

## **Handout #1:**

Rate the following 10 items on overall importance to employees (1 = most important) according to how you think your employees would rate them:

**Feeling of being in on things** \_\_\_\_\_

**Full appreciation of work done** \_\_\_\_\_

**Good wages** \_\_\_\_\_

**Good working conditions** \_\_\_\_\_

**Interesting work** \_\_\_\_\_

**Job security** \_\_\_\_\_

**Promotion and growth** \_\_\_\_\_

**Personal loyalty to employees** \_\_\_\_\_

**Sympathetic help with problems** \_\_\_\_\_

**Tactful discipline** \_\_\_\_\_

## **Handout #2**

### **Case Study: The Unhappy Administrative Assistant**

Sue has worked as an administrative assistant in the City of Palmetto Junction Water Department for over seven years. By virtue of good performance, she has been promoted through the ranks from Administrative Assistant I to Senior Administrative Assistant III. In fact, the year before she won the Administrative Assistant of the Year Award given by the City Manager's Office and since then has displayed the silver cup on her desk. Besides being captain of the departmental bowling team, she has worked every year on the office-sponsored charity drive.

On Monday morning, Sue quietly announced to her boss that she was thinking about quitting. Quite shocked, he said, "What do you mean quit? You just got a ten percent raise. We just moved into this beautiful new office building and you have a new computer on order. Sometimes I just don't understand what you girls want."

After work that day, Sue met her friend Mary at Moonbucks and began talking about some changes that had been taking place at work.

Two weeks earlier, the local newspaper had announced that the city manager was implementing a new reorganization plan which included consolidating some offices into a larger Public Works Department. Sue's office was one of them. The consolidation resulted in the creation of a pool of administrative assistants with a young business school graduate put in charge of the pool to distribute work among the administrative assistants. This eliminated working directly for any one individual exclusively.

When the changes were announced Sue had mentioned to her boss that she had taken a course in office supervision. In response, he simply smiled and said, "Now you and I know that you wouldn't want responsibility for supervising the new administrative assistant pool."

Sue finished her latte and submitted her resignation the next day.

**As a group discuss the case. Answer the following questions:**

- 1. What motivates Sue?**
- 2. Why did Sue quit?**
- 3. How could this situation have been handled differently to achieve a more positive outcome?**

## Handout #3

### Case Study: The Eagle Insurance Call Center

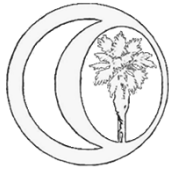
Eagle Insurance is part of a larger insurance group and operates a medium-sized call center. The Eagle call center employs approximately 220, who are split into two groups, sales and claims-handling. Each department employs shift managers, customer service managers, team leaders and customer service representatives (CSRs). Previously, Eagle senior management had attempted to multi-skill employees to work across the two departments. However, following a rise in customer complaints about service quality during claims-handling and a fall in sales, this demarcation was reinforced with workers being trained in a limited range of skills and breadth of knowledge.

The two departments operate completely independent of each other and employees interact only in the shared canteen. Each department is similarly organized into teams. Each team is organized in three layers of seniority: team leaders, senior CSRs, and CSRs. In both departments, both the senior and “junior” CSRs worked entirely on the phones. The role of the team leader in the sales department is to act as a “motivator” for their team. In each team, the team leader is often to be found walking between the desks, reminding individual CSRs of their sales targets and how close or far they are from achieving these targets, telling the team how they are doing in relation to other teams and berating under-achievers. Some team leaders encourage CSRs to pin above their monitor screens, pictures of items (such as cars, smart phones, handbags, and clothes) which they aspire to own to act as an incentive when pressing for sales. Approximately, 40 percent of the team leader’s salary and 25 percent of the CSR’s is dependent on the achievement of targets and, subsequently, both parties have a vested interest in maximizing sales. This often leads to significant pressure being put on individuals both to attend work when ill (no allowance in targets was given for team member absence) and to “not let the other side down.” Automatic call distribution means that CSRs are encouraged to spend as little time on individual calls as possible, particularly where a sale does not seem likely, and to push hard for completion. Each team has a highly-visible electronic “sales board” — upon which each employee’s target and achievement are displayed, and where individual and team performance is assessed and compared.

Each team is partitioned from the other teams and within this “territory” teams are allowed to organize the working environment as they see fit. At the end of each month, the most successful team is awarded a sizeable bonus. The “winning” team leader could also win an all-inclusive short holiday.

In the claims-handling department, CSRs are typically more knowledgeable about the intricacies of the policies that the sales team is selling. They therefore, spend more time than their sales colleagues in training to ensure that they are up-to-date in their product knowledge and to ensure they develop the problem-solving skills necessary to handle complex claims. Junior and senior CSRs perform slightly different functions in handling claims, with junior colleagues acting as a frontline for customer service and who are able to refer difficult questions to their more experienced colleagues. The team leader also spends a considerable amount of time on the phone handling difficult calls, complaints, or unusual claims. Many of the complaints emanate from customers who, upon making a claim, report having been mis-sold a product which doesn't meet their needs. The work of the junior CSRs is incentivized purely on an individual basis and 20 percent of their pay is dependent on a qualitative assessment of two aspects of their work: first, senior CSRs are asked to rate each junior on the basis of “unnecessary referrals” (i.e., calls that the junior had referred but should have been able to handle); second, each CSR is subject to “silent listening” and call recording by the management team to assess the quality of customer service. Senior CSRs are assessed purely on the basis of “silent listening” and call monitoring via recording and playback. The performance of team leaders in the department is incentivized by six-month bonuses, based both on an overall assessment of their team's performance and the outcome of a performance appraisal. On average, pay for the claims handlers is one-fifth lower than for the sales team.

A recent employee attitude survey conducted by Eagle's HR department has found that job satisfaction, while still unacceptably low, is higher among workers in the claims-handling department than in the sales department. The survey found that employee turnover was one-third higher among the sales team. It also shows, however, that a large minority of employees in the sales department report high levels of job satisfaction.



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## **Motivation**

- For generations, supervisors and managers believed the best motivator was money. From various management and leadership research conducted over the past 60 years, here is what we know about money as a motivator:
  - It works best with low-skilled, “algorithmic” jobs;
  - It may be effective as a short-term motivator;
  - It is more likely to de-motivate employees rather than motivate them;
  - It is not the most important aspect of a job for most employees.

The research yields the same results time after time, study after study.

There are a few principles when correctly applied that have the power to unleash the efforts and achievements of your employees.

***Motivational Truth***

You can never motivate anyone; people must motivate themselves!

***The Role of Supervisors, Managers and Leaders***

The role of supervisors, managers, and leaders is to create the kind of environment that will allow people to motivate themselves.

## Two Types of Motivation

- **EXTRINSIC MOTIVATION**

- The source of the motivation is rewards and punishments.
- People will work hard if we offer good performance appraisal ratings, incentives, prizes, salary increases, and promotional opportunities (i.e., rewards). They will also work hard to avoid the negatives, such as poor performance appraisal ratings, low increases, discipline, or dismissal (i.e., punishment).

- **INTRINSIC MOTIVATION**

- The source of the motivation is the task itself.
- People will work hard if the tasks they have to do are interesting and challenging. If so, they will get a sense of achievement and a feeling of accomplishment at work, which "turns them on."

## Creating and Maintaining “Intrinsic Motivation”

- The purpose of a supervisor, manager, or leader is to create an environment in which people can become intrinsically motivated at work.
- ***Intrinsic Motivation Principles:***
  - **PRINCIPLE #1:** Give Employees Interesting and Challenging Things to Do
  - **PRINCIPLE #2:** Share Responsibility Where You Can
  - **PRINCIPLE #3:** Set Challenging Goals
  - **PRINCIPLE #4:** Collect Baseline Data and Give Feedback
  - **PRINCIPLE #5:** Provide Support

### Principle #1: Give Employees Interesting Things to do

- The first motivation principle is at the heart of what "intrinsic motivation" is all about. If we want people to be "self-motivated" at work, we must give them interesting things to do.



- *Five Factors That Make Work "Intrinsically" Motivating:*
  - **Skill Variety:** The extent to which the job requires a variety of skills
  - **Task Identity:** The extent to which the work results in an identifiable whole
  - **Task Significance:** The extent to which the work has a significant impact on others
  - **Autonomy:** The extent to which the worker has discretion in doing the work
  - **Feedback:** The extent to which the worker gets feedback while doing the job

- *What Should the Supervisor/Manager/Leader Do?*
  - Determine ways employees can use different skills (Skill Variety)
  - Assign responsibility for a "whole" (Task Identity)
  - Reinforce the significance of what employees do (Task Significance)
  - Allow employees to make important decisions (Autonomy)
  - Provide feedback and develop feedback systems (Feedback)

## **How can you make more jobs interesting?**

- Think of a job that you understand in your department or elsewhere in your organization. Write down one or more things you could do to make that job more intrinsically motivating.
- ***Changes I Could Make in this Job:***

## ***How will these changes affect the five critical powers?***

- If you could make the changes outlined above, what impact would these changes have on the five critical factors that make jobs intrinsically motivating?
  - Skill Variety
  - Task Identity
  - Task Significance
  - Autonomy
  - Feedback

## Principle #2: Share Responsibility Where You Can

- Of the five factors that make work intrinsically motivating, one of the most important is autonomy.
- ***Sharing Responsibility:*** Write down some of the things you now do as a manager or supervisor that you could allow an employee to do.
- **RULE OF THUMB: Don't Dump!**

## Principle #3: Set Challenging Goals

- Under the right conditions, goals can be a powerful, and yet easily administered motivation tool.
- ***Major Points:***
  - Goals are simple, but powerful motivators
  - Under the right conditions, goals can make the work challenging and interesting (fun)!
  - To be consistent with intrinsic motivation principles, goals should not be tied to external consequences
  - Managers and leaders must set the direction, and then "back off" as their employees mature

## ***Characteristics Goals Must Be:***

1. Challenging
2. Measurable
3. Relevant
4. Achievable
5. Timely
6. Specific

## **Principle #4: Collect Baseline Data and Provide Feedback**

- ***Basic Ideas:***
  - Feedback by itself can be motivating
  - Feedback is essential for improvement
  - Feedback can cause people to set high internal goals
  - High achievers need feedback  
(Feedback is the "breakfast of champions")
- ***Characteristics of Effective Feedback:***
  1. Specific
  2. Timely
  3. Descriptive

## Principle #5: Provide Support

- ***Ways of Providing Support***
  - Provide time to meet with employees
  - Provide skills training
  - Provide necessary tools and equipment
  - Fight for resources to do the job
  - Give encouragement and create a positive climate
- ***How to Create a Positive Climate***
  - Show interest
  - Show concern
  - Show understanding
  - Give praise

## Employee Engagement

- **Engagement** is the intensity of employee's connection to their organization based on the extent of employee's effort committed to achieving work goals, an environment that supports productivity in multiple ways, and a work experience that promotes well-being. (Towers Watson, 2012)

## ***What the Research Says...***

### **2011 SHRM Employee Job Satisfaction and Engagement Survey**

- Findings:
  - Job Satisfaction: 83% of U.S. employees reported overall satisfaction with current job; 41% -“very satisfied”, 42% “somewhat satisfied”
  - Employee Engagement: on a scale of 1 to 5 (5 = “highly engaged”) U.S. employees were at 3.6 indicating “moderate engagement”

### **Gallup Employee Engagement Index 3rd Quarter 2011**

- Findings:
  - 71% of American workers are “not engaged” or “actively engaged”
  - American workers are emotionally disconnected with their workplaces and are less likely to be productive

## **2012 Towers Watson Global Workforce Study**

- Findings:
  - Over a third (35%) of the 32,000 full-time employees surveyed indicated that they were “highly engaged” in their work and organization
- Key Themes:
  - Stress and anxiety about the future are common in all sectors
  - Job security is increasingly important to job satisfaction
  - Attracting employees is now largely about job security

## ***The Highly Engaged...***

- Have trust and confidence in the job their leaders are doing
- Feel senior leadership has sincere interest in employees’ well-being
- Feel that senior management does a good job developing future leaders

### ***The Highly Engaged Flourish When...***

- The amount of work employees are expected to do is reasonable
- Stress levels are manageable
- Work arrangements are flexible enough to meet needs
- There are enough employees in the work group to get the job done right
- The organization makes it possible to balance work and personal life

### ***The Highly Engaged Contribute to the Organizations Success When...***

- They understand the organization's goals
- They understand the steps the organization is taking to reach its goals
- They understand how their job contributes to the organization achieving its goals
- The organization does a good job explaining how success is measured



## ***What the Supervisor or Manager Can Do...***

- Assign tasks that are suited to the employees' skills
- Ensure goals and objectives are clearly communicated
- Encourage new ideas and new ways of doing things
- Act in ways consistent with his/her words
- Help remove obstacles to doing the job well
- Coach employees to improve performance
- Make time to handle the people aspects of the job

## **Generational Differences**

- The chart on the next slide summarizes research conducted on generational differences in the workplace.
- Although the generations are more similar than different, what changes (if any) would you make in your approach to creating a motivational environment for the employees that work for you?

	TRADITIONALIST	BABY BOOMER	GENERATION X	MILLENNIALS
<b>% in Workforce</b>	<5%	38-39%	32-33%	>25%
<b>Outlook on Life</b>	Practical	Optimistic	Skeptical	Hopeful
<b>Work Ethic</b>	Dedicated; view work as a privilege	Driven; work is a way to make a difference	Balanced; work is a means for personal achievement	Ambitious; work is for both achievement and social responsibility
<b>Perspective</b>	Civic-minded	Team-oriented	Self-reliant	Civic-minded
<b>View of Authority</b>	Respectful	Love/Hate	Unimpressed	Relaxed; polite
<b>Leadership</b>	Hierarchy	Consensus	Competence	Achievement
<b>Preferred Management Style</b>	Directive; set clear goals and expectations; fair and consistent; respectful	Democratic; warm and caring; involving;	Competent; direct; genuine; results oriented; flexible; supportive with resources	Collaborative; organized; achievement oriented; coach; teacher
<b>Motivated by...</b>	Work that impacts the organization	Leaders who get them involved and work that makes a difference	Organizations that allow them to get work done on their own schedule	Work that is connected to personal and career goals
<b>Preferred Rewards</b>	Tangible symbols of loyalty and commitment	Personal appreciation; promotion and recognition	Free-time; opportunities for development; achievements to add to resumes	Tangible symbols of credibility
<b>Turned off by...</b>	Touchy-feely managers; vulgarity; indecisiveness	Bureaucracy; managers not open to input and who don't show personal interest	Micro-managers; bureaucracy; too much process, too little results	Cynicism and sarcasm; managers who feel threatened by them or consider them too young
<b>Technology Influences</b>	Radio	Television	Personal Computer	Internet
<b>Preferred Communication Methods</b>	Memos, letters, and personal notes	Phone calls; personal interaction	Voice-mail; e-mail	IM; texting

## Case Study: The Unhappy Administrative Assistant

## **The Unhappy Administrative Assistant Discussion**

- ***As a group discuss the case. Answer the following questions:***
  1. What motivates Sue?
  2. Why did Sue quit?
  3. How could this situation have been handled differently to achieve a more positive outcome?

## **Case Study: Eagle Insurance Call Center**

- ***Read the case study your instructor will distribute and answer the following questions:***
  1. What principles of intrinsic motivation are being applied?
  2. What, if anything, is going wrong?
  3. What would you do to change things?