



Motivation: The Leader's Role

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March 24, 2012

A little bit about myself

1. I am an introvert, so it takes me some time to get warmed up in situations like this.
2. I´m 47 and happily married, and my daughter Bianca, three next month, is the love of my life.
3. I LOVE Buenos Aires, and this is about my 15th visit here since 2005.
4. I believe there´s only two kinds of music: good and bad. Some musicians I love: Otros Aires, Gotan Project, Juana Molina, Karina Beorlegui, Federico Aubelle, Lucinda Williams, Johnny Cash, Wilco, Jay-Z, Beck, The Black Keys, k.d. lang, Zé Ramalho, Tim Maia, Raul Seixas, Rachid Taha, Dengue Fever and Natacha Atlas.
5. I found out late in life that I am a cat person, and I have 3 feline guests at home.
6. I read a lot, and I am a big fan of Malcolm Gladwell (non fiction) and Italo Calvino (fiction). Oh, and I love “Mafalda” and “Calvin”.
7. My favorite movie (still) is “Blade Runner”, and I am afraid of cockroaches.
8. I believe less is more, and that we should take things a little slower.

Agenda

- Perhaps one of the great challenges leaders face while leading volunteer teams is keeping the team **focused** and **motivated**.
- This interactive session will focus on understanding the leader's role in motivation and how to create a working environment that provides conditions for volunteer teams to motivate themselves.

"I don't measure a man's success by how high he climbs but how high he bounces when he hits bottom." (General George Patton)

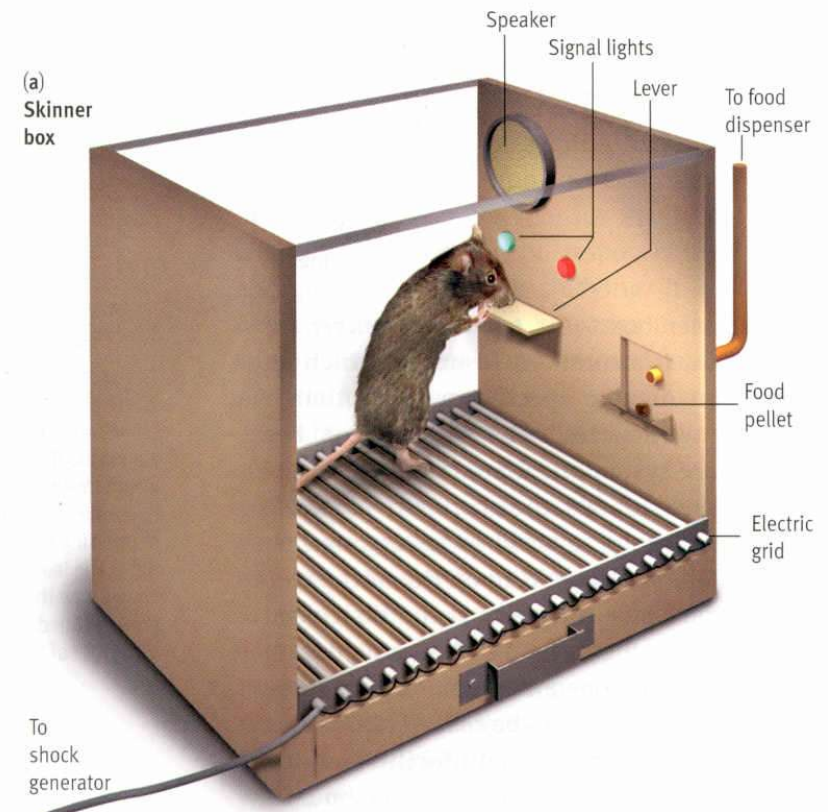


Motivation – a quick review

B.F. Skinner (1904 – 1990) - Behaviourism



- **Subject:** “Why should I do it?”
- **Leader:** “Because I will either **punish** you if you don’t or **reward** you if you do.”
- **Reinforcement** is a consequence that causes a behavior to occur with greater frequency.
- **Punishment** is a consequence that causes a behavior to occur with less frequency.
- **Extinction** is caused by the lack of any consequence following a behavior.

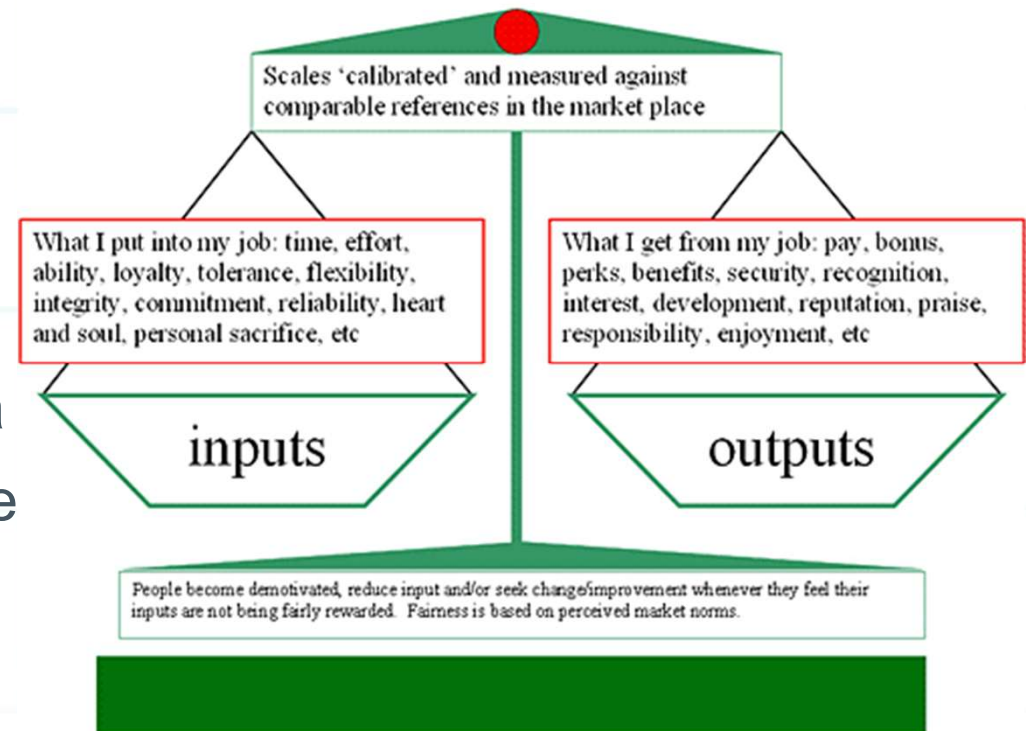


Motivation – a quick review

Adams – Equity Theory (1963)

- **Subject:** “Why should I do it?”
- **Leader:** “Because I am **fair**, so I will **reciprocate** if you do it right.”
- Employees seek to maintain **equity** between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others.

Adams' Equity Theory diagram - job motivation



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Motivation – a quick review

McClelland – Theory of Needs (1961)

- **Subject:** “Why should I do it?”
- **Leader:** “That depends on what you value the most.”

1. The need for achievement (n-ach)

- The n-ach person is '**achievement motivated**' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job.
- There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.

Motivation – a quick review

McClelland – Theory of Needs (1961)

- **Subject:** “Why should I do it?”
- **Leader:** “That depends on what you value the most.”

2. The need for authority and power (n-pow)

- The n-pow person is '**authority motivated**'. This driver produces a need to be influential, effective and to make an impact.
- There is a strong need to lead and for their ideas to prevail.
- There is also motivation and need towards increasing personal status and prestige.

Motivation – a quick review

McClelland – Theory of Needs (1961)

- **Subject:** “Why should I do it?”
- **Leader:** “That depends on what you value the most.”

3. The need for affiliation (n-affil)

- The n-affil person is '**affiliation motivated**', and has a need for friendly relationships and is motivated towards interaction with other people.
- The affiliation driver produces motivation and need to be liked and held in popular regard.

Motivation – a quick review

Herzberg – Two Factor Theory (1959)

- **Subject:** “Why should I do it?”
- **Leader:** “Because you already have what you **need** and I can get you what you **want**.”

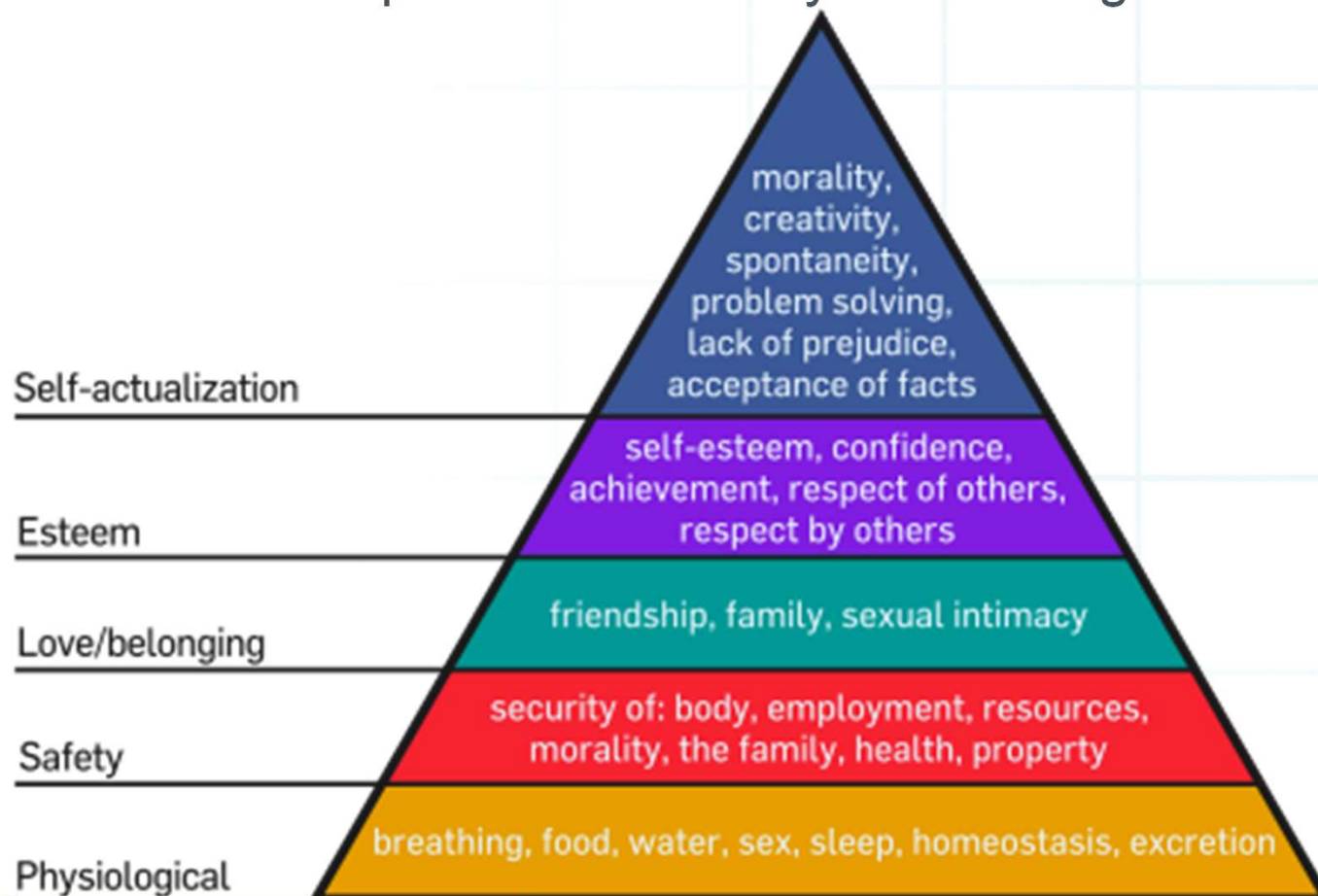
Motivation Factors	Hygiene Factors
<ul style="list-style-type: none">• Achievement• Recognition• Work Itself• Responsibility• Promotion• Growth	<ul style="list-style-type: none">• Pay and Benefits• Company Policy and Administration• Relationships with co-workers• Supervision

- *“We can expand ... by stating that the **job satisfiers** deal with the **factors involved in doing the job**, whereas the **job dissatisfiers** deal with the **factors which define the job context**.” (Herzberg)*

Motivation – a quick review

Maslow – Hierarchy of Needs (1943)

- **Subject:** “Why should I do it?”
- **Leader:** “That depends on where you stand right now as a person.”

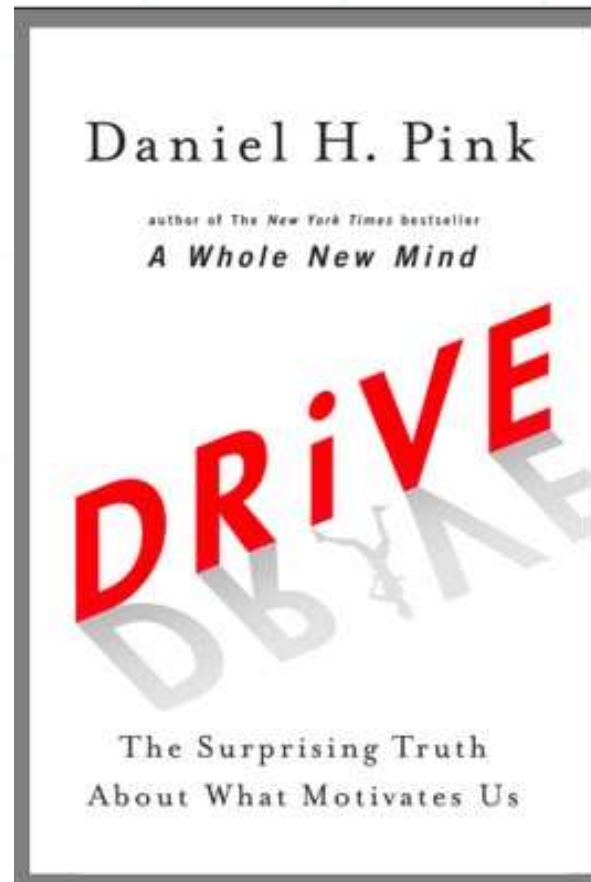


Motivation – a personal view about the presented theories

- Until a couple of years ago I believed all theories we've just presented had great value and could be used by ourselves somehow to motivate our teams (at work and at the component level).
- Also, it was (and still is) clear for me that the theories have many common points. For instance, we can associate the lower levels of Maslow's Hierarchy to Herzberg's Motivation Factors.
- I still think all traditional theories (with the possible exception of Skinner's Behaviourism) have many pointers we can use with our teams, but a couple of years ago I had an epiphany that changed completely how I handle motivation, for myself and for my teams.

Motivation – what changed my point of view on the subject?

- This epiphany (I really can't find a better word for that!) was caused by reading this book:



Motivation 3.0

- **Motivation 1.0** – humans are biological creatures, struggling to obtain our basic needs for food, security and sex. (**Maslow's lower hierarchies**, human instinct for survival)



Motivation 3.0

- **Motivation 2.0** – humans also respond to external rewards and punishments. (**Skinner’s Behaviorism, Adam’s Equity Theory, Herzberg’s Hygiene Factors**, “the carrot and stick approach”).



Motivation 3.0 – The problem with “if-then” rewards

- **Motivation 2.0** worked fine for routine tasks but seems to be incompatible with how we organize what we do, how we think about what we do, and how we do what we do. We need an upgrade.
- The starting point for any discussion of motivation in the workplace is a simple fact of life: People have to earn a living.
- If employee compensation isn't adequate or equitable, the focus will be on the unfairness of the situation. (**remember Adam's Equity Theory!**).

Motivation 3.0 – The problem with “if-then” rewards

- Without fairness in baseline compensation you’ll get very little motivation at all (remember **Herzberg’s Hygiene Factors**).
- But once we’re past that threshold, carrots and sticks can achieve precisely the opposite of their intended aims. Rewards can transform an interesting task into a drudge. They can turn play into work.

Motivation 3.0 – The problem with “if-then” rewards

- Traditional “if-then” rewards (also known as **extrinsic motivators**) can give us less of what we want. They can:
 1. Extinguish **intrinsic** motivation,
 2. Diminish performance,
 3. Crush creativity, and
 4. Crowd out good behavior.
 5. Encourage cheating, shortcuts and unethical behavior.
 6. Become addictive, and
 7. Foster short-term thinking.

Motivation 3.0 – Special circumstances for “if-then” rewards

- Carrots and sticks aren't all bad. They can be effective for **rule-based routine** tasks – because there's little intrinsic motivation to undermine and not much creativity to crush.
- You'll increase your chances of success using rewards for routine tasks if you:
 - Offer rationale for why the task is necessary. A job that is not inherently interesting can become more meaningful if it's a part of a larger purpose.
 - Acknowledge that the task is boring.
 - Allow people to complete the task their own way.

Motivation 3.0

- If-then motivators — if you do this, then you get that — are really good for routine algorithmic tasks.
- The problem is fewer of us are doing that kind of work.
- **Intrinsic motivators** are clearly the primary root to high performance.
- In the world of behavioral science that's no longer controversial, the idea just hasn't migrated to business.
- By this rationale, we do not motivate other people, the best we can do is create an environment conducive for people to motivate themselves.

Motivation 3.0 – The Big Three

- Self-Determination theory argues that we have three innate psychological needs – **competence, autonomy** and **relatedness**.
- When those needs are satisfied, we're motivated, productive and happy. When they're thwarted, our motivation, productivity, and happiness plummet.
- Therefore we should focus our efforts on **creating environments** for our innate psychological needs to flourish.

Motivation 3.0 – The Big Three

- Daniel Pink states intrinsic motivation for performing creative tasks arises from three factors:
 - Autonomy
 - Mastery
 - Purpose

Motivation 3.0 – The Big Three

Autonomy

- People need autonomy over:
 - **Task** – What they do,
 - **Time** – When they do it,
 - **Team** – Who they do it with and
 - **Technique** – How they do it.
- Encouraging autonomy doesn't mean discouraging accountability. People still must be accountable for their work.

Motivation 3.0 – The Big Three

Mastery

- While Motivation 2.0 (control) required compliance, Motivation 3.0 (autonomy) demands engagement.
- Only engagement can produce mastery – becoming better at something that matters.
- Solving complex problems requires an inquiring mind and the willingness to experiment one's way to a fresh solution.
- The pursuit of mastery has become essential to making one's way in the economy.

Motivation 3.0 – The Big Three

Mastery

- Mastery begins with “flow” – optimal experiences when the challenges we face are exquisitely matched to our abilities.
- In flow, goals become crystal clear and efforts to achieve them are very black and white.
- Flow is essential to mastery; but flow doesn’t guarantee mastery. Flow happens in a moment; mastery unfolds over months, years, sometimes decades.

Motivation 3.0 – The Big Three

Mastery

- Mastery abides by three peculiar rules:
 - 1. Mastery is a mindset:** It requires the capacity to see your abilities not as finite, but as infinitely improvable.
 - 2. Mastery is pain:** It demands effort, grit and deliberate practice. As wonderful as flow is, the path to mastery – becoming ever better at something you care about – is a difficult process over a long period of time.
 - 3. Mastery is an asymptote:** It's impossible to fully realize, which makes it simultaneously frustrating and alluring.

Motivation 3.0 – The Big Three

Purpose

- People tend to perform better when they do what they do in the service of something larger than themselves or at least when they see it as part of a larger whole.
- The most deeply motivated people hitch their desires to a cause greater and more enduring than themselves.
- Notice how this factor is similar to Maslow's top hierarchy level (**self-actualization**).

Motivation 3.0 and Volunteer Work

- I believe Pink's views on motivation are on point, and applicable to most environments I work at.
- I also believe Pink's "Big Three" are an excellent starting point for us, as component leaders, to start preparing a work environment conducive for volunteer teams to motivate themselves.
- So, I propose that now we work within our groups to propose practical ways to promote the Big Three in our components (**10 minutes of preparation, followed by an overall discussion**).

Motivation 3.0 – The Big Three

What we are trying to do at our chapter:

- **[AUTONOMY]** Working with smaller teams with lots of autonomy to perform a well defined mission. Also, the teams have ample opportunity to define their own members.
- **[PURPOSE]** Periodical meetings with all teams so people can see and feel they are part of a larger group with a well defined mission.
- **[MASTERY]** Immediate acknowledgment of team successes and a **volunteer career path** - all current members of the board (including myself) were volunteers on a lower level in our hierarchy in the past. This poses increasingly difficult challenges to our volunteers.

“The secret to high performance and satisfaction – at work, at school, and at home – is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.” (Daniel Pink)



"Duty makes us do things well, but love makes us do them beautifully." (Zig Ziglar, motivational speaker)

Thank you!

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