

***Closing the Performance Deal:
How to Convert Employee Motivation into Performance***



7th Tourism Human Resources Conference

Master Class

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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 work-day, 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?

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

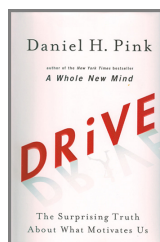
Two groups of subjects were invited to solve a puzzle where they had to configure blocks in a particular pattern. One group was paid—motivated extrinsically. The other group was not. The puzzle was challenging and interesting in its own right.

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?

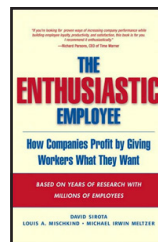
Repeating the experiment many times yielded similar results. The groups that had been rewarded monetarily for spending the half-hour doing the puzzles were far less likely to continue working the puzzle, just for amusement. **The finding: extrinsic rewards undermine intrinsic motivation.**

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

Some Research
on
Intrinsic
Motivators



- Autonomy
- Mastery
- Purpose



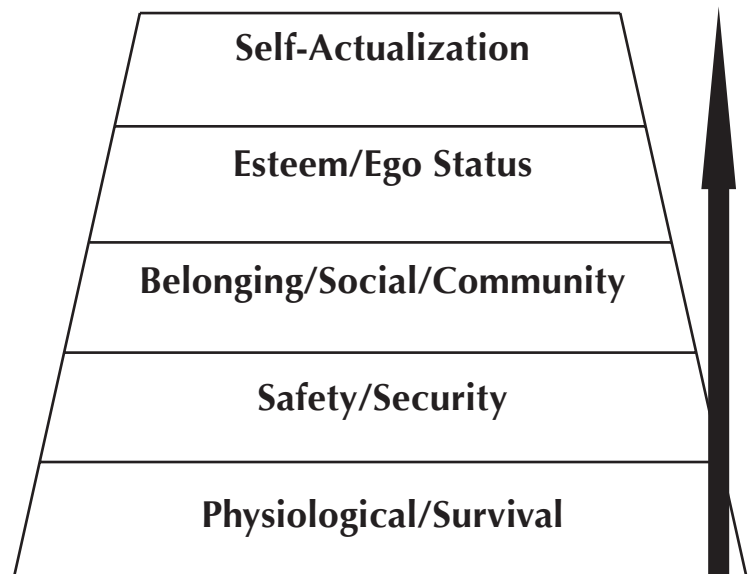
- Equity
- Achievement
- Camaraderie

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.

Satisfiers (Motivators)

- interesting, challenging work
- responsibility
- achievement
- recognition
- advancement

Dissatisfiers (“Hygiene Factors”)

- salaries & benefits
- physical work environment
- boss’ management style
- job security
- policies, resources

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!

Equity Theory says:

I will be motivated to work when, in my perception, the ratio between what I receive and what I contribute is greater than, or equal to, (my perception of) the ratio between what you receive and what you contribute.

$$\frac{\text{What I get}}{\text{What I give}} \geq \frac{\text{What you get}}{\text{What you give}}$$

4. Expectancy Theory

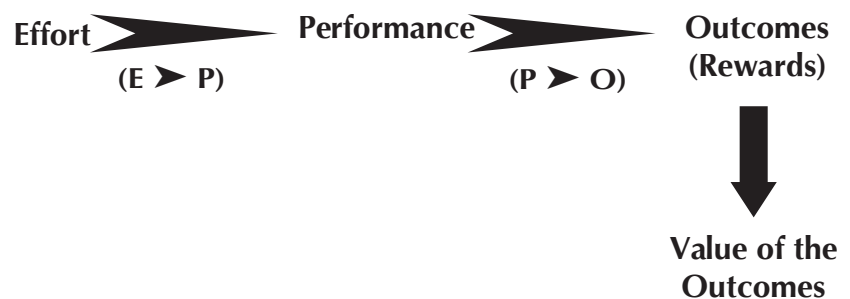
Our final motivation theory is the most comprehensive one of all. This model provides the best explanation of how motivation operates in your workplace.

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 ➤ P)

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



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):

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...

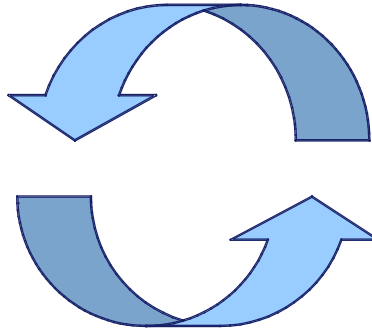
...make a decision around _____

Motivating an employees, you are helping him/her...

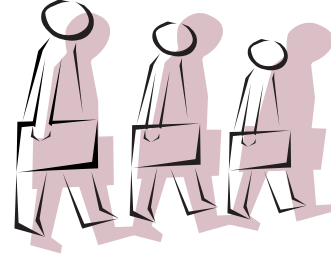
...make a decision around _____

Closing the "SALES Deal"

You as Seller

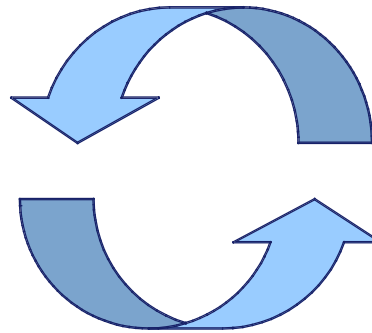


Your Customers/Clients

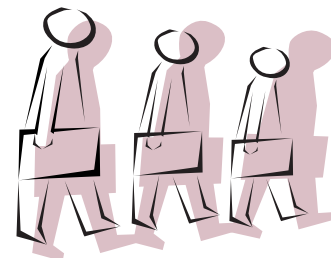


Closing the "PERFORMANCE Deal"

You as Manager



Your Staff



Most people don't know what they want!



What you can do about this

APPLICATION ACTIVITY

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?

Action Planning & Contracting

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



“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...

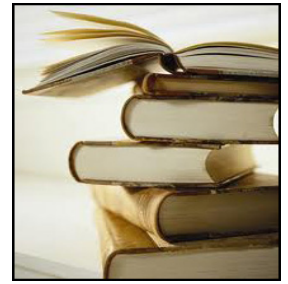
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Reading Resources for:

Closing the Performance Deal



Title	Author	Publisher	Year
Drive The Surprising Truth About What Motivates	Pink, Daniel H.	Riverhead Books ISBN# 978-1-59448-884	2009
Enlightened Leadership Getting to the Heart of Change	Oakley, Ed & Doug Krug	Simon & Schuster ISBN# 0-671-86675-3	1991
Enthusiastic Employee, The Profit by Giving Workers What They Want	Sirota, David & Mischkind	Wharton School Pub. ISBN# 0-13-142330-4	2005
Extraordinary Leader, The Turning Good Managers into Great Leaders	Zenger, John H. & Joseph Folkman	McGraw-Hill ISBN# 0-07-138747-1	2002
Leader Effectiveness Training Proven Skills for Leading Today's Business into Tomorrow	Gordon, Dr. Thomas	Perigee ISBN# 0339527133	2001
Managing Transitions Making the Most of Change	Bridges, William	Addison-Wesley ISBN# 0-201-55073-3	1991
Mindset The New Psychology of Success	Dweck, Carol s., PH.D.	Random House ISBN# 1-4000-6275-6	2006
Progress Principle, The Using Small Wins to Ignite Joy, Engagement, and Creativity at Work	Amabile, Teresa & Steven Kramer	Harvard Business ISBN# 1-4000-6275-6	2006
Set-Up-To-Fail Syndrome, The How Good Managers Cause Great People To Fail	Manzoni, Jean-Francois & Barsoux	Harvard Business ISBN# 978-1-4221-9857-5	2002
Stewardship Choosing Service Over Self-Interest	Block, Peter	Berrett-Koelher ISBN# 1-881052-28-1	1993

Ian G. Cook, MILR, CSP



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.

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
Druxy'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

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®*



LEADERSHIP
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