McCombs Knowledge To Go

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Motivation:
Beyond Carrots and Sticks

By Dr. Kristie J. Loescher
Sr. Lecturer, Management
Agenda

- Definition of motivation
- Three key themes of motivation
- Early theories of motivation
- Contemporary theories of motivation
- Applications
What Is Motivation?

- Processes that account for your willingness to:
  - exert high levels of *effort*
  - to reach *organizational goals*
  - conditioned by satisfaction of a *need*

Diagram:

- Unsatisfied Need → Tension → Effort → Satisfied Need → Tension Reduction
- Intensity, Direction, Persistence
MOTIVATION

It's not that I'm lazy, it's that I just don't care.
MOTIVATION
Some People Need More Than Others
Three Key Themes to Motivation

1. Motivating requires a relationship
   - Assume person is competent, trustworthy, willing to cooperate
   - Find something to value

2. True change/learning comes from inside a person
   - Focus on increasing
     - Autonomy (responsibility, achievement)
     - Mastery (achievement, personal growth)
     - Purpose (link between organization and personal goals/values)
Three Key Themes to Motivation

3. A change in behavior is as much emotional as it is intellectual
   - Negative emotions do not engender positive changes
   - You can force compliance, but never commitment
   - Use empathy and active listening
   - Involve employees in decisions that effect their work whenever possible
   - Focus on the goal, let employees set the path (don’t micromanage)
Early Theories of Motivation

- Herzberg’s Motivation-Hygiene Theory
- Mc Clelland’s Three Needs Theory
Two-Factor Theory

(Frederick Herzberg, 1968)

Motivators
- Achievement
- Recognition
- Work Itself
- Responsibility
- Advancement
- Growth

Hygiene Factors
- Supervision
- Company Policy
- Relationship with Supervisor
- Working Conditions
- Salary
- Relationship with Peers
- Personal Life
- Relationship with Subordinates
- Status
- Security

Motivators
Satisfaction
Hygiene Factors
No Dissatisfaction
No Satisfaction
Dissatisfaction
McClelland's Theory of Needs (1961)

- **High Achievers motivated by:**
  - Achievable standards (avoid too easy or too difficult)
  - Delineated roles and responsibilities
  - Concrete, timely feedback.

- **High Affiliators motivated by:**
  - Working with people they know and trust

- **High Power motivated by:**
  - Having an impact
  - Impress those in power
  - Beating competitors
Contemporary Motivation Theories

- Goal-Setting Theory
- Reinforcement Theory
Goal-Setting Theory

(Edwin Locke, 1990)

- Specific goals with feedback lead to increased performance
  - What gets measured, gets done
- Difficult goals, *when accepted*, → higher output than easy goals
- Culture bound to USA/Canada
- Requires
  - Public, self-set goal
  - High *internal* locus of control
  - Achievers – don’t like hard goals, must accept them to be motivated
Reinforcement Theory

(Foundation: Skinner 1953 & 1972)

- **Behavior**
  - Is a function of its consequences
  - Externally caused
  - If reinforced, likely to be repeated

- **Timing – to best shape behavior:**
  - Consequences closely follow behavior

- **Positive focus**
  - People tend to exert more effort on positively reinforced tasks
  - Punishment may create additional dysfunctional behaviors

- **New perspective**
  
  Video: [Motivation Research](#) (4’15”)
Application

- When to use extrinsic vs. intrinsic motivators
- Motivational job design
- Motivational job programs
Using Learning Process to Guide Motivation

Source: Bateman’s Competency Model, 1982
# Job Characteristics Model

**Hackman & Oldham, 1976**

<table>
<thead>
<tr>
<th>1. Skill variety</th>
<th>High on one</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High – business owner</td>
<td></td>
</tr>
<tr>
<td>• Low – assembly line</td>
<td></td>
</tr>
<tr>
<td>2. Task identity</td>
<td>High on both</td>
</tr>
<tr>
<td>• High – cabinet-maker</td>
<td></td>
</tr>
<tr>
<td>• Low – machinist</td>
<td></td>
</tr>
<tr>
<td>3. Task significance</td>
<td>Job with high motivating potential</td>
</tr>
<tr>
<td>• High – nurse</td>
<td></td>
</tr>
<tr>
<td>• Low – chicken sexer</td>
<td></td>
</tr>
<tr>
<td>4. Autonomy</td>
<td>High on both</td>
</tr>
<tr>
<td>• High – commission sales</td>
<td></td>
</tr>
<tr>
<td>• Low – telemarketer</td>
<td></td>
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<tr>
<td>5. Feedback</td>
<td></td>
</tr>
<tr>
<td>• High – auto mechanic, student</td>
<td></td>
</tr>
<tr>
<td>• Low – assembly line, transcription</td>
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</table>
Using Job Theory for Job Redesign

Suggested Action

- Combine tasks (job enlargement)
- Form natural work units
- Establish client relationships
- Load vertically (job enrichment)
- Open feedback channels

Core Job Dimension

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback

Source: J.R. Hackman and J.L. Suttle (eds.). Improving Life at Work (Glenview, IL: Scott, Foresman, 1977). With permission of the authors.
Applying Motivation Theories:

Reward/Compensation Programs

- Employee Recognition Programs
  - Reinforcement theory (extrinsic motivation)
  - "A sincere compliment is one of the most effective teaching and motivational methods in existence." - Zig Ziglar

- Pay-for-performance/Skill-based pay plans
  - Reinforcement theory

- Stock Option Programs
  - Reinforcement theory
  - Up market = motivator
  - Down market = demotivator
Applying Motivation Theories:

Employee Involvement Programs

- **Examples**
  - Participative management
  - Quality circles/total quality improvement
  - Shared/Self governance, work councils

- **Theoretical support**
  - Herzberg’s Two-factor Theory,
    Goal Setting Theory,
    Job Characteristics Model
  - Intrinsic motivator

Increasing employee autonomy and control over work

Increased motivation, productivity, job satisfaction, OCB
Ending Thought

Motivation is the art of getting people to do what you want them to do because they want to do it.

- Dwight D. Eisenhower
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