

How to Motivate Employees

Management Development

Info-line

The *How-To* Reference Tool for Training & Performance Professionals



Association for
Management Development

How to Motivate Employees

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Motivation: The Force Within

Motivating employees to achieve their potential is one of the most difficult challenges facing any manager or supervisor. The training of managers and supervisors in employee motivation involves giving them the background they need to understand what motivation is and how to tap this drive among their employees.

Motivation is classically defined as the desire to work: the amount of effort put forth on a job. Every person has a mindset that determines how and why he or she behaves in a certain manner. These activities are based on motivational factors, such as personal goals, organizational and personal reward systems, and job enrichment.

In today's business climate, rewards and recognition have become more important than ever. Many managers, however, think that the only thing that motivates employees is money. Motivational experts agree that money is *not* the best way to motivate employees yet, according to management specialist and author Bob Nelson "it is a rare manager who systematically makes the effort simply to thank employees for a job well done, let alone to do something more innovative to recognize accomplishments."

There have been numerous papers, books, research, and studies prepared over the years to try to explain this elusive but vital component of life. This *Info-line* summarizes the theories of motivation and presents some practical methods of motivating others.

Motivational Theories

Managers concerned with employee motivation and an accompanying increase in productivity need to understand research findings regarding human behavior in social settings. The link between the behavioral sciences and business can be traced to a number of theories developed during the 20th century, the most influential of which will be discussed here. For more information on these and other motivational theories, see "The Behavioral Sciences" by Harold M.F. Rush in *The ASTD Training and Development Handbook*.

The Hawthorne Studies

Motivational studies were first conducted in the 1920s and 1930s by behavioral scientists in the Hawthorne works of the Western Electric Company in Chicago. The goal of the studies was to determine whether the conditions of work affected the incidence of employee fatigue and monotony. The experiments were preliminary in nature and came to no particular conclusion. (In these famous studies, employee productivity and morale increased due to the attention they were receiving, not from the environmental factors being studied.) The researchers did find, however, that employees were more productive when working in groups than in isolation, and that wage incentives did not determine product output.

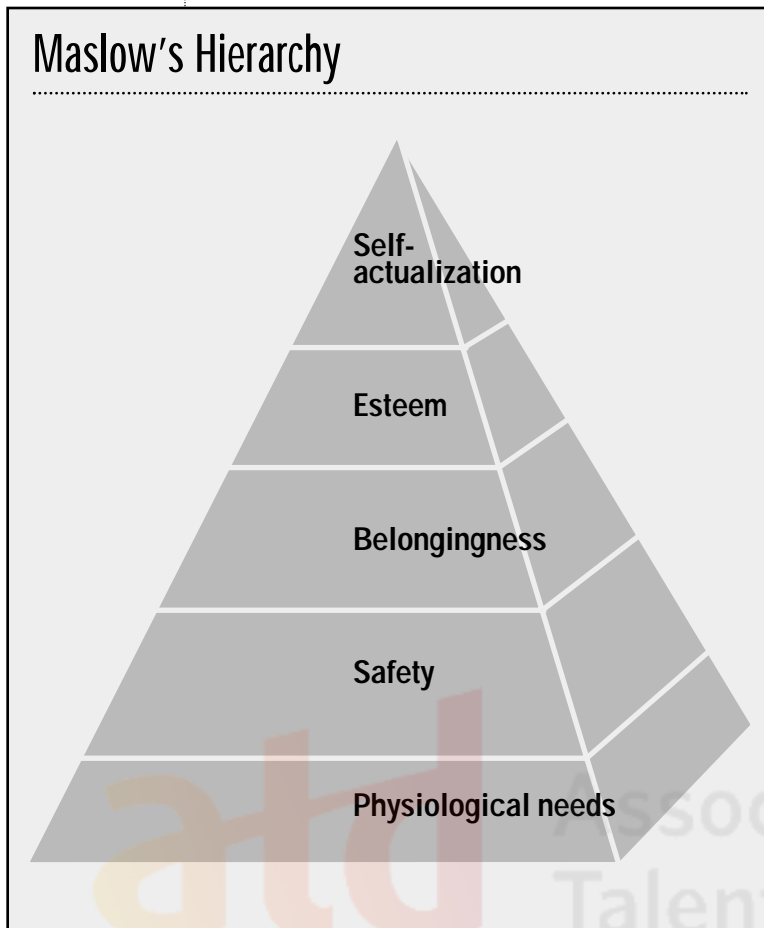
Although a direct link between morale and productivity was not proven, the Hawthorne studies did prompt continuing research. The major assumption of the studies has been formulated into the human relations school of management: "If you make employees happy, they produce more."

Behaviorism

B.F. Skinner introduced "operant conditioning" in the 1930s. According to Bernard Rosenbaum, Skinner theorized that "all human behavior is determined by external stimuli." Skinner maintains that a person's behavior can be influenced by the anticipated consequences of his or her actions. Desirable behavior has positive consequences (is rewarded) and undesirable behavior has negative consequences (is punished). If managers can provide a reward for desired behavior that is valuable to the employee, he or she may induce the employee to continue the desired behavior.

Maslow's Hierarchy of Needs

Abraham Maslow introduced his hierarchy of needs in *Motivation and Personality*, published in 1954. Maslow contended that people have needs they strive to fulfill, that these needs are complex, and that their needs are continually changing and evolving. He then categorized these needs into a logical hierarchy. The hierarchy (see the figure on the next page) ranges from physical to psychological, as follows:



Most jobs provide some measure of the lower levels of the hierarchy: wages or salaries to provide for a worker's physical needs, some form of camaraderie or companionship, and the respect of co-workers and peers. Motivation for self-actualized individuals lies in the number and type of opportunities for growth and achievement their work provides. They tend to work for the satisfaction of a job well done, a "sense of accomplishment, pride, a desire to grow, and the development of their skills and talents," according to author Thomas Quick.

Theory X/Theory Y

Social psychologist Douglas McGregor built on Maslow's theory by examining it in the workplace. He introduced Theory X and Theory Y in *The Human Side of Enterprise*, published in 1960. Theory X is the traditional way of looking at the workforce, an approach that assumes that people would rather play than work. Theory X postulates the following:

- Most people don't like to work and will avoid it when they can.
- Most people need to be coerced, controlled, or threatened with punishment to persuade them to work.
- Most people want to be told what to do. They want to avoid responsibility.

In contrast, Theory Y postulates the following:

- Most people will work to achieve goals to which they are committed, especially if rewards result from the achievement of those objectives.
- Most people can learn to accept—and even seek—responsibility.
- Most organizations only partially tap their employees' intelligence and talents.

Physiological. These needs include food, drink, sex, and sleep.

Safety. These include freedom from fear and the need to be safe and stable.

Belongingness and love. This category includes friends and family.

Esteem. This includes both self-esteem and the need to be highly regarded by others.

Self-actualization. This is simply the need to be "all that you can be."

Maslow believed that a person could achieve the next higher level of the hierarchy only if the lower-level needs were satisfied. From a manager's or supervisor's point of view, this means that employees are motivated by a variety of factors and that those factors may be unknown to the manager—or at least difficult for the manager to discern.

Motivators and Hygiene

Writing in the late 1950s and mid-1960s, behavioral scientist Frederick Herzberg moved beyond common needs to claim that work itself motivates. In a series of studies, Herzberg identified two sets of factors that have an influence on employee motivation:

■ **Motivators or Job Satisfiers**

These elements equate with Maslow's higher needs: belongingness, esteem, and self-actualization. Absence of these elements may not cause dissatisfaction, but their presence adds immeasurably to employee satisfaction. They also include:

- recognition
- the task being done
- responsibility level
- advancement
- growth potential

Although these elements encourage people to work well, their absence may not necessarily cause dissatisfaction with work.

■ **Hygiene**

Hygiene elements approximate the physiological and safety needs. The absence of these elements subtracts from, rather than adds to, job satisfaction. In fact, increased provision of these requirements only temporarily satisfies an individual. Instead, an increase in salary, for example, simply becomes the base on which the next raise is based. Workers who are given a raise likely will require another in six to 12 months to maintain their level of satisfaction. Hygiene factors include the following:

- supervision
- policy and administration
- working conditions
- interpersonal relationships
- status
- job security
- salary

The Basics

While money is an important motivator, employees value recognition of a job well done more than anything. To be effective, rewards need to be:

■ **Immediate**

Delay will seriously affect the effectiveness of any reward. Be sure to thank employees right away for good performance and provide any tangible awards as soon as possible.

■ **Sincere**

Don't praise employees if you don't mean it. Insincere praise does more harm than good, both to the employee involved and to others who will discount any praise—sincere or not—that you give in the future.

■ **Specific**

Generalizations give employees the idea that you do not even know what they do. By including the details of their accomplishments you let employees know that you value and pay attention to their achievements.

■ **Positive**

Only discuss the positive aspects of an employee's performance when recognizing his or her achievements. Any hint of criticism will undermine your motivational effort. Discuss ways the employee could improve his or her performance at another time.

Adapted from Bob Nelson, et al., "You Want ToMAYtoes, I Want ToMAHtoes," Training, June 1997.

Pitfalls

Are your rewards effective? The following common mistakes can ruin your motivational programs:

■ **Overemphasis on Money**

Employees value recognition for a job well done more than monetary rewards. While money can be effective in motivating some employees, it has a short motivational life span. Combine praise and public recognition with monetary rewards to ensure that employees are—and stay—motivated.

■ **Lack of Recognition Value**

Rewards are useless if employees do not value the form of recognition you provide. The best way to discover what they value is to ask them. Often, simple, inexpensive items such as T-shirts or mugs imprinted with the company logo are valued most by employees when accompanied by appropriate praise.

■ **Sense of Entitlement Engendered**

Salary, cost-of-living increases, annual bonuses, and other benefits are often viewed as entitlements by employees, and therefore lose almost all of their motivational impact. To avoid this, link as many benefits—especially bonuses—to the actual performance of each employee.

■ **Wrong Things Rewarded**

Performance-based rewards are counterproductive if they reward the wrong behavior. Ask yourself if your rewards are eliciting the performance you want; for example, are you rewarding internal competition when your goal is teamwork?

■ **Delayed Recognition**

If you want someone to repeat a behavior, reward them *immediately*, otherwise they will forget what they did to receive the award or feel that the performance you rewarded is not really that important.

■ **Generic Rewards**

While everyone appreciates praise, don't assume that everyone values the same types of tangible rewards. Give employees a choice to ensure that you achieve maximum impact. Personalize your rewards by asking employees what type of recognition is important to them.

■ **Demotivators Present**

Organizational practices that frustrate employees as well as perceived inequities in pay scales and raises are major demotivators. Enlist the help of employees in identifying such factors and maintain strict impartiality when setting up your reward system.

Adapted from Dean R. Spitzer, "Power Rewards: Rewards That Really Motivate," Management Review, May 1996.

Expectancy Theory

This theory has dominated research about motivation since the early 1970s. It holds that people are motivated to work toward rewards that they want and that they believe they have a reasonable chance of obtaining. Employees choose among behavior alternatives, based upon their answers to the following questions:

- Will the effort result in the attainment of a specific goal? That is, if I work harder than everyone else, will I produce more?
- Will achievement of the goal result in a greater reward? If I produce more, will I get a bigger raise? A faster promotion?
- Will the reward I receive be valuable to me? Do I want a bigger raise? Is it worth the effort? Do I want a promotion?

Equity Theory

This motivational theory states that people evaluate their own treatment by employers relative to the treatment of others. Particularly applicable to questions of pay, this theory suggests that employees compare their own pay to what others in similar positions or with similar skills receive. Support for this theory is mixed because it oversimplifies differing needs, values, and personalities of individuals in the workplace. Also, people tend to have differing opinions of their own worth and perceptions of what constitutes an equitable reward for their effort.

Goal-Setting Theory

This theory holds that people are best motivated when they participate in setting their own goals. This directs their behavior toward achieving a sought-after result. This theory posits that these goals must be:

- achievable
- specific
- subject to individual feedback (on progress)
- understood and accepted by the individual
- in keeping with individual's ability and skills
- supported by the organization

Rewards

While money, according to Bob Nelson, author of *1001 Ways to Reward Employees*, is important to employees, what tends to motivate them to perform—and to perform at higher levels—is the thoughtful, personal kind of recognition that signifies true appreciation for a job well done.” In addition, motivation for self-actualized individuals lies in the number and type of opportunities for growth and achievement their work provides. The following motivational strategies are adapted from his book:

- Make a thank-you card by hand.
- Buy an employee lunch as a form of thanks or to mark a special event.
- Greet employees by name when you see them.
- Engrave a plaque with the names of employees who have served five, 10, and 20 years.
- Give the person more autonomy.
- Pay membership dues for a professional association.
- Create symbols of a team's work such as T-shirts or coffee mugs with a motto or logo.
- Give higher-performing employees the chance to telecommute.
- Encourage employee suggestions, and reward those whose suggestions are implemented.

For more information on developing an effective reward system, see the sidebars *The Basics* and *Pitfalls*.

Motivation Is . . .

How do motivational theories translate into everyday work situations? Supervisors who want to motivate their employees need to understand the following four principles:

1. People do everything for a reason. Managers need to realize that employees choose to behave the way they do, even if managers do not understand why. The goal for managers is to understand and shape their employees' decision process—why they choose one course of action over another.
2. People choose goals they believe are good. Value is in the mind of the doer, and an individual will pursue the course of action he or she feels leads to the best rewards. Managers need to examine the rewards the person receives for following a particular course. To change the person's behavior, managers must ensure that the rewards for following the desired course of action are more attractive to the individual than the rewards for following a different course. Remember, however, that every individual may not value the same things.
3. Goals must be seen as attainable. Even if the rewards for reaching a goal are what employees value most, they will not be motivated if they feel the goal is unattainable or if it would require an unacceptable amount of work to achieve.
4. The environment can affect motivation. The physical and cultural aspects of an organization can have a profound effect on employee performance. Even if you reward the desired behaviors and make goals attainable, if the physical or social environment of your organization is unpleasant, employees will not be motivated.

In order to fulfill their key role in employee motivation, managers and supervisors need to understand the following assumptions about what motivation requires:

A very sharp focus on individual skills. Nonspecific criticisms and suggestions, such as “do a better job” or “try harder,” do nothing to motivate employees or help them identify areas in which they need to improve. Managers should identify specific skills that need to be improved and work with employees to bring them up to an acceptable level.

Employee grasp of good performance. Employees need to know not only what to do, but also how to best accomplish the task. Admonishing a worker to “try harder” without identifying how to “work smarter” may be counterproductive.

Employee participation in decision making. Workers need to be given the authority to make decisions about how to solve problems and how to handle certain work situations. Management should define the parameters within which employee decisions can be made and honor those decisions. This allows employees to “own” their jobs, resulting in more pride in a job well done.

Results directly linked to performance. Managers need to define reward systems carefully so that undesirable behaviors are not inadvertently rewarded. If you base promotions and pay raises on attendance, for example, employees may be motivated to come to work every day but not to actually perform their work at a higher level. Managers should:

- reinforce correct behavior
- reward good performance and eliminate rewards for poor performance
- ensure that any competition among employees remains positive

Patient, persistent follow-up. Crisis management is not productive, but patient, persistent follow-through is. Remember that exceptionally poor or excellent performance is just that—exceptional. By paying more attention to poor performers and helping them to work more productively, you should be able to improve their performance.

Understanding how to motivate correctly. In addition to avoiding the traps outlined above, managers need to be realistic about the kinds of rewards they can offer. They may have little control over pay, bonuses, or other material rewards but can use interpersonal rewards—those that satisfy employee’s belongingness and esteem needs such as thank-you notes and public praise—to increase motivation.

For more information on skills leaders can use to motivate employees, see *Info-lines* No. 8506, “How to Create a Good Learning Environment”; No. 9406, “How to Facilitate”; No. 8909, “Coming to Agreement: How to Resolve Conflict”; No. 9006, “Coaching and Feedback”; No. 9409, “Improve Your Communication and Speaking Skills”; and No. 9105, “Basics of Employee Empowerment.”

Additional skills that managers need to facilitate the motivation process include the following:

- organizational skills
- presentation skills
- creativity
- goal and priority setting
- practice skills
- planning
- ability to gain commitment
- follow-through

It is rare to find these skills naturally in a supervisor; rather, these skills can be learned and adopted to improve a supervisor’s ability to motivate employees. See the sidebar on this page for common misconceptions that can ruin a supervisor’s attempts at motivation.

Fallacies and Fibs

Many managers harbor false illusions about what motivation is. The following myths and half-truths limit managers in their effectiveness:

■ ***Some People Are Just Unmotivated***

Managers who say this about their employees are really only saying that employees do not seem to do what the manager wants. This could be due to a lack of communication or other reasons not directly related to motivation.

■ ***Good Managers Know How to Motivate People***

Motivation comes from within the individual. Good managers learn how to elicit motivational responses from their employees.

■ ***It Takes Charisma to Inspire and Motivate People***

Managers are made, not born. The skills required to help motivate subordinates can be acquired.

■ ***If Given the Choice, Most People Would Not Work***

This is McGregor’s Theory X. While there is no scientific evidence that supports this theory, there *is* evidence that people try to avoid certain kinds of work—or the conditions under which they perform that work—if they find it unpleasant. The key is to identify these demotivational factors and correct them so that employees can be productive.

■ ***Fear Is the Best Motivator***

Fear only works for a short time and with relatively few people. Eventually fear will demotivate even these employees.

■ ***People Will Work Harder If You Are Nice***

Happy workers are not necessarily productive workers. Do not confuse happiness with motivation.

Job Enrichment

The job enrichment approach grew out of Herzberg's theories about job satisfiers and hygiene. Job enrichment can be defined as the modification of the job and working environment or both to increase an employee's commitment and involvement. The work environment, the people in the situation, the location of the work, and personal considerations are "hygiene" elements that affect the way an employee views his or her chances of succeeding. There may be little the manager or supervisor can do to improve or influence hygiene elements.

Employees may be able, however, to influence the job-satisfier part of the motivation equation. The manager needs to be able to identify and try to improve these elements. They include goals, satisfying personal needs, mastery, autonomy, communications, and change.

Goals

One of the great complicators of the motivation process is the fact that each person's needs are different. The factors that motivate each individual are as varied as the individual. In trying to understand his or her subordinates, the manager should carefully examine their goals; however, to examine these goals, they must first be identified. Individual goals can be determined through interviews, informal and open exchanges, or active listening in a nonthreatening environment. During the exchange of information, the manager should let the employee know why the questions are being asked and how he or she plans to use the information. Most of all, the manager should listen to what the employees are saying. The manager should be open and receptive to the thoughts of the workers.

In examining the employees' goals, the manager should recognize that people have reasons for everything they do. They perceive the goals they set as attainable and beneficial. Goals provide the employee with order and structure, a sense of achievement, and a measure of progress.

In translating personal goals to organizational goals, the manager should tell the employees in clear language what he or she expects of them. Realistic standards should be set, and available resources described and made readily available. Managers should make the work worth doing, let the employees know of their progress while performing, and provide a reward when the goal is achieved. Increased levels of performance should result in increased rewards.

The tricky part of motivating employees is helping them set realistic goals that relate to the person. The goals can be routine, can solve problems, or be innovative in nature, but they should convey a concrete work expectation. The manager should act as a coach during the process, providing resources and feedback so that the employee knows the progress he or she is making against the established standards. This method of reinforcement will avoid assumptions and build confidence. For more information on enriching employees' jobs, see *Info-lines* No. 9504, "Basics of Career Advising"; No. 9410, "Basics of Career Systems Development"; No. 9312, "Succession Planning"; and No. 9006, "Coaching and Feedback."

Satisfying Personal Needs

When employees' personal methods for motivating themselves are unsuccessful for an extended period of time, they may become frustrated. Employee frustration may lead to conflict and stress. Employee reactions can take the form of at least four different defensive behaviors:

Aggression is a physical or verbal defensive behavior that can be directed toward a person, object, or the organization. Physical aggression can take the form of stealing or equipment sabotage. Verbal aggression can be the emotional outburst of an employee directed toward the supervisor concerning unsafe working conditions.

Rationalization may take the form of placing the blame on others or having a "take it or leave it" attitude.

Compensation concerns the behavior of a person going overboard in one area to make up for problems or need deficiencies in another area. A person whose need for interaction with fellow employees goes unsatisfied during normal working hours may compensate by being extremely active in company-related social, recreational, or civic activities.

Regression is a defense that significantly alters the individual's behavior. After being turned down for promotion, the employee may change his or her behavior from being friendly and open to being terse, highly task oriented, or temperamental.

The premise that job satisfaction and making a contribution are important to employees is the result of many current studies performed on the workforce of the 1980s and 1990s. The workforce is changing from predominantly male to a diverse mixture of gender and culture. The young worker of today joins a company with a different educational background and goal structure than those workers of 20 years ago. These influences affect the way they want to be viewed by management, the way they want to be treated, and the way they do their jobs.

Today, workers are motivated not just by dollar compensation but by the opportunity to make decisions on the job and to grow as individuals. In many cases, however, young support staffers' sense of direction is clouded by unrealistic expectations of rapid career advancement coupled with the frustrating perception that their present job holds no opportunities for improvement or advancement.

Some of the problems that a supervisor faces in this situation are high turnover, lack of enthusiasm toward work, and a feeling of helplessness over being able to make a difference in what is going on. Supervisors can, however, intervene to affect the employee's perceptions. A supervisor can—and should—provide workers with certain challenges and environments to attain mastery of their jobs, to achieve autonomy, to establish and maintain working relationships, and to allow change.

Mastery

A supervisor needs to look at the strengths of each individual employee and make a conscious decision to build upon his or her unique strengths. If a person has a graphic ability, for example, the supervisor should adapt his or her job as much as possible to encourage the person to use that ability in ongoing projects. In an engineering setting, this person could work with other team members to portray the technical subject matter graphically in documentation or presentations.

Autonomy

We all have a need to feel in control of our lives. Within the organization's structure, the supervisor can foster a sense of control by individual employees. In a multifaceted project, an employee can be assigned a specific area of responsibility, given definitive goals to achieve, and provided a deadline for production. Occasional checks on progress can be made; however, the total responsibility for the completion of the assigned task is on the employee.

The benefits of this approach include:

- building the employee's confidence in his or her own abilities
- helping the employee to become part of a working team
- teaching responsibility
- allowing the employee to make a worthwhile contribution
- permitting the employee to feel in charge of his or her daily performance

The project goals and time schedule also provide the supervisor with specific parameters on which to judge and evaluate the performance of the employee. The communication between each party is facilitated, and the entire working environment improves.

Communications

Supervisors should maintain communication between themselves and their employees. Daily interaction on progress, expectations, weaknesses, and strengths are essential. A supervisor should use active listening techniques to truly hear what the employee is trying to say. He or she should be open to suggestions and provide ownership to the employee if the suggestion is used. See *Info-lines* No. 9409, "Improve Your Communication and Speaking Skills"; No. 9003, "How to Train Managers to Train"; and No. 9402, "Fundamentals of Leadership," for more information.

Change

Most organizations boast of their goals for employee development and growth. Managers, supervisors, and employees need to discuss and agree on the methods that will be used before development and growth will occur. The change process should be defined to include the direction and benefits of the change.

Supervisors and employees can support management's desire for change by individual work assignments. In most cases, individuals know that they want change but may be unable to articulate exactly how and where they would like the change to occur. A system that recognizes this flaw can be successful by allowing the individual to clarify what type of work satisfies him or her and his or her personal values as compared to the characteristics of the job. With this method, change is desirable and positive. For more information, see *Info-lines* No. 9904, "Change Management"; and No. 9715, "The Role of the Performance Change Manager."

Competency in the Workplace

Psychologists refer to the motivational characteristics of competency as the "effectance motive" and correlate it to a sense of mastery over one's environment. In other words, when people feel that they are good at what they do, they can be expected to work harder at it. Competency works as a stimulation factor: It is an internal, self-renewing factor that encourages a person to achieve without any outside assistance.

Today, organizations exist in a changing environment—mergers, reorganizations, changes in leaders, and the introduction of new technology have had a profound effect on employees. In addition, the concept of human performance improvement is being accepted by ever-increasing numbers of organizations, changing the way they view employee performance.

While every organizational expert has his or her own ideas about how to motivate employees, most agree that the following 18 strategies are important:

1. Give employees the information and tools they need to do a good job.
2. Provide regular and specific feedback.
3. Ask employees for their input and involve them in decisions that affect their jobs and the organization as a whole. Thank them for their input.
4. Make yourself available to employees with suggestions or concerns.
5. Learn from the employees themselves what motivates them. Don't assume that every employee can be motivated the same way.
6. Learn what on-the-job activities employees choose to do when they have downtime. Explore ways to integrate them into the employees' regular work.
7. Personally as well as publicly thank employees for a job well done.
8. Recognize the power of employees' physical presence.
9. Write personal notes to employees about their performance.
10. Include morale-building meetings that celebrate group success.
11. Give employees a good job to do.
12. Recognize employees' personal needs.
13. Use performance as the basis for recognition and promotion.

ARCS

Trainers may have a difficult time motivating training participants because they do not have the chance to get to know their students before the class session. Often they resort to entertainment strategies or other special effects in an attempt to motivate trainees.

The ARCS model, introduced in 1984 by John M. Keller and still widely used today, provides a basic understanding of the “primary components” of the motivation to learn as well as the kind of strategies that can be used to influence those components, how many should be used, and how to incorporate them into training programs. The ARCS model identifies four essential strategy components—Attention, Relevance, Confidence, and Satisfaction—each of which is broken down into three strategy subcomponents as follows:

■ **Attention**

This component encompasses the ways in which instructors attract and keep students’ interest during a class. It includes the following:

- Perceptual arousal (What can I do to capture their interest?)
- Inquiry arousal (How can I stimulate an attitude of inquiry?)
- Variability (How can I maintain their attention?)

■ **Relevance**

This component links learners’ needs, interests, and motives to the training being presented. The strategies include:

- Goal orientation (How can I best meet the trainees’ needs?)
- Motive matching (How can I provide appropriate choices, responsibilities, and influences to my trainees?)
- Familiarity (How can I tie the learning to the trainees’ experiences?)

■ **Confidence**

These strategies help students develop a positive expectation for successful achievement. They are as follows:

- Learning requirements (How can I build a positive expectation of success?)
- Success opportunities (How will the learning enhance the trainee’s belief in his or her competence?)
- Personal control (Will the trainees realize that their success is based on their own efforts?)

■ **Satisfaction**

These strategies provide extrinsic and intrinsic reinforcement for effort. To do this you will need to provide:

- Natural consequences (Can I provide meaningful practice of new skills or knowledge?)
- Positive consequences (What will reinforce the trainees’ learning experience?)
- Equity (Can I assist the students in anchoring a positive feeling about their successes?)

► How to Motivate Employees

14. Establish a comprehensive, promote-from-within policy.
15. Emphasize the company's commitment to long-term employment.
16. Foster a sense of community and fun within your organization.
17. Pay people competitively based on what they are worth.
18. Give employees a financial reason to excel by offering them a share of the profits, and information on how your organization makes—and loses—money.

Many factors, including motivation, training, job structure, organizational structure, and tools have a significant impact on the effectiveness of employees and the success of the organization as a whole. By approaching problem performance from the point of view that any number of factors, including motivation, could be causing it, managers have a better chance of correcting problems and increasing productivity.

Successful motivation requires a skilled manager who can organize and implement a motivating environment; develop and deliver motivating presentations; understand and answer employees' questions; generate and prioritize creative ideas; direct employees' practice and learning; plan employees' actions; commit employees to action; and provide follow-up that maintains the motivational momentum. For information on how trainers can apply these theories to motivate their students, see the ARCS model.

In order for organizations to succeed, and to move on to greatness, they must recognize and capture the motivation and spirit of their people. Management should allow employees to experience and express a sense of meaning and pride about their work. Employees need to feel that they are significant, that they have the power to make a difference, and that they can achieve personal satisfaction while the organization is succeeding. Through personal goals and motivation, people and companies cannot only be compatible, but also thrive.

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