

HANDOUTS

LEVEL II

GOVERNMENT

MANAGEMENT IN STATE
MOTIVATION

MANAGEMENT IN STATE GOVERNMENT - LEVEL II

Topic Title: Motivation

Topic Length: 3 hours

Topic Objective: Participants will understand the Motivation-Hygiene theory of work motivation and the characteristics of job redesign so these principles can be applied to raise employee productivity and morale.

Desired Learning Outcomes:

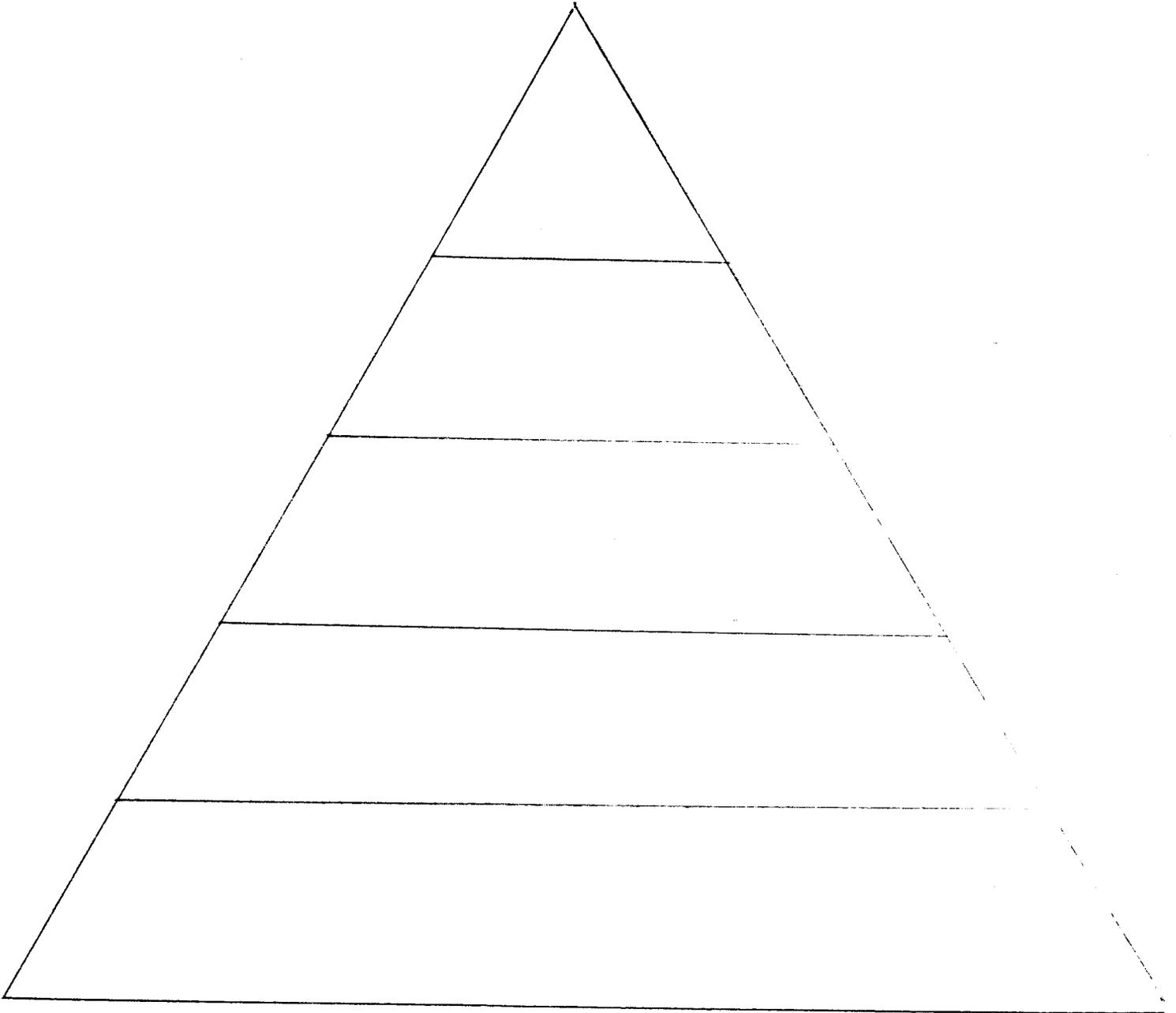
Participants will be able to:

1. Define motivation.
2. Explain the two-factor motivation theory described by Frederick Herzberg.
3. Describe the basis of Maslow's hierarchy of needs.
4. Describe the characteristics of job enrichment.
5. Discuss management's role in implementing job redesign.

A PRESCRIPTION FOR THE DESTRUCTION
OF A WORKER'S WILL TO SUCCEED

1. DON'T LET PEOPLE KNOW WHAT IS EXPECTED OF THEM AND WHEN THEY PERSIST, OBFUSCATE AND BE CONTRADICTORY.
2. AS THEY WORK, DEMAND HIGH LEVELS OF ACTIVITY, AND WHEN THE ACTIVITY IS PRODUCED, BE EXACTING, JUDGMENTAL, PUNITIVE AND HOSTILE FOR FAILURE TO ACHIEVE THE UNDEFINED OBJECTIVES.
3. BLOCK ALL MEANS OF THE MAN KNOWING HIS PROGRESS OR SEND CONTRADICTORY MESSAGES; WHEN HE IS DOING WELL, SCOFF AT HIS EFFORTS AND DENY ANY MEASURE OF ACHIEVEMENT, ESPECIALLY WHEN HE MIGHT HAVE SENSED THAT THERE WAS SOME. CONDONE ERRONEOUS AND MISDIRECTED BEHAVIOR FOR LONG PERIODS OF TIME, THEN LAND HARD UPON HIM FOR HAVING BEEN A CHRONIC FOUL-UP.
4. COMPLETELY DIVORCE YOUR REWARD SYSTEM, SUCH AS PAY, PROMOTION, OR RECOGNITION AWARDS FROM ACHIEVEMENT. MAKE ALL SUCH GOODIES ON A RANDOM, INTERMITTENT, OR EVEN WORSE, UPON PERFECTLY EQUAL BASIS IN WHICH BOTH GOOD AND BAD PERFORMANCE ARE TREATED AS BEING OF EQUAL WORTH.

MASLOW'S HIERARCHY OF NEEDS



SUPERVISOR'S ROLE

MASLOW'S HIERARCHY OF NEEDS

Gratification of Lower Level NEEDS/Motivational Power of Higher Level NEEDS

SELF-ACTUALIZATION - NEED TO REALIZE POTENTIAL:

- Do I help the individual grow?
- Do I give the individual increasing opportunity to exercise initiative?
- Do I give the individual opportunity to create?
- Do I do what I can to maintain an attractive workplace?
- Do I impart a value to excellence?
- Do I attempt to build the goals of the organization into aspirational values for the employee?
- Do I impart to the employee the "why" of the assignment, the employee's place and the organization's place in society?
- Do I pass on general information from staff meetings?
- Do I pass on information about new programs?

EGO STATUS - NEED FOR IMPORTANCE, RESPECT, SELF-ESTEEM, INDEPENDENCE:

- Do I make the individual and group feel important - let individuals help make decisions - respect their opinions - delegate authority as well as responsibility?
- Do I give recognition for good work?

SOCIAL NEEDS - NEED FOR AFFECTION AND PLACE IN GROUP:

- Do I emphasize the importance of the individual's tasks to the group - "the office?"
- Do I give loyalty, so that I may receive it?
- Do I criticize privately; give fair praise before the group?
- Do I promote sound interpersonal relations?
- Do I promote the concept of team?

SAFETY AND SECURITY - NEED FOR ORDER, ROUTINE:

- Am I consistent and fair, and am I recognized so?
- Do I impart optimism?
- Do I make it clear where, in the procedure, jobs begin and end?
- Do I systematize routine matters?
- Do I develop a plan?
- Do I define authority and responsibility?
- Do I train so that the employee is not insecure about what to do and how to do it?
- Do I control and coordinate so that all is not confusion?
- Do employees know if their work meets my standards, falls below them, exceeds them?

PHYSIOLOGICAL (BIOLOGICAL) NEEDS:

- Survival - food, shelter, water, rest, and sex.

EXERCISE

RECOGNIZING EMPLOYEES' NEEDS

Directions: The situations in this exercise describe behaviors of hypothetical employees in their work environments. The behaviors in each situation indicate that the employee is, in general, operating at a particular level of Maslow's hierarchy of needs. Read each situation carefully. Based on your understanding of Maslow's hierarchy, identify the class of needs indicated by the employee's behavior as either physiological, safety, social, ego, or self-fulfillment.

Situation 1

Rosalie, a secretary, put in a request for an assignment in the duplicating room. When her supervisor asked why she would rather work there than do desk work, Rosalie said: "I think that I could do a lot better work there. Some of my friends work in the duplicating room and they like it a lot. I'd just be more comfortable working with them."

This reflects _____ need.

Situation 2

Fred said to his supervisor: "I don't know how it happened, but I'm behind on my mortgage payments. For at least the next month, I'd like to work as much overtime as possible."

This reflects _____ need.

Situation 3

Employee to friend: "Sure I'd like to change jobs. I've thought about it a lot of times. I've come to the conclusion that I'd be a fool to quit this job now. The pension and retirement benefits are just too good to give up."

This reflects _____ need.

Situation 4

Mary, a computer programmer, applied for a transfer to a different office. The job she wanted didn't pay any more than her present job; it did, however, give Mary an opportunity to write original programs for computers. She felt that the transfer job would be more challenging and interesting than her present job.

This reflects _____ need.

Situation 5

Carl delayed completing requisition forms until he neared the absolute deadline. He had learned just how long he could put off filling out these forms before making his supervisor angry. He always managed to get them ready just as his supervisor came for them and asked why the forms weren't finished.

This reflects _____ need.

Situation 6

Jean, one of the assistant coordinators in the human services division of her agency, was responsible for representing her agency's point of view to private groups and to local governments. Jean always came to meetings well prepared and was regarded as extremely competent by her superiors and by those with whom she worked. She had often expressed a desire to go into private consulting work. At this point, Jean said that she stayed with her job because of the contacts it helped her make and because the job gave her the opportunity to build a good reputation in human services work. She felt contacts and a good reputation must be firmly established before she went out on her own.

This reflects _____ need.

Situation 7

Al's job was to write and administer training programs. He had often said that writing a really good program was one of the most challenging assignments possible. Al evaluated his programs carefully and was continually asking for suggestions on how to improve them. At present, he is developing a self-study program for employees who need additional skills to move up in their jobs.

This reflects _____ need.

Situation 8

Juanita wanted to be project manager for the graphics section. For the last three months, Juanita had put in longer than usual hours in her job as illustrator of technical manuals and materials. She knew that her supervisor was getting ready to restructure job tasks and to assign employees to work sections based on the quality of the work done. Juanita made sure that her supervisor knew how hard she had been working.

This reflects _____ need.

MOTIVATION FEEDBACK OPINIONNAIRE

Part I

Directions:

The following statements have seven possible responses.

Strongly Agrec	Agrec	Slightly Agree	Don't Know	Slightly Disagree	Disagree	Strongly Disagree
+3	+2	+1	0	-1	-2	-3

Please mark one of the seven responses by circling the number that corresponds to the response that fits your opinion. For example: if you "Strongly Agree", circle the number "+3".

Complete every item. You have about 10 minutes to do so.

1. Special wage increases should be given to employees who do their jobs very well. +3 +2 +1 0 -1 -2 -3
2. Better job descriptions would be helpful so that employees will know exactly what is expected of them. +3 +2 +1 0 -1 -2 -3
3. Employees need to be reminded that their jobs are dependent on the Company's ability to compete effectively. +3 +2 +1 0 -1 -2 -3
4. A supervisor should give a good deal of attention to the physical working conditions of his employees. +3 +2 +1 0 -1 -2 -3
5. The supervisor ought to work hard to develop a friendly working atmosphere among his people. +3 +2 +1 0 -1 -2 -3
6. Individual recognition for above-standard performance means a lot to employees. +3 +2 +1 0 -1 -2 -3
7. Indifferent supervision can often bruise feelings. +3 +2 +1 0 -1 -2 -3
8. Employees want to feel that their real skills and capacities are put to use on their jobs. +3 +2 +1 0 -1 -2 -3
9. The Company retirement benefits and stock programs are important factors in keeping employees on their jobs. +3 +2 +1 0 -1 -2 -3
10. Almost every job can be made more stimulating and challenging. +3 +2 +1 0 -1 -2 -3
11. Many employees want to give their best in everything they do. +3 +2 +1 0 -1 -2 -3

12. Management could show more interest in the employees by sponsoring social events after-hours. +3 +2 +1 0 -1 -2 -3
13. Pride in one's work is actually an important reward. +3 +2 +1 0 -1 -2 -3
14. Employees want to be able to think of themselves as "the best" at their own jobs. +3 +2 +1 0 -1 -2 -3
15. The quality of the relationships in the informal work group is quite important. +3 +2 +1 0 -1 -2 -3
16. Individual incentive bonuses would improve the performance of employees. +3 +2 +1 0 -1 -2 -3
17. Visibility with upper management is important to employees. +3 +2 +1 0 -1 -2 -3
18. Employees generally like to schedule their own work and to make job-related decisions with a minimum of supervision. +3 +2 +1 0 -1 -2 -3
19. Job security is important to employees. +3 +2 +1 0 -1 -2 -3
20. Having good equipment to work with is important to employees. +3 +2 +1 0 -1 -2 -3

MOTIVATION FEEDBACK OPINIONNAIRE

Part II

Scoring

1. Transfer the numbers you circled in Part I to the appropriate places in the chart below:

Statement No.	Score	Statement No.	Score
10	_____	2	_____
11	_____	3	_____
13	_____	9	_____
18	_____	19	_____
	*****		*****
Total (Self-Actualization Needs)	_____	Total (Safety Needs)	_____

Statement No.	Score	Statement No.	Score
6	_____	1	_____
8	_____	4	_____
14	_____	16	_____
17	_____	20	_____
	*****		*****
Total (Esteem Needs)	_____	Total (Basic Needs)	_____

Statement No.	Score
5	_____
7	_____
12	_____
15	_____

Total (Belonging Needs)	_____

2. Record your total scores in the chart below by marking an "X" in each row next to the number of your total score for that area of needs motivation.

	-12	-10	-8	-6	-4	-2	0	+2	+4	+6	+8	+10	+12
Self- Actualization													
Esteem													
Belonging													
Safety													
Basic													
	Low Use						High Use						

Once you have completed this chart, you can see the relative strength of your use of these areas of needs motivation.

There is, of course, no "right" answer. What is right for you is what matches the actual needs of your employees and that, of course, is specific to each situation and each individual. In general, however, the "experts" tell us that today's employees are best motivated by efforts in the areas of Belonging and Esteem.

CHARACTERISTICS OF DISSATISFIER AND SATISFIER SEEKERS

DISSATISFIERSATISFIER

- | | |
|---|--|
| 1. Motivated by nature of work environment, and only when there is an external reward to be obtained. | Motivated by nature of job itself. |
| 2. Chronic and heightened dissatisfaction with various aspects of job context (salary, supervision, etc.) | Higher tolerance for dissatisfiers. |
| 3. Overreaction with satisfaction to improvement in dissatisfier factors. | Less reaction to improvement in dissatisfiers. |
| 4. Short duration of satisfaction with improvement of hygiene factors. | Similar. |
| 5. Overreaction with dissatisfaction when hygiene factors not improved. | Milder discontent when hygiene factors (dissatisfiers) need improvement. |
| 6. Realizes little satisfaction from accomplishments | Realizes great satisfaction from achievements. |
| 7. Shows little interest in quality and kind of work produced. | Shows ability to enjoy the kind of work he does. |
| 8. Cynical concerning positive virtues of life and work in general. | Has positive feelings toward work and life in general. |
| 9. Does not profit professionally from experience. The only "profit" desired is a more comfortable environment. | Profits professionally from experience. |
| 10. Ultra-liberal or ultra-conservative. | |
| 11. Parrots management philosophy. | |
| 12. Acts more like top management does | Belief systems sincere and considered. |
| 13. Successful on the job generally because of talent, but not reliable when talents are most needed. Influence out of proportion to long-term effectiveness to organization. | May be an overachiever. |
| 14. Pass on attitudes to their employees. | |

HERZBERG'S TWO-FACTOR EXPERIMENT

1. Briefly describe a time when you felt exceptionally negative about your job.
2. Briefly describe a time when you felt exceptionally good about your job.

DISSATISFACTION	CONTRIBUTING FACTORS	SATISFACTION
1	Achievement	1
2	Recognition	2
3	The Work Itself	3
4	Responsibility	4
5	Advancement	5
6	Growth	6
1	Policies/Administration	1
2	Supervision	2
3	Work Conditions	3
4	Salary	4
5	Peer Relationships	5
6	Personal Life	6
7	Subordinate Relations	7
8	Status	8
9	Security	9

- After each experience is described, let the total group determine which Contribution Factor was illustrated.
- Tally each experience in one of the four quadrants -- A, B, C, or D --and beside the factor decided.
- Trainer and group determine if the group's profile corresponds with Herzberg's findings.

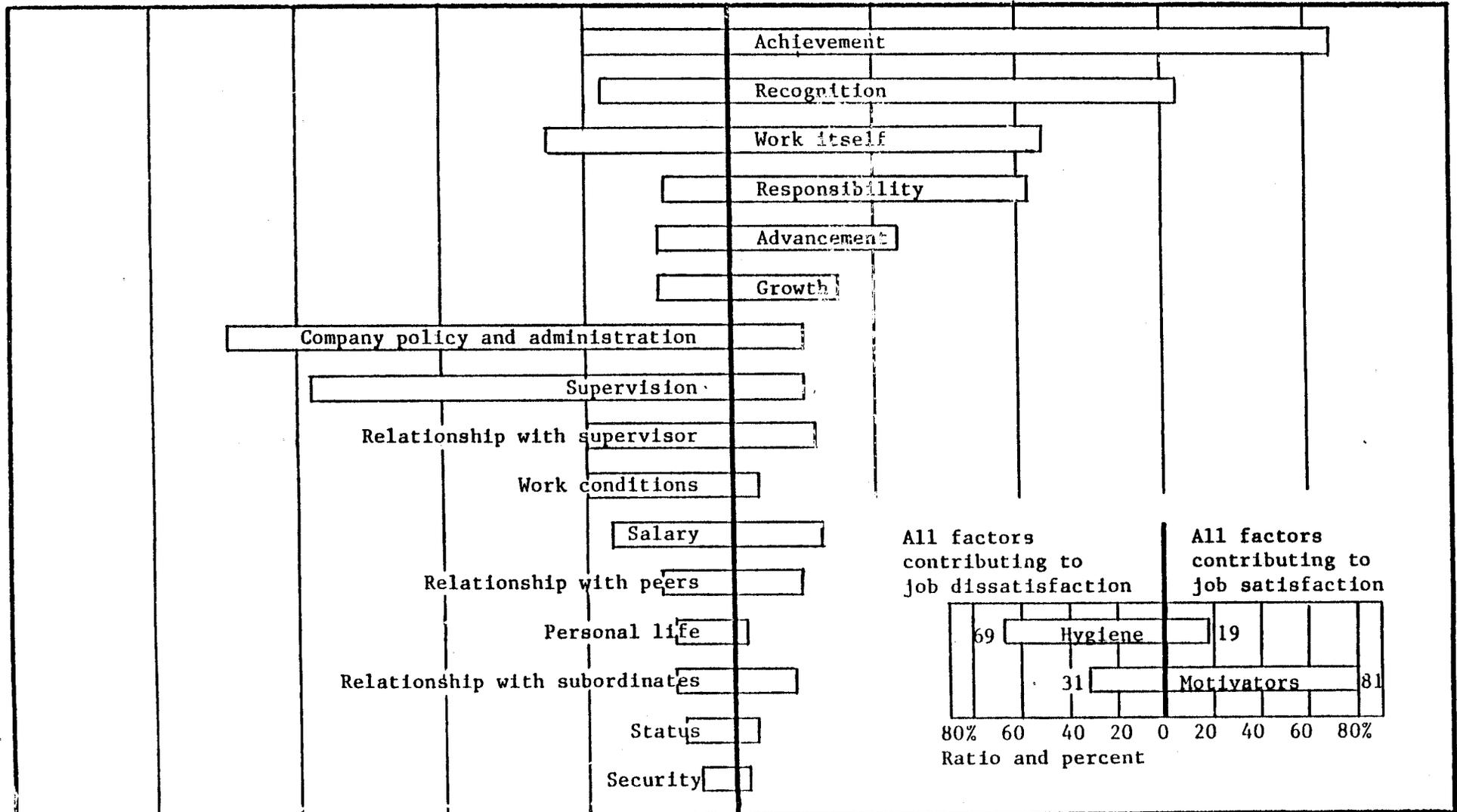
Exhibit I. Factors affecting job attitudes, as reported in 12 investigations

Factors characterizing 1,844 events on the job that led to *extreme dissatisfaction*

Factors characterizing 1,753 events on the job that led to *extreme satisfaction*

Percentage frequency
50% 40 30 20 10 0

Percentage frequency
0 10 20 30 40 50%



STEPS IN IMPLEMENTING JOB ENRICHMENT

1. Select a problem job.
2. Get full support of superiors.
3. Brainstorm a list of changes in the job consistent with characteristics of an enriched job.
4. Eliminate hygiene factors.
5. Eliminate horizontal loading.
6. Ask incumbent: "How would you like your job if it looked like this?"
7. Implement only those changes that supervisor and incumbent agree upon.
8. Supervisor answers question, "What do I do with my time now?"

From "One More Time: How Do You Motivate Employees?" by Frederick Herzberg. (Harvard Business Review) Jan.-Feb. 1968

PRINCIPLES OF VERTICAL JOB LOADING

<u>Principle</u>	<u>Motivators Involved</u>
Removing some controls while retaining accountability	Responsibility and Personal achievement
Increasing the accountability of individuals for own work	Responsibility and recognition
Giving a person a complete natural unit of work (module, division, area and so on)	Responsibility, achievement, and recognition.
Granting additional authority to employees in their activity; job freedom	Responsibility, achievement, and recognition
Making periodic reports directly available to the worker, rather than to the supervisor	Internal recognition
Introducing new and more difficult tasks not previously handled	Growth and learning
Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth and advancement

From "One More Time: How Do You Motivate Employees?" by Frederick Herzberg. (Harvard Business Review) Jan. Feb. 1986.

12 WAYS TO MOTIVATE A WORKER

1. Keep them continually informed as to what is happening in management and have them participate in management decisions.
2. Explain to them what their authority is, its limits and why they are being assigned certain tasks.
3. Let them know what their relationships with other personnel are--both inter and intra-departmental.
4. Explain to them what constitutes a job well done in terms of specific results and the accomplishment of agreed-upon objectives.
5. They should be told when and what they are doing exceptionally well.
6. They should know when and where they are falling short of their objectives.
7. When their work is unsatisfactory, they should be made aware of this and a plan set up to correct unsatisfactory results.
8. They must feel that their contribution to the organization and to the department -- and the work they are doing -- is a valuable use of their time.
9. They must be shown specific and concrete evidence that there are just rewards for work well done and for work exceptionally well done.
10. They must feel that you, their boss, recognizes the value of their work and will make it known to their peers, their fellow employees.
11. They must feel that you have a personal interest in them as individuals.
12. They must feel that you believe in them, are anxious for them to succeed and progress, and will do everything in your power to help them obtain their work and personal goals.

(COMPARE THESE MOTIVATING PRINCIPLES WITH HANDOUT #1)

POSSIBLE TRAINING & DEVELOPMENT METHODS1. On-the-Job Coaching and Development Counseling

This involves the day-to-day responsibility of a manager to impart skills and knowledge, to answer questions, to review work, to discuss progress, and to provide general direction. Working through an actual problem with a subordinate as it develops will increase his or her insight into how he or she can handle similar problems unassisted next time.

2. Understudy Training

This is the preparation of a subordinate to assume the responsibilities of his or her manager, either as a substitute or as a replacement.

3. Job Rotation

Moving an individual to other jobs at the same level in an organized timed manner can provide a good opportunity for broadening his or her knowledge and experience, as well as for gaining appreciation of viewpoints and interrelationships of various groups within the organization.

4. Project Team or "Task Force" Assignments

Placing an individual in a group asked to make recommendations for the solution of a problem is an excellent development technique. Such assignments also make it possible for the participant to develop skills in working with others; and, if the group contains representatives from various parts of the organization, these assignments can increase the participant's knowledge and understanding of the organization.

5. Special Assignments

These provide opportunity for in-depth study of a problem, increase analytical ability, judgment, knowledge of company, and decision making skills.

6. Vacation, Illness or Other Replacement Assignments

This experience provides benefits similar to those described in #3 and #5. An effective replacement assignment is to ask a field representative to replace his or her boss in the central office when the boss travels.

7. Lateral Transfers

These provide additional experience in new areas, and are less organized than job rotation.

8. University Executive Development Programs

These programs include participation in carefully selected outside Executive or Management Development Programs.

9. Skills Training

Participation in outside management skills training, functional broadening or technical education programs to meet specific needs (such as those sponsored by Kepner Tregoe, NDMF, SAIM, SAIPM, etc.) are all included in this method.

10. Organizational Development Seminars

These involve participation in organizational development seminars (Organizational Development Labs, Management Grid, etc.).

11. Skills Development Programs (Self-Development)

Participation in personal skill and motivation programs (speed reading, Toastmasters, Dale Carnegie, Personal Growth Programs, Motivation Programs, etc.).

Because reading skills and comprehension are necessary to acquire and develop other important skills, prompt attention should be given to this area if it represents a development need. Programs such as SRA and Evelyn Wood provide a good start in the development of these skills.

12. Job Enrichment

This involves expansion of an individual's job content to include a wider variety of tasks, risk-taking, and greater responsibility and authority. Different types of tasks and levels of responsibility are added, not just more work in the same task.

13. Providing Opportunities to Make Presentations

This gives the individual the chance to develop his or her planning and organizing skills, as well as effectiveness in speaking and thinking on his or her feet.

Speaking experience on new company programs, products, etc. can contribute significantly to individual development. Adequate preparation and presentation may require research before and/or after the presentation so that the individual may appropriately handle a variety of questions. Research may provide additional knowledge, or solidification of what is already known.

14. Attendance at and Involvement in Department, Division, or Staff Meetings

For effective development to take place, attendance at such meetings must be pre-planned. When individuals are selected to attend meetings, it is essential that the meetings give them the kind of knowledge, perspective, or broadening needed. It will also expose them to the thinking of higher levels of management.

15. Serving as Instructor, Conference Leader, or Trainer

Often one of the most valuable ways to obtain knowledge, broaden one's viewpoint, and clarify one's thinking is to teach others. Such training responsibility may also put the person in touch with many new operations processes or operating problems.

16. Counsel from Specialists in the Organization

It is possible to arrange to have an employee talk with or work with people experienced in specific areas (e.g., leadership, management style, management skills, personnel administration, business methods, reliability, purchasing, finance, etc.). Followup by the supervisor is necessary for this technique to be effective.

17. Studying Manuals, Bulletins, Reports, and Other Printed Materials

If properly selected, this technique can be effective. However, it must be followed up by the supervisor. The most common mistake made by managers in utilizing this technique is in not discussing with the individual what he or she has learned from reviewing the material. When the manager does not do this, his or her subordinate may begin to think that the manager does not have any interest in such activity.

18. Planned Discussions of Specific Topics

Managers also have the responsibility of sharing their thinking with their subordinates. This exchange of thought can be a valuable aid in developing ideas and techniques of problem analysis, and in analyzing problems. To be most effective it should be planned.

19. Planned Reading in Specialized Fields, Such as Technical Books, Trade Journals, Management Literature, Etc.

Planned reading has much value as a development tool. Usually one has a limited amount of time to spend on reading, so careful planning as to what to read to aid development is an important consideration. The manager should have helpful suggestions for his or her subordinates. Again, if the manager follows up later, he or she not only reinforces the subordinate's effort, but shows interest in his or her development.

20. Home Study Courses/Information Evening Courses

Such courses require a great deal of self discipline and effort. However, because of the effort required to successfully complete them, what is learned is sometimes more meaningful to the individual. These are available through many colleges and professional associations.

21. Active Participation in Community and Civic Affairs

Doing something for others and assuming leadership responsibility in the community are valuable developmental activities. Work with the Junior Chamber of Commerce, Scouts, YMCA, churches, and other community agencies is personally rewarding and can help develop leadership ability, planning and organizing, problem solving, and decision-making skills.

22. Attendance at Selected Conferences, Lectures, Workshops, Panels, Seminars, Etc.

The quality of the experience is all important. There are many good programs, but any more bad ones.

23. Laboratory Training

This is a good technique for selected individuals to examine how they perceive their roles and how others see them. Participants must be carefully screened, and must attend on a voluntary and knowledgeable basis.

24. In-House Programs

When more than one individual is in need of the same training or development experience, the possibility of an in-house course exists. The particular training technique used is an important consideration. Many good programs exist.

25. Personal Counseling (by a Trained Psychologist)

This is useful when a person has a personality/adjustment problem.

26. Behavioral Modeling

These include formal training programs in which the participant is shown appropriate behavior in certain situations, e.g., appraisal interview, then has the opportunity to practice the behavior.

MOTIVATION -

MAN IS A PROBLEM-SOLVING, SKILL-USING, SOCIAL ANIMAL. ONCE HE HAS SATISFIED HIS HUNGER, TWO MAIN KINDS OF EXPERIENCES ARE SIGNIFICANT TO HIM. ONE OF HIS DEEPEST NEEDS IS TO APPLY HIS SKILLS, WHATEVER THEY BE, TO CHALLENGING TASKS - TO FEEL THE EXHILARATION OF THE WELL-STRUCK BALL OR THE WELL-SOLVED PROBLEM. THE OTHER NEED IS TO FIND MEANINGFUL AND WARM RELATIONS WITH A FEW OTHER HUMAN BEING - TO LOVE AND BE LOVED, TO SHARE EXPERIENCE, TO RESPECT AND BE RESPECTED, AND TO WORK IN COMMON TASKS.

(from the Nobel Prize-winning book,
New Science of Management Decision Making
by Herbert A. Simon, 1960)