



Professional
Development
Package

Knowledge Package

Motivation

Introduction

Motivation

Making people feel motivated at work will become more and more important in the future. This is essential since motivation affects performance, and also if we can attract the right people to our company, and make them want to stay, we will have a major advantage over the competition.

People who feel motivated perform their tasks with higher quality and feel better. They want to develop themselves and the business we do, and are putting greater effort into working towards goals or purposes that are stimulating.

Other people may find that the working pace is ever increasing, there is too much routine business in the job, or that they have demands on themselves which can lead to frustration, dissatisfaction and low performance. In other words; they are not motivated.

So, how can we motivate other people, and how can we identify their motivation factors? It is no easy question. And no easy answers.

In this paper we will explore motivation from the following aspects:

1. ABC chains
2. McGregor didn't say Y
3. Motivational theory – Maslow and the Money
4. Motivational theory – Hertzberg and the Hygiene
5. Final discussion and conclusions

Motivation

1. ABC chains

“I’ve told them a million times ... “

(unknown)

There are reasons why people behave as they do. Actions do not appear out of nowhere. People, in this sense, are logical but they work according to their own logic. So even if a behaviour seems irrational at first sight, it may well be perfectly logical for the one doing it. We can even assume that a person, sometimes, is unaware of this logic.

What triggers the behaviour (b) is a signal of any kind. The signal is called antecedent (a). The signal may be internal or external, ie, from within the person or from outside.

- I feel thirst (a), which leads me to drinking a glass of juice (b).
- I see a speed limit sign (a) by the roadside and ease my foot (b) on the gas pedal so that I no longer exceed the speed limit.

What determines which behaviour I choose, as we noted, is highly individual. We now deepen our discussion by inserting a filter between the

signal and behaviour. We interpret the signal and what it means to us. How thirsty am I, in my own frame of reference, for example? How important is it to follow traffic rules?

Part of this filter consist of my values (what I appreciate in a deeper and more general sense) which is largely founded by my upbringing. Some part of the filter consists of my knowledge of the different meaning of road signs. Or if I want to obey the law. Physical and mental conditions (vision, hearing, intelligence, responsiveness, etc.) also play a part.

Other parts of the filter may be:

- Professional (working) role
- Self-image
- Personality
- Religion / philosophy

All in all these factors play a part in my choice of behaviour. But studies show that the signals impact on the choice of behaviour is only about 20 percent. So, let’s deepen our discussion further by introducing an additional variable:

the consequence (c) of the chosen behaviour. This accounts for the remaining 80 percent when choosing behaviour.

In brief, we can say that I will (continue to) choose a certain behaviour if it

- a) leads to something I perceive positive, or
- b) leads to avoiding something I perceive negative

Similarly, I will (continue to) opt out of a certain behaviour if it

- a) leads to something I perceive negative, or
- b) leads to losing something I perceive positive

We add consequence (c) to our example above:

- I feel thirst (a), which leads me to drinking a glass of juice (b) as thirst-quencher (c).
- I see a speed limit sign (a) by the roadside and easing the gas (b) so that I no longer exceed the set speed and avoids thereby getting caught by the traffic police (c).

In the first example, I perform an act to achieve something positive; in the second example I stop with an act to avoid something negative.

Someone might object that we can just as easily see it as I start a new behaviour, ie to drive with a slower speed, but it is not true on closer inspection. The speed I was driving in the past is a consequence of previous signals (which may be another traffic sign or a burning desire to come home as soon as possible) and it is this behaviour that is now ending. The fact

that it is – after it ceased – replaced by a new behaviour is another matter.

The relationship between signal, behaviour and consequence called ABC- chain (antecedent, behaviour, consequence). ABC-chains tend to be reinforced the more they are used, until they become programmed patterns that govern our actions. The signal leads us to identify the situation, and we remember what we usually do to get the consequence we want.

They can be very difficult to break, because a new pattern must be programmed in to replace the old. An everyday example is that we repeatedly flick the light switch, though nothing happens. A logical explanation would tell us that the lamp is either broken, missing, or that we are using the wrong switch. But, as we see, our own personal logic says otherwise. It is based on an ABC chain that says the lamp should light up. It has worked a hundred times before. So we flick it again.

We return to our example of the speed limit. As we said above the consequence is four times as important in when it comes to choosing behaviour. The signal merely reminds us of a situation, and then we remember what we did, and how it went. If there were no consequences, there would be few reasons to reduce the speed. If I know that

speed controls (or speed cameras) are common on this road stretch there is (a threat of) a clear consequence. And if I have previously wrecked my car because I drove too fast, or have I ever been caught by the traffic police, we have a strong (previous) consequence that strengthens the signal and probably is sufficient for my behaviour to be changed.

But as seen above, our discussion rests ultimately on what the person in question perceive as positive or negative. There may also be more than a consequence of an action. My speeding leads to me get home earlier each night and have time with to spend time with my family. Every once in a while I get a speeding ticket. Which ABC-chain will be programmed?

So, let us once again deepen our discussion, this time by introducing two variables. One is related to time - is the consequence coming directly or later? The second variable is whether the consequence is consistent - that is, if it happens always or just sometimes. In the example above, should we see a direct and consistent reward: I get home to my family in time. It faces a (albeit direct) non-consistent speeding ticket (it is not likely that I get caught every day).

Let's put our discussion in a work-related example and see what conclusions we can draw from a leadership perspective!

During a meeting with the staff the manager says that sales have to increase, and that everyone - not just the sales people - are expected to

contribute to the best of their ability.

This is the signal, which is now interpreted by the staff. Depending on what is in each employees "filter", the interpretation will be different. Employees can ask themselves the question what is meant by "everyone". Perhaps it means those who have time after they're done with their regular duties? Or those who are good at it, or think it is fun? And what does "contribute" really mean? Does it count if you are doing your job so that existing customers are satisfied and hopefully returns? Or am I expected to make contact with new customers? If so, how many?

As we have seen above, the signal affects our actions (behaviour) only to one fifth. But it is still a fifth. So the signal should be clear and communicated (expressed) to all. Here, the manager must help employees to interpret the signal right, through being clear in what is expected and how the efforts will be monitored. In doing so, we can use our "Rules of the Game matrix" or set SMART goals, break down these into milestones and activities, etc.

We continue our discussion and assume that the employees has the experience of previously proposed sales campaigns. Now we have the attributes necessary to create an ABC-chain.

Signal	Behaviour	Consequence
Managers says "increase sales"	a) do nothing	?
	b) get the yellow pages, start calling potential clients	?
	c) (...)	?

Now we are looking at the ABC chain from the employees perspective, and then it is the consequence for the individual that counts - not the consequence for the manager or the organisation as a whole.

Lets assume the employee does nothing at all. Just like last time. The signal alone is not enough to get a behavioural change. The consequences must be considered.

We set up four possible consequences, two which the manager can "add", and two that will come from "within the employee":

- Manager can shout at the people who do not make sales call
- Manager rewards successful selling with enhanced career opportunities during development talks
- If the employee does not devote time to selling, there's plenty of time to do the regular duties without having to stress
- It provides an "ego kick" to set a deal

Are these consequences positive or negative, when will they occur, and are they consistent? Getting shout at by the manager is rarely perceived positive. However, there are people who would not care that much. Perhaps they have become accustomed to it. The shouting is - we assume - fairly direct. We do not know whether the manager discovers the absence of sales calls, of course. But if so, then the question of consistency is pretty much up to the manager. Do all people get shouted at, or can you avoid

it if you are the manager's pet?

To offer enhanced career opportunities; shouldn't that be a flattering offer? No, not for all. They might be satisfied with their current situation, perhaps reacting by feeling increased pressure. It will also come late, long after the act performed. It is reasonably consistent, we can assume though.

To avoid stress is positive, direct, and consistent. Bingo.

The internal satisfaction, "kick", of winning a deal depends on one's personal orientation. It should be positive if you are triggered by it, directly in time, but not consistent, because not all trials lead to business.

From the above discussion, we can draw some conclusions, such that it is vital to get to know the staff so that you (as manager) know what motivates them.

Clarity (in sending signals) makes it easier for employees to opt out of their behaviour repertoire. Follow-up (consequence) on the behaviour is a must!

Furthermore, we can use the methodology when we want to motivate someone to change behaviour. We can start to list possible consequences to why the employee behaves in a certain way in a situation. List all the possible consequences, positive or negative. Then we can see if we as a manager can do something about how they are perceived (positive or negative – actually rewarding or punishing people for their actions) and if it is consistent (ie predictable).

2. McGregor didn't say Y

Douglas McGregor (1906 – 1964) was an American management professor. His book *The Human Side of Enterprise* (1960) had a huge influence on management as well as education.

The theory rests on two assumptions; X and Y. The fundamental difference is that theory X focuses on external control of the employees, while theory Y focus on the employees self control and freedom to govern him- or herself. According to theory Y, the main task of management is to get employees to identify themselves with the organization's goals and organising the working environment so that employees can reach them.

Theory Y is basically an application of Maslow's thoughts to management (see below for Maslow hierarchy of needs).

The assumptions:

Theory X

The average employee is unwilling to work. This unwillingness requires them to be told what to do, controlled and directed and either rewarded or threatened with penalties if to perform. The average employee prefers to be led, to avoid responsibility, has little ambition and would appreciate the security of rules and routines.

Theory Y

Average People like work. They identify themselves with the organisation's goals, they can

control and manage themselves. The average employee can not only accept responsibility but wants it. She uses her creativity to find solutions to problems.

The fascinating output from the theory is that it does not matter whether assumption X or Y is the correct one – since they both will prove themselves right.

Both are self fulfilling, and leads to their own justification.

Assumption X will lead to an authoritarian leadership, the manager keeping the information to himself (no point in telling the lazy employees about it, anyway). This requires a micro managerial approach. And when micro managed, it is virtually impossible to come up with initiatives and ideas. And the manager will take this absence of initiative as confirmation of the initial assumption.

On the other hand, assumption Y leads the manager to give information and delegate authority to the employee, since they will use it in a good way. If the employee has the information and the power to act – they will. And when the manager sees this action, it will confirm the initial assumption.

Today most people assume McGregor favours theory Y. However, McGregors descriptions of the two theories in his book are fairly neutral.

As you probably have noticed, there is a strong link between our previous discussion regarding ABC chains and McGregors theory X and Y.

3. Abraham Maslow and the money

"A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be".

Abraham Maslow, 1954

As psychologist, Maslow's approach was somewhat original - most psychology before him had been concerned with the abnormal and the mentally ill. Instead Maslow was interested in what made people feel great. Maslow studied what is sometimes referred to as self actualisation, or self actualising people.

Self actualising people tend to focus on problems outside of themselves, have a clear sense of what is true and what is phony, are spontaneous and creative, and are not bound too strictly by social conventions. Self-actualising people have many "peak experiences". Peak experiences are profound moments – of love, understanding, happiness, rapture, when a person feels more whole and energetic, self-sufficient but still a part of the world, more aware of truth, justice, harmony, moral, and so on.

Maslow's theoretical approach is that human behaviour could be tracked back to the physiological and mental unfilled needs of the individual. The unsatisfied needs are the driving force behind our actions and meeting them create motivation. Maslow arranged the needs in a hierarchy, suggesting that we attempt to

fill our needs in a certain sequence. Unfulfilled needs lower in the hierarchy would inhibit a person from climbing to the next step.

Maslow says that most people have the needs that his hierarchy implies, but there may be people for who i.e. need for status and prestige goes before both physiological and social needs. It is also individually how much different people need at each step.

Maslows hierarchy of needs – from the bottom up:

Physiological needs

Oxygen. Food & water, warmth, touch, motion, protection and other body needs. Sleep. Basically what we need to live or survive.

Safety needs

Physical (and emotional) security. In an orderly society, most adults have their security needs satisfied, and don't reflect upon the – whereas children often display signs of insecurity and the need to be safe. If we look at it from an organisational perspective, it could mean permanent employment, no risk of getting fired just because the manager is in a bad mood. A proper job description, rules, procedures. To be able to predict what effect my actions will have. Feeling safe & secure is of course a subjective perception.

Love, belonging and social needs

Friendship, solidarity in social groups and emo-

tional ties to other people, like affection and the fact that we are looking for groups peers Approval and acceptance from members in the group. A sense of belonging.

Esteem

This is created by an interaction of external and internal recognition. In order to develop self-esteem and self-confidence we need external recognition (from others) but also by testing our skills and being aware of what we do good and perhaps not too good. People have a need for a constant, firmly based, high level of respect, from oneself and from others. If this is satisfied, people feel self-confident and valuable as a person. When these needs are disturbed, people feel weak, inferior, helpless and worthless. In an organisation, it is important to strengthen people so that they develop self-respect and self-confidence. Signs displayed to show satisfaction of this need can be seen in external symbols – luxury cars, expensive clothes, great accommodation – proof of success.

Self-actualisation

Once a person has advanced through the hierarchy, the question arises – what must I become? Maslow firmly believed that we have a feeling of what we can be, a purpose in life. Pursuing this, would be to use our talent and skills optimally. This is, however, not our focus until we have filled the needs in the lower

stages.

Still Maslow says that lower needs need not be fully met without the need for the next stage(s) to come into focus. Maslow assumes that most people in the society have needs somewhat satisfied and somewhat unsatisfied.

So what is Maslow's main contribution from a leadership perspective? Here are a couple of reasons why Maslow's theory on motivation is important in organisations:

1. It helps us remember that people have many different needs that need to be filled. In a team people can focus on different stages, thus requiring different approaches from us as managers.
2. It focuses on motivation as an internal process, leading to the conclusion that we can not motivate another person. We can, however, provide opportunities for people to motivate themselves.
3. According to Maslow we can, however, de-motivate people! But if we avoid that, they will motivate themselves.
4. When developing self-esteem and recognition, it is important that we give people a fair chance to succeed. And to let them know what we think about their performance, preferably in a positive sense. Praise is in this sense more efficient than criticism

“Money, Money, Money” (ABBA, 1976)

Money is not important and will not motivate you to perform.

How do you feel about the assumption above? It is difficult to talk motivation without talking money.

Money is the universal means to reward and acknowledge efforts around the world, so perhaps it is important anyway?

Well, the important thing is not money but what they mean to you. Money can play a number of different functions (act as motivator), for example:

- Rank - Money is a clear figure of what you are worth (your salary) or the value of a specific action you carry out (the bonus). This figure allows you to compare yourself with others and thus easily rank you with others in our community - other industries, companies, roles, colleagues, countries. This number, defined by someone, is showing the value they see in what you add. Easy and simple to understand and to compare.
- Power - when I have money I have economic power. Others will want to have my money and grovel in the dust to get them ... The more economic power I have, the more important I am to others.
- Confirmation - getting a sum of money, small or big, is a confirmation that my efforts are appreciated. When I use the money for consumption, it is a confirmation to myself that I did good. I buy something – proving I have done something good – that I am someone special.
- Security - by collecting money in a pile I know I can get food when I need to, even if I should lose my job, or after retiring.
- Fill my needs - with the help of my money,

I can accommodate a variety of actual or perceived needs. This applies in particular to human needs at Maslow's lower levels but also to realize my dreams and life - which gives a greater sense of self and that I have achieved something important.

- It says a lot about the individual how he/she chooses to spend (or save) money. By following the patterns of consumption, seeing where the money goes, you can find a lot of clues to motivation.

Remember that compensation for my work is a hygiene factor that must exist at a certain level, otherwise de-motivates or is perceived unfair. Again it is not the amount of money that determines if I get de-motivated or not, it is the perceived difference from others' remuneration - ie the value of the organization sees in me.

What can money do?

It can be difficult to buy appreciation and respect from others, or even more difficult to buy self-respect and pride which the condition of these internal forces responded to by my own performance and understanding. Maybe I can not buy me the role or job challenge I want and I can not buy true friendship.

It may even be that really a lot of money can be an obstacle for me to get real respect and genuine friendship. My friends' motives to be with me can be mixed and I might suspect that they do not say what they think for fear of being excluded from my company (and thus miss a lot of benefits).

Note –

Clayton Alderfer, an American psychologist, further expanded Maslow's hierarchy of needs by incorporating the hierarchy into his ERG theory (Existence, Relatedness and Growth). Basically, Alderfer bundled the stages in Maslow hierarchy into just three stages, but he also proposed a regression theory to go along with this. Alderfer suggests that when needs in a higher category are not met then person maximises the efforts at the lower stage.

4. Herzberg and the Hygiene

Frederick Herzberg (1923–2000) was an American behavioural scientist who began researching people's motivation to work in the fifties. Herzberg wanted to identify the employees' attitude to work, and see how it could change.

He asked two questions, and he asked people to answer in detail.

1. What is it that stimulates and is fun at work? Describe the feeling and how long the feeling remains.
2. What is it that makes you lose the working mood? Describe.

As a result, Herzberg put forward the Motivation-Hygiene Theory, also known as the "Two factor theory of job satisfaction" (1959). According to this, people are influenced by two factors:

Hygiene Factors:

- Pay and Benefits
- Company Policy and Administration
- Relationships with co-workers
- Physical Environment
- Supervision
- Status
- Job Security
- Salary

Hygiene factors themselves do not justify the employees but it is the work in itself that creates motivation. Hygiene factors only creates a sense of satisfaction or dissatisfaction, but they are a prereq-

uisite for good results. If they were missing or inadequate it de-motivates individual performance.

When they are satisfied they do not affect work performance significantly if they improved without the need other motivation factors to influence the outcome.

Motivational Factors:

- Achievement
- Recognition
- Work Itself
- Responsibility
- Promotion
- Growth

The last three factors were found to be the key to lasting change of attitudes towards work.

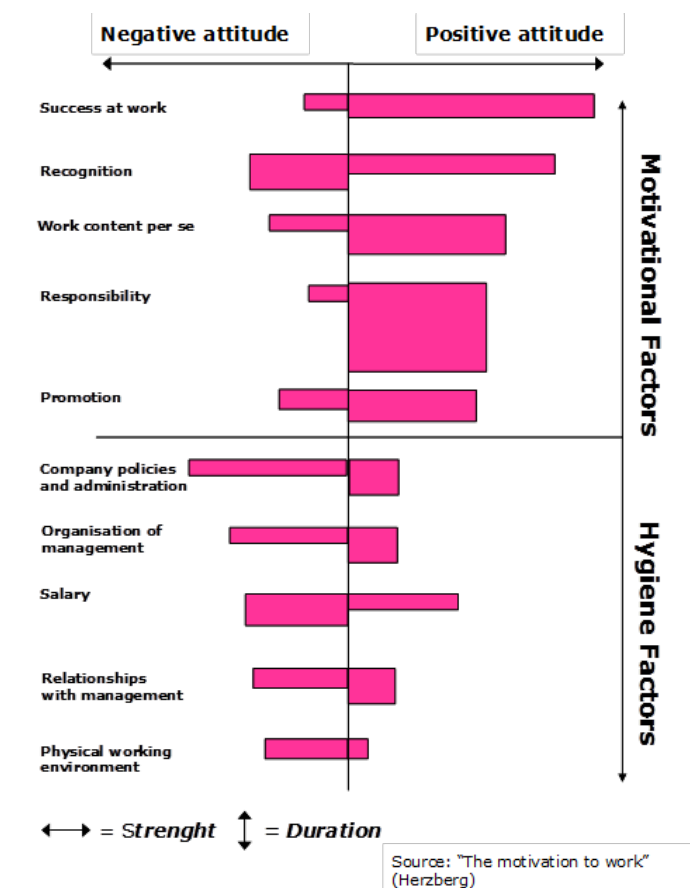
Further conclusions from the theory:

1. People can be made de-motivated by a bad environment, but they are rarely made motivated by a good environment
2. Preventing dissatisfaction is just as important as encouraging satisfaction.
3. All hygiene factors are equally important, although their frequency of occurrence differs considerably
4. Hygiene factors operate independently of motivation factors. An individual can be highly motivated doing his work and still be dissatisfied with his work environment
5. Hygiene needs are cyclical in nature and

come back to a starting point. This leads to "What have you done for me lately?" reasoning

6. Hygiene improvements have short term effects. Any improvements result in a short-term removal of, or prevention of, dissatisfaction
7. Hygiene needs have an "escalating zero point" and no final answer

Here we see a graph showing the results. On the left side we find the negative impact if the factor is lacking or insufficient. On the right side the positive impact.



In a new study (1993) by Herzberg, Mausner, and Snyderman the theory's validity is confirmed. This study also adds new Motivational factors such as "personal development". It also adds new Hygiene factors such as "personal relationships with fellow employees," "personal relationships with staff", "privacy", "status" and "security". However, these new factors do not have the durability or the strength to affect the theory.

Despite cultural differences, it is a clear that people become satisfied with the work itself, and dissatisfied with factors around the work. So, from a leadership outlook, what are Herzberg's main contributions?

1. The motivation is first and foremost linked to the content of the work; challenges and development possibilities and how the employee conquers these challenges

2. You can not motivate employees by exclusively concentrate on the Hygiene factors. A substantial raise will of course please the employee. But – in terms of motivation it might only remove a source of de-motivation, not create motivation

3. Focusing on Motivational factors rather than Hygiene factors since they have a more long lasting effect

5. Final discussion and conclusions

As we can see, there are no easy answers to the question on how we can motivate people. Or, actually, there is. We just can't motivate another person. But yet it is absolutely vital that we have motivated people in our business. So what can we do? We can create the environment that allows people to motivate themselves.

All data points toward one single thing. Motivation must come from within. So there is no point in trying to create, or "enforce" the motivator on to another person. Chances are we create the opposite. We must ask and listen. We must have an ongoing discussion with our employees regarding issues such as "What motivates you to work?", "How would you go about arranging your working week?" "What is, according to you, the optimal way of doing this"?

Of course this does not mean we can let go entirely. We are still responsible for the results. But consider this, hypothetical example.

As a manager, you come up with the brilliant idea. It is, in fact 100% perfect. So, of course you assign one of you employees with doing it! You tell your employee about this brilliant idea. But, due to your inability to describe the idea properly only 90% of your idea is actually transmitted to the ear of the receiver (face it. This is likely to happen. Chances are you have been thinking about this idea for days, maybe weeks. Now you expect it to be presented in a few minutes, maybe an hour at its best?).

Due to the filters in the employee another 10%

is lost in the communication process. 80% left. And it is just another of the boss' ideas, so chances are, it will not be on top of the employees action list. Unless you specifically tell him so. Ooops. There goes a few more percentages – no one likes being ordered what to do. So, in the end the employee does what he perceives himself to be told. According to his own logic. And what is left of your brilliant idea? 60%? 75%?

Compare this with the opposite situation. You present a problem, or you hear the employee talking about this idea of his. Of course, it is not as brilliant as one of your ideas ;-) ... but nevertheless! The idea itself is perhaps only 50% perfect. But, when put into action, it will be the employees own idea, something that he is proud of. A reward itself. I guess that would boost it with a few percents. What about commitment? I say we could add another 10%. And the output? Well, since it's the employees own idea, chances are it would be high priority! We usually focus on what we find important. Should the employee run into a problem – he will immediately try to come up with a solution. Instead of running to you, asking for help. It is his idea, remember? Now the question is – will the output be higher or lesser less than your initial idea?

Now, this is just a purely hypothetical example. But definitively worth reflecting. And, by applying our leadership skills, we can still follow up the work. And we should, of course.

There is also a need to get to know our staff, and to know what motivates them. A single "multi purpose motivator" is not likely to work. Employee X will consider it a reward, while employee Y will consider it a punishment. Imagine the following – as a reward for all the hard work you take the entire team to a nice restaurant Friday night. X enjoys this, while it probably would put Y in trouble since he already been away from home far too much.

So our efforts must be directed towards creating an environment that is not de-motivating. And then stop from going further, rather stepping back and allowing the employee to take the next steps, motivating him- or herself.

We must also communicate information. Create understanding regarding the processes and goals, so that when the employee acts, he has enough information. And we must focus more on the follow up, than communicating the initial task. Overall, motivation is one of the keys to the good leadership. However, it is not a stand alone issue. Motivation is closely connected to the leadership tools I can use. Good luck in doing so!