7th Tourism Human Resources Conference
Master Class
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Workshop Leader: Ian Cook
Principal, Fulcrum Associates Inc.
(703) 255-4605
ian@888fulcrum.com
888fulcrum.com
TO COVER TODAY

- Brief review of the classic theories of motivation
- Explore your own motivators
- What managers can learn from the field of sales
- How to get employees to identify their current motivators
- What, if anything, the manager can do to motivate his/her staff
Exploring Motivation

Do I have an offer for you…!

APPLICATION ACTIVITY

I am willing to pay you $6,000,000 per year. Here’s all you have to do. Do you see that field over there? Take this shovel. Your job is to go out there every morning at 9:00 AM and start digging a really big hole in the ground and by the end of your workday, at 5:00 PM, have it filled in again. The next day, come out and dig out and then fill in the same hole. Do this everyday until your normal retirement at age 65. You will receive eight weeks vacation each year. The condition for your salary level is that you continue to do this same digging task through out your career. There will be no advancement in this particular career. You may not subcontract the job. You have to perform the work personally.

Will you take the job? Explain why, or why not?
Am I motivated from the outside or from within?

In his wonderful motivational program, *Investment in Excellence*, Lou Tice of *The Pacific Institute* talks about “have to” motivation and “want to” motivation.

People who are motivated by “have to’s” are people who need something outside themselves to get them moving, to get them to perform on the job:

- How much will you pay me?
- When’s the deadline?
- What are the consequences if I don’t do the job well, on time, etc.??
- Will you promote me if I do a good job?
- Am I still in your “good books?”

So many people at work today have become programmed to respond only to these external forces. Here are a couple of problems with this approach:

1. They tend to do only what is required of them, nothing more.
2. They don’t feel in control of their own job satisfaction because they leave it up to the supervisor to dole out the rewards or punishment.
3. By their own choice, they feel manipulated by their employer. And, people who feel manipulated come to resent it.
4. Sometimes like a child, they express their resentment by pushing back, perhaps by doing shoddy work, or not giving caring service to customers, or doing as little as possible.
5. A parent/child type relationship with their supervisor can develop. The supervisor has to devote valuable energy and attention to ensure the employee continues to perform the job on an on-going basis...just like a parent!

Employees who approach their work on a “want to” (i.e., “choose to”) basis are not dependent on the actions of others to determine whether they will be motivated. These individuals are more likely to deal with their supervisor and others on an adult/adult basis and will much more likely contribute extra effort and ideas to the job. They find inside themselves reasons to do an excellent job everyday.

So, how about you? Do you tend to find your motivation externally or internally?

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**Soma Blocks: A classic experiment in Extrinsic vs. Intrinsic motivation**

Two groups of subjects were invited to solve a puzzle where they had to configure blocks in a particular pattern. One group was paid—motivated extrinsically. The other group was not. The puzzle was challenging and interesting in its own right.

After half an hour—too soon for the task to be completed—the experimenter comes in, declares that time is up, and says he will return shortly with a questionnaire for them to complete about the task. He leaves a variety of interesting magazines for them to read if they wish while they await his return. The question was: Would the participants continue to work on the puzzle or would they stop and just relax with the magazines?

Repeating the experiment many times yielded similar results. The groups that had been rewarded monetarily for spending the half-hour doing the puzzles were far less likely to continue working the puzzle, just for amusement. The finding: extrinsic rewards undermine intrinsic motivation.

From *Why We Do What We Do* by Edward L. Deci

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**Some Research on Intrinsic Motivators**

- Autonomy
- Mastery
- Purpose
- Equity
- Achievement
- Camaraderie
Four Classic Theories of Motivation

1. The Hierarchy of Needs

   **Abraham Maslow**

   **Physiological/Survival**
   Includes basic cravings for food, water, sex, shelter, sleep, clothing and avoidance of physical discomfort. This is the level that, sadly, we see all too often in reports on the evening news from places like Rwanda and Bangladesh.

   **Safety**
   Covers security of one’s physical person, economic/financial/job security, as well as orderliness and predictability in one’s working life. When people resist change they are often behaving according to a perceived threat to their work security.

   **Belonging/Social**
   Once our survival and status quo is assured, we turn to interpersonal relationships. The need is to be liked and accepted by others. It is met by belonging to family, friendships, and work groups. For many, the existence of a close-knit “community” at the office or the work site is a big reason why they keep coming to work there.

   **Esteem/Ego Status**
   It is one thing to be accepted as part of a group. It is quite another to be regarded by others as being highly competent, worthy, professional, good at your job, and so forth. These needs are satisfied by awards, promotions, symbols (e.g., the proverbial plaque on the door), positive feedback and recognition of skills and accomplishments.

   **Self-Actualization**
   For Maslow this need has the widest reach of all the needs. Self-actualization can include creative expression, autonomy, personal growth, achieving your potential and finding meaning and even spiritual fulfillment in your work and life.
2. **The Two-Factor Theory**

Frederick Herzberg

Herzberg, like Maslow, had a theory based on need fulfilment. His research revealed some job factors that were associated with feelings of satisfaction and other, different ones that related more to feelings of dissatisfaction.

<table>
<thead>
<tr>
<th>Satisfiers (Motivators)</th>
<th>Dissatisfiers (“Hygiene Factors”)</th>
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<tbody>
<tr>
<td>• interesting, challenging work</td>
<td>• salaries &amp; benefits</td>
</tr>
<tr>
<td>• responsibility</td>
<td>• physical work environment</td>
</tr>
<tr>
<td>• achievement</td>
<td>• boss’ management style</td>
</tr>
<tr>
<td>• recognition</td>
<td>• job security</td>
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<tr>
<td>• advancement</td>
<td>• policies, resources</td>
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</tbody>
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3. **Equity Theory**

**Remember when…**

Have you ever felt that you were not getting your fair share compared to someone else? Think back to when you were a kid. You and your sister Samantha both worked hard to clean up the basement, as your grandma asked you to do. You went upstairs afterward and Granny gave you $2.00. That was fine, except Samantha got $5.00…for the exact same work!! Oh, Granny said it was because Samantha was older. But it was the same job! You worked just as hard as Samantha did! It’s just not fair.

Now, the next time Granny asks you two to do a job, how motivated do you think you will be to work as hard as you did this time? (“I’ll just crank back a bit on the old effort, let Samantha do the heavy lifting.”). This is *equity theory* in action!
4. Expectancy Theory

Our final motivation theory is the most comprehensive one of all. This model provides the best explanation of how motivation operates in your workplace.

**Expectancy #1:** If I put in the effort, how certain am I that I will be able to give the level of performance my supervisor expects?

\[ (E \rightarrow P) \]

**Expectancy #2:** If I give you this level of performance, what is the probability that I will receive certain, specific outcomes (rewards)

\[ (P \rightarrow O) \]

**Outcomes:** These could be a bonus, time off, a promotion, a raise, a special project, taking an outside course, the approval of the boss, an enhanced reputation, etc.

The lesson for supervisors: help your people perform and give them rewards that they value. Then they will be motivated to work hard for you.

\[ \text{Effort} \rightarrow \text{Performance} \rightarrow \text{Outcomes (Rewards)} \]

**Expectancy Theory says:**

To the extent I believe that (1) if I put out the effort I will be able to give you the performance level you expect and (2) if I give you the performance level you expect you will give me rewards that I value, I will be motivated to put in that effort.
Identifying Motivators

**APPLICATION ACTIVITY**

**Focus Question on Motivation:**

What are _____ things at work that FIRE UP your motivation (i.e. motivators)  
or _____ things that SHUT DOWN your motivation (i.e. demotivators)?

Motivators (fire up):

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Demotivators (shut down)
Closing the “Performance Deal”

When it comes to understanding and working with the motivation of their staff, there is much that managers can learn from the world of sales.

What do the best sales pros do? They work hard to get into the head of their prospects. They become curious. They ask lots of questions to uncover the prospect’s hopes, dreams, concerns, fears, desired benefits, etc.

In the process two things happen. First the prospective customer/client has a clearer idea of just what his or her needs are. Secondly, the sales professional is now able to link his or her products, services and solutions to the prospect’s needs.

So what is the connection with managers?

The same principle applies. If a manager knows what the employee is truly motivated by, he/she is in a position to link expected performance to outcomes that the employee desires.

The Manager as Salesperson

Selling to a customer/client, you are helping him/her…

…make a decision around _______________________________

Motivating an employees, you are helping him/her…

…make a decision around _______________________________
Closing the “SALES Deal”

You as Seller

Your Customers/ Clients

Closing the “PERFORMANCE Deal”

You as Manager

Your Staff
Most people don’t know what they want!

There are many things of a general nature that a manager can do to engage their employees, such as articulating a vision for the unit, delegating responsibility, recognizing good work, holding everyone to high performance standards, communicating frequently, and maintaining open, trusting relationships.

But, in cases when the employee has not expressed to you his or her motivators (and may well not have thought about them recently or at all), there are two strategies you can follow:

1. **Share your own passion for the work.**
2. **Initiate a discussion about what motivates them currently.**

So, concerning #1, your own passion…

Why does your work matter to you?

What are you trying to create in your area of responsibility?

Why should your employees care about the work that their unit/department does?
Some effective questions you may want to use:

1. What do you want from the work you do?
2. Why do you like this particular work?
3. Why do you choose to work here?
4. What’s working well in your job? What’s not working?
5. When are you the most engaged at work? Why is that?
6. What, if anything, is missing for you from your job that, if present, would make it one of the best jobs ever?
7. What, if anything, is missing for you from this organization that, if present, would make it one of the best places to work?
Action Planning & Contracting

The three most significant **Learnings/Insights** for me from today’s session have been…

1. 
2. 
3. 

“Self-Contracting” for Application at Work

**Three specific actions** I will take back on the job to bring the issue of motivation more visibly into the wider conversations around job performance and support managers in doing the same are…

1. 
2. 
3. 
### Reading Resources for: 

*Closing the Performance Deal*

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drive</strong> The Surprising Truth About What Motivates</td>
<td>Pink, Daniel H.</td>
<td>Riverhead Books</td>
<td>2009</td>
</tr>
<tr>
<td><strong>Enlightened Leadership</strong> Getting to the Heart of Change</td>
<td>Oakley, Ed &amp; Doug Krug</td>
<td>Simon &amp; Schuster</td>
<td>1991</td>
</tr>
<tr>
<td><strong>Enthusiastic Employee, The</strong> Profit by Giving Workers What They Want</td>
<td>Sirota, David &amp; Mischkind</td>
<td>Wharton School Pub.</td>
<td>2005</td>
</tr>
<tr>
<td><strong>Leader Effectiveness Training</strong> Proven Skills for Leading Today’s Business into Tomorrow</td>
<td>Gordon, Dr. Thomas</td>
<td>Perigee</td>
<td>2001</td>
</tr>
<tr>
<td><strong>Managing Transitions</strong> Making the Most of Change</td>
<td>Bridges, William</td>
<td>Addison-Wesley</td>
<td>1991</td>
</tr>
<tr>
<td><strong>Mindset</strong> The New Psychology of Success</td>
<td>Dweck, Carol s., PH.D.</td>
<td>Random House</td>
<td>2006</td>
</tr>
<tr>
<td><strong>Progress Principle, The</strong> Using Small Wins to Ignite Joy, Engagement, and Creativity at Work</td>
<td>Amabile, Teresa &amp; Steven Kramer</td>
<td>Harvard Business</td>
<td>2006</td>
</tr>
<tr>
<td><strong>Set-Up-To-Fail Syndrome, The</strong> How Good Managers Cause Great People To Fail</td>
<td>Manzoni, Jean-Francois &amp; Barsoux</td>
<td>Harvard Business</td>
<td>2002</td>
</tr>
<tr>
<td><strong>Stewardship</strong> Choosing Service Over Self-Interest</td>
<td>Block, Peter</td>
<td>Berrett-Koelher</td>
<td>1993</td>
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</tbody>
</table>
Through his keynote presentations, interactive workshops, leadership coaching, and custom-designed facilitation service, Ian helps his clients achieve greater results from their managers and teams.

He specializes in what he calls “micro leadership,” helping managers lead successfully at the “micro” level—in that vital interpersonal space between the manager and his/her individual employee. He shows managers how to generate strong results through effective conversations with staff around (1) job performance, (2) job satisfaction and motivation, and (3) ongoing development.

He began the independent consulting firm, Fulcrum Associates, Inc., back in 1988, following seventeen years of corporate experience in both the high tech manufacturing and transportation industries. His list of over 250 clients includes some of the largest corporations in the private sector, major trade and professional associations, small business, government, and not-for-profit organizations.

Ian holds a Bachelor of Commerce from McGill University and, from Cornell, a Masters degree in Industrial & Labor Relations, majoring in Human Resources Management, and has been a lecturer in the Faculty of Business of Ryerson University. In addition, from the Gestalt Institute of Toronto he earned a (3-year) Diploma in Gestalt Theory and Methodology that significantly deepened his ability to achieve results as both a facilitator and executive coach.

He is author of Would They Call You Their Best Boss Ever?: Practical Tips and Insights for the Successful Manager.

Ian is actively involved with the community leadership organization Leadership Fairfax Inc. A graduate of LFI’s Signature Leadership program class of ’04, he has served both on the Board and as Chair of the Program Committee, and has been a keynoter in their Speakers Series. Currently he facilitates a one-day Open Space event for the Emerging Leaders program and, for the Signature program class, facilitates individual team process debrief meetings following completion of their projects.

A dual US/Canada citizen, Ian lives in northern Virginia with his wife, Linda, who is a partner in their firm.

**Education and Credentials**

- **Cornell University**—Masters degree, Human Resources Management
- **McGill University**—Bachelor of Commerce degree
- **University Associates**—Human Resources Development Intern Program
- **Ryerson University**—former part-time lecturer in Faculty of Business
- **Gestalt Institute of Toronto**—(3 year) Diploma in Gestalt Theory and Methodology for group and individual development
- **National Speakers Association & Canadian Association of Professional Speakers**—Certified Speaking Professional (CSP) designation
- **Ontario Municipal Management Institute**—Excellence in Training Award
- **Ontario Society for Training and Development**—Certificate of Achievement (Advanced)
- **Accredited facilitator** of The Leadership Circle Profile® and the Myers-Briggs Type Indicator®

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**Some organizations served:**

- Alcon Laboratories
- Art Gallery of Ontario
- Barbados Tourism Authority
- Bayer
- Blue Cross Blue Shield
- Burger King
- Campbell’s Soup
- Capital One Financial
- Carfax
- Continental Airlines
- Crimestoppers
- Drury’s Restaurants
- FBI Academy
- Federal Judicial Center
- General Motors
- Hewlett-Packard
- Honeywell
- Kellogg’s
- Levi Strauss
- Lifestyle Retirement Communities
- McCarthy–Tétrault (attorneys)
- Ontario Hydro
- Ontario Municipal Management Inst.
- RealNetworks
- Red Cross
- Royal Bank of Canada
- Shell Oil
- Sunkist Growers
- Vistage International
- Unilever
- Warner Brothers
- Zurich Insurance
- & small business enterprise programs

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Fulcrum Associates Inc.
Call 1-888-FULCRUM (385-2786) • ian@888fulcrum.com • 888fulcrum.com
US • 1711 Pine Valley Drive • Vienna, Virginia • 22182-2339 • Phone (703) 255-4605
Canada • 14 Shand Avenue • Toronto, Ontario • M8X 1T5 • Phone (888) 385-2786