

3 Motivation

3.1 Theory: Herzberg's Motivation-Hygiene Theory

Learning outcomes

- Understand and apply a theory of motivation.
- Use a variety of quantifiers to describe quantities.
- Discuss ideas for motivating a employees.

Introduction

1 Why are these people doing these things? Choose possible reasons from the list below. Are there any other possible reasons?

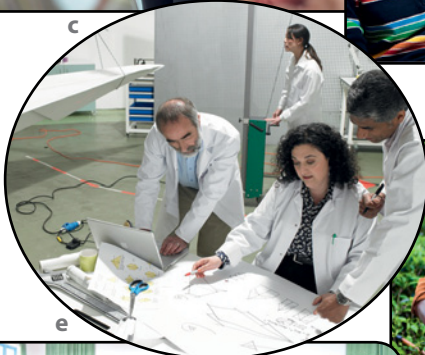
a



b



c



d



e



- 1 to earn money
- 2 to help other people
- 3 to get more qualifications
- 4 to be praised by other people
- 5 to be part of a team

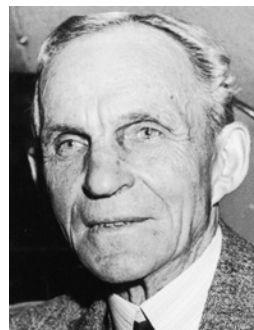


2 What motivates you to work? Look at the reasons in the list in exercise 1 and put them in order of importance for you.

3 People do things for different reasons, sometimes because they like doing them (*intrinsic motivation*) and sometimes because they want to get something as a result (*extrinsic motivation*).

Are the reasons in exercise 1 *extrinsic* or *intrinsic motivation* or both?

Business view



“There is joy in work. There is no happiness except in the realisation that we have accomplished something.”

Henry Ford, founder of the Ford Motor Company

Look at this quotation and discuss the questions.

- Is work always enjoyable? Should employees expect to be bored sometimes?
- Do you feel happy when you can see the results of your work? Tell your partner about the last time you had this experience.

Reading 1: Herzberg's Motivation-Hygiene Theory

Professor Frederick Herzberg was a clinical psychologist and later Professor of Management at the University of Utah. There has been little serious challenge to his ideas since they were published in 1959, and this theory is still useful for managers who want to motivate their employees.

1 Read the text quickly and match the answers below with the questions.

- 1 What did Herzberg ask the accountants and employees about?
- 2 What did he call the things that caused satisfaction?
- 3 What did he call the things that prevented dissatisfaction?
 - a hygiene factors
 - b motivators
 - c specific moments when they felt satisfied or dissatisfied about their job

Herzberg carried out a motivation study on 200 accountants and engineers who worked in companies in the USA. These subjects of the study were asked two questions:

- 5 (1) When did you feel particularly good about your job?
- (2) When did you feel exceptionally bad about your job?

The responses that Herzberg obtained were interesting and fairly consistent. Reported good feelings were usually associated with job experiences and job content. One example of these was the head of an accounting department; he was given the job of installing new computer equipment. He took pride in his work and was pleased to know that the new equipment made a big difference in how his department functioned. Reported bad feelings, on the other hand, were usually associated with the surrounding or peripheral aspects of the job – the job context. An example of these feelings was given by an engineer; his first job was routine record keeping and managing the office when the boss was gone. His boss was always too busy to train him and became annoyed when he tried to ask questions. The engineer said that he was frustrated in this job context and that he felt that he was just an unimportant assistant in a dead-end job.

Herzberg concluded that job satisfiers are related to job content and that job dissatisfiers are related to job context. Herzberg labeled the satisfiers 'motivators', and he called the dissatisfiers 'hygiene factors'. The term 'hygiene' refers (as it does in the health field) to factors that are preventative; in Herzberg's theory the hygiene factors are those that prevent dissatisfaction. Together, the motivators and the hygiene factors have become known as Herzberg's two-factor theory of motivation.

Herzberg's two-factor theory provided a new view of work motivation. Until his theory became known, most managers had focused on the hygiene factors. When faced

with a motivation problem, the typical solution was higher pay, more fringe benefits, and better working conditions. However, this simplistic solution did not really work.

- 40 Management are often puzzled because they are paying high wages and salaries, have an excellent fringe-benefit package, and provide excellent working conditions, but their employees are still not motivated. Herzberg's theory offered an explanation for this problem. By concentrating
- 45 only on the hygiene factors, management were not really motivating their personnel.

Source: Organizational Behavior by Fred Luthans

2 Read the statements below and check again with the text to decide whether they are true or false.

- 1 The subjects of Herzberg's study who felt good about their work talked about what they did in their job.
- 2 Those people who were unhappy about their work focused on the job content.
- 3 Hygiene factors help to avoid dissatisfaction.
- 4 Managers need to focus on job content as well as job context to motivate their staff.

Language focus 1: Vocabulary of motivation and demotivation

The following lists show the top six factors that can cause satisfaction and dissatisfaction.

Hygiene:

Company policy
 Supervision
 Relationship with the boss
 Work conditions
 Salary
 Relationship with peers

Motivation:

Achievement
 Recognition
 Work itself
 Responsibility
 Advancement
 Growth

In pairs, decide which of the above factors the following examples belong to. Then decide if they are hygiene factors or motivation factors.

- | | |
|--------------------------|-----------------------------------|
| 1 a lot of bureaucracy | 7 the chance to learn new skills |
| Company policy – Hygiene | 8 only a few days of annual leave |
| 2 rude colleagues | 9 not enough support in the job |
| 3 praise | 10 an aggressive manager |
| 4 promotion | 11 getting good results |
| 5 low pay | 12 the chance to manage a team |
| 6 a job you enjoy | |

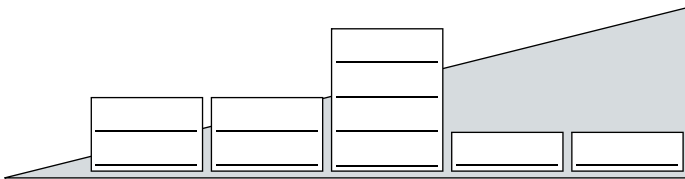
Intercultural analysis

Different cultures have different views about the best way to get employees to work well. Think about the cultures which you are familiar with. Which is the most common in these cultures: hygiene factors or motivation factors? Why do you think this is?

Language focus 2: Quantifiers

1 Decide which order these quantifiers should go in.

several a lot of a little a few many much all
 plenty of most some



2 Complete the letter with these quantifiers.

little few many a great deal of some enough

25 January

Dear Mr Sanchez,

I am writing on behalf of the employees. **1** _____ of them feel that the new pay deal is not **2** _____, as it does not cover the rise in the cost of living.

I am aware that you and the management have invested **3** _____ time and effort in securing this pay deal. However, **4** _____ union members believe that the outcome of the recent pay negotiations has had **5** _____ effect on improving the economic position of our factory workers.

We suggest that we hold a meeting of management and the union representatives in the next **6** _____ days to resolve this matter.

Yours sincerely,
 Rosa Gutiérrez

3 Write the quantifiers below in the correct category: countable or uncountable. One can be used with both categories.

many a few much a great deal of a large number of
 a huge amount of a lot of several a little

Countable, e.g. people, departments, motivators
 _____, _____, _____, _____, _____

Uncountable, e.g. motivation, time, growth
 _____, _____, _____, _____, _____

4 A little / a few and little / few have different meanings. Look at these pairs of sentences. Which of these sentences have a negative sense? Then complete the rule below.

- a A little time was spent on this aspect of the project.
- b Little time was spent on this aspect of the project.
- c A few employees were satisfied with their working conditions.
- d Few employees were satisfied with their working conditions.

When we use _____ and _____, the meaning is usually negative.

30 3 MOTIVATION

5 In pairs, write sentences about motivation using quantifiers and the words below.

employees time managers relationships with colleagues
 money personal development

Example: Few employees are motivated only by money.

Output: Motivating a demotivated company



Stage 1

Your consultancy firm is going to advise a company that produces plastics on how to motivate their staff. The company has problems with staff motivation. Look at the quotes from the managers:

- 'Too many people are calling in sick on Monday morning.'
- 'A lot of workers don't think we listen to them, but we do.'
- 'We increased the pay and still the staff are not motivated.'
- 'Staff seem to have time to do their jobs. Why are they complaining?'
- 'A few of the factory workers have complained that they can't get promoted, but some of them get paid more than management.'

In pairs or small groups, discuss how you would feel if you were a manager or employee in this situation. Do you think the problems are related to motivation or to hygiene factors?

Stage 2

Join another pair or group and look at the plans that the company have thought will help motivation:

- Reduce working hours – staff are working too many hours.
- Increased wages haven't worked – if paying people more hasn't worked, perhaps the threat of less money will motivate them.
- Workers need to feel that they are part of the company. We should have workshops to show how valuable their work is.
- Increase communication between workers and managers.
- Employee counselling will help to cut down on people missing work.

Discuss whether the plans the company have made will help motivation or not. Look at the Reading text again and also use your own opinion.

3.2 Practice: Building a positive work environment

Learning outcomes

- Consider how a successful company motivates its staff.
- Use the articles *a* and *the* correctly.
- Discuss working conditions, rewards and the ideal workplace.

Profile: Creativ Company



Creativ Company is a small Danish company that sells art and hobby materials. It was established in 2000 and has a team of 137 working in Denmark, Sweden, Norway, England, Germany and the Netherlands. Creativ Company has won awards as one of the best companies to work for in Europe.

Introduction

Discuss the following questions.

- What makes a company or organisation a good place to work?
- How important is teamwork in motivating people?
- What rewards would you expect for doing your job well?
- Would you be happy if you achieved something at work and had to share the reward with all of your team?

Listening 1: Creating a good work environment

1.17

Pia Orskov is Human Resources Manager for Creativ Company.



Listen to the interview with Pia Orskov and answer the questions.

- 1 What reasons does Pia Orskov give for Creativ being a good place to work?
- 2 How is the way in which they communicate at Creativ different from many other companies?

Listening 2: Rewarding employees

1.18

1 In small groups write a list of the things companies can do to reward their employees.

2 Listen to the next part of the interview and answer the questions.

- 1 What is special about the way the company rewards its staff?
- 2 Does Creativ use any of the systems of rewards that you thought of?
- 3 What is the main way, according to Pia Orskov, in which Creativ treats its staff better than other companies?

Transferable skill: Developing listening skills



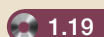
You probably did not understand every word in the interview with Pia Orskov. You don't need to understand every word to understand what someone is saying. Sometimes it is enough just to understand the *gist*: to get a general idea of what the person is talking about. Sometimes you may need some *specific information*, but you still do not need to understand everything.

1 Using background knowledge

When we listen, we use our background knowledge about the topic or situation to help us understand. Think about the answers to these questions.

- 1 What do you already know about the way Creativ treats its staff?
- 2 Would you expect the management to have very strict rules?
- 3 How might the importance that Creativ puts on face-to-face discussions affect the number of rules the company has?

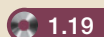
2 Listening for gist



Listen to the next part of the interview. Which is the best summary of what Pia Orskov says?

- a Employees often abuse the system and therefore the company needs a lot of rules.
- b Employees don't often abuse the system because it is based on trust; therefore there are only a few rules.
- c Employees usually follow the rules because there are severe punishments if they don't.

3 Listening for specific information



Listen again and see if you can understand some more specific information. Answer these questions.

- 1 Pia Orskov says that the company has three important rules. What are they?
- 2 What does she say employees like best about working for the company?

Critical analysis

Discuss the following questions.

- 1 What do you think about the idea of employees meeting for a face-to-face meeting for a few minutes every day? Do you think that this is a good idea? Why might some people not like it?
- 2 In the interview the interviewer says that a lot of companies 'pay lip service' to team building? What does he mean?
- 3 In the interview, Pia Orskov says, 'We think it's important to have a we spirit instead of a me spirit.' Do you agree? Would you like to work in a company where the team, rather than the individual, is rewarded?

Language focus 1: Articles



1 Here are some things the interviewer and Pia Orskov said in the interview.

- a And so do you think that this information sharing is the most important way of making a company successful?
- b ... it's something that people here attach very high importance to when they talk about their workplace.
- c So at staff meetings we celebrate and applaud a good effort or good results of a group or a team ...

Look at the table with uses of *a/an*, *the* and no article. Which rule explains each of the ways in which the speakers used/ didn't use articles in the underlined phrases in sentences a–c above?

Use of <i>a /an</i>	Use of <i>the</i>	Use of no article
1 we don't know which one or it doesn't matter which one	4 the speaker and listener knows what is being spoken about	9 with possessive pronouns
2 any member of a group (e.g. a doctor, a businessman)	5 we say which one we mean	10 with proper names (usually)
3 the first time we hear of the object in a story	6 it was mentioned before	11 things in general
	7 the only one(s)	
	8 with superlatives	

2 Complete the sentences with *the*, *a*, *an* or no article (-) using the table above.

- 1 If it happens, it will be _____ biggest takeover in history.
- 2 _____ oil prices are going to continue to increase over the next 2 years.
- 3 We need to hire _____ translator to help with the French contract.
- 4 Oh no! I've left the documents at _____ office.
- 5 Can you go and pick them up in _____ my car?
- 6 It's in _____ cupboard next to the photocopier.
- 7 Could you lend me _____ pen, please?
- 8 We can't start our meeting without _____ CEO.
- 9 Would you like to come in and see _____ Mr Brown?
- 10 He saw _____ man enter the office late last night. _____ man had short blond hair.

Look at the sentences in exercise 1 again. Write the correct 'use' number from the table above next to sentences 1–10.

Language focus 2: Vocabulary to discuss pay and working conditions



salary career opportunities glass ceiling fringe benefits
 work-life balance open-plan office effort-reward balance
 commission appraisal system tip bonus severance package
 mentoring system flexitime

1 Match the words and phrases above with these definitions.

- 1 A system of working where people work a set amount of hours in a period of time, but choose when they start and finish.
- 2 A fixed amount of money that an employee receives.
- 3 A working space where everybody has a desk, but nobody has their own individual office.
- 4 A barrier that stops certain groups of people getting promoted to the next level.
- 5 A number of chances to improve your position in the company.
- 6 An extra amount of money you may pay to a waiter or taxi driver to say thank you.
- 7 Payment to somebody who sells goods. The more they sell, the more of this they receive.
- 8 A system where a new employee learns from a more experienced employee at work.
- 9 This tries to make sure that people spend the right amount of time at work and don't work too much.
- 10 Pay and benefits that somebody receives when they leave a job.
- 11 Extra money somebody receives for a good performance.
- 12 A way of measuring how successful an employee has been.
- 13 Extras to the money that an employee receives, e.g. a company car, free health care.
- 14 Where the company tries to make sure that employees receive the correct amount of money for the amount of work they do.

2 Do the words and phrases refer to pay and rewards or conditions? Complete the table.

Pay and rewards	Working conditions

3 Discuss the following questions.

- 1 What is most important for you, a high salary or career opportunities for the future?
- 2 What examples of a 'glass ceiling' can you think of?
- 3 What are the most common fringe benefits in your country or the organisation you work for?
- 4 What do you think makes a good work-life balance?
- 5 Would you prefer to work in an open-plan office or would you prefer it if managers had their own personal office? Why?
- 6 What do you think about appraisal systems? What are the positives and negatives in your opinion?
- 7 Which people in society benefit from being able to work flexitime? Can you think of any jobs where people couldn't work flexitime?

Output: Presentation

Stage 1

What would your ideal job or workplace look like? Think about things like:

- flexible working hours and the possibility of working at home
- career prospects
- opportunities for training and taking time out of work for further education
- rewards and fringe benefits (Are bonuses or things like having a company car important for you?)
- working in a team versus working independently
- social events at work

Stage 2

Now imagine you are at an 'Away Day' with your department.

One of the tasks you have been asked to do is prepare a presentation on an ideal workplace.

Work in groups and prepare the presentation. When you have finished, present your ideal workplace to your colleagues and managers.

3.3 Skills: Conducting a performance review

Learning outcomes

- Use key vocabulary for performance reviews.
- Give constructive feedback.
- Hold a performance review meeting.



Introduction

Discuss the following questions.

- What is a performance review?
- Have you ever had a performance review? What was it like?
- Look at the advice below. Do you think it is useful?

Advice for managers in a performance review

- 1 Always remember why you are having the meeting: to review the employee's performance and to give constructive feedback.
- 2 Don't speak too much, let the employee respond and ask questions and speak about their achievements and why things happened. If they aren't clear, ask them to explain.
- 3 Remember to set goals and objectives for the future.
- 4 If your assessment of the candidate is that they have performed badly, then look at how they can learn from their mistakes and perform well in the future.

Advice for employees in a performance review

- 1 Be serious. This is your chance to tell your boss how important you are to the team.
- 2 If the feedback that your manager gives you isn't clear, then say so. You can't know if he/she has realistic expectations of you if you don't understand.
- 3 Tell the truth. Don't say that you were excellent at something if you weren't; your manager isn't stupid.
- 4 Don't blame others. You should find ways to solve problems. If you supervise someone, then think about how you can help them. Take responsibility for your actions.

Language focus 1: Vocabulary for performance reviews

Look at the words from the advice for managers and employees in the Introduction. Match the words and phrases 1–8 with their definitions a–h.

1 constructive feedback	a judgement or evaluation
2 set goals and objectives	b be the person whose job it is to do something
3 achievements	c useful advice that is sometimes critical
4 to review	d things a person has done well
5 assessment	e decide a future plan
6 realistic expectations	f go over or look at something and analyse it
7 supervise	g check another person's work
8 take responsibility (for)	h things you hope for and which are possible in the future

Listening 1: Beginning a performance review



1.20

You are going to listen to the beginning of a performance review meeting in a business support consultancy. The business development manager, Jenny, is having a performance appraisal with her boss, the marketing director, David.

How does David begin the performance review? Are these statements true or false?

- 1 He asks Jenny if she wants to raise any points.
- 2 He tells her whether or not she has fulfilled her objectives.
- 3 He invites her to talk about her achievements.

Listening 2: Performance objectives

 1.21

Listen to the next part of the meeting and underline the correct phrase.

Note: 'being compliant' refers to making changes to practices in the company in order to 'comply with' new government regulations

- 1 Jenny feels that she *has / has not* achieved progress in the Business Link contract.
- 2 The company had to meet standards and Jenny and her boss are *satisfied / not satisfied* with the progress.
- 3 Originally Jenny wanted to complete *all the tests / only some of the tests*.
- 4 By the next review, the process *will / will not* be complete.

Listening 3: Responsibility and supervision

 1.22

Listen to a later part of the meeting, where David and Jenny talk about database systems and client folders. Answer the questions.

- 1 Whose responsibility is the database?
- 2 What is Bob's job with the database?
- 3 What problem is there with the database?
- 4 What information should they be able to get from the database?

Critical analysis

Work in two groups: D (David) and J (Jenny).

Group D: Look at the advice for the manager in the Introduction.

Tick (✓) the advice if you think David did it well.

Was there any advice he didn't need to follow?

Was there any advice he didn't follow?

Group J: Look at the advice for the employee in the Introduction. Tick (✓) the advice if you think Jenny did it well.

Was there any advice she didn't need to follow?

Was there any advice she didn't follow?

Language focus 2: The language of a performance review

Look at these things that Jenny and David said during the performance review, and match them with the advice from the Introduction.

Example: Sentence 1 goes with tip 2 for managers, as David asks Jenny to speak about her achievements.

- 1 **David:** OK. So, looking at your achievement objectives from the last assessment, the first thing is evidence of achievements since the last time.
- 2 **Jenny:** At the last assessment we said I was going to undertake responsibility for that ... and to get us through the standards tests ... and I think I did that really well. There was a lot of work involved and I managed all of that.
- 3 **David:** But by the next review in January, and the one after that in June, it'll be complete and finished with. ... So at the next review we could set that as a goal.
- 4 **Jenny:** 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.
- 5 **David:** Well, I think at the end of this review we should bring Bob in and just have a look at that.

Output: Participating in a performance review

Work in groups of two or three. You are going to role play a performance review meeting between Jenny and Bob, in which they talk about and try to solve the problem with the database. One person should play the role of Jenny, and the other of Bob. In groups of three, one person should also play the role of David, Jenny's boss.

Jenny: Look at the information on page 136.

Bob: Look at the information on page 141.

David: Look at the information on page 145.

Stage 1

Look at your information and prepare what you are going to say in the performance review meeting. To help you prepare, look again at the advice for managers or employees in the Introduction, and at the things that Jenny and David said in Language focus 2.

Stage 2

Have the meeting.