



AARHUS UNIVERSITY
SCHOOL OF BUSINESS AND SOCIAL SCIENCES



Practical implications of the research: Motivation and performance

Lotte Bøgh Andersen
Aarhus University & KORA
4. October 2013





Contents

- › Intro: Where is the discussion right now?
- › Linking to the opening lecture
- › What started us: Motivation crowding at university departments
- › What are we doing right now? Schools
- › Future project: Leadership and Performance (LEAP)
- › Practical implications and practitioner/researcher relationships



The discussion now

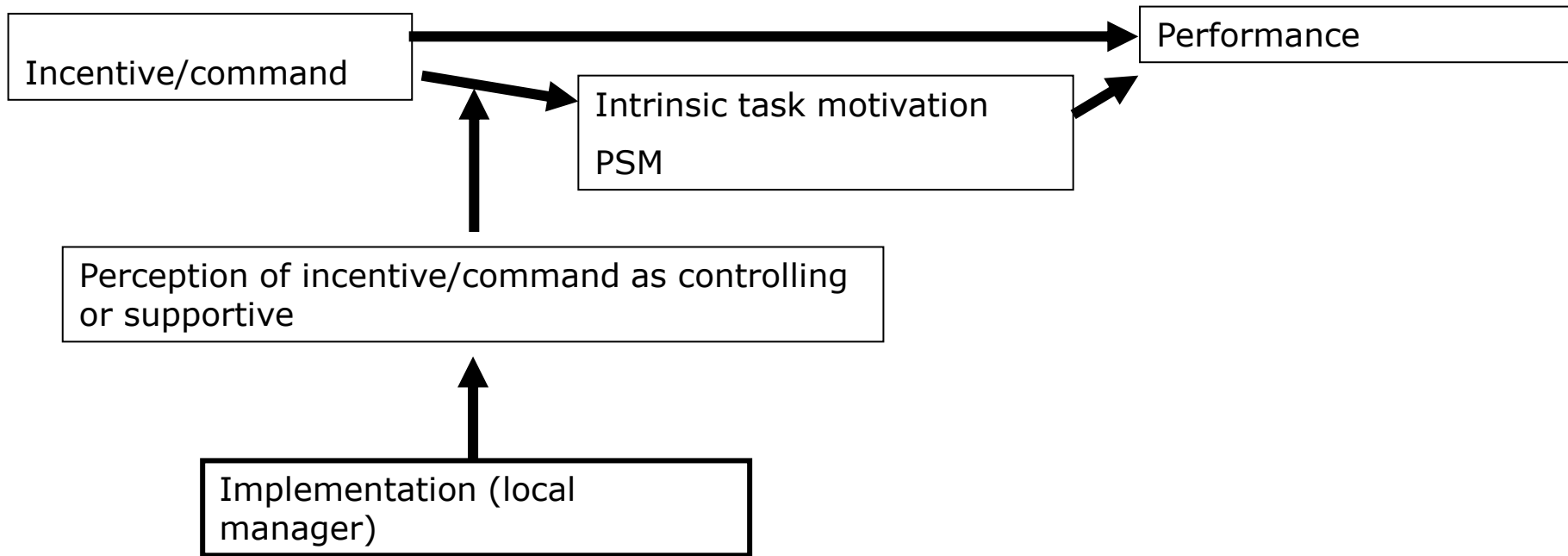
- › Research based debate paper spring 2012
- › Discussion and input from Danish Municipalities and the association of chief executives in the municipalities
- › Productivity commission
- › Hopefully, even more discussion, for example today.



Before NPM: Profession and hierarchy	New Public Management: Market	New types: Motivation and network
Functionalistic perspective on professions Neutral bureaucrats	Utility maximizing public employees	Mixed motives
The problem is market failure	The problem is that the public sector has monopoly	The problem is increasing complexity
The public sector is the solution in itself	Public-private competition (outsourcing, privatization)	Public private partnerships
Citizens as clients and taxpayers	Citizens as customers	Citizens as volunteers and co-producers

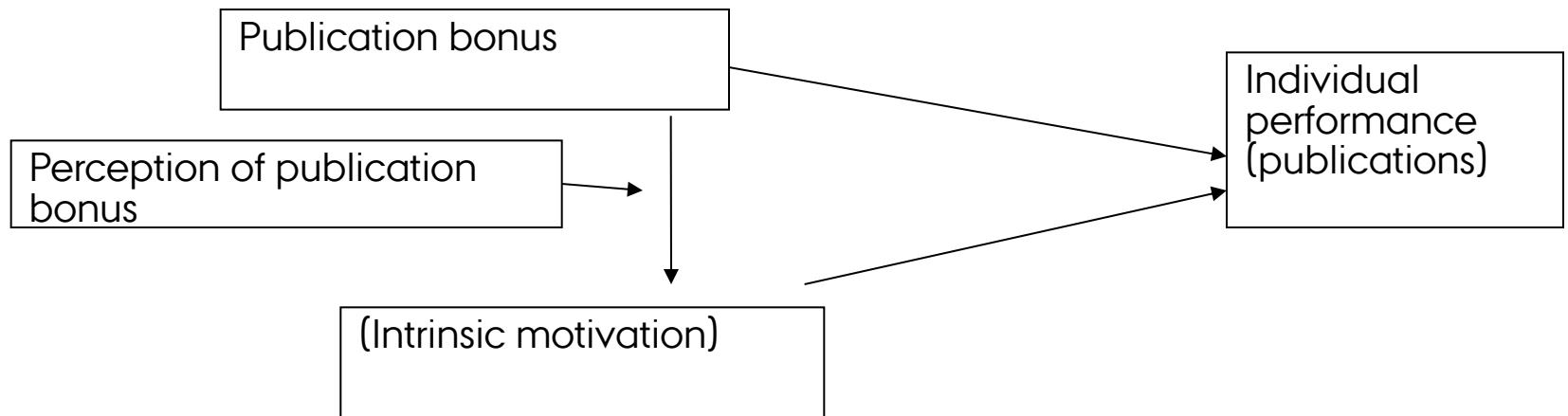


Overview





Point of departure: Crowding at universities





Perception of incentives

- › Motivation crowding theory: The perception of incentives moderates the relationship between incentives and motivation/performance
 - › Supportive: crowding in of motivation, better performance
 - › Controlling: crowding out, less or even negative effect of incentives on performance
- › Results from Danish research institutions: Implementation of Performance Related Pay between 2000 and 2005. How did the different introduction of this incentive system affect number of publications depending on the perception of this “publication bonus”?

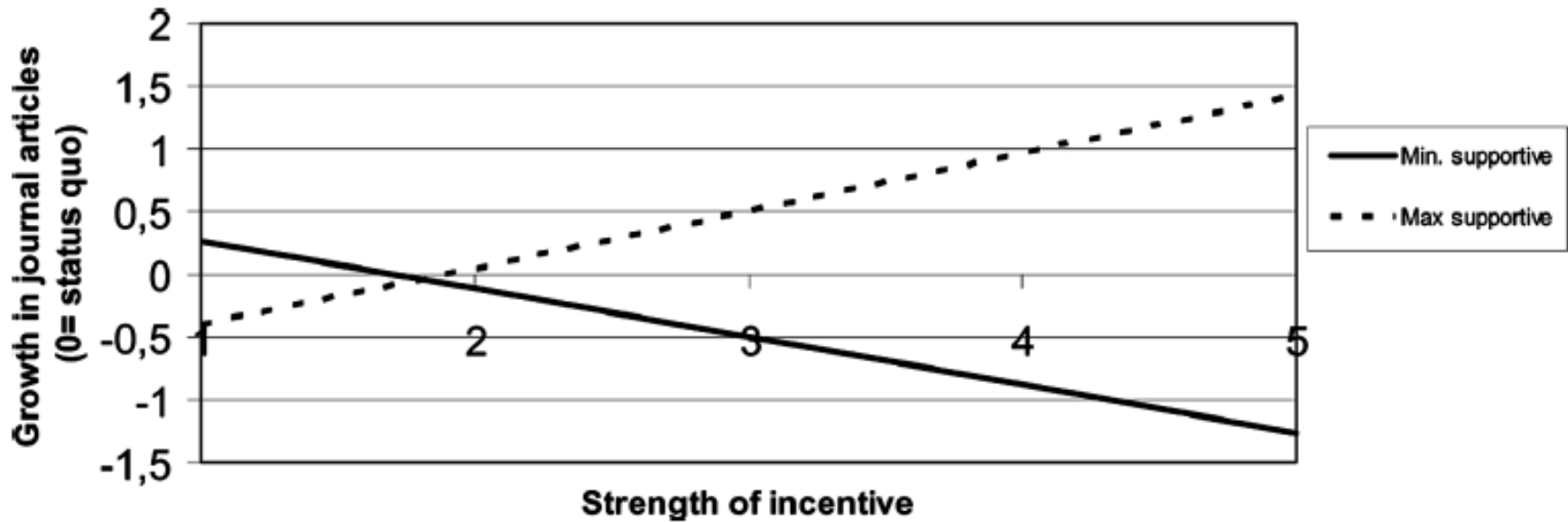


Figure 2. Illustration of Model 3 Estimated Regression Lines for Different Perceptions of the Incentive



Our research right now: Schools as an example

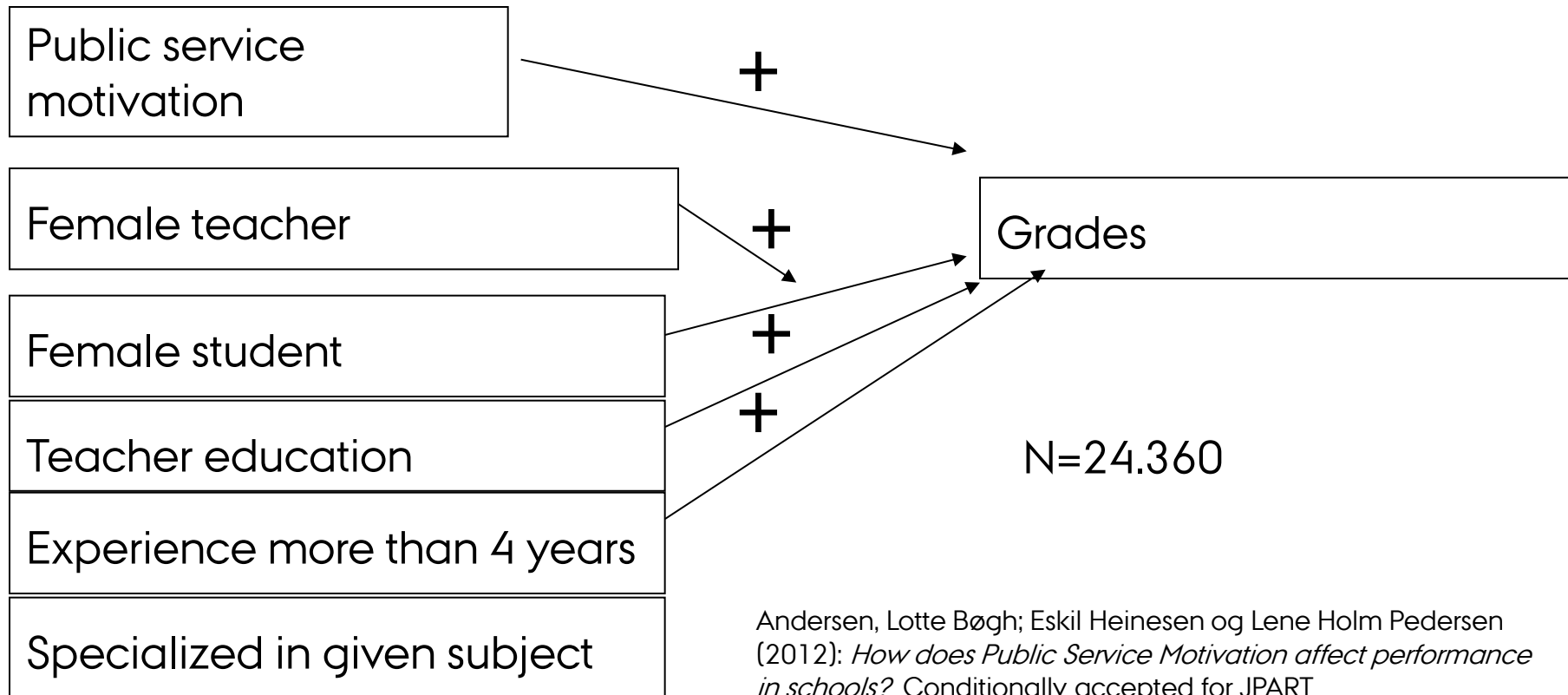


School project: How?

- › Register information about grade, student socio demography etc.
- › Qualitative interviews
- › Survey 3,230 teacher from 85 schools
- › Survey with principals (SFI)
- › Information from schools to link students to teachers in a given subject



Key results (=opening lecture)

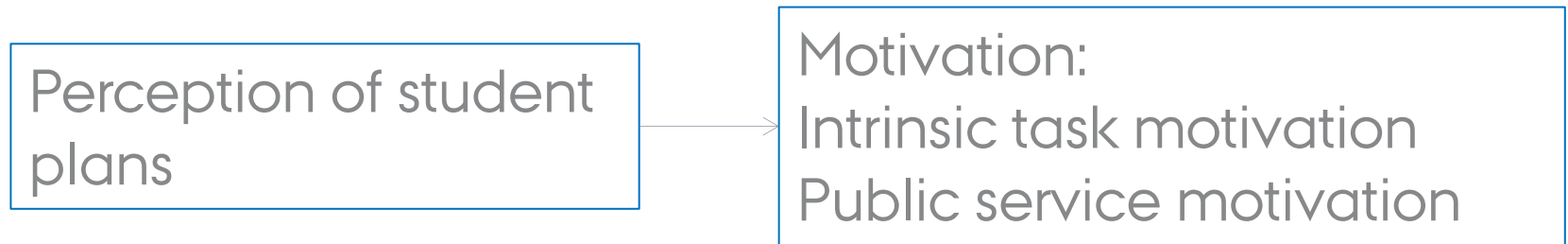


Andersen, Lotte Bøgh; Eskil Heinesen og Lene Holm Pedersen (2012): *How does Public Service Motivation affect performance in schools?* Conditionally accepted for JPART



Why does teacher motivation vary?



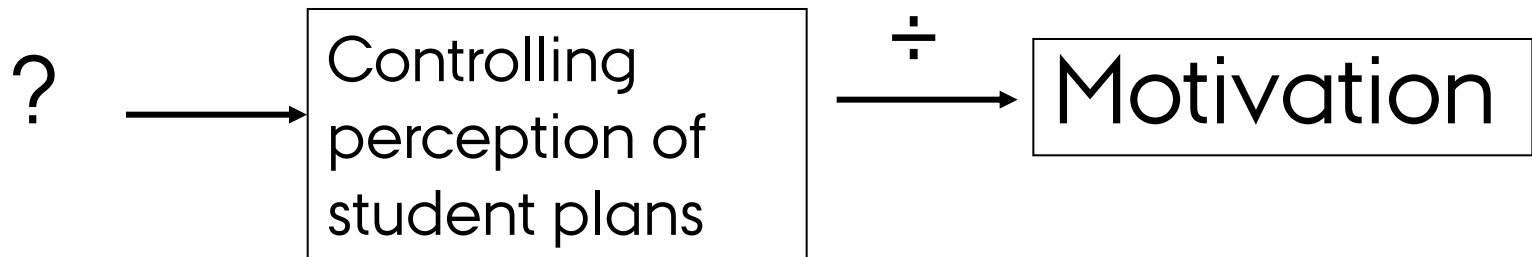


Linking individual teachers' perception and motivation

Key result: If teachers see student plans as controlling, their motivation (for all measured types of motivation) tends to be lower



Why does the teachers' perception of the demand to make student plan vary?





Key results concerning variations in perception:

- › Hard implementation, controlling perception
- › Big schools
- › Schools with poor students
- › Male teachers

Source: Mikkelsen, Jacobsen, Andersen, *Understanding employees' perceptions of command systems -A study of school principals' enforcement of obligatory student plans*, Presented on the IRSPM conference in Rome 2012



Future research



Leadership and performance

How can leadership strategies affect performance in public and private organizations?

- › The literature strongly suggests that leadership strategy can be affected through systematic leadership training

Approach:

- › Field experiment (randomized) with 720 leaders and approx. 23.000 employees
- › We distinguish between transactional leadership based on exchange of rewards for effort and transformational leadership where leaders are focused on changing their followers' motivation and values
- › The leaders who agree to participate in the experiment are randomly assigned to one of four groups (treatments):
 - › Control group
 - › Transformational treatment
 - › Transactional treatment
 - › Combined transactional and transformational treatment
- ›
- › Five types of organizations where performance can be objectively measured: Secondary schools (stx, hhx and htx), tax sections, bank branches, schools and day-care for children
- › Multiple performance measures – before and after treatments



Practical implications

- › Implementation of command and incentives so that employees see these systems as supportive
- › Needs (self-determination theory): Autonomy, competence and relatedness
- › Make the employees' contributions visible
- › Clear goals which the leaders transforms to a vision (developed, shared, sustained)



Practitioner-researcher relationships

› **Researchers need practitioners:**

- › Knowledge about specific problems with practical relevance
- › Comment for research in progress and future projects
- › Participation and support (interviews, surveys etc.)
- › Joint discussions about gaps in knowledge and inspiration to new projects

› **Practitioners need researchers:**

- › Systematic knowledge
- › Systematic evaluation
- › Spreading solutions which work
- › Mutual inspiration: Hopefully, we have a common interest



Thank you for your attention!
Lotte@ps.au.dk