

Unit: 310

Information Pack

Understanding How to Motivate to Improve Performance



INTRODUCTION

Leaders have a crucial role to play in motivating others to perform to the best of their abilities. Here we provide an overview of what you need to know about this complex subject, from key motivation models and theories to best practice advice for motivating others. We also look at the relationship between motivation and employee engagement and consider how the psychological contract can help leaders to ensure their employees are motivated and engaged.

The role of the management team and the managers employed within an organisation are pivotal to the success or otherwise of the organisation. Within all organisations there are different levels of management, demanding managers possess or acquire different skills sets to be effective in the role, and, crucially, different organisational configurations which reflect either the culture of the organisation or the work being carried out. Understanding the management role and the roles middle managers are typically required to undertake will enable you to develop your capabilities as a manager to meet the demands of today and tomorrow.

This information pack explores motivation and performance and looks at the behavioural characteristics of well-motivated employees. We will explore further on how to increase motivation and consider what demotivates people and how you might prevent or reduce de-motivators in the workplace.

GUIDANCE

This document is prepared to break the unit material down into bite size chunks. You will see the learning outcomes above treated in their own sections. Therein you will encounter the following structures;

Purpose

Explains *why* you need to study the current section of material. Quite often learners are put off by material which does not initially seem to be relevant to a topic or profession. Once you understand the importance of new learning or theory you will embrace the concepts more readily.

Theory

Conveys new material to you in a straightforward fashion. To support the treatments in this section you are strongly advised to follow the given hyperlinks, which may be useful documents or applications on the web.

Example

The examples/worked examples are presented in a knowledge-building order. Make sure you follow them all through. If you are feeling confident then you might like to treat an example as a question, in which case cover it up and have a go yourself. Many of the examples given resemble assignment questions which will come your way, so follow them through diligently.

Question

Questions should not be avoided if you are determined to learn. Please do take the time to tackle each of the given questions, in the order in which they are presented. The order is important, as further knowledge and confidence is built upon previous knowledge and confidence. As an Online Learner it is important that the answers to questions are immediately available to you. Contact your Unit Tutor if you need help.

Challenge

You can really cement your new knowledge by undertaking the challenges. A challenge could be to download software and perform an exercise. An alternative challenge might involve a practical activity or other form of research.

Video

Videos on the web can be very useful supplements to your distance learning efforts. Wherever an online video(s) will help you then it will be hyperlinked at the appropriate point.

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Motivation

We all know that our own motivation can vary from day-to-day and situation-to-situation. Understanding why this is has been the subject of many studies and much research, at the forefront of which is Herzberg's 'Motivation to Work'.

So, what is motivation?

Motivation is '... the internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.' (BusinessDictionary.com)

Another definition of motivation, found in scores of management books but unattributed, is:

'... the willingness to exert high levels of effort to reach organisational goals, with satisfaction of some individual need.'

The common threads between the two definitions - and there are many more definitions that could be used - is that motivation is goal-driven and requires effort on the part of people within the organisation. It is reasonable to suggest, therefore, that motivation is about enabling an employee to successfully complete, to the best of their ability, the tasks that the employer pays them to perform. This, of course, is at the heart of many management theories and links neatly to the concept of the Psychological Contract.

There are 2 types of motivation: extrinsic and intrinsic.

Extrinsic Motivation is where an individual is encouraged to reach a goal or target by reward or sanction. For example, a young person sitting an examination may be motivated to pass an examination because a parent offers a financial reward for success. **Intrinsic Motivation** is the motivation to succeed in something, or to pursue something purely because it is interesting, that comes from within. Pursuit of a hobby is a good example of intrinsic motivation. Intrinsic motivation rarely carries over into the workplace.

Defining Performance

The accomplishment of a given task measured against pre-set and known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfilment of an obligation in a manner that releases the performer from all liabilities under the contract.

The Psychological Contract

The concept of a Psychological Contract between the employer and the employee was first articulated and developed in the 1960s by Chris Argyris and Edgar Schein. The Chartered Institute for Personnel and Development (CIPD) defines the Psychological Contract as:

1. The perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other.
2. While the use of the word 'obligations' suggests some formality to the Psychological Contract, the word 'perception' indicates that it is more informal and imprecise when compared with,

say, a Contract of Employment. The critical thing to note is that the Psychological Contract refers to all aspects of the employer/employee relationship. In today's workplace, the Psychological Contract has links to many theories of motivation and leadership. In essence, managers should recognise that employer behaviour, as observed by the employee, can lead to unrealistic expectations (positive and negative) on the part of the employee, affecting workplace motivation.

Challenge

Before looking at some of the theories of motivation, it might be useful to consider what motivates you and to reflect whether or not your colleagues share the same motivations.

Employees that are motivated to perform to required standards lead to success for organisations. Without motivation at some level, nothing really gets started or delivered.

However, motivating people is not always easy. Motivation tends to be personal. Whilst one employee may value time off, the next may enjoy new challenges. Motivate people, who are committed to your organisation generally stay with the organisation and demotivated people can absorb disproportionate amounts of management time.

Question

Think of a person who you regard as being highly motivated. What drives that individual?

Individual Drivers for Motivation

When it comes to motivating team members, it is important to remember that different people have different drivers for motivation. Some are driven by the prospect of challenging work and the opportunity to develop their skills and expertise, while others relish the chance to take on additional responsibilities. Many employees simply need to feel appreciated to be motivated. In his 1961 book *The Achieving Society*, psychological theorist David McLelland proposed that there are three key needs that drive people's motivation at work:

- the need for achievement
- the need for affiliation
- need for power