# Motivating Employees to be their Best

## Instructor Guide

# Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

# Contents

## Chapter Four: Overcoming Obstacles to Motivation

## Appendix

# Course objectives

Successful completion of this course will increase your knowledge and ability to:

◊ Identify major factors that affect motivation
◊ Apply dialog and listening skills that model community, influence, and openness
◊ Take specific actions to foster trust within a group
◊ Model the concept of accountability
◊ Identify inhibitors to fostering group commitment and passion
◊ Teach a four-step process designed to help groups learn from mistakes
◊ Encourage group initiative-taking
◊ Create a group culture of ownership and accountability
◊ Identify and apply strategies for dealing with outside pressures that negatively affect motivation
◊ Identify and apply strategies for dealing with systems and policies that negatively affect group esteem
◊ Match or tailor your leadership style to various employees' motivational preferences

# Chapter **One**



## *THE FOUNDATION OF MOTIVATION*

Discuss the definition of community. It starts best in small groups. The larger the role of hierarchy in the organization, the harder it is to build a sense of community.

Activity: Have participants brainstorm what community looks like in the workplace. Some ideas:

- Care for and protect employees

- Listen to and do their best to accept contributions and divergent ideas as honest attempts to help

- Discourage back-biting and politics

- Do their best to treat each member of organization as equally worthy of respect

- Share information so everyone can see how the whole organization works and how it is doing

- Publicly celebrate the group's success

- Share losses

- Employees are treated fairly and justly and feel the workplace is an environment they can trust

## Community ↘
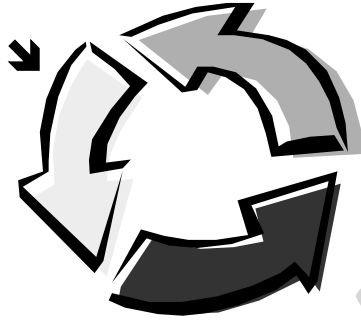
**Concept:** Community is the sense of belonging and interacting with a group and feeling valued for your uniqueness.

# Underlying issues and needs:

◊ The need to feel included (in the group, in the organization, in the community)
◊ The need to feel significant
◊ The fear of being ignored or abandoned

*What does community look like in the workplace?*

◊

◊

◊

◊

◊

# Case studies

Read each scenario and decide which element isn't being fulfilled and how it could be improved.

1. Samantha, a computer programmer, has a strong vision of what the final product should look like and feels that her vision is being tossed aside when she is told that the efforts of her and her team are "good enough," even though she has identified a number of potential improvements. This is particularly frustrating to her in problem-solving situations where a quick fix is chosen that is only marginally more efficient than providing a fundamental solution to the problem that would be more satisfactory for the customer. An example would be spending two hours adding a new menu of instructions to the customer on how to access the data the long way rather than taking four hours to devise and implement a shortcut to the data, which the customer would actually prefer.

   What's not being fulfilled: _____

2. Earl only wants two things out of his job: the friendship of his buddies in the machine shop and his paycheck. Earl is paid on a per-piece basis—i.e., the harder he works and the more parts he finishes, the more money he makes. Earl is a good machinist and can be very productive if he tries. Unfortunately, when Earl outperforms the rest of his work group, they scorn him as a "rate-buster." The more he produces the worse the scorn. It seems that in the past, the shop's owners have used high performance as justification for lowering the amount workers receive for each piece produced.

   What's not being fulfilled: _____

3. Diane works as a graphic designer for an advertising agency. She enjoys her job because it provides her with challenging and interesting work and it pays well. In her firm, bonuses are awarded semiannually on the basis of the company's accomplishments; however, Diane never has a clear sense of what her bonus will be for any given performance period. Additionally, individuals who perform well are also given first choice of new projects. As a well-trained and competent worker, Diane does her job very well; however, in her mind, that hasn't translated into corresponding opportunities to pick her projects—someone else always seems to get to pick first, for reasons not apparent to Diane.

   What's not being fulfilled: _____

# Group self-assessment

*Instructions: Use this scale to assess your workplace community, influence, and openness.*

*1 = never    2 = seldom    3 = somewhat    4 = often    5 = always*

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | My group sees itself as part of an organization with a limited hierarchy. | 1 | 2 | 3 | 4 | 5 |
| 2. | My group has articulated a shared vision aligned with the organization's. | 1 | 2 | 3 | 4 | 5 |
| 3. | The organization listens to and accepts contributions and new ideas from my group. | 1 | 2 | 3 | 4 | 5 |
| 4. | Our group publicly celebrates our successes. | 1 | 2 | 3 | 4 | 5 |
| 5. | The group treats each member as equally worthy of respect. | 1 | 2 | 3 | 4 | 5 |
| 6. | Our group's accountability is equal to its level of authority. | 1 | 2 | 3 | 4 | 5 |
| 7. | Our group solves its own problems. | 1 | 2 | 3 | 4 | 5 |
| 8. | Our group perceives value in our work. | 1 | 2 | 3 | 4 | 5 |
| 9. | Our group takes initiative to make decisions without passing the buck. | 1 | 2 | 3 | 4 | 5 |
| 10. | Our group feels competent to achieve the task at hand. | 1 | 2 | 3 | 4 | 5 |
| 11. | Our group isn't afraid to engage in constructive conflict. | 1 | 2 | 3 | 4 | 5 |
| 12. | Our group enjoys an open flow of organizational information. | 1 | 2 | 3 | 4 | 5 |
| 13. | Our group actively seeks feedback. | 1 | 2 | 3 | 4 | 5 |
| 14. | Our group values and practices honesty. | 1 | 2 | 3 | 4 | 5 |
| 15. | Our group uses inclusive language. | 1 | 2 | 3 | 4 | 5 |

Total for questions    1–5: _____  Community
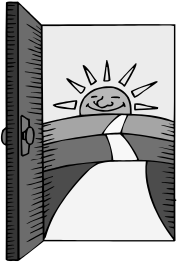
Total for questions   6–10: _____  Influence

Total for questions 11–15: _____  Openness

**Grand Total:** _____

# Tailoring your leadership style

## Match your role to the group's needs

Facilitator — creates open, accepting climate; actively intervenes within the group to foster community, influence, and openness

Coach — provides candid feedback and advice to group members regarding their performance and reputation, suggests specific actions the group can take to improve its performance; helps the group set realistic goals
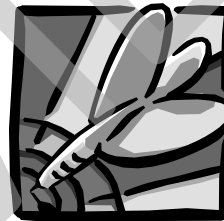
Encourager — empowers; validates the group's authority and influence; helps people understand the culture and political realities of organization

# Honesty, trust, and respect

## Look like

- ◊ Addressing problems as they happen
- ◊ Practicing open-book management
- ◊
- ◊

## Sound like

- ◊ Describe undesirable behaviors without blaming
- ◊ Describe desirable behaviors
- ◊ Acknowledge your feelings
- ◊
- ◊

## Feel like

- ◊
- ◊
- ◊
- ◊

### *Translating trust into actions*

- ◊ Credibility — believability of spoken and written words
- ◊ Dependability — makes good on promises, commitments are backed by actions
- ◊ Predictability — not springing unpleasant surprises on people
- ◊ Valuing the common good — can put aside self-interest for the good of the group
- ◊ Emotional safety — take employees' concerns and interests to heart, voice confidence in them and back them, shield them from office politics

Review the concepts presented here. Emphasize that honesty, trust, and respect are essential pieces of all three components of motivation, especially openness. We've provided extra bullet points in each section for participants (or you) to add their personal examples or favorites. Have participants work in pairs—preferably with someone they haven't yet worked with—to fill in several points under what honesty, trust, and respect "Feel like." Share answers with the entire group.





Facilitate a discussion about how far honesty can or should go. One criterion for sharing information should be to allow people to feel a part of a community—to have influence—which demonstrates respect and value for the individual.

"Translating trust into actions": Comment on how these tips show how nebulous, fuzzy qualities can be transformed into specific behaviors.

Credibility includes admitting that you don't know something, or not saying anything at all, rather than stating half-truths.

The absence of dependability is indifference.

Unpredictability breeds uncertainty and stress.

Valuing the common good is made evident though promoting team efforts.

Emotional safety means not abusing employees' emotions.

Creating a vision and mission

What do we do?

For whom do we do it?

Why do we do it?

How do we do it?

The first step in empowering employees is to involve them in the process of developing a vision and mission for the organization/group/team. If employees are merely told what the vision and mission is, they will have little sense of ownership and see no reason to take initiative. But, if the employees have had a hand in creating the vision and mission, it will truly be theirs, and they will want to see it succeed.

Activity: Have participants work in small groups to answer the four questions listed on this page. If members of the small group all work in the same area, they can answer for their area. If group members are from different departments or areas, they can choose one member to concentrate on and help him or her answer the questions. Debrief by sharing answers. Note the underlying values that the mission is based on; check if the answers focus on desired behaviors and list actions that would demonstrate the mission in action.

# Creating a shared vision and mission

## Four questions a mission statement must answer

◊ What do we do?
◊ For whom do we do it?
◊ How do we do it?
◊ Why do we do it?

## Involving employees in the creation process

◊ Base it on your organization/team's core values
◊ Focus on desired behaviors
◊ Spread the word constantly (but expect it to take time to saturate)
◊ Actions mean more than words

# Building group identity

All too often, we jump into a project without knowing our team. This includes discovering the talents and expertise of the team as well as just making personal connections.

## 10 ways to make personal connections

1. Have fun — Play and/or eat together! Have a lunchtime potluck or an all-dessert lunch; kick off a team project with a happy hour; go on a scavenger hunt, go to a movie, go bowling

2. Add humor — ask each group member to share their most embarrassing workplace story

3. Volunteer as a team for a community project — women's shelters, food banks, trail or park maintenance

4. Participate in a group training event – team dynamics, communication skills, new technologies

5. Play "What's My Line?" — have each group member write down one thing about themselves that nobody else knows; read each item and guess who wrote it

6. Go on a field trip — visit a customer or supplier

7. Get moving — take a hike, go rock climbing (indoors), fly kites

8. Write a group résumé on a giant piece of paper

9. Establish working rules— start by exploring each group member's workplace values

10. Talk

# Practice

*Situation:* Your boss comes to you with a problem:  The budget for your team/area is being cut by 27% for next year. You need to generate and examine options for ways that this cut can be implemented.

Using systematic analysis, analyze the problem, generate and evaluate alternatives, and recommend a preferred solution.

## *Problem analysis:*

## *Evaluate alternatives:*

| How should the budget be reduced by 27% | | | | |
|---|---|---|---|---|
| | Criteria | | | |
| Alternatives | a. | b. | c. | d. |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

## *Preferred solution:*

# Improving systems and policies

## Areas for review

- ◊  Fragmented processes
- ◊  Inadequate training
- ◊  Hiring the wrong people
- ◊  Short bonus cycle
- ◊  Crazy or nonexistent career paths
- ◊  Job design

## Incentives

| Foster C, I, O | Hinders C, I, O |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Performance appraisals

| Foster C, I, O | Hinders C, I, O |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

"Groupthink" was first identified by psychologist Irving Janis in 1972. This common phenomenon occurs when a cohesive group falls into set patterns of decision-making. The sense of group invulnerability and desire to agree is so great that the group tends to ignore contradictory data and fails to thoroughly consider alternative courses of action.

"Unhealthy agreement" is another common pitfall for groups. Dr. Jerry Harvey identified this phenomenon in his classic fable "The Abilene Paradox" (1974). Unhealthy agreement describes the tendency of people in a group to rush to agreement—out of politeness, a misguided interpretation of the situation, or ignorance—on something everyone privately thinks is a bad idea.

Ask participants if they have ever been part of a group that has suffered from groupthink or unhealthy agreement.

It is somewhat self-evident, but groupthink and unhealthy agreement stifle motivation and creativity and, therefore, are to be avoided.

# Avoid group think

*Do your group members*

◊ Feel beyond criticism or attack?
◊ Avoid challenging assumptions or considering alternatives?
◊ View the group as "in the right" and above reproach?
◊ View other groups and ideas as weak, evil, or stupid?
◊ Reject information or other groups that disagree with their ideas?
◊ Fear sharing their personal concerns with the group?
◊ Accept consensus too quickly and without thorough consideration?
◊ Censor disturbing ideas, bad news, or viewpoints from outside the group?

# Avoid unhealthy agreement

*Symptoms of unhealthy agreement*

◊ Participants seldom express their personal opinions
◊ Excessive politeness or courtesy
◊ Concerns surface after the decision
◊ Decisions typically made quickly with little discussion

*What to do if groupthink is suspected*

◊ Encourage divergent thinking and new ideas
◊ Assign group members to the role of "critical evaluator" or "devil's advocate" on a rotating basis
◊ Direct group members to discuss the group's decision-making process with people outside the group and report back on their opinions
◊ Actively seek outside expertise
◊ Hold a second meeting to decide the issue once more, using a different decision-making process
◊ Have the group divide into smaller groups to develop and explore alternative viewpoints

# Course review

1. List the three elements that encourage employees to feel intrinsically motivated.

   _____

   _____

   _____

2. Which of the following is NOT an example of extrinsic motivation?

   a. Recognition
   b. Autonomy
   c. Incentives
   d. Rewards
   e. Cash

3. A good way to handle a constant competitor is to:

   a. Ask for their help or input
   b. Increase their workload

4. List three symptoms of unhealthy agreement.

   _____

   _____

   _____

5. Which of the following is NOT a question the mission statement must answer?

   a. What do we do?
   b. For whom do we do it?
   c. How do we do it?
   d. How much does it cost?
   e. Why do we do it?

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## Have questions?
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