



International Management Development

MANAGING PEOPLE
for
MAXIMUM PERFORMANCE

A one day Seminar by
Mr Thomas Thiss

13 November 1982

Quotations

"Today ... most of the problems facing the corporation are beyond measurement. They involve people's values and feelings ... The corporation deals more and more in people relationships." - Industry Week's Guide to Tomorrow's Executive, p. 11.

Management is to blame for "80% of the production problems" - W. Edwards Deming, Christian Science Monitor: "What's Holding Back American Industry", March 19, 1981.

"Increasing numbers of company, union, and academic authorities are coming to believe that a new industrial relations system must include ... a thoroughgoing change in management style." - Business Week, May 11, 1981, p. 89.

"The continuing decline in productivity is only a symptom ... The problem we must solve is the mismanagement of human competence." - Jay Hall, Flying Colors, Vol. 10, No. 8, "Managing for Greater Productivity", p. 24.

"The epicenter of change lies in the way people work together, the area of management richest in potential payoff. - Fortune. "Working Smarter", June 15, 1981. p. 68.

"The consistent picture of the effective leader is one ... who serves with his followers' blessing and consent and who is able to inspire because he is first able to respond to their needs and concerns." - The Art of Japanese Management, p. 246.

THE BIG PICTURE

PRE-INDUSTRIAL

Extract

Raw Materials

Labor

Farmer

Sun

Man/Nature

INDUSTRIAL

Fabricate

Products

Capital

Industrialist

Clock

Man/Machine

POST-INDUSTRIAL

Process Systems

Services

Information

Knowledge Worker

Computer

Man/Man

COMPONENTS OF SOCIETY

Technology - can do - efficiency

Cultural values - will do - puritan ethic

CHANGING VALUES AND ATTRIBUTABLE CAUSES

Nuclear Threat

Inflation

Electronic Mass Communication

Marketing Practices

Higher Education

Affluence

Credit Cards

Decline of Authority/Institutional Power

THE ME (NOW) GENERATION (Consumer Society)

FROM: (Puritan Ethic)

TO: (Hedonism)

Work

Play

Delayed Gratification

Instant Gratification

Save

Spend

Self Denial

Self Indulgence

Duty to God, Country, Company

Duty to Self-Fulfillment

Hedonism undermines the discipline needed to support a modern industrial state.

Lack of connectedness - "now" did not link present/past.

Disillusionment with "touch-and-go" relationships.

Harsh realities (inflation, unemployment, interest rates--turned the focus outward -- the "inner journey" of self-fulfillment required unlimited resources and affluence.

The "give/get" contract was not working.

NEXT: THE "WE" GENERATION?

Collaborative Management

Less Adversarial Unions

The Japanese Influence

Merging of Western (rational)/Eastern (intuitive) Thought

Quality of Worklife (QWL) Movement

Holistic Medicine and Health Promotion

Environmental/Ecological Concerns

"Leadership Transforms Vision Into Action" -- Warren Bennis, Industry Week,
May 31, 1982.

1. Vision -- A compelling picture of the future (clear and simple)
2. Communication and Alignment (gain support)
3. Harness Energies (empowerment)
4. Focus -- persist, stay on track
5. Monitor Feedback -- manage change

EFFECTIVENESS/EFFICIENCY

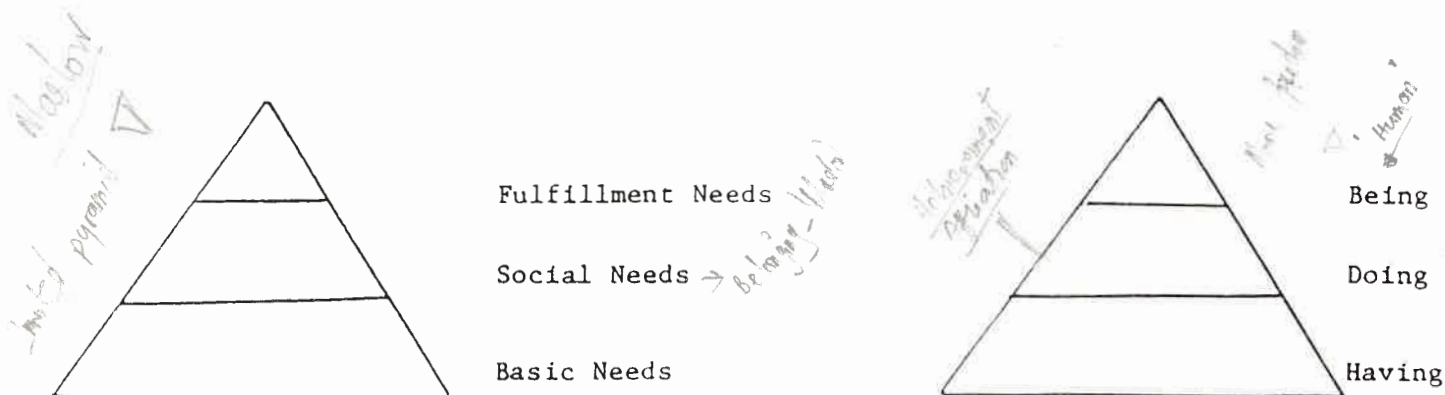
1. Effectiveness -- foundation of success
Do right things
2. Efficiency -- minimal condition for survival after success
Do things right

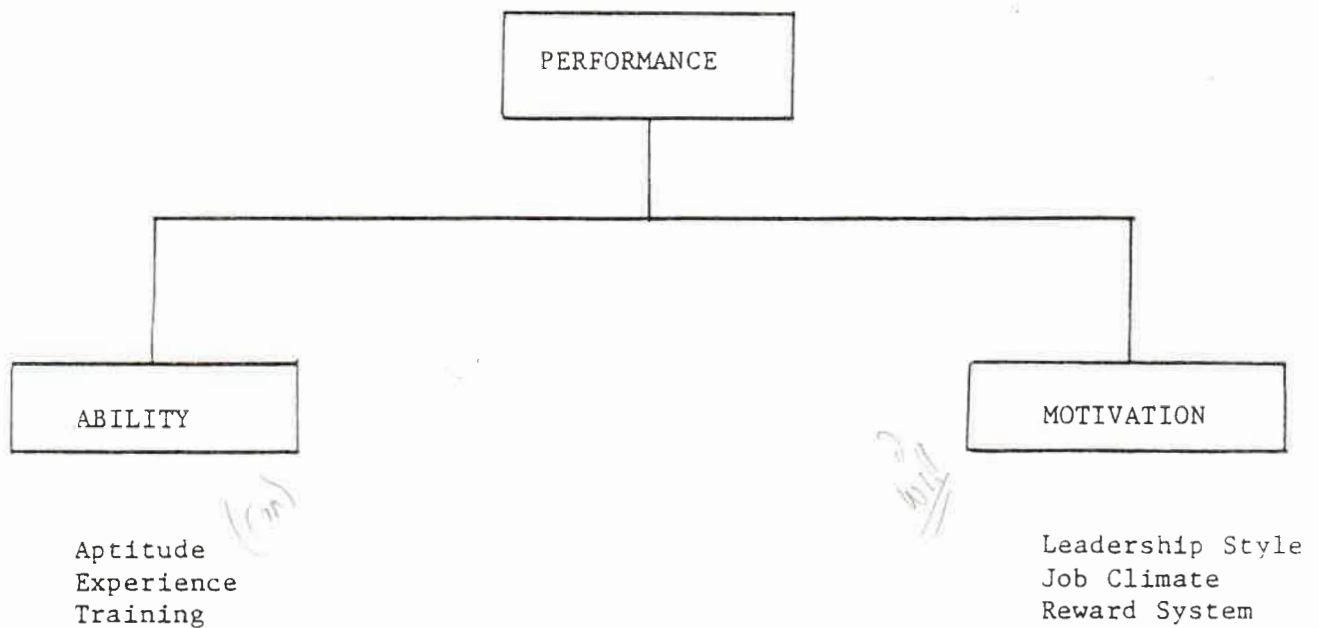
ROLE OF A BUSINESS

To convert public needs into business opportunities

ROLE OF A MANAGER

To convert employee needs into performance opportunities





People are motivated when their perceptions of the feedback they receive about leadership, job climate, and rewards are consistent with their expectations.

THE PERFORMANCE EQUATION

Performance = Ability X Motivation

(Note: They are multiplicative, not additive)

Ability = 1) Aptitude--a given, not much we can do about it.
2) Experience -- the best teacher but time-consuming and expensive.
3) Training -- purpose is to collapse the time needed for experience.

Motivation = 1) Leadership Style -- Driving)
 -- Expressive) Versatility
 -- Amiable)
 -- Analytical)

2) Job Climate -- four core elements:

- a. Autonomy -- must feel personally responsible. What is accomplished must be through own efforts.
- b. Variety -- tap a number of skills important to the person.
- c. Task identity -- doing something of consequence (whole piece of work). Using skills he/she values.
- d. Feedback -- from doing the task, from co-worker and/or supervisor -- must be believable.

3. Reward System

Are the rewards tied to performance? (or do we punish performance, or reward non-performance?)

What kinds of rewards are preferable?

Are the rewards valued by the person?

(This question helps us to conclude that motivation lies with the individual. We cannot tell him/her what to value.)

ASSERTIVENESS

-- To state one's opinions with assurance, confidence or force

Less
Assertive

More
Assertive

ASK ← → TELL

Personality
John

a favorite spot.
aggressive

bed with
STRESS
flight
fight

RESPONSIVENESS

-- To show emotions and feelings when dealing with others

*Communication
fact / feeling
(body 55% (emotional)
tone 38%)*

Less Responsive
CONTROL



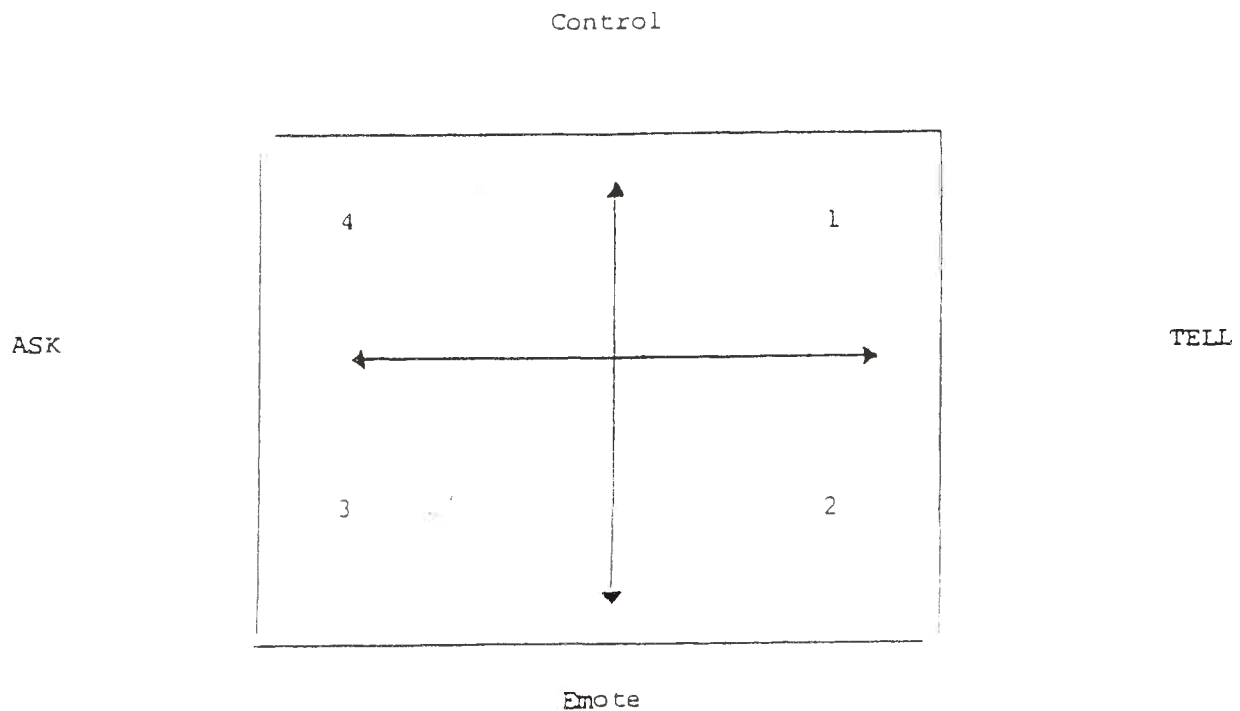
EMOTE

More Responsive

*Cool
graded in feelings
business
decisions on facts → (left hand of the brain).
task oriented
achievement*

*Warm
hardly
grasped in feelings
decisions based on feelings → (right hand of the brain)
Relationship
sympathy*

A PROFILE OF STYLE



1. Driving Style gets the job done in the most practical and efficient manner while controlling all aspects of the activity
2. Expressive Style gets the job done with enthusiasm and excitement using hunches and opinions to react to the immediate demands
3. Amiable Style gets the job done cooperatively by getting people involved and participating in team activities
4. Analytical Style gets the job done with logical analysis and problem-solving using all available facts and data

Active Independent
democratic
Autonomous
Personal
Team Player
Cautious

VERSATILITY

-- To be adaptable and skillful in a variety of situations, many sided, and adept at dealing with others.

LOW

HIGH

Examples of Versatile Behavior:

Concern With Tensions For Me

Stipulates a relationship
"I'll tell you how it should be."

Rigid opinions and actions
"I'm right."

Inflexible attitudes
"One Answer"

Single-mindedness
"I stick to my guns."

Narrow, traditional interests
"It has always been so."

Seeks certainty and clear rules
"Be specific."

Tends to be a specialist and relies on his specialty
"I do my thing very well."

Indifferent about impact and impressions
"Take me or leave me."

Takes a clear stand
"This I believe."

Blunt, straightforward
"You're wrong."

Uses position power to influence
"Do it, because I'm in charge."

Predictable, consistent, believable
"You always know where I stand."

Seeks and maintains personal advantages
"I win. You look out for yourself."

Concern With Tensions For Me and Others

Negotiates a relationship
"Let's discuss it."

Changeable opinions and actions
"I see your point; we'll do it your way."

Adaptive attitudes
"There's more than one way to skin a cat."

Resourcefulness
"Let's try several ways."

Broad, unusual interests
"I'm always looking for new ideas."

Accepts uncertainty and enjoys freedom from strict rules
"Give me my head."

Tends to be a generalist, or a resourceful specialist
"I'm a Jack of all trades."

Tries to manage impact and impressions
"How can I best relate?"

Takes a variable stand
"It depends."

Tactful
"I want to understand."

Uses personal power to influence
"We can work this out."

Unpredictable, may appear inconsistent, and, therefore, unbelievable "I seldom do anything the same way twice."

Tries to meet the needs of others
"How can I help?"

Approaches to Motivation¹

Scientific (conditional)	<ul style="list-style-type: none">- wage incentive plans that tie pay to performance- external control and monitoring effort- define standards and allocation of rewards/penalties- consistent allocation of rewards/punishment based on observations of performance- <u>inducement to work by expectation of gain for doing/loss for not doing</u>
Participative (collaborative)	<ul style="list-style-type: none">- use of power equalisation strategies, democratic management, vertically expanded jobs- share problems, find solutions to them, shared decision making process- commitment and identification with corporate goals and objectives- jobs high in the four core dimensions- motivation comes from task and interpersonal processes- self control, self regulation- effective performance can be a goal rather than a means to some other goal- <u>inducement to work by deriving satisfaction from doing effective job per se</u>
Limitations	<ol style="list-style-type: none">1) <u>Scientific</u> fails to give intrinsic rewards a significant role. Also incentives have many negative side effects. Extrinsic rewards work only for those who value them and in certain situations.2) <u>Participative</u> fails to give extrinsic rewards a significant role -- not everyone responds to shared decision making and an enlarged job.
Combination	<ul style="list-style-type: none">- challenge people by jobs and reward performance- involve them in the design of jobs and in determining what objective measures to evaluate their performance.- this is perfect for one who is comfortable with participation and who has strong low/high order needs.

¹Lawler, Motivation in Work Organisations, Chapter 9, 1973

WORK SETTING

	<u>Conditional</u>	<u>Collaborative</u>
<u>Work</u> <u>Activities:</u>	Prescribed by procedures, rules, policies	Understood in terms of agreed upon goals for personal performance
<u>Methods:</u>	Standardised	Use own methods
<u>Control</u> <u>Measure:</u>	Work is controlled by systems - responsibility for measurement lies out - side the individual	Work is self controlled - personal satisfaction with performance against agreed upon goals
<u>Degrees</u> <u>of Freedom:</u>	Limited opportunity to change methods, measurement rewards	Negotiated decision making (mutual exchange) is method of setting goals
<u>Rewards:</u>	Principally external, or extrinsic	Principally internal, or intrinsic

Generalisation About Job Climate

1. Most organisations are conditional in design (real world) -- yet given right conditions, performance can be maximized with collaborative work settings (desired world).
2. Conditional/collaborative situations tend to prevail under the following circumstances:

Conditional

Collaborative

Routine & repetitive -----Nature of work----- Varied and unique

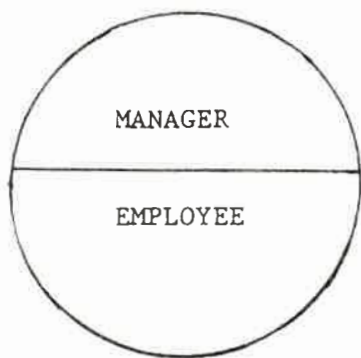
Larger -----Size of work unit----- Smaller

Decreases -----Time for decisions----- Increases

Decreases in -----Skill, education and----- Increase in
Importance experience required Importance
to perform work

3. Most of us can't change the overall organisational design.
We can change the job design but we then risk compatability problems with the larger organisational design.

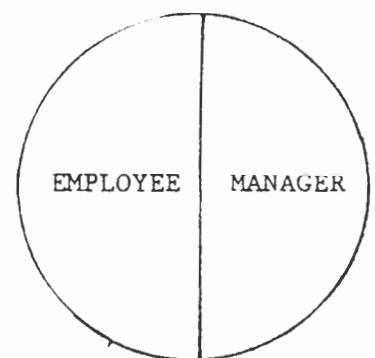
POWER STRATEGIES



"OVER"



"OVER/WITH"



"WITH"

-- Transition from the difficulty of solitary decision making to shared decision making.

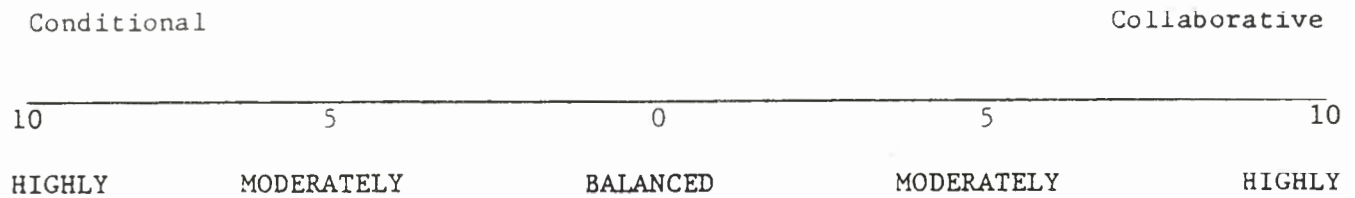
-- From position power to personal power.

"PUTTING EXCELLENCE INTO MANAGEMENT" - Business Week, July 1980

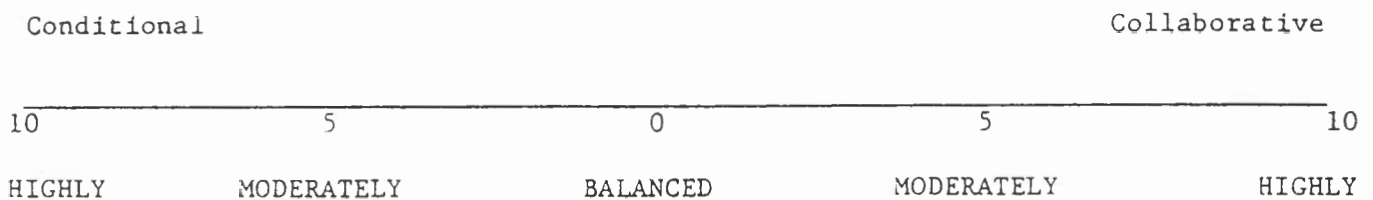
1. A bias toward action
2. Simple form and lean staff *Quality Circle*
3. Closeness to the customer
4. Productivity improvement via people *Self-managing*
5. Operational autonomy to encourage entrepreneurship
6. Stress on one key business value *VB*
7. Emphasis on doing what they know best
8. Simultaneous loose/tight controls

3 principles
 1) Service
 2) Respect for the dignity of the individual
 3) Superiority

On a ten (10) point scale moving outward from zero, how do my people perceive the organisational strategy for control in my operation?



What is the preference of my people as a whole?



Contrast the perceived with the preferred:

What are the implications of this?

STRESS MANAGEMENT

DEFINITION OF STRESS

The non-specific consequences of any demand made upon the body.

CAUSE OF STRESS

Stress is caused by environmental changes that demand behavioral adjustment.

STRESSOR VS. STRESS (EE)

It is not what happens to you that hurts you but rather how you respond to it.

ADAPTATION ENERGY

The vitality of life.

Myself too
19/10/98
19/10/98
19/10/98

Stress without
Distress

HANS SELYE

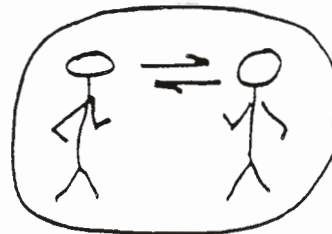
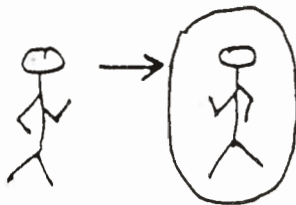
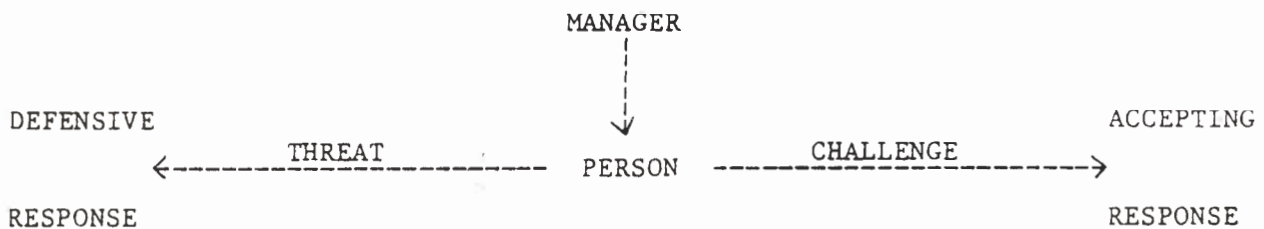
CASE OF LIFE
20/10/98
Concent with the law of nature

Quality of relationship
At a love - practice

STRESS, MOTIVATION, AND CHANGE

Motivation results from an encounter with one's environment. Therefore, to motivate another you have to change the other person's environment.

One key to effecting change is to create an accepting/non-defensive climate. Diagrammatically the person has two broad response choices -- accepting or defensive.

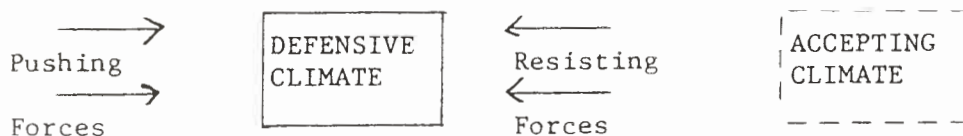


- The underlying cause of stress (motivation) is change.
- To motivate, one must change the climate.
- This change stresses (motivates) the person.
- The key, however, lies in how the person perceives the change (may defend or accept)
- The manager is a change agent (stressor, motivator).
- The person perceives the change and acts accordingly.
- Each of us pursues our own "psychological advantage"¹ a private notion of what constitutes our best interests (a combination of how we see our environment and how we think we can affect it.)

¹ Motivation and Productivity, Saul Gellerman, AMA, 1963.

FORCE FIELD ANALYSIS

Moving from a defensive to an accepting climate.



Climate

One of the conditions necessary for personal learning is the matter of atmosphere or climate. The exposure of behavior and the giving of feedback as to the effect of that behavior must be done in the kind of climate where people can interact in ways that are seen as helpful. People are willing to reveal things they know about themselves which are not known to others, or to reveal things to another person he may not know about himself only if the "climate" is right.

1. A Continuum of Climate

Perhaps it might be helpful if we look at climate along a continuum. At one end we have a "defensive" climate, and at the other end an "accepting" climate.



While there are a number of factors that differentiate these two conditions, I will focus on two -- trust and power. These are closely related, and we separate them here only for analysis.

2. Trust

One way to look at trust is to see it as the degree we are willing to share ourselves with others. In a defensive climate we are defending ourselves from others and trust very little of what is "us" to the scrutiny and use of others.

In an accepting climate we are more willing to share things about ourselves with the confidence that this will not be used to our detriment.

As we interact with people we usually ask ourselves questions about trust.

Can I trust these people:

- a. not to hurt me
- b. to defend me if I need defending
- c. to understand me and my problems
- d. not to laugh at me and my weaknesses
- e. to keep my confidences and secrets
- f. to carry out the decisions we make
- g. etc., etc., and etc.

We test this trust by tossing out pieces of ourselves and then testing the reaction to this. If we get a "wrong" reaction we establish our "Trust Limit," set up boundaries, and generally do not trust more of "ourselves" to others, unless someone is willing to test this limit, or we get feedback from others that this limit is not real.

In a defensive climate where we are unwilling to share ourselves or to trust things about ourselves with others, the energies which might go into creative and productive effort are channeled into maintaining our Trust Limits. This takes effort to maintain

since there is still so much of ourselves we are keeping from others.

In an accepting climate we would hypothesize that if a person could free his time, energies, and emotions protecting himself and could feel confident that revealing things about himself would be held in trust, then he could experience real freedom and could release his energies towards more productive, creative endeavors.

3. Power

Closely allied with the matter of trust is power. This is the ability to influence the behavior of others usually by having deposited in ourselves or our office the right to give or withhold certain rewards and punishments. Persons who are peers have power with others to the extent they will accept, love, praise and reward others or to the degree they will reject, criticise and punish them.

Persons in status or authority positions usually have more power than subordinates since they are invested with particular rights to reward or punish. Thus the authority person is in a particularly sensitive position to influence the climate.

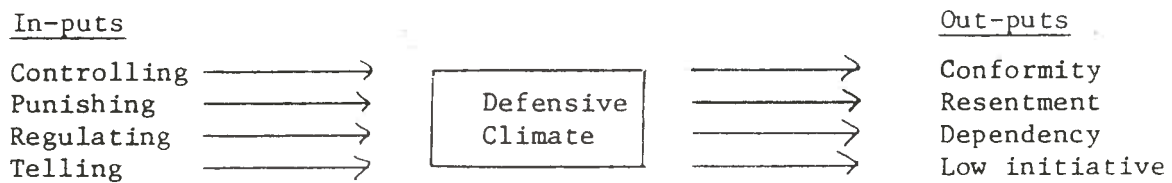
In a defensive climate people try to defend themselves from the control, domination and regulation of the authority person. Energies are spent in building defenses to minimize negative reactions and to maximize rewards. Typically in a defensive climate the easiest way to deal with power is to conform to its demands. If we want to get along we do exactly what the boss wants us to do. Obedience, conformity, and following the rules are the easiest ways of defending ourselves. People do not feel free to be creative, to try new things, to experiment and make mistakes. They are too busy defending themselves from the negative effects of power.

In the accepting climate the person is not fearful of the misuse of power. He knows he will be honestly approved, or disapproved, on the basis of the merits of his performance.

In the matter of trust, people also test out the use of power. As we try certain things we test the degree that our behavior brings reward or punishment. We begin to sense the channels of reward and move in those directions. If dependency on the power person is more rewarding, we become dependent. It may be possible to begin to use power to reward creativity, individuality, experimentation, and new ways of doing things.

4. In-puts and Out-puts of the Two Climates

We might begin to think of these two polar climates in terms of what things go into the situation (in-puts) and what are the result (out-puts).



Obviously these models represent extremes. Most settings have a more or less defensive or accepting climate. Perhaps it is possible to be aware of the in-puts and be more cognisant of the effects of these in-puts on the climate.

Ownership of Problems

Who "owns" the problem?

- The subordinate "owns" the problem only when he/she is not satisfied with his/her behavior. That is, his/her needs are not being met. He/she feels bothered, frustrated, deprived or disturbed.
- Sometimes, however, while the subordinate needs are being met, the manager finds the process interfering with his needs. Now the manager feels bothered, frustrated, deprived or disturbed. At this moment, the manager "owns" the problem. He is not satisfied with the subordinate's behavior (even though the subordinate may be very satisfied with his own behavior).

The idea is to get the subordinate to "own" the problem. Without "ownership" she/he feels no need to change the behavior. Managers often short cut this stage by forcing ownership onto the subordinate with power. This may effect the desired end result. But in effect the manager has just "assumed" responsibility for the subordinate change of behavior. In short, she/he does it for you, not for himself/herself. Power compels, it does not influence. It forces compliance but denies the opportunity to learn self discipline and the responsibility for one's own actions.

When the manager "owns" the problem, he can do one of three things. He can try to modify:

1. The environment
2. Oneself
3. The employee
4. Any combination of the above

Modifying the Environment

Apart from attempts to modify the subordinate through power, this is probably the most familiar strategy for the manager. It involves providing the person with the equipment, tools, materials and the setting to do the job. The possibilities for modifying the environment are limited only by imagination and money. A checklist of categories is as follows:

1. Enrich it
2. Simplify it
3. Restrict it
4. Expand it
5. Error-proof it
6. Anticipate changes in it

We have dealt with this earlier when we discussed changing the job climate from/to conditional/collaborative. The focus was on internal and external control systems and the reinforcement and/or altering of norms.

Modifying Oneself

This is the least used option of the manager, but it is a powerfully effective alternative. Essentially it involves expanding one's range of acceptance. It is easier to change our expectation of another than it is to change the other person. If we change our expectation, we are less likely to be upset, disappointed, etc. If we are analytical and we expect others to be precise, orderly, and logical, we are going to be continuously disappointed in others' inability to meet our standards. Altering the expectation is not only easier on the subordinate, it's also easier on the manager. It cuts his tension load significantly.

The more certain a manager is of his value, belief and methods, the more likely he will impose them on his people. This is the limitation of certainty. The more flexible, the more amenable to change, the less black or white he/she is inclined to be, the more accepting he/she is likely to be of others' behavior. This says a lot for increasing versatility to increase one's acceptance level.

Managers who satisfy their own needs through independent productive efforts don't feel the need to gratify their own needs by the way their people behave. In other words, the subordinates don't have to behave in a particular way. The manager's own self acceptance is more allowing of different behavior in others.

Modifying the Employee

This option involves a combination of asserting and reflective listening. Assertions are statements of your position. They may be objective statements, backed up with reasons, or they may be subjective opinions emerging from one's own values and experience. Because they may be forceful and direct, they often confront the employee. The negative effects of confrontation may be minimized by being descriptive rather than accusatory. To be descriptive is to describe your position and your thoughts and feelings as they pertain to it. If your position involves notifying the employee of unsatisfactory performance, you are trying to make sure that the person "owns" the problem (i.e., feels a sense of responsibility for his/her actions). You want to show the employee your reaction to his/her behavior. You are trying to have the person alter his/her behavior without getting defensive.

When the employee responds to your assertion, some reflective listening may be in order. The purpose of reflective listening is to reflect back to the employee your understanding of his/her reaction to your assertion. Its only purpose is to demonstrate understanding. It is not to bear judgment, to evaluate. Reflective listening allows the employee to remain "in charge" until you are able to acknowledge complete understanding. It may involve acknowledging the feelings displayed as well as the position that is advocated. Reflective listening may also involve questions that ask for clarification, examples, and further elaboration. It also embodies appropriate non-verbal actions.

Reflective Listening ("You" messages)

1. Paraphrase the statement
(ex) "You're saying that ..."
(ex) "What you're telling me is ..."
2. Reflect the feeling
(ex) "You are obviously very distressed"
(ex) "You feel as if you have been deceived"
3. Ask for clarification
(ex) "Would you mind going over that one more time"
(ex) "Could you give me an example"
4. Show appropriate non-verbal responses
(ex) head nods, uh-huh's, eye contact, body position

Guidelines for Reflective Listening

1. Must be non-judgmental
2. Purpose is to show understanding
3. Control is with the speaker

Exercise - Part I

1. Groups of three: speaker, listener, observer
2. Speaker says, "One thing that really gets me excited (upset) is ..."
3. Listener makes several reflective listening interventions trying to capture the content and the feeling and draw out additional responses from the speaker
4. Observer comments and all discuss
5. Repeat the process, changing roles
6. Continue as long as time remains

Assertion ("I" messages)

1. Take a position on a subject and describe your thoughts and feelings as they pertain to it.

(ex) "I was really disappointed ..."

(ex) "Right now I am not happy with ..."
2. Should be descriptive and avoid judgments, accusations, sarcasm, superiority, etc.

(ex) "I want to describe as best I can what's on my mind right now"
3. If you have mixed thoughts/feelings, reveal them.

(ex) "I am greatly relieved that the job is done but I'm not pleased with the way it was done."

(ex) "I'm very upset over the events of the day, and I'm not happy about having to tell you so."
4. Demonstrate appropriate non-verbals: care, concern, trust, etc.

Exercise - Part II

1. Groups of three: confronter, confrontee, observer
2. Confronter selects an incident and confronts:
 - a) tardiness, long breaks, unexplained time off, etc.
 - b) telephone habits -- marathon talks, personal use, etc.
 - c) late reports, incomplete work, etc.
3. After confrontation, reflect the confrontee's response using active listening. Keep dialogue going.
 - a) If confrontee "owns" the problem, contract for new behavior
 - b) If confrontee does not "own" the problem (defensive), confront again (vary the words if desired)
 - c) If after several interactions, there is legitimate disagreement, explore options -- table the issue, tell him what you plan to do, ask her what she would like to do, etc.

Example of Confrontation (reiterated three times)

Confront: When I discovered that you had made personal long distance calls on company time and at company expense, I was really disappointed. I felt let down. Frankly, I felt you were taking advantage of me and yet I'm certain that was not your intent.

(Response: Defensive, plays it down as a little thing)

Reflect response: "So you feel this is not very important."

Confront: I realize this probably doesn't happen very often and the overall expense is not all that great. When it happens, however, I feel as if I'm being tested. It's a combination of disappointment and anger. I'm sure you know the feeling.

(Response: Defensive, some guilt and a little anxiety)

Reflect response: "You're concerned that I feel it was done intentionally."

Confront: As I said, I'm certain it wasn't done spitefully. Frankly, that thought never entered my mind. I just felt like my neighbor borrowed a tool, lost it, and didn't tell me. The cost of the tool wasn't the issue. I just felt as if I had been taken for granted, and thought you should know.

(Response: Contrite and thanks him for his candor.)

No need to reflect -- confrontee "owns" the problem.

Reassuring: I accept your apology and I know you're probably a bit surprised at my reaction. I thought that sharing this with you was better than storing the resentment. If we can talk these little things out, we can avoid future misunderstandings and keep these incidents from getting bigger than they really are. That will work to the advantage of both of us. I'll assume the phone policy remains as it was, and if at any time you think it's too restrictive, you come in and we'll talk about it.

DESCRIPTIVE RESPONSES

Problem

Accusatory Statements

Assertive Statements

Late employee

You're late -- where the hell have you been?

I'm not happy. I schedule a tight day, count on you, and you're not there. It really throws me off.

Procrastinating employee

What have you been doing? You've had all day to get on that thing.

I feel let down. I was counting on you to have that ready so we could move to Phase II.

Too much noise

Can't you be more considerate -- would you tone it down please.

Excuse me, please. I'm having difficulty concentrating because of the noise level.

Wants something but hasn't done his part

You don't deserve to go (to do it, to have it).

I don't feel very good about doing something for you when you haven't done your part. That sounds one way to me.

Sloppy work

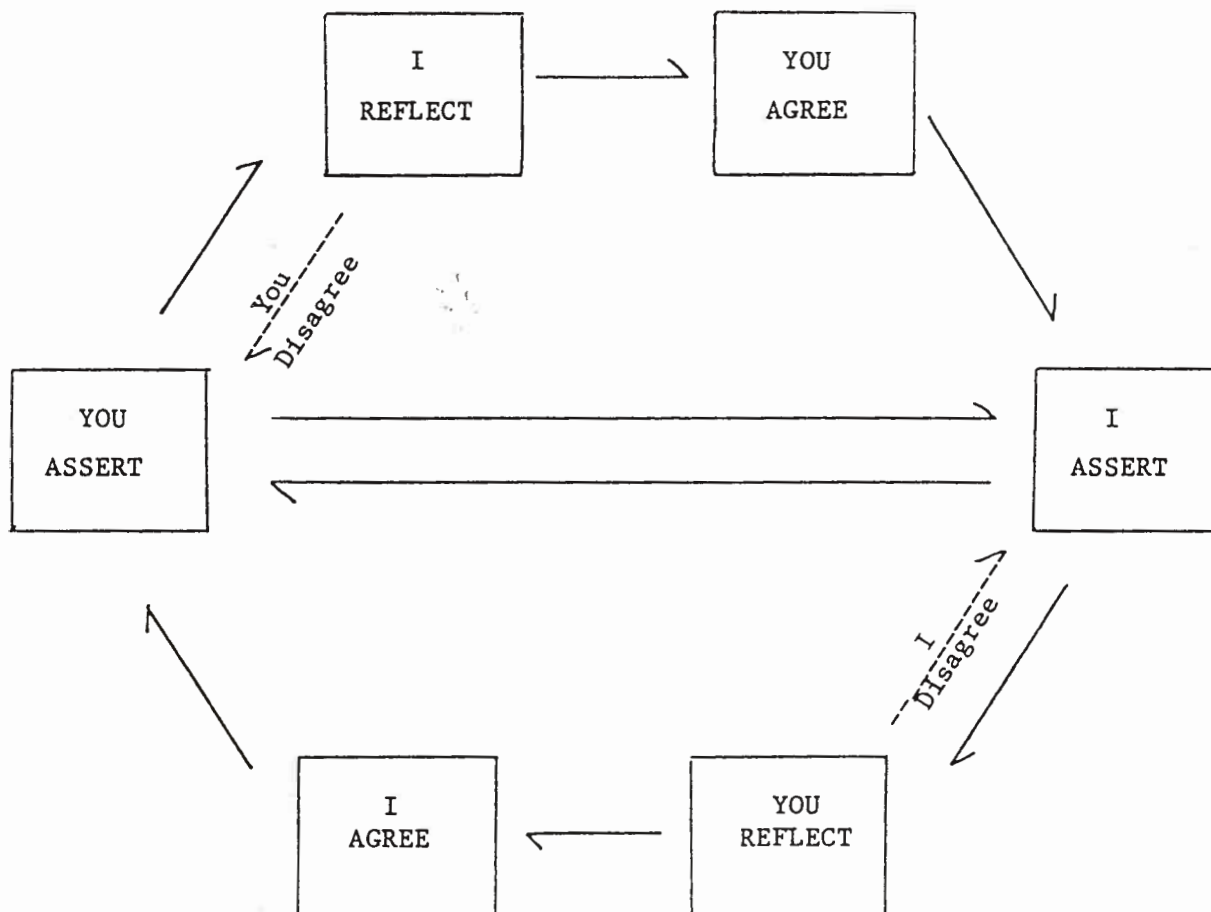
That's unacceptable. It looks as if you don't take this very seriously.

I am not pleased with the quality of the work on this assignment. It reflects on the department and it puts me in a tough position.

Long breaks

You're spending too much time away from your desk.

When I see your desk empty for long stretches I get very distressed. I don't like the thought of those phones going unanswered.



The Win/Win Approach

If the dialogue fails to transfer "ownership" to the employee, you have reached a stalemate.

("I still feel this is so, and you apparently feel this is not so.")

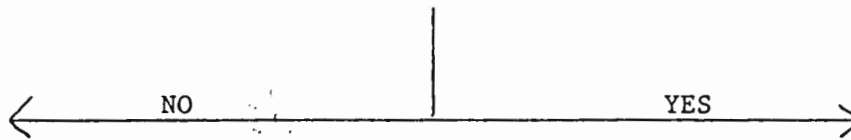
Your options are many:

1. You may agree to disagree. The dialogue has clarified positions and you chose not to do anything about it now.
2. You may use your positional power as a manager to compel the change.
3. You may table the dispute and agree to return later after some time, thought, study, etc.
4. You may ask the employee what ideas he/she has as you would like to work this out together.
5. You may brainstorm for other options (assuming the problem is well defined).
6. You may suggest a trial period using the new behavior, with results to be reassessed at a predetermined time.

PERFORMANCE
PROBLEM

Ask: Do it right
if he had to?

ABILITY
PROBLEM



MOTIVATION
PROBLEM

Used to do it?

No - Training

Yes - Practice

Check the following:

Style

Climate

Autonomy

Variety

Task Identity

Feedback

Doing it wrong regularly?

Yes - Feedback

Reward System

Is performance punished?

Is non-performance
rewarded?

Does it matter?

Are these obstacles to
performance?

Identifying and Defining the Problem

We began this program with the formulation:

$$\text{Performance} = \text{Ability} \times \text{Motivation}$$

Just as we can use this as an approach to maximize our effectiveness, so can we use it in trying to analyze performance problems. Is the problem one of ability or of motivation?

If the problem is one of ability, then it is a deficiency problem. It involves aptitude, training or experience. Aptitude is a given. Without it, neither training nor experience will help. With it, either training or experience will make the difference. Training provides the "how to" for one who doesn't know how to do it. Experience provides the opportunity to practice for one who knows how to do it. Or experience may provide feedback to one who is presently doing it, but not too well.

On the motivation side, where the problem is not one of skill deficiency, the answers lie in the consequences. If taking a specific action is punishing or non-rewarding, or if not doing it is rewarding, or if it doesn't matter whether it is done or not done, then the problem is motivational. And the key lies in changing the consequence. For example, if punctuality is important, then not starting a meeting on time is rewarding non-performance. The delay rewards the late comers.

Another example: Let us say that you value two-way communications and being kept abreast of things. Then one of your men tells you some bad news, and you get mad. Regardless of whether he is the carrier or the source of the bad news, your behavior has punished him for doing what he was supposed to do -- keeping you informed. You have punished good performance.

Another example: Recently a regional sales manager required his field men to take a course, one chapter at a time. As soon as they sent in the completed quiz at the end of one chapter, he mailed them the next unit. After three or four lessons the flow of quizzes back to the manager slowed to a dribble. When asked why, he didn't know. Upon further observation it was discovered that he did not return the corrected quizzes to his men. There was no feedback on performance. Only another unit. It didn't seem to matter. It was like sending a letter to the dead letter office. Or like holding the telephone line and not knowing you've been disconnected. If it doesn't matter to the manager you can be sure it won't matter to the sales people.

There is one other general category for non-performance on the motivational side of the equation. It has to do with obstacles in the way of performance. You can have the necessary ability, training, experience and you can even reward the performance. But if there are obstacles in the way, it won't happen. Obstacles such as:

- Telephone interruptions
- Improper equipment
- No authority
- Lack of time
- Poor standards of performance
- Too many bosses
- Closed channels of communication

Some questions the employees may be asking themselves are these:

- If I do a good job on this unpleasant assignment, will I be "rewarded" with more? (punishing performance)
- If I procrastinate long enough, will someone do it for me? (rewarding non-performance)
- If I don't do this, will they ever even know the difference? (doesn't matter)
- If I'm expected to do this, I wonder if I'll get the proper (support, equipment, time, authority, etc) to do it right? (obstacles to performance)¹

¹The credit for the general approach to this subject goes to Mager and Pipe, Analysing Performance Problems, Fearon Publ, 1970

COACHING GUIDELINES

General Principle: The skillful manager leads people to evaluate themselves.
It is what the people see and accept for themselves that they do something about.

1. Determine probable cause (if possible)
 - Ability or motivation deficiency?
 - Too high standard of performance?
 - Is it a style conflict? Versatility?
2. Focus on performance
 - Let him critique his performance first. Your position is, "How can I help?"
 - Stick with the performance disparity
 - Deal with weaknesses only insofar as they effect performance
3. Negotiate
 - Be descriptive, forthright and candid, use non-judgmental "I" statements
"I've got some mixed feelings about..."
 - Listen and try to mirror the feelings, capture the mood
"What I hear you saying is..."
"I'm getting the impression that you feel..."
 - Be prepared to revise your opinions based on what you hear
 - Focus on options and consequences, not right and wrong
4. Conclude with action statement
 - Leave the person with a clear picture of the desired behavior
 - Hopefully he "owns" the problem, therefore corrective action will be self initiated and self sustaining
"It's up to you to get back to me."
"Tell me your understanding of what we've decided today."

Caution: If you set the climate for the person to feel truly free to respond, you must be ready to accept whatever comes. Are you? Ask yourself, "What if he/she says _____?"

