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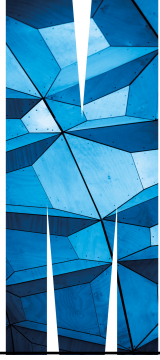
SCHOOL

Will power and work motivation

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Will power and motivation



- Purpose: introduce the key concepts and theories that help you understand how people have strong will power and motivation at works (self-discipline, delayed gratification, self-control, volition, etc.)
- Definition: the intensity, direction, and persistence of effort a person shows in reaching a goal:
 - **Direction:** Where effort is channelled
 - **Intensity:** How hard a person tries
 - **Persistence:** How long effort is maintained



Motivation practices and theories



- Theory X and Theory Y
- Self-regulation theory
 - Ego-depletion
 - Regulatory focus theory
- Goal setting theory
 - Self-efficacy
 - Goal orientation
- Expectancy theory

- Equity theory
- Self-determination theory
- Cognitive evaluation theory
- Job characteristic model



Theory X and Theory Y



- Theory X
 - Employees dislike work and attempt to avoid work
 - Employees must be coerced, controlled, or threatened with punishment if they are to perform.
- Theory Y
 - Employees like to work and are creative, and seek responsibility
 - Employees can exercise self-direction and self-control.



Self-regulation



- A two-system framework
 - The cool system: cognitive, emotionally neutral, contemplative, strategic
 - The hot system: emotionality, passions; Impulsive and reflexive
- Self-regulation is the process where you refrain from impulsive tendencies and choose to behave rationally (e.g., choose long-term benefit, choose delayed gratification, etc.)



Ego-depletion



- Ego depletion: our self-regulation ability (i.e., will power) resembles a muscle, and exerting self-regulation consumes resources and reduces the amount of resources available for subsequent self-control efforts.
- Example: workout before a demanding quiz might impair performance
- Self-regulation processes that might deplete you:
 - Coping with stress
 - Regulating negative affect
 - Resisting temptations
 - ...



Productivity tricks



- Pomodoro technique



- Don't break the chain!



Regulatory focus



- We approach a goal in two distinct ways
 - Promotion focus: emphasizing growth and opportunity and the pursuit of positive outcomes
 - Prevention focus: emphasizing safety and security and the minimization of negative outcomes
- Regulatory focus has been shown to influence a wide variety of outcomes
 - Decision-making
 - Social interaction
 - Negotiation outcomes

Promotion vs. prevention focus



- Individuals with a promotion focus tend to
 - Focus on their ideals and aspirations
 - Sensitive toward positive outcomes or progress toward the goal
 - See a "gain" as success and a "non-gain" as failure
 - Strategies: strive for gains, insure against errors of omission
- Individuals with a prevention focus tend to
 - Focus on their duties and obligations
 - Sensitive toward negative outcomes or setbacks toward the goal
 - See a "non-loss" as success and a "loss" as failure
 - Strategies: correctly reject losses, insure against errors of commission

Goal-Setting Theory



- Thesis: specific and difficult goals together with feedback lead to higher performance.
 - Specific goals (vs. do your best) increase performance.
 - Difficult goals, when accepted, result in higher performance than do easy goals.
 - Feedback leads to higher performance than does non-feedback.
- For goals to be effective, they should be **SMART**:
 - **S**pecific, **M**easurable, **A**ttainable, **R**esults Oriented, **T**ime bound

Self-efficacy



- An individual's belief that he or she is capable of performing a task
 - From social cognitive theory and social learning theory
 - High self-efficacy will help employees accomplish goals more successfully
- Four ways to effectively increase one's self efficacy
 - [Enactive Mastery](#): Practicing and gaining relevant experience
 - Vicarious Modelling: Confidence gained by seeing someone else perform the task successfully.
 - Verbal Persuasion: Confidence gained because someone convinces you that you have the necessary skills to succeed.
 - Arousal: An energized state can drive a person to complete the task.

Goal orientation



- **Learning goal orientation**: see the task as an opportunity to acquire new skills and knowledge
- **Performance goal orientation**: focus on demonstrating performance to prove competence and avoid failure
- Compared to a performance goal orientation, a learning goal orientation leads to
 - More motivational beliefs
 - Higher self-efficacy
 - Less task anxiety
 - More effort
 - Higher performance

Expectancy Theory



- One's motivation to engage in a task is dependent on three critical conditions. The motivation is high only when ALL three are satisfied.
- **Expectance:** belief that exerting a certain amount of effort will lead to the desired performance level
- **Instrumentality:** belief that performing at a particular level will lead to certain reward from the organization
- **Valence:** an estimate of the extent to which organizational rewards can satisfy one's needs or are attractive to the individual
- "I will offer you \$100,000,000 if you can memorize the Oxford English Dictionary by tomorrow morning"
 - Why is this offer not motivating to you?

Increasing expectancy



- **Expectance**
 - Skills & training
 - Reasonable goals and tasks
- **Instrumentality**
 - Recognize performance, deliver reward as promised
 - Establish employees' trust that good performance will be rewarded
- **Valence**
 - Analyze what employees truly need
 - Customize reward for employees with different needs

Equity theory



- Employees compare the inputs they invest in a job and the outcomes they receive from the job to the inputs and outcomes of other workers

You
Performance Very high

\$65,000

Your co-worker
Performance medium

\$85,000

- Response to inequity
 - Ask for more reward
 - Reduce her effort in the job
 - Adjust perception of self performance
- - Adjust perception of co-worker performance
 - Choose a different co-worker to compare with
 - Quit the job

Self-determination theory



- Intrinsic Motivators: A person's internal desire to do something, due to such things as interest, challenge, and personal satisfaction
- Experience of intrinsic motivation: Sense of choice, sense of competence, sense of meaningfulness, sense of progress
- Extrinsic Motivators: Motivation that comes from outside the person, such as pay, bonuses, and other tangible rewards
- The introduction of extrinsic rewards for work effort that was previously rewarded intrinsically will tend to decrease an employee's motivation
 - e.g., artists paint to live vs. artists live to paint

Job design



- Job Characteristic Model (JCM) identifies five core job dimensions of a job position and their relationship to personal and work outcomes.
 - *Skill Variety*: the scope of skills involved in the job (e.g., CEO vs. cashier)
 - *Task Identity*: the extent to which one is involved in all parts of an end product (e.g., making a whole table vs. making table legs only)
 - *Task Significance*: the meaningfulness of the job (e.g., capturing murders and major criminals vs. giving out parking tickets)
 - *Autonomy*: the amount of freedom one has while on the job (e.g., writing a manuscript from home vs. serving in a restaurant)
 - *Feedback*: the amount of feedback one receives when doing the job.

Job design



Job Characteristics Model

