Creating a Motivating Work Environment

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http://www.gvsu.edu/tr/faculty-23.htm
What is Motivation?

• Motivation is defined as “the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.” (Cherry, retrieved 2013)

• Every day language – describes why a person does something
Components of Motivation

• Activation
  • Decision to initiate an action

• Persistence
  • Continued effort toward the action even when there are roadblocks

• Intensity
  • Concentration and vigor that goes into pursuing the action

(Cherry, 2013)
Internal vs External Motivation

• Extrinsic
  • Factors that influence a behavior that comes from outside the individual
    • Money, awards, social recognition, praise

• Intrinsic
  • Factors that influence a behavior that comes from within the individual
    • Personal gratification and satisfaction

(Cherry, 2013)
Individual Need Fulfillment

- Robbins and Decenzo (as cited in O’Morrow & Carter, 2006) suggests five personality characteristics that impact a person’s motivation and behaviors
  - Locus of Control
  - Perceptions of Power
  - Self-esteem
  - Ability to “go with the flow”
  - Ability to assume risk
Locus of Control

- Extent to which individuals believe that they can control events that affect them
- Persons with an internal locus of control tend to be responsible for their actions and do not blame the outcomes of their behavior on chance, fate on someone else
- Need fulfillment is their assumed responsibility
- Persons with an internal locus of control tend to satisfy their needs through inherent work values
- Persons with an external locus of control are more likely to gain work satisfaction through rewards (paychecks)
Perceptions of Power

• Perception that power is inherent in the position verses perception that power results from achieving outcomes

• An employee who perceives power as part of the position, will more likely be accepting of departmental policies/protocols

• An employee who perceives power as resulting from producing outcomes may be more likely to "bend the rules" to achieve outcomes
Self Esteem

• Influences one’s degree of self-acceptance
• Persons with high self-esteem believe they have ability to perform/achieve outcomes
• Persons with low self-esteem tend to be influenced more by outside sources and motivated by the expectations and external reinforcement of others
Go with the Flow

- Ability to adapt to changes in the work environment
- Persons who are high in self-monitoring are more likely to discern situations that require change and flexibility and are able to alter their behaviors and actions accordingly.
- Persons who are high in self-monitoring can assume more diverse work roles and be open to changing expectations.
- Persons who are low in self-monitoring tend to be rigid and show their “true colors” when their work or expectations are interrupted.
Ability to Assume Risk (Take a Chance)

• Some people are more willing to make decisions or follow change based on little information
• Persons with high levels of confidence tend to make more rapid decisions because they believe in their ability to make things work with the resources given
• Thus a risk taker is more likely to help facilitate change
Motivation Theories

• Maslow’s Hierarchy of Needs
• Herzberg’s Two-Factor Theory
• Argyris Maturity-Immaturity Continuum
• McGregor’s Theory X and Theory Y
• Equity Theory
Maslow’s Hierarchy of Needs

• Maslow defined need as a physiological or psychological deficiency that a person feels the compulsion to satisfy. This need can create tensions that can influence a person's work attitudes and behaviors.

• Proposes that humans are motivated by multiple needs and that these needs exist in a hierarchical order. His premise is that only an unsatisfied need can influence behavior; a satisfied need is not a motivator.

• A higher need cannot be met unless the lower need is met

• Need to see where employee is functioning on the continuum and focus motivational efforts at that level (physiological, safety, social, esteem, and self-actualization)

(Carter and O’Morrow, 2006)
Herzberg’s Two-Factor Theory

Hygiene Factors

- Do not lead to job satisfaction, but if inadequate, leads to dissatisfaction
- Company policy and administration
- Wages, salaries and other financial remuneration
- Quality of supervision
- Quality of inter-personal relations
- Working conditions
- Feelings of job security

Motivating Factors

- Individual’s need for personal growth – when they exist leads to employee satisfaction
- Status
- Opportunity for advancement
- Gaining recognition
- Responsibility
- Challenging / stimulating work
- Sense of personal achievement & personal growth in a job

(Riley, 2012)
Herzberg (cont.) Two factor theory situations

• High Hygiene and High Motivation
  • Ideal situation where employees are highly motivated and have few complaints

• High Hygiene and Low Motivation
  • Few complaints but not highly motivated – job is seen as a paycheck

• Low Hygiene and High Motivation
  • Lots of complaints, but job is exciting and challenging but salaries and work conditions could be improved

• Low Hygiene and Low Motivation
  • Worst situation – no motivation and lots of complaints

http://www.12manage.com/methods_herzberg_two_factor_theory.html
ImmatURITY

- Passive
- Dependence
- Behave in few ways
- Erratic shallow interests
- Short term perspective
- Subordinate position
- Lack of self-awareness
- Need a management style that fits the employee’s level of maturity and one that will create harmony between the employee’s needs and the goals of the organization

Maturity

- Active
- Independence
- Capable of behaving in many ways
- Deep and strong interests
- Long term perspective (past and future)
- Equal or superordinate position
- Awareness and control of self

Argyris Maturity-Immaturity Continuum
McGregor’s Theory X and Theory Y

**Theory X**

- Because of their dislike for work, people must be controlled and threatened
- Average human being prefers to be directed, dislikes responsibility, is unambiguous, and desires security above anything else
- These assumptions bring about 2 different management styles: “tough” management with punishments and tight controls and “soft” management which is to bring about harmony
- Employees need more than financial rewards (opportunity to fulfill self), but Theory X managers do not give their employees this opportunity so employees behave in the expected way

**Theory Y**

- The expenditure of physical and mental effort in work is as natural as play or rest
- Employee will direct self if he/she is committed to the goals of the organization
- If job is satisfying, result will be commitment to the organization
- Average employee learns under proper conditions, not only to accept, but to seek responsibility
- Imagination, creativity and ingenuity can be used to solve work problems by a large number of employees
- Under the conditions of modern life, the intellectual potential of the average employee is only partially utilized
Adam’s Equity Theory

• Built on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs.

• Inputs (include but not limited to)
  • Effort, Loyalty, Hard Work, Commitment, Flexibility, Tolerance, Determination, Enthusiasm, Trust in superiors, Support of colleagues, Personal sacrifice

• Outputs (include but not limited to)
  • Financial rewards (such as salary, benefits, perks)
  • Intangibles that typically include: Recognition, Reputation, Responsibility, Sense of Achievement, Praise, Sense of Advancement/Growth, Job Security
Adam’s Equity Theory (continued)

• Helps explain why employees reduce work efforts when they perceive they are not fairly rewarded
• Inequitable rewards lead to lower job satisfaction and poor job performance
• When staff “feel overworked and underpaid, they are likely to decrease their productivity“

Tomey as cited in Carter & O’Morrow (2006)
What is Going On in Your Workplace?

• What is going on in your workplace that is or could be decreasing employee motivation?

• What is going on in your workplace that is or has the potential to increase employee motivation?
Ask Yourself

• Is the culture and emotional climate of my agency generally positive and supportive?

• Do I feel like I am a part of a team (shared mission, values, efforts and goals)?

• Do I feel challenged and given assignments that inspire, test, and stretch my abilities?

• Are my efforts recognized and acknowledged in tangible ways?

• Do I receive constructive feedback in a way that emphasizes positives, rather than negatives?
Ask Yourself

• Is innovation expected of me? Am I encouraged to take the initiative?

• Do I have clear-cut and non-contradictory policies and procedures in my agency?

• Do I believe in and take pride in my work and my workplace?

• I feel that my inputs to my job, equal the outputs?

• Do I tend to see problems as challenges, rather than as obstacles?

• Am I encouraged to give honest feedback to my supervisor?
10 Ways to Create a Motivating Work Environment

- McCarthy on his website “Great Leadership”, lists ways to create a motivating work environment
- These are listed in order of importance

ONE

• CREATE MOTIVATING WORK

• The work needs to be strategic (important to the success of the business)

• When you feel like your work is making a difference, it’s energizing

• Every leader has some discretion to eliminate minutia
TWO

- HIRE “A” PLAYERS AND GET RID OF “C” PLAYERS
- “A” players (high performers) tend to be self-motivated
- A team of “A” players feed off of each other
- Standards are raised, increase in energy level, teamwork improves and there is a low tolerance for anything else than excellence
- One or more “C” players (poor performers/bad attitudes) can infect a team like a cancer, breed resentments, and drag everyone down.
THREE

• DON’T MICROMANAGE – GET OUT OF THE WAY

• “A” players don’t need managers breathing down their neck – it drives them crazy

• Let employees know you are interested in what they are doing, but trust them to make their own decision and do things differently than how you might do them
• PROMOTE YOUR TEAM’S WORK
• Your job is to be your team’s PR agent
• Make sure their good work gets noticed
• Make sure you are bragging about them – not about you
FIVE

• LOOSEN UP THE RULES AND BUREAUCRACY
• As long a your team is focusing on what is important (#1), and performing at a high level (#2), cut them some slack
• Don’t hassle them with minutia, give them flexibility in work hours
DON’T BE A JERK

Be open to feedback

Ask a few trusted team member to let you know if you’ve done something or said something insensitive or clueless
SEVEN

• GET PERSONAL
• Get to know your employees as people
• Learn about their families, their career goals, and truly care about them
• Don’t let your employees get carried away and miss out on important family events – let them know that family always comes first
EIGHT

• SET A GOOD EXAMPLE

• Be motivated, enthused, energized, and passionate about your own work and the work of the team
NINE

• ENCOURAGE CAMARADERIE DURING WORK HOURS
• Bring in a pizza, go out to lunch and celebrate milestones
• Don’t intrude on people’s own time (non work hours) in the name of teambuilding
TEN

• PAY PEOPLE FOR WHAT THEY ARE WORTH
• Compensation is important, but is listed as last
• While pay is not a motivator, it can be a de-motivator if persons feel they are underpaid
• Do everything you can do as a leader to fight for well deserved merit increases, promotions, and bonuses
NOW WHAT?

• What can you take back to your agency?
QUESTIONS?
REFERENCES


