2024, from <https://www.apa.org/members/your-membership/join>
- Altuwaijri, M. M., & Khorsheed, M. S. (2012). Innodiff: A project-based model for successful IT innovation diffusion. *International Journal of Project Management*, 30(1), 37-47.
- Ariely, D., Gnezy, U., Loewenstein, G., & Mazar, N. (2009). Large stakes and big mistakes. *Review of Economic Studies*, 72(2), 451-469.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Bagozzi, R. P. (2007). The legacy of the technology acceptance model and a proposal for a paradigm shift. *Journal of the Association for Information Systems*, 8(4). <https://doi.org/10.17705/1jais.00122>
- Bakotić, D., & Rogošić, A. (2017). Employee involvement as a key determinant of core quality management practices. *Total Quality Management & Business Excellence*, 28(11–12), 1209–1226. <https://doi.org/10.1080/14783363.2015.1094369>
- Bergquist, M., & Nilsson, A. (2019). The DOs and DON'Ts in social norms: A descriptive don't-norm increases conformity. *Journal of Theoretical Social Psychology*, 3(3), 158–166. <https://doi.org/10.1002/its5.43>
- Bicchieri, C. (2017). *Norms in the wild: How to diagnose, measure, and change social norms*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190622046>
- Bicchieri, C., & Xiao, E. (2009). Do the right thing: But only if others do so. *Journal of Behavioral Decision Making*, 22(2), 191–208.
- Bijleveld, E., & Aarts, H. (Eds.). (2014). *The psychological science of money* (1st ed.). Springer New York. <https://doi.org/10.1007/978-1-4939-0959-9>
- Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), 111-120.
- Bruning, P. F., & Campion, M. A. (2018). A role-resource approach-avoidance model of job crafting: A multimethod integration and extension of job crafting theory. *Academy of Management Journal*, 61(2), 499–522. <https://doi.org/10.5465/amj.2015.0604>
- Brynjolfsson, E., Li, D., & Raymond, L. (2023). Generative AI at work. In *Paper Knowledge: Toward a Media History of Documents*. <https://doi.org/10.3386/w31161>
- Chao, C.-M. (2019). Factors determining the behavioral intention to use mobile learning: An application and extension of the UTAUT model. *Frontiers in Psychology*, 10, 1652. <https://doi.org/10.3389/fpsyg.2019.01652>
- Chiang, C.-F. (2006). An expectancy theory model for hotel employee motivation: The moderating role of communication satisfaction [ProQuest Dissertations & Theses].

Chen, J. (2022). Norm conformity motivations in health prevention: Adding motivation appeals to enhance norm-based message persuasiveness [ProQuest Dissertations & Theses].

Chen, L., Ellis, S. C., & Suresh, N. (2016). A supplier development adoption framework using expectancy theory. *International Journal of Operations & Production Management*, 36(5), 592–615. <https://doi.org/10.1108/IJOPM-09-2013-0413>

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55(1), 591–621. <https://doi.org/10.1146/annurev.psych.55.090902.142015>

Dwivedi, Y. K., Rana, N. P., Jeyaraj, A., Clement, M., & Williams, M. D. (2019). Re-examining the unified theory of acceptance and use of technology (UTAUT): Towards a revised theoretical model. *Information Systems Frontiers*, 21(3), 719-734. <https://doi.org/10.1007/s10796-017-9774-y>

Fan, A., Kline, S. F., Liu, Y., & Byrd, K. (2022). Consumers' lodging intentions during a pandemic: Empirical insights for crisis management practices based on protection motivation theory and expectancy theory. *International Journal of Contemporary Hospitality Management*, 34(4), 1290–1311. <https://doi.org/10.1108/IJCHM-07-2021-0889>

Ford, S. (2019). Income as incentive: An examination of money as a motivator among top tier employees. *PM World Journal*, 8(2).

Friedman, B. A., Cox, P. L., & Maher, L. E. (2008). An expectancy theory motivation approach to peer assessment. *Journal of Management Education*, 32(5), 580–612. <https://doi.org/10.1177/1052562907310641>

Friedman, B. A., & Mandel, R. G. (2009). The prediction of college student academic performance and retention: Application of expectancy and goal setting theories. *Journal of College Student Retention: Research, Theory & Practice*, 11(2), 227–246. <https://doi.org/10.2190/CS.11.2.d>

Fuchs, C., & Reichel, A. (2023). Effective communication for relational coordination in remote work: How job characteristics and HR practices shape user–technology interactions. *Human Resource Management*, 62(4), 511–528. <https://doi.org/10.1002/hrm.22161>

García de Blanes Sebastián, M., Sarmiento Guede, J. R., & Antonovica, A. (2022). Application and extension of the UTAUT2 model for determining behavioral intention factors in use of the artificial intelligence virtual assistants. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.993935>

Gerdeman, D. G. (2019). Forget cash: Here are better ways to motivate employees. *Harvard Business School Working Knowledge*. <https://hbswk.hbs.edu/item/forget-cash-here-are-better-ways-to-motivate-employees>

Goeree, J. K., & Yariv, L. (2015). Conformity in the lab. *Journal of the Economic Science Association*, 1(1), 15-28.

Goglio, K., Crespín-Mazet, F., Simon, L., Cohendet, P., & Wenger-Trayner, E. (2023). Managing with communities for innovation, agility, and resilience. *European Management Journal*, 41(4), 534–539. <https://doi.org/10.1016/j.emj.2023.07.005>

Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, 35(3), 472–482. <https://doi.org/10.1086/586910>

Gull, M., Ahmed, A. A., & Warraich, I. A. (2022). A systematic literature review of job characteristics and work engagement: A bibliometric study. *Journal of Management and Research*, 9(2), 29-65.

Gyepi-Garbrah, T., Preko, A., Mohammed, I., & Mohammed, I. (2023). Using goal-setting theory and expectancy theory to understand career goal implementation in the hospitality industry. *The Journal of Hospitality, Leisure, Sport & Tourism Education*, 32, 100425-. <https://doi.org/10.1016/j.jhlste.2023.100425>

Hackman, R., Lawler, E., & Oldham, G. (2005). Job characteristics theory. In *Essential theories of motivation and leadership* (pp. 75–93). Routledge. <https://doi.org/10.4324/9781315702018-8>

Hackman, J. R., Pearce, J. L., & Caminis, J. (1976). Effects of changes in job characteristics on work attitudes and behavior: A naturally occurring quasi-experiment (Technical Report No. 13). School of Organization and Management, Yale University.

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior & Human Performance*, 16(2), 250–279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)

Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60(2), 159–170.

Hadi Mogavi, R., Deng, C., Juho Kim, J., Zhou, P., Kwon, Y. D., Hosny Saleh Metwally, A., Tlili, A., Bassanelli, S., Bucchiarone, A., Gujar, S., Nacke, L. E., & Hui, P. (2024). ChatGPT in education: A blessing or a curse? A qualitative study exploring early adopters' utilization and perceptions. *Computers in Human Behavior: Artificial Humans*, 2(1), 100027. <https://doi.org/10.1016/j.chbah.2023.100027>

Hameed, I., Akram, U., Khan, Y., Khan, N. R., & Hameed, I. (2024). Exploring consumer mobile payment innovations: An investigation into the relationship between coping theory factors, individual motivations, social influence and word of mouth. *Journal of Retailing and Consumer Services*, 77, 103687. <https://doi.org/10.1016/j.jretconser.2023.103687>

Isaac, R. G., Zerbe, W. J., & Pitt, D. C. (2001). Leadership and motivation: The effective application of expectancy theory. *Journal of Managerial Issues*, 13(2), 212–226.

Kameyama, N., Nagai, H., & Ikoma, N. (2021). Job characteristics affecting Japanese surgeons' satisfaction levels. *The Journal of Surgical Research*, 260, 475–480. <https://doi.org/10.1016/j.jss.2020.11.032>

Keeton, K. E. (2009). An extension of the UTAUT model: How organizational factors and individual differences influence technology acceptance [Doctoral dissertation, ProQuest Dissertations & Theses]. APA PsycInfo.

Kelman, H. C. (1958). Compliance, identification, and internalization: Three processes of attitude change. *Journal of Conflict Resolution*, 2(1), 51–60.

Kim, H. W., & Kankanhalli, A. (2009). Investigating user resistance to information systems implementation: A status quo bias perspective. *MIS Quarterly*, 33(3), 567-582.

Kohn, A. (1998). How incentives undermine performance. *The Journal for Quality and Participation*, 21(2), 6.

Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Houghton Mifflin Co.

Liang, H., & Xue, Y. (2009). Avoidance of information technology threats: A theoretical perspective. *MIS Quarterly*, 33(1), 71-90. <https://doi.org/10.2307/20650279>

Lasrado, F., Arif, M., Rizvi, A., & Urdzik, C. (2016). Critical success factors for employee suggestion schemes: A literature review. *International Journal of Organizational Analysis*, 24(2), 315–339. <https://doi.org/10.1108/IJOA-04-2014-0753>

- Linkedin (n.d.). *Linkedin groups*. Retrieved August 14, 2024, from <https://www.linkedin.com/groups/>
- Li, J. (2020). Blockchain technology adoption: Examining the fundamental drivers. In *Proceedings of the 2nd International Conference on Management Science and Industrial Engineering* (pp. 253–260). ACM. <https://doi.org/10.1145/3396743.3396750>
- Liu, Y., Cui, W., Zhou, R., & Chan, A. H. S. (2022). The effects of social conformity and gender on drivers' behavioral intention towards level-3 automated vehicles. *Travel Behaviour and Society*, 29, 330–338. <https://doi.org/10.1016/j.tbs.2022.07.005>
- Lloyd, R., & Mertens, D. (2018). Expecting more out of expectancy theory: History urges inclusion of the social context. *International Management Review*, 14(1), 24-37, 66.
- Lu, L., Cheng, C. L. A., Gursoy, D., & Neale, N. R. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management*, 28(4), 737-761. <https://doi.org/10.1108/IJCHM-07-2014-0360>
- Machado de Freitas, M., & Silva da Rosa, F. (2022). Literature review on the application of the unified theory of acceptance and use of technologies in e-government. *Contabilidad y Negocios*, 17(34), 233–262. <https://doi.org/10.18800/contabilidad.202202.010>
- Mariani, M. M., Machado, I., Magrelli, V., & Dwivedi, Y. K. (2023). Artificial intelligence in innovation research: A systematic review, conceptual framework, and future research directions. *Technovation*, 122, 102623. <https://doi.org/10.1016/j.technovation.2022.102623>
- McLean, R. S., Antony, J., & Dahlgaard, J. J. (2017). Failure of continuous improvement initiatives in manufacturing environments: A systematic review of the evidence. *Total Quality Management & Business Excellence*, 28(3–4), 219–237. <https://doi.org/10.1080/14783363.2015.1063414>
- McClelland, D. C. (1965). Toward a theory of motive acquisition. *American Psychologist*, 20(5), 321–333.
- Melián-González, S. (2024). Job characteristics in hospitality occupations. *Annals of Tourism Research*, 107, 103792. <https://doi.org/10.1016/j.annals.2024.103792>
- Memary, R., & Wong, K. W. (2009). An investigation of the expectancy theory elements for motivating employees. *International Association of Computer Science and Information Technology - Spring Conference* (pp. 286–290). <https://doi.org/10.1109/IACSIT-SC.2009.45>
- Menant, L., Gilibert, D., & Sauvezon, C. (2021). The application of acceptance models to human resource information systems: A literature review. *Frontiers in Psychology*, 12, 659421. <https://doi.org/10.3389/fpsyg.2021.659421>
- Muhlroth, C., & Grottke, M. (2022). Artificial intelligence in innovation: How to spot emerging trends and technologies. *IEEE Transactions on Engineering Management*, 69(2), 493–510. <https://doi.org/10.1109/TEM.2020.2989214>
- Olafsen, A. H., Halvari, H., Forest, J., & Deci, E. L. (2015). Show them the money? The role of pay, managerial need support, and justice in a self-determination theory model of intrinsic work motivation. *Scandinavian Journal of Psychology*, 56(4), 447–457. <https://doi.org/10.1111/sjop.12211>
- Oldham, G. R., & Hackman, J. R. (2010). Not what it was and not what it will be: The future of job design research. *Journal of Organizational Behavior*, 31(2-3), 463–479.

Otten, J. J., Bradford, V. A., Stover, B., Hill, H. D., Osborne, C., Getts, K., & Seixas, N. (2019). The culture of health in early care and education: Workers' wages, health, and job characteristics. *Health Affairs*, 38(5), 709–720. <https://doi.org/10.1377/hlthaff.2018.05493>

Pillai, K. R., Upadhyaya, P., Prakash, A. V., Ramaprasad, B. S., Mukesh, H. V., & Pai, Y. (2021). End-user satisfaction of technology-enabled assessment in higher education: A coping theory perspective. *Education and Information Technologies*, 26(4), 3677–3698. <https://doi.org/10.1007/s10639-020-10401-2>

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.

Ranellucci, J., Rosenberg, J. M., & Poitras, E. G. (2020). Exploring pre-service teachers' use of technology: The technology acceptance model and expectancy–value theory. *Journal of Computer Assisted Learning*, 36(6), 810–824. <https://doi.org/10.1111/jcal.12459>

Reynolds, K., & Tejasvi, T. (2024). Potential use of ChatGPT in responding to patient questions and creating patient resources. *JMIR Dermatology*, 7, e48451. <https://doi.org/10.2196/48451>

Rhéaume, A. (2022). Job characteristics, emotional exhaustion, and work–family conflict in nurses. *Western Journal of Nursing Research*, 44(6), 548–556. <https://doi.org/10.1177/01939459211005712>

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Rynes, S. L., Gerhart, B., & Parks, L. (2005). Personnel psychology: Performance evaluation and pay for performance. *Annual Review of Psychology*, 56(1), 571–600. <https://doi.org/10.1146/annurev.psych.56.091103.070254>

Santos, A., Chambel, M. J., & Castanheira, F. (2016). Relational job characteristics and nurses' affective organizational commitment: The mediating role of work engagement. *Journal of Advanced Nursing*, 72(2), 294–305. <https://doi.org/10.1111/jan.12834>

Skela-Savič, B., Sermeus, W., Dello, S., Squires, A., Bahun, M., & Lobe, B. (2023). How nurses' job characteristics affect their self-assessed work environment in hospitals: Slovenian use of the practice environment scale of the nursing work index. *BMC Nursing*, 22(1), 100. <https://doi.org/10.1186/s12912-023-01261-5>

Thibault Landry, A., Schweyer, A., & Whillans, A. (2017). Winning the war for talent: Modern motivational methods for attracting and retaining employees. *Compensation & Benefits Review*, 49(4), 230–246. <https://doi.org/10.1177/0886368718808152>

Van der Heijden, B. I. J. M., Peeters, M. C. W., Le Blanc, P. M., & Van Breukelen, J. W. M. (2018). Job characteristics and experience as predictors of occupational turnover intention and occupational turnover in the European nursing sector. *Journal of Vocational Behavior*, 108, 108–120. <https://doi.org/10.1016/j.jvb.2018.06.008>

van Raaij, E. M., & Schepers, J. J. L. (2008). The acceptance and use of a virtual learning environment in China. *Computers & Education*, 50(3), 838–852. <https://doi.org/10.1016/j.compedu.2006.09.001>

Valencia-Arias, A., Cardona-Acevedo, S., Gómez-Molina, S., Vélez Holguín, R. M., & Valencia, J. (2024). Adoption of mobile learning in the university context: Systematic literature review. *PLOS ONE*, 19(6), e0304116. <https://doi.org/10.1371/journal.pone.0304116>

- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27(3), 425–478. <https://doi.org/10.2307/30036540>
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly*, 36(1), 157-178. <https://doi.org/10.2307/41410412>
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Wenger, E. (2000). Communities of practice and social learning systems. *Organization (London, England)*, 7(2), 225–246. <https://doi.org/10.1177/135050840072002>
- Wan, Q., Li, Z., Zhou, W., & Shang, S. (2018). Effects of work environment and job characteristics on the turnover intention of experienced nurses: The mediating role of work engagement. *Journal of Advanced Nursing*, 74(6), 1332–1341. <https://doi.org/10.1111/jan.13528>
- Wegman, L. A., Hoffman, B. J., Carter, N. T., Twenge, J. M., & Guenole, N. (2018). Placing job characteristics in context: Cross-temporal meta-analysis of changes in job characteristics since 1975. *Journal of Management*, 44(1), 352–386. <https://doi.org/10.1177/0149206316654545>
- Welch, R., Alade, T., & Nichol, L. (2020). Using the unified theory of acceptance and use of technology (UTAUT) model to determine factors affecting mobile learning adoption in the workplace: A study of the science museum group. *International Journal on Computer Science and Information Systems*, 15(1), 85–98.
- Williams, M. D., Rana, N. P., & Dwivedi, Y. K. (2015). The unified theory of acceptance and use of technology (UTAUT): A literature review. *Journal of Enterprise Information Management*, 28(3), 443–488. <https://doi.org/10.1108/JEIM-09-2014-0088>
- Xue, L., Rashid, A. M., & Ouyang, S. (2024). The unified theory of acceptance and use of technology (UTAUT) in higher education: A systematic review. *SAGE Open*, 14(1). <https://doi.org/10.1177/21582440241229570>
- Zhang, Y., Gao, P., Zhang, J., & Lu, L. (2020). Effect of authoritarian leadership on user resistance to change: Evidence from IS project implementation in China. *Industrial Management & Data Systems*, 120(10), 1813–1834. <https://doi.org/10.1108/IMDS-11-2019-0619>