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Motivating and Leading Today's Workforce

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MOTIVATING AND LEADING TODAY'S WORKFORCE

This thesis will focus on the study of motivation factors used by American companies to reach their two most important goals - goals which are one, to grow and expand by increasing profits and two, to stay in business.

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Companies must begin to think long term if they are to meet their goals. Downsizing and restructuring are resulting in poor employee morale, and reduction of quality in products and services.

Competitive businesses realize that An Abstract Presented to the Faculty of the Graduate School of Lindendwood College in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

the best employees will work for them

ABSTRACT

This thesis will focus on the study of motivation tactics used by American companies in reaching their two most important goals - goals which are one, to grow and expand by increasing profits and two, to stay in business.

Organizations are finding that they cannot survive and prosper merely by laying off employees and restructuring. Events are unraveling at a dramatic pace, and businesses are no longer able to compete globally.

Companies must begin to think long term if they are to meet their goals. Downsizing and restructuring are resulting in poor employee morale, and reduction of quality in products and services. Competitive businesses realize that their customers are searching for the highest quality products at the best price. Similarly, the best employees will seek a work environment

that offers security. Organizations must discard management methods and approaches that do not fit with rapid change and adapt practices that help make the organization and its employees winners.

This study will (1) investigate the theories and methods that have been used successfully and (2) provide a manual to assist managers to utilize the companies human resources, while establishing adequate controls to organizations so that management can be confident that the motivators being used to inspire innovation and creativity are not exposing the business to excessive risks or inviting behavior that could damage the organizations integrity.

COMMITTEE IN CHARGE OF CANDIDACY:

MOTIVATING AND LEADING
TODAY'S WORKFORCE

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An Culminating Project Presented to the Faculty of
the Graduate School of Lindendwood College in
Partial Fulfillment of the Requirements for the
Degree of Master of Business Administration

1997

COMMITTEE IN CHARGE OF CANDIDACY:

To my loving husband, Robert
Associate Professor Daniel W. Kemper,
and daughter, Chairperson and Advisor

support and patience during
Adjunct Assistant Professor Lisa Boling

Adjunct Assistant Professor Jan R. Kniffen

DEDICATION

To my loving husband, Robert
and daughter, Tonya for their
support and patiences during
this project.

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They are separated by their markets. The marketplace of external customers is demanding that companies produce high quality products and services at a reasonable price, and the marketplace of internal customers is insisting on reasonable pay growth and security.

Global competition, deregulation, and information and telecommunications technology are driving changes in the roles and roles of the game. Even companies that report healthy profits are struggling to stay profitable.

Chapter I

INTRODUCTION

Organizations are born, grow, flourish, weaken, and ultimately pass on. Few last unendingly; none remain unchanged. The adaptive prosper; the rigid disappear (Cribbon 48).

Competition is keener than ever and organizations must continuously re-evaluate how they are operating their businesses. The marketplace or external customer is demanding that companies produce high quality products and services at a reasonable price, and the employees or internal customer is insisting on reasonable job growth and security.

Global competition, deregulation, and information and telecommunications technology are driving changes in the rules and roles of the game. Even company's that report healthy profits are concurrently announcing pending

layoffs and downsizing, which affect both production, quality and employee morale.

Realizing that the "American Way" includes the maximization of employee efficiency and profits, there is a disturbing trend which dramatically and adversely affect what employers and employees use to call loyalty. Although a short term increase in profitability might result from a reduction in employee numbers, the long-term risks to human productivity, the corporate image, and profits resulting from the effect of corporate America's reengineering, downsizing, or rightsizing administrative functions are extremely high (Glaberson 28).

If American companies want to be competitive, employees must be committed to company goals. To elicit this dedication requires corporate concern for the individual, recognition of his or her dignity as a human being and reasonable job security with an opportunity for personal growth and development. Employees must

not only work hard, but care about cutting costs and satisfying customers. This new work relationship requires sharing knowledge and continual learning. American companies must discard old management methods and approaches that do not fit with rapid change and adopt practices that help make the organization and its employees winners.

John D. Rockefeller once commented that he would pay more for the ability to handle people than for any other executive talent (Cribbon 93). Managing will require the creation and maintenance of an environment in which individuals work together in groups towards the accomplishment of common objectives. The new manager must acknowledge that in today's workplace:

1. People think - they desire to be self managers.
2. People are no longer meek - they demand respect.

3. People are self-interested - they ask what's in it for me.
4. People expect to be heard - they voice the ideas and opinions.
5. People are more expensive than ever - higher salaries and fringe benefits.
6. People have great potential - less than ten percent are working up to their capacity(96).

Leadership is a managerial function defined as the process of influencing people so that they will contribute to organization and group goals. Leadership skills involve (1) the ability to use power effectively and in a responsible manner, (2) the ability to comprehend that human beings have different motivation forces at different times and in different situations, (3) the ability to inspire, and (4) the ability to act in a manner that will develop a climate conducive to responding to and arousing

motivation (Zelevnik 48).

Motivation

The topic of motivation at work has received considerable and sustained attention in recent years among both practicing managers and organizational researchers. Management is realizing that while productivity, quality and customer satisfaction is important, the internal customer or the employee is just as important.

Louis A. Allen, who has made a significant contribution to the profession by working out a "Common Vocabulary of Professional Management", defines motivation as "The work a manager performs to inspire, encourage, and impel other people to take required action" (Louis 19). Many organizations today define motivation as "the process of replacing Individual Goals with Group Objectives" (Buchholz 37).

Motivation consists of identifying or supplying an objective. It consists of

establishing a reason for performing an act or undertaking an assignment. Like any destination/objective/goal it does not guarantee that the employee will ever actually reach it. It does, however, most certainly increase the probability that the employee will be reached.

Motivation is a continuous variable. It is a "thing" which defines exact measurement. On this basis alone, the question "How can I motivate people?" is meaningless. Everyone is motivated. The real question becomes "How can I assure that a person is "motivated" toward the desired objective. There have been many studies and theory focusing on this exact question (Cotton 56).

Motivational Theory

One of the most practical theories of motivation -- a theory which, unlike most others, is based on the study of "normal" (rather than

"sick") people -- is Maslow's "Hierarchy of Human Needs". Dr. Abraham Maslow, a psychologist at Brandeis University, developed what has generally been accepted as being an almost universal progression of human needs. Starting with the physiological needs, food, clothing and shelter; and progressing upward through security needs, social needs and self-esteem needs to the highest level of self-actualization (Maslow 9).

Another theorist concerned primarily with basic needs was Robert Owens. He compared people to machines of a factory. Owen stated that if management would devote as much attention to its people as it did its machinery -- production and quality would improve (Nisbet 33).

In the 1950's David McClelland conducted several experiments that lead him to believe that people are motivated by power, by achievement and by affiliation. All three of these drives are of particular relevance to management, since all must be recognized to make an organized

enterprise work well(36).

Last but not least is Douglas McGregor's Theory X and Theory Y. Theory X and Theory Y are two sets of assumptions about the nature of people. McGregor chose these terms because he wanted neutral terminology without any connotation of being "good" or "bad". Theory X symbolizes that people will do anything to get out of work and Theory Y represent the position that people have a natural desire to achieve goals and will work hard(McGreger 18).

Motivators

While motivation reflects wants, motivators are the identified rewards or incentives, that sharpen the drive to satisfy these wants.

1. Money
2. Competition
3. Fear
4. Advancement
5. Empowerment
6. Team work
7. Quality of Working life
8. Job enrichment
9. Job satisfaction
10. Title
11. Participation

12. Job Security
13. Positive Reinforcement

The list of motivators can be endless, since there is no one solution to getting and keeping employees motivated. The one key point to remember is that everyone is different and it is through communication that managers can determine which motivators will work best on each individual.

Controls

With management focusing on new and innovative ways to stimulate employee participation, organizations must take steps to protect themselves from excessive risks that can damage reputations, cause fines, and business losses. These steps include establishing:

1. Diagnostic Controls - to help managers track the progress of individuals, departments and strategic goals.
2. Belief Systems - redefining and

communicating the organizations
mission statement.

3. Boundary Systems - the
organizations brakes.

4. Interactive Control Systems -
formal information systems that
managers use to involve
themselves regularly and
personally in the decision of
subordinates (Simon 86).

Effective managers empower their
organizations because they believe in the
potential of people to innovate and add value.
As organizations become more complex, managers
will inevitably deal with increasing opportunity
and competitive forces and decreasing time and
attention.

Summary

Motivation provides the energy that drive

the efforts towards completion. Without motivation, performance will be lackluster. There is no one solution to the problems of getting and keeping employees motivated. Every company is different, every group of employees is different, and each individual is different from the other. The key to the solution lies in communicating. The long term benefit to the company that masters the skills of its most valuable resource, its employees, will go the spoils of victory, for they will stand as leaders in the marketplace.

Statement of Purpose:

The purpose of this study is to (1) investigate the theories and methods that have been used successfully in the past and (2) provide a manual to assist managers to utilize the companies human resources, while establishing adequate controls to organizations so that management can be confident that the motivators

Chapter II
LITERATURE REVIEW

being used to inspire innovation and creativity are not exposing the business to excessive risks or inviting behavior that could damage the organizations integrity.

part, upon the perfection of the technical processes and equipment employed by it. Of at least equal importance in a company's success is the full utilization of its human resources. Of particular significance in this connection is the coordination of effort on the part of all employed in the organization. --

the narrow staff to the chief executive --

to accomplish the purposes of the business enterprise.

William Hayward and George Johnson, the authors of *The Story of Man's Work*, point out that there is one principle that has held good among workers ever since the day, far back when savage men sat in caves, when for the first time two of them joined efforts to move a stone that was too heavy for one to lift. It is the principle

Chapter II

LITERATURE REVIEW

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William Hayward and George Johnson, the authors of The Story of Man's Work, point out that there is one principle that has held good among workers ever since the day, far back when savage men still dwelt in caves, when for the first time two of them joined efforts to move a stone that was too heavy for one to lift. It is the principle

that the work of the world goes forward most easily and swiftly when, and only when, all hands cooperate earnestly and willingly (22).

The recent trend of downsizing organizations and the mergers of enterprises have had a traumatic effect on today's workforce. This restructuring has resulted in job insecurity, poor employee morale and reduction of quality in products and services.

One of the questions asked frequently by managers is "How do I become a better leader and motivator?" To answer this question one must have an understanding of motivational theory, leadership styles and measuring tools.

Theories of Motivation

In studying what motivates people in the work place, the first lesson is that people are complex and multifaceted. No one management theory or motivational theory will have the diversity to

address all the behavioral complexities of today's work force.

In 1954, Abraham Maslow published Motivation & Personality. In this book, he describes a theory based on the assumption that people exert effort to satisfy their needs and that once these needs are satisfied, they are no longer motivated toward further effort. The key, of course, is related to timing. Maslow suggests that there is a hierarchy of human needs and that once a lower level need is satisfied, the individual can only be motivated by a desire to satisfy the next level of need in the hierarchy (Maslow 19). Maslow's needs hierarchy is follows:

1. Physiological needs.
2. Safety needs
3. Belonging and Social Activity needs
4. Esteem and Status needs
5. Self-actualization, self-fulfillment, and self-realization need. (24)

Some conclusion's become apparent from an analysis of Maslow's need hierarchy. Needs have a

priority to the individual; once needs on one level are at least partially satisfied, he seeks fulfillment on the next level. The two lower levels of needs are more or less universal, but their satisfaction may have different intensities with each person.

The lower level needs are largely fulfilled by economic efforts. The individual works for enough money to exchange for the food, clothing, and shelter he believes necessary. As he becomes motivated by higher level needs, social effort and behavior become entwined with economic efforts.

Maslow's needs approach has been considerably modified by Frederick Herzberg in his book, The Motivation to Work. Herzberg's research purports to find a two-factor theory of motivation (Herzberg 10). In one group of needs are such things as company policy and administration, supervision, working conditions, interpersonal relations, salary, status, job security, and

personal life. These were found by Herzberg to be only dissatisfiers and not motivators (19). In other words, if they exist in a work environment in high quantity and quality, they yield no dissatisfaction. Their existence does not motivate in sense of yielding satisfaction; their lack of existence would, however, result in dissatisfaction. Herzberg called them maintenance, hygiene, or job context factors (22).

In the second group, Herzberg listed certain satisfiers -- and therefore motivators -- all related to job content. They include achievement, recognition, challenging work, advancement, and growth in the job. Their existence will yield feelings of satisfaction or not satisfaction (not dissatisfaction) (26).

Adding to the important theories in this field Victor Vroom in his book Work and Motivation, developed the expectancy theory of motivation (Vroom 14). Enlarging on the concepts of Maslow and Herzberg, he interprets motivation as a

process in which behavior is conducive to the attainment of "outcomes." Vroom's theory may be stated as

$$\text{Force} = \text{Valence} \times \text{Expectancy}$$

Where force is the strength of a person's motivation; valence is the strength of an individual's preference for an outcome and expectancy is the probability that a particular action will lead to a desired outcome (21).

An example might be an employee who desires a promotion to a position as a computer programmer.

The conditions for achieving this outcome are excellent present job performance and voluntary evening education in computer technology. The strength of his desire (valence) to achieve the goal of being a computer programmer is based on his behavior (expectancy) toward attaining the goal. If he feels strongly about the ultimate outcome, he will perform very well on his present job and take the necessary evening courses to achieve his goal of promotion to computer

programmer. The first-level outcomes (success on the job and in education) are, in a sense, means towards the end, the second-level outcome (promotion).

An important factor in motivation is whether individuals perceive the reward structure as being fair. One way of addressing this issue is through equity theory, which refers to an individual's subjective judgments about the fairness of the reward received, in comparison with the regards of others. J. Stacy Adams has received a great deal of credit for the formulation of the equity theory outlined in Toward an Understanding of Inequity (Adams 422).

$$\frac{\text{Outcome by a person}}{\text{Inputs by a person}} = \frac{\text{Outcomes by another person}}{\text{Inputs by another person}}$$

There should be a balance of the outcomes/inputs relationship for one person in comparison with that for another person.

2. If people feel that they are inequitably rewarded, they may be dissatisfied, reduce the quantity or quality of output, or leave the organization. If people think the rewards are greater than what is considered equitable, they may work harder (424).

3. David C. McClelland has contributed to the understanding of motivation by identifying three types of basic motivating needs. In his book, Power is the Great Motivator he classifies them as the need for power, need for affiliation and need for achievement (McClelland 100). Considerable research has been done on methods of testing people with respect to these three types of needs.

1. Need for Power

McClelland found that people with a high need for power have a great concern for exercising influence and control. Such individuals generally are seeking positions of leadership; they are frequently good conversationalists, though often argumentative; they are forceful, outspoken, hardheaded, and demanding; and they enjoy teaching and public speaking (103).

2. Need for Affiliation.

People with high need for affiliation usually derive pleasure from being loved and tend to avoid the pain of being rejected by a social group. As individuals, they are likely to be concerned with maintaining pleasant social relationships, to enjoy a sense of intimacy and understanding, to be ready to console and help others in trouble, and to enjoy friendly interactions with others (105).

3. Need for Achievement.

People with a high need for achievement have an intense desire for success and an equally intense fear of failure. They want to be challenged, and they set moderately difficult (but not impossible) goals for themselves. They take a realistic approach to risk; they are not likely to be gamblers but, rather, prefer to analyze and assess problems, assume personal responsibility for getting a job done, and like specific and prompt feedback on how they are doing. They tend to be restless, like to work long hours, do not worry unduly about failure if it does occur, and tend to like to run their own shows (107).

McClelland found patterns of achievement motivation clearest in people in small companies, with the president normally having very high achievement motivation. In large companies, he found chief executives to be only average in achievement motivation and often stronger in

drives for power and affiliation. Managers in the upper-middle level of management in such companies rated higher than their president in achievement motivation (111).

No discussion of motivation would be complete without consideration of the work for Douglas McGregor. Believing that any managerial act rests on some theoretical assumption, the way in which a manager implements these theoretical assumptions is the key to the development of sound human relationships in the workplace.

In his book The Human Side of Enterprise, McGregor was concerned with the superficiality of human relations approaches. A manager's attitudes loom large in the implementation of any human relations program in the workplace, and McGregor felt that even though a manager might be aware of human relations concepts he more frequently was dominated by traditional autocratic concepts in his practice of management (23). He characterized

this traditional view of direction and control as "Theory X" and described it as follows:

1. The average human being has a inherent dislike of work and will avoid it when he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all (26-28).

In contrast to the Theory X approach to management, McGregor felt that many modifications in the utilization of human beings in the workplace had occurred over the years. Many managers were deeply concerned with the human equation in their organizations, and this was evidenced by the great number of personnel policies and procedures, and fringed benefits program being developed and implemented. Nevertheless, McGregor believed that many of these developments had been accomplished without changes

and creativity in the solution of
in the traditional theories of management. The
narrowly distributed in the population
work going on in the study of human behavior by
life, the intellectual potentialities of
social scientists gave McGregor the backdrop for a
partially utilized (35-41).
new set of assumptions about the management of
human beings (34). He called these "Theory Y" and
they are as follows:

1. The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike like work. Depending upon controllable conditions, work may be a source of satisfaction or a source of punishment.
2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will increase self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such regards can be direct products of effort directed towards organizational objectives.
4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, not inherent human characteristics.
5. The capacity to exercise a relatively high degree of imagination, ingenuity,

and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human beings are only partially utilized (35-41).

These assumptions involve sharply different implications of managerial strategy than do those of Theory X. They are dynamic rather than static.

They indicate the possibility of human growth and development; they stress the necessity for selective adaptation rather than for a single absolute of control.

Above all, the assumptions of Theory Y point out the fact that the limits on human collaboration in the organizational setting are not the limits of human nature, but of management's ingenuity in discovering how to realize the potential represented by its human resources. Theory X offers management an easy rationalization for ineffective organizational performance: It is due to the nature of the human

resources with which managers must work. Theory Y, on the other hand, places the problems squarely in the lap of management. If the employees are lazy, indifferent, unwilling to take responsibility, intransigent, uncreative, uncooperative, Theory Y implies that the causes lie in management's methods of organization and control(43).

Leading

In their book, Leaders, Warren Bennis and Burt Nanus made this distinction between managers and leaders: Managers do things right while leaders do the right things(12). The essence of leadership is found in a person's ability to move an organization successfully from state A to state B, that is, to a higher level of performance(17).

Bennis and Burt describe leadership as:

"Leadership is what gives an organization its vision and its ability to translate vision into reality(20)." Effective leaders understand the

nature of power and how to use it. For one thing, they know that power is found in relationships, in connections, and associations between and among people. They also know that power is based on both formal relationships and informal relationships, that is, on what is given them by their formal position in the organization, as well as on what they are blessed with in terms of charisma and persuasiveness(27).

In his seminal book, Leadership, James MacGregor Burns makes a clear distinction between two types of leadership: transactional leadership and transforming leaders(31).

According to Burns, the more common type of leadership transactional: Leaders approach followers with an eye to exchanging one thing for another(34).

Numerous examples of transactional leaders can be found in organizations. Consider, for example, a typical approach to performance appraisal. The

supervisor informs his or her staff that their accomplishments with regard to their performance objectives will be documented in a written performance appraisal at the end of the review period. The results of these evaluations will determine, or at least greatly influence, the amount of their annual pay increase. The transaction taking place between the supervisor and the employee is: "If you perform well, I will reward you monetarily. If you do not perform well, I not reward you. In essences, I will reward you in proportion to your performance."

This approach represents the essential relations between the supervisor and the employee, it is indeed limited with regard to leadership effectiveness. It may achieve a modicum of performance, but it cannot be expected to produce outstanding performance.

Burns believes a better way is found in transforming leadership. Burns elucidates this second type of leadership as transforming. The

transforming leaders recognizes an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motive in followers, seeks to satisfy higher needs and engages the full person of the follower. The secret to transforming leadership is that people can be lifted in the their better selves(48).

Bernard Bass describes three ways in which the transforming leader motivates followers in his book, Leadership: Good, Better, Best:

1. By raising their level of consciousness;
2. By getting them to transcend their self-interests.
3. By raising their need level on Abraham Maslow's hierarchy. (28)

The transforming leader raises the level of consciousness by drawing attention to the far-reaching purposes of the efforts. The familiar story of the three stonecutters is an excellent illustration of this point. Behaviorally, all three stonecutters were doing the same thing, but their perception of what they were doing was quite

different. One was cutting stone; the second was trying to earn a decent wage; the third was building a cathedral.

Finally, the transforming leaders helps employees move up Abraham Maslow's hierarchy of needs by recognizing their needs as individuals and striving to help meet these needs(37).

During the course of conducting management seminars in different countries of the world, William Hitt had the opportunity to learn about cultural differences, and similarities in leadership. In his book, The Leader-Manager, he has asserted that there are common functions of leadership. In fact, he contends that the similarities are greater than the differences. Hitt's eight basic functions of leadership are:

1. Creating a Vision: constructing a crystal-clear mental picture of what the group should become and then transmitting this vision to the minds of others.
2. Developing a Team: developing a team of highly qualified people who are jointly responsible for achieving the group's goals.

3. Clarifying the Values: identifying the organizational values and communicating these values through words and actions.
4. Positioning: developing an effective strategy for moving the group from its present position toward the vision.
5. Communicating: achieving a common understanding with others by using all modes of communication effectively.
6. Empowering: motivating others by raising them to their "betters selves."
7. Coaching: helping others develop the skills needed for achieving excellent.
8. Measuring: identifying the critical success factors associated with the group's operations and gauging progress on the basis of these factors (36-57).

Hitt believes that the successful accomplishment of these eight functions will produce both short term and long term results for a manager.

Motivating

In The Human Side of Enterprise, Douglas McGregor stresses the importance of motivation:

Many managers would agree that the effectiveness of their organizations

would be at least doubled if they could discover how to tap the unrealized potential present in their human resources. (4)

What these managers are concerned about is human motivation. They are seeking ways to better motivate their people. They want to tap the "unrealized potential."

McGregor's message is echoed by Lee Iacocca:

I've always felt that a manager has achieved a great deal when he's able to motivate one other person. When it comes to making the place run, motivation is everything. You might be able to 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. (Iacocca 9)

Iacocca is accenting the multiplier effect.

Assume that a manager has five people reporting to him and that each of the five has five people reporting to him. If the manager inspires the first five reporting to him and they then inspire their five reporting to them, the manager could have a considerable impact on twenty-five people.

And so it goes throughout the entire organization.

In addressing the subject of motivation, a useful starting point is to consider the three fundamental questions posed by Daniel Katz and Robert Kahn in their book Motivational Patterns and Performance.

1. What are the types of behavior required for effective organizational functioning?
2. What different motivators are used and can be used to evoke the required behaviors in organizational settings?
3. What are the conditions for eliciting a given motivational pattern in an organizational setting?(17)

Katz and Hahn believe that with these three questions in mind, managers can positively motivate their people. They do however, state that depending on the type of leadership approach taken results will vary(31).

While motivation reflects wants, motivators are the identified rewards or incentives, that sharpen the drive to satisfy these wants. The continuous use of common incentives are indicators that early theories are still in use.

Money is one of the most popular incentive used in business today. Whether in the form of wages, piecework incentives, bonuses, stock options, company-paid insurance, or any of the other things that may be given to people for performance, money is important.

Economists and most managers have tended to place money high on the scale of motivators, while behavioral scientists tend to place it low. Managers must remember that some people are highly motivated--and some are not. Raises and promotions don't necessarily mean that the employee will become more of an asset to the company (Berstein 78).

Edward Deming, author of Out of the Crisis points out that, competition is another popular form of motivation managers use today (27). The theory behind pitting employees against one another is that humans by nature are competitive; it follows that competition in the workplace

naturally drives each employee to excel in their performance in order to "win".

According to Daniel A. Sauers and Ken Bass, in their article "Sustaining the Positive Effects of Goal Setting", under competitive conditions, goals of separate participants are so linked that there is a negative correlation among their goal attainment. While winning, or the thrill of victory can often be an incentive to motivate, an employee can become too concerned with personal successes rather than the ultimate success of the organization. Even the employees that do excel may actually be hurting the organization because they won't share their secrets of success with fellow employees for fear they will lose their own position in the ranks. Some employees may even sabotage their co-workers in order to "beat" them. Rather than employees working together towards a common goal, competing employees are working for individual success rather than the success of the organization(30).

Sauers points out that fear or insecurity-most often expressed in terms of steady work or steady wages-can also be used to motivate. However, the lack of job security plays havoc with people. The resultant worry interferes with learning a job and performing it. People who are insecure on the job will try to protect themselves in peculiar ways; they will resist changes, play it safe, pass the buck for responsibilities, refuse to take initiative, restrict production, and manufacture and pass along rumors(33).

Insecurity brought on by automation or threats of automation is reflected in featherbedding and conflicts over work standards (36).

The security that a manager can provide is the assurance that as long as the employees keeps on doing his job well, his position is safe except for circumstances outside the manager's control. The manager can build his subordinates' sense of security by letting them know what is expected of them and how they are doing, by training them,

making them more valuable, consulting with them, keeping them informed and being willing to listen to their problems.

George Odiorne describes advancement as a popular form of motivation in his article "When Money has Lost its Motivational Powers." He states that whether or not people take advantage of advancement opportunity, they like to feel that it is there. Ambitious, upward-striving people certainly need to see an opportunity to advance. They are willing to prepare themselves for higher level jobs and to make present sacrifices for future gains. They desire the money, the status, the challenge or the achievement that comes with advancement. Advancement is one of the incentives that drives them to put out extra effort, and they expect to get the advancement as recognition and reward for their efforts. Advancement, when it is received, is a spur to still higher efforts. If the advancement does not come, employees may lose

try to help his people advance their own goals

interest in the job, reduce their efforts, become embittered, or look elsewhere for a job(2).

When hiring people a manager should match employees ambitions to the opportunities in the department and in the company. If there are opportunities, the manager should develop his people for them.

Odiorne also claims that the desire for recognition-for praise, appreciation, importance, prestige, and esteem-- is a powerful drive in some people. The desire for distinction in the group can inspire a employee to undertake responsibility for a project and to put tremendous effort into making it a success. The desire for prestige-- when accompanied by the ability and energy to achieve it--can motivate a person to high performance(3).

Even if a person does not have a high drive for achievement, he still desires recognition and appreciation as an individual. The manager should try to help his people achieve their goals and

then see they get the credit for it. The manager's special problem in giving recognition is to do it in a way that does not arouse jealousy or ill will of the group.

Participation is another means of recognition. It appeals to the need for affiliation and acceptance. Above all, it gives people a sense of accomplishment. But encouraging participation should not mean that managers weaken their positions. Although they should encourage participation of subordinates on matters with which the latter can help, and although they listen carefully, on matters requiring their decisions they must decide themselves(3).

One of the most interesting approaches to motivation is the quality of working life (QWL) program, which is a systems approach to job design and promising development in the broad area of job enrichment and is described in detail in the article "Quality of Working Life" by R.J. Guest.

Managers regard QWL as a promising means of dealing with stagnating productivity (Guest 76).

In the development of QWL program, certain steps are normally undertaken. Usually, a labor-management steering committee is set up, ordinarily with a QWL specialist or staff, which is charged with finding ways of enhancing the dignity, attractiveness, and productivity of jobs through job enrichment and redesign. The participation of workers in the effort is thought to be very important, not only because of the exercise of industrial democracy, but also because of the great practical advantage it offers: People on a job are the ones who are best able to identify what would enrich the job for them and make it possible for them to be more productive(78).

Out of the deliberations of this committee, a number of changes may be suggested in the design of jobs and in the working environment. The recommendations of the committee may extend to

such matters as reorganization of the organization structure, means of improving communication, problems that may never have surfaced before and their solutions, changes in work arrangements through technical modifications such as the redesign of an assembly line, better quality control and other things that might improve organizations health and productivity (80).

The article "Job Content and Job Enrichment" written by Randall Dunham explains how job enrichment is related to Herzberg's theory of motivation, in which factors such as challenge, achievement recognition, and responsibility are seen as the real motivators. Job enrichment or job enlargement attempts to make a job more varied by removing the dullness associated with performing repetitive operations. It means enlarging the scope of the job by adding similar tasks without enhancing responsibility. In job enrichment, the attempt is to build into jobs a higher sense of challenge and achievement (193).

According to Mary Walton, author of The Deming Management Method, one of the biggest most positive risks an organization can take is to empower its employees (20). Employees need to feel as if they matter to an organization. The empowerment, however, must be a sincere one. Workers will stop offering opinions and ideas that are never used or responded to. Unfortunately, many supervisors, fool themselves into believing that they practice participatory management when they ask for suggestions, even though they fully intend to do whatever they wanted to initially. By sincerely empowering employees, management is enabling them to correct the problems, they run across daily in order to make their job easier, and subsequently improving the quality of the product or service (36).

Giving employees more power is enabling them to take more pride in their workmanship; it is acknowledging that they desire professionalism in

every level of the workplace; it admits that they, they individuals that perform the job on a daily basis, are the experts in their areas. Employees that regularly contribute ideas feel they have a vested interest in the success of the company, and they will work hard to make sure it succeeds(47).

To fully empower employees, management must accept a new organizational structure, a more "flattened out" chart with less of a hierarchy. When employees are appropriately empowered, they need less managing for they will manage themselves (45).

Management must also realize that time is needed to make the transition from conventional management to employee empowerment. In order to be successful, the change must be made slowly and more importantly, sincerely. False empowerment only insults the intelligence of workers.

Everyone knows that when a sports team wins a game, it's almost always due to a group effort and victories are seldom attributed to any single

player. Businesses coast to coast are now applying that philosophy to their workforce.

B.W. Miller author of "Team Building on a Deadline," claims that promoting teamwork means virtually eliminating competition among a group of employees. Employees who are committed to a team will make up for co-worker's weakness by focusing on their strengths (181).

One benefit of the team approach is the ability of companies to save money by reducing staff. Employees see a bigger picture when performing multiple functions. Everyone puts on more of a management hat and people have to prioritize and use management tools.

In his book The Leader-Manager, William Hitt lists twenty-one guidelines for effective motivation:

1. Provide good physical surroundings
2. Eliminate safety hazards
3. Prevent excessive stress
4. Promote good health.
5. Achieve a match between job demand and staff capabilities.
6. Let your people know what is expected of them.

7. Provide candid and timely feedback on performance.
8. Establish a rational compensation program.
9. Provide job security based on performance.
10. Involve your people in goal setting and planning.
11. Involve your people in team problem solving and decision making.
12. Involve your people in reviewing the unit's performance.
13. Treat each person with dignity and respect.
14. Show each person how their work contributes to worthwhile ends.
15. Promote self-management on the part of each of your people.
16. Ask for ideas and opinion.
17. Recognize individuals for good work.
18. Show a personal interest in the development of each of your people.
19. Provide effective on-the-job training and coaching.
20. Provide opportunities for formal education and training.
21. Provide career planning assistance (164-172).

Although this total set of guidelines is a "large order", implementing the guidelines will result in highly motivated employees and a more productive work unit.

Setting a New Direction- Creating a Vision

Although it is important for managers to understand motivational theory and be knowledgeable of the types of motivators available, one of the key roles a manager has is to set the direction or create a vision for the group or work unit.

Lawrence Appley, author of numerous management books and past president of the American Management Association, has often stressed the importance of vision in leadership. In his book, Management in Action, he highlights three important leadership qualities: (1) ability to attain a clear mental picture, (2) to create a mental picture above and beyond what others have attained, and (3) the capacity to transfer that to the minds of others (33).

Formulating a clear vision of a desired future may be the most important leadership function. Without a clear vision, employees might be

satisfied that they are doing things right, but they would not know if they were doing the right things. The ability to create a clear vision is the key attribute that separates managers from leaders(43).

In Managing for Excellence, David Bradford and Allen Cohen note that the ability to establish a operative vision - to bring it into being - requires two distinctly different tasks: (1) formulating an appropriate overarching goals and (2) to gain its acceptance by the members(63). Each task requires different sets of skills. The first task demands intuitive and analytic ability to sense what would excite subordinates, even though they themselves might not be able to; the second requires inspirational and selling ability(65). Common to both sets of skills is an ability to think beyond the daily routine, to see a greater vision that ties day-to-day activities to significant future goals.

In order to formulate a clear vision, two questions need to be addressed: (1) What is meant by a "vision"? and (2) "How does one go about creating a vision?" (66)

With regard to the first question, Bennis and Nanus elucidate the nature of a vision: To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. This image, is the vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists (Bennis 89).

With regard to the second question, a vision is developed through a systematic process. This process consists of eight steps:

1. Study the mission, goals, and strategic plans of the larger organization.
2. Analyze your organizational unit.
3. Draft a preliminary statement of vision.
4. Review the draft with others.

5. Revise the preliminary statement of vision as appropriate.
6. Incorporate the vision in the unit's plans and systems.
7. Measure progress of the unit in the light of the vision.
8. Periodically evaluate the vision for possible modifications(117).

Carrying out this process requires some special skills on the part of the manager: (1) the ability to ask good questions, and (2) the ability to listen.

A clear vision aids in directing and leading an organization by communicating and motivating by answering questions such as: Where are we going? How do we plan to get there? What role do you expect me to play? How will my job change? By having an employees focus on a clear vision their jobs are given meaning instead of simply looked at as earning a living.

Developing a Team

In his book titled Team Building. William Dryer makes special note of the changing role of the manager:

The role of the manager has changed significantly in many organizations. The strong manager capable of almost single-handedly turning around an organization or department, while still a folk hero in the eyes of many, has given way to the recent demands of increasingly complex systems for managers who are able to pull together people of diverse backgrounds, personalities, training, and experience and weld them into an effective working group. (21)

The changing role of the manager is from the Long Ranger paradigm to that of the team builder.

Because of increasingly complex situations, individual managers are no longer able to carry out the management functions on a solo basis. They must involve others in directing, leading, motivating, evaluating and controlling(37)).

Dyer presents his definition of a team as:

Teams are collections of people who must rely on group collaboration if each member is to experience the optimum of success and goal achievement. It is obvious that in order to score touchdowns a football team has to play together. It should be just as obvious that a work unit or management group must also work together to ensure success. (51)

The key point here is that teams are collections of people who must rely on group collaboration if each member is to experience the optimum of success and goal achievement.

Building a productive team is no small task. To take an assemblage of diverse personalities and build them into a collaborative team is a challenge of the highest order. Such an effort is certain to encounter obstacles and frustrations along the way. But is also is likely to encounter some pleasurable moments. The important thing is always to keep in mind a vision of the productive team and not be overwhelmed by the obstacles and frustrations(56).

The following is a listing of ten guidelines to building a productive team:

1. Decide on the type of team. Do the employees operate independently such as salespeople with territories or do the employees coordinate themselves with the managers as a catalyst which could be found in project teams situations.
2. Communicate your vision.
3. Communicate your philosophy of management.

4. Communicate your positions on key issues.
5. Involve team members in setting unit objectives.
6. Involve team members in developing strategies.
7. Involve team members in solving problems.
8. Involve team members in key decisions.
9. Involve team members in reviewing progress and deciding upon corrective actions.
10. Involve team members in a team-building program. (62)

These ten guidelines can be applied by any manager who desires to be an effective team

leader. Effect team leadership will have a positive effect on (1) communication, (2) use of human resources, (3) creativity, (4) leadership development, and (5) job satisfaction.

Controls

A fundamental problems facing management in the 1990s is how to exercise adequate control in organizations that demand flexibility, innovation and creativity. Competitive business with

demanding and informed customers must rely on employees initiative to seek out opportunities and response to customers needs, but pursuing some opportunities can expose businesses to excessive risk or invite behavior that can damage a company's integrity.

Several management control failures have made headlines in the last several years such as Sears Roebuck and Company admitting that it recommended unnecessary repairs to customers in its automobile service business.

Robert Simon, author of Control Levers explains that when employees break existing control mechanism and jeopardize the franchise of the business, the cost to the company is enormous-- in damaged reputations, fines, business losses, and missed opportunities(27).

Managers must encourage employees to initiate process improvement and new ways of responding to customer's needs--but in a controlled way. Simon points out four important tools available to

reconcile the conflict between creativity and control.

1. Diagnostic Control Systems.

Diagnostic control systems work like the instrument panel of a race car, enabling a driver to check for signs of abnormal functioning and to keep performance variable within preset limits. Businesses have come to rely on diagnostic control systems to help managers track the progress of individuals, departments, or production facilities toward strategically important goals. Managers use these systems to monitor goals and profitability, and to measure progress towards targets such as revenue growth and market share (26).

2. Belief Systems.

Companies use belief systems to express the values and direction that senior managers want their employees to embrace. Managers who use their mission statements or credos as part of a system to guide patterns of acceptable behavior have discovered a powerful lever of control without a formal belief system, employees often do not have a clear and consistent understanding of the core values of the business and their place within the business. Effective managers seek to motivate people throughout their organizations by actively communicating core values and missions (34).

3. Boundary Systems.

Boundary systems are based on simple management principles called the "power of negative thinking." Unlike diagnostic control systems and belief systems, boundary systems are stated in negative terms or as minimum standards. They are an organizations brakes.

An example: If you want an employee to be creative, a manager should tell them what not to do rather than telling them what to do. The reason why is telling people what to do, discourages initiative and creativity.

Telling them what not to do allows innovations, but within clearly defined limits. People are inventive, and when presented with new opportunity or challenging situations, they often search for ways to create value or overcome obstacles. But empowerment - fueled by inspiration and performance rewards -- should never be interpreted as giving subordinates a blank check to do whatever they please (49).

4. Interactive Control Systems.

Interactive control systems are formal information systems that managers use to involve themselves regularly and personally in the decision of subordinates and focus others in the organization on strategic issues. Because interactive systems are designed to gather information that might challenge visions of the future, they are hot buttons for senior managers. (68)

These four levels of control set in motion powerful forces that reinforce one another. As organizations become more complex, managers will inevitably deal with increase opportunity and competitive forces and decreasing time and attention. By using control levers effectively, managers can be confident that the benefits of

innovation and creativity are not achieved at the expense of control.

Current Practices

The road to effectively leading and motivating employees takes many turns, with some delays and setbacks along the way. No one can afford to merely let things happen. Most companies are realizing that the nation's workforce is undergoing major transformation. Employees are more educated, more knowledgeable and more demanding about their work environment. They are also less loyal, more mobile and perhaps more inclined to change jobs. The following are examples of programs being implemented by companies to assist managers in leading and motivating the workforce.

Silicon Graphics

Business as usual is anything but usual at Silicon Graphic Inc. a \$4.5 billion computer maker that specializes in 3-D graphic workstations.

This organization uses several different approaches to motivate without increasing pay or promoting. According to Ken Coleman, the senior vice president of administration the company's "Off the Wall Award" is used to reinforce what's really important to the company business: "It's OK to be wacky and different, because the only real strategic weapon a company has that can't be copied by the competition is their people." (Austin 17)

Coleman's award also accomplishes another important goal: It sends a strong, positive--even inspirational-- message of recognition and appreciation to his staff without changing anyone's title or spending a dime.

Silicon Graphics also uses the team approach to motivate. Management believes that if people are constantly second-guessed by management then a job becomes just a job rather than a passionate commitment. To keep this from happening managers organize employees into project teams and let them

loose. If the teams ideas start to dry up or founder it is the managers role to jump in and get them on course. Managers may intervene, but they do not mindlessly invoke the power of their position to solve problems. Successful Silicon managers get respect because they have reputations as honest straight talkers who know how to listen to ideas(28).

DynaCorp

Today, a good company must provide an attractive working environment in addition to competitive pay and benefits. It must create a workplace that bonds it's employees to the enterprise and commits them to achieving its objectives. At DynaCorp, that bond is employee ownership(Banister 46).

Employee ownership breaks down the barriers between management and employees. It turns the attitudes of "we-they" into the "us". Employee ownership also adds a competitive advantage. It gives employees a compelling reason to focus on

service, efficiency, cost control and accountability.

The biggest challenge to employee ownership is not administrative, financial, or legal, it is the cultural shift. Employees and employee-owners are different entities; management must step up to the difference. Employee-owners want information, they ask hard questions and expect intelligent answers. They want to understand and be a part of how the company runs.

If management wants to use employee ownership effectively, then it must make it convenient and attractive for employees to become involved. At DynaCorp, this is done through a quality improvement program which includes teamwork, empowering employees within their positions and establishing a vision/mission statement for the employee-owner to work towards(47).

Kodak

Eastman Kodak Corporation is a hierarchy laden 110 year old corporation that has seen its market

share in the film and photographic paper business shrink ten percent over the past five years, largely as a result of price undercutting by competition. Seeking rejuvenation, the company brought in a new president, Mr. George Fisher. Fisher has argued that cost-cutting - axing jobs, promotions and raises - may help the company in the short run, but it won't make a great, globally competitive organization. According to Fisher new tools are need to keep employees energized, fulfilled and productive. Fisher says: "You make sure people are empowered and have the tools, training, and education to get the job done, and then you get out of their way." (Austin 18)

Kodak managers believe that the teams that were setup within the organization has resulted in innovation and animated product development by a highly motivated staff-something every company will need a lot of in order to stay competitive.

Honeywell Information Systems

One problem many companies suffer from is their unwillingness to change. This was also the problem at Honeywell. Honeywell needed to focus on quality due to increasing competition and the answer to the problem was to get the employees involved. They believed the answer to their problems was getting the employees involved through teamwork (Walton 173).

Teamwork was so foreign to the company that at first, simple ground rules had to be practiced, such as not interrupting when someone had the floor and simply making a point rather than arguing it out with someone.

Teamwork allowed the barrier between departments to be broken down. Departments began to openly communicate with one another.

Teamwork was also reinforced through recognition. Rather than recognizing individuals, and perhaps leaving a key worker out, the company now awards teams.

Honeywell also revamped their appraisal system. The appraisal system now relates to the companies financial standing, thus reflecting on the total performance of the company, and reinforcing the "we're all in it together" attitude (Walton 175).

Management also strives to eliminate fear by putting a halt to yearly layoffs. Rather than laying permanent workers off during slow times, the company now hires temporary help during extremely busy times.

Since its changes, Honeywell has experienced greater customer satisfaction, and higher quality products that required fifty percent less inspection (Walton 1773).

Intel Corporation

Intel Corporation of Santa Clara, California, gives all its employees posters for their offices that detail the company's strategic objective, mission and values. It also holds quarterly business-update meetings that let everyone know

where the company is and its plans for the next six to eighteen months.

Just as important, Intel stresses to employees that they "own" problems that occur. Kirby Dyess, Intel's vice president of human resources states that "When you see a problem, you own it and do something about it." At Intel problem solving is done relentlessly without regard to hierarchy (Verespej 18).

Intel believes that developing a leadership vision and strategy that involves workers is fundamental to achieving change. They do, however, stress to their management to know when to lead and when to delegate. They believe a Leaders/Managers must remain active, set goals, and identify the best people in an organization to undertake projects, then monitor the progress that has been made against the goals" (19).

According to Intel management "Empowerment means letting go and taking control when you see

something going wrong. CEO's who thrive in this paradox and tap people power will succeed" (19).

Therefore, a manual addressing the issues of
Conclusion
motivating and leading employees would be most

As organizations become more complex managers will inevitably deal with increasing opportunity and competitive forces and decreasing time and attention.

The long term benefit to the company that invests in its most valuable resources, its workforce, is a more efficiently run organization that will produce a higher quality product or service and possess the ability to meet all its goals.

The authors cited are only a few of thousands that have laid the groundwork for leading and motivating employees. It is important to remember that there is no one management or motivational theory that will have the diversity to address all the behavioral complexities of today's work force.

Finding the one that works best for management

and employees at a certain moment is the trick to becoming a successful leader and motivator.

Therefore, a manual addressing the issues of motivating and leading employees would be most advantageous to management in selecting a purpose of direction for the organization.

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Chapter III

METHODS AND EVALUATION

Materials:

This project was undertaken for the purpose of providing useful and practical information to management personnel on both past and present methods in motivating and leading employees. A manual (Appendix A) was written in booklet format in an attempt to assist managers to utilize the company's human resources, while establishing adequate controls that the motivators being used to inspire innovation and creativity are not exposing the business to excessive risks or inviting behavior that could damage the organizations integrity.

A review of existing literature on motivational theory and management methods, as well as current practices within organizations was performed. The determination was to provide a

summary of motivational practices, with the outcome resulting in suggestions on the most practical, cost-effective, methodology, while having the least detrimental effect on the employee.

The manual was distributed to evaluators for their assessment and comments.

Subjects:

The following evaluators were selected for their expertise in three primary areas;

1. Success in their chosen profession.
2. Academic achievements.
3. Observed methodology and management traits with workers subordinates.

Mrs. Berma Patrich, Counselor, Educational Opportunity Center, St. Louis, MO. has a BA in Psychology and Sociology from Southern Illinois University at Edwardsville, Illinois.

Patrich started with the Educational Opportunity Center in the research department and developed materials and manuals for career

educational counseling in 1974. She currently manages twenty-two subordinates located in three satellite offices throughout Illinois.

Patrich is known for her service abilities and is experienced in manual composition. Her opinions and expertise has been requested by State of Illinois officials on state hearings on several occasions.

Ms. Kathy Harbor, Claims Manager, Revlon, Oxford, North Carolina, has a BS in Business Administration from Southern Illinois University, Carbondale, Illinois.

Harbor with eight years experience in claims reconciliation was promoted from within the company to her present position eight years ago. Harbor manages a team of twelve claims specialist. Though Harbor is considered a "driver" by her subordinates, she is respected by her superiors. Harbor and Revlon's Credit Manager have recently completed a written revision of the "Credit and

Claims Policies and Procedures Manual" for the company.

Ms. Jean Daab, Head Nurse, Jefferson Barracks Hospital, St. Louis, MO has a BS in Nursing from Maryville University, St. Louis, Missouri.

Daab spent seven years in an emergency room setting demanding fast pace and accuracy from her staff. She currently manages eleven nurses and six nurses aids on a Drug Rehab ward. Daab often gives the appearance of being easy going, and concentrates on developing and explaining guidelines that comply with the needs of the major milestones dictated by a given program.

Instrument:

A cover letter and self designed questionnaire (Appendix B) intended to verify the scholastic integrity and the usefulness of the manual within a corporate setting was created. The questionnaire contained five questions addressing the issues of

communication, usefulness, organization, confidence and credibility. The questions required a "Yes" or "No" response and requested explanation or opinion for their responses.

Procedure:

The cover letter, manual, "Motivating and Leading Today's Workforce," questionnaire, and a self-addressed return envelope were mailed to the evaluators.

Evaluators were asked to read the manual and complete the questionnaire giving honest answers and opinions to each question.

Evaluators were then asked to return the cover letter and questionnaire in the self-addressed envelope.

The acceptability and usefulness of the manual were determined by the answers and comments of the evaluators.

CHAPTER IV

RESULTS

The results from the questionnaires, which were returned from the selected readers are as follows:

Question 1, dealing with the communication aspects of the manual, and representing 20% of the document's acceptability received affirmative responses from all of the readers. The following comments were given by the evaluators in answer to the question "How did the manual meet its intent of providing the reader with a broader perspective on employee motivation by management?"

The manual...

1. Stresses the fact that employees are the companies most valuable assets.
2. Lists interesting methods for improving employee motivation.
3. Examines motivation from the standpoint

of the organization, management and the employee.

4. Suggests to employees what not to do instead of what to do.
5. Provides examples of what companies are actually doing to motivate its employees.

Question 2 focused on the applicability and usefulness of the information. This question also received positive response from all readers and represents 20% of the documents success. Comments received as to the usefulness of the manual were:

1. The manual listed methods of motivation that have already been tried and proven to be effective.
2. The functions of leadership listed in the manual provide useful guidelines for management's review.
3. Setting controls - teaching and supporting honest business ethics is an extremely important job of management today.

Question 3 emphasizing the organization of the information and representing another 20% of the papers competency or reliability/validity received affirmative answers from all readers. The readers offered the following comments:

1. The sequence provides for quick reference and easy reading.
2. The manual is neat and precise, and examples are straight-forward and direct.
3. The manual often reminds the reader that communication is the key to motivating.

Question 4, was designed to be an indication of confidence, on the part of the readers, of the information presented and representing an additional 20% of credibility, received "yes" answers from all readers. The readers listed the following reasons for recommending the manual.

1. The manual condenses a world of research and information into a very manageable form.

2. The manual presents a refreshers course for the knowledgeable, yet useable by anyone.
3. The manual provides leadership guidelines, information on setting directions and interesting methods for improving motivation.

Question 5, dealt with the usefulness and creditability of the manual on a personal level and received affirmative responses from all the readers. Readers documented that they had learned:

1. The importance of setting directions for subordinates.
2. Options of rewarding employees other than money.
3. The importance of creating a vision and direction for their subordinates.

The following illustration represents the results of the evaluation by the selected readers

of "Motivating and Leading Today's Workforce."

<u>Question Number</u>	<u>Question Design</u>	<u>% of Manual's Acceptability</u>	<u>Score</u>
1	Communication	20%	20%
2	Usefulness	20%	20%
3	Organization	20%	20%
4	Confidence	20%	20%
5	Credibility	20%	20%
Total score for manual			100%

The suspicious answers and low bias level were received from the evaluators surpassed all of the writers expectations. It appears that this work is an appropriate instrument for use in recognizing the need for a more evolved work force of experienced managers, as well as providing needed assistance and instructions for the new manager.

Summary

The fundamental intentions of this project

CHAPTER V

DISCUSSION

The three questionnaires that were solicited from evaluators, outside the educational arena, were used to confirm not only the acceptability of the manual "Motivating and Leading Today's Workforce" as a useful instrument in the business scene, but also to validate the document as a successful academic achievement.

The auspicious answers and comments that were received from the evaluators surpassed all of the writers expectations. It appears that this work is an appropriate instrument for use in emphasizing the need for a more motivated work force or experienced managers, as well as providing needed assistance and instructions for the new manager.

Summary

The fundamental intentions of this project

were to review motivational tactics that have been tested to be effective in the business environment and set forth those which have proved to be the most successful in the motivation of the worker by management. In addition some suggested methods, based on conclusions drawn from this investigation, of generating motivational improvements in the work force were presented.

The result, based on inputs from evaluators who are professional in the academic and business fields, is the acceptance of the manual "Motivating and Leading Today's Workforce".

The main points of the manual are:

1. Since people are subject to a much more varied and much less stable set of influences than ever before, there is an urgent need for a motivated work force.
2. There is a lack of understanding, on the part of management, as to what best motivates the worker. The manager must become more of a teacher and less of a

rule enforcer, more of a planner and less of a plan fulfiller.

3. There are millions of dollars being spent by organizations on motivational tactics which are ineffective or expose the organizations to excessive risk by not setting proper controls.

4. Motivating today's work force is more than a catch phrase. It is perfectly feasible for any organization to achieve if they remember that they are dealing with their most valuable asset - the employee.

Limitations

One of the limitations of this type of study is the massive amount of literature that is available on the subject of motivation of the worker and the time element involved in isolating and selecting those methods which have proven themselves to be the most effective.

Also, since processes which motivate the

worker, change with each individual there is no one easy solution that can be set forth which will guarantee a motivated work force.

Suggestions for Future Research

A interesting study would be to present the motivators, listed in "Motivating and Leading Today's Workforce" to an organization's management and employees for ranking of their importance to test the hypothesis that "Management has lost touch with the worker's needs."

Some interesting data might also develop if the same management team and employee group were surveyed on their expectation of company loyalty.

OUTLINE

MOTIVATING AND LEADING TODAY'S WORKFORCE

- I. INTRODUCTION TO TODAY'S WORKFORCE
- II. LEADERSHIP
 - A. Eight basic functions of leadership
- III. SETTING CONTROLS
 - A. Diagnostic Controls
 - B. Belief Systems
 - C. Boundary Systems
 - D. Interactive Control Systems
- IV. MOTIVATION
 - A. What is motivation
 - B. Commonly used motivators
 - C. Effective guidelines for motivating
- V. SETTING A NEW DIRECTION
- VI. POPULAR APPROACHES TO LEADING AND MOTIVATING
 - A. Gilman Graphics
 - B. Kodak
 - C. Honeywell Information Systems
 - D. Intel Corporation
- VII. CONCLUSION By: Janet Brown-Mitchell

September 25, 1996

OUTLINE

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 - C. Effective guidelines for motivating
- V. SETTING A NEW DIRECTION
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I. INTRODUCTION

The closer we get to the turn of the century, the more evident it becomes that the calendar is not the only thing changing. Our nation's workforce is undergoing its own transformation. Employees are more educated, more knowledgeable and more demanding about their working environment. They are also less loyal, more mobile and are more inclined to change jobs than their parents were.

Today, competition is keener than ever and companies must continuously re-evaluate how they are operating their businesses. Global competition, deregulation, and telecommunications technology are driving changes in the rules and roles of the game. Even companies that report healthy profits are concurrently announcing pending layoffs and downsizing, which affect production, quality and employee morale.

John D. Rockefeller once commented that he would pay more for the ability to handle people

than for any other executive talent. Companies that want to remain competitive are realizing that managing of their workforce will require the creation and maintenance of an environment in which individuals work together in groups toward the accomplishment of common objectives.

This manual was created to assist managers to utilize the companies most valuable resource, its workforce. However, it is important to remember that there is no one management style or motivational approach that will have the diversity to address all behavioral complexities of today's workforce.

II. LEADERSHIP

Although some people treat the terms "managing and leading" as synonymous, the two should be distinguished.

Management is the scientific art of attaining intended organizational objectives by working effectively with and through the human and material resources of the firm. The job of managers is

first to determine what is to be done and second to see that it gets done, whether they go about these tasks in a democratic, autocratic or other fashion is often left up to the individual manager. The managers responsibility is to ensure that needed corporate inputs are provided to achieve overall goals while coordinating these inputs with those of other departments in order to facilitate the work of the whole organization.

Leadership is an important aspect of managing. Leadership is what gives an organization its vision and its ability to translate vision into reality. Effective leaders understand the nature of power and how to use it. Effective leaders know that power is found in relationships, in connections and associations between and among people. They also know that power is based on both formal relationships and informal relationships, that is, on what is given them by their formal position in the organization, as well as on what they are

blessed with in terms of charisma and these eight
persuasiveness.

Eight basic functions of leadership are:

1. Creating a Vision: constructing a crystal-clear mental picture of what the group should become and then transmitting this vision to the minds of others.
2. Developing a Team: developing a team of highly qualified people who are jointly responsible for achieving the group's goals.
3. Clarifying the Values: identifying the organizational values and communicating these values through words and actions.
4. Positioning: developing an effective strategy for moving the group from its present position toward the vision.
5. Communicating: achieving a common understanding with others by using all modes of communication effectively.
6. Empowering: motivating others by raising them to their "better selves."
7. Coaching: helping others develop the skills needed for achieving excellence.
8. Measuring: identifying the critical success factors associated with the group's operations and gauging progress on the basis of these factors.

The successful accomplishment of these eight functions will produce both short term and long term results for the manager.

III. SETTING CONTROLS

A fundamental problem facing management in the 1990s is how to exercise adequate control in organizations that demand flexibility, innovation and creativity. Competitive businesses with demanding and informed customers must rely on employees initiative to seek out opportunities and response to customers needs, but pursuing some opportunities can expose businesses to excessive risk or invite behavior that can damage a company's integrity.

Several management control failures have made headlines in the last several years such as Sears Roebuck and Company admitting that it recommended unnecessary repairs to customers in its automobile service business.

Managers must encourage employees to initiate

process improvement and new ways of responding to customer's needs--but in a controlled way. Four important tools available to reconcile the conflict between creativity and control are:

1. **Diagnostic Control Systems.**
Diagnostic control systems work like the instrument panel of a race car, enabling a driver to check for signs of abnormal functioning and to keep performance variable within preset limits. Businesses have come to rely on diagnostic control systems to help managers track the progress of individuals, departments, or production facilities toward strategically important goals. Managers use these systems to monitor goals and profitability, and to measure progress towards targets such as revenue growth and market share.
2. **Belief Systems.**
Companies use belief systems to express the values and direction that senior managers want their employees to embrace. Managers who use their mission statements or credos as part of a system to guide patterns of acceptable behavior have discovered a powerful lever of control without a formal belief system, employees often do not have a clear and consistent understanding of the core values of the business and their place within the business. Effective managers seek to motivate people throughout their organizations by actively communicating core values and missions.
3. **Boundary Systems.**
Boundary systems are based on simple management principles called the "power of negative thinking." Unlike diagnostic control

systems and belief systems, boundary systems are stated in negative terms or as minimum standards. They are an organization's brakes. An example: If you want an employee to be creative, a manager should tell them what not to do rather than telling them what to do. The reason why is telling people what to do, discourages initiative and creativity. Telling them what not to do allows innovations, but within clearly defined limits. People are inventive, and when presented with new opportunity or challenging situations, they often search for ways to create value or overcome obstacles. But empowerment - fueled by inspiration and performance rewards -- should never be interpreted as giving subordinates a blank check to do whatever they please.

4. Interactive Control Systems.

Interactive control systems are formal information systems that managers use to involve themselves regularly and personally in the decision of subordinates and focus others in the organization on strategic issues. Because interactive systems are designed to gather information that might challenge visions of the future, they are hot buttons for senior managers.

These four levels of control set in motion powerful forces that reinforce one another. As organizations become more complex, managers will inevitably deal with increase opportunity and competitive forces and decreasing time and

attention. By using control levers effectively, managers can be confident that the benefits of innovation and creativity are not achieved at the expense of control.

IV. MOTIVATING

The topic of motivation at work has received considerable and sustained attention in recent years among both practicing managers and organizational researchers. Management is realizing that while productivity, quality and customer satisfaction is important, the internal customer or the employee is just as important.

Motivation consists of identifying or supplying an objective. It consists of establishing a reason for performing an act or undertaking an assignment. Like any destination/objective/goal it does not guarantee that the employee will ever actually reach it. It does, however, most certainly increase the probability that the employee will reach it.

pitied employees against one another by that

While motivation reflects wants, common motivators are the identified rewards or incentives, that sharpen the drive to satisfy these wants:

Motivators

1. Money

Money still remains one of the most popular incentives used in business today. Whether in the form of wages, piecework incentives, bonuses, stock options, company-paid insurance or any of the other things that may be given to people for performance, money is important. However, managers must remember that some people are highly motivated-- and some are not. Also raises and promotions don't necessarily mean that the employee will become more of an asset to the company.

2. Competition

Competition is another popular form of motivation managers use today. The theory behind pitting employees against one another is that

humans by nature are competitive; it follows that competition in the workplace naturally drives each employee to excel in their performance in order to "win". However, managers must remember that while competition can often be an incentive to motivate, an employee can become too concerned with personal successes rather than the ultimate success of the organization. Even the employees that do excel may actually be hurting the organization because they won't share their secrets of success with fellow employees for fear they will lose their own position in the ranks.

3. Fear or Insecurity

Fear or insecurity - most often expressed in terms of steady work or steady wages - can also be used to motivate. However, the lack of job security plays havoc with people. People who are insecure on the job will try to protect themselves in peculiar ways; they will resist changes, play it safe, pass the buck for responsibilities,

refuse to take initiative, restrict production, and manufacture and pass along rumors.

Insecurity brought on by automation or threats of automation is reflected in featherbedding and conflict over work standards.

The security that a manager can provide is the assurance that as long as the employee keeps on doing his job well, his position is safe except for circumstances outside the manager's control.

4. Advancement

Whether or not people take advantage of an advancement opportunity; they like to feel that it is there. Ambitious, upward-striving people certainly need to see an opportunity to advance. Advancement is one of the incentives that drives people to put out extra effort.

When hiring people a manager should match employees ambitions to the opportunities in the department and in the company. If there are opportunities, the manager should develop his people for them.

5. Recognition Start with less of a hierarchy

The desire for recognition- for praise, appreciation, importance, prestige and esteem- is a powerful drive in some people. The desire for distinction in the group can inspire an employee to undertake responsibility for a project and to put tremendous effort into making it a success.

6. Empowerment

One of the biggest most positive risks an organization can take is to empower its employees. Employees need to feel as if they matter to an organization. By empowering employees, management is enabling them to correct the problems, they run across daily in order to make their jobs easier, and subsequently improving the quality of the product and service. Employees that regularly contribute ideas feel they have a vested interest in the success of the company, and they will work hard to make sure it succeeds.

To fully empower employees, management must accept a new organizational structure, a more

"flattened out" chart with less of a hierarchy. When employees are appropriately empowered, they need less managing for they will manage themselves. However, in order for empowerment to be successful the change must be made slowly and more importantly, sincerely. False empowerment only insults the intelligence of workers.

7. Teamwork

Everyone knows that when a sports team wins a game, it's almost always due to a group effort and victories are seldom attributed to any single player. Businesses coast to coast are now applying that philosophy to their workforce.

Promoting teamwork means virtually eliminating competition among a group of employees. Employee's who are committed to a team will make up for co-worker's weakness by focusing on their strengths.

One benefit of the team approach is the ability of companies to save money by reducing

staff. Employees see a bigger picture when performing multiple functions. Everyone puts on more of a management hat and people have to prioritize and use management tools.

8. Employee ownership

A good company must provide an attractive working environment in addition to competitive pay and benefits. It must create a workplace that bonds its employees to the enterprise and commits them to achieving its objectives. That bond for many companies is employee ownership.

Employee ownership breaks down the barriers between management and employees. It turns the attitudes of "we-they" into the "us". Employee ownership also adds a competitive advantage. It give employees a compelling reason to focus on service, efficiency, cost control and accountability.

The biggest challenge to employee ownership is not administrative, financial, or legal, it is the

cultural shift. Employees and employee-owners are different entities; management must step up to the difference. Employee-owners want information, they ask hard questions, and expect intelligent answers.

GUIDELINES FOR EFFECTIVE MOTIVATION

The following is a listing of twenty-one helpful guidelines for effectively motivating employees.

1. Provide good physical surroundings
2. Eliminate safety hazards
3. Prevent excessive stress
4. Promote good health.
5. Achieve a match between job demand and staff capabilities.
6. Let your people do what is expected of them.
7. Provide candid and timely feedback on performance.
8. Establish a rational compensation program.
9. Provide job security based on performance.
10. Involve your people in goal setting and planning.
11. Involve your people in team problem solving and decision making.
12. Involve your people in reviewing the unit's performance.
13. Treat each person with dignity and respect.
14. Show each person how his work contributes to worthwhile ends.

15. Promote self-management on the part of each of your people.
16. Ask for ideas and opinion.
17. Recognize individuals for good work.
18. Show a personal interest in the development of each of your people.
19. Provide effective on-the-job training and coaching.
20. Provide opportunities for formal education and training.
21. Provide career planning assistance.

Although this total set of guidelines is a "large order", implementing the guidelines will result in highly motivated employees and a more productive work unit.

V. SETTING A NEW DIRECTION

Although it is important for managers to be knowledgeable of the types of motivators available, one of the key roles a manager has is to set the direction or create a vision for the group or work unit.

Three important leadership qualities are:

1. Ability to attain a clear mental picture.
2. To create a mental picture above and beyond what others have attained.

3. The capacity to transfer that to the minds of others.

Formulating a clear vision of a desired future may be the most important leadership function.

Without a clear vision, employees might be satisfied that they are doing things right, but they would not know if they were doing the right things.

In order to formulate a clear vision, two questions need to be addressed: (1) What is meant by a "vision"? and (2) "How does one go about creating a vision?"

With regard to the first question: To choose a direction, a leader must first have developed a mental image of a possible and desirable future state of the organization. This image, the vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the

organization, a condition that is better in some important ways than what now exists.

With regard to the second question, a vision is developed through a systematic process. This process consists of eight steps:

1. Study the mission, goals, and strategic plans of the larger organization.
2. Analyze your organizational unit.
3. Draft a preliminary statement of vision.
4. Review the draft with others.
5. Revise the preliminary statement of vision as appropriate.
6. Incorporate the vision in the unit's plans and systems.
7. Measure progress of the unit in the light of the vision.
8. Periodically evaluate the vision for possible modifications.

Carrying out this process requires some special skills on the part of the manager: (1) the ability to ask good questions, and (2) the ability to listen.

A clear vision aids in directing and leading an organization by communicating and motivating by answering questions such as: Where are we going? How do we plan to get there? What role do you expect me to play? How will my job change? By

having an employee focus on a clear vision, his/her jobs are given meaning instead of simply looked at as earning a living.

VI. POPULAR APPROACHES TO LEADING AND MOTIVATING

The road to effectively leading and motivating employees takes many turns, with some delays and setbacks along the way. No one can afford to merely let things happen. Most companies are realizing that the nation's workforce is undergoing major transformation. The following are examples of programs being implemented by companies to assist managers in leading and motivating the workforce.

Silicon Graphics

Business as usual is anything but usual at Silicon Graphic Inc. a \$4.5 billion computer maker that specializes in 3-D graphic workstations. This organization uses several different approaches to motivate without increasing pay or promoting. At Silicon Graphic's an "Off the Wall

Award" is used to reinforce what's really important to the company business: It's OK to be wacky and different, because the only real strategic weapon a company has that can't be copied by the competition is their people.

This award also accomplishes another important goal: It sends a strong, positive--even inspirational-- message of recognition and appreciation to the staff without changing anyone's title or spending a dime.

Silicon Graphics also uses the team approach to motivate. Management believes that if people are constantly second-guessed by management then a job becomes just a job rather than a passionate commitment. To keep this from happening, managers organize employees into project teams and let them loose. If the teams ideas start to dry up or founder it is the managers role to jump in and get them on course. Managers may intervene, but they do not mindlessly invoke the power of their

position to solve problems. Successful Silicon managers get respect because they have reputations as honest straight talkers who know how to listen to ideas.

Kodak

Eastman Kodak Corporation is a hierarchy laden 110 year old corporation that has seen its market share in the film and photographic paper business shrink ten percent over the past five years, largely as a result of price undercutting by competition. Seeking rejuvenation, the company brought in a new president, Mr. George Fisher. Fisher has argued that cost-cutting - axing jobs, promotions and raises- may help the company in the short run, but it won't make a great, globally competitive organization. Fisher believes new tools are needed to keep employees energized, fulfilled and productive. Fisher says: "You make sure people are empowered and have the tools, training, and education to get the job done, and then you get out of their way."

Kodak managers believe that the teams that were set up within the organization have resulted in innovation and animated product development by a highly motivated staff-something every company will need a lot of in order to stay competitive.

Honeywell Information Systems

One problem many companies suffer from is their unwillingness to change. This was also the problem at Honeywell. Honeywell needed to focus on quality due to increasing competition and the answer to the problem was to get the employees involved. They believed the answer to their problems was getting the employees involved through teamwork.

Teamwork was so foreign to the company that at first, simple groundrules had to be practiced, such as not interrupting when someone had the floor and simply making a point rather than arguing it out with someone.

Teamwork allowed the barrier between

departments to be broken down. Departments began to openly communicate with one another.

Teamwork was also reinforced through recognition. Rather than recognizing individuals, and perhaps leaving a key worker out, the company now awards teams.

Honeywell also revamped their appraisal system. The appraisal system now relates to the company's financial standing, thus reflecting on the total performance of the company, and reinforcing the "we're all in it together" attitude.

Management also strives to eliminate fear by putting a halt to yearly layoffs. Rather than laying permanent workers off during slow times, the company now hires temporary help during extremely busy times.

Since its changes, Honeywell has experienced greater customer satisfaction, and higher quality products that required fifty percent less inspection.

Intel Corporation
Intel Corporation of Santa Clara, California, gives all its employees posters for their offices that detail the company's strategic objective, mission and values. It also holds quarterly business-update meetings that let everyone know where the company is and its plans for the next six to eighteen months.

Just as important, Intel stresses to employees that they "own" problems that occur. Kirby Dyess, Intel's vice president of human resources states that "When you see a problem, you own it and do something about it." At Intel problem solving is done relentlessly without regard to hierarchy.

Intel believes that developing a leadership vision and strategy that involves workers is fundamental to achieving change. They do, however, stress to their management to know when to lead and when to delegate. They believe a Leader/Manager must remain active, set goals, and identify the best people in an organization to

undertake projects, then monitor the progress that has been made against the goals.

Intel's management empowerment means letting go and taking control when you see something going wrong. CEO's who thrive in this paradox and tap people power will succeed.

VII. CONCLUSION

As organizations become more complex managers will inevitably deal with increasing opportunity and competitive forces and decreasing time and attention.

The long term benefit to the company that invests in its most valuable resources, its workforce, is a more efficiently run organization that will produce a higher quality product or service and possess the ability to meet all its goals.

It is important to remember that there is no one solution to getting and keeping employees motivated. Every company is different, every

group of employees is different, and each individual is different from the other. The key to the solution lies in communicating. The company that masters the skills of its most valuable resource, its employees, will go the spoils of victory, for they will stand as leaders in the marketplace.

The area of this study. The purpose of this study is to create a reliable tool that will provide an aspect to managers when measuring employee figures give each question serious thought and offer honest answers and opinions to these questions. Please feel free to use the back of this questionnaire if additional space is needed. Once you have completed the questionnaire please return to 2000 N. 1st St. Suite 100 in the enclosed self-addressed envelope. Your special thanks and our appreciation in this study is greatly appreciated.

Participant's Name _____
 Date _____

AN EVALUATION QUESTIONNAIRE

1. Did the manual use FOR intent of providing you with a broader perspective on employee MOTIVATING AND LEADING TODAY'S WORK FORCE

Dear Evaluator,

You have been selected to complete this questionnaire because of your valuable expertise in the area of this study. The purpose of this study is to create a reliable tool that will prove to be an asset to managers when motivating employees.

Please give each question serious thought and offer your honest answers and opinions to these questions. Please feel free to use the back of this questionnaire if additional room is needed.

Once you have completed the questionnaire, please return it along with this cover letter in the enclosed self-addressed envelope.

Your opinion counts, and your participation in this study is greatly appreciated.

Evaluator's Name _____

Date _____

2. Did you find QUESTIONNAIRE in this manual useful in your future dealings with

1. Did the manual meet its intent of providing you with a broader perspective on employee motivation by management?

 YES NO for several reasons why you believe the information in this manual will be

If YES, please offer several reasons on how this manual broadened your perspective on employee motivation:

1. _____

 2. _____

 3. _____

If NO, please offer reasons why this manual failed to broaden your perspective on employee motivation? In addition to your reasons for failure, please cite "real world" examples of employee motivation that you believe might be of assistance to other managers:

1. _____

 2. _____

 3. _____

Example One _____

Example Two _____

2. Did you find the information in this manual useful in your future dealings with subordinates?

____ YES ____ NO

If YES, please offer several reasons why you believe the information in this manual will be helpful in dealing with your subordinates:

1. _____

2. _____

3. _____

If NO, please offer several reasons why you believe the information in this manual will not be helpful in dealing with your subordinates:

1. _____

2. _____

3. _____

3. In your opinion, is the manual well organized?

____ YES ____ No

If YES, please offer reasons why you feel this manual is well organized:

1. _____
 If NO, please offer reasons why you would not

2. _____

3. _____

If NO, please discuss in detail what is wrong with the organization of this manual, and what you would do to correct this problem(s).

1. _____

2. _____

3. _____

4. Would you recommend the use of this manual by other professionals in management positions?

_____ YES _____ NO

If YES, please offer reasons why you would recommend this manual, emphasizing the strong points of this manual as it relates to motivating employees:

1. _____

2. _____

3. _____

If NO, please offer reasons why you would not recommend the use of this manual, emphasizing the weaknesses of this manual as it relates to motivating employees:

1. _____

2. _____

3. _____

5. From a corporate management perspective, do you feel you have learned anything about what it takes to motivate employees (that you didn't already know) from reading this manual?

_____ YES _____ NO

If YES, document what you have learned from reading this manual:

1. _____

2. _____

3. _____

If NO, document what you would do, given the chance to replicate this study, to create a manual of this type:

1. _____

2. _____

3. _____

4. _____

5. _____

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