

leadership  
motivation  
dedication  
excellence  
drive  
discipline  
passion  
heart

## Leadership and Motivation



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- Leadership
- Leadership Styles
- Deciding
- Communicating
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# Leadership



- “If your actions **inspire** others to dream more, learn more, do more and become more, you are a leader.”  
(John Quincy Adams, 6<sup>th</sup> US President 1825-1829)





“**Leadership** is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential.” (Warren Bennis)



“**Leadership** is a process that involves: setting a purpose and direction which inspires people to combine and work towards willingly; paying attention to the means, pace and quality of progress towards the aim; and upholding group unity and individual effectiveness throughout.” (James Scouller, from *The Three Levels of Leadership*, 2011)

# Leadership



- Leadership is the ability to:
  - *Influence* others
  - Get people to do what they don't want to do and like it

- Leadership Traits
  - Physical qualities
  - Personal attributes
  - Character attributes
  - Intellectual qualities



# Leadership



- Leaders influence others through power:\*
- Positional Power:
  - 1. Legitimate Power
  - 2. Reward Power
  - 3. Coercive Power
- Personal Power:
  - 4. Expert Power
  - 5. Information Power
  - 6. Referent Power

# Leadership



- 1. Legitimate Power:
  - Stems from the managerial hierarchy and the authority vested in the position
- 2. Reward Power:
  - Based on the capacity to control and provide valued rewards to others

Pay raises Bonus Positive feedback Support for training programs Better facilities	Interesting projects Promotion Time off Recognition
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# Leadership



- 3. Coercive Power:

- Depends on the ability to punish others when they do not engage in desired behaviors

Withheld pay raises Criticism Negative feedback Deprivation of good facilities	Demotions Suspensions Termination
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- 4. Expert Power:

- Based on the possession of expertise that is valued by others



# Leadership



- 5. Information Power:
  - Results from access to the distribution of important information about organizational operations and future plans
- 6. Referent Power:
  - Results from being admired or liked by others. When we admire people, we more willingly follow their directions and exhibit loyalty toward them

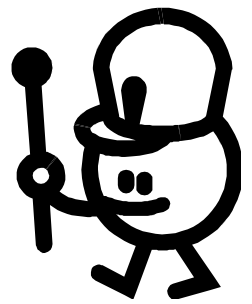
<b>Managers</b>	<b>Leaders</b>
Administer	Innovate
Ask how and when	Ask what and why
Focus on systems	Focus on people
Do things right	Do the right things
Maintain	Develop
Short term perspective	Longer term perspective
Imitate	Originate
Are a copy	Are original

# Management and Leadership

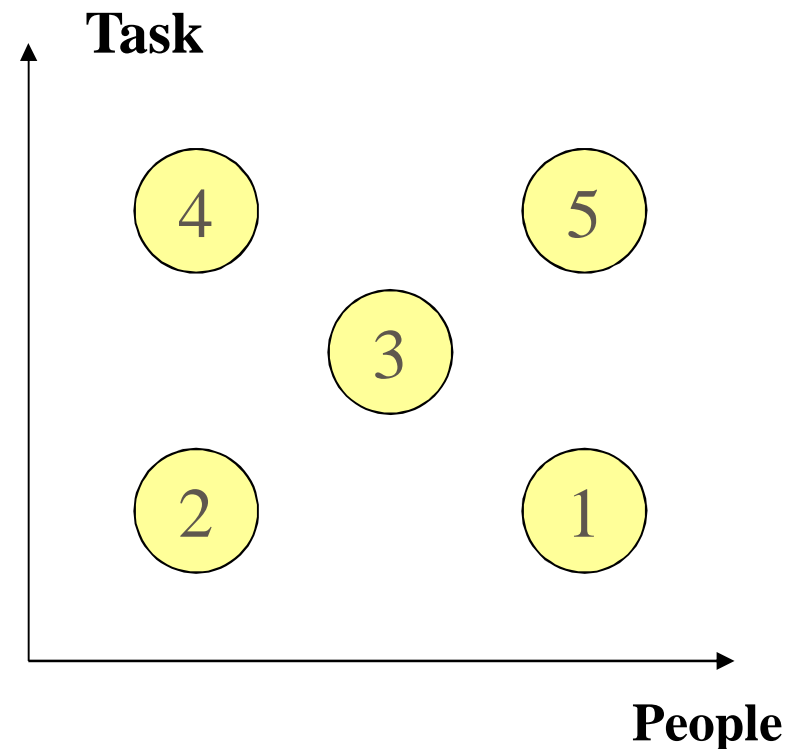
Activity	Management	Leadership
Creating an agenda	<b>Planning and budgeting.</b> Establishing detailed steps and timetables for achieving needed results; allocating the resources necessary to make those needed results happen	<b>Establishing direction.</b> Developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision
Developing a human network for achieving the agenda	<b>Organizing and staffing.</b> Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation	<b>Aligning people.</b> Communicating the direction by words and deeds to all those whose cooperation may be needed to influence the creation of teams and coalitions that understand the vision and strategies and accept their validity
Executing plans	<b>Controlling and problem solving.</b> Monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problem	<b>Motivating and inspiring.</b> Energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled, human needs
Outcomes	Produces a degree of predictability and order and has the potential to consistently produce major results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)	Produces change, often to a dramatic degree, and has the potential to produce extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make a firm more competitive)

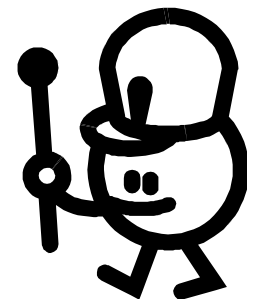
Source: Reprinted with permission of The Free Press, a Division of Simon & Schuster Inc. from *A Force for Change: How Leadership Differs from Management* by John P. Kotter. Copyright © 1990 by John P. Kotter, Inc.

# Leadership Styles



- Leadership styles
  - 1 - Nice Guy
  - 2 - Loser
  - 3 - Compromiser
  - 4 - Task Master
  - 5 - Ideal Manager

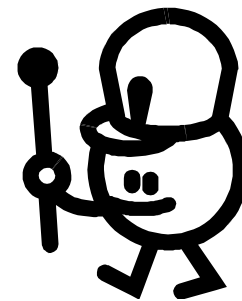




# Leadership Styles

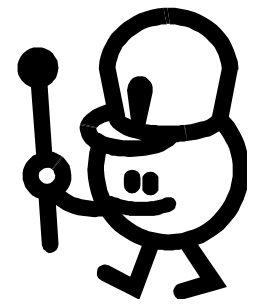
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- No single style fits all situations
- A person's dominant style is determined by personality traits
- Different leadership styles can be effective with different people at different times
- Advice to engineering managers: Vary style flexibly according to situation at hand in order to be effective



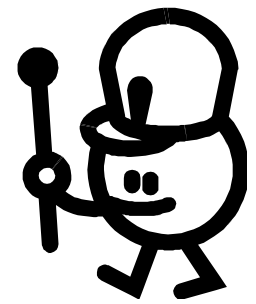
# Leadership Styles

- Examples of different leadership styles
  - The Transformational Leader
  - The Transactional Leader
  - The Servant Leader
  - The Laissez-faire Leader
  - The Participative or Democratic Leader
  - The Authoritarian or Autocratic Leader
  - The Charismatic Leader
  - The Situational Leader
  - The Bureaucratic Leader



# Leadership Styles

- Styles of leadership
  - Autocratic leadership: “LET’S DO IT MY WAY”
  - Democratic leadership: “LET’S DO IT TOGETHER”
  - Laissez-Faire: “LET’S DO IT YOUR WAY”
- Styles depend on:
  - The type of decisions required
  - The pressure prevalent at the time
  - The type of people work is conducted with
- The “best” leadership occurs when the leader style matches the situation

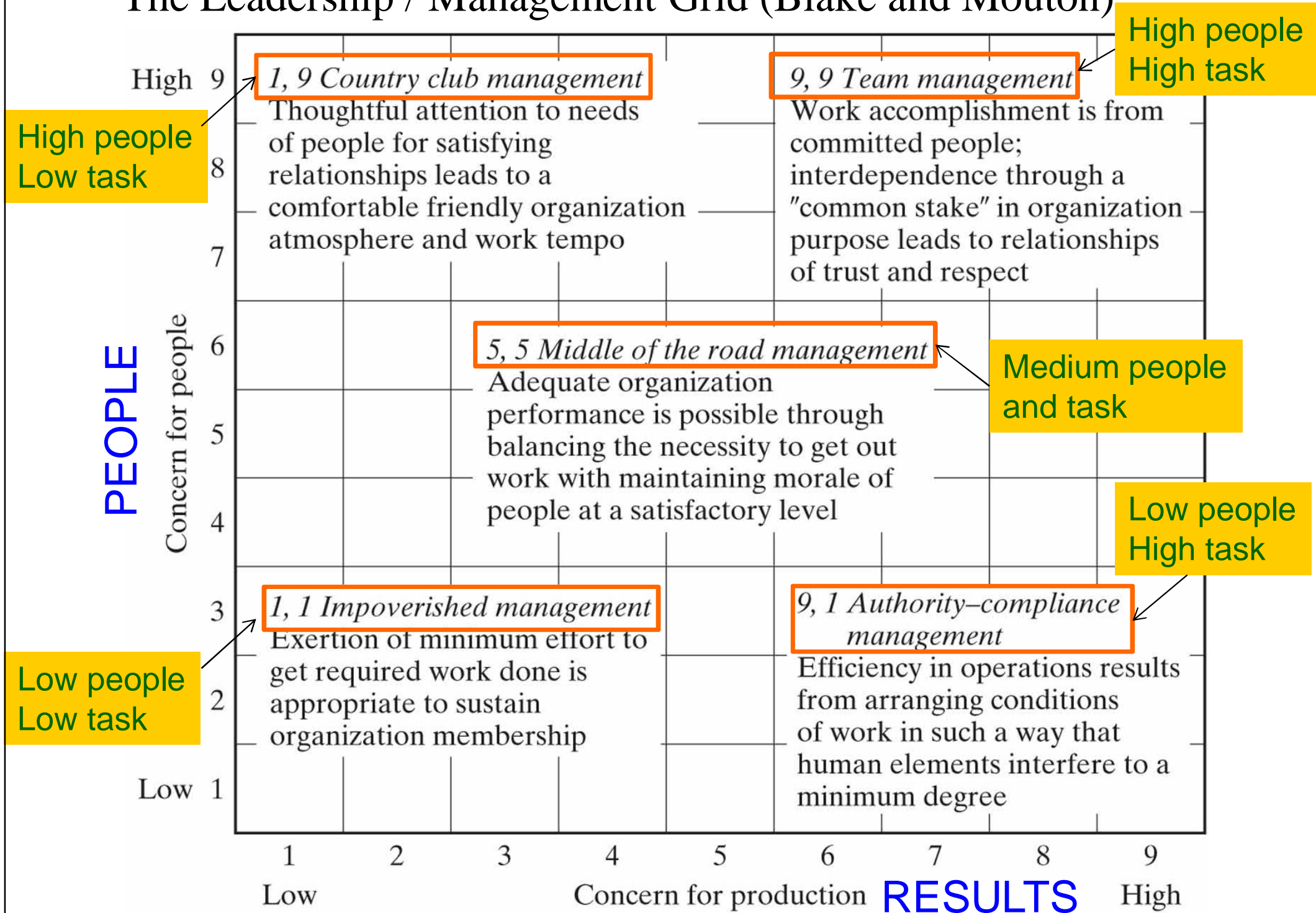


# Leadership Styles

- Translating leadership styles: No two cultures view leadership in the same way
  - USA: leadership means “getting things done”
  - Japan: they act like “parents” supporting individuals. The concept of assuming extreme employee loyalty to the company.
  - Germany & Austria: Toward a common goal
  - Spain, England & Ireland: Leading from front
  - France: Managing from a distance
  - Sweden & Finland: Consensus



# The Leadership / Management Grid (Blake and Mouton)



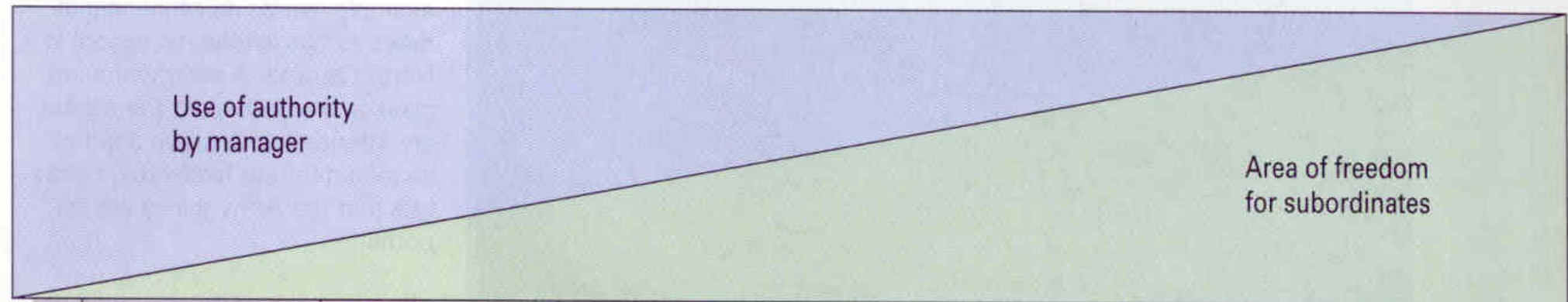
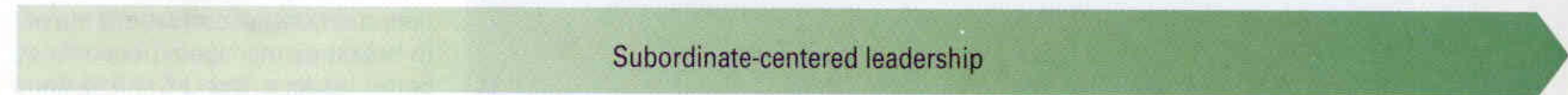
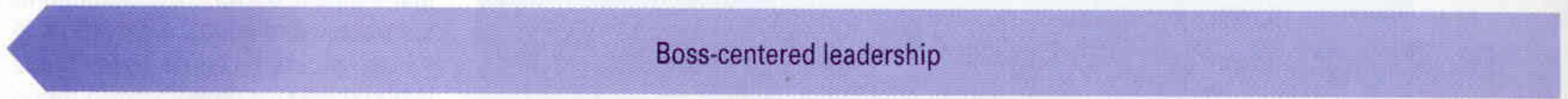
(Source: Morse, L. C. and Babcock, D. L., 2010. *Managing Engineering and Technology*, 5th ed.)

# The Leadership Continuum (Tannenbaum and Schmidt)

Single leader



Shared leadership



Manager makes decision and announces it

Manager "sells" decision

Manager presents ideas and invites questions

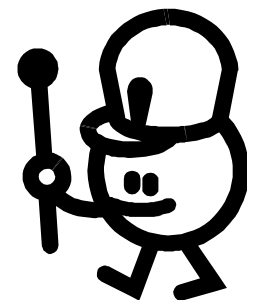
Manager presents tentative decision subject to change

Manager presents problem, gets suggestions, makes decision

Manager defines limits, asks group to make decision

Manager permits subordinates to function within limits defined by superior

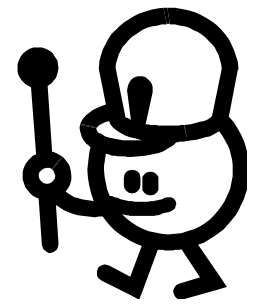
Source: Reprinted by permission of the *Harvard Business Review*. An exhibit from "How to Choose a Leadership Pattern" by Robert Tannenbaum and Warren Schmidt (May/June 1973). Copyright © 1973 by the President and Fellows of Harvard College; all rights reserved.



# Leadership Styles

- Leadership continuum
  - Autocratic
  - Diplomatic
  - Consultative
  - Participative
- Servant leadership (coined by Robert Greenleaf in 1970)
  - Practical philosophy which supports people who choose to serve first; Then lead as a way of expanding service to individuals and institutions





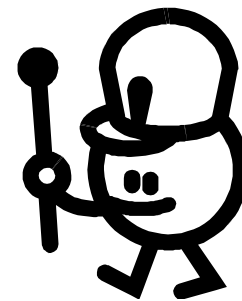
# Leadership Styles

- Leadership: Emotional Intelligence
  - Effective leaders have high emotional intelligence
    - Self-Awareness: the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others
    - Self-Regulation: the ability to control or redirect disruptive impulses and moods, the propensity to suspend judgment to think before acting
    - Motivation: a passion to work for reasons that go beyond money or status, a propensity to pursue goals with energy and persistence
    - Empathy: the ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions
    - Social Skill: proficiency in managing relationships and building networks, and ability to find common ground and build rapport



# Leadership qualities essential for engineering managers

- L** – Listening, leveraging own capabilities and strengths
- E** – Empowering, entrusting people, enthusiasm
- A** – Action driven, attitudes, accountability, ability to motivate others
- D** – Determination, decisiveness in setting directions, detail-orientation in management approach
- E** – Energy, empathy, effectiveness, efficiency
- R** – Rewarding, respecting, risk taking, reinventing oneself
- S** – Setting personal examples, servicing people, showing missions/vision
- H** – Honesty, honorable objectives
- I** – Innovative, integrity, interpersonal skills, inspiring capabilities
- P** – Persistence, positive outlook, proactive communications



# Leadership Styles

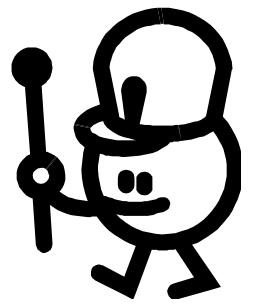
- Guidelines for superior leadership
  - (1) Maintain absolute integrity
  - (2) Be knowledgeable
  - (3) Declare expectations
  - (4) Show uncommon commitment
  - (5) Get out in front
  - (6) Expect Positive results
  - (7) Take care of people
  - (8) Put duty before self-interests

# Profile of successful leaders

- Strong drive for responsibility and task completion
- Vigor and persistence in pursuit of goals
- Venturesomeness and originality in problem-solving
- Drive to exercise initiative in social situation
- Self-confidence and sense of personal identity
- Willingness to accept consequence of decision and action
- Readiness to absorb interpersonal stress
- Willingness to tolerate frustration and delay
- Capacity to structure social interaction systems to the purpose at hand



# Leadership Styles



- The function of *leading*
  - Deciding
  - Communicating
  - Motivating
  - Selecting people
  - Developing people







# Deciding

- Deciding
  - To arrive at conclusions and judgements
  - To assure that the quality of decisions made remains high
  - Types of decisions:
    - Spontaneous Decisions - Intuitive, hunch or gut instinct based
    - Reasoned Decisions - Based on systematic studies and logical analyses (to the extent possible):
      - (1) Assess facts and evaluate alternatives
      - (2) Use full mental resources
      - (3) Emphasize creative problem-solving
      - (4) Think consistently
      - (5) Minimize the probability of errors (downside risks)



# Deciding

- Why decision making is difficult?
  - Management problems - Ill-defined, of wide scope, of constantly changing nature, involving people of unpredictable behavior
  - Data/Facts - Insufficient, of poor quality, excessive, and not to be analyzed and interpreted in time and within budget
  - Impact of decisions - Dependent on people's opinion, which change in time





# Deciding

- Why decision making is difficult? (cont'd)
  - Nature of decisions - Compromises among alternatives, with validity changing with time
  - Decision implementation - Affected by consensus and commitment of affected people
  - Complexity of decisions – Critically important decisions involve multiple management levels, thus requiring coordination





# Deciding

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- Criteria for good decisions:
  - Achieve stated purpose - correct/change the situation which created the noted problem
  - Be feasible to implement - meaningful with respect to resources required and the value created
  - Have no or limited adverse consequences - not causing major disasters to unit or company in short- and long-term



# Deciding

- Guidelines for decision making
  - Study management cases for acquiring close to real-world experience in decision making
  - Prioritize problems in need of decisions, skip those with minor significance or impact
  - Apply a rational process to guide the decision making process
  - Involve those to be impacted by the decision - consensus building foster implementation



# Deciding

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- Guidelines for decision making (cont'd)
  - Make decisions based on incomplete/ uncertain information on hand, assumptions introduced
  - Take the necessary risks
  - Delay decision making until the last allowable moment, but within the applicable deadlines, avoid making no decision which is a sign of poor leadership



# Deciding

- Who is to make what decision?
  - 1. Staff
  - 2. Staff and Manager
  - 3. Manager
- Decisions by Staff
  - Techniques to accomplish assigned tasks or projects
  - Options to continuously improve current operations and work processes
  - Social events - Group picnics, golf outings, Christmas parties, and others



# Deciding

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- Decisions by Manager and Staff
  - Development needs of staff - conference or seminar attendance, training needs, degree programs, etc.
  - Policy and procedure involving staff interactions with other departments
  - Team membership - workload balance, personality fit, working relationship, exposure and visibility, sets of skills, etc.





# Deciding

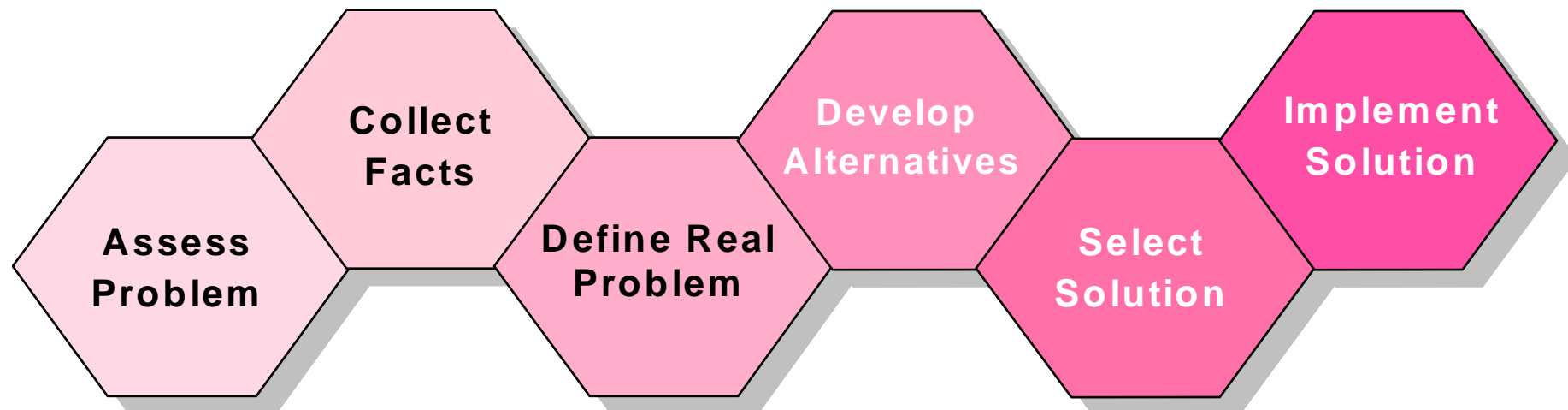
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- Decisions by Manager
  - Priority of tasks and projects, project or program objectives, budget allocation
  - Personnel assignment, work group composition, evaluation, job action
  - Administrative – policies, procedures, office space assignment, special exceptions
  - Business confidential matters



# Deciding

- Rational decision making process
  - Assess the apparent problem - based on symptoms observed
  - Collect facts - what, how, who, where, when, why, from people who have direct knowledge of the problem at hand :  
“Management by Walking Around”

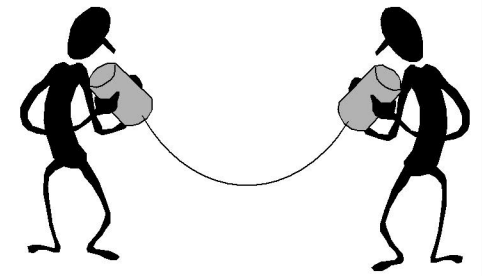




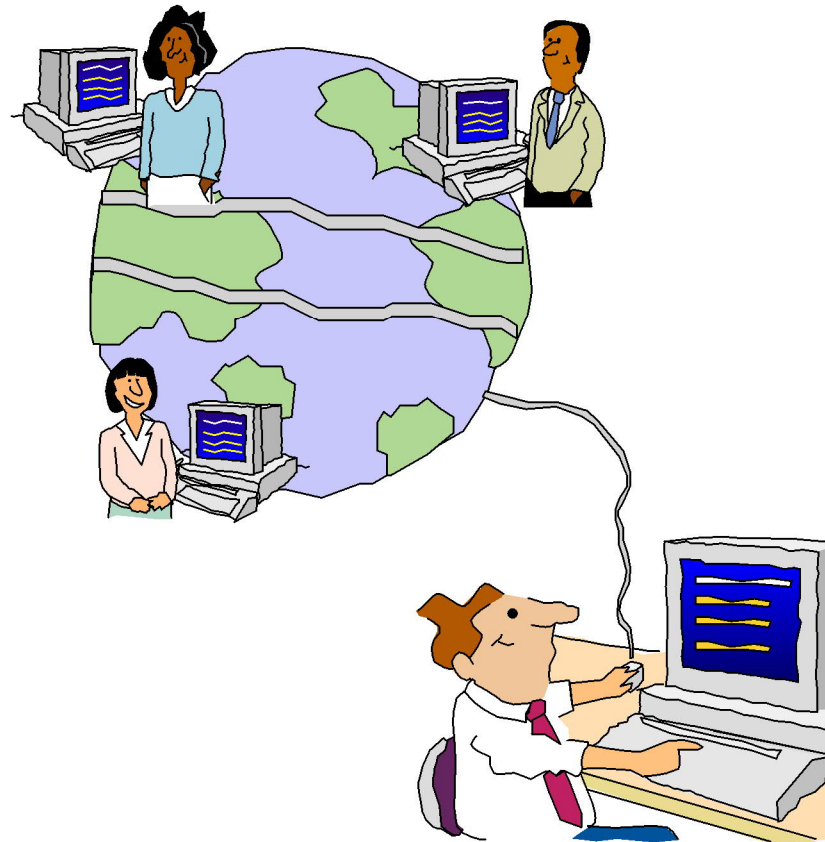
# Deciding

- Rational decision making process (cont'd)
  - Define the real problem - deviation from norm, performance metrics to measure success
  - Develop alternatives to achieve the desired resolution - brainstorming, innovation
  - Select optimal solution (logical process, minimizing risks, maximizing probability of success)
  - Set course of action to implement decision, by allocating resources, specifying action steps and define target dates of completion

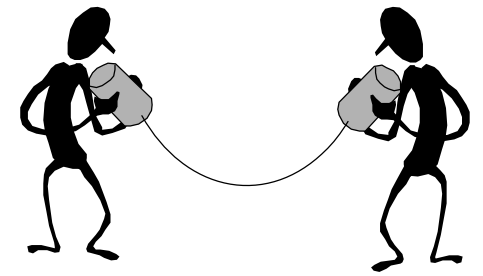
# Communicating



- To create **understanding** and **acceptance** by conveying facts, viewpoints, impression and/or feelings

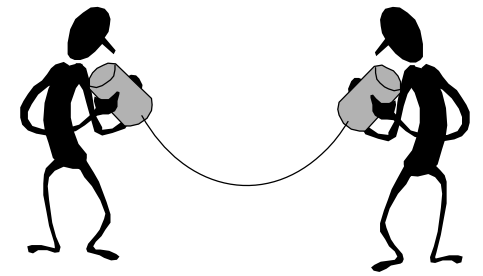


# Communicating



- Guidelines for communication
  - Communicate with a clear purpose
  - Select proper form to communicate - face-to-face talk, phone conversation, emails, video-conference, staff meeting, written memos, web-posting, net-meeting
  - Be honest and open, welcome suggestions, offer pertinent information to dispel fears
  - Keep communications channels open
- How to communicate?
  - Asking – Telling – Listening – Understanding

# Communicating



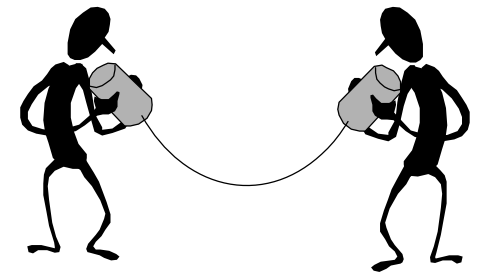
- **Asking**

- Asking open-ended insightful questions to gain knowledge and to improve understanding of the situation at hand
- Quality of questions is a clear indication of the questioner's grasp of the situation at hand

- **Telling**

- Offer information to keep people (peers, employees, bosses, supply chain partners, customers) informed about matters of concern to them
- Judgement is needed as to what to tell and what not, seek balance between (1) trust-creation and no surprise versus (2) control over information (“Need to Know” paradigm)

# Communicating



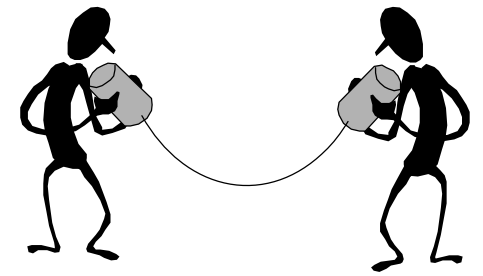
- **Listening**

- Remain focused in listening to the subtext and true meaning of the exchange
- Maintain eye contact
- Exercise self-discipline to control own urge to talk and avoid interrupting others

- **Understanding**

- To hear by the head and to feel by the heart
- Assess the degree of sincerity - verbal intonation, facial expression, body language
- Recognize shared meaning (emotional and logical)

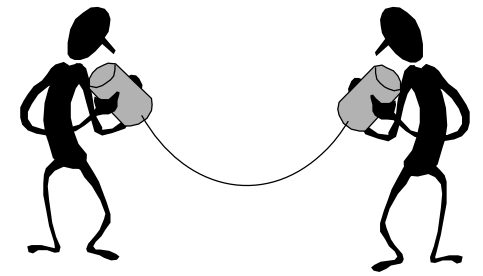
# Communicating



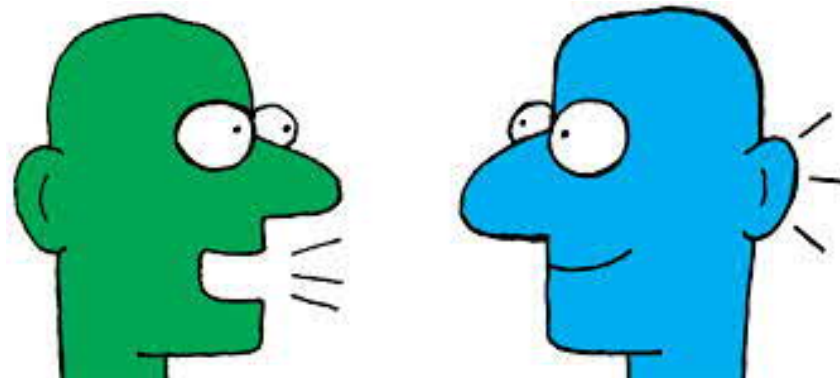
- Common barriers to communications
  - Interpretation of Semantics (words/terms may have multiple meanings)
  - Selective Seeing - See only what one wants to see
  - Selective Listening - Hear only what one wants to hear (screen out ideas divergent to own opinion or self-interest)
  - Emotional Barriers (strong attitude and feelings, personal biases)



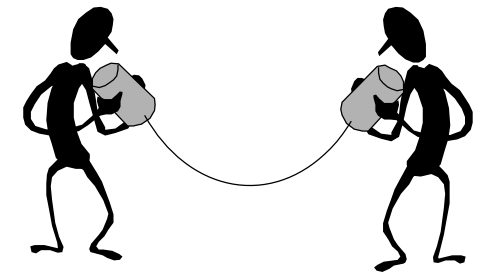
# Communicating



- Techniques of communicating
  - Know what one wants to say and say what one means (some people want to impress others, not to express themselves) - “The answer is definitely a maybe”, “It is not probable, but still possible”
  - Know the audience (tailoring to the receiver’s frame of mind - belief, background, attitudes, experience and vocabulary)



# Communicating

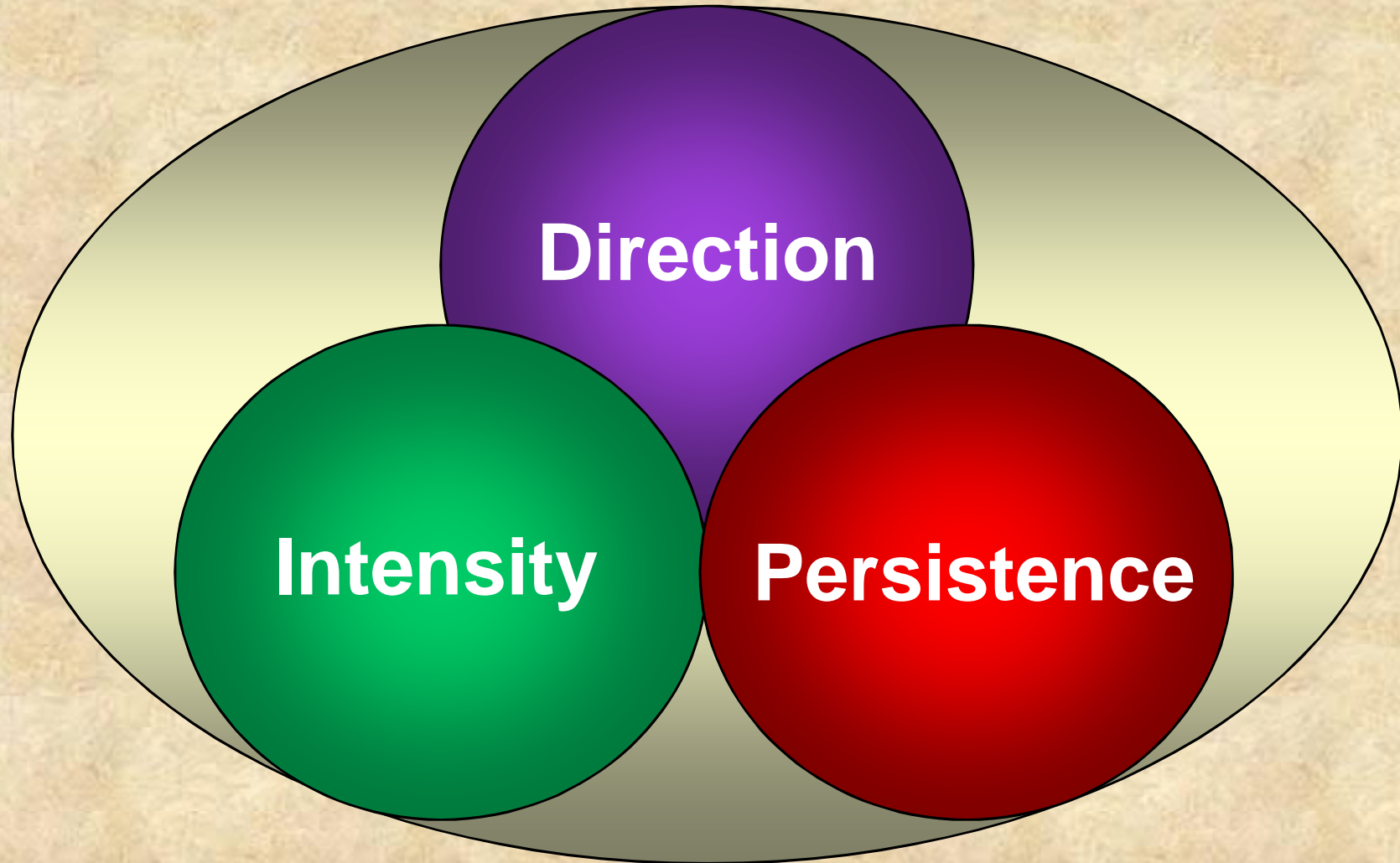


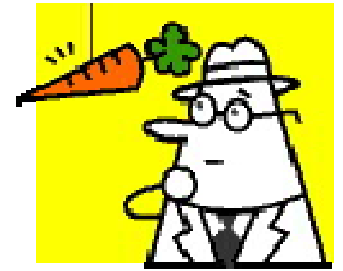
- Techniques of communicating (cont'd)
  - Get favorable attention - Taking into account of receiver's interest and emotional standing
  - Get understanding - Leading the exchange from present to future, familiar to unfamiliar, and agreeable to disagreeable
  - Get retention - Repeat the ideas (Rule of Four\*)
  - Get feedback - Asking questions
  - Get action to enhance communications

\* **Rule of Four:**

- 1) Before trying to get an idea across, tell your listeners what you are going to say.
- 2) Say what you have to say.
- 3) Tell them what you have said.
- 4) Get them to tell you what they understood - Repeating the same thoughts in different ways - paraphrase.

# What Is Motivation?

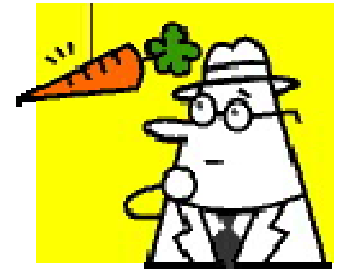




# Motivation

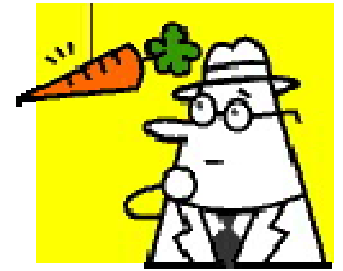
- To motivate is to apply a force that excites and drives an individual to act, in ways preferred by the manager/leader
- How to motivate
  - Inspire - Infuse a spirit of willingness (by work done, leadership traits, examples set)
  - Encourage - Stimulate through praise, approval and help
  - Impel - Force: coercion, compulsion, punishments

# Motivation



- Techniques to enhance motivation
  - Participation - Promoting ownership of idea, project, task and program
  - Communication - Objectives, metrics
  - Recognition - Fair appraisals inducing loyalty and confidence
  - Delegated Authority - Convey trust
  - Reciprocated Interest - Show interest in results

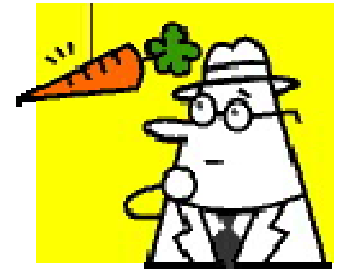




# Motivation

- Keys for successful motivation
  - Accept people as they are, not try to change them - personal preference, values and standards
  - Recognize that other have drives to fulfill own needs - self-actualization, recognition, ego, self-esteem, group association, etc..
  - Motivate by addressing the unsatisfied needs – e.g. Maslow Need Hierarchy Model

# Motivation

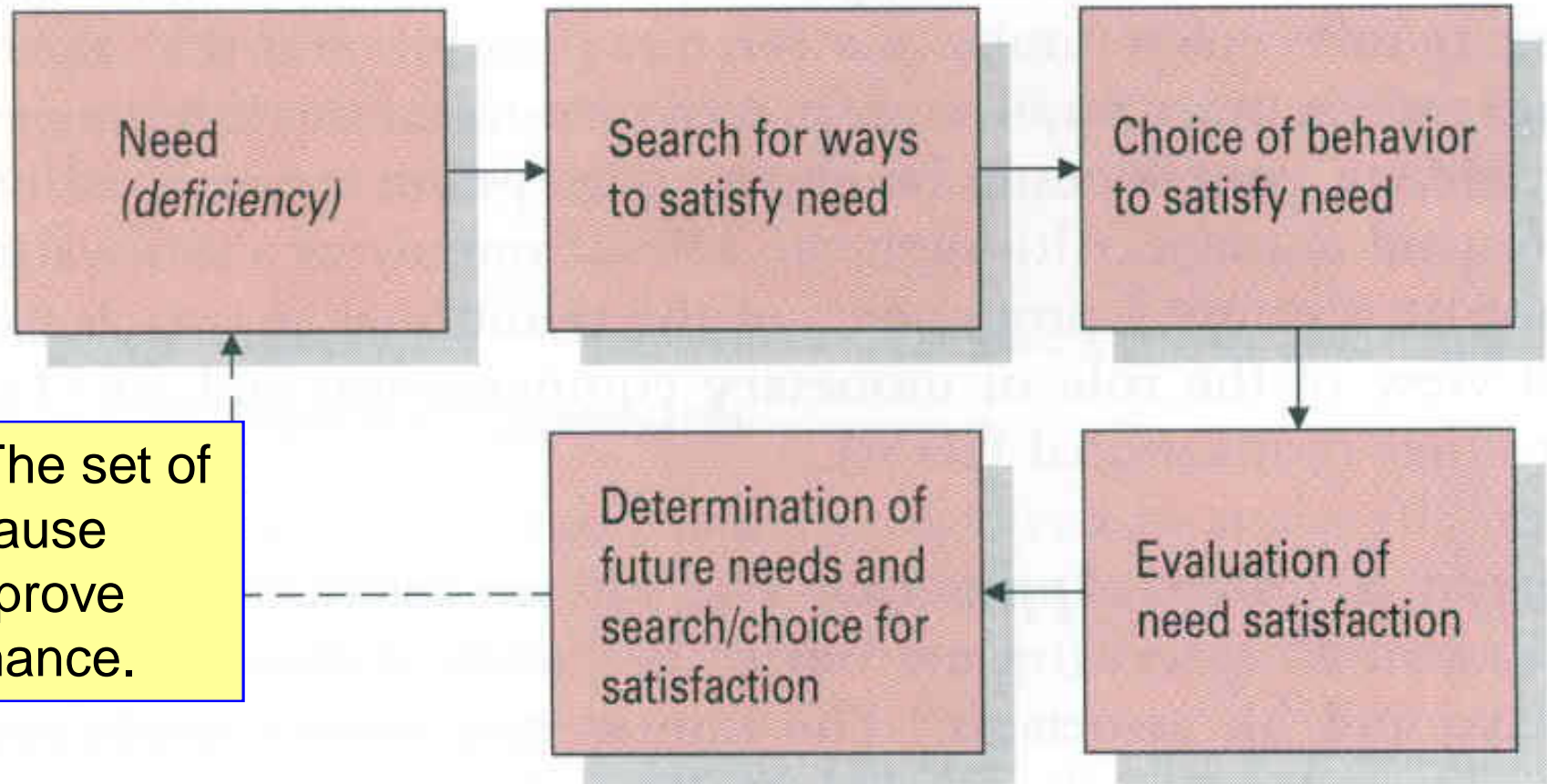


- Why rewards often fail to motivate
  - Too much emphasis on monetary rewards
  - Rewards lack an “appreciation effect”
  - Extensive benefits become entitlements
  - Counterproductive behavior is rewarded
  - Too long a delay between performance and rewards
  - Too many one-size-fits-all rewards
  - One-shot rewards with a short-lived motivational impact
  - Continued use of demotivating practices e.g. layoffs, across-the-board raises and cuts, and excessive executive compensation





# The Human Aspect: Motivation

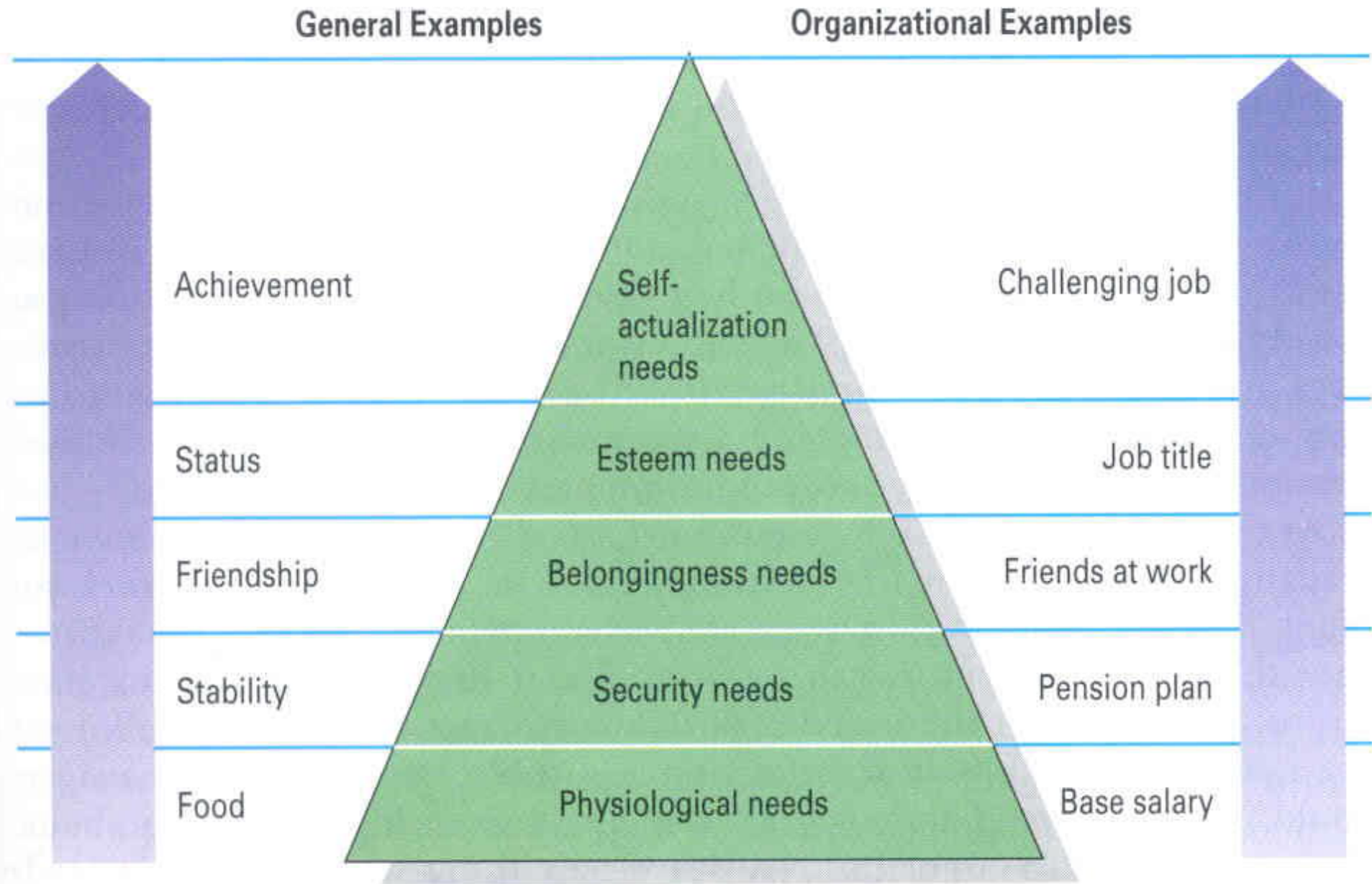


Motivation: The set of forces that cause people to improve their performance.

The motivation process progresses through a series of a discrete steps. Content, process, and reinforcement perspectives on motivation address different parts of this process.



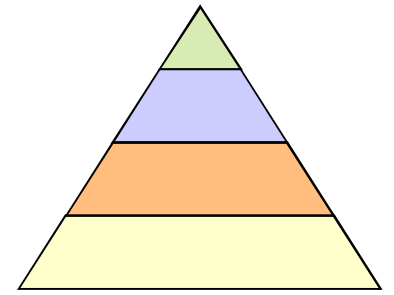
# A theory of human motivation (psychological)



Source: Adapted from Abraham H. Maslow, "A Theory of Human Motivation," *Psychological Review*, Vol. 50, 1943, pp. 370-396.

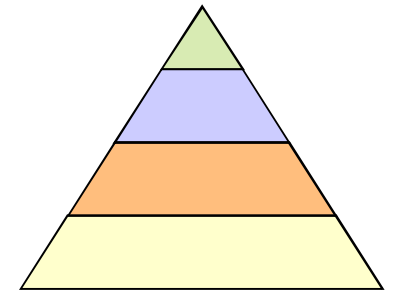
(Source: Snell, S. and Bohlander, G., 2013. *Managing Human Resources*, 16th ed.)

# Motivation Theories



- Dale Carnegie states that “there is only one way under high heaven to get anybody to do anything. And that is by making the other person want to do it.”
  - Motivation theory: Needs-based & Behavior-based
- Motivation theories (examples)
  - 1. McGregor’s Theory X and Theory Y
  - 2. Maslow’s Hierarchy of Needs
  - 3. Herzberg’s Two-Factor Theory
  - 4. McClelland’s Acquired Needs Theory
  - 5. Equity Theory of Motivation: Reward & Effort
  - 6. Expectancy Theory of Employee Motivation

# Motivation Theories



- **McGregor: Theory X and Theory Y \***

- Theory X – authoritarian management style

- Involves negative assumptions about human nature of employees
- Frederick Taylor: “workers are lazy, not very bright, ... management elite defines exactly the job and provide incentive pay”
- McGregor: “such behaviour not inherent; “carrot-and-stick” approach does not work once man has reached an adequate subsistence level and is motivated by higher needs.”

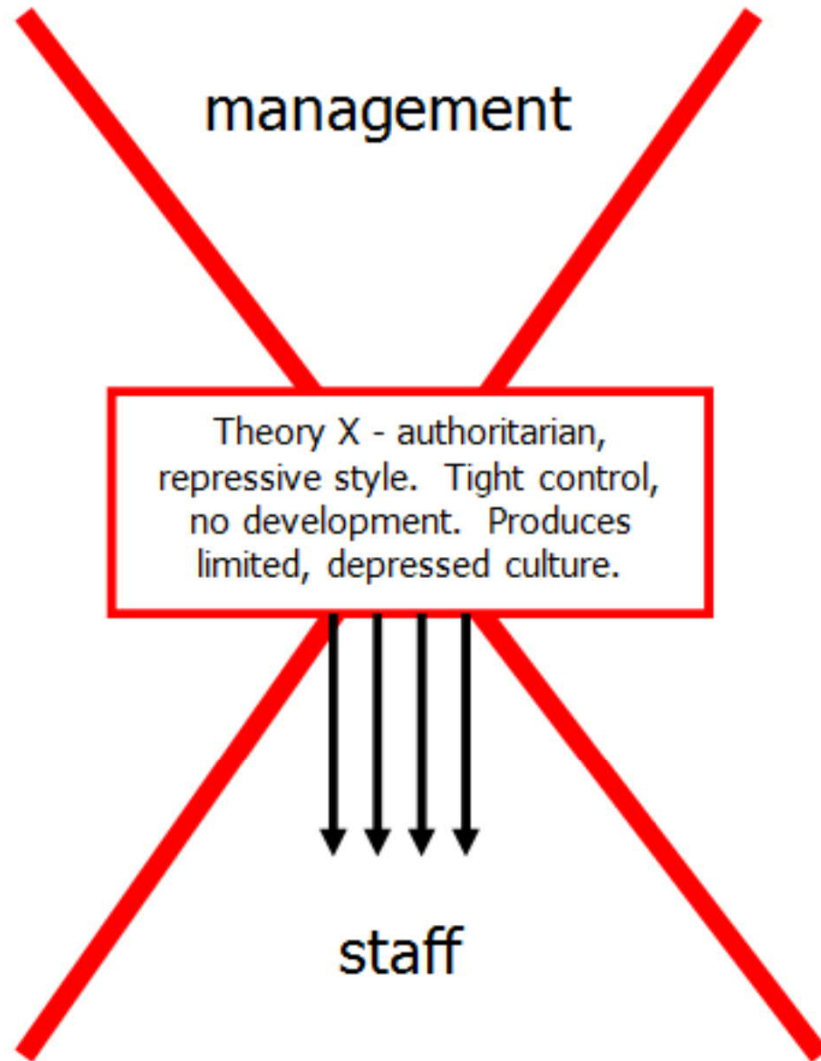
- Theory Y – participative management style

- Represents positive assumptions about human nature and motivation

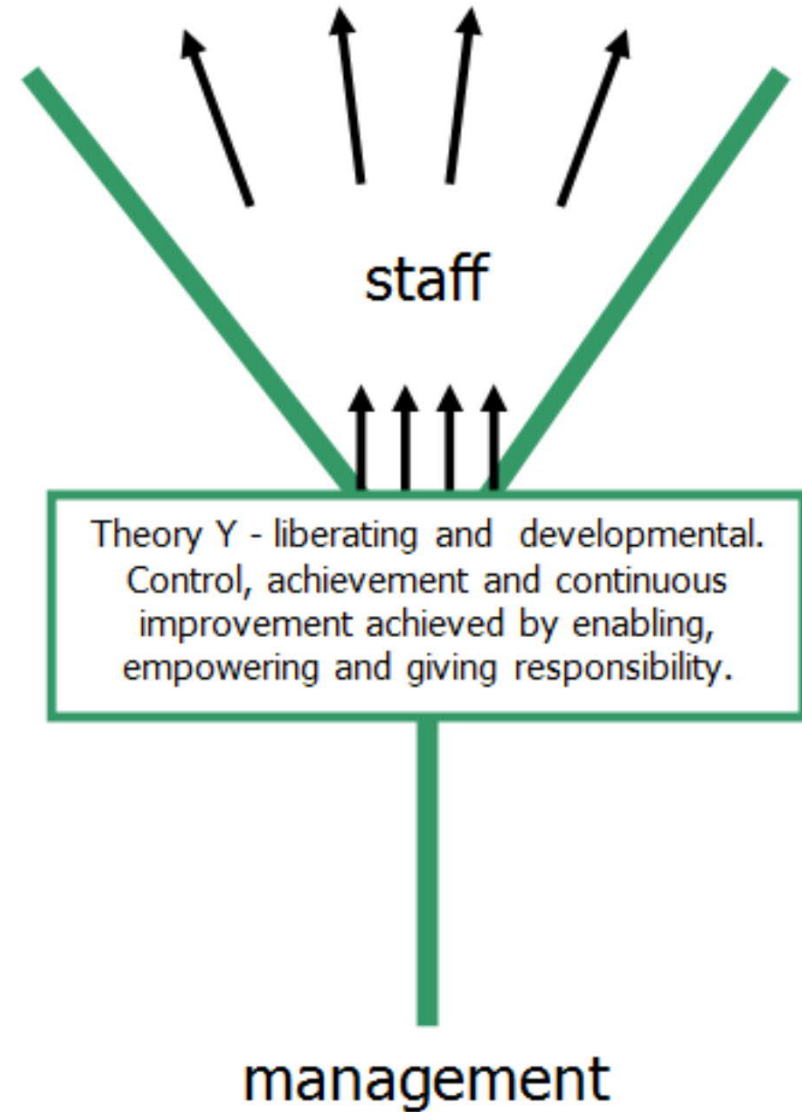
\* See also <http://www.businessballs.com/mcgregor.htm>

# McGregor: Theory X and Theory Y

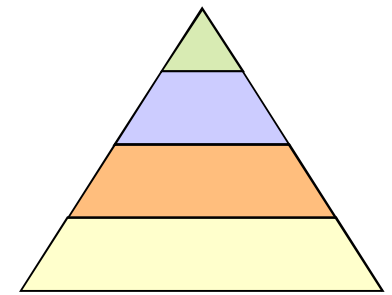
## 'Theory X'



## 'Theory Y'



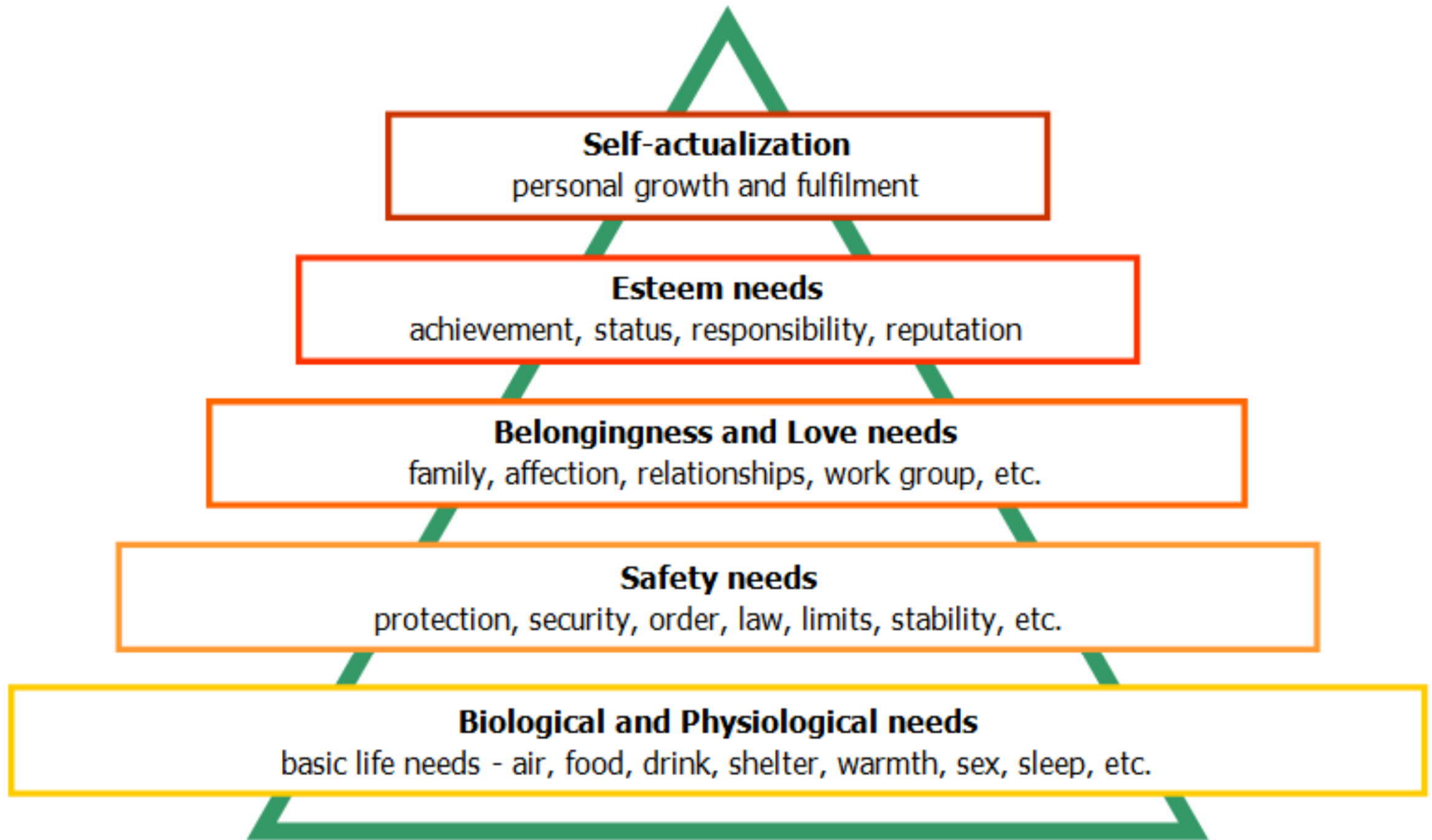
# Motivation Theories



- **Maslow's Hierarchy of Needs**

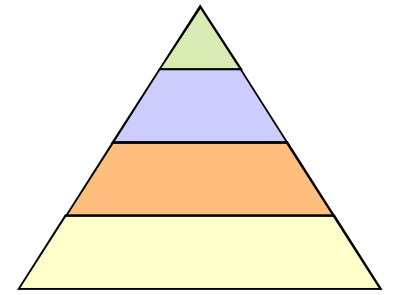
- 1. Biological and Physiological - air, food, drink, shelter, warmth, sex, sleep, etc.
- 2. Safety - protection from elements, security, order, law, limits, stability, etc.
- 3. Belongingness and Love - work group, family, affection, relationships, etc.
- 4. Esteem - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
- 5. Self-Actualization - realising personal potential, self-fulfillment, seeking personal growth and peak experiences

# Maslow's Hierarchy of Needs



\* See also <http://www.businessballs.com/maslow.htm>

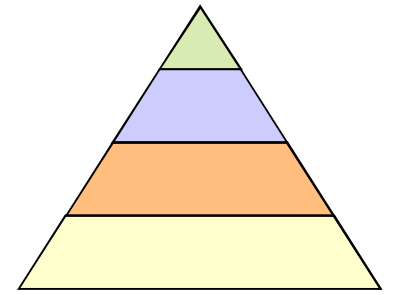
# Motivation Theories



- **Maslow's Hierarchy** (cont'd)
  - Higher Level
    - Self-Actualization: Realizing one's full potential; Creativity, self-development
    - Esteem: Self respect, prestige, recognition
    - Affiliation: Acceptance by others, being part of a group
  - Lower Level
    - Security/Safety: Job security, predictable work environment
    - Physiological: Food, shelter, air, water



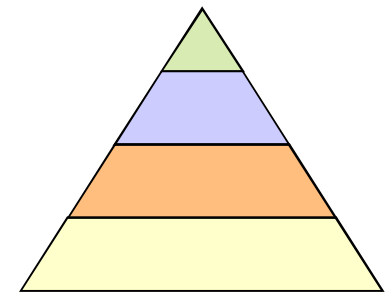
# Motivation Theories



- **Maslow's Hierarchy** (cont'd)
  - A higher level need only arises when lower ones are already satisfied
  - A satisfied need no longer dominates the individual's behavior, the next higher need takes over
  - An unsatisfied need acts as a motivator - Central to need-based motivation strategy
  - The top level needs are never fully satisfied



# Motivation Theories



- **Herzberg's Two-Factor Theory**

- Motivator (growth) factors (intrinsic to the job) (satisfiers)

- Recognition
- Work Itself
- Responsibility
- Advancement
- Achievement

job factors that increase motivation, but whose absence doesn't result in dissatisfaction

- Hygiene (maintenance) factors (extrinsic to the job)

- Salary
- Working Conditions
- Company Policies
- Relationship with Boss
- Relationship with Peers

job factors that reduce dissatisfaction, but do not result in high levels of motivation

# Herzberg's Two-Factor Theory

## Hygiene Factors

- Quality of supervision
- Rate of pay
- Company policies
- Working conditions
- Relations with others
- Job security

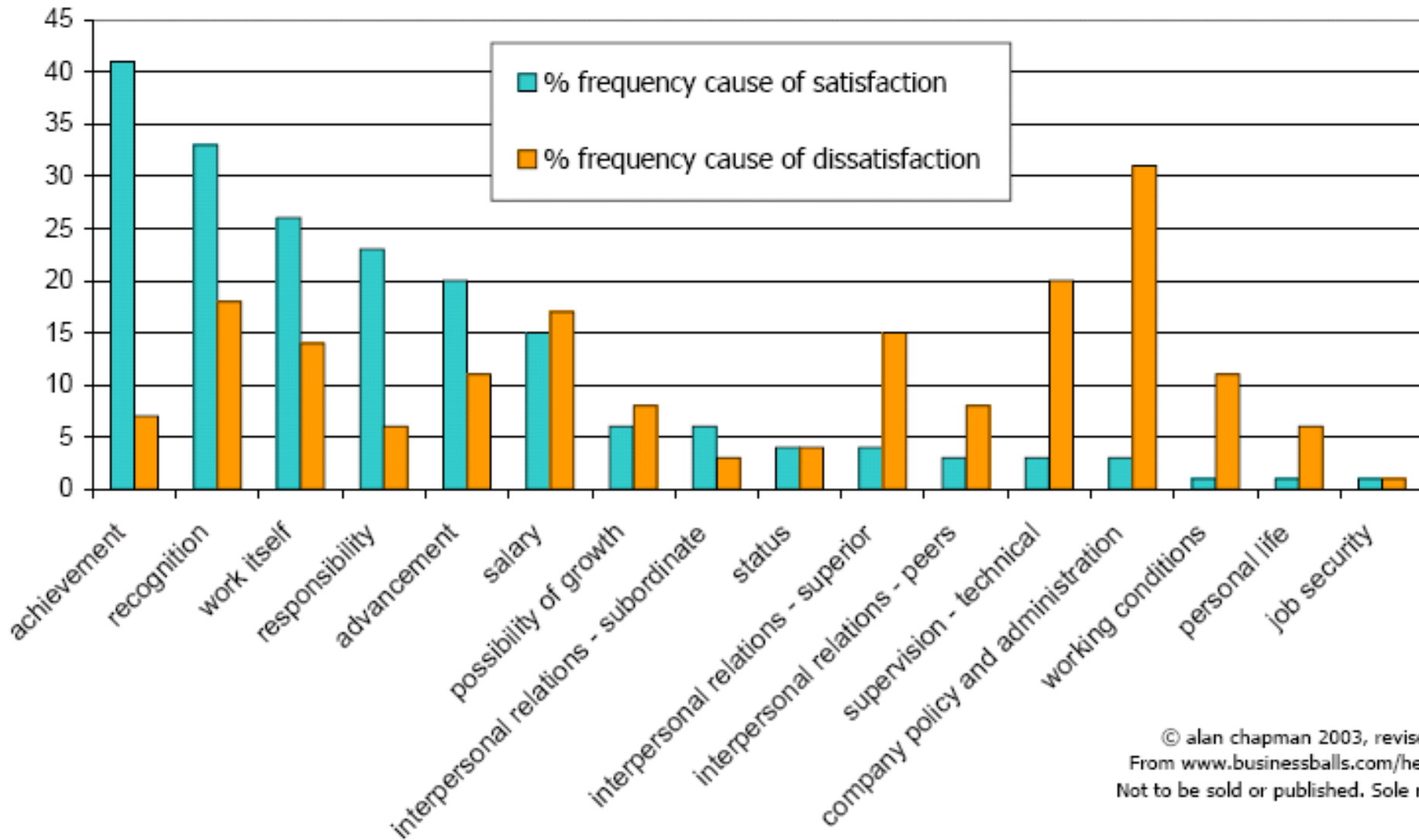
## Motivational Factors

- Career Advancement
- Personal growth
- Recognition
- Responsibility
- Achievement



## Herzberg's motivators and hygiene factors

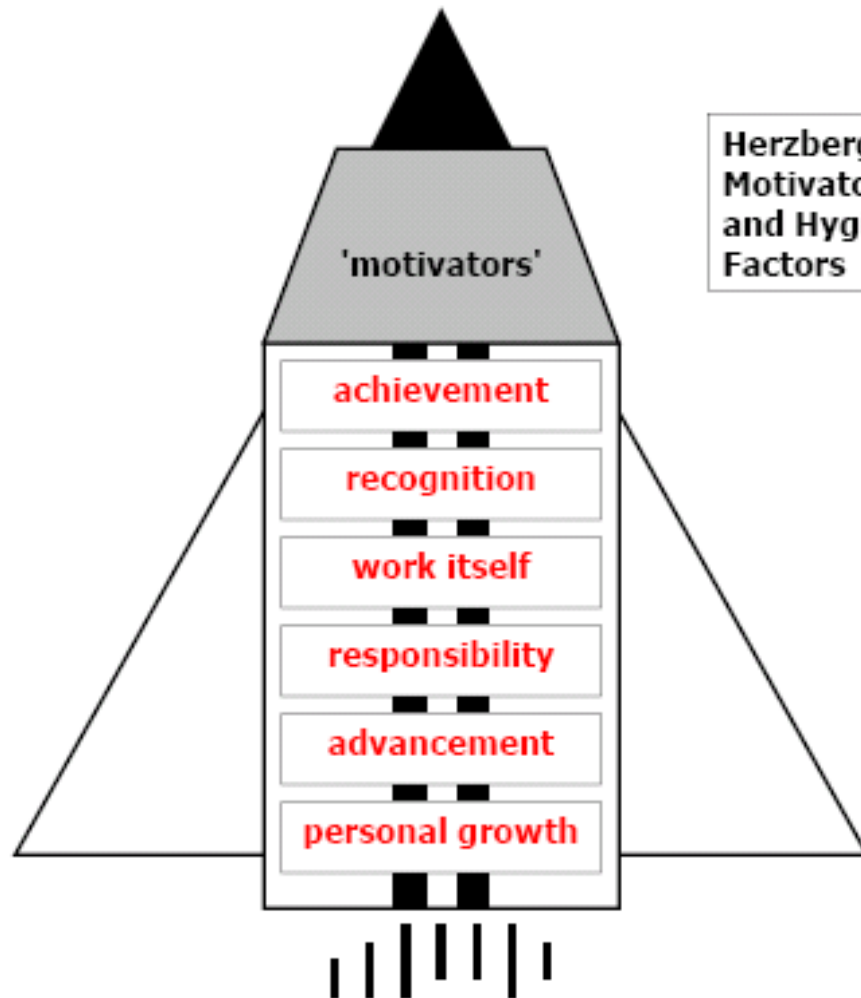
(Achievement to advancement are motivators; the others are hygiene factors. Based on percentages of total factors causing high and low attitude effects; Herzberg - The Motivation To Work, 1959.)



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 From [www.businessballs.com/herzberg.htm](http://www.businessballs.com/herzberg.htm).  
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\* See also <http://www.businessballs.com/herzberg.htm>

Herzberg's  
Motivators  
and Hygiene  
Factors

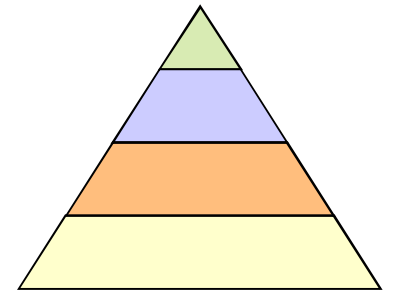


'hygiene' (or 'maintenance') factors		
status	security	relationship with subordinates
personal life	relationship with peers	salary
work conditions	relationship with supervisor	
company policy and administration		supervision

Hygiene factors are merely a launch pad - when damaged or undermined we have no platform, but in themselves they do not motivate.

- Developed methodology of [job enrichment](#) to increase content of motivators in the job, e.g. increase autonomy and decrease controls.
- Maybe some people are [motivation seekers](#) (e.g. engineers, scientists) and others (e.g. blue-collar assembly-line workers) are [maintenance seekers](#).

# Motivation Theories



- **McClelland's Acquired Needs Theory**
  - 1. Need for achievement
    - Drive/desire to excel, to improve, e.g. entrepreneurs
    - Higher need in society, more prosperity
  - 2. Need for power
    - Desire to control one's environment
    - High need => promotion to managers
  - 3. Need for affiliation
    - Want reassurance and approval, concerned for people, e.g. counselors, coordinators, sales.
  - \*\* Different people may have different needs

**Need for  
Achievement**  
*(nAch)*

**Need for  
Power**  
*(nPow)*

**Need for  
Affiliation**  
*(nAff)*

# The Theory of Needs



*David  
McClelland*

# Equity Theory

## Ratio Comparison\*

## Employee's Perception

$$\frac{\text{Outcomes A}}{\text{Inputs A}} < \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Inequity (Under-Rewarded)

$$\frac{\text{Outcomes A}}{\text{Inputs A}} = \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Equity

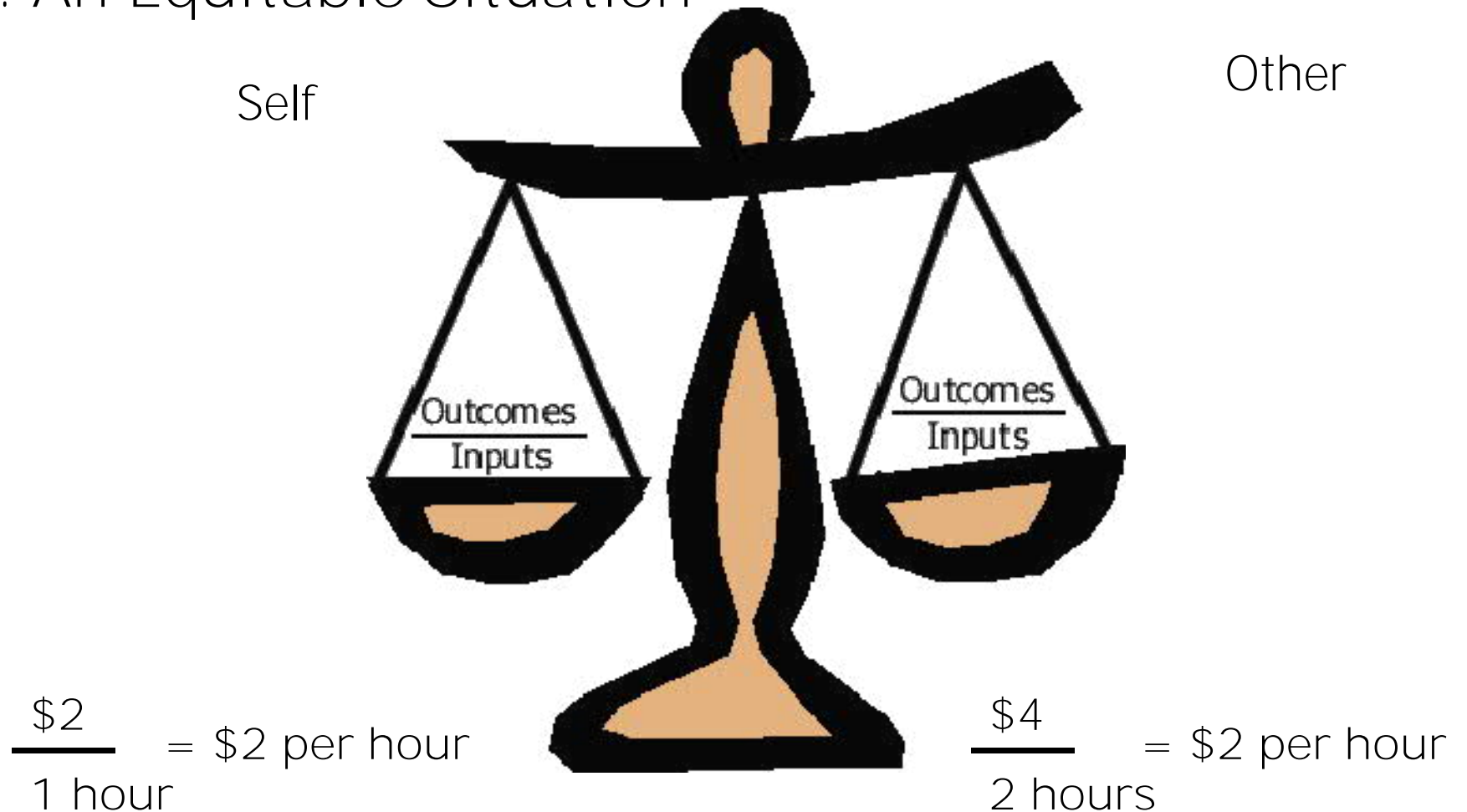
$$\frac{\text{Outcomes A}}{\text{Inputs A}} > \frac{\text{Outcomes B}}{\text{Inputs B}}$$

Inequity (Over-Rewarded)

*\*Where A is the employee, and B is a relevant other or referent.*

# Negative and Positive Inequity

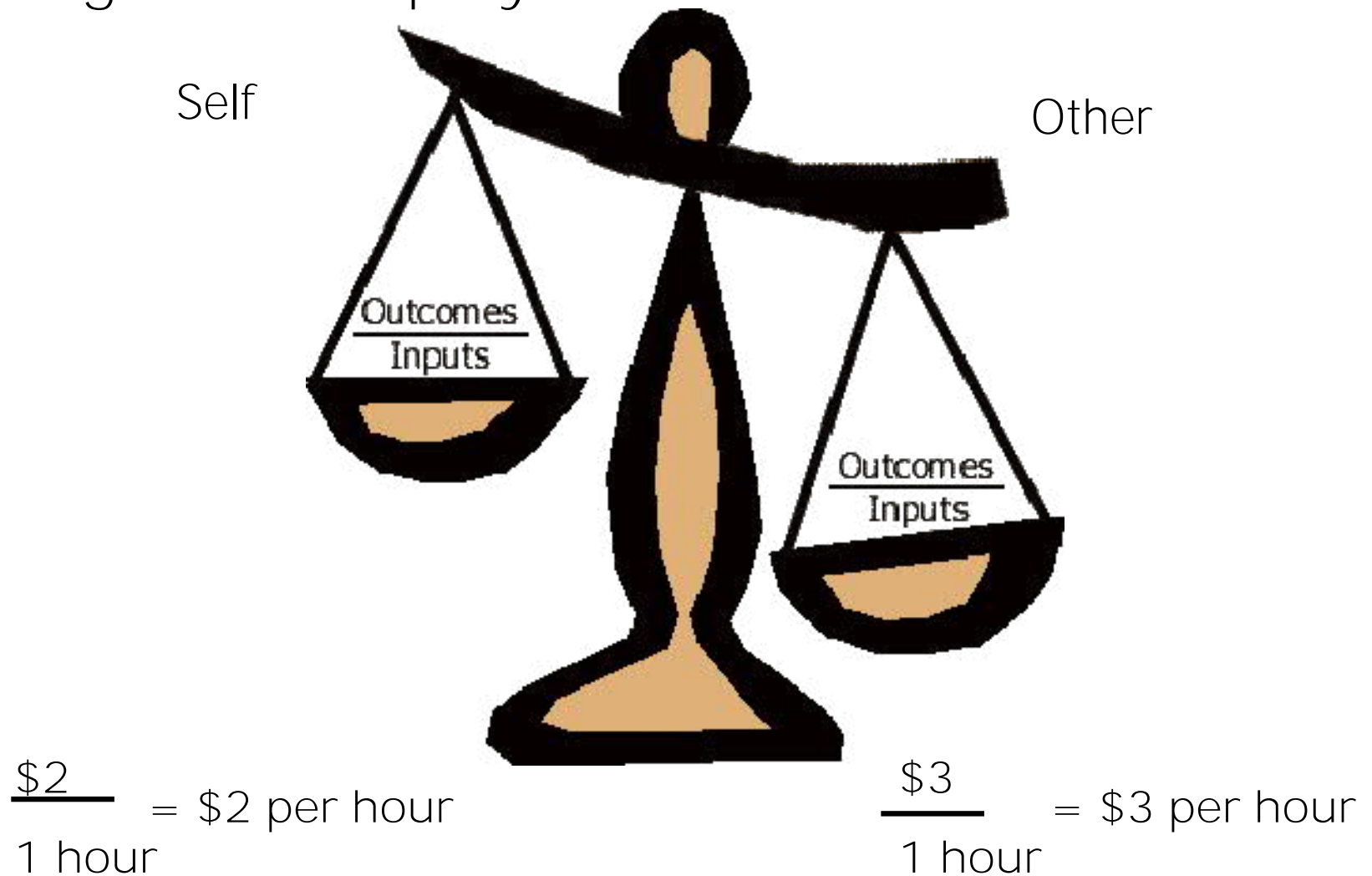
## A. An Equitable Situation





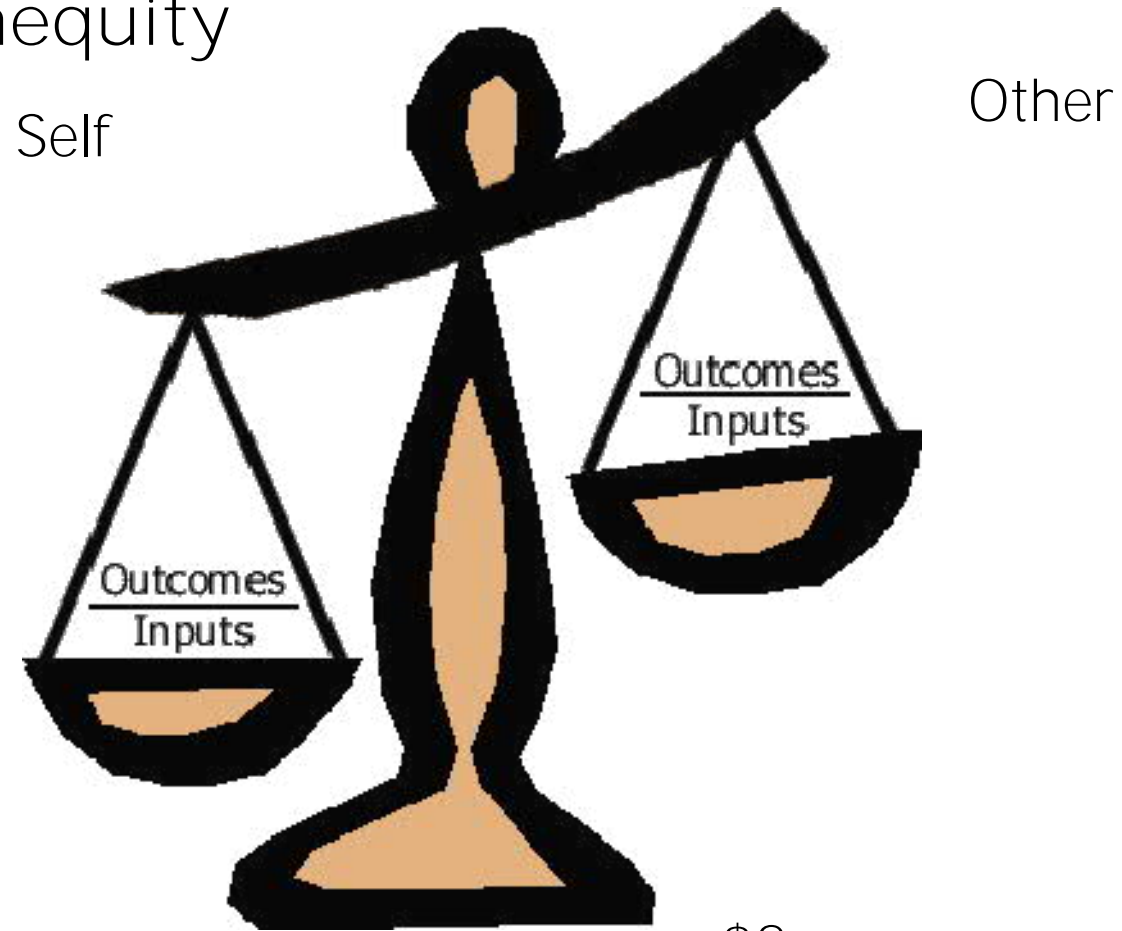
# Negative and Positive Inequity (cont)

## B. Negative Inequity



# Negative and Positive Inequity (cont)

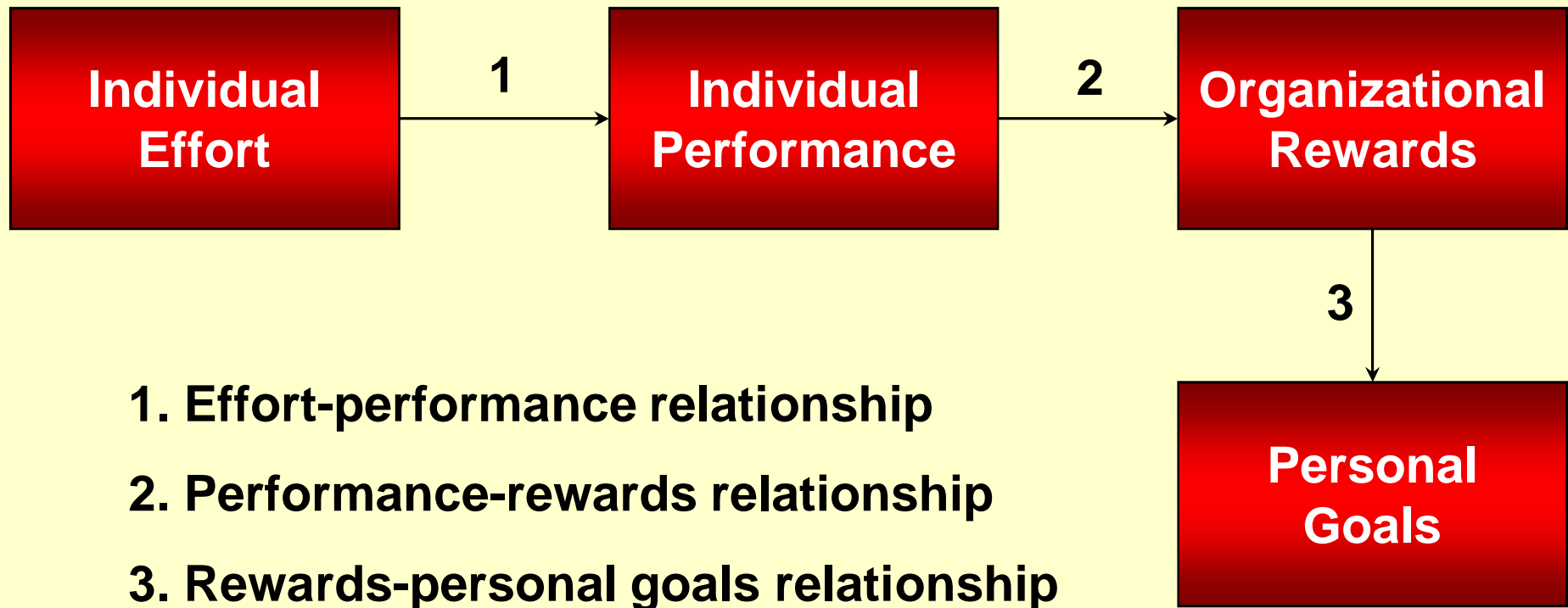
## C. Positive Inequity



$$\frac{\$3}{1 \text{ hour}} = \$3 \text{ per hour}$$

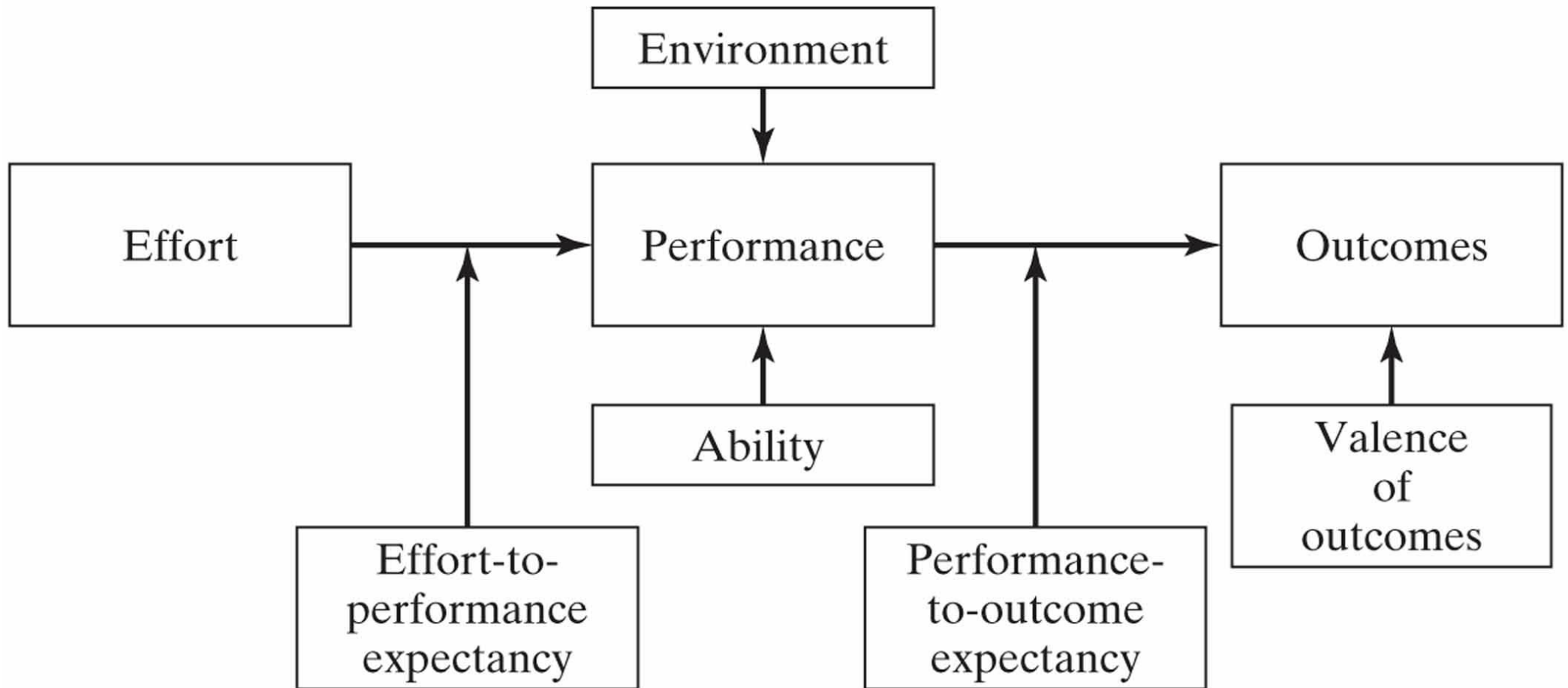
$$\frac{\$2}{1 \text{ hours}} = \$1 \text{ per hour}$$

# Expectancy Theory



\* A person will be motivated to put forth a higher level of effort if they believe/expect their efforts will result in higher performance and thus better rewards.

# Expectancy theory of motivations





# Motivating Professionals

- Special characteristics of technical professionals:
  - High need for achievement, motivated by work itself
  - Desiring autonomy in the conditions, pace and content of work
  - Identify primarily with profession and secondarily with company; look to peers for recognition
  - Seeks to maintain expertise via continual education
- Differences among technical professionals
  - Scientists versus engineers
  - Field of technical employment

# Motivating Professionals



- Motivating factors for professionals
  - Scope of self expression and creativity, having room for making decision, choosing methods and utilizing own talents fully
  - Independence with minimum supervision
  - Recognition for achievements
  - Variety of challenging work is motivating
  - Pay and benefits are minor motivators

**What means most to an Engineer ?**



PROFESSIONAL  
RECOGNITION



GOOD  
SALARY

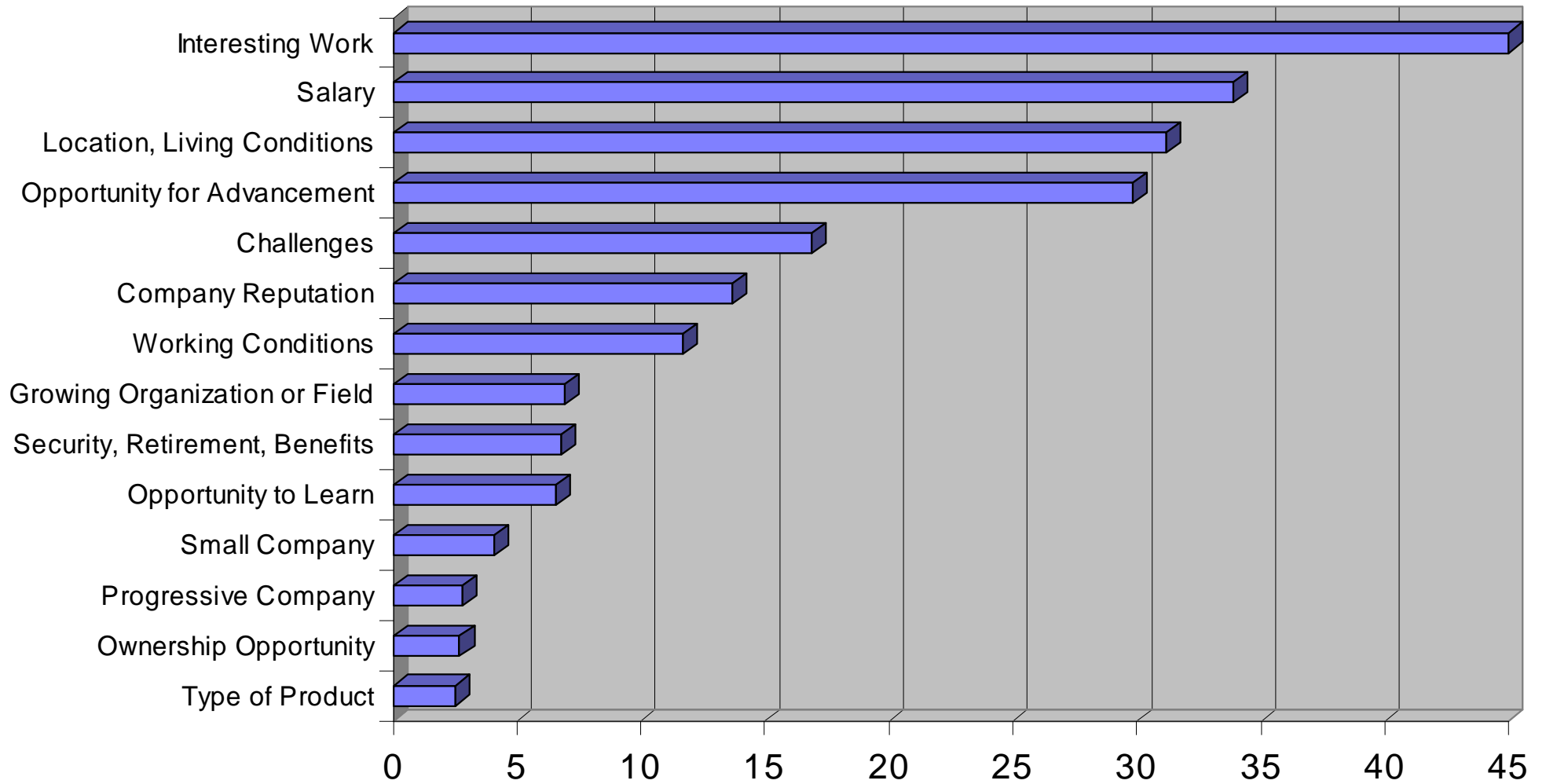


UNEXCELLED  
FACILITIES



SUBURBAN  
LIVING

# Engineers: Why did you take this job?



# Motivating Professionals



- Insights from **goal-setting research**
  - Difficult goals lead to higher performance
    - Easy goals produce low effort because the goal is too easy to achieve
    - Impossible goals ultimately lead to lower performance because people begin to experience failure
  - Specific difficult goals lead to higher performance for simple rather than complex tasks
    - Goal specificity pertains to the quantifiability of a goal
    - Specific difficult goals impair performance on novel, complex tasks when employees do not have clear strategies for solving these types of problems
  - Feedback enhances the effect of specific, difficult goals
    - Goals and feedback should be used together







# Motivating Professionals

- Guidelines for writing “SMART” goals
  - **S**pecific
  - **M**easurable
  - **A**ttainable
  - **R**esults oriented
  - **T**ime bound



# Motivating Professionals



- Behavior modification (Thorndike's Reinforcement Theory)

- 1. Positive reinforcement

- Reward is positive
    - Strengthens behaviour by providing a desirable consequence



- 2. Negative reinforcement and avoidance

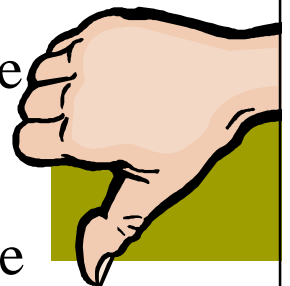
- Reward is avoiding a negative; strengthens behaviour by allowing escape from an undesirable consequence

- 3. Punishment

- Weakens behaviour by providing an undesirable consequence

- 4. Extinction

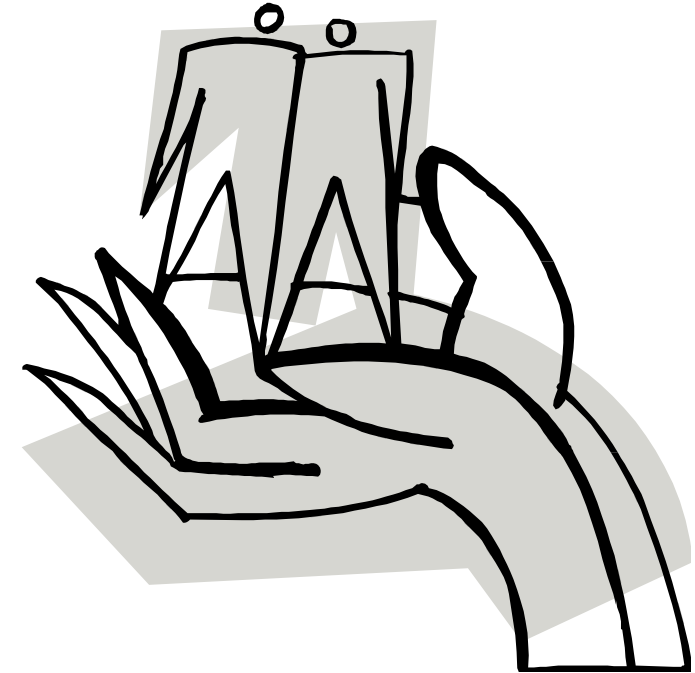
- Weakens behaviour by not providing a desirable consequence
    - Ignore bad until it fades away



# Motivating Professionals



- People want to feel...
  - Appreciated
  - Recognized
  - Cared for
  - Fairly treated
  - That their work is important
- Reward systems & employee behaviour
  - Intrinsic rewards: e.g. personal achievement, professional growth, sense of pleasure and accomplishment
  - Extrinsic rewards: e.g. a raise in salary, a bonus for reaching some quota or paid time off



# Cognitive Evaluation



Intrinsic  
Motivators



Extrinsic  
Motivators

# Motivating Professionals



- Monetary incentives

- A wide range of money based compensation programs available to the employees as a form of motivation
- For instance, employee stock ownership plans motivate the employee to boost production by offering shares of company stock as a benefit. Other incentive plans include lump-sum bonuses, etc.

- Non-monetary incentives

- For instance, some companies have a policy of promoting from within. A firm may also organize social gatherings, run its own school, operate other family support programs

# Motivating Professionals



- Approaches to job design



- 1. [The Mechanistic Approach](#): focuses on identifying the most efficient way to perform a job. Employees are trained and rewarded to perform their jobs accordingly.

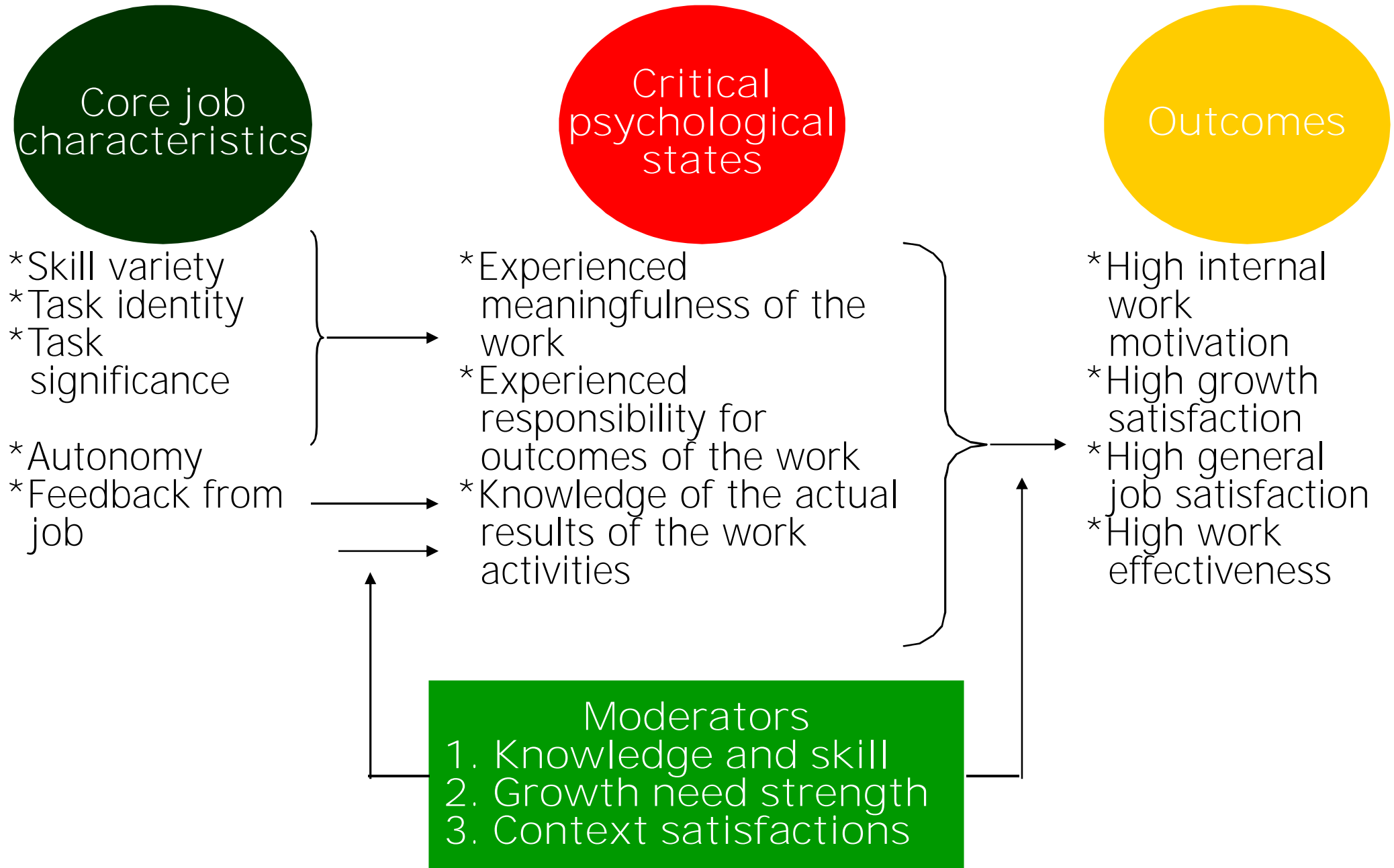


- 2. [Motivational Approach](#): these techniques (job enlargement, job rotation, job enrichment, and job characteristics) attempt to improve employees' affective and attitudinal reactions and behavioral outcomes.



- 3. [Biological and Perceptual-Motor Approaches](#): biological techniques focus on reducing employees' physical strain, effort, fatigue, and health complaints. The Perceptual-Motor Approach emphasizes the reliability of work outcomes by examining error rates, accidents, and workers' feedback about facilities and equipment.

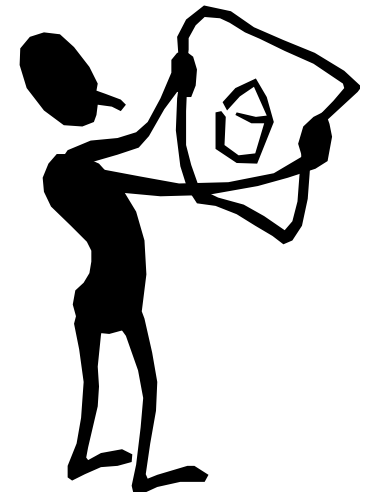
# The Job Characteristics Model



# Motivating Professionals



- Skills and best practices: applying the job characteristics model
  - 1. Diagnose the level of employee motivation and job satisfaction and consider redesigning jobs when motivation ranges from low to moderate.
  - 2. Determine whether job redesign is appropriate in a given context.
  - 3. Redesign jobs by including employees' input.
- Job redesign strategies:
  - Job enrichment, job enlargement, job rotation
  - Empower employees, job flexibility





# Motivating Professionals

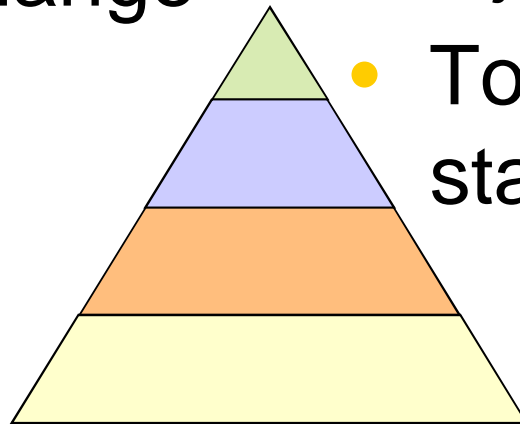


- Job enrichment

- It involves designing jobs that:
  - 1) Include a greater variety of work content
  - 2) Require a higher level of knowledge and skill
  - 3) Give the worker more autonomy and responsibility for planning, directing, and controlling his own performance
  - 4) Provide the opportunity for personal growth and meaningful work experience
- The need for job-enrichment programs would appear to be greatest in work which:
  - 1) Is highly standardized and repetitive
  - 2) Operates on a short-time cycle
  - 3) Requires little knowledge or skill

# High-Level Motivators

- To create
- To bring about order
- To do something meaningful
- To make a change or difference
- To serve others
- To get recognition or status
- To right a wrong or injustice
- To make a personal statement



# Group Motivation

- Many actions (or inactions) de-motivate people
- Few actions motivate people
- Different actions motivate different people
- People must be motivated to work toward a common cause



# De-Motivators

- Mistrust
- Bureaucracy
- Insecurity
- Micro-management
- Negative environment



# Further Reading



- Leading in Organizations (video and texts)
  - <http://education-portal.com/academy/topic/leading.html>
  - Leadership: Leaders & Their Role in Organizations (4:30)
  - Management vs. Leadership: The Difference Between a Manager & Leader (9:47)
  - Leading as a Function of Management (9:44)
  - Leadership Orientation: Task-Oriented & People-Oriented (6:19)
  - The Transformational Leader (8:51)
  - The Transactional Leader (7:39)
  - The Servant Leader (4:44)
  - The Laissez-faire Leader (4:59)

# Further Reading



- Leading in Organizations (video and texts) (cont'd)
  - <http://education-portal.com/academy/topic/leading.html>
  - The Participative or Democratic Leader (5:54)
  - The Authoritarian or Autocratic Leader (4:48)
  - The Charismatic Leader (6:18)
  - The Situational Leader (3:34)
  - The Bureaucratic Leader (5:35)
  - The Blake Mouton Managerial Grid: Five Leadership Styles (7:31)
  - Personal Power: Referent and Expert Power (4:48)
  - Positional Power: Legitimate, Coercive & Reward Power (5:38)

# Further Reading



- Behavioral School of Management Theory (video and texts)
  - <http://education-portal.com/academy/topic/behavioral-school-of-management-theory.html>
  - Behavioral Management Theory: Understanding Employee Behavior & Motivation (6:27)
  - The Needs Theory: Motivating Employees with Maslow's Hierarchy of Needs (10:37)
  - Theory X & Theory Y: Two Types of Managers (5:47)
  - Chapter Exam

# Further Reading



- Motivation in the Workplace (video and texts)
  - <http://education-portal.com/academy/topic/motivation-in-the-workplace.html>
  - Motivation Theory: Needs-Based & Behavior-Based (5:50)
  - Herzberg's Two-Factor Theory: Hygiene Factors & Motivation (8:31)
  - Alderfer's ERG Theory & Employee Motivation in the Workplace (6:14)
  - Acquired Needs Theory: Need for Achievement, Power & Affiliation (7:15)
  - Equity Theory of Motivation: Reward & Effort (4:57)
  - Vroom's Expectancy Theory of Employee Motivation (7:00)



# Further Reading



- Motivation in the Workplace (cont'd)
  - <http://education-portal.com/academy/topic/motivation-in-the-workplace.html>
  - Thorndike's Reinforcement Theory: Using Consequences to Motivate Employees (11:41)
  - Reward Systems & Employee Behavior: Intrinsic & Extrinsic Rewards (8:22)
  - Types of Job Redesign: Job Enrichment, Enlargement & Rotation (6:21)
  - How to Empower Employees & Improve Employee Performance (5:25)
  - Job Flexibility in the Workplace (6:01)