



GESTÃO CORRENTE

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

Prof. João Pargana

LEARNING OBJECTIVES



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

MOTIVATION



“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.”

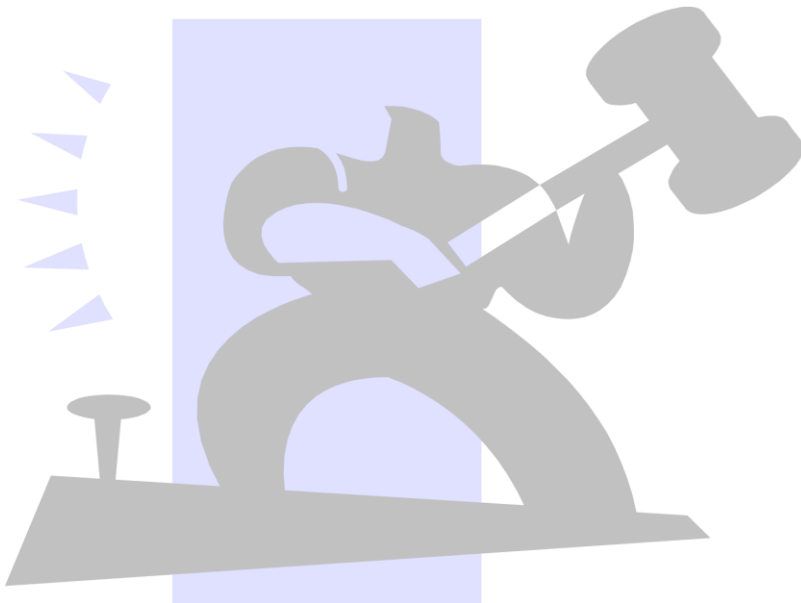
Phil Jackson, coach, NBA.

“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

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



DIAGNOSING POOR PERFORMANCE



- 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



Is the problem Ability or Motivation?



THREE DANGER SIGNALS OF ABILITY DEGENERATION



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



FIVE TOOLS FOR IMPROVING ABILITY

- 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



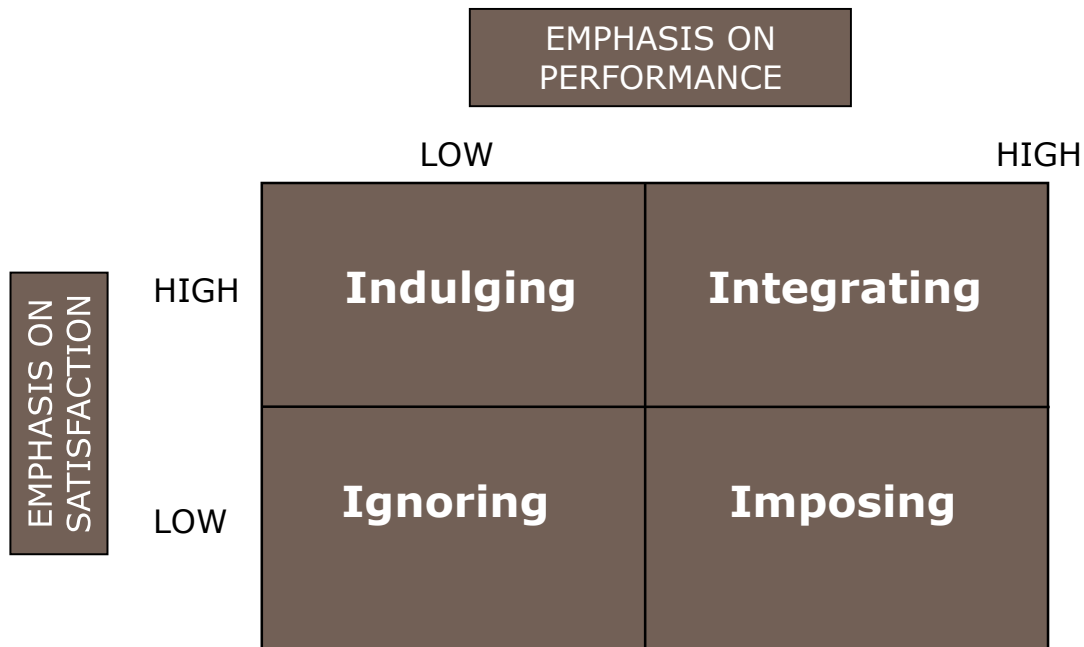
MANAGEMENT STYLES



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



Old View of Motivation

Satisfaction



Motivation



Performance

(Contented Cows give more Milk)

New View of Motivation

Motivation



Performance



Outcomes



Satisfaction

(1) MOTIVATION → PERFORMANCE

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

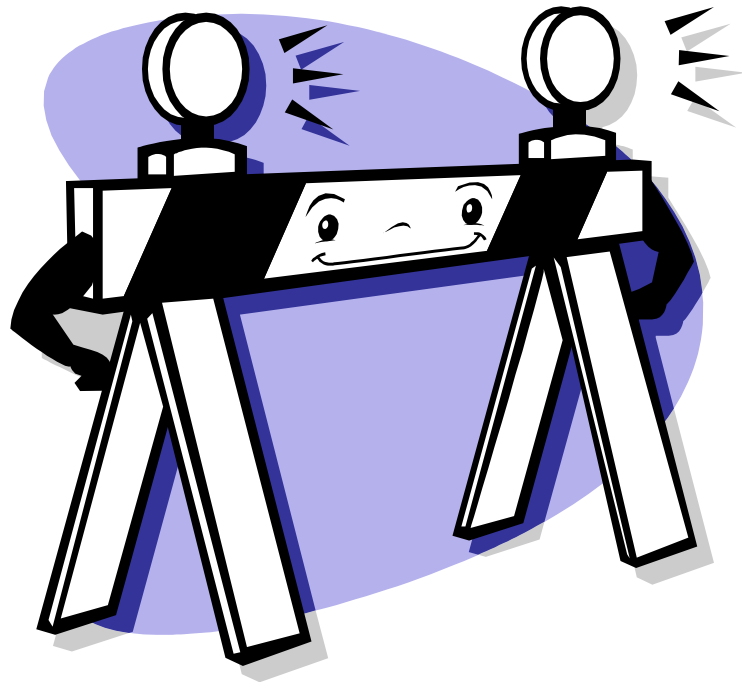
Characteristics of good goals:

- Specific
- Consistent
- Appropriately challenging
- Provide feedback



(2) MOTIVATION → PERFORMANCE

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



(3) PERFORMANCE → OUTCOMES



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

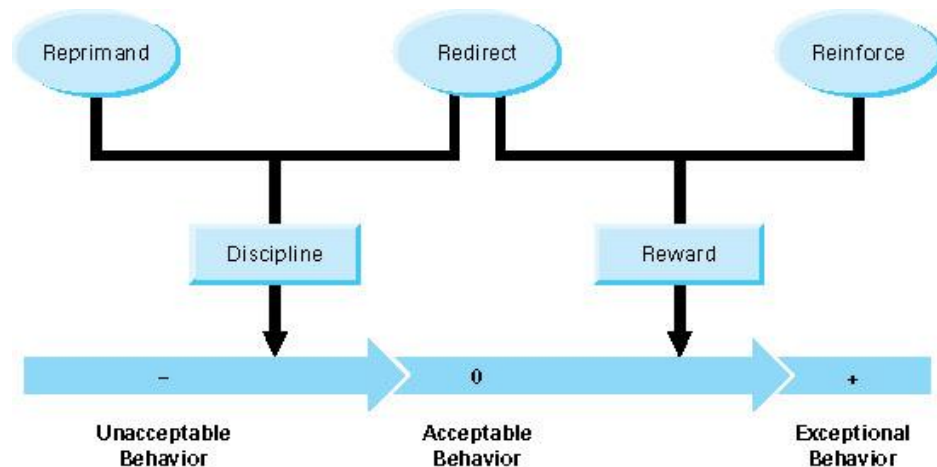
- Give awards publicly
- Use awards infrequently
- Embed them in a reward process
- Acknowledge past recipients in awards presentations
- Match award with culture

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



Extrinsic Outcomes: outside the control of the individual.

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

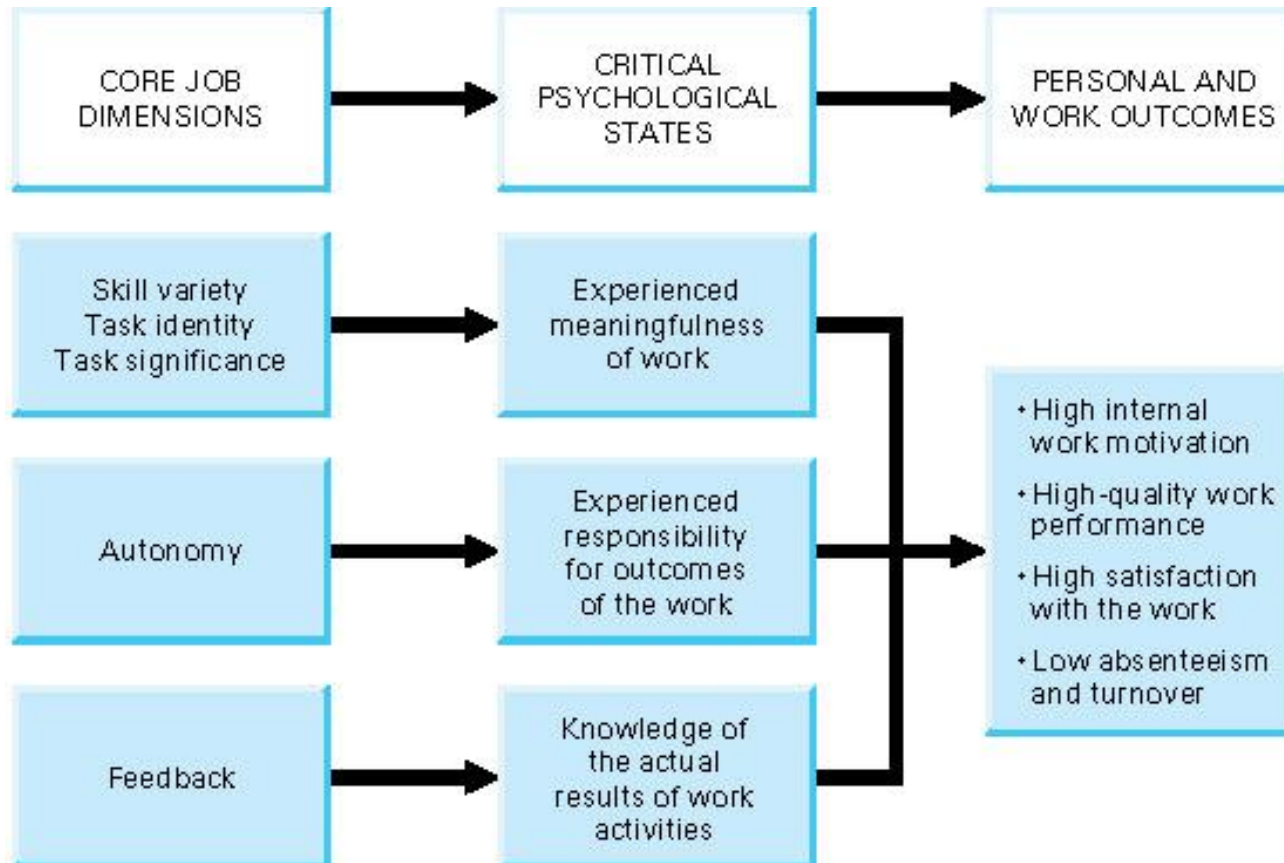
Work Design:

- 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



(4) PROVIDE SALIENT REWARDS

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



Fonte: Motivation and Personality, Abraham Maslow, 1970

NEEDS AND ATTRIBUTION



- 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



- 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



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?"

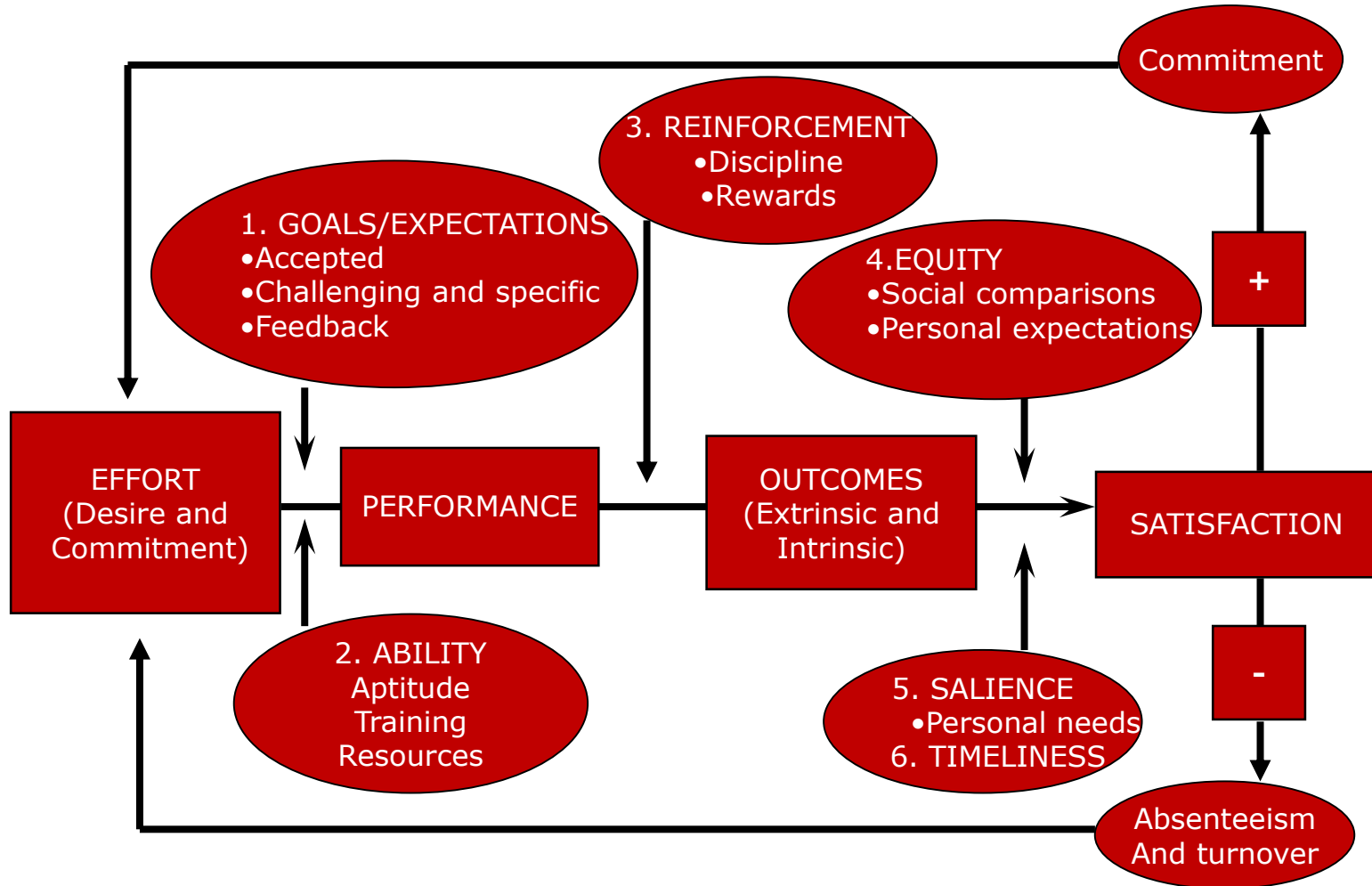
PERFORMANCE → OUTCOMES

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?"

INTEGRATIVE MODEL OF MOTIVATION



ABOUT MOTIVATION VIDEOS



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>