

# MOTIVATING TODAY'S EMPLOYEES

Keith R. Dutton, M.S., SPHR

Department of Management & Quantitative Methods

Connor M. Walters, Ph.D., CFLE

Department of Family & Consumer Sciences

Illinois State University



# TODAY'S OBJECTIVES

---

- ✘ Understand what motivates your employees in today's work environment
- ✘ Understand the differences between, praise, recognition, and rewards
- ✘ Understand how the leader's role and the organization's culture assists in motivating employees

## **A PARADIGM ABOUT EMPLOYEES:**

---

*You can buy people's time; you can buy their physical presence at a given place; you can even buy a measured number of their skilled muscular motions per hour.*

*But you cannot buy the devotion of their hearts, minds, or souls.*

*You must earn these.*

## **A PARADIGM ABOUT JOBS:**

---

*Fall in love with your job and keep the romance alive.*

*Sure, your employer will benefit if you're committed but not as much as you will.*

*High job commitment is a gift you should give yourself.*

# INTRODUCTION

---

- ✘ Motivating employees is not a new problem
- ✘ Much of the pioneering work in the field of management involved motivation
- ✘ One can find examples of motivation problems dating back to biblical times

# WHAT IS MOTIVATION?

---

- ✘ Among the definitions are *aim, desire, end, impulse, intention, objective, and purpose*
- ✘ Today, motivation means getting people to exert a high degree of effort on their job
- ✘ Motivation must come from within – it is an inner force that drives employee behavior

# WHAT IS MOTIVATION?

---

Needs → Drives/motives → Goal accomplishment

- ✘ Motivation is a sequence of events.
  - + Needs are caused by deficiencies.
  - + Motives produce action.
  - + Goal accomplishment satisfies the need.
  
- ✘ As other needs arise, the sequence repeats.

# UNDERSTANDING PEOPLE

---

- ✘ Why are some people easier to motivate than others?
  - + Because people are different, different factors are motivate them
- ✘ Many supervisors, however, expect all employees to react in a similar manner

# UNDERSTANDING PEOPLE

---

- ✘ People do things for a reason
  - + The reason must be identified before you can understand a person's behavior
  - + Too often, an employee's reason is disregarded
  - + Supervisors who do this will never understand employee behavior

# UNDERSTANDING PEOPLE

- ✘ The Pygmalion effect:

- + Self-fulfilling prophecy

- + Employees tend to live up

- to a supervisor's expectations, good or bad



- ✘ Humans are complex beings

- + Recognize these differences and learn to deal with them

# BASIC APPROACHES TO MOTIVATION

---

- ✘ The traditional approach:
  - + Evolved from Frederick W. Taylor and the scientific management movement of the 1900s.
  - + Is based on the belief that reward systems were not designed to reward high productivity.
  - + Taylor believed productive people will slow down if they are given the same compensation as less productive employees.

# BASIC APPROACHES TO MOTIVATION

- ✘ Taylor determined standards of performance by:
  - + Breaking jobs down into components
  - + Measuring the time need to perform each
- ✘ Taylor's reward system:
  - + Paid one rate for units produced up to the standard
  - + Paid a higher rate for units above the standard, plus all units produced during the day.
  - + Directly ties financial rewards to performance.

# ACHIEVEMENT-POWER-AFFILIATION

---

- ✘ Developed by David McClelland, this theory holds that all people have three needs:
  - + Achievement
  - + Power
  - + Affiliation
- ✘ McClelland maintains that the level of intensity for each need varies from person to person

# ACHIEVEMENT-POWER-AFFILIATION

---

- ✘ Supervisors must recognize the differences in dominant needs of themselves and their employees
  - + A person with a high need for *affiliation* would likely respond to warmth and support
  - + A person with a high need for *achievement* would respond well to increased responsibility
- ✘ Supervisors should alter their responses to best fit each employee's needs

# PREFERENCE-EXPECTANCY APPROACH

- ✘ Based on the belief that people attempt to *increase pleasure and decrease displeasure*
- ✘ According to this theory, employees are motivated to work if they:
  - + Believe their efforts will be rewarded
  - + Value the rewards that are being offered

# PREFERENCE-EXPECTANCY APPROACH

- ✘ The belief that efforts will be rewarded has two expectancy components:
  - + Increased effort leads to increased performance
  - + Increased effort leads to increased rewards
- ✘ These expectancies are developed largely from an individual's past experiences and on perceptions

# PREFERENCE-EXPECTANCY APPROACH

- ✘ The preference element of this approach concerns the value that the employee places on rewards
  - + Organizations have assumed that employees will value whatever rewards are provided
- ✘ Supervisors can affect these components by:
  - + Providing proper selection, training, direction
  - + Linking rewards to performance
  - + Soliciting feedback regarding which rewards are wanted

# PREFERENCE-EXPECTANCY APPROACH

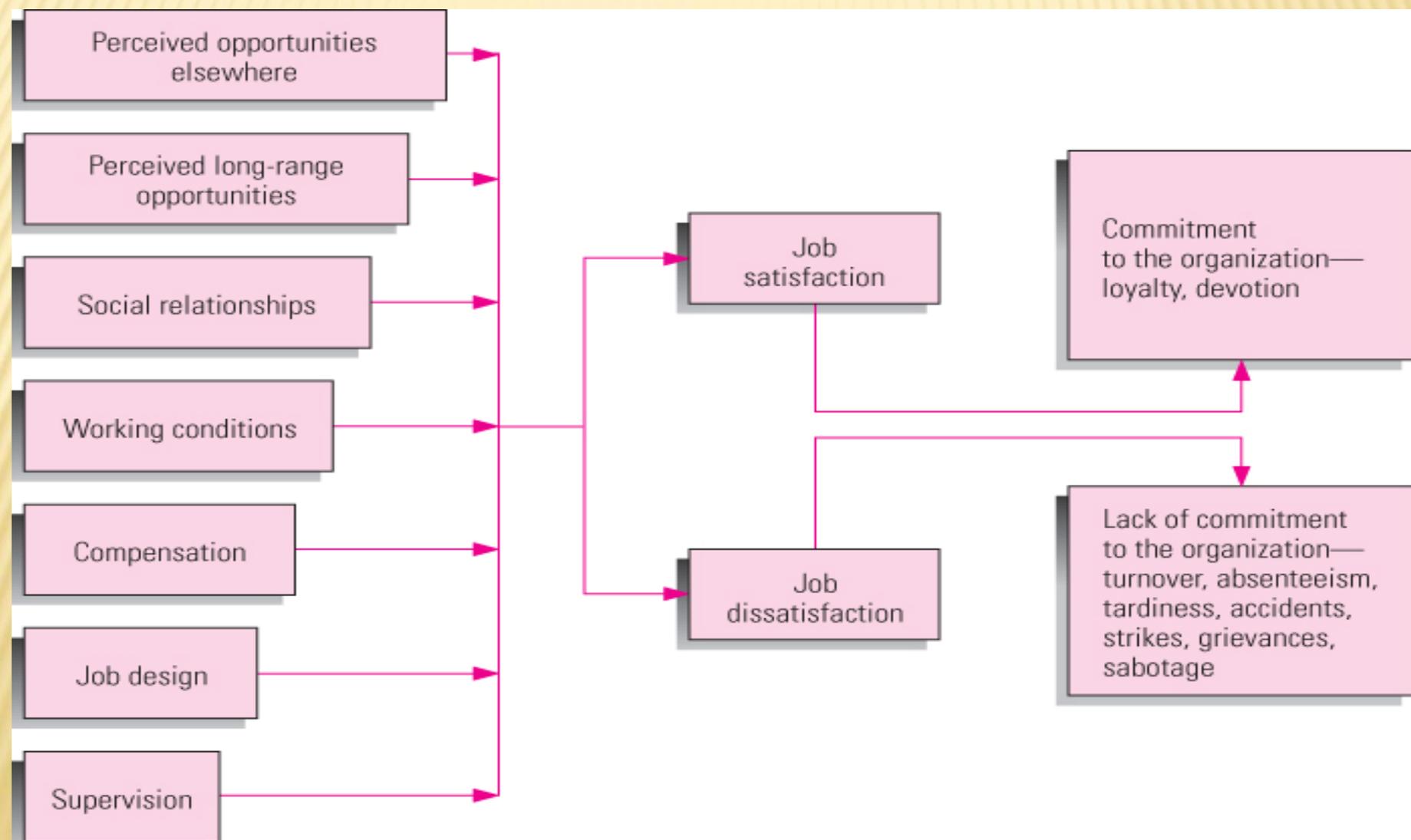
- ✘ Critics of this approach say:
  - + The theory is overly rational
  - + Humans don't always act rationally
  - + It ignores impulsive and expressive behavior
- ✘ Despite these criticisms, this is one of the most popular approaches to motivation

# JOB SATISFACTION

---

- ✘ Being *motivated* does not mean being *satisfied*
  - + Job satisfaction is a general attitude toward the job
  - + This mindset may be positive or negative
- ✘ Nor is job satisfaction synonymous with organizational morale

# SATISFACTION & DISSATISFACTION DETERMINANTS



# JOB SATISFACTION

---

- ✘ Satisfaction and motivation are not synonymous
  - + Motivation is a drive to perform
    - ✘ Largely determined by the value of rewards and their relationship to performance
  - + Satisfaction reflects the employee's happiness with his/her situation
    - ✘ Largely determined by the comfort offered by the environment and situation

# CONSIDER THIS!

---

- ✘ The simplest and most intuitive approach to motivation is to satisfy an employee's needs:
- ✘ Employees have needs that they desire to satisfy, *which in turn*
- ✘ Leads to actions that will fulfill their needs, *which in turn*
- ✘ Leads to rewards from the employer and satisfaction from doing the job, *which in turn*
- ✘ Reinforces their actions and causes them to be repeated.

# WHAT CAN THE SUPERVISOR DO?

---

- × **Make the work interesting:**

- + Carefully examine each job; look for ways to make them more challenging

- × **Relate rewards to performance:**

- + Many supervisors are reluctant to do this: Giving equal pay raises is easier; union contract restrictions; organization policy
- + Failing to do so means low performers are not motivated to do more and high performers are motivated to do less

# WHAT CAN THE SUPERVISOR DO?

---

## × Provide valued rewards:

- + Supervisors tend to think of pay as the only reward at their disposal
- + A common myth is that rewards are only set by upper management
- + Employees may value rewards other than pay, such as being assigned to a certain project or receiving new equipment

# WHAT CAN THE SUPERVISOR DO?

---

## × Treat employees as individuals:

- + Different people have different needs
- + There is an increasing tendency to treat employees like computer numbers
- + It gives employees self-esteem and makes them feel like part of the organization
- + It results in more frequent and candid interaction between supervisors and employees

# WHAT CAN THE SUPERVISOR DO?

---

- ✘ Encourage participation and cooperation:
  - + Employees like to be part of, and contribute to, their surroundings
  - + They are more committed to decisions in which they have participated
  - + Most supervisors don't intentionally discourage participation, they just don't encourage it
  - + Employees must feel that their participation is genuinely valued

# WHAT CAN THE SUPERVISOR DO?

---

## ✘ Provide accurate and timely feedback:

- + No one likes to be in the dark about his/her performance
- + Lack of feedback produces frustration, which negatively impacts performance
- + Give feedback on a regular basis
- + Being overly complimentary causes praise to lose its impact

# WHAT CAN THE SUPERVISOR DO?

---

- ✘ Improperly used criticism can negatively affect motivation:
  - + Criticism should be communicated in private
  - + Feedback should contain both positive and negative happenings
  - + The goal is for the employee to know at all times where he/she stands

## **CONSIDER THIS!**

---

Employee motivation works best as a partnership between employer and employee.

# WHAT CAN EMPLOYEES DO?

---

- ✘ Be self-motivated.
- ✘ Search for the “right” job and work environment.
- ✘ Be willing to learn.
- ✘ Commit to the organization’s vision, mission, core values and goals.
- ✘ Communicate needs, concerns and ideas to the employer.
- ✘ Listen to the employer’s point of view.

# THANKS!

---

✘ Keith R. Dutton, M.S., SPHR

Department of Management & Quantitative Methods

College of Business

Illinois State University

Campus Box 5580

Normal, IL 61790-5580

(309) 838-9874; [kdutton@ilstu.edu](mailto:kdutton@ilstu.edu); [keithrdutton@aol.com](mailto:keithrdutton@aol.com)

✘ Connor M. Walters, Ph.D., CFLE

Department of Family and Consumer Sciences

College of Applied Science and Technology

Illinois State University

Campus Box 5060

Normal, IL 61790-5060

(309) 838-8040; [cmwalte@ilstu.edu](mailto:cmwalte@ilstu.edu); [cmw710@aol.com](mailto:cmw710@aol.com)

## ARE YOU A LOVE 'EM OR LOSE 'EM MANAGER?

Read each of the 26 statements below and check those that are most true for you. Be completely honest. Your score will tell you where you stand and what to do next.

1. \_\_\_\_\_ I inquire about how to make work more satisfying for my employees.
2. \_\_\_\_\_ I realize that I am mainly responsible for retaining the talent on my team.
3. \_\_\_\_\_ I know my employees' career ambitions.
4. \_\_\_\_\_ I demonstrate respect for the different backgrounds, values, and needs of my employees.
5. \_\_\_\_\_ I take steps to ensure that my employees are continually challenged by their work.
6. \_\_\_\_\_ I respect the work-life balance issues that my employees face.
7. \_\_\_\_\_ I make my employees aware of the different ways in which they can develop and advance their careers.
8. \_\_\_\_\_ When hiring, I look for more than a match of skills.
9. \_\_\_\_\_ I share with my employees most, if not all, of the information to which I'm privy.
10. \_\_\_\_\_ I apologize when I think I have hurt one of my employee's feelings.
11. \_\_\_\_\_ I encourage humor at work.
12. \_\_\_\_\_ I introduce my employees to others within my internal and external network.
13. \_\_\_\_\_ I encourage my employees to stretch in their own development.
14. \_\_\_\_\_ I am committed to my employees and value their contributions.
15. \_\_\_\_\_ I watch for internal opportunities for my employees.
16. \_\_\_\_\_ I support the work-related interests of my employees.
17. \_\_\_\_\_ I question and bend the rules to support my employees.
18. \_\_\_\_\_ I recognize and reward the accomplishments of my employees in a variety of ways.
19. \_\_\_\_\_ I provide my employees with as much choice as possible on how their work gets done.
20. \_\_\_\_\_ I tell my employees where they stand and what they need to do to improve.

21. \_\_\_\_\_ I take time to listen to and understand my employees.
22. \_\_\_\_\_ I take the initiative to learn what my employees value.
23. \_\_\_\_\_ I recognize signs of stress or overwork in my employees.
24. \_\_\_\_\_ I am tuned in to the special wants and needs of the GenX-ers on my team.
25. \_\_\_\_\_ I give power and decision-making authority to my employees.
26. \_\_\_\_\_ I continually try to improve upon my own managerial and retention strategies.

## **SCORING**

Give yourself one point for each statement you marked as true. Then check here to see where you stand.

- 0-6: You are at risk of losing your best people. Start by asking “what it is they want?” Then immediately incorporate three to five of the ideas from this quiz and put them into action.
- 7-13: You’ve got work to do to keep your best people. Begin now to ask them, as well as your trusted colleagues, what’s working and what’s not.
- 14+: You’re on the right track to keeping your best people, but don’t stop now. Choose other ideas to work on and give yourself the praise you deserve.