

HOW TO MOTIVATE OTHERS AND MOTIVATE YOURSELF IN TIMES OF CRISIS

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Work motivation is an adaptive behavior with which we respond effectively to our job demands. The current crisis has introduced changes in some basic working conditions (timetable, salary, security, etc.) that are affecting a type of motivation determined by the external conditions of the worker. Research shows that this nonself-determined motivation is weaker in intensity and less persistent over time than self-determined motivation. Based on the research we have been developing in recent years, we propose some guidelines that focus on encouraging a more autonomous and self-determined motivation. Much of this research has been based on a dynamic understanding of work motivation. Understanding the dynamics of motivation gives us useful guidelines for action.

Key words: Motivation, Extrinsic motivation, Intrinsic motivation, Motivational dynamic, Labour conditions.

La motivación laboral constituye un tipo de comportamiento adaptativo con el que respondemos de manera eficaz a las demandas de nuestro trabajo. La crisis actual ha supuesto el cambio de algunas condiciones laborales básicas (horarios, retribución, seguridad, etc.) que están incidiendo en un tipo de motivación, determinada por condiciones externas al trabajador, que la investigación conoce es una motivación débil en intensidad y poco persistente en el tiempo. Propondremos algunas guías que se centran en el estímulo de motivaciones más autónomas y bajo el control del trabajador en base a investigaciones propias que hemos venido desarrollando en los últimos años. Gran parte de estas investigaciones se han basado en una comprensión dinámica de la motivación laboral. Entender la dinámica de la motivación nos aporta este tipo de guías útiles para la acción.

Palabras clave: Motivación, Motivación extrínseca, Motivación intrínseca, Dinámica motivacional, Condiciones laborales.

“ Money motivates neither the best people, nor the best in people. It can move the body and influence the mind, but it cannot touch the heart or move the spirit,” Dee Hock, founder of VISA International.

The current economic crisis means not only the loss of employment for many workers, but also the worsening of some working conditions. For example, wages, job security and hours are some of the basic working conditions that have been affected in recent times. In this article we focus on how the decline in some of these basic conditions negatively affects both the level and dynamics of work motivation.

To this end, we will structure the article as follows. Firstly, we will discuss briefly what is meant by work motivation and we outline some of the more established knowledge in the field. Secondly, forming the core of this work, we present some of the most significant results from our own investigations that have evaluated work motivation in our context. Specifically, in past investigations our research team was mainly interested in two issues: the first was to understand how and why we are motivated at work, and the second was to understand how motivation evolves over time. Thirdly, and finally, we will

discuss how the changes in certain labor conditions (e.g. stability, security, remuneration, etc.) can influence work motivation according to the findings presented in the previous section. In doing this, we aim to provide practical guidance for understanding motivational dynamics and how we can influence them.

WORK MOTIVATION: INTERACTION, NEEDS, COGNITIONS AND DYNAMICS

What Is Work Motivation?

By work motivation, we mean “the psychological processes that determine (or provide energy to) the direction, intensity and persistence of action within the continuous flow of experiences that characterize a person in relation to their work” (Kanfer, 1990, p. 3). Direction, intensity and persistence are the three forms of expression of motivated behavior.

The interest in motivation goes back a long way in our discipline and from the time of the early behaviorists, such as Tolman or Hull, psychology was concerned with the initiation of learned behaviors or patterns in the animals studied. The interest in work motivation in applied psychology is very pragmatic: together with competencies and elements of the context (e.g., having the appropriate tools) these comprise the key determinants of job performance. Summarizing briefly some of the more established knowledge, we highlight the following: motivation varies within each worker, between workers and

between situations within the same worker; it must be inferred from the worker/situation interaction; it represents a set of psychological processes that connect and integrate forces of the individual and the context; it is subject to change due to changes in these internal forces (employee) or external ones (context); it combines intentions with the allocation of resources in a specific context; it is a self-regulatory process; and it represents a form of exerting control over behavior (Kanfer et al., 2008).

The literature on work motivation has traditionally moved among various tensions based on paradoxes. Three of these have been historically recurrent (Figure 1). First, there is the tension produced by the view of motivation as an autonomous behavior, initiated under the control of the employee, together with the fact that at work there are also other motivational forces beyond the control of the worker that would make them behave in the exact opposite way, i.e., presenting dependent behaviors. This tension has been the basis of the literature on intrinsic and extrinsic motivation, for example in the theory of self-determination (e.g., Deci & Ryan, 1985).

Second, the tension produced by the view of motivation as behavior directed at a goal, a purpose, or similar (approach behavior) and at the same time, the view of motivation as behavior intended to avoid a goal, a purpose, or similar (avoidance behavior). The dynamic interplay between approach and avoidance is key to understanding motivation and its dynamics as indicated in the theory of achievement of Atkinson (1964) or the reversal theory of Apter (1989) and as proposed in the most recent literature on affect at work (e.g., Weiss, 2002). And third, the tension produced by the conception of motivation as a homeostatic process, governed by the restoration of lost equilibrium (the case of the theories of needs and the idea that workers are motivated because we have unsatisfied needs and with motivated behavior we will pursue

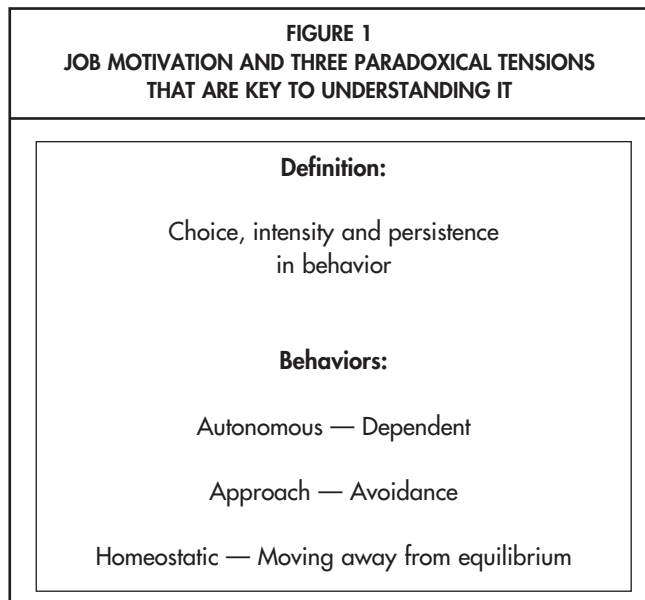
the satisfaction of these and thus restore balance) and, in turn, the conception of motivation as an ongoing process of finding new imbalances (in the case of some process theories, such as the theory of goals [Locke & Latham, 1990] which highlights the need to review one's own targets based on what has been previously achieved, or the case of flow theory [Csikszentmihalyi, 1990] in which the challenge is based on the skills of the worker, skills that change and, after the flow experience, require the generation of new challenges, different from the initial ones). Work behaviors such as exploring, creativity, innovation or even simply curiosity fit this way of understanding motivation as moving away from equilibrium (Yela, 1973).

The motivational literature has generated a number of theories that have given us precise compressions of work motivation but these have always been partial. This has been the case because the different theories have sacrificed totality for accuracy (Kanfer, Chen & Pritchard, 2008), and the result has been the generation of a broad knowledge across a wide myriad of micro-theories that have illuminated several key processes operating at different levels of analysis or from different epistemological conceptions. The result is that we have very precise information about the different mechanisms involved in motivated behavior. In the next section, we will focus on some of the major contributions the leading theories have provided.

Basic Needs: Motivation As A Process that is Oriented to the Satisfaction of Needs

The early theories that were proposed on work motivation, which extend to the present day, emphasized the idea that the motor of motivation is represented by a set of requirements that we must meet. Since the classic contributions of Maslow's hierarchy of needs (1943) or Herzberg's (1968) 'One more time: how do you motivate your employees?' to the most recent theory of self-determination developed by Deci and Ryan (e.g., Deci & Ryan, 2002), the key idea is that the worker, as a human being, has a set of needs and motivated behavior is the type of behavior that is stimulated by the satisfaction of any of these needs.

As such, what the different theories have done is to propose lists of these needs that are key to understanding motivated behavior, sometimes venturing to search for universal needs. For example, self-determination theory, (e.g., Deci & Ryan, 1985, 2002) proposed and found evidence of three needs that every human being pursues and that are also relevant in the world of work (eg, Gagné & Deci, 2008): autonomy, relatedness and competence. *Autonomy* refers to the need of human beings, and by extension workers, to control their environment and to gain more and more independence with regards to the environment and to become increasingly less dependent on others. As we noted in job contexts, this need conflicts with the fact that organizations offer rewards that remind workers that they are



also dependent on the larger social structure that is the organization. Autonomy and dependence represent a paradoxical tension that is always present in the world of work. *Relatedness* refers to the need to maintain social interaction and social relations. Relatedness expresses the desire to be connected with others and have close relationships. In the work context, it would take the form of the need for collaborative work, in networks, together with the generation of shared attitudes, such as identification with the team and organization. Finally, *competence* or control would refer to the growth and development of the person, the worker, in relation to dealing with certain knowledge, skills and abilities, such that they increase their ability to manage well and have greater control over their work. Competence would clearly be linked to the tendency to actualization, addressed by humanists like Rogers or Maslow.

Thus, autonomy, relatedness and competence are the three needs pursued by all workers. And human resources management would do well to develop policies and practices that are able to serve these needs. An example of this would be to monitor the degree of autonomy, relatedness and competence experienced by employees in order to train and develop employees professionally and increase their level of motivation.

Key Cognitions: Motivation As A Decision-Making Process

Current organizational psychology is mainly cognitive and, in the area we are addressing, there are many theories that offer different cognitive mechanisms to understand how motivation occurs with regards to how information is processed and decisions are made concerning whether or not to make an effort, how much effort to make and how much to persist in the effort. We highlight four cognitions that have dominated the literature: expectancies, goals, efficacy and justice. When it is understood how these cognitions work, motivation becomes a process of decision-making; the decision to be made is whether to initiate the effort, how much effort to invest and how long to persist in it. Next, we take a look at these cognitions.

By *expectancy* we mean a “momentary belief concerning the likelihood that a particular act will be followed by a particular outcome” (Vroom, 1964, p. 17), or an “association between action and outcome” (op cit., p. 18). There are two fundamental expectancies that have been proposed: expectancy of outcome (clearly related to self-efficacy beliefs, which we will present later) and expectancy of instrumentality relating to the expectation that upon performing well at work, the worker expects a result from the organization. For example, having performed well, a seller can expect that the organization will reward them with a bonus.

Goals relate “to the object or purpose of the action” (Locke & Latham, 2013, p. 4). Goals have been proposed as one of the main determinants of motivated behavior in that they guide behavior (i.e. the content of the goal, for example, to increase

sales by 10%, clarifying what is to be achieved) and they provide information on the effort it will take to achieve them (what is known as the intensity of the goal). In the work context, where the theory of goal-setting was born, goals are always related to levels of performance and accomplishment to be achieved.

With regard to *self-efficacy*, as has been proposed by Bandura, this refers to the “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations.” (Bandura, 1997, p. 21). Translated into self-efficacy at work, this would refer to the beliefs that workers have regarding their ability to perform as required. Bandura has proposed, and subsequent research has shown, that beliefs influence the way people think, feel, motivate themselves and act and, in particular, they influence three key aspects of work motivation: the choice of tasks, the effort put into performing them and persistence in this effort. These three traditional functions of self-efficacy are clearly connected with motivation such that stimulating self-efficacy beliefs will stimulate motivation.

Finally, perceptions of *justice* have also been contemplated as important cognitions in understanding how work motivation occurs. From the old theories of equity to the most modern theories of interpersonal justice, the existence of a number of insights to be considered in explaining motivated behavior is proposed. These all fall under the label of justice in that they are interested in how the worker perceives they are treated by the organization. Specifically, there may be perceptions on how rewards are given out (distributive justice), how decisions are made (procedural justice), on respect and politeness in personal interactions (interpersonal justice) or on the justification and truthfulness of interactions (informational justice; Colquitt, 2012).

Dynamics: Motivation As A Process of Adapting to the Environment

As we mentioned, persistence is one of the three manifestations in defining work motivation. However compared to the other two, direction and intensity, persistence has generally been neglected in the scientific literature (Kanfer, Chen & Pritchard, 2008) and only more recently has the dynamic nature of work motivation been recognized.

In the early stages of research in the field, using cross-sectional designs has enabled the study of motivation as a more or less static and stable phenomenon and this seems to be useful for generating important knowledge about the key determinants of work motivation and for understanding motivated behavior itself. But motivational dynamics require longitudinal and intra-subject research. As we shall see from our own research, work motivation is dynamic in the short-term (hours or days) showing significant fluctuations, as well as in the long term (months, years) and it has been shown, for example, how motives and

needs change throughout the whole life cycle (Kooj et al., 2011).

Motivation is a self-regulatory process (Donovan, 2001) and as such it is a process that occurs over time and is constantly changing (Kanfer, 2013). The need for self-regulation arises from changes that may occur in the work environment (e.g., changes in human resource management practices) and, especially, from everyday events that happen at work and trigger emotional and motivational responses (e.g., attending to a customer's complaint on the phone, the informal comments of a colleague congratulating us for an initiative that we have taken, etc.). These responses are temporary but are equally important in understanding motivated behavior and its evolution as proposed by the well-known affective events theory (Weiss & Cropanzano, 1996).

RESEARCH CARRIED OUT IN OUR CONTEXT

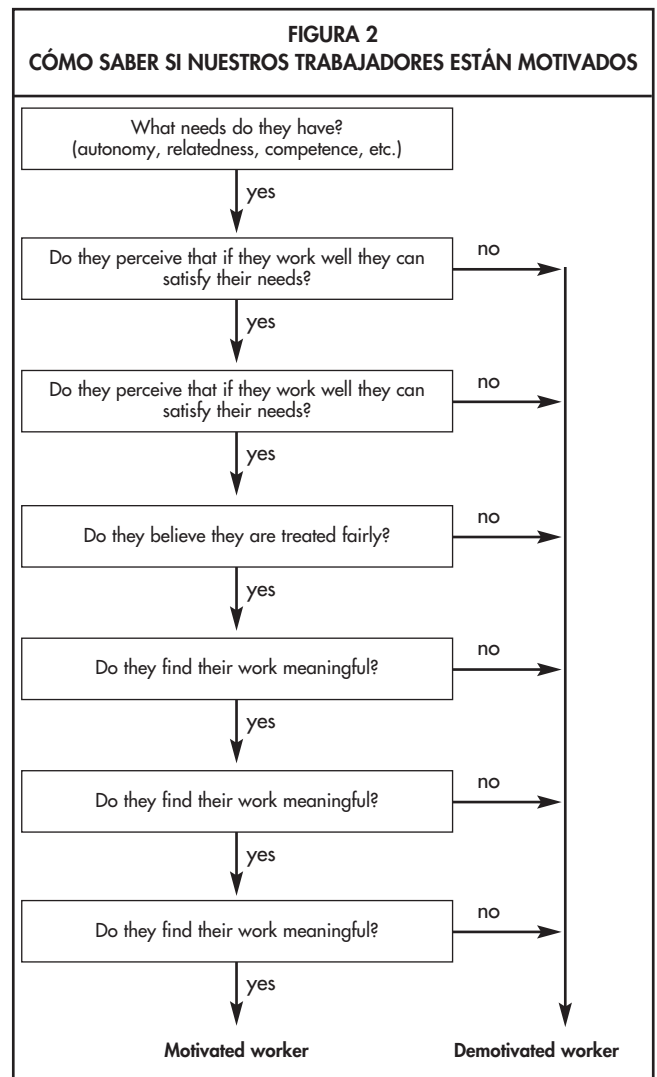
Seven Steps To Understanding How and Why Workers Are Motivated

In 1998 we proposed an integrated model of work motivation (HSA-Mot model, Quijano & Navarro, 1998) based on various classical theories such as the theories of Maslow and Herzberg, Vroom's expectancy theory, Adams' equity theory, Bandura's self-efficacy theory and the theory of critical psychological states of Hackman and Oldham. This model has shown to be invariant, with a similar conceptual structure, when we have applied it to different populations of workers from different countries such as Chile, Spain, Mexico, Portugal and the UK (Navarro et al., 2011). The results of these studies taken together show us that we can consider seven keys to understanding why a worker is motivated (or unmotivated) in their work and how this occurs. The model gives us seven key elements to understanding the main influences on work motivation. What are these seven elements to consider in work motivation? Approaching this as steps to be taken, the seven steps we must take to motivate our employees, or ourselves, are as follows (see also Figure 2).

First, *find out what the interests of the workers are*, i.e., find out what motivates them, and what their needs are. The human being is a permanently dissatisfied animal. There are differences between their desires, of course, but all employees have needs. In the past we have used different lists of needs. For example, a worker may be interested in retribution, stability and security, relationships with their colleagues, the support of the supervisor, recognition of their work, promotion, the chance to apply their skills and knowledge, professional development, etc. These lists can be abbreviated and we can focus on basic needs such as those we mentioned when discussing the theory of self-determination. That is, we can focus on the three basic needs of autonomy, relatedness and competence. Or we can focus on the aspects that research on need satisfaction has found most relevant (Judge & Kammeyer-Mueller, 2012): tasks performed, supervisory styles, peer relationships, remuneration and promotion.

Second, *find out if the employee believes they can meet these needs with the correct performance of their work*, i.e., obtain information on whether the employee feels that if they work well their needs will be met (expectancy of instrumentality). This instrumental view of work for satisfying interests is also key in understanding the motivation (or de-motivation) of our workers.

Third, *find out if the worker thinks he can do his job well and demonstrate high performance*. Although it seems obvious and we may think that everyone can do their job, this is not always true and furthermore, in the current continuous change in many organizations, workers have to face new tasks that they do not always know well. Ask yourself to what extent they consider themselves capable. This will be an important source to sustain motivation, and it may be a barrier to initiating motivation. It is important that employees perceive a balance between their skills and the challenges they encounter in their job. This balance will lead them to increase the level of interest and enjoyment they experience in their work.



Fourth, *inquire into the perceptions of justice that your employees have*. Find out if they feel that they are treated fairly by organizational policies and practices, including the management and leadership styles. There are two key elements to consider in these perceptions of justice: the treatment received from the organization and social comparison (how others are treated). Both elements determine the worker's perceptions of justice, which are known to be crucial to understanding especially the de-motivation (whether momentary or progressive) of a worker.

Fifth, *find out if the employee believes that their work makes sense and is meaningful*. Finding meaning in the work you do on a daily basis is key to guiding and sustaining the behavior in the middle and long term. As we said at the beginning of this article, motivation is also persistence in time, and helping to achieve a noble purpose is one of the most intelligent ways to achieve such persistence. In this regard, it is important that employees perceive that their work is key in achieving an important goal that goes beyond themselves.

Sixth, *find out if the worker knows what their work achieves, what results they get, and what impact it has on others*. Unlike artisanry, in which the artist receives constant information about what they make, in most of our jobs this feedback is delayed in time and much less clear. Facilitating mechanisms to enable workers to have this information is also a key step to motivating them.

And seventh, *find out if the worker feels responsible for the results they achieve*. As well as the worker knowing what their work achieves, it is also key that workers perceive themselves as responsible for these results, both positive and negative. Motivation is manifested in autonomous behaviors for which the actor is responsible.

Applying this integrated model to a sample of more than 1,600 workers in different countries (Chile, Spain, Mexico, Portugal and the UK) and different sectors (primarily health, industry and services) we have obtained some interesting results. For example, as motivational strengths we found that workers generally have higher perceptions of meaning in their work ($M = 8.09$, $SD = 1.25$) and feeling responsible for the results they achieve with their work ($M = 8.06$, $SD = 1.33$; all scales in this model have a range of 0 to 10). Similarly, workers feel that if they work well they will be able to meet their needs for professional development ($M = 7.52$, $SD = 1.80$), maintaining good relationships with peers ($M = 7.49$, $SD = 1.43$) and application of knowledge and skills in the job ($M = 7.33$, $SD = 1.66$). As weaknesses, the perceptions of justice stood out as having medium-low values ($M = 5.51$, $SD = 1.84$) as well as workers feeling it was difficult to meet the following needs no matter how well they work: receiving recognition ($M = 6.37$, $SD = 1.83$), promotion ($M = 5.49$, $SD = 1.87$) or improving remuneration ($M = 5.06$, $SD = 2.08$). Focusing on the data from the Spanish sample ($N = 625$), security and

stability is notably one of the three needs that are perceived as the most important ($M = 7.43$, $SD = 1.90$) compared to the other countries studied, with the exception of the Mexican sample. And this need is considered to have a medium value regarding the facility with which it can be satisfied if one works well. In other words, it is a basic need or, as Herzberg would say, a hygiene factor that appears to be neglected.

Finally, an important limitation of the application of the model in our research is that we have only conducted cross-sectional studies, i.e., applying the assessment tools at one specific point in time. Although this is a common practice in research in applied psychology, recent motivational literature (e.g., Roe, 2013) tells us that such evaluations suffer from cognitive biases in the evaluations employees make regarding their work and that longitudinal studies are required that account for the dynamics of work motivation. This is precisely what we have done in the second line of investigation that we will present.

How Does Motivation Change Over Time?

Imagine that you are asked several times daily how the tasks you are carrying out in your work motivate you. Imagine, also, that this happens for several consecutive working days. When we ask this kind of question, the result we find is that our work motivation changes from one day to another and from one moment in time to another. From this new approach, it has been found that work motivation becomes a complex process that, in one person, may even change dramatically in short periods of minutes (Credé & Dalal, 2002). Work motivation shows large fluctuations in its temporal dynamics, as can be seen by a simple graphical representation of the changes (see Figure 3).

In this other line of research (e.g., Arrieta, Navarro & Vicente, 2008; Ceja & Navarro, 2009, 2011; Navarro & Arrieta, 2010; Navarro, Arrieta & Ballen; 2007; Navarro et al., 2013) we collected data from 133 workers in different occupations that answered a daily motivational diary six times a day for 21 consecutive working days (over 16,000 registers collected). In 73 of them, we collected information on different motivational variables (e.g., self-efficacy, instrumentality, etc.); in the other 60 we collected information on different variables related to the experience of intrinsic motivation called flow (e.g. perceptions of challenge, skill level, interest, absorption, etc.) Approached in this way, motivation shows its dynamic nature, changing over time. The most significant results of this line of research would be as follows:

Fluctuations and complex patterns. As mentioned above, motivation shows high fluctuation when evaluated over time. Looking at specific examples, such as those presented in Figure 3, one would think that these fluctuations are nothing more than manifestations of a random process with no apparent structure. But when these results are analyzed in detail, using techniques that are able to differentiate between random processes and

deterministic patterns, we found that in most cases these developments show chaotic deterministic patterns (a type of nonlinear dynamic, which is very specific and common in other natural phenomena such as the functioning of the heart or brain). Specifically, we find this type of chaotic pattern in 75% to 87.5% of cases, i.e., this would be a predominant dynamic pattern. The chaotic pattern is associated with high levels of motivation, self-efficacy, perceived instrumentality, absorption, interest and enjoyment. Thus instability and nonlinearity suggest a healthy and adaptive behavior that helps employees to respond effectively to the demands of their jobs.

Context Sensitivity. The evaluation method used, known as experience sampling, in which the participant is instructed to answer keeping in mind the 'here and now', enables us to capture and become aware of how our behavior, and also motivated behavior, is in constant interaction with the context. Our behavior is extremely sensitive to the context in which it takes place and our consciousness is volatile.

Simplicity in complexity. Despite showing complex and nonlinear temporal dynamics paradoxically, these dynamics are determined by a relatively small number of variables (less than 7). Although we cannot know which variables are critical, as this would entail a participant by participant study, the results themselves are however clear in indicating a dimensional decrease in the motivational dynamics, a result that is consistent with previous findings in the area.

Self- and nonself-determined. Work motivation can be determined autonomously from within the workers themselves (classical intrinsic motivation) or it can be determined from the context (e.g., organizational practices) in which case it would be nonself-determined. Self-determined motivation is stronger (higher motivational scores) and more persistent (these scores are maintained over time), while nonself-determined motivation is weaker and less persistent. Mixed situations are also possible, but then the dynamic pattern is closer to that of nonself-determined motivation.

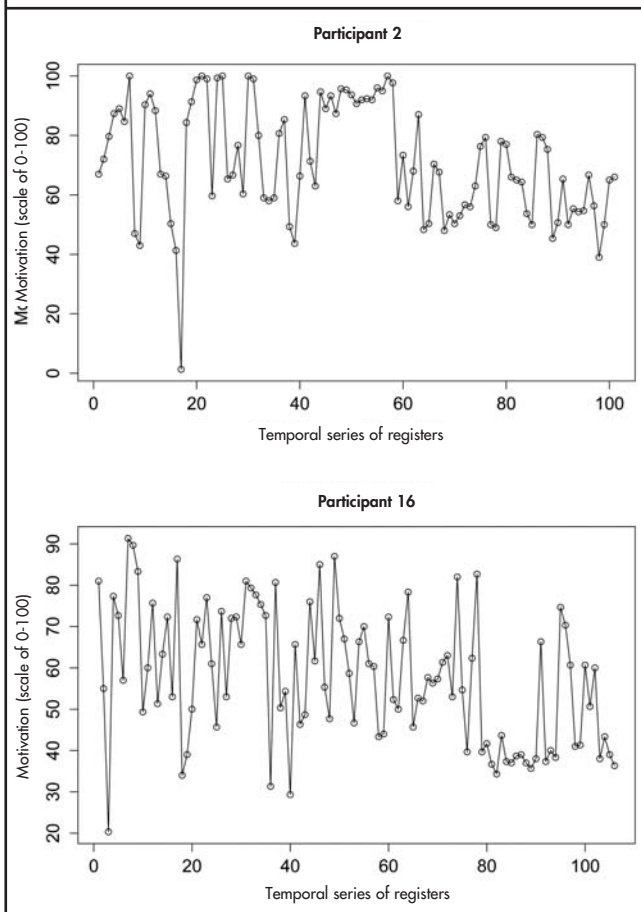
Influence of working conditions. We found repeatedly that people who work part time and those who have non-regular work days (e.g., 3 days working-4 days off) are the workers that have shown the lowest levels of motivation as well as greater stability in their motivational dynamics (i.e. there was little fluctuation in their low levels of motivation). In addition, excessive flexibility in scheduling (i.e. no starting or finishing times established a priori) was associated with motivational dynamics with excessive fluctuations and, again, low levels of motivation.

Closing this section, work motivation is a dynamic and fluctuating process whose changes are due to the continuous interaction between the worker and his work. This process is deterministic in most cases and it is only necessary to focus on a few variables to understand it, even if these variables are different in each worker. So we can conclude by saying that work motivation should be studied as a dynamic and continuous process based on three aspects: with regards to the "content" in itself, the "context" in which it is manifested and the "changes" that it can generate in other processes or suffer itself (Kanfer et al., 2008).

DISCUSSION: THE INFLUENCES OF PRECARIOUSNESS IN JOB MOTIVATION

As we said at the beginning of this article, the current crisis is affecting the world of work through a worsening in some of the basic working conditions, such as physical working conditions (e.g., order, cleanliness, timing, etc.), remuneration and security. These factors, known as hygiene factors, contribute in the best case scenario to the stimulation of extrinsic motivation. We now know that extrinsic nonself-determined motivation is less intense and less persistent, so the increase in the precariousness of working conditions merely generates jobs and organizations that are unfeasible for the future.

FIGURE 3
THE DYNAMICS OF JOB MOTIVATION. AN EXAMPLE OF THE
EVOLUTION IN TWO WORKERS OVER 21 CONSECUTIVE DAYS
AND TAKING SIX MEASURES EACH DAY



Changes in Working Conditions

Changes in working conditions have been largely determined by the regulatory and legal changes that have occurred in our context. The application of these legal regulations has been implemented in many organizations unilaterally, by senior management, meaning that the procedure could generate perceptions of unfairness which we know generate subsequent de-motivation. Furthermore, precariousness affects specific aspects, the already mentioned environmental conditions of salary and security, which we know are not sources of motivation but rather generators of de-motivation. Instead of addressing how to satisfy their needs of autonomy, relatedness or competence, workers have to worry about how to continue to maintain their salary or their security. These concerns add little value to the work itself.

Together with this, placing the focus of human resource management on areas such as security, salary or the physical conditions of the job is to stress aspects that contribute to nonself-determined motivation and which are, therefore, unable to address the need for autonomy of an adult and responsible worker. In short, and synthesizing the above-mentioned ideas, the strategy that is being followed in many organizations in recent times does not seem to be an intelligent one in view of everything we know about work motivation.

Changes in Motivational Dynamics

As mentioned previously, precarious working conditions stimulate the emergence of nonself-determined behaviors. We know that these behaviors differ from self-determined or autonomous behaviors in two key aspects: intensity and stability.

Nonself-determined motivation is less intense than self-determined motivation. Workers who claim to pursue extrinsic goals (e.g., money, security, promotion, etc.) as the principal motives for their behavior display lower levels of motivation than those who claim to have motives of a more intrinsic nature such as autonomy or competence. In turn, and it is a dynamic result of interest due to its similarity with well-known psychophysiological dynamics, such as cardiac or cerebral dynamics, nonself-determined motivation is more stable. This means that as well as being a lower motivation with regards to the total value, it is also more permanent in maintaining these low values.

All this suggests that precarious working conditions also change motivational dynamics, with the ensuing consequences. Specifically, to cease to present instability in the dynamics is to block motivation as a self-regulatory process. If there is high instability in high motivation, as studies have shown, it is because this instability is a manifestation of the requirement of the worker to adapt constantly to the changing work demands from day to day. Blocking this ability to adapt is to block the adaptive function that motivated behavior has and therefore to contribute to reducing work motivation.

CONCLUSIONS

Encouraging and motivating oneself is a daily practice for every worker. Aiming at the elements that activate certain nonself-determined behaviors, beyond the control of the worker, adds little value to stimulate motivation. Instead, it emphasizes several elements that research has found to generate a less intense and less persistent behavior, in a therefore less motivated behavior. Creating the necessary conditions to increase the level of employee motivation can be an easy and profitable task for companies. Motivational theory, developed over the last seventy years, has produced a very fine knowledge for understanding motivated behavior. Using the guidelines that motivational theory shows us is a must if we want to be good professionals and, if we want to manage people in a professional manner while increasing their level of well-being. We have briefly mentioned some of these guidelines here. We invite the interested reader to inquire further into the existing knowledge base in the area which, undoubtedly, will be useful to continue to motivate ourselves and encourage others in these times of crisis.

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