

A sample activity from the
Fenman trainer's resource:

Motivation in Practice

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Thank you for downloading this sample activity.
You are welcome to use this material in your
courses.

This sample is just one of 19 activities contained in
the trainer's activity pack '*Motivation in Practice*',
published by Fenman. Details of the other activities
are given at the end of this document.

Motivation in Practice

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Introduction:

Help your managers understand key motivational theories, and apply them in their own work context

- What are the pros and cons of using money as a motivator for my team?
- How do I find out what motivates each member of my team?
- How do I keep my team focused and committed throughout a period of organisational change?
- My administrator used to strive for perfection in every task, but seems to have lost his drive – how do I rekindle his enthusiasm?

Motivation in Practice addresses these issues, plus many more realistic situations that your managers face on a day-to-day basis.

Use this brand new training manual to help your managers develop insight into what motivates individuals and teams to maximise their performance. *Motivation in Practice* delivers all the key motivational theories, clearly explained, in jargon-free terms.

And unlike heavy-going books on the subject, this training manual delivers practical activities that help your managers use the theories in the context of their work. Your managers will practise and develop the skills needed to motivate their people, to ensure they work with a sense of commitment.

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Contents

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1. Management and motivation – an introduction

You introduce participants to the strong links between management and motivation, and to some relevant back-up research. Together, you will define both terms and the participants will have the opportunity to rate their strengths and weaknesses as motivational managers.

2. Theories ... loads of theories

Here participants are introduced to the key theories involved in motivation in order to help them appreciate the links between the different approaches and assist them in identifying key components they can apply at their workplace. A training game enables them to demonstrate their current knowledge of motivational theories.

3. Five steps to heaven?

Participants look at the work of one of the main motivational theorists, Abraham Maslow, and his five-stage motivational Hierarchy of Needs. The participants apply Maslow's approach to members of their current team by brainstorming possible actions that can act as motivators at each stage of the hierarchy.

4. Motivator or Hygiene Factor?

Participants are introduced to the key concepts behind Frederick Herzberg's Two Factor Theory. They work on a questionnaire to help them identify levels of motivation. Participants finish the session by producing an action plan of steps they can take to help motivate their staff and increase their performance and effectiveness.

5. Motivation and job enrichment

Participants focus on McGregor's Theory X and Theory Y approach to management and examine the effects of these two approaches in a modern business context. Participants identify how they can adopt a Theory Y style and Herzberg's Motivators to enrich the jobs and performance of their workforce.

6. Money, money, money . . . it's a rich man's world

You put forward the idea that money can be a mixed motivator, and review the work of two leading motivational theorists, Frederick Herzberg and JS Adams. This should aid participants' understanding of how to use the positive aspects of money to motivate their staff.

Focusing on flexible pay and benefits systems, the participants identify a range of benefits they could introduce in any organisation and their views are compared with research findings on a range of benefits.

7. Setting goals and objectives

Participants examine goal and objective setting as a means of improving motivation and focusing performance at work, and look at the work of Edwin Locke and Gary Latham. Participants identify their life and career goals, and refine these while receiving support and guidance.

8. Powerful performance reviews

You introduce participants to the two key skills required to sustain improved performance from motivated staff – setting challenging objectives and providing effective feedback on performance. Examples linked to research establish that a combination of setting goals and providing effective feedback is most effective in motivating staff to outstanding and sustained performance. An exercise provides participants with an opportunity to set effective objectives, and give and receive feedback.

9. Managing employee participation

Participants focus on the benefits, skills and strategies needed to deliver a team briefing meeting and facilitate a discussion around key issues. Based on research findings that have identified some of the common ways in which organisations are trying to improve the motivation of their workforce, this activity looks at one of the 'top five' – team briefing meetings.

10. Beware – quality team at work

Participants are introduced to the conditions under which a quality-focused team can flourish. They are then given an opportunity to use the tools and techniques such a team could use at work. Participants work in syndicate groups to apply this approach to a current workplace problem.

11. Motivational leadership

Participants examine the essential ingredients of a motivational leadership style, and have the opportunity to rate their current levels of leadership and identify ways in which they can improve. You discuss the idea that leadership is different from, but supports, management – leadership provides a key that can unlock a team's abilities. Some of the influences on choosing a style are explored before participants look at a matrix of four common leadership styles.

12. Motivating your team

By looking at the key features of a highly motivated and effective team, participants are able to relate their own teams to the five stages of team development and produce an action plan for motivating their teams at work. The participants' ideas are compared with McGregor's researched characteristics of effective teams.

13. Developing your competence

You discuss with participants the concept of competence, and offer them an opportunity to rate themselves and produce a personal development action plan to improve their competence at work. Participants help each other to identify which range of appropriate opportunities they will use to develop each of their top three competency needs.

14. Coaching for success

The essential role of learning and development as an aid to personal growth is identified, and the ways in which coaching at work can assist effective development are established. Participants have an opportunity to practise the Seven Step Coaching Process.

15. Developing your career

Designed to introduce participants to the importance of being proactive in managing their career, this activity enables them to take stock of their current situation and plan purposefully for the future. Participants are encouraged to reflect on the difficulties faced by employers adopting a flat or lean structure. The work of key motivational theorists, Maslow and Herzberg, is discussed as a prelude to participants examining their own driving forces for satisfaction at work.

16. Networking to success

You introduce participants to the benefits of developing a network for support, advice and career development. This enables participants to assess their own network and practice, and to develop their interviewing skills in order to secure career-related information.

These ideas are put into practice in a role-simulated interview, during which the participants get feedback on how they could improve their information-gathering skills.

17. Motivating while managing change

Participants focus on the difficulties they may face when trying to maintain motivation while introducing organisational change. They have an opportunity to review and develop their skills in helping their team work through a five-stage model of change by using counselling skills. You introduce the Change Model, which helps participants understand the five stages that individuals work through when they are coming to terms with change.

18. Stress and motivation

Participants are introduced to the links between stress and motivation. The positive aspects of stress are identified before you introduce the downside of too much stress, and its effect on both work and health. This makes participants aware of the debilitating and demotivating aspects of too much stress and gives them an opportunity to identify and develop strategies for managing stress. Participants identify a need for balance between their work and other aspects of their lives and undergo a short relaxation activity.

19. Personal development planning

You introduce participants to the skills and techniques required to develop action plans that are based on a realistic assessment of their current situation. Links are drawn between the effectiveness of personal development planning and the work of key motivational theorists.

Participants identify their development goals and produce an effective action plan through a series of guided discussions.

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Activity 4

Motivator or

Hygiene Factor?

Purpose

To introduce participants to the key concepts behind Herzberg's Two Factor Theory by giving them the opportunity to identify key motivating factors for themselves and their teams.

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Activity 4

Motivator or Hygiene Factor?

Introduction

This activity introduces participants to one of the key motivational concepts – Frederick Herzberg's Two Factor Theory, which differentiates between 'hygiene factors' and 'motivators'.

Herzberg proposed that too many managers were concerned to motivate their staff by ensuring that both physical and psychological working conditions were beneficial. He pointed out that, while these factors could be a source of dissatisfaction, they rarely motivated a worker to greater commitment. He called these hygiene factors – a medical analogy – in that, while they prevent dissatisfaction they do not encourage real motivation.

In this activity, participants produce an action plan of steps they can take that will enable them to use Herzberg's ideas to help motivate their staff, and increase their performance and effectiveness.

Purpose

To introduce participants to the key concepts behind Herzberg's Two Factor Theory by giving them the opportunity to identify key motivating factors for themselves and their teams.

Application

This activity can be used for any training event that focuses on motivation. It has been successfully used on training programmes such as An Introduction to Effective Management, Building and Leading a Team, Improving Staff Performance, and Self and Time Management.

What happens

You start the session by asking participants to think of times when they have been very motivated or demotivated at work. Their answers are compared with Herzberg's Two Factor Theory. Following a discussion on how managers can motivate their staff, you issue a questionnaire that, on completion



helps identify the level of motivation of the individual. The session concludes with a syndicate exercise during which participants produce an action plan of steps they can take to help motivate staff, and increase their performance and effectiveness.

Time

Overall time required: 1 hour 15 minutes

- Introduction: 10 minutes
- The work of Frederick Herzberg: 20 minutes
- Motivation questionnaire: 20 minutes
- Developing an action plan: 10 minutes
- Plenary review: 15 minutes

Materials & resources

- 1 Flipchart master:
 - 4.1 *Demotivated/motivated?*
- 1 OHT master:
 - 4.2 *Herzberg's Two Factor Theory*
- 1 Handout master:
 - 4.3 *Motivation questionnaire*
- Overhead projector and screen
- Flipchart and stand or whiteboard
- A good supply of flipchart paper
- Flipchart paper and coloured marker pens for participants
- Paper and pens for participants
- Wall, screens or whiteboard for displaying flipchart pages
- Tape, Blu-Tack® or pins
- Space for small-group work

In preparation

Prepare the flipchart sheet, the OHT and handouts needed for this activity. Check the suitability of the syndicate room(s) you will be using.



TRAINER'S TIP

You may want to substitute your own or another questionnaire to replace my suggestion. Alternatively you could approach Gallup and seek permission to use its Gallup Q12™ Survey, which details the core items in the Gallup Workplace Management Program. Details are available on their website (www.gallup.com).

How do I do it?

INTRODUCTION

Take about 10 minutes to introduce the focus of this activity.



Show Flipchart 4.1 *Demotivated/motivated?*

Ask participants to look at the images on the flipchart and to draw something similar on a sheet of paper, leaving space around the edge for them to make notes.

Next, ask participants to think of a time when they were really demotivated at work. Ham it up a bit to make your point: tell them to think about a time when they were really fed up, downhearted, could hardly get out of bed in the morning, and were a micro-second from telling the boss where to stick their job.

Give them a minute to recall past situations. Tell them that it doesn't have to be in their current job, but they should also include past experiences. Now ask them to write down around the rain cloud they have drawn the underlying cause behind these negative experiences. Allow 3 or 4 minutes for them to recall and capture these incidents.

Now inform them that you want them to look at the other side of the coin and think of a time when they felt really motivated: they were 'firing on all cylinders' 'giving 110%' and felt really stimulated to give of their best at work.

Again, give them some time to recall what were the underlying causes of these positive experiences and then ask them to write these down around the sunburst they have drawn.

When they have finished, ask if there are any common factors on their lists. Ask for examples and write these up on a fresh sheet of flipchart paper under the headings 'Motivators' and 'Dissatisfiers'. Stop when you have noted down the common factors under both headings on the chart.

THE WORK OF FREDERICK HERZBERG

When you have compiled a master list of the main motivators and dissatisfiers on the flipchart sheet, lead a brief discussion (20 minutes or so) on the work of Frederick Herzberg.

Explain to participants that Herzberg's Two Factor Theory is another popular content theory of motivation. He suggested that managers should make the distinction between factors that actually *motivate* behaviour and those aspects of work that people *expect* to be present. He called the former 'motivators' (which broadly relate both to work content and Maslow's higher-order needs) and the latter 'hygiene factors' (which relate to the working environment and Maslow's lower-order needs).

He developed a framework to distinguish between the two factors and suggested that, although hygiene factors should be present (motivation is reduced if they are ignored, neglected or are poorly provided) they do not by themselves motivate employees. Herzberg's approach is similar to that of Maslow in identifying a list of factors that influence behaviour; but in Herzberg's view these were not arranged in a hierarchy, it not being necessary to achieve one factor after another. One of the main outworkings of his proposals was the idea that motivation could be achieved through job enrichment.



Show OHT 4.2

Herzberg's Two Factor Theory

Ask the participants to look at the OHT and to compare the items identified by Herzberg with their own ideas, as listed on the flipchart sheet. You will invariably find that their dissatisfiers can be lined up with Herzberg's hygiene factors, while the motivators on both lists should be very similar.

Point out that Herzberg's ideas have (like those of many motivational theorists) proved controversial, largely because no one has been able to replicate his research, despite many attempts. This suggests that his results had more to do with the particular groups he studied (mainly comprising engineers and accountants) or the details of how he carried out his research, although this should not nullify his contribution in identifying new ways of thinking about the basic needs that motivate behaviour.

So where's the proof?

Inform the participants that, until recently, many of the so-called 'soft' issues concerned with management had been disparaged by many pragmatic managers who were after 'hard' evidence that motivational theories and other methods of human resource management had any impact on the bottom line: profitability. This type of manager often resorts to a kind of motivation Herzberg calls KITA (Kick In The Ass).

Ask the participants if they have come across this phrase before and, if not, what do they think it stands for. Herzberg's censored version is that, for some managers, the surest way of getting someone to do something they want is to give them a 'Kick In The Pants!'

This is also called the 'stick and carrot' approach. The carrot is often promotion or increased pay, while the stick is censure or even the sack for failing to meet targets. Point out that this may be a good method for motivating donkeys, but ask participants to think about how successful it is at work.

Ask the group to review the list you made on the flipchart sheet. How many of these items, especially in the 'motivators' column, came about as a result of this approach to management.

The resulting discussion is likely to demonstrate that the KITA or 'stick and carrot' approach is unlikely to produce lasting motivation, and will usually have the opposite effect.

But help is at hand. The Chartered Institute of Personnel Development (CIPD) has produced research which indicates that the way in which people are managed has more impact than investment in technology, research and development or strategic focus groups.

Research carried out by Gallup in the USA showed that businesses where employees scored highly in terms of key human resource issues outperformed their rivals on traditional hard measures of productivity (by 22%), customer satisfaction (38%), profitability (27%) and employee retention (22%).

It is apparent from this research that Herzberg's motivators are still alive and well, and capable of making an impact on workplace performance.

MOTIVATION QUESTIONNAIRE



Distribute Handout 4.3

Motivation questionnaire

Ask the participants to complete the questionnaire on the handout, allowing them about 10 minutes to work through the list and total their scores.

Reviewing the scores

When everyone has completed it, ask each member of the group to give you their final score. Write each score on a sheet of flipchart paper. Add all the totals and divide by the number of participants. This will give you the average group score: 12 is obviously very poor, 36 would be exceptional.

If the participants come from a number of separate work groups, ask them how representative they think this score is. If they think it should be higher (or lower), ask them to clarify some of the reasons behind the discrepancy.

DEVELOPING AN ACTION PLAN

Tell the participants that you now want them to work in syndicate groups (four members in each group is ideal). Issue each syndicate group with a fresh sheet of flipchart paper and marker pens. Ask them to come up with a generic action plan – one that would be suitable for any manager in any organisation who needs help to motivate staff, and increase their performance and effectiveness.

Give them about 10 minutes to come up with some ideas.

PLENARY REVIEW

Reconvene the whole group and lead a plenary review. Ask the syndicate groups to take it in turns to read out the ideas they have come up with. You should have a number of overlapping ideas, but there will invariably be fresh ones that you hadn't considered before. Look out for the following ideas which I would consider to be the most important.

- Agree the purpose of the job; decide on the key areas in which you want to achieve results and define the measurable outcomes of what you want done.
- Make sure their job is a feasible one (that is, they have the necessary support and resources to achieve the objectives).
- Allow them to get on with the job with the minimum of interference, but always be available to help and advise.
- Hold regular performance review discussions to clarify how far they are achieving agreed results.

- Provide them with information to enable them to assess their own performance and take corrective action.
- Give training (coaching, guidance and so on) in areas where it is needed.
- Set long-term goals for their personal development and progress.
- Seek feedback about what you can do to improve your effectiveness; listen and take action.
- Have a reward strategy that recognises those who succeed in meeting (or exceeding) their agreed objectives.
- When you have met agreed objectives, involve the individual in setting new and challenging objectives for the future.

Ask the participants to review the submissions from all the syndicate groups. Finally ask them to make a note of one key action point they will take away and implement after the training event.

Give them a minute to think of a key idea and move quickly around the group, asking each participant in turn to tell you what step they will implement after the training event.



TRAINER'S NOTE

At this point you may wish to hand out copies of the Action plan proformas that you will find on pages xv and xvii. Explain to participants that they can use these – preferably immediately after the session – to help them organise their thoughts and plan what improvements they can make to their working practices in light of their learning from this activity.

Thank them for their work and then close the session.

Links

To other activities in this resource

This activity would make a good follow-up to *Activity 1 Management and motivation – an introduction*, and *Activity 2 Theories . . . loads of theories* if you wish.

Further reading

Employment relations into the 21st Century, IPD position paper, (December 1997)

One more time: How do you motivate employees?
Herzberg F, *Harvard Business Review*, No 46, (1968)

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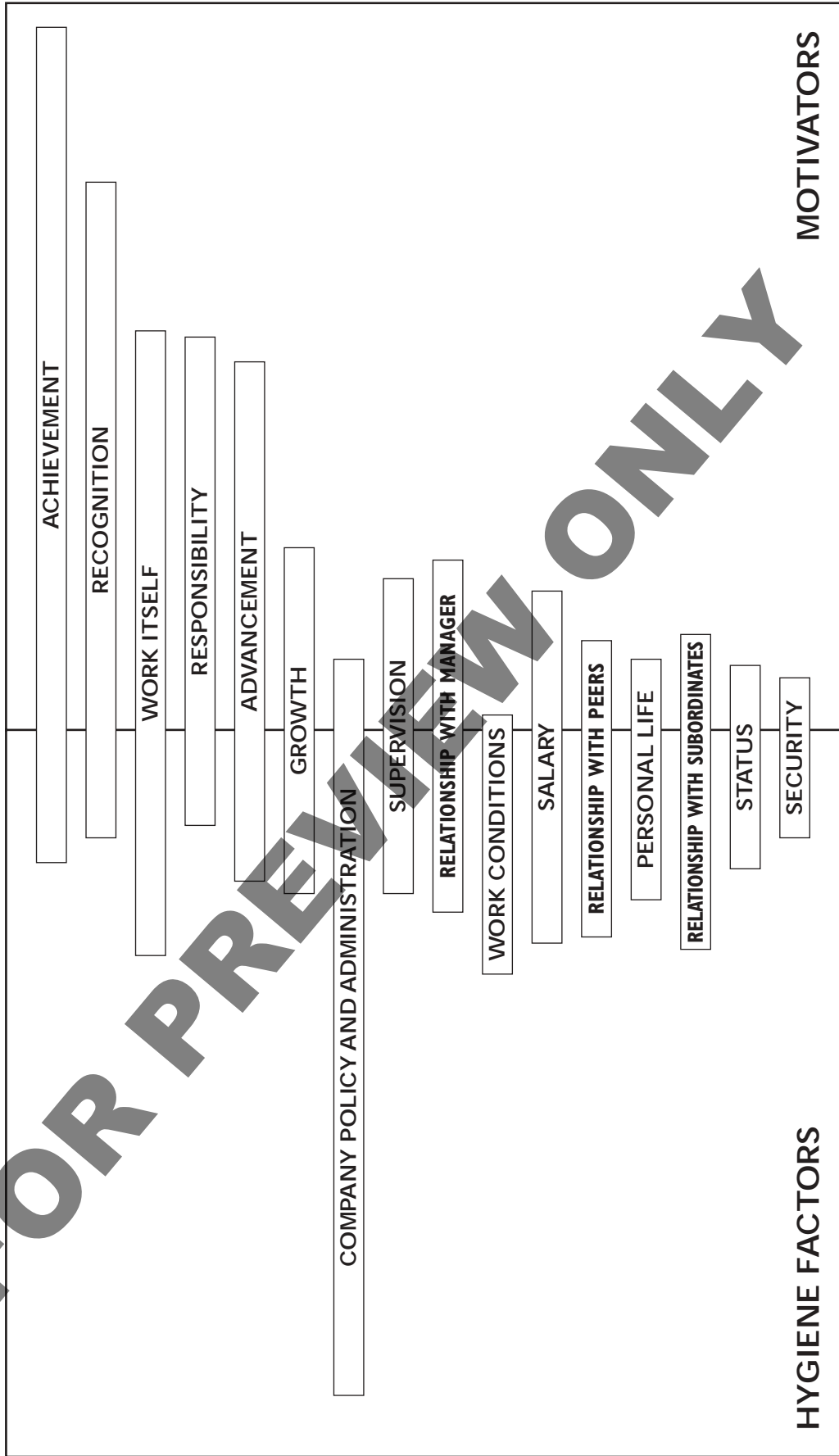


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Demotivated/motivated?



Herzberg's Two Factor Theory



Source: *Factors affecting job attitudes, as reported in 12 investigations*. Reprinted by permission of *Harvard Business Review*, Exhibit 1. From 'People: Managing your most important asset: How do you motivate employees?' by Frederick Herzberg, 1990. Copyright © 1990 by the Harvard Business School Publishing Corporation; all rights reserved.



Motivation questionnaire

Score each of the 12 statements below using the following scale:

- 1 = I disagree
 2 = I'm not sure
 3 = I fully agree.

	Score
1. I know what results are expected of me.	<input type="checkbox"/>
2. I know what my boss thinks of my performance.	<input type="checkbox"/>
3. Our relationship enables me to be open when discussing work problems and concerns.	<input type="checkbox"/>
4. Our discussions lead to improved performance and increased joint effectiveness.	<input type="checkbox"/>
5. I know what my boss thinks of my potential and prospects.	<input type="checkbox"/>
6. I have all the resources I need to do a good job.	<input type="checkbox"/>
7. My boss keeps me informed about what is going on.	<input type="checkbox"/>
8. I am free to choose my own method of working.	<input type="checkbox"/>
9. I am consulted and my opinions seem to count.	<input type="checkbox"/>
10. There is sufficient variety at work to maintain my interest.	<input type="checkbox"/>
11. Working relationships in my team are good.	<input type="checkbox"/>
12. Last year I developed by learning new skills.	<input type="checkbox"/>

Total score =

About this resource

This Trainer's Activity Pack gives trainers and developers a toolkit that will help them influence their organisation's culture by creating energetic and transforming training events. *Motivation in Practice* provides you with a training resource of 19 activities that have been tried and tested on a wide variety of training programmes. They are equally applicable if you are facilitating either an in-company or open training event, whether you work for a large or small organisation, in the public or private sector, in customer services or production head office, or on the 'front line' of the organisation.

I strongly believe that people are the key resource in any organisation. Everyone in every organisation – no matter what the product, service or their position – has to achieve results with and through the efforts of other people. My main premise is that in order to work effectively you need to develop insight into what motivates individuals and teams to maximise their performance. Armed with this fresh perspective, you can then manage your interaction with others to ensure that they work with a sense of commitment rather than merely complying with the minimum needed to get by.

The activities are designed to be led by someone in the central role of 'trainer'. The approach adopted does not require a great deal of expert input; it is based more on acting as a facilitator – establishing a learning climate and encouraging self-awareness among participants. As such, someone whose more usual role is that of a manager, coach, colleague or consultant can readily facilitate the activities.

When used effectively, I anticipate that this Trainer's Activity Pack will offer the following benefits:

- help to encourage learning by generating a safe and supportive environment
- encourage self-learning and self-development in participants (and the trainer)
- develop greater empathy, rapport, listening and communication skills, that participants can use to motivate themselves and their teams
- encourage a creative and energetic environment, both at training events and back at the participants' workplace
- improve motivation and morale by developing skills for handling people and problems in more productive ways
- help participants find sources of inspiration in themselves, their colleagues, and their team.

Each activity has been designed to stand alone (although the impact of many activities can be magnified if they are combined with others from the pack). Although the activities are numbered, they are not intended to be used in any particular sequence (I offer guidance in the Links sections on particularly powerful combinations).

Each activity can be:

- used to save you time in researching and developing material, by providing a variety of ideas and options
- fitted in to your current training events on a wide number of topics (leadership, time management, career and personal development, and so on) at a variety of points (establishing core knowledge, developing skills, identifying actions, and so on)
- combined with other resources you currently use (such as role-play scenarios, objection handling, team building, interviewing skills)
- used in the workplace, not just the training room (most use a minimum of resources, which are easily obtainable in any working environment).

This gives you the flexibility to achieve what you need to suit different situations, participants or individuals.

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