

Developing Management Skills

Chapter 6: Motivating Others

Learning Objectives

- Diagnose work performance problems
- Enhance the work-related abilities of others
- Foster a motivating work environment

Motivation

“Spending time and energy trying to ‘motivate’ people is a waste of effort. The real question is not, ‘How do we motivate our people?’ If you have the right people, they will be self-motivated. The key is to not de-motivate them.”

Jim Collins, *Good to Great*

Formula for Performance

Performance = Ability x Motivation (Effort)

Ability = Aptitude x Training x Resources

Motivation = Desire x Commitment

Diagnosing Poor Performance

- How difficult are the tasks?
- How capable is the individual?
- How hard is individual trying to succeed at the job?
- How much improvement is individual making?

Performance and Motivation

Is the problem Ability or Motivation?



Three Danger Signals of Ability Degeneration

1. Taking refuge in a specialty
2. Focusing on past performance
3. Exaggerating aspects of the leadership role



Five Tools for Improving Ability

1. Resupply
2. Retrain
3. Refit
4. Reassign
5. Release

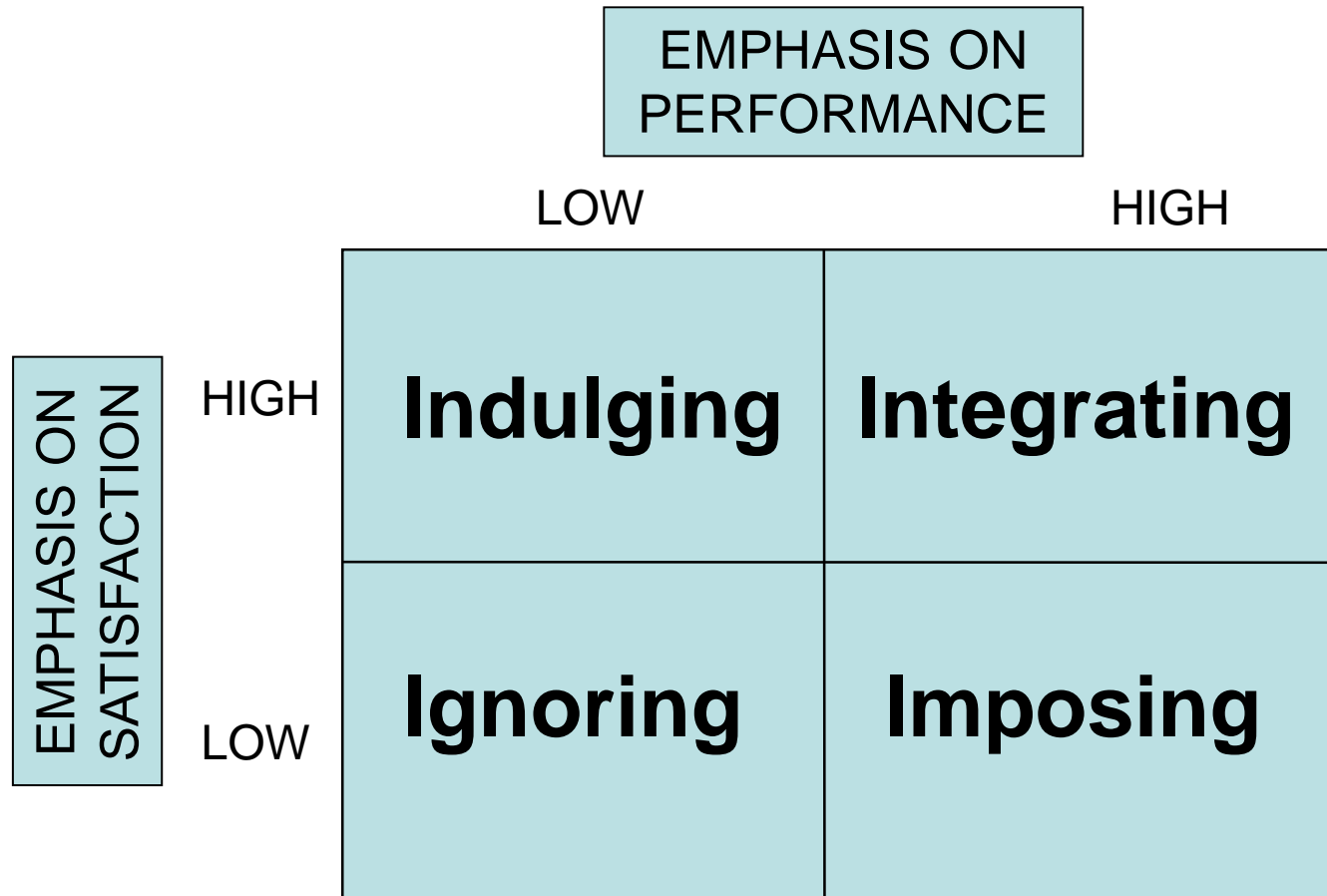


Management Styles

Theory X: Assumes that people seek to avoid work when possible

Theory Y: Assumes that people have an intrinsic desire to do good work

Relationship Between Satisfaction and Performance



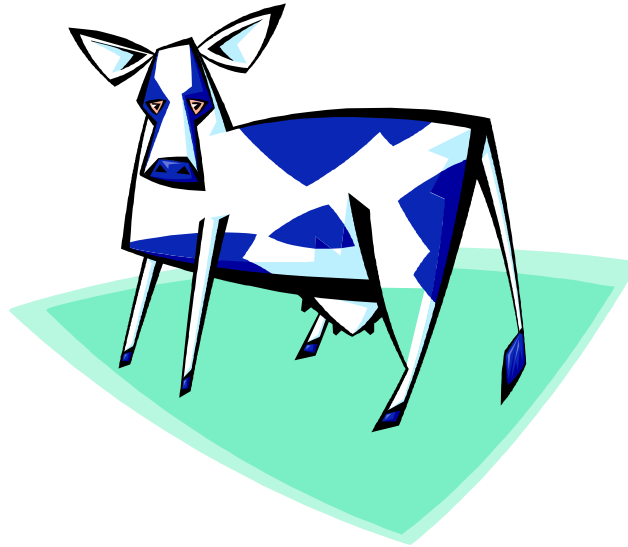
Four Types

1. Indulging: focuses on satisfaction rather than performance
2. Imposing: focuses on performance rather than satisfaction
3. Ignoring: focuses on neither performance nor satisfaction
4. Integrating: focuses equally on performance and satisfaction

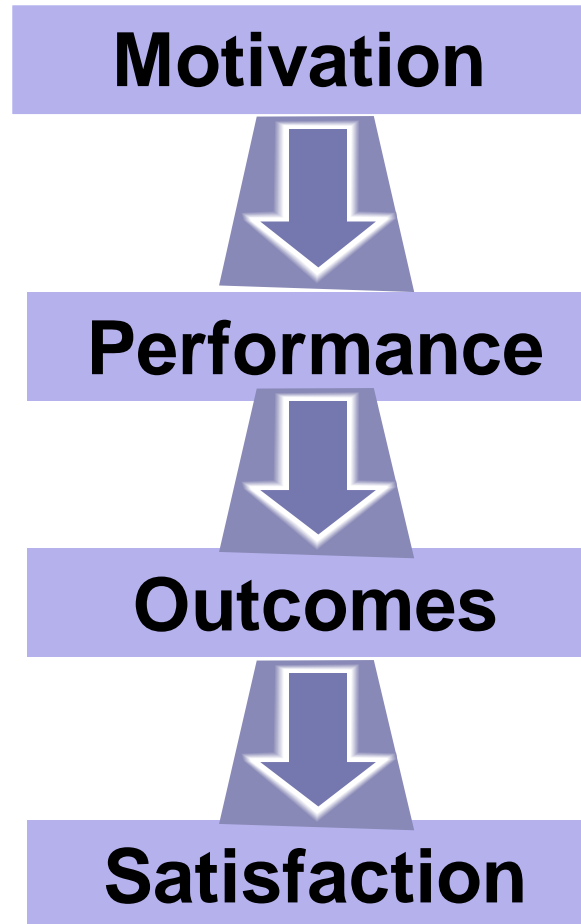
Old View of Motivation

**Satisfaction → Motivation →
Performance**

(Contented Cows give more Milk)



New View of Motivation



Motivation → Performance

Motivation begins with establishing moderately difficult goals that are understood and accepted.



Expectancy

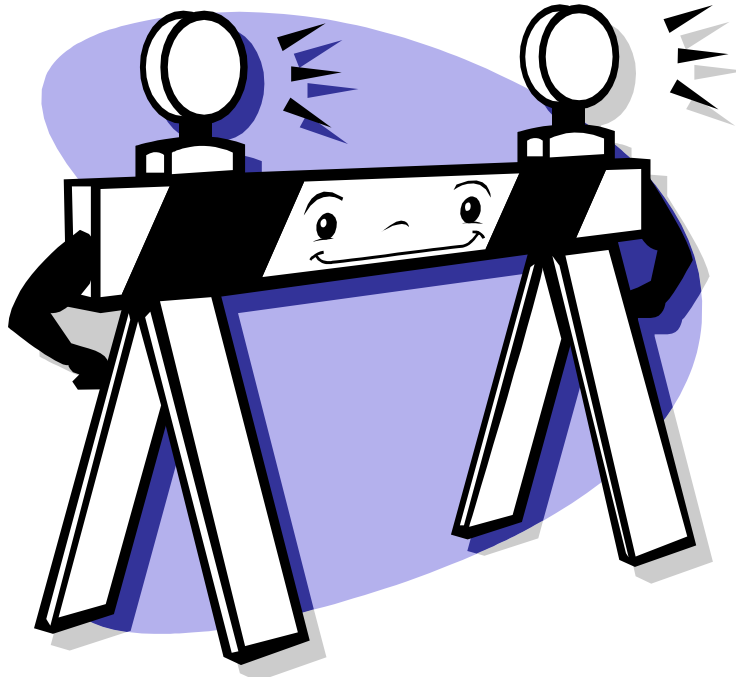
1. Reward must be valued BY THE EMPLOYEE
2. Reward must be linked to specific behaviors
3. Behavior must be possible
4. Employee must believe reward will be delivered if behavior is achieved.

Goal Setting

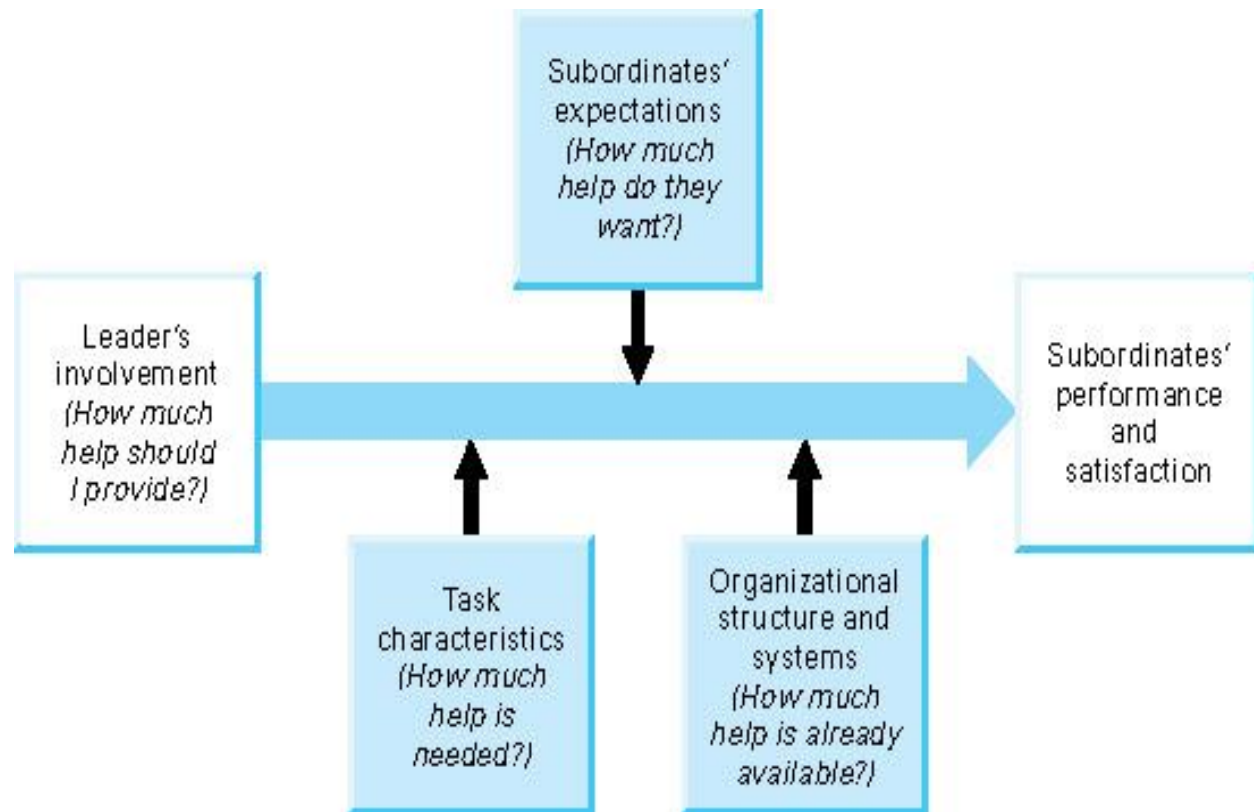
- Characteristics of good goals:
 - Specific
 - Consistent
 - Appropriately challenging
 - Provide feedback

Motivation → Performance

After setting goals, managers should remove obstacles to performance.



Path Goal Theory



The Best Award Programs

- Give awards publicly
- Use awards infrequently
- Embed them in a reward process
- Acknowledge past recipients in awards presentations
- Match award with culture

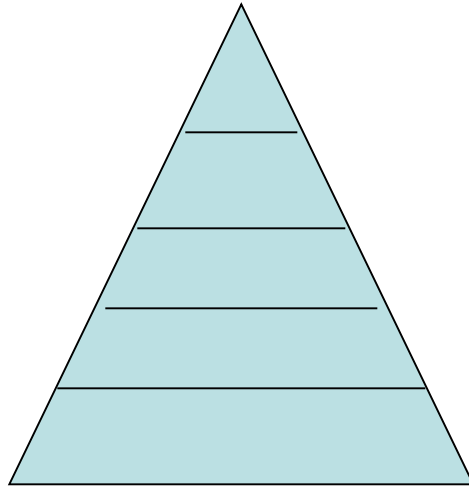
Managers' Actions as Reinforcers

Manager's get what they reinforce, not what they want.



Need Theories

Hierarchy of Needs



Maslow

Self Actualization

Esteem

Belongingness

Safety

Physiological

Alderfer

Growth

Social

Existence

Murray's Manifest Needs

Need for Achievement: behavior toward competition with a standard of excellence

Need for Affiliation: desire to feel reassured and acceptable to others

Need for Power: desire to influence others and to control one's environment

Needs and Attribution

- Common Management Mistakes
 - Assuming all employees value the same reward
 - Assuming the manager's preference for a reward is the same as employees

Cafeteria Style Systems

Allows employees to select from a “menu” of benefits, i.e. health benefits, insurance, etc.



Fairness and Equity

Workers evaluate what they get from the relationship (outcomes) to what they put in (inputs) and compare this ratio to other's in a comparison group.

Fairness and Equity

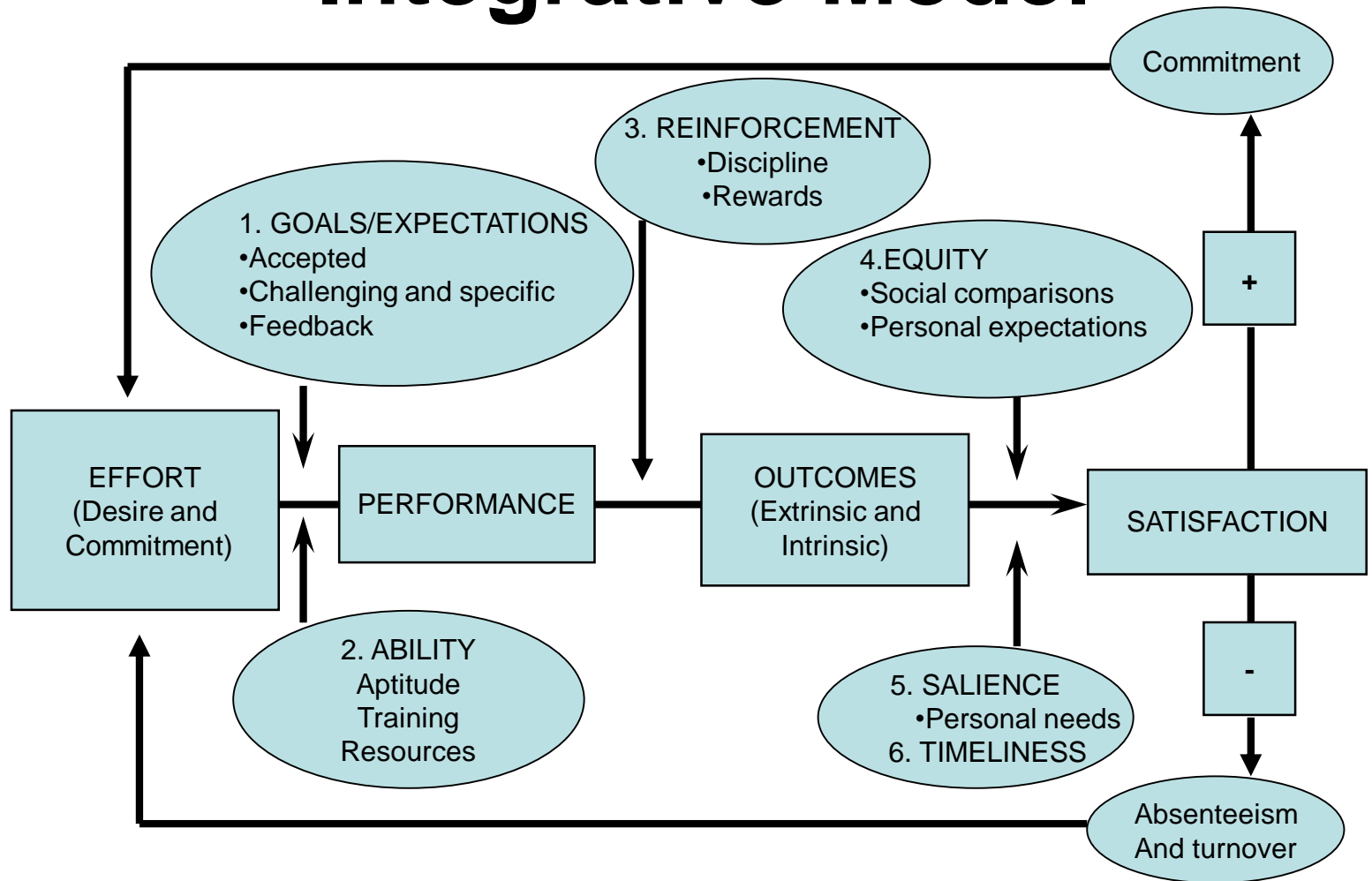
Workers who perceive inequity are motivated to adjust their own or other worker's inputs and/or outcomes.

Feedback

To make the connection between behavior and outcome, consider

- 1) The length of time between behavior and rewards
- 2) The explanation (feedback) for the reward

Integrative Model

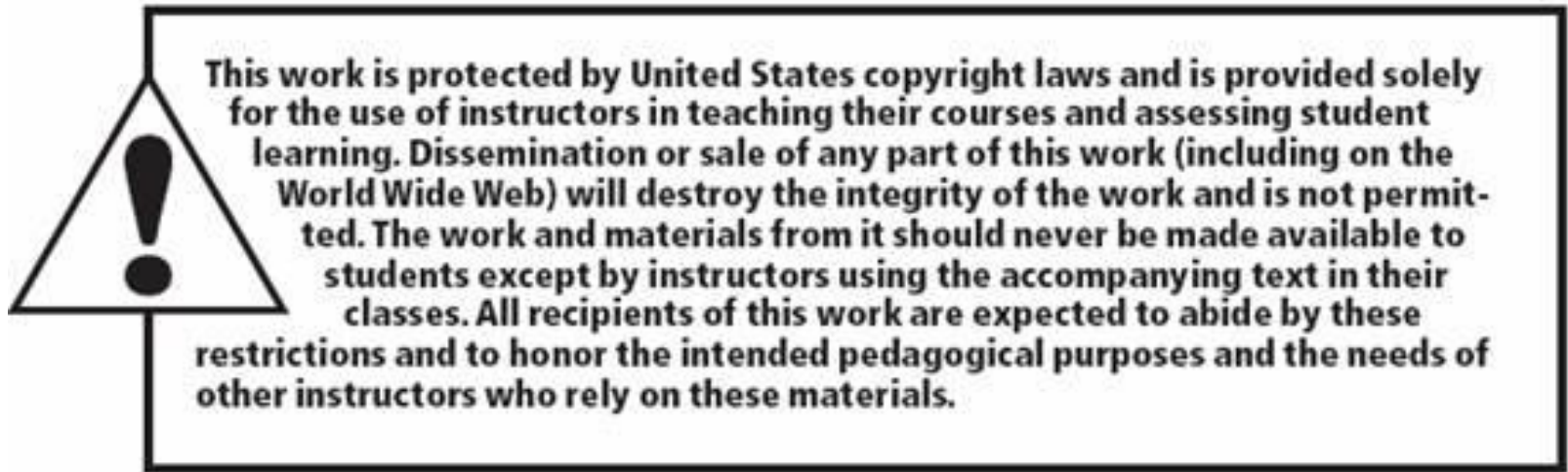


Behavioral Guidelines

- Clearly define an acceptable level of performance or specific goals
- Remove obstacles to reaching goals
- Make rewards contingent on performance
- Treat discipline as a learning experience

Behavioral Guidelines

- Transform acceptable behaviors into exceptional ones
- Identify rewards that appeal to the individual
- Check subordinates perceptions of reward equity
- Provide timely rewards and feedback



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States of America.

**Copyright ©2011 Pearson Education, Inc.
publishing as Prentice Hall**