Handbook on Building Motivation and Positive Attitudes in Government Organizations

Contents

A BRIEF NOTE ON THE HANDBOOK

This handbook has been put together to help you address an important question. How to build motivation and develop positive attitude for work among government employees at different levels? It includes 'how to' guidelines, checklists, useful tips for practitioners, short case illustrations, questionnaires and inventories on practical aspects of motivation. It is expected that this handbook would be used as the basis for conducting future programmes on this theme, as compilation of useful guidelines for officials of the government and as a resource book for any one interested in bringing a positive change in the motivational climate of government organizations.

It is widely felt that government organizations have been largely ineffective in meeting the challenges facing the state. Government employees are generally perceived to be indifferent to the needs and aspirations of the people and resistant to any reform effort. Though sporadic efforts are made to bring positive changes in different aspects of the governmental functioning, these tend to end up as a mere 'flash in the pan' in the absence of employee motivation to invest time, energy and effort in persisting with new approaches and sustaining result orientation. It is, therefore, not a surprise that citizens feel disenchanted with and alienated from government organizations and government officials.

To bring about a meaningful reform, change leaders and change consultants may first go through extensive consultations, thoughtful diagnosis of issues and development of sound recommendations. But when they come to the stage of actually implementing change, they tend to run into the minefield of poor

motivation with unerring regularity. Unfortunately, there is a great deal of helplessness in dealing with this problem. The common lament is that resistance is often passive and change efforts get quietly and unceremoniously buried in the quicksand of collective indifference and apathy.

As motivation is such a key issue, this handbook has made a careful review of the management theory and management practice to derive insights that are most relevant for government organizations. We have tried to compile relevant learning resources like tips, checklists, inventories and short case examples to help managers and leaders create a positive environment in government organizations. It is expected that this manual would serve as a basis for future programmes on this theme; it would help government officials at senior and middle levels by providing guidelines for action; and it would also become a useful reference for any one interested in bringing about positive changes in government organizations.

As with other such handbooks, we have drawn on a number of sources to offer you a set of essential professional tools in one place for ready reference. There are several tools, techniques and tips in management and leadership literature and we have picked those that we believe are likely to be the most useful for your work. As you keep applying the techniques to real-life situations to bring about real improvements, you would be able to thereby expand and refine your tool kit.

This manual covers different aspects of how government officials can motivate those who report to them. As we all know, motivation flows from a variety of factors. It depends on whether work goals are set in a participatory manner,

whether the unit's challenges or the 'big picture' are properly clarified to employees through effective superior-subordinate and team communication, whether good performance is visibly recognized, whether the senior people create a caring culture and so on. We present a set of tools to help team leaders examine the level of motivation in the work group, what contributes to making it high or low and what can be done to improve it.

As a part of this manual, we have also discussed the magic of self-motivation. Our success as individuals does not merely flow from our analytical and specialist skills. It is not the brightest individuals (in terms of IQ) who are the most successful. The 'will' factor is a critical parameter for success. 'Will' refers to how optimistic, determined and enthusiastic we are as individuals about achieving results. As the old adage goes, 'where there is a will, there is a way'. So this part of the manual is designed to help individuals reflect on how they can strengthen their proclivity to pursue goals with energy, persistence and enthusiasm.

We are all aware that a powerful way of learning is by "doing". Effective leaders constantly learn through active experimentation. From this perspective, your learning of a certain technique would be really complete only when you have used that technique after tailoring it to the specific circumstances you face and achieved the results that you had aspired for.

> *A journey of a thousand miles begins with a single step.*
> *- Chinese Proverb*

We wish you a lot of excitement of leading your unit to greater heights in performance, responsiveness and learning!

A SHORT QUIZ ON MOTIVATION

Before we begin the manual, we present you a short quiz on some aspects of motivation. We hope you find the questions interesting. Before you check the answers at the end, please do give your responses to each question. The quiz would be able to tell you how much your understanding matches with what experts on motivation theory and practice have to say about the subject. Here are the questions with the options at the end of each question.

1. **In reality, employee motivation is:**

   a. Less important than it once was.

   b. A critical key to performance.

   c. Not something that can be "managed."

2. **A key to motivation is:**

   a. Giving employees everything they want.

   b. Making "undesirable" behavior harder to perform.

   c. Making "desirable" behavior easier to perform.

3. **Generally, your smartest approach with employees is to:**

   a. Tell them what you expect and then leave them alone.

   b. Let them guess what you want, then correct as required.

   c. Clarify expectations and then provide feedback.

4. **The most powerful motivations for change are:**

   a. Need or opportunity.

   b. Discomfort or pain.

   c. Warnings from the Human Resources department.

5. Employees tend to be motivated most by:

    a. Pay and benefits.

    b. Job security.

    c. Interesting work.

6. The best time to deal with employee behavior is:

    a. Immediately.

    b. At the next performance appraisal.

    c. Only when the employee asks for help.

7. Small token gifts and verbal recognition:

    a. Can help motivate any employee.

    b. Appropriate only with the less educated.

    c. Will reinforce good performance only if they are presented publicly.

8. The most common error in trying to motivate employees is:

    a. Rewarding with too little, too late.

    b. Making assumptions about what motivates.

    c. Focusing only on the poor performers.

9. The best thing a manager can do to build a high performance culture is:

    a. Say the right thing and genuinely mean it.

    b. Be an example to everyone on the job.

    c. Show appreciation.

10. Being good at motivation and reinforcement primarily requires:

    a. Good listening and observation skills.

    b. A willingness to understand other's views.

    c. A background in psychology or a degree in human resource development.

ANSWERS:

Each correct answer is worth 10 points

1. b. In today's economy, understanding and skill in motivating employees are more important than ever. With easy access to information, they are more aware of what they may perceive as "greener pastures" in other organizations.

2. both b and c. Motivation must be planned on both the strategic and tactical levels. Make the "old" behavior less attractive and more difficult while making the "new" behavior both attractive and easier. Remove rewards for the old behavior you don't want and add rewards for the new behavior you seek. As the saying goes, either you reinforce the behaviors of the desired change or you reinforce the behaviors of the status quo.

3. c. Friendly clarity is the lubricant for smooth relationships. Clarify on what you expect of others and ask for their expectations of you (even if you're the "boss"). Then build feedback loops into the situation so that all parties feel "safe" in speaking up.

4. b. Discomfort and pain tend to provide the most compelling motivation for change. That's not to suggest that you create pain so that people will change. But you need to help people understand the pain of *not* changing. That means providing strong reasons or case for action – in the frame of reference of the people you're trying to influence. Fear of the unknown keeps many people from making changes. Chalk up another point for clarity.

5. c. Study after study shows that "interesting work" tops the list of things that employees claim to be most motivating to them. That's followed by "appreciation," "being part of a team," "job security" and then fifth on the list, "good wages." Interestingly, when managers are asked to list what they think motivates employees, they place money as number one on the list and appreciation a distant eighth. This disconnect is a primary cause of eroding loyalty in the work place.

6. a. When your three year-old either misbehaves or does something good, you don't say "Raju, let's take that up at your next quarterly review." You offer correction or praise on the spot. The same principle applies to adults. Practice

the "PICNIC" approach to reinforcement. For behavior you want, provide reinforcement that is Positive, Immediate and Certain. For behavior you don't want provide reinforcement that's Negative, Immediate and Certain. In high performance organizations, everyone is clear about what they stand for and what they won't stand for.

7. a. As long as they have relevant symbolic meaning, even very simple items can have strong reinforcement value. The "token" can be absolutely anything as long as it is valued by the recipient. Remember that "value" does not necessarily have anything to do with money. And don't forget the importance of verbal recognition for the good work done. It shows the employee that you watch his performance and that you care.

8. b. Many managers wrongly assume that they know what the employees want. Case after case, they have been proved wrong. Always take the time to *ask* what would be a good reward. The answer may surprise you.

9. c. Remember the EMR formula for success: Express, Model, Reinforce. First you express (talk about) the values or behavior you treasure. Then you consistently model it in your own actions. Then you reinforce (reward) it in others. Modeling is twice as effective as expressing and reinforcing is at least three times as effective.

10. both a and b. There's really nothing complicated about motivating people to do their best. Simply listen to and observe your people very carefully and select your strategies and tactics from *their* frame of reference. It's amazing how easy and inexpensive good reinforcement can be.

Quiz Scoring
Your score:
80 – 100 You scored high and that's good. But don't get complacent. Good reinforcement management requires constant focus.
60 – 70 Next time you face an opportunity to reinforce (which is no doubt every day) try these ideas.
Below 60 Motivation troubles in your organization? Read this handbook carefully and practice the tips given in the manual.

SECTION 1
SELF-MOTIVATION

Many people believe that ultimately all motivation boils down to self-motivation. An individual may be offered attractive incentives; but they will only help the person to decide to get motivated. We know that, with or without external incentives and inducements, some individuals remain highly motivated and some stay poorly motivated. Thus, the main spring of motivation is from within. As the adage goes, "You can lead a horse to water but you can't make it drink".

Most of us have heard the parable of three stone cutters. When asked what he is doing, the first stone cutter states that he is leading a miserable and meaningless existence of cutting stone, hour after hour and day after day, without respite. The second stone cutter has a different reply to the same question. He points out that he is the bread winner for his family and he is cutting stones to earn money. But when asked the same question, the third stone cutter has a completely different response. With a glow of pride and satisfaction on his face, he says that he is part of the team contributing to the building of a great monument.

What would be the implications of these different perspectives for the involvement and commitment of the three individuals? What is the likely impact of these perceptions on the quality that the three individuals are likely to produce? Which employee is likely to experience greater job satisfaction and fulfillment and who

is likely to grow and develop, both as a person and as an employee? The answers to these queries are quite obvious. The parable reflects the saying: "*The real voyage of discovery consists not in seeking new landscapes but in having new eyes*".

Motivated people accomplish far more. They enjoy a more interesting and fulfilling life. Thus, being motivated is in the enlightened self-interest of individuals. Even if we forget about individual and organizational performance for a minute, when persons are inspired, they would have richer work and life experiences. In that sense, being self-motivated is infinitely preferable to being apathetic.

Organizations value the people who are willing and committed. They run effectively because there are employees who have the drive and determination to see the job through. These are the people who will 'go the extra mile' to achieve the desired results. Even if the organization fails to reward such individuals, the individuals themselves would enjoy the benefit of growing as persons and as professionals.

> *Motivation is like fire – unless you keep adding fuel to it, it dies.*

People who are self-motivated know what is important to them. They know what they want out of life and plan the steps they need to take to achieve their goals. They have long-term and medium-term goals as well as short-term objectives. They don't settle for the path of least resistance or a quick-fix. Their focus on objectives and end results help them deal with momentary setbacks and hurdles.

When we deal with the subject of self-motivation, we would confront numerous questions: How do we develop optimism and positive orientation? How do we train ourselves to remain hopeful and positive when dealing with problems and difficult situations? How do we retain our power of choosing our response without succumbing to the situational pressures? This section deals with such questions and presents some guidelines for building self-motivation as a viable remedial measure.

1.1   DESIRE TO EXCEL IN WHATEVER WE DO

Self Motivation to achieve standards of excellence does not necessarily enhance the quality of individual and organizational performance. For the individuals involved in pursuit of excellence, there is the added benefit of a meaningful, rich and full life. Such individuals develop keen interest and enjoy their work. When individuals are excited and passionate about their interests, they feel energized and motivated. They experience strong commitment to their work, organization, professional interests and their stakeholders.

Some individuals are constantly involved in developing their abilities, capabilities and talents. Experience is inevitable; learning is not. All employees have access to the same opportunities. But it is only the self-motivated employees, who learn, develop and successfully realize their potential. This factor is an important element in providing the individuals' contentment and fulfillment.

> *"Nothing great is ever achieved without enthusiasm."*
> *- Ralph Waldo Emerson*

People who are committed to the standards of excellence:

❖ Have good understanding of where they want to go, why do they want to reach there and how they are progressing towards those goals.

❖ They are highly result-oriented and strive to meet their objectives and standards of excellence in whatever they do.

❖ They constantly set challenging goals for themselves and take calculated risks to achieve those goals.

❖ They constantly seek to improve their performance levels.

Let us now look at the following case study, which deals with how two different sets of government officials responded to the same situation in quite different ways, and therefore ended up achieving dramatically different results.

A TALE OF TWO RESPONSES – CASE STUDY

According to news reports, in the elections held in April 2004, two sets of officials exhibited two very different behaviour patterns in managing the election process. In certain villages in a district, the panchayat secretaries made better arrangements, particularly with regard to issuance of residence certificate to voters as an alternative to photo identity card.

In these villages, having an election photo identity card was not at all a criterion to cast votes. The village secretaries organized camps at all polling stations to issue residence certificates to needy voters. Since many rural people were not aware of the election photo identity card or its alternative, they turned up at the polling stations only with a voter slip. For them, village secretaries and other staff extended help by issuing them residence certificates in just two minutes. When enquired about the criteria for issuing residence certificates, the village secretaries said that having name in the voters' list was enough. The procedure the village secretaries adopted was very simple. They asked political parties to identify the voter who may not be genuine and raise their objections on issuing residence certificates to them.

Further, a register was maintained to collect address and thumb impression of the recipients on certificates as per the election commission guidelines. In every village, over 200 certificates were issued, following which good turnout of voters was maintained. In these villages, large tents were erected to provide drinking water at polling stations by concerned gram panchayat to save voters from heat wave and sun stroke.

But in certain other areas, those who could not bring the alternative to the photo identity card left without casting their vote as none of the concerned officers were there at the polling stations to issue residence certificates. Large numbers of such voters whose names were there in the list could not cast their vote due to absence of election photo identity card or any other alternative. When contacted, the officials merely blamed the voters saying "they should have taken the initiative at the right time. What can we do?" Clearly, these officials had not anticipated and planned for such an eventuality. As a result, a large number of genuine voters lost the opportunity to participate in the democratic process.

Now, what does this short case convey to you?

From the above case study, certain clear suggestions emerge for improving your capacity to strive to realize your potential:

- ❖ Strive to look at your role from the eyes of your internal/ external customers or citizens. What kind of a service would delight them? What do you have to do to provide them such service?
- ❖ Constantly seek to focus your time and energy on the few important priorities that are critical for your effectiveness. Don't get caught up in day-to-day routine things and neglect important long-term priorities.
- ❖ Try to set challenging and meaningful goals to motivate yourself.
- ❖ Do not give up hope and optimism when you face hurdles and when things become difficult.
- ❖ View crises as opportunities to improve yourself rather than viewing them as pitfalls.
- ❖ Constantly seek to develop your own skills by earmarking sufficient time.
- ❖ Do not postpone important things. Act immediately instead of waiting till the last minute.
- ❖ Ensure that you complete the things that you start.
- ❖ Make it a habit to reward yourself after you have accomplished a worthwhile goal.

1.2 BUILDING POSITIVE ORIENTATION

The ability to look at the brighter side of life and to maintain a positive approach in the face of adversity is what is known as positive orientation. It is persistence in pursuing goals despite obstacles and setbacks.

Positive orientation helps people to cope up with problems and drive away depression. There is a strong connection between one's degree of positive orientation and one's ability to cope up with the problems effectively. Positive orientation plays an

> *Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible.*
>
> *- St. Francis of Assisi*

important role in overall self-motivation and is a very important factor in reaching goals and coping with stress.

Many studies have examined the characteristics of people having positive orientation. Studies found that people with positive orientation, display the following behaviors:

- ❖ Constantly look at the brighter side of life.

- ❖ They are confident of themselves and operate with hope rather than fear of failure.

- ❖ They are self-motivated even when things get difficult.

- ❖ They quickly bounce back from defeats.

- ❖ They persist with their efforts to achieve goals and objectives, despite hurdles and setbacks.

How can we enhance our positive orientation? The following suggestions emerge from the approach of positive individuals:

❖ Make constant efforts to look at the brighter side of life.

❖ Try being more hopeful when dealing with problems and difficult situations.

❖ Make an effort to maintain a more positive attitude, even when the going gets tough.

> *"An open ear is the only believable sign of an open heart."*
> *- David Augsburger*

❖ Don't allow pessimistic thoughts to take over.

In addition to the above practices, we should also do some introspection on the question of whether we belong to the category of "status-quo" persons or whether we are among the "innovators"?

A status-quo person generally exhibits the following behaviors:

❖ Simply passes his time

❖ Does not plan or allocate any time for development projects

❖ Works simply to maintain the status quo, avoid problems and criticism and solve problems in the short term

❖ Is usually controlled by external influences: telephone calls, mails, interruptions etc.

Similarly, an innovator would exhibit the following behaviors:

❖ Effectively carries out current tasks.

❖ Makes conscious efforts to allocate time for self-development.

❖ Ensures that he spends sufficient time everyday on important priorities

❖ He is guided by the goals he had set for the future, rather than getting caught up in fire-fighting.

❖ He maintains self-discipline to avoid a short term benefit for the sake of achieving important long term results.

> *Fritz Kreisle, the great violinist, was once asked, "How do you play so well? Is it luck?" He replied, "It is practice. If I don't practice for a month, the audience can tell the difference. If I don't practice for a week, my wife can tell the difference. If I don't practice for a day, I can tell*

1.3   AN EXPERIMENTAL STUDY

At a large university, a group of four-year-old children were given an interesting test. Each child was given a sweet. But each child was also given two options

Option 1: They could choose to eat the sweet immediately. In this case, they would only get one sweet.

Options 2: The researchers will leave the room and come back in half-an-hour. If the children have still not eaten the sweet after those 30 minutes, they would get two sweets instead of one.

Unknown to the children, their behaviour was video-taped by hidden cameras. There were interesting differences in the behaviour of different children. Many chose to eat the sweet immediately. However, there were some, who overcame the temptation and waited for 30 minutes. To keep their minds away from the sweet, they sang nursery rhymes, ran around the room, turned their head away from the sweet, so that they could get two instead of one.

These children were tracked for the next fifteen years. Interestingly, dramatic differences were observed between the two groups of children. The children, who had resisted the temptation, turned out to be more effective at everything they did. They were more confident and more successful. The remaining children, who had eaten the sweet immediately, had a fewer of these qualities.

Thus, though the experiment itself seemed to be rather simple, it had predicted

certain important elements of the future. What do you think accounts for the dramatic differences in the latter performance of these two groups of children?

These dramatic differences could be attributed to the ability of some children to postpone an immediate pleasure for the sake of a longer term goal. In other words, the following important ideas stand out from the above interesting research:

- ❖ To achieve a long term result, it is sometimes necessary to postpone an immediate impulse or pleasure.
- ❖ When you want to achieve your goal, you should be able to ignore distractions and overcome obstacles.
- ❖ Do not procrastinate important things. Do not wait until the last minute to act.
- ❖ Allocate time to develop yourself.

> *A man is a hero not because he is braver than anyone else, but because he is brave for ten minutes longer.*
>
> *- Ralph Waldo Emerson*

1.4 CHOOSING TO MAKE A DIFFERENCE IN ZONE OF INFLUENCE

THE PARABLE OF STARFISH

A man once observed someone from a distance early in the morning on a beach. The young man seemed to be bending down, picking up something and throwing it into the ocean. He seemed to be doing it continuously for quite some time.

Out of curiosity, the man went closer to see what was happening. Then he asked the young man as to what he was doing. The young man replied that a number of starfishes had been washed over to the beach. As the Sun was rising and the water level was receding, the starfishes were likely to die if they were not thrown back into the ocean.

The observer laughed at this and said to the young man, "there are miles and miles of beach and thousands of starfishes lying all along the coast. You CANNOT possibly make a difference!"

The young man continued to do what he was doing. He picked up one more starfish, gently threw it into the ocean and said, "Well, at least it made a difference *to that starfish!*

What that young man was choosing to do was to ACT. He was doing something in his zone of influence, rather than saying that he could not possibly make a difference because the problem was so large. In a way, he chose to light a small candle, rather than curse the darkness.

Let us reflect on the following questions:

1. What does the story convey?

2. Why did the observer laugh at the young man and say that the young man could not possibly make a difference?

3. How did the young man respond? What does his behaviour show? What lessons can we derive from the experience?

From the above case example there are specific suggestions for improving one's own motivation to make a difference in one's zone of influence.

❖ For you to make a difference, you would need two things. First, you need a *goal* or an *objective* and second, you need *consistent actions.* If you have only goals but no actions, it would be nothing more than an empty dream. If it is only action, but without a clear goal or purpose, then that action would only amount to merely passing time. But, if you are able to combine a worthwhile goal with worthwhile actions, then you can make a positive difference around you.

❖ Each one of us should choose to focus on our *zone of influence* to make a difference, wherever we can.

❖ By taking a more positive and optimistic approach, we can overcome obstacles and hurdles and achieve results in life.

❖ When we feel more hopeful about dealing with problems and difficult situations, we get more out of life.

❖ We should consciously make efforts to look at the brighter side of life.

❖ We find people of both categories in all professions. It is surprising to notice that faced with the same situation and working in very similar positions, some individuals feel fulfilled and happy, while others feel helpless and de-energized.

❖ Wherever you are, you have two choices in life. To that extent, you are always at the crossroads. If you choose the pathway of the 'young man', you get much more out of your life. And, you would also feel a greater sense of happiness and harmony.

> *Everyone has a will to win but very few have the will to prepare to win.*
>
> *- Vince Lombardi*

SECTION 2
INDIVIDUAL ATTITUDES

"Ability is what you're capable of doing. The situational factors determine what you do. Attitude determines how well you do it."

- Lou Holtz

Attitudes and individual factors play an important role in determining the extent of success than an individual would be able to achieve. Emotional Intelligence Guru Daniel Goleman states that when confronted with an undesirable situation, successful individuals try to first change the situation, if it is possible for them. If that is not possible, they modify the way they perceive the situation by learning to reframe the situation in their mind. And even if that is not possible, they change the way their body responds to the situation by learning to minimize negative stress.

We know that different individuals are motivated by different factors. Some are motivated by money and many others are motivated by recognition. That's why it is important to understand individual's attitudes to determine their motivation. People with positive attitudes are caring, confident, patient and humble. They have positive orientation towards work and life and so are able to get more out of life. These people are self-motivated and will be able to motivate others.

In this section, we will look at the role of attitudes in enhancing our own motivation and we will also look at how we can develop positive orientation. We shall examine certain key questions such as: What is important to employees? What are some of the key motivators and de-motivators for employees? What do we need to do as individuals to develop sensitivity to what our people want from us?

We hope you will find the materials useful in understanding your employees' needs and orienting your actions accordingly.

> *"The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind."*
>
> *- William James, Harvard University*

2.1   WHAT MOTIVATION THEORIES TELL US ABOUT INDIVIDUAL ATTITUDES?

In this section, we will look at the following important theories: Hierarchy of Needs theory, ERG theory and Drive theory.

HIERARCHY OF NEEDS THEORY

❖   This theory was developed by Abraham Maslow. He has identified five key categories of human needs. The needs are organized as a pyramid with physiological needs (lower and more basic needs) and higher needs such as at the base and self-actualization at the top.

❖   The five needs are:

1.   Physiological needs: to satisfy basic needs like hunger and thirst.

2.   Safety needs: the need for shelter and warmth and the need for order.

3.   Belonging and love needs: the need to be part of a family or social group.

4.   Esteem/ego needs: the individual need for status, recognition, reward and self-respect

5.   Self actualization needs: the need for personal growth and development

❖ Lower order needs are usually met via external satisfaction. Higher-order needs are usually met through internal satisfaction

❖ Managers cannot assume they understand the needs of their employees. They should recognize the variety of needs that motivates employee behaviour and so have meaningful conversations with their people to better understand their needs.

❖ People are motivated by different factors. No two individuals are motivated by the same factors. Managers should keep this in mind while trying to motivate employees. They should first make an effort to understand the employee's motivational needs and address those needs.

DRIVE THEORY

❖ C.L.Hall developed this theory. People learn from previous experiences the degree to which their behavior is effective in satisfying their needs.

❖ The more a response is successful, the more it is reinforced. The more strongly a response is reinforced, the more likely it is that it will be used in similar circumstances in the future.

❖ Habits are the result of the reinforced behaviour. The stronger the habit, the more difficult it is to break it.

ERG THEORY

❖ This theory is a development of the theory of hierarchy of needs. Alderfer identified three core needs:

■ **Existence** needs relating to basic survival.

■ **Relatedness** needs relating to relationships with others.

■ **Growth** needs relating to personal development.

❖ People may work on one or more of the levels at the same time but will generally move along a continuum from existence to growth (satisfaction progression)

❖ Managers must recognize that an employee has multiple needs to satisfy simultaneously.

❖ If growth opportunities are not provided to employees, they may regress to relatedness needs.

❖ If the manager is able to recognize this situation, then steps can be taken to concentrate on relatedness needs until the subordinate is able to pursue growth again.

2.2 ATTITUDES NEEDED FOR GOOD GOVERNANCE

Rightly or wrongly, the general impression among people is that the government employee is a 'big bully' as shown in the accompanying cartoon. But the new role of government, in the emerging world, is one of a 'facilitator'. What are the attitudes needed for good governance? Here is a checklist:

- ❖ Equal opportunities for all.

- ❖ Transparency in communication.

- ❖ Encourage communication at all levels even if it is expected to be negative.

- ❖ Deal with problems promptly and effectively.

- ❖ Encourage smart and result-oriented work.

❖ Provide on-going evaluation and guidance to employees to improve.

❖ Treat employees as individuals.

❖ Focus on quality.

❖ Remove defects in work processes.

❖ Empower people to ensure quality results.

❖ Remind yourself and remind others that staying positive is difficult but not impossible.

❖ Do not reject ideas, even if they look bad at the first glance. Consider the merits and demerits before taking a decision.

❖ Listen and take notes. Do not reply immediately. Paraphrase to check your understanding.

❖ Do not use negative vocabulary. Do not put down people.

❖ Maintain professional approach. Do not mix personal matters with office matters.

2.3 ATTITUDE AND MOTIVATION

The important factor that guarantees good results day after day, week after week, month after month and year after year, all through our lives, is a healthy attitude! *Attitude* is a magic word. In this section, we examine three important facets: Attitude towards self; Attitude towards others; and Attitude towards work.

ATTITUDE TOWARDS OTHERS

Experience shows clearly that you attitude towards others determines their attitude towards you. Having good inter-personal relationship at different levels of the society and being accepted in general by others is the sign of a good attitude. Now, let us compare and contrast good attitude and bad attitude towards others.

GOOD ATTITUDE TOWARDS OTHERS	BAD ATTITUDE TOWARDS OTHERS
Motivates others	Intimidates others
Respects others' rights, time, property or work	Disrespects others' rights, Has no regard for others' time, property or work
No preconceived opinion about others	Has preconceived opinion about others
Open minded to accept others' view point	Does not accept others' view point
Does not come to conclusion without getting enough information	Comes to conclusion without getting enough information
Stance: 'I am OK, you are OK'	Stance: 'I not OK, you are not OK'

ATTITUDE TOWARDS WORK

Work is one of the best educators of practical character. Work helps us learn the disciplines of interdependence, influence, obedience, self-control, attention, application and perseverance, and thus provides us deftness, skills, aptitude and dexterity to deal with the affairs of leading life. Let us again make a comparison between positive and negative attitudes towards work.

POSITIVE ATTITUDE TOWARDS WORK	NEGATIVE ATTITUDE TOWARDS WORK
Approaches work with respect.	Work is seen as a burden; considers that people only work out of necessity.
Believes in dignity of labour.	Believes that working with own hands / efforts is below dignity.
Shows efficiency in planning and organizing; accepts changes.	Lazy, procrastinates and does not improve skills.
Accepts work as challenge, an opportunity to learn and to enhance skills.	Tends to complain most of the time.

ATTITUDE TOWARDS SELF

It is said that attitude is the reflection of the person within. Two individuals may possess more or less the same level of intelligence or skills, but if one person has superior attitude, that individual is likely to achieve far greater success in life. In other words, attitude is the key factor that determines the altitude that one can reach in one's life. How does positive and negative attitude towards self manifest itself in specific behaviours?

POSITIVE ATTITUDE TOWARDS SELF	NEGATIVE ATTITUDE TOWARDS SELF
High on self esteem, self confidence and self respect	Low on self esteem, self confidence and self respect
Assertive communication	Submissive or aggressive communication
Sets goals and achieves what is wanted	Has no goals of own; undecided with regard to what is wanted
Motivates self and others	Not motivated
Good leadership qualities	Neither a leader nor a follower
Takes responsibility for own actions, makes mid-course corrections based on feedback and learns from successes and setbacks.	Does not take responsibility. Blames others for any failures. Little or no learning from experience.
Basic stance in life: "I am OK, you are OK"	Basic stance in life: "I am not OK, you are not OK"

2.4 ATTITUDES IN TRADITIONAL SOCIETIES

A study was conducted to determine the dominant belief system of our people. We present the belief system that underlines the behaviour of people. No doubt, the belief system is undergoing a change and is becoming more progressive. But several individuals find it difficult to unlearn or give up their old patterns of belief, even if they have outlived their usefulness and are not relevant today.

Please remember: The following list is NOT a list of desirable or undesirable attitudes. They are merely representative of our dominant cultural beliefs at the moment. We present these so that we can reflect on these, and examine their appropriateness in the present context.

Family

- ❖ You cannot question elders.
- ❖ Family decisions are made only by the family head.
- ❖ Successful individuals must take care of the rest of the family.
- ❖ Family is more important than work.
- ❖ Family comes before any thing else such as work, society, friends etc.
- ❖ Elders are always right.

Education

- ❖ Education is only for the privileged.
- ❖ Education is for getting a job. It stops as soon as one gets a job.
- ❖ Education is for children. Adults do not have to learn.
- ❖ Knowledge is more important than skills
- ❖ Whatever the teacher says is correct and cannot be questioned.
- ❖ What is unknown is forbidden.
- ❖ Learn what is taught. No exploration is allowed.

Social relations

❖ Individual benefits are more important than achieving a social good.

❖ Little or no encouragement for experimenting with new ideas or deviating from tradition.

❖ Follow rules only if they are personally convenient.

❖ Little or no cooperation with 'outsiders'. Look at anyone outside one's circle with hostility.

❖ Distance oneself from others with respect to status, caste or religion.

❖ It is important to maintain social status at any cost.

❖ Expand within the kith and kin net work; outside relations are not encouraged.

Employment

❖ Work is merely for earning money.

❖ Quality is the responsibility of management.

❖ Relationships are more important than work requirements.

❖ Do only what the boss tells.

❖ The subordinates are expected to follow instructions without questioning.

❖ Career progression must be fast irrespective of organizational needs or one's own merit.

❖ Reporting to female boss is difficult.

❖ New technologies, changes in process or changes in rules are to be avoided.

❖ Little or no communication unless specifically asked for.

❖ Preference for such work that affords an opportunity to spend as much time as possible with the family at home.

2.5   CHALLENGE OF ATTITUDE CHANGE

There are two basic approaches to bring about attitude change.

1. To make the ***expected change attractive*** and move the individual towards accepting it.

2. To examine the ***problems associated with holding on to the existing attitude***; convince of the need to make efforts to unlearn that attitude thus facilitating a gradual movement towards the new attitude.

SOME GUIDELINES FOR DEVELOPING A POSITIVE ATTITUDE

To succeed in accomplishing one's set goals, it is important to have a positive attitude to work in particular and life in general.

1. Start your day with a positive outlook.

> *Ability will get you success, character will keep you successful.*

2. Spend time with people with whom you can deal with in a relaxed manner.

3. Do not look at problems as irritants. Turn them into opportunities to demonstrate your resolve to remove them. Look at them as learning experiences.

4. Look at the positive side of everyone. Guide them to do their best. Accept full responsibility for all your actions.

5. Success in any venture brings recognition, which can influence you for better performance.

6. Your ability to influence others in your work sphere adds to your confidence.

7. One should understand that one cannot change others but one can change one's reactions to others.

APPROACHES FOR CHANGING ATTITUDES

Several approaches may be utilized for bringing about attitude change. These include Role play, Sensitivity training, Behaviour modification, Transactional analysis and Participatory methods. Let us take a look at a couple of techniques that are more commonly used than the others.

(i) **Role Play:** - Role-play can be effectively used for bringing about an attitude change in a training situation. It is an experiential, learner-centered method of instruction in which the learner is asked to act as another person. The idea in this kind of enactment is to give an understanding of the positive and negative attributes so that the negative attributes will be stamped out and the positive attributes will be imbibed. Certain amount of realism need to be built into the role to reflect the variety of experiences / characters that arise in the organization so that it will serve the required purpose of creating expected understanding of why a certain behaviour is needed, thereby contributing to attitude change.

> *Role Play helps individuals to look at the other side of the coin. For example, when a counter clerk in a government department is being asked to get into the role of his customer, with whom he interacts day in and day out, he realizes the difficulties and expectations of a customer. Thus, the role play can help the counter clerk develop greater sensitivity to the needs of his customers.*
>
> *Similarly, when a superior plays the role of his subordinate, he understands the difficulties and issues involved a little more clearly. This experience sensitizes him to the realties involved and will make him aware of the problems his subordinates are faced with.*

(ii) **Participatory Methods**: - Traditional approaches to dealing with organizational problems place a higher premium on scientific analysis than on using the results to actually solve the problems faced by organizations. Even if participation is practiced, it is not central to the phases of diagnosing, action planning, taking the necessary steps, evaluating and specifying learning. In most cases, a few select managers at senior levels guide the focus of the efforts and influence the interpretation of results. Subsequently, the reasons for actions taken are rarely, if ever, explained to the employees and even the data shared is sparse.

All these factors contribute to increased alienation and frustration of the employees, resulting in an adverse impact on performance and even failed change efforts. To this end, traditional methods of problem solving in organizations are at cross-purposes to their successful implementation. Participation methods should go beyond superficial participation and make an attempt to tap the competencies of the employees with the dual purpose of contributing to successful change efforts as well as fulfill employee needs for greater involvement.

Participation methods demand collaboration and involvement of the employees and also the sharing of knowledge and resources by the organization. Participation methods create trust, openness and a willingness to explore into and reach joint solutions to even difficult organizational problems.

Thus, the approach seeks to empower the concerned organizational members so that they may become self-reflective practitioners rather than mere spectators in the process of organizational change. This would enable meaningful solutions to practical concerns and problems. Even more importantly, there will be development of self-help competencies to deal with problems of the future.

REVERSE BRAINSTORMING: A CASE ILLUSTRATION

Let us look at an interesting experience of participation. Here is the description of what happened in the manager's own words: "I had gone through a team meeting for planning a project. The plan was more or less ready, but I did not see much excitement about the project. It seemed as if the members had reservations, but they were not expressing them.

"It was then that I tried what I like to call a "reverse brain storming" session. After we prepared the project plan, I got my group together and we brainstormed the *reasons why the plan would fail*. Though the group initially thought that it was a strange assignment, they warmed up to the task. In an hour's time, we came up with 62 reasons why our plan would not work.

"At that stage, I informed the group that there is another important part to the exercise. We had to prioritize the concerns and do action planning. The group then looked at the 62 items carefully and identified 8 significant factors, which posed major threats. We then worked out a detailed plan to ensure that those factors were taken care of. This exercise helped us identify and avoid a number of potential problems."

What do you think about the manager's idea of first trying the 'reverse brainstorming', and then getting the team members involved in prioritizing issues and developing plans for appropriate actions?

In the above case example, the manager created a social process to involve his people in strengthening the project plan. This kind of participation creates

commitment to the project. Had the manager gone ahead with the project without this process, the group would have probably run into all the hurdles that it had identified through the anticipatory, participatory exercise. The project manager's pro-active actions strengthened the plan and ensured its successful implementation.

❖ Such an approach also establishes certain norms in the team. For example, team members realize that is it alright to disagree; dissent is valuable when it is constructively dealt with.

❖ Team members also realize that proper channelization of dissent can lead to identification of problems and identification of correct solutions.

❖ It also establishes the fact that individuals should assume the role of an actor and not remain mere spectators.

❖ People are able to understand the difference between dysfunctional dissent (which may be expressed in the form of passivity or aggression) and constructive dissent (which involves encouraging different opinions, testing over ideas with others and developing commitment to find appropriate solutions).

2.6 INABILITY TO SATISFY EMPLOYEE NEEDS: MYTH OR REALITY?

There may be several things that employees look for at work. Listed below are certain possible factors that employees would like in their jobs. Can you guess what employees would consider the most important or the least important? An interesting study was conducted, which asked a large number of superiors and employees to fill in the following questionnaire.

❖ First, supervisors were asked to rank the questionnaire items as they think the average employee would rank them.

❖ Second, employees were asked to rank them according to what they really consider important.

S. No.	ITEM	EMPLOYEE	SUPERVISOR
1.	Good salaries		
2.	Promotion, growth and developmental opportunities		
3.	Job security		
4.	Appreciation and recognition of work		
5.	Interesting work		
6.	Good working conditions		
7.	Sympathetic help with personal problems		
8.	Tactful discipline		
9.	Personal loyalty to employees		

The study results yielded certain very interesting patterns: the following are the *supervisors' opinions of their employees' preferences*.

TOP RANKINGS

- Good salaries
- Job security
- Promotion/growth

MIDDLE RANKINGS

- Good working conditions
- Interesting work
- Personal loyalty

LOW RANKINGS

- Tactful discipline
- Appreciation of work
- Feeling of being included on things

But *employees' actual preferences* were completely different as shown below:

TOP RANKINGS

- Interesting work
- Appreciation of work
- Feeling of being included on things

MIDDLE RANKINGS

- Job security
- Good salaries
- Promotion/growth

LOW RANKINGS

- Good working conditions
- Personal loyalty
- Tactful discipline

As the results clearly show, the supervisors / managers are out of touch with what employees actually want. Supervisors may say that they don't have control over things like salary, working conditions and so on. But in reality, they have a fair amount of influence over the factors that rank high on employees' actual preferences. These factors (nature of work assigned, appreciation, including employees in key matters) are very much within their zone of influence. The implications are clear. Supervisors / managers should listen more to their employees to be able to motivate them. They cannot assume that they understand what the employees want.

It is no wonder that another major study on what are the top reasons why employees remain loyal to their organization indicate that the following factors play a major role in building loyalty.

1. Career growth, learning and development.
2. Exciting work and challenge.
3. Meaningful work, making a difference and a contribution.
4. Good boss.
5. Recognition for work well done.
6. Autonomy, sense of control over my work.
7. Flexibility, where it is possible.
8. Fair pay and benefits.
9. Great work environment.
10. Job security.

To sum up, to motivate their people, supervisors and managers should reflect on how they can create more interesting work, provide learning opportunities, listen to them, recognize and appreciate positive contributions and provide a friendly work environment. These factors are very much within the zone of influence of most supervisors and managers. More effective supervisors and managers recognize this, take appropriate actions and motivate their people.

SECTION 3
INTERPERSONAL AND TEAM EFFECTIVENESS

I will pay more for the ability to deal with people than for any other ability under the Sun.

- John F. Rockefeller

The initial impetus for inquiring into the nature of motivation was provided by the startling findings thrown up by a study carried out by Elton Mayo at the Western Electrics plant at Hawthorne, Illinois. This study was attempting to examine the impact of changing the intensity of lighting on the productivity of employees. In this landmark inquiry, a group of workers were subjected to higher than the normal lighting. Expectedly, the productivity went up. Then, they were subjected to lower than average lighting. Surprisingly, the productivity went up even at that time. When the researchers conducted an in-depth examination and exploration of these unexpected results, they came up with a conclusion that was outside the paradigm or framework of their original study. They saw that the act of *treating* people as being *special* and fostering positive relations in the group had far greater impact on productivity than the physical environment. Till then, people were tools to be manipulated. They were merely considered as input for production. The Hawthorne experiment shows that human beings are also social in character. Supervisors need to recognize that interpersonal relations and team effectiveness are important for superior performance.

With increasing work and organizational complexity and the knowledge / information explosion, the need for effective interpersonal and team relations has become more important than ever. As tasks become less structured and

problem solutions become less routine, individuals need to coordinate their efforts with others to maximize effectiveness.

For example, we find that managers who are sensitive and responsive in communicating with employees encourage the development of trusting, loyal relationships. Managers and employees alike benefit from trusting relationships. Open communication benefits decision-making processes, because managers are better informed and more likely to base decisions on complete information. At the same time, individual employees feel a sense of involvement and commitment.

This section deals with interpersonal and team effectiveness. We have discussed the characteristics of people who have good interpersonal skills and also the importance of interpersonal communication. Communication styles have also been discussed to identify the styles that help developing good interpersonal skills. We have also discussed five levels of listening and how to enhance the effectiveness of our listening. Few short case examples have been given to highlight the importance of team working to motivate others.

> *"When you are good to others, you are best to yourself."*
>
> *- Benjamin Franklin*

3.1 ENHANCING THE QUALITY OF OUR INTERPERSONAL EFFECTIVENESS

Need for Interpersonal Effectiveness has become more necessary than ever. People need to interact with others to get their work done. Thus, maintaining effective interpersonal skills has become imperative for your managerial effectiveness.

People with a high level of interpersonal effectiveness exhibit the following characteristics:

- ❖ They are more open, positive and constructive.

- ❖ They are able to establish and maintain mutually satisfying relationships.

- ❖ They are energetic and people are interested to work for them.

- ❖ They tend to maintain close friendships, amicable relationships and have a broad-based social network; people consider them 'sociable'.

- ❖ Show genuine concern for, and respect, other people.

- ❖ Are able to show affection and share deep feelings with others.

Some of the characteristics of a healthy relationship are:

1. Each partner has an accurate concept of the other's personality; each one knows the values, needs and goals of the other. Each knows the usual reaction patterns of the other.

2. Each partner likes the other or at least likes more of the other's traits than he dislikes.

3. Each partner feels concern for the happiness and growth of the other.

4. Each partner acts in ways, which will promote growth of the other.

5. Each partner can communicate honestly his thoughts, feelings, wants, memories, beliefs, opinions to the other and does so. Neither partner is defensive in his relationship – afraid to say what he wants, think, or feels about issues. Each wants to be known by the other and actively strives to make himself known.

3.1 SUGGESTIONS FOR IMPROVING INTERPERSONAL SKILLS

The key elements that determine the success of all relationships are knowledge, respect, concern and responsibility. The better we know the other person, the more we respect him, the deeper our concern about him and the more responsibility we feel for him, the greater the strength of the relationship. Now let us discuss some of the methods of improving interpersonal relations.

a. Focus on people's strengths rather than on their weaknesses. Be aware of the approach that you adopt towards the person. Sometimes, we are aggressive, discourteous or impolite toward others without realizing it.

b. Give others more chance to talk. Inspire other people to come up with creative ideas.

c. Earnestness refers to a sincere faith in the importance of one's task. It is a priceless ingredient among the qualities of leadership. A person with earnestness not only accepts responsibility but seeks it. When you see earnestness, recognize it and appreciate it. Admit your mistakes and sincerely apologize when you have made mistakes.

d. Trust other people and never criticize people in public. Keep your promises so that people develop trust in your words. Keep your own manners and attitudes friendly, the others will reflect it soon. Start developing amicable relationships with others without waiting for them to initiate it. Literature studies found that friendly democratic leaders are more successful than bossy ones.

e. Thousands have ceased to do their best because they have been reminded only of their worst. Fault finding plants negative ideas while good finding induces positive attitude. Therefore, when a subordinate comes to you with an idea, remember to find something good in it.

f. The persons who criticize when it is needed and in the right way is a rare individual. When you criticize—do so in private and with a smile, giving praise first, appealing to self-interest, in a constructive way and with a pat on the back in the end. Taking criticism is more difficult than giving it.

g. Do not say 'I knew it before'; enjoy what others say – may be a joke or an incident. Know your people by name; listen to their views and ideas and appreciate positive contributions. Help people to increase their self-esteem.

h. Be an appreciative boss. Do it on a timely basis. Don't wait for great accomplishments. When you notice and praise even little things, it creates positive feelings at the workplace, and stimulates people to achieve greater heights.

i. People crave to be noticed, to be known by their name, and desire attention. Give other people recognition in areas important to them.

j. We know that no matter how hard we try to please, some people in this world are not going to like us or love us. This insight may be troubling at first, but once we truly accept this, it is liberating and really relaxing.

> *Ability without dependability, responsibility and flexibility is a liability.*

3.2   IMPROVING YOUR COMMUNICATION EFFECTIVENESS

Most of the problems in interpersonal relations emerge from lack of communication skills. Many people say something which they do not mean or unable to convey what they really want to say. The purpose of communication is not only to transfer information but also to create understanding. Communication should be *open* and *authentic* and should avoid expressions or vocabulary, which may create misunderstanding and bad feelings.

The communication strategy should aim at maximizing motivation or at least minimizing de-motivation. It should take into account the following aspects.

- ❖ Communication should be simple, clear and easy to understand.

- ❖ Messages should be reinforced in all relevant communication systems and processes.

- ❖ When you communicate results (the overall performance / results achieved by the unit or feedback from customers / citizens), you should deliver honest messages about the causes of results, rather than blaming others for failures and claiming credit for the success yourself.

- ❖ The way in which messages are delivered should be varied enough to hold peoples' attention. If it is done in a routine way, people tend to lose interest.

- ❖ Generic communication should be tailored to the likely motivational needs of the audience.

- ❖ Show commitment to listeners, and demonstrate that their relationship with you is important.

❖ Demonstrate that you are committed to your message.

❖ Try to keep cross-channel communications open and continuous.

❖ Use feedback from others to modify your own communicative style / behaviour.

❖ Be empathetic towards others while communicating any message.

❖ Ensure good communication climate in your work place. This is possible by

■ enabling personnel to form healthy interpersonal relationships

■ allowing people to participate in communication process

■ creating a sense of belonging

■ facilitating free flow of information at all levels

■ dealing with the employees in a courteous manner

■ visiting and supporting employees when they are in some need.

3.2.1 FACTORS THAT LEAD TO GREATER ACCEPTANCE OF COMMUNICATION

❖ People are more open to messages, which are consonant with their existing images, their beliefs and values.

❖ Messages which facilitate need fulfillment are accepted more early than messages which do not.

❖ As people see the environment changing (for example, the increase in the number of more demanding customers/beneficiaries), they are more open to incoming messages.

3.2.2 FACTORS THAT IMPROVE UPWARD COMMUNICATION

❖ Every good and valuable suggestion (emerging from any level in the organizational hierarchy) is recognized. To achieve this objective, there should be a scheme to reward and recognize individuals who make constructive suggestions.

❖ A good grievance procedure system should be established and any grievance or complaint from the employees must be given adequate attention and redressal. Do not dismiss any grievance or complaint without proper consideration.

3.2.3 MANAGERIAL COMMUNICATION STYLES

There are different styles of communication (coercive, manipulative, friendly, pace-setter, democratic and coach) used by leaders/managers to motivate their employees to act as per the message given to them. Among all the styles of communication the coach style of communication serves as the most dominant and useful style in a variety of situations. Hence this style of communication is described in more detail below. The leader who adopts this style:

❖ Rewards people according to their levels of contribution.

❖ Believes that everybody can perform better.

❖ Has faith in feedback.

❖ Encourages initiative and allows the growth of latent capacities.

❖ Gives a personal demonstration to involve others.

❖ Sets a certain amount of challenge for others.

❖ Works with others and is not conscious of his status or hierarchy.

❖ Helps others in career planning and believes that any one can improve.

❖ Always trusts and encourages others and as such colleagues remain loyal to him.

However, all other styles are also effective in specific situations. Let us now turn our attention to 'which style works best when?'

COMMUNICATION STYLE	WHEN THE STYLE WORKS BEST
● Authoritative (come with me)	When changes require a new vision or when a clear direction is needed.
● Coercive (Do what I tell you)	In a crisis, to kick start a turnaround, or with problem employee
● Democratic (What do you think?)	To build consensus and to get inputs from employees
● Friendly (People come first)	To motivate people during stressful circumstances
● Coaching (Try this)	To help an employee improve performance or develop long-term strengths
● Pace-setting (Do as I do, now)	To get quick results from a highly motivated and competent team

3.3 EFFECTIVE LISTENING

We spend a lot of time speaking and listening during our work and in our families. Though we spend a lot of our time in these two communication activities, we cannot assume that we listen well to people. There are times when we do not listen at all to the other person and there are other times, when we listen with our heart and our mind. Each of us listens at different levels at different times. But some of us are generally listen better than others. Listening brings great rewards, such as better understanding and better relationships. You are liked well if you are a good listener.

3.3.1 FIVE LEVELS OF LISTENING

There are five levels of listening. When we listen to others, generally we are in one of these levels.

Who is listening to the speaker?

- ❖ **Level 1 listening**: There are times when you do not listen at all to what the other person is saying. When does this happen?
    - You are not interested in what is being said and are thinking of something else
    - You are tired or stressed
    - You are preoccupied or worried about something
    - You have withdrawn emotionally
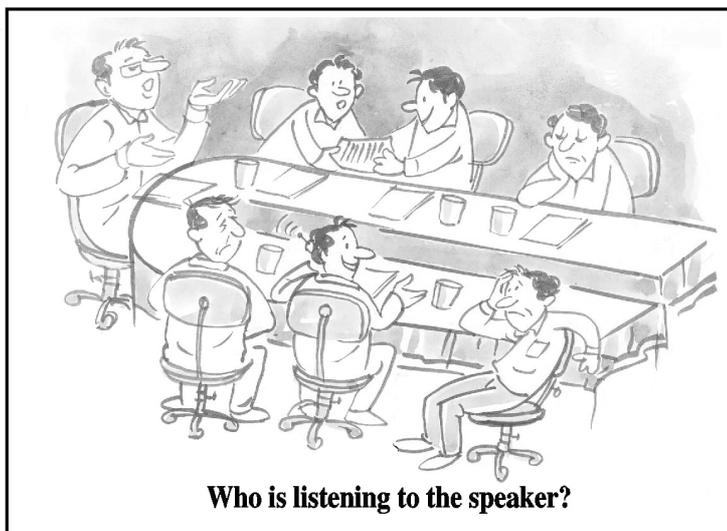
❖ **Level 2 listening**: There are times when you only act as if you are listening, but you are paying no real attention. When do you only pretend to listen?

- You have little or no energy left

- You are together with individuals or groups that you are not really interested in

❖ **Level 3 listening**: Some times when you hear something being said, but don't hear certain other things said by the other person. In other words, only certain parts of the conversation go to your mind and certain other parts enter one ear and seem to go out of the other ear. When do you only listen selectively?

Selective Listening

- You think you know what the other person is going to say

- Customers, colleagues or family members are complaining to you, and you don't like those complaints

- Others are giving you ideas and suggestions, when you have your own ideas in this regard

❖ **Level 4 listening**: Sometimes you listen in a manner that all the words register in your minds, but you have not picked up the underlying feelings. In other words, you have not heard beyond words. When is it that you are only paying attention to the words, not underlying feelings?

- You receive technical instructions

- You listen to complaints from customers, colleagues or family members

❖ **Level 5 listening**: Sometimes you listen in a manner that you exactly understand how the other person is feeling. You are almost able to get into the other person's shoes and see the situation from the other person's eyes. When is it that you listen to not only the words, but also the underlying feelings?

- You try to really understand the other person's wishes and the situation

- You listen with your ears, eyes and heart

- You listen to the words, the tone of voice and the body language

3.3.2 LISTENING EFFECTIVENESS CHECKLIST

This checklist gives you a list of habits and behaviors that effective listeners employ. It can help you identify a few areas for personal improvement.

SL. NO.	ITEM
1.	When others are talking, I genuinely make efforts to understand the ideas and feelings that they are trying to communicate.
2.	While someone is talking to me, I focus on what the other person is saying and avoid doing anything else (answering the phone, starting another conversation, thinking about other issues etc.).
3.	I always encourage the speaker to talk by showing interest, smiling, nodding, etc.
4.	I consciously try to pay attention to the other person's words to learn more about how he feels about the situation he is describing.
5.	I deliberately make efforts to try to learn something from each person I meet, irrespective of the background and subject of the conversation.
6.	When the subject is difficult for me to understand, I make best efforts to ensure that I do not switch off from the conversation.
7.	I ask questions to clarify my understanding when I don't fully understand the speaker's message.
8.	During conversations, I repeat back to the other person what has been said in my own words to ensure that I have understood correctly.
9.	I always ensure that I don't interrupt the speaker while he is in the middle of his message. I always allow the other person to complete his message before I respond to what he has said
10.	I keep notes of important points to help me remember what the other person wants me to do.

3.3.3 CHARACTERISTICS OF EFFECTIVE AND INEFFECTIVE LISTENING

INEFFECTIVE LISTENING	EFFECTIVE LISTENING
Non-verbal behaviour	
Listener looks bored, uninterested, avoids eye contact; displays distracting mannerisms (playing with pen, talking on the phone, not looking at the person, etc.).	Listener maintains positive posture; avoids distracting mannerisms; keeps attention focused on the speaker; maintains eye contact; nods and smiles when appropriate.
Focus of attention	
Listener shifts focus of attention to himself / herself. For example, "When I was working in Hyderabad, I was faced with similar problem and I …."	Listener keeps focus of comments on the speaker: "When that happened, what did you do?" or "What are you planning to do to solve the problem"
Acceptance	
Listener fails to accept speaker's ideas and feelings: "I think it would have been better to … "	Listener accepts ideas and feelings "That's an interesting idea; can you say more about it?"
Probing	
Listener fails to ask probing questions to understand an issue and doesn't follow the conversation.	Listener probes in a helpful way; "Could you tell me more about what led you to feel that way?" and follows up: "You said that … "
Paraphrasing	
Listener fails to check his understanding by restating / repeating in his own words important statements made by the speaker.	Listener paraphrases (repeats / restates) the important words immediately, to check his understanding.
Summarizing	
Listener fails to summarize during the conversation and at the end of it to check whether he has understood it correctly what the speaker has communicated.	Listener summarizes the conversation from time to time to check with the speaker whether he has understood the message correctly or not.

3.4   THE MAGIC OF TEAMWORK

Sam Pitroda has some interesting views on Team Work. He says that the major problem in India is always implementation, not lack of policies. We have great policies and ideas about how to do things, but severely lack teamwork. He gives an interesting equation:

One Indian = 10 Japanese; But ten Indians = One Japanese

What he means is that one Indian may have the capability of ten Japanese, but when ten Indians get together, their ability to function takes a sharp dip as individuals cancel each other out!

According to Pitroda, part of the problem is our hierarchical culture. We have different people with different skills. Until we understand how best to leverage this diversity of experience, we will not be able to create and fully utilize the right kind of teams.

Group work requires a thorough understanding of the strengths and weaknesses of individuals irrespective of their hierarchy. Because of our background, we often don't learn how to exercise and accept leadership- to lead and to follow – simultaneously. But in true teamwork, everyone needs to do both.

Being a good team player implies respect for others, tolerance of different points of view and willingness to give. *The ability to resolve conflicts without either egotism or sycophancy is a very important aspect of being a team player.* Achieving total agreement is almost always impossible. For things to move forward, it's important to work on the agreed-upon aspects and not get bogged down in the areas of disagreement. Yet another snake that kills teamwork is people's political agenda. You've got to be open, clear and honest to be a good team player.

For team work, we must be open to criticism. We need to understand that if some one disagrees with our ideas, it does not mean that they have found fault with us as persons. Self-esteem is a key pre-requisite to such a system being successful.

Pitroda had a driver named Ram, who he thought was one of the best drivers in the world. He used to open the door for him whenever he entered or exited the car. Right in the first few days Pitroda told him "Ram bhai, you are not going to open the door for me. You can do that if I lose my hands". Ram almost started crying. He said, "Sir, what are you saying? This is my job!" Pitroda told him that he didn't want to treat him like a mere driver. He had to become a team player. So whenever he was not driving, he should come into office and help out with office work - make copies, file papers, send faxes, answer phone calls or simply read - rather than sit in the car and wait for the boss to show up. *Diversifying tasks increases workers' self-esteem and motivation and makes them team players.* Now, even if Pitroda calls him for work in the middle of the night, he is ready - because he respects him for what he does.

According to Pitroda, there is no substitute for teamwork. Teamwork holds the key to effective governance. The fundamental issues are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict and recognition of the larger goal of the team as a whole.

In his powerful book titled "Wings of Fire", Shri. A.P.J. Abdul Kalam describes an interesting experience pertaining to a review meeting of an important project. We present the relevant paragraphs describing the experience.

"For five year starting 1966, about 22 scientists and engineers had worked closely with Prof. Sarabhai. All of them were later to take charge of important scientific projects. Not only was Prof. Sarabhai a great scientist, but also a great leader. I still remember him reviewing the bi-monthly progress of the design projects of SLV-3 in June 1970. Presentations on Stages I to IV were arranged. The first three presentations went through smoothly. Mine was the last presentation. I introduced five of my team members who had contributed in various ways to the design. To everybody's surprise, each of them presented his portion of the work with authority and confidence. The presentations were discussed at length and the conclusion was that satisfactory progress had been made.

Suddenly, a senior scientist, who worked closely with Prof. Sarabhai, turned to me and enquired, "Well, the presentations for your project were made by your team members based on their work. But what did you do for the project?" That was the first time I saw Prof. Sarabhai really annoyed. He told his colleague, "You ought to know what project management is all about. We just witnessed an excellent example. It was an outstanding demonstration of team work. I have always seen a project leader as an integrator of people and that is precisely what Kalam is."

You may like to reflect on the following questions on the above case illustration:

1. How did Shri. Kalam approach the review meeting? Why do you think he did that?

2. What do you think would be the level of motivation in Shri. Kalam's team? How would you rate the level of interpersonal trust in the team?

3. Why did Prof. Sarabhai appreciate this approach? What do you think is his idea of team work and project leader's role?

In the same book, Shri. Kalam describes how procedures and systems affect the unit's productivity and outputs, and also determine the satisfaction and motivation that people experience in the roles. Here is a case experience in Shri. Kalam's own words:

"Defence R&D at that time was heavily dependent on imported equipment. Virtually nothing indigenous was available. Together, we made a long shopping list and drew up an import plan. But this made me unhappy—was there no remedy or alternative? Was this nation doomed to live with screwdriver technology? Could a poor country like India afford this kind of development?

One day, while working late in the office, which was quite common after I took up the RATO projects, I saw a young colleague, Jaya Chandra Babu going home. Babu had joined us a few months ago and the only thing I knew about him was that he had a very positive attitude and was articulate. I called him into my office and did a bit of loud thinking. "Do you have any suggestions?" I then asked him. Babu remained silent for a while, and then asked for time until the next evening to do some homework before answering my question.

The next evening, Babu came to me before the appointed time. His face was beaming with promise. "We can do it, sir! The RATO system can be made without imports. The only hurdle is the inherent inelasticity in the approach of the organization towards procurement and sub-contracting, which would be the two major thrust areas to avoid imports." He gave me

seven points, or, rather, asked for seven liberties—financial approval by a single person instead of an entire hierarchy, air travel for all people on work irrespective of their entitlement, accountability to only one person, lifting of goods by air-cargo, sub-contracting to the private sector, placement of orders on the basis of technical competence, and expeditious accounting procedures.

These demands were unheard of in government establishments, which tend to be conservative, yet I could see the soundness of his proposition. The RATO project was a new game and there was nothing wrong if it was to be played with a new set of rules. I weighed all the pros and cons of Babu's suggestions for a whole night and finally decided to present them to Prof. Sarabhai. Hearing my plea for administrative liberalization and seeing the merits behind it, Prof. Sarabhai approved the proposals without a second thought.

Through his suggestions, Babu had highlighted the importance of business acumen in developmental work with high stakes. To make things move faster within existing work parameters, you have to pump in more people, more material and more money. If you can't do that, change your parameters!

You may like to reflect on the following questions on the above case illustration:

1. How did the administrative liberalization come about? What lessons would you draw from the experience?

2. How did Shri. Kalam motivate his young colleague to come up with some interesting ideas for improvement? How did he follow up on those ideas?

3.   What role should senior people play to keep energetic young team members to make contributions for the overall organizational benefit?

It is obvious from the above cases that when there are pressures for effective performance, team work becomes very important. Team work builds commitment, generates ideas for problem solving and helps people achieve performance as per set goals. The case illustration also shows that there are some crucial elements that help achieve team effectiveness. These are:

- ❖ **Clearly understood shared goals**: People must know what is important and why.

- ❖ **Accountability**: Individuals should know what is expected for them and feel committed to achievement. The team needs to be clear as to who is accountable for different elements of the overall team goals.

- ❖ **Effective Conflict Management**: The difference among team members should be sorted out in a manner that leads to synergy.

- ❖ **Appropriate linkages with other teams**: Every team is part of a larger organization and must build appropriate bridges with the other teams / groups with whom they have to work closely.

- ❖ **Rapid Response**: The team should be committed to providing rapid response of high quality to the individuals / groups / departments they serve (the customers). Team members must experience ownership of problems.

3.5 IMPROVING INTERPERSONAL EFFECTIVENESS

What are Common Motivating and De-Motivating Factors?

When a sample of employees were asked as to what the de-motivating or motivating factors were in the government organizations, the following factors emerged as the most commonly experienced. Employees felt that these factors tended to take away or enhance their positive energies for work.

Studies indicate that the following De-motivating Factors are the most common:

- ❖ Unfair criticism

- ❖ Unplanned transfers with little attention to work and people requirements

- ❖ Decisions that smacked of partiality and purely personal considerations

- ❖ Leniency towards some employees due to their extra constitutional connections.

- ❖ Public humiliation by seniors with little sensitivity to its unintended impact

- ❖ Rewarding the non performers for extraneous reasons

- ❖ Impersonal and indifferent approach of superiors towards subordinates

- ❖ Assigning responsibility without appropriate resources and authority

- ❖ Hypocrisy at different levels reflected in mismatch between the 'walk' and the 'talk'

- ❖ Absence of incentive for positive performance or disincentive for poor performance

- ❖ Failure to help subordinates grow and advance in their jobs

- ❖ Indecisive supervisors/managers, who go on changing instructions as subordinates proceed with their work.

- ❖ Role ambiguity and inadequate specifications of role requirements

- ❖ Close supervision that is narrowly focused on following the letters of the rules and often completely ignoring the results

- ❖ Setting goals that are not reflective of the ground reality and making the whole process of setting goals a mere ritual

- ❖ Senseless rules and regulations

The following supervisory actions have been found to increase motivation.

- ❖ giving due recognition

- ❖ showing respect irrespective of the position in the hierarchy

- ❖ maintaining genuine relationship

- ❖ arranging for performance counseling

- ❖ providing help without necessarily making the other person dependent

- ❖ giving employees periodic, objective and timely feedback in a way that is helpful to them rather than a 'control' measure

- ❖ communicating standards and enforcing them in a consistent and fair manner

- ❖ taking responsibility for the development of subordinates

- ❖ setting a good personal example

- ❖ exhibiting willingness to learn from others

- ❖ delegating responsibilities and authority in a way that empowers people

- ❖ providing pleasant working conditions

- ❖ emphasizing the significance of assigned work and being willing to share credit for tasks/ results that are successfully accomplished

The organizations, which periodically review and eliminate de-motivating factors and introduce motivational measures at the right time, will undoubtedly join the group of organizations that enjoy high motivation and morale.

THE VALUE OF INTRINSIC REWARDS

People are motivated by different kinds of rewards. Some are motivated by money and power. These are called extrinsic rewards. Many people are motivated by sense of accomplishment, achieving standards of excellence. These are called intrinsic rewards.

Money is indeed a powerful motivator. We are all aware that through money, many other needs and desires can be satisfied. But we cannot be blind to motivators other than money. Employees know what they are worth in the job market. And people do not change jobs for merely a small gain. Many times gains, other than monetary benefit, play a role in selecting an employment. The factors include:

- ❖ Job security / guarantee
- ❖ Being nearer to family
- ❖ Risk in the job

- ❖ Timings

- ❖ Medical and health benefits

- ❖ Distance to travel

- ❖ Accommodation etc.

Job satisfaction is a very powerful motivator and in many cases far superior to money. In some cases though other employment opportunities may offer better monetary benefits, the employee prefers to remain in a job that offers greater satisfaction and fulfillment. Job satisfaction results from a number of factors, as listed below.

- ❖ Organizational policy

- ❖ Relations with superior

- ❖ Nature of work

- ❖ Sense of achievement / accomplishment

- ❖ Career growth

- ❖ Social status

- ❖ Work environment (physical and psychological)

- ❖ Interpersonal relations among the employees etc.

Shri Narayana Murthy, Chief Mentor of Infosys, India's leading software company says: "My employees seek challenging opportunities, respect, dignity and the opportunity to learn new things…Salary alone is a very dangerous way of rewarding capabilities…"

Infosys has a system of motivation, where employees are encouraged to communicate openly with each other and with the higher management. The Chief

Mentor keeps in regular touch with the employees by sending mails every fortnight. There are live chats and 360-degree appraisal. There is a concept called Chairman's list and an annual excellence award is given to recognize the talent.

For middle level and top level employees, challenge is a powerful motivator. Challenge not only provides self satisfaction, but gives an opportunity to be recognized and appreciated by superiors and by others as a performer.

Challenges come in many packages. What suits one may not suit another. Therefore, it is always better to ask the persons if they are prepared to take up the challenge, instead of selecting the wrong person for the job. Superiors should consistently practice the following basic approaches:

- ❖ Find out what work the employee is best at.

- ❖ Do not assume all are good or bad in everything they do.

- ❖ Allot work based on what they can do well.

- ❖ Employees get de-motivated at doing work they are not good at.

- ❖ Evaluate and coach periodically. Manager's feedback will help employees correct themselves.

- ❖ Empower the employees.

- ❖ Tell the employees clearly what is expected of them.

PARABLE OF THE NAILS

Once upon a time there was a boy with a very difficult character. His father gives him a bag full of nails and tells him to drive one nail in the garden fence every time he loses his patience and/or has an argument with someone.

The first day the boy drives 37 nails in the garden fence. In the following weeks, the boy learns to control himself and the number of nails driven in the fence gets lower every day. The boy discovers that it is easier to learn to control himself than to hammer nails in the fence.

At last, the day comes when the boy does not drive any nail in the garden fence. Then he goes to his father and tells him that on that day he did not need to hammer any nail. His father then tells the boy to take out one nail from the fence for every day he succeeds in *controlling* his *temper* and *not losing* his *patience*. Many days pass by and finally the boy tells his father that he took out all nails from the fence.

The father brings his son in front of the fence and tells him: "My son, you behaved well, but look how many holes you left in the fence. It will never be the same. When you have an argument with someone and tell him bad words, you leave him with wounds like these ones.

"You can stab a man and then take the knife out, but you will always leave a wound. It does not matter how many times you say sorry, the wound will stay. A wound caused by words hurts just as bad as a physical wound."

What does this parable convey to you? What insights would you take from this story?

The parable says that it is important to attend to relationships. You cannot approach relationships mechanically. There are some important lessons that emerge from effective practice:

❖ Give people more than they expect.

❖ When you say "I am sorry", look into the eyes of that person.

❖ Do not ever make fun of other people's dreams.

❖ You may get hurt, but it is the only way to live your life to the full.

❖ Speak slowly, but think quickly.

❖ When you loose, do not miss the lesson.

❖ Remember the three "Rs": Respect yourself, Respect others, Responsibility for all your actions.

❖ Smile when you answer the phone as the caller will be able to hear it in your voice.

Rudeness is the weak man's imitation of strength.
- Eric Hoffer

"Motivation is everything. You can do the work of two people, but you can't be two people. Instead, you have to inspire the next guy down the line and get him to inspire his people."
- Lee Iacocca

3.6 TIPS FOR SUPERVISORS

How do we motivate people at work? Broadly speaking, we can achieve this at two levels: the personal and organizational level. This section deals with efforts supervisors can make at the personal level. Here we present a summary of useful tips for supervisors and managers for improving interpersonal and team effectiveness.

Worthwhile work	■ People are motivated because they know that their work is worthwhile or when they experience their work as meaningful. There are in fact many ways to let one's staff experience the meaningfulness of their job: - Delegate tasks that challenge and stretch the skills and abilities of staff. - Instead of assigning part of a task, let staff be responsible from beginning to end to produce a visible outcome. - Let staff understand why they are needed. - Let staff understand how the result of their work has a significant impact on the well-being of other people and how it contributes to the good governance. - Explain to staff the vision, mission and values of the department and how their work aligns with them. - Promote ownership of problem solving. - Empower team members. - Involve staff in making management decisions.

The power of acknowledge-ment	■ Motivation comes from an act of recognition, a word of encouragement, or a sense of respect. It is the power of acknowledgement that brings enthusiasm to worthwhile work. And the good news is that every manager has an unlimited supply of such power. Use this power constructively: ■ Encourage the low performers and praise them when they do something right. ■ Give TRUE (Timely, Responsive, Unconditional, Enthusiastic) congratulations. ■ Celebrate what you want to see more of. ■ Cheer any progress, not just the result. ■ Tell people what a great job they've done and make their achievements known to the other employees. ■ Catch people doing things right, not just catch them doing things wrong. ■ Give positive feedback when you spot performance improvement. ■ Recognize quality performance of individual team members and thank them personally. ■ Give credit to team members for their assistance to your achievement. ■ Appreciate the value of risk-taking and mistakes.
Your personal credibility	■ Supervisors must provide a stimulating and open environment in which their employees feel comfortable to make suggestions. They should work with their employees to refine a rough idea or even draft a totally new suggestion for improvement. When this pervades, loyalty and commitment from employees will be achieved. Therefore, as a leader, in order to motivate your people, you personally have to be:

Your personal credibility	- honest and exhibit integrity above private interests; - accountable and show openness in decision-making and in its action; - politically neutral in conducting official duties; - impartial in the execution of public functions; - dedicated and exhibit due diligence in serving the community; - a role model for team members. - a motivated manager yourself. - brave enough to admit it when you are wrong - able to speak positively all the time. - organized yourself. - open-minded to suggestions and opinions. - attentive to team members' emotional needs, be a human leader. - accountable, so team members feel secure enough to take risks.
Working through people	■ The basic principle underpinning motivation is that if staff are managed effectively, they will seek to give of their best voluntarily without the need for control through rules and sanctions - they will eventually be self-managing. ■ Managers sometimes slip into the habit of: - Always giving orders and instructions, allowing no disagreement. - Training is unnecessary. - Staff are workers - their job is only to follow orders. - Staff are not supposed to know the details; they are classified and need not know more than their boss' orders. ■ The essence of staff management is control - the supervisors' only responsibility is to catch wrong behaviors and to avoid their repetition by punishment and discipline.

Working through people	■ Do you want your staff to work in a de-motivating environment? If not, what can you do? How can you achieve results through people? The following are some suggestions: - Value individuals as persons. - Address your staff as "team members" instead of subordinates. - Be result-oriented, disseminate the purpose and objectives of tasks. - Give people work that demands their best and allow them to learn and move ahead into uncharted territory. - Keep team members informed of new developments. - Encourage problem solving instead of fault-finding. - Never say, "You're wrong" when you disagree with them. - Deal with errors constructively; be helpful at all times. - Be ready to coach team members. - Recommend inspiring training courses for team members. - Go to team members' place instead of asking them to come to your office all the time. - Encourage team members' involvement in management decisions.

A short and sweet summary of the above ideas is presented in the following interesting quote:

The most selfish one letter word...........
"I"
Avoid it.
The most satisfying two-letter word.......
"WE"
Use it.
The most poisonous three-letter word.....
"EGO"
Kill it.
The most used four-letter word...........
"LOVE"
Value it.
The most pleasing five-letter word.......
"SMILE"
Keep it.
The fastest spreading six-letter word...
"RUMOUR"
Ignore it.
The hardest working seven-letter word..
"SUCCESS"
Achieve it.
The most enviable eight-letter word....
"JEALOUSY"
Distance it.
The most powerful nine-letter word....
"KNOWLEDGE"
Acquire it.
The most essential ten-letter word....
"CONFIDENCE"
Trust it.

SECTION 4
GOALS, ROLES AND RECOGNITION

Obstacles are those frightful things you see when you take your eyes off your goal.

*- **Henry Ford***

It is becoming increasingly clear that appropriately designing jobs can have a positive impact on both employee satisfaction and quality of performance. Individuals need to know what they need to achieve. This clarity will help them achieve their goals. Enthusiastic and determined individuals achieve results because performance is noticed and recognized in the organization.

Goals are often used to increase employee effort and motivation, which, in turn, improve employee performance. The higher our goal or our aspiration level, the better would be our performance. That is, people work harder to reach difficult goals. Three important aspects of enhancing employee motivation and performance through goal setting are employee participation, supervisory commitment and constructive performance feedback. Employee participation in goal setting leads to goal acceptance and commitment from employees. Managers and supervisors should involve people in setting their goals to get their commitment.

Motivated employees are crucial to a government organization's success. How do you keep people motivated and productive is the biggest question that any manager faces in his life. Recognition and reward are two important sources for motivating people to achieve standards of excellence. Recognition and reward reinforce and guide behavior whether you want them to or not. Most managers believe that their employees are only motivated by money. Employees, however, do not report that money is a top motivator. Instead, in study after study, employees report being most motivated on the job by the intangible variables of: full appreciation for a job well-done, being a part of decisions that affect them, open communications, interesting and meaningful work, having good relationships at work and so forth. This difference of perspective is especially alarming given that those items that are considered most motivating by employees today involve little, if any money, but rather simply some time, thoughtfulness and creativity on the part of their manager.

In this section, we present simple checklists, guidelines and tips for managers and individuals who are willing to help their people in goal setting and improve their performance. We have also presented strategies for recognizing employees in a manner that will motivate them and also tips and checklist for recognizing people.

4.1 GOAL SETTING

4.1.1 GOAL SETTING (OR) TASK MOTIVATION THEORY

People are motivated by the successful attainment of challenging goals. E.A. Locke developed this theory and he propounded that **Goal commitment** is most likely to occur when:

1. goals are made public (for example, performance targets have been clearly articulated and shared in public forums)
2. the individual has an internal Locus of control
3. goals are set by the individual, rather than being imposed.

Adequate self efficacy: The more confident people are that they can succeed in the task the more persistent they will be in trying to achieve it. Even negative feedback spurs such people rather than put them off

At lower levels, goals would be motivating when tasks are

- ❖ simple rather than complex
- ❖ familiar rather than novel
- ❖ independent rather than inter-dependent.

National culture – goal-setting theory works best in cultures where there is:

- ❖ a focus on the individual rather than on the group
- ❖ an acceptance of risk taking
- ❖ a work ethic by which employees believe that striving to achieve at work is an important characteristic.

4.1.2   GOAL SETTING GUIDELINES

"The difference between a goal and a dream is the written word" - Gene Donohue

It has been proven that specific and difficult goals lead to higher performance. Goals tell you what needs to be done. Difficult goals are an internal stimulus to push hard to accomplish them.

Three Levels of Organizational Priorities:

- **Purpose:** A broad, general statement that tells why your organization exists; usually doesn't change from year to year, and is often the first statement in your constitution.

- **Goals:** Statements describing what your organization wishes to accomplish, stemming from your purpose. Goals are the ends toward which your efforts will be directed, and often change from term to term or year to year, depending on the nature of the organization.

- **Objectives:** Descriptions of exactly what is to be done derived from the goals. Clear, specific statements of measurable tasks that will be accomplished as steps toward reaching your goals. They are short term and have deadlines.

Why set goals? Why are goals important?

- Goals can help motivate members by clarifying and communicating what the organization is striving for.

- Goals help the organization plan ahead and be prepared for future problems.

- Goals are a basis of recognizing accomplishments and realizing successes; they are the basis for recognition and celebration.

- Facilitates a fair and clear evaluation of performance of the organization.

- If people have clear ideas about what they need to accomplish, then their chances of accomplishment are enhanced.

- People are more comfortable in their job situation when they know how they will be evaluated.

Characteristics of Good Goals

A goal is a precise statement of a desired state of affairs that includes the following:

S - Specific / Stretch

M - Measurable

A - Achievable / Attainable

R - Realistic / Relevant

T - Time-bound

Specific: All too often, goals are set in wish-like statements. This leads to non-achievement of goals. It is important to make goals specific, not vague. Describe what you want to accomplish with as much detail as possible. Specific goals cause members to think in terms of "next steps" toward implementation. The more specific goals can be stated, the better the chance of achieving them.

Measurable: If the goals are reached, can others see the result? What is measured gets done is the popular saying in management. If the goals are not measurable then there is every possibility that they may not be achieved. Measurability forces individuals to achieve them.

Achievable: Achievable goals are perceived as realistic, plausible and possible. An achievable goal reveals a probability of accomplishment. Achievable goals provide you with a subjective feeling of optimism and hope.

Realistic / Relevant: Is your goal realistic? Is the goal practical and personally believable? Do you have the resources in terms of time, money and commitment etc. to achieve the goal?   Choose realistic goals instead of impossible ones. Attaining a goal that has cost you a great deal in time, money or effort may not be as satisfying as you might think.

Time-Bound: Does your goal include a completion date?   Do you have a timeframe to accomplish your goal? Goals are more difficult to complete if you do not have a plan. One helpful way to think about goals is to think in terms of the time needed to achieve them.

Steps for setting goals and objectives:

1. Identify the goals to be achieved.

2. Obtain information and examine possible courses of action

3. Consider the consequences of each alternative

4. Prioritize as a group. Use the pay-off matrix to prioritize the goals

5. Determine objectives for each goal and plans of action for each objective. (Remember there can be several objectives for each goal.)

6. Move into action. Monitor and follow through regularly.

7. Evaluate your progress on a regular basis. Remember, circumstances change. So be flexible and allow your objectives to change accordingly.

Process

The process of setting goals is similar to a problem solving process. To simplify matters, yet ensure a goal that includes all necessary components, you can set a goal by answering the 5 W's and an H.

- *Why* - Clarify the needs and purposes that are the basis of your goals.
- *What* - Generate the possibilities and narrow down the alternatives to the ones you intend to pursue.
- *When* - Determine the time frame.
- *Where* - Determine locations of events.
- *Who* - Determine accountabilities. Who will do what?
- *How* - Decide how you intend to achieve it.

Tips for goal setting

- Write down goals. Review periodically at meetings and check them off when they have been completed.
- Make the goals known to everyone in the organization. Commit to them publicly.
- Set a timeline for attainment and feedback. It helps the evaluation process when the goals are time-bound.
- Be specific not only in the goal, but also in how you plan to achieve the goal.
- Evaluate the performance in attaining the goals. What was done well? What can be improved?

Advantages of setting goals together

Set your goals as a group. This creates many positive results because people will support and be responsible for what they help create. You can expect:

- Greater commitment and motivation among leaders and members for achieving goals.

- Clearer understanding of the goals and the rationale for selecting them.

- Better goals because with everyone's ideas and opinions considered, your goals will represent a group rather than one person's opinion.

- Intrinsic goals produce more energy then extrinsic goals; therefore, people will work better if they are part of the goal setting process.

Developing an Action Plan

- What is to be done (your objective)?

- How will it be accomplished?

- What are your resources in terms of people, money, materials?

- Who is responsible for completing each task?

- When will it be accomplished?

- What is the deadline?

- How will you know when it is accomplished? How will you measure the results?

Don'ts

- Set goals outside the control of the department.

- Set unrealistically high goals. When a goal is perceived to be unreachable, no effort will be made to achieve it.

- Set low goals. People don't feel motivated and energized to achieve a low goal. People like to achieve challenging goals.

- Set vague goals. It is difficult to know whether vague goals have been achieved or not. If achievement cannot be measured than people will not feel motivated to pursue it further.

- Set too many goals.

Conclusion

A unit without goals is a unit without direction. Goal-setting is a critical element toward achievement of objectives, both strategic and operational. Because without identifying and documenting goals for your unit, objectives cannot be created that provide a "blueprint" for your unit's success! Setting goals which are realistic, specific and measurable will help employees feel happier and more successful. Goals also clarify employees what they need to do and by when. This clarity of purpose stimulates them to perform better and produce superior performance.

4.1.3 GOAL SETTING: TIPS FOR SUPERVISORS

Goal setting is a formal process during which you define targets that you plan to achieve. When you set goals, you commit to outcomes that you can accomplish personally or through your team. Goal setting creates a long-term vision for your unit and provides the motivation to get you there. It has the additional benefit of helping you decide how you want to focus your resources and spend your time.

By setting goals and measuring their achievement you can focus on what is most important to accomplish on a daily, weekly and annual basis. Setting goals also provide a unified direction for your team to achieve more and devote less energy to non-critical tasks. And finally, goals motivate your team and boost its overall job satisfaction.

Supervisors may adopt the following ways to motivate their staff:

- ❖ Discuss with staff from time to time, especially at the beginning of the appraisal period and during performance review meetings, what their work goals and targets are and how they could be accomplished.

- ❖ Provide feedback on aspects that have been done well and on those where further improvement could be made.

- ❖ Encourage staff to express their views on their performance.

- ❖ Assess the staff's performance throughout the appraisal period rather than focusing on periods where their performance was particularly good or bad.

- ❖ Discuss ways to empower staff. People need to feel a sense of accountability or responsibility for the outcome of their efforts.

❖ Consider training and/or development needs of staff and work out for them corresponding training and development plans to raise the capability of staff for performance improvement.

❖ Individuals need to perceive his/her work as meaningful and to know what is expected of him/her.

❖ Challenging, but achievable goals, tend to be more motivating than easy goals.

❖ Managers need to evaluate (intermittently) whether an individual can actually do what he or she is willing / agrees to do.

❖ People dislike inequity and may act in their own ways to try to redress the situation.

❖ When rewards are linked to goals, they should be made visible clearly.

❖ There are many forms of incentives. Not all appeal to everyone in equal measure.

❖ Relationships with managers have a significant impact on motivation.

❖ The design of jobs has an equally important impact on motivation.

4.2 JOB DESIGN

4.2.1 JOB CHARACTERISTICS / JOB DESIGN THEORY

❖ J.R. Hackman & G.R. Oldham have developed Job Design theory. They have argued that there are five core job dimensions. These core job characteristics prompt three psychological states. In turn, the psychological states lead to a range of beneficial personal and work outcomes. Each of these aspects have been briefly summarized below

❖ The five job characteristics (dimensions) are :

1. **Skill variety** – The variety is considered high if the job involves the use of a number of different skills and talents of the person.

2. **Task identity** – This is high if the job requires completion of "whole" and identifiable piece of work with a visible outcome.

3. **Task significance** – This characteristic refers to the importance of the job in the organization

4. **Autonomy** – The dimension refers to the degree to which the job provides substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

5. **Feedback** – 'Feedback' dimension would be rated as high if the job facilitates the individual in obtaining direct and clear information about the effectiveness of his/her performance.

❖ The three psychological states that have to be present to incur high intrinsic motivation are :

- **Experienced meaningfulness**, value and worth of the work. This is linked to dimensions 1, 2 and 3, as presented above.

- **Experienced responsibility and accountability** for the results of the work he or she does. This aspect is linked to dimension 4 of autonomy.

- **Knowledge** about how effectively he or she is performing the job, which is linked to dimension 5 of feedback.

The four personal and work outcomes are

1. Internal work motivation

2. High-quality work performance

3. Satisfaction with work

4. Absenteeism and staff turnover

❖ If the person learns that he/she has performed well on a task that he/she finds meaningful, then that person is intrinsically motivated to perform well again in the future.

❖ The Motivating Potential Score (MPS) is a measure of the degree to which job dimensions are met. High MPS is not possible if dimensions 4 or 5 are rated poorly.

❖ Individual Growth Need Strength (GNS) is a measure of the degree to which a person has a need for personal growth and development. People with high GNS are likely to respond more positively to a job with high MPS than people with low GNS.

4.2.2 DIAGNOSE YOUR JOB

This questionnaire challenges you to examine the *motivating potential* in your job. For each of the following five questions, circle the number of the most accurate description of the job. Be as objective as you can be in describing the job by answering these questions.

(Source: JR Hackman and GR Oldham, "The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Job Redesign Projects)

1. How much *autonomy* is there in the job? That is, to what extent does the job permit a person to decide on his or her own how to go about doing the work?

1	2	3	4	5	6	7
Very little, the job gives a person almost no personal say about how and when the work is done.		Moderate autonomy; many things are standardized and not under the control of the person, but he or she can make some decisions about the work.		Very much; the job gives the person almost complete responsibility for deciding how and when the work is done.		

2. To what extent does the job involve doing a *"whole"* and *identifiable piece of work*? That is, is the job a complete piece of work that has an obvious beginning and ending? Or is it a small part of the overall piece of work, which is finished by other people or by automatic machines?

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1	2	3	4	5	6	7

The job is only a tiny part in the overall piece of work; the results of the person's activities cannot be seen in the final product or service.	The job is a moderate-sized "chunk" of the overall piece of work; the person's own contribution can be seen in the final outcome.	The job involves doing the whole piece of work, from start to finish; the results of the person's activities are easily seen in the final product or service.

3. How much *variety* is there in the job? That is, to what extent does the job require a person to do many different things at work, using a variety of his or her skills and talents?

1	2	3	4	5	6	7

Very little; the job requires the person to do the same routine things over and over again.	Moderate variety.	Very much; the job requires the person do to many different things, using a number of different skills and talents.

4. In general, how *significant* or *important* is the job? That is, are the results of the person's work likely to affect significantly the lives or well-being of other people?

1	2	3	4	5	6	7

Not at all significant; the outcome of the work is not likely to affect anyone in any important	Moderately significant.	Highly significant; the outcome of the work can affect other people in many important ways.

Moderately significant.

5. To what extent does *doing the job itself* provide the person with information about his or her work performance? That is, does the actual work itself provide clues about how well the person is doing – aside from any feedback coworkers or supervisors may provide?

1	2	3	4	5	6	7

Very little; the job itself is set up so that a person could work forever without finding out how well he or she is doing.

Moderately; sometimes doing the job provides feedback to the person; sometimes it does not.

Very much; the job is set up so that a person gets almost constant feedback as he or she works about how well he or she is doing.

To score your questionnaire, place your responses to Questions 3, 2, 4, 1 and 5, respectively, in the blank spaces in the following equation:

Motivating Potential Score (MPS) = $\dfrac{\overset{Q\#3}{[\ ]} + \overset{Q\#2}{[\ ]} + \overset{Q\#4}{[\ ]}}{3} \times \overset{Q\#1}{[\ ]} \times \overset{Q\#5}{[\ ]}$ =

If the Motivating Potential Score (MPS) for the job you rated is between:

❖ 200 and 343, it is high in motivating potential.

❖ 120 and 199, it is moderate in motivating potential.

❖ 0 and 119, it is low in motivating potential.

4.2.3 JOB DESIGN: TIPS FOR SUPERVISORS

While there is no denying the fact that extrinsic incentives are necessary, organizational experiences indicate that it is the intrinsic motivation in the job that sustains motivation. This is amply demonstrated by individuals who remain motivated even in the absence of external inducements. Individuals who are high on intrinsic motivation do not wait for a favourable situation to be created by others. Such exceptional individuals are driven by internal aspirations and set personal goals that help them and the organization.

We present below a few factors that you should consider in order to design a job which promotes intrinsic motivation. Such factors help employees feel competent and experience self-determination.

- ❖ People should be given broad objectives and be allowed discretion on how objectives are to be achieved.

- ❖ There should not be an over-emphasis on extrinsic rewards. If an intrinsically motivated job is linked with extrinsic rewards, then the fundamental nature of the intrinsic motivation in the job could be affected negatively.

- ❖ Employees should be encouraged to participate in decisions that affect them.

- ❖ The scope of a person's responsibility should take in a complete process (rather than just one small part of it)

- ❖ The person should experience the meaningfulness of the job, should feel accountable for the completion of it and should have an opportunity to receive feedback about his performance at the earliest.

❖ Jobs should be interesting, significant, autonomous and be a 'whole job'

❖ Job standards should be made clear and challenging.

❖ Informing employees about the rationale of the jobs entrusted to them.

❖ Regular feedback should be designed to be informational rather than controlling, in order to ensure that intrinsic motivation is not adversely affected.

❖ The things most people accept as 'given' should already be in place. (Salary, good working conditions etc).

❖ Job enrichment programmes should be undertaken with a belief that changes made in the jobs will produce good results.

❖ Start the job enrichment programme with a small control experiment rather than with the programme throughout the organization.

❖ During the transition period, be prepared for initial setbacks in terms of lower production and other difficulties.

4.3 RECOGNITION AND REWARDS

Before we discuss certain practical steps that supervisors and managers can take to provide a sense of recognition and reward to their people, let us understand what theories based on studies indicate about the subject. We examine three theories: Expectancy Theory, Achievement Motivation Theory and Attribution Theory.

4.3.1 EXPECTANCY THEORY

- ❖ V.Vroom developed this theory. People **expect** that particular actions ∕ behaviours are **instrumental** to achieve a desired goal and the desired result. The goal ∕ desired result has valence in the sense that it is considered as something worth striving for or it may be something that the individual wants to avoid.

- ❖ The more certain someone is that an action will be followed by a particular outcome, the stronger is the expectancy and the more likely the person is to be motivated to act to achieve a particular outcome.

- ❖ Valence can be seen as positive where outcomes are considered worthwhile obtaining, negative where outcomes are considered worthwhile avoiding or neutral (at zero) if the outcome is of no importance.

- ❖ The perceived relationship between effort and performance varies from person to person and from activity to activity.

- ❖ A person's motivation increases along with his or her belief that effort leads to performance and that performance leads to rewards.

- ❖ One person prefers salary to benefits, whereas another prefers just the reverse. All people do not place the same value on each reward.

4.3.2 ACHIEVEMENT MOTIVATION THEORY

David C. McClelland and J.W.Atkinson developed this theory. Individuals take pride in their accomplishments when the activity itself is motivating. So they feel inclined to undertake an activity that has certain amount of risk. In other words, the challenge adds value to the activity. As a result, when individuals are entrusted with such an activity, they tend to feel responsible about the outcome. As a result, their sense of accountability would be high.

People with different needs are motivated differently:

- *High need for achievement* – high achievers should be given challenging projects but with reachable goals. They should be provided frequent feedback. While money is not an important motivator, it is an effective form of feedback.
- *High need for affiliation* – employees with a high affiliation need to perform best in a cooperative environment.
- *High need for power* – managers should provide power seekers the opportunity to manage and influence others.

4.3.3 ATTRIBUTION THEORY

❖ F. Heider & B.Weiner developed this theory. It is not just the success or failure of activities that engender pride or shame but also the explanations that a person attributes to the causes of success or failure.

❖ Attribution of success or failure at a task is linked to the perceived skill of the person in relation to the complexity of the activity.

❖ In other words, if individuals feel that larger organizational factors (for example, outdated systems and processes, lack of availability of resources on time or absence of support from colleagues and superiors) are responsible for failure, they would not feel 'responsible' for results. But when results are seen more as a direct result of their skills or efforts, they would experience greater accountability.

4.3.4 SOME IMPORTANT WORDS

We use words like recognition, reward, award, celebration and so on. Sometimes we use them interchangeably. Let us examine what each one of them specifically means.

Recognition	Recognition is the acknowledgement of an individual or team's desired behavior, effort, or business result that supports the organization's goals and values.
Award	An item given to an individual or team to commemorate a specified achievement.
Celebration	A planned or spontaneous event in recognition of individual or team achievement.
Reward	An item (usually with monetary value) that is given to an individual for meeting goals. Usually people refer this as *'extrinsic'* motivation.
Intangible recognition tools	Verbal and/or written praise in acknowledgement of an individual or team's achievement. People refer to this as *'intrinsic'* motivation.

4.3.5 WHAT MAKES RECOGNITION / REWARDS EFFECTIVE?

Recognition and Reward Systems are designed to strengthen motivation. When do they become effective? Studies indicate the following:

- ❖ The reward system should aim at motivating *future behaviours* rather than the past behaviour.

- ❖ An individual's intrinsic motivation can change to extrinsic if rewards are perceived as controlling rather than as recognition and facilitative.

- ❖ Reward systems should be seen to be fair to all those who are part of the system, if they are to avoid de-motivating people.

- ❖ Rewards designed to motivate must be perceived as realistically achievable by all those in the scheme.

4.3.6 TIPS FOR SUPERVISORS FOR MOTIVATING EMPLOYEES

Sometimes recognition leads to better motivation. Different people perceive recognition differently. So, supervisors need to keep these differences in mind and adopt an appropriate recognition strategy for motivating employees. We have presented here some specific tips for motivating employees.

- ❖ Really know your employees!

- ❖ Understand what is meaningful to each individual.

- ❖ Don't approach recognition as one-size-fits-all

- ❖ Match the reward to that of the achievement.

- ❖ Be timely and specific.

- ❖ Ensure that emphasis on someone's achievement does not diminish the importance of other colleague's achievements.

❖ Allow, to the greatest extent possible, flexible scheduling.

❖ Provide on-going feedback to employees.

❖ The inputs from employees should be considered in the development and execution of the programmes.

❖ Personally congratulate those who do a good job.

❖ Write personal notes about a good performance.

❖ Publicly recognize employees for good performance.

❖ Hold morale-building meetings to celebrate successes.

Here are some interesting practices from progressive business organizations on recognizing individuals:

❖ Develop a *'Behind the Scenes'* award, specifically for those whose actions are not usually in the limelight.

❖ Say thanks to your boss, your peers and your employees when they have performed a task well or have done something to help you.

> *"Next to excellence, comes the appreciation of it."*
>
> *- William M Thackeray*

❖ Make a thank-you card by hand.

❖ Call an employee into your office (or stop by his/her office) just to thank him or her; don't discuss any other issue.

- ❖ Tell people up front that you are going to let them know how they are doing.

- ❖ Praise people immediately.

- ❖ Tell people what they did right – be specific.

- ❖ Tell people how good you feel about what they did right and how it helps the organization and the other people who work there.

- ❖ Encourage them to do more of the same.

- ❖ A good way to personalize any reinforce is to use the person's first name when delivering the comment. Tell him or her why the behavior or result is important to the organization.

- ❖ Greet employees by name when you pass their desks or pass them in the hall.

- ❖ When discussing an employee's or group's ideas with other people, peers or higher management, make sure you give due credit.

- ❖ Acknowledge individual achievements by using employees' names when preparing status reports.

SECTION 5
IMPROVING WORK ENVIRONMENT

Work climate is the employee's perception of how well his/her basic needs are being met in the organization / department. If employees feel their basic needs are being met, they will view work more positively. Work climate influences staff performance. Because it reflects the employee's perception of the positive and negative consequences of his/her actions, the work climate influences motivation. Basically, when employees feel their needs are likely to be met, they are more likely to take constructive action.

A number of factors influence the climate of a unit or department. These factors include history, organizational structure, interpersonal qualities of members of the group and management or supervisory behavior. Of any of these factors, management and supervisory behavior explains most of the variance in an employee's perception of work climate. Supervisors have the most influence on how their staff members experience the workplace through their responses to the day-to-day needs of individuals in their unit. There are a number of components of climate. When supervisors respond positively to employees' underlying needs, the climate improves. When underlying needs are frustrated, the climate deteriorates.

Examining the work climate and work practices is a useful diagnostic tool for enhancing the employee motivation. In this section, we present several tools, techniques, checklist and tips for supervisors to improve their work practices and work climate. We have also given suggestions for enhancing employee motivation by having a positive work environment. Importance of work climate and work practices in enhancing employee motivation is also discussed in this section.

5.1   WORK CLIMATE

As usual, let us first review the insights from theory. We examine two theories: Hygiene or Two Factor Theory of Motivation and Equity Theory. Then we examine the implications in practice.

5.1.1 HYGIENE / TWO FACTOR THEORY OF MOTIVATION

- ❖ Frederick Herzberg developed this theory. Hygiene theory is based on the premise that the elements of the job that lead to job dissatisfaction (Hygiene factors) are distinct from those leading to job satisfaction (motivation)

- ❖ **Hygiene factors** include: Working conditions, inter-personal relationships, supervision, company and policy administration, job security, salary – If these factors are attended to, then prevention of job dissatisfaction is a possibility.

- ❖ **Motivators** include Achievement, Recognition, Work itself, Responsibility and Advancement.

These factors, if present in a job, would promote job satisfaction.

- ❖ Managers not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

- ❖ Job satisfaction can be produced by building motivation factors into a job.

- ❖ Hygiene factors are of some importance up to a threshold level and beyond the threshold, there is little value in improving the hygiene factors.

- ❖ The presence of motivation factors is essential for enhancing employee motivation to excel at work.

5.1.2 EQUITY THEORY

❖ People generally tend to compare the ratio of their inputs and their outputs with those of referent groups (people or policies that the person considers to be relevant to him or her – for example, employees with similar background and skills within the organization). J.S. Adams developed this theory.

❖ **Inputs include** experience, skills, seniority, knowledge, effort, intelligence etc.

❖ **Outputs include** pay, benefits, status, promotion, satisfaction, recognition, good relationships with others, job title etc.

❖ If the ratio of inputs and outputs is perceived as equitable with that of the referent group (in other words, there is distributive justice – perceived fairness of a distribution of rewards) there will be consonance; otherwise there will be dissonance. People are motivated to create consonance by removing inequity.

❖ Provide equal opportunities and resources to all employees.

❖ Managers should be aware that normally mature employees are more likely to be sensitive to inequities at work. At the same time, these employees are less likely to be selfish or self-centered and more likely to be concerned about equity issues for all employees. Morally, mature employees will act ethically for the common good of all employees and the organization.

5.1.3 WORK CLIMATE SURVEY

Why do you need this survey?

This survey helps supervisors identify strengths and weaknesses of their supervisory practices. The second survey enables supervisors to understand the needs of employees and also explain supervisors about the changes needed in their supervisory style.

How to use this survey?

1. First, assemble your team. Ask your team members to complete 'Staff Survey'.

2. After filling it up, ask each team member to share his / her observations. This will be followed by a discussion on the common items and the differences. In the process, the group will develop shared view or understanding of some key aspects relating to the level of motivation in the team.

3. Then the team members will complete 'Work Climate' survey.

4. The supervisor will collect all the responses for both the surveys and collate the information. He / she will identify the patterns in responses and identify the necessary changes and suggestions made by his / her team members. Supervisors should take these suggestions seriously and implement necessary actions to motivate employees and his team members.

STAFF SURVEY

Name_____ **(optional)**

Date_____

As a staff member, you are important to us. In order to address your needs and desires in a more effective way, I ask that you complete this short survey.

1.   Do I, as the supervisor, spend enough time with staff members?

                                                  ___**Yes**   ___**No**

2.   What is the one thing that I can do to make your job easier?

_____

_____

_____

3.   Tell me one area where you feel I need to improve.

_____

_____

_____

4.   What do I do that motivates you least?

_____

_____

_____

5. Please tell me about other things you think I should know or do something about?

_____

_____

_____

Thank you for taking time to complete this survey. Your input is valuable to me and I will be sure to give your responses attention. While I cannot guarantee that I can do everything that is suggested, you can be rest assured that I will make my best effort.

(Source: "Do Managers Send Unintended Signals that Demotivate Staff?" What's Working in Human Resources, p. 6, March 4, 1998)

WORK CLIMATE SURVEY

1.   Do you feel there is enough attention devoted towards ensuring a positive environment in our   work unit? _____Yes _____No

Comments _____

_____

_____

2   What suggestions do you have for workplace activities that would promote a more positive atmosphere?

Comments _____

_____

_____

3.   Would you prefer to see recognition for outstanding work performance given to:

       _____Individuals _____Groups _____Both

Comments _____

_____

_____

4.   What particular form of recognition would be most meaningful to you as an individual?

Comments _____

_____

_____

5.   What form of recognition would be most meaningful to you as part of a work group?

Comments _____

_____

_____

6.   Do you feel your job is meaningful? _____Yes _____No

Comments _____

_____

_____

7.   Do you have a sense of belonging in the work unit? _____Yes _____No

Comments _____

_____

_____

8.   Do you feel that you are treated fairly? _____Yes _____No

CComments _____

_____

_____

Thank you for your time and thoughts; please list any additional comments below:

Comments _____

_____

_____

Date_____

Name _____(Optional)

Department_____

Supervisor_____

5.1.4 ORGANIZATIONAL PRACTICES THAT ENHANCE MOTIVATION LEVELS

❖ *Participation*: Progressive organizations encourage employee participation at all levels. Superiors invite and encourage employees to attend meetings and contribute ideas and suggestions that improve work performance. The participatory process by itself is a big motivator and the invitation to participate in the key aspects of the unit's functioning recognizes the identity of employees.

❖ *Nature of Work*: Progressive organizations constantly drive for simplification of work. When the work process is long and cumbersome, employees tend to lose interest in achieving outcome

> *You can't dig a different hole by digging the same one deeper*
>
> *- Edward de Bono*

and impact and will develop a procedure rather than result orientation. Simple procedures and easy to follow instructions serve as good motivators.

❖ *Error-free procedures*: The management's priority should be to design the work process in such a way that errors are minimized. Errors or defects in work process would result in re-work. Re-work leads to waste and de-motivation.

❖ *Decision making*: The effectiveness of a decision is determined by three factors: quality of decision (based on thinking, rationality or logic that goes into a decision), acceptance of the decision by the people who have to implement it, and timeliness of decision. In progressive organizations, decisions are not delayed. Once decisions are made, they are promptly and effectively implemented. Decisions

and actions are also followed up and feedback obtained, to make any mid-course corrections, that may be required.

❖ *Empowerment*: To ensure proper implementation of the decisions the staff members are appropriately trained so that they possess the requisite skills. They are also empowered to carry out their responsibilities. Empowerment does not only mean provision of authority for carrying out the job. Employees are also emboldened by encouraging them. When we build relationships of mutual trust, work becomes not only very efficient and effective, but also enjoyable.

❖ *Interpersonal relations*: As emphasized in the preceding paragraph, interpersonal relations, characterized by mutual trust, are a key factor contributing to motivation and productivity. Progressive organizations invest effort, time, resources and training to improve relationships at different levels.

❖ *Incentives for performance*: One of the most powerful motivators for performance is public recognition of employees when they have performed in an exemplary manner. An organization may have an annual day function where the employees and their families get together. High performers are visibly recognized during this time. Certificates, appreciation

> *"Help people become more motivated by guiding them to the source of their own power."*
> *- Paul G Thomas*

letters or awards serve to reinforce good work and motivate people. At the same time, when employees break organizational rules or behave in a manner that harms the larger system, they should receive

strong signals on a timely basis that such behaviour would not be tolerated and would be punished. Thus the system of incentives should encourage positive traits and behaviour and discourage indiscipline and poor performance.

5.1.5 STEPS THAT SUPERVISORS CAN TAKE TO ENHANCE MOTIVATION OF EMPLOYEES

As a supervisor, your role is to create the right conditions to enhance employees' performance. Performance is a function of not only the employees skills and attitudes, but also on the quality of supervisory and organizational support. Here are some steps that you can take to increase the level of motivation in your team.

❖ Improve procedures and work processes, such that the processing of any paper work is done with minimum back and forth paper movements, quick consultations and speedy disposal.

❖ System should be robust and have minimum possibility of breakdowns. When work pressures increase and / or there are fewer people to do the work, then processes must be strengthened. Remove bottle necks which result in delays and cause mistakes to happen.

❖ Give the right job to the right person. Do not entrust work to those who you know would not be able to do it.

❖ Make the physical environment pleasant. Use comfortable chairs, enough leg room and elbow space, well ventilated and well illuminated work space / work stations.

❖ It is easy to get more work done within the same time when it is planed and organized as per priorities. Help subordinates make a list of priority work. Guide them to assess the importance of the work.

❖ Get together with your staff members, once in a while. This is a very good opportunity for the employees to come together and know each other better and build positive relationships. Get together should be organized periodically; it is preferable to arrange it outdoors. Create an environment where employees feel free to share information openly and constructively without worrying about hierarchy. Informal get together with families overcome artificial boundaries, and help create harmonious and collaborative work environment. With informality, even difficult work gets done.

5.2 ORGANIZATIONAL CULTURE

5.2.1 THEORY X AND Y

❖ Douglas McGregor developed this theory. Theory X assumes that workers are lazy, poor decision-makers, hate any change and want to pursue goals that are different from those of the organization.

❖ If a theory X approach is taken, extrinsic rewards such as 'pay' are closely linked with performance in order to motivate people to perform well in their jobs.

❖ Theory Y assumes that workers can take responsibility for their work and develop in their jobs; individual and organizational goals are seen as mutually compatible.

❖ If theory Y approach is taken, the organization is more likely to consider how to create a working environment in which employees

1. First, the team members should complete the Part A of the 'Building Enthusiasm' worksheet.

2. Each team member will then share his / her observations. This will be followed by a discussion of the common items and the differences. In the process, the group will develop shared view or understanding of some key aspects relating to the level of motivation in the team.

3. Then the team members will review Part B of the worksheet. They will explore whether the team can adopt some of the practices outlined in Part B to enhance the level of motivation in their unit. It is important to keep an open mind to ensure that the team does not dismiss an idea without sufficient consideration. At the same time, the team should not ignore the likely challenges/ difficulties involved in implementation. It should discuss how these can be overcome.

4. The team should assign responsibilities to individuals who will spearhead the introduction of certain processes/ systems. It should examine what would be necessary to sustain the changes and keep the motivation level high.

> *"People don't change their behavior unless it makes a difference for them to do so."*
>
> *- Fran Tarkenton*

    may discern intrinsic rewards in their jobs – for example, through job enrichment.

- ❖ People should be treated differently whether they are motivated by lower or higher order needs.

- ❖ Individuals should be given an opportunity to work independently and ensure support is provided.

- ❖ Managers can delegate authority and responsibility to their employees. They can also involve employees in the decision-making process.

5.2.2 BUILDING MOTIVATION AND ENTHUSIASM

The performance of an organization does not merely flow from effective strategy, well-designed systems or high level of employee skills. The 'will' factor is a critical parameter in the equation. 'Will' refers to how determined and enthusiastic the people are about achieving results. As the adage goes, 'where there is a will, there is a way'.

Why do you need this worksheet?

Motivation flows from a variety of factors – whether work goals are set in a participatory manner, whether the unit challenges or the 'big picture' are properly clarified to employees, through effective superior-subordinate and team communication, whether good performance is visibly recognized, whether the senior people create a caring culture and so on. This worksheet helps team members in the unit discuss the level of motivation in the work group, what contributes to making it high or low and what can be done to improve it.

How to use building enthusiasm worksheet?

BUILDING ENTHUSIASM WORKSHEET

How is the current level of enthusiasm in our team?

(Going up? Going down? Remaining the same? Mixed?)

Reasons for the above?
What have been our major successes in the recent past? What major milestones have we achieved?
Who are the persons who have contributed significantly to recent successes? What explains their high level of enthusiasm? What can we learn from their performance?
How can we offer positive feedback and recognition to individuals who make special contributions?

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How do we enhance the quality of communication in our team so that people understand the 'big picture' and feel motivated?
How can we give people a greater feeling of challenge? How can we increase communication with individual staff members on the importance of their work and the specific expectations from them?
Summary of ideas for building greater enthusiasm in the unit.

MOTIVATION BEST PRACTICES WORKSHEET

Consider the following approaches / techniques that some successful leaders follow in their units to create enthusiasm and motivation among employees.

1.	Once in a quarter, supervisor sits with the people directly reporting to him / her to decide on goals / plans for the next three months. During such a meeting, they also discuss progress achieved and obstacles faced to work out specific plans. Then the team pursues / tracks these goals / plans and show their seriousness / commitment to those plans.

2.	Instead of moving files from one table to another in a routine way, the work team meets everyday for an hour (schedule fixed as per group's convenience and preference) to discuss issues openly and decide on the issues and priorities for the day. Such a discussion helps information sharing, quick decision making and shared understanding of why certain decisions were made.
3.	Once in six months, all the members of the unit have a get together (sometimes with family). The occasion is also used to recognize special performances by individuals. This forum provides visibility, public recognition and appreciation for individuals who have contributed significantly to the team's successes.
4.	All the members of the unit meet as a team once in six months to discuss what new initiatives the unit should take, how it can deal with certain obstacles or what issues need special attention. At the end of the discussion, the team decides on key priorities for the next six months. These are then seriously pursued.
5.	The senior members of the team make special effort to build a culture that reinforces the values of caring, communication, persistence and responsibility. They make special effort to 'model' these values, through their own caring behaviour, communication etc.

Do you think your unit can adopt some of these approaches? What modifications are needed? Do you have any other suggestions to strengthen motivation?

5.2.3 HOW TO REDUCE NUMBER OF DE-MOTIVATED EMPLOYEES AND THE INTENSITY OF THEIR DE-MOTIVATION?

Organizations recruit people who can help them in achieving their objectives. At the same time, all those who take up a job in an organization expect that their needs would be fulfilled by joining the organization. Thus, initially both the organization and the employees have positive orientation towards each other.

Over a period of time in some organizations,

(1) Employees tend to exploit the organizational weakness for the fulfillment of their own personal goals in an unhealthy manner.

(2) Employees are exploited by the managers for the achievement of the goals of the organization.

(3) Mutual mistrust between the employees and the management may reach a certain level of 'no return' resulting in the termination of relationship or psychological withdrawal.

> *The harder you work, the luckier you get.*
> *- Henry Ford*

(4) The mutual trust between the employees and the management sustains because of the fact that the employees identify themselves with the achievement of organizational goals and the organization, in return, explores the possibilities of fulfilling the hopes and desires of the employees.

Needless to mention, every organization, public or private, would like to belong to the fourth category mentioned above. But in reality, very few such organizations are in existence and many belong to one of the first three categories. One common factor in all the organizations belonging to the first three categories is lack of motivation on the part of employees to achieve organizational goals

and de-motivation on the part of organization to fulfill ambitions and needs of the employees. A host of factors may be responsible for this. But no organization can afford to withdraw into a shell of 'helplessness' or despair. Every effort must be made by managers, holding significant positions in the organization, to be pro active and check the ever increasing number of demotivated employees by taking certain timely and effective measures. In this context, we need to attend to the following two aspects.

I) How to prevent ineffectiveness of employees and thereby de-motivation?

II) How to prevent motivated and effective employees from becoming de-motivated over a period of time?

> *"There is only one way... to get anybody to do anything. And that is by making the other person want to do it."*
>
> *- Dale Carnegie*

Preventing ineffectiveness of employees and the intensity of their de-motivation

Employees, by and large, at the time of joining an organization, are a motivated lot. Of course exceptions cannot be ruled out in any situation. In general, new employees would like to prove that they are competent in their respective jobs. For this, they look forward to the support of the organization.

Here is where the first mistake will be committed by a few organizations. They do not give importance to induction training. Even if these programmes are conducted, they are done in a ritualistic fashion. The general expectation is that the new recruits would learn the required job skills on their own. In this process a few who have the potential and motivation, will learn quickly the required skills. But the remaining employees, who are slow learners or those who are

already narrowly satisfied with their job security, lag behind and they become ineffective. While the employees belonging to the first category remain motivated and effective, the employees of the latter category, in due course of time, become demotivated and ineffective. Such a situation can be averted, if the organizations take a professional approach in conducting induction training programmes. Some of the objectives of such induction training programmes should be:

"It doesn't matter who you are or where you've come from. You can achieve great things and make a difference in this world. You only need to believe in yourself enough, and you do that by reaching your goals one step at a time."

To help the employees

1. understand organizational structure.
2. long term and short term goals of the organization.
3. know do's and don'ts of the organization.
4. clearly understand what is expected of them (Role clarification).
5. understand the parameters against which their performance is evaluated.

If induction training is organized in right earnestness, with the objectives mentioned above, there is every possibility of reducing the number of demotivated and ineffective employees. However, there would still remain a few chronic ineffective and demotivated employees who have to be given special attention in the form of employee-counseling.

Preventing motivated and effective employee from becoming demotivated over a period of time

Another proactive measure managers can initiate is to prevent the motivated

and effective employees becoming demotivated. Such demotivated but effective employees, perform at bare minimum

> *Life is like a ten-speed bicycle. Most of us have gears we never use.*
> *- Charles Schultz*

standards so that the employer has no reason to terminate their services. But such demotivated employees may not contribute much to the growth of the organization in spite of their potential to help the organization. To avert such a situation, the organizations should have a periodic organizational analysis of its policies, practices, employee attitudes etc. so that de-motivating factors may be eliminated/reduced and motivating factors may be introduced. In government organizations, a simple redressal of de-motivating factors can itself spur motivation.

5.2.4 HOW TO KILL CREATIVITY?

In 1982, *Machine Design* carried the following provocative checklist on the relationship between management and creativity. They titled it as "How to Kill Creativity". Of course, none of us want to really to kill creativity. But our actions may actually be leading to this outcome.

- ❖ Always pretend to know more than anybody around you.
- ❖ Keep checking your employees by every procedural means that you can devise.
- ❖ Run daily checks on the progress of every one's work.
- ❖ Be sure that your professionally trained staff members do routine technicians' work for long periods of time.
- ❖ Erect the highest possible barrier between commercial decision-makers and your technical staff.

❖ Be certain not to speak to employees on a personal level.

❖ Try to be the exclusive spokesman for everything for which you are responsible.

❖ Say yes to new ideas but do nothing about them.

❖ Call many meetings.

❖ Put every new idea through the routine bureaucratic channels.

❖ Stick to protocol.

❖ When a new idea surfaces, quickly raise budgetary constraints.

5.2.5 CREATIVE POSITIVE ORGANIZATIONAL CULTURE FOR SUPERIOR WORK MOTIVATION

Work is a 'must' in one's life. At the same time, excess work or no work is generally observed to be detrimental to one's physical and mental health. When employees join an organization, they primarily hope to satisfy their needs, while the organization expects to get maximum benefit from each employee. However, in due course, both the parties realize that they are not getting all that they expected from each other and start adjusting with each other. At this juncture, managers should be sensitive to the needs of individual employees as well as those of the organization. Necessary steps should be taken to promote healthy organizational culture, which would optimally satisfy the needs of the employees and those of the organization.

Thus, the healthy/desirable organizational culture forms the crux of motivation. To achieve this i.e. promoting healthy organizational culture, the work environment should be conducive to the following:

❖ Employees to enjoy their work and experience psychological well-being rather than experience it as drudgery.

❖ Employees to work with intrinsic motivation rather than extrinsic motivation.

❖ Quality of interpersonal relationship which facilitate team work.

❖ Continuous learning to facilitate acquisition of multiple skills.

❖ Acquisition of behaviours (by the employees) considered pivotal and relevant by the organization.

> *A duty which becomes desire will ultimately become a delight.*
> *- George Gritter*

❖ Helping employees perceive their contribution to the attainment of a larger goal.

❖ Steps to be taken to take appropriate action to effectively deal with unethical employees.

❖ Overall development of the organization and the individual employees.

❖ Promoting identification with the organization as a whole. [This becomes possible, by bringing awareness among the employees about the organizational values and helping them in accepting and finally internalizing and incorporating the organizational values in their self images.]

5.3   PRINCIPLES OF 5S MANAGEMENT

5.3.1. 5 S PRINCIPLES

	Meaning

Seiri   **Sorting Out**

Get rid of clutter

Seiton   **Systematic Arrangement**
Organize the work area

Seiso   **Pic and Span**

Clean the work area

Seiketsu   **Standardizing**

Use standard methods to keep Sort, Set In Order and Shine at desired levels

Shitsuke   **Self-discipline**

Maintain through empowerment,

commitment and discipline

The system is based on 'every defect produces waste'. By seeking to eliminate

defects, it contributes to reduction of waste.

5S Management suggests that you take a very close look at your work process. Identify areas which are wasteful.

The waste can be identified in seven areas:

1.   Waste resulting from producing more than what is optimal.

2.   Waste resulting from waiting times.

3.   Waste caused by avoidable transport.

4.   Waste due to the unnecessary or useless stocks / inventories.

5.   Waste in the processes of manufacture / delivery of service.

6.   Waste due to the defective work.

Waste due to unnecessary or useless movements.

> *Trifles make perfection and perfection is no trifle.*
>
> *- Michelangelo*

5.3.2. ADVANTAGES OF 5S PRINCIPLES

The increased complexity of getting quality services to citizens has magnified the importance of the quality contribution from each employee. Studies on motivation have shown that in addition to monetary reward, today's employees require reinforcement of a sense of accomplishment in their jobs and positive recognition that they are personally contributing to the achievement of organizational goals. This has led to an unprecedented need for quality training and for improved communication of quality-consciousness. In this context, principles of 5S provide valuable insights for managers for improving day-to-day practices. These have been developed by the Toyota Corporation of Japan.
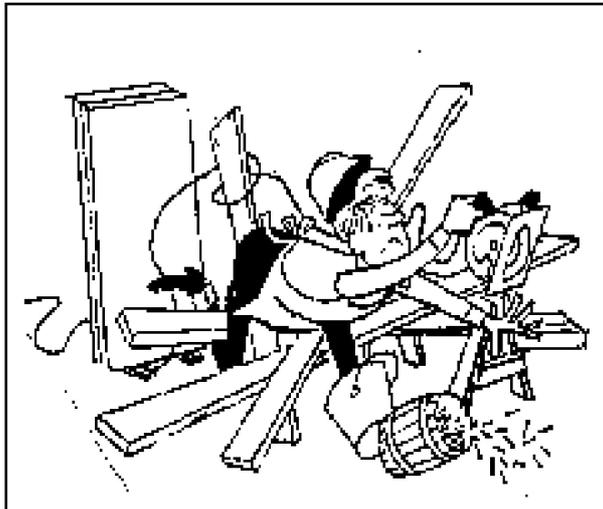
5S is now implemented in many organizations. These include manufacturing units as well as service organizations. Taking a simple example, we know that the cost of locating files or papers can make a lot of difference in delivery of services to internal or external customers. When papers / records are not readily available, it frustrates not only the citizens but also the employees. And, apart from deterioration in the quality of service provided, the cost also increases. When document management is effective, the employees feel happy that they are able to locate papers and files in the shortest time and so customers and superiors not only share that happiness but also look up to such units with regard and appreciation.

5S Management provides several advantages, as listed below.

- ❖ Employees feel good to work in a clean, beautiful and organized workplace.

- ❖ Time taken to reach things is minimized.

- ❖ Lesser time wasted in material handling.

- ❖ Problems are detected fast.

- ❖ Lower cost of providing the required service.

- ❖ More usable space.

- ❖ Enhanced employee involvement.

- ❖ Reduction in errors / defects due to standardized procedures.

- ❖ Consistent and better quality service.

- ❖ Higher productivity.

- ❖ Higher employee morale.

- ❖ More time for improvement activities.

5..3.3 APPLYING 5S PRINCIPLES TO IMPROVE YOUR OFFICE ENVIRONMENT: CHECKLIST

AREA OF IMPROVEMENT	SPECIFIC STEPS FOR IMPROVEMENT	ADVANTAGES
Locating files	- How much time it takes to locate or retrieve a file? This is measurable. The objective is to reduce the time taken. - Use large printed lettering and highly visible colour. - Use colour codes or different colours for different subjects. - Use uniform and systematic arrangement at all locations. - Ensure racks are not too high to reach. If needed, provide ladder. - Educate all about the filing system.	- Will reduce time to locate. - It would become possible to retrieve files without difficulty. - Missing files can be easily noticed.
Office space management	- Distance between people makes a difference to their positive feelings of well being. Small spaces make people irritated and intolerant. Leave more space between people - Ensure circulation of fresh cool air and well lit rooms.	- More physical space would lead to enhanced creativity. - As stagnant air and poor lighting make people drowsy, people will feel happier in such environment
	Arrange the office seating in such a way that the work (paper, files) flow smoothly. Do not crisscross the furniture and create obstructions for people.	This will save unnecessary movements.
Office cleaning	- Sometimes, the cleaning is done after the office is opened. Hence, employees cannot start work on time. - Change the office cleaning time and complete it before the office starts.	As staff/ customers do not have to wait for cleaning, they can be more productive.

Use of computers	Through effective use of internet / intranet, communication can be facilitated and papers / files can be sent to any individual / office quickly and efficiently.	Faster, cheaper and more effective communication and data transmission.
Defective work	● Delegating to or communicating with subordinates effectively. ● Giving instructions clearly, ensuring that the employees have understood the tasks and deliverables and checking the understanding by asking employees to repeat the message. ● Keeping instructions simple, avoiding jargon and using common language. ● Be clear with what the scope of the employee's discretion power is.	Faster, cheaper and more effective communication and data transmission.
Tables / desks	● Remove all unwanted, outdated, loose items from your tables / desks ● Keep the work area clean.	● By removing the unwanted things that accumulate over a period of time, you make your work area more organized.
	● Keep only those files on the desk that are to be attended on that day. Do not keep too many files / papers. ● Check whether you only have the required items on the table.	● Too many files / papers on the table lead to confusion and poor time management.

SOME CLOSING COMMENTS

Consider the following case. It presents an account of a situation that actually happened in a state government organization.

It was a rainy day in August. At 3.00 p.m., a group of employees at a thermal power station saw huge bellows of smoke coming from the direction of the generating stations. A safety officer in the group shouted, "Oh, my God it must be the oil storage tanks." As he had correctly guessed, the fire had indeed broken out at a place that contained five huge oil storage tanks.]

Within a few hours, it had become clear as to how the accident had occurred.

It all began when a senior officer had noticed the rainwater seeping through a crack in the lid of the oil storage tank. He asked the middle level officer to plug the crack. The middle level officer passed on instructions to his junior officer to do the necessary repairs to the lid. The junior officer visited the site with his staff and advised the staff to weld a plate on the crack to prevent water seepage. The staff ordered the site contractor to carry out the repair work. The contractor deputed a welder and a helper to do the job. There were no power station employees to supervise the work.

The worker and helper climbed the high ladder to carry out the welding work. As the welding was being done, a spark fell in the oil tank and a fire broke out. The panicked welder and helper jumped and unfortunately one of them died on the spot, while the other one was seriously injured. As a result of the fire, the whole storage area was completely gutted.

The short case raises a number of disturbing questions:

Why are there such thoughtless actions? How should we organize work? How do we ensure accountability?

As we all know, work in organizations involve physical effort and mental effort. Most of us put in both physical and mental efforts when we try to do work and achieve results. For example, not only do we prepare a letter (mental effort), but we also type it and send it as an e-mail message (physical effort).

But sometimes, physical and mental efforts are separate. For example, in the above case, one person decided to address the problem of rainwater seepage. Another person worked out a method of filling the crack in the lid. Such work involved mental efforts. Another set of individuals were involved in carrying out the repairs. They were putting in the physical effort. However, the physical and mental efforts were not coordinated or integrated effectively

Now let us go beyond the case and present an illustration of such separation of physical and mental effort. In the diagram shown on the left side, the 'bull' stands for the physical effort. The "man" driving the bullock cart represents the mental effort. This combination of physical and mental effort produces certain
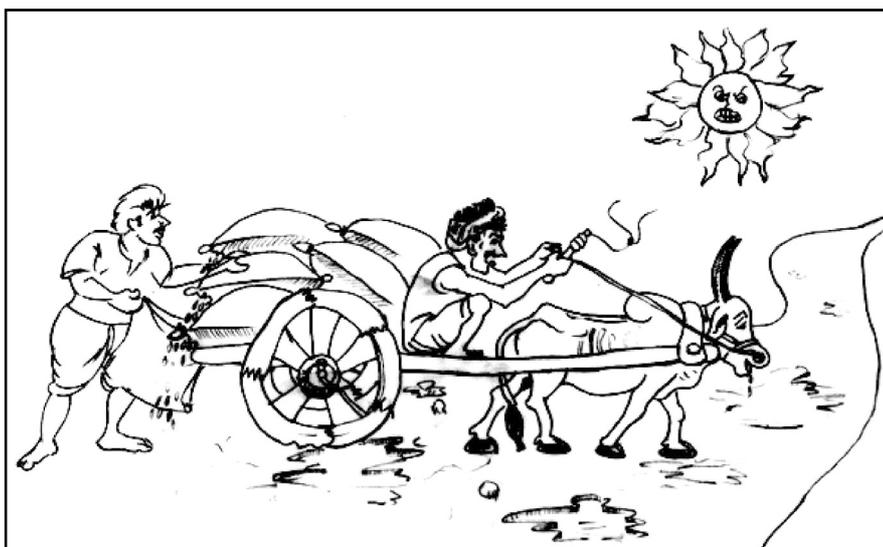
output or performance. In this illustration, the output is in terms of carrying load across a certain distance.

Several factors determine the extent of wastage. For example, the wheels of the cart and their design substantially affect the performance of the system. There may also be pilferage as shown in the illustration. Pilferage leads to loss in performance. Road represents the interface and interactions with other groups and other departments. The weather reflects the overall organizational culture.

In the first illustration, the person investing the mental effort is frustrated. The bull is putting substantial physical effort as the wheels are poorly designed and the road is rocky. But the frustration and hard work is able to achieve very little.

There are several reasons for the poor results achieved by the system. As shown in the illustration, the wheels are poorly designed and maintained. Wheels reflect our work practices. Our procedures or processes make the work either easier or more difficult. The road is rocky and full of potholes. The road represents the interface with the other departments or groups. When relationships are positive and trusting, the journey is smooth. The weather only adds to the problem in this case. If the culture, for example, does not facilitate work challenges, feedback on performance or involvement/ participation, the effectiveness of the system goes down further.

This is a rather elementary example but it brings forth the several factors that determine the level of motivation and performance in a system.

Having seen a distressing example of a system that is operating at sub-optimal levels, let us now close the discussion with a more cheerful illustration as presented on the right side.
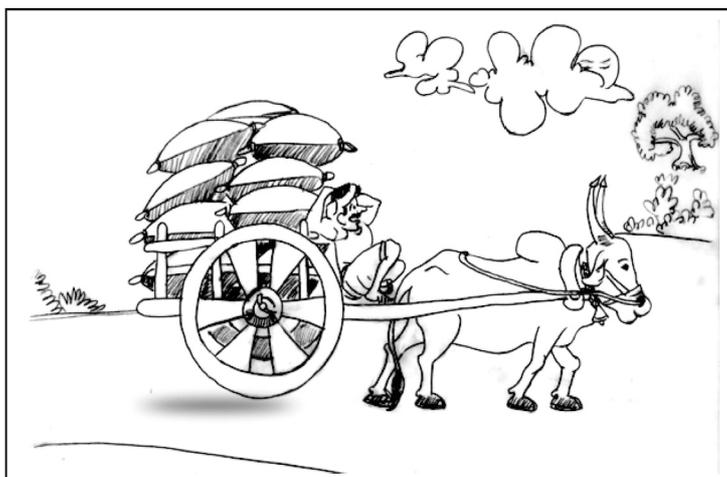
In this case, the wheels are well designed and maintained. The road is smooth. The relationships, between physical and mental efforts, are positive and healthy. The weather is conducive. There is a bigger load being transported without any problems of pilferage. The parallels to organizational situations are quite obvious.

This manual has presented the individual, interpersonal and organizational factors that can lead to greater motivation and superior performance. We hope you find the materials useful in leading your unit to greater heights of motivation and performance effectiveness.

Do more than exist	–	*live*
Do more than touch	–	*feel*
Do more than look	–	*observe*
Do more than read	–	*absorb*
Do more than hear	–	*listen*
Do more than listen	–	*understand*