THRIVING WORKPLACE CULTURE CERTIFICATE™
Training Program

Transforming Organizations through *The Fusion* of Organizational and Employee Wellbeing

Session 3: Understanding and Identifying the *Stuckness*: Motivation and Behavior Change

Session 3 Content:

- Overview of the *Evolution of Motivation*
- The *Stuckness*: Behavior Change - understanding the challenges we face (Adaptive vs. Technical)
- The *Stuckness*: Motivation – how the Old Paradigm perpetuates the *stuckness* and belief-based understandings of motivation and incentives
- Moving Beyond the *Stuckness*: Leveraging the "new sciences" and understandings from neuroscience to support shifting to the New Paradigm.
- Addressing the *Stuckness*: Using evidence-based responses to common belief-based questions and statements about incentives and behavior change

Suggested Reading from *How to Build a Thriving Culture at Work*:

- Chapter 6

Practical Application:

1) ***Behavior Change Stuckness Audit***
2) ***Evidence-Based Rebuttal***

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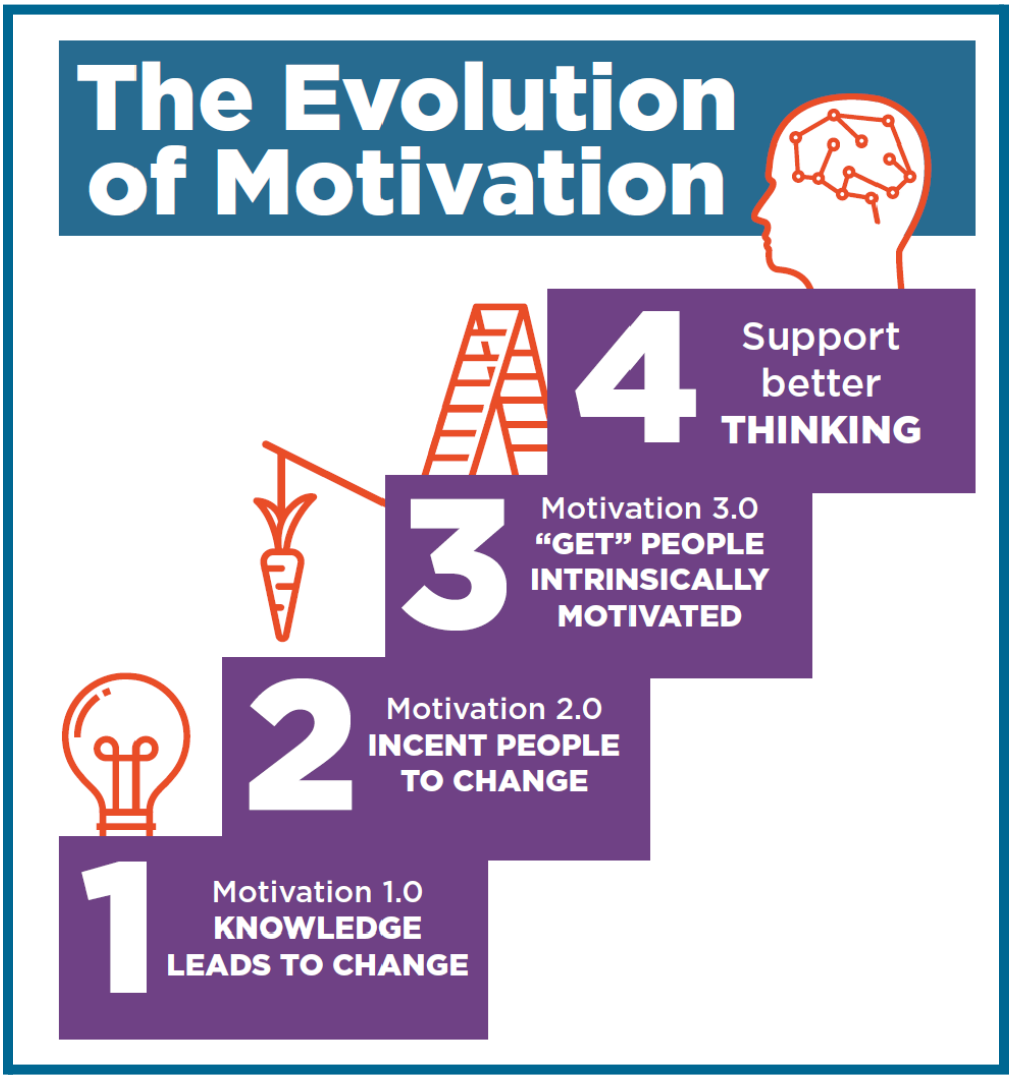
Session 3 Content Overview

The Evolution of Motivation



The "new sciences" help frame our understanding of human behavior and how to effectively support change. It requires moving beyond the *stuckness* of Motivation 2.0 and Motivation 3.0 to embrace the New Paradigm – supporting better thinking. After all, just as climate is a manifestation of culture, behavior is a manifestation of the underlying thinking; without shifting thinking, any behavior change effort won't last.

The *Stuckness*: Behavior Change (understanding the challenges we face)

2 Types of Challenges

Ronald Heifetz and colleagues identified 2 types of challenges:

- ***Technical challenges*** are those challenges where existing knowledge can be applied to bridge the gap between the current reality and where you aspire to be. With technical challenges, people can draw on existing knowledge and experience to solve the problems or can pretty easily attain the knowledge and skills to solve the problems. For example, perhaps your organization is preparing to move locations or install a new computer system. If you've gone through similar changes before, you can look back at the processes and steps taken, what did and didn't work, what vendors you used, etc., and then start the fairly predictable change process. Or let's say you need to replace an appliance in your home. You can fairly easily research features, brands and stores and figure out what will work the best to meet your needs and budget.

- ***Adaptive challenges***, on the other hand, are more complex. With these types of challenges, the gap between the current state and the state you aspire to be cannot be closed using existing approaches; it can only be closed by people reframing how they think and operate. Adaptive work is hard because it challenges our deeply held beliefs, and the values that made us successful in the past may become less relevant. Adaptive work involves experiencing loss in letting go of certain elements of the past — loss of a way of doing things, loss of loyalty to the way things have always been done, loss of feelings of competence, loss of authority and reporting relationships, and more. In other words, in adaptive change, we have to change our mindset in order to accomplish a goal.

A good litmus test for whether or not you're dealing with an adaptive challenge is if you basically have some sort of visceral reaction at the thought of doing it. For example, you can learn the skills to have a difficult conversation (*technical aspects of that challenge*), but if the thought of actually having that conversation makes you nervous, uncomfortable, etc., what you're really dealing with is an adaptive challenge. And until

you address the adaptive challenge, it will be nearly impossible to effectively *apply* the technical solutions.

Most significant challenges require a combination of both technical and adaptive changes. Yet it's no wonder that most attempts for individual change fail. People are not machines but are complex, thinking beings. Effectively leading and supporting individual and organizational change is not about forcing it on people; instead it requires deliberately creating the conditions for pausing and new thinking, thus creating a foundation for adaptive change work.

Mindset

Carol Dweck's research identifies two main *Mindsets* people have that can help with understanding why some people struggle more than others.

- ***Fixed Mindset -*** assumes that our character, intelligence, and creative ability are static givens which we can't change in any meaningful way. In other words, we are born with innate talent or intelligence and our qualities are carved in stone. In this mindset, success is the affirmation of that inherent intelligence. In this mindset perfection is the ultimate goal where we strive for success and avoid failure at all costs; doing so becomes a way of maintaining the sense of being smart or skilled.

- ***Growth Mindset -*** thrives on challenge and sees failure not as evidence of unintelligence but as a springboard for growth and for stretching our existing abilities. In this mindset, we view the hand we've dealt as just the starting point for development, recognizing we can cultivate by putting forth effort.

The following table provides another way to consider the distinction between Fixed and Growth Mindset:

FIXED MINDSET (leads to a desire to look smart; perfection)	GROWTH MINDSET (leads to a desire to learn)
Avoid Challenges	Embrace Challenges
Give Up Easily	Persist in the Face of Setbacks
Values the Result/Destination	Values the Process/Journey
Ignore Useful Negative Feedback (or become defensive)	Use Negative Feedback to Learn and Improve
Rigid / All-or-nothing thinking	Flexible / Adaptive thinking
Feel Threatened by the Success of Others	Find Lessons and Inspiration in the Success of Others
Tend to Use Questions as a Means to Control and Manipulate	Tend to Use Questions as a Means to Understand and Learn
How Can I Look Good?	*How Can I Get Better?*
How Can I Protect Myself?	*How Can I Stretch Myself?*

In order to effectively navigate Adaptive change, people need to develop a growth mindset. Supporting people in doing adaptive change work and developing a growth mindset is a critical foundation for thriving individuals and organizations.

The *Stuckness*: Motivation

The Pitfalls of Motivation 2.0 and 3.0

Behavior Modification: The Legacy of Skinner

- Decades of evidence demonstrate that in many *(perhaps most)* instances, rewarding or punishing human beings is actually counterproductive.
- However, this approach to human motivation has saturated virtually every aspect of our culture. From enticing children to behave by offering them extra TV time, desserts and toys; to inducing students to learn with stickers, gold stars and grades; to rewarding employees with parking places, bonuses and vacations; or punishing them for not participating in wellness offerings, the "carrot and stick" approach to motivation, based largely on the work of B.F. Skinner, is rarely questioned.
- Skinner developed his theory of human behavior, most accurately described as behaviorism, in the l950s. He believed all human actions could be explained by the principle of "reinforcement" (i.e., a reward); behaviors followed by rewards *(positive consequences)* are likely to be repeated. For example, when the phone rings, we pick it up. The reason we pick it up is because we know someone will be there to talk with us. If every time the phone rings we pick it up and nobody is there, we will eventually stop picking up the phone. Thus, the behavior of answering the phone is reinforced by the consequence of human contact on the other end.
- Skinner believed that ALL HUMAN ACTIONS resulted from this same process. He concluded that human beings have essentially no free will; all of our actions are merely mindless "repertoires of behavior" that can be fully explained by the environmental consequences that follow them.

  It's evident how much Skinner's theory is influenced by the 17th century mechanistic worldview of René Descartes who set up the mind/body split that we continue to struggle with to this day. Skinner believed there was "no place in the scientific analysis of behavior for a mind or self."

Two main types of motivation:

- ***Extrinsic/Controlled Motivation*** is being driven to do something due to pressure or tangible rewards rather than for the fun or interest of it. Essentially, extrinsic or controlled motivation involves carrot and/or stick approaches in which people do something because someone else is trying to get them to do it.
- ***Intrinsic/Autonomous Motivation*** is doing an activity because it is interesting and the activity itself provides spontaneous satisfaction. Intrinsic or autonomous motivation is when people do something because they want to do it.

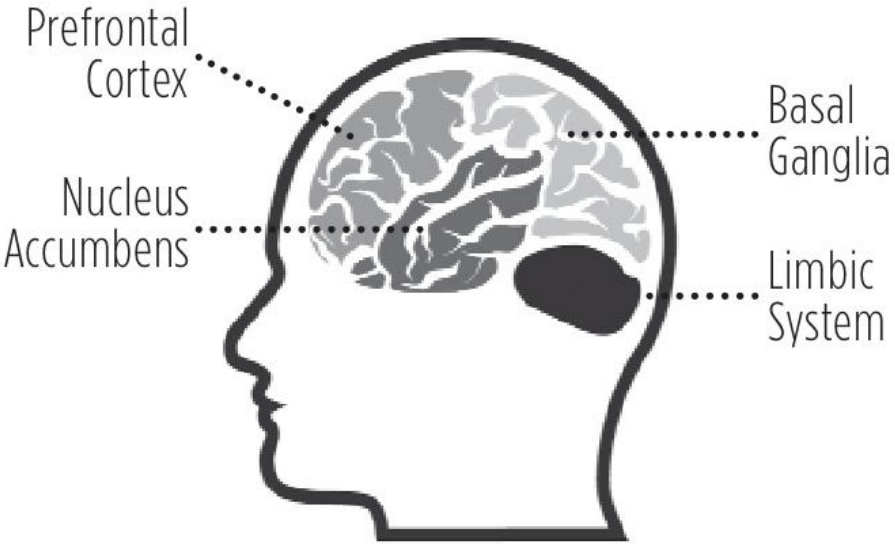
For the past 30+ years, extensive research consistently demonstrates the lack of efficacy of carrot-and-stick approaches as well as the superiority of intrinsic motivation for producing sustainable change. In a 2012 TED Talk, Edward L. Deci, PhD, one of the world's most respected authorities on motivation, summarized the relevant literature:

> *There are literally hundreds and hundreds and hundreds now of scientific investigations that have shown when you're autonomously motivated: your behavior will be more creative; you'll be a better problem solver; when you encounter obstacles, you'll be able to think outside the box and figure out what to do about them; your performance will be better, particularly at heuristic activities; and your emotions will be much more positive. And very importantly, autonomous motivation is associated with both physical and psychological health.*

- In the context of a business environment, the principles of Skinner's behavior modification *(no place for a mind or a self)* don't work precisely because people need to use their minds.
- Focusing on short-term fixes through the use of carrots and sticks may result in short-term behavioral compliance. However, in the long run, the literature is clear: The negative consequences including: diminishing performance and creativity, fostering short-term thinking, encouraging cheating and lying, reducing or extinguishing intrinsic motivation, and becoming habit forming, greatly outweigh any potential short-term benefits.

Moving Beyond the *Stuckness*: Leveraging the "New Sciences"

Lessons from Neuroscience



The graphic above depicts four areas of the brain we know play a critical role in change.

- The ***prefrontal cortex*** of the brain is a "holding area" where our working memory is stored. This is where we first compare ideas and perceptions to other information. It is a highly energetic part of the brain that supports higher intellectual functions *(creativity, innovation, decision making)* and is frequently engaged when we encounter something new; however, it can only store a small amount of information at any one time and it fatigues easily.
- The ***basal ganglia*** are deeper in the core of the brain. They are stimulated by routine, familiar activities; and they form and store long-standing habits. The typical way people behave is rooted in the basal ganglia. In routine activity, the basal ganglia can function extremely well without conscious thought *(e.g., riding a bike)*.
- The ***limbic system*** is traditionally thought of as the "seat of emotions." It is loaded with cells that are responsible for our feelings and emotions, and our fight-or-flight response to stressful situations.
- The ***nucleus accumbens*** is sometimes referred to as the pleasure center of the brain. It is involved in releasing dopamine in response to pleasurable experiences, including sex, love, food, music and many different types of mood-altering chemicals.

- What we have learned from neuroscience research in the past decade firmly supports what we've learned about motivation:
    - ***The Brain's Response to Extrinsic/Controlled Motivation.*** When we are told what to do *("do this or you'll get that")*, the prefrontal cortex immediately sends a message to the basal ganglia saying, in essence, "Hey, this request *(or demand)* is unfamiliar." The basal ganglia respond with, "No way! That is not how we do things around here. Danger!" The limbic system then is stimulated and the fight-or-flight response ensues. At the same time, information flow to the prefrontal cortex is minimized; this is no time for thinking and creativity — it is time to run or fight!
    - ***The Brain's Response to Intrinsic/Autonomous Motivation.*** When we are doing something because we want to, because the act of doing it brings its own reward, a special group of cells called mirror neurons are activated. These mirror neurons send a calming signal to the basal ganglia and the limbic system as if to say, "Everything is fine; nothing to concern yourself with here." At the same time, the prefrontal cortex is stimulated, so critical thinking and creativity are enhanced. As an additional bonus, the nucleus accumbens is stimulated, releasing dopamine, and leading to a generalized pleasurable feeling that "all is well."

So, the more we operate from a 17th – 20th century mechanistic perspective and try to "get" individuals to change or try to "fix" them, the more the brain sends out powerful signals that something is wrong.

- The brain has an innate desire to solve its own problems and create novel connections. When people work out their own solutions, the brain rewards them with pleasure.

The Important Role of Intrinsic Thinking

In the 1960s, in collaboration with colleagues at MIT, Robert S. Hartman developed The Hartman Value Profile (HVP), which measures the hierarchy of values that undergird thinking patterns and how these values translate into personal choice. Values thinking is based in hard science, and it can be measured and changed. Essentially, the HVP is a mathematical assessment of thinking patterns.

Hartman identified three dimensions of valuing or thinking that guide our choices: Systemic (S), Extrinsic (E), and Intrinsic (I). Here's a brief overview:

- **S = Systemic thinking** values abstract concepts and ideas. It manifests as black/white and either/or thinking, and is associated with preconceived ideas about how things *should* be.

  For example, if we over-value others via Systemic thinking, we may have an idea of how things *should* go with a project at work, but then when the unpredictability of life happens and throws us a curveball, we're likely to get frustrated and jump to blame.

- **E = Extrinsic thinking** values function. As a result, Extrinsic thinking relies on labels, categories, and achievements and treats people more like machines or things – as if they were replicable and predictable.

  For example, if we over-value others through Extrinsic thinking, we may only express appreciation when people do what they are supposed to (e.g., meet a health status measure, complete a project or task like we would, etc.), and we will likely resort to behavior modification to try to "get" them to behave in a desired way.

- **I = Intrinsic thinking** values the uniqueness of individuals. It takes into account not only what is seen and ideas about what is seen, but it also recognizes that there is far more going on than meets the eye. It also affirms the inherent value in other people simply because they exist. This kind of thinking takes a bit longer to activate than both Systemic and Extrinsic thinking and requires a short mental pause.

Hartman's research clearly demonstrated that, although all three dimensions of valuing/thinking are necessary, the optimal hierarchy is **Intrinsic>Extrinsic>Systemic (I>E>S)**. In simple terms, this means that the most constructive thinking occurs when

we value people more than things, and when we value things more than mere *ideas* of things or people. The problem is that most of our approaches to support change stem from a S>E>I approach (which triggers the limbic system to rebel). Intrinsic thinking is a SKILL that can be developed – doing so also helps develop more of a growth mindset and positions people to better navigate adaptive change.

Addressing the *Stuckness*

Despite advances in science and understanding about human behavior and change, the majority of people still cling tightly to the Old Paradigm. It is important to be able to provide *evidence-based* responses to belief-based questions and comments regarding incentives and supporting change.

Here are just a few of some of the most common questions or statements we frequently hear from people stuck in the Old Paradigm when it comes to motivation and behavior change:

- *But by using incentives we have been able to get more than half our employees to participate – how else could we have done that?*
- *Well even though incentives are extrinsic motivation, once people get into the programs they may decide they love the activities and then they become intrinsically motivated.*
- *If we take away the incentives how will people be attracted to the programs?*
- *If we take away the incentives, people won't participate in the programs…something needs to get them to initially participate.*
- *You say financial incentives don't work, but people would not come to work if they did not get paid.*

One of the simplest responses can simply be to ask people, "*How well do YOU like to be told what to do or be controlled?...why do you think it would be any different for others?*" That said, understanding the science is important to provide evidence-based solutions. Old Paradigm "common sense" when it comes to motivation is not supported by the evidence.

Summary:

It's important to understand the pitfalls of the Old Paradigm and where organizations are stuck when it comes to motivation and behavior change. Equally important is understanding the new sciences and how important THINKING is to individual and organizational change. Behaviors are a manifestation of our thinking, just as climate is a manifestation of culture. Therefore, meaningful and sustainable change starts by supporting developing better thinking.

Additional Suggested Reading

If you want to learn more about the topics covered in Session 3, here is a list of additional books articles and videos you may wish to consider accessing:

Motivation and Behavior Change

- **Barry Schwartz** (2015)**.** *Why We Work*. TED Books, Simon and Schuster, New York
- **Charles S. Jacobs** (2009). *Management Rewired*. New York: Penguin Group: New York
- **Daniel Pink** (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books: New York
- **Edward Deci** (1995). *Why We Do What We Do*. Penguin Group: New York
- **Carol Dweck** (2006). *Mindset: The New Psychology of Success*. Ballantine: New York
- **Robert Kegan and Lisa Laskow Lahey** (2009). *Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization*. Harvard Business Review Press: Boston
- **Kevin Cashman** (2012). *The Pause Principle: Step Back to Lead Forward*. Berrett-Koehler: San Francisco
- **Jerome Groopman** (2007). *How Doctors Think*. First Mariner Books: Boston
- **Paul Marciano** (2010). *Carrots and Sticks Don't Work: Build a Culture of Employee Engagement with the Principles of RESPECT*. McGraw-Hill: New York
- **Charles Duhigg (**2012). *The Power of Habit*. Random House: New York
- **Promoting Motivation, Health, and Excellence: Ed Deci.** https://www.youtube.com/watch?v=VGrcets0E6I
- **Alfie Kohn** (1999). *"Punished By Rewards."* Boston: Houghton Mifflin
- **Jean-Jacques Laffont and David Martimort** (2002). *"The Theory of Incentives: The Principal-Agent Model."* Princeton, NJ: Princeton University Press.
- **Gagne, M. and Deci, E. L.** (2005). *"Self-Determination Theory and Work Motivation." Journal of Organizational Behavior*, 26, 331-362.
- **Hartman, R. S.** (1967). *"The Structure of Value."* Carbondale, IL: Southern Illinois University Press.
- **Pomeroy, L.** (2005). *"The New Science of Axiological Psychology."* New York: Rodopi.

- **Byrum, C. S.** (2006). *"From the Neck Up: The Recovery and Sustaining of the Human Element in Modern Organizations."* Tapestry Press.
- **Ray Williams** (Feb. 13, 2010). *"How To Motivate Employees: What Managers Need To Know."* Wired for Success. http://www.psychologytoday.com/blog/wiredsuccess/201002/how-motivate-employees-what-managers-need-know-0.
- **Neck, C. P. and Manz, C. C.** (1992). *"Thought Self-Leadership: The Influence of Self-Talk and Mental Imagery on Performance."* Journal of Organizational Behavior, 13(7), 681-699.
- **Manz, C. C.** (1991). *"Self-Leadership… The Heart of Empowerment."* The Journal for Quality and Participation, 15(4), 80-85.
- **Manz, C. C. and Neck, C. P.** (1991). *"Inner Leadership: Creating Productive Thought Patterns."* The Executive, 5(3), 87-95.
- **Amabile, T. M.** (1997). *"Motivating Creativity in Organizations: On Doing What You Love and Loving What You Do."* California Management Review, 40(1), 39-58.
- **Skinner, B. F.** (1990) *"*Can Psychology Be A Science of Mind*?" American Psychologist*, 45:1209.