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## Empowerment Through Motivational Tactics

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# EMPOWERMENT THROUGH MOTIVATIONAL TACTICS

Kathleen M. Bruno, B.A.



A Culminating Project Presented to the Faculty of the Graduate  
School of Lindenwood College in Partial Fulfillment of the Requirements  
for the Degree of Master of Science in Human Resource Management.

1995

## ABSTRACT

This thesis will focus on the study of empowerment and motivation tactics that are used to increase the action and interest of employees to improve performance.

Empowering and motivating others in the pursuit of organizational objectives is one of the most challenging roles of management in today's workforce. A look into past, present, and future methods will be traveled to provide a better understanding of which motivators are the most successful and what tactics are most useful in empowering employees from management's point of view, while at the same time fulfilling the physical and psychological requirements of the employee.

Empowerment and motivation tactics are causing theories to develop and provide an incentive that has resulted in the improvement of productivity from the employer. There is still a great deal of controversy over which empowerment and motivator tools are the most effective in providing improved output, while still providing physical, mental, and emotional protection for the employee.

The purpose of this research is:

- To investigate the possibility of an understanding by management of empowerment and motivational uses for employees;
- To investigate methods that have been used successfully by management in empowerment and motivation tactics;
- To provide a seminar practice that will be useful in empowering and motivating employees to perform at a higher level of success.

**EMPOWERMENT THROUGH MOTIVATIONAL TACTICS**

Kathleen M. Bruno, B.A.

An Abstract Presented to the Faculty of the Graduate School  
of Lindenwood College in Partial Fulfillment of the Requirements for  
the Degree of Master of Science in Human Resource Management.

COMMITTEE IN CHARGE OF CANDIDACY:

Professor of Management Edward Griffin Smith.  
Chairperson

Adjunct Assistant Professor Susan Deege

Adjunct Assistant Professor Joe Lonigro

## DEDICATION

I dedicate this work to my husband David, for his encouragement and support throughout my Masters work. I Love You, David!!

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## Chapter 1

### INTRODUCTION

Managers are responsible for planning, organizing, leading, and controlling human, material, and financial resources to meet the demands of their organizations' environments. An organization is the structure of relationships that exists when two or more people mutually cooperate to pursue the same objectives, and the most highly recognized resource in organizations are the employees. Hallmark Card Company offers an interesting example of a firm recognizing their employees. Hallmark has endorsed a philosophy of "flexible relationships" since it was founded in 1910; through eighty years of change, major wars, depression, and several recessions, it has never had a layoff. Although Hallmark has reduced jobs through technical improvements and factory automation, displaced employees have been retrained and placed elsewhere in the company. By doing this, Hallmark lets their employees know they cannot operate without them and will do anything to prevent a layoff from happening (Holt 257).

A competent manager places a high priority on assisting his or her employees in reaching their work-related goals. All managers know that over time an employee's goals are subject to change. Managers must be able to recognize their employee's desires and needs, and work with them to fulfill their goals, as well as the goals of the

company. Organizations depend on the individual values of their employees. Structure changes to conform to changing human values, and today this change means a propensity toward participative management and empowerment (265). Empowerment involves delegation of authority and a participative approach -- a major change from the usual state of affairs for workers and managers, both of whom may need substantial training to make the transition to their new roles effectively. Empowerment means providing workers with the skills and authority to make decisions that traditionally would be made by managers.

We must ask ourselves if there is restriction of proper growth in the managerial field because of conflict of interest? Some managers did not like change and will not incorporate empowerment for this reason. Sadler, in an article from Personnel Management's April 1994 issue, it stated: "The most talented employees are often a company's chief asset, but many organizations do not properly develop and motivate such people" (Sadler 28). The goal of empowerment is an organization consisting of enthusiastic, committed individuals who perform their work ably because they believe in it and enjoy doing it.

Many of yesterday's business leaders came from wealth and from educational backgrounds. Today the American educational ladder provides upward movement through elementary, secondary, and higher institutions. It should be remembered that this mobility is often limited by social and economic variables such as family background, income, degree of tax support, and community attitudes that may limit genuine equality of educational opportunity. Today potential business leaders from all socioeconomic classes are entering the business world. The promising jobs of the

future will require knowledge, the ability to communicate, technological skills and flexibility.

In the October 3, 1989 issue of Business Week, it stated: "If American Industry is to survive, management must find improved ways of increasing productivity within the work place" (Hoerr 18). Motivation seems inextricably related to organizational performance; and many managers are convinced that highly motivated individuals working "smarter" are more productive both quantitatively and qualitatively. Productivity, therefore, can be achieved by having an organization of highly motivated individuals (Holt 422). Motivation is, nevertheless, one of the most misunderstood human phenomena. We must assume that human beings have been concerned with motivating others throughout history. Motivation is the concept of behavioral change or the result of influence that alters an individual's performance (422).

Philip Sadler, author of the article "Gold Collar Workers: What Makes Them Play at Their Best?" stated: "There are two ingredients needed for motivation. The first has to be supplied by the individual and consists of a set of qualities of character and temperament which will enable him or her to harness and focus talent and make it productive. These include such things as drive, persistence, determination, emotional resilience, stamina and self-belief. The second ingredient is the way they are treated by the organization -- the way they are managed (see table 1.1)." Gold collar workers are the employees of an organization and who are the best employees. Managers accomplish motivation by fulfilling needs and desires that influence their employees to act or respond to meet the goals and objectives of the organization as a whole.

Table 1.1  
Influences on the performance of gold collar workers

THE INDIVIDUAL'S CONTRIBUTION					
Basic abilities	Personal qualities eg drive, energy, perseverance etc	Needs Drives Motives	Self development	=	PERFORMANCE
Organizational context eg culture etc	Identification and recognition of talent	Rewards incentives performance management	Investment in development	=	ACHIEVEMENT

Today there is another very important way to increase productivity in the business world. It is referred to as empowerment. Empowerment is entrusting decision-making to those closest to the work who will be the driving force for more effective and timely decisions. Empowerment strives to delegate authority and responsibility to the appropriate level and to remove the barriers that discourage responsible risk taking. Empowerment requires a participative management style. Watlow Electric Company as an example, feels there are five important steps to empowerment:

- 1. Supportive Environment:** An environment wherein management asks their employees to take risks, and they receive all of the training, information, resources and authority that they need to be successful; and if they honestly fail, they receive appreciation for their efforts without being subjected to negative consequences.

**2. Training:** Employees receive the relevant training and education on a continuous basis, including technical training, and training teamwork regarding economics, systems improvement, problem solving, and the day-to-day responsibilities of business. Once trained, employees are given the information, resources, and authority to make decisions.

**3. Access to Information:** Employees have access to the information which might be relevant to the issues that they deal with. Such information is necessary for teams to make good decisions.

**4. Resources:** Employees are provided with the needed equipment, time, people, money and information. It is the Team Leader's job to seek out and remove barriers which might hinder the performance of the team.

**5. Authority:** Sharing authority with a team is an act of trust. The authority to make decisions is different from the authority to make recommendations. Ownership, confidence, and commitment result from a team having the authority to make decisions. When the team has this authority, they are **empowered** (Watlow Electric, 1994).

Motivation and interest in participation and employee involvement might be directly based on how an individual or group defines work. Three major approaches to motivation are content, process, and reinforcement theories.

Content theory focuses on human needs or desires that are internalized and improve performance through behavioral techniques and enhanced job satisfaction. The content theories study how management can motivate employees by helping them fulfill their needs. Understanding motivation consists largely of recognizing patterns of needs and then encouraging behavior that results from satisfying them. The most important characteristic of content theory is that met or deprived needs result in a state of tension that motivates individuals to act to satisfy the deprivation.

Research has shown that patterns of behavior emerge in work environments that provide management with clues about how to empower and motivate others. The acquired-needs theory, two-factor theory, and hierarchy of needs suggest that managers should identify the needs that preoccupy employees, so they can better understand why individuals will or will not work and focus on the rewards that stimulates desired behavior. Motivation, however, is not that simple because people's value systems vary tremendously. Another factor affecting motivation is change in individual needs. What motivates someone one day, may not be what motivates them the next day or in a month. Motivating needs do not seem to be random.

David C. McClelland introduced the acquired-needs theory during the 1960s (429). The acquired-needs theory proposes that people develop a profile of needs that are learned through life experiences and are affected by the individual's personality. McClelland found that people were not born with these needs, rather they learned them. So employees bring to organizations a lifetime of learned needs that influence their behavior, but organizational circumstances further influence these needs. They are best suited to situations where independent responsibility and autonomy prevail.

McClelland's acquired-needs theory relates to motivation. His three most noted needs are:

- **Need for achievement:** a person's desire to be independent, to accomplish complex tasks, and to resolve problems.
- **Need for power:** a person's desire to influence or control behavior in others, to compete, and to exercise authority.
- **Need for affiliation:** a person's desire to associate with others, to form friendly relationships and to avoid conflict.

McClelland's most noted needs are defined so managers can understand what motivates employees and this understanding leads to empowerment. Without motivation there is no empowerment.

Frederick Herzberg introduced his two-factor theory of motivation in the late 1950s. The two-factor theory defines hygiene factors generally associated with dissatisfaction and motivation factors generally associated with satisfaction. According to Herzberg, satisfaction depends on the work itself, recognition, achievement, promotion, and other factors having to do with the inherent nature of work.

The two-factor theory evolved when Herzberg and his associates realized that job satisfaction and dissatisfaction were influenced by different and distinct sets of variables. Through interviews with thousands of workers, technicians, and managers, Herzberg's team identified certain factors associated with satisfaction and separate factors associated with dissatisfaction (352).

Perhaps the most often studied content theory is Maslow's hierarchy of needs, which consists of a five category hierarchy, of several different needs:

- **Physiological Needs:** biological or physical needs, including food, water, air, shelter, and sex;

- **Security Needs:** reasonable freedom from fear or threat of loss in such matters as personal safety, job security, economic maintenance, instability, and the capricious actions of others;

- **Social Needs:** the need for love, affection, and a sense of belonging;

- **Esteem Needs:** self-esteem, respect by others, recognition for respect by others, recognition for accomplishments, and prestige;

- **Self-actualization Needs:** self-fulfillment, personal growth, creativity, and other such needs that can be met only by the individual (427).

Maslow's theory suggests that managers should identify the needs that preoccupy workers so they can better understand why individuals will or will not work, and focus on the rewards that stimulate desired behavior. It is often looked at in relation to motivation within the participative process.

The hierarchy begins with basic needs and moves through a sequence of increasingly higher level needs from security and safety, to social needs, to esteem needs, and then to the highest level need, self-actualization (Aubrey, II and Felkins 2). There is, however, a problem: there is little proof indicating that a hierarchy actually exists. Because of this managers do not always believe in Maslow's theory. Maslow's study, however, does provide insight into the true nature



of motivation. His study also led to important changes in how managers view human endeavor.

Herzberg's two-factor theory has a strong association with Maslow's theory. Herzberg does differ from Maslow in two proposing separate dimensions of influences, hygiene and satisfier factors. Although Herzberg two-factor theory is a valuable framework for examining how jobs can be influenced, job enrichment requires a program of job change and redesign tailored to the needs of a particular organization and its employees.

McClelland, Herzberg, Maslow's theories provided insight into the nature of motivation and empowerment and lead to important changes in how managers view human endeavor. They also have given managers a personal understanding of their own needs for stimulating behavior. These theories give managers a good understanding of how unfulfilled needs motivate employees, and how those needs can be addressed through rewards, recognition, promotion opportunities, and job design.

Along with Herzberg, McClelland, Maslow's studies there are The Hawthorne Studies. The Hawthorne Studies, which included the work of Elton Mayo, were social and psychological experiments concluded at Western Electric Company during the 1920s that revealed how human relations affected productivity. These studies have become famous as enduring contributions to the thought of managers, because they demonstrated that workers are motivated by more than the satisfaction of economic needs and that they seek to fulfill social and psychological needs instead.

Theories noted in previous paragraphs deal only with need theories, which view motivation as subconscious and instinctive. Theories that view motivation in

terms of workers' explicit thought processes and conscious decisions to select and pursue a specific alternative are equity and expectancy. With these theories a worker is likely to consider a variety of methods, weighing each method in terms of how attractive its expected outcomes might be, before following through on it.

Expectancy theory describes the process people use to evaluate the likelihood that their effort or expenditure will yield the desired outcome and how much they want the outcome. In this theory, motivation is based on the following three factors that determine the degree of effort to be put forth:

- \* expectancy - is the individual's subjective assessment that effort will produce the desired result.
- \* valence - is the value or importance the individual places on a second-order outcome.
- \* instrumentality - is the subjective probability that satisfactory job performance will lead to other desired outcomes such as pay increases or promotion (Ivancevich, Lorenzi, and Skinner 369).

Another important factor in motivation is whether individuals perceive the reward structure as being fair. These can be addressed through equity. Equity refers to an individual's subjective judgments about the fairness of the reward she or he received, relative to input, in comparison with the rewards of others. If employees feel that they are inequitably rewarded, they may be dissatisfied and reduce the quantity or quality of their output or never leave the organization. If employees perceive the rewards as equitable, they probably will continue to work at the same level. If employees think the rewards are greater than what is considered equitable, they may

work harder.

Finally, there is reinforcement theory, which is based on operant conditioning and which was developed by B. F. Skinner. Reinforcement theory explains behavior in terms of consequences learned from past experiences. Individuals learn what to do to avoid pain and to incur pleasure. Theorists suggest that employees can be motivated through a reward-and-punishment system that reinforces desired performance.

When applied to the workplace it is also called the organizational behavior modification theory. This theory holds that individuals can be motivated by proper design of their work environment and praise for their performance and that punishment for poor performance produces negative results.

### **Understanding Empowerment and Motivation**

Causes of behavior are cast in terms of motives. Motivation is without a doubt one of the most universal concerns of human endeavor, which has become a partner with tactics of empowerment in the business environment. Empowerment gives employees more freedom to make decisions that are usually made by managers. This freedom increases motivation because employees feel needed and have more power in decision making. Empowerment is thought to be a motivator that influences an individual's behavior. Since motivation points to the importance of making jobs challenging and meaningful, empowerment gives challenge and meaning to jobs. Job enrichment, which is related to Herzberg's theory of motivation, suggest that factors such as challenge, achievement,

recognition, and responsibility are the real motivators. Empowerment offers all three. Motivation and empowerment seems inextricably related to organizational performance, and management has learned that highly motivated empowered individuals working harder are more productive both quantitatively and qualitatively.

People must assume that human beings have been concerned with motivating others throughout history. As managers we ask, "How do we get employees to work better?" Many managers think the answer is empowerment. Any understanding of the behavior of organisms rests on an understanding of motivational principles which enables empowerment. Characteristics of motivation that should be noted for enhancing empowerment:

- Motivation can originate within a person.
- Motivation in an organizational environment is influenced by external enticements.
- Motivation is situational.

Defining perceptions and motivations in relation to work helps to clarify the perspective of people toward involvement and participation. Today most employees have more specialized knowledge and skills than many employees in past years (Aubrey, II and Felkins 7). Education has also been shown to increase employee needs for greater influence in the work place (Lawler 4). A behavioral science concept is shown through management and employee involvement application in table 1.2. (Aubrey, II and Felkins 11). Participative management is the art or process of influencing employees so that they contribute willingly and enthusiastically toward group goals. One technique that has been given strong support as a result of

motivation and research is the increased awareness and use of participation, which starts with empowerment. Participation is also a means of recognition. It appeals to the need for affiliation and acceptance. More than anything, it gives employees a sense of accomplishment. This is all in relationship to what empowerment is.

Table 1.2

## PARTICIPATION AND EMPLOYEE INVOLVEMENT

Behavioral Science Concept	Employee Involvement Application
Management must be committed to change and involved in its initiation.	An employee's effort is initiated only on the decision of senior management. Employees work with their supervisors to choose priority problems.
People should have control in deciding or changing work elements in their areas.	Teams are made up of workers with a common area of interest and intervention. Changes are related to work each person does daily.
Individuals should not be coerced to change.	Participation in teams is voluntary for nonmanagement personnel.
Work should be intrinsically motivating and enriching.	Team members learn new skills in problem solving, statistics, and measurement. They are given responsibility for improving their work.
Change efforts should be measured for impact.	All team activities are monitored and evaluated on a regular basis. Teams also assess their own performance and results.
Jobs need feedback to be reinforcing.	Members receive regular feedback from their supervisor. Management also provides comments after the team also assess their own performance and results.
People need opportunities to meet higher motivational needs through their jobs.	The intrinsic value of bringing change and improvement, and the direct interaction with management provides recognition and support of individual and team development.

### The Concept of Empowerment

The concept of empowerment encompasses three basic ingredients (Gardner and Pressel 48): (1) interacting frequently and constructively with employees, (2) confronting disruptive behavior or sub-standard performance promptly and requiring subordinates to think through how it is to be corrected, and (3) sharing control with workers on how their work is to be done.

Usually in a participatory environment the management philosophy is to empower employees and push decision making down to the lowest level so that ideas for empowerment can originate either with the employees or from within the ranks of management ( Lewis and Renn 22-23). Involving employees in decisions affecting them makes the employees more effective and productive. Dr. Edward E. Lawler II and the University of Southern California studied for ten years the amount and kind of employee involvement that is practiced in America corporations. He and his associates found that about 80 percent of the large corporations use some form of an employee participation program, but almost all of the programs restrict employees to making suggestions with no power to make decisions (Gardner and Pressel 76).

Empowerment is an organized effort to improve the organization's effectiveness. It may relate to seeking out ways to be more innovative and creative; to improve management practices in such areas as communications, decision making, delegation, planning, coaching, and incentives; and to improve products and services.

In a sense empowerment draws upon basic concepts. These concepts include the assumptions that performance must be continually critiqued, that employees cannot rest on past accomplishments, that employees must continue to strive for greater achievements, that employees must be willing to receive as well as give feedback, and that such values as risk taking and experimentation are paramount.

Empowerment typically begins when management realizes barriers exist in the organization's effectiveness and discover that the organization needs improvement. Empowerment may also take place following a major reorganization, a merger or an acquisition, and corporate cutbacks. It may also be triggered by new organizational requirements such a significantly added responsibility, a change in mission, new programs such as cost reduction or quality improvement. A morale survey may also indicate the need for empowerment.

Empowerment has three requisite dimensions (DeToro and Tenner 179-181). The first dimension is alignment. All employees need to know the organization's mission, vision, values, policies, objectives and methodologies. Fully aligned employees not only know their roles, they are dedicated to supporting it.

The second dimension is capability. Employees must have the ability, skills, and knowledge needed to do their jobs. Mutual trust is the third dimension of empowerment. Once we have developed alignment and capabilities, we are in a position to unleash the power, creativity, and resourcefulness of the workplace. Mutual trust, therefore, completes the picture required to build an empowered work force.



By now there is a clear understanding of what empowerment is. Listed below is what empowerment is not:

- It cannot be accomplished successfully by every manager.
- It is not likely to be effective if all members of management and the organization are not committed to the idea of empowerment.
- It is not an easy thing to accomplish. Hard work, patience, time, risk taking, experimentation are some of the ingredients of successful accomplishing empowerment.
- It is not something that can be done well without some kind of training.

Participative management and employee involvement is a process by which an organization attempts to unlock the creative potential of its people by involving them in decisions affecting their work lives (Lewis and Renn 5). The first step in involving employees in making decisions is understanding the goals of the organization, specifically, performance goals. Every organization has a wide range of goals which differ at various levels within it. Goals fall into two basic categories: (1) those related to cost savings, including productivity, quality improvement, and error reduction; and (2) those focused on employee development, such as leadership, self-confidence, ability to work as a team, and increased knowledge of organizational priorities and procedures (Aubrey, II and Felkins 19).

One of the key goals of employee involvement is to enhance the quality of the employee's working life, and, in order to do this management must be responsive to the desires of the employees. Managers can do this by getting feedback from their employees.

The most realistic goals are those that are anchored within the current organizational system and supported by management. Successful participative goals apply the following developmental principles:

- Integration into the present organizational structure.
- Reinforcement of current organizational priorities.
- Network of management support.
- Orientation and training for employees and management.
- Voluntary participation and individual commitment.
- Continual monitoring and evaluation with adequate communication and feedback cycles.

Participation, and therefore empowerment does not happen in a few weeks or months. The process requires a continuing commitment from management. The process beyond the approval of a proposal on the time spent in planning meetings or training sessions. Continuing commitment is an attitude and a management style that reinforces participative concepts. Integration of overall objectives and specific goals is an important part of establishing and maintaining management support (Aubrey, II and Felkins 19).

### Ten Steps to Implementing A Successful Participative Management Program

1. Have support from top management.
2. Employees are ready to accept a participative management program.
3. Establish trust between management and employees.
4. Participative program should be voluntary.
5. Participative programs should start in small departmental areas. Here there is a consensus that the employees are willing to get together to discuss mutual problems and solutions for those problems.
6. DO NOT use a participative program to save an organization from destruction as a last resort.
7. Participative management and employee involvement programs must be results oriented.
8. Employees must be trained properly.
9. Take risk.
10. Employees will be involved in different stages of the decision making process, not just the final decision (Lewis and Renn 13-19).

In this chapter, employee involvement and participative management programs have been promoted as means to increase empowerment, motivation, and productivity in organizations. By having a participative program, it is the first step to empowerment and motivation. It means trusting employees in more decision making, getting feedback from them about issues affecting their jobs and the organization, make employees feel good about coming to work.

### Statement of Purpose

The lack of motivation in American companies has led some to consider to a process called empowerment to help increase motivation. Managers, therefore, must understand empowerment and how it can effect motivation in order to survive in the business world of the future.

The purpose of this study is to develop a two day training program for employees and managers to demonstrate the manner in which motivation through empowerment can be implemented.

## Chapter II LITERATURE REVIEW

Is motivation a part of a society's moral and social fabric? In 1904, Max Weber proposed that Protestant values, as articulated by the followers of John Calvin, helped motivate people to work hard. The Protestant work ethic of working hard is still claimed to be an important indication of a society's ability to achieve. The business of getting people to do something enthusiastically and of their own initiative is very complex unless we come upon the proper chord. Tom Sawyer was able to convince his peers that painting a fence was so much fun that they paid for the privilege of joining him. Life is much easier in fiction.

The work force in North America has changed dramatically since the end of World War II. Work used to be a series of simple, manual tasks performed by unskilled laborers, and those tasks could be observed easily. For every ten to twelve workers driving spikes to lay railroad track, one crew chief assured that work progressed smoothly and that everyone contributed his fair share (DeToro, Tenner 177). For every ten crew chiefs, one foreman monitored the performance of the crew chiefs; for every ten foreman, one superintendent supervised the entire operation (177). This hierarchical model, fashioned after the military organization, was necessary because uneducated, unskilled labor toiled with mechanical tools on tasks that had to be observed to assure that work was done, and done correctly (177). The boss dispatched and allocated tasks and then monitored the work by being physically present to observe directly that all was progressing as required (177). By having the boss present and in sight was how motivation was increased in past decades.

Motivation and empowerment has since been researched, as well as their

approaches to methods of rewards and punishments for employees. All in hopes to develop the perfect approach in obtaining the maximum output from employees in return for fair wages and a safe working environment. Many issues surrounding motivation must be understood.

Why focus on worker motivation? The American labor force grew by almost three percent in the 1970s; in the 1990s this growth will be less than one percent (Ivancevich, Lorenzi, Skinner 362). In fifteen years, through the early 1990s, the number of high school graduates declined over twenty-five percent (362). The once popular view that computers and technology would make workers obsolete has been replaced by a realization that business still needs an educated workforce. Rather than seeking input and a competitive edge from a small number of key, top level workers, companies must find ways to actively elicit all employee's participation, to motivate all employees to greater levels of quality performance (362).

### **The Importance of Motivation**

Motivation is important to managers because employees on the job must be motivated to perform at an acceptable level and managers must be motivated to do a good job of motivating others. To achieve organizational goals, managers must understand basic human nature. What motivates a person to work hard and what does a person want or need from work? Once these questions are answered, a reward system can be designed to satisfy the wants and needs.

From a management perspective, an employee who is motivated and works hard sustains a pace of hard work. This employee has self-directed behavior toward important goals. Motivation involves a person's desire to perform; the performance of an employee is what managers can evaluate to determine the person's needs.

### **The Process of Motivation**

Motivation can be defined as a process to satisfy basic human needs. The process model shows how needs influence behavior; behavior leads to some level of reward. Finally, feedback is the reinforcement component of the model. If a specific need-driven behavior is reinforced with a reward, the behavior is likely to be repeated (380). Understanding the process of motivation starts with understanding unsatisfied need, deficiency which provides the spark that leads to desired behavior. Behavior is the most important part of the motivation process; managers have to ask themselves what behavior or behaviors will increase the motivation process. It is a question that is asked almost daily in organizations today.

#### **Process Model**

#### **FEEDBACK**

Motivation  
Physiological  
Safety  
Social  
Esteem  
Self-Actualization

Behavior  
Quality  
Quantity

Reward  
Raise  
Promotion  
Pride of workmanship  
Accomplishment

The three major approaches to motivation are content, process, and reinforcement theories.

Content theory is the management theory usually associated with motivation that focus on individual needs and improved performance through behavioral techniques and enhanced job satisfaction. Content theorists argue that motivation comes from within an individual's needs and desires that can be consciously addressed by managers. Content theories also known as need theories are based on the idea that people are driven to meet basic needs that produce satisfaction when they are met. Some of these theories include Maslow's hierarchy of needs, Herberg's two-factor theory, and McClelland's achievement motivation theory.

Process theory is the motivational theory that focuses on individual attitudes, thoughts, and preferences to understand and influence personal performance. Process theorists argue that behavior is the result of expectations about work and rewards, employees decide how to behave on the basis of their perceptions of relationships between work, rewards, and the importance of rewards. Process theorists explain and describe how the process of behavior is energized, directed, sustained, and finally stopped. It also describes the cognitive processes and decisions that help predict subsequent behavior. Process theories include equity and expectancy.

Reinforcement theory is also a theory of motivation. It explains behavior in terms of consequences learned from past experiences so that individuals learn what to do to avoid pain and to incur pleasure. Reinforcement theory describes the conditions under which behavior is likely to be repeated; it is not concerned with needs or why people make choices, but focuses on the environment and its consequences for the person.



With content, process, and reinforcement theories change is a process that follows. The forces for change may come from the environment external to the firm, from within the organization, or from the individuals themselves. Several recent trends will continue to have implications on management. Here are some illustrations:

1. The increasing use of computers, especially microcomputers, requires that managers as well as employees become computer-literate.
2. Education extends into adult life. Lifelong learning becomes a necessity, and educational institutions and enterprises must recognize the special educational needs of adults.
3. The proportion of knowledge workers will increase and the need for skill workers will decrease, which may require more training in knowledge, conceptual, and design skills.
4. The shift from manufacturing to service industries requires retraining in preparation for new positions.
5. The choice of educational opportunities will increase. For example, many companies already are conducting their own training programs.
6. There may be greater cooperation and interdependence between the private and the public sectors --at least in some countries.
7. Internationalization will continue, and so managers in different countries must learn to communicate and to adapt to each other. Companies need to train with a global perspective (Koontz, Weilhrich, 430).

Warren Bennis explains: "Change occurs in two primary ways: through trust and truth or through dissent and conflict. We have tried dissent and conflict and have not changed but merely become combative..... Positive change requires trust, charity, and

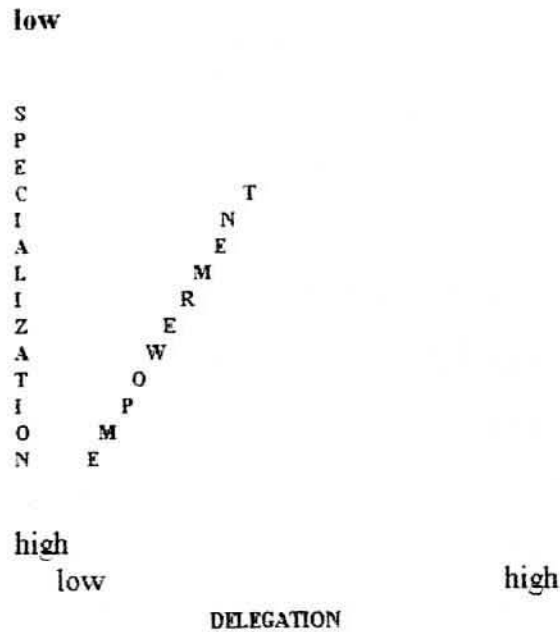
participation" (DeToro, Tenner 181). Empowerment can therefore be seen as the natural consequence of effective leadership. This positive result can be expected as long as "management systems and controls" do not get in the way (181).

### **TQM - Total Quality Management**

Management thinking about the relationship between quality and productivity has drastically changed. Empowerment is at the heart of any total quality management program. Empowerment is essential if employees are to make a total commitment to continuous quality improvement. Total quality management and managing diversity offer potential increases for an organization's competitiveness, and are challenged when managers attempt to implement them.

### **Empowerment: Specialization and Delegation**

Employee empowerment has become an important factor in organizations attempting to implement total quality management. Employee empowerment involves designing jobs that are not specialized, but which have considerable delegated authority to make decisions about job related issues. Empowering people influences how jobs are designed and the amount that is delegated authority (Donnelly, Gibson, Ivancevich, 1995, p. 216-217). The relationships between empowerment, specialization of labor, and delegation of authority is shown on the chart on the following page.



Implementation of TQM in organizations involves a total transformation of their structural and people components including the underlying culture. Moreover, the ideas of the experts who propose TQM as a solution to America's declining competitiveness in global markets emphasize the necessity of organizational development principles, particularly employee involvement, as the means for implementing TQM (501). TQM endorses the importance of fact-based decision making, quality products and services, and employee-centered management through empowerment and participation (502).

Now that there is an understanding of the major points of motivation and empowering, managers must realize that there are advantages and disadvantages to *management style*. For example, job enrichment seeks to improve both task efficiency and human satisfaction by building into jobs greater range for personal achievement and recognition, more challenging and responsible work, and more opportunity for individual

advancement and growth. Empowerment and motivation together help set goals. Goals help to direct attention and action, mobilize effort, create persistent behavior over time, and lead to strategies for goal attainment. Workers' participation in goal setting leads to greater commitment and ultimate goal attainment, as well as competition often leads to a higher level of task performance.

Another advantage of empowering employees is the increase of teambuilding-- it helps employees to improve work methods, refine tasks, modify decision-making. Teamwork is essential for continuous quality improvement. An important potential benefit of team building as an organizational change approach is through interaction in solving problems, the group members become more familiar with one another and the solution. This results in an increased commitment to the solution and its implementation.

Change can actually be an advantage or disadvantage-- it can be an advantage if the change is for the better or a disadvantage if everyone is against the idea and cannot expect change. Change can be a disadvantage in more ways than one, because it introduces some uncertainty and creates ambiguity. Individuals may resist change for several of the following reasons:

Self-Interest: Some individuals resist change because they have a personal self-interest in the way things are to be done. These individuals may feel change can threaten them, because they like what they are doing and do not want to change.

Stability: Having the comfort of working the same way day after day gives stability.

Fear: Change introduces uncertainty and some fear.

The biggest fear is possibility of failing.

Peer Pressure: Peers often apply pressure to resist change (Ivancevich, Lorenzi, Skinner 527).

There are no simple, always perfect prescriptions for reducing resistance, but there are techniques that just might prove to be useful:

Communication: Any way that can be communicated why change is needed is especially helpful because of employee's lack of information. Good communication skills help employees prepare for change. Keeping everyone informed lowers resistance. This options usually is time consuming.

Participation: Getting employees involved will help design and implement the change. When employees are involved with change, they are committed. If employees feel their ideas are included in the change effort, they tend to become less resistant.

Support: Being supportive is an important management characteristic when change is implemented. Managers must be supportive by providing training opportunities. This approach can be time-consuming and expensive (529).

The resistance to change problem requires the introduction of methods for reducing resistance. It requires action to gain the support of key leaders or groups. To achieve change, there must be changes in attitude, communication, employee involvement, and one hundred percent commitment. Because the effect of attitudes on productivity and quality managers may see increases or decreases depending on whether employees find the change is a good or bad one. Bringing about empowerment change is difficult, but can be made easier by understanding resistance to change and how to overcome resistance.

With empowerment delegation is an issue and managers willingly relinquish some of their authority. A problem with delegation is some managers tend to hoard authority and strongly resist giving it up. Some managers often control decisions so closely that they throttle motivated behavior. In situations where managers cannot give up some of their authority empowerment would not work. Bob Nelson, author of Empowering Employees Through Delegation states, "are you really the only one smart enough, fast enough, creative enough?" Delegating actually improves the quality of work. When you have several unstressed people working toward a goal, the work will be in much better shape than if one overwhelmed person tries to put 15 different fires (Levine 60). "Managers need to remember that their job is delegating. They are there to oversee a project, not do it all," says Bruce Mills, assistant professor of management at the University of Wisconsin School of Business (60).

With any new program an organization always has to look at cost and time. They seem to go hand-in-hand. Empowerment is one answer to the changes that are coming about in the business environment today. Empowerment is an expensive program to establish.

The list that makes the cost of empowerment high is:

- Cost of retraining
- Cost of communications
  - meetings
  - memos
  - reports
- Cost of redesigning jobs
- Cost of reorganizing and planning

Finally, there is the cost of time. All managers know that implementing a new program is costly and the longer it takes to implement a program the higher the cost.

Despite its widespread publicity, employee empowerment cannot succeed in all organizations. As experts have pointed out, employee empowerment will have the best chance of succeeding when the organization institutes a cross-training program to provide employees with skills to exercise additional responsibility and authority, encourages and rewards innovative behavior, provides access to all pertinent information, supports employee decision making even in risky situations. Only through the development of a sense of ownership, these experts state, can an organization achieve the high levels of quality that customers and clients have come to expect (Donnelly, Gibson, Ivancevich 217).

The concepts of employee participation and high involvement are valid for motivation and empowerment. Today managers need to follow some basic precepts to create an atmosphere that supports teamwork and empowers employees in the work environment. Managers must understand that empowering other and delegating authority requires a great deal of planning. Building an environment requires teamwork as well as leadership; that is why a training seminar will be used to provide methods on motivating and empowering employees. This project was undertaken for the purpose of providing useful and practical information to managers on methods in motivating workers.

## Chapter III METHODS AND EVALUATION

### Introduction:

The intent of this project is to appraise the usable published information on motivation through empowerment by managers. Interviews will be conducted to access real-life empowerment programs in different companies throughout the St. Louis area. A survey will be done reviewing St. Louis companies - in order to see if they should go to an empowerment program.

The outcome will be a training seminar to be used by management personnel, which will enhance their knowledge and sharpen their skills in providing empowerment to their subordinates.

### Criteria:

The following criteria were needed to select the subjects for interviewing:

1. Success in their chosen profession as managers,
2. Observed personality and attitudes traits with subordinates,
3. Knowledge and know how of empowerment programs.

### Subjects:

Ms. Julie Shilt, General Supervisor for one of the top railroad companies in the United States, Union Pacific Railroad. Julie has a Bachelor of Science in Marketing and studies towards a Masters of Business Administration in Marketing from Lindenwood College, St. Charles, Missouri.



Julie, with six years as General Supervisor in the operation's department of Union Pacific Railroad, Motor Freight Lines, Piggyback Services has from ten to fifty subordinates. She has always commanded the respect of her colleagues, as well as her employees that report to her. She has always commanded the respect of her colleagues, as well as her employees that report to her.

Ms. Stacey E. Ficken, Assistant Property Manager, Follman Properties, St. Louis, Missouri has a Bachelor of Science in Business Administration from Southwest Missouri State University.

Stacey, with three years as Assistant Property Manager in the department of property management of Follman Properties, had from eight to fifteen employees reporting to her. Stacey is an extremely hard worker, efficient, and well respected by her superiors. Stacey has been promoted to Manager of Client Services for Follman Properties.

Ms. Donna Porter, Senior Claims Examiner, National General Insurance Company, St. Louis, Missouri has a Bachelor of Science in Human Resource Management from Lindenwood College, St. Charles, Missouri and is working towards a Masters of Science in Human Resource Management from Webster University, Webster Groves, Missouri. Donna is also working on certification for professional counseling from Lindenwood College.

Donna has eight years as Senior Claims Examiner in the insurance division at National General Insurance Company. Donna has from ten to fifteen employees to manage. She is highly respected from everyone in this organization and is looked at as a leader.

Instrument:

The instrument will be a training seminar, entitled, "Empowerment through Motivation." The seminar will be used to provide an enlightened prospective of myths of motivation, and methods for improving the production of the workers, while satisfying their needs.

Materials:

This project was undertaken for the purpose of providing useful and practical information to management personnel on present methods in motivating employees. The publication of scholars in motivation was examined to determine the possible limitations of these procedures. The determination was to provide a summary of motivational practices, with the outcome resulting in suggestions on the most practical, cost-effective, methodology to further empowerment, while having the least detrimental effect on the workers.

Information will be gathered from the subjects through interviews and a questionnaire. The information gathered from the interviews will verify the subjects integrity and the usefulness of the two day training seminar within a corporate setting.

Procedure:

The training seminar, "Motivation Through Empowerment," with the interviews and questionnaire, will show that delegation of authority with a participative approach -- which is the meaning of empowerment. It will require a major change from the day to day working conditions for employees and managers, both of whom will need training to make the transition to their new roles effectively.

The questionnaire contains questions asking the subjects what changes are necessary to implement empowerment in their work environment. The questionnaire also asks what types of training will help employees and managers through the transition.

## Chapter IV RESULTS

The results from the questionnaire, which were returned from the selected subjects are as followed:

Question one: Would the information enclosed in the seminar help your company and improve productivity?

Question one, dealing with the information of the seminar, and representing twenty percent of the document's acceptability received affirmative responses from all three of the subjects.

Question two: In order for empowerment to work communication is a key factor. Does the communication part of the seminar hold true to situations in your work environment?

Question two focuses on the communication aspects of the seminar. This question received positive responses from all the subjects. Question two represents thirty percent of the document's success.

Question three: Was the information gathered understandable and clear in its planning?

Question three, which received affirmative answers from all subjects emphasizes the organization and planning of information gathered and represents twenty-five percent of the paper's reliability.

Question four and five: Do you think there is a better way to empower your employees other than a training seminar like this one? Do you think this seminar can make a difference in the work environment?

Question four and five were designed for the credibility of the seminar. Both questions were essay and received three positive comments for both questions. Questions four and five represent another twenty-five percent of the questionnaire, which was an acceptable level to prove credibility of the seminar.

The following table represents the results of the evaluation by the subjects of "Empowerment Through Motivation Tactics."

Table 1.4

Subject Evaluation Statistics			
Question Number	Question Design	% of Seminar Score Acceptability	
1	Information	20%	20%
2	Communication	30%	30%
3	Organization	25%	25%
4&5	Credibility	25%	25%
		Total Score for Seminar	100%

In a series of questions and interviews from different managers from the St. Louis area, a needs assessment was completed to give direction to specific training needed for empowerment through motivation. From this needs assessment a two-day training program, dealing directly with employees and management, has been developed. The training consists of several different areas and they are as followed: utilize people skills through basic communication training, learn a time management module, prioritize job tasks, increase morale, and deal with stress at work.

This avenue was taken because of the concerns of both employees and managers who were interviewed. Concerns from both parties dealt with communication and morale. By focusing on these skills, the management and employees will learn skills that eliminate or reduce problem areas. This seemed to be the most productive way to help solve these problems between these two groups with the least amount of time and money. Changes are necessary for better morale, productivity, and communications, which will promote empowerment.

As a result this training program participants will be able to:

- enhance mutual respect and effective, collaborative working relationships in their work environment
- increase employee morale
- discuss comfortably major stress components that deal with their job task
- utilize group job tasks properly and prioritize them to achieve greater amount of success.

There are many skills that are relevant to having an effective empowerment program. The most important areas of empowerment are:

1. Organization skills
2. Communication skills
3. Learning skills
4. Time Management skills
5. Morale skills
6. Stress Management skills
7. Team Task skills
8. Group Decision-Making skills  
(delegation)

Empowerment offers the potential for increasing an organization's competitiveness. Empowerment represents change in the normal way of doing things and requires long-term commitment on the part of the organization. When using empowerment everyone will understand what the organization is trying to accomplish and what his or her role is in this endeavor. Empowerment, as we noted earlier in previous chapters, involves delegation of authority and a participative approach. It provides employees with the skills and authority to make decisions that traditionally would be made by managers.

Appendix A  
Empowerment Through Motivation

by: Kathleen Bruno



## Table of Contents

- I. Organizing the Workplace.....
- II. Effectiveness in communications.....
- III. An Easier Approach.....
- IV. Establishing prioritizes.....
- V. Increasing Morale.....
- VI. Stress.....
- VII. To Relieve and Identify Stress.....
- VIII. Teamwork.....

## First Day

## Schedule of Events

Introduction of Everyone  
8:00 - 8:30 a.m.

Opening Remarks  
8:30 - 9:00 a.m.

Organizing the Workplace  
9:00 - 9:30 a.m.

Break  
9:30 - 10:00 a.m.

Effectiveness of Two-Way Communication over One-Way Communication  
10:00 - 11:00 a.m.

An Easier Approach  
11:00 - 12:00 a.m.

Lunch  
12:00 - 1:00 p.m.

Establishing prioritizies  
1:00 - 2:00 p.m.

Break  
2:00 - 2:30 p.m.

Increasing Morale  
2:30 - 4:30 p.m.

Clean-up  
4:30 - 5:00 p.m.

## Second Day

## Schedule of Events

Review Previous Day	8:00 - 9:00 a.m.
Stress	9:00 - 10:00 a.m.
Break	10:00 - 10:30 a.m.
To Relieve and Identify Stress	10:30 - 11:30 a.m.
Lunch	11:30 - 12:30 p.m.
Teamwork	12:30 - 1:30 p.m.
Review the Day Events	1:30 - 2:30 p.m.
Break	2: 30 - 3:00 p.m.
Closing and Review of Seminar	3:00 - 4:30 p.m.
Clean-up	4:30 - 5:00 p.m.

## ORGANIZING THE WORKPLACE

### Goals:

- 1) To learn more about their job.
- 2) To eliminate obstacles before they become problems.
- 3) To relieve stress and learn time management.
- 4) To demonstrate the need for two-way communication.

Role Play Situation: Relate the information to the employees in an everyday situation that would apply to them. This situation should be very busy, chaotic, little information is given, no one asking questions.

Group size: 10

Time: 30 minutes

Subject: The need for two-way communication is an essential part of the learning experience for everyone. The more two-way communication is used the quicker and better a person can learn and satisfy student needs.

## EFFECTIVENESS OF TWO-WAY COMMUNICATION OVER ONE-WAY COMMUNICATION

Purpose: How questions and active listening help to communicate a clear message which can increase empowerment.

Group size: At least 10.

Time: 1 hour

Setting: Classroom setting with tables and chairs. Employees should be able to face each other.

Material required: Paper and pencils for all students. Chalkboard or overhead to record students input.

Procedure:

- I. Have everyone in the class pair off with the person from across the room from them.
- II. Instruct the participants to stay in their pairs and count off 1, 2, 1, 2 and so on.
- III. Explain to the class that the exercise they are going to take part in is one that requires communication between both parties.
- IV. The first part of the assignment is to have the participants with the number two tell the number ones as much as they can about themselves. Time limit is only thirty seconds. Number ones should write down everything they learn in that time frame.
- V. The second part is to ask each person in the class how much they felt they learned in that time frame. Answers should be very general and vague. Ask the group if they feel they know their partner any better.
- VI. Ask the class, "How would they get better information about the person next to them and how can they really learn something about this person?"
- VII. Have the participants switch roles. The difference is this time both people can talk. Utilize active listening. Have them write down the information on their piece of paper. Time limit stays the same, thirty seconds.
- VIII. Discuss the difference in one-way and two-way communications. Record all class input.

Summary: In comparing the use of one-way and two-way communications we can see how vague information can be. To truly understand the other person in the situation there must be at least the same amount of communication from both parties. In the end this helps the trainer to identify and overcome obstacles during the training.

## AN EASIER APPROACH

**Purpose:** To help the group understand that learning of any type is a step by step building process such as empowerment. By teaching someone parts of a job day by day, that person can acquire the knowledge quickly without confusion and can become an empowered employee. To help participants understand that attitude of the trainee is just as important as the physical execution of job methods.

**Group size:** 3

**Time:** 1 hour

**Setting:** Classroom setting with a chalkboard and overhead. Chairs and tables to accommodate the participants.

**Materials required:** A list of job methods. Utilize the groups by giving each group a different set of job methods. Make sure the methods given out are appropriate for the groups.

**Procedure:**

I. Explain to the group that this learning module is to help them see learning a new job can be difficult and frustrating. The trainer's responsibility is to teach an employee the job so the employee will be productive as quickly as possible. Tell the participants they will be split into smaller groups. Appoint a leader to each group at this time.

II. Each group will follow these steps. Each group should have different job methods.

### DAY 1

1) Prioritize job elements - taking the list of job methods. The list should be reconstructed to list most important to least important.

2) Explain job elements - remember to fully explain the purpose and the proper execution of the job methods.

3) Demonstrate job elements - this should clear up any questions in the trainee's mind as to what the method is supposed to be. (This is probably the most crucial step, so remember the trainer must be able to demonstrate the methods in a live situation.)

4) Review job elements - a review of the day's activities that should be done. Ask the trainee to explain the job elements to you so you can understand the trainees newly gained knowledge. This step is used as a reinforcing technique to help the trainee retain what he/she learned that day.

**Note:** Teach small portions of the job at a time so the trainee has time to absorb this new knowledge and not be overwhelmed.

## DAY 2

1) Review the day. No real knowledge can be obtained if the previous activities are not understood.

2) Introduce new information and explain job elements. Explain job methods so trainees have an understanding of the purpose and execution of the methods.

3) Demonstrate job elements/audit previously learned methods. This is used to answer any questions about newly introduced methods. Auditing gives a chance to positively critique the methods.

4) Review again. This is the trainee's chance to tell you what they know and how much the trainee has comprehended.

Note: This process should be continued, through the training period. Keep in mind that if the job is more complex, then it will take more time to teach the job.

III. Bring the groups back to see how they prioritized the job elements. Have one or two people lead the discussion. All coolants and ideas, suggestions, are welcome from the entire class. Now copies can be distributed to the class as examples to be used in the workplace.

Summary: The basics of the learning process are simple.

- 1) Keep it as simple as possible.
- 2) Avoid frustration in the trainee.
- 3) Make sure the trainee knows exactly what is expected of them.
- 4) Be positive, build the person's confidence up.
- 5) Be there to help the trainee when problems arise.
- 6) Establish and maintain two-way communication.



## ESTABLISHING PRIORITIZIES

Purpose: Time management is an essential part of all management skills and empowerment. This exercise will show participants that by writing down their plans and disciplining themselves they can accomplish their job tasks.

Group size: 10

Time: 1 hour

Setting: Classroom setting. Chairs and tables.

Material required: Copies of handouts and pencils for everyone. Chalkboard and overhead.

- I. Ask the class what their definition of time management is. Record information on chalkboard.
- II. Show a monthly planner on the overhead. Use a filled out example to help convey information.
- III. Review daily planner and the importance of a to do list.
- IV. Show how management can plan their time productively.

Summary: Developing disciplined planning skills are essential to good time management.

## INCREASING MORALE

Purpose: To become aware of situations that could lead to morale problems which can decrease empowerment.. To offer possible solutions to improving morale problems.

Group size: Participants work in groups of two to four. Any number of groups may be used.

Time: 2 hours

Setting: Classroom setting. Tables and chairs.

Material required: Pencils and paper. A copy of the case studies. Chalkboard.

Procedure:

I. Introduce the activity by making the following points:

Many organizations are plagued by morale problems. Sometimes these problems are the result of management decisions, sometimes not. We are going to view several situations where low morale exists and offer alternative methods to avoiding or improving the situation.

II. Divide the participants into groups of two or four. Hand out a copy of the case studies. Ask the participants to read one case study and make a list alternative methods that could have been used. Make another list of recommendations on how the morale problems can improve. This should be done for each case study and discuss it within each group. Allow enough time to write their recommendations. Then discuss each case as a class, allowing each group the opportunity to share their recommendations.

III. Summarize the activity by making a list on the chalkboard of the problems that can result when morale is low.



## CASE STUDY NUMBER ONE

Helwett Packer (HP), the computer firm based in Superthin, California, uses several methods to motivate its sale force. The "must-win" program spotlights the salesperson for the best sales approach and attitude in each region every quarter. The winners receive many prizes, including a plaque engraved with their name and accomplishments and a \$500 cash award. Winners are also invited to appear with Manuel Az, director of sales and marketing, in an interactive telemarketing. Via HP's television studio and satellite hookup, top salespeople talk about their achievements with sales teams at over 80 sales offices.

Sales quality manager Jeff William says programs like this are important because "they cause sales management to turn their attention to critical sales rep behavior such as leadership, teamwork, and a positive, winning attitude." These qualities lead to a long-term competitive advantage.

HP uses several other annual recognition programs to motivate the sales force. The 100% Club recognizes members of the sales force that reach 100 percent of their sales goals. Membership in the President's club is awarded to the 100 employees worldwide (85 salespeople and 15 district sales managers). The main reward of the President's club is a three-day trip to a luxury resort for winners and their spouses. Here they interact with upper management, including CEO Lewis Platt and HP founders Dave Packard and Bill Hewlett. This demonstrates that outstanding performance is recognized by top management as well as peers.

HP also empowers salespeople to manage accounts, represent the entire company, and manage customer relationships. This results in higher quality work, personal fulfillment, and career growth.

## CASE STUDY NUMBER TWO

William R. Hewlett and David Packard, two organizational leaders who demonstrated a unique managerial style, began their operation with \$538 in 1939, in a one-car garage. Eventually they built a very successful company that now produces more than 10,000 products, such as computers, peripheral equipment, test and measuring instruments, and handheld calculators. Perhaps even better known than its products is the distinct managerial style preached and practiced at Hewlett-Packard (HP). It is known as the HP Way.

The values of the founders-- who withdrew from active management in 1978 --still permeate the organization. The HP Way emphasizes honesty, a strong belief in the value of people, and customer satisfaction. The managerial style also emphasizes an open-door policy, which promotes team effort. Informality in personal relationships is illustrated by the use of first names. Management by objectives is supplemented by what is known as managing by wandering around. By strolling through the organization,, top managers keep in touch with what is really going on in the company.

The informal organizational climate does not mean that the organization structure has not changed. Indeed, the organizational changes in the 1980s in response to environmental changes were quite painful. However, these changes resulted in extraordinary company growth during the 1980s.

## STRESS

### Purpose:

- 1) To measure stress in selected people using their pulse rates to monitor stress.
- 2) To relate feelings of the demonstration with stressful situations that take place on the job and can make empowerment hard to accomplish.

Group size: 3 or 4 people

Time required: 1 hour

Material required: A watch with a second hand. Paper and pencils. Chalkboard. A copy of the word problem.

### Procedure:

I. Make sure all participants have paper and pencils. Instruct the class to number their paper 1 to 5. Train the class to take their own pulse as follows.

1) Find your pulse by lightly placing your index finger and your second finger on the inside of your wrist just below your thumb. Acknowledge when you've found your pulse.

2) Once everyone has found their pulse, have them find it again. Ask the participants to count their pulse for fifteen seconds while you keep time. Multiply your count by four and record that number on line one your paper.

II. Ask the class for the highest and lowest pulse rates. This verifies everyone is participating.

Repeat the procedure for taking a pulse with the class and have them record their own pulse rates on line two. Let the class know this will happen several more times throughout the demonstration so be ready to take your pulse.

III. Set up the demonstration as followed:

- 1) Explain that we are going to set up an experiment to record pulse rates.
- 2) Make sure that the chalkboard is ready to be used.
- 3) Select three people to come in front of the class.
- 4) Ask the participants to take their places in front of the class.
- 5) Ask everyone to stop and take their pulse. Record this pulse rate on line three.

IV. Introduce the experiment by saying:

"In a moment I'm going to ask you three people to help me figure out a word problem on the chalkboard. The rest of the class should observe." have everyone take their pulse again and record it on line four. Select one other person to read the word problem.

V. 1) Instruct the three people at the chalkboard to work the problem. Questions are allowed to help with clarity of the word problem. After forty seconds stop the participants. Have everyone take their pulse and record it on line five.

2) Collect the data from the participants.

3) Ask the three participants if their pulse rate has changed. Ask the same question to the rest of the class.

4) Have everyone return to their places. Then have everyone take their pulse rate once more to see if it has returned to normal.

VI. Conduct a group discussion talking about the following topics:

1) Physical reactions and facial expressions. Did the three participants exhibit anything like this?

2) Could the class explain why the pulse rates changed?

3) Identify the stress in the situation.

- Anxiety of doing a task in front of people.

- Mental stress of dealing with a word problem.

- Competition between each other.

4) How can this type of stress be compared to a work situation?

Summary: Demands can be put on anyone in a matter of seconds, causing the capability of an individual to respond differently causing stress.

### Case Study

In 1991, my kitchen clock lost one minute every hour for six months, from July through December. At that time my soon-to-be-husband supposedly fixed the clock. The clock kept correct time for a month. The clock began to lose a minute and thirty seconds every hour for four days until I threw it away. How much time did the clock lose in those four days?

## TO RELIEVE AND TO IDENTIFY STRESS

Purpose: To help the participants understand that everyone has stressful situations. To identify existing and possible new sources to relief and increase empowerment.

Group size: a group of 10 or more.

Time: 1 hour

Setting: Classroom with chairs and tables.

Materials required: Handouts and pencils for everyone. Chalkboard to record information from the group.

Procedure:

- I. Introduce the subject to the class. Discuss stress and how people use other people to vent stress.
- II. Explain the emotional support system. Get input from the group.
- III. How can we expand these areas of support? This is the groups chance to give a great amount of information. Ask for examples.
- IV. Have the group use the handout to start to create or develop their support system.

Summary: We can expand and use these systems to reduce any pressures we feel.



## TEAMWORK

Purpose: To demonstrate to the class that utilizing teamwork can reduce stress and helping everyone to become more successful at goal reaching.

Group size: 5 or more

Setting: Classroom setting with tables and chairs.

Material required: Pencils and copies of seek and find games. Chalkboard to record group's input.

Procedure:

- I. Give an introduction to the topic of teamwork. Record their response on the chalkboard.
- II. Pass out the first puzzle. Give a five minute time limit.
- III. Tally the scores. Conduct a group discussion focusing on the problems some of the class may have had. Record what they felt about the first puzzle.
- IV. Divide the class into separate groups of about five in each group.
- V. Pass out the second puzzle, put a five minute time limit on this puzzle. Instruct the group to complete the puzzle as a group using teamwork.
- VI. Tally again and record the results. Ask the groups what the differences were in the individual puzzle and the group puzzle.

Summary: Discuss the teamwork approach using the group's ideas. Show the group how they can be more successful using the puzzle results as well as their own ideas to support this.

Awareness  
Color  
Daily  
Dream  
Fire  
Format  
Fragment  
Future  
Govern  
Growth  
Guard  
Horoscope  
House  
Image  
Laws  
Level  
Life  
Nine  
Origin  
Role  
States  
Universe

Ambulance  
Automobile  
Bicycle  
Cabs  
Carriages  
Cart  
Horse  
Mule  
Plane  
Raft  
Rails  
Roadster  
Scooter  
Ship  
Skateboards  
sled  
sleigh  
Streetcar  
Subway  
Tank  
Taxi  
Tractor  
Train  
Trolley

## Chapter V DISCUSSION

The questionnaire that was solicited from the subjects was used to confirm not only the acceptability of the training seminar "Empowerment Through Motivation Tactics" as a useful instrument in the work environment, but also as a validated document for my academic success. It appears that this research seminar are an appropriate instruments for use in emphasizing that the need for a more empowered workforce is clear.

### Summary:

The fundamental intentions of this project were to have a better understanding of empowerment and to set forth tactics that are used in the most successful empowerment programs. In addition some suggested methods, based on conclusions drawn from this investigation, of generating empowerment improvements in the workforce were presented.

The main points of the thesis are:

1. There is a need for empowerment programs in the workforce today;
2. There is a lack of understanding, on the part of management, as to what best empowers and motivates the worker; and
3. There have been many major contributions from organizational theorists and behavioral scientists even though their approaches are similar they still vary when empowering the worker.

The result, based on inputs from evaluators who are themselves professionals in the academic and industrial fields, are the acceptance of the training seminar "Empowerment Through Motivation Tactics." The main points of the seminar are as followed:

1. To learn, eliminate obstacles, relieve stress, and access areas of responsibilities;
2. To show how effective two way communication is over one way communication;
3. To help the worker understand that learning of any type is a step by step building process;
4. To learn to use time management;
5. To become aware of situations that could lead to morale problems; and
6. To learn by being a template you can reduce stress and can become more successful in reaching goals.

#### Limitations:

One of the limitations of this type of study is in doing the research on empowerment there was not a great deal in writing, because the topic is still new to the business world. In years to come there may be more literature available that will not be redundant.

In addition, the approaches, used by the major contributing sciences, to motivation all present strong arguments in attempting to justify their method as being the most effective. Also, since those processes which empower and motivate the employee, change with varying environments and societies, there is no one easy solution that can be set forth which will guarantee an empowered workforce.

Suggestions for Future Research:

An interesting study would be to do more research on local companies about empowerment. By doing this way you could observe the best approaches to empowerment in the corporate world. This could also explain why empowerment does not always work. Some interesting results might also develop if empowerment and motivation were ranked by professionals in the major contributing scientific areas and compared to the present workers' rankings.

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