

3

Motivation

Overview of the unit

3.1 Theory: Herzberg's Motivation-Hygiene Theory

'If a person cannot be fully utilised, there will be a motivation problem.'

Professor Frederick Herzberg

In the 1950s, Frederick Herzberg asked 200 Pittsburgh engineers and accountants what they wanted from their jobs as a means of understanding employee satisfaction. He wanted to find out the effect of attitude on motivation by asking employees to describe situations where they felt really good and really bad about their jobs. The results from this study form the basis of Herzberg's 'Motivation-Hygiene Theory' or 'Two-Factor Theory', published in *The Motivation to Work* in 1959, and they have been extremely influential since then.

He concluded that human beings have two sets of needs: to avoid deprivation and pain and to achieve and grow psychologically. He called the factors which met the first set of needs at work hygiene factors, and those that met the second set of needs he called motivators. Hygiene factors refer to the environment in which a person works, and include supervision, status, security, pay, etc., and once they are introduced they are often seen as a right. Motivational factors relate to what a person does at work, and include achievement, recognition, responsibility, advancement, etc., and are seen in company award schemes.

Herzberg argued that these two factors are distinct because they are concerned with two basic human needs and are not opposites. Instead, the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction.

This means that addressing the causes of dissatisfaction will not create satisfaction and adding to the factors of job satisfaction will not address job dissatisfaction. For example, in a hostile work environment, giving someone a promotion will not make them automatically satisfied, and in a healthy work environment, without satisfaction factors such as recognition, the work people do will not be automatically satisfying.

Detractors suggest that when people feel good, they will focus on what they enjoy about their job and when they feel bad, they will blame external factors beyond their control.

Arguably, Herzberg's main contribution is the knowledge that motivation comes from within the individual and cannot be directly imposed by an organisation; his influence can be seen in modern trends such as self-managed learning and employee empowerment.

3.2 Practice: Building a positive work environment

Profile: Creativ Company

Creativ Company delivers art, craft and stationery products globally to a variety of customers. By building special relationships with suppliers and manufacturers, the company hopes to continually develop new products and designs to meet this worldwide demand.

The company also has a vision of creating a friendly atmosphere to work in; it has been voted one of the best places to work and been recognised as an 'inspiring employer'. At its heart is a fundamental belief in treating people equally and fairly; it provides healthy food in the canteen, physical training during breaks, financial support for employees experiencing health problems and a programme that gives unemployed people a chance to try different job functions.

The company strives to maintain and develop a high level of social responsibility and works together with the local community to create opportunities. It has a service centre that allows 15 people with learning difficulties to get practical training and advice.

Arguably, these measures along with the healthy workplace culture have had a positive impact on the mental health of employees, and the company has received many awards recognising this.

3.3 Skills: Conducting a performance review

A performance review is seen as an opportunity for an employee and, usually, their line manager, to get together and discuss an individual's performance at work, their development and any support required. Carried out sensitively, a performance review is an important way of cultivating and maintaining the relationship between employees and their line managers. Whenever possible, feedback given in a performance review has to be objective and should encourage further positive action.

Many organisations use an appraisal form with space for the employee to rate their performance on aspects of their work, such as contribution to the team, effectiveness, role development, etc. This style of review is very effective in gathering data to help managers understand the capacity of human capital to add value.

3.1 Theory: Herzberg's Motivation-Hygiene Theory

Introduction

- 1 Pair students to match the pictures to the *possible* reasons for doing something. Elicit their answers and any other ideas they may have for each picture as class feedback.

Suggested answers

1 d 2 b 3 e 4 a 5 c

- 2 Re-pair students to discuss the questions. Elicit two or three answers as feedback.
- 3 Brainstorm what *intrinsic* and *extrinsic motivation* mean by putting both in circles on the board. For example, *intrinsic motivation* is sparked by enjoyment of the task; examples include associating effort with result, and interest in the topic. *Extrinsic motivation* comes from outside the individual; examples include financial reward, coercion, and threat of punishment. Discuss the answer to the question as a whole class or in small groups depending on the size of the class.

Business view

Pair students to discuss the quotation and the questions before feedback.

Reading: Herzberg's two-factor theory of motivation

- 1 Learners read the text and match the answers with the questions.

Answers

1 c 2 b 3 a

- 2 Learners read the text again and answer the questions. Ask learners to compare answers in pairs before feedback.

Answers

- 1 true – They talked about job experiences and job content.
- 2 false – They concentrated on the job context.
- 3 true – Hygiene factors prevent dissatisfaction.
- 4 true – Before Herzberg's theory, managers concentrated on hygiene factors which alone did not motivate employees.

Language focus 1: Vocabulary of motivation and demotivation

In pairs, learners match the examples to the factors before feedback.

Answers

- 2 Relationship with peers – hygiene 3 Recognition – motivation
 4 Advancement – motivation 5 Salary – hygiene 6 Work itself – motivation
 7 Growth – motivation 8 Work conditions – hygiene 9 Supervision – hygiene
 10 Relationship with the boss – hygiene 11 Achievement – motivation
 12 Responsibility – motivation

Intercultural analysis

Discuss what students understand by *different cultures* before pairing them to discuss how and why culture can affect the factors that influence employees.

Language focus 2: Quantifiers

- 1 Pair learners to put the quantifiers in the diagram before feedback.

Answers

Order from left to right: a little / a few, some / several, many / much / a lot of / plenty of, most, all

- 2 Learners work individually to complete the letter before checking in pairs and feedback.

Answers

1 Some 2 enough 3 a great deal of 4 many 5 little 6 few

- 3 Re-pair learners to match the quantifiers with the nouns before feedback.

Answers

countable: many, a lot of, a few, a large number of, several
 uncountable: much, a lot of, a little, a great deal of, a huge amount of

- 4 Learners work individually to complete the rules before feedback.

Answers

Negative: sentences b and d

When we use *little* and *few*, the meaning is usually negative.

- 5 Re-pair learners to write a few sentences using quantifiers and the words. Elicit one or two examples for each word as feedback, using the example as a model.

Output: Motivating a demotivated company

Stage 1

Pair or group learners to discuss the questions. Elicit which problems they think are motivational and which problems they think are connected with hygiene factors.

Stage 2

Group two pairs or make larger groups to discuss the plans before feedback.

Stage 3

Group learners to draw up a questionnaire to ask employees about their work. Encourage them to speculate on what they think their results will show, before discussing what the management could do to change the situation. As feedback, ask a member of each group to summarise their questionnaire, what they speculated and their conclusions.

3.2 Practice: Building a positive work environment

Profile: Creativ Company

Introduction

Pair or group learners to discuss the bulleted points and then either re-pair them or ask one member of each group to summarise the discussion. Elicit from the class what they think makes a good working environment. Alternatively, in large classes, group learners and give each group a bullet point to discuss and re-group them to summarise.

Listening 1: Creating a good work environment 1.17

1 & 2 Encourage learners to speculate on possible answers to the questions. Play the recording and elicit the answers.

Answers

1 Suggested answers

- People are involved in processes related to the job at all levels of the organisation.
- There is good communication through daily face-to-face meetings.
- Top managers share information with employees and listen to their ideas.

2 Many other companies communicate mainly via email with their employees, whereas at Creativ they have frequent face-to-face meetings.

Audio script

Interviewer: So, you've been named as one of the best companies in Europe to work for, why do you think this is?

Pia Orskov: Well, I think there are a number of reasons, but I think one of the main reasons is that people are very much involved in processes related to the job and the workplace and we seldom do anything until we have talked about it, and people are involved in it at all levels in our organisation. Also we have a very high degree of information and dialogue with people. For example we have staff meetings every day ...

Interviewer: Oh, right.

Pia Orskov: ... where top management and employees share information about business and everyday life. So that's where people really have a possibility to hear thoughts and ideas from everybody who's involved.

Interviewer: And so do you think that this information sharing is the most important way of making a company successful and making people work together well as a team?

Pia Orskov: I think it's a very important thing to do and it's something that people here attach very high importance to when they talk about their workplace because usually companies send emails around and do things like that rather than speak face-to-face.

Interviewer: Yes.

Pia Orskov: But, we find it very important to look at each other every day and share our thoughts and missions and practical things too.

Interviewer: Yeah, I think a lot of companies pay lip service to this, they say they do it, but it's quite unusual, isn't it, to find companies that really do take this sort of team-building and meeting face-to-face very seriously?


Pia Orskov: Well, we take it very seriously. Everybody meets in their teams for a few minutes every morning and every Monday we have a team meeting that lasts thirty minutes and there are other face-to-face meetings besides these of course.

Listening 2: Rewarding employees 1.18

1 Group learners and ask them to brainstorm company reward schemes, e.g. employee of the month, luncheon vouchers, gym membership, etc. Elicit their ideas on the board.

Suggested answers

pay bonuses, give pay rises, offer promotion, give awards (e.g. 'employee of the month'), give gift vouchers

2 Ask learners to predict possible answers before playing  1.18 and feedback.

Answers

- 1 There isn't a system of rewards, and rewards are not given to individuals but to the whole group or team to recognise a special effort or a good result.
- 2 Students' own answers.
- 3 Every employee is treated as a 'special person': everyone has the opportunity to discuss their 'dream job' and things like working hours and career possibilities.

Audio script

Interviewer: And what about rewards and other ways of motivating staff? What systems of reward and motivation do you have for employees?

Pia Orskov: Well we don't really have a system. I think it's a part of the company spirit that we don't want systems! Rather we just do things in a way that feels right and we don't put in systems, and we don't put people in systems and boxes. But, of course we want to reward a special effort or a special result, but usually we do it as a group and seldom just as one person. We think it's important to have a we spirit instead of a me spirit.

Interviewer: OK.

Pia Orskov: So at staff meetings we celebrate and applaud a good effort or good results of a group or a team, and as a company we reward all the employees when we reach a certain goal.

Interviewer: Oh, right.

Pia Orskov: For example, we might pay for everyone to go for a meal or get a few boxes of chocolates for everyone, or perhaps put in an extra amount of money on the next month's pay cheque or something like that, but that would be for everyone when we reach something together.

Interviewer: Right, so everything shared amongst the people involved. Do you think this is the main way that you treat your employees better than a lot of other companies? Is this the main way or are there other ways in which you think your employees are treated better than they are in other companies?

Pia Orskov: Well, I think that the number-one reason is that we see people as whole people and try to treat everyone as a special person with personal needs depending on where in life they are.

Interviewer: Right.

Pia Orskov: So things like work hours and skills and dreams are discussed several times a year with everyone, and also we listen a lot and we act when we've finished listening!

Interviewer: Right! That's the most important part, isn't it?

Pia Orskov: Yes, but er also I think the positive spirit we have is very important, it's a kind of a family spirit, and we take care of each other and we give everyone the possibility of modelling a dream job and also give career possibilities if that's what they are looking for.

Transferable skill: Developing listening skills



Brainstorm listening *for gist* and *for specific information* as a whole class. Encourage synonyms for *gist* and *specific*, e.g. *core* and *particular*.

- 1 Pair learners to discuss and answer the questions, and then feedback.

Suggested answers

- 1 Creativ treats everybody as an individual, but teamwork is also important. There is a very positive spirit in the company.
- 2 Probably not, as everything is discussed in the open.
- 3 There are probably a lot of 'unwritten' rules that people naturally follow. Perhaps there are only rules for seriously bad behaviour.

- 2 Ask learners to underline key words in the summaries, e.g. abuse, rules, trust, punishments. Elicit synonyms for these words, e.g. harm, controls, faith, discipline. Play and ask a few learners why they chose their answer.

Answer

b

- 3 Briefly ask learners to predict their answers. Play again before checking in pairs and feedback.

Answers

- 1 Don't talk behind anyone's back. Don't speak badly about the company. Don't steal.
- 2 Employees feel proud to work for the company and they like the positive, family-like spirit.

Audio script

Interviewer: Do people ever abuse the system at all, though? I mean, do people ever take advantage of this attitude to work, or have you never had problems with that?

Pia Orskov: Well, I think that our way of seeing people as a whole person is based on trust and of course you can always abuse that. But I think employees are very focused on keeping it that way and not abusing it. Because if we find that people abuse it, we'll just stop having these good things and nobody wants that to stop.

Interviewer: No, of course not.

Pia Orskov: But if we see people abusing the system, we take action and give them a warning. We have three important rules that you have to keep: the first one is, don't talk behind anyone's back, the next one is, don't talk badly about our company, go to the right person instead, and the third one is, don't steal, and this means don't steal time, money or products. And that's something we look very hard at, but we very, very rarely find that people abuse those rules.

Interviewer: OK.

Pia Orskov: But we try not to have too many rules so it's easy to follow those rules that we have.

Interviewer: Well, yes because like you said, everyone's an individual so you have to be flexible to a certain extent, don't you, but obviously there have to be a few rules in place too?

Pia Orskov: Exactly.

Interviewer: If I asked one of your employees why they like working for your company, what do you think they would say? What do you think they would like most about working for this company?

Pia Orskov: Well, actually it has to do with pride in the company and being proud of their own contribution to our success.

Interviewer: Right.

Pia Orskov: Of course we ask people every now and then what it is that they find attractive about the workplace, and many people say, 'I am so proud of the company, I'm proud of what I can do and I feel that I'm important and the company couldn't do it without me.' And that's very important I think and that's why we are considered one of Europe's best workplaces. And also the positive spirit, the family-like spirit – it's something people dream about having in their work life.

Critical analysis

- 1, 2 & 3 Group learners to discuss the questions. Ask a member of each group to present a summary of the discussion as feedback. Alternatively, in large classes, give each group one question to discuss before eliciting a summary.

Language focus 1: Articles



Go through the table with learners and elicit some examples for each entry. For example:

- 1 There was an accident yesterday.
- 2 He is an engineer.
- 3 There was a house in the middle of a forest.
- 4 The house was large and the forest was dark.
- 5 Could you close the door?
- 6 The accident I saw was not too bad.
- 7 the sun
- 8 the biggest
- 9 My car is a white one.
- 10 Jack Welch
- 11 Smoking is unhealthy.

- 1 Ask learners to find a rule in the table which matches the use of the article in sentences a–c, before checking in pairs and feedback.

Answers

a 8 b 9 c 1

- 2 Learners complete the sentences using the table as a reference.

Answers

1 the, 8 2 –, 11 3 a, 2 4 the, 4 5 –, 9 6 the, 5
 7 a, 3 or 1 8 the, 7 9 –, 10 10 a, 3 the, 4 The 6

Language focus: Vocabulary to discuss pay and working conditions

- 1 With learners in pairs, ask them to match the word and phrases to the definitions. Re-pair learners to check their answers before feedback.

Answers

1 flexitime 2 salary 3 open-plan office 4 glass ceiling
 5 career opportunities 6 tips 7 commission 8 mentoring system
 9 work-life balance 10 severance package
 11 bonus 12 appraisal system 13 fringe benefits
 14 effort-reward balance

- 2 Pair learners to match the words and phrases to the correct column in the table. Re-pair them to check answers before feedback.

Answers

Pay and rewards: salary, fringe benefits, effort–reward balance, commission, tip, bonus, severance package
 Working conditions: career opportunities, glass ceiling, work–life balance, open-plan office, appraisal system, mentoring system, flexitime

- 3 In pairs, learners discuss the questions before class feedback.

Output: Presentation

Stage 1

In pairs, students discuss their ideal jobs and workplaces. In small classes, you could elicit from each student what they think would be the ideal job or workplace for every member of the class including yourself and why, before giving feedback on their choices.

Stage 2

Elicit what an ‘Away Day’ is and what students think happens on one. (It is a team meeting, held outside the normal work environment and free of workplace distractions.)

Group students to prepare a short presentation on an ideal workplace. As feedback, elicit which of the workplaces presented were the most ideal and why.

3.3 Skills: Conducting a performance review

Introduction

Pair or group learners to discuss the questions. Help out with vocabulary where required. As feedback, elicit their ideas on whether the advice was useful and why/why not.

Language focus 1: Vocabulary for performance reviews


Learners work individually to match the words with their definitions before checking in pairs and feedback.

Answers

1 c 2 e 3 d 4 f 5 a 6 h 7 g 8 b

Listening 1: Beginning a performance review

1.20

Ask learners to predict whether the statements are true or false. Play  1.20 before feedback.

Answers

1 true 2 false 3 true

Audio script

David: Right. Well, let's go through it step-by-step as we did before.

Jenny: OK.


David: Just before we start this, have you any particular things you want to raise?

Jenny: No, I don't think so.

David: OK. So, looking at your achievement objectives from the last assessment, the first thing is evidence of achievements since the last time.

Listening 2: Performance objectives

1.21

Ask learners to speculate on the correct phrase. Play  1.21 before checking in pairs and feedback.

Answers

- 1 has
- 2 satisfied
- 3 all the tests
- 4 will not

Audio script

Jenny: Well, the first thing on the list in terms of what I felt I'd achieved to date in the time that I've been here is the Business Link contract.

David: Yes.

Jenny: At the last assessment we said I was going to undertake responsibility for that ...

David: OK.

Jenny: ... and to get us through the standards tests and make sure that the company was fully compliant with the standards, and I think I did that really well. There was a lot of work involved and I managed all of that, although it wasn't my objective to be partially compliant at all. I wanted to be fully compliant first time round. Although some of the feedback I've had is that that was quite a high expectation and perhaps not a realistic one ...

David: Yes.

Jenny: ... given that we had to be fully compliant in all thirty-two areas that we were assessed in. So the fact that we're fully compliant in twenty-eight of the thirty-two, I think is still really excellent.

David: So do I.

Jenny: Now, I'm not responsible for that because it's all of us as a team and as an organisation, but I sort of drove it through, I think.

David: You did. And congratulations on that.

Jenny: Thank you.

David: Right. Well, between now and next time that's not going to be complete, is it?

Jenny: Not before the next time, no.

David: No.

Jenny: But I will have done some things.

David: That's right. But by the next review in January, and the one after that in June, it'll be complete and finished with.

Jenny: I hope so.


David: Good.

Jenny: I hope that we can push for the assessment.

David: So at the next review we could set that as a goal.

Jenny: Yes.

Listening 3: Responsibility and supervision 1.22

Learners speculate on the answers to the questions. Play  1.22 before feedback.

Answers

- 1 Jenny is responsible for the database overall.
- 2 Bob's job is to keep the database up-to-date.
- 3 The problem is that the database is not up-to-date.
- 4 They should be able to see instantly who the clients are (show they have registered), at what stage they are in dealings with the client and when the last contact was.

Audio script

David: Database systems and client folders. Well, this is a mixed responsibility, isn't it? You and Bob are both responsible.

Jenny: In terms of management responsibility, I'm responsible for the database overall. Bob reports to me regarding his role updating the database.

David: OK.

Jenny: But, I have to say I'm really, really frustrated about the use of that database.

David: Well, I think at the end of this review we should bring Bob in and just have a look at that. Because it's crucial that it's kept up-to-date and I don't think it is being kept bang up-to-date at all.

Jenny: It definitely isn't, not at all. And well, to be fair to Bob, I need to find the time now to sit down with him and look at the areas where it isn't, and what needs to be done to bring it up-to-date. But, the frustration is that we shouldn't actually be in this position. When I handed it over to Bob, or when Bob accepted responsibility for the day-to-day running of it, it was good.

David: Right.

Jenny: It worked.

David: OK.

Jenny: It was up-to-date. And it's only ever useful while it's up-to-date.

David: That's right.

Jenny: Now we couldn't look at that and accurately pull off any figures about the contract at all and we should be able to look at it ...

David: Instantly.

Jenny: ... any moment, instantly, and know exactly where we are ...

David: Right.

Jenny: ... who we've got registered, what stage they're all at, when our last contact with them was. And it's chaos at the moment.

Critical analysis

Divide the class into two groups. Group D discuss whether David followed the managers' advice well and Group J discuss whether Jenny followed the employees' advice well. Pair members of each group to discuss whether they thought the manager and the employee did well. Alternatively, as feedback, elicit each group's response to their own questions after their discussion.

Answers

Group D:

David does 1, 2 and 3 well.

He didn't need tip 4.

Group J:

Jenny does 1 and 3 well.

She didn't need tip 2.

She does not follow tip 4 completely; she says she needs to speak to Bob, but criticises him without giving a solution.

Language focus 2: The language of a performance review

Pair learners to match what the speakers said with the advice in the Introduction. Re-pair them to check their answers before feedback.

Answers

- 1 Manager tip 2
- 2 Employee tip 1
- 3 Manager tip 3
- 4 Employee tip 4
- 5 Manager tip 1 (constructive feedback)

Output: Participating in a performance review

Put students into pairs or groups of three and tell them they are going to do a performance review role play between Jenny, Bob and David. Refer them to their respective role cards on pages 136, 141 and 145.

Stage 1

Students read their role cards and individually prepare for the meeting using the advice given in the Introduction and Language focus 2.

Stage 2

Students role play the meeting while you monitor and check. As feedback, you could ask them to prepare for a performance review for themselves, depending on their occupations, using the advice given in the Introduction.

Worksheet 3 (See page 125)

Improve your knowledge of self-assessment techniques

Level **B1**

Time 55–60 minutes

1 Lead-in (10 minutes)

Suggested answers

- 1 Self-assessment is a form of self-appraisal and self-evaluation. It usually encourages people to analyse their self-view in a positive way and realise ways to improve themselves.
- 2 Answer will probably depend on students' age and experience.
- 3 Most forms include sections on achievements, attitude to the job, aspirations, personal learning and development sections.
- 4 Competency means capability when used for self-assessment.
- 5 Self-assessment is actively encouraged by most organisations before a performance review. It could also be done when preparing for a job interview.

2 Competencies (25 minutes)

Pair students to match the competency area to its definition before feedback.

Answers

Competency Area	Definition
Analytical	Appreciating and applying different considerations
Communication	Actively listening and conveying information effectively
Empathy	Establishing rapport and understanding people's needs
Expertise	Using and developing specialist knowledge
Flexibility	Ability to multi-task and adapt to change positively
Independence	Ability to take the initiative and work without supervision
Innovation	Suggesting new ideas, methods and solutions to facilitate change
Mentoring	Coaching or teaching others
Organisation	Ability to prioritise and meet deadlines
Persuasion	Visioning and inspiring others
Results orientation	Achievements, personal motivation and approach to challenges
Team-working	Developing solutions and agreeing things with co-workers

Students decide which question would be used to test each competency.

Competency Area	Possible test question
Analytical	What do you need to do for your own development?
Communication	Which methods do you use to share ideas?
Empathy	What do you like and dislike about working for the company?
Expertise	Which important abilities are needed in your job?
Flexibility	Which changes to your job would make you more effective?
Independence	Would you like to take on more responsibility next year?
Innovation	How creative have you been during the last year?
Mentoring	Which ways can my supervisor help me better?
Organisation	How could you improve your time management skills?
Persuasion	What kind of work would you like in five years' time?
Results orientation	What have been your contributions to the company in the past year?
Team-working	How do you overcome difficulties in achieving your objectives?

3 Design a self-assessment questionnaire

(15 minutes)

Students work in pairs to design a self-assessment questionnaire of ten questions. They should focus on assessing individual achievements, attitude to the job, future aspirations, personal learning and development.

4 Complete a self-assessment questionnaire (10 minutes)

Students exchange their questionnaires with another pair and complete them. As feedback each pair could conduct a performance review based on the findings of the filled-in questionnaire if there is time.