MOTIVATING EMPLOYEES TO BE THEIR BEST

INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ

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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.

Course timing

Chapter One: The Foundation of Motivation

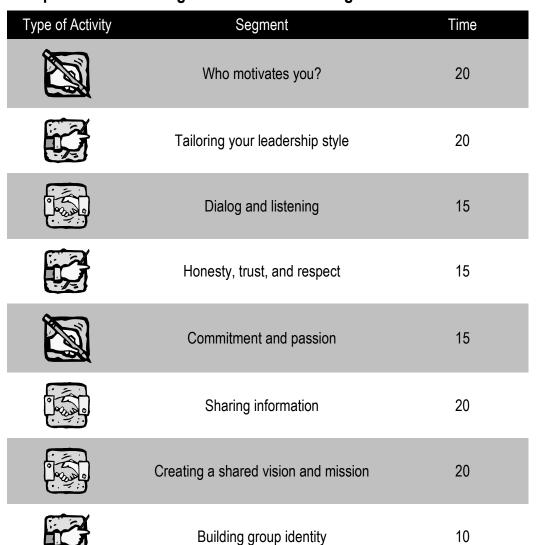| Type of Activity	Segment	Time
	Introduction	30
	Community	10
	Influence	10
	Openness	10
	Case studies	20
	Group self-assessment	10

Reading

Written
Exercise

Facilitate

Group
Activity

Course timing (cont.)

Chapter Two: Fostering Motivation as a Manager

Type of Activity	Segment	Time
	Who motivates you?	20
	Tailoring your leadership style	20
	Dialog and listening	15
	Honesty, trust, and respect	15
	Commitment and passion	15
	Sharing information	20
	Creating a shared vision and mission	20
	Building group identity	10

Reading

Written Exercise

Facilitate

Group Activity

Course timing (cont.)

Chapter Three: Encouraging Employees' Intrinsic Motivation

Type of Activity	Segment	Time
	Creating a culture of ownership and accountability	10
	Taking initiative	30
	Practice	20
	Learning from mistakes	15

Chapter Four: Overcoming Obstacles to Motivation

Type of Activity	Segment	Time
	Dealing with outside pressures	15
	Improving systems and policies	15
	Strategies for fostering motivation in a negative culture	15
	Challenging personalities	20
	Wrap-up	10

Reading

Written Exercise

Facilitate

Group Activity

Contents

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

- Intelligent risk-taking
- Flexible behavior
- Action-oriented
- Proactive thinking
- Self-confident
- Desire for personal growth
- See problems as challenges and opportunities
- Good health
- Content, satisfied
- Positive self-talk
- Productive and reliable
- Loyalty and commitment
- High-quality service

Costs and benefits

- Proactive thinking
- Desire for personal growth
- Productivity and reliability
- Intelligent risk-taking
- Flexible behavior
- Self-confidence

- Indecisiveness, poor judgment
- Lateness, turnover, absenteeism
- Poor service
- Accidents, EEO complaints
- Decreased personal effectiveness

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Costs:

- Indecisiveness, poor judgment
- Lateness, extended lunches, absenteeism
- Turnover
- Accidents, higher workers' compensation costs
- EEO complaints
- Poor service
- Decreased personal effectiveness

Introduction

Benefits of highly motivated employees	Costs of unmotivated employees

Introduction (cont.)

What this program IS NOT about

Extrinsic motivation

◊ Cash
◊ Rewards
◊ Incentives
◊ Recognition

What this program IS about

Community

Influence

Openness

Extrinsic versus intrinsic

- Cash
- Rewards
- Incentives
- Recognition

- Comes from within a person
- Arises from having a strong emotional interest in an activity and a related sense of freedom and autonomy

Elements of motivation

Community   Influence

Openness

Elements of motivation

- Confidence and satisfaction in being part of a community
- Having influence over work-related actions
- Enjoying openness of shared information and feelings

Community in the workplace

- Create trusting environment
- Care for and protect employees
- Treat each employee fairly and respectfully
- Discourage back-biting and politics

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?

◊
◊
◊
◊
◊

↙ Influence

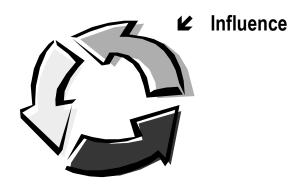**Concept:** Influence is the sense of having autonomy, power, and authority when taking action and dealing with people.

Underlying issues and needs:

◊ The need to feel competent
◊ The need to feel in control
◊ The need to have choices — over behaviors, thoughts, feelings, reactions
◊ The confidence to confront situations and people
◊ The fear of embarrassment, humiliation, vulnerability

What does influence look like in the workplace?

◊
◊
◊
◊
◊

Influence in the workplace
• Encourage taking initiative
• Make decisions independently
• Give authority appropriate to what one is accountable for
• Solve problems close to the action rather than passing to higher-ups
• Work is perceived as meaningful and valuable

Discuss the definition of influence. As participants discuss what influence looks like in the workplace, relate their answers to accountability. One major result of having influence is the growth of individual and group accountability.

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

▪ Grant authority appropriate to what you are accountable for

▪ Encourage taking initiative

▪ Make decisions independently

▪ Exercise judgment

▪ Solve problems close to the action rather than passing along to higher-ups

▪ Ask employees to find solutions to problems they create/encounter; avoid handing down solutions

▪ Perceive value in work they produce — products and services are genuinely useful — work is meaningful

Redesign job to include:

▪ Skill variety

▪ Task identity — visible outcome

▪ Task significance — impact on others

▪ Autonomy — freedom in determining schedule, procedures, etc.

▪ Job feedback — results indicate how well done

Openness

Concept: Openness is the degree to which individuals and groups are willing to share information with each other.

Underlying issues and needs:

◊ The need to be in the information loop
◊ The need to receive feedback
◊ The need for self-knowledge and self-expression
◊ The need to be shown respect through honesty
◊ The fear of being rejected or disliked

What does openness look like in the workplace?

◊
◊
◊
◊
◊

Openness in the workplace

- Use inclusive language
- Listen instead of telling
- Respect differences of opinion
- Ensure access to information – big picture and details – to see how individual activities relate to overall mission and goals
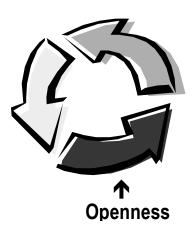
Discuss the definition of openness. As participants share what openness looks like in the workplace, emphasize that the lack of openness in an organization leads to great inefficiency and reduced productivity.

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

▪ Speak in inclusive language

▪ Listen instead of telling

▪ Live your personal values

▪ Employees know what is expected of them

▪ Develop commonly held group values

▪ Nurture dignity in those around you

▪ Respect differences of opinion

▪ Ensure access to information in order to do job and understand the big picture — goals and progress of the organization — to see how their activities relate to overall mission and goals

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: _____