MODULE 5

THE LEADER AS VISIONARY AND MOTIVATOR

Sedef YENICE

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*) All pictures and images in this module are from Microsoft Office Clip Art Gallery, Google search images, unless otherwise noted.

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LEARNING OBJECTIVES

By completing this module, participants will be able to:

- Describe what motivates individuals

- Describe what external motivation and internal motivation are

- Describe the optimal motivation and motivational drivers

- Describe the six motivational outlooks

- Understand the appraisal process

- Describe and compare the content theories of motivation

- Define work climate and explain its influence on laboratory staff performance

- Explain how supervisors can influence a work group's climate

- List at least five benefits of motivating staff

- Explain how to analyze performance-motivation problems

- List at least four indications/signs of low motivation and performance

- Describe tips for motivating the staff

- List at least five best ways to motivate staff

- List at least six exalting phrases to motivate staff

What is Motivation?

▶ Motivation is widely regarded as a psychological state that compels an individual to act toward a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a catalytic force or the energy to act upon or toward a desired goal. In fact, there are more than 100 definitions linked to the concept of motivation. But they share the same fatal flaw: They focus on the quantity of motivation a person has rather than the **quality of motivation** a person has*.

▶ Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way.

▶ An example to the **quality of motivation** is a laboratory technician that spends extra time working for validation of a new analytical method because he or she wants better results of internal quality.

*) Read more: http://www.kenblanchard.com
http://www.businessdictionary.com/definition/motivation.html

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What Leaders and Individuals Need to Understand About Motivation—Why It Matters?

▶ To motivate individuals, it is important to understand their needs. Effective leaders build and shape organizations that motivate their employees' minds, spirits, and actions.

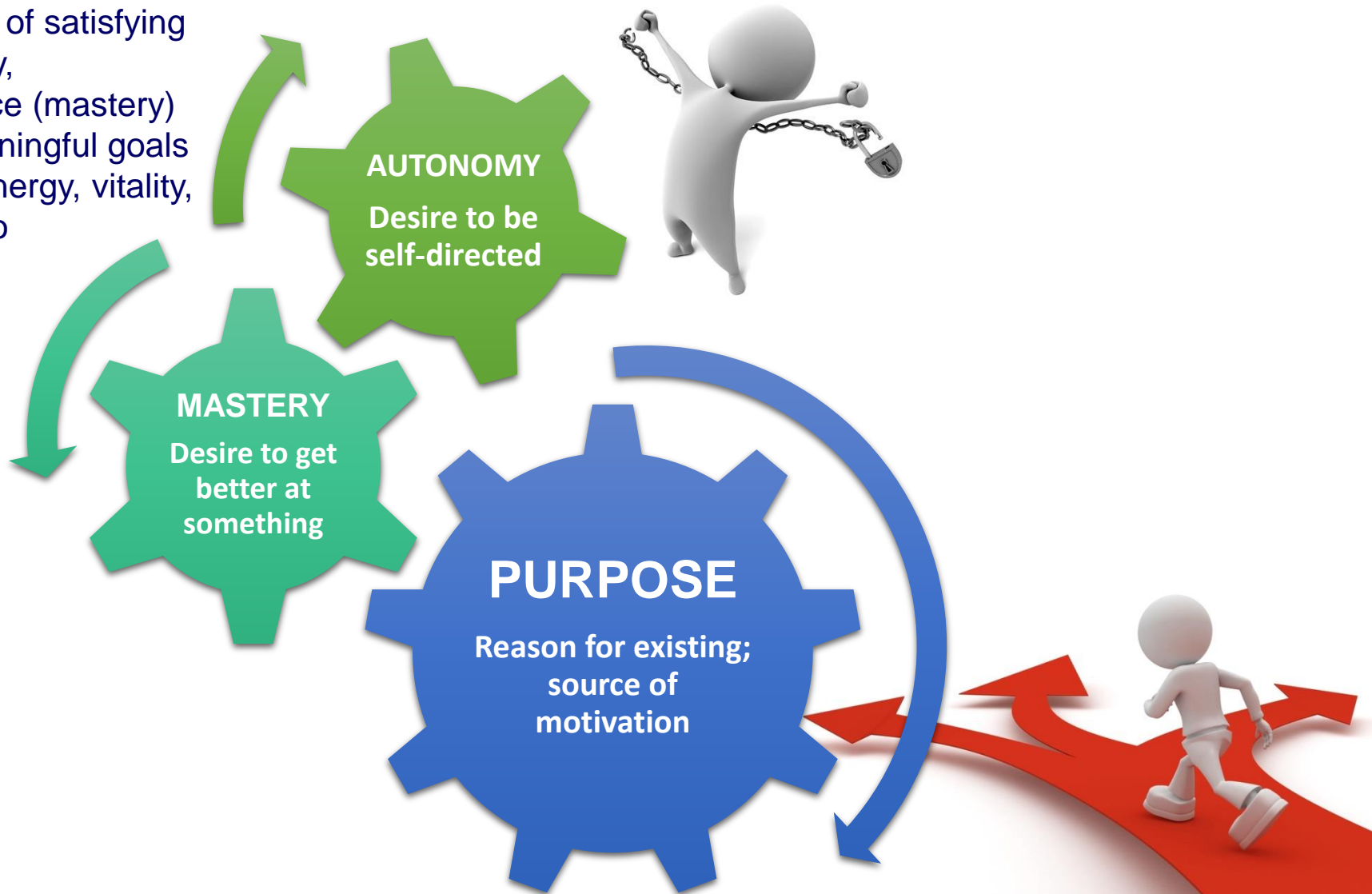▶ People are always motivated. The question is not IF but **WHY they are motivated**.

▶ What leaders can do is use best practices that promote a higher-quality motivation that sustains people's positive energy, vitality, and well-being, or what is called **optimal motivation***.

*) Read more: http://www.kenblanchard.com

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What are the Motivational Drivers?

Optimal motivation is the experience of satisfying one's psychological need for autonomy, relatedness (purpose), and competence (mastery) in the pursuit and achievement of meaningful goals that lead to positive and sustainable energy, vitality, and sense of well-being. Those refer to **Motivational Drivers.**

AUTONOMY
Desire to be self-directed

MASTERY
Desire to get better at something

PURPOSE
Reason for existing; source of motivation

Source: Session 2.3: Skills for Supportive Supervision. Leadership and Management Course for ZHRC Coordinators, HTI Principals, and ZHRC/HTI Management Teams

Ref: Richard Wilkinson. 2010. International Training and Education Center for Health (I-TECH). University of Washington, Seattle.

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Extrinsic and Intrinsic Motivation

▶ Why do we do the things we do?

▶ What is it that drives our behaviors?

▶ Psychologists have proposed some different ways of thinking about motivation, including one method that involves looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) the individual.

MOTIVATION

What exactly do we mean when we say extrinsic or intrinsic motivators?
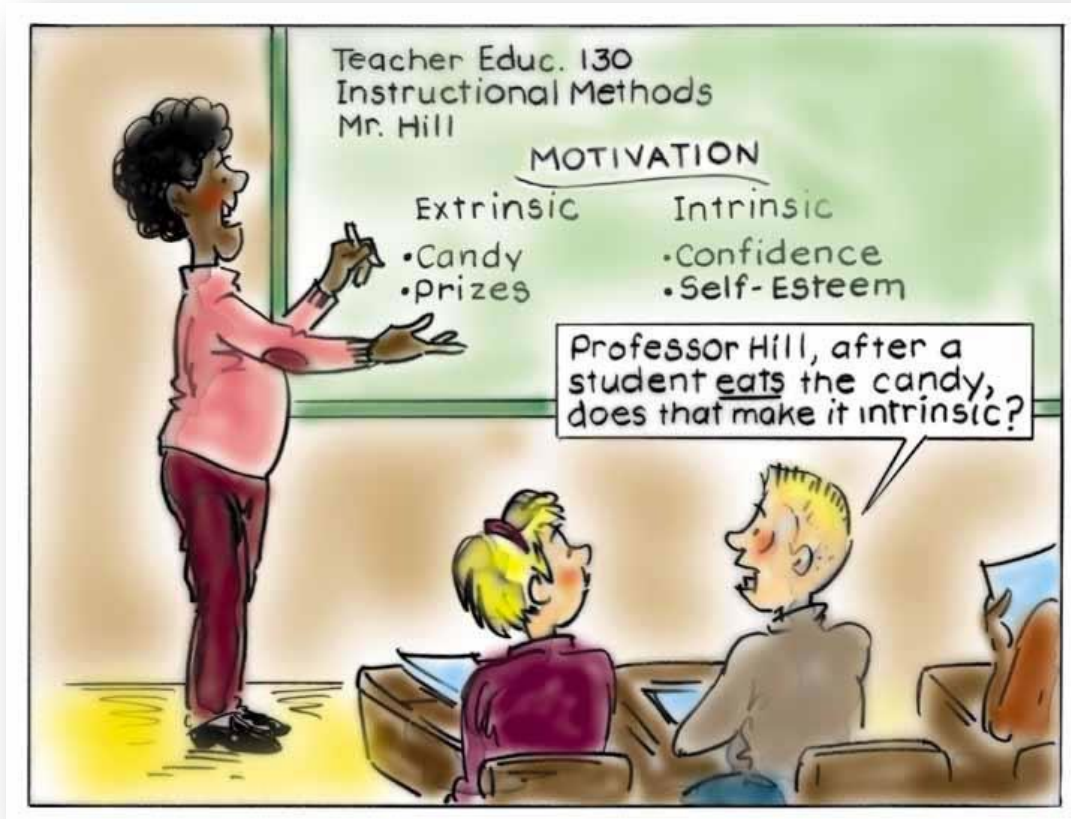
Cognitive evaluation theory (CET) of motivation indicates that there are two kinds of interconnected motivators to consider:

▶ **Intrinsic motivators** result from performance of an activity, including responsibility and achievement

▶ **Extrinsic motivators** result from environmental factors, including working conditions, pay, and performance evaluations

Your motivation is influenced by external factors like money, rewards, position, etc...

Your motivation is influenced by the extent to which you feel connected to or receive meaning from what you do...

Extrinsic Motivation

Intrinsic Motivation

The M Factor
Mobilizing Lasting Motivation

Motivation Capabilities

You are capable of identifying what gives and what takes away your motivation...

© Motivation Factor 2013

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Extrinsic Motivation

Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment.

Examples of behaviors that are the result of extrinsic motivation include:

► Studying because you want to get a good grade

► Cleaning your room to avoid being reprimanded by your parents

► Participating in a sport to win awards

► Competing in a contest to win a scholarship

In each of these examples, the behavior is motivated by a desire to gain a reward or avoid an adverse outcome.

Intrinsic Motivation

Intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward.

Examples of actions that are the result of intrinsic motivation include:

▶ Participating in a sport because you find the activity enjoyable

▶ Solving a word puzzle because you find the challenge fun and exciting

▶ Playing a game because you find it exciting

▶ Performing extra tasks for patient safety and to improve patient care

In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

"Finish it? Why would I want to finish it?"

https://www.verywell.com/differences-between-extrinsic-and-intrinsic-motivation-2795384

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Extrinsic vs. Intrinsic Motivation: Which Is Best?

"IT'S NOT A PARTICULARLY GOOD PAPER-CUTTER, BUT THE BOSS THINKS IT KEEPS THE STAFF ON THEIR TOES!"

Extrinsic motivation can be beneficial in some situations, however:

➢ External rewards can induce interest and participation in something in which the individual had no initial interest.

➢ Extrinsic rewards can be used to motivate people to acquire new technical skills or knowledge in the laboratory. Once these early skills have been learned, people may then become more intrinsically motivated to pursue the activity.

➢ External rewards can also be a source of feedback, allowing people to know when their performance has achieved a standard deserving of reinforcement.

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Extrinsic vs. Intrinsic Motivation: Which Is Best?

Extrinsic motivators should be avoided in situations where:

▶ The individual already finds the activity intrinsically rewarding

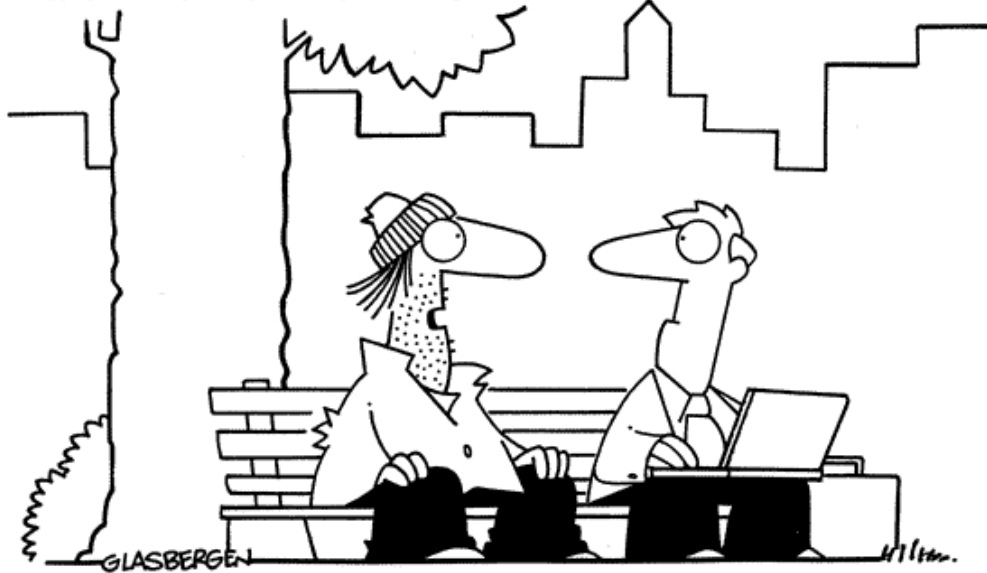▶ Offering a reward might make a "play" activity seem more like "work"

While most people would suggest that intrinsic motivation is best, it is not always possible in every situation. In some cases, people simply have no internal desire to engage in an activity. Excessive rewards may be problematic, but when used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can be used to get people to complete a work task or school assignment in which they have no internal interest.

Extrinsic vs. Intrinsic Motivation: Which Is Best?

Copyright 2001 by Randy Glasbergen.   www.glasbergen.com

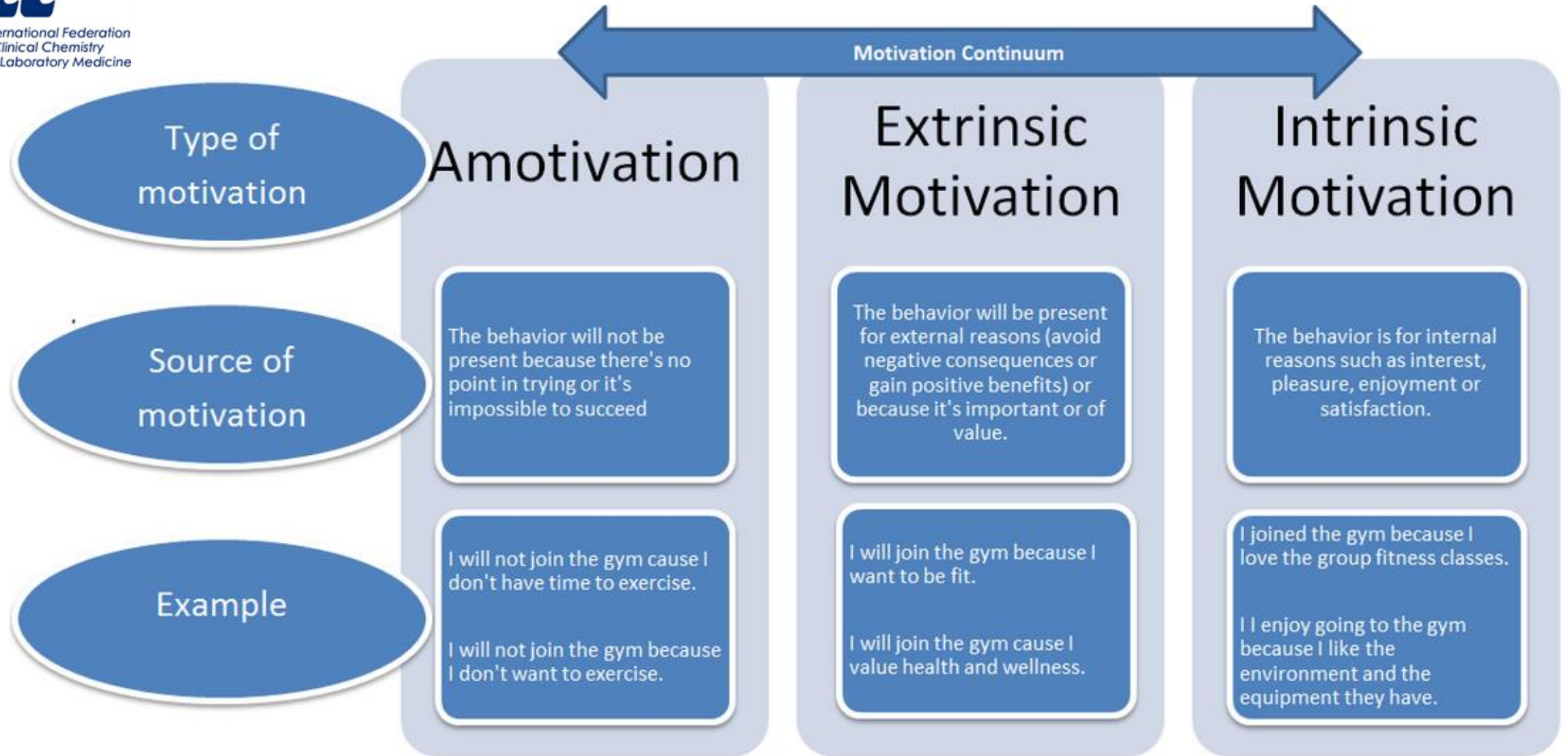"I spent years on the Road To Success, but I was driving in the wrong direction."

Researchers have arrived at three primary conclusions with regards to extrinsic rewards and their influence on intrinsic motivation:

▶ Unexpected external rewards typically do not decrease intrinsic motivation.

▶ Praise can help increase internal motivation.

▶ Intrinsic motivation will decrease, however, when external rewards are given for completing a particular task or only doing minimal work.

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Motivation Continuum

Type of motivation	Amotivation	Extrinsic Motivation	Intrinsic Motivation
Source of motivation	The behavior will not be present because there's no point in trying or it's impossible to succeed	The behavior will be present for external reasons (avoid negative consequences or gain positive benefits) or because it's important or of value.	The behavior is for internal reasons such as interest, pleasure, enjoyment or satisfaction.
Example	I will not join the gym cause I don't have time to exercise. I will not join the gym because I don't want to exercise.	I will join the gym because I want to be fit. I will join the gym cause I value health and wellness.	I joined the gym because I love the group fitness classes. I I enjoy going to the gym because I like the environment and the equipment they have.

Based on Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

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The Appraisal Process

The appraisal process is at the heart of Employee Work Passion, a higher-order form of engagement in which the individual performs above expectations, uses discretionary effort on behalf of the organization, endorses the organization as a great place to work, acts in ways that are altruistic toward stakeholders, and remains with the organization.

| Cognitive and Affective Judgments	Sense of Well-Being	Intentions	Behaviors	Organizational or Unit Results
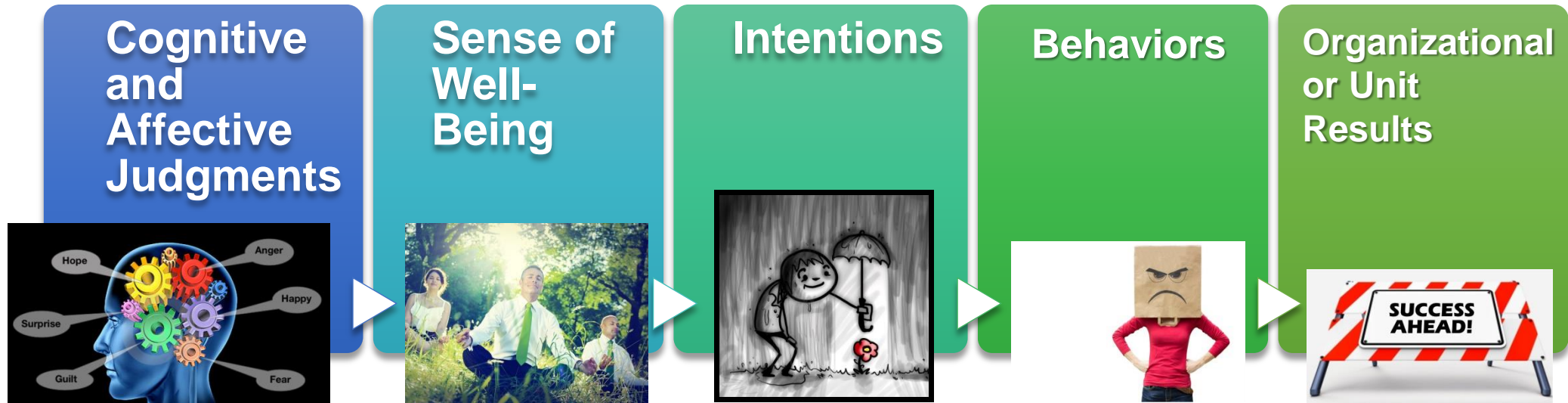
When individuals understand their appraisal process, they can manage it. When leaders understand the appraisal process, they can facilitate their people to manage it more effectively.

The Spectrum of Motivation and The Six Motivational Outlooks

The Spectrum of Motivation model, illustrates that the skill of Optimal Motivation lies in shifting from a suboptimal to optimal Motivational Outlook.
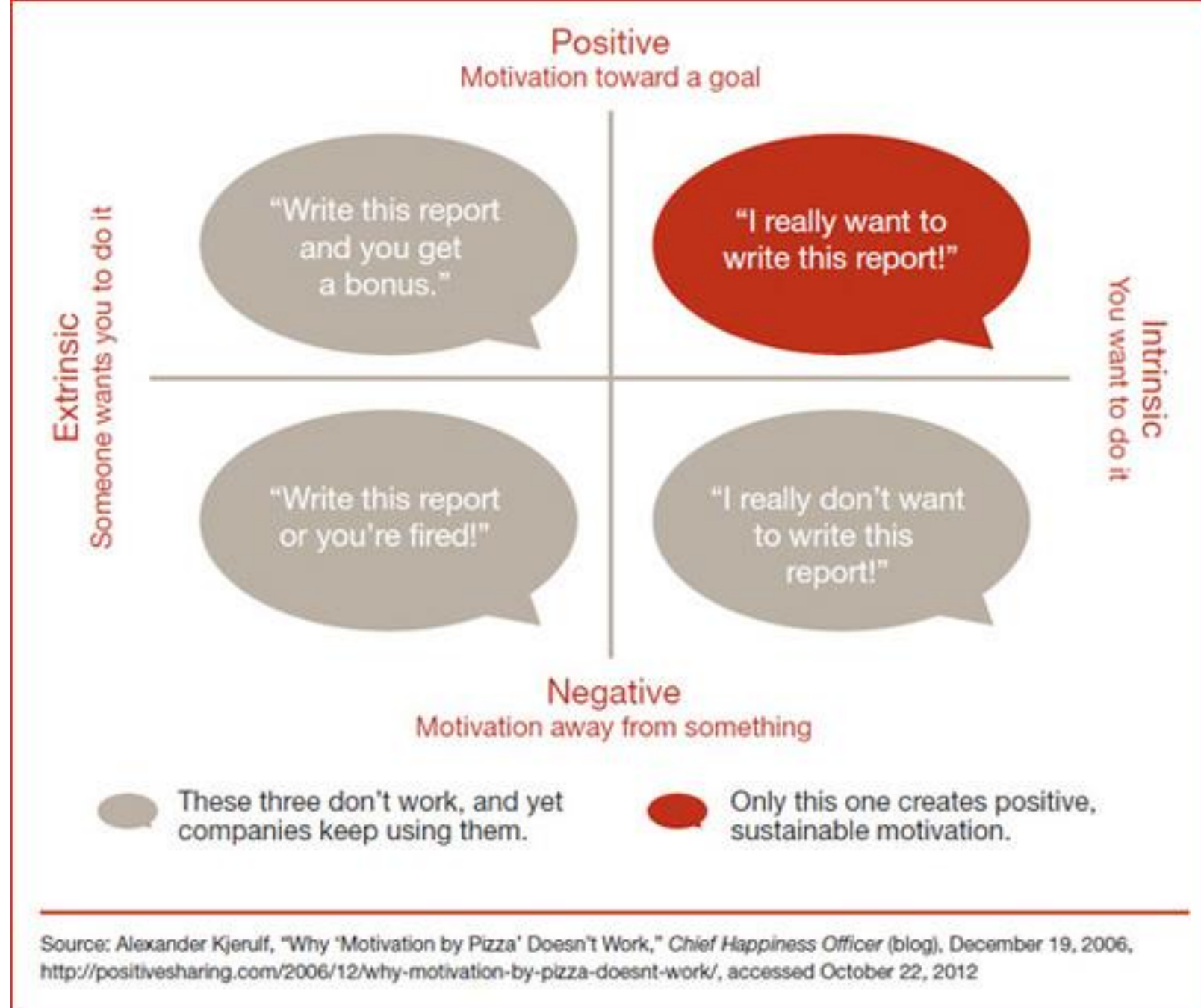
Ref: 1) Alan Morrison, Bo Parker, and Christopher Carfi. The game-based redesign of mainstream business. PwC Technology Forecast 2012 Issue 3 and http://www.pwc.com/us/en/technology-forecast/2012/issue3/features/feature-gaming-redesigning-business.html
2) A Business Case for Optimal Motivation. © 2016 The Ken Blanchard Companies
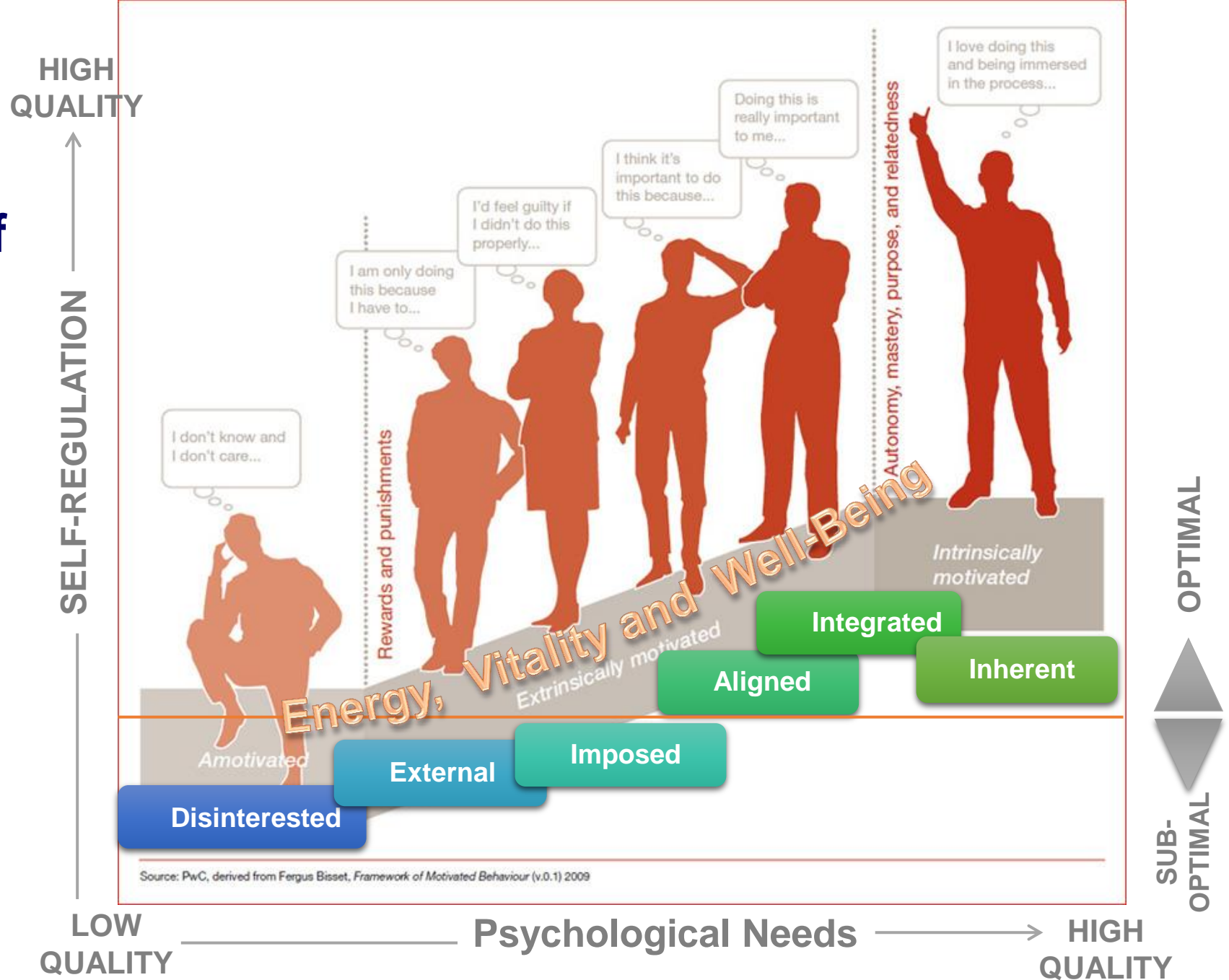
Interest Graph of Four Different Player Types

Ref: Alan Morrison, Bo Parker, and Christopher Carfi. The game-based redesign of mainstream business. PwC Technology Forecast 2012 Issue 3 and

http://www.pwc.com/us/en/technology-forecast/2012/issue3/features/feature-gaming-redesigning-business.html

Motivation is not a one-size-fits-all concept. In fact, each of the four player types has different types of motivations.

Ref: Alan Morrison, Bo Parker, and Christopher Carfi. The game-based redesign of mainstream business. PwC Technology Forecast 2012 Issue 3 and

http://www.pwc.com/us/en/technology-forecast/2012/issue3/features/feature-gaming-redesigning-business.html
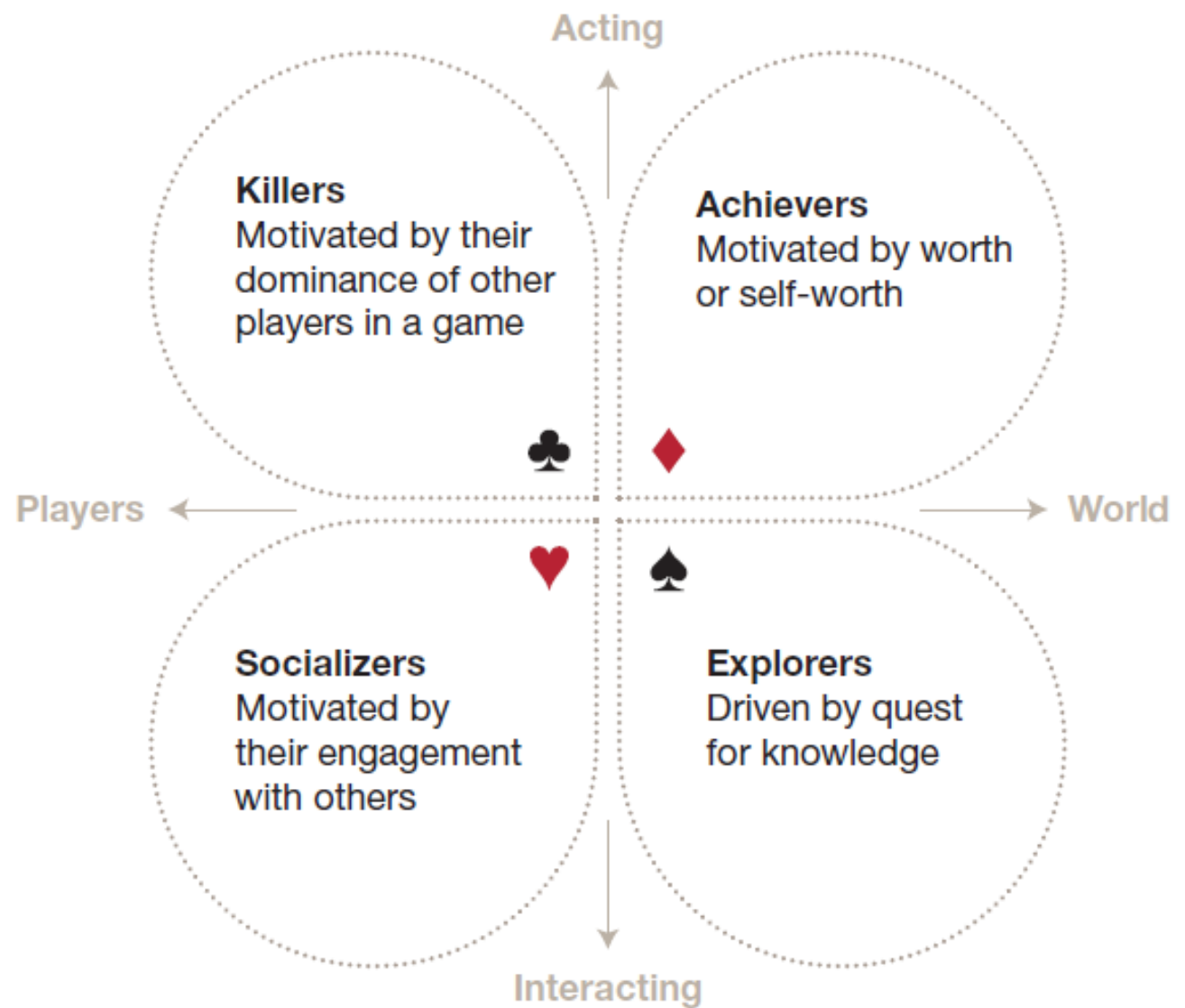
Source: Richard A. Bartle, "Hearts, Clubs, Diamonds, Spades: Players Who Suit MUDs," *Journal of MUD Research* 1, no. 1 (June 1996), http://www.mud.co.uk/richard/hcds.htm, accessed December 1, 2012

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The only way to do great work is to love what you do.

~Steve Jobs

Motivation Theories

Content Theories

- Maslow's Hierarchy of Needs
- Alderfer's ERG Theory
- McClelland's Achievement Motivation
- Herzberg's Two-Factor (Motivation-Hygiene) Theory

Process Theories

- Skinner's Reinforcement Theory
- Victor Vroom's Expectancy Theory
- Adam's Equity Theory
- Locke's Goal Setting Theory

- Content theories focus on **WHAT**, while process theories focus on **HOW** human behavior is motivated.

- Content theories are the earliest theories of motivation and also called "*needs*" theories. They try to identify what our needs are and relate motivation to the fulfilling of these needs.

- Process theories are concerned with "*how*" motivation occurs, and what kind of process can influence our motivation.

http://www.tankonyvtar.hu

Motivation Theories

"Ladies and gentlemen, allow me to introduce Mr. Gregory. Mr. Gregory will be heading up our new incentive program."
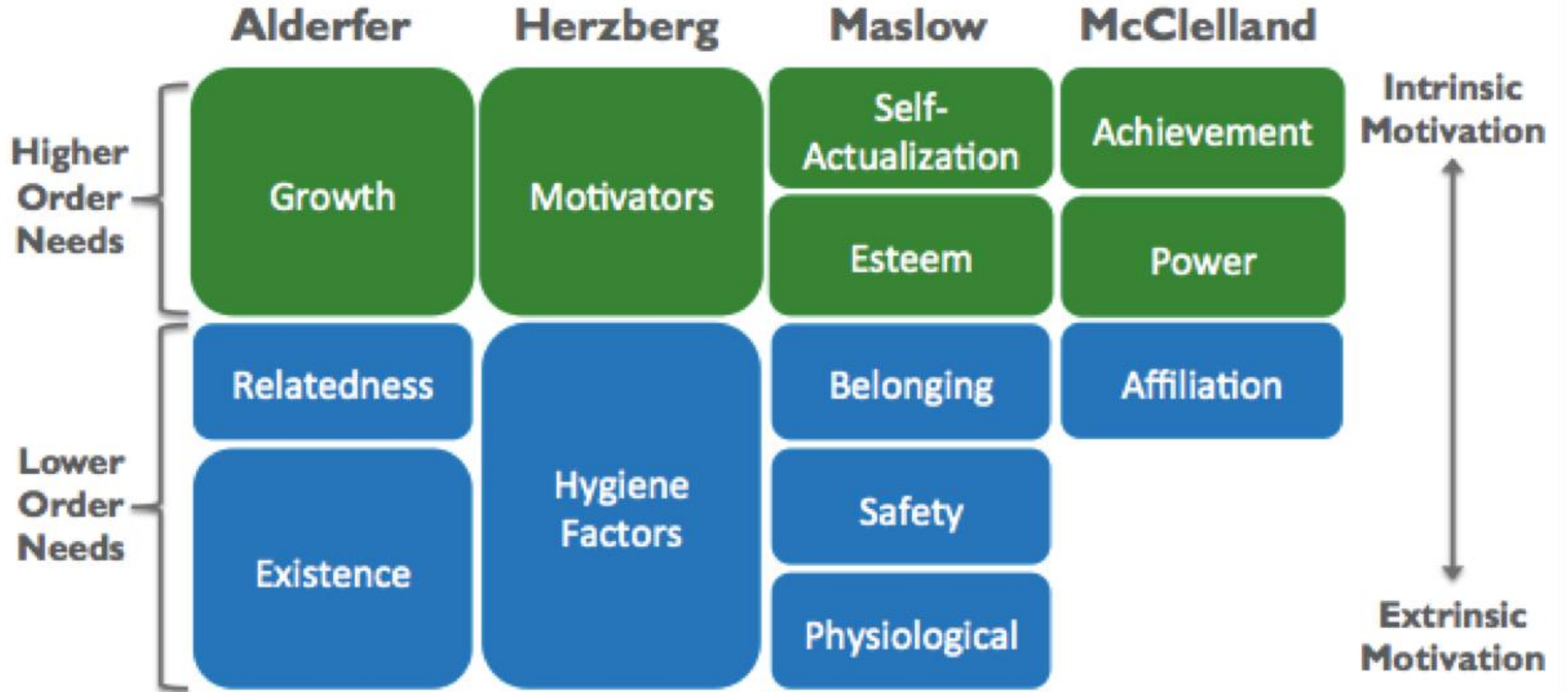
- No single motivation theory explains all aspects of people's motives or lack of motives.

- Each theoretical explanation can serve as the basis for the development of techniques for motivating.

Comparison of Content Theories of Motivation

Intrinsic and extrinsic motivators are related to and impact each of the motivation theories is described below.

Maslow's Hierarchy of Needs Theory

1908 -1970

Abraham Maslow's hierarchy of needs theory defines a need as a physiological or psychological deficiency requiring satisfaction. While a satisfied need is not a motivator, an unsatisfied need influences behavior until fulfilled.

Maslow's theory is based on two principles:

Deficit principle – states that a satisfied need does not motivate behavior since individuals work to satisfy missing needs

Progression principle – states that the five needs occur in a hierarchy, meaning lower-level needs must be satisfied first

Maslow's hierarchy consists of five levels:

Physiological – workplace, work hours, comfort

Safety – pay, work conditions, benefits, job security

Belonging – coworkers, teams, leaders, customers

Esteem – status, respect, responsibility, promotion, praise, recognition

Self-Actualization – challenge, flexibility, achievement, growth, opportunity, advancement, creativity

Maslow's theory suggests that the lower-level needs must be met before individuals will desire moving to higher-level needs. Leaders must recognize and understand the five levels of needs to build an organization with a culture of motivation.

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

MORALITY, CREATIVITY, SPONTANEITY, PROBLEM SOLVING, LACK OF PREJUDICE, ACCEPTANCE OF FACTS
SELF-ACTUALIZATION

SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT OF OTHERS, RESPECT BY OTHERS
ESTEEM

FRIENDSHIP, FAMILY, SEXUAL INTIMACY
LOVE/BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY
SAFETY

BREATHING, FOOD, WATER, SEX, SLEEP, HOMEOSTASIS, EXCRETION
PHYSIOLOGICAL

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

www.timvandevall.com |Copyright © 2013 Dutch Renaissance Press LLC.

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Alderfer's ERG Theory

http://www.visionarypsy.com/case-samples

1940 - 2015
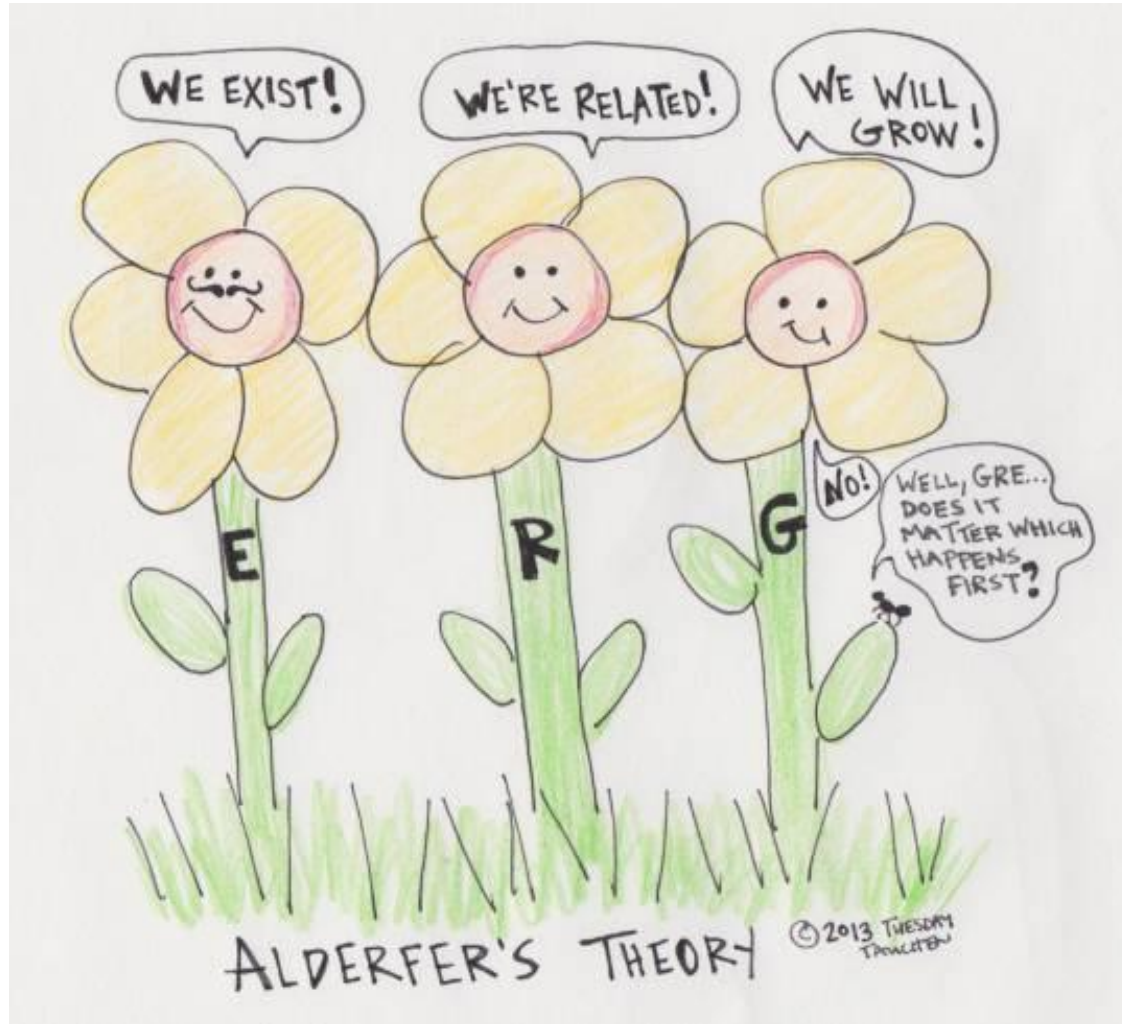
Clayton Alderfer's ERG theory is formed on the basis of Maslow's hierarchy of needs, but collapses five levels into three categories – existence, relatedness, and growth.

Existence – aspirations for material and physical well-being (includes Maslow's physiological and safety levels)
Relatedness – aspirations for fulfilling relationships (includes Maslow's belonging and esteem levels)
Growth – aspirations for development of capability, growth, or potential (includes Maslow's esteem and self-actualization levels)

Existence needs are considered the first level of needs and foundational to motivating behavior. As lower-level needs are satisfied, they become less important; as higher-level needs are satisfied, they become more important. To strive for a culture of motivation, leaders must ensure that individuals' lower-level needs are met (and no longer important), so that individuals have opportunities to achieve higher-level needs, such as relatedness and growth.

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McClelland's Acquired Needs Theory
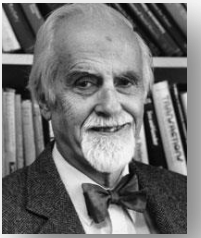
1917-1998

"All work and no play makes you a valued employee."

David McClelland's acquired needs theory acknowledges that individuals prioritize three specific needs differently.

➢ **Affiliation** – wish to form close, personal, friendly relationships
➢ **Power** – desire to be in charge; to control and influence others' actions
➢ **Achievement** – determination to accomplish something of importance; to excel

Leaders must build and shape an organization that maximizes its results and success based on recognizing and meeting individuals' needs.

Herzberg's Two-Factor Theory

1923-2000

Fredrick Herzberg's two-factor theory is based on the premise that motivation is divided into two factors.

Hygiene factors include job security, salary or pay, benefits, policies, relationships, and working conditions. While these factors do not directly motivate individuals, when not present or when taken away, they cause dissatisfaction and complaints.

Motivators include achievement, advancement, growth, responsibility, and a feeling of recognition. When present, these factors directly motivate and satisfy individuals; however, when they are not present, they do not dissatisfy.

The two factors have four combinations:

1. High hygiene and high motivation – best situation; results in individuals who have few complaints and are highly motivated

2. High hygiene and low motivation – results in individuals who have few complaints, yet are not highly motivated

3. Low hygiene and high motivation – results in individuals who are dissatisfied, yet highly motivated

4. Low hygiene and low motivation – worst situation; results in individuals who are dissatisfied and not motivated

"Before I forget, Detrick, here's the dental plan."

Since absence of hygiene factors causes dissatisfaction and complaints, and motivators cause satisfaction and high motivation, leaders must ensure that hygiene factors are in place, and then strengthen individuals' opportunities to experience motivators.

Summary of Herzberg's Motivator–Hygiene Findings

HYGIENE FACTORS
To dissatisfaction:

MOTIVATOR FACTORS
To satisfaction:

50% 40 30 20 10 0 10 20 30 40 50%

Achievement
Recognition
Work Itself
Responsibility
Advancement
Growth
Company Policy & Administration
Supervision
Relationship with Supervisor
Work Conditions
Salary
Relationship with Peers
Personal Life
Relationship with Subordinates
Status
Security

Source: Adapted from Leadership and Motivation. Module 11. LIS 580: Spring 2006. Instructor- Michael Crandall, The Information School of the University of Washington.

Ref: Frederick Herzberg, "One More Time: How Do You Motivate Employees," *Harvard Business Review*, January–February 1968.

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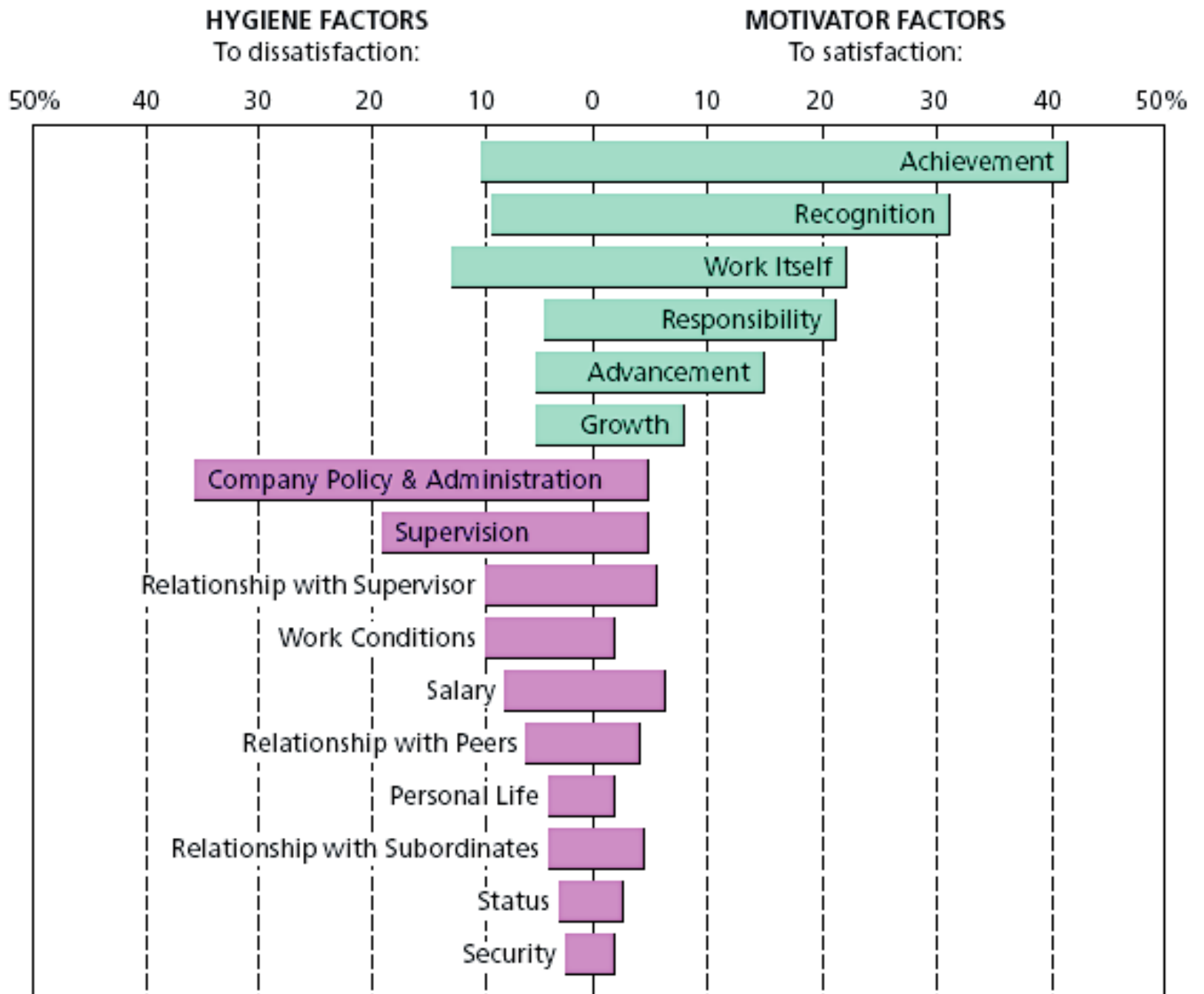
Work Climate

▶ Work climate is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a place.

▶ There are six dimensions to determining whether your organizational climate is set up for success with keeping employees motivated and engaged.

SEMINAR TODAY
MOTIVATING YOUR STAFF

FRANKLY, I WAS EXPECTING SOMETHING A BIT MORE SOPHISTICATED...

www.jimbarker.net
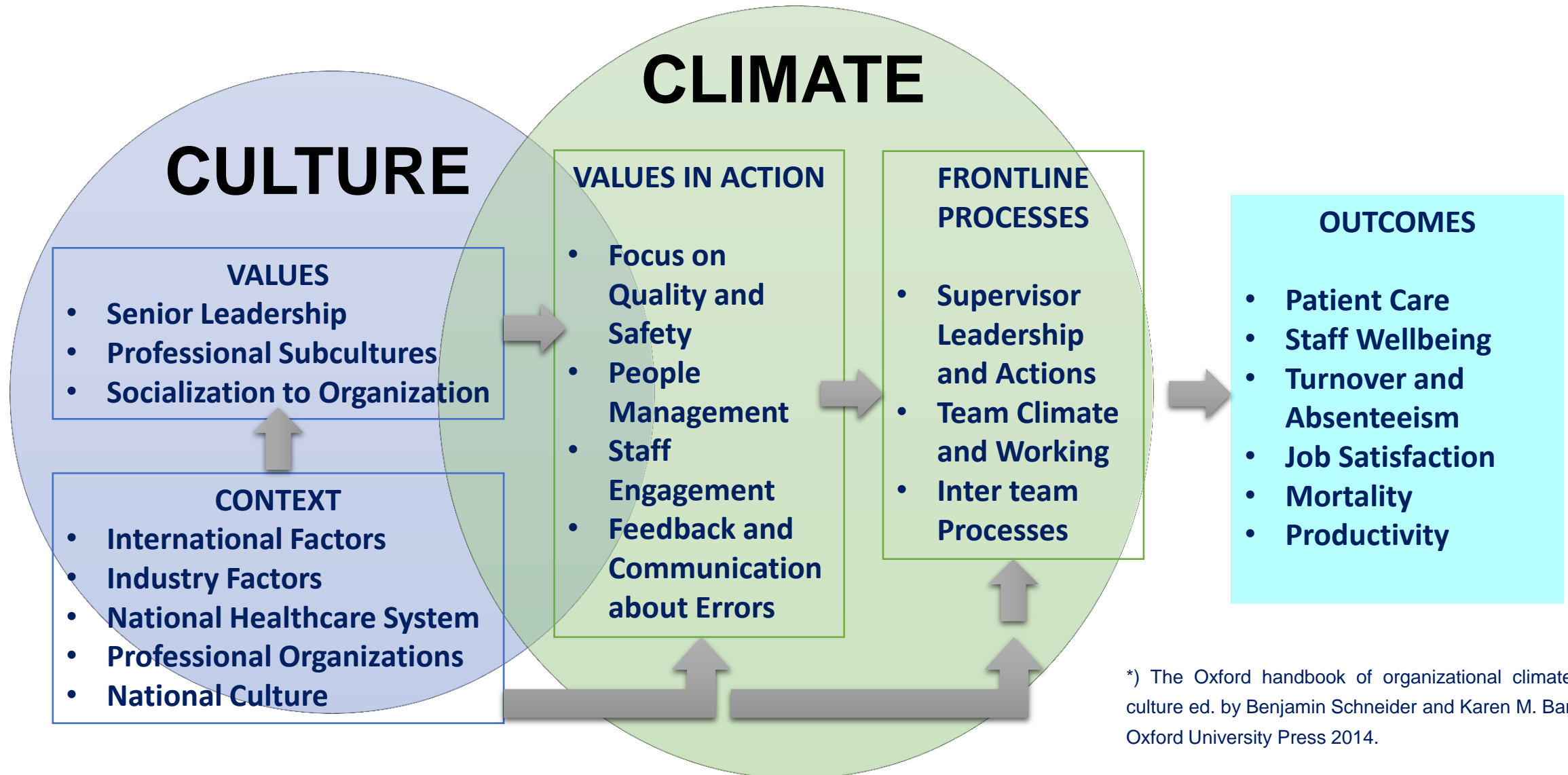
Organizational Climate of Staff Working Conditions and Safety - An Integrative Model*

IFCC — International Federation of Clinical Chemistry and Laboratory Medicine

CLIMATE

CULTURE

VALUES
- Senior Leadership
- Professional Subcultures
- Socialization to Organization

CONTEXT
- International Factors
- Industry Factors
- National Healthcare System
- Professional Organizations
- National Culture

VALUES IN ACTION
- Focus on Quality and Safety
- People Management
- Staff Engagement
- Feedback and Communication about Errors

FRONTLINE PROCESSES
- Supervisor Leadership and Actions
- Team Climate and Working
- Inter team Processes

OUTCOMES
- Patient Care
- Staff Wellbeing
- Turnover and Absenteeism
- Job Satisfaction
- Mortality
- Productivity

*) The Oxford handbook of organizational climate and culture ed. by Benjamin Schneider and Karen M. Barbera. Oxford University Press 2014.

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An environment of challenge offers group members opportunities to stretch their abilities, take reasonable risks in solving problems, and discover new ways of working to become more effective.

This fosters a feeling of belonging to an organization that is characterized by cohesion, mutual support, trust, and pride.

In a supportive environment, staff members feel that they have the resources and backing they need to achieve the work group's goals.

Standards (Challenge)

Support (Responsibility)

Team Commitment

Six Key Dimensions of Work Climate

Commitment

Clarity

Recognition (Rewards)

An environment provides clarity when the group knows its roles and responsibilities within the overall organization.

Employees are recognized and rewarded for good performance.

The expression of continuing dedication to a common purpose and to achieving goals.

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10 Major Aspects of Climate and Culture

1) Everything that happens in organizations is a result of climate and culture and everything that happens affects climate and culture.

2) Climate and culture are reciprocally related.

3) Climate and culture are multilevel phenomena.

4) Climate and culture are differentiated phenomena.

5) Organizations have multiple foci for climates and cultures.

6) Organizational culture and climate emerge and can change over time.

7) Leadership is central to climate and culture formation and maintenance.

8) Climate and culture emerge from systems of stimuli.

9) Climate and culture are measurable.

10) Climate and culture can yield competitive advantage.

*) The Oxford handbook of organizational climate and culture ed. by Benjamin Schneider and Karen M. Barbera. Oxford University Press 2014. p.18.

**) Read more: Module 7 for Workplace Culture, Ethics, and Laboratory Leadership.

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What are the Indicators of Low Motivation and Performance?

Signs

- Absenteeism and tardiness (delay beyond the expected or proper time)
- Decreased productivity
- Disengagement and inflexibility of work habits
- Dissatisfaction among clients
- Failure of a work group to meet specific performance targets
- Frequent or unresolved conflict among staff
- Poor communication among group members and with you as a leader
- Staff resistance to new processes and ideas

Complaints

- "This place is so disorganized. We don't know what direction we are going in. Today, one task has high priority, but tomorrow a different task has priority."
- "We are asked to produce results, but we don't have support or necessary resources."
- "No one appreciates our work. No one says thank you."
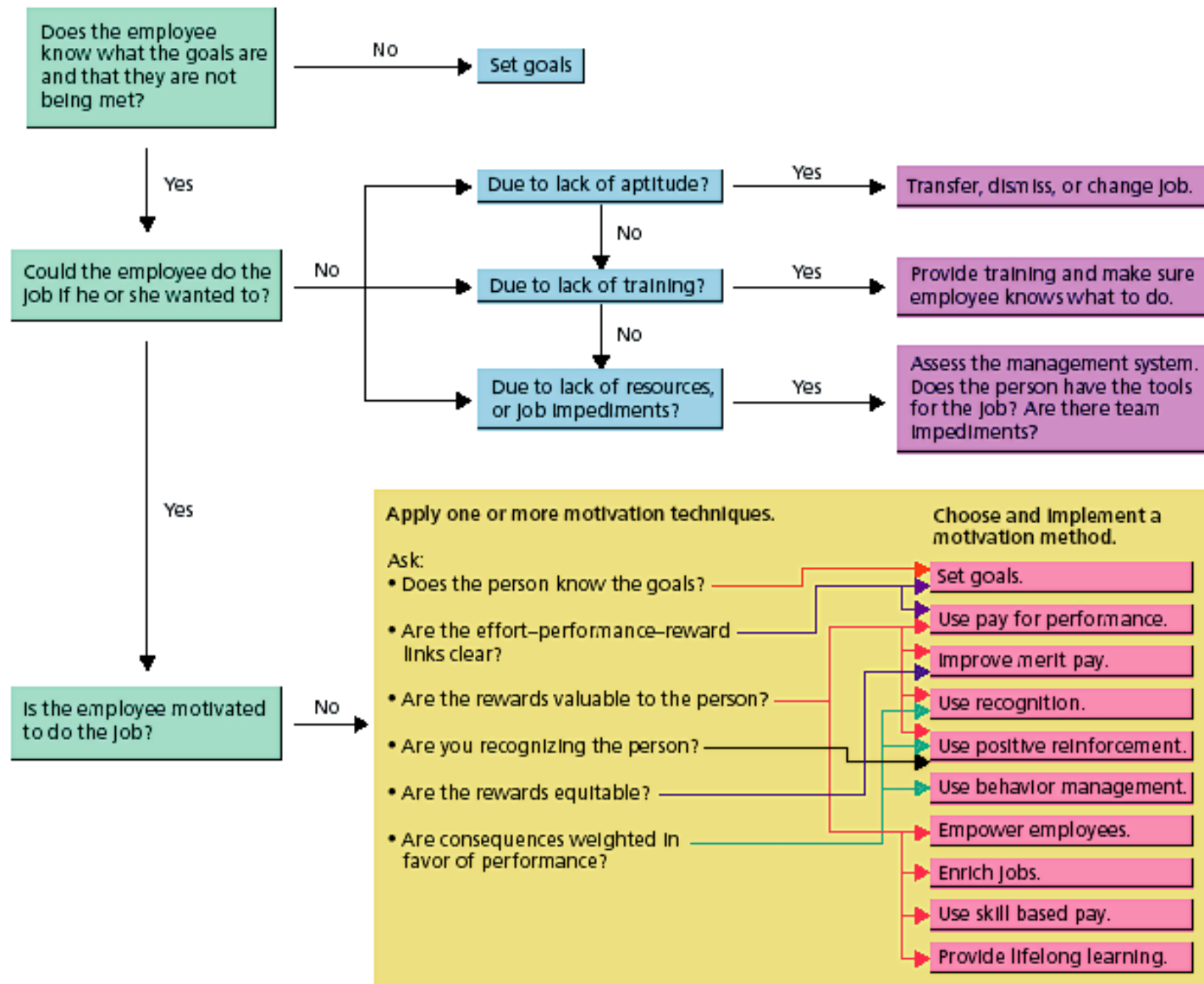- "We get plenty of criticism when things go wrong, but rarely any positive feedback."
- "Things are tense and unpleasant. Our supervisor just barks at us. Sometimes I wish I didn't have to go to work."

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How to Analyze Performance-Motivation Problems

Does the employee know what the goals are and that they are not being met? — No → **Set goals**

Yes ↓

Could the employee do the job if he or she wanted to? — No →

- **Due to lack of aptitude?** — Yes → **Transfer, dismiss, or change job.**
  - No ↓
- **Due to lack of training?** — Yes → **Provide training and make sure employee knows what to do.**
  - No ↓
- **Due to lack of resources, or job impediments?** — Yes → **Assess the management system. Does the person have the tools for the job? Are there team impediments?**

Yes ↓

Is the employee motivated to do the job? — No →

Apply one or more motivation techniques.

Ask:
- Does the person know the goals?
- Are the effort–performance–reward links clear?
- Are the rewards valuable to the person?
- Are you recognizing the person?
- Are the rewards equitable?
- Are consequences weighted in favor of performance?

Choose and implement a motivation method.
- Set goals.
- Use pay for performance.
- Improve merit pay.
- Use recognition.
- Use positive reinforcement.
- Use behavior management.
- Empower employees.
- Enrich jobs.
- Use skill based pay.
- Provide lifelong learning.

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What are the Strategies for Activating Optimal Motivation—Making the Shift?

Leaders who successfully move from mere motivation to the dedication that sustains the optimal outlook go through three stages

1 | **Intention Formation**

- **Identify opportunities, describe the task or goal -** the current Motivational Outlook by recognizing and understanding how one's psychological needs for Autonomy, Relatedness, and Competence are being satisfied.
- **Create an emotional link**
- **Visualize the intention**

2 | **Crossing the Rubicon (crossing the point of no return)**

- **Deal with doubts and anxieties -** use self-regulation Mindfulness, Values, and Purpose-shifting strategies.
- **Exercise conscious choice**
- **Take personal responsibility**

3 | **Intention Protection**

- **Control the context -** reflect on the shift, noticing the difference between having a suboptimal and an optimal Motivational Outlook.
- **Regulate cognition -** Reflect on the key reasons for shifting (or not shifting)
- **Manage emotions**
- **Protect self-confidence -** Reframe the task or goal

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Motivation Cycle

- Recognize an individual's deficiency of needs

- Collaborate with individual to define a plan to fulfill his/her needs

- Execute plan to fulfill needs

- Monitor individual's motivation level

- Provide feedback to/solicit input from individual; adjust plan as necessary

https://vgpblog.wordpress.com/2015/05/22/generating-value-by-motivating-individuals/

Identify a deficiency of needs

Define a plan to fulfill the needs

Execute the plan to fulfill the needs

Monitor the motivation level

Provide feedback and adjust

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What is a Leader's Role in Activating Optimal Motivation with Others?

To take full advantage of the science of motivation, leaders need to understand:

▶ Leaders cannot motivate anyone. What they can do is shape a workplace where people are more likely to experience optimal motivation at work.

▶ Sustaining high-quality motivation as a strategic capability creates a magnet for talent. By asking themselves "**What do I want for my people?**" rather than "**What do I want from them?**" leaders can create a dynamic culture shift.

▶ Despite a job description that may hold them accountable for motivating their people, leaders must recognize that individuals are already motivated; they are always motivated. The leader's role is to help individuals explore why they are motivated, uncover the reasons for their current Motivational Outlook, and then use best practices to help facilitate people's shift to a more optimal Motivational Outlook.

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"Winning isn't Everything but Wanting to Win is"

Vincent Lombardi

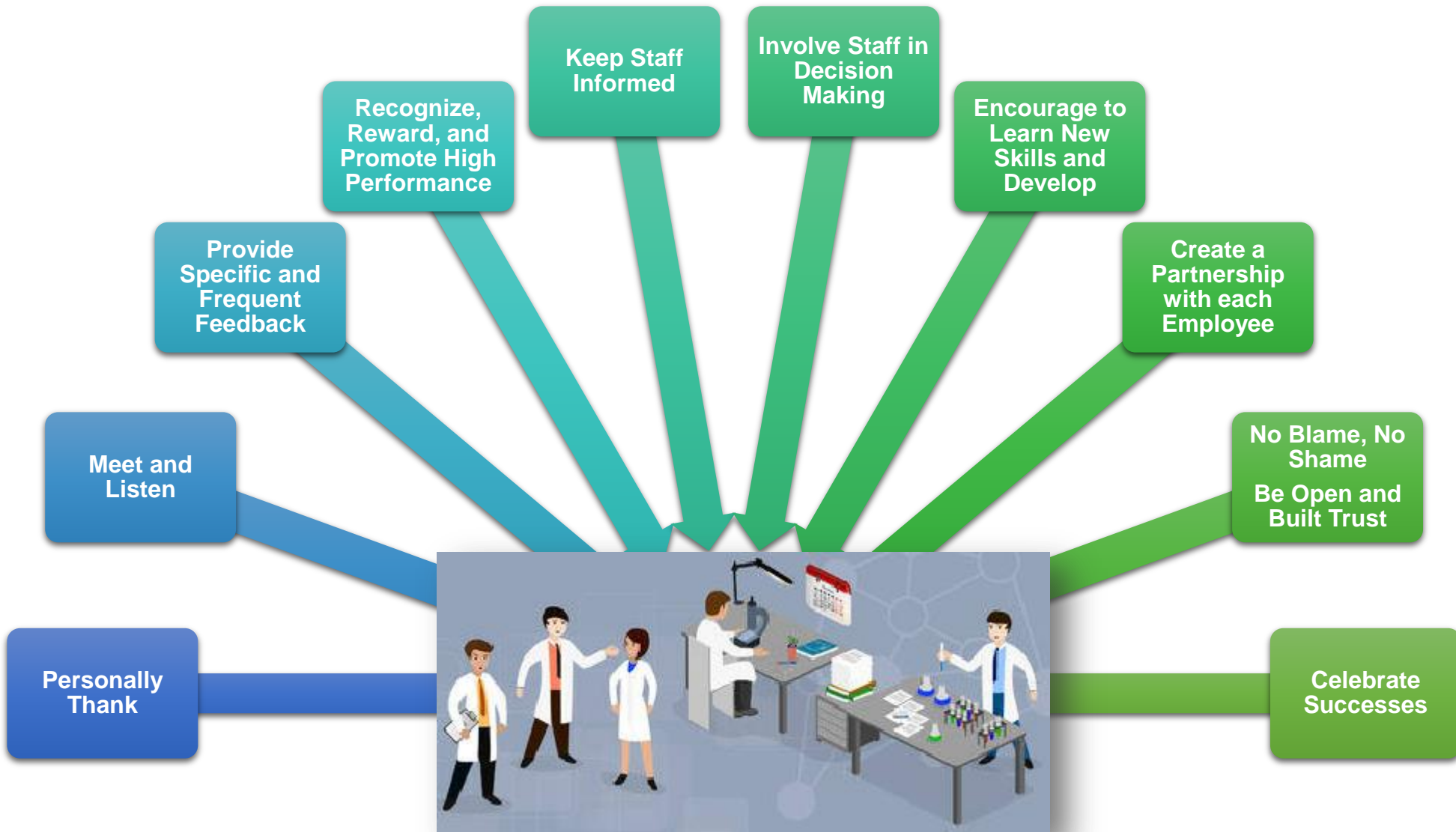IFCC EMD - Committee on Clinical Laboratory Management (C-CLM)
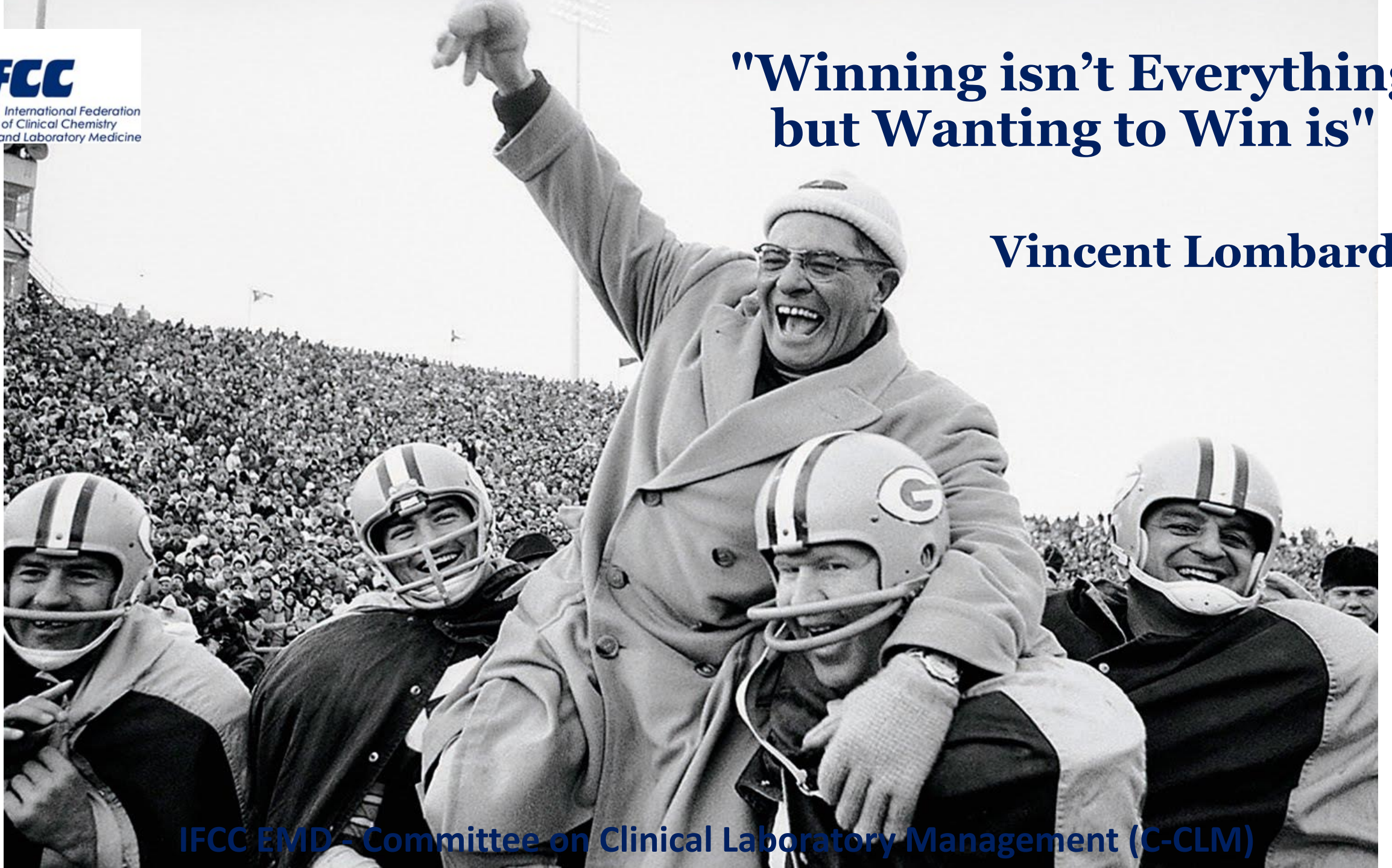
What are the things laboratory leaders must do to help individuals activate optimal motivation?

	What doesn't work	What works	How to Do it
1	Apply pressure; Demand Accountability	Encourage Autonomy	Invite choice; illuminate boundaries; explore options within boundaries Present goals and timelines as valuable information necessary for achieving agreed-upon outcomes Help reframe goals as relevant
2	Ignore feelings	Deepen relatedness	Show empathy and caring; acknowledge and validate people's emotions Offer pure and informational feedback rather than personal or evaluative praising Share information about yourself and the organization; discuss your intentions openly
3	Discount learning	Develop competence	Emphasize learning goals, not just performance goals Ask, "What did you learn today?" Provide training and appropriate leadership style for the person's level of development
4	Enable sabotaging behaviors	Promote mindfulness	Encourage self-reflection Ask open-ended questions that illuminate options Facilitate the generating of options and alternative implementation strategies
5	Rely on power	Align with values	Help individuals align goal to their work-related value(s) Explore natural interest in and enthusiasm for the goal Recognize mistakes as part of learning and growth
6	Focus on metrics without meaning	Connect to purpose	Help individuals connect the goal to their work-related or life purpose Frame actions in terms of the welfare of the whole; focus on contribution to the greater good Provide rationale and big picture

Read more: www.kenblanchard.com/optimalmotivation

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Top 10 Ways to Motivate Staff

Keep Staff Informed

Involve Staff in Decision Making

Recognize, Reward, and Promote High Performance

Encourage to Learn New Skills and Develop

Provide Specific and Frequent Feedback

Create a Partnership with each Employee

Meet and Listen

No Blame, No Shame
Be Open and Built Trust

Personally Thank

Celebrate Successes

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What are the benefits of motivating individuals?

▶ Reduce costs and turnover

▶ Increase individuals' satisfaction

▶ Increase quality, productivity, customer satisfaction

▶ Provide an environment to ensure strategies are successful

▶ Provide a collaborative environment and sense of belonging

▶ Increase success of organization's strategies and metrics

▶ Increase focus, attention, energy toward organizational goals

https://vgpblog.wordpress.com/2015/05/22/generating-value-by-motivating-individuals/

**12 Most Exalting Phrases
Leaders Share with their Teams**

1. You were right about…..
2. I'm glad you are here
3. I trust you
4. You earned it
5. Let's have some fun
6. I believe in you

7. That is interesting
8. How can I help?
9. What do you think?
10. Come on in
11. Thank you for…..
12. Have a great day!

And once is never enough. Motivation doesn't last forever. Zig Zaglar says it's a lot like showering in that respect…..that's why he recommends it often!

www.GreatResultsTeambuilding.com

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"People often say that motivation doesn't last. Well, neither does bathing – that's why we recommend it daily."

Zig Ziglar
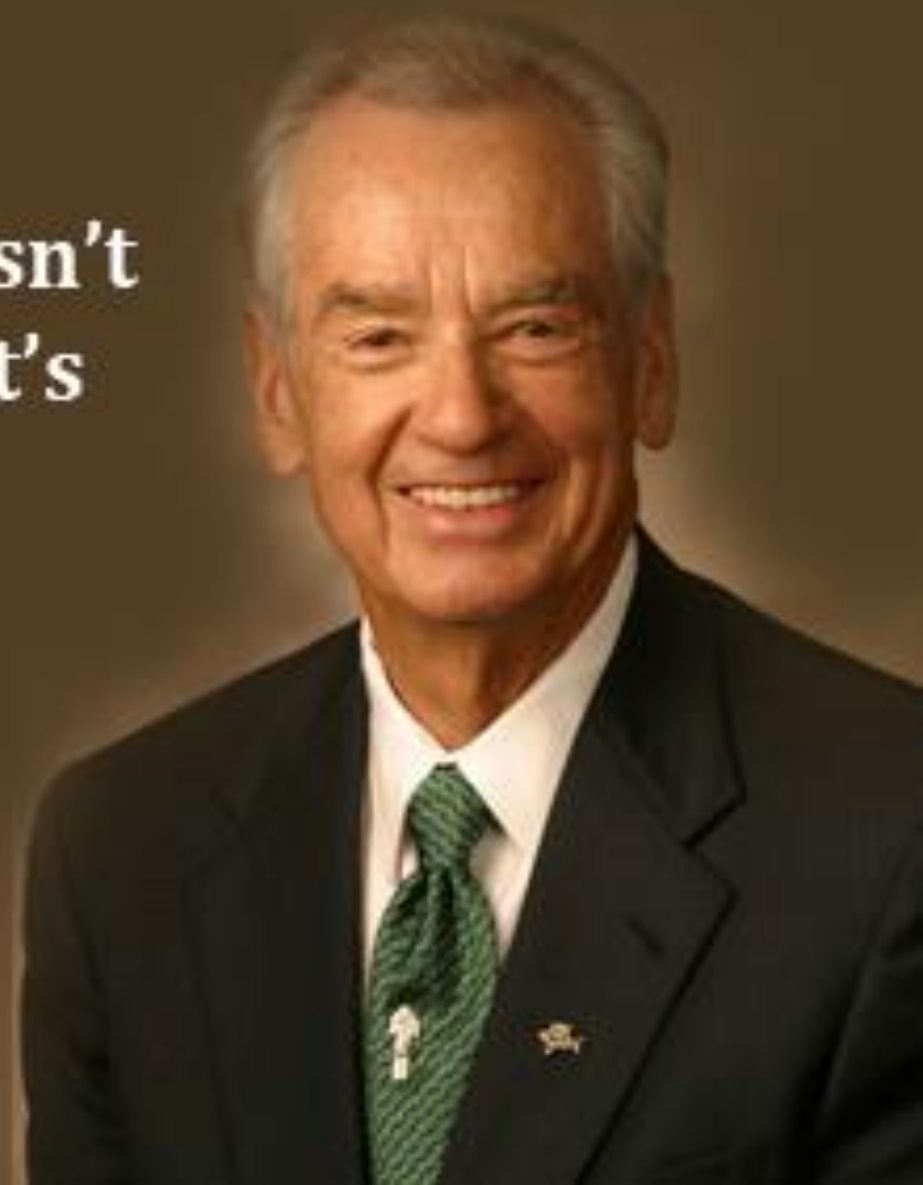
SUMMARY – (1)

▶ Extrinsic motivation and intrinsic motivation are both important ways of driving positive behavior. To comprehend how these can be best utilized, it is important to understand some of the key differences between the two types of motivation including the overall impact that each can have on behavior.

▶ Your responsibility as a laboratory leader is to develop your team so that it can take on more and more of your own responsibility. A mature team should be virtually self-managing, leaving you free to concentrate on all the joint enhancing strategic aspects that you yourself need in order to keep motivated and developing.

"Under new business: Peterson, at Hammond Point Beach, reports that a person in the water is flailing about and calling for help. Peterson wants to know what action, if any, he should take."

SUMMARY – (2)

▶ Although there is not a single, magical solution for motivating individuals, careful consideration of each of these motivation theories and how they might be applied to build and shape a highly motivated organization will most certainly result in benefits and rewards to all.

▶ A positive work climate leads to and sustains employee motivation, high performance, and better results in the clinical laboratory. Good leadership and management practices contribute to a positive work group climate.

▶ The methods for leading help you guide staff in group decision making and foster commitment.

Whatever you do,
do well,
and may success
attend your efforts.

Self-Assessment – (1)

▶ **What is the 'primary aim' of your laboratory/department or organization?**
How clear are you about your laboratory/department or organization's principles, priorities and mission.

▶ **What obstacles or challenges stop you performing to best effect?**

▶ **What really motivates you and/or your staff?**
Are you motivated by financial rewards, status, praise and acknowledgment, competition, job security, public recognition, fear, perfectionism, results, etc.

▶ **What makes you feel empowered?**

▶ **Are there any recent changes in your laboratory/department or organization that might have affected your motivation?**
If your laboratory/department or organization has made redundancies, imposed a recruitment freeze or lost a number of key employees this will have an effect on motivation.

Self-Assessment – (2)

▶ **As a leader, did you explore what motivates your staff and why they are motivated?**

▶ **What are the patterns of motivation in your laboratory/department or organization?**
Who is most motivated and why?

What lessons can you learn from patches of high and low motivation in your laboratory/department or organization ?

▶ **Are employee goals and laboratory/department or organization's goals aligned?**
You may find employees are highly motivated but about the "wrong" priorities.

▶ **How do you feel about your laboratory/department or organization?**
Do you feel safe, loyal, valued and taken care of? Or do you feel taken advantage of, dispensable and invisible?

What would improve your loyalty and commitment?

▶ **Do you have an appraisal process in place in your laboratory/department or organization?**

Self-Assessment – (3)

▶ **How involved are you in laboratory/department or organization development?**
Do you feel listened to and heard?

Are you consulted? And, if you are consulted, are your opinions taken seriously?

Are there regular opportunities for you to give feedback?

▶ **Is your laboratory or organization 's internal image consistent with its external one?**
Your laboratory or organization may present itself to the world as "a nationwide leader in innovative laboratory research and development", "a global reference laboratory" or the "best clinical laboratory service". You would have been influenced, and your expectations set to this image when you joined this organization. If you do not mirror this image within your organization in the way you treat employees you may notice motivation problems.

Find out what the disparity is between the employees image of the organization from the outside and from the inside.

TASK

The Motivational Pie Chart Activity

(Modified from idea by Jennifer Dulski, at change.org)
The best way to keep people happy at work is to start directly asking

all the people on your team to share what motivates them.

To do so effectively, you can use this tool.

Source: http://greatresultsteambuilding.net/

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FURTHER READINGS

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- http://www.businessballs.com/employeemotivation.htm

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- http://www.authorstream.com/Presentation/gihanaboueleish-1377067-leadership-motivation-new-horizons/

- More about Extrinsic Motivation From the book: "The Motivated Brain" – written by Helle Bundgaard, Founder, Motivation Factor and Jefferson Roy, neuroscientist, The Picower Institute for Learning and Memory at MIT.

- Gagne M. A Model of Knowledge-Sharing Motivation. Human Resource Management, July–August 2009, Vol. 48, No. 4, Pp. 571–589. © 2009 Wiley Periodicals, Inc. Published online in Wiley InterScience (www.interscience.wiley.com).

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- http://www.businessnewsdaily.com/7932-create-better-work-environment.html#sthash.3NXWM5qV.dpuf

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