

# 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

**“I don’t motivate my players. You cannot motivate someone, all you can do is provide a motivating environment and the players will motivate themselves.”**

Phil Jackson after winning his 7<sup>th</sup> NBA title as a coach.

# 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

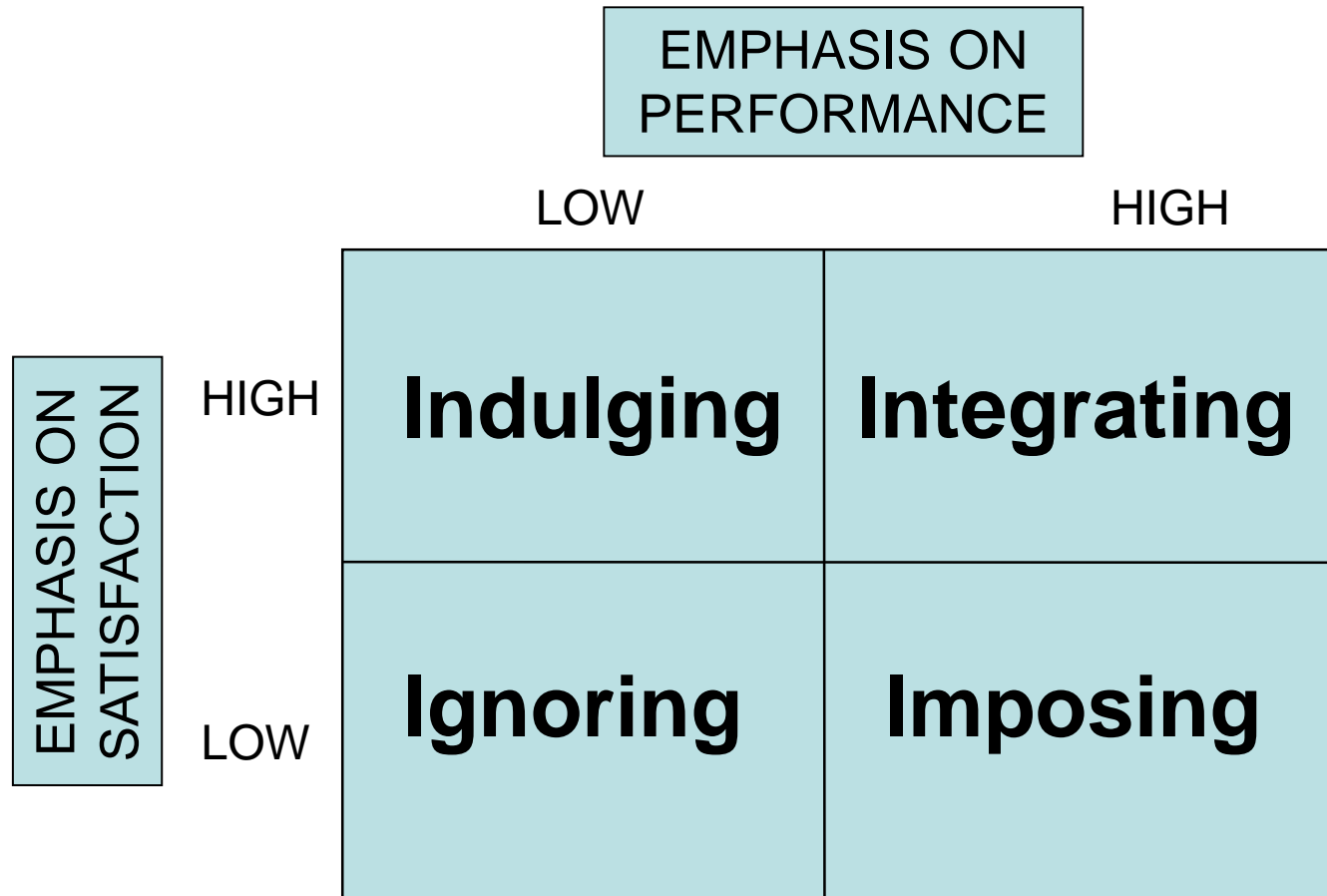


# Management Styles

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



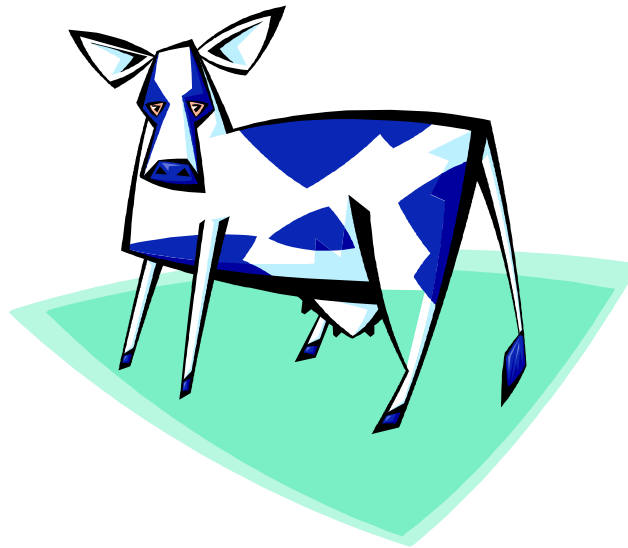
# Four Types

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

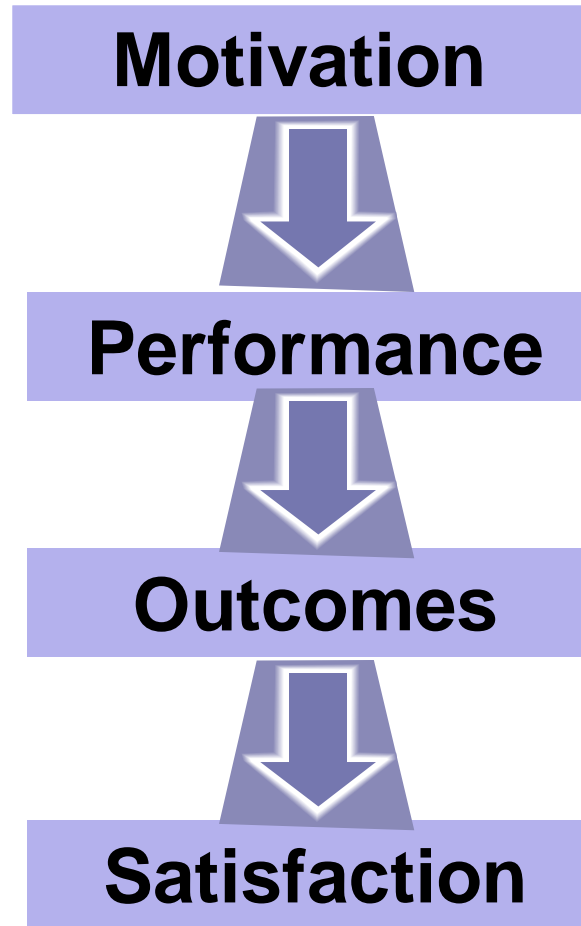
# Old View of Motivation

**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.

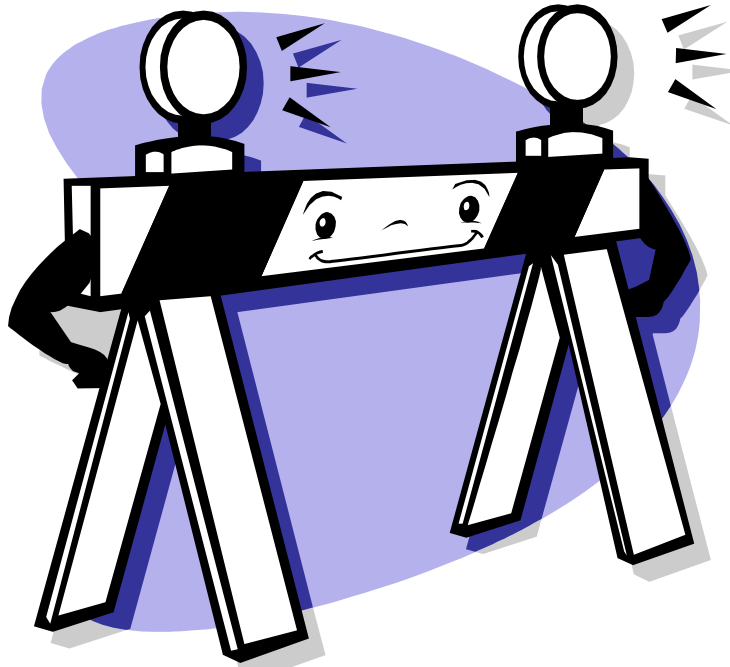


# Goal Setting

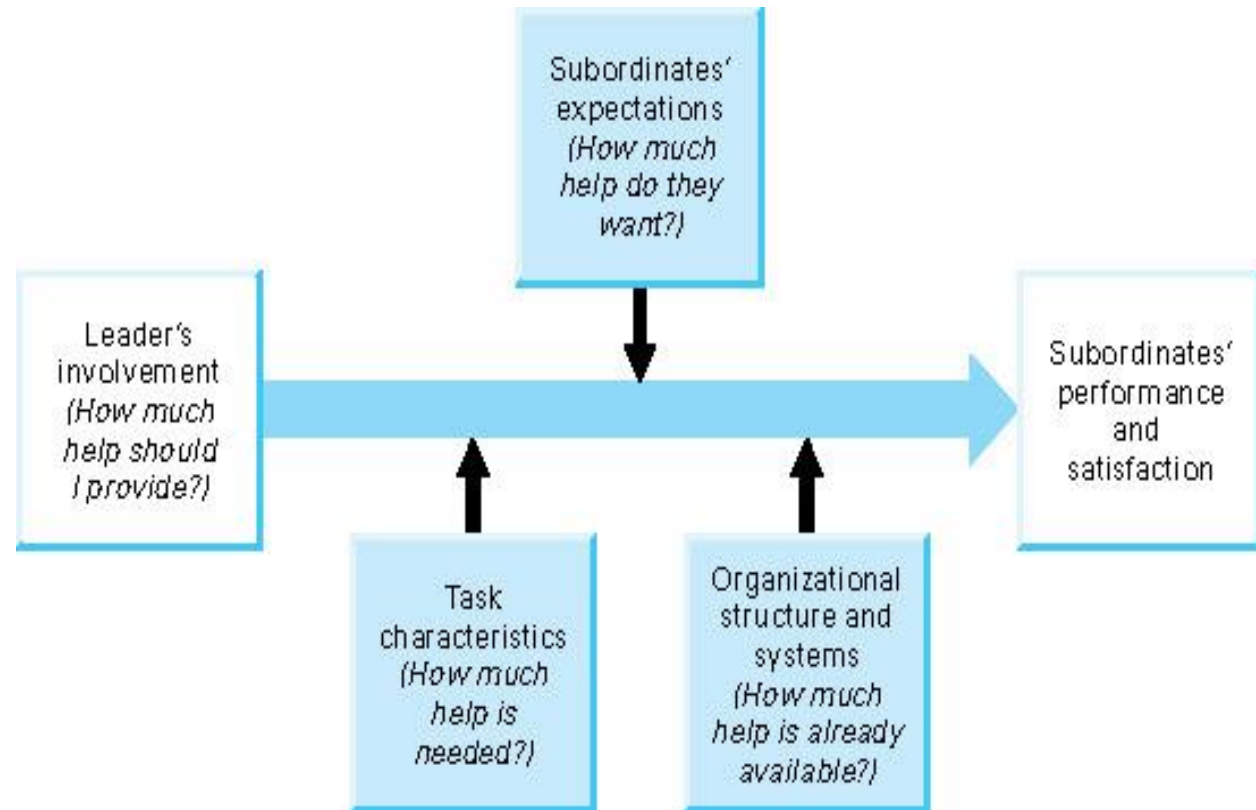
- Characteristics of good goals:
  - Specific
  - Consistent
  - Appropriately challenging
  - Provide feedback

# Motivation → Performance

After setting goals, managers should remove obstacles to performance.



# Path Goal Theory



# Performance → Outcomes

Using rewards and discipline to encourage exceptional behaviors and extinguish unacceptable behavior.

# The Best Award Programs

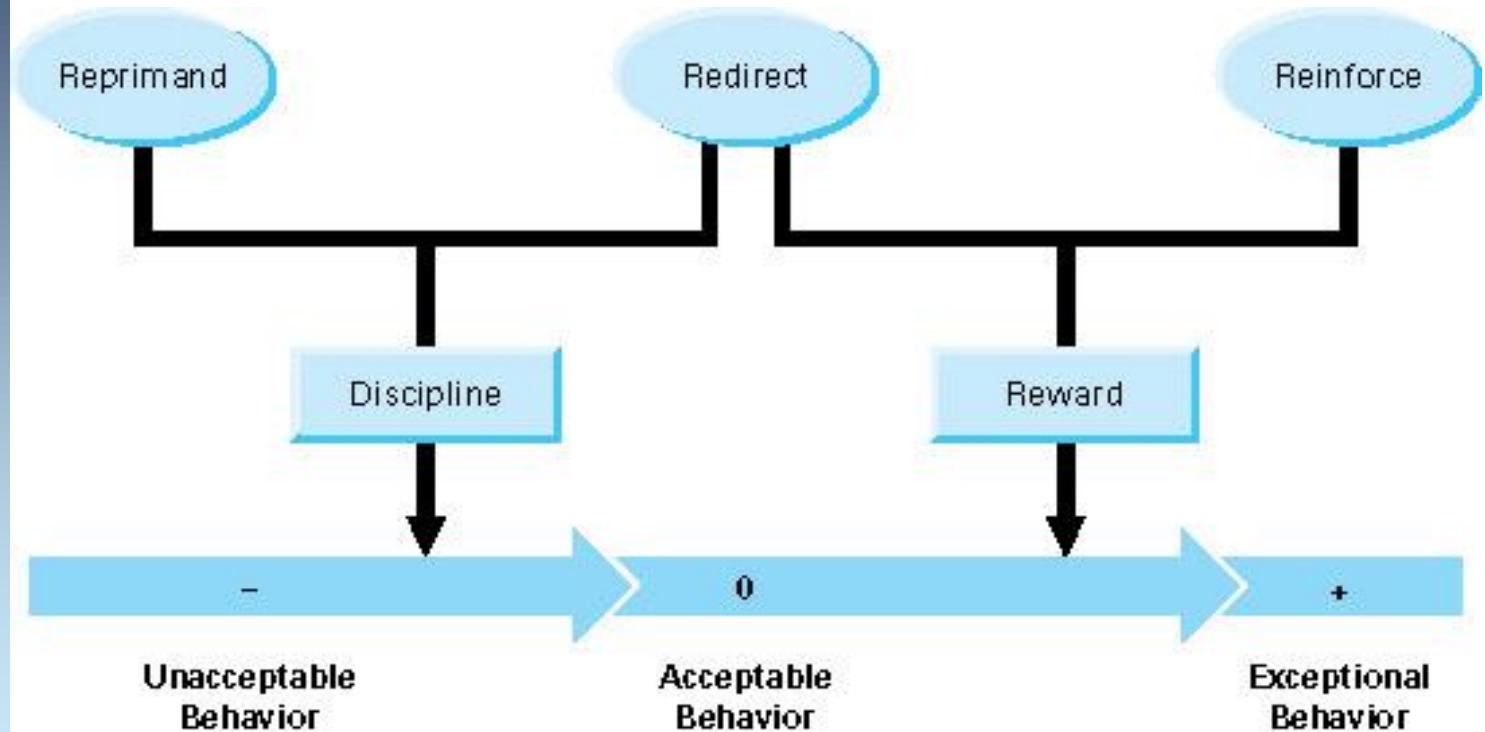
- Give awards publicly
- Use awards infrequently
- Embed them in a reward process
- Acknowledge past recipients in awards presentations
- Match award with culture


# Managers' Actions as Reinforcers

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



# Behavior Shaping Strategies





Disciplining: responding negatively to behavior to discourage future occurrences.

Rewarding: linking desired behaviors with employee-valued outcomes.



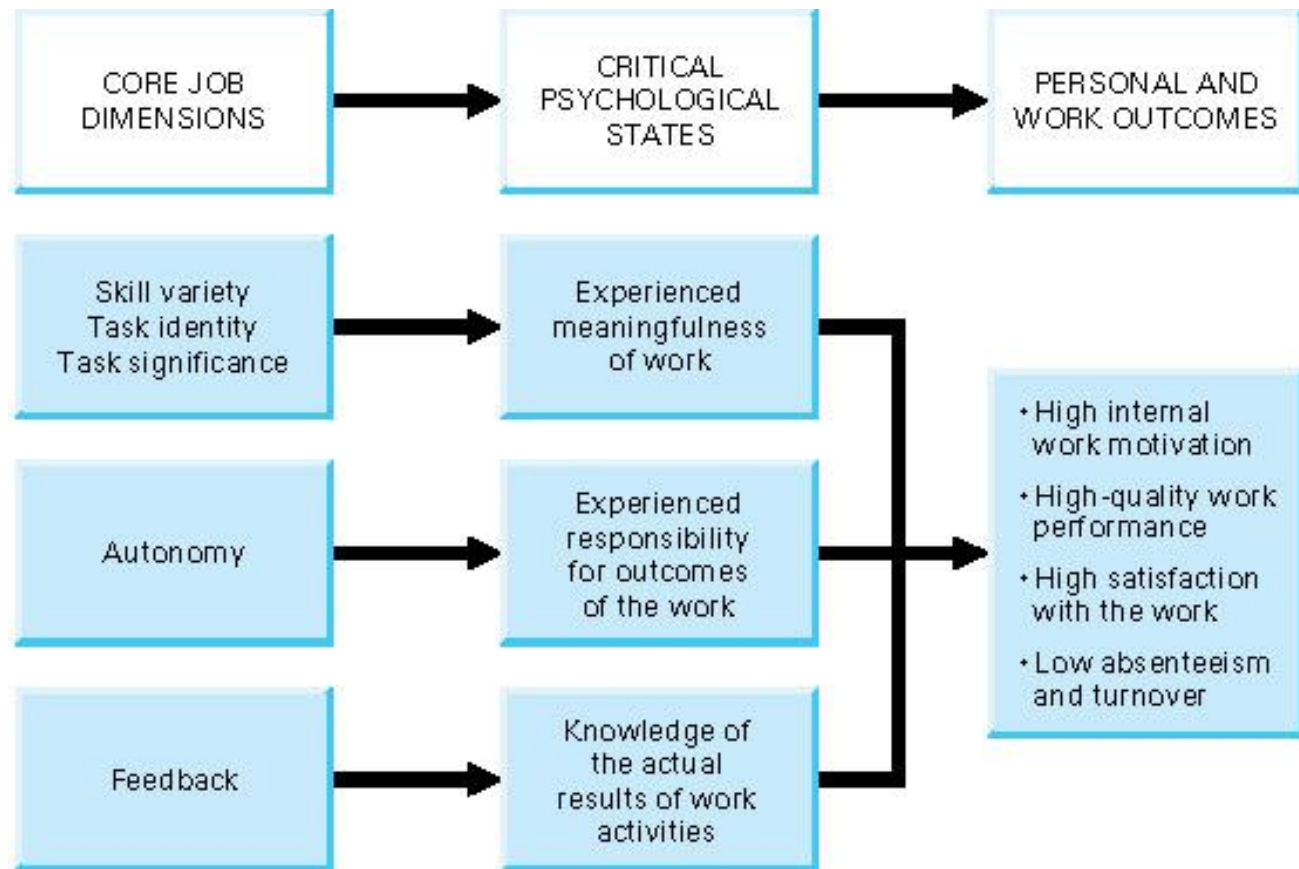
Extrinsic Outcomes: outside the control of the individual.

Intrinsic Outcomes: experienced by the individual as a result of successful performance.

# Work Design

The process of matching job characteristics and the worker's skill and interests.

# Job Characteristics Model

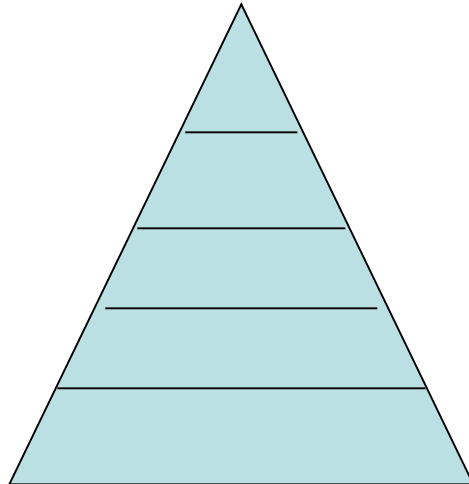


# Work Design Strategies

- Combine tasks
- Form identifiable work units
- Establish client relationships
- Increase authority
- Feedback

# 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

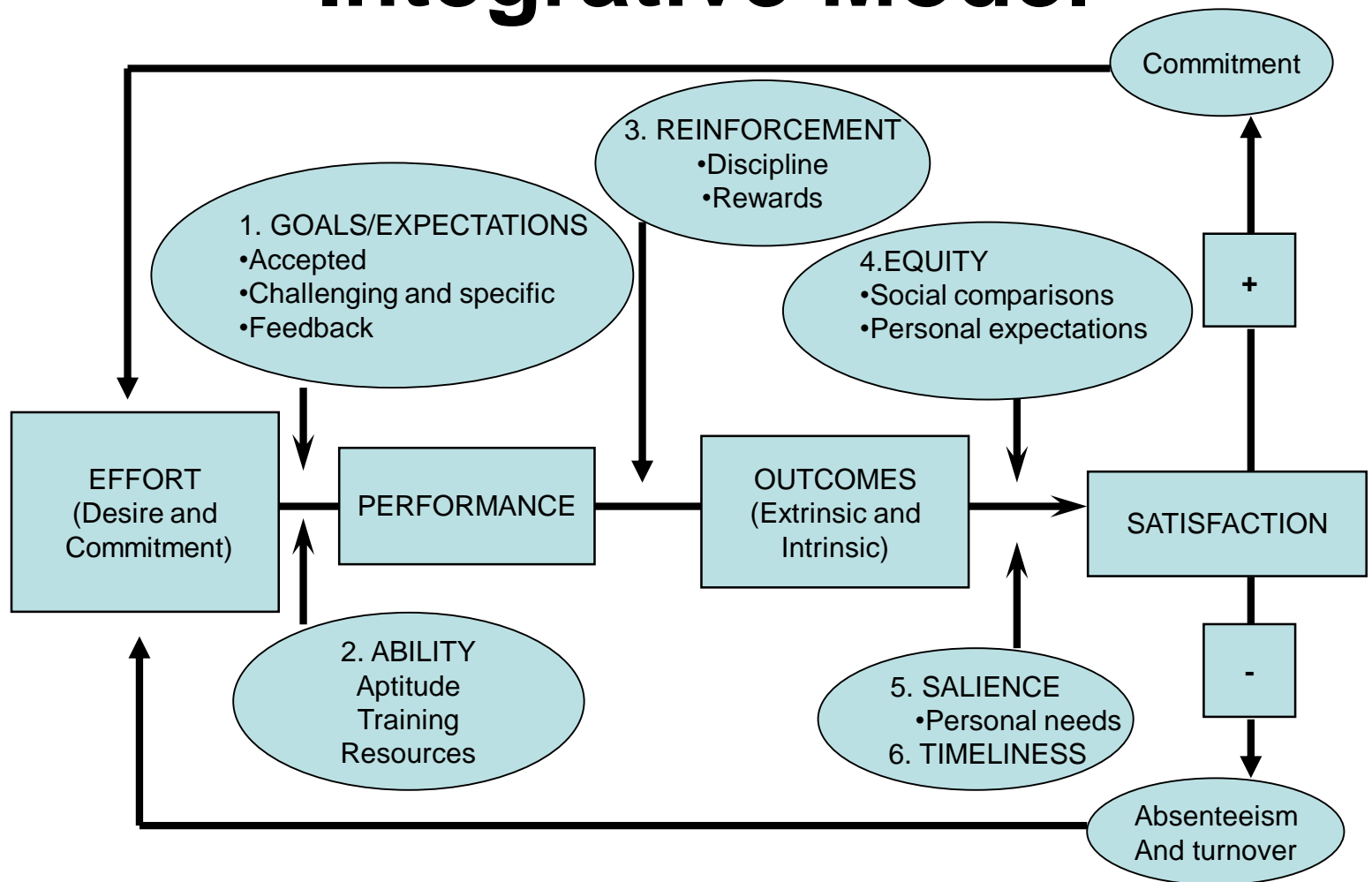
Workers who perceive inequity are motivated to adjust their own or other worker's inputs and/or outcomes.

# 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

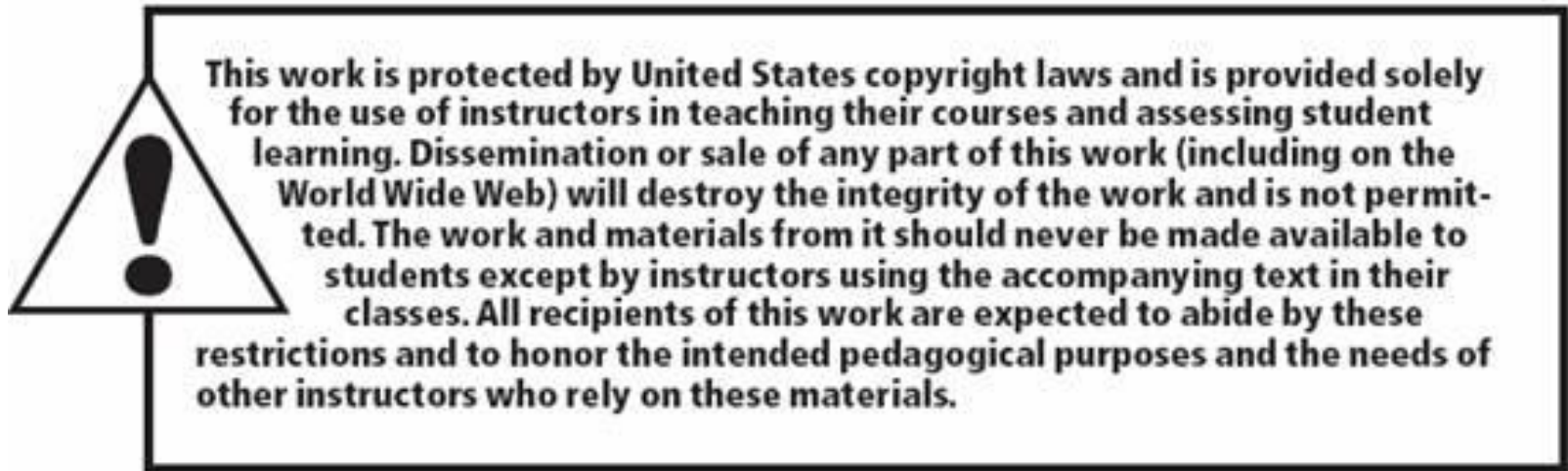


# Behavioral Guidelines

- 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