



# GESTÃO CORRENTE

GC 6 – Interpersonal Skills: **Motivating Others**

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# LEARNING OBJECTIVES

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- Diagnose work performance problems
- Enhance the work-related abilities of others
- Foster a motivating work environment

# MOTIVATION

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“I don’t motivate my players. You cannot motivate someone, all you can do is provide a motivating environment and the players will motivate themselves.”

Phil Jackson, coach, NBA.

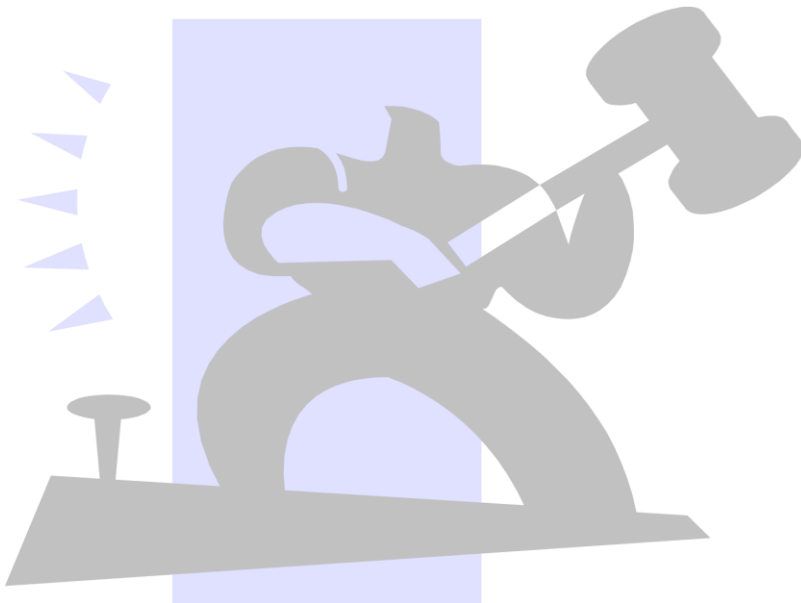
“Spending time and energy trying to ‘motivate’ people is a waste of effort. The real question is not, ‘How do we motivate our people?’ If you have the right people, they will be self-motivated. The key is to not de-motivate them.”

Jim Collins, *Good to Great*

# FORMULA FOR PERFORMANCE

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- Performance = Ability x Motivation (Effort)
- Ability = Aptitude x Training x Resources
- Motivation = Desire x Commitment



# DIAGNOSING POOR PERFORMANCE

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- How difficult are the tasks?
- How capable is the individual?
- How hard is individual trying to succeed at the job?
- How much improvement is individual making?

# PERFORMANCE AND MOTIVATION

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Is the problem Ability or Motivation?



# THREE DANGER SIGNALS OF ABILITY DEGENERATION

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1. Taking refuge in a specialty
2. Focusing on past performance
3. Exaggerating aspects of the leadership role



# FIVE TOOLS FOR IMPROVING ABILITY

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- Resupply
  - Do you have what you need?
- Retrain
  - Deliver training
- Refit
  - Explore different combinations of tasks
- Reassign
  - To a less responsibility or less technical knowledge
- Release
  - Free the position





# MANAGEMENT STYLES

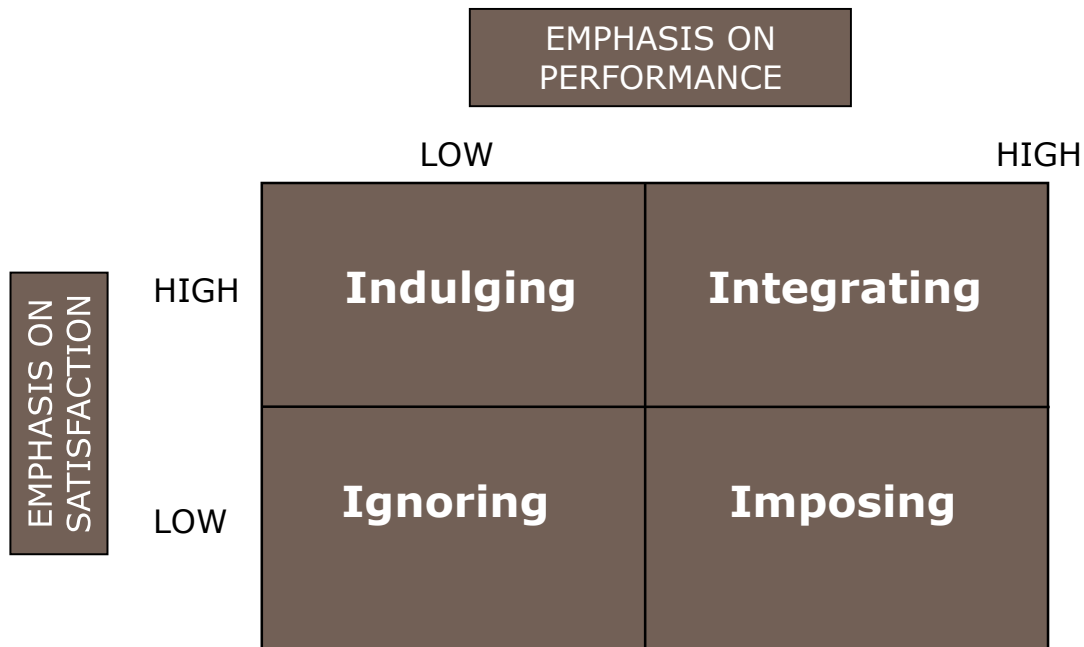
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Theory X: Employees are seen as lazy

Theory Y: Employees want to do a good job

# RELATIONSHIP BETWEEN SATISFACTION AND PERFORMANCE



1. Indulging: focuses on satisfaction rather than performance
2. Imposing: focuses on performance rather than satisfaction
3. Ignoring: focuses on performance or satisfaction
4. Integrating: focuses equally on performance and satisfaction

# VIEWS OF MOTIVATIONS

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## Old View of Motivation

Satisfaction



Motivation



Performance

(Contented Cows give more Milk)

## New View of Motivation

Motivation



Performance



Outcomes



Satisfaction

# (1) MOTIVATION → PERFORMANCE

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Motivation begins with **establishing moderately difficult goals** that are understood and accepted.

Characteristics of good goals:

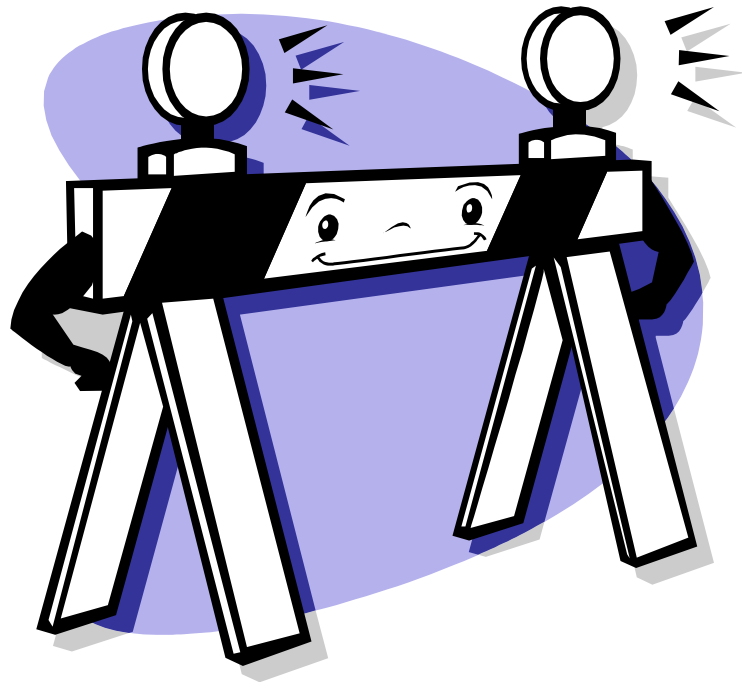
- Specific
- Consistent
- Appropriately challenging
- Provide feedback



## (2) MOTIVATION → PERFORMANCE

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After setting goals, managers should **remove obstacles to performance.**



## (3) PERFORMANCE → OUTCOMES

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**Using rewards and discipline** to encourage good exceptional behavior and extinguish unacceptable behavior.

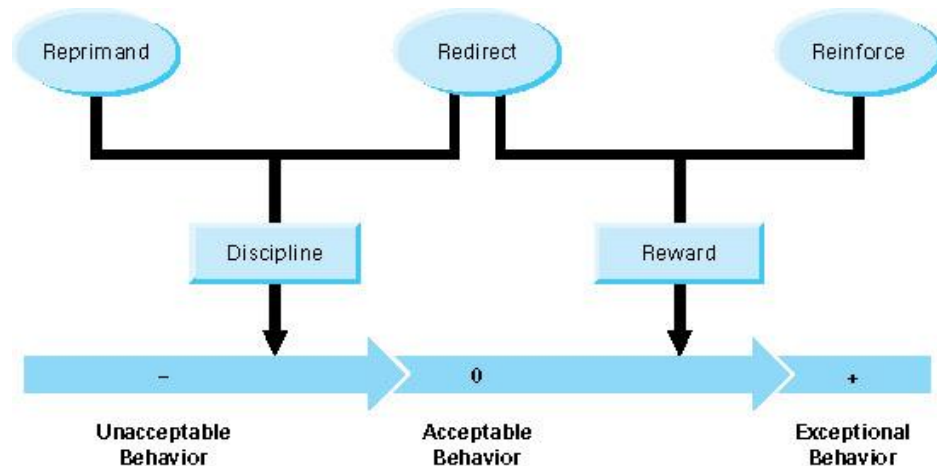
- Give awards publicly
- Use awards infrequently
- Embed them in a reward process
- Acknowledge past recipients in awards presentations
- Match award with culture

# MANAGERS' ACTIONS AS REINFORCERS

Manager's get what they reinforce, not what they want.



## Behavior Shaping Strategies



Disciplining: responding negatively to behavior to discourage future occurrences.

Rewarding: linking desired behaviors with employee-valued outcomes.

# PERFORMANCE → OUTCOMES

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Extrinsic Outcomes: outside the control of the individual.

Intrinsic Outcomes: experienced by the individual as a result of successful performance.



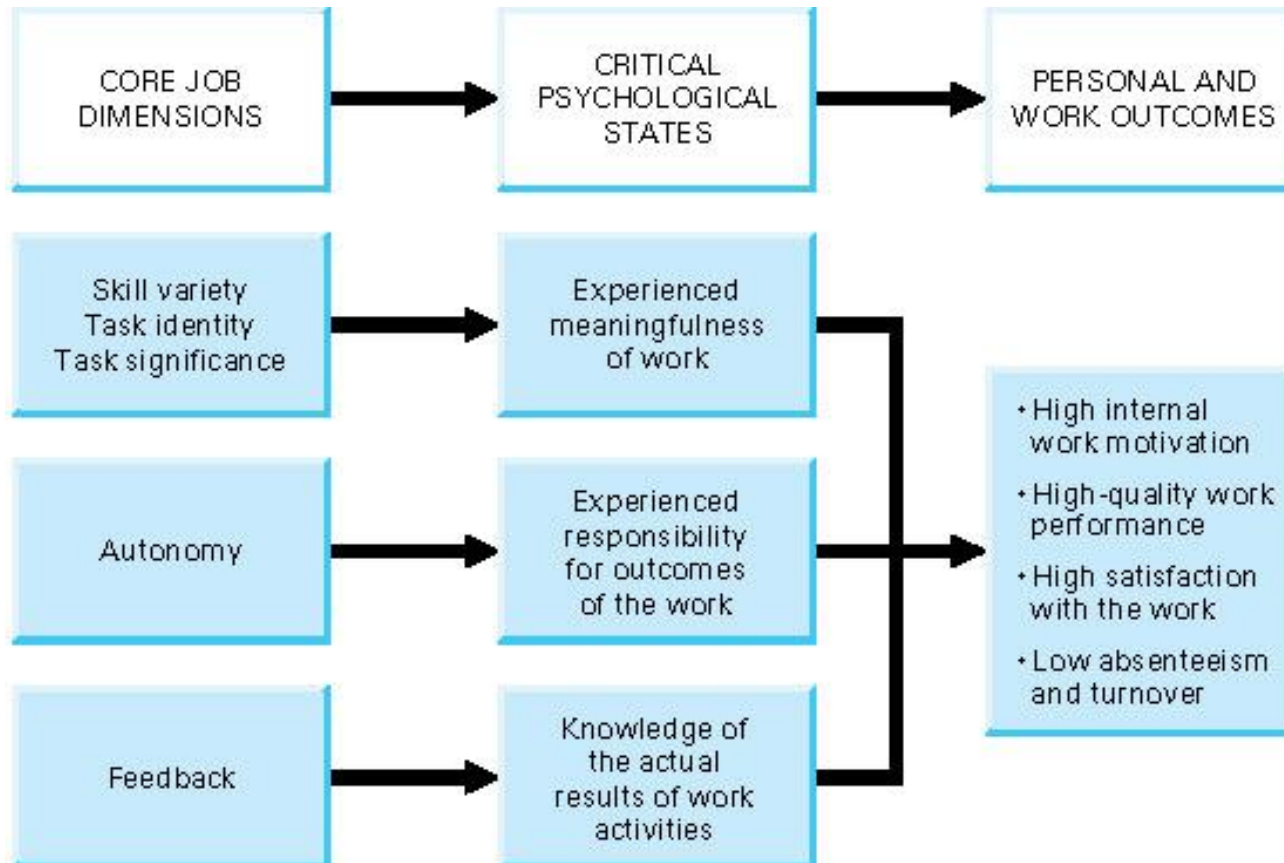
## Work Design:

- The process of matching job characteristics and worker's skill and interests.

## Work Design Strategies

- Combine tasks (**skill variety** and task significance)
- Form identifiable work units (**task identity** and significance)
- Establish client relationships (autonomy, **task significance** and identity)
- Increase authority (**autonomy**, significance and identity)
- Feedback (autonomy and **feedback**)

# DESIGNING HIGHLY MOTIVATING JOBS



# NEED THEORIES

Individuals can be classified according to the strengths of the various needs

Need for Achievement: behavior toward competition with a standard of excellence

Need for Affiliation: desire to feel reassured and acceptable to others

Need for Power: desire to influence others and to control one's environment



## (4) NEEDS AND ATTRIBUTION

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- Common Management Mistakes
  - Assuming all employees value the same reward
  - Assuming the manager's preference for a reward is the same as employees
  
- Allow employees to select from a "menu" of benefits, i.e. health benefits, insurance, etc.

See Table 6.8, p. 369, What Workers Want.

## (5) FAIRNESS AND EQUITY

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- Workers evaluate what they get from the relationship (outcomes) to what they put in (inputs) and compare this ratio to other's in a comparison group.
- Workers who perceive inequity are motivated to adjust their own or other worker's inputs and/or outcomes



## (6) FEEDBACK

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To make the connection between behavior and outcome, consider

- 1) The length of time between behavior and rewards
- 2) The explanation (feedback) for the reward

**Table 6.2 Six Elements of an Integrative Motivation Program**

**MOTIVATION → PERFORMANCE**

1. Establish moderately difficult goals that are understood and accepted.  
*Ask: "Do subordinates understand and accept my performance expectations?"*
2. Remove personal and organizational obstacles to performance.  
*Ask: "Do subordinates feel it is possible to achieve this goal or expectation?"*

**PERFORMANCE → OUTCOMES**

3. Use rewards and discipline appropriately to extinguish unacceptable behavior and encourage exceptional performance.  
*Ask: "Do subordinates feel that being a high performer is more rewarding than being a low or average performer?"*

**OUTCOMES → SATISFACTION**

4. Provide salient internal and external incentives.  
*Ask: "Do subordinates feel the rewards used to encourage high performance are worth the effort?"*
5. Distribute rewards equitably.  
*Ask: "Do subordinates feel that work-related benefits are being distributed fairly?"*
6. Provide timely rewards and specific, accurate, and honest feedback on performance.  
*Ask: "Are we getting the most out of our rewards by administering them on a timely basis as part of the feedback process?"*  
*Ask: "Do subordinates know where they stand in terms of current performance and long-term opportunities?"*





# ABOUT MOTIVATION VIDEOS

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## **Daniel Pink on the surprising science of motivation**

Career analyst Dan Pink examines the puzzle of motivation, starting with a fact that social scientists know but most managers don't: Traditional rewards aren't always as effective as we think.

- <http://www.youtube.com/watch?v=rrkrvAUbU9Y>

Daniel Godri

Quem vence na vida não é o inteligente, quem vence na vida é o motivado.

- <http://www.youtube.com/watch?v=UItBiEKUNds&feature=related>