

Types of Motivation: Extrinsic & Intrinsic

We engage in activity because we find it interesting and derive spontaneous satisfaction from the activity itself.

INTRINSIC

→ **Intrinsically motivated individuals enjoy better overall well-being in the work setting**

EXTRINSIC

Performance of an activity in order to attain some separable reward (such as money, prestige, advancement, or for avoidance of negatives).

LEVELS OF EXTRINSIC MOTIVATION

Autonomous Extrinsic

- Occurs when a person fully internalizes the value of a task or behavior, having brought external factors into alignment with personal values and needs.
- Similar to intrinsic motivation in that factors are internalized, but actions are still done to attain external outcomes rather than inherent enjoyment.

Example: A nurse who has fully integrated an unpleasant task would not only identify with the importance of the activity for the patients, but the regulations of such activities would be integrated with other aspects of the job and life. Thus, the profession of nurse would be central to his/her personal identity.

“autonomous controlled motivation is more predictive than is intrinsic motivation for behaviors that are not themselves interesting and require more discipline and explicit effort.”
(Gagne et al., 2005).

AUTONOMOUS

Autonomous Motivation

As people move up the continuum toward more autonomous motivation, they

- Sustain improved performance
- Perform better on more complex or creative tasks
- Build positive attitudes and relatedness
- Improve overall well-being

Controlled Motivation

CONTROLLED

Controlled Extrinsic

- Tasks or behaviors are performed only for external rewards or for avoidance of negative outcomes.
- Typically experienced as highly controlled, with individuals feeling that they do not have control over their situation or experience.

Example: John performs his work only when his boss is watching and only because he knows that if he does not, his boss might dock his pay or fire him, thus eliminating his external reward.

Adapted from
Ryan & Deci, 2000.

The satisfaction of all 3 universal needs is necessary to successfully promote autonomous motivation.

UNIVERSAL NEEDS

Competence

People need to feel effective in their efforts, be able to make use of their strengths, and feel capable of achieving desired outcomes.

Characteristics:

- Have the opportunity to use their strengths every day
- Broaden what they do by building on their strengths and skills
- Confident in their abilities
- Have a sense of accomplishment from their job

Example: Susan managed a mid-sized cross-departmental project to successful conclusion, using her strong prioritization, organization and communication skills throughout, and receiving positive feedback from all involved.

Relatedness

People need to feel connected to, understood and valued by others.

Characteristics:

- Build supportive relationships
- Emotionally committed to the organization and the people they work with
- Like and get along with coworkers and managers
- Feel valued by people at work

Example: Though Tom and his supervisor don't have many shared interests outside of work, Tom feels like his supervisor genuinely values him as a person and cares about his career at Virginia Tech.

Autonomy

People need to feel a sense of ownership and self-direction in their behavior and work.

Characteristics:

- Are innovative, drive for efficiencies in their work
- Have a lot of input in deciding how work gets done
- Freely express ideas and opinions
- High energy and enthusiasm

Example: Though her goals are set and specific, Paula has a great deal of latitude in determining the best way to go about reaching them. She shares her ideas and opinions with her supervisor, and he supports her in pursuing what she feels will be the best approach.

“satisfaction of basic psychological needs provides the nutrients for intrinsic motivation and internalization.”

- Gagne & Deci, 2005.

BUILDING AUTONOMOUS MOTIVATION

In order to build/promote autonomous motivation, two steps need to be taken:

1. Assess the Individual's Current Level of Need Satisfaction

Determine the extent to which the individual's 3 basic needs are being satisfied at work.

1. Competence

- When the individual is at work, does he/she often feel capable?
- Does she feel a sense of accomplishment from her work?

2. Relatedness

- Does the individual feel like people at work care about him/her?
- Does he perceive that co-workers like him?

3. Autonomy

- Does the individual feel that he/she can make a lot of inputs regarding how his/her job is accomplished?
- Does he feel that he has the opportunity to decide for himself how to go about his work?

“autonomy support refers not so much to a characteristic of the job itself as to an interpersonal climate created by the manager in relating to subordinates and carrying out managerial functions, such as goal setting, decision making, and work planning.”

(Baard, Deci, & Ryan, 2004).

2. Determine a Course of Action

Establish a set of actionable guidelines/strategies to be implemented to ensure the satisfaction of each of these needs based on your assessment of the individual.

Competence

- Provide meaningful performance feedback
- Acknowledge and commend excellent performance on a regular basis
- Communicate confidence in individual's ability
- Determine skill or knowledge development needs
- Provide training in relevant areas
- Provide necessary resources

Relatedness

- Get to know the individual
- Show respect and concern when interacting with the individual
- Structure work to build and reinforce interrelatedness among employees
- Acknowledge the individual's perspectives and feelings, especially when there is resistance to performing an un-interesting task.
- Promote an environment of collaboration and open communication
- Help the person to see linkages to his/her values and personal goals

Autonomy

- Introduce value and provide meaningful rationale for goals and tasks
- Provide authentic endorsement of values
- Acknowledge individual's perspectives
- Encourage individuals to share relevant ideas and opinions
- Offer opportunities for choice
- Encourage self-initiation
- Provide support in a non-manipulative manner

WHAT ABOUT REWARDS?

REWARDS WILL SUPPORT RATHER THAN HINDER MOTIVATION AS LONG AS ...

1. The reward criteria are clear and well-communicated.
2. The reward is appropriate to the achievement.
3. The reward is meaningful to the person receiving it.
4. The reward acknowledges effective performance without incorporating controlling elements such as competition among team mates or pressure to 'meet the numbers'.
5. The reward is administered by autonomy-supportive managers.

NOTES

WHAT ABOUT REWARDS?

REWARDS THAT SATISFY THE 3 UNIVERSAL NEEDS

Competence

- Verbal and written praise for excellent performance
- Awards such as plaques or certificates recognizing competence and skills in a particular area
- Having praiseworthy letters in file
- Receiving public praise
- Nomination for National Association
- Having the ability to attend classes and conferences
- Being asked to present to the Board of Visitors
- Presentations to Advisory committee
- Seeking out employee's advice on how to best accomplish a task/project

Relatedness

- Being given exposure to different parts of the organization
- Providing feedback that underscores the importance of the individual's efforts to the success of the work group/department
- Providing feedback that stresses how much you value having the individual as a member of your team
- Taking work group out to lunch to facilitate informal discussions among group members
- Making a personal sacrifice for an employee following extraordinary effort on his or her part

Autonomy

- Being given control over a job
- Placing greater trust in individual to accomplish his/her job
- Allowing greater flexibility in how a task is carried out
- Giving the opportunity to lead an initiative or project
- Giving the opportunity to present results from a team project or initiative

What about Money?

Monetary rewards, though often considered a primary motivator, have the potential to have a strong negative effect on motivation, leading to decreased performance in the long run.

Deci, Koestner, & Ryan, 1999.

ASSESSING NEEDS WORKSHEET

EMPLOYEE NAME	HOW ARE THEY DOING?			MANAGEMENT ACTIONS FOR DEVELOPMENT
	competence	relatedness	autonomy	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	
	weak ----- strong	weak ----- strong	weak ----- strong	